



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

MEETING AGENDA

**December 2, 2021
1:00 PM
Virtual Meeting**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
STUDENT SUCCESS, TEACHING, and RESEARCH COMMITTEE MEETING
December 2, 2021 – 1:00 p.m.
Virtual Meeting

AGENDA

- I. Call to Order –**
- a. Confirmation of a Quorum
 - b. Adoption of the Agenda
- II. Approval of Summarized Minutes from Previous, October 7, 2021, Meeting** **TAB A**
- III. Reports/Comments:**
Provost's Administrative Report
James P. Holloway, Provost & EVP for Academic Affairs
- Member Comments
 - Advisor Comments
- IV. Action Items:**
- A. Posthumous Degree for Jerry Surveyor** **TAB B**
Lisa Lindquist, Director, LoboRESPECT Advocacy Center
 - B. Form C: CERT Honors College** **TAB C**
Ryan Swanson, Associate Professor, Honors College
 - C. Form D: Native American Studies Doctoral Degree Program (NAS)(New)** **TAB D**
Tiffany Lee, Chair & Professor, Native American Studies
 - D. Form D: Post Professional Doctoral Degree in Occupational Therapy (New)** **TAB E**
Janet Poole, PhD, OTR/L Professor Department of Pediatrics
 - E. Fall 2021 Degree Candidates** **TAB F**
Finnie Coleman, Faculty Senate President
 - F. Policy C07 Faculty Misconduct and Progressive Discipline Policy** **TAB G**
Finnie Coleman, Faculty Senate President
 - G. Approval of ASUNM Constitutional Amendment** **TAB H**
Ryan Regalado, Vice President, ASUNM
 - H. Recommendations for Consent Agenda Items on Full Board of Regents' Agenda**
Kim Sanchez Rael, Chair, Regents' SSTAR Committee
- V. Information Items:**
- I. Teacher Education in New Mexico** **TAB I**
Hansel Burley, PhD, Dean, College of Education and Human Sciences
 - J. Nursing Program Expansion** **TAB J**
Christine E. Kasper, Dean and Professor, College of Nursing

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K. Student Experience Project

Pamela Cheek, Associate Provost for Student Success

TAB K

VI. Public Comment

VII. Adjournment

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ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
October 7, 2021 – 1:00 p.m.
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Meeting Summary

Committee members present: *Regent Kim Sanchez Rael, Chair, Regent Doug Brown, Student Regent Randy Ko, James Holloway, Provost & Executive Vice President for Academic Affairs, Scott Sanchez, Staff Council President*

Committee members absent: *Finnie Coleman, President, Faculty Senate*

Advisors present: *Gregory Romero, ASUNM President, David Saavedra GPSA President*

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

Motion to Approve: James Holloway

Second: Scott Sanchez

All members voted yes.

Motion: Approved

II. Approval of Summarized Minutes from Previous Meeting

TAB A

Motion to Approve: Student Regent Ko

Second: Regent Brown

All members voted yes.

Motion: Approved

III. Reports/Comments:

Provost Administrative Report

James Holloway, Provost & Executive Vice President for Academic Affairs

Leadership Update/Changes:

- Chancellor Alice Letteney will be retiring August of 2022, following more than 25 years of service at UNM Valencia. Alice has been a transformative figure at the Valencia Campus. The new Career Technical Education Center has been a goal of Alice's for a long time and she will be able to see this through completion before her departure.

Leadership Searches:

- The Vice President for Student Affairs search committee is chaired by Sr. Vice Provost Barbara Rodriguez
- The Chancellor for UNM-Valencia search committee is chaired by Chancellor Cindy Rooney
- The Dean of UNM School of Law has four finalists on campus; names to be announced in the very near future
- Arash Mafi, Interim Dean for Arts & Science will continue in this position through June 2023

Faculty Support

- Research Recovery from COVID
 - Faculty Summer Support
 - Consideration given to:
 - Career stage
 - Impact of COVID-19 on research activities/evidence of need
 - Potential for impact on career trajectory
 - Faculty Scholarship Time (FaST)
 - Sp 22 funding for one course replacement or grad assistant
 - 21 awarded out of 43 across 6 schools/colleges
 - We are expecting to continue this program for a couple of terms

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- Program to Enhance Research Capacity (PERC)
 - \$25k - \$75k for shared use equipment and instrumentation to expand research and increase competitiveness for external funding
 - 7 awards totaling \$390k

Grand Challenges Update

- Water Resources: good success in getting a large interdisciplinary, multi-institution award from NSF, PI: Mark Stone
 - Supported faculty hiring with startup funds. Hiring research faculty to look at some fundamental issues around sustainability metrics as well as developing coursework for graduate students, data analytics and community connections.
- Substance Use Disorders: similar success in leveraging the Grand Challenges into large external grants: \$11M grant from NIH as well as other smaller grants; engaging 92 investigators across the whole institution. A highlight is the 8-week NIH Grant Writing seminar held over the summer. Workshops and training around grant writing will help our faculty do better when competing for funding opportunities; utilizing our resources to develop our capacity to garner external resources.
- Aging: a lot of engagement in community outreach events and submitted the first large centered grant on Alzheimer's disease research.

The Grand Challenges have had two good successes. They have connected faculty across the institution and have served as platforms to develop large extramural grants. We hope to keep leveraging them in that direction.

Academics and Student Success

- Higher Learning Commission (University's Institutional Accreditor) Focused Visit October 4th and 5th. Focused on two issues raised in 2019 HLC report: governance & financial management in athletics. In 2019, HLC felt we met criteria, but compliance was recent so HLC wanted to come back and take a second look. We had provided a written report to them prior to the visit and answered their questions during the visit. We'll know soon what their focus report says. All indications are that they see strength and compliance in the institution.
- Positive Chalking Event for Mental Health awareness month. Organized event where positive messages are chalked throughout campus. This event is sponsored by the LoboRESPECT Advocacy Center, SHAC, and the Lobo Prevention Pack
- Lobo Food Pantry has moved to a new location on the first floor of the SUB. This makes it more centrally located. There was also investment in a refrigeration unit to allow for distribution of perishable food items in addition to shelf stable food items.
- Nursing: we will plan to have Dean Chris Kapser to one of our upcoming meetings to talk more in-depth regarding expansion of the nursing program. US News rankings were recently published. Undergraduate Nursing ranked 43 out of 700. At the master's level, 3rd in the Mountain West, and Midwifery ranked 11th in the US. We have a successful and accomplished Nursing Program. Enrollments in the program are growing. The growth in BSN is purposefully designed to occur, and we see growth in the masters and post master's programs as well. This is part of the Universities strategy to grow the capacity of UNM to provide the nursing needs of the state.
- Teacher Education. We plan to have Dean Hansel Burley come and talk with us about Teacher Education and the expansion of Teacher Education within the State of New Mexico.

Enrollment

- Across the entire system, enrollment is essentially flat; down only 0.5%, which is a negligible change. Branches were hit very hard during Covid, which is consistent with other two-year institutions across the country. Branch campuses haven't recovered to their pre-Covid numbers, but their enrollments increased since last Fall. They are moving in the right direction.

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- Albuquerque: Down overall 2.5% from last year. Undergraduates down about 680. Graduate level has increased from last year up to almost 5000 students.
 - New Fall 2021 Students in Albuquerque are up. Increase in graduate students with degrees from UNM and degrees from outside UNM, increase in transfers from New Mexico institutions, increase transfers from out of state, and increase in first time undergraduates.
 - Readmissions are down for Fall 2021. These are students that stepped away and are encouraged to come back. Thoughts are that there is a Covid affect associated with the decrease. We had approximately 1000 students that stepped away in the middle of Covid who were considering if Fall was the time to come back or not.
 - We are seeing increases in new student enrollment from Fall/Summer and Fall admissions. This is the trend we need to see. Dan Garcia and his team have done great work to make this happen.

Vax the Pack Initiative

- Confirmed Vaccinated University Wide (Main, HSC, and Branch campuses)
 - 97% Faculty, 94% Staff, and 84% of students
- Main Campus Vaccinated
 - 99% Faculty, 92% Staff, and 89% of students

We continue to see movement in these numbers as additional vaccination records continue to come in and there are those that are starting the vaccination process.

- Covid positive tests peaked around the 19th of September, when people were returning to campus, and subsequently decreased. This mirrors what we were seeing across the state. There are about 5 positive cases a day across the Albuquerque and branch campuses.

Member Comments:

Regent Brown: Great work on the nursing enrollment and vaccinations. Those are both high priorities and the success rate is remarkable.

Provost Holloway: I would like to give infinite kudos to those that are helping UNM through this time of crisis with Covid. Our IT staff stood up the system to upload and validate these records amazingly quickly with amazingly high quality.

Regent Sanchez Rael: I would echo Regent Brown's comments on the nursing and new student starts. I would like to see Dean Casper enlighten us on where the actual constraints are, financial or physical to achieving this growth goal we have for nursing. How as an institution we can break those restraints. Also, a question on the new fall starts: Do you have an idea how this trend on new student starts compares to other peer institutions right now?

Provost Holloway: We have done better, over the last two years, than the national trends and better than the peer institutions in the region. Again, recognizing Dan Garcia and his team for their amazing work in both building a smart communication strategy and optimizing financial aid to ensure enrollment, offering more aid in lower amounts.

Advisor Comments:

David Saavedra, GPSA President: I note the many important items on the agenda today, thank you to everyone for their hard work and commitment to the institution.

Greg Romero, ASUNM President: Thank you for this presentation Provost. I look forward to all that is to come.

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IV. Action Items:

- A. Posthumous Degree for Brandon Ray** TAB B
Lisa Lindquist, Director, LoboRESPECT Advocacy Center
Motion to Approve: Provost Holloway
Second: Student Regent Ko
All members voted yes.
Motion: Approved
- B. Posthumous Degree for Michael Sanchez** TAB C
Lisa Lindquist, Director, LoboRESPECT Advocacy Center
Motion to Approve: Regent Brown
Second: Scott Sanchez
All members voted yes.
Motion: Approved
- C. Naming request from Comprehensive Cancer Center** TAB D
Request approval to create an Endowed Professorship the
Robert M. Faxon Jr. Endowed Professor in Neuro-Oncology
Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center
Motion to Approve: Provost Holloway
Second: Regent Brown
All members voted yes.
Motion: Approved
- D. Request approval to appoint Sara G.M. Piccirillo, Ph.D. as the** TAB E
Robert M. Faxon Jr. Endowed Professor in Neuro-Oncology
Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center
Motion to Approve: Provost Holloway
Second: Student Regent Ko
All members voted yes.
Motion: Approved
- E. Request approval of appointment of Dr. Anne Greene as the holder of the** TAB F
Dr. Irene Uhrik Boone Endowed Chair in Pediatrics.
Loretta Cordova de Ortega, M.D., Chair Department of Pediatrics
Motion to Approve: Scott Sanchez
Second: Regent Brown
All members vote yes.
Motion: Approved
- F. Request approval of appointment of Zoneddy Ruiz Dayao MD as the holder** TAB G
of the Maralyn S. Budke Endowed Professorship in Cancer Care Delivery
Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center
Motion to Approve: Provost Holloway
Second: Regent Brown
All members voted yes.
Motion: Approved

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- G. Request approval to create an endowed professorship the Dana C. Wood Professorship in Cancer immunotherapy** TAB H
Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center
Motion to Approve: Provost Holloway
Second: Regent Brown
All members vote yes.
Motion: Approved
- H. Request approval to appoint Eric C. Bartee, Ph.D. to the Dana C. Wood Professorship in Cancer immunotherapy** TAB I
Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center
Motion to Approve: Provost Holloway
Second: Regent Brown
All members voted yes.
Motion: Approved
- I. Request approval to create an Endowed Professorship the Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities** TAB J
Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center
Motion to Approve: Scott Sanchez
Second: Regent Brown
All members voted yes.
Motion: Approved
- J. Request approval to appoint Shiraz Mishra, MBBS, PHO to the Victor and Ruby Hanson Surface Professorship in Cancer Population Sciences and Cancer Health Disparities** TAB K
Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center
Motion to Approve: Provost Holloway
Second: Scott Sanchez
All members voted yes.
Motion: Approved
- K. Request approval to create an endowed professorship the Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement** TAB L
Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center
Motion to Approve: Provost Holloway
Second: Regent Brown
All members voted yes.
Motion: Approved
- L. Request approval to appoint Andrew Sussman PhD to the Victor and Ruby Hanson Surface Professorship in Cancer Health Disparities and Community Engagement** TAB M
Alan Tomkinson, Ph.D., Interim Director of Comprehensive Cancer Center
Motion to Approve: Scott Sanchez
Second: Regent Brown
All members voted yes.
Motion: Approved

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- M. Form D - Graduate Certificate in Elementary Education with K-8 Licensure (New)** TAB N
Dr. Marjorie Krebs, Ed.D. Department of Teacher Education, Educational Leadership & Policy
Motion to Approve: Provost Holloway
Second: Student Regent Ko
All members voted yes.
Motion: Approved.

- N. Form D - Graduate Certificate in Indigenous Planning (New)** TAB O
Theodore Jojola, Ph.D., Director and Regents Distinguished Professor, Indigenous Design and Planning Institute
Renia Ehrenfeucht, Ph.D., Professor & Chair Community & Regional Planning
Motion to Approve: Provost Holloway
Second: Regent Brown
All members voted yes.
Motion: Approved.

- O. Albuquerque Institute of Mathematics and Science (AIMS) Memorandum of Agreement** TAB P
Christine Landavazo, Associate University Counsel, Office of University Counsel
Motion to Approve with directive to Administration to explore exclusivity clause: Provost Holloway
Second: Regent Brown
Members voted yes: Regent Sanchez Rael, Provost Holloway, Regent Brown, Student Regent Ko
Members voted no: Scott Sanchez
Motion: Approved.

- P. Recommendations for Consent Agenda Items on Full Board of Regents' Agenda**
Kim Sanchez Rael, Chair, Regents' SSTAR Committee
Action items for Full Board Consent agenda:

All action items except for Action Item: O to be placed on the Consent Agenda.

Action Item O to be presented to the Full Board of Regents following exploration of exclusivity clause.

V. Information Items:

- Q. Racial and Intersectional Micro aggressions (RIMA) Survey At the University of New Mexico 2021-Report to Regents** TAB Q
Assata Zerai, Ph.D., Professor of Sociology, Vice President for Equity, and Inclusion
The Office of Equity and Inclusion has been involved in a project to promote education and practice for how to interrupt racial and intersectional micro-aggressions (RIMA). Workshops have been conducted across campus on how to be an active bystander (upstander), serving as an advocate and ally. In the survey we are looking at people of color, students with disabilities, and students that are queer and trans. Our survey is intersectional because we are looking at 3 groups and how their experiences are amplified if they occupy more than one of those social locations. We find that RIMAs and bias impact student's sense of belonging and reproduce structural inequality in higher

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education. Data was collected in Spring 2021. The survey included students from main, HSC and all the branch campuses. A toolkit for interrupting RIMAs has been created and is available online.

Member Comments:

- **Regent Brown:** This is such a robust field for increasing awareness and sensitivity.
- **Regent Sanchez Rael:** Is this something you plan to repeat in two years or some time frame to see if there are trends? Where does this work for the university go in the future?
Dr. Zerai: We are going to do a climate survey inclusive of students, faculty, and staff. The RIMA survey was focused on students. In the larger climate survey we will include some micro aggressions questions. We are planning to do that every four years so that we can track that change over time. Covid was a strange time to do a survey as many of the freshman had never been in class. We are planning to do this next Fall and every four years thereafter.
- **Regent Sanchez Rael:** As a governing board, have you given thought to ideas as to how we should be thinking about and supporting you and your initiatives, the next generation of work on all the inclusion issues?
Dr. Zerai: I think you have been very supportive of us. The Regents' Fund to support minority faculty has led to hiring six post-docs directly from the fund. We are hoping to amplify that resource so that we can contribute to some bridge funding for faculty hiring from that post-doc pool. We appreciate everything you have done. I think continuing to push the word out is very important.
Regent Ko: Thank you for this important study. It highlights what we are well, but how we can do better. How can we help get the word out?
Dr. Zerai: I've given presentations to all but one Dean. I was able to write customized reports for the colleges that had student participation. This allowed me to address issues arising in those colleges so there is an opportunity to make an intervention at the structural level in terms of concerns that students are raising. We also are offering workshops on demand to the colleges and departments. We have given approximately twelve so far. We have 3 presentations: faculty focused, staff focused, and student focused.

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

TAB R

VI. Public Comment
None.

VII. Adjournment: 2:55 pm
Motion to Adjourn: James Holloway
Second: Doug Brown
All members voted yes.
Motion: Approved



Posthumous Degree Request Form

Request Initiator: Gene Henley Contact: gghenley@unm.edu
 Relationship to student or UNM: Advisor

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

Dean of Students Notification: _____

Student Name:	<u>Jerry Surveyor</u>		
Student ID:	<u>101526346</u>		
College:		Degree:	<u>MPA</u>
Major(s):			
Concentration(s):			
Minor(s):			

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

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

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

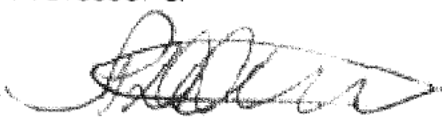
1. The student must be in degree status and either currently enrolled or enrolled in the academic year previous to his/her death;
2. The student must have completed a minimum of half of the credits required for the degree;
3. Requests for posthumous degrees may be initiated by the student's family, the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

Approvals	Name	Signature	Date
Department :	Patria de Lancer Julnes		9/1/21
College :	Stephanie Hands		9/23/21
Grad. Committee (if necessary):	Nikki Jernigan		11/4/2021
Faculty Senate:	Nancy D. Middlebrook		11/29/21

Date: October 20, 2021

To: Faculty Senate Graduate Committee

From: Dr. Patria de Lancer Julnes, Rosenthal Endowed Professor &
Director, School of Public Administration

Re: Posthumous Degree Request for Jerry Surveyor 

The School of Public Administration respectfully requests consideration of the Posthumous Degree Request for Mr. Jerry Linn Surveyor.

Mr. Surveyor was a student who had completed 39 of the 42 hours towards the Master of Public Administration (MPA) degree before he passed away on June 2, 2021. Jerry was an outstanding student with a [REDACTED] cumulative GPA. While not currently enrolled, Mr. Surveyor had contacted us to register and enroll in the Professional Paper, the capstone, of his program just before his passing.

Jerry began his MPA Program in Spring 2014. During his time at UNM, he was continually called upon to serve his Native American communities across the nation. One of Jerry's callings was to help tribes establish gaming operations. His expertise in the field had been developed over thirty years in the industry. We would hear from Jerry once or twice a year that he had just finished one project or another and would return to finish his degree.

Sadly, it was not to be.

The Faculty of the School of Public Administration met on Wednesday, September 1, 2021, and unanimously voted to support granting a posthumous degree to Mr. Surveyor.

While the loss of a family member can never be healed, this small token of respect and appreciation for the family will be greatly appreciated.



HONORS COLLEGE

Dr. Ryan Swanson
Associate Professor and Chair, Honors College
Form C: Honors College Certificate

University of New Mexico Honors College

1. Small, seminar-style classes
2. Emphasis on interdisciplinary study
3. Academic hub for students considering medical, graduate, & law school – or applying for post-graduate scholarships (Rhodes, Truman, etc.)
4. Provides community for high-achieving students.
5. Features a broad, flexible selection of academic opportunities
6. Serves c. 1000 students in classes annually
7. Nationally ranked (publicuniversityhonors.com)



New Honors College Certificate



- Reinstates previously offered Honors College Designation.
- A 15 credit hour certificate earned in the Honors College.
- Purpose: Provides flexible program for students from all disciplines (including STEM) to complete a course of study in Honors.
- Budget: Utilizes existing instructors, courses, and staff support. No additional funding required.
- Student Impact: Anticipate several hundred students will pursue the Certificate annually.
- Compliments other Honors degree options:
 - **Honors College Certificate (15 Credit Hours)**
 - Minor in Honors Interdisciplinary Liberal Arts (21 Credit Hours)
 - UNM Honors Scholar Distinction (27 Credit Hours)
 - Bachelor of Arts in Honors Interdisciplinary Liberal Arts



From: Dr. Pamela Cheek, Associate Provost for Student Success
To: Dr. Diane Marshall, Interim Dean of the Honors College
cc. Michael Raine, Associate Registrar, Ryan Swanson
Re: Honors Designation
Date: December 20, 2020

A handwritten signature in blue ink, appearing to read "Pamela Cheek".

I am writing to support the "Honors College Designation" Certificate. This will be a useful designation to indicate that students have completed significant coursework in the Honors College for which they should be recognized.

It is useful to acknowledge that a UNM main campus "certificate" can be taken concurrently with a baccalaureate degree or as a post-baccalaureate certificate and should not be predominately comprised of credit hours counted toward the student's major. Catalog language on certificates will undergo revision in 2021 to reflect the differences between branch campus certificates, main campus baccalaureate certificates, and main campus graduate certificates.

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C2820**

Fields marked with * are required

Name of Initiator: Ryan Swanson	Faculty Contact Ryan Swanson	Department Honors College
Initiator's Title Associate Professor: Honors College	Administrative Contact Beth Elkin	Branch Main
Admin, Carruthe	Admin Email belkin@unm.edu	Date: 12-11-2020
Email: swansonr@unm.edu	Admin Phone 5052774211	
Phone Number: 505 277-4211		

Associated Forms exist? Yes

Proposed effective term

Semester Year

Course Information

Select Appropriate Program

Name of New or Existing Program

Select Category Degree Type

Select Action

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.

See current catalog for format within the respective college (upload a doc/pdf file)

[Honors College Certificate - Revised by DLM.docx](#)

Does this change affect other departmental program/branch campuses? If yes, indicate below.

Reason(s) for Request (enter text below or upload a doc/pdf file)

See attached justification ***REG NOTE: THIS FORM C IS SUBMITTED TO REPLACE CURRICULUM ORIGINALLY PRESENTED IN C2743. EXEC SUMMARY FROM C2743 IS ATTACHED HERE, NOTE THAT C2743 DID NOT INCLUDE THE PROVOST AUTHORIZATION DOCUMENT. C2743 IS DELETED.***

[Honors College Certificate - Justification.docx](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications. (upload a doc/pdf file)

Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

[Honors College Certificate - Executive Summary.docx](#)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

[Honors Designation support memo from AP Cheek.pdf](#)

September 30, 2020

Executive Summary

Re: Honors College Certificate

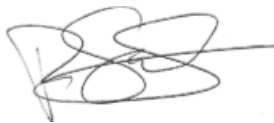
The faculty and administration of the Honors College seek to restore a 15 credit hour option for our students. While technically new, this option was previously called the Honors College Designation, and last appeared in the 2019-2020 catalog. It provides a flexible option for UNM students who want to participate in the Honors College, but cannot complete the requirements for the Honors Minor or Distinction. Restoring this option, now called the Honors College Certificate, will have no budgetary or workload impact on the Honors College. The Certificate will make use of already offered HC courses. It will have no budgetary impact on other units of UNM.

The Honors College Certificate offers a scaffolded and flexible learning experience for Honors College students, requiring Honors courses at each of the 1000, 2000, 300, and 400 levels. It promotes participation in departmental honors by counting up to 6 such credit hours towards the Certificate.

Perhaps most significantly the Honors College Certificate provides students, especially STEM majors, with a viable path towards completing an Honors College track. As a result, there is reason to expect that the Honors College Certificate will improve the completion rate for students involved in the Honors College.

At a time when students are confronting more challenges than ever before, it is crucial that the UNM Honors College provide as many options as pedagogically possible. Flexibility is paramount. Reinstating a 15 credit hour option, and renaming it the Honors College Certificate, is a logical step toward that end.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ryan Swanson', with a horizontal line extending to the right.

Ryan Swanson
Associate Professor and Chair
Honors College
University of New Mexico

Honors College Certificate Justification

The faculty and administration of the Honors College seek to restore a 15 credit hour option for its students. This option, last in the 2019-2020 catalog as the Designation, provides a flexible option for UNM students who want to participate in the Honors College but cannot complete the requirements for the Honors Minor or Distinction. Restoring this option, now called the Honors College Certificate, will have no budget or workload impact on the Honors College. The Certificate will make use of already offered HC courses. It will have no budgetary impact on other units of UNM. There is reason to expect that the Honors College Certificate will improve the completion rate for students involved in the Honors College.

REVISED 12/11/2020

Honors College Certificate

The Honors College Certificate is awarded to students who do not earn a major or minor in the Honors College, but who gain substantive Honors experience by completing a program of Honors course work. Students pursuing this certificate must be enrolled in a Bachelor's Degree program at UNM. The certificate can be awarded only on completion of the Bachelor's Degree.

Requirements

All candidates for the Honors College Certificate must be admitted to the Honors College and maintain at least a 3.20 cumulative GPA.

Successful candidates for the Certificate must complete 15 credit hours total, with at least 9 credit hours completed in HNRS/UHON courses. No more than 6 credit hours in approved courses offered by other units may be used to satisfy designation requirements.

3 CH in HNRS 1120/UHON 121/UHON 122 (no more than 3 CH at this level).

3 CH in UHON 200/HNRS 2000.

3 CH in UHON 300 or UHON 400.

6 CH in UHON/HNRS or in approved courses in other units.



NAS Ph.D. Rationale



- ▶ FOCUS: Critical Indigenous thought, Sustainable community building, and Comparative studies in government, policy, identity and sustainability. (3 new courses aligned with these focus areas)
- ▶ Our Vision is that the doctoral candidates will become leaders in academia and/or policy researchers in Indigenous communities. Through an (inter)disciplinary approach to these topics, the doctoral candidates will become proficient researchers and advocates for healthy Indigenous communities.
- ▶ 4th Ph.D. program in NAS/AIS/Indigenous Studies in the country
- ▶ Strengthen research skills that honor Native Nations and peoples with ethical, appropriate, and community-based methods .
- ▶ The State of New Mexico and the 24 Pueblos and Tribes of New Mexico have a pressing need for Ph.D. level graduates prepared to work towards healthier and fully engaged communities.

Native American Studies Faculty

- ▶ NAS Department offers a B.A. degree program which has graduated over 200 majors and minors. We also offer a Master's degree program, which was launched in Fall 2018 and has enrolled 26 MA students. Ten have graduated thus far.
- ▶ 2022 Faculty members
 - ▶ Tiffany Lee, Chair/Professor (Diné/Lakota)
 - ▶ Lloyd L. Lee, Professor (Diné)
 - ▶ Leola Tsinnajinnie-Paquin, Assistant Professor (Diné/Filipino)
 - ▶ Wendy Greyeyes, Assistant Professor (Diné)
 - ▶ New Assistant Professor starting Fall 2022
 - ▶ 2 Teaching assistants, several Part-Time Instructors



Budget / Needs & Interests Served

- ▶ Estimated program costs include salary for full-time faculty, learning resources, technology equipment, administrative support, and program development. Collaborate with other UNM entities to prevent duplication of efforts and funds.
- ▶ RPSP and Online revenue supports Graduate Assistantships, scholarships, programming, learning resources, and technology. Continue to seek external grants, contracts, and fellowships to support students and department
- ▶ Majority of 110 students, faculty, and community members in survey support. Petition of 438 signatures.
- ▶ NAS is an interdisciplinary field, the students' advanced research areas will prepare them for careers in their preferred focus and expertise, such as in areas like law, health, education and so on as it relates to community-building
- ▶ Remedy for Yazzie and Martinez Consolidated Lawsuit

Native American Studies Department

Doctoral Degree Proposal

College of Arts and Sciences

January 2020

**NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE
FORM D**

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

Date: January 2020

Tiffany S. Lee
(Name of individual initiating Graduate Degree or Graduate Certificate)

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

Chair & Professor, 277-3927
(Title, position, telephone number)

tslee@unm.edu
(Email address)

Native American Studies
(Department/Division/Program)

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes No If yes, attach statement.

Proposed date to admit new students: Term Fall Year 2021

Required Signatures:

Department Chair	<u>[Signature]</u>	Date	<u>1-24-20</u>
College Curricula Committee	<u>[Signature]</u>	Date	<u>03/04/2020</u>
College or School Dean	<u>[Signature]</u>	Date	<u>4/9/21</u>
Dean of Library Services	<u>separate [Signature]</u>	Date	<u>5/11/2020</u>
Office of the Registrar--Catalog	<u>Michael Raine</u>	Date	<u>4/12/21</u>
FS Graduate Committee	<u>[Signature]</u>	Date	
Dean of Graduate Studies	<u>[Signature]</u>	Date	<u>09/02/2021</u>
FS Curricula Committee	Angeline C. Delucas <small>Digitally signed by Angeline C. Delucas Date: 2021.10.18 12:51:56 -0400</small>	Date	
Office of the Provost		Date	
Faculty Senate	<u>[Signature]</u>	Date	<u>10/26/2021</u>
Board of Regents		Date	

Additional Approvals for Degrees

Board of Regents	Date
Council of Graduate Deans	Date
Academic Council of Higher Education	Date
Higher Education Department	Date
State Board of Finance	Date

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Executive Summary

This proposal outlines the rationale, academic orientation and budgetary requirements for the development of a nationally and internationally prominent Ph.D. degree program in Native American Studies (NAS) at the University of New Mexico. Throughout the United States, there are three other equivalent doctoral programs at the following institutions: University of Arizona, University of Alaska, and University of California-Davis. We believe that a doctoral program at the University of New Mexico will create the next leaders in academia guiding research that expands the Indigenous canon of knowledge that honors our Native nations and communities.

Our vision is that the doctoral candidates will become leaders in academia and/or policy researchers in Indigenous communities. Through an (inter)disciplinary approach to these topics, the doctoral candidates will become proficient advocates and ethical researchers. They will advocate for healthy Indigenous communities, and they will research with a strong ethical lens honoring Native Nations and peoples

The development of a doctoral program will also complement our existing degree program. Currently, the NAS Master of Arts (MA) degree program, established in Spring 2018, successfully recruited seventeen MA students in the first two years. In addition, the B.A. degree program has graduated over 200 majors and minors during the past fourteen academic years. The establishment of a doctoral program will enhance the educational experience of our existing undergraduate and graduate students by offering an extension to their degree.

The focus of the doctoral program will target these areas:

- Critical Indigenous Thought - Critical Indigenous thought will focus on theorizing and articulating views on issues impacting Native peoples. Indigenous thought will challenge the traditional fields of Education, Ethnic Studies, Linguistics, Law, Anthropology, Sociology, American Studies, History, English, Political Science, and Philosophy.
- Healthy Sustainable Community Building - Sustainable community building will focus on research work targeting policy development and implementation in Indigenous communities. Sustainability would capture the continuation of the Indigenous community's goals and needs.
- Comparative Studies in Indigenous Government, Policy, Identity and Sustainability - Comparative studies will examine the differing trajectories of Indigenous governments, policy, identity and sustainability.

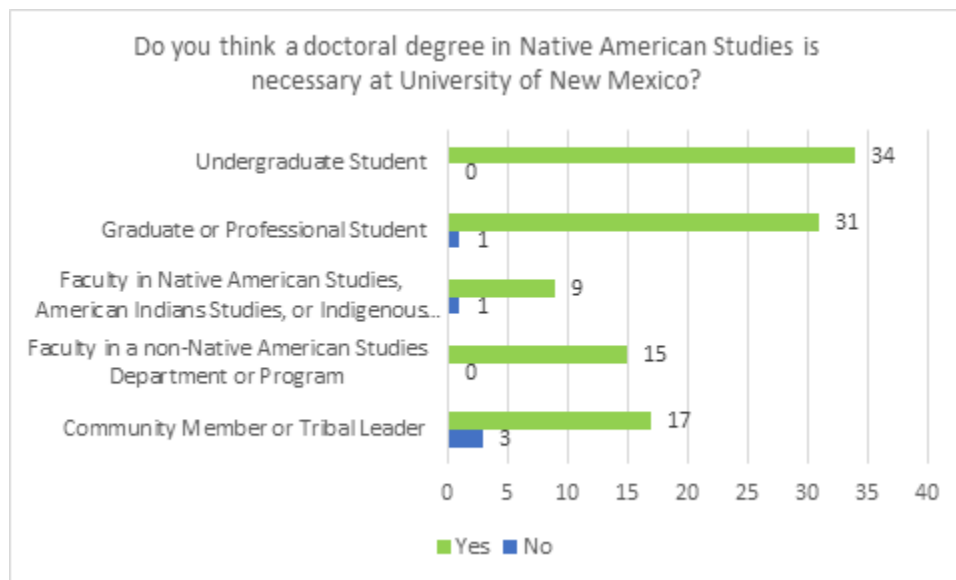
The State of New Mexico and the 24 Pueblos and Tribes of New Mexico have a pressing need for students with advanced degrees prepared to work towards healthier and fully engaged communities economically and socially within the State of New Mexico.

A Doctoral degree in NAS will require successful completion of sixty-six (66) credit hours. Students must take eighteen (18) credit hours of the required core courses. An additional thirty (30) credit hours must come from the Critical Indigenous Thought, Healthy Sustainable Community Building, and Comparative

Studies elective focus courses. These courses are chosen during advisement based on how well they may complement the student’s program of study. A final eighteen (18) credit hours must be completed as dissertation hours.

The target audience for the Ph.D. includes students with advanced degrees, mid-career professionals, and recent M.A. degree graduates who may be either enrolled part-time or full-time, who intend to utilize their doctoral degree to work in academia or tribal communities.

To show the need for a doctoral program, we deployed a survey in February 2019 at the American Indian Studies Association conference at the University of New Mexico. We received 114 responses and in general, a majority of attendees did agree that a doctoral program was necessary. We organized respondents according to the following groups: undergraduate students, graduate or professional student, faculty in Native American Studies, American Indian Studies, or Indigenous Studies, Faculty in a non- Native American Studies department, and community member or tribal leader.

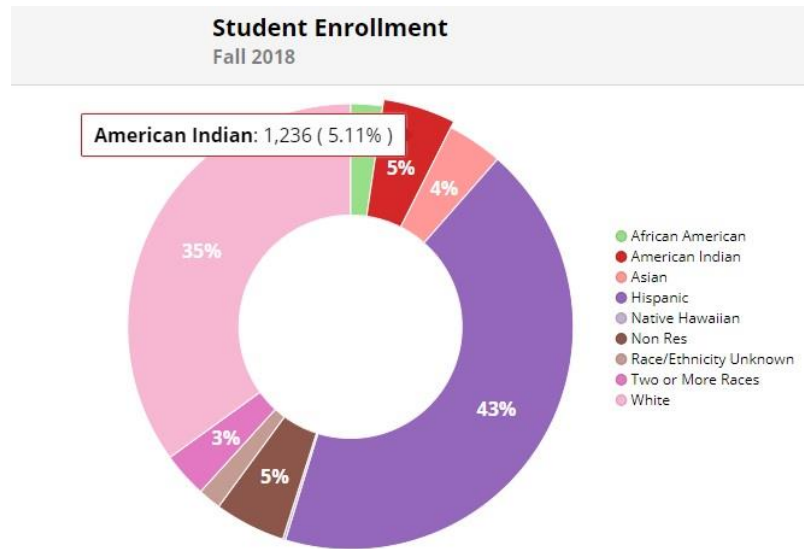


Graph 1: American Indian Studies Association Perception Survey

Across all the differing groups, we found that a majority of individuals thought a doctoral degree in Native American Studies was necessary. In addition to the surveys, we collected names for our petition of support and received 438 signatures. Many of our supporters voiced their surprise that a doctoral program was not offered at the University of New Mexico. We also spoke with eight chairs from the College of Arts and Sciences and the Law School. Many articulated their support for a program, particularly as it would complement their existing Indigenous focused courses. They also expressed support in terms of cross-listed courses, dissertation committee advisory support, and graduate mentorship.

With support letters from New Mexico State University, Western New Mexico University, Central New Mexico Community College, San Juan College, Southwestern Indian Polytechnic Institute, Navajo Technical University, Diné College, and many out-of-state universities, NAS will collaborate with these institutions to bring in students for the graduate program.

There is an increased interest in the NAS degrees. The NAS B.A. program has produced over 200 graduates (majors and minors) since the degree was approved in 2005. It is anticipated the size of the graduating classes will gradually increase in subsequent years. The NAS program currently offers on average 10-15 courses per semester taught by NAS faculty, adjuncts or affiliated faculty serving from 200-300 students per year.



There are approximately 1,200 Native American students enrolled at the UNM Main campus and an additional 2100 students enrolled through the Gallup, Taos, Los Alamos and Valencia campuses. It is anticipated many undergraduate and graduate students will be interested in the new Ph.D. degree program offered through NAS.

The current growth and demand for NAS courses is reaching the maximum carrying capacity of the

faculty and program. Further growth and capacity can be facilitated through an increase in faculty and staff lines and program development monies in the future. As the program grows, we do project the need for recurring appropriation for the augmentation of faculty, staff and program development.

1. Program Description and Purpose

a. What is the program and why should we offer it? Include the program’s major goals (both primary and secondary, if any)?

Native American Studies (NAS) is an academic program committed to Indigenous research and scholarship. NAS offers a Master of Arts degree, Bachelor of Arts degree and a Minor degree granted through the College of Arts and Sciences at the University of New Mexico. Our goal is excellence in

educating all students and the public about the experience of Indigenous peoples with significant attention given our complex history and intercultural heritage in New Mexico and the United States.

The Master's Degree and Bachelor of Arts Degree in Native American Studies is awarded by the College of Arts and Sciences and has UNM Institutional Accreditation from the Higher Learning Commission of the North Central Association. The Bachelor of Arts degree and Minor in NAS are designed to give students a background in Native American Studies theory, Indigenous research, and relevant application of their knowledge among Indigenous communities.

Currently, the Native American Studies Program, in conjunction with the College of Arts and Sciences proposes to establish a Doctoral (Ph.D.) degree in ***critical Indigenous thought, sustainable community building, and comparative studies in government, policy, identity and sustainability***. Critical Indigenous thought will focus on theorizing and articulating views on issues impacting Native peoples. Sustainable community building will focus on research work targeting policy development and implementation in tribal communities. Comparative studies will examine the differing trajectories of Indigenous governments, policy, identity and sustainability. The doctoral candidates will become leaders in academia and/or policy researchers in tribal communities. Through an interdisciplinary approach to these topics, the doctoral program will integrate itself into any social sciences or humanities program.

The NAS Ph.D. degree program will provide a unique progression of study whose central mission is to support leadership development and community education that fosters critical investigation and interpretation, social justice, and social transformation of knowledge. The doctoral degree in Native American Studies will complement our Bachelor's and Master's degrees to create academic leaders in the field. In addition, Native American Studies prepares students to be community engaged leaders who work toward socially plural, culturally inclusive and healthy communities that drive positive human interactions and acknowledge the diversity of human experience and creative expression.

The doctoral degree in Native American Studies will be unique among tier one universities in the United States in that its emphasis will be on community-based education for Indigenous leadership and sustainable community building. The degree program will use a diverse pedagogical approach where instruction will be face-to-face, through Zoom, and online.

By promoting the NAS offerings online, our Ph.D. program will reach out to potential Native Studies students in a capacity that is not offered by major neighboring universities, such as Arizona State University and the University of Arizona. By offering as many avenues of involvement as possible, the quality of our program will be an outstanding pillar across the nation. Of course, Ph.D. students can also choose from the large array of face-to-face course options as well. Students will have many options and choice in terms of how to complete course-work and meet with faculty advisors.

b. How does the program fit within the unit's future plans?

Through community oriented curricular offerings and programs, faculty and students will develop action-based research to address complex social issues associated with Native American and other Indigenous communities such as social and economic inequities, self-determination, human rights and social transformation. Interdisciplinary in nature, the proposed Ph.D. programming, research and community engagement will emphasize cultural and community-based learning that includes critical thinking, analytical skills, effective communication leadership and community building.

The purpose of the NAS Ph.D. program at UNM is to provide the present and future leadership of Native communities and other Indigenous peoples with relevant leadership and research training and policy analysis that meet the highest academic and professional standards while reflecting the needs, circumstances, goals, and concerns of those communities and peoples.

The Doctoral Degree will address areas of critical Indigenous thought which will focus on theorizing and articulating views on issues impacting Native peoples. Indigenous thought will challenge traditional fields of Education, Ethnic Studies, Linguistics, Law, Anthropology, Sociology, American Studies, History, English, Political Science, and Philosophy. It will also address healthy sustainable community building which will focus on research work targeting policy development and implementation in Indigenous communities. Sustainability would capture the continuation of the Indigenous community's goals and needs. Finally, it will focus on comparative studies in Indigenous Government, Policy, Identity and Sustainability. Comparative studies will examine the differing trajectories of Indigenous governments, policy, identity and sustainability.

c. How does the program fit within the UNM mission and strategic plan?

UNM has defined the mission and vision of the university through the UNM 2020 plan. Seven targeted goals outlined in the UNM 2020 plan are well-aligned with NAS's vision and mission. The seven goals include: 1. Become a destination university, 2. Prepare Lobos for lifelong success, 3. Promote institutional citizenship, 4. Enhance health and health equity in New Mexico, 5. Advance discovery and innovation, 6. Ensure financial integrity and strength, and 7. Advance and accelerate economic development.

NAS provides a range of academic resources for the student, the university community, and the larger Native American community. In keeping with the Memorandum of Understanding with New Mexico tribes, NAS is organized into three major components, which reflects the overall mission and vision of the University. The UNM 2020 goals served in NAS's components are delineated below:

Academic, Research, and Community Outreach

1. The Academic Component includes an extensive array of courses, internships, individual studies, and summer institutes. The course content is aligned with historical and contemporary issues affecting Indigenous communities in New Mexico, nationally, and internationally. A primary goal of the academic component is to inspire and motivate NAS students toward careers and lifelong learning that address these issues in significant ways. This goal is directly aligned with UNM 2020 goals 2, 3, and indirectly

aligned with goal 1. NAS promotes lifelong learning through its courses and provides opportunities for NAS students to participate in university life and activities to build their capacity to solve complex issues affecting Native communities of New Mexico and beyond. NAS is sought out by many researchers, faculty, students, and others as a source of important connections with Native students and communities, and in this respect, contributes to UNM's goal to become a destination university.

2. The Research Component is integrated into every NAS course and provides training and experience in doing research in a Native American context. The NAS student learning outcomes are directly tied to the development of research skills among our students. Research skills are highly valued as a way to contribute to Native communities in any field of study. The Research component also provides research opportunities and teaching assistantships to Native American students currently in graduate degree programs. Incorporated into the Research Component is the NAS library. This collection of materials (2,800 volumes) by and about Native Americans (books, journals, articles, research papers, video and audiotapes) including the highly prized Reno Collection, is available to students, the university community and the larger public community. The family of Philip Reno donated the Reno Collection to NAS. The collection consists of materials that Philip Reno utilized in his book, *Navajo Resources and Economic Development* (1988) University of New Mexico Press. This component directly aligns with UNM 2020 goals 2, 5, and indirectly aligns with goals 1, 4, and 7. Research skills advance discovery and innovation by advancing knowledge and student learning. Research skills also prepare students for lifelong learning as these skills can be applied in any context and setting over time. Depending on the fields our students enter with their degree, their skills can contribute to health equity and economic development of their communities and beyond.

3. The Community Outreach component occurs through NAS in a variety of ways. One significant avenue community outreach is achieved is through NAS courses with their research focus on issues pertaining to tribal leadership, self-determination and economic development. Specialized courses, workshops and research are offered as necessary via NAS programming and activities based on main campus and branch campus systems. This component aligns directly with UNM 2020 goals 1, 2, and 5, and is indirectly aligned with goals 3, 4, 6, and 7. The community focus of our mission and vision make NAS a destination program for the university. The partnerships and relationships we create and build with communities contribute to students' lifelong relationships and learning. Aligning our curriculum with current realities and issues of Indigenous communities advances discovery and innovation by promoting research and teaching that is community-based, driven and collaborative.

d. How does the program fit with related offerings at UNM?

We visited with many of the College of Arts and Sciences department chairs and discussed courses across our units. We received support to build an inter-disciplinary and comparative analysis perspective across courses. We were able to evaluate courses offered throughout the respective departments, which would help us build a Ph.D. course structure of existing Indigenous and Native American related courses.

	Departments/Chairs:	Dates:	Times:
1	American Studies - David Correia -	4/22/2019	10 a.m.
2	Anthropology- Les Fields – Les Field	4/29/2019	10 a.m.
3	Chicana/Chicano Studies - Irene Vasquez	4/26/2019	10 a.m.
4	English - Anita Obermeir and Melina Vizcaino-Aleman	4/29/2019	12 p.m.
5	Linguistics - Barbara Shaffer	4/19/2019	10 a.m.
6	Philosophy - Adrian Johnston	4/29/2019	12 p.m.
7	Political Science - Tim Krebs	4/29/2019	11 a.m.
8	Law - John LaVelle	4/29/2019	1 p.m.
9	Indigenous Design and Planning Institute – Ted Jojola	3/19/2019	1 p.m.

Even more, we received many emails and letters of support from departments we were not able to physically meet with, and those letters are included in the appendices. We were excited by the large amount of favorable support from departments within the College of Arts and Sciences, the College of Education, the Law School, and the Indigenous Design and Planning Institute. All of the department chairs offered their support through the following activities:

- Letters of Support: All of the chairs we met with were in support, and they provided letters of support.
- Methodology Courses: The various method courses from each respective department were approved as NAS Ph.D. course offerings and additional courses were added.
- Subject/Content Courses: Chairs stated that their graduate level courses would be made available for enrollment of our Ph.D. students. We discussed specific courses found within the course catalog that were relevant to our focus, and future courses will be discussed further.
- Speakers/Summits/Events: All chairs stated that they would provide support in this area of activity. They also articulated they would like to garner our support as well for their events. These activities will be mutually beneficial.

Our overall conclusion is that the department chairs support the effort of Native American Studies to build its own Ph.D. program and cross-list courses from their departments. Many had expressed that our existing faculty currently work collaboratively with graduate students in their department.

UNM has related Indigenous-focused programs in the Community and Regional Planning program and the Law School, but they are not replications of the Ph.D. degree proposal NAS is submitting. The NAS Ph.D. program will support leadership development and community education that fosters critical investigation, interpretation, and analysis, social justice, and social transformation of knowledge.

The Ph.D. program will prepare students to be community-engaged leaders who work toward socially plural, culturally inclusive and healthy communities that drive positive human interactions and acknowledge the diversity of human experience and creative expression. Students will learn to be researchers, critical thinkers, effective communicators, nations builders, and change agents of Native communities, organizations, and/or Nations. Students will develop action-based research skills to

address complex issues associated with Native communities such as social and economic inequities, human rights, self-determination, and social transformation. The NAS Ph.D. degree at UNM will be a distinct program where the faculty will provide a conceptual understanding of leadership, both from a historical and contemporary viewpoint, leading to the advancement of self-determination in Native communities, organizations, and Nations, and the sustaining of distinct peoples.

The Community and Regional planning program prepares students to be future planners and professionals with the knowledge and skills to support planning that is responsive to people and place. Their students create community-based plans, programs, and policies that sustain and enhance their culture, resource base, built environment and economic vitality. A major difference between the community and regional planning program and the NAS Ph.D. program is our focus on the importance of being effective and relevant researchers, critical thinkers, effective communicators, and nation builders. Their program in Indigenous planning is also not a Ph.D. degree program. Their graduate program emphasizes the skills specific to planning. NAS's emphasis has a broader view across skill areas that can be applied to various disciplines and career choices.

The Law school is designed to educate and train students to be excellent lawyers who will serve local, state, tribal, national, and international communities. While Native nations and communities need lawyers to help sustain a distinct way of life, the NAS Ph.D. program will educate students on how to be community engaged leaders in multiple areas including law and policy. The Ph.D. program will include an understanding of how the law impacts Native communities, organizations, and Nations and will extend how students utilize critical analytical skills to help build their Nations, organizations, and/or communities.

e. Assuming timely approval, what is the program development and implementation timeline?

The anticipated implementation timeline is the following:

- Fall 2019 - Begin the process of preliminary approval and submit full proposal
- Spring 2020 to Fall 2020 - Obtain all UNM-related approvals including the Board of Regents; Obtain all state-related approvals; Develop marketing and recruitment plan
- Fall 2020 - Begin implementation of the marketing and recruitment plan
- Spring 2021 - Accept applications by February 1
- Fall 2021 - First group of students begin the NAS Ph.D. program

f. Describe the curriculum (including coursework and other degree requirements). Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments. (Draft catalog copy will be required for full proposal.)

Study Requirements: 66 credit hours for Ph.D.

A Doctor of Philosophy (Ph.D.) in Native American Studies will require successful completion of sixty-six (66) credit hours. Students must take eighteen (18) credit hours of the required core courses, thirty (30) credit hours NAS or interdisciplinary focus, and eighteen (18) credit hours towards dissertation. All courses will be approved through advisement based on how well they may complement the students' program of study.

All doctoral candidates must successfully complete their courses, comprehensive exam, field specialization/concentration, methodology, and dissertation to successfully graduate from this graduate program.

Ph.D. CORE COURSE REQUIREMENTS (18 CREDIT HOURS)

In consultation with advisor, students will select a combination of eighteen (18) credit hours of the following courses:

NATV 550	Indigenous Nations and Sustainable Communities seminar	3 Hours
NATV 560	Research Method and Practice in Indigenous Scholarship	3 Hours
NATV 570	Indigenous Thought and Ethics	3 Hours
NATV 665	Applied Indigenous Critical Theory	3 Hours
NATV 670	Comparative Indigenous Studies across Disciplines	3 Hours
	Additional Graduate Level Methods Course (see below)	3 Hours
	TOTAL:	18 Hours

GRADUATE SECOND METHODOLOGY COURSE (3 CREDIT HOURS)

Native American Studies

667. Action Research in Indigenous Communities (3)

American Studies

501. Theories and Methods in American Studies (3)

502. Research Methods Practicum (3, may be repeated once)

Anthropology

523. Quantitative Analysis in Archaeology (3)

541. Problems and Practice in Ethnography (3)

Chicano/a Studies

540. Literary Analysis of the Mexican Revolution (3)

Community and Regional Planning

583. Introduction to Geographic Information Systems (GIS) (3)

Economics

508. Statistics and Introduction to Econometrics (3)

Education

500. Research Applications to Education (3)

Educational Leadership

603. Introduction to Data Analysis, Organizational Leaders

605. Qualitative Research in Education

607. Analyzing Qualitative Data

609. Quantitative Methods for Analyzing and Transforming Organizations

History

665. Seminar in Historical Research Methods (3, no limit Δ)

Linguistics

510. Statistical Methods in Linguistics (3)

513. Linguistic Field Methods (3)

522. Grammatical Analysis (3)

Language, Literacy and Sociocultural Studies

501. Practitioner Research (3)

502. Introduction to Qualitative Research (3)

503. Research in Bilingual Classrooms and Communities (3)

Sociology

481. Data Analysis (3)

580. Methods of Social Research I (3)

581. Advanced Social Statistics I (3)

582. Advanced Social Statistics II (3)

Political Science

581. Statistics for Social Research

681. Advanced Quantitative Analysis

NAS or INTERDISCIPLINARY FIELD COURSES (30 CREDIT HOURS)

NAS Field Focus

NATV 502 Education, Power, and Indigenous Communities

NATV 523 Self-Determination and Indigenous Human rights*

NATV 524 Principles of Leadership in Indigenous Contexts

NATV 545 Politics of Identity*

NATV 522 Indigenous Community Approaches in Restorative Justice

NATV 530 Gender and Indigenous Leadership

NATV 535 Issues in Contemporary Native Leadership

NATV 540 Indigenous Economies, Sustainability, and Environmental Protection

*Form A has been submitted to create graduate level equivalents

Interdisciplinary Focus

The following courses, based on our preliminary engagement with College of Arts and Sciences chairs, are courses currently available to NAS Ph.D. students. These related disciplines are: American Studies, Anthropology, History, Community & Regional Planning, Language Literacy Sociocultural Studies, Public Administration, Sociology, and other interdisciplinary-related program. The Law school will require a partnership with the Indigenous Peoples Law Program.

AMST 552: Colonialism and Decolonization

ANTH 532: Indigenous Peoples of South America

ANTH 578: Indigenous Mexico

ENG: Native American Literature and Culture

ENG 574: Southwest Women Writers

CRP 503: Community-Based Practice

CRP 534: Foundations of Indigenous Planning

CRP 539: Indigenous Space Place Mapping

CRP 540: Pueblo Design and Planning

CRP 541: Navajo Design and Planning

HIST 546: Native America to 1850

LLSS 551: History of American Indian Education

LLSS 554: Teaching the Native American Child

LLSS 560: Language and Education in Southwest Native American Communities

LLSS 564: Issues in American Indian Education

LLSS 570: Science and Native American Education

PADM 590: Topical Seminars

PSY 450/508: Research with Diverse Populations

SOC 595: Special Topics in Sociology

Will require special permissions from the Law School

LAW 552 Federal Jurisdiction (must obtain approval from chair)

LAW 582: Economic Development in Indian Country (must obtain approval from chair)

LAW 584: Indian Law (must obtain approval from chair)

LAW 628: Law of Indigenous Peoples (must obtain approval from chair)

All courses will be offered through the following approaches: online, Zoom, & face-to-face during the graduate program. We will make our current M.A. course offerings available to our Ph.D. students.

may attend part-time 3-6 credit hours a semester and others may be full-time taking 9 credit hours a semester. NAS faculty will be available to mentor and to provide support to students in the NAS Ph.D. degree program.

Program Requirements

Students must complete a minimum of 66 credit hours within the following:

- Core Courses—18 credit hours—In the following courses: NATV 550: Indigenous Nations and Sustainable Communities seminar; NATV 560: Research Method and Practice in Indigenous Scholarship; NATV 570: Indigenous Thought and Ethics; NATV 665: Applied Indigenous Critical Theory; NATV 670 - Comparative Indigenous Studies Across Disciplines; Additional Graduate Level Methods Course (3 credit) in another discipline.
- NAS or Interdisciplinary Focus—30 credit hours chosen from—NATV 502 (Education, Power, and Indigenous Communities), NATV 523 (Self-Determination and Indigenous Human Rights), NATV 524 (Principles of Leadership in Indigenous Contexts), NATV 545 (Politics of Identity), NATV 522 (Indigenous Community Approaches in Restorative Justice), NATV 530 (Gender & Indigenous Leadership), NATV 535 (Issues in Contemporary Native Leadership), and NATV 540 (Indigenous Economies, Sustainability, and Environmental Protection). Additional elective UNM courses of appropriate 500 or above level (up to 6 hours) may be petitioned for NAS approval from related disciplines such as American Studies, Anthropology, History, Community & Regional Planning, Language, Literacy, & Sociocultural Studies, Public Administration, Sociology, or an interdisciplinary-related program.
- Dissertation – 18 credit hours

g. Prior to submission to the NMHED and NMGDC, include a brief statement regarding institution's priority and refer to documentation provided by Provost's Office (see section 9).

We obtained approval to submit a full proposal from the Provost's office on October 2, 2019. The letter from Associate Provost Pamela Cheek on behalf of the Provost is included in this proposal. Our program has also been identified as a priority for UNM's Research and Public Service Projects for the 2020 New Mexico Legislative session. Our RPSP will support our undergraduate and graduate students with assistantships, research funding, undergraduate stipends, and support for community collaborations. See the press release located at <https://news.unm.edu/news/unm-releases-2020-legislative-priorities>

2. Justification for the Program

Evidence of Need

The last three decades have seen a remarkable change in the governing and economic situations of Native communities. In the 1970's, the federal government moved to a policy of Self-Determination for Indian tribes. Although the federal policy intent was modest – to allow tribes to run federal Indian programs – assertive Native communities have used the opportunity opened by this policy to take dramatically increased control of their own affairs, realizing in practice much of the sovereignty long promised them in treaties, court decisions, and legislation. Added to these factors are the new and evolving challenges of global climate change and many associated issues, which directly affect Native communities environmentally, socially, economically and culturally.

Implementing self-determination and control over Native Nations' own affairs, however, has posed major leadership, management, and community challenges for Native Nations. Confronted with many of the same institutional, strategic, and administrative problems faced by most contemporary societies, many of these Nations also are trying to preserve distinctive cultural legacies, control and re-channel often destructive forces of change, and maintain a maximum degree of political autonomy within the often hostile political atmosphere of the contemporary United States, where tribal sovereignty has been recurrently under attack over the last half century. All too often, they face these complex tasks with only limited contemporary experience in sovereign government and meager informational and educational resources. Native American leaders often have to make momentous decisions without the benefit of the focused, customized educational experience that the leaders of other societies find readily available at leading educational institutions or through major executive education programs. Tribal governments also typically lack access to the kinds of policy analyses that other governments regularly employ in making major policy decisions.

Tribal leaders in New Mexico and all across the country have often called for access to the kinds of sophisticated policy resources that have traditionally been part of the decision-making processes of non-Indian governments in the United States. The development of the current NAS program is a response to this need and to similar needs among Indigenous groups elsewhere in the world. The primary mission of the program is to be an educational resource, making available to Native communities a comprehensive and high quality doctoral level program of study designed specifically to meet the educational, research, and policy development needs of Native Nations in New Mexico and beyond. The doctoral program will also serve the interests of policy-makers, organizations, and government offices who work closely with Native American people by training and educating students in advanced research and community-collaboration. In addition, the NAS program aims to develop a body of theory, research and practice which is founded upon Indigenous thought, values, principles and research protocols. It is intended to be a vehicle for supporting the work of New Mexico and Native American educational institutions, in particular tribal colleges, through cooperative relationships, curriculum development, and the transfer

of skills. The NAS graduate program's overall aim is to evolve an educational process for Indigenous community building, which flows from Indigenous based theory and practice. The goal of the UNM-NAS educational process is to make a long-lasting, relevant contribution to the effort of Indigenous communities to improve the community, economic and social well-being of their peoples and support their development of effective control of their own futures on their own terms. The UNM-NAS program will offer a distinct graduate program emphasizing leadership and sustainable community building no other Native American Studies graduate program currently offers.

Provide evidence of student demand

NAS faculty administered a survey in February 2019 at the American Indian Studies Association conference at the University of New Mexico. We received 114 responses and in general, a majority of attendees did agree that a doctoral program was necessary. We organized respondents according to the undergraduate and graduate students, faculty in NAS and other programs, and community members. Across all the differing groups, we found that a majority of individuals thought a doctoral degree in Native American Studies was important and necessary. In addition to the surveys, we collected names on a petition of support and received 438 signatures. Many of our supporters were surprised that a doctoral program was not already offered at the University of New Mexico. We also spoke with eight chairs from the College of Arts and Sciences and the Law School and have collected 14 letters of support from UNM departments and entities. Many articulated their support for a program, particularly as it would complement their existing Indigenous focused courses. They also expressed support in terms of cross-listed courses, dissertation committee advisory support, and graduate mentorship.

With support letters from New Mexico State University, Western New Mexico University, Central New Mexico Community College, San Juan College, Southwestern Indian Polytechnic Institute, Navajo Technical University, Diné College, and many out-of-state colleges and universities, NAS will collaborate with these institutions to recruit students for the doctoral program.

Currently, NAS is one of a handful of departments in the College of Arts and Science whose student credit hour production is growing and has been growing for the last five years.

In our survey with 223 individuals conducted in the spring and summer of 2015, over 200 (98%) wanted NAS to develop a graduate degree program. 220 individuals (99%) felt producing students with a graduate degree in NAS would benefit Native and non-Native communities in New Mexico and beyond. In a previous survey conducted in 2013 with 70 individuals, 65 (93%) wanted a NAS graduate degree program and 63 individuals (90%) felt producing students with a graduate degree in NAS would benefit Native and non-Native communities in New Mexico and beyond. In addition to the surveys, over 200 students signed a petition supporting an NAS graduate program and several schools, tribal leaders, and organizations submitted letters of support. Student and public demand is high for the M.A. and now a Ph.D. degree in NAS at the University of New Mexico.

Provide evidence of demand for program graduates

We anticipate that a Ph.D. program will absorb several students in the NAS M.A. program for the first few years but as the program matures we anticipate student growth from across the country, the branch campuses, and regional states. We anticipate 3-5 students entering the Ph.D. program for the first two years. We anticipate admitting more than 5 students per year based on our faculty capacity and funding for those students.

For full proposal, an in-depth needs assessment is required. Department of Labor statistics or surveys of likely employers are potential mechanisms for this.

a. US Department of Labor Estimates

The data was compiled from the US Department of Labor, Bureau of Labor Statistics, and Occupational Handbook for 2012-2022. These labor statistics displays changing employment from 2012 to 2022. Native American Studies alumni from 2006 to 2015 reported careers serving Indigenous communities in the following sectors: public relations specialist; arbitrators, mediators and conciliators; technical writers; education: training and development managers; and management analysts. We anticipate with a Ph.D. our graduates will find academic and research positions at Universities, Tribal Colleges, tribal governance, organizations, and entities serving Native peoples and communities similar to the listing and in areas such as community building.

U.S. Bureau of Labor Statistics – Occupational Outlook Handbook			
Occupation	Annual Median Pay	2018-28 Growth (Next 10 th Years)	Degree
Area, ethnic, and cultural studies teachers and law post secondary (Assistant Professors)	\$78,470	11%	Doctoral, or professional degree
Social and Community Service Managers	\$65,320	13%	Bachelor’s degree

Survey Researchers	\$57,700	1%	Master's degree
Advertising, Promotions, and Marketing Managers	\$132,620	8%	Bachelor's degree
Operations Research Analysts	\$83,390	26%	Bachelor's degree
Public Relations Specialists	\$60,000	6%	Bachelor's degree
Technical Writer	\$71,850	8%	Bachelor's degree
Arbitrators, Mediators and Conciliators	\$62,270	8%	Bachelor's degree
Education: Training and Development Managers	\$65,320	13%	Bachelor's degree
Management Analysts	\$83,610	14%	Bachelor's degree
Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, on the Internet at https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm (visited May 04, 2019).			

Post Secondary Teachers

Postsecondary teachers instruct students in a wide variety of academic and technical subjects beyond the high school level. Most postsecondary teachers work in public and private colleges and universities, tribal colleges, tribal universities, professional schools, and junior or community colleges.

Social and Community Service Managers

Social and community service managers coordinate and supervise social service programs and community organizations. Social and community service managers work for nonprofit organizations, private for-profit social service companies, and government agencies. The majority work full time.

Survey Researchers

Survey researchers design and conduct surveys and analyze data. Most survey researchers work in research firms, polling organizations, nonprofits, corporations, colleges and universities, and government agencies. The majority work full time during regular business hours.

