



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

**October 17, 2023
1:00 PM**

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

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

**October 17, 2023, 1:00 p.m.
Scholes Hall, Roberts Room**

AGENDA

- I. Call to Order**
- Confirmation of a Quorum
- II. Adoption of Agenda**
- III. Approval of Meeting Minutes from August 1, 2023** **TAB A**
- Public Comment
- IV. Provost's Administrative Report** (20 Minutes)
- James P. Holloway, Provost & EVP for Academic Affairs
- Member Comments
 - Advisor Comments
- V. Action Items:** (10 Minutes each)
- 1. BS in Human Biology (New)** **TAB B**
Sherry Nelson, Associate Chair, Department of Anthropology
 - 2. Request Approval to appoint Emily Moody, M.D., as the recipient of the Susan B. Tully Endowed Professorship** **TAB C**
Loretta Cordova de Ortega, M.D., Chair, Department of Pediatrics
 - 3. Request Approval to Establish a Quasi-Endowment Fund** **TAB D**
Krystah Pacheco, President, ASUNM
 - 4. Posthumous Degree for Herbert Von Hass** **TAB E**
Lisa Lindquist, Director, LoboRESPECT Advocacy Center
 - 5. 2023 Summer Degree Candidates** **TAB F**
Cris Elder, Faculty Senate President
 - 6. Recommendations for Consent Agenda Items to Full Board of Regents' Agenda**
Randy Ko, Student Regent and Chair, Regents' SSTAR Committee
- VI. Discussion Items:** (40 Minutes per topic)
- 1. School of Engineering report and discussion (High Demand Degrees)** **TAB G**
Donna Riley, Dean, School of Engineering
 - 2. Strategic Plan for Undergraduate Student Success** **TAB H**
Pamela Cheek, Associate Dean for Student Success

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- 3. Research discussion, including information on ARID (Accelerating Resilience Innovations in Drylands), QNMI (Quantum New Mexico Institute), and Grand Challenges (Research & External Partnerships)** **TAB I**
Ellen Fisher, Vice President for Research and Economic Development

VII. Informational Items: (20 Minutes per topic)

- 1. Update on tuition structure: simplification and differentials.** **TAB J**
James Holloway, Provost & EVP for Academic Affairs
Nicole Dopson, Assistant Vice President for Academic Resource Management

VIII. Adjournment

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

**August 1, 2023 – 1:00 p.m.
Meeting Summary**

Committee members present: *Regent and Chair Randy Ko, Regent and Vice-Chair Robert L. Schwartz, Regent Paul Blanchard, James Holloway, Provost & Executive Vice President for Academic Affairs, Cris Elder, President, Faculty Senate, and Grace Faustino, President, Staff Council,*

Committee members Absent: *not applicable.*

Administration Present: *Garnett S. Stokes, President, Teresa Costantinidis, EVP for Finance and Administration; Barbara Rodriguez, Sr. Vice Provost, Pamela Cheek, Associate Provost Student Success, Emma Rodriguez, Sr. Associate, University Counsel; Ellen Fisher, VP Research, Dan Garcia, CP Enrollment Management, Terry Babbitt, President's Chief of Staff, Jennifer Love, Provost's Chief of Staff*

Advisors present: *Krystah Pacheco, President, ASUNM, Justin Lauriano, President, President*

Staff: *Pam B. Kirchner, Mallory Reviere*

I. Call to Order (1:00 PM) - Confirmation of a Quorum

Regent Ko welcomed and introduced new committee members and advisors.

II. Adoption of Agenda

Provost Holloway requested amendment to agenda which is to move Pamela Cheek's discussion to immediately follow Provost's administrative report.

Motion to Approve: Provost Holloway

Second: Regent Schwartz

All members voted in the affirmative

Motion: Approved.

III. Approval of Meeting Minutes from May 4, 2023

Motion to Approve: Regent Schwartz

Second: Provost Holloway

All members voted in the affirmative

Motion: Approved.

- Public Comment: None

Provost's Administrative Report

James P. Holloway, Provost & EVP for Academic Affairs

Presentation to focus on the Academic Units, which are the schools and colleges on main campus and the branch campuses, and not so much on the health sciences.

Academic Affairs FY 20-FY23

Recognized Importance of Academic leadership to include Provost's leadership team, Deans, Associate Deans, UNM foundation, faculty senate, and faculty.

Accomplishments:

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**August 1, 2023 – 1:00 p.m.
Meeting Summary**

- 36% Enrollment growth new first year students in ABQ since Fall 2019, 4% growth in new graduate students – credit to Dan Garcia and his team
- 30% growth in philanthropic support since FY2020 – credit to Foundation, Deans, Chairs, and faculty
- 26% growth in research expenditures since FY2020 - credit to the VPRs office and Ellen Fisher's team.
- Leadership
 - Creation of Associate Vice Provost for Student success-purposeful to signal importance of the success of our students.
 - Creation of Associate Vice Provost for Faculty – purposeful to signal importance of supporting the success of our faculty.
 - Creation of an Assistant Vice President for Academic Resource Management – purposeful move to make robust the infrastructure we have in place to support our financial and physical resources.
 - Student Affairs has undergone a reorganization to support student wellness and student success.
 - We've recruited many new deans and chancellors; all of the deans and chancellors in the academic units are new from the time I started with UNM.
 - The appointments are diverse with over half of them minoritized; 40% are persons of color.
 - Reorganized the office of faculty affairs into the office of Academic Personnel
 - We have successfully worked with our unions to include two new bargaining agreements.
 - Most importantly noteworthy is the increased collaboration with our branch campuses. They are now fully engaged and integrated with the rest of the university.
- Faculty and Programs
 - Creation of a faculty partner hire program
 - Established goals for diversity and faculty hiring; with the input from the schools and colleges as to what makes sense for their units.
 - We institutionalized the ADVANCE program. A program designed to support women faculty; originally in STEM but has done a lot to improve the way we support faculty generally.
 - Launched a department of African Studies; a process 50 years in the making.
 - We have increased the number of faculty in the College of Education and Human Sciences, adding about 18 new hires. Half of the hires are complete, and the remaining hires will occur this year.
- Branch Collaborations
 - Mechanical Engineering Program in Los Alamos
 - Educational partnerships and collaborations very active in Gallup and Valencia, and increasing in Taos and Los Alamos
 - Healthcare partnerships: nursing programs as the branch campuses. There is now a regular meeting with the deans in health sciences and branch chancellors, focusing on health program collaboration.
- Additional achievements
 - LC Accreditation. Cleanest accreditation in 20 years; no concerns. No issues reported in the official report.
 - We launched a set of post-COVID research programs; have been impactful on faculty productivity.

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

**August 1, 2023 – 1:00 p.m.
Meeting Summary**

- Institutionalized Grand Challenges programs.
- We have focused on facility development, ROTC building and the welcome center which will be done by the end of the year.
 - We've created a systematic process to invest in facilities maintenance and upgrades led by Teresa Costantinidis
- We launched a post doc support office under the OVPR.
- Improved Fall to Fall retention for the last two-years; we are expecting the same this year.
- We have seen an increased use of fiscal shared services, 18 new partnerships; saving \$2.6M per year with improved service and fiscal responsibility.
- We have done a lot of work in simplifying tuition structures.
- Finances
 - We have invested approximately \$23M in academics during 2020-2024 fiscal years.
 - This is a mix of recurring and one-time funds. The majority of funds have gone to faculty support: 42% faculty lines, 16% faculty retention and equity, 11% faculty promotions that occur annually.
 - Additional areas of investment include student success, student recruiting, graduate student support, library acquisitions (\$1M)
 - Approximately 4% of the \$22M has gone into staffing.
- UNM 2040 Academic Affairs Implementation tactics
 - As presented in March, we want all colleges to do planning within the 2040 framework. Some colleges are far along in the process while others are just starting and still others will start over the next year. Many of our facilities are marginally habitable. We want to focus on spaces where learning and research happens and develop intellectual capital (faculty). Compensation-we are not competitive. As an R1 university, we need to continue to work on faculty salary competitiveness.
 - Grand Challenges is a strategic tactic for us; building the new Quantum New Mexico Institute, a joint effort with Sandia National labs. This will be a category 3 center for us. Sandia is our community partner in creating the center and the work we will do.
 - The Student Achievement Project: student success, student wellness, and student basic needs. Wellness and basic needs are critical for student success.
- Facilities
 - Humanity Social Science (HHS) complex-presented to the HED Capital Projects Committee; they are supportive, looking for funding.
 - New Mexico Research Innovation Collaborative (NMRIC) in part is to replace the facility we have on South campus that we share with Sandia. We are working to develop that facility.
 - We are analyzing the space we have where we do research and teaching labs increasingly is not suitable to purpose.
 - Adding Faculty:
 - Foundations: foundational Math and language courses, critical text analysis. As we have more students coming in, we need to invest in the teaching of those sections.
 - Film
 - STEM (engineering, neuroscience, and substance use disorders)
 - Student Mental Health
 - We have signed a contract with a telehealth provider, Timely Care.

Challenges:

- Faculty Shift FY 20-23
 - Faculty headcount decreased 35% (Non-Health Sciences)

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**August 1, 2023 – 1:00 p.m.
Meeting Summary**

- 5.6% regular faculty and 70% decrease in temporary faculty.
- A key driver is previous decrease in enrollment during Covid reduction.
- Focusing on faculty hiring
 - Very little hiring in A&S
- Also addressing faculty retention.
- Faculty commitment to meet:
 - Partner hire program. We don't have a recurring funding source.
 - Faculty start-up packages is a huge issue: frequently not competitive. As a result, we lose faculty.
 - Faculty retention funding. Some years we've been able to set aside funds, but not every year.
 - Commitments to grow SOE faculty and enrollment.
 - Mechanical engineering student/faculty ratio over 30
 - Too few advisors
 - Turning away non-majors in CS-not enough faculty to teach
 - Need to grow faculty in Film and Digital Media. Student/faculty ration >16
 - Commitment for cluster hires in Quantum information and Neuroscience
 - Non-competitive faculty salaries. Addressed about 7% total gap of \$16M this year.
- Staffing
 - Advising ratios are becoming unfavorable. Departments are hiring advisors from other departments. We are attempting, in part to address this by creating a pool of candidates for advising positions. This is a real concern.
 - Advising is student success.
 - 12% reduction in staffing over last four years; 4% are regular staff positions.
 - Approximately 92% of the I&G budgets are spent on salaries and benefits. That only leaves 8% for operations.
- Students
 - Investing in mental health resources since Fall 2019
 - Provide better support by a reorganization of student affairs.
 - Created Associate Dean for Student Wellness position.
 - Moved support program out of pilot status (SNAP, Medicaid, Housing assistance)
 - Launching student telehealth platform
 - Additional enhancements to food pantry
 - Expanding pilot program; Emergency loans and scholarship fund
 - Create holistic wellness culture; adding messages to students and normalize asking for help.
 - New UNM food contract
 - HSSC design to include mini pantries in every department.

What we are trying to do is align with UNM 2040, informed by the state's needs. We have drafted specific, measurable, achievable, relevant, and time-based tasks. We can do a lot assuming we can find sufficient resources.

Member Comments: See addendum.

Advisor Comments: None

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
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**August 1, 2023 – 1:00 p.m.
Meeting Summary**

IV. Action Items (approximately 10 minutes per item):

- i. ASUNM Constitutional Amendments** **TAB B**
Krystah Pacheco, President ASUNM
Motion to Approve: Provost Holloway
Second: Regent Schwartz
All members voted in the affirmative
Motion: Approved.

V. Informational Items: (presentation attached)

- i. UNM Housing (approximately 20 minutes)** **TAB C**
Teresa Costantinidis, Vice President for Finance and Administration
Chet Roach, Executive Director, Brailsford & Dunlavey

VI. Discussion Items: (presentations attached)

- i. Discussion: SSTAR Workplan (approximately 20 minutes)** **TAB D**
James P. Holloway, Provost & EVP for Academic Affairs
 - Item not discussed at the meeting; Regent & Chair Ko requested comments on the workplan for future discussion
- ii. Discussion: Measuring Student Success (approximately 20 minutes)** **TAB E**
Pamela Cheek, Associate Provost for Student Success

VII. Adjournment

- Motion to Adjourn: Regent & Chair Ko**
Second: Provost Holloway
All members voted.
Motion: Approved

Meeting adjourned: 3:35pm

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
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August 1, 2023 – 1:00 p.m.

Addendum: Q & A

Questions following Provost's Administrative report:

Member Comments

C. Elder: *You have talked about hiring more faculty, one area being film. Are those tenure track of TPT faculty?*

Provost Holloway: *None of them are TPT. They will either be lecturers or tenure track. Generally, this is something I let the deans and departments decide based on their need.*

C. Elder: *Am I understanding correctly that digital film and media has largely been hiring professionals from the industry?*

Provost Holloway: *they have done that. I would expect that to continue to some extent. It is equally important to have the intellectual foundation in the department; tenure track to establish a cadre of faculty that really shape the department.*

G. Faustino: *How will you mitigate the gap in staffing?*

Provost Holloway: *We recognize that we need to find a way to give schools and colleges funds to increase their operational budgets and staffing budgets. We have a strategy, not currently implemented.*

Regent Blanchard: *even if we had the resources, hiring staff in any discipline across the state is difficult.*

Regent Blanchard: *tell me about the Dry Land Institute project.*

E. Fisher: *It started with the sustainable water grand challenge and has expanded to include clean energy, clean water; viable ecosystems. It also included the Health Sciences in terms of creating environments where people and animals can thrive. We do a lot in the space of water and climate change. There is a focus on responding to the climate changes we are seeing. Others are focused on clean energy and still other focused on policy across all sectors. We are going build the institute around all of these ideas. We received a STEM grant within the institute to work on the Gila area and the Gila ecosystem. A biology professor received a DOE grant, about \$2.3M, to work across several sectors. These are early successes, and we hope to grow and give it a space at UNM that helps to identify us in this context. We will officially launch the institute on September 14, grand challenges day.*

Regent Blanchard: *I think this is important in our state. I think everybody knows our water issues and has seen the stories on agriculture and the percentage of water usage etc. One of our jobs as Regents is to try assistant with securing funding for UNM. This could have funding sources in the Department of Agriculture and the State Engineers office. There are a lot of areas that I think we can push the legislature to try to help. It is a great concept and I think we can do well.*

Regent Blanchard: *One of my pet projects is security for students and faculty; developing a security and surveillance system to make our campus one of the safest campuses in the country. What are we doing on that initiative?*

T. Costantinidis: *We have a series of safety security projects that we put into the budget. Due to budget constraints, we weren't able to fund them all. We are in the process of creating an emergency safety unit that brings together people from across the campus, reporting directly to me to enhance the safety and security on campus. That unit will provide recommendations for things we can invest in. Over the past 4-5 years we have done a lot of safety improvements, with much more to do.*

Regent Blanchard: *Do we have a timeline for implementation?*

T. Costantinidis: *we are in the process of creating a job description, working with HR to hire the position of the safety focused director. I am hoping in the next month or two that we will have made major progress in that; get the job listed and filled. We are excited about it.*

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August 1, 2023 – 1:00 p.m.

Addendum: Q & A

Regent Blanchard: *The percentage of retention on your 35% increase in students, what is the loss between freshman and sophomore year?*

Provost Holloway: *Our fall-to-fall retention rates last year was just under 70%. We expect to see above 70% this fall. We are seeing a clear increase in retention based on who's registered. This can only be confirmed after census date; however, we expect to see a couple percentage points increased.*

D. Garcia: *We ran the numbers today and we are up 3.25% points from last year (2021 cohort).*

Provost Holloway: *There is a lot being done in a number of areas to follow the students from freshman to sophomore year. Dr. Cheek's presentation will touch on that.*

Regent Schwartz: *Our total student population will be more than 35% greater than it was before?*

Provost Holloway: *No. That is only our first-year students. They are less than a quarter of the whole.*

Regent Schwartz: *Was that number just for last year?*

Provost Holloway: *No, that was from four years ago today to last fall. This was the increase in first-year students, not total students. Our retention is up since Covid. It took a large dip during Covid.*

Regent Schwartz: *What is our total student population now when compared to 4 years ago?*

D. Garcia: *We have about 22,500 students. We are back at a level we were 4 years ago.*

Regent Schwartz: *Student Wellness. I am glad we signed a contract with Timely Care. When will they start?*

Provost Holloway: *The goal is to have it implemented by the start of the term.*

Regent Schwartz: *How are we doing with SHAC and providing other kinds of support for students? How many people do we have providing counseling, for example.*

Provost Holloway: *As you know we increased staffing in that area by about 9 FTEs. I don't recall how many of them are counselors, but I like to remind people that increased staff to remove the administrative work from the counselors so they could spend more time counseling. We had an acute plan last year and that is largely in place. We will circle back in December to revisit the clinical load index. SHAC wants to have a full term of data as it involves many factors. One is the tracking the number of students that use the resources. We will also include Timely Care and other provider networks across the institution in that analysis.*

Regent Schwartz: *You were keeping track of how long it took for a student to get a counselor appointment.*

Provost Holloway: *Yes, the goal was to get it below one week and it is.*

Regent Schwartz: *What are Fiscal Share Services?*

Provost Holloway: *Fiscal shared services is an organization, run out of the provost's office, that basically provides fiscal management services that units need. They do the athletics budget, they financial work and budgeting for the College of Art and Design, the police department and several schools and colleges. It is a structure that many universities have put into place in the last decade to create efficiencies.*

Regent Ko: *How does the fall retention percentage compare to other four-year institutions in New Mexico?*

D. Garcia: *We are much better. I remember 2020 and 2021, New Mexico State had a marginal increase in their first-year enrollment, like 0.8%. I think they had a sizable increase last year, about 15%. In the last 3 years, we've done incredibly well and collectively since 2019.*

Regent Ko: *Is the STEM H scholarship that HPSA started available now? Would we see an increase in graduate enrollment for the STEM H degrees?*

J. Lauriano (GPSA President): *It is in place now. It is administered by HED. We did ask for a broader scholarship last time. We asked for all graduate students. Another organization asked for an increase for graduate worker compensation. The legislature got a little confused. Their solution was, \$2M for Stem H and up to \$7K per semester, I think. This is the whole state.*

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August 1, 2023 – 1:00 p.m.

Addendum: Q & A

Provost Holloway: *Yes, it is for the entire state. Will it have an impact on graduate enrollment? Yes, but not a lot.*

J. Lauriano (GPSA President): *Once we look at the data, should we go back this winter and try and get it expanded again and hopefully double the funding to include all students? It is worth mentioning that for those that accept the money, you are required to stay and work in New Mexico for one-year.*

Regent Ko: *you mentioned strategic hires due to accreditation. What were those?*

Provost Holloway: *The example I gave was the American Association of Accreditation for Colleges and Businesses. The accreditors specify the ratio of tenure track faculty to lecturers in each of the business areas they accredit, basically faculty numbers. In some cases, we were right where we needed to be and in others just below. We did some hiring in Anderson to get us within the accreditation ratio.*

ACTION ITEMS



What makes us human?

Explore our evolutionary history, genetics, anatomy, physiology, development, and behavior

Some of our Courses

- Human Biology: Evolution,
Life History and Health
- Human Genetics
- Human Evolution
- Human Behavioral Ecology
- Primate Social Behavior
- Anthropology of the Skeleton
- Human Evolutionary
Physiology and Anatomy
- Hormones and Behavior
- Paleoanthropology
- Human Paleopathology
- Human Physical Activity
- Population Genetics



Some of our Research

- Human Physical Activity Lab
- Human Evolutionary Genetics
- Human Population Genetics
- Paleoecology Lab
- Comparative Human and
Chimp Physiology Center
- Kibale Chimpanzee Project
- Human Family and
Evolutionary Demography
- Bioarchaeology Lab
- New Mexico Decedent
Image Database

Through self-tailored multidisciplinary coursework and research mentorship, prepare for careers in STEM, including Health Sciences

National Science Foundation and U.S. Bureau of Labor Statistics report --

STEM professions comprise 23% of workforce -- 19% of those are in healthcare

STEM sees lower unemployment (2% vs 4%) and higher median incomes (\$55,000 vs \$33,000)

Healthcare occupations projected to grow nationally 13% over ten years, faster than other occupations – expected 2 million new jobs

NM growth expected to be 11% for healthcare, 9% for sciences – compared to average 6%

NM life scientists earn \$65,000, healthcare \$77,000 – compared to average \$38,000

UNM poised to address underrepresented groups in this lucrative and ever-growing field

Minorities comprise 30% of employed population, but they are only 23% of STEM workforce with Bachelor's or higher.

75% of healthcare practitioners are white. Only 9% are Hispanic or Latino.

Top 10 Human Biology Programs in U.S.

School	# Degrees 2020-2021 academic year	% Change from previous year	% Women	% Non-white	% Hispanic or Latino
Hunter College	485	+58	77	85.4	27.8
USC	236	+22	66.9	60.6	14.8
U. at Albany	223	+6	74.4	68.2	13.5
U. of Washington	204	-2	85.3	67.2	17.6
Stanford U.	104	-27	82.7	58.7	14.4
U. of Wisconsin	103	+6	77.7	19.4	6.0
Brown U.	39	-5	84.6	76.9	15.4
UC Irvine	92	+48	57.6	84.8	20.7
U. of Kansas	73	+18	78.1	38.4	13.7



Nine evolutionary anthropology faculty members with expertise in genetics, anatomy and physiology, biomechanics, paleoanthropology, forensics, and human reproductive and behavioral ecology. Funding through National Science Foundation, National Institute of Health.

Required minor or distributed minor in Biology, Psychology, Population Health, or Chemistry

Currently over 600 students majoring in Biology or Biochemistry. We differs from other programs such as Biology in that coursework and research opportunities focus on humans. We anticipate better-serving pre-health students currently enrolled in large biology classes (example Biology for Health Sciences has over 400 students). We anticipate 100 majors in three years.

This year we began offering a concentration in Human Biology under the Anthropology degree. Currently have 24 students. B.S. would better reflect the STEM program and replace concentration. All courses already offered.

Anticipated costs are added TA lines for three lab courses (\$26,000).



DATE: September 12, 2023
TO: Board of Regents Student Success, Teaching, and Research Committee
FROM: Nancy D. Middlebrook, University Secretary *Nancy D. Middlebrook*
SUBJECT: Curricula Approval from the Faculty Senate

The Faculty Senate approved the proposed new BS in Human Biology at their Tuesday, August 29, 2023 meeting.

Please place this item on the next Board of Regents Student Success, Teaching, and Research Committee meeting agenda for consideration.

Attachment

CC: Sherry Nelson

CM Program Code

Bachelor of Science in Human Biology

Draft | Fall 2023

Proposal Information

Workflow Status

Proposal not yet submitted for approval.

Proposal Information

Sponsoring faculty/staff member

Sherry Nelson

Sponsoring faculty/staff email

svnelson@unm.edu

College

College of Arts & Sciences

Department

Anthropology

Campus

Main Campus

Effective Term and Year

Proposed Effective Term and Year

Fall 2023

Justification

Program Justification

We are seeking to convert a Human Biology concentration in Anthropology into a B.S. degree in Human Biology. Students and post baccalaureate programs fail to associate Anthropology degrees with STEM. A B.S. in Human Biology will better represent the true nature of our program and provide our students with the best opportunities in seeking further professional development, especially for health sciences.

Associated Forms

Select any associated course forms that exist

Select any associated program forms that exist

Program Category and Level

Program Category Program	Program Level Undergraduate	Degree, Minor, or Certificate Name Bachelor of Science in Human Biology
New Graduate Program No	Dual Degree No	New Undergrad Degree/Certificate Yes

Catalog Information

Program Description

Human Biology is a dynamic, multidisciplinary program that provides students with an introduction to biological, behavioral, and health sciences. It is essentially an organismal biology program that focuses on humans. Through a combination of coursework in Anthropology, Biology, Psychology, Population Health, and Chemistry, students will gain skillsets that will prepare them for future careers in STEM, including medical tracks and allied health fields.

The major requires one of the following minors: Biology, Population Health, Psychology, Chemistry, or Distributed Minor comprising classes among the four disciplines.

Admissions Requirements

Graduation Requirements

Students must earn a letter grade of "C" or better in all classes (**not "C-"**). All Human Biology majors must complete a **an approved minor**: Biology, Psychology, Population Health, Chemistry, or a distributed minor across these departments.

Program Information

Degree Type

Bachelor of Science

Degree/Certificate Type

Undergraduate

CIP Code ⓘ

45.0202

CIP Title ⓘ

Physical Anthropology

Professional Credential/Licensure Program Information

Licensure Information

Neither

File Uploads

Proposal File Upload

- Human Biology full proposal.pdf
- Biology correspondence.pdf

Executive Summary Upload

- Human Biology pre-proposal.pdf

Associate Provost Memo

- B_S_Human Biology Pre-Proposal.pdf

Degree Information

Degree Hours

120

Minimum Major Hours

36

Professional Accrediting Bodies

Degree Requirements

Requirements

- Complete all of the following
 - Complete the following:
 - ANTH1135 - Introduction to Biological Anthropology (3)
 - ANTH1135L - Introduction to Biological Anthropology Laboratory (1)
 - ANTH2135 - Human Biology: Evolution, Life History, and Health (3)
 - ANTH350 - Human Genetics and Genomics (3)
 - ANTH357 - Human Evolution (3)
 - Complete at least 1 of the following:
 - ANTH360 - Human Behavioral Ecology (3)
 - ANTH363 - Primate Social Behavior (3)
 - Complete at least 1 of the following:
 - ANTH351L - Anthropology of the Skeleton (4)
 - ANTH390L - Human Evolutionary Physiology and Anatomy (4)
 - Earn at least 3 credits from the following types of courses:
A 400-level course in Evolutionary Anthropology.
 - Earn at least 13 credits from the following types of courses:
4-5 Anthropology electives
 - The major requires one of the following minors: Biology, Population Health, Psychology, Chemistry, or Distributed Minor comprising classes among the four disciplines.
 - Earn at least 84 credits from the following types of courses:
In addition to the program-specific requirements outlined here, all undergraduate students are required to fulfill UNM's General Education Program requirements and other general undergraduate degree requirements to earn a minimum of 120 credits. In some instances, courses included in an undergraduate degree program's requirement may also fulfill a General Education requirement. Please review the General Education Program in this Catalog for General Education information. This major requires one of the following minors: Biology, Population Health, Psychology, Chemistry, or Distributed Minor comprising classes among the four disciplines.