Advertising, Promotions, and Marketing Managers

Advertising, promotions, and marketing managers plan programs to generate interest in products or services. Many of these workers are employed in advertising agencies or in corporate or regional managing offices.

Public Relations Specialist

Public Relations Specialists are liaisons between State, Federal and tribal government agencies to report out information to serve their communities on behalf of American Indian Education, Economic development, Environment, Health, and numerous important issues. Some tribal nations also have their own newspapers.

Technical Writer

Technical writers communicate for governmental agencies, apply for grants, and develop critical policies within Native governments. Other career choices include global visibility of Indigenous-based education via published children's books or producing critical literacy among adults as well.

Arbitrators, Mediators and Conciliators

NAS alumni have found themselves in careers such as arbitrators, mediators and conciliators, and these type of position often address multiple issues to educate Federal or State agencies who have less awareness of policies related to Native communities. This work also includes educating the public about state, tribal, and federal laws, policies, acts, and statutes impacting Native communities.

Education: Training and Development Managers

A high percentage of NAS alumni are in the education field working or serving in charter, public, tribally controlled, and Bureau of Indian Education schools. They work at various levels of education from educational administrators, Native American language and culture teacher, to State certified teachers, athletic coaches, mentors, tutors, and managing multiple federal funds including partnerships with surrounding Native and non-Native communities.

Management Analyst

A management analyst organizes and processes information for various agencies that deal with various levels such as the U.S. Environmental Protection Agency in relation to tribal water rights, political organizations, and non-governmental organizations such as the National Congress of American Indians. Some alumni have transitioned to law school or graduate school as well.

Additional career choices include health related-areas such as individual family counseling programs, community food and housing programs, community health nurses, nutrition, and physical therapists.

These career choices also lead into helping to improve health policies among Native communities and collaborating with the US Indian Health Service throughout the United States (See Attachments Full Proposal – Attached List of NM Department of Labor Statistics)

For full proposal, a discussion of the program’s relationship to workforce development is also required.

A B.A. degree is an entry-level education for each occupation, higher-level degrees are essential to community building. Thus, the program provides workforce development for many employees in the federal government, tribes, tribal organizations, non-governmental organizations, education-related, law-related, health-related, policy-related, and development-related fields. The federal government, tribal governments and organizations, and non-governmental organizations are seeking individuals with graduate degrees to help with Indigenous community building. Our Ph.D. program will educate individuals who will help and lead Indigenous community building.

At the University of Arizona, fourteen of their alumni entered their own American Indian Studies doctorate program and a few others went to law school. Most of their alumni are now faculty in various universities and colleges.

At the University of Oklahoma, their graduates find employment with tribes, public schools, non-profit organizations, research centers, and law firms. They also have a joint M.A.-J.D. initiative with the College of Law; so many of their students have become attorneys. Some of their M.A. graduates choose to go onto to a doctorate/professional program such as English, Anthropology, Psychology, Education, and Law.

Include any other information as appropriate that will support evidence of need for the university, state, or region.

We have secured many signatures on petitions in support of a Ph.D. program at UNM. They are attached at end of this document.

Duplication

Identify, if any, similar programs offered at New Mexico public or private institutions of higher learning. Also identify comparable programs in other states through which New Mexico students have access via the WICHE professional student exchange or WICHE regional graduate program.

There are no other Ph.D. programs offered at any public or private institution in the state of New Mexico. There are no conflicts with other program offerings in the university.

The Native American Studies department at UNM would recommend for the Dean of the College of Arts and Science to submit a nomination to add UNM-NAS Ph.D. degree program to the WICHE list to encourage students in the Western Regional Graduate Program (WRGP) to apply to the UNM NAS Ph.D. degree program once the graduate program is available.

If similar programs are offered within the state, describe how the proposed program will meet needs that are currently not met by existing programs already being offered (e.g., programmatic considerations, geographic needs, economic development factors, student demand, etc.)

N/A

Only one Native American Studies Ph.D. program is listed on WICHE, American Indian Studies at the University of Arizona. No other peer institution or similar graduate program is listed. The American Indian Studies Ph.D. program is a traditional graduate program. The Ph.D. program we are proposing is distinct from the University of Arizona due to our multiple pedagogical approach, content, and focus.

For full proposal, data must be provided for each program within the state for three consecutive years of number of students admitted, number of degrees awarded, and current capacity to support justification of need for proposed program.

N/A—no similar programs exist in the state.

For full proposal, attach statements from representatives of existing programs in the state or from WICHE institutions regarding their position on the proposed program, if available.

N/A—no similar programs exist in the state

3. Inter-institutional Collaboration and Cooperation

If applicable, describe opportunities for collaborative relationships with other institutions for shared instruction, faculty arrangements, or student experiences. For full proposal, outline specific details of any planned collaborative relationships with other institutions and provide supporting documentation if available. Address the governance structure for the collaboration in Section 9.

No other institution in New Mexico has a Native American Studies Ph.D. degree program but the opportunity for those institutions to collaborate and work with our department is strong. With support letters from New Mexico State University, Western New Mexico University, Central New Mexico Community College, San Juan College, Southwestern Indian Polytechnic Institute, Navajo Technical University, Diné College, and many out-of-state universities, our department will collaborate and recruit students for the Ph.D. program.

Native American Studies will also collaborate with community partners to identify areas of research that will build community capacity, provide support for policy initiatives, increase health and food security, and build stronger and more diverse local economies. Possible research collaborators are the Native Nations Institute—Udall Center for Policy Development at University of Arizona, The University of New Mexico Law School, American Indian Law Center, Inc., New Mexico Department of Indian Affairs, Diné Policy Institute, Indigenous Leadership Institute at Santa Fe Indian School, and specific tribal entities.

NAS will provide best practices expertise (i.e., empirical, theoretical, methodological) and consulting to researchers in community education and social sciences seeking to incorporate Indigenous perspectives and an understanding of the dynamics of Indigenous leadership into their studies. We will provide expertise and consulting community members and policy makers at the federal, tribal, state, county and municipal levels for measuring (assessing) and ameliorating (addressing) social and cultural disparities; create successful research partnerships between the university and surrounding local and national communities. We will create conferences that convene researcher, scholars, community for capacity building toward promising practices on Indigenous leadership development and building sustainable Indigenous communities.

NAS will also foster an institutional context for ongoing scholarly conversations about the empirical, theoretical and methodological understanding and empirical study of "race," hold regular lecture series, symposium, that reach out beyond academia to include tribal leaders, tribal community members, Indigenous scholars, policy makers, stakeholders, and community-based organizations.

NAS will mentor graduate students in their research and career development to build the next generation of scholars on Indigenous thought, healthy sustainable Indigenous communities, and comparative Indigenous studies. We will nurture research agendas of UNM doctoral students as they relate to mapping racial disparities and promoting equity and social justice community viability, education, law, health and criminal justice as they relate to Indigenous populations with a particular focus on New Mexico.

4. Clientele and Projected Enrollments

Clientele

Describe the population of students that will be recruited for the program.

The target audience for the Ph.D. degree includes recent college graduates (specifically our recent M.A. graduates), mid-career professionals, and individuals pursuing academic careers. Students may be either enrolled part-time or full-time who is working or anticipates working for a Native community, in a supra tribal program or federal agency, or in an Indian Country Non-Governmental Organization. The

primary clientele the UNM-NAS Doctoral degree program will come from UNM and students from within New Mexico. Secondly, it will serve students out of the state of New Mexico who seek a Doctoral degree in Native American Studies.

Describe the admission requirements for the program.

The NAS Doctoral degree will require the following admission standards: (1) graduate application and fee, (2) applicants must have a minimum cumulative grade point average of 3.0 at the master's degree level and must hold a Bachelor's degree and Master's degree or Juris doctorate (requests for conditional admission is allowed and determined by the NAS faculty), (3) one writing sample (between 10-15 pages double spaced) of original work that is academic, technical, professional, or artistic in nature, (4) three recommendation letters, and (5) a personal statement (3 to 5 pages) which addresses student's educational goals, professional plans, interest in the Ph.D. program and background in Native American Studies or Indigenous communities. A committee of six faculty members will review each application and recommend admission. The number of students the program can accommodate in a given two-year cycle will also be a factor. Another primary factor for graduate admission will be identifying a faculty member whose expertise matches the interests of an applicant and who is willing to mentor the student.

Indicate how you plan to recruit students. For full proposal, demonstrate how recruitment plan addresses underrepresented student populations within the state and contributes to preparing a diverse workforce.

Recruitment of students will be via print and online media, college and graduate school fairs, conferences, community outreach, undergraduate and M.A. programs, etc. Our department has been recruiting students for our B.A. and M.A. programs so we extend these efforts to also include the Ph.D. program. These efforts target Native American communities and entities that involve diverse, underrepresented student populations. We anticipate meeting the goal of admitting 3-5 students for each year in the first six years of the doctoral program.

Projected Enrollment

Provide a six-year projection of enrollments. For full proposal, detailed tables of enrollment projections are required and should include new student headcount, returning student headcount, the number of students expected to enroll full-time and part-time, and the total number of student credit hours expected to be generated for the first five years. A description of the methodology used to arrive at these projections should also be provided.

Alumni in the NAS Bachelor of Arts, minor degree, and M.A. program have already reached over 200 students, with an anticipated additional 100 new students enrolling in the undergraduate program over the next three years as a result of the development of online and Zoom course capacities. The growth

and demand for the program along with student demand for the graduate program are the compelling reasons for this proposal.

For first six years of the graduate program, we anticipate 3 to 5 graduate students per year utilizing face-to-face, Zoom and on-line course capacities.

YR	Headcount New FT	New PT	Return FT	Return PT	FTE	Credit Hrs New FT	New PT	Return FT	Return PT	Total
1	5	0	5	0	5	90	0	0	0	90
2	5	0	10	0	10	90	0	90	0	180
3	5	0	15	0	15	90	0	180	0	270
4	5	0	20	0	20	90	0	270	0	360
5	5	0	25	0	25	90	0	360	0	450
6	5	0	25	0	25	90	0	360	0	450

5. Institutional Readiness for the Program

How many faculty are necessary for program delivery?

How will this program affect the workload of current faculty and support staff?

Will additional faculty or staff be required? What is the cost?

Degree program	Faculty	Current Course Load
B.A. & M.A.	A – Full line (Chair)	2 courses per year

B.A. & M.A	B – Full line	4 courses per year
B.A. & M.A	C – Full line	4 courses per year
B.A. & M.A	D – Full line	4 courses per year
B.A. & M.A	E – .75 line	3 courses per year (4 th course cross-listed with NAS)
B.A. & M.A	F – .25 line	1 course per year
B.A. & M.A.	G – Instructional Post-Doctoral Fellow (through 06/2021)	6 courses per year
B.A. & M.A.	3 Part-time Instructors	As needed

There are currently 4 full-time faculty, 1 three-quarter-time appointment, and one-quarter-time appointment. We have one Instructional post-doctoral fellow (whose term will end in June 2021) and three adjunct faculty. This number of faculty is able to cover the undergraduate and M.A. course load, which ranges between 10-12 sections of courses per semester.

To fully accommodate all three programs: the B.A., M.A., and Ph.D. program, we will need to add three-five additional faculty (2-4 full-time tenure/tenure-track faculty & 1 lecturer). We will request and pursue additional funds to ensure the additional faculty lines are met. The Ph.D. program will admit 3-5 students each year. Two full-time faculty will teach 2 sections of required Ph.D. courses to 10-15 admitted Ph.D. students and additional students from other departments who enroll, when applicable each semester. The lecturer will largely teach the B.A. courses as current faculty will primarily teach sections of graduate level courses for the M.A. and Ph.D. degree.

The cost for each full-time faculty positions will range from \$65,000 to \$80,000 plus fringe benefits and the lecturer position will range from \$50,000-\$55,000 plus benefits.

Will any GA/TA positions be used to assist graduate faculty in the program?

NAS has one GA position currently, and we would like to increase to 2-3 GA/TA positions to support teaching faculty and research programs in the Ph.D. program.

What faculty and staff development services will be needed?

Faculty and Staff development needs include administration of the Ph.D. level program, student support, and academic planning.

What technology, media, equipment and instructional supplies are needed to support the program's intended outcomes? Are these resources available? What is the estimated cost?

NAS will need upgrades to current technological, media, equipment, and instructional support for delivering the online courses and through other distance learning modalities. We estimate the cost for purchasing such technology (computers) and equipment to come to \$20,000. The College of Arts and Sciences provides some support for upgrades.

Are there any needs for additional or renovated space?

Presently, eight faculty and staff offices are located on the third floor of Mesa Vista Hall, each of which are occupied with current faculty and staff. Additional space could include offices and classrooms located down the hallway on the third floor, but the Global Education Office is the current occupant. Initially, Native American Studies was assigned those offices and classrooms. If NAS is to maintain current location, we will need those offices and classrooms returned. Otherwise, we may need renovations in our library space to accommodate additional faculty offices.

What, if any, existing external facilities will be used? For full proposal, discuss any agreements that have been or will be entered into for use of the facility.

N/A

6. Projected Cost of the Program

Provide a six-year projection of program costs including the new costs for program start up and recurring costs to sustain the program including any new costs identified in Sections 5 or 7.

The current growth and demand for NAS courses has reached the maximum carrying capacity of the faculty and program. Further growth and capacity will need to be facilitated through an increase in

faculty and staff lines and program development monies. We do project the need for recurring appropriation for the augmentation of faculty, staff, and program development. We cannot afford future budget cuts.

If applicable, describe anticipated sources of new revenue required for the program.

Sources of new revenue for the NAS Doctoral degree may include external grant sources, Kellogg Foundation, and funding from the New Mexico State Legislature.

Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.

NAS students will pay an online class fee of \$100 per course. These fees currently apply to all courses within the B.A./M.A. program. Online fees cover incremental costs of online course delivery including some related technology, faculty training, and support staff dedicated to online course support. Differential tuition was approved in the College of Arts and Sciences; so graduate students will have this additional fee. Students may also pay a class fee of \$200 per course for field trips. The Doctoral program focuses on *critical Indigenous thought, sustainable community building, and comparative studies in government, policy, identity and sustainability*. Instructors and students will at times visit Native Nations, communities, and organizations to learn and understand how the knowledge, theories, and research methods apply to these entities.

Part of the planning process will involve specification of costs and the development of a plan for seed funding and long-term funding of the program surpassing tuition revenue. The likely sources are standard ones: state legislative, foundations, corporations, and possibly federal funds.

For full proposal, a detailed six-year program budget is required outlining program costs and anticipated state support based on the state funding formula and other areas of support.

Six-Year Projection Budget

ESTIMATED REVENUES	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	459,814	0	459,814	0	459,814	150,000
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	0	2000	2000	2000	2000	2000
TOTAL REVENUE	486,777		488,777		638,777	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	459,814	0	493,240	0	493,240	150,000
Learning Resources	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities & modifications	0	0	0	0	0	0
Other	0	327,500	327,500	200,000	527,500	0
TOTAL EXPENSES	787,314		987,314		1,137,314	
DIFFERENCE (Rev.-Exp.)	-300,537		-498,537		-498,537	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3	

FTE Enrollment	5		10		15	
Projected Annual Credits Generated	90		180		270	
Tuition Generated	36,779.40		73,558.80		110,338.20	
ESTIMATED REVENUES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	638,777	0	638,777	58,000	696,777	150,000
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	6000	2000	8000	2000	10,000	2000
TOTAL REVENUE	671,740		731,740		883,740	
ESTIMATED EXPENSES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	638,777	0	638,777	58,000	696,777	150,000
Learning Resources	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities & modifications	0	0	0	0	0	0
Other	527,500	155,000	682,500	0	682,500	0
TOTAL EXPENSES	1,321,277		1,379,277		1,529,277	
DIFFERENCE (Rev.-Exp.)	-649,537		-647,537		-645,537	

ESTIMATED IMPACT OF NEW PROGRAM	Year 4	Year 5	Year 6
FTE Enrollment	20	25	25
Projected Annual Credits Generated	360	450	450
Tuition Generated	146,959.20	183,897.00	183,897.00

Estimated program costs include salary for full-time faculty, learning resources, technology equipment, administrative support, and program development. We will collaborate with other UNM entities and programs to prevent duplication of efforts and funds.

Some key assumptions underlying the budget scenarios include:

- Sections taught and average enrollments are based on courses in the B.A. program.
- Full-time faculty teach an average of 4 courses per year (2/2 load).
- NAS started its online B.A. degree in Fall 2017. We receive 65% of tuition revenue generated from students who enroll in the Managed Online Program. The amount varies each semester.
- NAS is in its second year of the M.A. program with 5 students in its second year and 9 in its first year.
- All salary cost projections do not include indirect costs (benefits).
- No inflation assumptions are incorporated into costs or funds
- External sources of funding from the New Mexico State Legislature, grants, and other entities is included in the budget forecast. We anticipate the department will apply and pursue other funding initiatives in the future.

7. Quality of the Program

- a. Describe the qualifications of the tenured/tenure track faculty and how the expertise and experience will contribute to the quality of the program.

Faculty	Tribal Affiliation	Areas of Expertise	FT/PT status with NAS - % with NAS
Full/Associate Professor			
Tiffany S. Lee	Diné and Lakota	Indigenous education, educational self-determination, language socialization experiences	FT 100%
Gregory A. Cajete	Santa Clara Pueblo	Indigenous education, science, Indigenous epistemology, creating sustainable Indigenous communities	PT appointment with Language, Literacy and Sociocultural Studies; FT 25%
Lloyd L. Lee	Diné	American Indian identity, masculinities, philosophies, leadership, nation building	FT 100%
Assistant Professor			
Leola Tsinnajinnie	Diné and Filipino	Indigenous education, decolonization, and nation building	FT 100%
Wendy S. Greyeyes	Diné	Political sociology, organizational analysis, American Indian education, nation building	FT 100%
Melanie K. Yazzie	Diné	Navajo/Diné studies, water, political ecology, Indigenous queer and feminist studies, American Indian history, social and political theory, urban Indigenous studies, policing and incarceration	PT (.25) appointment with American Studies; FT 75% NAS

As the above table demonstrates, our faculty have several overlapping areas of expertise that include the following:

1. Indigenous education
2. Nation building
3. Indigenous epistemologies/philosophies
4. Science/political ecology
5. Political theory/sociology

These areas are pillars of the three learning outcomes that graduate students will be expected to achieve by end of degree: a practical and theoretical grounding in Indigenous community building, the development of skills necessary to contribute to the sustainability of healthy Native communities, and a mastery of frameworks that capture the complexity of differing Indigenous systems. And given the representation of these areas across several of our existing faculty profiles, students will obtain consistency and cohesion in these areas across the graduate curriculum.

- b. **Show how the proposed admission standards (identified in Section 1) compare with those of other institutions offering a similar program.**

As outlined in Section 1, The NAS doctoral degree will require the following admission standards: 1) graduate application and fee, 2) applicants must have a minimum cumulative grade point average of 3.0 at the Master's degree level and must hold a Bachelor's degree and Master's degree or Juris Doctorate (requests for conditional admission are allowed and determined by the NAS faculty), 3) one writing sample (between 10-15 pages double spaced) of original work that is academic, technical, professional, or artistic in nature, 4) three recommendation letters, and (5) a personal statement (3 to 5 pages) that addresses students' educational goals, professional plans, interest in the Ph.D. program and background in NAS or Indigenous communities.

Our admission standards are almost identical to the admissions standards for the two other stand- alone NAS PhD programs in the U.S. For example, the admissions standards for the PhD in NAS at the University of California Davis are the following: 1) a Bachelor's degree, 2) three letters of recommendation, 3) official transcripts, 4) official GRE scores, 5) writing sample (10 pages minimum, not to exceed 20 pages), 6) curriculum vitae (CV), and 7) Office of Graduate Studies online admissions and fellowship applications, 8) admissions fee, and 9) a minimum GPA of 3.0.

The admissions standards for the PhD in American Indian Studies at the University of Arizona are the following: 1) online application and fee, 2) 3.2 GPA from previous MA program, 3) A personal statement (3 to 5 pages) that includes students' educational goals, professional plans, interest in the PhD program, and background in American Indian Studies or with American Indian communities, 4) a current resume or curriculum vitae, 5) one writing sample (between 15 and 20 pages double spaced) of original work that is academic, technical, professional or artistic in nature, 6) one critical essay (no more than 5 pages) which analyzes three American Indian Studies books or monographs of your choice, 7) electronic copies of official transcripts from all institutions attended, undergraduate and graduate, and 8) three letters of

recommendation from faculty or supervisors who can attest to your achievements and academic potential.

While our PhD application will require fewer criteria than the program at the University of Arizona, the general criteria (minimum GPA of at least 3.0, personal statement, three letters of recommendation, 20-page writing sample) for all three programs are almost identical. We will not, however, require a GRE score.

- c. What instructional model(s) will be used in presenting the program? What types of technology will be used for delivery of instruction?

We plan to follow the cohort model for our PhD program, which stresses relationship-building between PhD students who are admitted into the program each year. We will also emphasize the importance of developing strong advising relationships between faculty and graduate students. For these reasons, most of our courses will be delivered in-person using a graduate seminar format. However, given the success we have had with hybrid instructional techniques for our MA program, some of our curriculum will be delivered online and via Zoom to supplement face-to-face instruction using a modified schedule.

Technology requirements include computers and video broadcast capabilities (through Zoom).

- d. What types of opportunities for experiences outside of the classroom will be available to students and utilized in the program (e.g., internships, service learning projects, research-based service learning).

Native American Studies already offers service-learning courses in our undergraduate curriculum that will be modified to teach at the graduate level. Additionally, our MA degree requires a Project of Excellence that demonstrates extensive research collaboration with community-based organizations. While the PhD will culminate in a standard dissertation, we intend to carry the emphasis on community-based research into the PhD with a series of elective courses. These practicum courses will be among the required credits for PhD students. Additionally, NAS will seek funds to operate a highly selective internship program for NAS graduate students in self-determination and leadership through New Mexico state government, tribal governments, tribal organizations, school, and community programs.

- e. What student support services are likely to be needed and to what extent (tutoring, library, IT, advising, etc.)? What is the estimated cost?

Because our Native student population is so high, NAS and UNM more broadly have excellent support services for Native students. For example, the Indigenous Nations Library Program at the university's main library offers expert advising for research, writing workshops, study groups, and assists with recommending and purchasing NAS-related material for UNM libraries. Additionally, American Indian Student Services offers a full spectrum of student support services, with an emphasis on comprehensive advising related to funding and academics. For these reasons, no additional student support services are anticipated beyond those already provided for NAS students.

f. What student support will be needed (GA & TA positions, scholarships, internships, etc.)?

We anticipate offering GA and TA positions to support research initiatives, student funding, and teaching in both the BA and MA programs. We plan to have one position by year two of the program, two positions by year four, and three positions by year six.

PhD students will also be encouraged to apply for several scholarships, including a department scholarship through NAS. We will encourage students to submit the appropriate Free Application for Federal Student Aid (FAFSA) and apply for funding from American Indian Student Services, tribal scholarship funds, and other outside scholarship entities that fund both part-time and full-time degree seeking students. Students will also be encouraged to seek additional resources from the UNM Scholarship Office, Office of Graduate Studies (OGS), the Graduate Resource Center (GRC), and the Institute for American Indian Research (IFAIR).

NAS has existing partnerships for internship opportunities with the following entities: Native American Community Academy (NACA), Indian Pueblo Cultural Center (IPCC), Native Health Initiative (NHI), Center for Native American Health (CNAH), and the New Mexico State Legislature. NAS plans to develop more defined internship opportunities in the future.

g. What are the expected student learning outcomes for the program? What will the students know and what will they be able to do when they complete this program?

The expected student learning outcomes of the graduate program include the following:

- a. Students will be able to demonstrate a practical and theoretical grounding in Indigenous community building.
- b. Students will be able to develop the skills necessary to contribute to the sustainability of healthy Native communities.
- c. Students will be able to critically analyze and develop frameworks to capture the complexity of differing Indigenous systems.

We intend to ensure that all graduates of the PhD in NAS at UNM will have the expertise required to contribute to community and nation building in Indigenous contexts. They will be prepared to do so in three different but interrelated ways: to conduct research for non-profit organizations, tribal governments, think tanks, etc; to pursue a professional teaching and research career in the academy; or to enter into a leadership position to effect change in Indigenous communities. Tribal communities and organizations will be solicited to offer feedback in diverse ways on PhD students' dissertation proposals, research work, and final dissertation. They may be invited to serve on PhD candidates' dissertation committees.

h. How will the program's learning outcomes be measured? For full proposal, also describe any final integrating experiences in the program that will be used to assure graduates have acquired the knowledge and skills expected for the degree/certificate awarded.

The three student learning outcomes will be fully evaluated at the completion of year two of the implementation of the PhD degree. However, assessment activities (data collection and reflection) will begin throughout year one and be conducted by NAS faculty. Measurements of the outcomes will be based upon student performances in the core courses. For detailed information, please see the Assessment Plan in Additional Information.

In respect to measuring the outcomes at the exit level, all students will be required to take a comprehensive exam prior to their advancement to candidacy that demonstrates proficiency in major practical and theoretical approaches to Indigenous critical thought, sustainable community building, and comparative frameworks (the three student learning outcomes outlined above). Students will also be required in their final oral presentation to demonstrate how their dissertation research addresses these three interrelated outcomes.

The core courses for the degree will also focus on these student learning outcomes and ensure that graduate students have a strong foundation in leadership, sustainability, and community building by the time they begin to study for their comprehensive exams. As outlined in Section 1, our core courses include the following:

NATV 550: Indigenous Nations and Sustainable Communities Seminar

NATV 560: Research Method and Practice in Indigenous Scholarship

NATV 570: Indigenous Thought and Ethics

NATV 665: Applied Indigenous Critical Theory

NATV 670: Comparative Indigenous Studies Across Disciplines

- I. Prior to submission to the NMHED and NMGDC, the proposal should state that UNM is institutionally accredited by the Higher Learning Commission of the North Central Association and has approval to offer any degree program appropriate to UNM's mission.

Noted.

- i. If applicable, describe any accreditation issues, including the following:

None.

- j. Will accreditation be sought for the program? If so, describe the process and expenses involved.

No. UNM already holds all pertinent accreditations.

- k. How does the program affect any existing accreditation and licensure requirements?

N/A—there are no existing accreditation and licensure requirements.

8. Assessment of Operations and Impact

In addition to student learning outcomes, what other measures to evaluate program effectiveness are contemplated?

The Native American Studies department is in the College of Arts & Sciences and reports directly to Mark Peceny, Dean of the College. Assessments will be based on appropriately for a graduate level program including community through a research symposium.

For full proposal, a long-range plan (at least 5 years) for program assessment and evaluation must be included.

In addition to the table below, please see Assessment Plan in Additional Information under Formal needs assessment.

Measurement of Student Learning Outcomes			
Outcome	Direct Measures	Indirect Measures	Years
1. Practical and theoretical Indigenous Community Building	Final assignments in 570, 665 & 699 by NAS Faculty	Student self-evaluations in 699 Community evaluations at 699 Symposium	Year 1, 4, 7
2. Sustainability & Healthy Communities	Final assignments in 550, 560, & 699 by NAS Faculty	Student self evaluations in 699 Community evaluations at 699 Symposium	Year 2, 5, 8
3. Comparative Indigenous Systems	Final assignments in 670 and 699 by NAS Faculty	Student self-evaluations in 699	Year 3, 6, 9

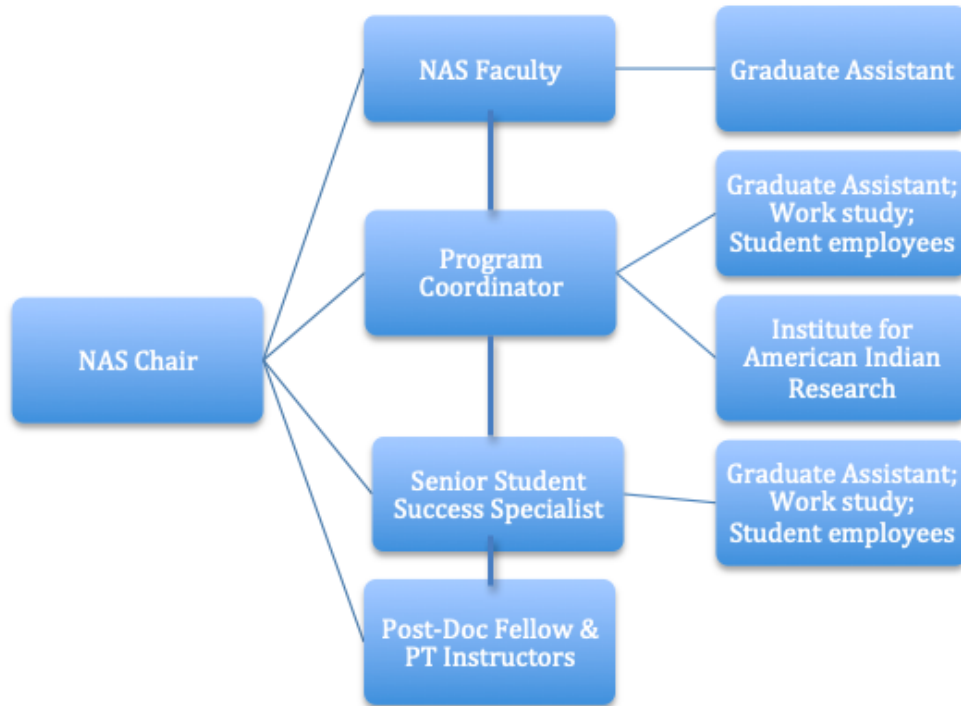
Community
evaluations at 699
Symposium

9. Administrative Responsibility for the Program and Institutional Commitment

What is the proposed governance structure of the program? For full proposal, a thorough discussion is especially important for interdepartmental and intercollegiate programs or when entering into collaborative agreements with other institutions.

Native American Studies is currently housed in College of Arts and Sciences under the leadership of Dean Mark Peceny. We expect to maintain this line of responsibility as a graduate degree-granting program. The following organizational chart shows the governance structure of the program:

NATIVE AMERICAN STUDIES Organizational Chart



Prior to submission to the NMHED and NMGCD, documentation outlining the institution's priority for the proposed program should be obtained from the Provost's Office to include with the proposal.

10. Additional Information

For preliminary proposal, provide any additional information needed to make the case for development of a full proposal. For full proposal, provide any additional information to support the request for the proposed degree program.

Our Alumni and their careers and accomplishments now make a strong case for the establishment of a Ph.D. program in NAS. Our alumni serve New Mexico and Native American communities in many capacities. Some of those alumni are highlighted below.

Native American Studies—Alumni Spotlight:

Stephanie Salazar – Senior Policy Analyst, New Mexico Indian Affairs Department

Ken Lucero – Field Representative, U.S. Senator Martin Heinrich’s office

Bennie Francisco - Director of Tribal Court Assessment, Bureau of Indian Affairs; Part-time Instructor
NAS UNM

Darryl Candelaria – Tribal Administrator/Planner, Pueblo of San Felipe

Dawn Begay – Native American Affairs Liaison, City of Albuquerque

Alannah Hurley – Executive Director, United Tribes of Bristol Bay

<http://news.unm.edu/news/a-unm-alumna-president-obama-and-the-last-frontier>

Poqueen Rivera – Legislative Liaison, Governor Michelle Lujan Grisham

Andy Nez – Senior Education Specialist, Navajo Nation Department of Diné Education

Eldon Brown – Ph.D. student, LLSS College of Education UNM; Chief of Permits, Division of Migratory
Bird, U.S. Forest Service

Curtis E. Chavez – Ph.D. (Pueblo cohort), Indian Education, Bernalillo Public Schools

Elroy Keetso – Tribal Planner, Laguna Pueblo

Kieoshiah Peter – Ph.D. student, American Studies UNM

Lani Tsinnajinnie – Asst. Professor, Community & Regional Planning Department, UNM

Lyle C. Begay – Associate Civil Engineer, Navajo Nation Division of Transportation

Makhpiya J. Black Elk – MBKA Community Director, NACA Inspired Schools Network

Mario P. Atencio – Legislative District Assistant Navajo Nation Council; Part-time Instructor NAS UNM

Natahnee Winder – Asst. Professor, Sociology, Simon Frazier University, Canada

Winoka Begay – Ph.D. candidate, LLSS College of Education UNM

Micha Bitsinnie – Social Studies teacher, NACA; current NAS MA student

11. Attachments full proposal only

Department of Labor documentation, if applicable

Professional Title	Employment	Wage	Annual
Lawyers	603,310	\$64.17	\$133,470
Individual and Family Services	305,850	\$17.90	\$37,230
Local Government (OES Designation)	234,640	\$23.75	\$49,390
State Government (OES Designation)	221,700	\$22.93	\$47,700
Elementary and Secondary Schools	189,590	\$28.86	\$60,020
Outpatient Care Centers	126,580	\$19.92	\$41,430
Community Food and Housing, and Emergency and Other Relief Services	45,200	\$16.27	\$33,830
Other Residential Care Facilities	40,920	\$16.47	\$34,260
Religious Organizations	46,380	\$20.70	\$43,050
Vocational Rehabilitation Services	75,000	\$16.26	\$33,820
Individual and Family Services	305,850	\$17.90	\$37,230

Federal Executive Branch (OES Designation)	19,550	\$35.48	\$73,790
Elementary and Secondary Schools	189,590	\$28.86	\$60,020
History Teachers, Postsecondary	23,640	*N/A reported only annual bases	\$73,720

Source: United States Department of Labor, Bureau of Labor Statistics website:
http://www.bls.gov/oes/current/oes_NM.htm#25-0000

Formal needs assessment

Template

Academic Program

Plan for Assessment of Student Learning Outcomes

The University of New Mexico



A. College, Department and Date

- 1. College: *College of Arts and Sciences*
- 2. Department: *Native American Studies*
- 3. Date: *December 2, 2019*

B. Academic Program of Study*

Ph.D. in Native American Studies

C. Contact Person(s) for the Assessment Plan

Tiffany Lee, Professor, tslee@unm.edu

Lloyd Lee, Associate Professor, triplel@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes

1. Broad Program Learning Goals for this Degree/Certificate Program

- A. Provide advanced educational foundation in leadership in Native American Studies preparing students to build and sustain relationships and practices in Native communities and Nations.
- B. Students will become practitioners in Indigenous-based research for community building and self-determination.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

- a. Students will acquire an understanding of leadership and how to address current challenges across Indigenous communities.
- b. Students will develop the skills necessary to contribute to the sustainability of healthy Native communities.
- c. Students will demonstrate a practical and theoretical grounding in Indigenous community building.

E. Assessment of Student Learning Five-Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

1. Student Learning Outcomes

[Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
1. Students will acquire an understanding of leadership and how to address current challenges across Indigenous communities.	X	X	X	
2. Students will develop the skills necessary to contribute to the sustainability of healthy Native communities.		X	X	
3. Students will demonstrate a practical and theoretical grounding in Indigenous community building.	X	X	X	

2. How will learning outcomes be assessed?

A. What:

- i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three-year plan?*

SLO #1 will be measured by the successful completion of NATV 570 *Indigenous Thought and Ethics*, NATV 665 *Applied Indigenous Critical Theory* and NATV 699: *Dissertation*

- a. Evaluating written work and oral presentations in NATV 570 and NATV 665.
- b. Evaluating completed Dissertation by each student's NAS faculty committee.

SLO #2 will be measured by the successful completion of NATV 550: *Indigenous Nations and Sustainable Communities Seminar*; NATV 560: *Research Methods and Practice in Indigenous Scholarship*, and NATV 699: *Dissertation*.

- a. Evaluating written work and oral presentations in NATV 550 and 560
- b. Evaluating completed Dissertation by each student's NAS faculty committee.

SLO #3 will be measured by the successful completion of NATV 670: *Comparative Indigenous Studies Across Disciplines* and NATV 699: *Dissertation*.

- a. Evaluating written work and oral presentations in NATV 670.
- b. Evaluating completed Dissertation by each student's NAS faculty committee.

- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write "Unsure of measurement type." There is an expectation that at least **half of the assessment methods/measures will be direct** measures of student learning. [See attached examples of direct and indirect measures.]*

The written work, oral presentations, and completed dissertation are direct measures of the SLOs listed.

- iii. *Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.*

Criteria for success:

- a. At least 80% of the students who complete each NATV core course (550, 560, 570, 665, 670, additional methods course) will score a B or higher on their final assignments. Rubrics/scoring sheets will be created. These rubrics will identify the specific qualities of work that constitute mastery of the respective SLO's.
- b. At least 80% of the students who complete Dissertation hours will receive "pass." A scoring sheet for the course research project and presentation will be created.
- c. The student self-evaluations within their dissertation will provide more in-depth understanding of how the students rate their achievement on the SLOs. In quantified terms,

80% or more will rate their understanding as agree or strongly agree (which translate to Likert scale average scores between 4 and 5).

- B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students.

The program assessment will include evidence from all the students in the specific core courses. This evidence will be valid and reliable because it includes the entire population of students in the courses.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., 2008-2009, 2009-2010, and 2010-2011), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)]

One SLO will be assessed each year, starting with SLO 1.

SLO 1 will be measured once the 1st cohort of Ph.D. students have completed NATV 550 and NATV 665. SLO 2 and 3 will follow each year thereafter respectively once the 1st cohort of students have completed the courses associated with those SLOs.

At the end of each academic year, faculty will meet to discuss the summary reports and make changes to the curriculum and instruction if it is deemed less than 80% of students are demonstrating the SLOs. Students will experience changes to the course in the following semester.

4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*

2. *the process for consideration of the implications of assessment for change:*

a. to assessment mechanisms themselves,

b. to curriculum design,

c. to pedagogy

...in the interest of improving student learning.

3. *How, when, and to whom will recommendations be communicated?*

1. NAS faculty will designate two members to chair the overall assessment activities in two-year increments. The Assessment Chairs will be responsible for ensuring all data needed is collected and saved immediately upon completion of courses and the dissertation.
2. NAS faculty who teach the Ph.D. core courses and the graduate assistant or staff member will directly participate in the assessment process. They will collect the data and evidence and prepare the summary reports.
3. All NAS faculty will meet at the end of each year to reflect on the assessment data shared in the reports. Faculty will analyze and interpret data through curriculum mapping, strategic planning for course and/or program changes and changes to teaching methods.
4. The recommendations will be shared with NAS faculty, students, and selected Native community leaders or an Advisory Council.
5. A summative assessment document will be provided to the College Assessment office by the deadline determined by the College the following academic year detailing the previous year's work and changes to curriculum, pedagogy, and service to students and their collective effect on student learning.

Adapted from Kansas State University Office of Assessment

Table of 6-year projected graduate program cost estimates and resources (required for submission to NMHED)

ESTIMATED REVENUES	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	459,814	0	459,814	0	459,814	150,000
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	0	2000	2000	2000	2000	2000
TOTAL REVENUE	486,777		488,777		638,777	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	459,814	0	493,240	0	493,240	150,000
Learning Resources	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities & modifications	0	0	0	0	0	0
Other	0	327,500	327,500	200,000	527,500	0
TOTAL EXPENSES	787,314		987,314		1,137,314	
DIFFERENCE (Rev.-Exp.)	-300,537		-498,537		-498,537	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3	
	FTE Enrollment		FTE Enrollment		FTE Enrollment	
	5		10		15	

Projected Annual Credits Generated	90		180		270	
Tuition Generated	36,779.40		73,558.80		110,338.20	
ESTIMATED REVENUES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	638,777	0	638,777	58,000	696,777	150,000
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	6000	2000	8000	2000	10,000	2000
TOTAL REVENUE	671,740		731,740		883,740	
ESTIMATED EXPENSES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	638,777	0	638,777	58,000	696,777	150,000
Learning Resources	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities & modifications	0	0	0	0	0	0
Other	527,500	155,000	682,500	0	682,500	0
TOTAL EXPENSES	1,321,277		1,379,277		1,529,277	
DIFFERENCE (Rev.-Exp.)	-649,537		-647,537		-645,537	
ESTIMATED IMPACT OF NEW PROGRAM	Year 4		Year 5		Year 6	

FTE Enrollment	20	25	25
Projected Annual Credits Generated	360	450	450
Tuition Generated	146,959.20	183,897.00	183,897.00

List of similar programs (state and regional)

None

List of potential employers

Fields	Potential Employers	Occupation
Education	<p>New Mexico Districts and Charter schools</p> <p>Bureau Indian Education Schools</p> <p>UNM Educational Leadership</p> <p>Tribal Colleges</p> <p>Tribal language and culture programs</p>	<p>Certified teachers, administrative, staff, educational assistant, professional training, office and administrative support, language & culture teacher</p>
Native Nations	<p>23 Indian tribes in New Mexico - nineteen Pueblos, three Apache tribes (the Jicarilla Apache Nation, the Mescalero Apache Tribe, and Fort Sill Apache Tribe), and the Navajo Nation.</p> <p>The 19 Pueblos are the Pueblos of Acoma, Taos, Santa Clara, San Ildefonso, Tesuque, San Felipe, Jemez, Zuni, Zia, Nambe, Picuris, Ohkay Owingeh, Santo Domingo,</p>	<p>Business, management, public relations, financial operations, community support, professional training, legal & political occupations, office and administrative support</p>

	Laguna, Isleta, Santa Ana, Sandia, Cochiti, and Pojoaque.	
Health	Johns Hopkins University Center for American Indian Health Indian Health Services Phoenix Indian Center First Nations - Albuquerque Homeless task force	Healthcare support, social services, office and administrative support
National Resources	Environmental Protection Agencies, Tribal fish and gaming agencies, tribal & national forestry, private-own farming, agricultural and constructions	Community & urban & regional planner, manager, compliance officers, surveyors, all engineers, geological technicians
Law	Albuquerque Environmental Engineering firm Government federal and state agencies – Indian Affairs Department Native Nations government Indian Pueblo Council Center	Tribal Council, Tribal Nations governors, Policy Analyst, and Legal staff

Source: <http://www.epi.org/publication/bp370-native-americans-jobs/>

List of advisory committee or board members, if applicable. Minutes of advisory committee or board meetings, if applicable.

To be determined

Letters of support from external partners or stakeholders

Attached at the end of this document

Letters of support from NM institutions of higher education (strongly recommended prior to presenting program to NMGDC)

Attached at the end of this document

12. Additional Attachments for NMHED and NMGDC (supplied by Provost's Office and Office of Graduate Studies) and for CIP Code approval (submitted by Provost's Office)

Documentation of institution's priority for the proposed program

Course syllabus & Form A/B

A copy of the Form D with signatures

The final executive summary, proposal, and supporting documentation

Minutes from the Board of Regents meeting, noting approval

Appendices: Letters of support from UNM entities and External entities

TO: Academic Affairs

FROM: Tiffany S. Lee, Chair, Native American Studies 

RE: Addendum to Form D: Proposal for a Ph.D. in NAS

I am writing this addendum on behalf of our faculty and staff in Native American Studies (NAS) to respond to additional questions Academic Affairs raised in regards to our Form D proposal. Please include this addendum to our Form D, which was recently approved by the UNM Faculty Senate.

How might the Ph.D. prepare a student (or complement preparation) for work in law, health, education and other fields?

NAS is a field onto itself, and the Ph.D. program will prepare students to work in NAS programs across the country. Currently there are over 15 position announcements across universities nationwide for tenure track hires in NAS, Indigenous Studies, or American Indian Studies. Given that NAS is an interdisciplinary field, the students' advanced research areas will prepare them for careers in their preferred focus and expertise, such as in areas like law, health, education and so on. The NATV Ph.D. program will develop student's reading comprehension, analysis, writing, communication, and community building skills through the following required courses: NATV 550, NATV 560, NATV 570, NATV 665, NATV 670, NATV 699 (dissertation) and additional graduate level methods course. These courses will teach students the skills necessary to become university or college professors, teachers, educational administrators, policy researchers, technical writers, health advocates and professionals, and community building leaders. Their dissertation will be focused on their specific area of interest and need in NAS, which again may include areas of law, health, education, and others, and intersecting topics as well. Native Nations, Pueblos, and communities are in need of individuals with these skills to build their communities and to meet their sustainable goals. Given that the country's Native Nations have a treaty-based relationship with the federal government, and many have state agreements with state governments, there is tremendous need for Ph.D. level trained scholars to work with Native Nations on research and policy development in the many areas that affect Native peoples' lives. There is also need for these communities to strengthen their human resource capacity with Ph.D. trained scholars who can obtain grants and create their own research institutes to address the many needs and interests of Native communities.

How will this small group of hard-working faculty manage the teaching and supervision load of a doctoral program?

The department is currently conducting a search for one full-line faculty position to replace a faculty member who is leaving UNM. We will advocate for two hires during this search to have at least six faculty members when the doctorate program starts in Fall 2023. We believe we will need at least eight full-line faculty members total to ensure the undergraduate, M.A., and Ph.D. programs are fully covered. In the meantime, we will admit fewer doctoral students than

planned in order to effectively mentor and support these students. We can also hire part-time instructors over the next three to five years to help with the sustainability of NAS. Our current Ph.D. proposal describes our collaboration with other departments such as Chicana/o Studies, Africana Studies, Sociology, American Studies, and others to teach the second required graduate methodology course and interdisciplinary focus courses. NAS Ph.D. students will also have the opportunity to take up to 30 credit hours from within NAS and in other departments to fulfill the course requirements for their doctorate program. Several current and graduated M.A. students have taken other departmental courses to meet their program requirements. We will begin the process to formally name our colleagues who are interested as NAS affiliated faculty. These might be faculty who regularly include our NAS graduate students in their courses which count toward the NAS degrees.

October 6, 2021

Dr. Tiffany Lee, Chair
Dept. of Native American Studies
University of New Mexico

Dear Dr. Tiffany Lee,

The University Libraries (UL) has re-reviewed the Native American Studies (NAS) proposal for a PhD degree program in NAS. As one of the Libraries' distinctive collections and recognized in our strategic plan, we have long been supporting research on the southwest as well as Indigenous and First Nation populations in the US and in Latin America and Canada through our collections (books, journals, databases and primary resource material) and services.

As one of our strategic initiatives, the libraries' curator of Native American studies reviewed our NA collections extensively in 2019. This position was vacated due to a retirement but remained part of the University Libraries Faculty hiring plan for FY21. The libraries successfully filled the position on September 1, 2021 with Prof. Jolene Manus who will strongly support a Ph.D. degree program in NAS.

The UL has extensive primary source material related to NA in its Center for Southwest Research and Special Collections, such as books, photographs, manuscripts and oral history recordings. We also have thousands of digital files through New Mexico Digital Collections. These resources are significant and can support PhD level research.

The UL has in its general collections more than 22,000 monographs and 14 current journal and database subscriptions directly relating to the history of Native Americans. Additionally, we have thousands of other monographs that deal with some aspect of Native American populations in Education, Ethnic Studies, Linguistics, Law, Anthropology, Sociology, American Studies, English, Political Science, and Philosophy. We also have current journal and database subscriptions in these related subjects.

Though we can support undergraduate and masters level research, we believe that our general collections are lacking significant secondary sources required for PhD level research and teaching. This assessment is based on the NA curator's comparative analysis of the resources available to students at the three PhD granting institutions in the US and also other universities with significant NAS collections. We project that we would need an additional \$3,000 annually for journals and databases (not including annual inflationary increases of 4-6%), \$125,000 in one-time funding to add significant NA database and primary source material, and an additional \$50,000 for selected primary source material and backfill of missing monographic material published in the last 5-10 years (see below for details). The UL budget is not currently able to add these additional resources.

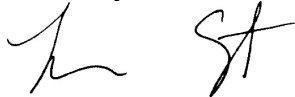
As new NAS faculty are hired at UNM, it is possible that new or additional library resources will be needed to support their specific research areas. Since we operate with limited resources, the library may need to cancel some existing resources to meet the need for new resources. We will

work closely with NAS to identify not only new resources but also potential cancellations of existing resources as the need arises.

The UL provides significant student support, mostly to undergraduates, through its Indigenous Nations Library Program (INLP) in Zimmerman Library. Students have access to computers, reading areas, meeting and study rooms. The NA curator works closely with INLP staff to ensure that students' informational needs can be met.

We look forward to continuing our strong relationship with NAS and, recognizing some of our collection limitations, supports its request to offer a PhD degree. We also want to offer our support to NAS should it be necessary for the department to use some of its space currently used for the department library for additional faculty offices. Please let me know if you have any questions.

Sincerely,



Laura Soito
Associate Professor
Director of Collections
College of University Libraries & Learning Sciences
lsoito@unm.edu
505-277-4760

cc:

Leo Lo, Dean, College of University Libraries & Learning Sciences
Jolene Manus, Curator of Native American Collections, Center for Southwest Research and Special Collections, College of University Libraries & Learning Sciences

Budget to support a PhD in Native American Studies: One-time = \$175,000; ongoing = \$3,000
Journals/subscriptions not currently available at UNM:

\$1,000 annual subscription plus inflationary increases of 4-6%

- Critical Ethnic Studies
- Financial Aid for Native Americans
- Harvard Blackletter Law Journal
- Journal of Cognition and Culture
- NAJA News (Native American Journalists Association)
- RED INK: International Journal of Indigenous Literature, Arts, & Humanities

Databases not currently available at UNM

One-time cost of \$125,000, plus annual access fees of \$2,000

- Early Encounters in North America: Peoples, Cultures and The Environment
- History Vault - American Indians And the American West, 1809-1971
- Indigenous Peoples: North American
- ProQuest Indian Claims Insight

Monographic backfill

\$50,000



October 28, 2019

Mark Peceny, Dean
University of New Mexico
College of Arts and Sciences
Ortega Hall 201
Albuquerque, NM 87131

Dear Dean Peceny,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,

A handwritten signature in black ink that reads "C. E. Becknell, Jr." in a cursive script.

Charles E. Becknell, Jr., Director
505.277.0048
cbeck@unm.edu



ALL PUEBLO COUNCIL OF GOVERNORS

Officers:
E. Paul Torres, Chairman
Governor J. Michael Chavarria, Vice Chair
Governor Val Panteah, Sr., Secretary

RESOLUTION

ALL PUEBLO COUNCIL OF GOVERNORS

RESOLUTION NO. APCG 2019-34

SUPPORT FOR THE ESTABLISHMENT OF A DOCTORAL DEGREE PROGRAM WITHIN THE UNIVERSITY OF NEW MEXICO'S NATIVE AMERICAN STUDIES DEPARTMENT

Acoma

Cochiti

Isleta

Jemez

Laguna

Nambe

Ohkay Owingeh

Picuris

Pojoaque

Sandia

San Felipe

San Ildefonso

Santa Ana

Santa Clara

Santo Domingo

Taos

Tesuque

Ysleta del Sur

Zia

Zuni

WHEREAS, the All Pueblo Council of Governors is comprised of the Pueblos of Acoma, Cochiti, Isleta, Jemez, Laguna, Nambe, Ohkay Owingeh, Picuris, Pojoaque, San Felipe, San Ildefonso, Sandia, Santa Ana, Santa Clara, Santo Domingo, Taos, Tesuque, Zia and Zuni, and one pueblo in Texas, Ysleta Del Sur, each having the sovereign authority to govern their own affairs; and

WHEREAS, the purpose of the All Pueblo Council of Governors is to advocate, foster, protect, and encourage the social, cultural and traditional well-being of the Pueblo Nations; and

WHEREAS, through their inherent and sovereign rights, the All Pueblo Council of Governors will promote the language, health, economic and natural resources, and educational advancement of all Pueblo people; and

WHEREAS, the Native American Studies Department at the University of New Mexico was established to increase educational scholars in Indigenous academic scholarship and research on issues and topics; and

WHEREAS, the Native American Studies Department is intended to educate the public and students about the complex history and intercultural heritage of New Mexico and the United States; and

WHEREAS, the Native American Studies Department offers a Master of Arts, a Bachelor of Arts, an Online Bachelor of Arts, and a minor degree; and

WHEREAS, the Native American Studies doctoral degree program exists at three universities in the United States (University of California at Davis, University of Arizona, and University of Alaska at Fairbanks); and

WHEREAS, the Doctoral Degree Program within the Native American Studies Department at the University of New Mexico would be the first of its kind in the state of New Mexico; and

NOW THEREFORE IT BE RESOLVED, the All Pueblo Council of Governors' supports the establishment of a doctoral degree program within the University of New Mexico's Native American Studies Department to create the next



ALL PUEBLO COUNCIL OF GOVERNORS

Officers:
E. Paul Torres, Chairman
Governor J. Michael Chavarria, Vice Chair
Governor Val Panteah, Sr., Secretary

leaders in academia guiding research that expands the Indigenous canon of knowledge that honors all our New Mexico tribal and Pueblo Nations; and

BE IT FINALLY RESOLVED, the APCG Chairman and the Office of the All Pueblo Council of Governors is hereby authorized to do all that is necessary to carry out the intent of this Resolution.

CERTIFICATION


We, the undersigned officials of the All Pueblo Council of Governors hereby certify that the foregoing Resolution No. APCG 2019-34 was considered and adopted at a duly called council meeting held on 21st day of November 2019, and at which time a quorum was present and the same was approved by a vote of 11 in favor, 0 against, 0 abstain, and 0 absent.

ALL PUEBLO COUNCIL OF GOVERNORS

By:


E. Paul Torres, APCG Chairman

ATTEST:


Governor Val Panteah, Sr., APCG Secretary

Acoma

Cochiti

Isleta

Jemez

Laguna

Nambe

Ohkay Owingeh

Picuris

Pojoaque

Sandia

San Felipe

San Ildefonso

Santa Ana

Santa Clara

Santo Domingo

Taos

Tesuque

Ysleta del Sur

Zia

Zuni



Dr. Daisy Thompson
DIRECTOR

September 26, 2019

Dr. Daisy Thompson
Indian Education Department
Albuquerque Public Schools
P.O. Box 25704
Albuquerque, NM 87125-0704

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on shaping academics who engage with the most theoretically stimulating ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native American communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,

Dr. Daisy Thompson, Senior Director
Indian Education Department of
Albuquerque Public Schools

November 26, 2019

Dean Mark Peceny
College of Arts and Sciences
MSC 03 2120
Ortega Hall 201
1 University of New Mexico
Albuquerque, NM 87131

Dear Dean Peceny,

The American Indian Studies Program at Arizona State University supports the establishment of a doctoral degree in Native American Studies at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

Sincerely,

Stephanie Fitzgerald

Stephanie Fitzgerald, Ph.D.
Director and Associate Professor



October 28, 2019

Mark Peceny, Dean
University of New Mexico
College of Arts and Sciences
Ortega Hall 201
Albuquerque, NM 87131

Dear Dean Peceny,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,

A handwritten signature in black ink that reads 'C. E. Becknell, Jr.' The signature is written in a cursive style.

Charles E. Becknell, Jr., Director
505.277.0048
cbeck@unm.edu



American Studies Department

May 10, 2019

Dean Peceny
College of Arts & Sciences
University of New Mexico

Dear Dean Peceny and Colleagues

I write in support of the proposal by the Department of Native American Studies (NAS) to offer a doctoral degree program at the University of New Mexico. I and my colleagues in the Department of American Studies strongly support this proposal and encourage the college to approve this request. The doctoral program will prepare academic leaders with an intellectually rigorous and interdisciplinary approach that supports the future of Native Nations. By approving it UNM will demonstrate its commitment to strengthening academic teaching, research, and leadership in the field of Native American Studies.

The NAS doctoral program will develop scholars who will engage across UNM's colleges, departments, and programs. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues facing Native communities.

I encourage you and the UNM administration to support this proposal. I'm happy to discuss this further if you have any questions. Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Correia", written over a horizontal line.

David Correia
Associate Professor and Chair
Department of American Studies
University of New Mexico
dcorreia@unm.edu



The University of New Mexico

Department of Anthropology
MSC01 1040, 1 University of New Mexico
Albuquerque, NM 87131-1086
Telephone (505) 277-4524
FAX (505) 277-0874

April 30, 2019

Dean Mark Peceny
College of Arts and Sciences
University of New Mexico
Albuquerque, NM 87131

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, the Department of Anthropology support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,

Les W. Field

Professor and Chair, Department of Anthropology



Chicana and Chicano Studies
MSC02 1680
1 University of New Mexico
Albuquerque, NM 87131-0001
Phone: 505-277-6414
FAX: 505-212-0342

October 1, 2019

Dear Provost Holloway, Dean Mark Peceny and Dr. Finnie Coleman:

This letter is in strong support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). As Chair of the Department of Chicana and Chicano Studies I am familiar with the demand and interest in a PhD in Native American Studies. Establishing a PhD program in Native American Studies will add to UNM's prestige as a flagship university. The MA program in Native American Studies is already diversifying and amplifying the research agenda of UNM.

I base my recommendation on my experience working with MA students in American and Chicana and Chicano Studies. Moreover, students in our face-to-face and online majors and minors also inquire about and demonstrate an interest in a PhD in Native American Studies.

I believe that UNM should continue to work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and interdisciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

For all of the reasons stated in this letter, I support the development of the doctoral degree program at the University of New Mexico. If you have any questions, please contact me at the address above.

Thank you,

A handwritten signature in black ink that reads "Irene Vasquez".

Irene Vasquez, Ph.D.
Professor, American Studies and Chicana and Chicano Studies
Chair, Chicana and Chicano Studies
Director, Southwest Hispanic Research Institute
University of New Mexico
ivasquez@unm.edu

October 3, 2014

Mr. Mark Peceny, Dean
College of Arts and Sciences
University of New Mexico
Albuquerque, NM

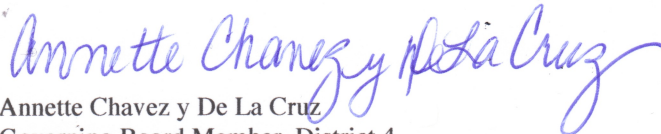
Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM) and echoes the support submitted by CNM administrative leadership. I believe that UNM will be a stronger institution by creating a program that will strengthen academic teaching and research, as well as developing leaders in the field of Native American Studies. Such a doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

Since 2014-2015 and to date, CNM has been #1 among the country's community colleges for the number of certificate and degree graduation awards earned by Native Americans and Hispanics; it has been #2 overall for the number of certificate and degree graduation awards. Many of CNM's degree programs transfer to UNM. The NAS doctoral program will provide another pathway for CNM graduates to participate in a doctoral program that will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

If you have any questions, my contact information appears below.

Regards,



Annette Chavez y De La Cruz
Governing Board Member, District 4
Central New Mexico (CNM) Community College
Albuquerque, NM
505-319-4109

CENTRAL NEW MEXICO COMMUNITY COLLEGE GOVERNING BOARD

Pauline J. Garcia
DISTRICT 1

Michael Canfield
DISTRICT 2

Thomas E. Swisstack
DISTRICT 3

Annette Chavez y De La Cruz
DISTRICT 4

Nancy A. Baca
DISTRICT 5

Virginia M. Trujillo
DISTRICT 6

Michael J. Glennon
DISTRICT 7



Vice President for Student Affairs

October 1, 2019

Dear Dean Mark Peceny and Colleagues,

I am pleased to support the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). I have cross-listed two on-line courses, Traditional Medicine of Mexico and the Southwest, and Global Perspectives of Curanderismo with Native American Studies for about five years and have been pleased with the student's evaluation of these courses. I believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

It is my understanding that the NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Eliseo Torres", written over a white background.

Eliseo "Cheo" Torres
Vice President for Student Affairs/Professor

Date: 11/4/19

Curtis Chavez
Bernalillo Public Schools Indian Education Department
560 S. Camino del Pueblo
Bernalillo, NM, 87004

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on shaping academics who engage with the most theoretically stimulating ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,

Curtis Chavez, PhD

BPS Indian Education Department



DINÉ COLLEGE

THE HIGHER EDUCATION INSTITUTION OF THE NAVAJO

Office of the President

November 5, 2019

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). As President of Diné College, a college located within the Navajo Nation, I believe that UNM can and must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. Our Indian communities, whether they are tribal colleges or tribal governments demand critical thinkers and problem solvers with an understanding of native ways of knowing. This doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

I am excited by the potential of this doctoral program for my current students and also as a potential source for future faculty. I am aware of the current faculty and their unique backgrounds that will set this program apart from others. I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at OfficeofthePresident@dinecollege.edu.

Sincerely yours,



Charles M. Roessel, President
Diné College

November 6, 2019

Jorge Garcia
Senior Program Manager
El Centro de la Raza
The University of New Mexico
Albuquerque, NM 87131

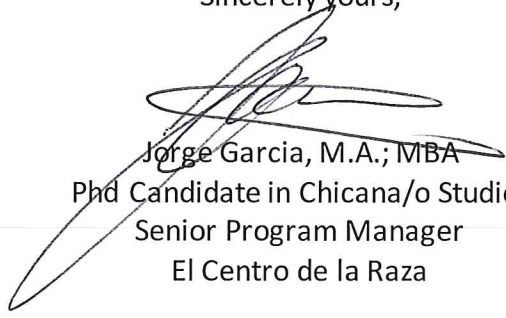
Dear Dean Mark Peceny,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). I believe that UNM must strive to support academic teaching, research and programmatic areas in the field of Native American Studies. The doctoral program will prepare academic leaders and scholars with an intellectually rigorous and inter-disciplinary approach that support the future of Native Nations and communities.

The NAS doctoral program will focus on creating academics that engage with the most innovating and theoretically engaging ideas. Under this programs, doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

I support the development of the PhD degree program at the University of New Mexico. If you have any question, please do not hesitate to contact me at the address above or by email at mexicatl@unm.edu.


Sincerely yours,



Jorge Garcia, M.A.; MBA
Phd Candidate in Chicana/o Studies
Senior Program Manager
El Centro de la Raza



Department of Language, Literacy & Sociocultural Studies

TO: Dean Mark Peceny and Colleagues of Arts and Sciences
FROM: Glenabah Martinez, Ph.D. 
DATE: October 10, 2019
RE: Establishment of Ph.D. in Native American Studies

This letter is in full support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). I believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on shaping academics who engage with the most theoretically stimulating ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Indigenous scholars, leaders, and community members across the state, nation, and internationally recognize the excellence of scholarship, service, and pedagogy among the faculty in the Department of Native American Studies. By establishing a doctoral program in Native American Studies, UNM will officially acknowledge the importance of Indigenous knowledge systems, scholarship, and community engagement. I fully support the development of a Ph.D. program of studies in the Department of Native American Studies at University of New Mexico. If you have any questions, please contact me at glenie@unm.edu

Cc: Professor Tiffany Lee, Chair of the Department of Native American Studies

December 5, 2019

Dean Mark Peceny
MSC03 2120
1 University of New Mexico
Albuquerque, NM 87131

Dear Dean Mark Peceny and Colleagues,


We, the Institute for American Indian Education (IAIE) faculty, write this letter in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). As Native faculty deeply engaged with New Mexico communities, we believe that the intellectually rigorous and inter-disciplinary approach of NAS supports the future of Native Nations.