Grand Total Credits: 120

Concentrations

Program Concentrations

Code

Title

Concentration Required

No

Emphases

Emphasis required ⓘ

No

Emphasis Hours

Emphasis Rules

No Rules

Sample Degree Plan

Sample Degree Plan Upload

- BS-ANTH-HUBI Roadmap 2022.xlsx

Program Learning Outcomes


Learning Outcomes

1. Use the principles of evolution to analyze inheritance, variation, and the evolution of human characteristics.
2. Use a scientific methodology to distinguish among competing hypotheses about the nature and causes of behavioral, sociological, genetic, and phenotypic variation in archaic and extant humans.
3. Demonstrate knowledge of human anatomy and physiology in healthy and disease states.
4. Synthesize ecological, anatomical, physiological, behavioral, and genetic evidence for the evolution of unique human features, including those related to human life history, health and disease
5. Perform statistical analyses of data, solve equations, construct and interpret graphs in the context of hypothesis testing.

MEMORANDUM

DATE: September 25, 2023

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

FROM: Nancy D. Middlebrook, Ph.D., University Secretary 

SUBJECT: Approval Request from the UNM Department of Pediatrics to Appoint a Faculty Member to an Endowed Professorship

Upon recommendation from the Department of Pediatrics, the University Naming Committee reviewed and voted to recommend approval for the following request:

Request approval to appoint **Emily Moody, MD**, as the recipient of the Susan B. Tully Endowed Professorship
(UAP 1020 2.2 Private Financial Support)

The request was then forwarded to President Stokes for her review and approval. That approval was received on September 25, 2023. Materials for the request and approvals as well as a copy of the UAP policy are attached for reference.

With the recommended approvals from the University Naming Committee and President Stokes, we respectfully request that this item be placed on the Student Success, Teaching, and Research Committee's meeting agenda for consideration by the Regents.

Attachments

MEMORANDUM

Date: September 21, 2023
To: Dr. Garnett S. Stokes, President, The University of New Mexico
From: Cinnamon Blair, Chair, UNM Naming Committee
Re: UNM Naming Committee Approval from September 20, 2023

The University Naming Committee has reviewed and voted on the following request and recommends your approval. A copy of the departmental request, along with UNM Policy 1020, are attached for your reference.

Request from Pediatrics

Request approval to appoint **Emily Moody, MD**, as the recipient of the Susan B. Tully Endowed Professorship
(2.2 Private Financial Support)

Please let me know if you have any questions or wish to discuss them in further detail.

Approved.
GSS
9/24/2023

To: Cinnamon Blair
Chair, UNM Naming Committee

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

Date: July 6, 2023

Re: Appointment of the Susan B. Tully Endowed Professorship

Dear Ms. Blair and members of the Naming Committee,

I am writing in enthusiastic support for the selection of Emily Moody, MD, Department of Pediatrics, to be the recipient of the Susan B. Tully Endowed Professorship. Dr. Moody is superbly qualified for this honor as reflected by her dedication and interest to the University of New Mexico and care of individuals with Down syndrome.

Dr. Moody is an Assistant Professor in General Pediatrics who is invested in making unique and impactful contributions in the area of medical education, child well-being and population health. Her project proposal “Improving the Compliance of Standard of Care Guidelines of Newborns with Down Syndrome in the Hospital Setting” aligns with the overall goal of the Susan B. Tully Endowed Professorship incredibly well.

Dr. Moody joined the UNM Department of Pediatrics as a resident in 2017, was a chief resident in 2020 and hired as an Assistant Professor in 2021. It was during her time as a resident and assistant professor that Dr. Moody developed her interest in caring for children with Down syndrome and identified areas for improvement in the care provided. She consistently demonstrates a deep understanding of Down syndrome care and her insightful contributions have significantly enriched our practice. Her passion for this area of care and research has spread throughout the department and many are excited to see the results of the project, as well as learn how they can improve the well-being of those with Down syndrome.

Beyond their academic and professional achievements, Dr. Moody is a person of remarkable character. She consistently displays the highest ethical standards, integrity, and a genuine concern for the well-being of others. Her positive attitude, humility, and adaptability contribute to an inclusive and collaborative environment within the department.

This endowed professorship carries an esteemed title and with that an obligation to create areas of improvement for the well-being of all children. Dr. Moody’s project proposal exemplifies this goal. The resources provided by this endowed professorship will further enhance her research and scholarship skills and enable her to continue to improve the lives of

those with Down syndrome. I strongly support Dr. Emily Moody being appointed to the Susan B. Tully Endowed Professorship in the Department of pediatrics.

Please feel free to reach out to me if you require any additional information or have any specific questions regarding Dr. Moody. Thank you for considering her for the Susan B. Tully Endowed Professorship. I have no doubt that she will exceed our expectations.

Sincerely,



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

April 27, 2023

To Whom it May Concern,

I am writing to express my complete and enthusiastic support for Dr. Emily E. Moody's application for the Susan B. Tully Endowed Professorship entitled *Improving the Compliance of Standard of Care Guidelines of newborns with Down syndrome in the Hospital Setting*. Dr. Moody has been a productive member of our division for the past two years and is currently at the rank of Assistant Professor. She has proven to be an exemplary practitioner and colleague.

Dr. Moody joined our practice in 2021 after having served as Pediatric Chief Resident for the UNM Pediatric Residency training program. Not only has she brought with her outstanding clinical, education, and administrative skills, but she has shone in her interest and dedication to the care of individuals with Down syndrome. This is the topic of her application.

Dr. Moody has deep personal roots for her interest in Down syndrome and has taken the initiative to establish a panel of children with Down syndrome within her own Patient Centered Medical Home. Her dedication to establishing a high standard of care for this patient population has been recognized throughout our division and department. She has served as a resource to other practitioners (providers and staff alike) and shares her experience and expertise enthusiastically.

The purpose of Dr. Moody's project is to broaden the standard of care with which she practices in PCMH to the hospital-based care of this patient population. She recognizes a potential gap in the recognition and care of children with Down syndrome in the inpatient setting, particularly in the newborn setting. She proposes a project grounded in a combination of mixed methods and quality improvement science which endeavors to improve the identification and care of children with Down syndrome who are cared for in our institution and to serve as a model for other institutions.

As division chief I fully support Dr. Moody's proposal and will commit to divisional support as is outlined and required of the professorship. Please contact me with any questions.

Sincerely,



Jerry G. Larrabee MD MEd FAAP
Professor of Pediatrics
Division Chief of General Pediatrics
Associate Program Director
Department of Pediatrics
University of New Mexico
(O) 505 272 6829
JLarrabee@salud.unm.edu

April 28, 2023

Re: Improving the Compliance of Standard of Care Guidelines of Newborns with Down Syndrome in the Hospital Setting

Review Committee
Susan B. Tully Endowed Professorship
UNM Department of Pediatrics

Dear Distinguished Members of the Review Committee:

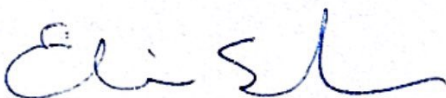
I am writing to offer my full support and commitment to mentoring Emily Moody as she implements her proposed project, Improving the Compliance of Standard of Care Guidelines of Newborns with Down Syndrome in the Hospital Setting.

When Emily first told me about her attendance at the 2022 National Down Syndrome Congress Convention and all she had learned about the updated AAP guidelines regarding care of children with Down syndrome, I asked if she would be willing to present at our annual Newborn/ICN3 Retreat. She, of course, said yes. Since then we have discussed other ways to improve the care of newborns with Down syndrome, including a Powerchart order set to ensure that whether or not a newborn with Down syndrome receives appropriate care is not attending dependent. This is critical as there are at least twenty different attending pediatric and family medicine physicians who staff the unit and oversee an intern only service.

Dr. Moody's passion for caring for children with Down syndrome is palpable and infectious. I am delighted to have the opportunity to help her develop a curriculum to guide providers caring for newborns with Down syndrome and to work with the staff and providers on my unit to introduce this curriculum and an order set to ensure uniformity of care. I spoke with Dr. Dawn Novak, medical director of the NICU, and Dr. Nicole Urrea, medical director of the Zia service (formerly ICN3) about Dr. Moody's proposal, and they are also very excited about the project and having Emily provide teaching to their providers and staff.

Dr. Moody's proposed project will help ensure that we are providing the very best care for **all** newborns with Down Syndrome and supporting their families and that we continue to do so long after her 3-year project is completed.

Sincerely,



Emilie Sebesta, JD, MD, FAAP
Professor, Department of Pediatrics
Medical Director, Mother Baby Unit
University of New Mexico

April 29, 2023

Dear Susan B. Tully Foundation Scholarship/Grant Committee Members,

This is a letter of support for Dr. Emily Moody in her application for funds (and time) to further her work in providing the highest quality of care for the underrepresented population of children born with Down Syndrome in our home state of New Mexico. As you, know the state of New Mexico has 2 referral centers for all pediatric subspecialty needs, and of those two centers UNM is the only one who trains young physicians. In our fertile educational environment, we try to impart our ethics, our values and our medical knowledge to class after class of young physicians learning pediatric care, so they may go out into the community and continue to provide world class care to all the children of New Mexico.

During her years here as both a trainee and an attending, Dr. Moody has identified an opportunity for improvement in the care we provide to newborns with Down Syndrome. She has anecdotally noted an inconsistency in following all of the recommendations for preventive and anticipatory care detailed in the American Academy of Pediatrics Guideline “Health Supervision for Children with Down Syndrome” (2022, 2011). She has drafted an iterative process of audits and education targeting all UNM providers who care for newborns, with the goal of achieving $\geq 80\%$ compliance (assessed by random audits) with all recommendations for 1-year old infants with Down Syndrome by the end of the scholarship period. These providers include pediatricians, neonatologists, family medicine physicians, pediatric residents and family medicine residents.

This project requires the services of our Clinical and Translational Sciences Center (CTSC) for identifying charts to review and for statistical analysis of impact after interventions, both of which require her to pay an hourly fee for service. In addition, she will work with the hospital health information technology team to create an evidence-based order set to guide care. Finally, she will create a multidisciplinary educational curriculum, including input from all stakeholders and distributing the final product to all stakeholders. This educational piece will require protected time to create and distribute, and will require some funds for the materials themselves.

I think Dr. Moody’s project is extremely well thought out, targets a vulnerable population and meets the clinical, education and service missions of the Department of Pediatrics. I will provide my full support to help her as needed and look forward to the day we can confidently say that we are consistently providing the best possible care for our newborns and infants with Down Syndrome.

Sincerely,
Anjali Subbaswamy, MD
Associate Professor, Pediatrics
Quality and Safety Officer, Department of Pediatrics
University of New Mexico School of Medicine

Emily E. Moody, MD

3819 Rock Dove Trail NW
Albuquerque, NM 87120

Email: eemoody@salud.unm.edu
Phone: (915) 383-5683

EDUCATION HISTORY

University of New Mexico, Albuquerque, NM Pediatric Residency	Graduation: June 2020
Texas Tech University Health Sciences Center Paul L. Foster School of Medicine, El Paso, TX Doctor of Medicine	Graduation: May 2017
Drexel University Graduate School of Biomedical Sciences and Professional Studies, Philadelphia, PA Master of Biological Sciences	Graduation: June 2012
Texas Tech University, Lubbock, TX Bachelor of Arts, Cum Laude Major: Psychology, Minor: Chemistry	Graduation: Dec 2008

EMPLOYMENT HISTORY

University of New Mexico, Albuquerque, NM Assistant Professor, General Pediatric Department Responsibilities: Provide general well child care for children ages newborn to 18 years. Provide acute care in the pediatric urgent care.	August 2021 – Present
University of New Mexico, Albuquerque, NM Chief Resident (Inpatient/Hospitalist) Responsibilities: In addition to my responsibilities as a chief resident, I was attending approximately 1 week a month on the inpatient unit. I served as the primary team for all subspecialty patients and provided consult services to family medicine, surgical patients and rehabilitation patients. While on service, I was responsible for accepting and arranging admissions from outside facilities and provided consults to physicians around the state of New Mexico through our Physician Assistance Line (PALs).	July 2020 – July 2021
Office of the Medical Examiner, El Paso, TX Morgue Manager Responsibilities: Assistant to the medical examiner in all autopsies	Sept 2012 – June 2013
Texas Tech University Health Sciences Center Paul L. Foster School of Medicine, El Paso, TX Lab Technician	April 2009 – June 2010
Camp Kadima, El Paso, TX Camp Counselor for physically and intellectually disabled children and adults	June/July 1999 – June/July 2009

RESEARCH IN PROGRESS

Goals of Care with Medically Complicated Pediatric Patients

PI: Emily Moody and Janie Hogan

Aims: Improve the documentation for code status and create curriculum for faculty and residents to help provide a systematic way of having a goals of care discussion with families of medically complicated pediatric patients. Dr. Janelle Aragon is a mentor for this project.

RESEARCH EXPERIENCE

DKA Clinical Guideline Redesign

Preceptor: Dr. Michael Yao

Aims: Redesign the DKA protocol used at the UNM Children's Hospital with the goal of improving the ease of use and efficiency in the management of DKA in the ED, PICU and pediatric specialty care unit. Nov 2020 – May 2021

Mock Code Planning Committee

Preceptor: Dr. Senan Hadid

Aims: Strengthen code management in the PICU and the general pediatric floors. Nov 2020 – May 2021

Breast Cancer Research Department

Texas Tech University Health Sciences Center, El Paso, TX

Preceptor: Dr. Gudmundur Thordarson Ph.D.

Responsibilities: Research with MCF-7 human breast cancer cells. Responsibilities included cell culture and performing Western blots and PCRs. Research completed and presented poster at the Endocrine Society's Annual Meeting and Expo April 2009 – June 2010

Scholarly Activity and Research Program

Texas Tech University Health Sciences Center Paul L. Foster School of Medicine, El Paso, TX

Preceptor: Dr. Marie Leiner Ph.D.

Responsibilities: Developed research topic, adolescent suicide prevention. This research included data collection of adolescent suicide rates over 5 years in the El Paso community and interviewing people in the community to help determine the best culturally sensitive suicide prevention program. People interviewed included: middle school counselors, adolescent psychiatrists, staff at the juvenile detention facility and assistant district attorney on the committee for childhood injury prevention. Aug 2013 – Nov 2014

PEER REVIEWED JOURNAL ARTICLES/ABSTRACTS

Mendoza, R.A., Moody, E.E., Enriquez, M.I., Mejia, S.M., Thordarson, G. *Tumorigenicity of MCF-7 human breast cancer cells lacking the p38 α mitogen-activated protein kinase*. J Endocrinol. 2011 Jan; 208(1):11-9.

Mendoza, R.A., Enriquez, M.I., Mejia, S.M., Moody, E.E., Thordarson, G. *Interactions between IGF-I, estrogen receptor- α (ER α), and ER β in regulating growth/apoptosis of MCF-7 human breast cancer cells*. J Endocrinol. 2011 Jan; 208(1):1-9.

POSTER PRESENTATIONS

Moody, E., Leiner, M. (May 2015). *Suicide Prevention: a culturally sensitive approach to determine best prevention program for the El Paso area*. Presented at Texas Tech University Health Sciences Center El Paso 9th Annual Research Colloquium, El Paso, TX.

Moody, E., Leiner, M. (November 2014). *Suicide Prevention: a culturally sensitive approach to determine best prevention program for the El Paso area*. Presented at Paul L. Foster School of Medicine Scholarly Activity and Research Program Symposium, El Paso, TX.

Mendoza, R.A., Moody, E.E., Enriquez, M.I., Mejia, S.M., Thordarson, G. (June 2010). *Tumorigenicity of MCF-7 human breast cancer cells lacking the p38 α mitogen-activated protein kinase*. Presented at the Endocrine Society's Annual Meeting and Expo, San Diego, California.

Mendoza, R.A., Enriquez, M.I., Mejia, S.M., Moody, E.E., Thordarson, G. (June 2010). *Interactions between IGF-I, estrogen receptor- α (ER α), and ER β in regulating growth/apoptosis of MCF-7 human breast cancer cells*. Presented at the Endocrine Society's Annual Meeting and Expo, San Diego, California.

LEADERSHIP & TEACHING OPPORTUNITIES

Pediatric Residency Program Staff

University of New Mexico

Title: Associate Program Director

July 2023 – Present

Pediatric Residency Urgent Care Rotation

University of New Mexico

Title: Co-director

Aug 2022 – Present

Urgent Care Batcave Resident Simulation Curriculum

University of New Mexico

Title: Attending Proctor

Aug 2022 – present

Pediatric Resident Debrief Curriculum

University of New Mexico

Title: Faculty Circle Leader

Aug 2022 – Present

Medical Student Pediatric Tutorial

University of New Mexico

Title: Faculty Leader

Aug 2022 – Present

Clinical Competency Committee

University of New Mexico

Title: Pediatric Faculty

Aug 2022 – June 2023

Program Evaluation Committee

University of New Mexico

Title: Chief Resident

July 2020 – June 2021

Inpatient Batcave Resident Simulation Curriculum

University of New Mexico

Title: Attending Proctor

July 2020 – June 2021

Pediatric Medical Student Virtual Clerkship <i>University of New Mexico</i> Title: Resident Group Leader, Chief Resident Group Leader	May 2020 – June 2021
Pediatric Interest Group <i>Texas Tech Health Sciences Center Paul L. Foster School of Medicine, El Paso</i> Title: President	May 2016 – May 2017
Fantastic Friends Program <i>GiGi's Playhouse Down Syndrome Achievement Center, Adult Program</i> Title: Program Director	Aug 2015 – May 2017
Pathology Interest Group <i>Texas Tech University Health Sciences Center Paul L. Foster School of Medicine, El Paso</i> Title: Vice President	May 2014 – May 2015

VOLUNTEER OPPORTUNITIES

PSA for Respiratory Illness <i>University of New Mexico</i> Responsibilities: Assisted in the development of the PSA for respiratory illness.	Dec 2022
Pediatric Residency Interviews <i>University of New Mexico Pediatric Residency Program</i> Responsibilities: Interviewed medical students for our pediatric residency program. This occurred weekly during interview season.	Oct 2022 – present
Wellness Committee <i>University of New Mexico Pediatric Residency Program</i> Responsibilities: Brainstorm and enact ideas to improve resident wellness	Aug 2019 – June 2020
Intern Selection Committee <i>University of New Mexico Pediatric Residency Program</i> Responsibilities: Review prospective intern applications and interview applicants.	Oct 2017 – Present
Medical Mission Trip to Nicaragua <i>Texas Tech University Health Sciences Center Paul L. Foster School of Medicine</i> Responsibilities: Volunteered in clinics throughout the rural areas near Managua, Nicaragua	March 2014
GiGi's Playhouse: Down syndrome Achievement Center <i>El Paso, TX</i> Responsibilities: Was a part of the start-up committee whose efforts culminated in bringing the first Down syndrome achievement center to Texas. Spent time volunteering with various programs including the literacy tutoring program and "Fantastic Friends" (adult program).	June 2014 – June 2017
Medical Student Run Clinic <i>Texas Tech University Health Sciences Center Paul L. Foster School of Medicine</i> Responsibilities: Involved in clinical work that included conducting sports physicals, triaging patients and managing and treating various adult and pediatric pathologies.	Aug 2013 – Aug 2017

Seeds of Change

Texas Tech University Health Sciences Center Paul L. Foster School of Medicine

Responsibilities: Conducted science lessons for 5th grade students at an elementary school in a low-income area of El Paso, TX.

Aug 2014 –

May 2015

SCHOLARLY ACTIVITY

Bronchiolitis <i>University of New Mexico, Albuquerque, NM</i> Chief Resident Morning Report Presentation	27 Jan 2021
Infant Botulism <i>University of New Mexico, Albuquerque, NM</i> Chief Resident Morning Report Presentation	12 Jan 2021
Appendicitis <i>University of New Mexico, Albuquerque, NM</i> Medical Student Case Conference Presentation	11 Jan 2021
Transient Synovitis <i>University of New Mexico, Albuquerque, NM</i> Chief Resident Morning Report Presentation	5 Jan 2021
Pneumomediastinum <i>University of New Mexico, Albuquerque, NM</i> Chief Resident Morning Report Presentation	9 Dec 2020
Epiglottitis <i>University of New Mexico, Albuquerque, NM</i> Chief Resident Morning Report Presentation	2 Dec 2020
Migraine <i>University of New Mexico, Albuquerque, NM</i> Chief Resident Morning Report Presentation	17 Nov 2020
Osteomyelitis <i>University of New Mexico, Albuquerque, NM</i> Chief Resident Morning Report Presentation	30 Sept 2020
Iron Deficiency Anemia <i>University of New Mexico, Albuquerque, NM</i> Chief Resident Morning Report Presentation	16 Sept 2020
Hemophilia <i>University of New Mexico, Albuquerque, NM</i> Chief Resident Morning Report Presentation	25 Aug 2020
Seizure <i>University of New Mexico, Albuquerque, NM</i> Chief Resident Morning Report Presentation	19 Aug 2020

Vitamin A Toxicity <i>University of New Mexico, Albuquerque, NM</i> Chief Resident Morning Report Presentation	12 Aug 2020
Jaundice <i>University of New Mexico, Albuquerque, NM</i> Chief Resident Morning Report Presentation	4 Aug 2020
Hodgkin's Lymphoma <i>University of New Mexico, Albuquerque, NM</i> PGY3 Morning Report Presentation	16 June 2020
Long QT <i>University of New Mexico, Albuquerque, NM</i> Cardiology Rotation Presentation	28 Feb 2020
Abnormal Head Shape in the Newborn <i>University of New Mexico, Albuquerque, NM</i> ICN3 Rotation Presentation	5 Feb 2020
The Shapeshifter: DKA/Sepsis/Pancreatitis <i>University of New Mexico, Albuquerque, NM</i> PICU M&M	19 Sept 2019
The Lost Boys: An Evaluation and Discussion regarding transferring patients from the PICU to the floor <i>University of New Mexico, Albuquerque, NM</i> PICU M&M	17 Jan 2019
Glomerulonephritis <i>University of New Mexico, Albuquerque, NM</i> Nephrology Rotation Presentation	19 Nov 2018
Adolescent Suicide Prevention <i>University of New Mexico, Albuquerque, NM</i> Adolescent Medicine Rotation Presentation	27 Aug 2018
Congenital Heart Disease Screening in the Newborn <i>University of New Mexico, Albuquerque, NM</i> Newborn Nursery Rotation Presentation	15 May 2018
Female and Male Anatomy and the Changes Your Body Goes Through <i>University of New Mexico, Albuquerque, NM</i> Pediatric Advocacy, Rural and Community Rotation Presentation (given to 5 th grade students)	14 Feb 2018
The Mental Health Effects on Siblings of Individuals with Disabilities <i>University of New Mexico, Albuquerque, NM</i> Development Rotation Presentation	13 Nov 2017
GiGi's Playhouse: Empowering El Pasoans Rocking an Extra Chromosome! <i>Texas Tech University Health Sciences Center Paul L. Foster School of Medicine, El Paso, TX</i> Service-Learning Symposium	March 2016

Communicating with Patients with Intellectual Disabilities and their Families <i>Texas Tech University Health Sciences Center Paul L. Foster School of Medicine, El Paso, TX</i> Society, Community and the Individual	March 2016 March 2014
Communicating with Patients with Intellectual Disabilities and their Families <i>Texas Tech University, El Paso, TX</i> Pediatric Residency Didactics	Aug 2015

AWARDS AND HONORS

iCare Award <i>University of New Mexico</i> Received several iCare awards from urgent care staff during the year 2022	2022
iCare Award <i>University of New Mexico</i> Received several iCare awards from various clinical areas during the year 2021	2021
iCare Award <i>University of New Mexico</i> Received several iCare awards from various clinical areas during the year 2019	2019
AAP Pediatric Resident Delegate <i>University of New Mexico</i>	2018
Paul L. Poster School of Medicine 100 service hour club <i>Texas Tech University Health Sciences Center Paul L. Foster School of Medicine</i>	2017
Scholarly Activity and Research Program Symposium Poster Presentation Winner <i>Texas Tech University Health Sciences Center Paul L. Foster School of Medicine</i>	2014

MENTOR OPPORTUNITIES

Pediatric Resident Mentor <i>University of New Mexico</i> Mentee: Arkadip Saha (R1)	Dec 2022 – present
Pre-Medical Student Mentor <i>University of New Mexico</i> Mentee: Victor Abich (provided shadowing experience)	June 2022 – present

CERTIFICATIONS

General Pediatrics Board Certification	Oct 2020 – present
Pediatric Advanced Life Support	Expires: June 2025

Basic Life Support for Healthcare Provider Expires: June 2025

Neonatal Resuscitation Protocol Expires: July 2023

LICENSURE

New Mexico Board of Medical Examiners Expires: July 2026
License #MD2020-0632

New Mexico Board of Pharmacy Expires: Jan 2024
License #CS00229020

State Controlled Substance Registration (CSR) Expires: Jan 2024
CSR #CS00229020

Federal Drug Enforcement Administration (DEA) Registration Expires: Jan 2026
DEA #FM9584954

MEMBERSHIPS

American Academy of Pediatrics

New Mexico Pediatric Society

About the Susan B. Tully Endowed Professorship

- The Susan B. Tully Endowed Professorship has been established by William Tully, MD, in honor of his late wife, Susan B. Tully, MD, to support the academic careers of junior faculty (Assistant / Associate Professor) in General Pediatrics who are making unique contributions in the areas of medical education, child well-being and population health research and scholarship.
- This new professorship has been created to support junior and mid-career pediatric clinical faculty in General Pediatrics or General Hospitalist Medicine. The endowed professorship allows faculty to pursue scholarly work for up to three years through research or quality improvement initiatives or the development of unique programs to improve child health in New Mexico. The overall goal is to help general pediatric faculty achieve academic advancement (promotion) and pursue scholarly endeavors.
- Endowed professors will work with a senior faculty mentor(s), either within UNM or at peer institutions who can help guide them in their project development in finding collaborators, and building professional networks to support ongoing scholarly activities and ideally achieve extramural funding for ongoing academic success.