The NAS doctoral program will focus on shaping academics who engage with the most theoretically stimulating ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.


Therefore, we support the development of the doctoral degree program at the University of New Mexico. We are committed to our continued partnership with Native American Studies. Please contact our Director of Native American Initiatives in Education, Dr. Glenabah Martinez, at glenie@unm.edu should you have any questions.


Sincerely yours,


The undersigned faculty of the Institute for American Indian Education



Stephen L. Lee



Christine


Vint West

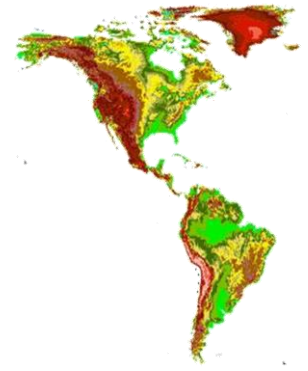

Terri Howaday


Cathy


Cathy


Art

Indigenous Institute of the Americas



Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address or email below.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Gregory G. Gomez', is placed above the typed name.

Always,
Gregory G Gomez MSSW
Lipan Mescalero Apache
President IIA

Texas Office
1700 Alma Drive, Suite 315
Plano, TX 75075-6962
972-480-5310

EIN 421736036

indeapache@gmail.com
New Mexico Branch Office
Albuquerque, NM 87111-5008
505.306.9218

IIAmericas.org

25 September 2019

Dear Dean Mark Peceny and Colleagues,

We write in strong support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). Department of Linguistics faculty believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies, and we are prepared to support those efforts. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The Department of Linguistics provides more courses in Navajo language and linguistics than any other university. We offer students an undergraduate minor in Navajo Language & Linguistics. Both graduate and undergraduate students enroll in our courses, and they come from a wide range of majors and degree programs. Many are interested in building on their training in Navajo language and linguistics to take on professional roles within the Navajo Nation.

We also offer a variety of graduate courses that could potentially benefit doctoral students in Native American Studies, including LING 522 Grammatical Analysis, LING 531 Language & Society, LING 539 Language & Culture, LING 512 Native American Languages, LING 520 Language Contact, and LING 513 Field Methods. We also anticipate offering a seminar on Cherokee on an occasional basis.

The NAS doctoral program will allow UNM students to develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities. Therefore, we support the development of the doctoral degree program at University of New Mexico.

If you have any questions, please contact us at morford@unm.edu or mchee@unm.edu.

With kind regards,



Jill P. Morford
Professor & Chair
Department of Linguistics



Melvatha Chee
Assistant Professor & Director
Navajo Language Program



October 3, 2019

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations. We stand in support that UNM's Native American Studies (NAS) program is a model and an exemplar for Native studies nationwide for institutions of higher education.

The NAS doctoral program will focus on shaping academics who engage with the most theoretically stimulating ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,

Anpao Duta Flying Earth
Executive Director

Native American Studies 699 – Dissertation
(3 credit hours)

Course Description

A dissertation demonstrates advanced academic research and writing and contributes to the foundation of knowledge associated with Native American Studies. Students develop an original idea through theory, conceptualization, analysis, and methodology.

Dissertation courses are required for the Doctorate degree in Native American Studies. The purpose of these courses is to complete a dissertation project, culminating students' experiences in the PhD program in Native American Studies certifying them as academic specialists. Based upon the dissertation proposal and dissertation work completed in, students should complete their dissertation writing and successfully defend their dissertation. Students will work in consultation with the course instructor, your dissertation advisor, to develop specific outcomes that lead to the completion of the dissertation. Individual meetings will be held to discuss and revise the work related to the dissertation. In consultation with the course instructor, each student will develop his or her own work schedule for the course.

Course Student Learning Outcomes

- A. Students will evaluate the applicability and relevance of theories and approaches to Native American experiences and to the discipline.
- B. Students will demonstrate the following abilities: write a compelling thesis statement, organize a research plan, conduct a literature review, collect and interpret data, examine the complexities and perspectives of an issue to different viewpoints, and recognize and test assumptions that enable theirs' and others' belief systems.
- C. Students will advance on the development and completion of an original, compelling, coherent, well documented, and persuasive dissertation.
- D. Students will strengthen oral presentation skills for delivery of a paper or chapter related to the thesis and the defense of the thesis with clear and appropriate visual and oral explanations of your project; and
- E. Students will enhance oral and written communication skills in order to communicate your project to academic and popular audiences.

Accommodation Statement

"In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

"If you need an accommodation based on how course requirement interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for

adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so."

Title IX Statement:

A Note About Sexual Violence and Sexual Misconduct: As a UNM faculty member, I am required to inform the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu) of any report I receive of gender discrimination which includes sexual harassment, sexual misconduct, and/or sexual violence. You can read the full campus policy regarding sexual misconduct at <https://policy.unm.edu/university-policies/2000/2740.html>. If you have experienced sexual violence or sexual misconduct, please ask a faculty or staff member for help or contact the [LoboRESPECT Advocacy Center](#).

Academic Integrity Statement

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Required Reading Material:

1. UNM's "Thesis and Dissertation Formatting and Submission Guidelines" available free on web, <http://grad.unm.edu/degree-completion/thesis-dissertations/guidelines.html>
2. *A Pocket Style Manual*, 2000, Diana Hacker, Third Edition, Bedford Books; available for purchase at bookstore or on web at [Amazon.Com](#) (click on this link to find it there). Many PPA students have already purchased this manual for an earlier class; and
3. Reading materials informing the development and completion of the thesis project.

Elements of the Dissertation:

Define Your Research/Thesis Question

Writing the abstract

Literature Review

Theoretical Framework

Thesis Outline

Bibliography

Preparing the Manuscript

Dissertation Outline:

Chapter 1: Introduction

What is your topic? What is your research question? In theory and application, why is this question important? Relate the topic to the thematic areas in Chicana and Chicano Studies, cite relevant publications that center your topic. Describe succinctly the chapters of your thesis.

Chapter 2: Literature Review

What is already known about this issue? Review relevant and extant academic literature on your topic. Reference the publications in the area of study. Provide a summary of the research academic gap that your project will fill. Identify the specific sub questions that are addressed in your thesis.

Chapter 3: Methodology

What are the methods you use to address your question? Include your data collection and methods of analysis. Provide specific and coherent details.

Chapter 4: Results

Present your findings with an analysis. Save the major summative findings and conclusions for Chapter 5.

Chapter 5: Conclusions and Implications

Summarize the previous chapters and then draw conclusions. What does your analysis contribute to currently existing knowledge? What are the implications of your findings?



October 7, 2019

Dr. Mark Peceny
Dean, College of Arts and Sciences
University of New Mexico

Dear Dean Peceny:

On behalf of the UNM Law and Indigenous Peoples Program, I am writing to extend my enthusiastic support for the proposal that is being submitted by my colleagues in the Native American Studies Department of UNM for establishing a doctoral degree in Native American Studies.

NAS Assistant Professor Dr. Wendy Greyeyes visited with Mitzi Vigil, Administrator of the Law and Indigenous Peoples Program, and me in spring 2019 to discuss the NAS doctoral degree proposal. The proposal encompasses opportunities for interdepartmental collaboration that will enrich academic programs within the Native American Studies Department and the School of Law. In particular, the proposal will augment the Indian Law Certificate (ILC) program at the Law School by allowing Certificate candidates to access the enhanced Native American Studies resources, including any new NAS courses that arise through the Ph.D. program's development, in fulfilling the ILC requirements. We further envision collaboration between the Law School and the NAS Department with respect to presentations by both J.D. and Ph.D. candidates at the annual ILC Scholars Forum, a required component for ILC students that also could be utilized by NAS Ph.D. students interested in sharing aspects of their doctoral-level research with the broader University and Native American community.

What is most exciting about the NAS Ph.D. proposal is the additional human resources and professional expertise that it will foster for serving the needs of tribal communities and urban Indian populations in New Mexico. With 23 federally recognized Indian tribes within the state, and with the nation's highest percentage of Native American people, New Mexico is a place of both immense tribal/cultural diversity and constant need for developing leadership capable of addressing the social, cultural, political, educational, and sovereign governance-related needs of Native communities. Investing in the establishment of a doctoral degree program in Native American Studies will help ensure that the University of New Mexico continues to be at the forefront of higher educational institutions committed to embracing within their academic mission the provision of professional and scholarly leadership and resources tailored to the unique needs of the people served by those institutions.

Respectfully submitted,

A handwritten signature in black ink that reads 'John P. LaVelle'.

John P. LaVelle
Weihofen Professor of Law & Regents' Lecturer
Co-Chair, UNM Native American Faculty Council
Director, Law and Indigenous Peoples Program
University of New Mexico School of Law

Native American Studies 423/523
Dissertation

Form A Reasoning

A. Reason for the change: The Department of Native American Studies is proposing to double-number NATV 423 to offer a specifically graduate level course. We are including this course as an option in our MA degree and our PhD degree proposal. Graduate students are limited in the number of hours they can gain credit from a 400 level course. By adding a 500 level number, graduate students will have less limitations in taking this course.

B. Impact on long-range planning: There is neutral impact since we have been teaching this course for undergraduate and graduate credit in our BA degree program since its inception.

C. Budget and Workload implications impact: There is neutral impact since we have been teaching this course for undergraduate and graduate credit in our BA degree program since its inception.

NATV 423/523: Self-Determination and Indigenous Human Rights

Course Description:

This course analyzes the emerging norm of self-determination and its impact on Indigenous peoples in the international legal system. Colonization, liberation, and the political futures of culturally distinct peoples are examined from interdisciplinary perspectives.

Learning Objectives:

1. Students will learn about the concept of Indigenous self-determination.
2. Students will learn about the concept of Indigenous colonization.
3. Students will learn about the concept of Indigenous liberation.
4. Students will learn about international Indigenous challenges and concerns.

Required Texts: The following texts are available at the UNM campus bookstore and are required for this course. Additional readings will be on the class LEARN page.

1. Weston, Burns H. & Anna Grear. *Human Rights in the World Community: Issues and Actions*. University of Pennsylvania Press, 2016.
2. Echo-Hawk, Walter R. *In the Light of Justice: The Rise of Human Rights in Native America and the UN Declaration on the Rights of Indigenous Peoples*. Fulcrum Publishing, 2013.

Course Requirements:

Reflection Essays: You will be required to write two reflection essays. The format of the essay is: Name, title, double-spaced, 12-point font, and 3-5 pages only.

Final Brown Paper: You will be required to examine an Indigenous community outside of the United States. The paper must include the following: a title page, bibliography, typed, double-spaced, 12-point font, and 5 pages.

Presentation: You will present your Brown paper. The presentations will be conducted in class and each student will have 20 minutes.

Participation: You will need to attend class on a regular basis, complete assigned readings, and participate in class discussions. This course is rooted in class discussion. Each student will be required to write open-ended comment (250-300 words) on the assigned readings for the specific class session.

If you have 3 or more unexcused absences, you will be dropped from the course. In order for us to learn from one another and create an engaging class environment, it is

vital that you attend all classes, complete the readings before class, and come prepared to share your thoughts and questions. Some questions to help with comprehending the readings:

What are the author's main points or arguments?
Where did the author peak my interest in this reading?
What insights have I gained from this reading?
Where do I agree or disagree with their conclusions?

Graduate Credit Requirement:

You need to do all the requirements for undergraduate students with a minimum grade of B. Students taking this course for graduate credit will also be required to produce a critical review of a peer-reviewed article or book addressing the course description.

Additional information concerning these assignments and the grading criteria for each will be provided in timely fashion. **The course readings, assignments, exam, due dates, and schedule may change.**

Grading Point Scale:

Reflection Essays	50 points each X 2 = 100 total points
Brown Paper	50 points
Presentation	50 points
Participation	50 points (Based on attendance (14 sessions) + Comments (2 x 11 sessions))

Total: 250 points

(for graduate students)

same as above plus:

Critical Review	50 points
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Total: 300 points

Percentage Scale:

A+	99-100% (without extra point assignment)
A	94-98%
A-	90-93%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%

D 63-67%
D- 60-62%
F 0-59%

Accommodations:

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs Office.

Misconduct:

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website (<http://loborespect.unm.edu/>). Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

Academic Integrity:

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

Cell Phones and Technology:

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

Library and Tutorial Services:

UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.

Course Schedule of Activities (taken from Spring 2018):

The course readings, assignments, exams, due dates, and schedule is subject to change. Minor changes will be announced in class, major ones in writing.

January 17. Introductions, syllabus overview, opening discussion on self-determination & indigenous human rights

January 24. Origins of the Status of the American Indian in Western Legal Thought
Read: Robert Williams "The Medieval and Renaissance Origins of the Status of the American Indian in Western Legal Thought" & "Our Land, Our Identity, Our Freedom: A Roundtable Discussion" <https://www.culturalsurvival.org/publications/cultural-survival-quarterly/our-land-our-identity-our-freedom-roundtable-discussion>

January 31. Settler Colonialism

Read: Alyosha Goldstein "Where the Nation Takes Place: Proprietary Regimes, Antistatism, and U.S. Settler Colonialism" & William Brennan Thomas "U.N. Human Rights Committee Denounces U.S. Indigenous Peoples" <https://www.culturalsurvival.org/publications/cultural-survival-quarterly/un-human-rights-committee-denounces-us-indigenous-policies>

February 7. Genocide

Read: Walter R. Echo-Hawk Chapter 14 "Was Genocide Legal?" from *In the Courts of the Conqueror: The 10 Worst Indian Law Cases Ever Decided*

February 14. Universal Declaration of Human Rights

Read: Universal Declaration of Human Rights & Kim Baca "Tribes Moves Toward Restoring Its World" <http://articles.latimes.com/2003/mar/09/news/admn-island9>

Reflection Essay #1 DUE

February 21. Understanding the Declaration

Read: Foreword, Preface, Acknowledgements, & Part One *In the Light of Justice*

February 28. The Need for the Declaration

Read: Part Two *In the Light of Justice*

March 7. Implementing the Declaration (Guest speaker: Dr. Kristen Carpenter)

Read: Part Three *In the Light of Justice*

March 14. No Class (Spring Break)

March 21. International Human Rights

Read: *Human Rights in the World Community* A Warm Welcome from the Editors, An Essential Guide to Use of Our Book, About the Authors, Acknowledgements, Chapter 1

Reflection Essay # 2 DUE

Film: *Our Nationhood* (2003)

March 28. Basic Decencies and Participatory Rights

Read: *Human Rights in the World Community* Chapter 2 & 3

Film: *Noho Hewa: The Wrongful Occupation of Hawai'i* (2009)

April 4. Community or Solidarity Rights—Group Rights

Read: *Human Rights in the World Community* Chapter 4 & 5

Film: *Power Paths* (2009)

April 11. No Class (Shiprock Forum)

April 18. Public Approaches & Private Sector Approaches to Human Rights--
Implementation

Read: *Human Rights in the World Community* Chapter 7 & 8

Film: *Tribal Justice* (2017)

April 25. Presentations

May 2. Presentations

Final Brown Paper DUE

NATV 445/545: Politics of Identity

CRN#

3-credit hours

Fall 2019, University of New Mexico

Wednesday 4:00 – 6:30 p.m. Mesa Vista Hall 3082

Instructor: Lloyd L. Lee, Ph.D. (Diné)

Office Hours: Mondays 1:30 p.m. – 3:30 p.m. & by appointment

Office Location: Mesa Vista Hall Room 3095

Office Phone: 277-3917

E-mail: triplel@unm.edu

Course Description:

This course will examine the issue of Native American identities as politicized identities that are both determined and impacted by federal and state laws/policies. The course will examine race/ethnicity, culture/heritage, and nationality or tribal citizenship/membership as functions of Native American identities, and discusses federal intrusion into Native American identities and appropriation by non-Indians of Native American identities.

Course & Student Objectives:

Students will be able to:

- (1) describe specific ways in which race, culture, class, and nationality have been constructed in selected geographic regions in different historical eras, including modern era, as factors in Native American identities.
- (2) To identify ways in which federal laws and policies historically have been devised to divide Indian populations according to these constructions.
- (3) To describe the impacts of contemporary federal and state laws and policies in determining Native American identities.
- (4) To give examples of aboriginal social systems and cultural teachings and their applicability in the contemporary struggle to find Native individual and community identities.

Required Texts: The following texts are available at the UNM bookstore and are required for this course. Additional readings will be on course's UNM Learn page at learn.unm.edu

1. Sturm, Circe. 2002. *Blood Politics: Race, Culture, and Identity in the Cherokee Nation of Oklahoma*. Berkeley, CA: University of California Press.

2. Ramirez, Renya K. 2007. *Native Hubs: Culture, Community, and Belonging in Silicon Valley and Beyond*. Durham, NC: Duke University Press.

3. Garrouette, Eva Marie. 2003. *Real Indians: Identity and Survival of Native America*. Berkeley, CA: University of California Press.

4. Wilkins, David E. and Shelly Hulse Wilkins. 2017. *Dismembered: Native Disenrollment and the Battle for Human Rights*. Seattle: University of Washington Press.

Course Requirements:

Quiz: You will have 4 in-class quizzes on **September 18, October 9, October 30, and November 20**. It will consist of answering ten questions. The questions will come from the readings, lectures, and class notes.

Final Project: This project will consist of each student developing a portrait of your identity. The portrait must consist of pictures/images/text that describe yourself and who you are as a person. The approach you develop to demonstrate your identity will be of your own choosing. You can use PowerPoint, Prezi, personal photographs, music, film, or some other method. The portrait must be college level work. You will then present your portrait in class. Presentations will be on **November 27 & December 4**.

Final Paper: In addition, you must submit a 5-page paper, plus bibliography and endnotes, pertaining to a subject matter discussed in class as it relates to your personal identity. Graduate students will be required to complete a 7-page paper for the final project. The paper must be formally written with references. It is due on **December 4**.

Participation: This portion of the course grade includes attendance, actively taking notes, asking questions, making comments, and entering into discussions. **Additionally, each student will write a one-page commentary on the assigned readings for the class session.** This commentary will guide class discussions on the assigned readings.

The course is rooted in class discussion. If you have three excused or unexcused absences, you will be dropped from the course. In order for us to learn from one another and create an engaging class environment, it is vital that you attend all classes, complete the readings before class, and come prepared to share your thoughts, questions, and perceptions.

(Graduate Students only)

Book Review: Graduate students will be required to write a 5-page review on one of the books read in the course. The review will be due at the student's discretion however no later than December 6.

Additional information concerning these assignments and the grading criteria for each will be provided in timely fashion throughout the semester. **The course readings, assignments, exams, due dates, and schedule may change during the semester.** No late work will be accepted and no extra credit will be accepted for this course.

Grading Point Scale:

(undergraduate)

Quiz #1, 2, 3, 4	40 total points = 10 points for each quiz X 4
Participation	30 points = (Based on attendance [16 sessions] + Comments [14])
Final Project/Paper	100 points
Total:	170 points

(graduate)

same as above plus:

Review	50 points
Total:	220 points

A+	99-100% (without extra point assignment)
A	94-98%
A-	90-93%
B+	88-89%
B	83-87%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	68-69%
D	63-67%
D-	60-62%
F	0-59%

Accommodation Statement:

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

Title IX Statement:

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 -<http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title->

ix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Academic Integrity Statement:

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Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Cell Phones and Technology:

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

Library and Tutorial Services:

UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.

Course Schedule of Activities:

The course readings, assignments, exams, due dates, and schedule are subject to change.

August 21: Introduction, course overview, & 21st century Native identity

Read: Forbes article ([LEARN](#))

August 28: Law & Biology

Read: [Garrouette Introduction & Chapter 1-2](#)

September 4: Culture & Self-Identification

Read: [Garrouette Chapter 3 & 4](#)

September 11: Conflicts, Radical Indigenism, & Future

Read: Garrouette 5, 6, & conclusion

September 18: Blood & Culture in Cherokee

Read: Strum Chapter 1 & 2

Quiz # 1

September 25: Race, Nation, & Kinship in Cherokee

Read: Strum Chapters 3, 4 & 5

October 2: Marriage & Cherokee Freedmen

Read: Strum Chapter 6, 7, & 8

October 9: Diné Identity

Read: Spruhan & Lee article (LEARN)

Quiz #2

October 16: Mashpee Identity

Read: Clifford article (LEARN)

October 23: Skin Deep

Read: Red Shirt & Tallbear article (LEARN)

October 30: Banishment & Federal Authority & New Deal

Read: Wilkins Introduction, Chapter 1, 2, & 3

Quiz # 3

November 6: Self-Determination & Dismembering Explosion & Judicial Interpretation

Read: Wilkins Chapter 4, 5, 6, & Conclusion

November 13: Native hubs, Claiming home, Relocation, & “Real Indians”

Read: Ramirez Introduction, Chapter 1, 2, 3, & 4

November 20: Empowerment, Transnationalism, Youth & Creativity

Read: Ramirez 5, 6, 7 & Epilogue

Quiz # 4

November 27: Presentations

December 4: Presentations

Final Project Paper due

Native American Studies 445/545
Dissertation

Form A Reasoning

A. Reason for the change: The Department of Native American Studies is proposing to double-number NATV 445 to offer a specifically graduate level course. We are including this course as an option in our MA degree and our PhD degree proposal. Graduate students are limited in the number of hours they can gain credit from a 400 level course. By adding a 500 level number, graduate students will have less limitations in taking this course.

B. Impact on long-range planning: There is neutral impact since we have been teaching this course for undergraduate and graduate credit in our BA degree program since its inception.

C. Budget and Workload implications impact: There is neutral impact since we have been teaching this course for undergraduate and graduate credit in our BA degree program since its inception.

NATV 665: Applied Indigenous Critical Theory (3 Credits)

Instructor Information

Dr. Melanie K. Yazzie
Office: Mesa Vista 3092
Office Hours: TBA
Contact: myazzi02@unm.edu

Course Description

This course will be conducted as a seminar to introduce students to critical thought about major issues affecting Indigenous peoples. As one of the core courses for all Native American Studies (NAS) doctoral students, this seminar will emphasize the importance of critical theory and methodologies for community-engaged research and leadership development in Indigenous nations. We will examine canonical and contemporary texts from Indigenous thinkers to develop expertise in the long arc of Indigenous critical traditions. Emphasis will be placed on interdisciplinary and comparative inquiry about a number of interrelated theories/frameworks that pertain to an analysis and understanding of power in Indigenous contexts, including settler colonialism, decolonization, knowledge/power, sovereignty, biopolitics, queer theory, resurgence, radical feminism, racialization, inter/nationalism, (post)humanism, and intersections between Black, Indigenous, and Latinx studies.

Student Learning Outcomes

1. Students will sharpen their critical thinking skills, including demonstrable improvement in analytical thinking and argument-driven writing.
2. Students will be able to communicate clearly and effectively in both written and verbal formats.
3. Students will develop an understanding of Indigenous theories and critiques about structural power from an interdisciplinary and intersectional lens.
4. Students will be able to articulate at least one critical NAS methodology they can apply to their dissertation research.

Required Text and Supplies

Baldy, Cutcha Risling. *We Are Dancing for You: Native Feminisms and the Revitalization of Women's Coming-of-Age Ceremonies*. Seattle: University of Washington Press, 2018.

Blackwell, Maylei; Lopez, Floridalma Boj; Urrieta Jr., Luis. "Special Issue: Critical Latinx Indigenities," *Latino Studies*, 15:2, 2017.

Carroll, Clint. *Roots of Our Renewal: Ethnobotany and Cherokee Environmental Governance*. Minneapolis: University of Minnesota Press, 2015.

Dennison, Jean. *Colonial Entanglement: Constituting a Twenty-First-Century Osage Nation*. Chapel Hill: University of North Carolina Press, 2012.

Denetdale, Jennifer Nez. *Reclaiming Diné History: The Legacies of Navajo Chief Manuelito and Juanita*. Tucson: University of Arizona Press, 2007.

Dhillon, Jaskiran. *Prairie Rising: Indigenous Youth, Decolonization, and the Politics of Intervention*. Toronto: University of Toronto Press, 2017.

Estes, Nick. *Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance*. New York: Verso Press, 2019.

Goldstein, Alyosha; Hu Pegues, Juliana; Vimalassery, Manu, Eds. "Special Issue: On Colonial Unknowing," *Theory & Event*, 19:4, 2016.

Justice, Daniel Heath; Rifkin, Mark; Schneider, Bethany, Eds. "Special Issue: Sexuality, Nationality, and Indigeneity," *GLQ: A Journal of Lesbian and Gay Studies*, 16:1-2, 2010.

King, Tiffany Lethabo. *The Black Shoals: Offshore Formations of Black and Native Studies*. Durham: Duke University Press, 2019.

Lyons, Scott Richard. *X-Marks: Native Signatures of Assent*. Minneapolis: University of Minnesota Press, 2010.

Salaita, Steven. *Inter/Nationalism: Decolonizing Native America and Palestine*. Minneapolis: University of Minnesota Press, 2016.

Simpson, Audra. *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press, 2014.

Simpson, Leanne Betasamosake. *As we Have Always Done: Indigenous Freedom Through Radical Resistance*. Minneapolis: University of Minnesota Press, 2017.

Course Requirements

Correspondence

Although you are free to email me about any issue related to this seminar, I encourage you to come to my office hours or make an appointment to speak with me in person. If you do need to

email me, please use professional email etiquette and include this course number (NATV 665) in your email subject so it doesn't get lost in my inbox. Please use the email address provided at the top of this syllabus and do not message me through UNM Learn.

Participation/Attendance

Except for medical or family emergencies, only one (1) excused absence will be allowed, and this absence must be cleared in advance with the instructor. Any absence beyond this will result in an automatic WF for the course. You are welcome to bring food and drinks to class.

Conduct

Come to class prepared to engage in respectful but critical dialogue with your peers. Some of the material in this course will be conceptually challenging, so please come with the spirit of helping your peers to understand the material. The purpose of a seminar is to deeply and collectively examine the ideas presented to us by our interlocutors, with the goal of building a common understanding of main concepts together. Disagreement and critique is expected, but please retain modesty and humility when dialoguing with your peers, and with our authors.

Late Assignment Policy

Late assignments will not be accepted. I will not accept make up work or extra credit.

Grading

Your final grade for this course will be determined according to the following criteria. Please submit all written assignments via email using the email address provided at the top of this syllabus.

Participation, Weekly Reflection Papers, Seminar Facilitation: 60%

The success of this seminar depends upon your consistent, thoughtful, and, most importantly, prepared, participation. Please come to seminar ready to summarize texts, define key concepts, engage in discussion and debate about texts, and make critical connections between and across texts. Evidence of preparation and active participation in seminar discussions will be considered in evaluating student performance. Additionally, participation will be graded on the basis of *content and quality* rather than *quantity*. I will take into account the extent to which your comments reveal a critical engagement with the assigned materials, and how you engage with your peers in a collaborative learning environment. Given that this seminar focuses on critical thought, special weight will be given to discussions about methodology and the politics of knowledge production about and by Indigenous people.

To help you prepare for each seminar meeting, you will be required to write a two-to-three (2-3) page response to each week's readings. These will be posted on this course's UNM Learn page for the entire class to read by midnight (12am) two days before each class meeting. It is expected that each student will read their peers' responses prior to each seminar meeting and our

discussions each week will build directly upon your responses. Your response should include the following components:

1. **Thesis:** One-to-two sentences identifying the author's thesis
2. **Summary of Argument:** One-to-two paragraphs identifying the author's major arguments and claims. Complex works will have at least two-to-three interrelated arguments.
3. **Method/s:** One-to-two sentences that identify the author's method. Is it archival research? Statistical analysis? Interviews? A combination?
4. **Methodology/ies:** One-to-two paragraphs identifying the author's methodologies. Methodology is different from method. A method is the manner in which a researcher collects their data. Methodology is the secondary literature a researcher uses to construct an argument using their data. What kinds of theories is the author drawing from to construct her argument? What discipline/s is she drawing from and contributing to? Is she introducing any new concepts or theories that challenge existing frameworks?
5. **Source/s:** What types of sources (government documents, interviews, personal letters, films, etc.) does the author use to construct her argument?
6. **Analysis/Reflection:** One-two paragraphs of your own reaction to the text. This reaction can take many forms: a critique of something you find problematic; a proposed set of connections to other readings; an explanation of an emotional response you've had to a reading.
7. **Questions:** Two-to-three critical questions about the text that I will compile and use to guide seminar discussion. These should be questions that facilitate deep, analytical understanding of a text or set of ideas we've been working through during the semester.

You will also be required to lead seminar discussion once during the semester.

Final Paper: 40%

You will be required to write a methodology paper of 12-15 pages in length (12-point font, double-spaced, 1" margins, page count does not include cover page or bibliography). I expect this paper to engage substantially with concepts/theories we've discussed in class. Your paper should focus on one methodology/theory/framework that seems appropriate for your proposed dissertation research project. You should draw from at least ten sources (no more than two of which should be from class). This is not a literature review. This is an argumentative essay; meaning, I expect you to advance and develop an argument using secondary literature about a topic or issue that pertains to your dissertation research. A special assignment sheet containing the parameters of this assignment will be distributed later in the semester.

Grading Policy

Grading at the graduate level is different than grading at the undergraduate level. As a PhD student, you are not only learning content and concepts. You are preparing to be an expert; someone who produces knowledge and acts as a leader/teacher rather than someone who

absorbs knowledge in an attempt to prove proficiency. For this reason, an “A” typically signifies that you have demonstrated original thought (and not just mere comprehension) and conveyed your ideas in professional and polished language appropriate to your fields of study/research, whether this be written or verbal. Grades lower than an “A” indicate areas that need improvement in order for you to be successful at obtaining a PhD. I will indicate these areas in my written comments.

Accommodation Statement

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. Accessibility Resources Center (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she is not legally permitted to inquire.

Title IX Statement

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). This means I am required to report any potential Title IX violation, including information I receive directly or via rumor, witness, or off-campus. For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Academic Integrity Statement

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

FERPA

In accordance with the Family Educational Rights & Privacy Act (FERPA), all UCR college records are confidential. These records consist of the student’s admission application, high school

and/or college transcripts, records of grades and academic standing, and any notes, memos, or letters about students' scholastic progress.

Native American Studies 665
Applied Indigenous Critical Theory (3 Credits)

Form B Reasoning

A. Justification for the course: The Department of Native American Studies is proposing to extend the graduate degree programs into a PhD program. This course is a new course and is intended to introduce students to critical thought about major issues affecting Indigenous peoples. As one of the core courses for all Native American Studies (NAS) doctoral students, this seminar will emphasize the importance of critical theory and methodologies for community-engaged research and leadership development in Indigenous nations. We will examine canonical and contemporary texts from Indigenous thinkers to develop expertise in the long arc of Indigenous critical traditions. Emphasis will be placed on interdisciplinary and comparative inquiry about a number of interrelated theories/frameworks that pertain to an analysis and understanding of power in Indigenous contexts, including settler colonialism, decolonization, knowledge/power, sovereignty, biopolitics, queer theory, resurgence, radical feminism, racialization, inter/nationalism, (post)humanism, and intersections between Black, Indigenous, and Latinx studies.

Student Learning Outcomes

1. Students will sharpen their critical thinking skills, including demonstrable improvement in analytical thinking and argument-driven writing.
2. Students will be able to communicate clearly and effectively in both written and verbal formats.
3. Students will develop an understanding of Indigenous theories and critiques about structural power from an interdisciplinary and intersectional lens.
4. Students will be able to articulate at least one critical NAS methodology they can apply to their dissertation research.

B. Impact on long-range planning: The inclusion of the NATV 665 course will strengthen graduate student preparation in the PhD program in anticipation of their dissertation. The course will be taught by various faculty in NAS as part of their existing current load. This course strengthens the mission and curriculum of Native American Studies. Given the academic and programmatic value of the course, it is timely that PhD graduate courses be introduced and institutionalized through Native American Studies.

C. Budget and Workload implications impact: NAS has hired 1 new faculty member in 2019 and anticipates additional hires in FY 22. While this course will be taught by current faculty, NAS will

need additional faculty to fully implement the PhD program. We have resources from our Managed Online Program to hire part-time instructors to teach our undergraduate level courses when needed.

NATV 667: Action Research in Indigenous Communities

CRN#

Syllabus

Semester Year, University of New Mexico

Class meeting times

Instructor: Leola Tsinnajinnie Paquin, Ph.D.

Office location: Mesa Vista Hall 3093

Office hours: TBD & by appointment

Office phone: 505-277-3917

E-mail: leola@unm.edu

Course Description:

This course examines action and/or practitioner research for the purpose of creating a framework for scholars working within Indigenous communities.

Learning Objectives:

1. Students will be able to define action and practitioner research from an Indigenous perspective.
2. Students will be able to identify the benefit of action research to Indigenous communities.
3. Students will be able to demonstrate the ability to practice action research methods from within an Indigenous community or organization.

Required Textbooks:

The following texts are available at the UNM Bookstore and are required for this course. Any additional readings will be posted on the class's LEARN page.

1. Lawson, H. A., Caringi, J. C., Pyles, L., Jurkowski, J. M., & Bozlak, C. T. (2015). *Participatory action research*.
2. Huaman, E. S., & Brayboy, B. M. K. J. (Eds.).(2017). *Indigenous Innovations in Higher Education: Local knowledge and critical research (Advances in innovative education, volume 4)*. SensePublishers-Rotterdam, The Netherlands.
3. Throne, R. L. (2012). *Practitioner research in doctoral education*. Dubuque, IA: Kendall Hunt Publishing Company.

Course Requirements:

Activities and Reflection (40%): Each week, you will earn credit for participating in class activities and/or submitting reflections in response to the readings. These responses will be due on UNM Learn. Discussion prompts will be provided.

Case Study Presentation (20%): You will select a research project that was conducted by practionners within an Indigenous community. You will study their approach, their design, their process, and what they learned from the project. Your investigation can be literature or field based in consultation with the professor.

Research Project Design and Presentation (40%): Based on what you learn from throughout the course, you will design a research project that can be conducted as a doctoral student or a community based practionner. This project will be hypothetical but must demonstrate course learning outcomes.

Additional information concerning these assignments and the grading criteria for each will be provided in timely fashion throughout the semester

Grading Point Scale:

Activities and reflection	40 points
Case study presentation	20 points
Research project design and presentation	40 points
Total:	100

Percentage Scale:

A+	99-100%
A	94-98%
A-	90-93%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%
D	63-67%
D-	60-62%
F	0-59%

Accessibility Resource Center:

<http://as2.unm.edu/faculty/index.html>

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the

instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

If you need an accommodation based on how course requirement interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so.

Misconduct:

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website (<http://loborespect.unm.edu/>). Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

Academic Integrity:

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

Cell Phones and Technology:

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

Library and Tutorial Services:

UNM-Main campus provides many library services and some tutorial services for

distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.

Course Schedule of Activities:

The course readings, assignments, exams, due dates, and schedule is subject to change. Minor changes will be announced in class, major ones in writing.

Week One

Introduction activities and course overview

Week Two

What is action research?

Read: Lawson, H. A., Caringi, J. C., Pyles, L., Jurkowski, J. M., & Bozlak, C. T. (2015). *Participatory action research*.

Week Three

What is action research?

Read: Lawson, H. A., Caringi, J. C., Pyles, L., Jurkowski, J. M., & Bozlak, C. T. (2015). *Participatory action research*.

Week Four

What are the values of an Indigenous approach to action research?

Read: Huaman, E. S., & Brayboy, B. M. K. J. (Eds.).(2017). *Indigenous Innovations in Higher Education: Local knowledge and critical research (Advances in innovative education, volume 4)*. SensePublishers-Rotterdam, The Netherlands.

Week Five

What are the values of an Indigenous approach to action research?

Read: Huaman, E. S., & Brayboy, B. M. K. J. (Eds.).(2017). *Indigenous Innovations in Higher Education: Local knowledge and critical research (Advances in innovative education, volume 4)*. SensePublishers-Rotterdam, The Netherlands.

Week Six

What does Indigenous action research look like in Native communities?

Readings TBD by research

Week Seven

What does Indigenous action research look like in Native communities?

Readings TBD by research

Week Eight

What does Indigenous action research look like in Native communities?

CASE STUDY PRESENTATIONS AND REFLECTIONS

Week Nine

FALL OR SPRING BREAK

Week Ten

What does Indigenous action research look like in Native communities?

CASE STUDY PRESENTATIONS AND REFLECTIONS

Week Eleven

What is practitioner research in doctoral education?

Read: Throne, R. L. (2012). *Practitioner research in doctoral education*. Dubuque, IA: Kendall Hunt Publishing Company.

Week Twelve

What is practitioner research in doctoral education?

Read: Throne, R. L. (2012). *Practitioner research in doctoral education*. Dubuque, IA: Kendall Hunt Publishing Company.

Week Thirteen

Creating an Indigenous community-based doctoral action research framework.

Readings TBD by research

Week Fourteen

What is Indigenous Evaluation?

Read: See UNM Learn for documents

Week Fifteen

Presentations

Week Sixteen

Presentations and celebration

Finals Week

Final Research Project Design Due

Native American Studies 667
Action Research in Indigenous Communities
(3 Credits)

Form B Reasoning

A. Justification for the course: The Department of Native American Studies is proposing to extend the graduate degree programs into a PhD program. NATV 667 is a new course and will examine action and/or practitioner research for the purpose of creating a framework for scholars working within Indigenous communities. A central focus of students' experience and learning in the NAS PhD program is how to work with communities and organizations to engage in collaborative, respectful, reciprocal, relevant, and responsible research. Indigenous research principles are designed by and for Indigenous scholars and activists working within their own communities. This course aims to build and strengthen students' skills in action research in this regard.

Student Learning Outcomes

1. Students will be able to define action and practitioner research from an Indigenous perspective.
2. Students will be able to identify the benefit of action research to Indigenous communities.
3. Students will be able to demonstrate the ability to practice action research methods from within an Indigenous community or organization.

B. Impact on long-range planning: The inclusion of the NATV 667 course will strengthen graduate student preparation in the PhD program in anticipation of their dissertation. The course will be taught by various faculty in NAS as part of their existing current load. This course strengthens the mission and curriculum of Native American Studies. Given the academic and programmatic value of the course, it is timely that PhD graduate courses be introduced and institutionalized through Native American Studies.

C. Budget and Workload implications impact: NAS has hired 1 new faculty member in 2019 and anticipates additional hires in FY 22. While this course will be taught by current faculty, NAS will need additional faculty to fully implement the PhD program. We have resources from our Managed Online Program to hire part-time instructors to teach our undergraduate level courses when needed.

Comparative Indigenous Studies
NATV 670
Syllabus

3 credit hours

Course Description

In fulfillment of the Doctor of Philosophy Degree in Native American Studies (NAS) at UNM, the NATV 670 course will introduce comparative analysis of indigenous governments, policy, identity, and sustainability across multiple indigenous nations. The goal is to capture a deeper understanding of unique applications of governing systems, policy decision making, identity formation and definitions, and sustainability strategies across multiple indigenous nations.

Course Overview

- The course will examine multiple indigenous nations and compare/contrast governing systems, tribal policies, identity formation, and sustainability strategies.

Student Learning Outcomes

- Students will evaluate and compare governing systems across differing indigenous nation.
- Students will detect impacts of historical circumstance, social and economic impacts on the design of governing systems, policies, identity, and sustainability.
- Students will critically analyze and develop theoretical frameworks to capture the complexity of differing indigenous system.

Assignments, Evaluation and Grade Percentages

You and your faculty advisor should discuss each assignment to answer your questions and establish clear expectations and deadlines.

Fall 2020

- Case study of three tribal nations – 25%
- Literature Review (minimum 10 references) – 25%
- Theoretical Framework – 25%
- Comparative Indigenous Nations Final Paper – 25%

Academic Integrity:

You are expected at all times to follow University policies concerning academic integrity. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action including dismissal against any student who is found responsible for academic dishonesty or who otherwise fails to meet the standards. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or throughout the University; and nondisclosure or misrepresentation in filling out applications or other University records. I will be available to discuss any questions or concerns you may have about academic and professional ethics during office hours.

Special Accommodations:

Please notify me as soon as possible if you experience any personal circumstances that might affect your participation in this course: medical conditions, physical limitations, learning disabilities, academic problems, emotional crises, family difficulties, or religious obligations. I will be happy to make reasonable accommodations when appropriate, provided that you notify me in timely fashion. All personal information will be kept in strict confidentiality.

In accordance with UNM Policy 2130 and the Americans with Disabilities Act (ADA), academic adjustments may be made for students with disabilities. Accessibility Resource Center, 2021 Mesa Vista Hall, 277-3506 (voice/TT), coordinates accommodations and services. If you have a disability for which you may request academic adjustments and have not registered with their office, please do so as soon as possible. Also meet with me privately to discuss your specific accommodations and how they relate to course expectations and assignments.

UNM Policies

Title IX: Gender Discrimination

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg. 15 <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu).

For more information on the campus policy regarding sexual misconduct, see:

<https://policy.unm.edu/university-policies/2000/2740.html>

Copyright Issues

All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purpose outside this course.

Citizenship and/or Immigration Status

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our

undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

Accessibility

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you have a disability requiring accommodation, please contact the UNM Accessibility Resource Center in 2021 Mesa Vista Hall at 277-3506 or <http://arc.unm.edu/>. Information about your disability is confidential.

- UNM
Learn: **Accessibility:** <http://www.blackboard.com/accessibility.aspx> - **Privacy:** <http://www.blackboard.com/footer/privacy-policy.aspx>
- Kaltura: **Accessibility:** <https://knowledge.kaltura.com/508-support-within-kaltura-player-toolkit> - **Privacy:** <http://corp.kaltura.com/privacy-policy>
- Office: **Accessibility:** <https://www.microsoft.com/enable/microsoft/mission.aspx> - **Privacy:** <https://privacy.microsoft.com/en-us/privacystatement>
- Adobe Acrobat: **Accessibility:** <http://www.adobe.com/accessibility/products/acrobat.html> - **Privacy:** <http://www.adobe.com/privacy/policy.html>
- Google Products (including YouTube): **Accessibility:** <https://www.google.com/accessibility/> - **Privacy:** <https://www.google.com/policies/privacy/>

Academic Misconduct

You should be familiar with UNM's [Policy on Academic Dishonesty](#) and the [Student Code of Conduct](#) which outline academic misconduct defined as plagiarism, cheating, fabrication, or facilitating any such act.

Drop Policy:

UNM Policies: This course falls under all UNM policies for last day to drop courses, etc. Please see <http://www.unm.edu/studentinfo.html> or the UNM Course Catalog for information on UNM services and policies. Please see the UNM academic calendar for course dates, the last day to drop courses without penalty, and for financial disenrollment dates.

UNM Resources

CAPS Tutoring Services <http://caps.unm.edu/programs/online-tutoring/>

CAPS is a free-of-charge educational assistance program available to UNM students enrolled in classes. Online services include the Online Writing Lab, Chatting with or asking a question of a Tutor.

UNM Libraries <http://library.unm.edu>

Student Health & Counseling (SHAC) Online Services
<http://online.unm.edu/help/learn/support/shac>

Native American Studies 670
Comparative Indigenous Studies (3 Credits)

Form B Reasoning

A. Justification for the course: The Department of Native American Studies is proposing to extend the graduate degree programs into a PhD program. NATV 670 is a new course and will introduce comparative analysis of Indigenous governments, policy, identity, and sustainability across multiple Indigenous nations. The goal is to capture a deeper understanding of unique applications of governing systems, policy decision making, identity formation and definitions, and sustainability strategies across multiple indigenous nations. The NAS PhD program is centered on identifying important research questions, problems and issues of Native communities and organizations. This course will strengthen students' skills to make comparisons across Indigenous contexts in an effort to address those problems.

Student Learning Outcomes

1. Students will evaluate and compare governing systems across differing Indigenous nation.
2. Students will detect impacts of historical circumstance, social and economic impacts on the design of governing systems, policies, identity, and sustainability.
3. Students will critically analyze and develop theoretical frameworks to capture the complexity of differing Indigenous system.

B. Impact on long-range planning: The inclusion of the NATV 670 course will strengthen graduate student preparation in the PhD program in anticipation of their dissertation. The course will be taught by various faculty in NAS as part of their existing current load. This course strengthens the mission and curriculum of Native American Studies. Given the academic and programmatic value of the course, it is timely that PhD graduate courses be introduced and institutionalized through Native American Studies.

C. Budget and Workload implications impact: NAS has hired 1 new faculty member in 2019 and anticipates additional hires in FY 22. While this course will be taught by current faculty, NAS will need additional faculty to fully implement the PhD program. We have resources from our Managed Online Program to hire part-time instructors to teach our undergraduate level courses when needed.

Native American Studies 699
Dissertation

Form B Reasoning

A. Justification for the course: The Department of Native American Studies is proposing to extend the graduate degree programs into a PhD program. This course is a new course and is intended to provide students with the required thesis units.

B. Impact on long-range planning: The inclusion of the NATV 699 course will strengthen graduate student preparation in the PhD program in anticipation of their dissertation. The course will be taught by various faculty in NAS as part of their existing current load. Faculty in NAS already serve on many PhD student committees through other departments. This course strengthens the mission and curriculum of Native American Studies. Given the academic and programmatic value of the course, it is timely that PhD graduate courses be introduced and institutionalized through Native American Studies.

C. Budget and Workload implications impact: This course is a supervisory course required for the completion of a dissertation. A faculty member will assume the supervisory duty as part of their regular course load. The introduction carries a neutral impact on the NAS budget because no additional funds will be required.



NATIONAL INDIAN EDUCATION ASSOCIATION

October 28, 2019

Diana Cournoyer
National Indian Education Association
1514 P Street NW, Suite B
Washington, DC 20005

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nation building and self-determination.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities. Higher education towards Native Nation building requires a deeper understanding of nation building, self-determination, indigenous knowledge so institutions are better equip to ensure broad access, healthy experiences, and successful completion of Native students.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,

A handwritten signature in black ink that reads "Diana Cournoyer". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Executive Director
National Indian Education Association



American Indian Program

New Mexico State University
MSC 3AISC, P. O. Box 30001
Las Cruces, NM 88003-8001
Phone: (575) 646-4207
Fax: (575) 646-5291

1 October 2019

Dean Mark Peceny and Colleagues,

The American Indian Program at New Mexico State University is pleased to support the efforts of the University of New Mexico-Native American Studies faculty and staff in establishing a doctoral degree program. The doctoral degree program will be of great value to strengthening academic teaching, research, and leaders in the field of Native American Studies for tribes, pueblos, and nations throughout New Mexico and the U.S.

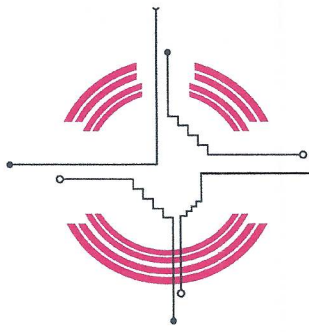
With the focus on shaping academics who engage with the most theoretically stimulating ideas across the field, the doctoral degree program would be an opportunity for students to develop advanced research and analytical skills to create innovative, groundbreaking ideas, and practices to address the multiple and complex issues of New Mexico and U.S. tribal communities. It is logical that the University of New Mexico would continue to build upon the foundation of the Native American Studies B.A. and M.A. Programs and offer an opportunity for students to achieve the highest level in their Native American Studies education.

We hope you will support the development of their proposal to continue providing indigenous communities with a higher education curriculum designed around the educational needs of leadership, self-determination, and community sustainability. If you have any questions, please contact me at the address above.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Michael Ray', with several horizontal strokes extending to the right.

Michael Ray
Director



ESTABLISHED 1979

NAVAJO TECHNICAL UNIVERSITY

S I H A S I N

February 15, 2019; Friday

Dean Mark Peceny
University of New Mexico
Albuquerque, NM

Dear Dean Peceny and Colleagues:

This letter is submitted to support the development of a doctoral degree in Native American Studies (NAS) at University of New Mexico (UNM). I believe that UNM must work towards strengthening academic teaching, conduct research, and create and improve leadership in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorousness and inter-disciplinary approaches that supports the future of all Native Nations.

The NAS doctoral program will focus on creating academics that involves with the most theoretically engaging ideas across the field. Doctoral students will develop advanced Indigenous research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting the current Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address below or via e-mail at wthomas@navajotech.edu or phone at 505.399.8612.

Sincerely,

A handwritten signature in black ink that reads "Wesley K. Thomas". The signature is fluid and cursive.

Wesley K Thomas, PhD, Graduate Dean & Professor
School of Graduate Studies & Research

NAVAJO TECHNICAL UNIVERSITY • PO BOX 849 • LOWERPOINT RD. HWY, 371 • CROWNPOINT NEW MEXICO 87313
PH# (505) 786-4100 • FAX# (505) 786-5644

WWW.NAVAJOTECH.EDU

THE NAVAJO NATION



JONATHAN NEZ | PRESIDENT MYRON LIZER | VICE PRESIDENT

October 18, 2019

College of Arts and Sciences
The University of New Mexico
MSC 03 2120
Ortega Hall 201
1 University of New Mexico
Albuquerque, New Mexico 87131

Dear Dean Mark Peceny and Colleagues,


We write this letter in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We strongly believe that a doctoral program at the University of New Mexico will help create future academic leaders who will guide research that expands the Indigenous canons of knowledge that honors our communities. Our vision is that these doctoral candidates will become forerunners in academia and evolve into Indigenous policy researchers. The State of New Mexico, Navajo Nation, Jicarilla Apache, and the Pueblos have a pressing need for graduate educated students prepared to work towards healthier and fully engaged communities economically and socially within the State of New Mexico.

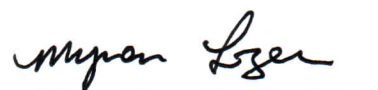
The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

On the Navajo Nation, there are a significant number of University of New Mexico alumni working to improve the lives of our people and neighboring communities. We believe a doctoral program will support the increase in needed research essential for our communities throughout the nation.

In closing, I unequivocally support the development of the doctoral degree program in Native American Studies at the University of New Mexico. If you have any questions, please contact me at (928) 871-7000 or by email at jonathannez@navajo-nsn.gov. Ahe'hee.

Sincerely,


Jonathan Nez, President
THE NAVAJO NATION


Myron Lizer, Vice President
THE NAVAJO NATION

February 5, 2019

Dr. Richard L. Wood
Interim Provost and Executive Vice President for Academic Affairs
rlwood@unm.edu

Via electronic mail

RE: Native American Studies Graduate Level Degrees

Dear Provost Wood:

The Office of Equal Opportunity (OEO) supports the approval of graduate level degrees in Native American Studies at the University of New Mexico. As a UNM alumna, I gained incredible perspective and experience through the UNM School of Law's Southwest Indian Law Clinic and Tribal Law Journal. In these and other courses, I learned about the Native American experience, legal systems as they affect Native Americans, social and political history, and the importance of this history for any American, but especially New Mexicans who will serve and work in this state.

I am proud that UNM has both a traditional and online Bachelors program that includes learning about the intersectionality of Native Americans, history, cultural competency, leadership, and social justice issues. I am excited that the leaders in Native American Studies are proposing a hybrid online doctoral program that will be able to reach scholars in outlying areas, and prepare them in an intellectually rigorous and interdisciplinary approach that supports the future of Native Nations. This provides an immense opportunity for UNM to continue to be a leader in this vital field of study.

Sincerely,



Heather S. Jaramillo
Associate Director

cc: Pamela Agoyo, Director of American Indian Student Services (*via electronic mail*)
Wendy Greyeyes, Assistant Professor (*via electronic mail*)

Robert P. Giebitz, PhD
3120 Madeira Drive NE
Albuquerque, NM 87110
505-850-5815 rgiebitz@gmail.com

4 March 2019

Dean Mark Peceny
College of Arts and Sciences
University of New Mexico

RE: Support for a doctoral degree in Native American Studies at the University of New Mexico

Dear Dr. Peceny and Colleagues,

A doctoral program in Native American Studies is overdue. UNM is ideally positioned to be a leader in this field and to attract a rising generation of Indigenous scholars. Such a program would provide advanced research and analytical skills to support innovative strategies for addressing the daunting and complex social issues faced by Native peoples as well as provide needed perspectives in the arts and sciences, business and medicine. I recently completed a PhD in *Organization, Information & Learning Sciences* at UNM; courses in Native American Studies were a vital part of my doctoral journey and essential to my dissertation.

UNM has a great opportunity to attract brilliant minds to create a body of scholarship and practical solutions for the betterment of Indigenous communities and communities around the world. Launching a doctoral program in Native American Studies would be an excellent way to recognize this International Year of Indigenous Languages.

Sincerely,

Robert Giebitz

Cc: Dr. Tiffany S. Lee; Dr. Wendy Greyeyes



Office of the Dean
4/13/20

Pamela Cheek
Associate Provost
University of New Mexico

Dear Dr. Cheek,

I write in strong support of the proposed Ph.D. program in Native American Studies. The University of New Mexico is the only flagship university with a majority-minority undergraduate student population. We have more Pell-eligible students as a proportion of our student body than any other flagship university. We have a substantial number of non-traditional and first-generation college students. Because the student populations of other universities are increasingly going to resemble the students we serve today at UNM, we have a special responsibility to become national leaders in delivering a flagship-quality university education for the emerging American majority.

To do that, we need to hire outstanding faculty who are doing path-breaking research that speaks to the needs of the communities we serve. As a flagship university with one of the largest populations of Native American students in the nation, in a state with the second highest proportion of Native Americans in the United States, we have a special opportunity to strengthen our national reputation for excellence in the study of Native American communities in the United States. Creating only the fourth Ph.D. program in Native American Studies in the United States will significantly raise our profile as national leaders in this area of study. The program's focus on community-engaged scholarship and helping to train the next generation of leaders for the sovereign nations will also provide extraordinary service to the sovereign nations in New Mexico and throughout the United States.

The proposal submitted by Native American Studies calls for adding 2-4 more tenure track faculty members, one lecturer, and three graduate teaching assistants by the end of the six-year time horizon covered by the proposal, which certainly appeared to be within the means of the College when I began drafting this letter earlier this semester. Of course, the budget situation for the University and the College of Arts and Sciences has become much more difficult since the time I initially agreed to support this new degree program and is likely to become even more constrained over the next year. Despite the increasing constraints faced by the College, this new program will remain a critically important strategic initiative for the College.

I agree with the department that hiring two more tenure track faculty members reflects the minimum necessary investment to launch the new program. I had initially planned to ask the Provost for authorization to launch one search this fall and another in fall 2021. It increasingly looks like the College will not be in a position to do any faculty hiring next year. If that indeed is the case, I would plan to ask for authorization to search to fill two positions in Native

American Studies for searches that would take place in fall 2021 for faculty who would come to UNM in fall 2022. I have already added a .25 FTE graduate assistant position to the department for fall 2020, funded by the College's differential tuition, and hope to increase that to .5 FTE for fall 2021.

As the department's proposal makes clear, additional faculty beyond what is promised here will need to be hired and more funding will need to be provided for graduate assistants to ensure that this program will thrive. I am confident, however, that these initial investments will start the department on a good trajectory to launch successfully their new Ph.D. program.

Sincerely,

A handwritten signature in cursive script, appearing to read "Mark Peceny". The signature is written in black ink and is positioned above the typed name.

Mark Peceny, Dean



Department of Philosophy

Mark Peceny
Dean
College of Arts and Sciences
MSC 03 2120
Ortega Hall 201
1 University of New Mexico
Albuquerque, NM 87131

May 6, 2019

Dear Dean Peceny:

I am writing to express the support of the Department of Philosophy for the establishment of a doctoral degree program in Native American Studies (NAS) at the University of New Mexico. We believe that UNM must work towards strengthening teaching and research in the field of Native American Studies, especially at the graduate level. A NAS doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that address the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, the Department of Philosophy supports the development of a NAS doctoral degree program at University of New Mexico. Please do let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Adrian Johnston".

Adrian Johnston
Professor and Chair

Department of Philosophy
University of New Mexico at Albuquerque
MSC 03 2140
1 University of New Mexico
Albuquerque, New Mexico 87131-0001
Telephone: 505-277-2405
aojohns@unm.edu

May 6, 2019

Dr. Mark Peceny
Dean, College of Arts and Science
University of New Mexico
Albuquerque, NM 871731

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, the Political Science department supports the development of the doctoral degree program in Native American Studies at the University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,



Timothy B. Krebs, Ph.D.
Professor and Chair
Department of Political Science



To: Dr. Tiffany Lee, Chair, Dept. of Native American Studies
Re: Proposal for a Ph.D. in Native American Studies
From: Dr. Pamela Cheek, Associate Provost for Curriculum and Assessment

Pamela L. Cheek

Date: October 2, 2019

I am writing to indicate support from Office of the Provost and EVP for Academic Affairs for moving forward with preparing a full proposal for the Ph.D. in Native American Studies which, we believe, will play an important role in fulfilling UNM's teaching, research and community engagement missions.

As you prepare your full proposal, I hope you and your department will consider how to balance admissions to a doctoral program with a sustainable load for your existing faculty. In general, the creation and growth of a doctoral program does not generally provide a rationale for addition of new faculty members to a department. Establishment of a doctoral program enhances the quality, range and profile of departments.

I look forward to reviewing the full proposal when it advances to Academic Affairs. Please don't hesitate to contact me or Dean Coonrod if we can be of any assistance as you develop the full proposal.

cc. Dr. Julie Coonrod, Dean of Graduate Studies
Ms. Robben Baca, Graduate Academic Affairs Specialist
Dean Mark Peceny, Dean of the College of Arts & Sciences
Mr. Michael Raine, Associate Registrar



SAN JUAN COLLEGE
Office of the President

November 8, 2019

Mr. Mark Peceny, Dean
College of Arts and Sciences
MSC 032120
1 UNM
Albuquerque, NM 87131

Dear Dean Mark Peceny and Colleagues,

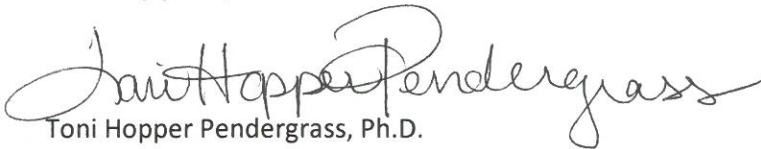
This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM is uniquely positioned to train leaders in the field of Native American Studies.

At San Juan College, one third of the more than 7,000 students we serve each semester are Native American. We offer a Native Studies Program that includes language, culture, history, and art offerings and which articulates to other programs across the state. We face the upcoming retirements of critical faculty and it is important that we be able to replace them with caring individuals who are excellent instructors and able to continue important research.

The doctoral program proposed by UNM appears to be able to prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that will support the future of Native Nations and their rich cultural traditions. The program appears to be well-designed and able to serve the needs of New Mexico institutions now and into the future.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please feel free to contact me.

Sincerely yours,



Toni Hopper Pendergrass, Ph.D.
President



MSC 03 2020
1 University of New Mexico
Albuquerque, NM 87131

October 3, 2019

Dear Dean Peceny and others,

I am pleased to lend my support to the establishment of a doctoral degree program in Native American Studies (NAS) at UNM. I followed closely the development of NAS for the last 15 years and appreciated the many contributions they made to UNM and to the state. In traveling with NAS faculty to Peru, I saw their work to advance native pedagogy over the hemisphere. I came to appreciate how NAS features New Mexico's pueblos as models for indigenous language and science education worldwide.

Personally, I believe the values and philosophy expressed by Indigenous peoples, as stated in the United Nations Declaration on the Rights of Indigenous Peoples, stand as a wise basis for the world as it struggles to adapt to the climate emergency. A doctoral program at UNM would be strategic both short- and long-term.

Sincerely,

A handwritten signature in black ink, appearing to read 'B. T. Milne'. The signature is fluid and cursive, with a large loop at the end.

Prof. Bruce T. Milne
W.K. Kellogg Chair, Sustainable Environmental and Food Systems
Director, Sustainability Studies Program

November 5, 2019

Gabriel R Sanchez
Director, UNM Center for Social Policy
Professor of Political Science

Dear Dean Peceny and Interested Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies and the PhD program in my view can help promote that goal. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations. The NAS doctoral program will focus on shaping academics who engage with the most theoretically stimulating ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

To support the goals of the Native American Studies department have identified for the PhD program, I express the support of the Center for Social Policy and Native American Budget Policy Institute. We can help connect PhD students in this program with research and internship opportunities to provide them with training opportunities in public policy relevant to Native American communities. We would also look to connect these PhD scholars with our Fellowship program to provide them access to our seminar series, methods and job-market training, and limited funding to support their time investment in our activities. Finally, I could offer guest lectures on Native American voting behavior, survey methodology for Native American communities, and other topics if useful to the program's faculty.

I therefore support the development of the doctoral degree program at University of New Mexico. If you have any questions do not hesitate to contact me.

Sincerely,



Gabriel R. Sanchez
Professor, Department of Political Science
Director, Center for Social Policy
University of New Mexico



COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

American Indian Studies

Dean Mark Peceny
College of Liberal Arts and Sciences
MSC 03 2120
1 University of New Mexico
Albuquerque, NM 87131

October 29, 2019

Dear Dean Peceny,

I am submitting this letter of support for the proposed Ph.D. degree program in Native American Studies (NAS) at the University of New Mexico (UNM). Such a program will allow UNM to remain competitive in Native studies by supporting Native teaching and research, and leaders in the field. Without question, a Ph.D. program in NAS at UNM will prepare academic leaders with interdisciplinary training that will not only contribute to the teaching and research mission of the university, but the future of Native Nations.

With the support of highly regarded and accomplished Native studies faculty in the department and across campus, the NAS Ph.D. program will create scholars who will engage with the most theoretical and practical ideas in the academy. Furthermore, NAS Ph.D. students will develop advanced research and analytical skills to address the multiple and complex issues facing Native communities today.

Serving an institution that has a well-established Ph.D. program in American Indian Studies, I strongly support the development of the Ph.D. program in NAS at the University of New Mexico.

If you have questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'MSG', written over a horizontal line.

Matthew Sakiestewa Gilbert
Professor and Head
Department of American Indian Studies
University of Arizona



Center for Cross-Cultural Studies
Indigenous Studies MA and PhD Programs
Alaska Native Knowledge Network

PO Box 756730-UAF
Fairbanks, Alaska 99775-6730

(907) 474-1902
uaf-cxcs@alaska.edu



October 30th, 2019

From: Michael Koskey, PhD
Chair, Center for Cross-Cultural Studies, Indigenous Studies Graduate Programs
University of Alaska Fairbanks, 201B Eielson Building, Fairbanks, AK 99775-6730

To: Dean Mark Peceny and Colleagues
University of New Mexico

Re: Ph.D. proposal in Native American Studies

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and interdisciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on creating academics that engage with the most theoretically engaging ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

As a longtime faculty member and chair of Indigenous-oriented programs at the University of Alaska Fairbanks, including the Department of Alaska Native Studies (BA), the Department of Alaska Native and Rural Development (BA, MA) (and these two combined into a single department), and since 2014 the Center for Cross-Cultural Studies that includes the Indigenous Studies MA and PhD, I can attest to the need for more such programs in the United States. In our program we have great interest from within Alaska, the United States, and the world. Due to the small scale of Alaska's economy and universities, we never have sufficient resources to allow entry to all qualified applicants, and so the creation of a similar program at UNM would greatly facilitate this demand nationally.

Furthermore, we have had both former students and others from UNM attend or visit our Indigenous-oriented departments at the University of Alaska Fairbanks, and some Indigenous faculty at our university have obtained undergraduate or graduate degrees from UNM. Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me.

Sincerely,

Michael S. Koskey
mskoskey@alaska.edu
(907) 474-6992
Chair, Center for Cross-Cultural Studies, Indigenous Studies Graduate Programs



United States Department of the Interior

BUREAU OF INDIAN EDUCATION
Southwestern Indian Polytechnic Institute
P.O. Box 10146 • Albuquerque, NM 87184
9169 Coors Blvd., NW • Albuquerque, NM 87120

Office of the President
(505) 922-4087

OCT 09 2019

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and interdisciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on shaping academics who engage with the most theoretically stimulating ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely,

for
Dr. Sherry Allison
SIPI President



DEPARTMENT OF NATIVE AMERICAN STUDIES
TELEPHONE: (530) 752-3237
FAX: (530) 752-7097

November 20, 2019

Mark Peceny, Dean
College of Arts and Sciences
University of New Mexico

Dear Dean Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). Our department at UC Davis is currently one of three programs in the nation that offers a PhD in Native American Studies. There is a demand from students and communities for more graduate programs in Native American Studies. Graduate programs in NAS specifically and necessarily focus on producing graduates and scholarship that respond to the needs and interests of Indigenous nations and communities. The planned program at UNM emphasizes preparing academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations. Specifically, UNM proposes a NAS doctoral program that will support students to develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities. You are fortunate to have such a distinguished group of faculty in Native American Studies to carry forward this new and welcome step in the overall advancement of Native American and Indigenous Studies.

We are honored to support the development of the first doctoral program in Native American Studies in the state of New Mexico, at the University of New Mexico specifically. If you have any questions, please do not hesitate to contact me at the e-mail address below.

Respectfully,

A handwritten signature in black ink, appearing to read "Elisabeth Rose Middleton".

Elisabeth Rose Middleton
Associate Professor and Chair
Yocha Dehe Endowed Chair in California Indian Studies
Department of Native American Studies, UC Davis
brmiddleton@ucdavis.edu



College of Education
School of Teacher Preparation, Administration, and Leadership
New Mexico State University
P.O. Box 30001, MSC 3TPAL
Las Cruces, NM 88003
(575) 646-4820, fax: (575) 646-4767

November 21, 2019

Dear Dean Mark Peceny and Colleagues,

As a Native scholar (Tsalagi/Cherokee Nation citizen), alumni of the University of New Mexico, and former board member of the American Indian Studies Association, I provide this letter in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). If approved, UNM's NAS doctoral degree program will graduate scholars who are skilled at teaching Native students and about Native Peoples and who foster research that is responsive to the needs of Native Nations and communities. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations and attends to nation-building.

The much-needed doctoral program will shape the next generation of academics who engage with the most theoretically stimulating ideas across the NAS field. As a result, Native communities will have available to them advanced research and researcher with methodological and analytical skills to create innovative and groundbreaking ideas and practices in collaborative with Native communities.

As a former department head of the Department of Curriculum & Instruction in the College of Education, and an affiliated faculty with NMSU's newly developed Borderlands and Ethnic Studies program, I support the development of the doctoral degree program at UNM. It is my hope that NMSU will be able to recruit and hire as faculty the future graduates from your program to bolster our Native faculty population. If you have any questions, please contact me at jeanette@nmsu.edu.

Sincerely,

A handwritten signature in blue ink that reads "Jeanette Haynes Writer". The signature is written in a cursive style.

Jeanette Haynes Writer
Professor, Curriculum & Instruction
School of Teacher Preparation, Administration, and Leadership



COLLEGE OF ARTS AND SCIENCES

Department of Social Sciences and Cultural Studies

September 27, 2019

Scott Fritz, Ph.D.
Associate Professor of History
Western New Mexico University
Silver City, New Mexico, 88061

Dear Dean Mark Peceny and Colleagues,

This letter is in support of the establishment of a doctoral degree in Native American Studies (NAS) at the University of New Mexico (UNM). We believe that UNM must work towards strengthening academic teaching, research and leaders in the field of Native American Studies. The doctoral program will prepare academic leaders with an intellectually rigorous and inter-disciplinary approach that supports the future of Native Nations.

The NAS doctoral program will focus on shaping academics who engage with the most theoretically stimulating ideas across the field. Doctoral students will develop advanced research and analytical skills to create innovative and groundbreaking ideas and practices to address the multiple and complex issues affecting Native communities.

Therefore, I support the development of the doctoral degree program at University of New Mexico. If you have any questions, please contact me at the address above.

Sincerely yours,

Scott Fritz

Post Professional Doctoral Degree in Occupational Therapy (OTD)

Janet L. Poole, PhD, OTR/L, FAOTA,

Program Director and Professor



SCHOOL OF
MEDICINE
OCCUPATIONAL THERAPY
GRADUATE PROGRAM

Need for a Post Professional OTD Degree Program at UNM

The decision to offer a professional practice doctoral degree in Occupational Therapy (OTD) is market driven.

- There are no Occupational Therapy doctoral degree programs in New Mexico.
- UNM and NM are losing occupational therapists who are enrolling in universities outside the state of NM to obtain post professional doctoral degrees.
- The need and interest for a post professional OTD degree has been expressed by students in the MOT program and occupational therapists in New Mexico.

Program Readiness

- The Occupational Therapy Graduate Program has a successful history of offering an entry level occupational therapy degree program.
- The program has 10 core faculty (7 of whom have doctoral degrees) and 3 full time staff
- Faculty are diverse, widely published in discipline specific and interdisciplinary journals/books, and active and recognized at the national and international levels.
- Faculty have experience teaching and mentoring master and doctoral degree students in research and marketing and clinical projects.
- Faculty are experienced with distance, hybrid and face-to-face teaching and with varied strategies (didactic, labs, small group, etc)

Budget

The Program Budget is adequate to support the OTD.

Enrollment revenue from the existing entry level MOT program will support the expenses.

Expenses

	Year 1	Year 5
Total salary 1 faculty &.25 staff	\$ 86,000	\$ 89,492
<u>Total fringe</u>	<u>\$ 25,800</u>	<u>\$ 26,848</u>
Total salary + fringe*	\$111,800	\$116,340

*1% salary increase each year

Revenue

	Year 1	Year 5
Tuition	\$16,380	\$31,500
Differential tuition	\$11,570	\$21,650
<u>Fees</u>	<u>\$ 610</u>	<u>\$ 1,410</u>
Total revenue	\$28,500	\$54,560

Based on \$215 tuition and \$140 tuition differential per credit hour

**NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE
FORM D**

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

Date: October 1, 2020

Janet L. Poole, PhD., OTR/L
(Name of individual initiating Graduate Degree or Graduate Certificate)

Professor and Program Director, 505-272-1753 or 505-272-8276
(Title, position, telephone number)

jpoole@salud.unm.edu
(Email address)

Pediatrics School of Medicine/Occupational Therapy Graduate Program
(Department/Division/Program)

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

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes No If yes, attach statement.

Proposed date to admit new students: Term Fall Year 2022

Required Signatures:

Department Chair	<u>Loretta Cordova de Ortega, MD</u> <small>Digitally signed by Loretta Cordova de Ortega, MD DN: cn=Loretta Cordova de Ortega, MD, o, ou, email=lcordovaortega@salud.unm.edu, c=US Date: 2021.02.10 17:27:39 -0700'</small>	Date _____
College Curricula Committee	<u>Shelly McLaughlin</u> <small>Digitally signed by Shelly McLaughlin Date: 2020.12.15 15:45:56 -07'00'</small>	Date _____
College or School Dean	<u>Martha Cole MCGrew, M.D.</u> <small>Digitally signed by Martha Cole MCGrew, M.D. DN: cn=Martha Cole MCGrew, M.D., o, ou, email=mmcgreg@salud.unm.edu, c=US Date: 2021.02.11 15:43:55 -07'00'</small>	Date _____
Dean of Library Services	<u>Melissa Rethlefsen</u> <small>Digitally signed by Melissa Rethlefsen Date: 2021.02.22 08:29:59 -07'00'</small>	Date _____
Office of the Registrar—Catalog	_____	Date _____
FS Graduate Committee	<u><i>Nikki Jernigan</i></u>	Date <u>04/01/2021</u>
Dean of Graduate Studies	<u><i>Julie Conrad</i></u>	Date <u>04/01/2021</u>
FS Curricula Committee	<u><i>Christine Delucas</i></u>	Date <u>09/23/2-21</u>
Office of the Provost	<u>Amy J Levi, Vice President of Academic Affairs</u>	Date <u>9/29/21</u>
Faculty Senate	<u><i>Nancy D. Middlebrook</i></u>	Date <u>10/26/2021</u>
Board of Regents	_____	Date _____

Additional Approvals for Degrees:

Board of Regents	_____	Date _____
Council of Graduate Deans	_____	Date _____
Academic Council of Higher Education	_____	Date _____
Higher Education Department	_____	Date _____
State Board of Finance	_____	Date _____

Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed

NEW GRADUATE PROGRAM APPLICATION

A. General Information

Institution UNIVERSITY OF NEW MEXICO

Name and Title of Contact Person
JANET L. POOLE, PROFESSOR AND PROGRAM DIRECTOR

Email of Contact Person
JPOOLE@SALUD.UNM.EDU

Name of Proposed Program
Post Professional Doctoral Degree in Occupational Therapy (OTD)

Name of Sponsoring Department, School, and/or College
Occupational Therapy Graduate Program, Department of Pediatrics, School of Medicine

Level of Proposed Program (*master's or doctoral degree*)
DOCTORAL DEGREE

Estimated Time to Complete Proposed Program
2-4 YEARS

Campuses to offer this degree program
ALBUQUERQUE

All Program Format(s) (*standard, distance education, evening, weekend and/or other*)
ONLINE DISTANCE EDUCATION with 1-2 days per year on campus

Anticipated Start Date
Fall 2022

Proposed CIP code

B. Program Curriculum

Program Description (*as listed in catalog*)
The OTD curriculum is designed for occupational therapists who desire a post-professional advanced practice degree beyond the master's degree. The core courses are consistent with the goals of educating occupational therapists to be innovators in practice, evidence-based clinical decision makers, and leaders in practice, education, and public policy. The electives and capstone project allow students to pursue specialty areas of interest, expand services and develop new programs.

Program Curriculum (*as listed in catalog*)

The OTD offers both full and part time study (See Table 2). Full time study consists of enrolling in 9 credit hours/ semester (6 credits summer) for 4 semesters. Part time study consists of enrolling in 3-4 credit hours/semester for 12 semesters. Options exist for part time students who wish to finish faster. OTD courses are basically taught by online delivery, plus 1-2 days on campus in fall or spring semester. However, the Teaching Practicum course and some electives may only be offered in the traditional face to face format.

A minimum of 3 students must be registered for a course for the course to be offered. All courses will be offered at least every other year depending on program and student demand.

Proposed curriculum for the Doctoral degree in Occupational Therapy (OTD)

Core OT courses

OCTH	615	Complex Reasoning in Practice	3
OCTH	625	Scholarship of Practice	3
OCTH	635	Advanced Leadership and Management	3
OCTH	645	Education in Occupational Therapy	3
OCTH	655	Teaching practicum	3
OCTH	660	Applied Data Management and Research for Clinical Practice	3

<u>Electives</u>	Electives	6
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Capstone

OCTH	695	Professional capstone project	6
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Total credits		30
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Number of Credits Required

30

Program Learning Outcomes

Student outcomes for the professional practice OTD degree:

1. Graduates will translate current scholarship in occupation, development and context to advanced professional practice
2. Graduates will utilize best current research evidence to support advanced professional practice, including accountability in practice, reimbursement, and program development
3. Graduates will advocate for clients, the profession, and issues that impact health and well-being in the community
4. Graduates will demonstrate competency to critically evaluate existing professional practices as a basis for improving service delivery
5. Graduates will apply learning principles to the education of clients, families communities, and occupational therapy students across practice, community, and academic settings
6. Graduates will assume leadership roles in the areas of public policy/ethics, professional advocacy, education, and practice

Is there a certificate embedded in the degree program? If so, list certificates and courses required.

NO

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

C. Assessment

Describe your institution's plan for periodic evaluation of program effectiveness. Include criteria that will be used to determine effectiveness. Max 500 words.

Learning outcomes will be measured by successful completion of course requirements, completion of the Capstone project. The written paper for the Capstone project will demonstrate that students can develop, analyze, and/or evaluate effective occupational therapy programs to improve health and participation in daily life activities in New Mexicans; students will also present their results formally through an oral presentation to the faculty, OTD and entry level MOT students.

The Division Chief of Occupational Therapy will interface with the UNM HSC Registrar's Office to ensure that policies related to academic admissions, student progression and program delivery are maintained. The Division Chief will work with faculty advisors to monitor student progression and results of the Capstone Project. Graduation rates and time to graduation will be monitored beginning in the year when the first cohort of students would be expected to graduate and then yearly thereafter. Alumni will be surveyed on a periodic basis (every 5 years) to track job changes, career advances, national and local presentations and publications and program development. We will also examine the effect of the OTD Program on faculty workloads related to the delivery of the courses and overseeing the Capstone Projects on a yearly basis. The Occupational Therapy Graduate Program has been tracking faculty student publications and presentations since 1995 and will continue to track the publications and presentations that result from the Capstone projects.

Methods	Timetable
Formative course evaluations	Every semester
Summative course evaluations	Yearly
Student Progression	Yearly
Graduation Rates	At the time of the first graduate and then yearly
Faculty workloads	Yearly
Track faculty student publications & presentations	Yearly after the first student graduates
OTD Alumni survey	At the end of 1st 5 years of the program and every 5 years thereafter

D. Need

The proposed program must meet one or more specified needs within the state or region. Clear and convincing evidence must be provided of the reality and extent of such need. Max 500 words.

Evidence of need might include results of employer surveys, current labor market analyses and projections, or long-term need projections prepared by a relevant professional organization. Although academic and research interests of institutional faculty may be met through implementation of the proposed program, such interests by themselves are unlikely to persuade the NMHED and/or the State Board of Finance of need for the program.

The professional doctorate degree is the advanced degree for practitioners in clinical health care professions such as nursing (Doctor of Nursing Practice [DNP]), Physical Therapy (Doctor of Physical Therapy [DPT]), and Psychology (Doctor of Psychology [PsyD]). In August of 2017, the Council for Occupational Therapy Education (ACOTE) mandated to move the entry level degree for Occupational Therapists to the doctoral degree, adding about 1.5 years of study. That mandate was put into abeyance in August 2018 and entry level degree into the field would be allowed at 2 levels: master's degree (current degree at UNM) or doctoral degree. Although several universities in the US eliminated their master degree programs, UNM OTGP decided to keep our master's program to make education to become an occupational

therapist more accessible and affordable to residents of our state. Students complete the degree in 7 semesters and thus have less debt and get into the workforce faster than many of the entry level doctoral degree programs which are 9 or more semesters.

However, a growing number of students, alumni, and community Occupational Therapists have expressed a desire to pursue a post-professional doctoral degree beyond the master's degree for the following reasons: parity in practice and certification with other health professionals (as noted above) and expanded training in clinical care, education and leadership. The UNM OTGP is losing New Mexican students and therapists to programs in other states, some of whom never return to New Mexico. The OTD degree program includes online curricula components, with full and part time options available so that students can continue to work while in the program.

The need and interest for an OTD has been expressed by students in the OTGP and Occupational Therapists in New Mexico. A survey conducted with current students (N = 44) in the entry level masters' degree program as well as practicing therapists in New Mexico without doctoral degrees (N = 232). About 40 percent of practicing therapists and 98% of current students were "interested" or "very interested" in obtaining an OTD degree. The primary reasons listed by both groups were for professional stimulation, career advancement, to develop skills to influence policy in education or health care systems, to gain professional leadership skills, and to become an evidence-based practitioner. Preferred method of delivery was a hybrid/blended format with both face-to-face and on-line dimensions of education (65%) and 96% preferred part time study.

There are no post professional doctoral degree programs beyond the master's degree for Occupational Therapists in the state of NM. As the flagship university in New Mexico, it is appropriate that UNM be responsible for education and training of Occupational Therapists at the doctoral level. OTD trained professionals will assume leadership and administrative roles to advocate for Occupational Therapy services, champion policy changes to improve healthcare delivery, and mentor therapists in rural areas. In addition, our trainees will become our future faculty, and will continue to explore new methods of patient care specific to our rural and underserved state.

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

N/A

E. Duplication

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

There are no post professional doctoral degree programs beyond the master's degree for occupational therapists in the state of New Mexico. The proposed program is unique to the state.

The new courses proposed in the OTD program do not duplicate existing courses at UNM. Courses in the Physical Therapy Program are restricted to students admitted to the DPT program.

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

N/A

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

A.T. Still University, AZ

Texas Women's University, TX
Rocky Mountain University, UT

There are 36 advanced professional OTD programs in the United States but none in New Mexico. Only 5 universities in the southwest or mountain states offer doctoral degrees for occupational therapists; the only public institution in the mountain states to offer the post professional OTD is the University of Utah which is more than 600 miles from central New Mexico, and is discontinuing their post professional OTD. Because there are no OTD programs in New Mexico, occupational therapists interested in obtaining advanced or doctoral degrees must enroll in programs at out-of-state universities or on-line private programs at considerable cost. We know of several occupational therapists in New Mexico who have enrolled in online or primarily online doctoral programs at Rocky Mountain University, Chatham University, Indiana University Purdue, Texas Women's University, A.T. Still University, and the University of Utah

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

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	5 (3 PT, 2 FT)	5 (3 PT, 2 FT)	5 (3 PT, 2 FT)	5 (3 PT, 2 FT)	5 (3 PT, 2 FT)
Continuing Students	0	10 (6 PT, 4 FT)	13	13 (9PT, 4 FT)	13 (9PT, 4 FT)
Graduates	0	2 FT fall	5(3 PT Su, 2 FT fall)	5 (3 PT Su, 2 FT fall)	5 (3 PT Su, 2 FT fall)
Annual Retention Rate Target (%)	Target 100% Graduation Rate (%)		Target Job Placement Rate (%)		
95%	95%		100%		

G. Institutional Readiness

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

Five of the current OTGP faculty have PhDs as well as extensive experience in occupational therapy education. Two additional faculty members have post professional advanced OTD degrees and are in the tenure track. We also have several other full and part-time lecturers who regularly teach courses in the entry-level master's program, one of whom is pursuing a PhD. We anticipate hiring one additional faculty and an increase in grade and salary of one staff member. The additional faculty is needed for assisting with screening and reviewing applications, scheduling interviews, developing capstone projects, teaching, monitoring progress and implementing the evaluation system.

Describe the library and other academic support resources that are needed to initiate the program. What, if any, additional resources will be needed? Max 500 words.

The library and other academic support resources are sufficient.

Describe the physical facilities of the institution that will be used for the first five years of the program. Will additional space or modifications of existing space be required within the first five years of program operation? Max 500 words.

Additional educational space is not required to implement the proposed OTD degree program. Any OTD courses or parts of courses that occur on campus will occur in the late afternoon or early evening or weekends when rooms are available in the Domenici Education Center. The physical facilities are adequate for the first five years of the program except we will need additional office space for the faculty position; we have already requested additional office space for our existing faculty, as part of the HSC master plan. Sharing offices may be possible on a short term basis but not long term for our accrediting

Describe the institution's equipment and technological resources needed for the first five years of the program? What, if any, additional equipment will be needed? Max 500 words.

The existing technology, media, equipment and instructional supplies are adequate.

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

In addition, an existing staff member will dedicate-.25 FTE to support faculty and students, track applications, secure contracts/MOUs with capstone sites, and maintain student credentialing and files.

Are there existing external facilities that will be used? Have agreements been established to ensure use of those facilities? For example, if you are offering a graduate nursing program have you established a partnership with local hospital(s) and other clinical settings? Max 500 words.

No additional external facilities will be used

H. Projected Budget

Provide a clear analysis of the projected cost of the proposed program and the sources of funding that will support it for the first five years that the program will be offered. Include a discussion how any of the needed resources discussed in **Section G** will be addressed. **Section H** should be completed in collaboration with your institution's financial office.

We anticipate hiring one additional faculty and an increase in grade and salary of one staff member. The additional faculty is needed for screening and reviewing applications, scheduling interviews, developing capstone projects, teaching, monitoring progress and implementing the evaluation system. In addition, an existing staff member will dedicate .25 FTE to support faculty and students, track applications, secure contracts/MOUs with capstone sites, and maintain student credentialing and files.

Below, we have outlined a 5-year budget with expenses and anticipated new revenue. Existing OTGP faculty with doctoral degrees and the additional new faculty will teach in both the entry level (MOT) and post professional program (OTD).

In the first 2 years, OTD expenses will exceed new revenue as we will only have one cohort of students in the OTD program; however revenue from the entry-level master's program will cover the expenses. By the third year and thereafter, the OTD program will be self-sufficient and bring in a small amount of additional revenue to the OTGP and UNM.

Projected Five – year Expenses (costs) of OTD Program

	Year 1	Year 2	Year 3	Year 4	Year 5
1 FTE Assist/Assoc Prof*	\$ 76,000	\$ 76,760	\$ 77,528	\$ 78,303	\$ 79,086
.25 Staff *	\$ 10,000	\$ 10,100	\$ 10,201	\$ 10,303	\$ 10,406
Total salary expenses	\$ 86,000	\$ 86,860	\$ 87,729	\$ 88,606	\$ 89,492
Fringe @ 30%	30%	30%	30%	30%	30%
Total fringe	\$ 25,800	\$ 26,058	\$ 26,319	\$ 26,582	\$ 26,848
Total salary + fringe	\$ 111,800	\$ 112,918	\$ 114,047	\$ 115,188	\$ 116,340

*1% salary increase Year 2 – Year 5

Anticipated sources of new revenue

The UNM OTGP receives I&G and tuition differential to cover the operating expenses of the existing entry-level program. The OTD will also generate I&G and tuition differential to cover the operating expenses of the OTD. The combination of MOT and OTD I&G, tuition differential and fees provide the financial support to cover the operating expenses of the MOT and OTD Programs. Application fees and curriculum fees will also help to support the OTD. An application fee of \$52.50 per student will cover processing the application and all

supporting documents. A curriculum fee of \$200 per student per year will cover course fees. These fees are consistent with fees currently paid by the entry-level MOT students.

Projected Five – year Revenue of OTD Program*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tuition	\$ 16,380	\$ 25,200	\$ 31,500	\$ 31,500	\$ 31,500	\$ 31,500
Differential Tuition	\$ 11,570	\$ 17,450	\$ 21,650	\$ 21,650	\$ 21,650	\$ 21,650
Application Fee	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210
Course Fee	<u>\$ 400</u>	<u>\$ 800</u>	<u>\$ 1,200</u>	<u>\$ 1,200</u>	<u>\$ 1,200</u>	<u>\$ 1,200</u>
Total Revenue	\$ 28,560	\$ 43,660	\$ 54,560	\$ 54,560	\$ 54,560	\$ 54,560

*Based on \$215 tuition and \$140 tuition differential per credit hour

Also, please see the attached Projected Graduate Program Cost Estimates and Resources

Signature of Chief Academic Officer Date

Printed Name of Chief Academic Officer Date

Signature of Data (CIP) Coordinator Date

Printed Name of Data (CIP) Coordinator Date

HED use only

Date Presented to Advisory Committee _____

Approved Denied Request more information

Cabinet Secretary's Signature Date

Proposal for Professional Practice Doctoral Degree in Occupational Therapy

1. Program Description and Purpose:

a. Purpose and goals of program

Occupational Therapists help people of all ages with a wide range of health conditions and disabilities participate in important life activities. Therapists describe these activities as “occupations”. True health includes participation in daily routines, jobs and hobbies, and having successful relationships. Occupational Therapists are experts at assisting patients care for themselves, return to work, and stay engaged with the world in the face of devastating disease and disability.

Occupational Therapy is dynamic and constantly expanding. Occupational Therapy has developed strong evidence to support its clinical and societal value and Occupational Therapists are increasingly involved in development of healthcare policy. Leaders in scientific research and healthcare policy are often expected to have an advanced professional practice doctoral degree. Unfortunately, no such degree program exists in New Mexico. Occupational Therapists who desire or need advanced degrees must leave the state or enroll in hybrid or distance learning degree programs from institutions in other states. This leads to loss of New Mexican Occupational Therapists to other states and leads to undue financial burden on Occupational Therapists committed to New Mexico. The lack of an advanced doctorate in Occupational Therapy also diminishes the competitiveness of the Occupational Therapy program in New Mexico, and leads future potential leaders and educators to pursue training outside of the state.

Offering an advanced post professional practice doctoral degree in the Occupational Therapy Program that is beyond the master level degree will allow occupational therapist to continue their education, increase the quantity and caliber of applicants, and it will increase the scientific, leadership, and clinical skills of graduates. Occupational Therapy graduates with advanced degrees will take positions of leadership in healthcare and academic programs, and further, are more likely to remain in New Mexico.

Currently the University of New Mexico (UNM) Occupational Therapy Graduate Program (OTGP) offers an entry-level Master of Occupational Therapy (MOT) degree. The School of Medicine (SOM) at the UNM Health Sciences Center (HSC) proposes to offer a professional practice Occupational Therapy Doctorate (OTD) degree for people who are already Occupational Therapists, in addition to the entry level MOT degree currently offered.

As the flagship institution for health professions training with a successful 24-year track record of educating entry-level occupational therapists, UNM is the logical place to add an OTD program. With strong ties to community therapists, healthcare organizations, and educational institutions in New Mexico, UNM OTGP faculty members are fully and uniquely qualified to offer the OTD degree program.

The goals of the proposed OTD program are to prepare occupational therapists to assume leadership roles as:

- innovators in traditional and emerging areas of occupational therapy practice to better meet the health care needs of *all* of the people of New Mexico;
- educators who can effectively train the next generation of therapists;
- scholars who can create and synthesize evidence to develop best practice; and
- business, education, and policy leaders who help create systems that effectively serve the health needs of individuals and communities.

b. How does program fit with the unit's future plans

The UNM OTGP has a strategic plan to grow the program's ability to recruit and retain high-caliber faculty and students who are committed to New Mexico, develop a national reputation for publication of novel Occupational Therapy research in clinical and educational fields, and develop robust relationships with community health systems.

Implementation of a professional practice OTD degree is required for the growth and development of the OTGP. The increased ability of the OTGP to recruit committed and competent therapists as students and faculty in the OTD program will create a robust and diverse faculty and student body, which will support the existing MOT program and all of our partners within UNM and New Mexico.

OTD faculty and students are crucial to building the national eminence of the program through scholarly activity. Publication of novel discovery in the field of Occupational Therapy is essential to maintaining the academic health of the program, and will further attract committed educators and promising students to New Mexico.

In addition, the OTGP is committed to strengthening collaborative initiatives in scholarship and service with occupational therapists in a variety of community and healthcare settings. OTD training will provide the perfect bridge for these collaborations to occur. For example, an OTD student who is already practicing in an established therapy setting might work with a faculty member to measure the impact of therapy interventions to create new best practices. In this way, advanced practice education will improve and enhance existing practice, leading to better health outcomes.

c. How does the program fit within the UNM mission and strategic plans?

The proposed OTD program is strongly aligned with the HSC and SOM mission and plans (refer to: <https://hsc.unm.edu/assets/doc/hsc-strategic-plan.pdf> and <http://strategy.unm.edu/unm-2020-fy19-20-strategic-plan-summary.pdf>). One of the SOM 2018-2023 Strategic Plan objectives is to "build the healthcare workforce of NM by providing premier education and explore opportunities to expand care delivery to meet the growing demand for services and the future health care needs of New Mexicans". The proposal to add an OTD directly addresses these strategic objectives as graduates will create innovative models of practice and service delivery of occupational therapy and

become future educators. The online delivery and option to complete the capstone project in the students' home environments supports inclusion and diversity and accessibility of the program for occupational therapists throughout the state of New Mexico.

Other elements of the HSC and SOM mission and strategic plan focus on providing excellent educational opportunities related to health needs of our communities, pursuing new knowledge and excellence of practice, and advocating for the health of all New Mexicans. The proposed OTD program will enable the OTGP to prepare experienced therapists to provide high-caliber services that extend well beyond the capacity of an entry-level therapy practitioner.

d. Related Offerings

The proposed OTD degree does not duplicate any existing programs at UNM or in New Mexico. UNM does offer a doctor degree in Physical Therapy (DPT); courses are restricted to students admitted to the DPT program. Students in the OTD program will at times take elective courses to complement their OTD education from partner academic units - such as the School of Population Health, the College of Education, etc.

e. Timeline for program development and implementation

Pending approval by the UNM Faculty Senate and Regents, and the New Mexico Higher Education Department, the OTD curriculum will start in Fall 2022.

f. Curriculum

The OTD curriculum is designed for occupational therapists who desire a post professional advanced practice degree. The core courses are consistent with the goals of educating occupational therapists to be innovators in practice, evidence-based clinical decision makers, educators, and leaders in practice, education, and public policy. The electives and capstone project allow students to pursue specialty areas of interest, expand services and develop new programs.

The OTD program ranges from 30 credits for occupational therapists who enter the program with master's degrees to 39 credits (30 + 9 additional prerequisite credits) for occupational therapists whose highest level of education is the bachelor's degree in Occupational Therapy. All students in the OTD program must take 6 core courses (18 credits), 6 credits of electives and complete 6 credits of a professional capstone project (see Table 1 below). For the 6 elective credits, and with approval from an OTGP Academic Advisor, students can design their own specialty track from courses offered in the OTGP or from courses from other Programs and Colleges at UNM (e.g. hand therapy, pediatrics, geriatrics, community practice, public health, education, etc.). It is expected that their capstone project will further support their specialty track. Allowing students to design their own specialty tracks and capstone project is student centered and will meet the needs of therapists in diverse practice and clinical areas across the state.

Students must also pass a Doctoral Comprehensive Examination which is the oral defense of the written paper for the Professional capstone project.

Table 1
Proposed curriculum for the Doctoral degree in Occupational Therapy (OTD)

<u>Core OT courses</u>			
OCTH	615	Complex Reasoning in Practice	3
OCTH	625	Scholarship of Practice	3
OCTH	635	Advanced Leadership and Management	3
OCTH	645	Education in Occupational Therapy	3
OCTH	655	Teaching practicum	3
OCTH	660	Applied Data Management and Research for Clinical Practice	3
<u>Electives</u>		Electives	6
<u>Capstone</u>			
OCTH	695	Professional capstone project	6
Total credits			30

Perquisite course requirements for students with bachelor degrees in Occupational Therapy

Three additional prerequisite courses required for students whose highest level of education is the bachelor's degree in OT are listed below (before 2007, the bachelor degree was the entry-level degree for occupational therapy). Students can apply while still enrolled in these courses if all courses will be completed by the Fall Semester start date of classes.

- Graduate level writing or grant writing course 3 credits
- Introduction to Evidence Based Practice (OCTH 534 EBP) 4 credits
OR a comparable course approved by OT faculty
- Basic statistics (past 5 years) 3 credits

Professional capstone. The professional capstone project provides students with scholarly opportunities to advance specialty knowledge, expand existing services, develop new programs, and/or receive mentorship in practice from expert practitioners. In many instances, the capstone project will be used to address the needs of underserved populations and/or communities in New Mexico. Students may engage in evidence-based practice/program development, program evaluation, systems change, and/or practice-based outcomes measurement.

Examples of possible capstone projects are below.

- Develop a method to assess fall risk and/or the home environment in older adults using mobile devices
- Develop a telehealth technology supervision model for certified occupational therapy assistants that meets NM supervision guidelines
- Develop and evaluate the effectiveness of a project or program in an interest area such as administration, supervisory skills, consultation, program development/evaluation or
- Develop interventions that enhance the ability of children with autism to participate in school and community services
- Develop a program to serve the needs of underserved populations such as a lifestyle program for people with mental illness
- Develop education programs using technology such as a telehealth program for therapists in rural areas who are working with clients post hand surgery or other types of surgery
- Evaluate the effectiveness of a lifestyle redesign education program for persons with diabetes and other chronic conditions
- Compare the effectiveness of a self-management program for cardiac conditions delivered by telehealth versus person to person.
- Develop and evaluate the psychometric properties of a new occupational therapy assessment
- Evaluate the effectiveness of occupational therapy interventions for pain management, opioid addiction

Scheduling

The OTD offers both full and part time study (See Table 2). Full time study consists of enrolling in 9 credit hours/ semester (6 credits summer) for 4 semesters. Part time study consists of enrolling in 3-4 credit hours/semester for 12 semesters. Options exist for part time students who wish to finish faster. OT courses are basically taught by online delivery; however the Teaching Practicum course and some electives may only be offered in the traditional face to face format.

A minimum of 3 students must be registered for a course for the course to be offered. All courses will be offered at least every other year depending on program and student demand.

Table 2
Proposed sequence of courses

For part-time students taking 3 credits/semester

Fall	Spring	Summer
<i>Fall Year 1</i>	<i>Spring Year 1</i>	<i>Summer Year 1</i>
OCTH 615 3	OCTH 625 3 OCTH 695 1	OCTH 645 3
<i>Fall Year 2</i>	<i>Spring Year 2</i>	<i>Summer Year 2</i>
OCTH 655 3 OCTH 695 1	OCTH 635 3	OCTH 660 3
<i>Fall Year 3</i>	<i>Spring Year 3</i>	<i>Summer Year 3</i>
Elective 3	Elective 3 OCTH 695 2	OCTH 695 2

For full time students

Fall	Spring	Summer
<i>Fall Year 1</i>	<i>Spring Year 1</i>	<i>Summer Year 1</i>
OCTH 615 3 OCTH 655 3 Elective 3	OCTH 625 3 OCTH 635 3 OCTH 695 3	OCTH 645 3 OCTH 660 3
<i>Fall Year 2</i>	<i>Spring Year 2</i>	
Elective 3 OCTH 695 3		

2. Justification

a. Evidence of Need

1. Student Demand

The professional doctorate degree is the advanced degree for practitioners in clinical health care professions such as nursing, (Doctor of Nursing Practice [DNP]), Physical Therapy (Doctor of Physical Therapy [DPT]), and Psychology (Doctor of Psychology

[PsyD]). In August of 2017, the Council for Occupational Therapy Education (ACOTE) mandated to move the entry level degree for Occupational Therapists to the doctoral degree, adding about 1.5 years of study; that mandate was put into abeyance in August 2018 and entry level degree into the field would be allowed at 2 levels: master's degree (current degree at UNM) or doctoral degree. Although several universities in the US have eliminated their master degree programs, UNM OTGP decided to keep our master's program to make education to become an occupational therapist more accessible and affordable to residents of our state. Students complete the degree in 7 semesters and thus have less debt and get into the workforce faster than many of the entry level doctoral degree programs which are 9 or more semesters.

However, a growing number of students, alumni, and community Occupational Therapists have expressed a desire to pursue a post-professional doctoral degree. There are many reasons for this pressure, including parity in practice and certification with other health professionals (as noted above), but also for expanded training in clinical care, education and leadership. The UNM OTGP is losing New Mexican students and therapists to programs in other states, some of whom never return to New Mexico. The OTD degree program includes online curricula components, with full and part time options available so that students can continue to work while in the program.

The need and interest for an OTD program has been expressed by students in the OTGP and Occupational Therapists in New Mexico. We recently conducted a survey with current students (N = 44) in the entry level masters' degree program as well as practicing therapists in New Mexico who do not have doctoral degrees (N = 232). About 40 percent of practicing therapists and 98% of current students were "interested" or "very interested" in obtaining an OTD degree. The primary reasons listed by both groups were professional stimulation, career advancement, to develop skills to influence policy in education or health care systems, to gain professional leadership skills, and to become an evidence-based practitioner. Preferred method of delivery was a hybrid/blended format with both face-to-face and on-line dimensions of education (65%) and 96% preferred part time study.

2. Evidence of demand for graduates

There are no professional doctoral degree programs for Occupational Therapists in the state of NM. As the flagship university in New Mexico, it is appropriate that UNM be responsible for education and training of Occupational Therapists at the doctoral level. OTD trained professionals will assume leadership and administrative roles to advocate for Occupational Therapy services, champion policy changes to improve healthcare delivery, and mentor therapists in rural areas. In addition, our trainees will become our future faculty, and will continue to explore new methods of patient care specific to our rural and underserved state.

One of the priorities from the February 2012 Board of Directors meeting of the American Occupational Therapy Association is to increase the number Occupational Therapists with doctoral degrees, promote evidence based practice, and create practitioners who can

assume leadership roles (<http://www.aota.org/News/Announcements/Priorities-2013.aspx>). One of the goals in the AOTA Centennial Vision is to increase number of doctoral prepared occupational therapists by 10% 2015 (<http://www.aota.org/News/Centennial/Commission/VP-Report.aspx?FT=.pdf>)

3. Evidence of need for university, state, or region

There are 36 advanced professional OTD programs in the United States but none in New Mexico. Only 5 universities in the southwest or mountain states offer doctoral degrees for occupational therapists; the only public institution in the mountain states to offer the post professional OTD is the University of Utah which is more than 600 miles from central New Mexico, and is discontinuing their post professional OTD. Because there are no OTD programs in New Mexico, occupational therapists interested in obtaining advanced or doctoral degrees must enroll in programs at out-of-state universities or on-line private programs at considerable cost. We know of several occupational therapists in New Mexico who have enrolled in online or primarily online doctoral programs at Rocky Mountain University, Chatham University, Indiana University Purdue, Texas Women’s University, A.T. Still University, and the University of Utah.

Table 3
OTD and PhD programs in the region

State	School	OTD degree	PhD in OT	PhD not in OT
AZ	A.T. Still University	X		X DHSc
CO	Colorado State University			X PhD
TX	Texas Women’s University	X	X	
UT	Rocky Mountain University	X	X	
UT	University of Utah	X		X Rehab Sciences

The proposed OTD degree will prepare occupational therapists to be innovators in traditional and emerging areas of occupational therapy practice in order to meet the health care needs of the people of New Mexico.

b. Duplication

1. Similar program in New Mexico

There are no professional doctoral degree programs for occupational therapists in the state of New Mexico. The proposed program is unique to the state.

The new courses proposed in the OTD program do not duplicate existing courses at UNM.

3. Inter-institutional Collaboration and Cooperation.

- a. None

4. Clientele and projected enrollment

a. Clientele

1. Population of students that will be recruited.

The proposed OTD program will only accept applicants who are already occupational therapists. Although the OTD program will accept applications from out of state applicants, strong preference will be given to New Mexican applicants including those from rural communities. We will consider on a case by case basis, occupational therapists who are doctoral students in other doctoral degree programs at UNM or other universities, who desire to transfer to UNM. These students may transfer up to 6 credits if taken within the last 7 years of admission and pending review by the Admissions Committee; again preference will be given to New Mexicans. Access to the OTD program for individuals from around the state will be possible as the program will use an online educational approach that includes a face to face component once a year. This approach will allow therapists to keep working while continuing their education. However, the Teaching Practicum course and some electives may only be offered in the traditional face to face format.

2. Admissions requirements.

Applications will be accepted yearly for Fall admission. The priority deadline for Fall admissions will be April 1st each year. The Admissions Requirements are listed below:

1. A baccalaureate or master's degree in Occupational Therapy from an ACOTE (Accreditation Council for Occupational Therapy Education) accredited or WFOT (World Federation of Occupational Therapy) approved program.
2. Completion of prerequisite courses with a 3.0 or above (see above) by applicants whose highest level of education is the bachelor's degree in OT.
3. A letter of intent. This is an opportunity for the applicant to communicate professional goals, personal accomplishments and academic motivation.
4. Three letters of recommendation from individuals who are knowledgeable of the applicant's academic and/or professional accomplishments.
5. Academic transcripts. A minimum grade point average of 3.0 is required for all applicants with master's degrees. Applicants with bachelor degrees in occupational therapy must have a 3.0 GPA in the last 50 credits for the bachelor degree in occupational therapy
6. Résumé which reflects the applicant's job experience, publications, community service and outstanding accomplishments.
7. Official transcripts from the institution from which the entry level occupational therapy degree was obtained

8. Proof of initial NBCOT certification for graduates from institutions in the United States
9. Proof of state licensure if resident of a state requiring licensure to practice
10. TOEFL scores for non-native English speakers
11. At least 1 year of professional practice as an occupational therapist
12. Interview

3. *Plan to Recruit students*

Occupational therapists in New Mexico are primarily women which is similar to the demographics of occupational therapists in the US. We have over 300 alumni, 20 % of whom are Hispanic. We will recruit from our alumni and New Mexico occupational therapists first through the UNM Occupational Therapy Graduate Program and School of Medicine alumni lists, website and newsletter, and the website of the New Mexico Occupational Therapy Association. The program is committed to inclusive excellence and diversity and seeks to take advantage of the rich backgrounds and abilities of occupational therapists. Access to the OTD program will be enhanced through basically online delivery of core courses and the option to complete the capstone project in home communities. The University and program prohibits discrimination, racism, harassment, or related retaliation based on protected class in any educational environment.

b. Projected Enrollment

The table below shows a five-year projection of enrollments. As shown in the table, projected enrollment will begin with 4 students the first year and reach 12 in the third year. Since we assume that most students will be working occupational therapists who will be part time students and take 1-2 courses each semester (3-6 credits), we assume that it will take about 3 years to finish. Students who pursue full time status can complete the requirements in 2 years.

Table 4
Five year projection of enrollment

Year	AY	New PT	Returning PT	Graduating PT	New FT	Returning FT	Graduating FT	Total students*	Credit hours	
									PT	FT
1	2021-2022	3 (10 cr)	0		2 (24cr)			5 (3 PT,2 FT)	30	48
2	2022-2023	3 (10 cr)	3		2 (24cr)	2 (6 cr)	2 Fa 2022	10 (6 PT,4 FT)	60	60
3	2023-2024	3 (10 cr)	6	3 SU 2024	2 (24cr)	2 (6 cr)	2 Fa 2023	13 (9 PT,4 FT)	90	60
4	2024-2025	3 (10 cr)	6	3 SU 2025	2 (24cr)	2 (6 cr)	2 Fa 2024	13 (9 PT,4 FT)	90	60
5	2025-2026	3 (10 cr)	6	3 SU 2026	2 (24cr)	2 (6 cr)	2 Fa 2025	13 (9 PT,4 FT)	90	60
6	2026-2027	3 (10 cr)	6	3 SU 2027	2 (24cr)	2 (6 cr)	2 Fa 2026	13 (9 PT,4 FT)	90	60

PT = part time; FT = full time

*Total students reflect both PT and FT

5. Institutional Readiness for the Program

a. Faculty

Four of the current OTGP faculty have PhDs as well as extensive experience in occupational therapy education. Two additional faculty members have post professional advanced OTD degrees and are in the tenure track. We also have several other full and part-time lecturers who regularly teach courses in the entry-level master's program, one of whom is pursuing a PhD.

b. Effect of program on workload of current faculty

The program will not significantly impact faculty workload. There will only be 7 new OTD classes to be taught by senior faculty [6 core courses (OCTH 615, 625, 635, 645, 650, 660), and the capstone (OCTH 695)]. We will also develop 3 possible elective courses but students may take the 6 credits of electives from existing electives from many different academic units, so this will not affect workload of current faculty. The net workload of all faculty will be similar to the current workload when all hires are in place (see below for additional faculty member). We anticipate that class sizes will be small. Some students in the OTD program may be interested in teaching, so they could become involved in teaching some of existing entry-level MOT courses. The junior faculty members who were hired in 2019 can teach entry-level MOT courses currently taught by senior faculty who will then shift to an OTD focus. In addition, all PhD or OTD faculty may be involved in supervising the residency projects.

c. Additional faculty or staff required and cost

We anticipate hiring one additional faculty by at a starting \$76,000 annual salary. The additional faculty is needed for screening and reviewing applications, scheduling interviews, developing capstone projects, teaching, monitoring progress and implementing the evaluation system. The new faculty member will also have teaching responsibilities with the existing MOT program. In addition, we anticipate upgrading an existing staff member's salary grade to Education and Development Manager, and increase compensation for additional duties the staff member will take on. The upgrade will include approximately \$10,000 salary increase which is in line with existing Education and Development Manager (salary grade 13) UNM positions. The staff member will support faculty and students, track OTD applications, secure contracts/MOUs with capstone sites, and maintain student credentialing and files in addition to current duties and responsibilities.

d. GA/TA positions

No GA/TA positions are needed

e. Additional faculty and staff development services

See above.

f. Additional technology, media, equipment and instructions supplies

The existing technology, media, equipment and instructional supplies are adequate.

g. Additional or renovated space

Additional educational space is not required to implement the proposed OTD degree program. However, we will need additional office space for the faculty position; we have already requested additional office space for our existing faculty, as part of the HSC master plan. Sharing offices may be possible on a short term basis, but are generally not acceptable for our accrediting body. The majority of courses are on line but the OTD courses or parts of courses that occur on campus will occur in the late afternoon or early evening when rooms are available in the Domenici Education Center.

h. Existing external facilities needed

The library and other academic support resources are sufficient. The physical facilities are adequate for the first five years of the program. No additional external facilities will be used.

6. Projected cost of the program

a. 5 year program budget

Below, we have outlined a 5-year budget with expenses and anticipated new revenue.

Existing OTGP faculty with doctoral degrees and the additional new faculty will teach in both the entry level (MOT) and post professional program (OTD).

In the first 2 years, OTD expenses will exceed new revenue as we will only have one cohort of students in the OTD program; however revenue from the entry-level master's program will cover the expenses. By the third year and thereafter, the OTD program will be self-sufficient and bring in a small amount of additional revenue to the OTGP and UNM.

Table 5

Projected Five – year Expenses (costs) of OTD Program

	Year 1	Year 2	Year 3	Year 4	Year 5
1 FTE Assist/Assoc Prof*	\$ 76,000	\$ 76,760	\$ 77,528	\$ 78,303	\$ 79,086
.25 Staff *	\$ 10,000	\$ 10,100	\$ 10,201	\$ 10,303	\$ 10,406
Total salary expenses	\$ 86,000	\$ 86,860	\$ 87,729	\$ 88,606	<u>\$ 89,492</u>
Fringe @ 30%	30%	30%	30%	30%	30%
Total fringe	<u>\$ 25,800</u>	<u>\$ 26,058</u>	<u>\$ 26,319</u>	<u>\$ 26,582</u>	<u>\$ 26,848</u>
Total salary + fringe	\$ 111,800	\$ 112,918	\$ 114,047	\$ 115,188	\$ 116,340

*1% salary increase Year 2 – Year 5

b. Anticipated sources of new revenue

The UNM OTGP receives \$757,527 I&G, and \$369,218 tuition differential and fees to cover the operating expenses of the existing Master of Occupational Therapy (MOT) entry-level program. The OTD will also generate \$31,500 I&G and \$23,060 tuition differential and fees. The combination of MOT and OTD I&G, tuition differential and fees provide the financial support to cover the operating expenses of the MOT and OTD Programs. Application fees and curriculum fees will also help to support the OTD. An application fee of \$52.50 per student will cover processing the application and all supporting documents. A curriculum fee of \$200 per student per year will cover course fees. These fees are consistent with fees currently paid by the entry-level MOT students.

Table 6

Projected Five – year Revenue of OTD Program*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tuition	\$ 16,380	\$ 25,200	\$ 31,500	\$ 31,500	\$ 31,500	\$ 31,500
Differential Tuition	\$ 11,570	\$ 17,450	\$ 21,650	\$ 21,650	\$ 21,650	\$ 21,650
Application Fee	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210	\$ 210
Course Fee	<u>\$ 400</u>	<u>\$ 800</u>	<u>\$ 1,200</u>	<u>\$ 1,200</u>	<u>\$ 1,200</u>	<u>\$ 1,200</u>
Total Revenue	\$ 28,560	\$ 43,660	\$ 54,560	\$ 54,560	\$ 54,560	\$ 54,560

*Based on \$215 tuition and \$140 tuition differential per credit hour

7. Quality of Program

a. Qualifications of faculty

The OTGP has 6 full time faculty members who have the expertise and qualifications to teach in the OTD program; a 7th faculty member is completing her doctoral degree. All

the faculty members have a variety of teaching, practice, service and/or administrative backgrounds. The faculty includes:

- Janet L. Poole, PhD, OTR/L, FAOTA, Professor and Program Director, Occupational Therapy. Dr. Poole's teaching and research interest focus on the evaluation of outcome measures and delivery of community based self-management programs for people with rheumatic, musculoskeletal and other chronic conditions. She has a very successful record of mentoring master degree research projects and mentoring post docs and junior faculty. Dr. Poole is an advocate for people with rheumatic and musculoskeletal conditions and is currently the Immediate Past President of the Association of Rheumatology Health Professionals.
- L. Diane Parham, PhD, OTR/L, FAOTA, Professor, Occupational Therapy. Dr. Parham's research interests focus on sensory integration and its impact on the participation of children and young adults with developmental conditions such as autism. Prior to joining the UNM faculty, Dr. Parham taught in a PhD program and successfully led the development of entry-level and post-professional OTD programs at a Research I University. She has chaired 10 PhD dissertations, and continues to serve on PhD dissertation committees as well as OTD capstone project committees as an external reviewer for universities around the world.
- Carla Wilhite, OTD, OTR/L, Assistant Professor. Dr. Wilhite has clinical expertise and research interests focused on assistive technology and environmental modifications that support people with disabilities, particularly injured or disabled farmers and ranchers in rural communities, to participate in valued life activities. Her current grant activities include a federal USDA AgrAbility grant, CTSC intramural innovation grant for a navigation device for the blind, and an intramural scholarship of teaching and learning grant. She is a past president of the New Mexico Occupational Therapy Association, the Vice Chair of the AOTA Association of State Presidents, Board Chair of AgriSafe, Consultant to the National AgrAbility Project, and Vice Chair of the HSC Faculty Council and HSC At-large faculty senator.
- Patricia Siegel, OTD, CHT, OTR/L, Assistant Professor. Dr. Siegel is a Certified Hand Therapist with thirty years of practice experience in outpatient orthopedics and acute care occupational therapy settings. Her research focuses on interventions and assessments used with people who have rheumatic conditions, musculoskeletal conditions and acute hand injuries.
- Mark Hardison, PhD, OTR/L, Assistant Professor. Dr. Hardison's teaching and research is concerned with translational science for occupational therapy interventions, biopsychosocial approaches to care, and treatment of musculoskeletal conditions. Recently his research has focused on developing

mindfulness-based preparatory interventions in hand therapy and exploring mindfulness as a wellness tool for graduate students.

- Timothy Dionne, PhD, OTR/L, Assistant Professor. Dr. Dionne's research, clinical expertise, and teaching is focused on neurological disorders, particularly spinal cord injury and stroke. Dr. Dionne deploys mixed methods approaches to gather clinical expertise and improve clinical expertise to promote greater patient outcomes. Dr. Dionne is also concerned with accessibility to not just the built environment but digital, social and cultural accessibility.
- Heidi Sanders, MA, OTR/L, Principle Lecturer II. Ms. Sanders is pursuing her Ph.D. in Family & Child Studies at the University of New Mexico. Her teaching and research interests focus on the areas of pediatrics and mental health. She is locally and nationally recognized for her work with children with a history of trauma and neglect. Ms. Sanders also has clinical experience supporting self-regulation and social skill development in the schools, providing a school-wide intervention for children with adverse childhood experiences at risk for further mental health concerns.

b. Comparison of admission standards to other institutions offering similar programs

Our admissions requirements are similar to the OTD admissions requirements for the University of Utah and Rocky Mountain University. Both OTD programs also require transcripts to verify graduation from an accredited occupational therapy program, letter of reference, resume or curriculum vitae, copy of licensure and initial certification as an occupational therapist. We require a 3.0 GPA as does Rocky Mountain University and a letter of intent as does the University of Utah. We will also require an interview which the other programs do not. However, we feel interviews are vital to ascertain communication skills, clarify of students' goals, and determine whether a match exists between students' goals and the philosophy of the OTGP. Interviews can be conducted through videoconferencing.

c. Instructional models and type of technology used to deliver instruction

University faculty will teach the proposed curriculum and use content experts in occupational therapy and other professions as guest speakers and as capstone supervisors as needed. Courses will be delivered basically one line; however, the Teaching Practicum course and some electives may only be offered in the traditional face to face format. Students will be required to come to campus at least once a year for 2 days Fall and Spring semesters.

d. Opportunities outside the classroom

Through the professional capstone, students can gain advanced specialty knowledge, expand existing services, develop new programs, and/or receive mentorship in practice from expert practitioners.

e. Student support services needed, extent and cost

No additional student support services beyond what is ordinarily provided to UNM graduate students will be needed. Existing student support services are sufficient for implementation of the OTD.

f. Student support needed

We do not anticipate GA/TA positions or scholarships. The majority of students enrolled in the OTD program are expected to be employed at least part time as occupational therapists.

g. Student learning outcomes

Student outcomes for the professional practice OTD degree:

1. Graduates will translate current scholarship in occupation, development and context to advanced professional practice
2. Graduates will utilize best current research evidence to support advanced professional practice, including accountability in practice, reimbursement, and program development
3. Graduates will advocate for clients, the profession, and issues that impact health and well-being in the community
4. Graduates will demonstrate competency to critically evaluate existing professional practices as a basis for improving service delivery
5. Graduates will apply learning principles to the education of clients, families communities, and occupational therapy students across practice, community, and academic settings
6. Graduates will assume leadership roles in the areas of public policy/ethics, professional advocacy, education, and practice

h. Measurement of student outcomes

Learning outcomes will be measured by successful completion of course requirements, completion of the Capstone project. The written paper for the Capstone project will demonstrate that students can develop, analyze, and/or evaluate effective occupational therapy programs to improve health and participation in daily life activities in New Mexicans; students will also present their results formally through an oral presentation to the faculty, OTD and entry level MOT students.

- i. UNM is institutionally accredited by the Higher Learning Commission of the North Central Association and has approval to offer any degree program appropriate to UNM's mission.

- j. *Accreditation needs*

There are no accreditation or licensure requirements for the post professional OTD degree.

8. Assessment of operations and impact

The Division Chief of Occupational Therapy will interface with the UNM HSC Registrar's Office to ensure that policies related to academic admissions, student progression and program delivery are maintained. The Division Chief will work with faculty advisors to monitor student progression and results of the Capstone Project. Graduation rates and time to graduation will be monitored beginning in the year when the first cohort of students would be expected to graduate and then yearly thereafter. Alumni will be surveyed on a periodic basis (every 5 years) to track job changes, career advances, national and local presentations and publications and program development. We will also examine the effect of the OTD Program on faculty workloads related to the delivery of the courses and overseeing the Capstone Projects on a yearly basis. The Occupational Therapy Graduate Program has been tracking faculty student publications and presentations since 1995 and will continue to track the publications and presentations that result from the Capstone projects.

Methods	Timetable
Formative course evaluations	Every semester
Summative course evaluations	Yearly
Student Progression	Yearly
Graduation Rates	At the time of the first graduate and then yearly
Faculty workloads	Yearly
Track faculty student publications & presentations	Yearly after the first student graduates
OTD Alumni survey	At the end of 1st 5 years of the program and very 5 years thereafter

9. Administrative responsibility for the program and institutional commitment

- a. *Program governance structure*


The Occupational Therapy Graduate Program is a Division in the Department of Pediatrics in the School of Medicine (SOM). The Division Chief of Occupational Therapy is the primary person responsible for all the educational programs offered by the

Division. The Division Chief will ensure that policies related to academic admissions, student progression and program delivery and evaluation are maintained. Senior faculty will have significant ongoing input into all aspects of the OTD program. The Division Chief reports to the Chair of Pediatrics who reports to the Executive Dean for the SOM. The Executive Dean reports to the Chancellor for the HSC, Dr. Paul Roth, who is committed to meeting the education and health needs of the state of New Mexico.

The Occupational Therapy Faculty are committed to offering the OTD degree. They are actively involved in the advancement of occupational therapy practice and research at the OTGP as well as in their participation in national and community endeavors. The HSC and SOM are also committed to providing excellent educational opportunities and pursuing new knowledge and excellence of practice to improve the health of all New Mexicans.

November 23, 2021

TO: Board of Regents SSTAR Committee

FROM: Nancy D. Middlebrook, University Secretary 

SUBJECT: Fall 2021 Degree Candidates

The Faculty Senate approved the Fall 2021 Degree Candidates at their November 23, 2021 Faculty Senate meeting. Please place this item on the next Board of Regents SSTAR Committee meeting agenda for consideration.

Attached are two lists of the Fall 2021 Degree Candidates. The names of candidates that are on the privacy flag list should not be published.

campus	award_category_desc	Frequency
ABQ	Baccalaureate Degree	1187
ABQ	Doctoral Degree	116
ABQ	First-Professional Degree (Medicine)	11
ABQ	Masters Degree	308
ABQ	Post Second. Cert/Dipl <1 yr.	11
ABQ	Post Second. Cert/Dipl >1 < 2 (Ugrad)	14
ABQ	Post-Masters Cert	16
GA	Associate Degree	88
GA	Post Second. Cert/Dipl <1 yr.	3
GA	Post Second. Cert/Dipl >1 < 2	23
LA	Associate Degree	1
TA	Associate Degree	5
TA	Post Second. Cert/Dipl <1 yr.	5
TA	Post Second. Cert/Dipl >1 < 2	3
VA	Associate Degree	21
VA	Post Second. Cert/Dipl <1 yr.	24

1836*

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

If the committee needs any additional information, please feel free to contact me at ndm@unm.edu.