Nominee



Dr. Emily Moody

**Sponsoring Donor:
Dr. William Tully**

- ✓ Dr. Moody is an Assistant Professor in General Pediatrics who is invested in making unique and impactful contributions in the area of medical education, child well-being, and population health.
- ✓ Dr. Moody joined the UNM Department of Pediatrics as a resident in 2017, was a chief resident in 2020 and hired as an Assistant Professor in 2021. It was during her time as a resident and assistant professor that Dr. Moody developed her interest in caring for children with Down syndrome and identified areas for improvement in the care provided. Her project proposal “Improving the Compliance of Standard of Care Guidelines of Newborns with Down Syndrome in the Hospital Setting” aligns with the overall goal of the Susan B. Tully Endowed Professorship incredibly well. She consistently demonstrates a deep understanding of Down syndrome care and her insightful contributions have significantly enriched our practice. She has received iCare Awards in 2019, 2021 and 2022.
- ✓ In addition to her passion for caring for children with Down syndrome, Dr. Moody has provided unique mentorship opportunities for residents and pre-medical students through the School of Medicine. She is also an Associate Program Director for the Pediatric Residency Committee and an active contributor to several committees and curriculum teams.

Administrative Policies and Procedures Manual - Policy 1020: Honorary Naming Recognition

Date Originally Issued: 12-01-2001

Revised: 09-06-2005, 11-01-2006, 05-10-2017

Authorized by RPM 2.11 ("Naming Facilities, Spaces, Endowments, and Programs")

Process Owner: Chair, Committee on Naming



1. General

The University welcomes the opportunity to honor those who have rendered extraordinary service or support to UNM. This policy describes the process for obtaining approval to name a facility, space, program, or endowed faculty position in honor of an individual, corporation, or other organization. For the purpose of this policy, "programs" are intended to include major academic and non-academic programmatic entities (such as departments, schools, colleges, institutes, and centers).

The criteria listed in this policy are intended to set reasonable guidelines, but they should be adapted, as needed, to suit specific situations. These guidelines apply to all prospective donors to any University college, program, campus, or organization and to the UNM Foundation.

2. Criteria for Selection of Honorees

Naming a facility, space, program, or endowed faculty position for an individual, organization, or corporation is one of the highest honors that the University can bestow. This recognition is a powerful affirmation of the honoree's connection to the University's mission. As such, honorees shall have exemplary character, an unqualified reputation for honesty, personal integrity, and the highest standards of personal and professional ethics.

2.1. Extraordinary University Service

Individuals may be considered for naming recognition if they have given extraordinary service to the institution with such exceptional and sustained distinction that their contributions are widely recognized at the University and elsewhere. Proposals for recognition must include supporting materials from a range of individuals or groups with the stature and expertise to provide convincing evidence of such distinction. For recognition to be granted, a committed source of funding must be identified for associated expenses, such as the cost for installation of special signage, plaques, or landscaping. The recognition afforded the honoree may also include private financial contributions related to the naming opportunity. Honorees may not be current employees, individuals in active service at the University, or those holding elected office at the time of the naming, unless the circumstances are exceptional. Normally, such recognition is not granted until at least one year has passed since such associations have ceased, to allow for complete review of impact. In rare circumstances, the Board of Regents may approve exceptions to these requirements.

2.2. Private Financial Support

Individuals, corporations, and other organizations may be considered for such recognition if they have made significant financial contributions to the University related to the naming opportunity. A bequest intention from a donor who is still alive will not normally be considered for a naming opportunity. Determination of what constitutes a significant financial contribution is made on a case-by-case basis, taking into consideration the total cost of the project, the availability of other funds, and the following guidelines:

- New facilities – fifty percent (50%) of the total project costs .
- Renovation of facilities – seventy-five percent (75%) of the cost of a facility renovation.
- Existing facilities without renovation – seventy-five percent (75%) of the fair market value of the facility.
- Portable items – donation of the collection or at least fifty percent (50%) of the value of the collection.

- Tribute markers – the full cost of the marker and fifty percent (50%) of the cost or value of associated installation, and the initial full cost of related items (e.g., surrounding fences, trees, gardens). Costs for on-going maintenance should be weighed when considering the request.
- Endowed faculty positions – full funding of the endowment.
- Programs – determined on a case-by-case basis.

Costs for the determination are defined by the University Office for Capital Projects for physical facilities and by the UNM Foundation for endowed faculty positions.

3. Approval Process

Approval requirements for naming UNM facilities, spaces, programs, and endowed faculty positions are based on the impact of such action on the University of New Mexico. Whenever there is a fundraising effort for a major facility, a plan must be developed which lists naming criteria and funding amounts for various components of the facility (e.g., rooms, laboratories, offices). Whenever possible for other types of naming opportunities, a plan should be developed before specific donors are approached. Plans must include realistic goals, objective analysis of fundraising potential, lists of prospective donors, timelines specifying when the campaigns will begin and end, budgets for all fundraising activities, and contingency plans if the fundraising goals are not met.

All plans and specific requests for naming must be submitted by the appropriate dean or director, with the approval of the appropriate executive supervisor, to the Committee on Naming. If the request involves private funds, it must be submitted to the appropriate Vice President for Development, who will forward the request to the Committee.

Every attempt will be made to make a named gift opportunity decision within sixty (60) days from submission of the plan to the Committee. In the best interest of the University and prospective honorees, information relating to any naming request or plan should remain confidential until appropriate approvals have been obtained.

3.1. Committee on Naming

The Committee is formed of the following members or their designees: Provost/Executive Vice President for Academic Affairs, Executive Vice President for Administration, Chancellor for Health Sciences, Vice President for Student Affairs, University Secretary (official record-keeper), a representative of the University President, and a faculty member appointed by the University President. The University President will name the Chair. The UNM Foundation's Vice President for Development for Main Campus and Athletics and the UNM Foundation's Vice President for Development for Health Sciences serve as non-voting members and provide guidance and recommendations to the Committee.

The Committee is responsible for:

- reviewing naming opportunities and associated plans to ensure adequacy and appropriateness of funding proposal;
- reviewing specific naming requests to ensure they comply with Regents' policy and are in the best interests of the University;
- making recommendations to the University President or the UNM vice president with approval authority for the specific classification; and
- basic confirmation of the honoree's qualifications.

3.2. Request for Approval

The level of approval for naming UNM facilities, spaces, programs, and endowed faculty positions depends on the classification of the item. The plan and each specific naming opportunity must be approved according to the following criteria.

The Board of Regents reserves the right to review for approval, on a case-by-case basis, any naming request.

3.2.1. Class I

Class I includes facilities and spaces that are part of the outside environment of the University, such as buildings, complexes of buildings, roads, walkways, playing fields, parks, gardens, and agricultural or forestry plots. Names in this class must be approved by the Board of Regents, upon recommendation of the University President and following consultation with the Committee on Naming.

3.2.2. Class II

Class II includes facilities and spaces that are part of interior space of the University, such as library/reading rooms, laboratories, seminar rooms, galleries, recreational courts, and lounges. Names in this class must be approved by the President, following consultation with the Committee on Naming. Depending on the specific Class II facility (for example, large public spaces) and at the discretion of the University President, the request may be forwarded to the Board of Regents for approval.

3.2.3. Class III

Class III includes collections or groups of portable items that are identifiable because of a specific focus or purpose, such as collections of art or artifacts. Names in this class must be approved by the Provost/Executive Vice President of Academic Affairs or the Chancellor for Health Sciences, depending on the location of the Class III material, following consultation with the Committee on Naming.

3.2.4. Class IV

Class IV addresses tribute markers, which include plaques, medallions or other markers usually in association with features such as trees, benches, or small monuments. The display of tribute markers must be approved by the Executive Vice President for Administration, following consultation with the Committee on Naming.

3.2.5. Programs

Naming of programs, whether separate organizational units or not (such as departments, schools, colleges, institutes, centers, conferences, symposia, activities, or organizational units) will only take place in exceptional circumstances. The naming of programs is a sensitive matter and must include acceptance and agreement from many different constituencies on campus, with final approval required from the Board of Regents, upon recommendation of the University President and following consultation with the Committee on Naming. Before recommending any such naming, the University President must ensure:

- the proposed name is consistent with the University policy regarding honorees;
- the autonomy of the program and the academic freedoms to which UNM is committed will be safeguarded; and
- the level of private financial support has been taken into consideration.

3.2.6. Endowed Faculty Positions

The Board of Regents, following consultation with the University President and the Committee on Naming, shall approve the establishment of endowed chairs, professorships, and other faculty positions based on:

- the appropriateness of the specific naming consistent with UNM policy;
- the endowment levels established by the UNM Foundation;
- the source of funds and, if appropriate, a plan for raising additional funds; and
- a process for monitoring spending to assure conformance with intent.

4. Formal Recognition

When name recognition has been extended for a gift received, it must be honored in accordance with a written gift agreement signed by University officials and the donor(s). In the event of significant changes in circumstances, the University reserves the right to determine the form of name recognition, in consultation with the donor when possible.

The University Secretary is responsible for recording official decisions on all naming requests and reporting those decisions to the appropriate UNM officials with a copy to University Archives.

5. Duration of Name

Naming in honor of individuals may last the lifetime of the facility, space, program, or endowed faculty position, as long as the criteria in Section 2 continue to be met. Naming in honor of corporations or other organizations will have a set number of years attached to the naming, which will be determined on a case-by-case basis and listed in the signed gift agreement; typically, the duration of such naming will not exceed twenty-five (25) years. Naming associated with a particular facility, space, or program does not preclude further naming within the facility, space, or program.

6. Implementation

This policy does not apply to any previous arrangements or ongoing discussions with donors that were in existence at the date this policy was adopted or revised.

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New Mexico's Flagship University

**THE UNIVERSITY OF NEW MEXICO
THE UNIVERSITY OF NEW MEXICO FOUNDATION, INC.**



REQUEST TO ESTABLISH A QUASI-ENDOWMENT FUND

REQUESTING COLLEGE/SCHOOL:	Student Affairs
REQUESTING DEPARTMENT:	Student Activities Center
REQUESTED BY:	ASUNM
SUGGESTED FUND TITLE:	ASUNM Student Government Endowment
AMOUNT TO BE DEPOSITED (include all planned transfers):	\$50,000
SOURCE OF FUNDS (Banner index number(s)):	670371
GENERAL PURPOSE:	Student support including but not limited to scholarships, student activities, student travel, event support, and seed funding for new programs/initiatives. The purpose of this endowment will be for the general use of the ASUNM Student Government.

ACKNOWLEDGEMENT

I/WE ACKNOWLEDGE THAT THE REQUESTED FUND WILL BE INVESTED AND INCOME DISTRIBUTED IN ACCORDANCE WITH THE REGENTS OF THE UNIVERSITY OF NEW MEXICO "CONSOLIDATED INVESTMENT FUND ENDOWMENT INVESTMENT MANAGEMENT POLICY", ADOPTED IN 1989 AND PERIODICALLY AMENDED THEREAFTER.

AS A QUASI-ENDOWMENT, WITHDRAWALS OF PRINCIPAL ARE ONLY ALLOWED PER UNIVERSITY ADMINISTRATIVE POLICIES.

ACKNOWLEDGED:		Sep 12, 2023
	REQUESTOR'S SIGNATURE & TITLE	Date
COLLEGE/SCHOOL APPROVAL:	 <small>Eric Scott (Sep 12, 2023 09:33 MDT)</small>	Sep 12, 2023
	DEAN'S SIGNATURE	Date
PROVOST/EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS APPROVAL:		Sep 12, 2023
	PROVOST'S SIGNATURE	Date

MEMORANDUM

DATE: September 27, 2023

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

FROM: Nancy D. Middlebrook, Ph.D., University Secretary 

SUBJECT: Posthumous Degree Request from the Faculty Senate

The Faculty Senate approved the posthumous degree for Herbert Von Hass at the September 26, 2023, Faculty Senate meeting.

Attached is the posthumous degree request. Please place this item on the next SSTAR agenda for consideration.

Attachments



UNM

Posthumous Degree Request Form

Request initiator: CALEB RICHARDSON Contact: CWR@UNM.EDU

Relationship to student or UNM: UNM HISTORY ASSOCIATE CHAIR

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

Dean of Students Notification: _____

Student Name:	<u>HERBERT NIKOLAUS VON HAAS</u>		
Student ID:	<u>101-85-0025</u>		
College:	<u>ARTS & SCIENCES</u>	Degree:	<u>BA</u>
Major(s):	<u>HISTORY</u>		
Concentration(s):			
Minor(s):	<u>MILITARY STUDIES</u>		

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 :	<u>Melissa Bokovoy, Chair</u>	<u>Melissa K. Bokovoy</u>	<u>4/21/2023</u>
College :	<u>Joanna M. Camacho Escobar, Supv ASCAS</u>	<u>Joanna M. Camacho Escobar</u>	<u>6/8/2023</u>
Grad. Committee (if necessary):			
Faculty Senate:	<u>Nancy D. Middlebrook</u>	<u>Nancy D. Middlebrook</u>	<u>9/26/2023</u>



ARTS & SCIENCES
CENTER FOR
ACADEMIC SUCCESS

Date: 5 September 2023

To: UNM Faculty Senate – Posthumous Undergraduate Degrees

From: Dr. Joanna Camacho Escobar, Humanities & Interdisciplinary Studies Advisement
Supervisor

Re: Herbert Von Haas, Posthumous BA History

The former student, Mr. Herbert Von Hass, was on track to complete his Bachelor's Degree in History with a minor in Military Studies before passing away shortly after the end of the Spring 2022 semester.

At the time, the student needed 1 credit hour towards the General Education Requirement Area 3 Physical & Natural Sciences, 1 credit hour towards the History major, and had completed the minor in Military Studies. The student had earned an overall 158 credit hours and had maintained a 4.1 UNM GPA since returning to UNM in Fall 2019.

Lisa Lindquist

From: Marie Von Haas
Sent: Wednesday, August 16, 2023 10:18 AM
To: Lisa Lindquist
Subject: Herbert N. (Bruno) von Haas 101850025

Dear Lisa Lindquist,
Please find a brief biography which I have composed about my husband, Herbert N. (Bruno) von Haas: 28 Oct 1947-25 Oct 2022.

He had nearly completed all his undergraduate courses at UNM before his passing. It would give his family and me great joy to receive his BA degree in History posthumously should UNM decide to award it.

In 2018 Bruno chose to accompany his wife to the University of New Mexico as she pursued her Doctorate degree. He joyfully spent the remainder of his life as a student at the university working on a second undergraduate degree. It was his desire to continue at UNM as a History graduate student.

Bruno was loved by all. He was a good and compassionate friend. He sparked joy, had an infectious smile, and weird sense of humor.

Throughout his seventy-five years, his life was full and exciting as he transitioned from occupation to occupation and relocated many times within the United States and other countries.

He earned his first undergraduate degree from Central Missouri State University at which time he was also in ROTC and was commissioned an Army officer (1972).

His "Glory Days" were in Special Operations as a "Green Beret." He performed his most interesting missions out of Bad Tölz and Berlin, Germany. He was a Special Forces Team Leader of an Operations Detachment (ODA-1 Urban), 1/10th SFG(A) from 1975-1978 and a Counter Terrorist Team Leader Unit 6, Detachment "A" 39th Special Forces Berlin Brigade from 1978-1980.

He was also assigned to the 4th Infantry Division at Fort Carson, Colorado (1981-84). He was the Commander of CS/E Company, 1-8th Infantry, 3rd Battalion for twenty-three months.

After leaving the military Bruno was a Licensed Practical Nurse in Colorado for over twenty-five years working with developmentally challenged youth and also the aging.

Kind regards,

Marie

Marie von Haas, MA

PhD Candidate - Department of History

GPSA Council HGSA Representative



DATE: September 12, 2023

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

FROM: Nancy D. Middlebrook, University Secretary *Nancy D. Middlebrook*

SUBJECT: Summer 2023 Degree Candidates

The Faculty Senate approved the list of Summer 2023 Degree Candidates at their meeting on August 29, 2023. Please place this item on the next Board of Regents Student Success, Teaching and Research Committee meeting agenda for consideration.

The list of the Summer 2023 Degree Candidates is attached for reference and a summary of the degrees awarded is provided below. There were no Degree Candidates on the privacy flag waiver list for Summer 2023.

CAMPUS	AWARD_CATEGORY_DESC	NUM_GRADS
ABQ	Baccalaureate Degree	368
ABQ	Doctoral Degree	67
ABQ	First-Professional Degree (Medicine)	6
ABQ	Masters Degree	210
ABQ	Post Second. Cert/Dipl <1 yr.	10
ABQ	Post Second. Cert/Dipl >1 < 2 (Ugrad)	2
ABQ	Post-Masters Cert	9
GA	Associate Degree	22
GA	Post Second. Cert/Dipl <1 yr.	1
GA	Post Second. Cert/Dipl >1 < 2	18
LA	Associate Degree	3
LA	Post Second. Cert/Dipl >1 < 2	2
TA	Associate Degree	35
TA	Post Second. Cert/Dipl <1 yr.	24
TA	Post Second. Cert/Dipl >1 < 2	12
VA	Associate Degree	13
	Total	802*

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

Attachment

Pending Graduates - Summer 2023
No Privacy Flag

CAMPUS	NAME	DEGREE	DEGREE_DESC	PROGRAM_DESC
ABQ	Abadam, Carl L.	MS	Master of Science	MS Civil Engineering
ABQ	Abeyta, Dillon T.	BA	Bachelor of Arts	BA Film & Digital Arts
ABQ	Abeyta, Mary A.	BSN	BS in Nursing	BSN Nursing
ABQ	Acosta Quintana, Luis	BSN	BS in Nursing	BSN Nursing
ABQ	Acosta, Jaecee R.	BSN	BS in Nursing	BSN Nursing
ABQ	Acuna Balbuena, Alejandra B.	MA	Master of Arts	MA Latin American Studies
ABQ	Ahkee Baczkiewicz, Leah M.	BS	Bachelor of Science	BS Population Health
ABQ	Ahlefelder, Henry J.	BA	Bachelor of Arts	BA History
ABQ	Ahmadian, Rosstin	PHD	Doctor of Philosophy	PHD Biomedical Sciences
ABQ	Alarcon Alcala, Stephania	MA	Master of Arts	MA Economics
ABQ	Aldrich, Benjamin G.	CERTO	Cert with <1 yr to Completion	CERT Hon Interdisc Liberal Art
ABQ	Aldrich, Benjamin G.	BS	Bachelor of Science	BS Biology
ABQ	Alkhalissi, Dhuha	MS	Master of Science	MS Statistics
ABQ	Allen, Thomas T.	BA	Bachelor of Arts	BA International Studies
ABQ	Almanzar, Fanny G.	BAED	BA in Education	BAED Secondary Education
ABQ	Almutairi, Abduallah B.	BSEE	BS in Electrical Engineering	BSEE Electrical Engineering
ABQ	Almutairi, Khaled B.	BSEE	BS in Electrical Engineering	BSEE Electrical Engineering
ABQ	Amble, Rachael E.	MSN	Master of Science in Nursing	MSN Nursing
ABQ	Anastasiadis, Dimitrios N.	BBA	Bachelor of Business Admin	BBA Business Admin
ABQ	Anderson, Forest O.	BSN	BS in Nursing	BSN Nursing
ABQ	Anderson, Queen S.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Anna Alexander, Atulya	BSN	BS in Nursing	BSN Nursing
ABQ	Anwar, Ishtiaque	PHD	Doctor of Philosophy	PHD Engineering
ABQ	Apgar, Alexandra D.	MS	Master of Science	MS Earth & Planetary Sciences
ABQ	Apodaca, Sara M.	BSN	BS in Nursing	BSN Nursing
ABQ	Arenas, Sara	MS	Master of Science	MS Biomedical Sciences
ABQ	Arias-Benavides, Pablo A.	MA	Master of Arts	MA Latin American Studies
ABQ	Ashcroft, McKenzie B.	BSN	BS in Nursing	BSN Nursing
ABQ	Atanga, Roger	PHD	Doctor of Philosophy	PHD Biomedical Sciences
ABQ	Atkinson, Azure T.	BA	Bachelor of Arts	BA Psychology

ABQ	Baca, Kilah J.	BSN	BS in Nursing	BSN Nursing
ABQ	Balasta, Jhulyana I.	BSN	BS in Nursing	BSN Nursing
ABQ	Balderas, Tania L.	PHD	Doctor of Philosophy	PHD English
ABQ	Baldonado, Brian R.	MA	Master of Arts	MA Counseling
ABQ	Bandy, Mareike K.	JD	Juris Doctor	Juris Doctor
ABQ	Bandy, Patricia A.	MSN	Master of Science in Nursing	MSN Nursing
ABQ	Barajas, Griselda J.	BSN	BS in Nursing	BSN Nursing
ABQ	Barela, Josephine M.	BSN	BS in Nursing	BSN Nursing
ABQ	Barela, Matthew E.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Barela, Raquel B.	BA	Bachelor of Arts	BA Psychology
ABQ	Barker, Leah M.	BSN	BS in Nursing	BSN Nursing
ABQ	Barnett, Joseph C.	MS	Master of Science	MS Biology
ABQ	Barraza-Limon, Arysleida	BSN	BS in Nursing	BSN Nursing
ABQ	Bautista, Lowell P.	DNP	Doctor of Nursing Practice	DNP Nursing
ABQ	Becenti, Ariel	MA	Master of Arts	MA Special Education
ABQ	Behnken, John	MA	Master of Arts	MA History
ABQ	Bell, Austin M.	MS	Master of Science	MS Mathematics
ABQ	Benites, Andrea F.	MBA	Master of Business Admin	MBA Business Administration
ABQ	Benites, Andrea F.	MPP	Master of Public Policy	MPP Public Policy
ABQ	Berenger Russell, Cameron J.	BBA	Bachelor of Business Admin	BBA Business Admin
ABQ	Berkemeier, Quint	PHD	Doctor of Philosophy	PHD Phys Ed, Sports & Ex Sci
ABQ	Bernal, Dylan J.	BBA	Bachelor of Business Admin	BBA Business Admin
ABQ	Billie, Aaron	EDD	Doctor of Education	EDD Educational Leadership
ABQ	Billings, Bailey R.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Billingsley, Sydney L.	MS	Master of Science	MS Electrical Engineering
ABQ	Bitsui, Ariana Y.	MPH	Master of Public Health	MPH Public Health
ABQ	Blair, Jennifer S.	GCERT	Graduate Certificate	GCERT Educational Diagnosis
ABQ	Blake, Kimberly A.	MA	Master of Arts	MA English
ABQ	Blauwkamp, Abigail R.	BSN	BS in Nursing	BSN Nursing
ABQ	Bloom, Erika L.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Bock, Alana J.	PHD	Doctor of Philosophy	PHD American Studies
ABQ	Bollinger, Tanner C.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Bos, Trevor O.	MCRP	Master of Comm & Regional Plan	MCRP Community & Regional Plan
ABQ	Boydston-Schmidt, Ashlee	MSL	Master of Studies in Law	MSL Studies in Law

ABQ	Boydston-Schmidt, Ashlee	MA	Master of Arts	MA Museum Studies
ABQ	Boydston, John G.	MS	Master of Science	MS Architecture
ABQ	Bracken, Myranda M.	BA	Bachelor of Arts	BA Art Studio
ABQ	Brewer, Caitlyn N.	BSN	BS in Nursing	BSN Nursing
ABQ	Briggs, Richard C.	MS	Master of Science	MS Computer Engineering
ABQ	Brooks, Kaylie L.	BSN	BS in Nursing	BSN Nursing
ABQ	Brown, Hallie J.	MPP	Master of Public Policy	MPP Public Policy
ABQ	Browne, Mollie J.	BSN	BS in Nursing	BSN Nursing
ABQ	Bryant, Lysette D.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Buffett, Rachael M.	CERTO	Cert with <1 yr to Completion	CERT Hon Interdisc Liberal Art
ABQ	Buffett, Rachael M.	BFA	Bachelor of Fine Arts	BFA Art Studio
ABQ	Busch, Taylor L.	MS	Master of Science	MS Civil Engineering
ABQ	Bush, Mary A.	BSN	BS in Nursing	BSN Nursing
ABQ	Bustillos Jurado, Karina	BS	Bachelor of Science	BS Biology
ABQ	Bygel, Liana K.	BSN	BS in Nursing	BSN Nursing
ABQ	C De Vaca, Philip J.	BSN	BS in Nursing	BSN Nursing
ABQ	Calapini, Trisha Marielle S.	BSN	BS in Nursing	BSN Nursing
ABQ	Calder, Myriah M.	BSN	BS in Nursing	BSN Nursing
ABQ	Cano, Sandra	MSN	Master of Science in Nursing	MSN Nursing
ABQ	Carpenter, Mikayla D.	BSN	BS in Nursing	BSN Nursing
ABQ	Carrasco, Angelita E.	BSN	BS in Nursing	BSN Nursing
ABQ	Carreon Santiesteban, Ricardo	BS	Bachelor of Science	BS Instructional Tech & Train
ABQ	Carter, Eliza	BBA	Bachelor of Business Admin	BBA Business Admin
ABQ	Casaus, Emmaline E.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Casaus, Kelly A.	BSN	BS in Nursing	BSN Nursing
ABQ	Castillo, Darlenis M.	MBA	Master of Business Admin	MBA Business Administration
ABQ	Castillo, Emily N.	MA	Master of Arts	MA Special Education
ABQ	Castillo, Florence E.	PHD	Doctor of Philosophy	PHD Sociology
ABQ	Castro Farias, Marialejandra	MS	Master of Science	MS Biology
ABQ	Cedeno, Antonio T.	BSN	BS in Nursing	BSN Nursing
ABQ	Chacon, Berenice	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Charley, Tamara	BSN	BS in Nursing	BSN Nursing
ABQ	Chaves, Katalina A.	BSN	BS in Nursing	BSN Nursing
ABQ	Chavez Trujillo, Dante G.	MBA	Master of Business Admin	MBA Business Administration

ABQ	Chavez, Celeste J.	BA	Bachelor of Arts	BA Psychology
ABQ	Chavez, Ian R.	MS	Master of Science	MS Electrical Engineering
ABQ	Chavez, Matthew A.	BS	Bachelor of Science	BS Exercise Science
ABQ	Chavez, Zachary M.	BSN	BS in Nursing	BSN Nursing
ABQ	Chavira Bustamante, Jacqueline	BSN	BS in Nursing	BSN Nursing
ABQ	Chen, Yanxu	MS	Master of Science	MS Project Management
ABQ	Childs, Krystle N.	BSN	BS in Nursing	BSN Nursing
ABQ	Chityala, Ravi Kiran	MS	Master of Science	MS Electrical Engineering
ABQ	Christensen, Michelle R.	BSN	BS in Nursing	BSN Nursing
ABQ	Christiansen, McKenna N.	BSN	BS in Nursing	BSN Nursing
ABQ	Cisneros Llamazares, Maria	MS	Master of Science	MS Project Management
ABQ	Clitso, Anjuli A.	BSN	BS in Nursing	BSN Nursing
ABQ	Cohen, Jesse	DPT	Doctor of Physical Therapy	Doctor of Physical Therapy
ABQ	Coho, Erin B.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Cole, Ben J.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Cole, Chardonnay M.	BS	Bachelor of Science	BS Radiologic Sciences
ABQ	Cole, Emily M.	BSN	BS in Nursing	BSN Nursing
ABQ	Cole, Jimmy J.	BSN	BS in Nursing	BSN Nursing
ABQ	Cole, Neil J.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Coleman, Erin R.	PHD	Doctor of Philosophy	PHD Sociology
ABQ	Collins, Alissa A.	BSN	BS in Nursing	BSN Nursing
ABQ	Collins, Carolina D.	BSN	BS in Nursing	BSN Nursing
ABQ	Combs, Tavian C.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Conceicao Mariani, Lindi Elis	MMU	Master of Music	MMU Music
ABQ	Cook, Kyla E.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Cook, Leah C.	PHD	Doctor of Philosophy	PHD History
ABQ	Cook, Savannah M.	BSN	BS in Nursing	BSN Nursing
ABQ	Coonrod, Jessica C.	GCERT	Graduate Certificate	GCERT in Secondary Education
ABQ	Coonrod, Jessica C.	MA	Master of Arts	MA Education
ABQ	Coraci, Miranda R.	BSN	BS in Nursing	BSN Nursing
ABQ	Corley, Jerrod	BBA	Bachelor of Business Admin	BBA Business Admin
ABQ	Crabtree, Lauren M.	MS	Master of Science	MS Nuclear Engineering
ABQ	Crowell, Alexandria	MA	Master of Arts	MA Museum Studies
ABQ	Cummings, Lucy A.	BSN	BS in Nursing	BSN Nursing

ABQ	Davidson, Megan A.	BSN	BS in Nursing	BSN Nursing
ABQ	Davis, John S.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Daw, Kateri C.	BAED	BA in Education	BAED Secondary Education
ABQ	De Los Santos, Kiara S.	BBA	Bachelor of Business Admin	BBA Business Admin
ABQ	Debevec, Thomas M.	MHA	Master of Health Admin	MHA Health Administration
ABQ	Decker, Kelsey L.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Deguio, Christy N.	BSN	BS in Nursing	BSN Nursing
ABQ	Delgado, Alondra	MS	Master of Science	MS Speech-Language Pathology
ABQ	Delgado, Celeste I.	BSN	BS in Nursing	BSN Nursing
ABQ	Delgado, Omar	BSN	BS in Nursing	BSN Nursing
ABQ	Delgado, Omega	MCRP	Master of Comm & Regional Plan	MCRP Community & Regional Plan
ABQ	Demaria Gassoumis, Makeyen	BS	Bachelor of Science	BS Family & Child Studies
ABQ	Dennison, Samuel C.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Despeaux, Katie E.	MA	Master of Arts	MA History
ABQ	Despeaux, Katie E.	MA	Master of Arts	MA French
ABQ	Diadiura, Ievgenii	BBA	Bachelor of Business Admin	BBA Business Admin
ABQ	Dimmette-Schwei, Mia C.	BS	Bachelor of Science	BS Earth & Planetary Sciences
ABQ	Dimmette-Schwei, Mia C.	CERTO	Cert with <1 yr to Completion	CERT Hon Interdisc Liberal Art
ABQ	Dinh, Tran N.	PHD	Doctor of Philosophy	PHD Psychology
ABQ	Dinwoodie, Emily O.	MA	Master of Arts	MA Education
ABQ	Dinwoodie, Emily O.	GCERT	Graduate Certificate	GCERT Elementary Education
ABQ	Diviant, Jegason P.	MS	Master of Science	MS Psychology
ABQ	Dodson, Davis J.	MS	Master of Science	MS Statistics
ABQ	Doherty, Yuka K.	PHD	Doctor of Philosophy	PHD Sociology
ABQ	Dohme, Evelyn A.	PHD	Doctor of Philosophy	PHD Engineering
ABQ	Donohue, Sydney C.	MWR	Master of Water Resources	MWR Water Resources
ABQ	Dorsey, Crystle M.	PHD	Doctor of Philosophy	PHD Phys Ed, Sports & Ex Sci
ABQ	Driscoll, Hannah M.	BSN	BS in Nursing	BSN Nursing
ABQ	Duckworth-Moulton, Kiva N.	GCERT	Graduate Certificate	GCERT Educational Diagnosis
ABQ	Duff, Payton E.	BSN	BS in Nursing	BSN Nursing
ABQ	Duran, Desiree S.	BA	Bachelor of Arts	BA Psychology
ABQ	Duran, Jonathan P.	MS	Master of Science	MS Biology
ABQ	Earsom, Stephen D.	JD	Juris Doctor	Juris Doctor
ABQ	Edralin, Ana Bea L.	MSN	Master of Science in Nursing	MSN Nursing

ABQ	Edreva, Eleonora	MFA	Master of Fine Arts	MFA Art Studio
ABQ	Ehinger, Joshua E.	BA	Bachelor of Arts	BA Film & Digital Arts
ABQ	Eldridge, Tatiana	BS	Bachelor of Science	BS Earth & Planetary Sciences
ABQ	Elkins, Shaylene K.	BSN	BS in Nursing	BSN Nursing
ABQ	Elliott-Beckett, Tatiana	BS	Bachelor of Science	BS Psychology
ABQ	Emanuel, Daneia R.	BSN	BS in Nursing	BSN Nursing
ABQ	Escamilla, Sasha	MS	Master of Science	MS Biology
ABQ	Espinoza, Rebekah N.	BS	Bachelor of Science	BS Psychology
ABQ	Espinoza, Tatiana N.	MS	Master of Science	MS Nuclear Engineering
ABQ	Estrada Perez, Guadalupe	BSN	BS in Nursing	BSN Nursing
ABQ	Etsicitty, Kelsi R.	BSN	BS in Nursing	BSN Nursing
ABQ	Evans, Justin L.	BSN	BS in Nursing	BSN Nursing
ABQ	Faris, Kimberly M.	MS	Master of Science	MS Electrical Engineering
ABQ	Fenstermacher Price, Rhiannon J.	BSN	BS in Nursing	BSN Nursing
ABQ	Fernandes Da Silva, Camila	MBA	Master of Business Admin	MBA Business Administration
ABQ	Finlay, Zoe A.	BSN	BS in Nursing	BSN Nursing
ABQ	Fitzsimons, Alivia A.	BSN	BS in Nursing	BSN Nursing
ABQ	Fleming, Shelby E.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Flores, Briana Q.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Flores, Gwendolyn	BSN	BS in Nursing	BSN Nursing
ABQ	Flores, Jesus	BSN	BS in Nursing	BSN Nursing
ABQ	Flores, Nina B.	BA	Bachelor of Arts	BA Art History
ABQ	Forbrig, Grant E.	BS	Bachelor of Science	BS Biology
ABQ	Ford, Josette S.	BA	Bachelor of Arts	BA Psychology
ABQ	Fortier, Kaleb C.	BSN	BS in Nursing	BSN Nursing
ABQ	Fosnot, Matilyn D.	BSN	BS in Nursing	BSN Nursing
ABQ	Fox, Stephanie A.	PHD	Doctor of Philosophy	PHD Anthropology
ABQ	Franco, Almendra C.	BA	Bachelor of Arts	BA Psychology
ABQ	Freed, Amber	BSN	BS in Nursing	BSN Nursing
ABQ	Freeman, Melanie F.	BA	Bachelor of Arts	BA Psychology
ABQ	Fresquez, Jamie	BSN	BS in Nursing	BSN Nursing
ABQ	Fritz, Hugh F.	MS	Master of Science	MS Chemistry
ABQ	Galdony, Megan L.	BSN	BS in Nursing	BSN Nursing
ABQ	Gale, Shaundiin R.	BSN	BS in Nursing	BSN Nursing

ABQ	Gallegos, Benjamin R.	MENG	Master of Engineering	MENG Civil Engineering
ABQ	Gallegos, Erin M.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Garavito, Damian J.	BSME	BS in Mechanical Engineering	BSME Mechanical Engineering
ABQ	Garay, Raul	BSN	BS in Nursing	BSN Nursing
ABQ	Garcia Fernandez, Serafin	PHD	Doctor of Philosophy	PHD Engineering
ABQ	Garcia, Jaycelena A.	BSDH	BS in Dental Hygiene	BSDH Dental Hygiene
ABQ	Garcia, Kaylita R.	BSN	BS in Nursing	BSN Nursing
ABQ	Gardner, Teal	MFA	Master of Fine Arts	MFA Art Studio
ABQ	Gariety, Sharee	MMU	Master of Music	MMU Music
ABQ	Garner, Jordyn R.	BSN	BS in Nursing	BSN Nursing
ABQ	Gartner, Cole R.	BS	Bachelor of Science	BS Biochemistry
ABQ	Gatewood, Nicasio	BSN	BS in Nursing	BSN Nursing
ABQ	Gaubas, Faiza F.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Gauthier, Mallaury J.	MA	Master of Arts	MA Comp Lit & Cultural Studies
ABQ	Gaxiola, Alyssa G.	BSN	BS in Nursing	BSN Nursing
ABQ	George, Rachael G.	BSN	BS in Nursing	BSN Nursing
ABQ	Gerlander, Emilee J.	BSN	BS in Nursing	BSN Nursing
ABQ	Gerrard, Chandra Y.	MBA	Master of Business Admin	MBA Business Administration
ABQ	Gerstner, Benjamin	PHD	Doctor of Philosophy	PHD Biology
ABQ	Ghimire, Suraj	PHD	Doctor of Philosophy	PHD Economics
ABQ	Gibson, Benjamin C.	PHD	Doctor of Philosophy	PHD Psychology
ABQ	Giles, Elijah J.	BSN	BS in Nursing	BSN Nursing
ABQ	Gillezeau, Christina N.	MS	Master of Science	MS Psychology
ABQ	Gilmore, Acazia	BSN	BS in Nursing	BSN Nursing
ABQ	Gioseffi, Yan C.	PHD	Doctor of Philosophy	PHD Phys Ed, Sports & Ex Sci
ABQ	Gomez, Corina M.	MWR	Master of Water Resources	MWR Water Resources
ABQ	Gonzales, Estefan A.	BSCS	BS in Computer Science	BSCS Computer Science
ABQ	Gonzales, Gabriel I.	MMU	Master of Music	MMU Music
ABQ	Gonzales, Jessica L.	BSN	BS in Nursing	BSN Nursing
ABQ	Gonzales, Justin B.	MS	Master of Science	MS Electrical Engineering
ABQ	Gonzalez, Corrie D.	MS	Master of Science	MS Biology
ABQ	Gonzalez, Gabriela B.	MA	Master of Arts	MA Educational Psychology
ABQ	Gonzalez-Aller, Aura	BS	Bachelor of Science	BS Instructional Tech & Train
ABQ	Goodfellow, Samuel M.	PHD	Doctor of Philosophy	PHD Biomedical Sciences

ABQ	Gould, Judah	BA	Bachelor of Arts	BA American Studies
ABQ	Griego, Azalea A.	BSN	BS in Nursing	BSN Nursing
ABQ	Griego, Nick	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Grijalva, Aylin	BSED	BS in Education	BSED Elementary Education
ABQ	Grine, Raeisa D.	DPT	Doctor of Physical Therapy	Doctor of Physical Therapy
ABQ	Gurule, Michael V.	MS	Master of Science	MS Geography
ABQ	Guthrie, Westin K.	MS	Master of Science	MS Geography
ABQ	Gutierrez, Jonathan P.	MS	Master of Science	MS Mathematics
ABQ	Gutierrez, Roberto E.	BSN	BS in Nursing	BSN Nursing
ABQ	Gutrich, Amanda	BSED	BS in Education	BSED Special Education
ABQ	Habib, Arif Md Tareque	MA	Master of Arts	MA Communication
ABQ	Habibi, Seyed Iman	PHD	Doctor of Philosophy	PHD Engineering
ABQ	Halen, Makena	BS	Bachelor of Science	BS Earth & Planetary Sciences
ABQ	Halen, Makena	CERTO	Cert with <1 yr to Completion	CERT Hon Interdisc Liberal Art
ABQ	Hamrick, Joshua M.	MMU	Master of Music	MMU Music
ABQ	Hansen, Hailee N.	BA	Bachelor of Arts	BA Psychology
ABQ	Hansen, Ionna R.	BSN	BS in Nursing	BSN Nursing
ABQ	Harbaugh, Troy W.	BSN	BS in Nursing	BSN Nursing
ABQ	Harjes, Cameron D.	PHD	Doctor of Philosophy	PHD Engineering
ABQ	Harrison, Zachary J.	BSN	BS in Nursing	BSN Nursing
ABQ	Hasan, Md Rashidul	PHD	Doctor of Philosophy	PHD Mathematics
ABQ	Hasenbeck, Eleanor	MWR	Master of Water Resources	MWR Water Resources
ABQ	Hashagen, Brigitte M.	BSN	BS in Nursing	BSN Nursing
ABQ	Hatambeigi, Mahya	PHD	Doctor of Philosophy	PHD Engineering
ABQ	Hatch, Melissa R.	MS	Master of Science	MS Psychology
ABQ	Hathoot, Rachael Y.	BA	Bachelor of Arts	BA Speech & Hearing Sciences
ABQ	Haughton, Amber L.	BSED	BS in Education	BSED Physical Education
ABQ	Hayden, Dennis M.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Hayes, Dulce C.	MS	Master of Science	MS Biomedical Sciences
ABQ	Haynes Cantu, Eliana Y.	BSN	BS in Nursing	BSN Nursing
ABQ	Hazard, Joshua A.	MMU	Master of Music	MMU Music
ABQ	Heffernan, Amanda R.	PHD	Doctor of Philosophy	PHD Nursing
ABQ	Henson, Jordan T.	MSN	Master of Science in Nursing	MSN Nursing
ABQ	Hernandez Padron Hebra, Mario L.	BSN	BS in Nursing	BSN Nursing

ABQ	Hernandez, Ismael A.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Hernandez, Jonathan A.	MS	Master of Science	MS Mechanical Engineering
ABQ	Herrera, Jennifer L.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Herrera, Justin M.	MA	Master of Arts	MA Counseling
ABQ	Heyne, Julia N.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Hofmann, Daria N.	BSN	BS in Nursing	BSN Nursing
ABQ	Hogan, Serena D.	BSN	BS in Nursing	BSN Nursing
ABQ	Houser, Amanda E.	MA	Master of Arts	MA Education
ABQ	Houser, Amanda E.	GCERT	Graduate Certificate	GCERT in Secondary Education
ABQ	Hubert, Forrest A.	PHD	Doctor of Philosophy	PHD Optical Sci & Engineering
ABQ	Hunt, Meghan A.	BSN	BS in Nursing	BSN Nursing
ABQ	Huynh, Tammy N.	MS	Master of Science	MS Civil Engineering
ABQ	Ibarra, Jaqueline G.	BSN	BS in Nursing	BSN Nursing
ABQ	Ibeh, Loveth C.	BSN	BS in Nursing	BSN Nursing
ABQ	Ibrahim, Abdirizak H.	BA	Bachelor of Arts	BA International Studies
ABQ	Irvin, Flor	BSN	BS in Nursing	BSN Nursing
ABQ	Isais, Myah A.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Iturralde-Salazar, Yanira	BSN	BS in Nursing	BSN Nursing
ABQ	Jackson, Trevor C.	PHD	Doctor of Philosophy	PHD Psychology
ABQ	Jacquez, Belkis Y.	MPH	Master of Public Health	MPH Public Health
ABQ	Jajliardo, Christian	MS	Master of Science	MS Electrical Engineering
ABQ	James, Jenna A.	MA	Master of Arts	MA Education
ABQ	Jandt, Madeline S.	BSN	BS in Nursing	BSN Nursing
ABQ	Jaramillo, Cossette R.	BA	Bachelor of Arts	BA Psychology
ABQ	Jaramillo, Onastine N.	MCRP	Master of Comm & Regional Plan	MCRP Community & Regional Plan
ABQ	Jariwala, Dawson	MBA	Master of Business Admin	MBA Business Administration
ABQ	Jawad, Jenin K.	BA	Bachelor of Arts	BA Political Science
ABQ	Jenkins, Kyler S.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Jimenez Carrion, Manuel J.	PHD	Doctor of Philosophy	PHD Org Info & Learning Sci
ABQ	Joe, Rose B.	BBA	Bachelor of Business Admin	BBA Business Admin
ABQ	Johnson, Aleksey V.	MBA	Master of Business Admin	MBA Business Administration
ABQ	Johnson, Emily S.	MA	Master of Arts	MA Counseling
ABQ	Johnson, Juanita J.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Jones, Jesse P.	BA	Bachelor of Arts	BA Journalism & Mass Communic

ABQ	Jose, Edward M.	BSN	BS in Nursing	BSN Nursing
ABQ	Jose, Loucretia V.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Joseph, Marc A.	BS	Bachelor of Science	BS Radiologic Sciences
ABQ	Juarez Campos, Kimberly	BSN	BS in Nursing	BSN Nursing
ABQ	Kamaile, Brianna V.	BA	Bachelor of Arts	BA Sociology
ABQ	Karki, Rajina	MS	Master of Science	MS Cybersec & Bus Analytics
ABQ	Karmakar, Abhradeep	PHD	Doctor of Philosophy	PHD Economics
ABQ	Kastendieck, Julie A.	BSN	BS in Nursing	BSN Nursing
ABQ	Kaufman, Georgia E.	MS	Master of Science	MS Electrical Engineering
ABQ	Kelly, Autumn G.	MMU	Master of Music	MMU Music
ABQ	Kennedy, Monica N.	MFA	Master of Fine Arts	MFA Art Studio
ABQ	Kerkmans, Anastasia R.	BSN	BS in Nursing	BSN Nursing
ABQ	Khahera, Gurmehak K.	BA	Bachelor of Arts	BA Psychology
ABQ	Khanal, Namrata	PHD	Doctor of Philosophy	PHD Chemistry
ABQ	Khandelwal, Aashish Sanjay	PHD	Doctor of Philosophy	PHD Engineering
ABQ	Kieling, Evan J.	BA	Bachelor of Arts	BA English-Philosophy
ABQ	Kim, Eunice D.	MS	Master of Science	MS Psychology
ABQ	Koger, Kailey R.	BA	Bachelor of Arts	BA Communication
ABQ	Koirala, Pratiksha	MPA	Master of Public Admin	MPA Public Administration
ABQ	Komp, Robert L.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Korce, Matthew	BSN	BS in Nursing	BSN Nursing
ABQ	Korzekwa, Amy M.	PHD	Doctor of Philosophy	PHD Educational Psychology
ABQ	Kozai, Alexandra P.	BSME	BS in Mechanical Engineering	BSME Mechanical Engineering
ABQ	Kremer Farina, Cristian E.	MS	Master of Science	MS Civil Engineering
ABQ	Kuac, Emmanuel	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Kuehnle, Sophia K.	BS	Bachelor of Science	BS Biology
ABQ	Kulas, Morgan M.	MFA	Master of Fine Arts	MFA Art Studio
ABQ	Kull, Kylie P.	BSN	BS in Nursing	BSN Nursing
ABQ	Kumar, Harsh	MS	Master of Science	MS Computer Engineering
ABQ	Langton, Skylar N.	BSN	BS in Nursing	BSN Nursing
ABQ	Larkin, Gary L.	MCM	Master of Construction Mgmt	MCM Construction Mgmt
ABQ	Larragoite, Sean H.	BSN	BS in Nursing	BSN Nursing
ABQ	Lavelle, Mark E.	MS	Master of Science	MS Psychology
ABQ	Le, Alina S.	BA	Bachelor of Arts	BA East Asian Studies

ABQ	Le, Alina S.	CERTO	Cert with <1 yr to Completion	CERT Hon Interdisc Liberal Art
ABQ	Lease, Kaycee S.	BSN	BS in Nursing	BSN Nursing
ABQ	Lechuga, Melissa	BSN	BS in Nursing	BSN Nursing
ABQ	Lee, Catherine L.	BSN	BS in Nursing	BSN Nursing
ABQ	Leon-Salans, Emily	MA	Master of Arts	MA Anthropology
ABQ	Little, John G.	MA	Master of Arts	MA Special Education
ABQ	Lopez Rodriguez, Alexis L.	CERT2	Two Year Certificate	CERT Adv Magnetic Reson Imagin
ABQ	Lords, Cierra M.	MBA	Master of Business Admin	MBA Business Administration
ABQ	Lovato, Marleen V.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Lovato, Rachel E.	BSN	BS in Nursing	BSN Nursing
ABQ	Loy, Arlene	NURCP	Post Mast Prof Nursing Cert	NURCP Nursing Certificate
ABQ	Lufborough, Emma L.	BSN	BS in Nursing	BSN Nursing
ABQ	Luu, Arlacee	MS	Master of Science	MS Earth & Planetary Sciences
ABQ	Lynch, Gavin T.	DPT	Doctor of Physical Therapy	Doctor of Physical Therapy
ABQ	Lynch, Ian M.	BS	Bachelor of Science	BS Earth & Planetary Sciences
ABQ	Madrid, Noah J.	MA	Master of Arts	MA Education
ABQ	Maestas, Jonathon S.	MS	Master of Science	MS Electrical Engineering
ABQ	Maestas, Robert M.	BA	Bachelor of Arts	BA Psychology
ABQ	Maldonado, Jacob A.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Malette, Tracy L.	PHD	Doctor of Philosophy	PHD Engineering
ABQ	Mancha-Garcia, Roberto	BA	Bachelor of Arts	BA History
ABQ	Mandelkern, Ronit D.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Marcial, Moncerrat G.	BSN	BS in Nursing	BSN Nursing
ABQ	Marquez, Heather D.	MSN	Master of Science in Nursing	MSN Nursing
ABQ	Marquez, Valarie L.	MBA	Master of Business Admin	MBA Business Administration
ABQ	Marshall, Madison G.	BS	Bachelor of Science	BS Biology
ABQ	Martinez Leandro, Marco Antonio	PHD	Doctor of Philosophy	PHD Teaching Lrning & Teach Ed
ABQ	Martinez, Ashley M.	MA	Master of Arts	MA Chicana and Chicano Studies
ABQ	Martinez, Ashley N.	BSN	BS in Nursing	BSN Nursing
ABQ	Martinez, Elena M.	MEME	ME in Manufacturing Enginrng	MEME Manufacturing Engineering
ABQ	Martinez, Elizabeth S.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Martinez, Sasha E.	BSN	BS in Nursing	BSN Nursing
ABQ	Martinez, Valentin I.	MS	Master of Science	MS Mechanical Engineering
ABQ	Mason, Christina R.	BSN	BS in Nursing	BSN Nursing