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Abdeljawad, Haneen	BA	Bachelor of Arts	202180	AS	BA-INTS-AS	BA International Studies	PD
ABQ	Abdeljawad, Haneen	CERT0	Cert with <1 yr to Completion	202180	AS	CERT-RSJ-AS	CERT Race & Social Justice	PD
ABQ	Abdullah, Jami R.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Abeyta, Elena R.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Abuhegazy, Mohamed R.	MS	Master of Science	202180	GP	MS-ME	MS Mechanical Engineering	PD
ABQ	Acharya, Aaditya	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Acosta Guio, Luzcenit	MCM	Master of Construction Mgmt	202180	GP	MCM-XCMG	MCM Construction Mgmt	PD
ABQ	Acosta, Aaron	BS	Bachelor of Science	202180	ED	BS-FCST-ED	BS Family & Child Studies	PD
ABQ	Acosta, Caitlyn B.	MS	Master of Science	202180	GP	MS-SPLP	MS Speech-Language Pathology	PD
ABQ	Adams, Alexiss E.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Adhikari, Anish A.	BS	Bachelor of Science	202180	AS	BS-MATH-AS	BS Mathematics	PD
ABQ	Aguilar, Charvea J.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Aguilar, Cody L.	BS	Bachelor of Science	202180	PO	BS-POHE-PO	BS Population Health	PD
ABQ	Aguilar, Karen	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Aguilar, Kendall N.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Aguilar, Kyle	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Aguilar, Melanie	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Aguilar, Michael R.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Aikin, Holly A.	BS	Bachelor of Science	202180	AS	BS-EPS-AS	BS Earth & Planetary Sciences	PD

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Akkad, Jenene	BS	Bachelor of Science	202180	PO	BS-POHE-PO	BS Population Health	PD
ABQ	Al Shamari, Zinah R.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Alaniz, Loren R.	MACCT	Master of Accounting	202180	MG	MACCT-ACCT	MACCT Accounting	PD
ABQ	Alapin, Maya J.	PHD	Doctor of Philosophy	202180	GP	PHD-PHIL	PHD Philosophy	PD
ABQ	Alarcon-Arenivar, Regina	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Albonico, Micael T.	MS	Master of Science	202180	GP	MS-EPS	MS Earth & Planetary Sciences	PD
ABQ	Alcala, Jennifer	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Alcala, Ryan N.	MS	Master of Science	202180	GP	MS-CHE	MS Chemical Engineering	PD
ABQ	Alcazar, Marcos M.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Alejandro, Carmen V.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Alexander, Ariel K.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Alford, Victoria L.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Alkharas, Sara A.	BA	Bachelor of Arts	202180	AS	BA-LING-AS	BA Linguistics	PD
ABQ	Alkozai, Riazullah	BA	Bachelor of Arts	202180	AS	BA-INTS-AS	BA International Studies	PD
ABQ	Allahverdi, Arman	BSEE	BS in Electrical Engineering	202180	EN	BSEE-EE-EN	BSEE Electrical Engineering	PD
ABQ	Almeida, Crystal	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Alonzo, Romeo C.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Alsgaard, Asia V.	PHD	Doctor of Philosophy	202180	GP	PHD-ANTH	PHD Anthropology	PD
ABQ	Alva, Luis E.	BA	Bachelor of Arts	202180	AS	BA-ECON-AS	BA Economics	PD
ABQ	Alvarez, Gil A.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Anaya, Lauryn A.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Anderson, Brittany S.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Anderson, Nicole C.	BFA	Bachelor of Fine Arts	202180	FA	BFA-ARTS-FA	BFA Art Studio	PD
ABQ	Anderson, Sean J.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Andresen, Christopher M.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Andrews, Caroline E.	JD	Juris Doctor	202180	LW	JD-LAW	Juris Doctor	PD
ABQ	Andrews, Christopher R.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Antonio, Ashanti	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Apodaca, Emma K.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Apodaca, Jesse J.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Apodaca, Zachary J.	BAA	BA in Architecture	202180	AP	BAA-ARCH-AP	BAA Architecture	PD
ABQ	Apostalon, Yana C.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Aragon, Addison N.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Aragon, Alec D.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Aragon, Gladys	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Aran, Devaraj	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Araque, Francisco E.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Archuleta, Desirey N.	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Archuleta, Justin T.	BS	Bachelor of Science	202180	AS	BS-CHEM-AS	BS Chemistry	PD
ABQ	Archuleta, Margaret	PHD	Doctor of Philosophy	202180	GP	PHD-ARTH	PHD Art History	PD
ABQ	Archuleta, Victoria B.	BS	Bachelor of Science	202180	ED	BS-FCST-ED	BS Family & Child Studies	PD
ABQ	Arias, Diego A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Arias, Diego A.	BA	Bachelor of Arts	202180	AS	BA-ECON-AS	BA Economics	PD
ABQ	Arms, Brendan O.	MS	Master of Science	202180	MG	MS-XPJM	MS Project Management	PD
ABQ	Armstrong, Allie R.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Arnaudville, Nancy L.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Arnold, Nathan D.	BSCE	BS in Civil Engineering	202180	EN	BSCE-CE-EN	BSCE Civil Engineering	PD
ABQ	Arquero, Raymond	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Arriza, Paige M.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Arrowsmith, Joseph T.	MA	Master of Arts	202180	GP	MA-SPCD	MA Special Education	PD
ABQ	Arsenault, Nicole M.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Arteaga, Rocio	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Artiaga, Victoria A.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Arviso, Brittany M.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Arviso, Ted	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Ascevez, Tatiana S.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Astorga, Janelle J.	CERT0	Cert with <1 yr to Completion	202180	AS	CERT-RSJ-AS	CERT Race & Social Justice	PD
ABQ	Astorga, Janelle J.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Atencio, Gabriella I.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Atkinson, Leah E.	BA	Bachelor of Arts	202180	AS	BA-GEOG-AS	BA Geography	PD
ABQ	Austin, Colleen A.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Awad, Ludella	BA	Bachelor of Arts	202180	AS	BA-JRMC-AS	BA Journalism & Mass Communic	PD
ABQ	Awais, Hamza	BAEPD	BA Environment, Plan & Design	202180	AP	BEPD-ENVD-AP	BAEPD Environmental Plan & Dsg	PD
ABQ	Baca, Adrian	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Baca, Annette S.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Baca, Dominic I.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Baca, Keanu M.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Baca, Kevin	GCERT	Graduate Certificate	202180	GP	GCERT-MUSP	GCERT Music Performance	PD
ABQ	Baca, Lexi B.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Baca, Shaylyn	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Baca, Teanna M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Bachicha, Annette C.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Bachicha, Santi Louis	BA	Bachelor of Arts	202180	AS	BA-PHIL-AS	BA Philosophy	PD
ABQ	Bacon, Nicholas H.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Bahe, Carielle A.	MA	Master of Arts	202180	GP	MA-COUN	MA Counseling	PD
ABQ	Bailey, Cooper J.	BS	Bachelor of Science	202180	AS	BS-EPS-AS	BS Earth & Planetary Sciences	PD
ABQ	Bailey, Morgan R.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Bairgi, Biswajit K.	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Baker, Elizabeth	GCERT	Graduate Certificate	202180	GP	GCERT-MUSP	GCERT Music Performance	PD
ABQ	Baker, Kaitlyn D.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Balderas, Miranda N.	BA	Bachelor of Arts	202180	AS	BA-CHEM-AS	BA Chemistry	PD
ABQ	Baldonado, Matthew K.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Baldwin, Alec J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Baltzley, Hope	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Bamberg, Grant E.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Bani Melhem, Malak A.	MS	Master of Science	202180	GP	MS-NE	MS Nuclear Engineering	PD
ABQ	Baquera, Amanda M.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Barbara, Natalie	BS	Bachelor of Science	202180	ME	BS-EMS-ME	BS Emergency Medical Services	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Barber, Riley M.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Barboa, Carlos E.	BA	Bachelor of Arts	202180	FA	BA-FDMA-FA	BA Film & Digital Arts	PD
ABQ	Barboan, Karen L.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Barela, Silvia L.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Barney, Brandon M.	BS	Bachelor of Science	202180	ED	BS-FCST-ED	BS Family & Child Studies	PD
ABQ	Barney, Brandon M.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Barreda, Alandra C.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Barreras, Erin A.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Barrett, Nicholas A.	MS	Master of Science	202180	GP	MS-CS	MS Computer Science	PD
ABQ	Barrett, Shyanne	GCERT	Graduate Certificate	202180	GP	GCERT-ABA	GCERT Appl. Behavior Analysis	PD
ABQ	Baskaran, Neethi	BA	Bachelor of Arts	202180	AS	BA-LING-AS	BA Linguistics	PD
ABQ	Basmajian, Karleen	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Basnet, Dipesh	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Bath, Amy L.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Beach, Kalinda C.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Beauparlant, James P.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Becerril, Rodolfo D.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Begay, Ashleigh K.	MS	Master of Science	202180	GP	MS-CHEM	MS Chemistry	PD
ABQ	Begay, December D.	BA	Bachelor of Arts	202180	AS	BA-CHEM-AS	BA Chemistry	PD
ABQ	Begay, Eugenia C.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Belew, Megan	MPA	Master of Public Admin	202180	GP	MPA-PADM	MPA Public Administration	PD
ABQ	Bell, Felicity A.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Bell, Felicity A.	CERT1	One Year Certificate	202180	AS	CERT-PJS-AS	CERT Peace & Justice Studies	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Bello, Sandra A.	MSL	Master of Studies in Law	202180	LW	MSL-STLW	MSL Studies in Law	PD
ABQ	Beltran, Abdiel	BFA	Bachelor of Fine Arts	202180	FA	BFA-ARTS-FA	BFA Art Studio	PD
ABQ	Beltran-Larios, Isaac A.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Belvin, Jason T.	MS	Master of Science	202180	MG	MS-XPJM	MS Project Management	PD
ABQ	Benally, Lashanah D.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Benally, Thea M.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Benavides, Eddie L.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Benavidez, Ann Marie M.	MA	Master of Arts	202180	GP	MA-COUN	MA Counseling	PD
ABQ	Bench, Samantha R.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Bencomo, Orlando	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Benitez, Israel	BA	Bachelor of Arts	202180	AS	BA-PHIL-AS	BA Philosophy	PD
ABQ	Berardinelli, Donna T.	MA	Master of Arts	202180	GP	MA-ELED	MA Elementary Education	PD
ABQ	Bernal, Mariah M.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Bernhart, Hannah E.	BAA	BA in Architecture	202180	AP	BAA-ARCT-AP	BAA Architecture	PD
ABQ	Berry, Elizabeth	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Betzen, Lauren K.	MA	Master of Arts	202180	GP	MA-ENGL	MA English	PD
ABQ	Beyeler, Cynthia R.	MPA	Master of Public Admin	202180	GP	MPA-PADM	MPA Public Administration	PD
ABQ	Bhakta, Sabrina	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Biggs, Supphanida C.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Bilbro, Patricia L.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Bird, Trevor J.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Bitloy, Jaseanna J.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Bivens, Francine C.	BAEPD	BA Environment, Plan & Design	202180	AP	BEPD-ENVD-AP	BAEPD Environmental Plan & Dsg	PD
ABQ	Black, Abigail E.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Blackwater, Raiana L.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Blaine, Sam C.	BSCE	BS in Civil Engineering	202180	EN	BSCE-CE-EN	BSCE Civil Engineering	PD
ABQ	Blair, Jordan O.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Blecha, Aaron L.	BS	Bachelor of Science	202180	AS	BS-GEOG-AS	BS Geography	PD
ABQ	Blount, Paris L.	BA	Bachelor of Arts	202180	AS	BA-AMST-AS	BA American Studies	PD
ABQ	Bobelu, Alicia A.	MSN	Master of Science in Nursing	202180	GP	MSN-NURS	MSN Nursing	PD
ABQ	Bock, Cordell S.	MCRP	Master of Comm & Regional Plan	202180	GP	MCRP-CRP	MCRP Community & Regional Plan	PD
ABQ	Boisvert, Hannah M.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Boldt, Sonya	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Bonilla, Alma I.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Boone, Robert C.	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Booth, Ebony	BA	Bachelor of Arts	202180	AS	BA-WMST-AS	BA Women Studies	PD
ABQ	Booth, Ebony	CERT0	Cert with <1 yr to Completion	202180	AS	CERT-RSJ-AS	CERT Race & Social Justice	PD
ABQ	Boozer, Dawn R.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Botello, Diana J.	MA	Master of Arts	202180	GP	MA-LLSS	MA Lang,Lit & Sociocultural St	PD
ABQ	Bowman, Hyler K.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Bowman, Hyler K.	CERT1	One Year Certificate	202180	AS	CERT-TPC-AS	CERT Tech & Professional Comm	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Boyd, Jovani J.	BAA	BA in Architecture	202180	AP	BAA-ARCT-AP	BAA Architecture	PD
ABQ	Boyett, Breanna A.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Boyle, Conrad	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Brabson, Jessica E.	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Bracamontes, Amaia E.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Bradford, Elijah	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Bramley, Shane M.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Brazil, Abraham W.	BA	Bachelor of Arts	202180	AS	BA-ECON-AS	BA Economics	PD
ABQ	Brewer, Savannah J.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Brion, Bailey R.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Briscoe, Johanna K.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Brooks, Jazmine M.	GCERT	Graduate Certificate	202180	GP	GCERT-ABA	GCERT Appl. Behavior Analysis	PD
ABQ	Brounstein, Zachary R.	PHD	Doctor of Philosophy	202180	GP	PHD-NSMS	PHD Nanoscience & Microsystems	PD
ABQ	Brown, Casey K.	MA	Master of Arts	202180	GP	MA-HIST	MA History	PD
ABQ	Brown, Celeste S.	BA	Bachelor of Arts	202180	AS	BA-EPS-AS	BA Earth & Planetary Sciences	PD
ABQ	Brown, Deborah A.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Brown, Deja C.	CERT	Cert with 1-2 Yr To Completion	202180	US	CERT-NSSA-US	CERT Natl Secur & Strat Analy	PD
ABQ	Brown, Hannah L.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Brown, Jacob D.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Brown, James J.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Brown, Lacey J.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Brown, Lacey J.	CERT1	One Year Certificate	202180	AS	CERT-TPC-AS	CERT Tech & Professional Comm	PD
ABQ	Brownell, Dylan R.	DM	Doctor of Medicine	202180	ME	DM-MED	Doctor of Medicine	PD
ABQ	Bur, Jordan N.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Burge, Cody L.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Burke, Brendan J.	MS	Master of Science	202180	GP	MS-CS	MS Computer Science	PD
ABQ	Burke, Crystal L.	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Burress, Matthew J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Burwinkle, Danielle M.	MACCT	Master of Accounting	202180	MG	MACCT-ACCT	MACCT Accounting	PD
ABQ	Busby, Amanda M.	PHD	Doctor of Philosophy	202180	GP	PHD-ANTH	PHD Anthropology	PD
ABQ	Bush, Maxwell O.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Bustretsky, Brianna N.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Bynon, Kelly A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Calabaza, Angelica R.	BS	Bachelor of Science	202180	ED	BS-FCST-ED	BS Family & Child Studies	PD
ABQ	Calabrese, Vito A.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Calasanti-Laws, Annamarie E.	PHD	Doctor of Philosophy	202180	GP	PHD-POLS	PHD Political Science	PD
ABQ	Calderon Tena, Oscar D.	BSCM	BS Construction Management	202180	EN	BSCM-CONM-EN	BSCM Construction Management	PD
ABQ	Calderon, Alondra	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Caldwell, Trista L.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Call, Branden L.	BS	Bachelor of Science	202180	AS	BS-MATH-AS	BS Mathematics	PD
ABQ	Call, Jonathon C.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Cambron, Bailey	BA	Bachelor of Arts	202180	AS	BA-GEOG-AS	BA Geography	PD
ABQ	Camden, Oceanna N.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Campbell, Carson G.	BA	Bachelor of Arts	202180	AS	BA-ANTH-AS	BA Anthropology	PD
ABQ	Campbell-Brusuelas, Pearl T.	CERT0	Cert with <1 yr to Completion	202180	AS	CERT-RSJ-AS	CERT Race & Social Justice	PD
ABQ	Campbell-Brusuelas, Pearl T.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Cannady, Maria V.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Cano, Joseph D.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Cardenas, Dante R.	BA	Bachelor of Arts	202180	AS	BA-INTS-AS	BA International Studies	PD
ABQ	Carlquist, Stephanie S.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Carlson, Daniel	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Carpenter, Sarah M.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Carr-Vallimont, Elana L.	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Carrasco Quezada, Perla J.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Carrasco, Michael I.	MA	Master of Arts	202180	GP	MA-SPCD	MA Special Education	PD
ABQ	Carrillo, Amber R.	BA	Bachelor of Arts	202180	FA	BA-IDAR-FA	BA Interdisciplinary Arts	PD
ABQ	Carrillo, John M.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Carroll, Brandon L.	BA	Bachelor of Arts	202180	AS	BA-JRMC-AS	BA Journalism & Mass Communic	PD
ABQ	Carruth, Charlotte H.	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Caruana, Sarah N.	MS	Master of Science	202180	GP	MS-GEOG	MS Geography	PD
ABQ	Carvalho, Milena	PHD	Doctor of Philosophy	202180	GP	PHD-ANTH	PHD Anthropology	PD
ABQ	Casasola, Jose Pablo	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Case, Vincent M.	PHD	Doctor of Philosophy	202180	GP	PHD-LLSS	PHD Lang,Lit& Sociocultural St	PD
ABQ	Casillas, Jasmine R.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Casillas, Maddison R.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Casillas, Maddison R.	BS	Bachelor of Science	202180	AS	BS-CHEM-AS	BS Chemistry	PD
ABQ	Castaneda, Elizabeth R.	BA	Bachelor of Arts	202180	AS	BA-SOC-AS	BA Sociology	PD
ABQ	Castaneda, Lisandra Y.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Castaneda-Lovato, Savannah D.	BS	Bachelor of Science	202180	ED	BS-CHED-ED	BS Community Health Education	PD
ABQ	Castellano-Donovan, Madison M.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Castillo, Carmen	BA	Bachelor of Arts	202180	AS	BA-SOC-AS	BA Sociology	PD
ABQ	Castillo, Jocelyne	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Castillo, Kyler S.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Castillo, Yvonne M.	BS	Bachelor of Science	202180	ME	BS-RADS-ME	BS Radiologic Sciences	PD
ABQ	Castle, Jeffrey	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Castle, Shyanne	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Castro, Silvia M.	MA	Master of Arts	202180	GP	MA-LLSS	MA Lang,Lit & Sociocultural St	PD
ABQ	Cates, Emily	BFA	Bachelor of Fine Arts	202180	FA	BFA-FDMA-FA	BFA Film & Digital Arts	PD
ABQ	Cervantes, Isabella A.	DM	Doctor of Medicine	202180	ME	DM-MED	Doctor of Medicine	PD
ABQ	Chaco, Corbin P.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Chacon Palma, Gabriela	DM	Doctor of Medicine	202180	ME	DM-MED	Doctor of Medicine	PD
ABQ	Chacon, Colston C.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Chacon, Shellie D.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Chakraborty, Soumyajit	PHD	Doctor of Philosophy	202180	GP	PHD-ECON	PHD Economics	PD
ABQ	Chang, Yao Chung	MS	Master of Science	202180	GP	MS-CS	MS Computer Science	PD
ABQ	Charin, Soisiri	MS	Master of Science	202180	GP	MS-EPS	MS Earth & Planetary Sciences	PD
ABQ	Charles, Jarod T.	MACCT	Master of Accounting	202180	MG	MACCT-ACCT	MACCT Accounting	PD
ABQ	Chato, Brittany A.	BFA	Bachelor of Fine Arts	202180	FA	BFA-DTP-FA	BFA Design & Tech Performance	PD
ABQ	Chavez, Anthony R.	BA	Bachelor of Arts	202180	FA	BA-FDMA-FA	BA Film & Digital Arts	PD
ABQ	Chavez, Anthony T.	MS	Master of Science	202180	GP	MS-ME	MS Mechanical Engineering	PD
ABQ	Chavez, Chantel P.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Chavez, Cynthia Perez	MA	Master of Arts	202180	GP	MA-OILS	MA Org Info & Learning Sci	PD
ABQ	Chavez, Kathryn M.	MA	Master of Arts	202180	GP	MA-SED	MA Secondary Education	PD
ABQ	Chavez, Kaylee A.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Chavez, Kendal L.	MPA	Master of Public Admin	202180	GP	MPA-PADM	MPA Public Administration	PD
ABQ	Chavez, Kristina A.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Chavez, Kyra A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Chavez, Leigh Anne	MACCT	Master of Accounting	202180	MG	MACCT-ACCT	MACCT Accounting	PD
ABQ	Chavez, Natalia A.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Chavez, Summer R.	BA	Bachelor of Arts	202180	AS	BA-ANTH-AS	BA Anthropology	PD
ABQ	Chavez-Murphy, Kendra J.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Chavira, Celeste R.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Chen, Andrew G.	CERT	Cert with 1-2 Yr To Completion	202180	US	CERT-NSSA-US	CERT Natl Secur & Strat Analy	PD
ABQ	Chen, Andrew G.	BA	Bachelor of Arts	202180	AS	BA-ECON-AS	BA Economics	PD
ABQ	Chhetri, Pun Bahadur	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Chino, Elyssa M.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Chmielenko, Natalia	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Choi, Jeongwon	PHD	Doctor of Philosophy	202180	GP	PHD-PESE	PHD Phys Ed, Sports & Ex Sci	PD
ABQ	Chua, Brennan	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Chuong, Janet H.	GCERT	Graduate Certificate	202180	GP	GCERT-ABA	GCERT Appl. Behavior Analysis	PD
ABQ	Chuong, Janet H.	MA	Master of Arts	202180	GP	MA-SPCD	MA Special Education	PD
ABQ	Clayton, Allison E.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Cleary, Jovena M.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Clinger, Breanne B.	MSN	Master of Science in Nursing	202180	GP	MSN-NURS	MSN Nursing	PD
ABQ	Clinton, JoAnne S.	DNP	Doctor of Nursing Practice	202180	NU	DNP-NURP	DNP Nursing	PD
ABQ	Cloud, Violette M.	PHD	Doctor of Philosophy	202180	GP	PHD-PSY	PHD Psychology	PD
ABQ	Coca, Leeanna	MS	Master of Science	202180	GP	MS-PE	MS Physical Education	PD
ABQ	Collier, Tony M.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Conlin, Grace A.	BS	Bachelor of Science	202180	ED	BS-CHED-ED	BS Community Health Education	PD
ABQ	Consaul, Rose L.	BA	Bachelor of Arts	202180	AS	BA-EAST-AS	BA East Asian Studies	PD
ABQ	Contreras, Abigail I.	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Contreras, David	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Coon, Jonathan	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Coonrod, Jessica C.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Cooper, Audrey E.	GCERT	Graduate Certificate	202180	GP	GCERT-RSJ	GCERT Race & Social Justice	PD
ABQ	Cordell, Marissa M.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Cordova, Micaiela P.	MS	Master of Science	202180	GP	MS-BME	MS Biomedical Engineering	PD
ABQ	Cordova, Nathaniel A.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Corey, Shelbie L.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Corr, Patrick E.	MA	Master of Arts	202180	GP	MA-SED	MA Secondary Education	PD
ABQ	Correa, Alyssa J.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Correia-Kuehn, Willa R.	BAEPD	BA Environment, Plan & Design	202180	AP	BEPD-ENV-D-AP	BAEPD Environmental Plan & Dsg	PD
ABQ	Costanza, James M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Cota, Annel	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Cote, Benjamin S.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Cox, Colton R.	BAA	BA in Architecture	202180	AP	BAA-ARCT-AP	BAA Architecture	PD
ABQ	Craig, Kaitlynn J.	DPT	Doctor of Physical Therapy	202180	GP	DPT-PT	Doctor of Physical Therapy	PD
ABQ	Crepeau, Nicholas E.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Crespin, Adam F.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Crisman, Nicolas M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Crouch, Natalie J.	BA	Bachelor of Arts	202180	AS	BA-XPSY-AS	BA Psychology	PD
ABQ	Crum, Dax M.	PHD	Doctor of Philosophy	202180	GP	PHD-PESE	PHD Phys Ed, Sports & Ex Sci	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Cruz, Bennie	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Cruz, Elvia G.	BSCHE	BS in Chemical Engineering	202180	EN	BSCHE-CHE-EN	BSCHE Chemical Engineering	PD
ABQ	Cruz, Gisselle G.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Cruz, Jeanne T.	BA	Bachelor of Arts	202180	AS	BA-INTS-AS	BA International Studies	PD
ABQ	Cruz-Lanter, Valeria E.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Culbertson, Rachel	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Cunningham, Margaret C.	MPH	Master of Public Health	202180	GP	MPH-PH	MPH Public Health	PD
ABQ	Currie, Karissa L.	MS	Master of Science	202180	GP	MS-NE	MS Nuclear Engineering	PD
ABQ	Cyvas, Stephen M.	BA	Bachelor of Arts	202180	AS	BA-JRMC-AS	BA Journalism & Mass Communic	PD
ABQ	D'Arco, Deion N.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Daikhi, Isabelle S.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Daikhi, Isabelle S.	CERT1	One Year Certificate	202180	AS	CERT-TPC-AS	CERT Tech & Professional Comm	PD
ABQ	Damian-Reyes, Elian N.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Damon, EmmaJean D.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Damore, Arielle M.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Daniel, Kyler P.	MS	Master of Science	202180	GP	MS-XME	MS Mechanical Engineering	PD
ABQ	Davidson, Derek S.	BSCPE	BS in Computer Engineering	202180	EN	BSCPE-CPE-EN	BSCPE Computer Engineering	PD
ABQ	Davies, Reese W.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Davis, Brandon L.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Davis, Joshua J.	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Davis, Julia	MA	Master of Arts	202180	GP	MA-OILS	MA Org Info & Learning Sci	PD
ABQ	Davis, Michaela R.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Davis, Rowdy	MS	Master of Science	202180	GP	MS-NE	MS Nuclear Engineering	PD
ABQ	Day-Sanchez, Valerie S.	JD	Juris Doctor	202180	LW	JD-LAW	Juris Doctor	PD
ABQ	Dazzo, Adam C.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	De Figueroa, Ana C.	PHD	Doctor of Philosophy	202180	GP	PHD-SPPR	PHD Spanish & Portuguese	PD
ABQ	De Flon, Victoria A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	De Jesus, Marcos	BFA	Bachelor of Fine Arts	202180	FA	BFA-ARTS-FA	BFA Art Studio	PD
ABQ	De Lara, Kiana R.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	De Los Santos, Miranda N.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	De Walt, Ted C.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	DeBoer, Melissa S.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	DeCore, Juliana M.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	DeCore, Juliana M.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	DeSantiago, Laura S.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Dealy, Dustin H.	MS	Master of Science	202180	GP	MS-NE	MS Nuclear Engineering	PD
ABQ	Deblassie, Eric J.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Deckoff-Jones, Alexandra	MA	Master of Arts	202180	GP	MA-COUN	MA Counseling	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Deen, Jordan M.	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Deherrera, Arial D.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Demusaj, Sofia	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Deshler, Margaret G.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Deuel, Cristina K.	BA	Bachelor of Arts	202180	AS	BA-JRMC-AS	BA Journalism & Mass Communic	PD
ABQ	Dhungana, Aashish	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Diaz, Anthony R.	BSCNE	BS in Construction Engineering	202180	EN	BSCNE-CONE-E	BSCNE Construction Engineering	PD
ABQ	Diaz, Virginia	PHD	Doctor of Philosophy	202180	GP	PHD-AMST	PHD American Studies	PD
ABQ	Diego, Karla	CERT0	Cert with <1 yr to Completion	202180	AS	CERT-RSJ-AS	CERT Race & Social Justice	PD
ABQ	Diez Perez, Telmo	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Dimsha, Maxwell A.	BSNE	BS in Nuclear Engineering	202180	EN	BSNE-NE-EN	BSNE Nuclear Engineering	PD
ABQ	Dinnel, Lauren	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Disher, Amber E.	MS	Master of Science	202180	GP	MS-CPE	MS Computer Engineering	PD
ABQ	Dixon, Dorian A.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Dixon, Eric	BSCPE	BS in Computer Engineering	202180	EN	BSCPE-CPE-EN	BSCPE Computer Engineering	PD
ABQ	Djatche de Kamgaing, Chrys D.	DM	Doctor of Medicine	202180	ME	DM-MED	Doctor of Medicine	PD
ABQ	Doan, Jennifer A.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Doll, Evan	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Dominguez, Karina	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Dominguez, Miranda M.	BS	Bachelor of Science	202180	AS	BS-ENSC-AS	BS Environmental Science	PD
ABQ	Doney, Sarah A.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Dorado, Mary K.	MPA	Master of Public Admin	202180	GP	MPA-PADM	MPA Public Administration	PD
ABQ	Dorries, Benjamin C.	BA	Bachelor of Arts	202180	AS	BA-XPSY-AS	BA Psychology	PD
ABQ	Dorsey, Callie L.	MA	Master of Arts	202180	GP	MA-SOC	MA Sociology	PD
ABQ	Dowdy, Antonio T.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Driscoll, Meghan A.	BA	Bachelor of Arts	202180	AS	BA-XJMC-AS	BA Journal & Mass Comm	PD
ABQ	Dubbelman, Martinus Bastiaan	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Duggins, Michelle C.	MA	Master of Arts	202180	GP	MA-COUN	MA Counseling	PD
ABQ	Duhigg, Christie C.	MS	Master of Science	202180	GP	MS-SPLP	MS Speech-Language Pathology	PD
ABQ	Dunivan, Mathew A.	BA	Bachelor of Arts	202180	AS	BA-SOC-AS	BA Sociology	PD
ABQ	Dunworth, Ashley A.	MS	Master of Science	202180	GP	MS-NUTR	MS Nutrition	PD
ABQ	Duran, Deena T.	MA	Master of Arts	202180	GP	MA-XOIL	MA Org Info & Learning Science	PD
ABQ	Duran, Katrina M.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Duron, Kevin B.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Dvorak, Anjali T.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Eckenroth, Emaleeann G.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Edgar, Alan M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Edwards, Laura A.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	El Hamdani, Said	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Eldred, Elizabeth F.	BS	Bachelor of Science	202180	AS	BS-CHEM-AS	BS Chemistry	PD
ABQ	Ell, Sophie E.	PHD	Doctor of Philosophy	202180	GP	PHD-AMST	PHD American Studies	PD
ABQ	Elliott, Dexter M.	BA	Bachelor of Arts	202180	AS	BA-PAP-AS	BA Physics & Astrophysics	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Ellis, Analiese	BA	Bachelor of Arts	202180	AS	BA-CCS-AS	BA Chicana Chicano Studies	PD
ABQ	Ellis, Mikayla J.	BA	Bachelor of Arts	202180	FA	BA-THEA-FA	BA Theatre	PD
ABQ	Elsawey, Ahmed A.	BSCPE	BS in Computer Engineering	202180	EN	BSCPE-CPE-EN	BSCPE Computer Engineering	PD
ABQ	Elwell, Victoria	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Encinias, Elizabeth	PMS	Professional Master of Science	202180	GP	PMS-GLNS	PMS Global & National Security	PD
ABQ	Engels, Dustin A.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Engles, David R.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Enriquez, Sara D.	BSCM	BS Construction Management	202180	EN	BSCM-CONM-EN	BSCM Construction Management	PD
ABQ	Ervin, Katherine L.	BA	Bachelor of Arts	202180	AS	BA-LTAM-AS	BA Latin American Studies	PD
ABQ	Espinosa, Giselle	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Espinosa, Stephanie J.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Esquibel, Alicia R.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Esquibel, Makhaila M.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Estes, Kevin M.	PHD	Doctor of Philosophy	202180	GP	PHD-ECON	PHD Economics	PD
ABQ	Estrada Diaz, Lesley V.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Estrada Hernandez, Juana G.	MFA	Master of Fine Arts	202180	GP	MFA-ARTS	MFA Art Studio	PD
ABQ	Estrada, Gabriella	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Eustice, Lauren E.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Evans, Tanner J.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Everett, Katelynn N.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Eversole, Kaitlin M.	MS	Master of Science	202180	GP	MS-BME	MS Biomedical Engineering	PD
ABQ	Eyenga Ebode, Melissa C.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Fajardo, Alicia M.	MA	Master of Arts	202180	GP	MA-SPCD	MA Special Education	PD
ABQ	Faris, Kimberly M.	BSEE	BS in Electrical Engineering	202180	EN	BSEE-EE-EN	BSEE Electrical Engineering	PD
ABQ	Farrell, Breanna L.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Farrell, Jordan H.	JD	Juris Doctor	202180	LW	JD-LAW	Juris Doctor	PD
ABQ	Farrell, Margaret H.	BFA	Bachelor of Fine Arts	202180	FA	BFA-ARTS-FA	BFA Art Studio	PD
ABQ	Fasheh, Taamer M.	BLA	Bachelor of Liberal Arts	202180	US	BLA-LIBA-US	BLA Liberal Arts	PD
ABQ	Felix, JaJa M.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Fenstermacher, Ariel C.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Fernandez, Sisy	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Fernandez, Stefanie A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Ferrell, Hannah N.	BA	Bachelor of Arts	202180	AS	BA-INTS-AS	BA International Studies	PD
ABQ	Ferrell, Hannah N.	CERT1	One Year Certificate	202180	AS	CERT-PJS-AS	CERT Peace & Justice Studies	PD
ABQ	Ficklin, Robert E.	MS	Master of Science	202180	GP	MS-XME	MS Mechanical Engineering	PD
ABQ	Fielder, Cody W.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Figueroa, Cindy J.	MA	Master of Arts	202180	GP	MA-COUN	MA Counseling	PD
ABQ	Findlay, Yuri	MA	Master of Arts	202180	GP	MA-OILS	MA Org Info & Learning Sci	PD
ABQ	Fischer, Mate	PHD	Doctor of Philosophy	202180	GP	PHD-BIOM	PHD Biomedical Sciences	PD
ABQ	Fitzpatrick, Renee A.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Flaherty, Michael J.	MA	Master of Arts	202180	GP	MA-POLS	MA Political Science	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Fleming, Althea P.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Fleming, Justin T.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Fleming, Saxon R.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Fletcher, Jessie B.	BA	Bachelor of Arts	202180	AS	BA-RLST-AS	BA Religious Studies	PD
ABQ	Flores Lopez, Ronald H.	GCERT	Graduate Certificate	202180	GP	GCERT-MUSP	GCERT Music Performance	PD
ABQ	Flores, Andrew J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Flores, Cindy J.	BA	Bachelor of Arts	202180	AS	BA-SPAN-AS	BA Spanish	PD
ABQ	Flores, Nicole M.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Floth, Cameryn M.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Fogarty, Frank J.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Fogel, Jessica	BA	Bachelor of Arts	202180	AS	BA-LING-AS	BA Linguistics	PD
ABQ	Fogg, Benjamin J.	MS	Master of Science	202180	GP	MS-CPE	MS Computer Engineering	PD
ABQ	Foley, Josh M.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Fonseca, Zoe N.	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Ford, Charles B.	BSCPE	BS in Computer Engineering	202180	EN	BSCPE-CPE-EN	BSCPE Computer Engineering	PD
ABQ	Forster, Aaron S.	BA	Bachelor of Arts	202180	FA	BA-FDMA-FA	BA Film & Digital Arts	PD
ABQ	Fortin, Alexandria R.	BA	Bachelor of Arts	202180	AS	BA-PHIL-AS	BA Philosophy	PD
ABQ	Fortin, Hailey J.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Foster, Katherine	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Foster, Matthew D.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Fox, Robert F.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Foy, Simone M.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Francis, Amanda L.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Franklin, Alyssa M.	MA	Master of Arts	202180	GP	MA-SOC	MA Sociology	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Freimanis, Luke A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Freitas, Lola J.	BSDH	BS in Dental Hygiene	202180	ME	BSDH-XDEH-ME	BSDH Dental Hygiene	PD
ABQ	Fresquez, Antonio M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Frieden Templeton, Jacob A.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Fudge, Noah B.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Fuentes, Lori R.	BS	Bachelor of Science	202180	AS	BS-BIOC-AS	BS Biochemistry	PD
ABQ	Galano, Desiree T.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Galbiso, Eric F.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Galindo, Melisa D.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Gallagher, Quinn H.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Gallegos, Christopher I.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Gallegos, DeAndria L.	BA	Bachelor of Arts	202180	AS	BA-BIOL-AS	BA Biology	PD
ABQ	Gallegos, Denika L.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Gallegos, Jessica K.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Gallegos, Martina K.	BA	Bachelor of Arts	202180	AS	BA-BIOL-AS	BA Biology	PD
ABQ	Gallegos, Shawn J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Gallimore, Lauryn D.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Galvan, Nicholas	BA	Bachelor of Arts	202180	FA	BA-FDMA-FA	BA Film & Digital Arts	PD
ABQ	Gamboia, Omar	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Gandarilla, Carlos A.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Gandhi, Tarjani N.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Ganster, Richard S.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Garand, Holly T.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Garbani-Cicero, Dorothy Y.	BA	Bachelor of Arts	202180	AS	BA-XNAT-AS	BA Native American Studies	PD
ABQ	Garber, Maria R.	BS	Bachelor of Science	202180	PO	BS-POHE-PO	BS Population Health	PD
ABQ	Garcia, Amanda R.	CERT0	Cert with <1 yr to Completion	202180	AS	CERT-RSJ-AS	CERT Race & Social Justice	PD
ABQ	Garcia, Amanda R.	BA	Bachelor of Arts	202180	AS	BA-CCS-AS	BA Chicana Chicano Studies	PD
ABQ	Garcia, Arlene	MA	Master of Arts	202180	GP	MA-PHIL	MA Philosophy	PD
ABQ	Garcia, Carlos D.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Garcia, Eliana L.	DM	Doctor of Medicine	202180	ME	DM-MED	Doctor of Medicine	PD
ABQ	Garcia, Gabrielle	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Garcia, Geydi L.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Garcia, Gilbert D.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Garcia, Janet M.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Garcia, Jesse	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Garcia, Larissa M.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Garcia, Lubia	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Garcia, Mario E.	BS	Bachelor of Science	202180	LL	BS-ITT-LL	BS Instructional Tech & Train	PD
ABQ	Garcia, Marissa I.	BS	Bachelor of Science	202180	AS	BS-ENSC-AS	BS Environmental Science	PD
ABQ	Garcia, Michael A.	BSCM	BS Construction Management	202180	EN	BSCM-CONM-EN	BSCM Construction Management	PD
ABQ	Garcia, Natalia	BS	Bachelor of Science	202180	ED	BS-FCST-ED	BS Family & Child Studies	PD
ABQ	Garcia, Richard W.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Garcia, Scott M.	MENG	Master of Engineering	202180	GP	MENG-CE	MENG Civil Engineering	PD
ABQ	Garcia, Zachary A.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Garcia-Falcon, Lorena	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Garduno, Alexandra R.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Garigipati, Sri Lakshmi Rama S	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Garley, Amanda R.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Garnand, Mikayla D.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Garrett, Condola N.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Gaul, Nodin	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	George, Virginia M.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Ghimire, Raju P.	PHD	Doctor of Philosophy	202180	GP	PHD-NSMS	PHD Nanoscience & Microsystems	PD
ABQ	Ghorbani, Jafar	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Ghosh, Sushmita	MPA	Master of Public Admin	202180	GP	MPA-PADM	MPA Public Administration	PD
ABQ	Gibson, Zachary S.	BA	Bachelor of Arts	202180	AS	BA-ECON-AS	BA Economics	PD
ABQ	Gilbert, Madeline H.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Gilmer, Juliet A.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Gioseffi, Yan C.	PHD	Doctor of Philosophy	202180	GP	PHD-PESE	PHD Phys Ed, Sports & Ex Sci	PD
ABQ	Giron, Ciana C.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Golden, Amy K.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Goldston, Alejandro M.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Gollette, Jasmine Uchme E.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Golobish, Laura M.	PHD	Doctor of Philosophy	202180	GP	PHD-ARTH	PHD Art History	PD
ABQ	Gomez, Antonio	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Gomez, Krystian D.	BSCM	BS Construction Management	202180	EN	BSCM-CONM-EN	BSCM Construction Management	PD
ABQ	Gomez, Lauren M.	MS	Master of Science	202180	GP	MS-CE	MS Civil Engineering	PD
ABQ	Gomez-Legarreta, Natalia	BA	Bachelor of Arts	202180	AS	BA-SPAN-AS	BA Spanish	PD
ABQ	Gomez-Legarreta, Natalia	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Gomez-Villeda, Elaina	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Gonterman, Kyle H.	BA	Bachelor of Arts	202180	AS	BA-BIOL-AS	BA Biology	PD
ABQ	Gonzales, Amy R.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Gonzales, Brianna S.	MA	Master of Arts	202180	GP	MA-SPCD	MA Special Education	PD
ABQ	Gonzales, Daniel J.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Gonzales, Mikaela A.	BSED	BS in Education	202180	ED	BSED-SPCD-ED	BSED Special Education	PD
ABQ	Gonzales, Nancy J.	MPA	Master of Public Admin	202180	GP	MPA-PADM	MPA Public Administration	PD
ABQ	Gonzales, Nicolette A.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Gonzales, Paul L.	BAA	BA in Architecture	202180	AP	BAA-ARCH-AP	BAA Architecture	PD
ABQ	Gonzales, Savannah R.	BA	Bachelor of Arts	202180	AS	BA-SOC-AS	BA Sociology	PD
ABQ	Gonzales, Sonya R.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Gonzalez, Edwardo A.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Gonzalez-Turcio, Jorge A.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Goodner, Ryan N.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Goodwin, Michael B.	PHD	Doctor of Philosophy	202180	GP	PHD-ECON	PHD Economics	PD
ABQ	Gorham, Corina A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Gorman, Ryan M.	MACCT	Master of Accounting	202180	MG	MACCT-ACCT	MACCT Accounting	PD
ABQ	Gorrell, Sarah H.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Gorrell, Sarah H.	BS	Bachelor of Science	202180	AS	BS-ENSC-AS	BS Environmental Science	PD
ABQ	Gossett, Haleigh L.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Grady, Shaun	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Gragg, Jennifer	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Granado, Aaliyah A.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Granata Seitz, Abra D.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Granillo, Daylon W.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Gray, Leah J.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Gray, Luke D.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Gray, Micah T.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Gray, Sean M.	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Green, Kirstin N.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Greene, Kylar L.	MS	Master of Science	202180	GP	MS-PHYC	MS Physics	PD
ABQ	Griego, Cory	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Griego, Eric G.	PHD	Doctor of Philosophy	202180	GP	PHD-POLS	PHD Political Science	PD
ABQ	Grier, Rylie K.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Griner, Lorraine A.	BLA	Bachelor of Liberal Arts	202180	US	BLA-LIBA-US	BLA Liberal Arts	PD
ABQ	Groth, Sarah L.	BA	Bachelor of Arts	202180	FA	BA-DANC-FA	BA Dance	PD
ABQ	Groves, Zachary I.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Gruda, Mitchell I.	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Guenther, Elke	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Guerra, Rafael A.	PHD	Doctor of Philosophy	202180	GP	PHD-ANTH	PHD Anthropology	PD
ABQ	Guerrero, Caleb	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Guevara, Raquel N.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Guilford, Devrionzulfrome J.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Guillen, Edwin L.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Guillette, Daniel S.	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Gunkel, Aaron D.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Guo, Sylvia	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Guragai, Simant	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Gurule, Justin M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Gutierrez, Abygail L.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Gutierrez, Alexandra N.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Gutierrez, Ana I.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Gutierrez, Ivon	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Guy, Michael X.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Guzman, Anne M.	PHD	Doctor of Philosophy	202180	GP	PHD-PSY	PHD Psychology	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Guzman, Marina R.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Guzman, Ziah M.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Haeny, Adriana J.	MS	Master of Science	202180	GP	MS-SPLP	MS Speech-Language Pathology	PD
ABQ	Hailey, Leslie	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Hale, Iris D.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Hall, Colton	BA	Bachelor of Arts	202180	AS	BA-XPSY-AS	BA Psychology	PD
ABQ	Halsey, Connor W.	MS	Master of Science	202180	GP	MS-EE	MS Electrical Engineering	PD
ABQ	Ham, Erin M.	BS	Bachelor of Science	202180	PO	BS-POHE-PO	BS Population Health	PD
ABQ	Hamel, Marisol E.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Hammons, Daniel W.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Han, Fei	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Hannagan, Maraka H.	BA	Bachelor of Arts	202180	AS	BA-SHS-AS	BA Speech & Hearing Sciences	PD
ABQ	Harmon, Desmond B.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Harrington, Brandon D.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Harris, Mallory L.	MS	Master of Science	202180	GP	MS-PHYC	MS Physics	PD
ABQ	Harris, Solana M.	CERT0	Cert with <1 yr to Completion	202180	AS	CERT-RSJ-AS	CERT Race & Social Justice	PD
ABQ	Harris, Solana M.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Hart, Dana K.	BSML	BS in Medical Laboratory Sci	202180	ME	BSML-MEDL-ME	BSML Medical Laboratory Sci	PD
ABQ	Haskins, Keira E.	MS	Master of Science	202180	GP	MS-CS	MS Computer Science	PD
ABQ	Hawthorne, Tyanne J.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Haynes, Emily K.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Hazelet, Angela M.	BLA	Bachelor of Liberal Arts	202180	US	BLA-LIBA-US	BLA Liberal Arts	PD
ABQ	He, Mingfu	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Headrick, Aspen G.	BSCM	BS Construction Management	202180	EN	BSCM-CONM-EN	BSCM Construction Management	PD
ABQ	Hebert, Jonathan C.	PHD	Doctor of Philosophy	202180	GP	PHD-NSMS	PHD Nanoscience & Microsystems	PD
ABQ	Hegberg, Erin N.	PHD	Doctor of Philosophy	202180	GP	PHD-ANTH	PHD Anthropology	PD
ABQ	Heimberger, Jason P.	BSCHE	BS in Chemical Engineering	202180	EN	BSCHE-CHE-EN	BSCHE Chemical Engineering	PD
ABQ	Heiss, Elena T.	BA	Bachelor of Arts	202180	FA	BA-IDAR-FA	BA Interdisciplinary Arts	PD
ABQ	Heitz-Canales, Alexander R.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Held, Maria N.	MCRP	Master of Comm & Regional Plan	202180	GP	MCRP-CRP	MCRP Community & Regional Plan	PD
ABQ	Henderson, Jessica N.	BA	Bachelor of Arts	202180	AS	BA-XPSY-AS	BA Psychology	PD
ABQ	Henderson, Norma F.	MACCT	Master of Accounting	202180	MG	MACCT-ACCT	MACCT Accounting	PD
ABQ	Henderson, Tia Y.	BS	Bachelor of Science	202180	ED	BS-FCST-ED	BS Family & Child Studies	PD
ABQ	Henington, Montana H.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Henri, Tami B.	BLA	Bachelor of Liberal Arts	202180	US	BLA-LIBA-US	BLA Liberal Arts	PD
ABQ	Henry, Britni G.	BA	Bachelor of Arts	202180	AS	BA-XPSY-AS	BA Psychology	PD
ABQ	Henry, Reginald L.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Henry, Shaleigh M.	BS	Bachelor of Science	202180	AS	BS-CHEM-AS	BS Chemistry	PD
ABQ	Henshaw, Kayla A.	BA	Bachelor of Arts	202180	AS	BA-LING-AS	BA Linguistics	PD
ABQ	Henshaw, Savannah J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Henson, Chelsea R.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Heras Murcia, Daniel	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Hermanson, Calliandra M.	MFA	Master of Fine Arts	202180	GP	MFA-ARTS	MFA Art Studio	PD
ABQ	Hernandez, Ana M.	BA	Bachelor of Arts	202180	AS	BA-SOC-AS	BA Sociology	PD
ABQ	Hernandez, Jonathan A.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Hernandez, Oriana N.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Hernandez, Veronica	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Herrera, Cinthia B.	BS	Bachelor of Science	202180	ED	BS-FCST-ED	BS Family & Child Studies	PD
ABQ	Herrera, Felicia A.	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Herrera, Melissa	MA	Master of Arts	202180	GP	MA-OILS	MA Org Info & Learning Sci	PD
ABQ	Herring, Elizabeth C.	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Hertrich, Gavin W.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Hess, Zachary R.	MACCT	Master of Accounting	202180	MG	MACCT-ACCT	MACCT Accounting	PD
ABQ	Hibler, Amity M.	BFA	Bachelor of Fine Arts	202180	FA	BFA-ARTS-FA	BFA Art Studio	PD
ABQ	Hidalgo, Marley S.	BFA	Bachelor of Fine Arts	202180	FA	BFA-ARTS-FA	BFA Art Studio	PD
ABQ	Hidalgo, Rachel E.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Hiley, Carla M.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Hill, Delaney A.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Hirschman, Madison J.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Hobart, Rebecca J.	BS	Bachelor of Science	202180	AS	BS-ENSC-AS	BS Environmental Science	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Holcombe, Asa A.	CERT1	One Year Certificate	202180	AS	CERT-TPC-AS	CERT Tech & Professional Comm	PD
ABQ	Holguin, Alyssa N.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Holloway, Caleb R.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Holloway, Nathaniel J.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Holmes, Bentley A.	BA	Bachelor of Arts	202180	AS	BA-XPSY-AS	BA Psychology	PD
ABQ	Holt, Kory W.	BSCE	BS in Civil Engineering	202180	EN	BSCE-CE-EN	BSCE Civil Engineering	PD
ABQ	Holten, Roger H.	BSEE	BS in Electrical Engineering	202180	EN	BSEE-EE-EN	BSEE Electrical Engineering	PD
ABQ	Hombrados Herrera, Miguel A.	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Hood, Jonathon W.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Hopkins, Brianna M.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Horinek, Devin M.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Horn, Melody	MS	Master of Science	202180	GP	MS-CS	MS Computer Science	PD
ABQ	Hosseinzadeh Nasimi, Roya	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Houser, Serena	GCERT	Graduate Certificate	202180	GP	GCERT-ABA	GCERT Appl. Behavior Analysis	PD
ABQ	Houston-Hatton, Gwendolyn L.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Houston-Hatton, Gwendolyn L.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Howe, Abigail D.	BA	Bachelor of Arts	202180	FA	BA-ARTS-FA	BA Art Studio	PD
ABQ	Howe, Robyn M.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Hughes, Iolo L.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Hughes, Lexi A.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Hume, Anthony C.	MSN	Master of Science in Nursing	202180	GP	MSN-NURS	MSN Nursing	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Hundemer, Marshall G.	MS	Master of Science	202180	GP	MS-CPE	MS Computer Engineering	PD
ABQ	Hunhoff, Paul B.	MA	Master of Arts	202180	GP	MA-EDPY	MA Educational Psychology	PD
ABQ	Hunt, Blythe A.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Huntress, Ariel N.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Hustead, Stephanie J.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Huynh, Tammy N.	BSCE	BS in Civil Engineering	202180	EN	BSCE-CE-EN	BSCE Civil Engineering	PD
ABQ	Iboa, Janelle K.	BA	Bachelor of Arts	202180	AS	BA-SOC-AS	BA Sociology	PD
ABQ	Ibuado, Mariah D.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Ifversen, Morgan M.	BA	Bachelor of Arts	202180	FA	BA-MUS-FA	BA Music	PD
ABQ	Inman, Brianna M.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Irtija, Nafis	MS	Master of Science	202180	GP	MS-CPE	MS Computer Engineering	PD
ABQ	Islam, Khandakar N.	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Ismari, Samantha L.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Jaber, Bayan	BA	Bachelor of Arts	202180	AS	BA-INTS-AS	BA International Studies	PD
ABQ	Jackson, Kevin S.	PHD	Doctor of Philosophy	202180	GP	PHD-ENGL	PHD English	PD
ABQ	Jackson, Kristopher J.	PHD	Doctor of Philosophy	202180	GP	PHD-NUR	PHD Nursing	PD
ABQ	Jackson, Toreh A.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Jacoby, Madeline K.	BS	Bachelor of Science	202180	PO	BS-POHE-PO	BS Population Health	PD
ABQ	Jaesin, Gary	BA	Bachelor of Arts	202180	AS	BA-XPSY-AS	BA Psychology	PD
ABQ	Jaloba, Avital	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	James, Leigh P.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	James, Tina B.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	James, Zandra H.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Jao, Jenilee	BSCPE	BS in Computer Engineering	202180	EN	BSCPE-CPE-EN	BSCPE Computer Engineering	PD
ABQ	Jaramillo, Sierra B.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Jatla, Venkatesh	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Jaynes, Daniel S.	JD	Juris Doctor	202180	LW	JD-LAW	Juris Doctor	PD
ABQ	Jenkins, Evelyn R.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Jennings, Trenton L.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Jerome, Tristan E.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Jeter, Christina J.	BA	Bachelor of Arts	202180	AS	BA-XJMC-AS	BA Journal & Mass Comm	PD
ABQ	Jiang, Alan	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Jimenez, Diana	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Jimenez, Mayra	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Jin, Nicole R.	BA	Bachelor of Arts	202180	AS	BA-CHEM-AS	BA Chemistry	PD
ABQ	Jirschele, Jordan	MFA	Master of Fine Arts	202180	GP	MFA-ARTS	MFA Art Studio	PD
ABQ	Joe, Kevin	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Johnson, Brianna C.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Johnson, Brooke A.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Johnson, Deni L.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Johnson, Emily A.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Johnson, Ian L.	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Johnson, Jonah J.	BS	Bachelor of Science	202180	AS	BS-MATH-AS	BS Mathematics	PD
ABQ	Jones, Alexandria K.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Jones, Andrea L.	MA	Master of Arts	202180	GP	MA-SPCD	MA Special Education	PD
ABQ	Jones, Gavin G.	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Jones, Jacob E.	MS	Master of Science	202180	GP	MS-XCPE	MS Computer Engineering	PD
ABQ	Jones, Jessica L.	PHD	Doctor of Philosophy	202180	GP	PHD-POLS	PHD Political Science	PD
ABQ	Jones, Lavelle L.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Jones, Starlyn	BS	Bachelor of Science	202180	ED	BS-FCST-ED	BS Family & Child Studies	PD
ABQ	Jones, Suzanne A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Jones, William J.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Jose, Clement P.	DM	Doctor of Medicine	202180	ME	DM-MED	Doctor of Medicine	PD
ABQ	Joseph, Desiree	BA	Bachelor of Arts	202180	FA	BA-FDMA-FA	BA Film & Digital Arts	PD
ABQ	Joshi, Aakrit	PHD	Doctor of Philosophy	202180	GP	PHD-ECON	PHD Economics	PD
ABQ	Joshi, Anupkumar Nagaraj	MS	Master of Science	202180	GP	MS-CS	MS Computer Science	PD
ABQ	Joshi, Suyog Raj	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Julian, Garrett S.	BFA	Bachelor of Fine Arts	202180	FA	BFA-ARTS-FA	BFA Art Studio	PD
ABQ	Julian, Garrett S.	BFA	Bachelor of Fine Arts	202180	FA	BFA-IFDM-FA	BFA Interdisc Film & Dig Media	PD
ABQ	Justus, Alyssa V.	DM	Doctor of Medicine	202180	ME	DM-MED	Doctor of Medicine	PD
ABQ	Kadel, Kushal	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Kamariza, Aline A.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Kang, Sinae	PHD	Doctor of Philosophy	202180	GP	PHD-ENGL	PHD English	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Kassicieh, Katina S.	DM	Doctor of Medicine	202180	ME	DM-MED	Doctor of Medicine	PD
ABQ	Kaur, Vasman	MS	Master of Science	202180	GP	MS-CS	MS Computer Science	PD
ABQ	Keith, Matthew S.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Kellogg, Charles K.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Kelly, Claire S.	BS	Bachelor of Science	202180	AS	BS-MATH-AS	BS Mathematics	PD
ABQ	Kelly-Romero, Shawn J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Kennedy, Devyn S.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Kennedy, Michael A.	BA	Bachelor of Arts	202180	FA	BA-ARTE-FA	BA Art Education	PD
ABQ	Kennedy, Natalie M.	MS	Master of Science	202180	GP	MS-NUTR	MS Nutrition	PD
ABQ	Kentilitisca, Jewel Y.	BS	Bachelor of Science	202180	PO	BS-POHE-PO	BS Population Health	PD
ABQ	Kentilitisca, Jewel Y.	BA	Bachelor of Arts	202180	AS	BA-BIOL-AS	BA Biology	PD
ABQ	Kerkmans, Magdalena	PDCERT	Graduate Certificate	202180	GP	PDCERT-HPR	PDCERT Hist Preserv & Region	PD
ABQ	Kerr, Josh A.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Key, Kendyl M.	BS	Bachelor of Science	202180	AS	BS-GEOG-AS	BS Geography	PD
ABQ	Khalsa, Awtar K.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Khalsa, Sat Kartar S.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Khan, Samim A.	BSCPE	BS in Computer Engineering	202180	EN	BSCPE-CPE-EN	BSCPE Computer Engineering	PD
ABQ	Khan, Sherjeel M.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Kherbik, Nada	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Khweis, Danya I.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Khweis, Zahieh K.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Kidd, Kevin M.	MACCT	Master of Accounting	202180	MG	MACCT-ACCT	MACCT Accounting	PD
ABQ	King, Evan J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Kinkade-Black, Rebecca A.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Kirchhauser, Erich	BS	Bachelor of Science	202180	AS	BS-GEOG-AS	BS Geography	PD
ABQ	Kirkpatrick, Brandon S.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Kirton, Alexa M.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Klar, Jeremy T.	BSCNE	BS in Construction Engineering	202180	EN	BSCNE-CONE-E	BSCNE Construction Engineering	PD
ABQ	Klitzke, Bailey	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Kocher, Ingrid	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Korfe, Samantha M.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Kow, Chengjui	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Kowalski, Brianna	MA	Master of Arts	202180	GP	MA-LEAD	MA Educational Leadership	PD
ABQ	Kumar, Kevin	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Kunstadt, Cameron G.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Kurdi, Briana J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Kuskov, Artem V.	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Kwon, Yunjeong	PHD	Doctor of Philosophy	202180	GP	PHD-CHEM	PHD Chemistry	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	La Flame, Raeann	BA	Bachelor of Arts	202180	AS	BA-XNAT-AS	BA Native American Studies	PD
ABQ	Ladd, Dorianne M.	BS	Bachelor of Science	202180	ED	BS-FCST-ED	BS Family & Child Studies	PD
ABQ	Landen, Jenny B.	PHD	Doctor of Philosophy	202180	GP	PHD-NUR	PHD Nursing	PD
ABQ	Landolina, Jillian R.	BFA	Bachelor of Fine Arts	202180	FA	BFA-ARTS-FA	BFA Art Studio	PD
ABQ	Langner, Cameron M.	MA	Master of Arts	202180	GP	MA-SPCD	MA Special Education	PD
ABQ	Larranaga, Cassandra L.	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Larranaga, Larissa B.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Larsen, Jared J.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Laun, Anne M.	BA	Bachelor of Arts	202180	AS	BA-RLST-AS	BA Religious Studies	PD
ABQ	Law, Carla R.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Law, Ellisen S.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Layman, Jordan K.	BSEE	BS in Electrical Engineering	202180	EN	BSEE-EE-EN	BSEE Electrical Engineering	PD
ABQ	Layton, Denise M.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Le, Anh-Dung	PHD	Doctor of Philosophy	202180	GP	PHD-NSME	PHD Nanosci and Microsys Eng	PD
ABQ	LeBlanc, Nina S.	PMS	Professional Master of Science	202180	GP	PMS-GLNS	PMS Global & National Security	PD
ABQ	Leach, Andrew G.	PHD	Doctor of Philosophy	202180	GP	PHD-OILS	PHD Org Info & Learning Sci	PD
ABQ	Learnard, Kaya J.	CERT0	Cert with <1 yr to Completion	202180	AS	CERT-RSJ-AS	CERT Race & Social Justice	PD
ABQ	Lechner, Tyra B.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Lee, Chun Yin	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Lendrum, Trisha D.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Lewis, Delino A.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Leyba, Brianna N.	BA	Bachelor of Arts	202180	AS	BA-XPSY-AS	BA Psychology	PD
ABQ	Leyva, Nha-Truc A.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Li, Mengfan	MACCT	Master of Accounting	202180	MG	MACCT-ACCT	MACCT Accounting	PD
ABQ	Li, Ming	BS	Bachelor of Science	202180	AS	BS-STAT-AS	BS Statistics	PD
ABQ	Li, Yizhen K.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Li, Zhongyi	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Liang, Kaixiang	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Liang, Zhenhao	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Liao, Yuanjing	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Lin, Yu Chia	MS	Master of Science	202180	GP	MS-PHYC	MS Physics	PD
ABQ	Lindland, Magnus F.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Linville, Ralph	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Lionbarger, Madeline	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Liphardt, Schuyler W.	PHD	Doctor of Philosophy	202180	GP	PHD-BIOL	PHD Biology	PD
ABQ	Lira, Victoria	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Litten, Lauren A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Liu, Chenxu	MS	Master of Science	202180	GP	MS-CPE	MS Computer Engineering	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Liu, Dapeng	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Liu, Ruizhe	MS	Master of Science	202180	GP	MS-ANTH	MS Anthropology	PD
ABQ	Livengood, Sammie L.	MA	Master of Arts	202180	GP	MA-ENGL	MA English	PD
ABQ	Livesay, Micah A.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Livingston, Naomi A.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Livingstone, Nicholas E.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Llamas, Esteban G.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	LoVett, Michael	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Lobe, Sananda S.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Loechner, Ellen M.	MS	Master of Science	202180	GP	MS-GEOG	MS Geography	PD
ABQ	Loera, Julio C.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Loiselle, Nizoni L.	BLA	Bachelor of Liberal Arts	202180	US	BLA-LIBA-US	BLA Liberal Arts	PD
ABQ	Long, Benson	BSCE	BS in Civil Engineering	202180	EN	BSCE-CE-EN	BSCE Civil Engineering	PD
ABQ	Lopez Andazola, Robert D.	BFA	Bachelor of Fine Arts	202180	FA	BFA-ARTS-FA	BFA Art Studio	PD
ABQ	Lopez Mendez, Jakeline	BSCE	BS in Civil Engineering	202180	EN	BSCE-CE-EN	BSCE Civil Engineering	PD
ABQ	Lopez, Gabriel J.	BS	Bachelor of Science	202180	AS	BS-BIOC-AS	BS Biochemistry	PD
ABQ	Lopez, Isabella D.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Lopez, Jeannette M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Lopez, Jeannette M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Lopez, Jonathan	BSCE	BS in Civil Engineering	202180	EN	BSCE-CE-EN	BSCE Civil Engineering	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Lopez, Jose C.	BSCHE	BS in Chemical Engineering	202180	EN	BSCHE-CHE-EN	BSCHE Chemical Engineering	PD
ABQ	Lopez, Joshua R.	MA	Master of Arts	202180	GP	MA-EDPY	MA Educational Psychology	PD
ABQ	Lopez, Miranda J.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Lopez-Escamilla, Heidi R.	BA	Bachelor of Arts	202180	AS	BA-SPAN-AS	BA Spanish	PD
ABQ	Lovato, Erika	BM	Bachelor of Music	202180	FA	BM-MUS-FA	BM Music	PD
ABQ	Love, Katherine T.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Lowery, Jazmin R.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Lowery, Shaddrick P.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Lowman, Abygale	BFA	Bachelor of Fine Arts	202180	FA	BFA-ARTS-FA	BFA Art Studio	PD
ABQ	Loya, Andrea G.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Lozoya, Brenda M.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Lubold, Robert R.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Lucas, Steven A.	BA	Bachelor of Arts	202180	AS	BA-RLST-AS	BA Religious Studies	PD
ABQ	Lucero, Aaliyah J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Lucero, Belinda C.	MA	Master of Arts	202180	GP	MA-SPCD	MA Special Education	PD
ABQ	Lucero, Mariesa A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Lucero, Shantel J.	MS	Master of Science	202180	GP	MS-PE	MS Physical Education	PD
ABQ	Luchejko, Elizabeth	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Lugo, Joseph M.	JD	Juris Doctor	202180	LW	JD-LAW	Juris Doctor	PD
ABQ	Lukes, Molly	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Luna, Jared	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Luranc Sweeney, Julieta G.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Luu, Laura	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Lykins, Richard W.	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Lynch, Tiffanie K.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Ma, Runfa	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	MacCurdy, Katherine B.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Macaron, Jason B.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Macas, Johnny J.	CERT	Cert with 1-2 Yr To Completion	202180	AS	CERT-MSST-AS	CERT Museum Studies	PD
ABQ	Macas, Johnny J.	BA	Bachelor of Arts	202180	FA	BA-ARTH-FA	BA Art History	PD
ABQ	Macas, Steven A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Mackin, Sarah E.	BA	Bachelor of Arts	202180	AS	BA-CHEM-AS	BA Chemistry	PD
ABQ	Madden, Kristen E.	MARCH	Master of Architecture	202180	GP	MARCH-ARCH	MARCH Architecture	PD
ABQ	Maes, Kaylee M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Maes, Renae B.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Maes-Blea, Ariana D.	BA	Bachelor of Arts	202180	AS	BA-SOC-AS	BA Sociology	PD
ABQ	Maestas, Jacob A.	MS	Master of Science	202180	GP	MS-XME	MS Mechanical Engineering	PD
ABQ	Mafi, Massa	PHD	Doctor of Philosophy	202180	GP	PHD-TLTE	PHD Teaching Lrning & Teach Ed	PD
ABQ	Magana, Mitzy	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Magcalas, Christy	PHD	Doctor of Philosophy	202180	GP	PHD-PSY	PHD Psychology	PD
ABQ	Mai, Yenni T.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Majewski, Symon M.	BA	Bachelor of Arts	202180	AS	BA-EAST-AS	BA East Asian Studies	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Major, Katharine B.	BS	Bachelor of Science	202180	AS	BS-BIOC-AS	BS Biochemistry	PD
ABQ	Malan, Stephanie M.	BA	Bachelor of Arts	202180	AS	BA-ANTH-AS	BA Anthropology	PD
ABQ	Maldonado, Lianna M.	BS	Bachelor of Science	202180	PO	BS-POHE-PO	BS Population Health	PD
ABQ	Maldonado, Melanie V.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Maldonado, Selena	BSDH	BS in Dental Hygiene	202180	ME	BSDH-XDEH-ME	BSDH Dental Hygiene	PD
ABQ	Maler, Robert W.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Malizzo, Elijah F.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Mannila, Molly K.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Manzo, Regina L.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Mares, Patricia M.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Maria, Vanessa	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Markham, Delaney A.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Markowitz, Aviva L.	MA	Master of Arts	202180	GP	MA-LLSS	MA Lang, Lit & Sociocultural St	PD
ABQ	Marks, Jacob	MS	Master of Science	202180	GP	MS-CS	MS Computer Science	PD
ABQ	Marquez, Ashtyn K.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Marquez, Jennifer	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Marquez, Valarie L.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Marsh, Dylan J.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Martin, Aedan S.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Martinez Jimenez, Marina	PHD	Doctor of Philosophy	202180	GP	PHD-EPS	PHD Earth & Planetary Sciences	PD