ABQ	Masoud, Abdulaziz A.	PHD	Doctor of Philosophy	PHD Phys Ed, Sports & Ex Sci
ABQ	Mastrella, Tiana G.	BSN	BS in Nursing	BSN Nursing
ABQ	Matias, Jovie L.	BSN	BS in Nursing	BSN Nursing
ABQ	Mattison, Kelly L.	BSN	BS in Nursing	BSN Nursing
ABQ	May, Ian K.	CERTO	Cert with <1 yr to Completion	CERT Hon Interdisc Liberal Art
ABQ	May, Ian K.	BA	Bachelor of Arts	BA International Studies
ABQ	Mayberry Stark, Ashleigh J.	MA	Master of Arts	MA Secondary Education
ABQ	Mayfield, Stefanie S.	CERTO	Cert with <1 yr to Completion	CERT Hon Interdisc Liberal Art
ABQ	McAfee, Hayden D.	MS	Master of Science	MS Architecture
ABQ	McCall, Courtney F.	BSN	BS in Nursing	BSN Nursing
ABQ	McClung, Samuel N.	MMU	Master of Music	MMU Music
ABQ	McCready, Maria	MS	Master of Science	MS Psychology
ABQ	McFarland, Tabitha	MS	Master of Science	MS Biology
ABQ	McKeown, Colleen E.	BSN	BS in Nursing	BSN Nursing
ABQ	McWethy, Magdalena	BSN	BS in Nursing	BSN Nursing
ABQ	Medina, Jeffery M.	BSN	BS in Nursing	BSN Nursing
ABQ	Medina, Tiffany A.	GCERT	Graduate Certificate	GCERT Educational Diagnosis
ABQ	Medlock, Garrett T.	MMU	Master of Music	MMU Music
ABQ	Meeks, Caleb A.	BA	Bachelor of Arts	BA Criminology
ABQ	Melendrez, Martin L.	BA	Bachelor of Arts	BA Political Science
ABQ	Memarian, Tina	BA	Bachelor of Arts	BA International Studies
ABQ	Memarian, Tina	BA	Bachelor of Arts	BA Chemistry
ABQ	Mendez Ubeyolk, Irina	GCERT	Graduate Certificate	GCERT Elementary Education
ABQ	Mendoza, Raquel M.	BS	Bachelor of Science	BS Biology
ABQ	Metz, Jessica K.	MFA	Master of Fine Arts	MFA Art Studio
ABQ	Michael, Morgan J.	BA	Bachelor of Arts	BA Psychology
ABQ	Mier y Teran Ruesga, Constanza	MA	Master of Arts	MA Economics
ABQ	Miguel Parra, Heidi	BSN	BS in Nursing	BSN Nursing
ABQ	Miller, Steven A.	MBA	Master of Business Admin	MBA Business Administration
ABQ	Mills, Jackson W.	BA	Bachelor of Arts	BA Political Science
ABQ	Mills, Sarah R.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Milton, Jonathan A.	PHD	Doctor of Philosophy	PHD Engineering
ABQ	Mincks, Emma B.	PHD	Doctor of Philosophy	PHD English
ABQ	Miranda, Robert A.	BSN	BS in Nursing	BSN Nursing

ABQ	Mojica, Tonie Zerah L.	BSN	BS in Nursing	BSN Nursing
ABQ	Molina, Ariana G.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Molina, Julian	BS	Bachelor of Science	BS Radiologic Sciences
ABQ	Montano, Timaris A.	BA	Bachelor of Arts	BA Communication
ABQ	Montoya, Melody	BBA	Bachelor of Business Admin	BBA Business Admin
ABQ	Montoya, Priscilla A.	BSED	BS in Education	BSED Special Education
ABQ	Moore, Justin N.	MFA	Master of Fine Arts	MFA Art Studio
ABQ	Mora, Samantha R.	BSN	BS in Nursing	BSN Nursing
ABQ	Moraga, Alyssa M.	BA	Bachelor of Arts	BA Biology
ABQ	Moritomo, Shannon M.	BSN	BS in Nursing	BSN Nursing
ABQ	Morris, Eleni G.	MPH	Master of Public Health	MPH Public Health
ABQ	Moseley, Jakob K.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Mossman, Jack W.	BAA	BA in Architecture	BAA Architecture
ABQ	Multari, Samantha A.	CERTO	Cert with <1 yr to Completion	CERT Hon Interdisc Liberal Art
ABQ	Munoz, Cory S.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Murari, Kranthi Swaroop	MS	Master of Science	MS Computer Engineering
ABQ	Murphy, Joseph P.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Murphy, Rachel	MS	Master of Science	MS Project Management
ABQ	Nagji, Aakif A.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Nakai, John L.	BA	Bachelor of Arts	BA Anthropology
ABQ	Neel, Aadesh R.	MS	Master of Science	MS Electrical Engineering
ABQ	Nellos, Sonia R.	MA	Master of Arts	MA Special Education
ABQ	Nevada, JoAnna M.	PHD	Doctor of Philosophy	PHD English
ABQ	Nevitt, Elianna W.	BSN	BS in Nursing	BSN Nursing
ABQ	Nguyen, Miley L.	BSN	BS in Nursing	BSN Nursing
ABQ	Nguyen, Tony C.	BSN	BS in Nursing	BSN Nursing
ABQ	Nichols, Justin R.	PHD	Doctor of Philosophy	PHD Engineering
ABQ	Nieto, Carla M.	MACCT	Master of Accounting	MACCT Accounting
ABQ	Nieto, Shawn	BBA	Bachelor of Business Admin	BBA Business Admin
ABQ	Nolan, Rhiannon Z.	MS	Master of Science	MS Earth & Planetary Sciences
ABQ	Nolasco, Michaela R C.	BSN	BS in Nursing	BSN Nursing
ABQ	Nolt-Caraway, Sarah A.	MS	Master of Science	MS Earth & Planetary Sciences
ABQ	Noonan, Avianna H.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	O Cobhthaigh, Micheal	MS	Master of Science	MS Mathematics

ABQ	Ofori Boateng, Pamela	MA	Master of Arts	MA Communication
ABQ	Ohiri, Emmanuel I.	CERTO	Cert with <1 yr to Completion	CERT Hon Interdisc Liberal Art
ABQ	Olguin, Macy R.	BSN	BS in Nursing	BSN Nursing
ABQ	Olguin, Marcelo C.	MBA	Master of Business Admin	MBA Business Administration
ABQ	Olivarez, Elizabeth	MS	Master of Science	MS Speech-Language Pathology
ABQ	Olivas, Itzel J.	BSED	BS in Education	BSED Special Education
ABQ	Onsurez, Chasity F.	BSN	BS in Nursing	BSN Nursing
ABQ	Ormsbee, Haley A.	MS	Master of Science	MS Civil Engineering
ABQ	Ortega Cabral, Erika O.	BSED	BS in Education	BSED Elementary Education
ABQ	Ortega, Ariel E.	BSN	BS in Nursing	BSN Nursing
ABQ	Ortiz, Andres M.	MS	Master of Science	MS Computer Engineering
ABQ	Osborne, Katherine L.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Osborne, Persephanie J.	BA	Bachelor of Arts	BA Psychology
ABQ	Otero, Crystal	BSN	BS in Nursing	BSN Nursing
ABQ	Pacheco, Denise I.	BSN	BS in Nursing	BSN Nursing
ABQ	Padilla, Julian	BSN	BS in Nursing	BSN Nursing
ABQ	Pageze, Tristan A.	MA	Master of Arts	MA Comp Lit & Cultural Studies
ABQ	Paijebo, Agnes	MS	Master of Science	MS Speech-Language Pathology
ABQ	Parada Saavedra, Kristel E.	BA	Bachelor of Arts	BA Psychology
ABQ	Paudel, Sangita	PHD	Doctor of Philosophy	PHD Chemistry
ABQ	Paul, Ann Sunayana	BA	Bachelor of Arts	BA Earth & Planetary Sciences
ABQ	Paul, Melissa F.	BSN	BS in Nursing	BSN Nursing
ABQ	Peak, Rylee J.	BS	Bachelor of Science	BS Radiologic Sciences
ABQ	Peebles, Blaize Nicholas T.	BSN	BS in Nursing	BSN Nursing
ABQ	Peirce, Petra M.	BS	Bachelor of Science	BS Earth & Planetary Sciences
ABQ	Pena Alvarez, Mary Z.	MA	Master of Arts	MA Education
ABQ	Pena, Danielle N.	BSN	BS in Nursing	BSN Nursing
ABQ	Pena, Juan M.	PHD	Doctor of Philosophy	PHD Psychology
ABQ	Perez, Amy L.	MA	Master of Arts	MA Education
ABQ	Perryman, Nolan	MS	Master of Science	MS Biology
ABQ	Peters, Leslie D.	MSN	Master of Science in Nursing	MSN Nursing
ABQ	Peters, Scott T.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Phelps, Nicholas	BSME	BS in Mechanical Engineering	BSME Mechanical Engineering
ABQ	Phillips, Alyssa J.	BSN	BS in Nursing	BSN Nursing

ABQ	Platero, Clayton	BA	Bachelor of Arts	BA Native American Studies
ABQ	Platero, Kristin D.	BSML	BS in Medical Laboratory Sci	BSML Medical Laboratory Sci
ABQ	Pohl, Dominique M.	BSN	BS in Nursing	BSN Nursing
ABQ	Poorbaugh, Rosemarie C.	BSN	BS in Nursing	BSN Nursing
ABQ	Pope, Madison N.	BSN	BS in Nursing	BSN Nursing
ABQ	Powell, Laura E.	PHD	Doctor of Philosophy	PHD History
ABQ	Preuss, Juliana E.	BS	Bachelor of Science	BS Psychology
ABQ	Pun, Khusiman	PHD	Doctor of Philosophy	PHD Economics
ABQ	Quass, Meghan E.	BSN	BS in Nursing	BSN Nursing
ABQ	Quintana, Angelita D.	BSN	BS in Nursing	BSN Nursing
ABQ	Radnich, Lance S.	BSCM	BS Construction Management	BSCM Construction Management
ABQ	Rael, Jenna L.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Ramirez, Elijah F.	BME	Bachelor of Music Education	BME Music Education
ABQ	Ramirez, Jobilyn K.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Ramirez, Quinn A.	MS	Master of Science	MS Cybersec & Bus Analytics
ABQ	Ranjbar, Mohsen	MS	Master of Science	MS Chemistry
ABQ	Rastegari, Ali	PHD	Doctor of Philosophy	PHD Optical Sci & Engineering
ABQ	Ratchford, Debrilla M.	BS	Bachelor of Science	BS Nutrition & Dietetics
ABQ	Reardon, Kendra	BSN	BS in Nursing	BSN Nursing
ABQ	Rees, Kaelin M.	BSN	BS in Nursing	BSN Nursing
ABQ	Rehn, Mikaela	BSN	BS in Nursing	BSN Nursing
ABQ	Reid, Mary C.	MMU	Master of Music	MMU Music
ABQ	Remtullah, Juneid K.	BSN	BS in Nursing	BSN Nursing
ABQ	Rendon, Matthew R.	BA	Bachelor of Arts	BA Communication
ABQ	Resendiz, Emilio R.	BSN	BS in Nursing	BSN Nursing
ABQ	Reynolds, Tannah R.	BSN	BS in Nursing	BSN Nursing
ABQ	Rickers, Katherine R.	MA	Master of Arts	MA Sociology
ABQ	Rightley, Noelle P.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Rios, Roberto C.	BA	Bachelor of Arts	BA Anthropology
ABQ	Rivera, Ariadna G.	BSN	BS in Nursing	BSN Nursing
ABQ	Rivera, Derek A.	BA	Bachelor of Arts	BA Journalism & Mass Communic
ABQ	Roache, Tatiana L.	BA	Bachelor of Arts	BA Film & Digital Arts
ABQ	Robinson, Audre N.	BSN	BS in Nursing	BSN Nursing
ABQ	Robinson, Idris A.	PHD	Doctor of Philosophy	PHD Philosophy

ABQ	Robles-Nava, Erick	BS	Bachelor of Science	BS Radiologic Sciences
ABQ	Rodarte, Angelique M.	BSN	BS in Nursing	BSN Nursing
ABQ	Rodriguez, Alaina N.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Rodriguez, Samantha N.	MS	Master of Science	MS Psychology
ABQ	Rodriguez, Victoria	BA	Bachelor of Arts	BA Psychology
ABQ	Romero, Danyelle	DNP	Doctor of Nursing Practice	DNP Nursing
ABQ	Romero, Gabriella T.	BS	Bachelor of Science	BS Psychology
ABQ	Romero, Justice B.	BS	Bachelor of Science	BS Exercise Science
ABQ	Romero, Roman	PHARMD	Doctor of Pharmacy	Doctor of Pharmacy
ABQ	Romero, Samantha D.	BSN	BS in Nursing	BSN Nursing
ABQ	Romero, Sarah R.	BSN	BS in Nursing	BSN Nursing
ABQ	Romero, Skye D.	BSN	BS in Nursing	BSN Nursing
ABQ	Rosario Medina, Ishtar V.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Rosario Medina, Ishtar V.	CERT0	Cert with <1 yr to Completion	CERT Hon Interdisc Liberal Art
ABQ	Ross, Nicholas C.	BSCPE	BS in Computer Engineering	BSCPE Computer Engineering
ABQ	Rossillon, Lauren E.	BSN	BS in Nursing	BSN Nursing
ABQ	Rowland, Austin	BA	Bachelor of Arts	BA Political Science
ABQ	Roybal, Danielle N.	BSN	BS in Nursing	BSN Nursing
ABQ	Roybal, Nicolette N.	CERT2	Two Year Certificate	CERT Adv Magnetic Reson Imagin
ABQ	Ruggles, Szandra B.	MS	Master of Science	MS Nutrition
ABQ	Rutherford, Sarah C.	MFA	Master of Fine Arts	MFA Art Studio
ABQ	Saenz IV, Octavio G.	BA	Bachelor of Arts	BA Criminology
ABQ	Sahin, Yusuf	MS	Master of Science	MS Electrical Engineering
ABQ	Salas, Melissa	BA	Bachelor of Arts	BA Biology
ABQ	Salazar, Briana A.	BA	Bachelor of Arts	BA Film & Digital Arts
ABQ	Salazar, Sabrina M.	BS	Bachelor of Science	BS Biology
ABQ	Sanchez, Cristina	BA	Bachelor of Arts	BA Anthropology
ABQ	Sanchez, Izabel D.	BSN	BS in Nursing	BSN Nursing
ABQ	Sanchez, Jonathan M.	BBA	Bachelor of Business Admin	BBA Business Admin
ABQ	Sandifer, Ethan Z.	BSN	BS in Nursing	BSN Nursing
ABQ	Sandoval Maes, Desiree E.	MS	Master of Science	MS Project Management
ABQ	Sandoval, Andreana	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Santos, Karla V.	BSN	BS in Nursing	BSN Nursing
ABQ	Santos, Marina V.	MENG	Master of Engineering	MENG Civil Engineering

ABQ	Sarkar, Aditi	PHD	Doctor of Philosophy	PHD Economics
ABQ	Saucedo, Arianda	MA	Master of Arts	MA Counseling
ABQ	Sault, Daniel W.	MMU	Master of Music	MMU Music
ABQ	Saunders, Emma A.	BA	Bachelor of Arts	BA Communication
ABQ	Scanlon, Joseph R.	DPT	Doctor of Physical Therapy	Doctor of Physical Therapy
ABQ	Schaible, Loring	MS	Master of Science	MS Earth & Planetary Sciences
ABQ	Schmidt, Ethan W.	MS	Master of Science	MS Mechanical Engineering
ABQ	Schmidt, Kurt A.	EDD	Doctor of Education	EDD Educational Leadership
ABQ	Schneider, Sydney M.	BSN	BS in Nursing	BSN Nursing
ABQ	Schultz, Rebecca	MFA	Master of Fine Arts	MFA Art Studio
ABQ	Sears, James D.	BSN	BS in Nursing	BSN Nursing
ABQ	Secrest, Nathan A.	MMU	Master of Music	MMU Music
ABQ	Sedillo, Savanna P.	BAED	BA in Education	BAED Secondary Education
ABQ	Seeger, Bailey T.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Seltzer-Rogers, Thatcher A.	PHD	Doctor of Philosophy	PHD Anthropology
ABQ	Sen Chakraborty, Kritika	PHD	Doctor of Philosophy	PHD Economics
ABQ	Sepulveda, Devynn S.	BSN	BS in Nursing	BSN Nursing
ABQ	Serafini, Noeth H.	MS	Master of Science	MS Cybersec & Bus Analytics
ABQ	Settecerri, Dawne R.	MS	Master of Science	MS Info Systems & Assurance
ABQ	Shack, Nicole T.	BSN	BS in Nursing	BSN Nursing
ABQ	Shah, Syed Murtaza Ahmad	BA	Bachelor of Arts	BA International Studies
ABQ	Shak, Ryan J.	BS	Bachelor of Science	BS Radiologic Sciences
ABQ	Sheffield, Shelby L.	MOT	Master in Occupational Therapy	MOT Occupational Therapy
ABQ	Sherman-Howe, Alicia A.	BSN	BS in Nursing	BSN Nursing
ABQ	Shorty, Nicole A.	BSN	BS in Nursing	BSN Nursing
ABQ	Sierra Caballero, Andrea G.	BA	Bachelor of Arts	BA Film & Digital Arts
ABQ	Sierra, Miya R.	BA	Bachelor of Arts	BA Anthropology
ABQ	Silva Santos, Karen	MMU	Master of Music	MMU Music
ABQ	Silverman, Jack S.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Silversmith, Mayumi	BSN	BS in Nursing	BSN Nursing
ABQ	Simmons, Belinda S.	BA	Bachelor of Arts	BA Sociology
ABQ	Singer, Samantha N.	BSN	BS in Nursing	BSN Nursing
ABQ	Skinner, Claire N.	BA	Bachelor of Arts	BA Psychology
ABQ	Smith, Alicia C.	MS	Master of Science	MS Project Management

ABQ	Smith, Terrin A.	BSN	BS in Nursing	BSN Nursing
ABQ	Sochinski, Melanie A.	BA	Bachelor of Arts	BA Psychology
ABQ	Spencer, Tiffani	BS	Bachelor of Science	BS Earth & Planetary Sciences
ABQ	Spicher, Sarah A.	BSN	BS in Nursing	BSN Nursing
ABQ	Spooner, Samuel B.	BA	Bachelor of Arts	BA Psychology
ABQ	Staley, Spencer E.	PHD	Doctor of Philosophy	PHD Earth & Planetary Sciences
ABQ	Starratt, Emily L.	MS	Master of Science	MS Psychology
ABQ	Stein, Elena R.	PHD	Doctor of Philosophy	PHD Psychology
ABQ	Stone, Elizabeth T.	BSN	BS in Nursing	BSN Nursing
ABQ	Stone, Jessa K.	BSN	BS in Nursing	BSN Nursing
ABQ	Stopka, Natalie	MFA	Master of Fine Arts	MFA Art Studio
ABQ	Stratakos, Paul S.	BSN	BS in Nursing	BSN Nursing
ABQ	Sverdlov, Roman	PHD	Doctor of Philosophy	PHD Mathematics
ABQ	Swain, Nicole C.	BSN	BS in Nursing	BSN Nursing
ABQ	Sykora, Jonny J.	MS	Master of Science	MS Computer Science
ABQ	Tafoya, Lorena R.	BSN	BS in Nursing	BSN Nursing
ABQ	Talbot, William A.	PHD	Doctor of Philosophy	PHD Biology
ABQ	Talley, Hunter N.	BSED	BS in Education	BSED Elementary Education
ABQ	Tanuz, Jade A.	BA	Bachelor of Arts	BA Biology
ABQ	Tapia, Kristina G.	BA	Bachelor of Arts	BA Psychology
ABQ	Tapia, Seneca	BSN	BS in Nursing	BSN Nursing
ABQ	Taylor, Craig A.	MS	Master of Science	MS Physics
ABQ	Taylor, Robert J.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Thapa Magar, Rajani	PHD	Doctor of Philosophy	PHD Chemistry
ABQ	Thompson, Abigail L.	MA	Master of Arts	MA Sociology
ABQ	Thorp, Benjamin D.	BS	Bachelor of Science	BS Earth & Planetary Sciences
ABQ	Tichy, Michael G.	MBA	Master of Business Admin	MBA Business Administration
ABQ	Tillman, Korey	PHD	Doctor of Philosophy	PHD Sociology
ABQ	Timmerman, Timothy J.	BSN	BS in Nursing	BSN Nursing
ABQ	Timmermans, Katherine	MA	Master of Arts	MA Special Education
ABQ	Topa, Leticia	BS	Bachelor of Science	BS Family & Child Studies
ABQ	Topper, Brian	PHD	Doctor of Philosophy	PHD Optical Sci & Engineering
ABQ	Tran, Ann P.	MS	Master of Science	MS Biomedical Engineering
ABQ	Trejo Gonzalez, Itzel M.	BA	Bachelor of Arts	BA Psychology

ABQ	Trillo, Gabriela	BA	Bachelor of Arts	BA Psychology
ABQ	Trujillo, Celina I.	BSN	BS in Nursing	BSN Nursing
ABQ	Trujillo, Eduardo N.	MMU	Master of Music	MMU Music
ABQ	Trujillo, Max O.	MWR	Master of Water Resources	MWR Water Resources
ABQ	Trujillo, Max O.	MCRP	Master of Comm & Regional Plan	MCRP Community & Regional Plan
ABQ	Tsosie, Elisa A.	BSN	BS in Nursing	BSN Nursing
ABQ	Tupler, Jefferson T.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Turner, Emigdio E.	PHD	Doctor of Philosophy	PHD Chemistry
ABQ	Uffer, Joshua Q.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Ulibarri, Johnnie	BA	Bachelor of Arts	BA Criminology
ABQ	Underwood, Devin B.	MMU	Master of Music	MMU Music
ABQ	Valdez, Jared	PHD	Doctor of Philosophy	PHD English
ABQ	Valdez, Raquel L.	MS	Master of Science	MS Civil Engineering
ABQ	Valverde, Jasmine A.	BSN	BS in Nursing	BSN Nursing
ABQ	VanZandt, Breanna J.	BA	Bachelor of Arts	BA Psychology
ABQ	Varela, Maria M.	BSN	BS in Nursing	BSN Nursing
ABQ	Vasi, Azeem	BA	Bachelor of Arts	BA Psychology
ABQ	Vickery, Haley H.	BSN	BS in Nursing	BSN Nursing
ABQ	Vigil, Gabrielle A.	BSN	BS in Nursing	BSN Nursing
ABQ	Vigil, Miranda F.	BSN	BS in Nursing	BSN Nursing
ABQ	Vigil, Zachary F.	BS	Bachelor of Science	BS Earth & Planetary Sciences
ABQ	Villalovos, Cristina	GCERT	Graduate Certificate	GCERT Educational Diagnosis
ABQ	Villegas, Alicia G.	BSN	BS in Nursing	BSN Nursing
ABQ	Vinson, Haley	MS	Master of Science	MS Speech-Language Pathology
ABQ	Viramontes, Vanessa N.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Vogele, Sevin G.	BISI	Bachelor of Integ Stu & Innov	BISI Integ Stu & Innovation
ABQ	Vu, Thao Tammy T.	MS	Master of Science	MS Nutrition
ABQ	Wade, Sophia C.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Wadt, Gabriel A.	BSN	BS in Nursing	BSN Nursing
ABQ	Wagner, Richard R.	MS	Master of Science	MS Biology
ABQ	Waldron, Aurelia L.	BA	Bachelor of Arts	BA Psychology
ABQ	Walker, Cassidy P.	BS	Bachelor of Science	BS Exercise Science
ABQ	Walker, Christina B.	BS	Bachelor of Science	BS Psychology
ABQ	Ward, Stuart	PHD	Doctor of Philosophy	PHD Physics

ABQ	Watson, Clay A.	BSN	BS in Nursing	BSN Nursing
ABQ	Weatherred, Dylan A.	MS	Master of Science	MS Nuclear Engineering
ABQ	Weaver, Colin A.	PHD	Doctor of Philosophy	PHD Engineering
ABQ	Welch, Shannon M.	BSN	BS in Nursing	BSN Nursing
ABQ	Westphal, Taylor M.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Whisenand, Laura E.	MSN	Master of Science in Nursing	MSN Nursing
ABQ	White, Alysha S.	BA	Bachelor of Arts	BA Film & Digital Arts
ABQ	Wilgus, Justin T.	PHD	Doctor of Philosophy	PHD Earth & Planetary Sciences
ABQ	Wilson, Hannah N.	BSN	BS in Nursing	BSN Nursing
ABQ	Wilson, Ingrid A.	PHD	Doctor of Philosophy	PHD Nursing
ABQ	Wood, Jared C.	MWR	Master of Water Resources	MWR Water Resources
ABQ	Wood, Jared C.	MCRP	Master of Comm & Regional Plan	MCRP Community & Regional Plan
ABQ	Wright, Daniel G.	BBA	Bachelor of Business Admin	BBA Business Administration
ABQ	Wright, Lauryn N.	BSN	BS in Nursing	BSN Nursing
ABQ	Wussow, Joshua S.	BSN	BS in Nursing	BSN Nursing
ABQ	Wyne, Zaneta J.	BA	Bachelor of Arts	BA Liberal Arts
ABQ	Yacko, Noah	BA	Bachelor of Arts	BA Film & Digital Arts
ABQ	Yanez, Yazmin	BA	Bachelor of Arts	BA Communication
ABQ	Yeshwanth Kumar, Manish Vasani	MARCH	Master of Architecture	MARCH Architecture
ABQ	Yuan, John	MMU	Master of Music	MMU Music
ABQ	Zablocki, Rebecca K.	MFA	Master of Fine Arts	MFA Art Studio
ABQ	Zachek, Darian R.	MS	Master of Science	MS Project Management
ABQ	Zambrano, Maria J.	MPH	Master of Public Health	MPH Public Health
ABQ	Zamorano- Pedregon, Olivia	MS	Master of Science	MS Speech-Language Pathology
ABQ	Zarate, Guadalupe	BSN	BS in Nursing	BSN Nursing
ABQ	Zarate, Julia A.	MS	Master of Science	MS Speech-Language Pathology
ABQ	Zavala, Carina	MS	Master of Science	MS Speech-Language Pathology
ABQ	Zhao, Yan	MA	Master of Arts	MA Communication
ABQ	Zoubovitch, Ryan M.	BS	Bachelor of Science	BS Emergency Medical Services
ABQ	Zundel, Lauren M.	PHD	Doctor of Philosophy	PHD Physics
GA	Avery, Natalia J.	AS	Associate of Science	AS Science
GA	Begay, Gervana M.	AA	Associate of Arts	AA Business Administration
GA	Begay, Kaylynn M.	AAS	Associate of Applied Science	AAS Welding Technology
GA	Calapini, Trisha Marielle S.	AS	Associate of Science	AS Nursing

GA	Chee, Loren T.	AA	Associate of Arts	AA Liberal Arts
GA	Cooke, Tanisha	AA	Associate of Arts	AA Criminal Justice
GA	Davis, Alisha L.	AA	Associate of Arts	AA Liberal Arts
GA	Dineyazhe, Taylor P.	AS	Associate of Science	AS Science
GA	Dineyazhe, Taylor P.	AA	Associate of Arts	AA Liberal Arts
GA	Dooline, Ricarda N.	CERT1	One Year Certificate	CERT Dental Assisting
GA	Fouad, Maryam K.	AA	Associate of Arts	AA Early Childhood Education
GA	Gray, Makayla	CERT1	One Year Certificate	CERT Welding Technology
GA	Hansen, Ionna R.	AS	Associate of Science	AS Nursing
GA	Hunt, Meghan A.	AS	Associate of Science	AS Nursing
GA	Kellywood, Jordan J.	CERT1	One Year Certificate	CERT Health Info Tech Coding
GA	Lee, Catherine L.	AS	Associate of Science	AS Nursing
GA	Leekity, Brandon P.	CERT1	One Year Certificate	CERT Welding Technology
GA	Lewis, Tayiah A.	AA	Associate of Arts	AA Liberal Arts
GA	Livingston, Jay W.	AA	Associate of Arts	AA Human Services
GA	Livingston, Nykiya D.	CERT1	One Year Certificate	CERT Dental Assisting
GA	Lopez, Katherine	CERT1	One Year Certificate	CERT Dental Assisting
GA	Lopez, Ortencia R.	CERT1	One Year Certificate	CERT Early Childhood Education
GA	Lujan, Christian A.	CERT1	One Year Certificate	CERT Welding Technology
GA	Maki, Maryah L.	AA	Associate of Arts	AA Liberal Arts
GA	Manuelito, Ramonica	CERT1	One Year Certificate	CERT Dental Assisting
GA	Marshall, Shawnavyn M.	CERT1	One Year Certificate	CERT Dental Assisting
GA	Martin, Dion J.	CERT1	One Year Certificate	CERT Dental Assisting
GA	Morris, Nicole S.	CERT1	One Year Certificate	CERT Dental Assisting
GA	Natonabah, Savannah L.	CERT1	One Year Certificate	CERT Dental Assisting
GA	Pablo, Katelyn D.	AAS	Associate of Applied Science	AAS Welding Technology
GA	Rodriguez, Shelby E.	AA	Associate of Arts	AA Criminal Justice
GA	Sanchez, Sheyenne	CERT1	One Year Certificate	CERT Health Info Tech Coding
GA	Shirley, Vanessa M.	CERT1	One Year Certificate	CERT Dental Assisting
GA	Skeet, Iskradel N.	CERT1	One Year Certificate	CERT Health Info Tech Coding
GA	Stewart, Tyrell M.	CERT1	One Year Certificate	CERT Dental Assisting
GA	Tsethlikai, Michaela L.	AAS	Associate of Applied Science	AAS General Studies
GA	Tsosie, Jasmine B.	CERT1	One Year Certificate	CERT Dental Assisting
GA	Watson, Natilia E.	AAS	Associate of Applied Science	AAS General Studies

GA	Willie, Crystal M.	AA	Associate of Arts	AA Business Administration
GA	Wood, Topher J.	CERTO	Cert with <1 yr to Completion	CERT Nursing Assistant
GA	Woodman, Elfreida	AA	Associate of Arts	AA Business Administration
LA	Carey, Nicole E.	AA	Associate of Arts	AA Liberal Arts
LA	Carney, Eric K.	AAS	Associate of Applied Science	AAS Robotics
LA	Jaramillo, Victor	CERT	Cert with 1-2 Yr To Completion	CERT Nuclear Enterp Science Te
LA	Montoya, James M.	CERT	Cert with 1-2 Yr To Completion	CERT Nuclear Enterp Science Te
LA	Stevens, Ramya B.	AA	Associate of Arts	AA Pre-Business Administration
TA	Abeyta, Dominique S.	CERTO	Cert with <1 yr to Completion	CERT Community Health
TA	Atencio, Tomas C.	AS	Associate of Science	AS Pre-Science
TA	Baca-Villalobos, Manuel V.	AA	Associate of Arts	AA Liberal Arts
TA	Bertram, Matthew A.	AS	Associate of Science	AS Pre-Science
TA	Bush, Mary A.	AS	Associate of Science	AS Nursing
TA	Campos-Fiske, Eileen	AS	Associate of Science	AS Education
TA	Cardenas, Diana K.	CERTO	Cert with <1 yr to Completion	CERT Community Health
TA	Casados, Lianna S.	CERTO	Cert with <1 yr to Completion	CERT Emerg Med Svcs EMT-Basic
TA	Casias, Antonio P.	CERT	Cert with 1-2 Yr To Completion	CERT Commerc Driver's License
TA	Cowell, Bernadette J.	CERTO	Cert with <1 yr to Completion	CERT Emerg Med Svcs EMT-Basic
TA	Duran, Delilah J.	AS	Associate of Science	AS Pre-Science
TA	Ellers, Franz M.	CERTO	Cert with <1 yr to Completion	CERT Emerg Med Svcs EMT-Basic
TA	Fonseca, Jose	CERT	Cert with 1-2 Yr To Completion	CERT Commerc Driver's License
TA	Forsythe, Joshua C.	CERTO	Cert with <1 yr to Completion	CERT Emerg Med Svcs EMT-Basic
TA	Fresquez, Jamie	AS	Associate of Science	AS Nursing
TA	Fugman, Cynthia K.	CERT	Cert with 1-2 Yr To Completion	CERT Integrative Massage Thera
TA	Garrison, Richard D.	CERTO	Cert with <1 yr to Completion	CERT Emerg Med Svcs EMT-Basic
TA	Gonzales, Cameron A.	CERTO	Cert with <1 yr to Completion	CERT Emerg Med Svcs EMT-Basic
TA	Gonzales, Jessica L.	AS	Associate of Science	AS Nursing
TA	Gonzales, Jonathon A.	CERT	Cert with 1-2 Yr To Completion	CERT Commerc Driver's License
TA	Gonzales-Mascarenas, Madelynn	AA	Associate of Arts	AA Pre-Business Administration
TA	Gonzalez, Laura T.	CERT	Cert with 1-2 Yr To Completion	CERT Commerc Driver's License
TA	Grant, Stephanie P.	CERT	Cert with 1-2 Yr To Completion	CERT Integrative Massage Thera
TA	Griego, Azalea A.	AS	Associate of Science	AS Nursing
TA	Gurule, Shirley J.	CERTO	Cert with <1 yr to Completion	CERT Community Health
TA	Hinds, Katelyn A.	AS	Associate of Science	AS Pre-Science

TA	Ibeh, Loveth C.	AS	Associate of Science	AS Nursing
TA	Kaeck, Sylvia R.	CERTO	Cert with <1 yr to Completion	CERT Emerg Med Svcs EMT-Basic
TA	Knyazev-Julinski, Maximillian S.	AA	Associate of Arts	AA Pre-Business Administration
TA	Lefthand, Sequoia J.	CERT	Cert with 1-2 Yr To Completion	CERT Integrative Massage Thera
TA	Lewis, Michaela L.	AAS	Associate of Applied Science	AAS General Studies
TA	Leyba, Christopher M.	CERT	Cert with 1-2 Yr To Completion	CERT Commerc Driver's License
TA	Maestas, Emma R.	AS	Associate of Science	AS Pre-Science
TA	Marie, Aamunytas	CERTO	Cert with <1 yr to Completion	CERT Community Health
TA	Martinez, Ashley N.	AS	Associate of Science	AS Nursing
TA	Martinez, Brycelyn P.	AS	Associate of Science	AS Pre-Science
TA	Martinez, Jennifer L.	AS	Associate of Science	AS Pre-Science
TA	Martinez, Nathaniel R.	AS	Associate of Science	AS Pre-Science
TA	Martinez, Sasha E.	AS	Associate of Science	AS Nursing
TA	Memmer, Kristina	AA	Associate of Arts	AA Liberal Arts
TA	Mondragon, Che E.	CERTO	Cert with <1 yr to Completion	CERT Community Health
TA	Mondragon, James I.	CERTO	Cert with <1 yr to Completion	CERT Community Health
TA	Nieto, Autumn M.	AS	Associate of Science	AS Education
TA	Ortega, Nicole	CERTO	Cert with <1 yr to Completion	CERT Emerg Med Svcs EMT-Basic
TA	Ortega, Zaly A.	AA	Associate of Arts	AA Early Childhood Education
TA	Pacheco, Denise I.	AS	Associate of Science	AS Nursing
TA	Padilla, Katrina A.	CERTO	Cert with <1 yr to Completion	CERT Community Health
TA	Pegg, Anthony B.	CERTO	Cert with <1 yr to Completion	CERT Emerg Med Svcs EMT-Basic
TA	Pierson, Emily C.	AS	Associate of Science	AS Pre-Science
TA	Reardon, Kendra	AS	Associate of Science	AS Nursing
TA	Rodarte, Joe Mike	CERTO	Cert with <1 yr to Completion	CERT Emerg Med Svcs EMT-Basic
TA	Romero, Brian M.	CERTO	Cert with <1 yr to Completion	CERT Emerg Med Svcs EMT-Basic
TA	Romero, Bryce J.	CERT	Cert with 1-2 Yr To Completion	CERT Commerc Driver's License
TA	Romero, Edwina B.	CERTO	Cert with <1 yr to Completion	CERT Community Health
TA	Rumold, Tenaya	AS	Associate of Science	AS Pre-Science
TA	Salazar, Evette P.	CERTO	Cert with <1 yr to Completion	CERT Emerg Med Svcs EMT-Basic
TA	Sanchez, Antoinette C.	CERTO	Cert with <1 yr to Completion	CERT Emerg Med Svcs EMT-Basic
TA	Sandoval, Doris M.	CERTO	Cert with <1 yr to Completion	CERT Community Health
TA	Santos, Karla V.	AS	Associate of Science	AS Nursing
TA	Scram, Robert F.	CERT	Cert with 1-2 Yr To Completion	CERT Integrative Massage Thera

TA	Swain, Nicole C.	AS	Associate of Science	AS Nursing
TA	Tafoya, Marissa M.	AS	Associate of Science	AS Pre-Science
TA	Valdez, Lorilee Y.	CERTO	Cert with <1 yr to Completion	CERT Emerg Med Svcs EMT-Basic
TA	Valerio, Caitlyn A.	AS	Associate of Science	AS Pre-Science
TA	Vasquez, Victoria A.	CERTO	Cert with <1 yr to Completion	CERT Emerg Med Svcs EMT-Basic
TA	Vickery, Haley H.	AS	Associate of Science	AS Nursing
TA	Vigil, Miranda F.	AS	Associate of Science	AS Nursing
TA	Vigil, Rhyen A.	AS	Associate of Science	AS Pre-Science
TA	Williams, Paige K.	CERT	Cert with 1-2 Yr To Completion	CERT Integrative Massage Thera
TA	Wright, Lauryn N.	AS	Associate of Science	AS Nursing
TA	Yankee, Kimberly M.	CERT	Cert with 1-2 Yr To Completion	CERT Integrative Massage Thera
VA	Bush, Shannon M.	AA	Associate of Arts	AA Early Childhood Education
VA	Carreon-Fuentes, Annette N.	AS	Associate of Science	AS Mathematics
VA	Chilelli, Frank L.	AA	Associate of Arts	AA Business Administration
VA	Files, Janell	AA	Associate of Arts	AA Liberal Arts
VA	Graves, Jeffrey N.	AAS	Associate of Applied Science	AAS Information Technology
VA	Hernandez, Nickolas A.	AIS	Associate Integrated Studies	AIS Integrative Studies
VA	Kent, Kyleigh J.	AS	Associate of Science	AS General Science
VA	Nevarez, Ricardo R.	AA	Associate of Arts	AA Business Administration
VA	Ordonez, Alexis L.	AS	Associate of Science	AS General Science
VA	Quintana, Yaneli C.	AS	Associate of Science	AS General Science
VA	Schollander, Jaidyn B.	AA	Associate of Arts	AA Business Administration
VA	Secord, Akil J.	AA	Associate of Arts	AA Liberal Arts
VA	Triantafillou, Alexia D.	AS	Associate of Science	AS General Science

DISCUSSION ITEMS



SCHOOL OF ENGINEERING

SSTAR PRESENTATION

DR. DONNA RILEY

JIM AND ELLEN KING DEAN OF ENGINEERING & COMPUTING

OCTOBER 17, 2023

Growing Engineering @UNM

- ❖ Trends in Engineering Degree & Job Growth
- ❖ Listening & Strategic Planning to Date
- ❖ Growth Plans & Strategies

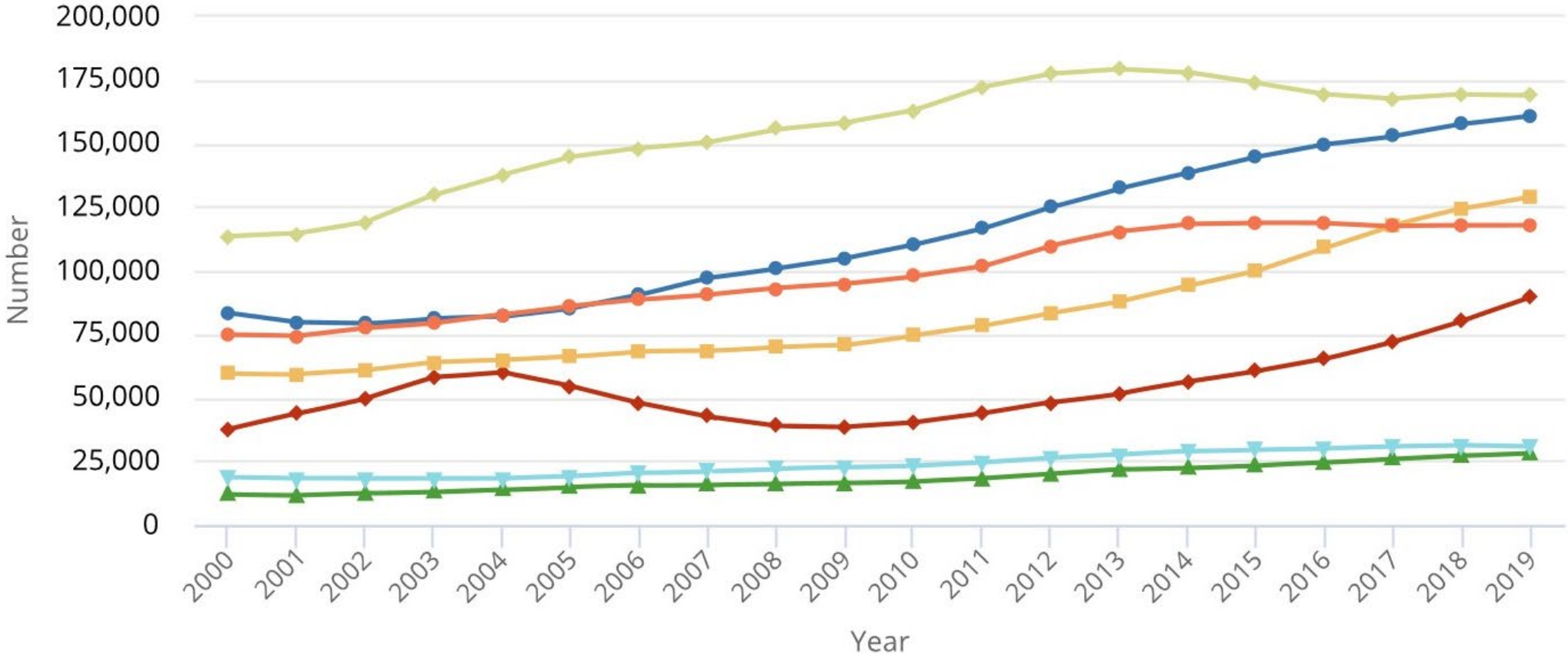
Engineering & Computing jobs are projected to grow in the next decade.

Engineering	Employment 2022 (thou)	Employment 2032 Est	Growth (thousands)	Growth %	Median Wage
Engineer all	1736	1856	121	6.9%	\$100k
Computer all	4929	5631	701	14.2%	\$105k
MechE	286.1	314.7	28.5	10.0%	\$96k
ChemE	20.8	22.5	1.7	8.1%	\$106k
BioEng	19.7	20.7	1.0	5.1%	\$100k
CivE	326.3	342.5	16.2	5.0%	\$90k
Const. Mgr	505.8	528.7	22.9	4.5%	\$101k
ElecE	188.8	196.6	7.9	4.2%	\$103k
NucE	13.8	13.9	0.1	1.1%	\$122k

Bureau of Labor Statistics <https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>



Engineering & Computer Science Degrees have been trending upwards (Also Bio/Ag).



- Biological and agricultural sciences
- Engineering
- ▼ Physical sciences
- ◆ Social sciences
- ◆ Computer sciences
- ▲ Mathematics and statistics
- Psychology



NM Target Industries

- ❖ **Sustainable & Green Energy**
- ❖ **Biosciences**
- ❖ **Intelligent Manufacturing**
- ❖ **Cybersecurity**
- ❖ **Aerospace**
- ❖ **Film & TV**
- ❖ **Outdoor Recreation**
- ❖ **Sustainable & Value-Added Ag**
- ❖ **Global Trade**

UNM Activities

- ❖ CERES/CEET, ARID, Energy Eng, CWE, Water GC
- ❖ CBME, BME PhD
- ❖ MTTC; Manufacturing Engineering MS
- ❖ ECE, CS, CARC, GNSPI...
- ❖ COSMIAC, ISNPS, Space Systems MS, Space GC
- ❖ ArtsLab, possible Esports

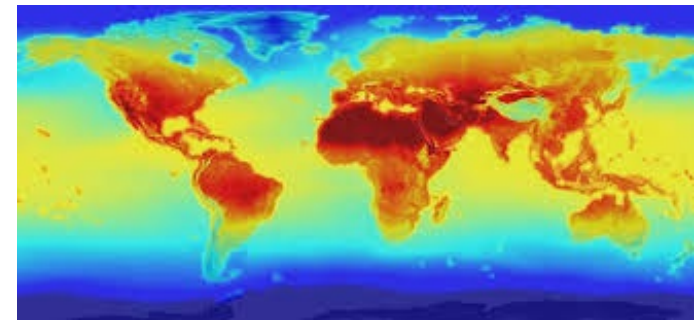
Engineering has a critical role to play in future local, national & global challenges.

- Complex problems → Wicked Problems → Social Messes (**Sociotechnical Messes**) (Adams 2018; Horn & Weber, 2007)
- Conflicting views of:
 - Problem definitions & boundaries
 - Uncertainty, consequences
 - Values & principles
 - Facts
- Engineers will need to sustain core public & professional values, working with other experts & various publics

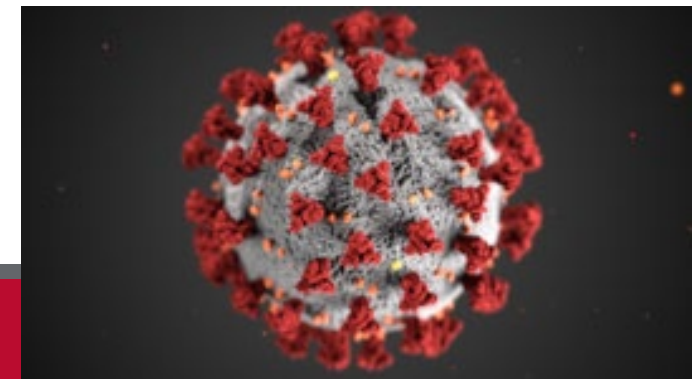
UNM Engineering is positioned to develop broadly educated, technically excellent leaders to collaboratively address current and future challenges in New Mexico & the world.



U.S. Navy (John F. Williams/Released)

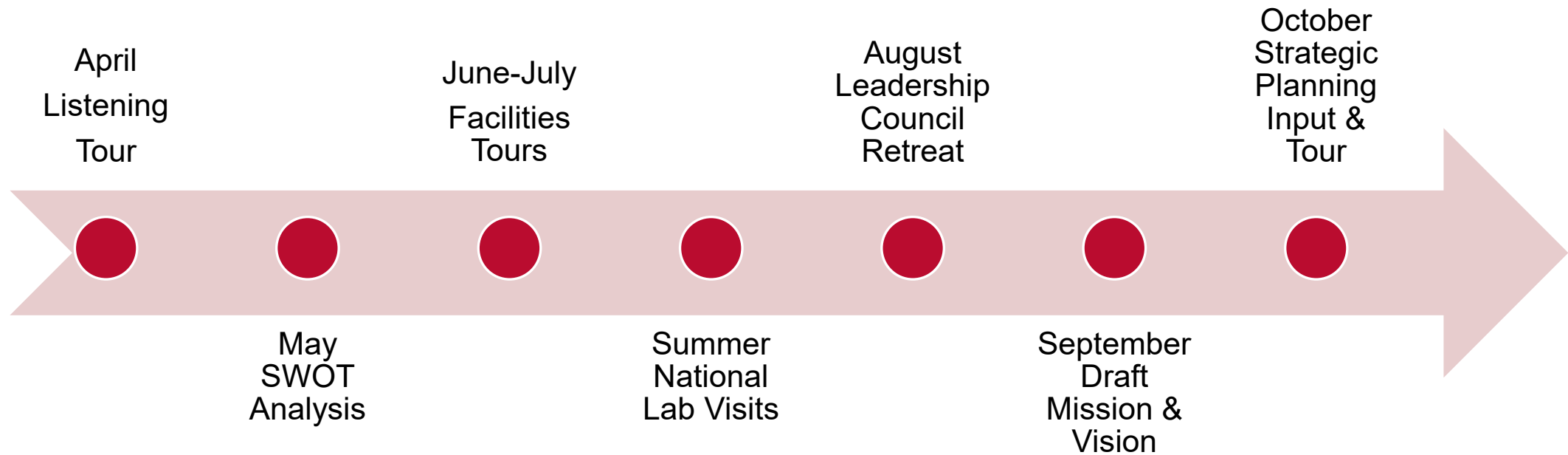


NASA Climate Projection



CDC (Alissa Eckert, Dan Higgins)

Listening & Strategic Planning to Date



Strengths

Education Transforms Lives & Communities
Ambitious faculty, impactful research
Staff Rapport
Models of Generosity/Service
Alumni support & engagement
ESS

Weaknesses

Missing Vision/Strategy
Scarcity Mindset
Island Mentality
Perverse Incentives
Culture (disrespect for staff, process, DEIA)

SWOT

(from April Listening Tour)

Opportunities

Strategic Planning to achieve 2040 Vision
Growth of SOE – 20% by 2028?
Chair, faculty & staff development
Student success initiatives
Interdisciplinarity/Leadership

Threats

Lab relations needs a strategy
UNM dependence on state funding
NM economic dependence on oil & gas, federal
Must clearly communicate SOE's value proposition
K-12 System in NM



2023 SOE SWOT Analysis

The New York Times

The Top U.S. Colleges With the Greatest Economic Diversity **#9**
#1 Flagship

Office of the Governor
MICHELLE LUJAN GRISHAM

SB 140 The New Mexico Opportunity Scholarship Act
sponsored by Sen. Liz Stefaniak and Rep. Joy Garratt

Tuition-free college for 35,000 New Mexico students

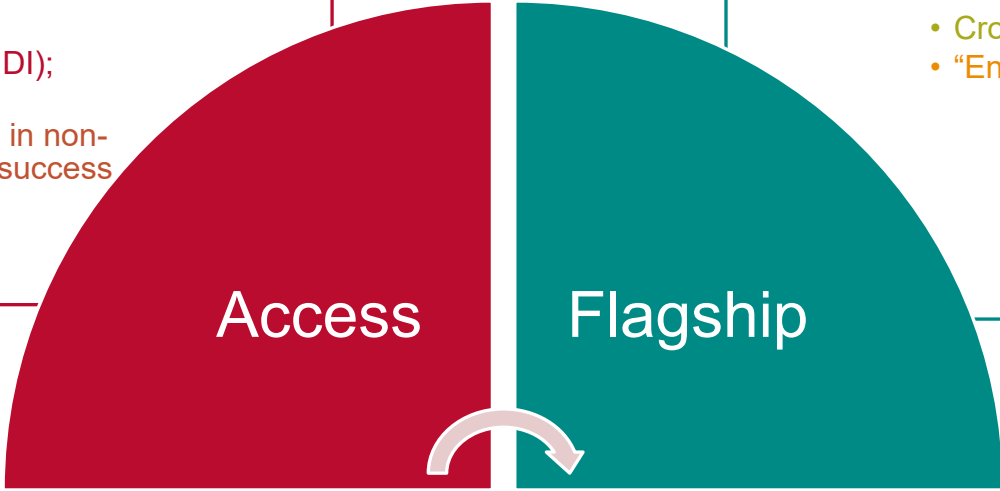


Tribal Drinking Water Program SWEFC & CWE



- Leverage ESS programs
- Retention for growth
- Smooth pathways
- 17% Calc Ready (IDI); 100% Engineers
- Positioned to Lead in non-traditional student success

- Leverage 2040 Vision
- Produce Leaders
- Cross-Disciplinary
- "Engineering AND"



HSI Hispanic-Serving Institution US Department of Education	R1 Top Tier Research University Carnegie Classifications of Institutions
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Inclusive Excellence & Social Mobility

- Community-Engaged Research & Learning
- Peace Engineering
- EPICS
- Indigenous Engineering?