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Martinez, Angel F.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Martinez, Angelique R.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Martinez, Brandon J.	MA	Master of Arts	202180	GP	MA-LING	MA Linguistics	PD
ABQ	Martinez, Brianna R.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Martinez, Christopher I.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Martinez, Estevan E.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Martinez, Gary S.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Martinez, Jeffrey A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Martinez, Jenise M.	BSED	BS in Education	202180	EH	BSED-ELED-EH	BSED Elementary Education	PD
ABQ	Martinez, Jillian L.	BS	Bachelor of Science	202180	AS	BS-MATH-AS	BS Mathematics	PD
ABQ	Martinez, Johnathon R.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Martinez, Marissa R.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Martinez, Nicole A.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Martinez, Reyna C.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Martinez, Sandra	CERT0	Cert with <1 yr to Completion	202180	AS	CERT-RSJ-AS	CERT Race & Social Justice	PD
ABQ	Martinez, Sandra	BA	Bachelor of Arts	202180	AS	BA-LTAM-AS	BA Latin American Studies	PD
ABQ	Martinez, Savannah A.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Martinez, Savannah L.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Martinez, Stephanie R.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Martinez, Viviana Y.	BA	Bachelor of Arts	202180	AS	BA-SPAN-AS	BA Spanish	PD
ABQ	Martinez, Zachary E.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Martinez-Baca, Rebecca J.	MA	Master of Arts	202180	GP	MA-ARTE	MA Art Education	PD
ABQ	Martinez-Baca, Rebecca J.	GCERT	Graduate Certificate	202180	GP	GCERT-CCS	CERT Chicana/o Studies	PD
ABQ	Mason, Tyler P.	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Mathis, Terance P.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Mathsen, Kjersten L.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Matthews, Calissa L.	BA	Bachelor of Arts	202180	AS	BA-SOC-AS	BA Sociology	PD
ABQ	Mauldin, Dylan R.	BA	Bachelor of Arts	202180	AS	BA-ECON-AS	BA Economics	PD
ABQ	Maynard, Bradley J.	MS	Master of Science	202180	GP	MS-EE	MS Electrical Engineering	PD
ABQ	Maynes, Corina	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Mazzei, Kyle P.	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	McCabe, Jules N.	BS	Bachelor of Science	202180	PO	BS-POHE-PO	BS Population Health	PD
ABQ	McCrary, Claudia E.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	McDowell, Sherri L.	MA	Master of Arts	202180	GP	MA-XELE	MA Elementary Education	PD
ABQ	McGibbon, Christopher J.	PHD	Doctor of Philosophy	202180	GP	PHD-EPS	PHD Earth & Planetary Sciences	PD
ABQ	McGilvray, Chance G.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	McGivern-Plaza, Gabriela E.	BLA	Bachelor of Liberal Arts	202180	US	BLA-LIBA-US	BLA Liberal Arts	PD
ABQ	McGuire, Gavin B.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	McKahin, Kelsey A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	McLellan, Jade	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	McMullin, Bobbie J.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	McNeely, James J.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	McNeil, Kathryn C.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Medendorp Rautman, Anna L.	PHD	Doctor of Philosophy	202180	GP	PHD-ANTH	PHD Anthropology	PD
ABQ	Meese, Jordan C.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Mehle, William R.	BS	Bachelor of Science	202180	AS	BS-GEOG-AS	BS Geography	PD
ABQ	Melendez, Deisha M.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Melendez, Fabiola A.	BA	Bachelor of Arts	202180	AS	BA-INTS-AS	BA International Studies	PD
ABQ	Melendrez, Erin N.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Menache, Margaret G.	PDCERT	Graduate Certificate	202180	GP	PDCERT-HPR	PDCERT Hist Preserv & Region	PD
ABQ	Menchaca, Ariana L.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Mendez, Stephanie C.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Mendoza, Carlos	BSCE	BS in Civil Engineering	202180	EN	BSCE-CE-EN	BSCE Civil Engineering	PD
ABQ	Mendoza, Denise Marie P.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Mendoza, Mikayla C.	BSML	BS in Medical Laboratory Sci	202180	ME	BSML-MEDL-ME	BSML Medical Laboratory Sci	PD
ABQ	Mercado, Leticia	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Merrill, Savanna A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Merriman, Christopher	PHD	Doctor of Philosophy	202180	GP	PHD-ANTH	PHD Anthropology	PD
ABQ	Metz, Dylan	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Michael, Amadaya A.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Mier, Karla A.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Mihelich, Bethany M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Milcevski, Sophia J.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Milko, Laurie M.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Miller, Brian A.	PMS	Professional Master of Science	202180	GP	PMS-GLNS	PMS Global & National Security	PD
ABQ	Miller, Haley E.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Miller, James	BLA	Bachelor of Liberal Arts	202180	US	BLA-LIBA-US	BLA Liberal Arts	PD
ABQ	Miller, Nolan D.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Miller, Rachel M.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Milton, Jonathan A.	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Minard, Madison R.	BAEPD	BA Environment, Plan & Design	202180	AP	BEPD-ENVD-AP	BAEPD Environmental Plan & Dsg	PD
ABQ	Mioduszewski, Joseph R.	BA	Bachelor of Arts	202180	AS	BA-JRMC-AS	BA Journalism & Mass Communic	PD
ABQ	Mirabal, Jacqueline S.	BSEE	BS in Electrical Engineering	202180	EN	BSEE-EE-EN	BSEE Electrical Engineering	PD
ABQ	Mitchler, Christina L.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Molerres, Matthew S.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Molina, Jacob E.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Monawar, Santiago A.	MS	Master of Science	202180	GP	MS-EE	MS Electrical Engineering	PD
ABQ	Monge, Julia V.	BA	Bachelor of Arts	202180	AS	BA-INTS-AS	BA International Studies	PD
ABQ	Montano, Diamond R.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Montano, Erin E.	BA	Bachelor of Arts	202180	FA	BA-ARTH-FA	BA Art History	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Montano, Kaitlin T.	MSN	Master of Science in Nursing	202180	GP	MSN-NURS	MSN Nursing	PD
ABQ	Montellano Contreras, Josselin	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Montoya, Adrian R.	BA	Bachelor of Arts	202180	AS	BA-XPSY-AS	BA Psychology	PD
ABQ	Montoya, Angela C.	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Montoya, Augustine N.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Montoya, Joella A.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Montoya, Jordan E.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Montoya, Matthew J.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Montoya, Michael D.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Montoya, Samantha L.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Montoya, Savannah	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Montoya, Summer D.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Moore, Alexa K.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Moore, Blake K.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Moore, Cassandra M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Moore, Garret A.	PMS	Professional Master of Science	202180	GP	PMS-GLNS	PMS Global & National Security	PD
ABQ	Moore, Jonathan D.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Moore, Marshall C.	BS	Bachelor of Science	202180	ED	BS-FCST-ED	BS Family & Child Studies	PD
ABQ	Moore, Paul J.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Moore, Steve J.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Mora, Rayann A.	BA	Bachelor of Arts	202180	AS	BA-SHS-AS	BA Speech & Hearing Sciences	PD
ABQ	Morales, Roberto	BA	Bachelor of Arts	202180	AS	BA-ECON-AS	BA Economics	PD
ABQ	Morales, Rubi E.	BSCM	BS Construction Management	202180	EN	BSCM-CONM-EN	BSCM Construction Management	PD

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Morris, Colyn N.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Morrison, Dylan G.	BSEE	BS in Electrical Engineering	202180	EN	BSEE-EE-EN	BSEE Electrical Engineering	PD
ABQ	Morrison, Miranda L.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Moryosef, Jamie Z.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Moss, Olivia J.	BS	Bachelor of Science	202180	ED	BS-CHED-ED	BS Community Health Education	PD
ABQ	Mott, Caitlin	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Moynihan, Allison K.	BA	Bachelor of Arts	202180	AS	BA-PHIL-AS	BA Philosophy	PD
ABQ	Moyo, Peterson C.	PHD	Doctor of Philosophy	202180	GP	PHD-TLTE	PHD Teaching Lrning & Teach Ed	PD
ABQ	Mulcahy, Deeann E.	PHD	Doctor of Philosophy	202180	GP	PHD-NUR	PHD Nursing	PD
ABQ	Mulderink, Carrie E.	PHD	Doctor of Philosophy	202180	GP	PHD-COM	PHD Communication	PD
ABQ	Mullen, Duane	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Mullen, Steven G.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Muller, Jacqueline L.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Muneri, Tarisiro C.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Muniz, Jacob T.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Murdie, Cheryl A.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Murphy, Alexandra N.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Murphy, Tim A.	MS	Master of Science	202180	GP	MS-XME	MS Mechanical Engineering	PD
ABQ	Murray, James B.	MS	Master of Science	202180	GP	MS-SPLP	MS Speech-Language Pathology	PD
ABQ	Mysza, Joseph A.	BA	Bachelor of Arts	202180	FA	BA-MUS-FA	BA Music	PD
ABQ	Nagin, Mansi R.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Nagle-Mcnaughton, Timothy P.	PHD	Doctor of Philosophy	202180	GP	PHD-EPS	PHD Earth & Planetary Sciences	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Naguru, Nihileswara Reddy	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Najera, Estevan A.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Nanez, Norma L.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Natseway, Douglas K.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Neff, Heidi D.	MA	Master of Arts	202180	GP	MA-COUN	MA Counseling	PD
ABQ	Nelsen, Erik L.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Nelson, Cayla M.	PHD	Doctor of Philosophy	202180	GP	PHD-NSME	PHD Nanosci and Microsys Eng	PD
ABQ	Nelson, Cheyenne S.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Nelson, Lydia M.	BA	Bachelor of Arts	202180	FA	BA-MUS-FA	BA Music	PD
ABQ	Nelson, Savannah A.	PMS	Professional Master of Science	202180	GP	PMS-GLNS	PMS Global & National Security	PD
ABQ	Newton, Elisabeth A.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Nez, Marquita E.	BS	Bachelor of Science	202180	ED	BS-FCST-ED	BS Family & Child Studies	PD
ABQ	Ngo, Helen	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Nguyen, Andrew	BSCE	BS in Civil Engineering	202180	EN	BSCE-CE-EN	BSCE Civil Engineering	PD
ABQ	Nguyen, Cong	BSCPE	BS in Computer Engineering	202180	EN	BSCPE-CPE-EN	BSCPE Computer Engineering	PD
ABQ	Nguyen, Jenny	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Nguyen, Kevin T.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Nguyen, Ngan M.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Nguyen, Thuy Tien A.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Nguyen, Tina H.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Nicka, Jennifer	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Nicol, Glenn R.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Niewoehner, Elizabeth J.	MA	Master of Arts	202180	GP	MA-FCST	MA Family and Child Studies	PD
ABQ	Nikolai, Prestin R.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Noble, Joey G.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Noriega-Lucero, Daniel R.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Novak, Frank J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Noyes, Sonya M.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Nunez, Dominic L.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Nunez, Mitchell W.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Nyambo, Aimee Ciane	MS	Master of Science	202180	GP	MS-CS	MS Computer Science	PD
ABQ	O'Brien, Megan K.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	O'Toole, Matthew P.	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Oesterling, Morgan J.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Olivarez, Carly E.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Olivas, Nicholas E.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Olivas, Rosalia M.	BA	Bachelor of Arts	202180	FA	BA-IDAR-FA	BA Interdisciplinary Arts	PD
ABQ	Olson, Brody J.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Olson, Rachel K.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Olson, Russell L.	BA	Bachelor of Arts	202180	AS	BA-SOC-AS	BA Sociology	PD
ABQ	Onesalt, Chambreigh L.	BA	Bachelor of Arts	202180	AS	BA-NATV-AS	BA Native American Studies	PD
ABQ	Orozco, Adrian S.	PHD	Doctor of Philosophy	202180	GP	PHD-PHYC	PHD Physics	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Orozco, Janeth	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Ortega, Jennifer A.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Ortega, Jeremy M.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Ortega, Mikaela E.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Ortiz, Alyssa N.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Ortiz, Alyssa N.	CERT0	Cert with <1 yr to Completion	202180	AS	CERT-RSJ-AS	CERT Race & Social Justice	PD
ABQ	Ortiz, Avere G.	BS	Bachelor of Science	202180	AS	BS-SIGN-AS	BS Signed Language Interpret	PD
ABQ	Ortiz, Jonathan A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Ortiz, Olivia M.	MA	Master of Arts	202180	GP	MA-ARTE	MA Art Education	PD
ABQ	Oselio, Catalina L.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Ostermann, Lauren A.	BSCHE	BS in Chemical Engineering	202180	EN	BSCHE-CHE-EN	BSCHE Chemical Engineering	PD
ABQ	Osuna, Renee	MA	Master of Arts	202180	GP	MA-ELED	MA Elementary Education	PD
ABQ	Ottman, Diane R.	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Otto, Aaron N.	MS	Master of Science	202180	GP	MS-ME	MS Mechanical Engineering	PD
ABQ	Otto, Felicia M.	MHA	Master of Health Admin	202180	GP	MHA-HLAD	MHA Health Administration	PD
ABQ	Ou, Rui	MS	Master of Science	202180	GP	MS-CPE	MS Computer Engineering	PD
ABQ	Overgaag, Chase J.	BS	Bachelor of Science	202180	ME	BS-EMS-ME	BS Emergency Medical Services	PD
ABQ	Pacheco, Rosalinda L.	BFA	Bachelor of Fine Arts	202180	FA	BFA-ARTS-FA	BFA Art Studio	PD
ABQ	Pacheco, Sydney E.	BS	Bachelor of Science	202180	ED	BS-NDIT-ED	BS Nutrition & Dietetics	PD
ABQ	Pack, Stephen C.	BSCM	BS Construction Management	202180	EN	BSCM-CONM-EN	BSCM Construction Management	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Padilla, Elisha M.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Padilla, Janae M.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Padilla, Justin A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Padilla, Kristine T.	BA	Bachelor of Arts	202180	FA	BA-THEA-FA	BA Theatre	PD
ABQ	Padilla, Sequoia M.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Padilla, Venessa R.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Paez Beltran, Luis E.	BS	Bachelor of Science	202180	AS	BS-BIOC-AS	BS Biochemistry	PD
ABQ	Paez Beltran, Luis E.	BS	Bachelor of Science	202180	AS	BS-STAT-AS	BS Statistics	PD
ABQ	Paiz, Destiny R.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Panana, Victoria M.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Pantoja, Eric A.	BS	Bachelor of Science	202180	ME	BS-RADS-ME	BS Radiologic Sciences	PD
ABQ	Paquin, Jean R.	MA	Master of Arts	202180	GP	MA-FCST	MA Family and Child Studies	PD
ABQ	Parcel, Richard	BAA	BA in Architecture	202180	AP	BAA-ARCT-AP	BAA Architecture	PD
ABQ	Park, Yoo Jin	BSEE	BS in Electrical Engineering	202180	EN	BSEE-EE-EN	BSEE Electrical Engineering	PD
ABQ	Parmenter, Ann M.	MSN	Master of Science in Nursing	202180	GP	MSN-NURS	MSN Nursing	PD
ABQ	Parra, Kayla N.	BA	Bachelor of Arts	202180	AS	BA-ANTH-AS	BA Anthropology	PD
ABQ	Patel, Kushal P.	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Patel, Sajni V.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Patel, Satyan N.	MA	Master of Arts	202180	GP	MA-OILS	MA Org Info & Learning Sci	PD
ABQ	Patel, Shikha A.	MACCT	Master of Accounting	202180	MG	MACCT-ACCT	MACCT Accounting	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Patel, Vishwa N.	BS	Bachelor of Science	202180	AS	BS-ENSC-AS	BS Environmental Science	PD
ABQ	Patriotis, Marios	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Patrizi, Jordan A.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Patterson, Brady A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Patterson, Rachel	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Patula, Monique S.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Paul, Bailey E.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Payne, Gordon F.	BA	Bachelor of Arts	202180	AS	BA-JRMC-AS	BA Journalism & Mass Communic	PD
ABQ	Pearson, Christian K.	DPT	Doctor of Physical Therapy	202180	GP	DPT-PT	Doctor of Physical Therapy	PD
ABQ	Pellechio, Megan	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Pelowitz, Kira M.	MHA	Master of Health Admin	202180	GP	MHA-HLAD	MHA Health Administration	PD
ABQ	Pena, Andrew J.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Pena, Riley M.	BS	Bachelor of Science	202180	ED	BS-FCST-ED	BS Family & Child Studies	PD
ABQ	Penfil, Mara	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Perea, Allyson B.	BA	Bachelor of Arts	202180	FA	BA-IDAR-FA	BA Interdisciplinary Arts	PD
ABQ	Perea, Mark	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Perea, Merissa C.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Perez Gomez, Sairis L.	BAEPD	BA Environment, Plan & Design	202180	AP	BEPD-ENVD-AP	BAEPD Environmental Plan & Dsg	PD
ABQ	Perez Luis, Libni S.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Perez, Aldo A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Perez, Austin I.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Perez, Cynthia R.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Perez, Maya P.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Perez-Cocon, Maria I.	MA	Master of Arts	202180	GP	MA-ELED	MA Elementary Education	PD
ABQ	Perry, Nathaniel P.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Persinger, Sapphire C.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Persinger, Sapphire C.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Peters, Gabriel M.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Peterson, Isabelle S.	BA	Bachelor of Arts	202180	AS	BA-BIOL-AS	BA Biology	PD
ABQ	Peterson, Madison C.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Pezzelle, Jayce J.	BA	Bachelor of Arts	202180	AS	BA-LING-AS	BA Linguistics	PD
ABQ	Pham, Iris	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Phibbs, Mary P.	MA	Master of Arts	202180	GP	MA-OILS	MA Org Info & Learning Sci	PD
ABQ	Phillips, Andrea	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Phillips, Frances N.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Phillips, Michael P.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Phillips, Sarah R.	PHD	Doctor of Philosophy	202180	GP	PHD-ANTH	PHD Anthropology	PD
ABQ	Pieck, Martin	MS	Master of Science	202180	MG	MS-XPJM	MS Project Management	PD
ABQ	Pierce, Remengton D.	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Pimentel, Infaia E.	BA	Bachelor of Arts	202180	AS	BA-CHEM-AS	BA Chemistry	PD
ABQ	Pimentel, Infaia E.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Pinard, Autumn S.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Pineda, Melinda L.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Pino, Lyndsi E.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Pitcher, Natalie A.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Pitts, Clarissa J.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Pizarro, David	BAEPD	BA Environment, Plan & Design	202180	AP	BEPD-ENV-D-AP	BAEPD Environmental Plan & Dsg	PD
ABQ	Platania, Adam	BS	Bachelor of Science	202180	AS	BS-MATH-AS	BS Mathematics	PD
ABQ	Platero, Corvid J.	BS	Bachelor of Science	202180	AS	BS-BIOC-AS	BS Biochemistry	PD
ABQ	Podsednik, Johnnie F.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Podzemny, Chase B.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Poghosyan, Davit	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Poindexter, Dylan R.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Poirier, Brittney L.	JD	Juris Doctor	202180	LW	JD-LAW	Juris Doctor	PD
ABQ	Poling, John M.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Ponzio-Fay, Savannah M.	MS	Master of Science	202180	MG	MS-XPJM	MS Project Management	PD
ABQ	Porras, Alyssa R.	MMU	Master of Music	202180	GP	MMU-XMUS	MMU Music	PD
ABQ	Porter, Shelby	BSDH	BS in Dental Hygiene	202180	ME	BSDH-XDEH-ME	BSDH Dental Hygiene	PD
ABQ	Porter, Stephanie D.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Portillo, Jesus A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Potluru, Manideep	MS	Master of Science	202180	GP	MS-CS	MS Computer Science	PD
ABQ	Potok, Matthew L.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Poudel, Safal	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Poulin, Bennett G.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Powell, Ryan H.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Price, Cameron J.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Price, Corey H.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Price, Jenna M.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Procopio, Craig T.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Proffit, Tyler S.	BA	Bachelor of Arts	202180	AS	BA-ENGP-AS	BA English-Philosophy	PD
ABQ	Przystupa, Paulina F.	PHD	Doctor of Philosophy	202180	GP	PHD-ANTH	PHD Anthropology	PD
ABQ	Puariea, Karla K.	MS	Master of Science	202180	GP	MS-NUTR	MS Nutrition	PD
ABQ	Pulte, Ashley M.	BA	Bachelor of Arts	202180	AS	BA-XPSY-AS	BA Psychology	PD
ABQ	Qin, Jing	BAA	BA in Architecture	202180	AP	BAA-ARCH-AP	BAA Architecture	PD
ABQ	Quarello, Dario	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Quintana, Dominick F.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Quintana, Martha	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Quintana, Martha	BA	Bachelor of Arts	202180	AS	BA-SOC-AS	BA Sociology	PD
ABQ	Raby, Patience L.	MS	Master of Science	202180	GP	MS-CE	MS Civil Engineering	PD
ABQ	Radcliff, Kristine A.	MSN	Master of Science in Nursing	202180	GP	MSN-NURS	MSN Nursing	PD
ABQ	Raeisi Nafchi, Amir	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Rael, Abbi R.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Rael, Alexis M.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Rael, Danielle	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Rahman, Mohammad Mashiur	PHD	Doctor of Philosophy	202180	GP	PHD-ECON	PHD Economics	PD
ABQ	Ramirez Urbaneja, Desire	PHD	Doctor of Philosophy	202180	GP	PHD-SPPR	PHD Spanish & Portuguese	PD
ABQ	Ramirez, Carolynne A.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Ramirez, Paola A.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Ramirez, Steven	MCM	Master of Construction Mgmt	202180	GP	MCM-XCMG	MCM Construction Mgmt	PD
ABQ	Ramos Guereca, Carlos E.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Ramos, Joan	BSCM	BS Construction Management	202180	EN	BSCM-CONM-EN	BSCM Construction Management	PD
ABQ	Ramos, Yvonne	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Ramsbacher, Mari E.	BA	Bachelor of Arts	202180	AS	BA-PHIL-AS	BA Philosophy	PD
ABQ	Randall, Joshua L.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Rascon, Cristal	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Ration, Zane Y.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Ready, Aysha M.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Rehman, Mohib	PHD	Doctor of Philosophy	202180	GP	PHD-FCST	PHD Family and Child Studies	PD
ABQ	Reid, Scott A.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Reno, Kayla D.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Renteria, Jonathan M.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Resendez, Donna J.	BFA	Bachelor of Fine Arts	202180	FA	BFA-DTP-FA	BFA Design & Tech Performance	PD
ABQ	Reyes, Christopher L.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Reyes, Evelyn N.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Reynebeau, Emily R.	MS	Master of Science	202180	GP	MS-BIOL	MS Biology	PD
ABQ	Rhoads, Anthony P.	BLA	Bachelor of Liberal Arts	202180	US	BLA-LIBA-US	BLA Liberal Arts	PD
ABQ	Rhodes, Alejandro T.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Richard, Sarah S.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Richards, Joshua D.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Richesin, Jade D.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Riewe, Monica R.	BSCM	BS Construction Management	202180	EN	BSCM-CONM-EN	BSCM Construction Management	PD
ABQ	Ring, Jacob G.	BA	Bachelor of Arts	202180	AS	BA-PHIL-AS	BA Philosophy	PD
ABQ	Ring, Jacob G.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Riordan, Lyndsey M.	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Rios, Nathaniel A.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Ritter, Anna C.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Rivera, Alexandra	MS	Master of Science	202180	GP	MS-SPLP	MS Speech-Language Pathology	PD
ABQ	Rivera, Christopher W.	MCRP	Master of Comm & Regional Plan	202180	GP	MCRP-CRP	MCRP Community & Regional Plan	PD
ABQ	Rivera, Israel D.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Rivera, Jacob C.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Rivera, Micayla	MA	Master of Arts	202180	GP	MA-SPCD	MA Special Education	PD
ABQ	Rivera, Samantha J.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Rivera, Tara J.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Rizk, Andrew R.	MS	Master of Science	202180	GP	MS-XME	MS Mechanical Engineering	PD
ABQ	Roach, Jessica G.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Roach, Sara N.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Roberson, Warren W.	MACCT	Master of Accounting	202180	MG	MACCT-ACCT	MACCT Accounting	PD
ABQ	Roberts, Dean A.	BA	Bachelor of Arts	202180	AS	BA-GEOG-AS	BA Geography	PD
ABQ	Roberts, Eliana E.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Roberts, Hillary V.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Robin, Ghislaine M.	BS	Bachelor of Science	202180	AS	BS-EPS-AS	BS Earth & Planetary Sciences	PD
ABQ	Robles, Jesele A.	BA	Bachelor of Arts	202180	AS	BA-SHS-AS	BA Speech & Hearing Sciences	PD
ABQ	Robles, Zeydith	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Rock, Katelyn J.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Rodelas, Claudia N.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Rodgers, Bridgette N.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Rodgers, Chancellor R.	BA	Bachelor of Arts	202180	AS	BA-GEOG-AS	BA Geography	PD
ABQ	Rodriguez Mendoza, Carina	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Rodriguez, Aleah E.	BSED	BS in Education	202180	ED	BSED-SPCD-ED	BSED Special Education	PD
ABQ	Rodriguez, Angelica	MA	Master of Arts	202180	GP	MA-LLSS	MA Lang, Lit & Sociocultural St	PD
ABQ	Rodriguez, Christian P.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Rodriguez, Diego E.	BSCHE	BS in Chemical Engineering	202180	EN	BSCHE-CHE-EN	BSCHE Chemical Engineering	PD
ABQ	Rodriguez, Francisco	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Rodriguez, Jasmine M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Rodriguez, Martin M.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Rodriguez, Miquela R.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Rodriguez, Roberto	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Rodriguez, Sara E.	MA	Master of Arts	202180	GP	MA-SPCD	MA Special Education	PD
ABQ	Rodriguez, Sara E.	GCERT	Graduate Certificate	202180	GP	GCERT-TESL	GCERT Tch Engl as Second Lang	PD
ABQ	Roe, Connor J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Roer, Caudilina M.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Roman, Jovan A.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Romero, Alexander G.	BS	Bachelor of Science	202180	ME	BS-EMS-ME	BS Emergency Medical Services	PD
ABQ	Romero, Alyssa N.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Romero, Jalyn M.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Romero, Muhajir D.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Romero, Phillip J.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Romero, Rachael E.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Ronny, Jerom Kankalil	MS	Master of Science	202180	GP	MS-CS	MS Computer Science	PD
ABQ	Rosero, Daisy V.	MPH	Master of Public Health	202180	GP	MPH-PH	MPH Public Health	PD
ABQ	Routheni, Ahdohny S.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Rovelli, Remy C.	PHD	Doctor of Philosophy	202180	GP	PHD-EPS	PHD Earth & Planetary Sciences	PD
ABQ	Rowan, Nichole J.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Roybal, Analisa	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Roybal, Andrea L.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Roybal, Carmela M.	PHD	Doctor of Philosophy	202180	GP	PHD-SOC	PHD Sociology	PD
ABQ	Roybal, Tiffany A.	MA	Master of Arts	202180	GP	MA-SPCD	MA Special Education	PD
ABQ	Roybal, Vanessa M.	MS	Master of Science	202180	GP	MS-HED	MS Health Education	PD
ABQ	Rubio, Amanda R.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Rubio, Bryana L.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Ruddick, Jamie E.	BS	Bachelor of Science	202180	ME	BS-RADS-ME	BS Radiologic Sciences	PD
ABQ	Rue, Madisyn R.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Rueda, Jessica N.	BA	Bachelor of Arts	202180	FA	BA-ARTH-FA	BA Art History	PD
ABQ	Ruiloba, Isaac M.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Rummel, Brian D.	PHD	Doctor of Philosophy	202180	GP	PHD-NSME	PHD Nanosci and Microsys Eng	PD
ABQ	Rusk, David D.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Russell, Jasmine A.	BS	Bachelor of Science	202180	PO	BS-POHE-PO	BS Population Health	PD
ABQ	Russert, Hannah M.	MS	Master of Science	202180	MG	MS-XPJM	MS Project Management	PD
ABQ	Russo, Anella M.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Russo, Kayanna S.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Ruth, Kyle G.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Rutherford, Benjamin B.	BSCPE	BS in Computer Engineering	202180	EN	BSCPE-CPE-EN	BSCPE Computer Engineering	PD
ABQ	Rutland, Claire J.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Saavedra, Adrian L.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Saavedra, Lynn M.	MSN	Master of Science in Nursing	202180	GP	MSN-NURS	MSN Nursing	PD
ABQ	Saitta, Chandler D.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Saiz, Grace C.	CERT1	One Year Certificate	202180	AS	CERT-TPC-AS	CERT Tech & Professional Comm	PD
ABQ	Salaiz, Kelly I.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Salazar - Hamm, Paris S.	PHD	Doctor of Philosophy	202180	GP	PHD-BIOL	PHD Biology	PD
ABQ	Salazar Lamas, Sebastian A.	BA	Bachelor of Arts	202180	AS	BA-BIOL-AS	BA Biology	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Salazar Lucas, Wyndra M.	BA	Bachelor of Arts	202180	AS	BA-SHS-AS	BA Speech & Hearing Sciences	PD
ABQ	Salazar, Adrianna M.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Salazar, Dalilah M.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Salazar, Kyle Gabrei Z.	MACCT	Master of Accounting	202180	MG	MACCT-ACCT	MACCT Accounting	PD
ABQ	Salazar, Mitzi	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Saldivar, Gabriela A.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Salinas, Perla A.	BA	Bachelor of Arts	202180	AS	BA-SOC-AS	BA Sociology	PD
ABQ	Salipan, Shania C.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Samora, Megan K.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Samora, Saylor B.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Sampson, Joshua M.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Sanchez, Alexis E.	BSCPE	BS in Computer Engineering	202180	EN	BSCPE-CPE-EN	BSCPE Computer Engineering	PD
ABQ	Sanchez, Brian J.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Sanchez, Cecille A.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Sanchez, David C.	MPA	Master of Public Admin	202180	GP	MPA-PADM	MPA Public Administration	PD
ABQ	Sanchez, Geneya S.	BSCE	BS in Civil Engineering	202180	EN	BSCE-CE-EN	BSCE Civil Engineering	PD
ABQ	Sanchez, Marlena M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Sanchez, Nicolette L.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Sanchez, Rachel C.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Sanchez, Shayla J.	BA	Bachelor of Arts	202180	AS	BA-XPSY-AS	BA Psychology	PD
ABQ	Sanchez, Vicky L.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Sanchez, Vicky L.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Sanchez-Duty, Benigna A.	GCERT	Graduate Certificate	202180	GP	GCERT-EDAG	GCERT Educational Diagnosis	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Sanchez-Goret, Liza M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Sander, Jameson M.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Sanders, Jared R.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Sandoval, Andrea M.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Sandoval, Jessica A.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Sandoval, Marissa R.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Sandoval, Nicholas D.	BFA	Bachelor of Fine Arts	202180	FA	BFA-FDMA-FA	BFA Film & Digital Arts	PD
ABQ	Sandoval, Spencer	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Sandoval, Tomanda M.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Sands, Michael C.	BS	Bachelor of Science	202180	AS	BS-CHEM-AS	BS Chemistry	PD
ABQ	Sangoleye, Fisayo M.	MS	Master of Science	202180	GP	MS-CPE	MS Computer Engineering	PD
ABQ	Santiago, Andres E.	MPA	Master of Public Admin	202180	GP	MPA-PADM	MPA Public Administration	PD
ABQ	Santistevan, Katherine M.	BA	Bachelor of Arts	202180	AS	BA-SOC-AS	BA Sociology	PD
ABQ	Santistevan, Sierra N.	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Santoniello, Tristan J.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Santos, Carla	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Santos, Kirin Erica B.	BAA	BA in Architecture	202180	AP	BAA-ARCT-AP	BAA Architecture	PD
ABQ	Santos, Moises	PHD	Doctor of Philosophy	202180	GP	PHD-HIST	PHD History	PD
ABQ	Santos-Martinez, Ashlee	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Santoy, Kelsey	BAA	BA in Architecture	202180	AP	BAA-ARCT-AP	BAA Architecture	PD
ABQ	Sauceda, Kristi L.	BA	Bachelor of Arts	202180	AS	BA-XPSY-AS	BA Psychology	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Sauri, Leonor A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Savage, Cameron M.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Schaefer, Margaret D.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Schiffer, Beth A.	MA	Master of Arts	202180	GP	MA-ELED	MA Elementary Education	PD
ABQ	Schoener, Gerhard F.	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Schooley, John G.	MOT	Master in Occupational Therapy	202180	GP	MOT-OCTH	MOT Occupational Therapy	PD
ABQ	Schroeder, Charles J.	BA	Bachelor of Arts	202180	AS	BA-PAP-AS	BA Physics & Astrophysics	PD
ABQ	Schulte, Andrea L.	BS	Bachelor of Science	202180	ME	BS-RADS-ME	BS Radiologic Sciences	PD
ABQ	Schultze, Matthew J.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Scranton, David A.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Seabright, Edmond T.	PHD	Doctor of Philosophy	202180	GP	PHD-ANTH	PHD Anthropology	PD
ABQ	Seaver, Abigail E.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Sebastian, Riley M.	PHD	Doctor of Philosophy	202180	GP	PHD-PSY	PHD Psychology	PD
ABQ	Sedillo, Estevan J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Sedillo, Tobias A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Seefeldt, Susan J.	MA	Master of Arts	202180	GP	MA-OILS	MA Org Info & Learning Sci	PD
ABQ	Segarra, Cesca-Maria	BFA	Bachelor of Fine Arts	202180	FA	BFA-FDMA-FA	BFA Film & Digital Arts	PD
ABQ	Seik, Amber E.	MSN	Master of Science in Nursing	202180	GP	MSN-NURS	MSN Nursing	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Seligman, Daniel T.	MS	Master of Science	202180	GP	MS-ME	MS Mechanical Engineering	PD
ABQ	Sellstrom, Teresa L.	PHD	Doctor of Philosophy	202180	GP	PHD-NUR	PHD Nursing	PD
ABQ	Sena, Adrienne	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Sena, Phillip D.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Senthil, Arjun	MS	Master of Science	202180	GP	MS-NSME	MS Nanoscience & Microsys Eng	PD
ABQ	Serna, Andrea R.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Sewell, Annastasia	BA	Bachelor of Arts	202180	AS	BA-RLST-AS	BA Religious Studies	PD
ABQ	Shahin, Mai A.	GCERT	Graduate Certificate	202180	GP	GCERT-ABA	GCERT Appl. Behavior Analysis	PD
ABQ	Shain, Lily G.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Sharp, Krista M.	BSDH	BS in Dental Hygiene	202180	ME	BSDH-XDEH-ME	BSDH Dental Hygiene	PD
ABQ	Sheehan, Aylin J.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Shimanek, Travis	JD	Juris Doctor	202180	LW	JD-LAW	Juris Doctor	PD
ABQ	Showalter, Shelby A.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Shrestha, Mausam	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Shrock, Emily C.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Shu, Helen	BSML	BS in Medical Laboratory Sci	202180	ME	BSML-MEDL-ME	BSML Medical Laboratory Sci	PD
ABQ	Shukla, Akash	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Siddique, Abu Bakar	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Siddiquee, Mohammad Ashraf	PHD	Doctor of Philosophy	202180	GP	PHD-CS	PHD Computer Science	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Sides, Graham G.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Siefert, Aaron J.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Sierra, Jonathan A.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Sigler, Jasmine R.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Sikeridis, Dimitrios	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Silesky, Ericka D.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Silva, Ashlynn M.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Silva, Inez C.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Silva, Lupe D.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Silversmith, Stephen J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Simmons, Abraham	BSDH	BS in Dental Hygiene	202180	ME	BSDH-XDEH-ME	BSDH Dental Hygiene	PD
ABQ	Simmons, Jeremiah D.	PHD	Doctor of Philosophy	202180	GP	PHD-PSY	PHD Psychology	PD
ABQ	Sinclair, Rosswell R.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Singh, Garima	MS	Master of Science	202180	GP	MS-PSY	MS Psychology	PD
ABQ	Singh, Kamalpreet	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Sisneros, Christina R.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Sivage, Slater M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Skahan, Mari A.	PHD	Doctor of Philosophy	202180	GP	PHD-ANTH	PHD Anthropology	PD
ABQ	Skartwed, Ferrin E.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Skroch, Heath N.	BA	Bachelor of Arts	202180	AS	BA-ECON-AS	BA Economics	PD
ABQ	Slezak, Samuel E.	MS	Master of Science	202180	GP	MS-PHYC	MS Physics	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Sloma, Katherine	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Smallwood, John J.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Smith, Alicia C.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Smith, Destiny L.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Smith, Jasmine M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Smith, Lauren T.	BSML	BS in Medical Laboratory Sci	202180	ME	BSML-MEDL-ME	BSML Medical Laboratory Sci	PD
ABQ	Smith, Mariah L.	MENG	Master of Engineering	202180	GP	MENG-CE	MENG Civil Engineering	PD
ABQ	Smith, Spenser P.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Smith, Stuart D.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Solis Rivera, Anay	BS	Bachelor of Science	202180	ED	BS-FCST-ED	BS Family & Child Studies	PD
ABQ	Solis, Christian T.	BFA	Bachelor of Fine Arts	202180	FA	BFA-ARTS-FA	BFA Art Studio	PD
ABQ	Solomon, Noah A.	BA	Bachelor of Arts	202180	AS	BA-JRMC-AS	BA Journalism & Mass Communic	PD
ABQ	Solorza, Isabella M.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Soltanifar, Parisa	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Sotiris, Michael W.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Spellman, Hank M.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Springer, Theodore W.	BS	Bachelor of Science	202180	ME	BS-RADS-ME	BS Radiologic Sciences	PD
ABQ	Sridhar, Harini	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	St John, Amber K.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Stairs, Ryan K.	BS	Bachelor of Science	202180	AS	BS-ASPH-AS	BS Astrophysics	PD
ABQ	Stairs, Ryan K.	BS	Bachelor of Science	202180	AS	BS-EPS-AS	BS Earth & Planetary Sciences	PD
ABQ	Stamper, Monte K.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Stape, Talia C.	BS	Bachelor of Science	202180	AS	BS-MATH-AS	BS Mathematics	PD
ABQ	Stape, Talia C.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Stape, Talia C.	CERT	Cert with 1-2 Yr To Completion	202180	US	CERT-NSSA-US	CERT Natl Secur & Strat Analy	PD
ABQ	Stapley, Kyle R.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Stark, Audriana M.	PHD	Doctor of Philosophy	202180	GP	PHD-OILS	PHD Org Info & Learning Sci	PD
ABQ	Stephens, Christopher D.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Sterk, Amanda R.	MS	Master of Science	202180	GP	MS-XME	MS Mechanical Engineering	PD
ABQ	Steutle, Ashley	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Stevens, Kyra A.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Stock, Darryl J.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
ABQ	Stokes, Amy M.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Stone, Carissa D.	MACCT	Master of Accounting	202180	MG	MACCT-ACCT	MACCT Accounting	PD
ABQ	Strambler, Payton L.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Stringham, Brandon J.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Strong, Gemma I.	MS	Master of Science	202180	GP	MS-NE	MS Nuclear Engineering	PD
ABQ	Sugg, Elizabeth J.	MA	Master of Arts	202180	GP	MA-LLSS	MA Lang,Lit & Sociocultural St	PD
ABQ	Suina, Janine C.	BS	Bachelor of Science	202180	ED	BS-FCST-ED	BS Family & Child Studies	PD
ABQ	Summers, Jade M.	BA	Bachelor of Arts	202180	AS	BA-SOC-AS	BA Sociology	PD
ABQ	Sun, Jiarui	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Sutanto, Cornelius K.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Sutter, Hiroshi U.	BFA	Bachelor of Fine Arts	202180	FA	BFA-ARTS-FA	BFA Art Studio	PD
ABQ	Swanson, Shawn N.	MS	Master of Science	202180	GP	MS-ME	MS Mechanical Engineering	PD
ABQ	Swartz, Natasha K.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Swartz, Natasha K.	CERT	Cert with 1-2 Yr To Completion	202180	US	CERT-NSSA-US	CERT Natl Secur & Strat Analy	PD
ABQ	Sweeney, Michele	BSDH	BS in Dental Hygiene	202180	ME	BSDH-XDEH-ME	BSDH Dental Hygiene	PD
ABQ	Szabat, Jessica M.	BA	Bachelor of Arts	202180	AS	BA-INTS-AS	BA International Studies	PD
ABQ	Tabeling, Fabianna R.	MSL	Master of Studies in Law	202180	LW	MSL-STLW	MSL Studies in Law	PD
ABQ	Tabet-Kirkpatrick, Jane E.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Tafoya, Augustin C.	BA	Bachelor of Arts	202180	FA	BA-FDMA-FA	BA Film & Digital Arts	PD
ABQ	Tafoya, Geneva E.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Tafoya, Jordin C.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Tafoya, Jordin C.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Tafoya, Yvette	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Takeuchi, Brigette R.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Talaat, Khaled A.	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Talley, Correen M.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Talley, Hannah T.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Tamang, Datenzing O.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Tanoue, Kimiko	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Tapia, Katelynn G.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Tasnim, Humayra	MS	Master of Science	202180	GP	MS-CS	MS Computer Science	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Tayaban, Frances	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Taylor, Robert J.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Taylor-Hayden, Madison	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Tchiloyans, Paul	MHA	Master of Health Admin	202180	GP	MHA-HLAD	MHA Health Administration	PD
ABQ	Teeparthi, Sravani	MS	Master of Science	202180	GP	MS-CPE	MS Computer Engineering	PD
ABQ	Tellez, Victor H.	MS	Master of Science	202180	GP	MS-PE	MS Physical Education	PD
ABQ	Tena, Ilan S.	BA	Bachelor of Arts	202180	AS	BA-INTS-AS	BA International Studies	PD
ABQ	Tena, Ilan S.	CERT1	One Year Certificate	202180	AS	CERT-PJS-AS	CERT Peace & Justice Studies	PD
ABQ	Tennent, Miriam A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Tennison, Renee L.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Tenorio, Alyce J.	MACCT	Master of Accounting	202180	MG	MACCT-ACCT	MACCT Accounting	PD
ABQ	Tenorio, Camryn A.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Terpstra, Paige	JD	Juris Doctor	202180	LW	JD-LAW	Juris Doctor	PD
ABQ	Terren Serrano, Guillermo	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Teston, Britianie S.	BA	Bachelor of Arts	202180	AS	BA-JRMC-AS	BA Journalism & Mass Communic	PD
ABQ	Thai, Angel T.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Thiery, Nicholas C.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Thomas, Christina M.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Thomas, Gabryela F.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Thompson, Brandon D.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Thone, Robert O.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Thorpe, Benjamin M.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Tideman, Samantha R.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Tillet, Tiani D.	BA	Bachelor of Arts	202180	AS	BA-LING-AS	BA Linguistics	PD
ABQ	Tillman, Christine R.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Times, Antoinette M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Timm, Matthew C.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Timm, Sean V.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Timms, Tyler L.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Todechine, Karina D.	MPA	Master of Public Admin	202180	GP	MPA-PADM	MPA Public Administration	PD
ABQ	Todescan-Clark, Juliana T.	PHD	Doctor of Philosophy	202180	GP	PHD-SPPR	PHD Spanish & Portuguese	PD
ABQ	Toledo, Joseph E.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Tom, Kyon S.	BA	Bachelor of Arts	202180	AS	BA-SOC-AS	BA Sociology	PD
ABQ	Ton-That, Khoi N.	BA	Bachelor of Arts	202180	AS	BA-ECON-AS	BA Economics	PD
ABQ	Tonihka, Dominic F.	BS	Bachelor of Science	202180	EH	BS-ES-EH	BS Exercise Science	PD
ABQ	Tonini, Cesare S.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Tonkinson, Shea T.	BS	Bachelor of Science	202180	AS	BS-MATH-AS	BS Mathematics	PD
ABQ	Torres, Brian A.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Torres, Christian	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Torres, Edith	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Torres, Eleazar	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Torres, JaCene M.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Torres, Katiana G.	BA	Bachelor of Arts	202180	FA	BA-ARTS-FA	BA Art Studio	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Torres, Maria C.	BLA	Bachelor of Liberal Arts	202180	US	BLA-LIBA-US	BLA Liberal Arts	PD
ABQ	Torres, Octavio	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Tran, Bianca L.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Tran, Jenn N.	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Tran, Phuong N.	MS	Master of Science	202180	GP	MS-CPE	MS Computer Engineering	PD
ABQ	Tran, Viet T.	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Treherm, Staci	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Trevizo, Abel A.	BA	Bachelor of Arts	202180	AS	BA-CHEM-AS	BA Chemistry	PD
ABQ	Trevizo, Wendy C.	BSML	BS in Medical Laboratory Sci	202180	ME	BSML-MEDL-ME	BSML Medical Laboratory Sci	PD
ABQ	Trollinger, Tyler R.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Trost, Jaren R.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Trujeque, Kristine M.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Trujillo, Adrianna R.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Trujillo, Ashley M.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Trujillo, Elotario M.	BFA	Bachelor of Fine Arts	202180	FA	BFA-IFDM-FA	BFA Interdisc Film & Dig Media	PD
ABQ	Trujillo, Kendrajo L.	BS	Bachelor of Science	202180	ED	BS-CHED-ED	BS Community Health Education	PD
ABQ	Trujillo, Lorraine R.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Trujillo, Morgan F.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Trujillo, Priscilla M.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Trujillo, Santareyna M.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Trujillo, Sunaiya D.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Trujillo, Veronica P.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Tsinigine, Chase	BA	Bachelor of Arts	202180	AS	BA-SOC-AS	BA Sociology	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Tso, Jared E.	MFA	Master of Fine Arts	202180	GP	MFA-ARTS	MFA Art Studio	PD
ABQ	Tsosie, Clarrissa M.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Tsosie, Katrina R.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Turk, LisaMarie C.	PHD	Doctor of Philosophy	202180	GP	PHD-NUR	PHD Nursing	PD
ABQ	Tuttle, August H.	BA	Bachelor of Arts	202180	AS	BA-ECON-AS	BA Economics	PD
ABQ	Ubeda-Harvey, Douglas	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Ulibarri, Robyn A.	BA	Bachelor of Arts	202180	AS	BA-PAP-AS	BA Physics & Astrophysics	PD
ABQ	Urenda, Devin X.	BS	Bachelor of Science	202180	AS	BS-MATH-AS	BS Mathematics	PD
ABQ	Valdez, Carmelita R.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Valdez, Estevan G.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Valdez, Isaiah A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Valdez, Karissa C.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Valerio, James M.	BA	Bachelor of Arts	202180	AS	BA-ECON-AS	BA Economics	PD
ABQ	Valladares, Evaliz P.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Vallejos, Sonora N.	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Valles, Aritza	BSCM	BS Construction Management	202180	EN	BSCM-CONM-EN	BSCM Construction Management	PD
ABQ	Valverde, Gabriela	BA	Bachelor of Arts	202180	AS	BA-SPAN-AS	BA Spanish	PD
ABQ	Van Der Leek, Robert W.	BSCS	BS in Computer Science	202180	EN	BSCS-CS-EN	BSCS Computer Science	PD
ABQ	Van Rooy, Paula	MS	Master of Science	202180	GP	MS-EE	MS Electrical Engineering	PD
ABQ	Vance, Matthew J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Vanchaik, Karol I.	BA	Bachelor of Arts	202180	AS	BA-SPAN-AS	BA Spanish	PD
ABQ	Vandegriff, Adam M.	MA	Master of Arts	202180	GP	MA-LING	MA Linguistics	PD
ABQ	Vandever, Jacquelyn J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Vann, Stephen W.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Varela, Veronica N.	BSCE	BS in Civil Engineering	202180	EN	BSCE-CE-EN	BSCE Civil Engineering	PD
ABQ	Varela-Salazar, Daneca C.	BSCHE	BS in Chemical Engineering	202180	EN	BSCHE-CHE-EN	BSCHE Chemical Engineering	PD
ABQ	Vasquez, Raquel M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Vaudrey, Iris E.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Vaughan, Jeremy D.	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Vaughan, Tabitha Y.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Veera, Venkata Siva Naga Sai K	MS	Master of Science	202180	GP	MS-CS	MS Computer Science	PD
ABQ	Vega, Lesly K.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Velarde, Turquoise C.	MA	Master of Arts	202180	GP	MA-LLSS	MA Lang,Lit & Sociocultural St	PD
ABQ	Velasquez, Ashlee A.	MPA	Master of Public Admin	202180	GP	MPA-PADM	MPA Public Administration	PD
ABQ	Velasquez, Oscar O.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Vencill, Leah C.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Vera Adrianzen, Fiorella P.	PHD	Doctor of Philosophy	202180	GP	PHD-POLS	PHD Political Science	PD
ABQ	Vesely, Alexander J.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Vialpando, Jasmine B.	BA	Bachelor of Arts	202180	AS	BA-FCST-AS	BA Family & Child Studies	PD
ABQ	Vialpando, Jasmine B.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Vieira, Thomas A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Vigil, Ashley A.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Vigil, Dominic M.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Vigil, Mike M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Vigil-Lujan, Savannah E.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Vigil-Lujan, Savannah E.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Vigil-Scott, Daron G.	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Villorente, Gabrielle R.	MACCT	Master of Accounting	202180	MG	MACCT-ACCT	MACCT Accounting	PD
ABQ	Vittardi, Sebastian B.	PHD	Doctor of Philosophy	202180	GP	PHD-CHEM	PHD Chemistry	PD
ABQ	Vo, Hao T.	BS	Bachelor of Science	202180	PH	BS-PHRS-PH	BS Pharmaceutical Sciences	PD
ABQ	Wagner, Marisa E.	MPA	Master of Public Admin	202180	GP	MPA-PADM	MPA Public Administration	PD
ABQ	Walde, Chad E.	MS	Master of Science	202180	GP	MS-XME	MS Mechanical Engineering	PD
ABQ	Walker, Jason C.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Walker, Tamara L.	BSCE	BS in Civil Engineering	202180	EN	BSCE-CE-EN	BSCE Civil Engineering	PD
ABQ	Wallin, William T.	BS	Bachelor of Science	202180	AS	BS-BIOL-AS	BS Biology	PD
ABQ	Walls, Nia M.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Walls, Nia M.	CERT1	One Year Certificate	202180	AS	CERT-TPC-AS	CERT Tech & Professional Comm	PD
ABQ	Wallschlaeger, Josiah	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Walsh, Timothy D.	BA	Bachelor of Arts	202180	AS	BA-JRMC-AS	BA Journalism & Mass Communic	PD
ABQ	Walton, Lenell D.	GCERT	Graduate Certificate	202180	GP	GCERT-ASD	GCERT Autism Spectrum Disorder	PD
ABQ	Walton, Lenell D.	PHD	Doctor of Philosophy	202180	GP	PHD-SPCD	PHD Special Education	PD
ABQ	Walwark, David J.	PHD	Doctor of Philosophy	202180	GP	PHD-NSMS	PHD Nanoscience & Microsystems	PD
ABQ	Wang, Yong	PHD	Doctor of Philosophy	202180	GP	PHD-PESE	PHD Phys Ed, Sports & Ex Sci	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Weber, Jessica R.	BSED	BS in Education	202180	ED	BSED-ELED-ED	BSED Elementary Education	PD
ABQ	Weis, Brandon J.	BA	Bachelor of Arts	202180	AS	BA-JRMC-AS	BA Journalism & Mass Communic	PD
ABQ	Weiss, Lauren	PHD	Doctor of Philosophy	202180	GP	PHD-SPCD	PHD Special Education	PD
ABQ	Wells, Mateo I.	BA	Bachelor of Arts	202180	FA	BA-FDMA-FA	BA Film & Digital Arts	PD
ABQ	Wenzel, Kathleen K.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Weschler, Sarah	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	West, Alyssa J.	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	West, David S.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Wheatstine, Cameron C.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Whetten, Audra M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	White, Aryn S.	MACCT	Master of Accounting	202180	MG	MACCT-ACCT	MACCT Accounting	PD
ABQ	White, John G.	BSME	BS in Mechanical Engineering	202180	EN	BSME-ME-EN	BSME Mechanical Engineering	PD
ABQ	Whitehorse, Mariah	BS	Bachelor of Science	202180	ED	BS-ES-ED	BS Exercise Science	PD
ABQ	Whitt, Rachel	MPA	Master of Public Admin	202180	GP	MPA-PADM	MPA Public Administration	PD
ABQ	Wiesel, Alexandria J.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD
ABQ	Wilder, London H.	BA	Bachelor of Arts	202180	AS	BA-ENGS-AS	BA English Studies	PD
ABQ	Wilkins, Margaret	PHD	Doctor of Philosophy	202180	GP	PHD-PESE	PHD Phys Ed, Sports & Ex Sci	PD
ABQ	Wilkinson, Elizabeth G.	BFA	Bachelor of Fine Arts	202180	FA	BFA-ARTS-FA	BFA Art Studio	PD
ABQ	Williams, Anthony E.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Williams, Jon M.	PHD	Doctor of Philosophy	202180	GP	PHD-SOC	PHD Sociology	PD
ABQ	Williams, Mark R.	PHD	Doctor of Philosophy	202180	GP	PHD-ANTH	PHD Anthropology	PD
ABQ	Williams, Patrycja M.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Willis, Alexis M.	BS	Bachelor of Science	202180	PO	BS-POHE-PO	BS Population Health	PD
ABQ	Willis, Alexis M.	CERT0	Cert with <1 yr to Completion	202180	AS	CERT-RSJ-AS	CERT Race & Social Justice	PD
ABQ	Willis, Bryce	BA	Bachelor of Arts	202180	AS	BA-POLS-AS	BA Political Science	PD
ABQ	Willis, McKinzey J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Wilson, Gabriela S.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Wilson, Lilyanne E.	BAA	BA in Architecture	202180	AP	BAA-ARCT-AP	BAA Architecture	PD
ABQ	Wilson, Tony R.	BAA	BA in Architecture	202180	AP	BAA-ARCH-AP	BAA Architecture	PD
ABQ	Winsch, Veronica	MA	Master of Arts	202180	GP	MA-FCST	MA Family and Child Studies	PD
ABQ	Winter, Brandon J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Witt, Magdalene R.	BA	Bachelor of Arts	202180	FA	BA-FDMA-FA	BA Film & Digital Arts	PD
ABQ	Witt, Roxanne M.	MSN	Master of Science in Nursing	202180	GP	MSN-NURS	MSN Nursing	PD
ABQ	Wolfe, Tara N.	MS	Master of Science	202180	GP	MS-HED	MS Health Education	PD
ABQ	Wong, Sophi D.	MS	Master of Science	202180	GP	MS-SPLP	MS Speech-Language Pathology	PD
ABQ	Wood, Sydney A.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Woods, Felicity E.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Woody, Dustin J.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Woolley, Amy B.	MMU	Master of Music	202180	GP	MMU-MUS	MMU Music	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Worrell, Tori F.	BA	Bachelor of Arts	202180	AS	BA-XPSY-AS	BA Psychology	PD
ABQ	Wosick, Danielle N.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Wright, Jonathan	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Ximenez-Byrne, Sofia	BA	Bachelor of Arts	202180	US	BA-LIBA-US	BA Liberal Arts	PD
ABQ	Yahyazadehjasour, Samin	MA	Master of Arts	202180	GP	MA-ELED	MA Elementary Education	PD
ABQ	Yan, Simin	PHD	Doctor of Philosophy	202180	GP	PHD-BIOM	PHD Biomedical Sciences	PD
ABQ	Yang, Jamie Z.	MS	Master of Science	202180	GP	MS-CS	MS Computer Science	PD
ABQ	Yazzie, Diane M.	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Yazzie, Philana A.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Ybarra, Adrianna F.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Yeasmin, Salma	MA	Master of Arts	202180	GP	MA-ELED	MA Elementary Education	PD
ABQ	Yellowhorse, Eric B.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Yenigun, Derya	BS	Bachelor of Science	202180	AS	BS-MATH-AS	BS Mathematics	PD
ABQ	Yin, Kunlun	PHD	Doctor of Philosophy	202180	GP	PHD-CHEM	PHD Chemistry	PD
ABQ	Youchison, James S.	MS	Master of Science	202180	GP	MS-ME	MS Mechanical Engineering	PD
ABQ	Young, Cody G.	MS	Master of Science	202180	MG	MS-XPJM	MS Project Management	PD
ABQ	Young, Jesse M.	GCERT	Graduate Certificate	202180	GP	GCERT-UST	GCERT Univ Sci Teach Biomed Sc	PD
ABQ	Young, Jesse M.	PHD	Doctor of Philosophy	202180	GP	PHD-BIOM	PHD Biomedical Sciences	PD
ABQ	Young, Joanna H.	MS	Master of Science	202180	MG	MS-ISA	MS Info Systems & Assurance	PD
ABQ	Young, Joshua A.	BS	Bachelor of Science	202180	AS	BS-PSY-AS	BS Psychology	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
ABQ	Young, Robert E.	BBA	Bachelor of Business Admin	202180	MG	BBA-XBAD-MG	BBA Business Admin	PD
ABQ	Young, Tamara L.	PHD	Doctor of Philosophy	202180	GP	PHD-BIOM	PHD Biomedical Sciences	PD
ABQ	Young, Taryn N.	BA	Bachelor of Arts	202180	AS	BA-CRIM-AS	BA Criminology	PD
ABQ	Younkman, Owen R.	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Yuan, Xinxing	PHD	Doctor of Philosophy	202180	GP	PHD-ENG	PHD Engineering	PD
ABQ	Zabawa-Hamilton, Christine	BSN	BS in Nursing	202180	NU	BSN-NUAP-NU	BSN Nursing	PD
ABQ	Zahnle, Karl G.	BA	Bachelor of Arts	202180	AS	BA-COM-AS	BA Communication	PD
ABQ	Zamora, Randell C.	BSN	BS in Nursing	202180	NU	BSN-NURS-NU	BSN Nursing	PD
ABQ	Zamora, Regina A.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Zamudio, Emily	BAED	BA in Education	202180	ED	BAED-SED-ED	BAED Secondary Education	PD
ABQ	Zapata, Jannet	MS	Master of Science	202180	MG	MS-XPJM	MS Project Management	PD
ABQ	Zarrabzadeh, Cameron J.	MA	Master of Arts	202180	GP	MA-ANTH	MA Anthropology	PD
ABQ	Zavala, Alexandra I.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Zeng, Kunhao	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Zhang, Binchi	BBA	Bachelor of Business Admin	202180	MG	BBA-BADM-MG	BBA Business Administration	PD
ABQ	Zhang, Han	PHD	Doctor of Philosophy	202180	GP	PHD-EPS	PHD Earth & Planetary Sciences	PD
ABQ	Zhao, Shian	MA	Master of Arts	202180	GP	MA-SPCD	MA Special Education	PD
ABQ	Zinschlag, Sarah K.	MBA	Master of Business Admin	202180	MG	MBA-BADM	MBA Business Administration	PD
ABQ	Zuni, Selene A.	BA	Bachelor of Arts	202180	AS	BA-PSY-AS	BA Psychology	PD
ABQ	Zwiener, Luke J.	BA	Bachelor of Arts	202180	AS	BA-HIST-AS	BA History	PD
GA	Amper, Ryan Raymar R.	AS	Associate of Science	202180	AD	AS-MDLA-GA	AS Medical Laboratory Tech	PD
GA	Anchondo, Magdalena L.	CERT1	One Year Certificate	202180	CP	CERT-ECME-GA	CERT Early Child Multicult Ed	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
GA	Anchondo, Magdalena L.	AA	Associate of Arts	202180	AD	AA-ECME-GA	AA Early Child Multicult Ed	PD
GA	Aragon, Joshua A.	AA	Associate of Arts	202180	AD	AA-LART-GA	AA Liberal Arts	PD
GA	Ashley, Amber D.	AS	Associate of Science	202180	AD	AS-ASNU-GA	AS Nursing	PD
GA	Avery, Nathan R.	CERT1	One Year Certificate	202180	CP	CERT-WELD-GA	CERT Welding Technology	PD
GA	Becenti, Ira K.	CERT1	One Year Certificate	202180	CP	CERT-DAST-GA	CERT Dental Assisting	PD
GA	Begay, Devin C.	AA	Associate of Arts	202180	AD	AA-CRJS-GA	AA Criminal Justice	PD
GA	Begay, Larlynn	AS	Associate of Science	202180	AD	AS-SCI-GA	AS Science	PD
GA	Benally, Elsashia T.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Benally, Sensia T.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Bitsilly, Marinsek A.	AAS	Associate of Applied Science	202180	AD	AAS-WELD-GA	AAS Welding Technology	PD
GA	Bitsilly, Marinsek A.	CERT1	One Year Certificate	202180	CP	CERT-WELD-GA	CERT Welding Technology	PD
GA	Blueyes, Kelly R.	AS	Associate of Science	202180	AD	AS-ASNU-GA	AS Nursing	PD
GA	Bowman, Elaine A.	CERT1	One Year Certificate	202180	CP	CERT-DAST-GA	CERT Dental Assisting	PD
GA	Brown, Sharlene	AS	Associate of Science	202180	AD	AS-ASNU-GA	AS Nursing	PD
GA	Burke, Paulette A.	AA	Associate of Arts	202180	AD	AA-CRJS-GA	AA Criminal Justice	PD
GA	Carrillo, Manuel J.	CERT1	One Year Certificate	202180	CP	CERT-AUTT-GA	CERT Automotive Technology	PD
GA	Castillo, Thomas L.	AAS	Associate of Applied Science	202180	AD	AAS-WELD-GA	AAS Welding Technology	PD
GA	Charley, Brianna M.	AA	Associate of Arts	202180	AD	AA-CRJS-GA	AA Criminal Justice	PD

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campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
GA	Charley, Charmayne J.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Chavez, Dariquetta D.	CERT1	One Year Certificate	202180	CP	CERT-AAHS-GA	CERT Human Services	PD
GA	Chischilly, Corey	CERT1	One Year Certificate	202180	CP	CERT-CNST-GA	CERT Construction Technology	PD
GA	Coleman, Murphy	AAS	Associate of Applied Science	202180	AD	AAS-WELD-GA	AAS Welding Technology	PD
GA	Cox, Don R.	AA	Associate of Arts	202180	AD	AA-SCTE-GA	AA Secondary Teacher Educ	PD
GA	Damon, Jennisha D.	CERT1	One Year Certificate	202180	CP	CERT-DAST-GA	CERT Dental Assisting	PD
GA	Damon, Zethynah C.	CERT1	One Year Certificate	202180	CP	CERT-INFT-GA	CERT Information Technology	PD
GA	Dause, Annabelle	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Davis, Victoria	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	DePauli, Nancy E.	AAS	Associate of Applied Science	202180	AD	AAS-GNST-GA	AAS General Studies	PD
GA	Delgado, Jacob N.	AA	Associate of Arts	202180	AD	AA-LART-GA	AA Liberal Arts	PD
GA	Denetso, Brianna J.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Descheny, Audrey J.	CERT1	One Year Certificate	202180	CP	CERT-AAHS-GA	CERT Human Services	PD
GA	Dez, Shelsea L.	AA	Associate of Arts	202180	AD	AA-AAHS-GA	AA Human Services	PD
GA	Diaz, Monica	AAS	Associate of Applied Science	202180	AD	AAS-WELD-GA	AAS Welding Technology	PD
GA	Diaz, Monica	CERT1	One Year Certificate	202180	CP	CERT-WELD-GA	CERT Welding Technology	PD
GA	Dixon, Trevor L.	CERT1	One Year Certificate	202180	CP	CERT-DAST-GA	CERT Dental Assisting	PD
GA	Espinoza, Lewis S.	AS	Associate of Science	202180	AD	AS-MDLA-GA	AS Medical Laboratory Tech	PD

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
GA	Francisco, Rhiannon S.	AS	Associate of Science	202180	AD	AS-MDLA-GA	AS Medical Laboratory Tech	PD
GA	Gchachu, Kara	AA	Associate of Arts	202180	AD	AA-LART-GA	AA Liberal Arts	PD
GA	Gishie, Cyril T.	AAS	Associate of Applied Science	202180	AD	AAS-CNST-GA	AAS Construction Technology	PD
GA	Gonzales, Valerie	CERT1	One Year Certificate	202180	CP	CERT-DAST-GA	CERT Dental Assisting	PD
GA	Goodluck, Danielle S.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Halona, LaTisha R.	AAS	Associate of Applied Science	202180	AD	AAS-GNST-GA	AAS General Studies	PD
GA	Hirni, Alyssa R.	AS	Associate of Science	202180	AD	AS-ASNU-GA	AS Nursing	PD
GA	Holyan, Daisha K.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Hoskie, Shinae S.	AS	Associate of Science	202180	AD	AS-ASNU-GA	AS Nursing	PD
GA	James, Adam E.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Jimenez, Sammie J.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Joe, Heather B.	AAS	Associate of Applied Science	202180	AD	AAS-GNST-GA	AAS General Studies	PD
GA	Joe, Rose B.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	John, Shameeka	AS	Associate of Science	202180	AD	AS-MDLA-GA	AS Medical Laboratory Tech	PD
GA	Jones, Chelsea	AAS	Associate of Applied Science	202180	AD	AAS-CNST-GA	AAS Construction Technology	PD
GA	Jones, Wacey R.	AAS	Associate of Applied Science	202180	AD	AAS-WELD-GA	AAS Welding Technology	PD
GA	King, Amber F.	AS	Associate of Science	202180	AD	AS-MDLA-GA	AS Medical Laboratory Tech	PD
GA	Laiteyse, Michelle E.	AA	Associate of Arts	202180	AD	AA-ECME-GA	AA Early Child Multicult Ed	PD

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
GA	Lalio, Lynelle	AA	Associate of Arts	202180	AD	AA-AAHS-GA	AA Human Services	PD
GA	Largo, Danette A.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Lee, Darrick	AAS	Associate of Applied Science	202180	AD	AAS-AUTT-GA	AAS Automotive Technology	PD
GA	Lee, Darrick	CERT1	One Year Certificate	202180	CP	CERT-AUTT-GA	CERT Automotive Technology	PD
GA	Lee, Terrell B.	AS	Associate of Science	202180	AD	AS-SCI-GA	AS Science	PD
GA	Littlegeorge, Amy K.	AA	Associate of Arts	202180	AD	AA-AAHS-GA	AA Human Services	PD
GA	Littlegeorge, Amy K.	CERT1	One Year Certificate	202180	CP	CERT-AAHS-GA	CERT Human Services	PD
GA	Livingston, Andrea	AAS	Associate of Applied Science	202180	AD	AAS-GNST-GA	AAS General Studies	PD
GA	Livingston, Angel M.	AA	Associate of Arts	202180	AD	AA-CRJS-GA	AA Criminal Justice	PD
GA	Lujan, Rebekah R.	AS	Associate of Science	202180	AD	AS-ASNU-GA	AS Nursing	PD
GA	Marsh, Abigail M.	AS	Associate of Science	202180	AD	AS-ASNU-GA	AS Nursing	PD
GA	Metteba, Irvina R.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Miller, Ashley L.	AA	Associate of Arts	202180	AD	AA-AAHS-GA	AA Human Services	PD
GA	Morgan, Roger	CERT1	One Year Certificate	202180	CP	CERT-CNST-GA	CERT Construction Technology	PD
GA	Morris, Delvina L.	CERT1	One Year Certificate	202180	CP	CERT-AAHS-GA	CERT Human Services	PD
GA	Mortensen, Samantha C.	AS	Associate of Science	202180	AD	AS-MDLA-GA	AS Medical Laboratory Tech	PD
GA	Nelson, Jessica L.	AAS	Associate of Applied Science	202180	AD	AAS-GNST-GA	AAS General Studies	PD
GA	Nelson, Wanda T.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
GA	Olvera, Faith E.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-EMBS-GA	CERT Emerg Med Svcs EMT-Basic	PD
GA	Oyebi, Nizhoni F.	AA	Associate of Arts	202180	AD	AA-LART-GA	AA Liberal Arts	PD
GA	Panteah, Daphne L.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Perez, Chiara S.	AS	Associate of Science	202180	AD	AS-ASNU-GA	AS Nursing	PD
GA	Platero, Kristin B.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Plummer, Samantha A.	CERT1	One Year Certificate	202180	CP	CERT-AAHS-GA	CERT Human Services	PD
GA	Quam, Amber T.	AS	Associate of Science	202180	AD	AS-MDLA-GA	AS Medical Laboratory Tech	PD
GA	Rayam, Erica D.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Rayam, Erica D.	AA	Associate of Arts	202180	AD	AA-LART-GA	AA Liberal Arts	PD
GA	Reinhard, Rebecca A.	AA	Associate of Arts	202180	AD	AA-LART-GA	AA Liberal Arts	PD
GA	Resendiz, Geovani	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Ricehill, Gabrielle J.	CERT1	One Year Certificate	202180	CP	CERT-COBR-GA	CERT Cosmetology/Barbering	PD
GA	Roberts, Angelica	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-EMBS-GA	CERT Emerg Med Svcs EMT-Basic	PD
GA	Rodgers, Phillip B.	AS	Associate of Science	202180	AD	AS-SCI-GA	AS Science	PD
GA	Sarracino, Sissy G.	AS	Associate of Science	202180	AD	AS-ASNU-GA	AS Nursing	PD
GA	Saucedo, Mariah D.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Shirley, Tommie E.	AS	Associate of Science	202180	AD	AS-SCI-GA	AS Science	PD
GA	Skeet, Shamaray H.	AA	Associate of Arts	202180	AD	AA-CRJS-GA	AA Criminal Justice	PD

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
GA	Smiley, Midijah M.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Smith, Hansen J.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Smith, Vivian R.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-EMBS-GA	CERT Emerg Med Svcs EMT-Basic	PD
GA	Spencer, Anthnette F.	AS	Associate of Science	202180	AD	AS-ASNU-GA	AS Nursing	PD
GA	Spencer, Erin S.	CERT1	One Year Certificate	202180	CP	CERT-COBR-GA	CERT Cosmetology/Barbering	PD
GA	Talayumptewa, Tasheena	AS	Associate of Science	202180	AD	AS-ASNU-GA	AS Nursing	PD
GA	Thompson, Melanie	AS	Associate of Science	202180	AD	AS-ASNU-GA	AS Nursing	PD
GA	Todachine, Tiana R.	AS	Associate of Science	202180	AD	AS-ASNU-GA	AS Nursing	PD
GA	Toledo, Katianna T.	CERT1	One Year Certificate	202180	CP	CERT-COBR-GA	CERT Cosmetology/Barbering	PD
GA	Torres, Bianca A.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Torres, Lenelle J.	AS	Associate of Science	202180	AD	AS-MDLA-GA	AS Medical Laboratory Tech	PD
GA	Trujillo, Victoria J.	AS	Associate of Science	202180	AD	AS-ASNU-GA	AS Nursing	PD
GA	Tso, Raeann	AAS	Associate of Applied Science	202180	AD	AAS-GNST-GA	AAS General Studies	PD
GA	Tsosie, Trent G.	AAS	Associate of Applied Science	202180	AD	AAS-GNST-GA	AAS General Studies	PD
GA	Wallace, Deede J.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
GA	Watchman, Sherika L.	AA	Associate of Arts	202180	AD	AA-ECME-GA	AA Early Child Multicult Ed	PD
GA	White, Tom M.	AAS	Associate of Applied Science	202180	AD	AAS-CNST-GA	AAS Construction Technology	PD
GA	Yatsatie, Derricka J.	AA	Associate of Arts	202180	AD	AA-CRJS-GA	AA Criminal Justice	PD

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
GA	Yazzie, Murvin	CERT1	One Year Certificate	202180	CP	CERT-AUTT-GA	CERT Automotive Technology	PD
GA	Yazzie, Patterson	AA	Associate of Arts	202180	AD	AA-CRJS-GA	AA Criminal Justice	PD
GA	Yazzie, Shaundiin T.	AA	Associate of Arts	202180	AD	AA-BADM-GA	AA Business Administration	PD
LA	Timmerman, Isaac J.	AAS	Associate of Applied Science	202180	AD	AAS-BUSN-LA	AAS Business	PD
TA	Cleaveland, Makayla R.	AA	Associate of Arts	202180	AD	AA-LART-TA	AA Liberal Arts	PD
TA	Davis, Felicia	AA	Associate of Arts	202180	AD	AA-LART-TA	AA Liberal Arts	PD
TA	Frizzell, Hannah E.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-EMBS-TA	CERT Emerg Med Svcs EMT-Basic	PD
TA	Garcia, Telesforo	CERT	Cert with 1-2 Yr To Completion	202180	CP	CERT-CDL-TA	CERT Commerc Driver's License	PD
TA	Gates, Romy W.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-EMBS-TA	CERT Emerg Med Svcs EMT-Basic	PD
TA	Herrera, Mary E.	AFA	Associate of Fine Arts	202180	AD	AFA-FA-TA	AFA Fine Arts	PD
TA	Hidrogo, Michelle	AA	Associate of Arts	202180	AD	AA-LART-TA	AA Liberal Arts	PD
TA	Martinez, Aliyah A.	AA	Associate of Arts	202180	AD	AA-LART-TA	AA Liberal Arts	PD
TA	Olson, Elias W.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-EMBS-TA	CERT Emerg Med Svcs EMT-Basic	PD
TA	Patch, Ian D.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-EMBS-TA	CERT Emerg Med Svcs EMT-Basic	PD
TA	Romero, James M.	CERT1	One Year Certificate	202180	CP	CERT-HS-TA	CERT Human Services	PD
TA	Sanchez, Ashlynn V.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-EMBS-TA	CERT Emerg Med Svcs EMT-Basic	PD
TA	Williams, Joshua R.	CERT	Cert with 1-2 Yr To Completion	202180	CP	CERT-CDL-TA	CERT Commerc Driver's License	PD
VA	Arreola, Angela A.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-NUAS-VA	CERT Nursing Assistant	PD

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
VA	Benavidez, Kristina L.	AIS	Associate Integrated Studies	202180	AD	AIS-INGV-VA	AIS Integrative Studies	PD
VA	Betenbough, Erika J.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-PHBT-VA	CERT Phlebotomy Technician	PD
VA	Billy, Shondiin N.	AA	Associate of Arts	202180	AD	AA-CRIM-VA	AA Criminology	PD
VA	Blair, Annemarie M.	AA	Associate of Arts	202180	AD	AA-LART-VA	AA Liberal Arts	PD
VA	Boling, Samantha D.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-PHBT-VA	CERT Phlebotomy Technician	PD
VA	Brawley, Mindy M.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-EMBS-VA	CERT Emerg Med Svcs EMT-Basic	PD
VA	Cardoza, Luis F.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-EMBS-VA	CERT Emerg Med Svcs EMT-Basic	PD
VA	Carrillo, Nicole A.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-PHBT-VA	CERT Phlebotomy Technician	PD
VA	Chavez, Jesse A.	AA	Associate of Arts	202180	AD	AA-LART-VA	AA Liberal Arts	PD
VA	Crespin, Kalynn D.	AA	Associate of Arts	202180	AD	AA-ECME-VA	AA Early Child Multicult Ed	PD
VA	Davis, Alissa L.	AA	Associate of Arts	202180	AD	AA-CRIM-VA	AA Criminology	PD
VA	Duran, Kimberly	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-PHBT-VA	CERT Phlebotomy Technician	PD
VA	Duron, Jennifer D.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-NUAS-VA	CERT Nursing Assistant	PD
VA	Esparza, Karina Y.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-PHBT-VA	CERT Phlebotomy Technician	PD
VA	Funke, Teresa L.	AIS	Associate Integrated Studies	202180	AD	AIS-INGV-VA	AIS Integrative Studies	PD
VA	Garcia, Giovanna J.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-NUAS-VA	CERT Nursing Assistant	PD
VA	Garcia, Miriam R.	AAS	Associate of Applied Science	202180	AD	AAS-GDS-VA	AAS Game Design and Simulation	PD

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
VA	Gomez, Anita C.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-NUAS-VA	CERT Nursing Assistant	PD
VA	Gonzales, Ashley M.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-NUAS-VA	CERT Nursing Assistant	PD
VA	Gurule, Estevan E.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-EMBS-VA	CERT Emerg Med Svcs EMT-Basic	PD
VA	Guy, Michael X.	AA	Associate of Arts	202180	AD	AA-LART-VA	AA Liberal Arts	PD
VA	Harris, Katie M.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-PHBT-VA	CERT Phlebotomy Technician	PD
VA	Harst, Ashlee	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-PHBT-VA	CERT Phlebotomy Technician	PD
VA	Jaramillo, Francisco	AIS	Associate Integrated Studies	202180	AD	AIS-INGV-VA	AIS Integrative Studies	PD
VA	Jaramillo, Glorianna R.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-EMBS-VA	CERT Emerg Med Svcs EMT-Basic	PD
VA	Jones, Adrian A.	AIS	Associate Integrated Studies	202180	AD	AIS-INGV-VA	AIS Integrative Studies	PD
VA	Lopez, Octavio R.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-PHBT-VA	CERT Phlebotomy Technician	PD
VA	Luna, Guillermo A.	AA	Associate of Arts	202180	AD	AA-EDUC-VA	AA Education	PD
VA	Marrufo Lopez, Anna C.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-PHBT-VA	CERT Phlebotomy Technician	PD
VA	Mundo, Sonia M.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-PHBT-VA	CERT Phlebotomy Technician	PD
VA	Munoz, Aaliyah B.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-NUAS-VA	CERT Nursing Assistant	PD
VA	Nelson, Heidi N.	AA	Associate of Arts	202180	AD	AA-LART-VA	AA Liberal Arts	PD
VA	Ober, Christopher C.	AA	Associate of Arts	202180	AD	AA-LART-VA	AA Liberal Arts	PD
VA	Passeno, Bailey E.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-EMBS-VA	CERT Emerg Med Svcs EMT-Basic	PD

Pending Graduates - Fall 2021**No Privacy Flag**

campus	name	degree	degree_desc	degsem	college	program	program_desc	graduation_status
VA	Quevedo, Maria C.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-NUAS-VA	CERT Nursing Assistant	PD
VA	Raaff, Elizabeth N.	AA	Associate of Arts	202180	AD	AA-EDUC-VA	AA Education	PD
VA	Salas, Benjamin C.	AAS	Associate of Applied Science	202180	AD	AAS-IT-VA	AAS Information Technology	PD
VA	Salas, Santiago J.	CERT0	Cert with <1 yr to Completion	202180	CP	CERT-EMBS-VA	CERT Emerg Med Svcs EMT-Basic	PD
VA	Sanchez, Barbie M.	AA	Associate of Arts	202180	AD	AA-ECME-VA	AA Early Child Multicult Ed	PD
VA	Sullivan, Brittany L.	AA	Associate of Arts	202180	AD	AA-ECME-VA	AA Early Child Multicult Ed	PD
VA	Sutton, Ashley M.	AIS	Associate Integrated Studies	202180	AD	AIS-INGV-VA	AIS Integrative Studies	PD
VA	Vellner, Maria Lita	AA	Associate of Arts	202180	AD	AA-LART-VA	AA Liberal Arts	PD
VA	Willis, Mia L.	AS	Associate of Science	202180	AD	AS-GSCI-VA	AS General Science	PD

C07 Faculty Misconduct and Progressive Discipline Policy

Approved By: Faculty Senate and Board of Regents

Effective: Draft 10/26/21

Responsible Faculty Committees: Academic Freedom and Tenure Committee and Policy Committee

Office Responsible for Administration: Office of the Provost and Office of the Executive Vice President for Health Sciences

Legend: Proposed changes throughout the policy are highlighted as follows: Underscored text in red = proposed new language; ~~Strike through~~ text = proposed deleted text; and Unmarked text = no change. Recent changes to address Regent concerns shared by the Provost shown in blue and change to address CBAs shown purple on page 9.

Revisions to the Policy Rationale, Policy Statement, and Applicability sections of this document must be approved by the Faculty Senate and the Board of Regents.

POLICY RATIONALE

The University of New Mexico (UNM) is committed to the principles of academic freedom, which rely on the intellectual and professional integrity of faculty members mindful of their rights and responsibilities. Essential to sustaining an environment that supports academic freedom is the requirement for an impartial investigation of alleged faculty misconduct, due process, and when necessary, disciplinary action. It is the responsibility of decision-makers when reviewing alleged faculty misconduct to ensure that the decision-making process is not influenced by a violation of academic freedom, improper consideration, or procedural violations per Faculty Handbook Policy B6 "Academic Freedom and Tenure Committee."

~~The University encourages a supportive problem-solving approach to workplace problems, but the University recognizes that misconduct may require disciplinary action.~~ When the need for disciplinary action is identified, UNM normally uses progressive discipline to address ~~possible~~ misconduct. Progressive discipline is intended to be corrective, not punitive in nature, and is designed to provide faculty with notice of deficiencies and an opportunity to improve take corrective action. However, some misconduct ~~violations of policies and procedures, or continued negative behavior~~ may be of such a serious nature that suspension without pay or dismissal ~~discharge~~ may be appropriate pursuant to all Faculty Handbook policies, including but not limited to Section B.

POLICY STATEMENT

Any member of the UNM faculty assigned to any site or component of UNM, including any faculty member serving as an academic administrator, accused of misconduct will be subject to this Policy. If after an inquiry or investigation the faculty member is found to have engaged in

misconduct, ~~who violates a published University policy~~ the faculty member may be subject to a warning, censure, disciplinary probation, suspension without pay, or dismissal in accordance with this Policy. Teaching, research, and graduate assistants in their faculty capacity are considered faculty members for purposes of this Policy.

Any individual(s) bringing an allegation of faculty misconduct ~~to the chair's attention~~ is protected by, and subject to, UNM's policy on reporting misconduct. If the complainant feels the concerns raised were not adequately addressed in accordance with this Policy, the complainant may file a complaint in accordance with UAP Policy 2200 "Reporting Suspected Misconduct and Whistleblower Protection from Retaliation." In accordance with UAP Policy 2200, any member of the UNM community who knowingly gives false or materially inaccurate information; knowingly makes a false report of suspected misconduct or a subsequent false report of retaliation; or who knowingly provides false answers or information in response to an ongoing investigation may be subject to administrative action by UNM including disciplinary action.

Care must be exercised at all times to ensure confidentiality to the extent possible and to protect the privacy of persons involved in a misconduct inquiry or investigation. The privacy of those who report misconduct in good faith will also be protected to the extent possible. Files involved in an inquiry or investigation shall be kept secure, and applicable state and federal law shall be followed regarding confidentiality of personnel records. Refer to Policy C70 "Confidentiality of Faculty Records." If at any step in this Policy it is determined ~~if the final determination is~~ that no misconduct occurred, the administration will work with the faculty member ~~efforts shall be undertaken~~ to the extent possible and appropriate to fully protect, restore, or maintain the reputation of the faculty member.

~~it is up to the faculty member to decide what information is documented in any of their personnel files maintained by UNM or any component thereof.~~

APPLICABILITY

All UNM academic faculty working at all UNM sites, including administrators who are also faculty, and teaching, research, and graduate assistants when acting in their faculty capacity.

Revisions to the remaining sections of this document may be amended with the approval of the Faculty Senate Policy and Operations Committees and the Academic Freedom and Tenure Committee.

DEFINITIONS

Allegation is any report or evidence of misconduct.

Bias. Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Chair. References to the Department Chair in this Policy also includes the program director or associate or vice dean in a non-departmentalized school or college. If allegations are made against a department chair or other administrator or a department chair recuses themselves, the

next higher academic authority shall perform the functions assigned in this Policy to the chair and the provisions shall be modified as appropriate.

Credible. For the purposes of this Policy, the term credible means offering reasonable grounds for being believed by the faculty member's supervisor.

Faculty member. For the purposes of the Policy, the term faculty member refers to the faculty member whose conduct or actions are in question. Faculty members include teaching, research, and graduate assistants when acting in their faculty capacity.

Faculty Misconduct Review Committee (FMRC) is a standing committee appointed by the Academic Freedom and Tenure Committee charged with conducting faculty peer hearings specifically for proposed disciplinary actions of either: 1) suspension without pay of any faculty member or 2) dismissal of any faculty member without tenure. AF&T retains authority to conduct all other hearings within its jurisdiction to include violations of academic freedom, improper consideration, or procedural violations per *Faculty Handbook* Policy B6 "Academic Freedom and Tenure Committee."

Misconduct means conduct or actions that are a substantive violation of laws, regulations, UNM policies, or ethical or professional standards. Examples of misconduct may include, but are not limited to:

- Act(s) of retaliation
- Bullying or threats of violence
- Creating a hostile education or work environment
- Criminal activity such as assault, battery, fraud, theft, or embezzlement
- Discrimination, including sexual harassment
- Failure to disclose conflicts of interest
- Falsification of information
- Illegal use of drugs or alcohol
- Inappropriate disclosure of confidential information
- Misappropriation of UNM funds, property, or resources
- Research misconduct
- Violation of standards of integrity in the conduct of scholarly and scientific research and communication

Personnel Files: Faculty personnel files as described in Policy **C70** "Confidentiality of Faculty Records."

Progressive Discipline is designed to provide an opportunity for a faculty member to take corrective action by imposing more moderate discipline to the first offense than to subsequent offenses, unless the misconduct is of such a serious nature that a higher level of immediate discipline is required such as suspension without pay or dismissal.

Warning means an oral reprimand that is not documented in the personnel file. ~~or expression of disapproval. No record of an oral reprimand shall be placed in any personnel file pertaining to the faculty member maintained by any site or component of UNM, except if the warning results from an OEO investigation.~~

Censure means a written reprimand, or expression of disapproval which shall include an explanation of the nature of the misconduct, and the specific action(s) to be taken by the faculty member and/or department chair to correct the problem including mentoring, if appropriate, and a statement that further disciplinary action, up to and including dismissal, could occur should the problem persist.

Disciplinary probation involves specific disciplinary action taken for a designated period of time designed to assist the faculty member in correcting misconduct. Examples of disciplinary actions that may be part of the disciplinary probation include, but are not limited to:

- ~~• Class monitoring~~
- Denial of merit-based salary increase
- Reassignment within UNM
- Fines or restitution
- Mandatory counseling
- ~~• Modified teaching assignments¹ or other workload assignments.~~

Suspension without pay means disciplinary suspension without regular salary for a stated period of time.

Dismissal means discharge or termination of employment initiated by UNM. (see *Faculty Handbook* sections B.5.3, B.6.4.3, and B.5.4).

Working Days refer to UNM traditional workdays defined by UNM Human Resources as five (5) workdays Monday through Friday ending at 5:00 PM. Working days do not include official UNM holidays listed in UAP Policy 3405 "Holidays."

WHO SHOULD READ THIS POLICY

- Board of Regents
- Administrators
- Faculty
- Academic staff
- Academic deans and other executives, Department Chairs, directors, and managers
- Faculty and staff who supervise students serving in a faculty role.

RELATED DOCUMENTS

Board of Regents Policy Manual:

Policy 5.10 "Conflicts of Interest in Research"

Policy 5.13 "Research Fraud"

Policy 6.4 "Employee Code of Conduct and Conflicts of Interest Policy"

Faculty Handbook:

Policy A53.1 "Policies Applicable to Faculty"

Section B "Policy on Academic Freedom and Tenure"

[Policy A52.3](#) "Faculty Misconduct Review Committee" PROPOSED POLICY

[Policy C09](#) "Respectful Campus"

[Policy C70](#) "Confidentiality of Faculty Records"

[Policy C290](#) "Ombuds/Dispute Resolution Services for Faculty"

[Policy E40](#) "Research Misconduct"

[Policy E110](#) "Conflicts of Interest in Research"

University Administrative Policies and Procedures Manual:

[Policy 2140](#) "Use and Possession of Alcohol on University Property"

[Policy 2200](#) "Reporting Suspected Misconduct and Whistleblower Protection from Retaliation"

[Policy 2210](#) "Campus Violence."

[Policy 2215](#) "Consensual Relationships and Conflicts of Interest"

[Policy 2220](#) "Freedom of Expression and Dissent"

[Policy 2240](#) "Respectful Campus"

[Policy 2500](#) "Acceptable Computer Use"

[Policy 2720](#) "Prohibited Discrimination and Equal Opportunity"

[Policy 2740](#) "Sexual Harassment Including Sexual Assault"

[Policy 3270](#) "Suspected Employee Impairment at Work"

[Policy 3720](#) "Employee Code of Conduct and Conflicts of Interest Policy"

[Policy 7205](#) "Dishonest or Fraudulent Activities"

Pathfinder:

["Visitor Code of Conduct"](#)

["Student Code of Conduct"](#)

CONTACTS

[Direct any questions about this Policy to the Office of the Provost or the Office of the Executive Vice President for Health Sciences.](#)

PROCEDURES

The procedures specified in this Policy provide for the consideration and determination of proposed disciplinary actions against faculty members short of dismissal. Consideration and determination of disciplinary actions that may result in a proposed dismissal of a tenured faculty member, or dismissal of an untenured faculty member prior to expiration of his or her contract term, are governed by sections B.5.3, B.6.4.3, or B.5.4, respectively, of the Faculty Handbook and are not covered by these procedures. However, cases in which faculty dismissal has been considered pursuant to sections B.5.3, B.6.4.3, or B.5.4, and a lesser sanction is ultimately proposed instead by the administration, shall be handled under this policy, without duplicating steps that have already taken place. In particular, if the chair and dean conclude that suspension without pay is appropriate in a case in which dismissal was considered but rejected, the faculty member is entitled to request a peer hearing as provided below in sections 10 and 11.

[Any report of alleged misconduct shall be treated in a confidential manner and brought to the attention of the department chair responsible for the faculty member whose actions are in question. The department chair should determine if they can impartially review the allegation; if not, they should recuse themselves. If a department chair decides to recuse, the report should be forwarded to the next higher academic authority who shall perform the functions assigned in this Policy to the chair and the provisions shall be modified as appropriate. The](#)

department chair or dean, if chair has recused, should also review the department's processes and procedures for reviewing the specific type of complaint. If allegations are made against a department chair or other administrator, the next higher academic authority shall perform the functions assigned in this Policy to the chair and the provisions shall be modified as appropriate.

1. Misconduct Subject to Investigation Procedures in Another Specific UNM Policy

The department chair will review the alleged misconduct to determine if the investigation process falls under the jurisdiction in the case of allegations against a faculty member that appear to be within the scope of another specific UNM Policy with defined investigation procedures. If the alleged misconduct is within the scope of another specific UNM policy that has its own procedures for investigation, the department chair or dean shall forward such allegations to the appropriate person or department for handling pursuant to the applicable policy and provide notice to the faculty member, and resolution (including but not limited to allegations of research misconduct, discrimination, or sexual harassment). These policies include, but are not limited to, allegations of research misconduct (FH E40), violation of respectful campus (FH C09), unethical behavior (FH A61.8), discrimination (UAP 2720), or sexual misconduct harassment (UAP 2740). If the department chair has questions as to whether an allegation is within the scope of another policy, the department chair should consult with the Office of the Provost or Executive Vice President for Health Sciences (EVPHS). After the investigation is completed per the applicable policy, the results will be given to the department chair, who is responsible for determining what, if any, disciplinary action may result.

If an investigation conducted in accordance with another specific UNM policy finds no misconduct, the department chair will inform the faculty member of the determination and document the determination in the faculty member's personnel file(s) in accordance with Faculty Handbook Policy C70 "Confidentiality of Faculty Records."

If an investigation conducted in accordance with another specific UNM policy results in a determination that misconduct has occurred, the department chair shall meet with the faculty member to provide the written report of the investigation. Within five (5) working days after meeting with the faculty member, the department chair shall make a decision on what level of disciplinary action, if any, will result. For Title IX cases, the department chair or designee must discuss the disciplinary action with the Title IX Coordinator prior to finalizing the discipline and send a copy of the disciplinary action to OEO. If the disciplinary action involves a warning, censure, or disciplinary probation, the procedures in Section 5 herein shall be followed; or if the disciplinary action involves suspension without pay or dismissal the procedures in Section 6 herein shall be followed. If such a process requires the chair to make a disciplinary determination after an investigation and recommendation from another University body, this policy will be followed in determining the appropriate discipline.

2. Academic Freedom and Tenure (AF&T) Jurisdiction

If the department chair determines the allegations might pertain to decision-making processes influenced by 1) violation of academic freedom, 2) improper consideration in which a decision on substantive issues was not based upon impartial professional academic judgment and resulted in prejudice to the faculty member, or 3) procedural violations of Faculty Handbook

policy B6 “Academic Freedom and Tenure Committee” that resulted in prejudice to the faculty member, the department chair should consult with the Chair of the Academic Freedom and Tenure Committee (AF&T).

3. Preliminary Assessment

~~In all cases other than those set forth in paragraphs 3 and 4 above, if a member of the faculty is alleged to have violated a policy of the University,~~

If there are no AF&T concerns and the investigation of the alleged misconduct does not fall within the jurisdiction of another specific UNM Policy, the department chair will complete a preliminary assessment within five (5) working days after the matter is brought to department chair’s attention. The purpose of the preliminary assessment is to determine whether the allegation is sufficiently credible and specific. The department chair can consult with the dean for assistance with these determinations.

The preliminary assessment is not intended to be an investigation which is covered under Section 4, and consequently the department chair does not necessarily need to interview individuals or gather data beyond any that may have been submitted with the allegation. After completing the preliminary assessment, the department chair will determine the appropriate action as set forth below. The department chair will meet with the faculty member to explain the nature of the alleged violation.

3.1. Allegation(s) Not Sufficiently Credible and Specific

If the department chair determines the allegations are not sufficiently credible and specific, the department chair will inform the faculty member in writing of the determination and ask the faculty member if they wish the determination be documented in the faculty member’s personnel file(s). The department chair will notify the complainant in writing that the report was not found to be specific and credible therefore no further action will be taken.

3.2. Conciliation

Conciliation is voluntary and may be undertaken if both parties agree. The department chair or the faculty member may initiate conciliation proceedings at any time prior to a disciplinary decision by the department chair. ~~by contacting~~ The Ombuds/Dispute Resolution Services for Faculty Office program can provide assistance (refer to Policy C290 “Ombuds/Dispute Resolution Services for Faculty).” ~~as provided in the Information Section of the Faculty Handbook). Section C345 with notice to the other parties.~~

3.3. Allegation(s) Pertain to Performance Issues and Not Misconduct

If the department chair determines the allegations are credible and specific but pertain to performance issues and not misconduct, the department chair should address the issue promptly and directly with the faculty member using the regular performance review processes as described in Policy B4 “Faculty Reviews.” This should not wait until the scheduled performance review.

3.4. Alleged Misconduct is NOT within the Scope of Another Specific UNM Policy

If the department chair determines the allegations are credible and specific and the alleged misconduct does not fall within the scope of another specific UNM policy as discussed in Section 1 herein, the department chair will meet with the faculty member to discuss the alleged misconduct within five (5) working days ~~ninety (90) days~~ after completion of the preliminary assessment. At the meeting, the department chair will provide a written report to the faculty member that describes the specific alleged misconduct, including a summary of any documentation.

- If the faculty member acknowledges the misconduct, the department chair and the faculty member will discuss possible disciplinary action. If the disciplinary action involves a warning, censure, or disciplinary probation, the procedures in **Section 5** herein shall be followed; or if the discipline involves suspension without pay or dismissal the procedures in **Section 6** herein shall be followed.
- If the faculty member does not agree that misconduct occurred, the department chair shall initiate an investigation in accordance with **Section 4** herein to determine if the allegations meet the definition of misconduct and are credible. The department chair will begin the investigation within five (5) working days after meeting with the faculty member.

4. Investigation of Misconduct NOT Subject to Investigation Procedures in Another Specific UNM Policy

The purpose of the investigation is to explore the allegations in detail, examine the evidence in depth, and determine specifically whether the faculty member engaged in misconduct. The investigation should be conducted in a confidential manner, to the extent possible, and be completed within fifteen (15) working days. At a minimum the investigation should include a meeting with the faculty member. The faculty member may be accompanied by one (1) person in meeting with the department chair. The faculty member ~~and the chair~~ shall notify the department chair ~~each other~~ at least two (2) working days prior to the scheduled meeting who, if anyone, will be accompanying them at the meeting. Before, during or after the meeting, the department chair may ask the faculty member to respond in writing to the allegations ~~notice~~ and present any relevant written material within a reasonable time specified by the department chair. ~~Likewise~~ The faculty member shall be free to submit any materials the faculty member believes to be relevant ~~reasonably desired on his/her own volition~~ no later than five (5) working days after meeting with the department chair unless the department chair grants additional time in writing. The department chair should also meet with other individuals who might have information regarding aspects of the allegations.

~~The chair should issue a written report~~ Within five (5) working days after completion of the investigation, the department chair shall meet with the faculty member and provide a written report that will include a summary of the evidence reviewed and discussions with the faculty member and ~~any other~~ all individuals interviewed. ~~after the meeting summarizing the discussion with the faculty member~~ No disciplinary action shall take place without providing said written report to the faculty member. A signed copy of the report shall be placed in the faculty member's personnel

file(s). Signatures may consist of electronic verifications and files may be in electronic form. and sent to the faculty member. The matter may be concluded at this point by the mutual consent of all parties.

4.1. Determination of Disciplinary Action

Within five (5) working days after meeting with the faculty member, the department chair shall make a decision on what level of disciplinary action, if any, will result. If disciplinary action involves a bargaining unit member, the disciplinary procedures listed in the applicable bargaining unit agreement will be followed. For faculty members not in a bargaining unit, if the disciplinary action involves a warning, censure, or disciplinary probation, the procedures in Section 5 herein shall be followed; or if the disciplinary action involves suspension without pay or dismissal the procedures in Section 6 herein shall be followed.

~~In all cases other than those set forth in above, if a member of the faculty is alleged to have violated a UNM policy, the department chair shall provide the faculty member a written notice explaining the nature and specific content of the alleged violation, together with a copy of this Policy, and shall discuss the alleged violation with the faculty member. The written notice shall be given to the faculty member within ninety (90) days of the chair learning of the apparent violation of policy.~~

5. Warning, Censure, Disciplinary Probation Proposed

~~If a mutually agreeable resolution (with or without conciliation) is not achieved, the department chair shall make a decision in the matter and communicate it to the faculty member in writing within ten (10) working days after meeting with the faculty member or the termination of conciliation efforts if they are unsuccessful, whichever is later.~~ If the department chair, after meeting with the faculty member and considering all materials submitted pursuant to **Sections 1 through 4 of this Policy**, proposes a warning, censure, or disciplinary probation, the department chair shall meet with the dean within five (5) working days of the meeting with the faculty member to review the matter to determine if the proposed discipline is justified and consistent with discipline within the college. If ~~formal~~ conciliation has not been attempted previously, the dean may suggest such action. ~~refer the matter to Ombuds/Dispute Resolution Services for Faculty.~~ Conciliation is voluntary and may be undertaken if both parties agree. If the proposed discipline is supported by the dean, the department chair may proceed with the discipline by providing the faculty member with a written discipline notice, except for any disciplinary action resulting from an OEO investigation, in which case all appeals must have been resolved prior to taking disciplinary action. ~~of the proposed action.~~

5.1. Appeals

If the faculty member does not agree with the results of the investigation and/or the disciplinary action, the faculty member may appeal a warning, censure, or disciplinary probation in accordance with the following sections; however, the disciplinary action will not be delayed pending appeal.

5.1.1. Appeal to Provost or Executive Vice President for Health Sciences (EVPHS)

~~If the faculty member does not agree with the disciplinary action, he/she~~ The faculty member may submit a written appeal ~~a written request for review by~~ to the Provost or EVPHS within ten (10) ~~five (5)~~ working days of receipt of the written discipline notice from the department chair ~~dean~~. The

Provost/EVPHS will decide the matter ~~on the record~~ based on the investigation's written report as discussed in sections 1 and 4 herein, unless the Provost/ EVPHS ~~he/she~~ determines that it would be helpful to meet with the parties, together or separately. Within ten (10) working days after receipt of the request for review from the faculty member, ~~complete record or after meeting with the parties, whichever is later,~~ the Provost/EVPHS shall uphold, modify, or reverse the disciplinary decision by written notice to the parties; or if the Provost/ EVPHS determines the investigation was not complete, the Provost/EVPHS may remand the matter back to the department chair for further action. ~~The Provost/Chancellor may seek an advisory investigation and opinion from the Faculty Ethics Committee.~~

5.1.1.1 Academic Freedom and Tenure Committee

The Academic Freedom and Tenure Committee (AF&T) has the authority to review an appeal request brought by a faculty member who ~~may bring a complaint before the UNM Academic Freedom and Tenure Committee (AF&T) if he/she~~ believes the matter ~~or its handling~~ is within the jurisdiction of AF&T per Policy B6 (see Section 2. Above). AF&T will determine whether the matter is within its jurisdiction and, if so, shall handle the matter under the Policy on Academic Freedom and Tenure with further appeals determined by the AF&T process per Policy B6. Normally, ~~review by~~ the AF&T Committee will not review an appeal request ~~the complaint~~ until after a written decision is issued ~~should be sought after the determination~~ by the Provost/EVPHS. ~~If the faculty member pursues the matter before the AF&T Committee, AF&T shall accept the facts as determined by the Faculty Peer Hearing Panel, if a hearing one was held.~~

5.1.2. Appeal to the President

If the faculty member does not agree with the decision of the Provost/EVPHS and/or AF&T determines the matter does not fall in its jurisdiction, the faculty member may request a review by the President. The President has discretion to determine whether the appeal will be considered. The request shall be made in writing, and must include the alleged facts, what happened in the proceedings to date, and the reasons justifying extraordinary review. Such requests must be filed in the President's Office within ten (10) working days of the date of the written decision from the Provost/EVPHS or AF&T if a review was requested by the faculty member.

5.1.3. Appeal to the Board of Regents

In accordance with Regent Policy 1.5 "Appeals to the Board of Regents," a faculty member affected by a decision of the administration may appeal the decision to the Board of Regents after all other avenues of appeal has been exhausted. The Board has discretion to determine whether the appeal will be considered. A request from the faculty member for a review by the Board of Regents shall be made in writing, and must include the alleged facts, what happened in the proceedings to date, and the reasons justifying extraordinary review. Such requests must be filed in the President's Office in accordance with Regent Policy 1.5.

6. Suspension Without Pay or Dismissal Proposed

If the department chair, after meeting with the faculty member and considering all materials submitted pursuant to Sections 1 and 4 of this Policy, proposes to suspend the faculty member

without pay or dismiss the faculty member, the department chair shall meet with the dean to review the matter to determine if the suspension without pay or dismissal is justified and consistent with discipline within the college. The dean shall meet with the faculty member to discuss the matter and the proposed discipline within five (5) working days after meeting with the department chair. If the proposal to suspend the faculty member without pay or dismiss the faculty member is supported by the dean after meeting with the department chair and the faculty member, the dean shall consult with the Provost or EVPHS within five (5) working days after meeting with the faculty member. The Provost or EVPHS will review the case on the record and issue a decision within five (5) working days after consulting with the dean. If the Provost or EVPHS supports the suspension without pay or dismissal of the faculty member, the decision will be sent to the faculty member within five (5) working days and include notification of the faculty member's appeal rights including the right to request ~~is entitled~~ to a faculty peer hearing in accordance with section 6.2.1 herein.

If a lesser disciplinary action is imposed in place of the proposed suspension without pay or dismissal, the faculty member may request a review by AF&T in accordance with section 5.1.1.1 or discretionary review by the President or the Board of Regents in accordance with sections 5.1.2 and 5.1.3 herein.

The faculty member shall have ten (10) working days from receipt of the written decision to submit a written request for review by the appropriate dean, who will issue a written decision concerning whether the chair's decision is upheld, modified or reversed. Prior to making a decision, the dean shall meet with the department chair and the faculty member, and their representatives if desired, together or separately, and shall receive and consider any documents the parties wish to submit. Documents shall be submitted within five (5) working days of the faculty member's request for review. The dean will communicate his/her decision to the parties in writing within ten (10) working days after meeting with the faculty member or the termination of conciliation efforts if they are unsuccessful, whichever is later.

6.1. Academic Freedom and Tenure Committee

The Academic Freedom and Tenure Committee (AF&T) has the authority to review an appeal request brought by a faculty member who ~~may bring a complaint before the UNM Academic Freedom and Tenure Committee (AF&T) if he/she believes the matter or its handling is within the jurisdiction of~~ AF&T per Policy B6, AF&T will determine whether the matter is within its jurisdiction and, if so, shall handle the matter under the Policy on Academic Freedom and Tenure. Normally, the AF&T Committee will not review an appeal request ~~the complaint~~ until after a written decision is issued ~~should be sought after the determination~~ by the Provost/EVPHS. If the faculty member pursues the matter before the AF&T Committee, AF&T shall accept the facts as determined by the Faculty Peer Hearing Panel, if a hearing one was held.

6.2. Suspension Without Pay for any Faculty Member and Dismissal of Faculty Member Without Tenure

6.2.1. Peer Hearing

If the proposed discipline is suspension without pay of any faculty member or dismissal of a faculty member without tenure, the faculty member shall may send such a request for a peer hearing to the Chair of AF&T. The AF&T Chair will refer the request for a hearing to the Chair of

the UNM Faculty Ethics Misconduct Review Committee (FMRC) within ten (10) working days of receipt of the Provost's or EVPHS's decision for suspension without pay or dismissal.

The Chair of the FMRC Ethics Committee will arrange for a peer hearing and appoint a hearing panel composed of five (5) members of the FMRC. ~~before two members of that Committee from outside the faculty member's department, chosen by the Ethics Committee, and one (1) uninformed department chair from a different school or college chosen by the Provost/Chancellor.~~ The hearing will be held as soon as reasonably possible and shall be conducted according to the Model Hearing Procedures. ~~University's Dispute Resolution Hearing Procedures.~~ The Office of the University Secretary shall make arrangements for the hearing and shall provide support for the hearing panel. The hearing shall be recorded and shall be private unless both parties agree that the hearing be open. The hearing panel shall be chaired by one of the faculty members assigned to the hearing panel. The proceedings and the preparation of the decision shall be controlled by the peer hearing panel members.

If the ~~other~~ investigative procedure involved a hearing before a faculty committee, any factual determination will not be subject to reconsideration by faculty peer review under this Policy. The hearing panel's role is to review the discipline action and not to reconsider the finding of misconduct. The hearing panel may uphold or reverse the proposed disciplinary action and submit their recommendation to the FMRC for a final decision. ~~al to suspend the faculty member without pay or dismissal.~~ Decisions from the FMRC will be submitted to AF&T for confirmation. If the ~~Panel's~~ FMRC's decision is to reverse the proposal, the ~~Panel~~ FMRC may direct the department chair and dean to impose a lesser disciplinary measure. ~~or may find that no misconduct has occurred and determine that no discipline should be imposed.~~ The ~~Panel's~~ FMRC's decision may be reviewed on the record by the Provost/EVPHS, but the ~~Panel's~~ FMRC's decision shall not be reversed or modified except in the case of clear error. If the Provost/EVPHS reverses or modifies the FMRC decision, the justification shall be detailed in writing by the Provost/EVPHS. The decision of the ~~Panel~~ FMRC and/or Provost/EVPHS is subject to discretionary review by the President or the Board of Regents if requested by the faculty member.

6.2.2. Appeal to the President

If the faculty member does not agree with the decision of the FMRC Peer Hearing Panel, the faculty member may request a review by the President. The President has discretion to determine whether the appeal will be considered. The request shall be made in writing, and must include the alleged facts, what happened in the proceedings to date, and the reasons justifying extraordinary review. Such requests must be filed in the President's Office within ten (10) working days of the date of the written decision from the FMRC, unless the President allows for additional time. ~~Provost/EVPHS.~~

6.2.3. Appeal to the Board of Regents

In accordance with Regent Policy 1.5 "Appeals to the Board of Regents," a faculty member affected by a decision of the administration may appeal the decision to the Board of Regents after all other avenues of appeal has been exhausted. The Board has discretion to determine whether the appeal will be considered. A request from the faculty member for a review by the Board of Regents shall be made in writing, and must include the alleged facts, what happened

in the proceedings to date, and the reasons justifying extraordinary review. Such requests must be filed in the President's Office in accordance with Regent **Policy 1.5.**

6.3. Dismissal of Tenured Faculty Member Proposed

If the proposed discipline is dismissal of a tenured faculty member, refer to *Faculty Handbook* Policy B6 for applicable policies and procedures.

7. Designees of Deans, Provost, EVPHS, or Senior Level Administrators

Whenever this Policy specifies an action or decision by a college/school dean, the Provost, EVPHS, or other senior level administrator, that individual may delegate consideration and decision of the matter to a designee. Such designee will normally be a member of the decision maker's staff.

HISTORY

October 26, 2021 – Approved by Faculty Senate

December 13, 2011 – Approved by Board of Regents

March 22, 2011 – Approved by Faculty Senate

C07 Faculty Misconduct and Progressive Discipline Policy

Approved By: Faculty Senate and Board of Regents

Effective: **Draft 10/26/21**

Responsible Faculty Committees: Academic Freedom and Tenure Committee and Policy Committee

Office Responsible for Administration: Office of the Provost and Office of the Executive Vice President for Health Sciences

Legend: Clean Draft – no highlighting of proposed changes.

Revisions to the Policy Rationale, Policy Statement, and Applicability sections of this document must be approved by the Faculty Senate and the Board of Regents.

POLICY RATIONALE

The University of New Mexico (UNM) is committed to the principles of academic freedom, which rely on the intellectual and professional integrity of faculty members mindful of their rights and responsibilities. Essential to sustaining an environment that supports academic freedom is the requirement for an impartial investigation of alleged faculty misconduct, due process, and when necessary, disciplinary action. It is the responsibility of decision-makers when reviewing alleged faculty misconduct to ensure that the decision-making process is not influenced by a violation of academic freedom, improper consideration, or procedural violations per *Faculty Handbook* Policy **B6** “Academic Freedom and Tenure Committee.”

When the need for disciplinary action is identified, UNM normally uses progressive discipline to address misconduct. Progressive discipline is intended to be corrective, not punitive in nature, and is designed to provide faculty with notice and an opportunity to take corrective action. However, some misconduct may be of such a serious nature that suspension without pay or dismissal may be appropriate pursuant to all *Faculty Handbook* policies, including but not limited to Section B.

POLICY STATEMENT

Any member of the UNM faculty assigned to any site or component of UNM, including any faculty member serving as an academic administrator, accused of misconduct will be subject to this Policy. If after an inquiry or investigation the faculty member is found to have engaged in misconduct, the faculty member may be subject to a warning, censure, disciplinary probation, suspension without pay, or dismissal in accordance with this Policy. Teaching, research, and graduate assistants in their faculty capacity are considered faculty members for purposes of this Policy.

Any individual(s) bringing an allegation of faculty misconduct is protected by, and subject to, UNM's policy on reporting misconduct. If the complainant feels the concerns raised were not adequately addressed in accordance with this Policy, the complainant may file a complaint in accordance with UAP [Policy 2200](#) "Reporting Suspected Misconduct and Whistleblower Protection from Retaliation." In accordance with UAP [Policy 2200](#), any member of the UNM community who knowingly gives false or materially inaccurate information; knowingly makes a false report of suspected misconduct or a subsequent false report of retaliation; or who knowingly provides false answers or information in response to an ongoing investigation may be subject to administrative action by UNM including disciplinary action.

Care must be exercised at all times to ensure confidentiality to the extent possible and to protect the privacy of persons involved in a misconduct inquiry or investigation. The privacy of those who report misconduct in good faith will also be protected to the extent possible. Files involved in an inquiry or investigation shall be kept secure, and applicable state and federal law shall be followed regarding confidentiality of personnel records. Refer to Policy [C70](#) "Confidentiality of Faculty Records." If at any step in this Policy it is determined that no misconduct occurred, the administration will work with the faculty member to the extent possible and appropriate to fully protect, restore, or maintain the reputation of the faculty member.

APPLICABILITY

All UNM academic faculty working at all UNM sites, including administrators who are also faculty, and teaching, research, and graduate assistants when acting in their faculty capacity.

Revisions to the remaining sections of this document may be amended with the approval of the Faculty Senate Policy and Operations Committees and the Academic Freedom and Tenure Committee.

DEFINITIONS

Allegation is any report or evidence of misconduct.

Bias. Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Chair. References to the Department Chair in this Policy also includes the program director or associate or vice dean in a non-departmentalized school or college. If allegations are made against a department chair or other administrator or a department chair recuses themselves, the next higher academic authority shall perform the functions assigned in this Policy to the chair and the provisions shall be modified as appropriate.

Credible. For the purposes of this Policy, the term credible means offering reasonable grounds for being believed by the faculty member's supervisor.

Faculty member. For the purposes of this Policy, the term faculty member refers to the faculty member whose conduct or actions are in question. Faculty members include teaching, research, and graduate assistants when acting in their faculty capacity.

Faculty Misconduct Review Committee (FMRC) is a standing committee appointed by the Academic Freedom and Tenure Committee charged with conducting faculty peer hearings specifically for proposed disciplinary actions of either: 1) suspension without pay of any faculty member or 2) dismissal of any faculty member without tenure. AF&T retains authority to conduct all other hearings within its jurisdiction to include violations of academic freedom, improper consideration, or procedural violations per *Faculty Handbook* Policy **B6** “Academic Freedom and Tenure Committee.”

Misconduct means conduct or actions that are a substantive violation of laws, regulations, UNM policies, or ethical or professional standards. Examples of misconduct may include, but are not limited to:

- Act(s) of retaliation
- Bullying or threats of violence
- Creating a hostile education or work environment
- Criminal activity such as assault, battery, fraud, theft, or embezzlement
- Discrimination, including sexual harassment
- Failure to disclose conflicts of interest
- Falsification of information
- Illegal use of drugs or alcohol
- Inappropriate disclosure of confidential information
- Misappropriation of UNM funds, property, or resources
- Research misconduct
- Violation of standards of integrity in the conduct of scholarly and scientific research and communication

Personnel Files: Faculty personnel files as described in Policy **C70** “Confidentiality of Faculty Records.”

Progressive Discipline is designed to provide an opportunity for a faculty member to take corrective action by imposing more moderate discipline to the first offense than to subsequent offenses, unless the misconduct is of such a serious nature that a higher level of immediate discipline is required such as suspension without pay or dismissal.

Warning means an oral reprimand that is not documented in personnel files.

Censure means a written reprimand, which shall include an explanation of the nature of the misconduct, specific action(s) to be taken by the faculty member and/or department chair to correct the problem, and a statement that further disciplinary action, up to and including dismissal, could occur should the problem persist.

Disciplinary probation involves specific disciplinary action taken for a designated period of time designed to assist the faculty member in correcting misconduct. Examples of

disciplinary actions that may be part of the disciplinary probation include, but are not limited to:

- Denial of merit-based salary increase
- Reassignment within UNM
- Fines or restitution
- Mandatory counseling

Suspension without pay means disciplinary suspension without regular salary for a stated period of time.

Dismissal means discharge or termination of employment initiated by UNM.

Working Days refer to UNM traditional workdays defined by UNM Human Resources as five (5) work days Monday through Friday ending at 5:00 PM. Working days do not include official UNM holidays listed in UAP Policy [3405](#) "Holidays."

WHO SHOULD READ THIS POLICY

- Board of Regents
- Administrators
- Faculty
- Academic staff
- Academic deans and other executives, department chairs, directors, and managers
- Faculty and staff who supervise students serving in a faculty role.

RELATED DOCUMENTS

Board of Regents Policy Manual:

[Policy 5.10](#) "Conflicts of Interest in Research"

[Policy 5.13](#) "Research Fraud"

[Policy 6.4](#) "Employee Code of Conduct and Conflicts of Interest Policy"

Faculty Handbook:

[Policy A53.1](#) "Policies Applicable to Faculty"

[Section B](#) "Policy on Academic Freedom and Tenure"

[Policy A52.3](#) "Faculty Misconduct Review Committee" PROPOSED POLICY

[Policy C09](#) "Respectful Campus"

[Policy C70](#) "Confidentiality of Faculty Records"

[Policy C290](#) "Ombuds/Dispute Resolution Services for Faculty"

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[Policy 2720](#) "Prohibited Discrimination and Equal Opportunity"

[Policy 2740](#) "Sexual Harassment Including Sexual Assault"

[Policy 3270](#) "Suspected Employee Impairment at Work"

[Policy 3720](#) "Employee Code of Conduct and Conflicts of Interest Policy"

[Policy 7205](#) "Dishonest or Fraudulent Activities"

Pathfinder:

["Visitor Code of Conduct"](#)

["Student Code of Conduct"](#)

CONTACTS

Direct any questions about this Policy to the Office of the Provost or the Office of the Executive Vice President for Health Sciences.

PROCEDURES

Any report of alleged misconduct shall be treated in a confidential manner and brought to the attention of the department chair responsible for the faculty member whose actions are in question. The department chair should determine if they can impartially review the allegation; if not, they should recuse themselves. If a department chair decides to recuse, the report should be forwarded to the next higher academic authority who shall perform the functions assigned in this Policy to the chair and the provisions shall be modified as appropriate. The department chair or dean, if chair has recused, should also review the department's processes and procedures for reviewing the specific type of complaint. If allegations are made against a department chair or other administrator, the next higher academic authority shall perform the functions assigned in this Policy to the chair and the provisions shall be modified as appropriate.

1. Misconduct Subject to Investigation Procedures in Another Specific UNM Policy

The department chair will review the alleged misconduct to determine if the investigation process falls under the jurisdiction of another specific UNM Policy with defined investigation procedures. If the alleged misconduct is within the scope of another specific UNM policy that has its own procedures for investigation, the department chair shall forward such allegations to the appropriate person or department for handling pursuant to the applicable policy and provide notice to the faculty member. These policies include, but are not limited to, allegations of research misconduct (**FH E40**), violation of respectful campus (**FH C09**), unethical behavior (**FH A61.8**), discrimination (**UAP 2720**), or sexual misconduct (**UAP 2740**). If the department chair has questions as to whether an allegation is within the scope of another policy, the department chair should consult with the Office of the Provost or Executive Vice President for Health Sciences (EVPHS). After the investigation is completed per the applicable policy, the results will be given to the department chair, who is responsible for determining what, if any, disciplinary action may result.

If an investigation conducted in accordance with another specific UNM policy finds no misconduct, the department chair will inform the faculty member of the determination and document the determination in the faculty member's personnel file(s) in accordance with *Faculty Handbook* Policy **C70** "Confidentiality of Faculty Records."

If an investigation conducted in accordance with another specific UNM policy results in a determination that misconduct has occurred, the department chair shall meet with the faculty member to provide the written report of the investigation. Within five (5) working days after meeting with the faculty member, the department chair shall make a decision on what level of disciplinary action, if any, will result. For Title IX cases, the department chair or designee must discuss the disciplinary action with the Title IX Coordinator prior to finalizing the discipline and send a copy of the disciplinary action to OEO. If the disciplinary action involves a warning, censure, or disciplinary probation, the procedures in Section 5 herein shall be followed; or if the disciplinary action involves suspension without pay or dismissal the procedures in Section 6 herein shall be followed.

2. Academic Freedom and Tenure (AF&T) Jurisdiction

If the department chair determines the allegations might pertain to decision-making processes influenced by 1) violation of academic freedom, 2) improper consideration in which a decision on substantive issues was not based upon impartial professional academic judgment and resulted in prejudice to the faculty member, or 3) procedural violations of *Faculty Handbook* policy **B6** "Academic Freedom and Tenure Committee" that resulted in prejudice to the faculty member, the department chair should consult with the Chair of the Academic Freedom and Tenure Committee (AF&T).

3. Preliminary Assessment

If there are no AF&T concerns and the investigation of the alleged misconduct does not fall within the jurisdiction of another specific UNM Policy, the department chair will complete a preliminary assessment within five (5) working days after the matter is brought to department chair's attention. The purpose of the preliminary assessment is to determine whether the allegation is sufficiently credible and specific. The department chair can consult with the dean for assistance with these determinations.

The preliminary assessment is not intended to be an investigation which is covered under Section 4, and consequently the department chair does not necessarily need to interview individuals or gather data beyond any that may have been submitted with the allegation. After completing the preliminary assessment, the department chair will determine the appropriate action as set forth below. The department chair will meet with the faculty member to explain the nature of the alleged violation.

3.1. Allegation(s) Not Sufficiently Credible and Specific

If the department chair determines the allegations are not sufficiently credible and specific, the department chair will inform the faculty member in writing of the determination and ask the faculty member if they wish the determination be documented in the faculty member's

personnel file(s). The department chair will notify the complainant in writing that the report was not found to be specific and credible therefore no further action will be taken.

3.2. Conciliation

Conciliation is voluntary and may be undertaken if both parties agree. The department chair or the faculty member may initiate conciliation proceedings at any time prior to a disciplinary decision by the department chair. The Ombuds/Dispute Resolution Services for Faculty Office can provide assistance (refer to Policy [C290](#) "Ombuds/Dispute Resolution Services for Faculty)."

3.3. Allegation(s) Pertain to Performance Issues and Not Misconduct

If the department chair determines the allegations are credible and specific but pertain to performance issues and not misconduct, the department chair should address the issue promptly and directly with the faculty member using the regular performance review processes as described in Policy [B4](#) "Faculty Reviews." This should not wait until the scheduled performance review.

3.4. Alleged Misconduct is NOT within the Scope of Another Specific UNM Policy

If the department chair determines the allegations are credible and specific and the alleged misconduct does not fall within the scope of another specific UNM policy as discussed in Section 1 herein, the department chair will meet with the faculty member to discuss the alleged misconduct within five (5) working days after completion of the preliminary assessment. At the meeting, the department chair will provide a written report to the faculty member that describes the specific alleged misconduct, including a summary of any documentation.

- If the faculty member acknowledges the misconduct, the department chair and the faculty member will discuss possible disciplinary action. If disciplinary action involves a bargaining unit member, the disciplinary procedures listed in the applicable bargaining unit agreement will be followed. For faculty members not in a bargaining unit, if the disciplinary action involves a warning, censure, or disciplinary probation, the procedures in Section 5 herein shall be followed; or if the discipline involves suspension without pay or dismissal the procedures in Section 6 herein shall be followed.
- If the faculty member does not agree that misconduct occurred, the department chair shall initiate an investigation in accordance with Section 4 herein to determine if the allegations meet the definition of misconduct and are credible. The department chair will begin the investigation within five (5) working days after meeting with the faculty member.

4. Investigation of Misconduct NOT Subject to Investigation Procedures in Another Specific UNM Policy

The purpose of the investigation is to explore the allegations in detail, examine the evidence in depth, and determine specifically whether the faculty member engaged in misconduct. The investigation should be conducted in a confidential manner, to the extent possible, and be

completed within fifteen (15) working days. At a minimum the investigation should include a meeting with the faculty member. The faculty member may be accompanied by one (1) person in meeting with the department chair. The faculty member shall notify the department chair at least two (2) working days prior to the scheduled meeting who, if anyone, will be accompanying them at the meeting. Before, during or after the meeting, the department chair may ask the faculty member to respond in writing to the allegations and present any relevant written material within a reasonable time specified by the department chair. The faculty member shall be free to submit any materials the faculty member believes to be relevant no later than five (5) working days after meeting with the department chair unless the department chair grants additional time in writing. The department chair should also meet with other individuals who might have information regarding aspects of the allegations.

Within five (5) working days after completion of the investigation, the department chair shall meet with the faculty member and provide a written report that will include a summary of the evidence reviewed and discussions with the faculty member and all individuals interviewed. No disciplinary action shall take place without providing said written report to the faculty member. A signed copy of the report shall be placed in the faculty member's personnel file(s). Signatures may consist of electronic verifications and files may be in electronic form.

4.1. Determination of Disciplinary Action

Within five (5) working days after meeting with the faculty member, the department chair shall make a decision on what level of disciplinary action, if any, will result. If disciplinary action involves a bargaining unit member, the disciplinary procedures listed in the applicable bargaining unit agreement will be followed. For faculty members not in a bargaining unit, if the disciplinary action involves a warning, censure, or disciplinary probation, the procedures in Section 5 herein shall be followed; or if the disciplinary action involves suspension without pay or dismissal the procedures in Section 6 herein shall be followed.