- \$45M in FY23
- Advancing water & energy, space, manufacturing, computing, health
- UG Research/Interns
- Disclosures, startups & econ development

25 Ecosystem

SOE Vision & Mission (Working Draft)



Vision

As the vanguard of inclusive excellence,
UNM Engineering is a place where everyone belongs, thrives, and shines.

As the School of Engineering *for* New Mexico,
we advance the welfare of the land and its people.

As partners for discovery and student empowerment,
we transform lives and communities.

Mission

We provide accessible pathways and experiential learning opportunities to prepare a diverse, imaginative, and responsible engineering, computer science, and construction management workforce.

We accompany students and their families on an educational journey with the power to transform their lives and their communities.

We leverage the vibrant interplay among disciplines on a flagship campus, to build intellectual power, develop leadership, and grow professionally and as whole people.

We frame research questions for global impact, spark new ideas from the quantum to the cosmic, and cultivate resilience for sustainable communities on this livable planet.

Through creative partnerships with government, industry, and local communities we realize impact, enhance economic development, and improve quality of life.

SOE Strategic Planning Themes (draft)

Improve Student Pathways & Success through Educational Innovation

UNM 2040 Goal Two (Educational Innovation) & Three (Inclusive Excellence)

Grow Research and Innovation to Enhance New Mexico & Humanity

UNM 2040 Goal One (Advance New Mexico)

Develop our People through a Culture of Inclusive Excellence

UNM 2040 Goal Three (Inclusive Excellence)

Deepen and Expand Partnerships On & Off Campus

UNM 2040 Goal Five (One University) and One (Advance NM)

Grow and Manage Resources (Human, Facilities, Fundraising)

UNM 2040 Goal Four (Sustainability)



About 2900 Students,
750 of which are Grad
Students

By the Numbers

6 Departments
9 BS (accredited)
14 MS
10 PhD

Current Major Operating Funding

State of NM and tuition	~\$21M
Research Funding (Ext contracts)	~\$45M
Research Funding/TT Fac.	\$0.45M

FACULTY (186)

Tenure Track	100
Lecturers	13
Adjunct	27
Research	50

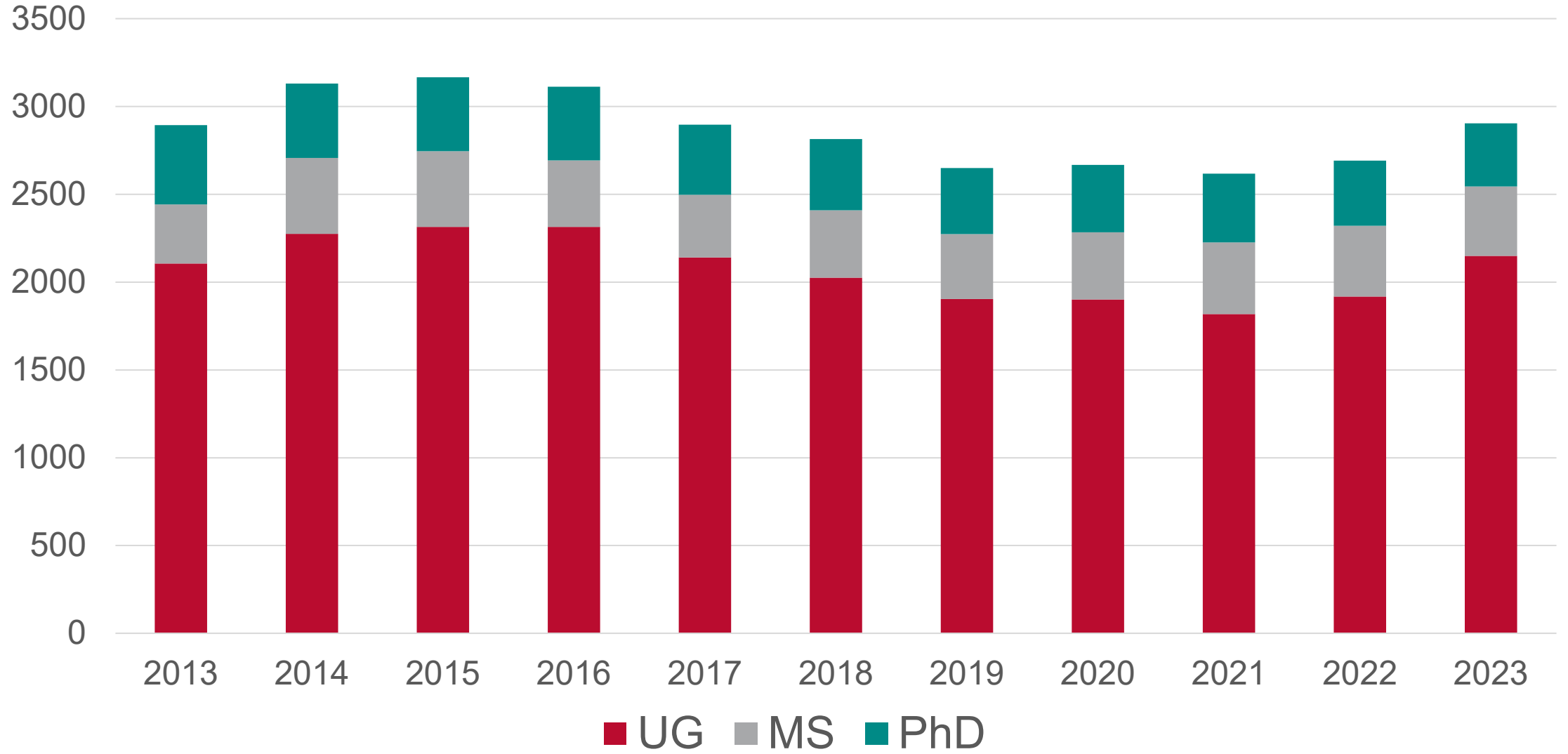
Fall 2023 Enrollment

	TOTAL	Female	Hispanic	Native American	Black
UG	2150	21%	46%	4%	4%
MS	395	25%	31%	1.5%	1.8%
PhD	359	27%	14%	0	0.6%

Growing SOE: 2023-2028

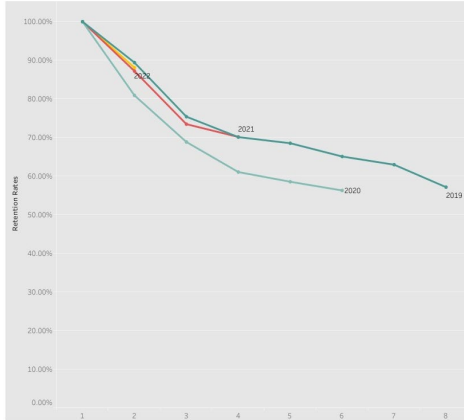
- ❖ 20 New Faculty Lines
 - ❖ Address high student-faculty ratios (37, 35) in Computer Science and Mechanical Engineering
 - ❖ Add expertise to advance New Mexico & respond to national priorities & global challenges (e.g., Resilience (water & energy in the climate transition); Bio & Health Eng, Cyberphysical Systems & Quantum Eng)
 - ❖ Meet workforce demands in NM & beyond
- ❖ Facilities
 - ❖ Collaborative design space project underway
 - ❖ High bay space is at a premium
 - ❖ Plans needed for aging facilities, growth, more experiential & collaborative learning
- ❖ Staff
 - ❖ Modest investment in staff growth with startup
 - ❖ More positions will likely follow enrollment & research growth

SOE Enrollment



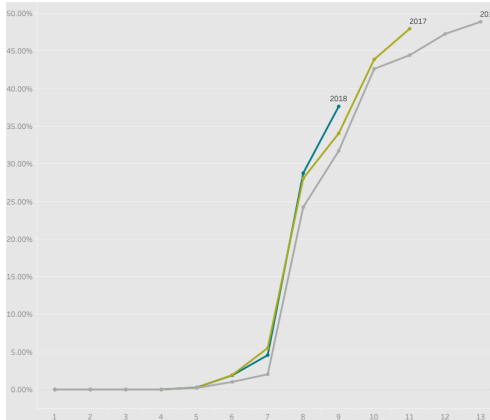
Retention Rates by Number of Semesters for Cohorts Entering between 2013-2023

Each line represents a freshmen cohort entry year. Hover over a point on the line to see the retention rate for a particular cohort in a particular semester. Use the filters on the right to change the data shown.



Graduation Rates by Number of Semesters for Cohorts Entering between 2013-2023

Each line represents a freshmen cohort entry year. Hover over a point on the line to see the graduation rate for a particular cohort in a particular semester. Use the filters on the right to change the data shown.



Retaining current students is our best enrollment growth strategy.

- ❖ We lose 30-40% of our incoming students in the first four semesters
- ❖ 6-year graduation rate is slightly under 50%
- ❖ There are proven retention strategies not yet employed at UNM Engineering
- ❖ Leveraging our data & research capabilities, we can develop & demonstrate new strategies

Additional Enrollment Growth Strategies

- ❖ Smooth(er) Transfer Pathways
- ❖ Hire second recruiter in SOE
- ❖ Develop intentional grad student recruitment & retention plans in each department
- ❖ Partner with National Labs & Industry on Workforce Development
- ❖ Add new popular degree options (bioengineering, integrative engineering)
 - ❖ Integrative Engineering uses existing course offerings in and outside of engineering to incubate new areas, e.g., Energy Engineering, Quantum Engineering, Esports/Entertainment Engineering, Engineering Management...)



THANK YOU

Why grow?

**The world needs more
Lobo Engineers!**

**UNM Engineering is positioned
to develop broadly educated,
technically excellent leaders to
collaboratively address current
and future challenges
in New Mexico & the world.**





Strategic Plan for Undergraduate Student Success

Dr. Pamela Cheek
Associate Provost for Student Success

October 17, 2023

To address SSTAR informational needs, E-book section here contains detailed slides, as follows:

Slide 2: Goals

Slides 3-8: Context (indicators, data, current practices).

Slides 9-16: Strategy

Slides 17-18: Selected References

Presentation on October 17 will refer to some data here but will not examine every slide.

GOALS



- UNM achieved one of the fastest improvements in four-year graduation rates in the country, from 15% in 2012 to 32.5% in 2016. The four-year graduation rate improved to 38% by Spring 2023. Given high school preparedness, with about 1/3 of students entering with math and reading below college readiness levels, and UNM's 4.6-yr average time to graduation, improving 5- and 6-year graduation rates are a priority.
- Improve 5- and 6-year graduation rates from 52% to 60% by 2030
- Improve 3rd Semester retention rate from 73% to 80% overall and improve by 4 percentage points for specific underserved groups
- Increase retention of state legislative scholarships (Lottery and Opportunity) by 15 percentage points at each semester
- Improve transfer graduation rates from approximately 30% to 45%
- Increase number of degree recipients from 3060 (2022-23).

Who are our Students?

UNM (Albuquerque campus) is the most economically diverse flagship university and the ninth most economically diverse college in the United States (Leonhardt and Wu, 2023) with 41% of the undergraduate population comprised of Pell grant recipients, or 13 percentage points more than the average at public and private R1 and R2 research universities.



UNM Albuquerque campus undergraduate student population is 50% Hispanic, 6% Native American, 4% Asian and Asian American, and 3% African American/Black. UNM Albuquerque campus serves large numbers of transfer students, including those from UNM branches.

Per U.S. Department of Education definitions, the vast majority of UNM undergraduates may be classified as underserved. Data on the number of undergraduates who are working full time or are caregivers are difficult to obtain for our large population. Many of our students report that they are in the first generation in their family to attend college.

RETENTION & FINANCIAL AID

1

Semesters 1-2: Students receive first semester bridge. Many lose eligibility for state Lottery and (2021) Opportunity Scholarships by the 3rd Semester, with 27% of students who entered in F 2022 not returning for F 2023 (incl. non-residents who comprise 18% of first-year class).

2

Semesters 3-7: Student attrition continues at a lower rate with approx. 60% of resident students still on state scholarships and 40% of students relying on PELL or PELL + state scholarships

3

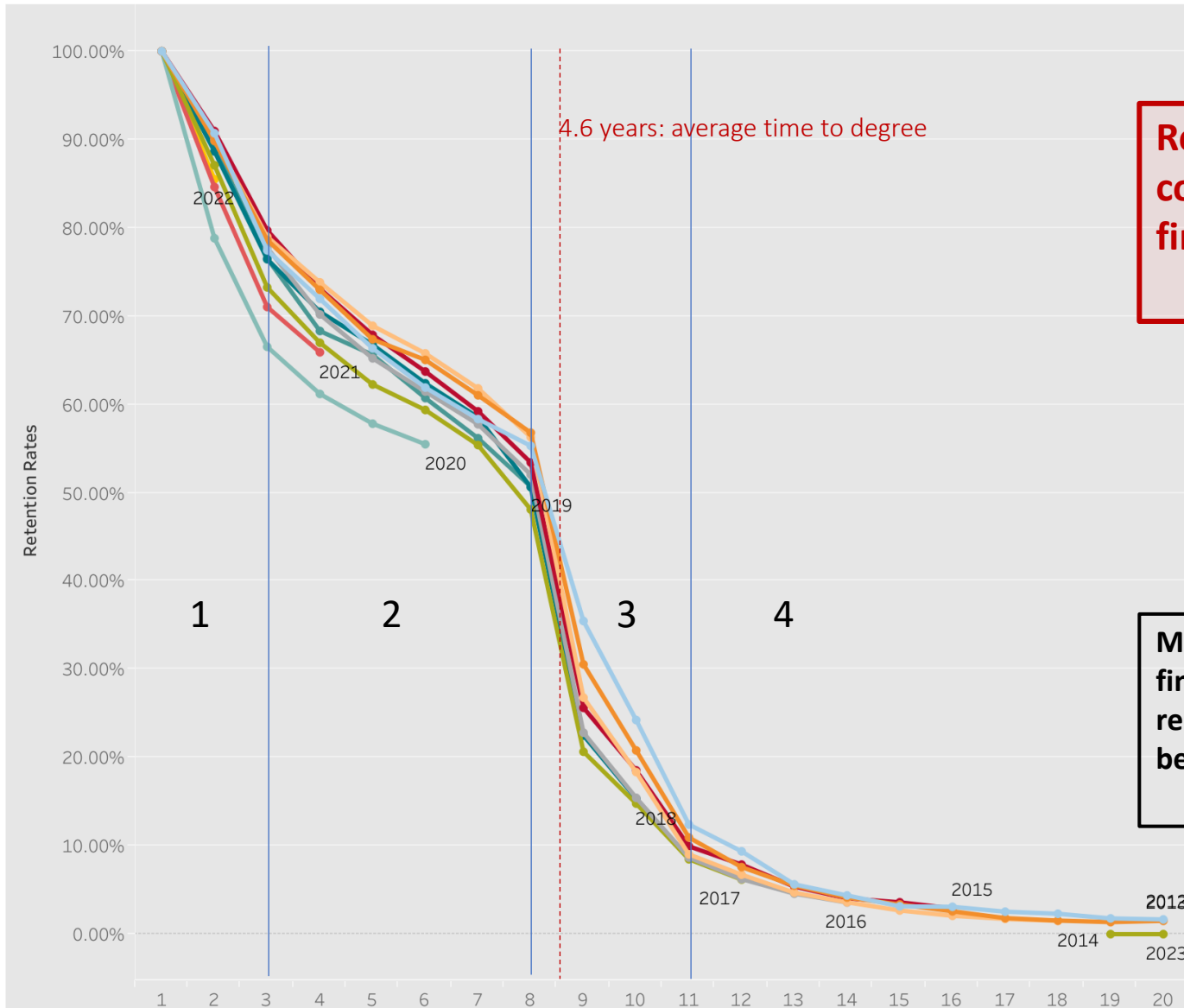
Semesters 8-11: Prior to creation of Opportunity Scholarship, students on Lottery Scholarships would have exhausted state funding. For students post 2021, Opportunity Scholarship may cover costs for eligible students for semesters 9-11, but not for students who have exceeded 160 credit hours.

4

Semesters 12+: Financial aid, including PELL, has been exhausted.

Retention Rates by Number of Semesters for Cohorts Entering between 2013-2023

Each line represents a freshmen cohort entry year. Hover over a point on the line to see the retention rate for a particular cohort in a particular semester. Use the filters on the right to change the data shown.



Retention pattern corresponds to phases of financial aid loss.

Most UNM students who lose financial aid have fallen below required 15 credit hours (not below required 2.5 gpa).

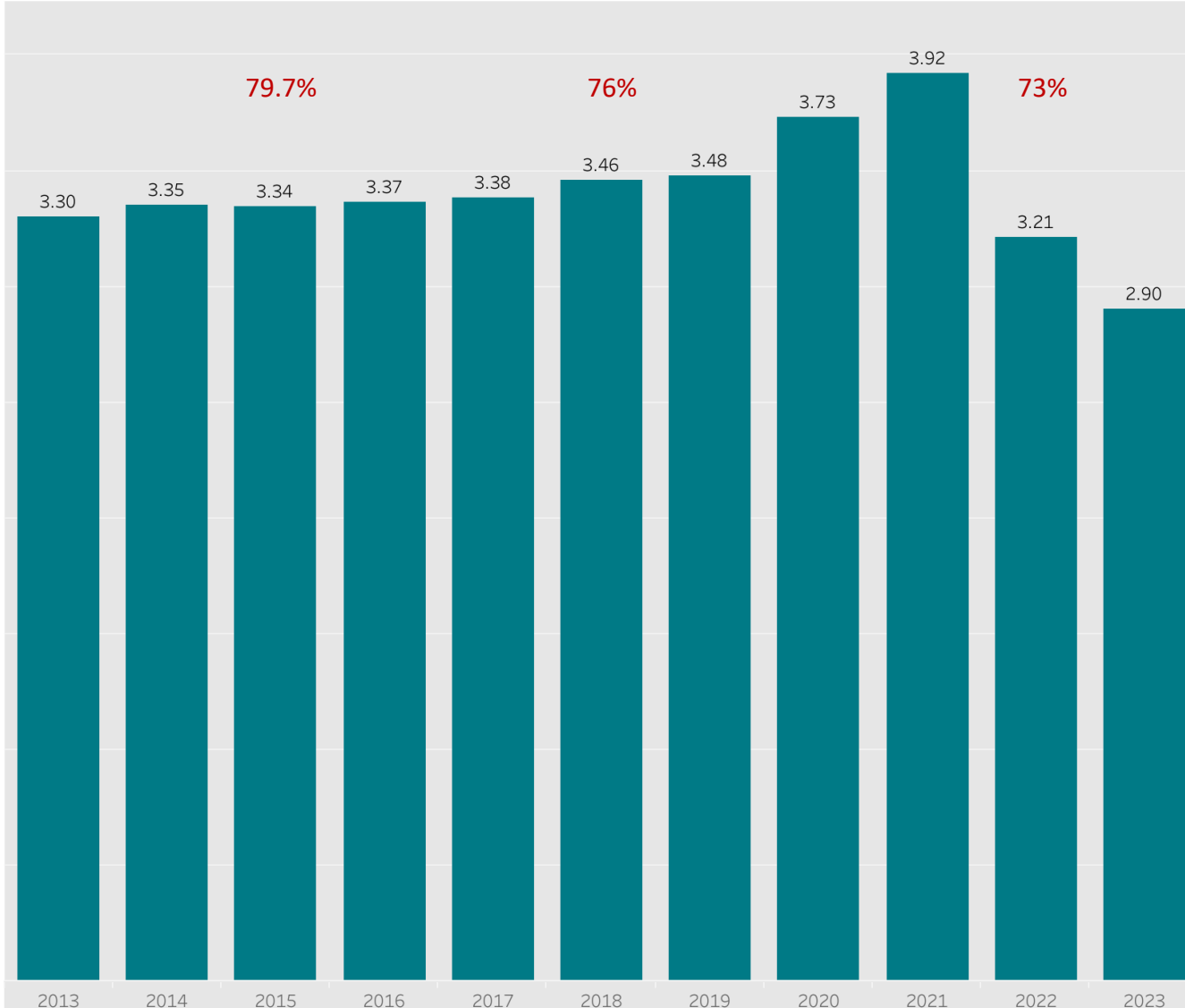
HIGH SCHOOL PREPAREDNESS

HS Units GPA by Year from 2013-2023

Showing HS Units GPA of freshmen cohort students.

Use the filters on the right to change the data shown.

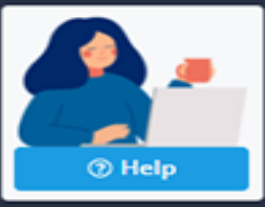
3rd-semester retention in red



High school GPA is an important indicator for college. Without significant interventions, students with low GPA and/or low financial security are seriously challenged in completing college.

Approximately 1/3 of students enter UNM with skills *below* the traditional college level and place into credit-bearing pre-college level courses. Skill development adds 1-3 semesters to time to degree.

About 7% of entering students are ready to take calculus. This means that time to degree is longer than 4 years for most STEM majors and financial aid may be exhausted long before degree completion.



Student Experience Overview

STUDENT EXPERIENCE & BELONGING

Disaggregation

Basic Needs Security

LEARNING CONDITION	RESPONSES	RATED POSITIVELY ON LAST SURVEY
Identity Safety 2053 (of 2077) responses	All (2053)	82%
	Insecure (721)	74%
	Secure (1314)	87%
	Skipped Question (18)	88%
Institutional Growth Mindset 2050 (of 2077) responses	All (2050)	90%
	Insecure (721)	87%
	Secure (1314)	92%
	Skipped Question (15)	79%
Self-Efficacy 2048 (of 2077) responses	All (2048)	74%
	Insecure (721)	66%
	Secure (1314)	78%
	Skipped Question (13)	60%
Social Belonging 1999 (of 2077) responses	All (1999)	79%
	Insecure (700)	73%
	Secure (1287)	82%
	Skipped Question (12)	76%

Fall 2023 Survey (N=2077); not all students answered all questions

financially insecure students report worse student experience than peers. Student experience project research indicates that worse student experience correlates with lower grades for all demographic groups. **When instructors improve experience using specific interventions, grades go up for all groups.**

What we do now (advisement/Resources):

Mentoring programs through resource centers:

First-year programs improve 3rd semester retention by ~10 percentage points but only serve ~250 students; pathways programs to graduate and professional school (Mellon Mays, HSC Ambassadors, Ubuntu, El Puente, McNair, etc.) are highly effective but limited in reach.

Peer tutoring for large enrollment courses and subjects:

Improves GPA; only 1/5 of undergraduates access it

Peer financial capability training:

Students receive a rebate at New Student Orientation, if they take the training. Voluntary users report high satisfaction; only a subset of the population takes advantage of the training.

Professional advisement with degree plans and audits:

Along with shift to 120 credit-hour degrees, a major factor in improving graduation rates from 2013-23. Average number of credits attempted by graduates has decreased by 9 credits (students are taking more efficient pathways to graduation). However, the average number of credits attempted is 158. All students access professional academic advising, receive nudges and messaging from advisors & EMRT and some receive “academic recovery” and “credit recovery” courses.

Resource Center Support:

UNM’s affinity- and experience-based resource centers have a strong impact on student resilience and well-being. They provide services ranging from accessibility accommodations, FAFSA support to confidential harassment/hate/bias reporting to study groups, to social gatherings. However, many students do not access resource centers because of time constraints or factors such as anxiety about appearing not to belong in college.

Bursar Bill Support to Clear Registration Holds:

About 350 students/semester have outstanding bursar bills below \$2,000. Advising and enrollment management pay off low bursar bills, enabling enrollment for all but ~ 30 students. With no central pool, most funding is provided by the College of Arts & Sciences and not all students can be helped.



What we do now (Pedagogy):

Pedagogical reform of foundational and Entry-level courses:

A range of measures have improved GPA, semester-to-semester retention, withdraw and fail rates in many “gateway courses”; ex: fail rates in Psychology 1110 (the class enrolling the greatest # of undergraduates) were reduced from 28% in Fall 2019 to 16% in Spring 2023 through changes in teaching methods. Some departments provide ‘parachute’ courses.

First-Year Experience courses:

These improve 3rd semester retention by ~ 3 percentage points; but they only serve 1/3 of 1st-year students, primarily those with low placement scores.

High Impact Practices:

These include undergraduate research opportunities, study abroad, jobs on campus, community engagement, learning communities. Many departments and units offer innovative HIPs. Their impact is difficult to measure centrally and UNM is not yet able to offer a “co-curricular transcript” or claim that all students have accessed one or more HIPs, in part due to data collection constraints.

Faculty Development:

The Center for Teaching and Learning offers trainings and workshops, including online pedagogy training and course design meeting quality matters standards and a graduate student teaching academy. Academic Affairs has collaborated with faculty to train 200 faculty and 25 Graduate Teaching Assistants in the Student Experience Project (SEP); SEP data show strong correlation between use of SEP tools by instructors and improved grades and retention.

Grant-funded Program Transformation:

Programs such as Biology and Chemical, Biological Engineering, Expanding Course-Based Undergraduate Research in General Education, and Humanities Now! (for transfer) have relied on external grants to improve programs with impact on time-to-degree and retention. Grants to improve undergraduate outcomes have been secured from the National Science Foundation, Howard Hughes Medical Institute, Alfred P. Sloan Foundation, Lumina Foundation, and Mellon Foundation.






What we can do:

National research and internal data (above) indicate that retention improves when we:

- Increase Financial Capability and scholarship retention
- Improve student Experience (sense of belonging, social Connection, self-efficacy)
- Strengthen college skill development through "high impact practices" or HIPs (jobs on campus, first-year experience courses, research and community engagement, internships, ...)
- Enhance help-seeking and access to professional advising/success support
- Build early warning capacity to enable timely preventative interventions
- Nudge outcomes with structural changes in communication, access, policies.