5. Warning, Censure, Disciplinary Probation Proposed

If the department chair, after meeting with the faculty member and considering all materials submitted pursuant to Sections 1 through 4 of this Policy, proposes a warning, censure, or disciplinary probation, the department chair shall meet with the dean within five (5) working days of the meeting with the faculty member to review the matter to determine if the proposed discipline is justified and consistent with discipline within the college. If conciliation has not been attempted previously, the dean may suggest such action. Conciliation is voluntary and may be undertaken if both parties agree. If the proposed discipline is supported by the dean, the department chair may proceed with the discipline by providing the faculty member with a written discipline notice, except for any disciplinary action resulting from an OEO investigation, in which case all appeals must have been resolved prior to taking disciplinary action.

5.1. Appeals

If the faculty member does not agree with the results of the investigation and/or the disciplinary action, the faculty member may appeal a warning, censure, or disciplinary

probation in accordance with the following sections; however, the disciplinary action will not be delayed pending appeal.

5.1.1. Appeal to Provost or Executive Vice President for Health Sciences (EVPHS)

The faculty member may submit a written appeal to the Provost or EVPHS within ten (10) working days of receipt of the written discipline notice from the department chair. The Provost/EVPHS will decide the matter based on the investigation's written report as discussed in sections 1 and 4 herein, unless the Provost/ EVPHS determines that it would be helpful to meet with the parties, together or separately. Within ten (10) working days after receipt of the request for review from the faculty member the Provost/ EVPHS shall uphold, modify, or reverse the disciplinary decision by written notice to the parties; or if the Provost/EVPHS determines the investigation was not complete, the Provost/EVPHS may remand the matter back to the department chair for further action.

5.1.1.1 Academic Freedom and Tenure Committee

The Academic Freedom and Tenure Committee (AF&T) has the authority to review an appeal request brought by a faculty member who believes the matter is within the jurisdiction of AF&T per Policy **B6** (see Section 2. Above). AF&T will determine whether the matter is within its jurisdiction and, if so, shall handle the matter under the Policy on Academic Freedom and Tenure with further appeals determined by the AF&T process per Policy **B6**. Normally, the AF&T Committee will not review an appeal request until after a written decision is issued by the Provost/EVPHS.

5.1.2. Appeal to the President

If the faculty member does not agree with the decision of the Provost/EVPHS and/or AF&T determines the matter does not fall in its jurisdiction, the faculty member may request a review by the President. The President has discretion to determine whether the appeal will be considered. The request shall be made in writing, and must include the alleged facts, what happened in the proceedings to date, and the reasons justifying extraordinary review. Such requests must be filed in the President's Office within ten (10) working days of the date of the written decision from the Provost/EVPHS or AF&T if a review was requested by the faculty member.

5.1.3. Appeal to the Board of Regents

In accordance with Regent Policy **1.5** "Appeals to the Board of Regents," a faculty member affected by a decision of the administration may appeal the decision to the Board of Regents after all other avenues of appeal has been exhausted. The Board has discretion to determine whether the appeal will be considered. A request from the faculty member for a review by the Board of Regents shall be made in writing, and must include the alleged facts, what happened in the proceedings to date, and the reasons justifying extraordinary review. Such requests must be filed in the President's Office in accordance with Regent Policy **1.5**.

6. Suspension Without Pay or Dismissal Proposed

If the department chair, after meeting with the faculty member and considering all materials submitted pursuant to Sections 1 and 4 of this Policy, proposes to suspend the faculty member without pay or dismiss the faculty member, the department chair shall meet with the dean to review the matter to determine if the suspension without pay or dismissal is justified and consistent with discipline within the college. The dean shall meet with the faculty member to discuss the matter and the proposed discipline within five (5) working days after meeting with the department chair. If the proposal to suspend the faculty member without pay or dismiss the faculty member is supported by the dean after meeting with the department chair and the faculty member, the dean shall consult with the Provost or EVPHS within five (5) working days after meeting with the faculty member. The Provost or EVPHS will review the case on the record and issue a decision within five (5) working days after consulting with the dean. If the Provost or EVPHS supports the suspension without pay or dismissal of the faculty member, the decision will be sent to the faculty member within five (5) working days and include notification of the faculty member's appeal rights including the right to request a faculty peer hearing in accordance with section 6.2.1 herein.

If a lesser disciplinary action is imposed in place of the proposed suspension without pay or dismissal, the faculty member may request a review by AF&T in accordance with section 5.1.1.1 or discretionary review by the President or the Board of Regents in accordance with sections 5.1.2 and 5.1.3 herein.

6.1. Academic Freedom and Tenure Committee

The Academic Freedom and Tenure Committee (AF&T) has the authority to review an appeal request brought by a faculty member who believes the matter is within the jurisdiction of AF&T per Policy B6, AF&T will determine whether the matter is within its jurisdiction and, if so, shall handle the matter under the Policy on Academic Freedom and Tenure. Normally, the AF&T Committee will not review an appeal request until after a written decision is issued by the Provost/EVPHS.

6.2. Suspension Without Pay for any Faculty Member and Dismissal of Faculty Member Without Tenure

6.2.1. Peer Hearing

If the proposed discipline is suspension without pay of any faculty member or dismissal of a faculty member without tenure, the faculty member may send a request for a peer hearing to the Chair of AF&T. The AF&T Chair will refer the request for a hearing to the Chair of the UNM Faculty Misconduct Review Committee (FMRC) within ten (10) working days of receipt of the Provost's or EVPHS's decision for suspension without pay or dismissal.

The Chair of the FMRC will arrange for a peer hearing and appoint a hearing panel composed of five (5) members of the FMRC. The hearing will be held as soon as reasonably possible and shall be conducted according to the Model Hearing Procedures. The Office of the University Secretary shall make arrangements for the hearing and shall provide support for the hearing

panel. The hearing shall be recorded and shall be private unless both parties agree that the hearing be open. The hearing panel shall be chaired by one of the faculty members assigned to the hearing panel. The proceedings and the preparation of the decision shall be controlled by the peer hearing panel members.

If the investigative procedure involved a hearing before a faculty committee, any factual determination will not be subject to reconsideration by faculty peer review under this Policy. The hearing panel's role is to review the discipline action and not to reconsider the finding of misconduct. The hearing panel may uphold or reverse the proposed disciplinary action and submit their recommendation to the FMRC for a final decision. Decisions from the FMRC will be submitted to AF&T for confirmation. If the FMRC's decision is to reverse the proposal, the FMRC may direct the department chair and dean to impose a lesser disciplinary measure. The FMRC's decision may be reviewed on the record by the Provost/EVPHS, but the FMRC's decision shall not be reversed or modified except in the case of clear error. If the Provost/EVPHS reverses or modifies the FMRC decision, the justification shall be detailed in writing by the Provost/EVPHS. The decision of the FMRC and/or Provost/EVPHS is subject to discretionary review by the President or the Board of Regents if requested by the faculty member.

6.2.2. Appeal to the President

If the faculty member does not agree with the decision of the FMRC, the faculty member may request a review by the President. The President has discretion to determine whether the appeal will be considered. The request shall be made in writing, and must include the alleged facts, what happened in the proceedings to date, and the reasons justifying extraordinary review. Such requests must be filed in the President's Office within ten (10) working days of the date of the written decision from the FMRC, unless the President allows for additional time.

6.2.3. Appeal to the Board of Regents

In accordance with Regent Policy [1.5](#) "Appeals to the Board of Regents," a faculty member affected by a decision of the administration may appeal the decision to the Board of Regents after all other avenues of appeal has been exhausted. The Board has discretion to determine whether the appeal will be considered. A request from the faculty member for a review by the Board of Regents shall be made in writing, and must include the alleged facts, what happened in the proceedings to date, and the reasons justifying extraordinary review. Such requests must be filed in the President's Office in accordance with Regent Policy [1.5](#).

6.3. Dismissal of Tenured Faculty Member Proposed

If the proposed discipline is dismissal of a tenured faculty member, refer to *Faculty Handbook* Policy [B6](#) for applicable policies and procedures.

7. Designees of Deans, Provost, EVPHS, or Senior Level Administrators

Whenever this Policy specifies an action or decision by a college/school dean, the Provost, EVPHS, or other senior level administrator, that individual may delegate consideration and decision of the matter to a designee. Such designee will normally be a member of the decision maker's staff.

HISTORY

October 26, 2021 – Approved by Faculty Senate

December 13, 2011 – Approved by Board of Regents

March 22, 2011 – Approved by Faculty Senate

3 **Legislative Action:**

4 Introduced by: President Mia Amin (A)(E), Ryan Regalado (A)(E), Senator Romero-Salas (S)

5
6 1st Reading: 4/21/2021

Referred To: Steering & Rules

7 2nd Reading: 4/28/2021


Committee Action: 5-0-0-0

8 3rd Reading: _____

Senate Action: 19-0-0-1

9
10 **Executive Action:**

11 Approved Vetoed

12 
13 _____
14 ASUNM President

15 _____
16 4/30/2021
17 Date

18 Unsigned by the President on this _____ day of _____ 2021. Bill automatically becomes law.

19 **Legislative Response:**

20 Veto override vote taken: _____ Senate Action: _____

21 Be it enacted by the Associated Students of the University of New Mexico that the following be amended
22 in **(Judicial Branch - Article IV)** of the ASUNM **(Constitution)**:

23 **ARTICLE IV. Judicial Branch**

24 Section 1. Judicial Function

25 The Judicial power of the ASUNM Government, with the exception of impeachment, shall be vested in
26 the Student Court.

27 Section 2. Student Court

28 A. The Student Court shall have original jurisdiction in all cases arising under this Constitution, the laws
29 and by-laws of the ASUNM Government, ASUNM Government money allocations and the
30 regulations and actions of the various bodies and committees of the ASUNM Government with the
31 exception of those judicial powers of the Student Conduct Committee and the Senate. The Student
32 Court shall also have appellate jurisdiction over the decisions of the Attorney General and the
33 Elections Commission. (5- 16-97) (3-11-02)(10-24-09)

34 B. The Court shall be composed of a Chief Justice and four Associate Justices. The justices must have
35 attended the University, main campus, at least one semester immediately prior to their appointment,
36 **and be a student in good standing.** The justices shall be appointed by the President and confirmed
37 by the Senate. The term of office of the Chief Justice ~~and Associate Justices shall be no longer than~~
38 ~~the calendar year. Their term shall begin when the oath of office has been administered and end~~
39 ~~exactly at 1 p.m. on the last day of the spring semester. All Justices may apply and be reappointed to~~
40 ~~another term if they are to remain on the court.~~ **shall mirror that of the ASUNM President. Their**
41 **term will begin when the oath of office has been administered in the Summer and end at exactly**
42 **1 p.m. on the last day of the Spring semester the following year. The term of office of the**
43 **Associate Justices will begin at the exactly 1 p.m. on the last day of the Fall semester and end at**
44 **exactly 1 p.m. on the last day of the Fall semester the following year. All Justices must apply**
45 **and be reappointed to another term if they are to remain on the court.** (10-24- 09) (05-14-13)

- 46 C. The Chief Justice shall preside over the Court and shall be responsible for the publication of the
47 decisions of the Court. A decision of the Court shall be made with the written concurrence of at least
48 three of the justices. If there is a vacancy or absence of three of the justices, the remaining justice(s)
49 may only act on administrative matters subject to later approval by at least three justices. Details of
50 court procedure not prescribed by this Constitution or by legislation shall be the responsibility of the
51 court itself.
- 52 D. Any justice, upon written request for the issuance of a subpoena ordering a person to appear before
53 the Court, may issue such subpoena. The subpoena may be contested before the Court. Any student
54 failing to comply with a properly issued subpoena may be suspended from ASUNM Government
55 offices and committees.
- 56 E. Any student failing to comply with a properly issued Court Order may be suspended from ASUNM
57 Government offices and committees.
- 58 F. Any act which is calculated to hinder or obstruct the Court in administration of justice may be
59 considered in contempt of court if committed by a person who does so willingly in an attempt to
60 impede the administration of justice. A party may be found guilty of Contempt of Court only if a) the
61 act is done in the presence of the court and its presiding judge; or b) the party fails to comply with an
62 order of the Court. Any student or group found guilty of contempt of court may be suspended from
63 ASUNM Government offices and committees.
- 64 G. Student Court decisions may be appealed to the Student Conduct Committee if the Committee will be
65 able to hear and decide the appeal before the end of the semester, as determined by the Dean of
66 Students. If the Student Conduct Committee is unable to accept the appeal, the Dean of Students will
67 hear and decide it. Decisions of the Dean of Students may be appealed to the Vice President for
68 Student Affairs. The President and the Board of Regents reserve the discretionary authority to review
69 all decisions. (3-11-02)
- 70 H. The Chief Justice shall prepare and submit to the Senate a budgetary proposal for the next fiscal year
71 for the Judicial Branch of the government. (8-10-93) (12-13-16)

INFORMATION ITEMS



COLLEGE OF EDUCATION & HUMAN SCIENCES

12/2/2021



COLLEGE OF EDUCATION & HUMAN SCIENCES

Engaged for Impact

LEGISLATIVE PROPOSALS AND COMMUNITY ENGAGEMENT

PRESENTED BY

HANSEL BURLEY, DEAN, COEHS

Agenda:

COEHS front porch: Teacher preparation

Rethinking teacher preparation: Legislative proposals

Re-engaging with branch campuses

More than teacher prep: Varied engagement with the community

The Front Porch: Education

Grand Challenges, 2021 and Beyond Economic Strategic Plan, 20-year Strategic Plan all are dependent on **one thing--**

Progress in Educational Outcomes

Becoming 51st in education is no small feat. It requires inaction, disengagement, incoherence, petty competition, and aloof IHE's. This requires tremendous effort.

Becoming 51st requires just about everything EXCEPT putting needs of children, youth, their families and educators first.

Recruiting, Retaining and Assisting Professional Teachers: A Statewide Problem

The Crisis

1000 openings

Pandemic learning loss: 43 of 89 districts will not add time

Retirements increase: 40%

State ranked as 51st

The Goals

More teachers

More teachers who stay

More teachers who stay and are effective

More teachers who stay and are effective in the most challenging situations

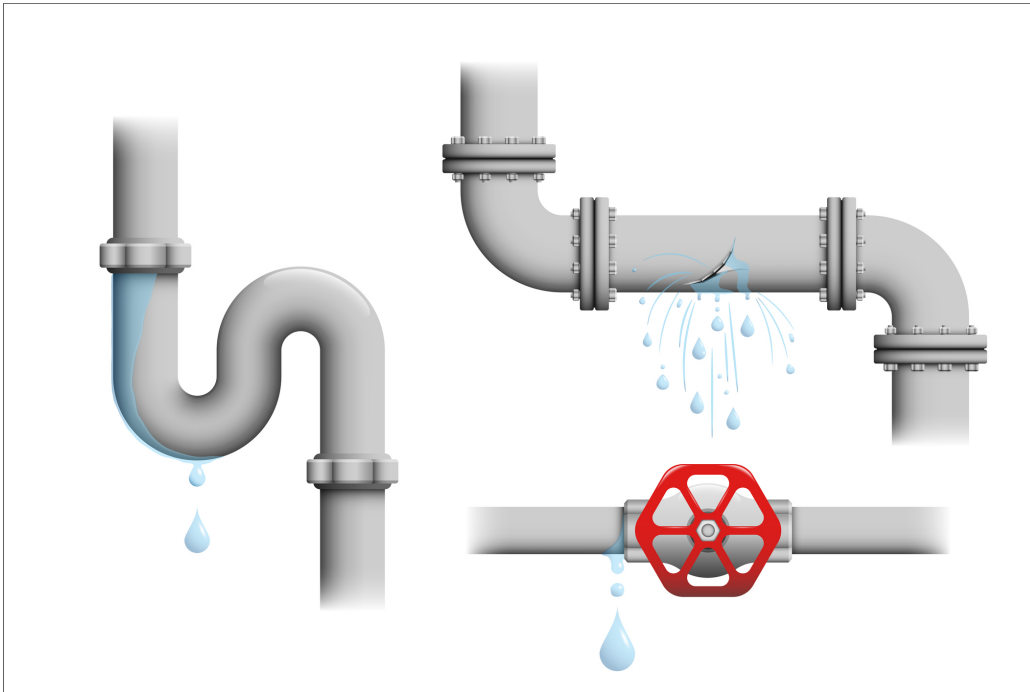
Balanced support along a career pathway

Coherent system

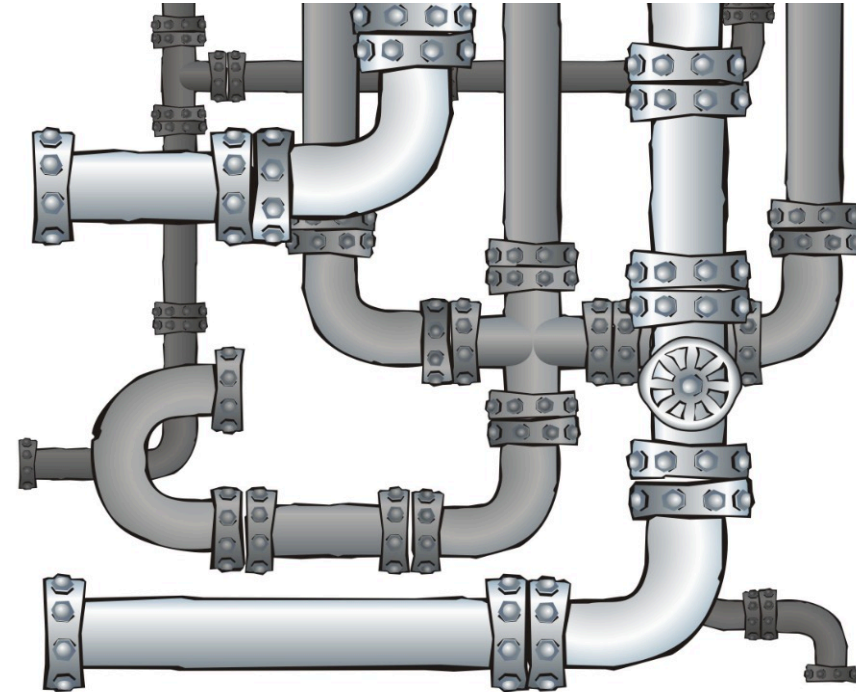
Rethinking Teacher Preparation: Systems Un-thinking Needed

On Becoming a NM Teacher

Policy-makers' View



Students' View



R²APT: Fix leaks, Expand and Strengthen Career Pathway (Programs to Fund)

Consortium of IHEs—New Mexico Teachers Education Consortium (NMTEC):
Research and unify policies and practices

At IHEs—Implement “Day one ready” coursework and mentoring

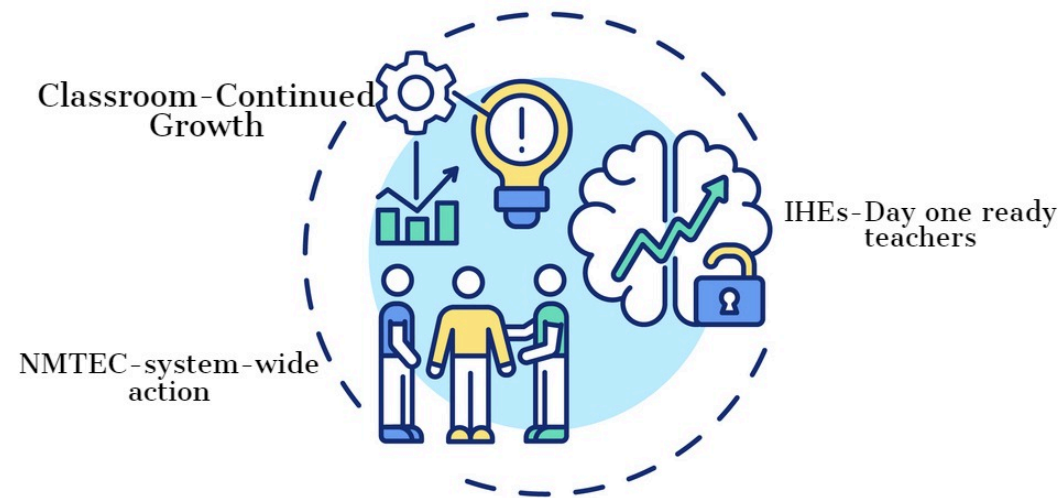
- Fresh recruiting strategies
- Keeping students in programs (Student retention)

In the classroom—Support from teaching coaches, principals, and environment

- Keeping teachers in classrooms (Teacher retention)
- Career pathway with social recognitions
- Career pathways with competitive financial incentives
- Continual professional development

R²APT Model

Recruiting, Retaining and Assisting Professional Teachers



Re-engaging with Branch Campuses

Re-engagement is not easy or
check. However, we are doing it.

First round: Gallup

Second round: Group San Juan
College with Taos and Valencia

Third round: Graduate programs at
Rio Rancho.

Bias: Learn from each round and
move fast

1. Assess needs
2. Build infrastructure
 1. Agreements
 2. Facilities
 3. Delivery modes
 4. Seek steady student and funding pipelines
 5. Partner with schools
3. Identify talent
 1. Use local as much as possible
4. Curriculum
 1. Elementary education
 2. Early childhood
 3. Special Education
 4. Graduate and selected secondary topic

COEHS: More Than Teacher Prep

- ✓ Individual, Family, and Community Education
 - ✓ Early Childhood Leadership grant funded by Kellogg. Family Development Program providing professional development
 - ✓ Manzanita Clinic—only pro-bono counseling in Albuquerque
- ✓ Special Education
 - ✓ Response to intervention (RTI) study: Study of implementation of RTI in NM schools
 - ✓ Social Communication: Collaborating Early With Naturalistic Evidence-Based Supports (Project SCENES) supports special educators and speech pathologists working with autistic children
- ✓ Teacher Education, Educational Leadership and Policy
 - ✓ Native American Leadership in Education (NALE) supports specific needs for Native American educational leadership

COEHS: More Than Teacher Prep (2)

- ✓ Teacher Education, Educational Leadership and Policy
 - ✓ Albuquerque Teacher Residency Partnership (ATRP)—stipend for participants plus co-teaching and heavy supervision. This program is the model for statewide proposals
- ✓ Health, Exercise and Sports Sciences
 - ✓ Athletic Training: New masters degree, partnership with USAF and UNM Athletics
 - ✓ Pedagogy Research Lab—researching teacher satisfaction and retention with high level experiences for doctoral students
- ✓ Language Literacy and Sociocultural Studies
 - ✓ Language institutes for Indigenous languages: Diné Language Teacher Institute (DLTI), Native American Language Teacher Institute (NALTI)
 - ✓ Language institutes for native Spanish speakers: Summer Spanish Immersion Institute (SSII), Summer TESOL (Teaching English to Speakers of Other Languages) Institute
 - ✓ Teacher Education Collaborative in Language Diversity and Arts Integration (TECLA), interdepartmental effort where students deliver assignments based on students' culture. Low income schools with high percentages of international students.

Summary and Future Engagement for Impact

- ❖ Leading the way with new ideas for teacher preparation.
 - ❖ Active models are in place
 - ❖ Statewide translation of UNM's efforts and idea
- ❖ Working to re-engage with branch campuses and community colleges
- ❖ Diverse and vibrant efforts that connect research, teaching, and community engagement
- ❖ Future
 - ❖ Summit on January 10th with focus on implementation of educational change
 - ❖ Collaborations with ECHO, HSC, School Districts
 - ❖ More online programs
 - ❖ More community engagement

FY2022 College of Nursing Briefing

December 2, 2021

Christine E. Kasper, PhD, RN, FAAN, FACSM

Dean and Professor

- Programmatic Updates
 - Admissions, Enrollment and Graduation Overview
 - Pass Rates
 - Accreditation
 - Rankings
- Innovative Initiatives
 - CON/COPH New Building
 - Simulation/Clinical Expansion
 - Enhanced Marketing (Commercial, Radio, Social Media)
- Opportunities/Challenges for Expansion
 - Pre-licensure expansion in conjunction with new building
 - Freshman Direct Entry
 - Post-Baccalaureate Entry to Practice Program
 - Advanced Practice Registered Nurse – MSN Expansion
 - Cross Program Challenges/Opportunities



Programmatic Updates

- Pre-Licensure Admissions
 - Traditional Pre-licensure admissions are currently at capacity (N=192 w/o NMNEC BSN students)
 - Original RPSP Pre-Licensure Expansion RPSP N=96 plus an add'l 16 every other year for an N=112
- All Program Pass Rates are consistently high
 - CY20 BSN RN NCLEX pass rate = 96.75%
 - CY20 FNP/PNP/PMHNP AANP pass rate = 100%
 - CY20 CNM AMCB pass rate = 100%
 - CY20 ACNPC-AG AACN pass rate = 100%
- Accreditation update
 - Achieved a 10-year accreditation for all programs by the Commission on Collegiate Nursing Education (CCNE):
 - Baccalaureate
 - Master of Science in Nursing
 - Doctor of Nursing Practice
 - All post-graduate advanced practice registered nursing certificate programs
- Program rankings continue to improve
 - BSN, MSN, & CNM



Rankings Continue to Improve

- Undergraduate Nursing program ranked 43rd out of 700 placing it in the top 6% of all bachelors of science in nursing programs in the nation as reported by [U.S. News & World Report's 2022 edition of Best Colleges](#)
- Master of Science in Nursing program ranked 3rd out of 10 in the Mountain West
- Master of Science in Nurse Midwifery program ranked 11th in the nation



Highlights Continued

U.S. News & World Report Rankings Continue to Improve!



No. 1

Nursing School in New Mexico

No. 3

Mountain West region MSN Program

No. 11

Nationwide Nurse-Midwifery Program

No. 43

BSN Nursing Program

93%

2019 NCLEX-RN Pass Rate

- Simulation Expansion – \$1.8M Project Update
 - HSRR Simulation Center construction is in the second phase and will be completed in Spring 2022.
 - Grand Opening TBD in Spring of 2022
 - Project will assist in ramping up undergraduate simulation from 10 -12% to 50% and will include 250 hours for APRN programs
 - Attending the 2022 Society for Simulation in Healthcare (SSH) is holding the annual International Meeting on Simulation Healthcare (IMSH) conference.
- UNMH Nights/Weekend Shifts for program expansion thanks to UNMH CNO Patti Kelley
 - Clinical experiences for students
 - Leveraging/strengthening relationships with UNMH
 - Currently identifying potential UNMH employees for adjunct appointments/exposure to teaching
 - Exercising salary agreements with UNMH
 - Plans to expand this model to SRMC
- Obtained an International awards from the Association of Marketing & Communication Professionals.
 - CON 30 Second Commercial - <https://vimeo.com/uofnm/review/530379745/5094120762>
- Marketing Campaign in conjunction w/Esparza:
 - Social Media Marketing including:
 - Hulu
 - ABC Streaming
 - NBC Streaming
 - Various other streaming services



UNDERGRADUATE

COMMITTED TO DIVERSITY & INCLUSION

We value our diverse communities, students and faculty, and we strive to promote equity and advocate for inclusiveness. We value our partnerships with our community to enhance our understanding and learning.

MINORITY SERVING UNIVERSITY



ETHNICITY

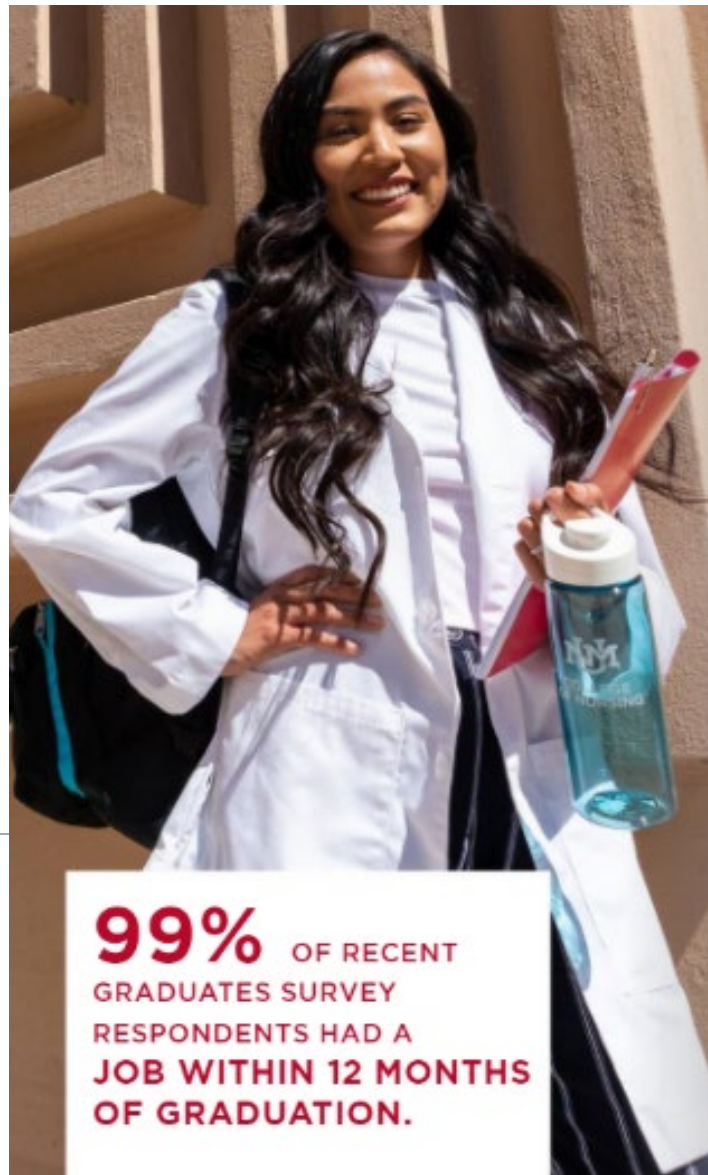
- Minorities 60.5%
- Caucasian 39.5%



GENDER

- Female 84%
- Male 16%

BASED ON THE COLLEGE OF NURSING FALL 2020 ENROLLMENT FOR ALL PROGRAMS



99% OF RECENT GRADUATES SURVEY RESPONDENTS HAD A JOB WITHIN 12 MONTHS OF GRADUATION.

GRADUATE

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MINORITY-SERVING UNIVERSITY



ETHNICITY

- Minorities 65%
- Caucasian 34%



GENDER

- Female 83%
- Male 17%

BASED ON THE COLLEGE OF NURSING SPRING 2021 ENROLLMENT FOR BSN PROGRAMS

OVER **80%** OF APRN STUDENTS COMPLETE RURAL ROTATIONS IN MEDICALLY UNDERSERVED AND RURAL AREAS

92% OF UNM BSN PROGRAM* GRADUATES STAY IN NEW MEXICO TO SERVE OUR STATE.

Undergraduate & Graduate Advanced Practice Registered Nurse Expansion Opportunities, Challenges & Solutions

FY22 CON Expansion Opportunities

Opportunities and Challenges for Expansion

- BSN Expansion via Freshman Direct Entry
 - In anticipation of the new building the CON is planning to expand the undergraduate Freshman Direct Entry program
 - Current admissions into BSN programs N = 216
 - Future admissions into BSN programs N = 408
 - Given the limited number of qualified applicants, the CON would like to begin out-of-state recruitment to fill 192 additional slots only after all qualified New Mexicans have been admitted
 - Marketing, including geofencing, radio, television and social media is currently in progress
 - Proposal to UNM/HSC Administration includes
 - Providing out-of-state students resident x 1.5 tuition rates in order to incentivize matriculation
 - Current vision are scholarships similar to the Western Undergraduate and Lobo Undergraduate Exchange programs
 - Directly admitting students to the CON as freshman in order to benefit UNM Main Campus, the HSC, CON and the State of New Mexico nursing workforce
- Post-Baccalaureate Entry to Practice BSN
 - Currently working to establish an innovative accelerated 2nd degree BSN option for college graduates who currently hold a non-nursing bachelors degree
 - Program is year-round and takes anywhere between 12 to 18 months to complete
 - The accelerated BSN allows students to compress their nursing education into a shorter period of timeframe

FY22 CON Expansion Opportunities Cont'd

Opportunities and Challenges for Expansion Cont'd

- Advanced Practice Registered Nurse (APRN) Program Expansion
- Current admissions into APRN-MSN programs N = 50
- Future admissions into APRN-MSN programs N = 100
 - Beginning in FY23, the CON has committed \$250k+ in scholarship to cover ½ of tuition & fees for 8-12 APRN students
 - By leveraging the Freshman Direct Entry program the CON is confident we can identify premier students for the direct entry program
 - In addition, Acute Gerontology Acute Care-Nurse Practitioner students historically have not received support from the state and the CON is excited to expand this program



FY22 CON Expansion Challenges

Challenges for Expansion

- Rate limiting factors include:
 - Clinical placements
 - Lack of preceptors
 - National Nursing Faculty Shortage
 - Number of Qualified Student Applicants
 - Financial Resources
 - Covid-19 Pandemic
- Opportunities to address rate limiting factors:
 - Partnering with UNMH/SRMC as primary for clinical placements
 - Increasing simulated clinical experiences to 50% for BSN programs
 - BSN students require a minimum of 672 clinical hours
 - Increasing simulated clinical experiences for Advanced Practice RN programs
 - APRN students require a minimum of 700 clinical hours
 - Working to strengthen relationships with clinical partners and three (3) major hospital systems across the state (UNMH, Presbyterian, and Lovelace)
 - Out-of-State Recruitment

FY22 CON Challenges & Solutions

Opportunities and Challenges for Expansion Cont.

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 - Lack of preceptors
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Questions?



THE UNIVERSITY OF NEW MEXICO

Building an Equitable
Environment for Learning:

The Student Experience Project

University of New Mexico

Dr. Pamela Cheek,
Associate Provost for Student Success

December 2, 2021



A National Collaboration

The Student Experience Project

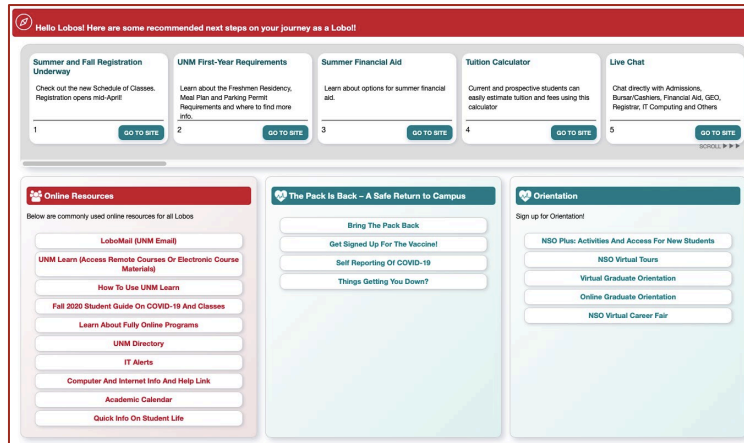
The Student Experience Project (SEP) is a collaborative of university leaders, faculty, researchers and national education organizations committed to innovative, research-based practices to increase degree attainment by building equitable learning environments and fostering a sense of belonging on campus.

Learning Partners: Raikes Foundation, College Transition Collaborative, Education Counsel, PERTS, SHIFT, Coalition of Urban Serving Universities, Association of Public and Land-Grant Universities

The Schools



A Collaboration at UNM on Student Experience



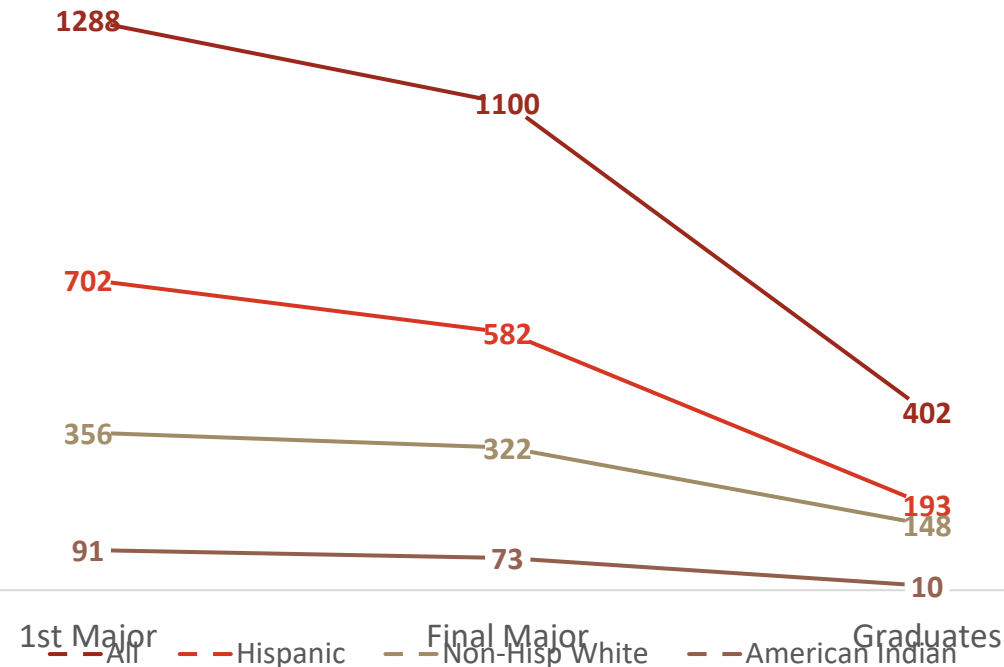
SEP Equitable Digital Access to Support & Resources
Academic Affairs, Center for Digital Learning, Registrar, IT Enterprise, UNM Online

SEP Teaching and Learning
Academic Affairs

Race and Intersectional Microaggression RIMA
Survey and Trainings
Division for Equity and Inclusion

Outcome Inequities

Attrition in Nursing Major by Headcount from 1st to Final Major to Graduation by Race/Ethnicity for classes entering 2010-2015



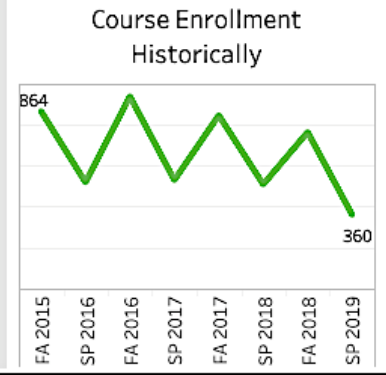
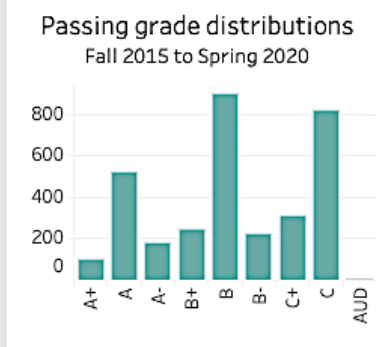
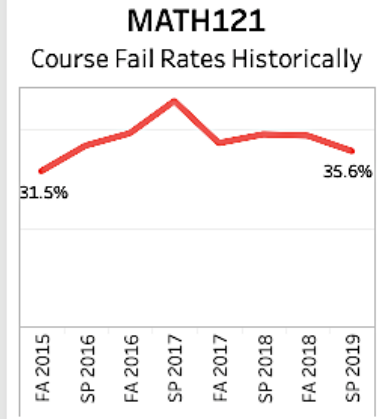
Academic Period: SP 2020 | Sort Bar Plot By: Alphabetic by Subject | By Course-Rank

College: (All)

Course Fail Rates
Alphabetic by Subject
SP 2020

Select course to view trend data

Anthropology	ANTH1170	30.0%
Anthropology	ANTH2190C	25.0%
Architecture	ARCH472	5.8%
Art History	ARTH1120	4.9%
Astronomy	ASTR1115	7.1%
Biology	BIOL1140	26.5%
Chemistry	CHEM302	28.3%
Chemistry	CHEM2120	12.0%
Classics	CLST314	3.9%
Classics	CLST2120	7.1%
Economics	ECON2110	11.0%
Economics	ECON2120	7.6%
English	ENGL1120	7.7%
French	FREN1110	16.9%
Management	MGMT310	16.7%
Management	MGMT322	6.5%
Management	MGMT326	14.5%
Management	MGMT435	1.8%
Management	MGMT443	0.0%
Management	MGMT450	0.0%
Management	MGMT498	0.0%
Mathematics	MATH316	26.5%
Mathematics	MATH1215X	23.5%
Mathematics	MATH1215Y	56.4%
Mathematics	MATH1215Z	28.6%



*Fail rates are calculated using 21 day enrollments as denominator and the number of students who do not receive a passing grade at the end of the semester as numerator.

Classroom strategies for equitable outcomes based on social scientific research to change outcomes in growth mindset, belonging, and equity:

60 Faculty Fellows using SEP strategies in courses

12 Champions bringing SEP change plans to:

School of Engineering, Honors College, Anderson School of Management,

College of Fine Arts, Freshman English Program, Calculus Program, Developmental Math, Biology, Chemistry, Nutrition, College of Population Health, Architecture

1600 students in a transformed college experience

Classroom strategies for equitable outcomes

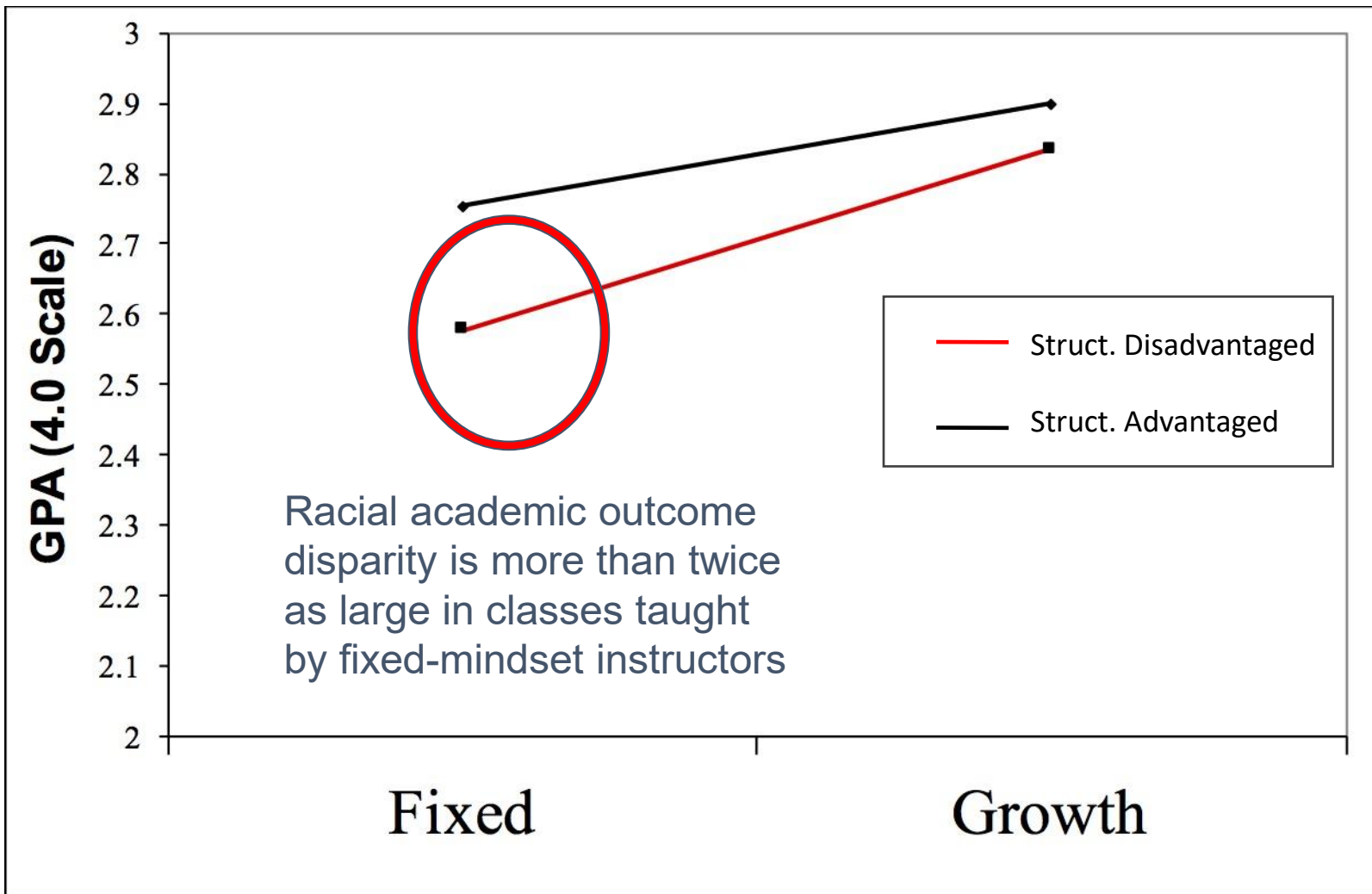
- Growth Mindset
- Belonging Stories & Messages
- Syllabus Reframing
- Wise Feedback
- Assessment Scaffolding
- Rebranding Office Hours
- Ice-breakers
- Inclusive Messaging & Images
- Tips on self-efficacy
- Policy Change
- Physical & Virtual Environment Audits
- Normalizing seeking support, including support for basic needs

Transforming the college student experience so that every student is supported to succeed



Based in Social Psychological Research

When Instructors Have Fixed Mindsets, Structurally Disadvantaged Students Are Especially Affected



Self-reported STEM Instructor Mindset Beliefs

150
STEM
instructors

602
courses

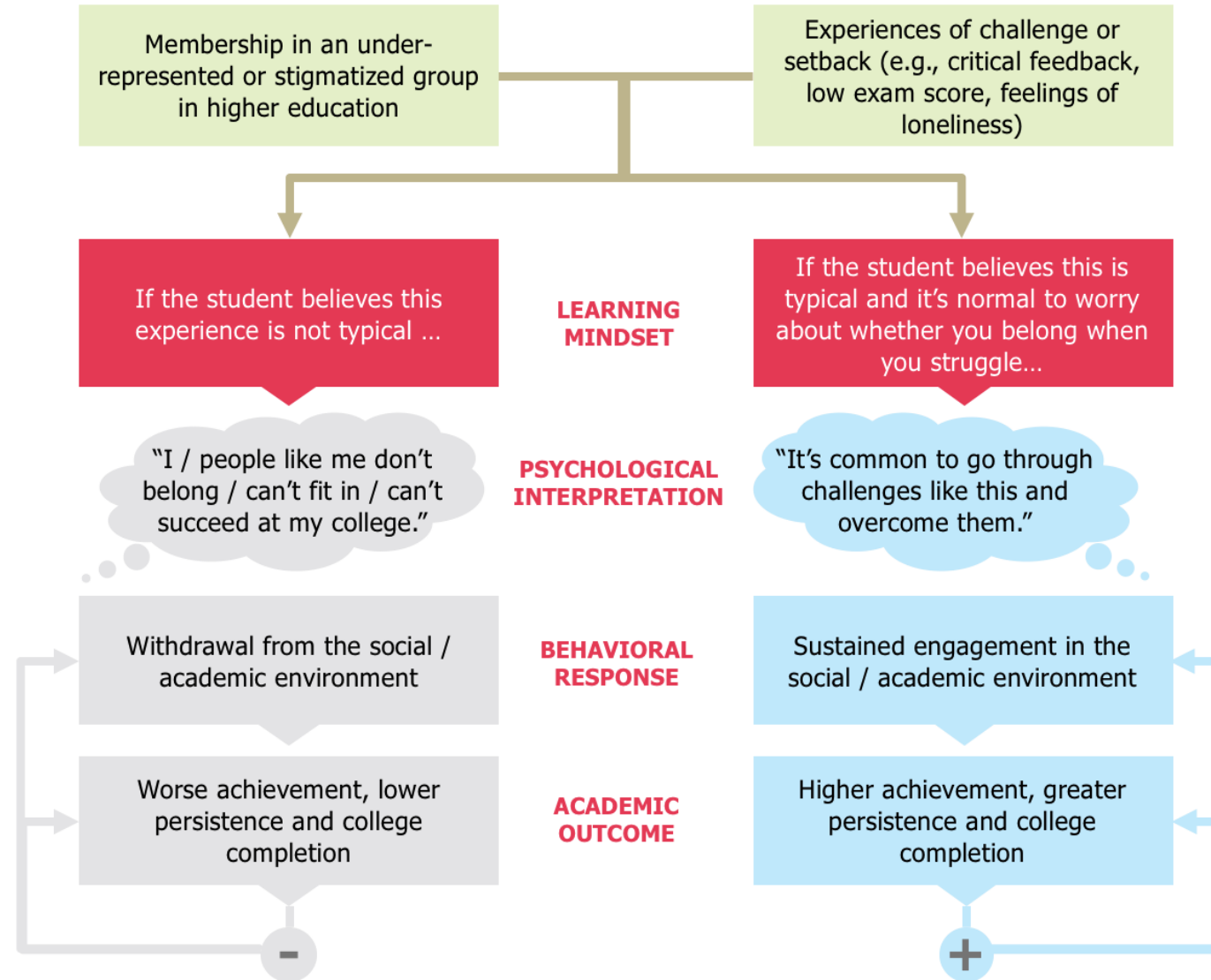
7
semesters

15,214
students

Canning, Muenks, Green, & Murphy (2019). STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes. *Science Advances*, 5:2.



How Learning Mindsets Affect Students



Adapted from diagram designed by Mindset Scholars Network

How do we measure student experience: Copilot Ascend in a Nutshell



1. Elevate Student Experience

In a 5-10 minute, [survey](#), students describe how they are experiencing a course.



3. Learn Relevant Practices

Get targeted recommendations for creating more engaging & equitable learning experiences.



2. Review Feedback

A confidential [report](#) shows how students' experiences are promoting or hindering equitable learning.



4. Track Improvement

Rerun the survey to see how students experience new practices. Repeat Steps 1-4 to keep improving.

What Does Copilot Measure?

Identity Safety

“I worry that people’s evaluations of me will be affected by my group membership(s) (e.g., race, gender, social class, etc.) in this class.”

Social Belonging

“I feel like I belong in this class.”

Self-Efficacy

“I feel confident about my ability to do well in this class.”

Institutional Growth Mindset

“This instructor seems to believe that students have a certain amount of intelligence, and they really can’t do much to change it.”

Trust and Fairness

“This instructor treats me with respect.”

Social Connectedness

“I can communicate with this instructor about this class as needed.”



Spring 2021

Condition	Rated Positively in Most Recent Cycle				Change in Positive Ratings Since 1st Survey			
	All	Girl / Woman	Struct. Disadv Race	Finan. Stress	All	Girl / Woman	Struct. Disadv Race	Finan. Stress
Trust and Fairness	94%	95%	94%	91%	0%	0%	0%	1%
Institutional Growth Mindset	86%	87%	85%	82%	3%	3%	2%	2%
Identity Safety	78%	78%	78%	70%	8%	11%	10%	10%
Self-Efficacy	71%	69%	72%	64%	1%	1%	2%	2%
Social Belonging	55%	54%	56%	48%	5%	7%	6%	6%
Social Connectedness	53%	55%	55%	51%	4%	4%	3%	7%

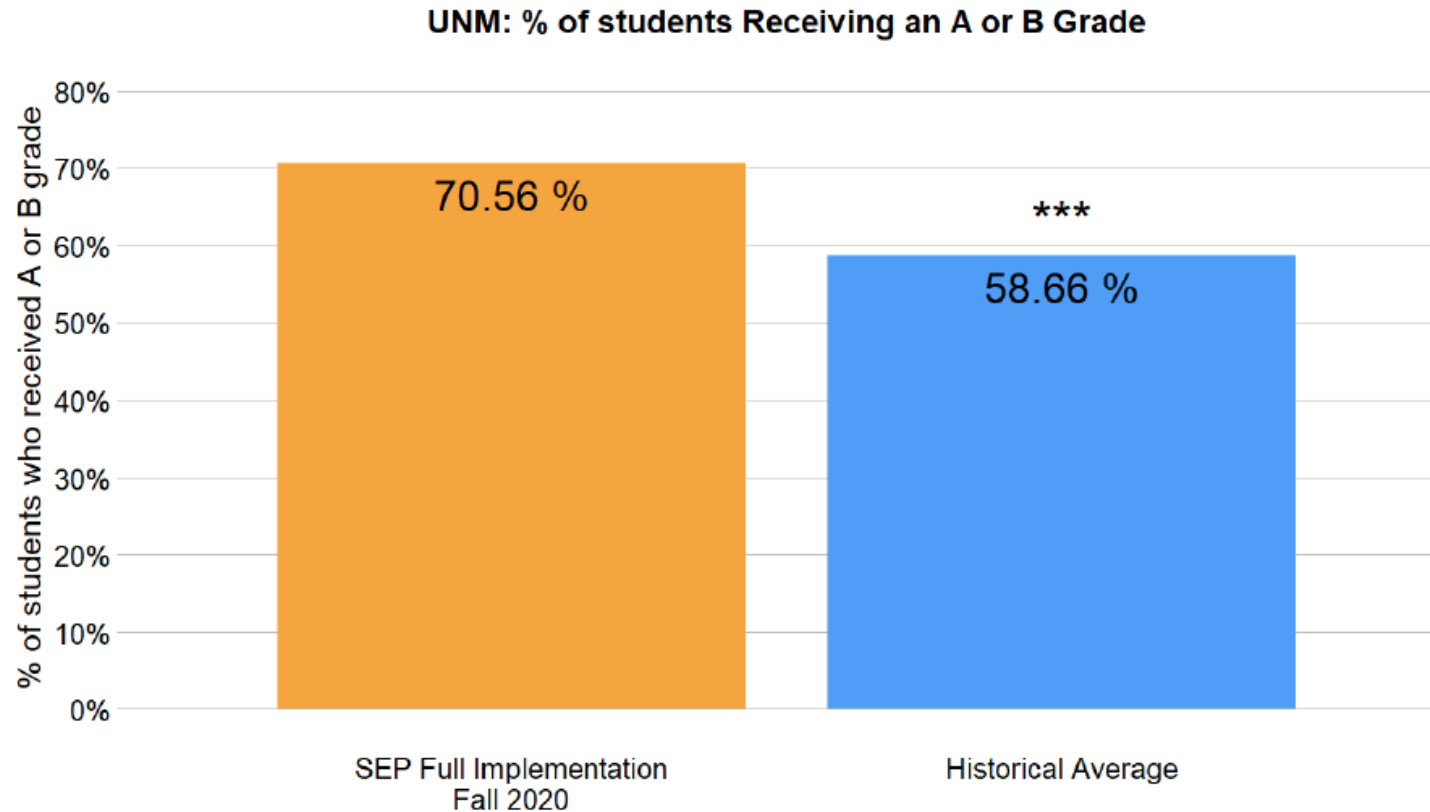
Cycle 2 Changes Fall 2021

Learning Condition	Rated Positively on Last Survey ▲ change since survey 1	
Belonging Uncertainty	42%	▲ 3
Identity Safety	81%	▲ 1
Institutional Growth Mindset	89%	0
Self-Efficacy	72%	0
Social Belonging	78%	▲ 1
Social Connectedness	72%	0
Trust and Fairness	96%	0

changing outcomes in growth mindset, belonging, and equity:

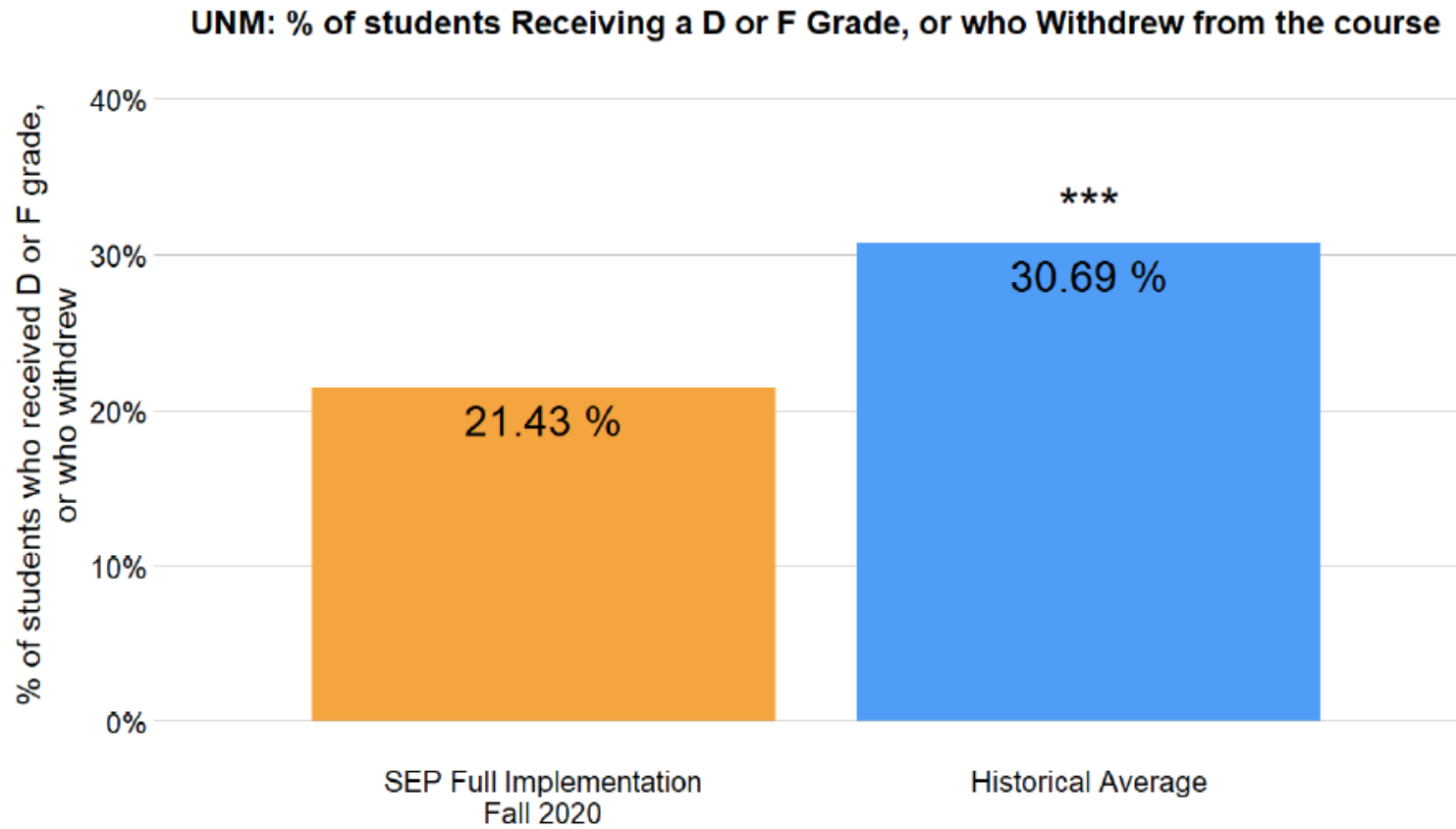
1. Do SEP courses in Fall 2020 have higher A/B rates than they have historically?

Chart 2.1 presents results of tests that compare the percentage of students who received A or B grades in **SEP full implementation courses** to the historical averages for the same courses taught by the same instructors.



5. Do SEP courses in Fall 2020 have lower DFW rates than they have historically?

Chart 2.5.1 compares the percentage of students who received a D or F grade, or who withdrew from **SEP full implementation courses** to the historical averages for the same courses taught by the same instructors.



(*p < .05; **p < .01; ***p < .001)

Categories of Interventions:



Setting the Classroom Climate

1

- ✦ Revise syllabus language to convey messages of growth mindset & belonging.
- ✦ Develop welcome messaging.
- ✦ Ice-breakers.
- ✦ Rebrand office hours as drop-in availability or help/review sessions.



Inclusive Assessment & Grading Practices

2

- ✦ Commit to giving, grading and returning the first major piece of graded course work by the end of week 4
- ✦ Frame feedback after the first major assignment using WISE feedback strategies, & growth mindset language.
- ✦ Use the Faculty Early Alerts Student Referral system.



Growth Mindset & Learning to Learn

3

- ✦ Use exam wrappers to help students reflect on their performance.
- ✦ Implement resources in course to support student to become better learners.



Virtual Environments

4

- ☑ Use diverse images of people in presentation slides, course materials and in Blackboard LEARN.
- ☑ Inventory physical & virtual environments to assess for negative messaging, & incorporate growth mindset & belonging cues in these areas.
- ☑ Incorporate best practices for remote courses taught at the UNM Center for Digital Learning

For More Information

THE VISION

Equitable, student-centered learning environments that support the success, retention & degree attainment of students currently served least well.

By improving student experience, we will increase equity in STEM student outcomes, including:

- Retention in STEM pathway
- DFW Rate
- % with A/B grade

THE AIM

By August 2021, we will increase the percent of students from the least well-served groups that report :

- Identity safety
- Institutional Growth Mindset
- Social Belonging
- STEM Efficacy
- Trust & Fairness



ACTIONABLE POINTS OF LEVERAGE ("DRIVERS")

EQUITABLE ACADEMIC & SOCIAL SUPPORTS

- Proactive, affirming, and clear communications around points of academic difficulty
- Design of student supports is accessible & non-stigmatizing
- Advisor, tutor, mentor communications support equitable student experience

SUPPORTIVE INSTRUCTOR & COURSE INTERACTIONS

- Instructors communicate high standards and their role to help all students to succeed
- Diverse role models are elevated in the course experience
- Proactive, affirming, and clear assessment & feedback practices
- Understanding of and value for students' diverse identities and backgrounds in the course experience
- Instructors welcome/scaffold opportunities for students to connect, contribute, and be heard

INCLUSIVE DEPARTMENT & CAMPUS CLIMATE

- Inclusive physical environment, symbols and messaging
- Awareness of and efforts to address personal assumptions and biases that differentially affect students
- Strong social ties to peers, STEM courses and academic discipline
- Connection to a "go to" person or network to navigate the campus environment
- Institutional culture where all students are seen as having potential to succeed and each person sees their role in that success

STUDENT-CENTERED INSTITUTIONAL STRUCTURES & POLICIES

- Ease of navigating STEM curriculum and program requirements
- Policies & requirements communicated in a way that engenders trust and perceived as fair regardless of student background
- University leaders make visible commitment and prioritize investments supporting student experience
- Financial structures support equity in STEM curricular and co-curricular activities
- Institutional policies and practices incentivize and reward focus on equitable outcomes

CHANGE IDEA BUNDLES

First-week (social belonging and growth mindset foundation):

- Establishing expectations
- Policy review: student-centered course policies
- Textbook access statement
- Belonging story
- Readiness assessment and resources
- Encouraging connections

Feedback to foster engagement and growth:

- Pre and post assessment wrapper
- Wise feedback approach to assessment
- Encouraging connection booster
- Belonging story booster

Cultivating a supportive & inclusive learning environment:

- Establishing classroom identity safety
- Diverse representation
- Addressing a threatening issue
- Addressing underrepresentation
- Policy review: student-centered course policies