Universal First-Year Experience Courses

	FALL 2023	FALL 2024	FALL 2025	FALL 2026
FIRST-YEAR EXPERIENCE Why: ROI in improved sense of belonging and third-semester retention	Separate mentoring programs serve ~200 students and some college first-year experience courses serve ~1000 students	Proposals to scale mentoring programs with RPSPs and grants and proposals to scale FYEX courses across colleges	Integration and assessment of mentoring programs and FYEX courses	All first-year students and first year transfer students receive mentoring in small cohorts and first year experience courses

- Provide first-year experience courses to all students with modules on growth mindset and belonging, introduction to ‘habits of mind’ associated with the entry college, accessing resources and opportunities
- Connect first-year students to on-campus resources and opportunities and foster help-seeking behavior
- Create small cohorts to boost social connectedness
- Foster financial capability and informed decisions about financial aid retention
- Design specific support for transfer students

Progress to date: identification of existing courses, mentoring programs, base curriculum, academic outcomes, number of students served; submission of RPSP and Department of Education grants with goal of funding universal first-year experience courses; involvement in two grant consortia on transfer (University Innovation Alliance, Complete College America).

Cross-College Adoption of Academic Recovery Best Practices

	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACADEMIC RECOVERY COURSES Why: ROI in persistence and self-efficacy	Parachute courses, credit recovery courses, probation courses available in some areas	Addition of co-requisite course pilot in math and greater coordination of academic recovery strategies	Scaling of academic recovery across colleges/schools; clear communications to students about how to reenter the university	Sufficiency in academic recovery and in lower-division co-requisites and probation courses

- Expand number of late starting courses that are specifically adapted to needs of students who are struggling to maintain financial aid eligibility and create placement protocol
- Create one credit-hour co-requisite courses (knowledge supplementation courses alongside challenging courses) that enable students to shore up skills development, especially math; expand use of parachute courses (knowledge supplementation courses that students may ‘parachute’ into when they are not likely to pass a course). Expand adoption of successful techniques for reducing DFWs, like those used in PSYC 1110.
- Create face-to-face and online probation (academic recovery) courses in all undergraduate colleges.

Progress to date: creation of some adapted late starting courses, existing probation course in A&S, use of parachute courses and adaptive learning platforms (ALECS) in math and chemistry, HHMI funding secured for lower-division math redesign, application to NSF for math co-requisites.

Use of One University Relationship Student Platform:

CHILE: Coordinated Help in Lobo Experience (?)

	FALL 2023	FALL 2024	FALL 2025	FALL 2026
<p>TEAM-BASED STUDENT SUPPORT INFRASTRUCTURE & PROACTIVE INTERVENTIONS</p> <p>Why: ROI in proactive interventions for academic success, mental health, basic needs, financial aid, recruitment, engagement</p>	<p>Improved integration and communication between restructured academic advisement, resource center staff, enrollment management, and wellness, mental health, basic needs, financial capability teams in restructured Student Affairs; design of CRM "Student Experience Program" implementation</p>	<p>Implementation of "student Experience Program" Cloud-based CRM platform for student support and communication; development of student team support plan; initiate early alerts and proactive intervention protocols</p>	<p>System-wide use of platform for referrals, proactive interventions, engagement, pathways, and opportunity guidance</p>	<p>Integrated reliance on Student Experience Platform for team support, referrals, communication plan, continuous onboarding, engagement, and creation of pathways across student life cycle</p>

- Connect students to support and opportunities through pro-active referrals and early alerts leading to preventative interventions
- Provide clear and timely information and nudges to students about financial aid, degree pathways, opportunities, supports and resources, pathways for graduation and post-graduate plans
- Facilitate system-level analysis of barriers to success
- Strengthen advisor training to build team-based approach to student support
- Field access to co-curricular opportunities and measurement of impact

Progress to date: redesign of advisor career ladder, initial redesign of advisor training, evaluation of equity in advising compensation and advisor ratios, initial implementation of intervention protocols that will be embedded in platform, identification of sole source vendor; identification of funding; one university support; governance team.

Pedagogical Innovation and Policies

	FALL 2023	FALL 2024	FALL 2025	FALL 2026
<p>INSTRUCTOR DEVELOPMENT & COURSE POLICIES</p> <p>Why: ROI in scholarship retention, belonging and growth mindset, early alerts facilitating proactive interventions</p>	<p>Voluntary pedagogical training; analysis of grading policies</p>	<p>Scaling of pedagogical training; milestone reviews value actions taken to improve student outcomes; growing culture of mid-term grading</p>	<p>Culture of student outcomes improvement through emphasis on regular and substantive feedback and student belonging</p>	<p>Cross-university culture of student outcomes improvement through emphasis on regular and substantive feedback and student belonging</p>

- Faculty and graduate teaching assistant training that empowers instructors to teach the students we have and to build inclusive learning environments
- Reformed policies for withdraw from course that nudge students towards course completion
- Education of faculty and graduate students about student experience, needs, opportunities, resources, success data, support techniques, referral strategies
- Enhancement of instructor reviews/course evaluations to focus on improvement to student experience and academic outcomes

Progress to date: creation of grant-funded trainings and communities of practice; identification of best practice withdraw policies; workshops for instructors (not universal); some models for course evaluation questions


Assure Paths to HIPs, Workforce, Advanced Learning

	FALL 2023	FALL 2024	FALL 2025	FALL 2026
<p>CURRICULAR AND CO-CURRICULAR BRIDGES TO GRADUATE/PROFESSIONAL DEGREES & CAREERS</p> <p>Why: ROI in workforce and economic development, equity in higher ed, student self-efficacy and engagement</p>	<p>Mentoring programs and faculty advisement, research programs, professional internships, jobs on campus; Undergraduate Research Arts & Design Network provides some integration</p>	<p>Analysis of how to integrate experiential learning into curriculum</p>	<p>Mapping and integration of experiential learning with student learning outcomes, co-curricular transcript, staff placement of students in opportunities</p>	<p>Full experiential learning programming available, accessible, and normalized for all students</p>

- Enable all students to access co-curricular experiences and high impact practices without being hindered by financial insecurity/need to work
- Boost visibility of experiences and connect students to workforce
- Evaluate impact on long-term academic outcomes

Progress to date: identification of many existing internship and co-curricular experiences, creation of stipended undergraduate research experiences with advisement program for placement, including HHMI-funded short-term research; creation of LoboGROW enhancement program for on-campus jobs, collaboration between South and North campuses through Centers of Excellence grant, development of evaluation tool.

Rationalize Scheduling to Improve Access

	FALL 2023	FALL 2024	FALL 2025	FALL 2026
SCHEDULE REFORM & FORECASTING Why: ROI in efficiency, retention, time to graduation	Analysis of schedule inefficiencies, implementation of take-aways from Curricular Analytics Program, Task force for scheduling improvements; coordination between EMRT and colleges on forecasting	Improved forecasting and initiation of predictive scheduling	Accessible schedule and curriculum adapted to student preparedness and needs	Scaling of Accessible schedule and curriculum adapted to student preparedness and needs

- Enable timely degree completion and degree pathway planning
- Reduce number of courses attempted but not earned
- Facilitate effective use of space

Progress to date: creation of degree plans and participation in national grant-funded Curricular Analytics Project. Initial analysis of patterns and challenges in scheduling; Rapid Response Team engaged in forecasting course/schedule needs for first-year students.

TAKE AWAYS

- UNM Undergraduates bring talent, grit, and remarkable experiences to their attempt to complete college. They face significant obstacles, primarily financial aid eligibility, but also sense of belonging in college and preparedness. Few students can complete college within the period covered by financial aid and only some students can maintain eligibility beyond the second semester.
- UNM's many student success programs are highly successful and directly address these obstacles. Improvement of retention will only occur with scaling of these programs.
- Measurement of program impact and continued student success efforts are hampered by insufficient staff and staff compensation, although we have the evaluation tools and research-based interventions.
- Most student success efforts have been entrepreneurial grant-funded efforts or passion projects by dedicated faculty and staff. Programs wither after grant completion or when a primary advocate shifts role because there is no institutional funding available.



Up-Front Funding to scale tested programs will allow us to meet retention goals, increase tuition dollars, and fulfill our obligations to new Mexico's students.

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“College Looks Like This,” photo by Andrew Jogi, age 22, UNM Class of ‘23, featured in *The New York Times*



RESEARCH

**OVPR Student
Success,
Teaching and
Research Update**

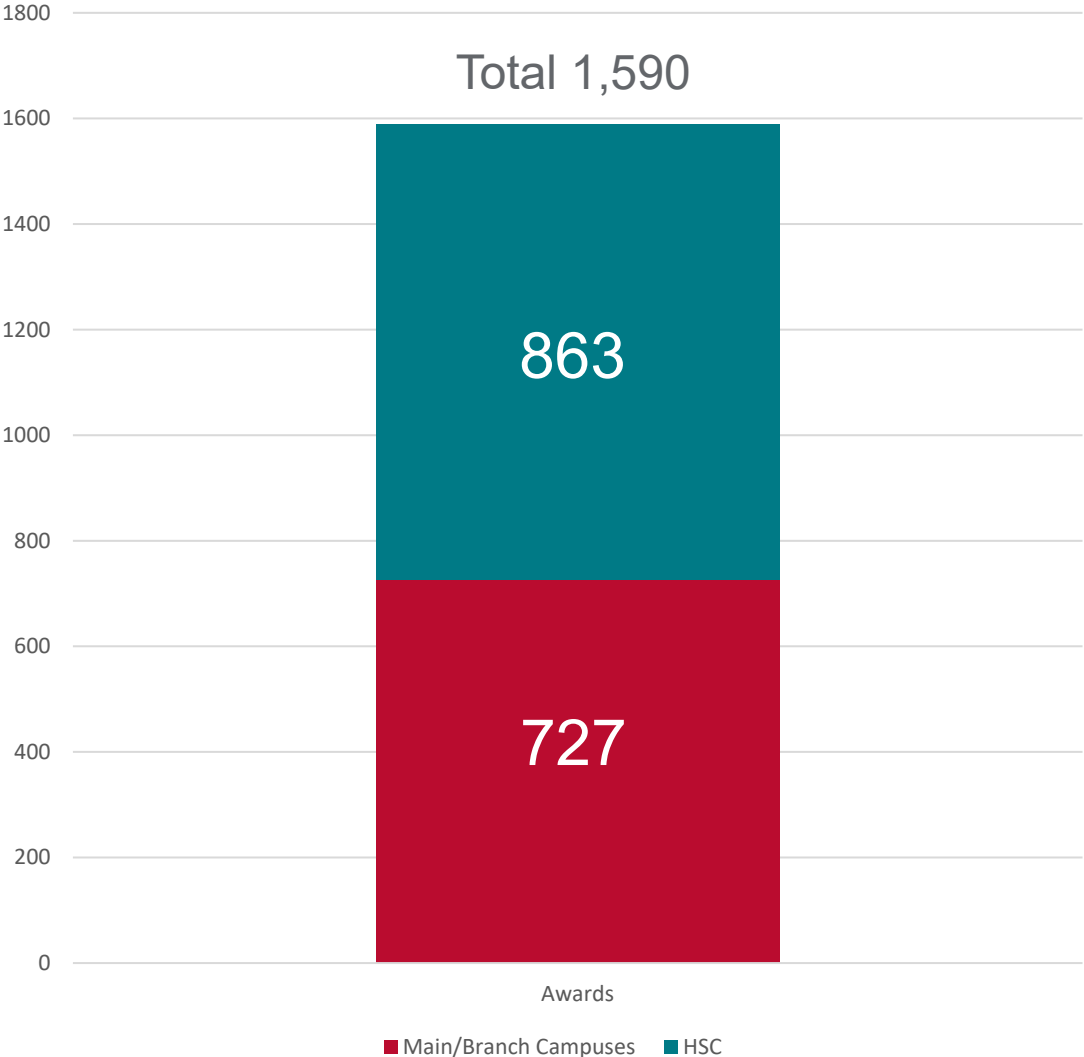
Ellen R. Fisher
Vice President for Research

10/17/2023



By the Numbers Main & Branch Campuses FY2023

FY2023 Number of Awards Received



FY2023 Research Activity



FY24 Research Expenditures to Date

Main Campus

FY24 Research Expenditures:

July 2023: \$11,867,832.72

August 2023: \$15,632,216.21

FY24 Research F&A Generated:

July 2023: \$2,729,038.39

August 2023: \$2,566,978.21

HSC

FY24 Research Expenditures HSC:

July 2023: \$13,797,704.28

August 2023: \$32,149,516.66

FY24 Research F&A Generated:

July 2023: \$2,647,379.66

August 2023: \$5,902,436.25

Submissions	Main & Branch Campuses		HSC		Grand Totals	
Fiscal Year	Proposals Submitted	\$ Amount of Submissions	Proposals Submitted	\$ Amount of Submissions	Proposals Submitted	\$
2019	918	\$413,613,121.95	1280	\$827,777,595	2198	\$1,241,390,717
2020	958	\$424,128,656.22	1262	\$793,558,045	2220	\$1,217,686,701
2021	898	\$639,805,696.41	1268	\$1,037,651,017	2166	\$1,677,456,713
2022	887	\$566,299,496.66	1304	\$773,953,624	2191	\$1,340,253,121
2023	982	\$519,180,877.40	1208	\$777,523,639	2190	\$1,296,704,516

Awards	Main & Branch Campuses		HSC		Grand Totals	
Fiscal Year	Awards Received	\$ Amount of Awards	Awards Received	\$ Amount of Awards	Awards Received	\$
2019	840	\$119,912,443.28	836	\$190,413,939.00	1676	\$310,326,382
2020	781	\$110,242,934.34	798	\$205,791,163.00	1579	\$316,034,097
2021	881	\$140,187,831.76	635	\$212,476,783.00	1516	\$352,664,615
2022	808	\$156,929,095.44	817	\$238,758,231.00	1625	\$395,687,326
2023	727	\$163,324,148.17	863	\$242,392,246.00	1590	\$405,716,394

WeR1 Faculty Success Program: >\$2.25M in support so far

- Faculty Scholarship Time (FaST)
 - ~80 Faculty Supported in FY22-FY24
 - ~\$500K
- Program to Enhance Research Capacity (PERC)
 - Support for instrumentation/infrastructure – annual program
 - 21 Projects Supported FY22-FY23
 - \$1.15M
 - Increasing available funding for FY24 (**Due Date October 27**)
- Fostering Research Expansion in the Social Sciences & Humanities (FRESSH)
 - 45 faculty from Main and Health Sciences campus supported in first two cohorts (FY23 & FY24)
 - ~\$120K (joint w/College of Arts & Sciences, COEHS)
 - 15 proposals submitted (thus far); 4 awards



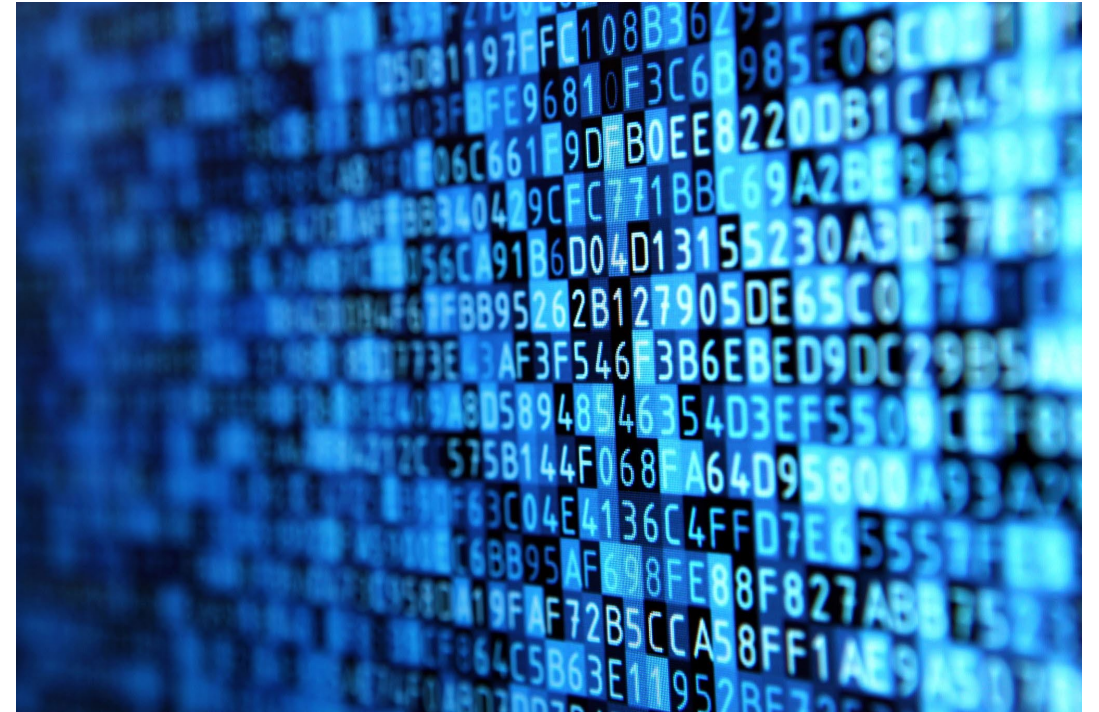
Since 2021:
~280 Awardees
from at least
45 departments

Leadership Innovation for Faculty Transformation (LIFT)

- Provides concrete support and mentoring to small cohort of tenured, research-intensive faculty (associate, full)
 - Enabling pursuit of opportunities & professional development
 - Raise visibility of faculty and UNM
 - Eager to move beyond their personal research programs & add value to UNM's research enterprise
- Benefits for participants
 - Cohort building
 - Professional development
 - Assistance with achieving targeted goal
 - Two semesters of teaching release (1 each sp24, fa24)
 - Potential travel funds
- 3 faculty in pilot program; 6 participants selected for AY24/AY25

Latest WeR1 Program: Scholarly Advancement Via Enterprise Research Software (SAVERS)

- Supports acquisition of shared enterprise software licenses
- Two Tracks
 - Pilot – limited licenses, assess demand
 - Institutional – site licenses (w/demonstrated demand)
- 4 applications received



Central Startup Pool: By the Numbers

Faculty Starting in AY23-24

- \$866,000 – central pooled resources
 - OVPR, Provost, Schools/Colleges
- \$589,667 – additional OVPR strategic investments
 - Inclusive excellence postdocs, spousal accommodations, etc.
- **TOTAL: \$1,455,667 available**
- Committed: \$1,309,205 (was \$1.4M until 8/22/23)
- Successfully supported 20 hires
 - 8 A&S (CASAA)
 - 5 SOE
 - 2 CFA
 - 3 SAP
 - 2 COEHS

Available for faculty starting
in **AY24-25: ~\$1.6M** in central pool
(prior to any additional OVPR investments)



We are also thinking strategically about proactive/preemptive faculty retentions; successfully retained 12 faculty in last two years with OVPR support

Responsible Conduct of Research (RCR)



Prof. Heather Canavan, CBE
Special Assistant for RCR Program

- Designed to meet federal requirements
- Required for postdocs, graduate/ undergrad students, faculty and staff
- Menu of offerings
 - Certificate programs
 - Certification of discipline-specific training/courses
 - **Workshop - October 19, 2023**



Linda Mayo, CIP
Interim Executive Director, ORIC

Office for Postdoctoral Affairs (OPA)

- **MISSION:** The University of New Mexico established the Office for Postdoctoral Affairs (OPA) in recognition of the importance of postdoctoral researchers to our research mission.

Key Activities

- Working with UNM Postdoctoral Association
 - **PD appreciation week September 18-22**
- Recruitment/retention of (diverse) postdocs
- Maintain UNM Postdoc webpage (links, resources, events, etc.)
- Serve as liaison with UNM administration
- HR/policies for postdocs
- Serves postdocs across the institution
- Travel awards (supported by Provost and OVPR)



Dr. Raquela Thomas
Postdoc Affairs Coordinator

HSC Support of Postdocs: Dr. Bryce Chackerian (HSC Postdoc coordinator in SOMREO) and Dr. Tom Resta, SOM

National Postdoc Appreciation Week

September 13-22



- Postdoc Resources Fair
- **President's Reception**
- **Sundae Bar Social with UNM Leadership**
- Pathways to Permanent Residency
- **Working Across Cultures**
- **How to Become a DEI Champion**
- Postdoctoral Research Symposium
- **Postdoc Potluck**



RESEARCH

Research
Facilities
Committee

A Standing Committee of the OVPR



Research Facilities: Where we are now...



- Establishing partnerships on research facilities
 - Working directly with Facilities Management
 - Coordinating with Nicole Dopson, AVP for Academic Resource Management
 - Cross-campus collaborations
- Deferred maintenance is ~\$1B for central campus alone
 - No clear definition of when departments/researchers are responsible for maintenance costs
- Core facilities
 - Central campus has not historically operated with a robust Core Facilities model
 - Several have been established or are being established
 - Central support needed for these efforts
- Strategic planning
 - OVPR partnering with schools and colleges to be utilized as advocate for capital projects
 - Coordinate extramurally funded research facilities and/or instrumentation with UNM capital investments/strategic plans
 - Specific requests for federal/state funding for research infrastructure

Goals for this Committee



Provide leadership for strategic planning and vision



Provide visibility for extant resources (e.g., shared facilities) and serve as a portal for information



Provide stewardship for shared research facilities and facilitate communication regarding research facilities



Advocate for and enhance research facility infrastructure in the context of campus-wide strategic planning



Partner with campus stakeholders to proactively identify needs and facilitate development of new capabilities



Provide financial and regulatory compliance guidance and consultation for research recharge centers



Encourage and incentivize shared resource strategies to maximize resources and access for all UNM researchers

UNM Zancada Graduate Fellowship

(2022-2023 Cohort Pictured Below)



2023-2024 Zancada Fellows by area of study:

- Biomedical Sciences
- Chemistry & Chemical Biology
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Educational Psychology
- Geography & Environmental Studies
- Language, Literacy & Sociocultural Studies
- Organization, Information & Learning Sciences
- Water Resources Engineering

2022-2023 Zancada Fellows by area of study:

- Anthropology
- Biology
- Center for Water & Environment
- Chemistry & Chemical Biology
- Earth and Planetary Sciences
- Economics
- Educational Psychology
- Electrical & Computer Engineering
- Geography & Environmental Studies
- Sports Administration
- Spanish & Portuguese

THE UNIVERSITY OF NEW MEXICO'S

Grand Challenges



LEVEL 1 GRAND CHALLENGES

ANNOUNCED IN 2022

BASIC NEEDS IN HIGHER EDUCATION

CHILD HEALTH

CULTURALLY RESPONSIVE LITERACY

DATA SCIENCE EDUCATION

HOUSING JUSTICE

INDIGENOUS CHILD DEVELOPMENT

JUST TRANSITION TO GREEN ENERGY

MENTAL HEALTH & SUICIDE PREVENTION

SUSTAINABLE SPACE RESEARCH

STEM EDUCATION

INTRODUCING

3 NEW LEVEL 2 TEAMS

CHILD HEALTH
JUST TRANSITION TO GREEN ENERGY
SUSTAINABLE SPACE RESEARCH

GrandChallenges

GrandChallenges



- L1:** Development & Conceptualization
- L2:** Implementation
- L3:** Translation

*In 2022, UNM announced 10 new Level 1 Concept Teams

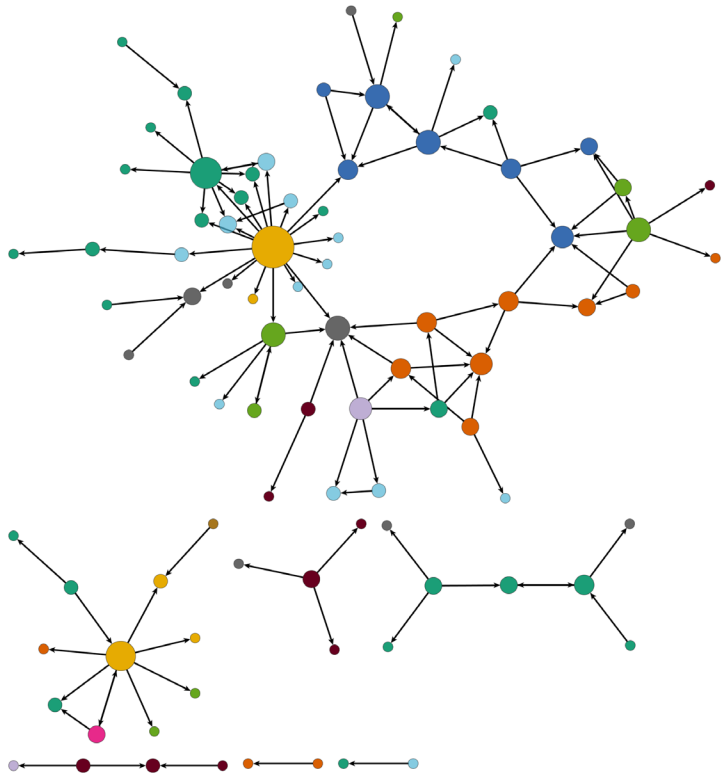
Multidisciplinary Team for GC Program Evaluation & Team Science Research

- Melinda Morgan (Geography & Earth Sciences, A&S)
 - Hannah Love (Team Scientist, Sociologist)
 - Rebecca Hobart (Graduate Student)
 - Ramona Malczynski (Graduate Student)
- Caroline Scruggs (Community & Regional Planning, SA+P)
- Kun Huang (School of Public Administration, A&S)
- Hannah Torres (Director, FRDO, background in environmental science & education)
- Hannah Yohalem (FRSO, FRDO, background in humanities)
- Ellen Fisher (CCB, A&S, Team Scientist, pseudo social scientist)

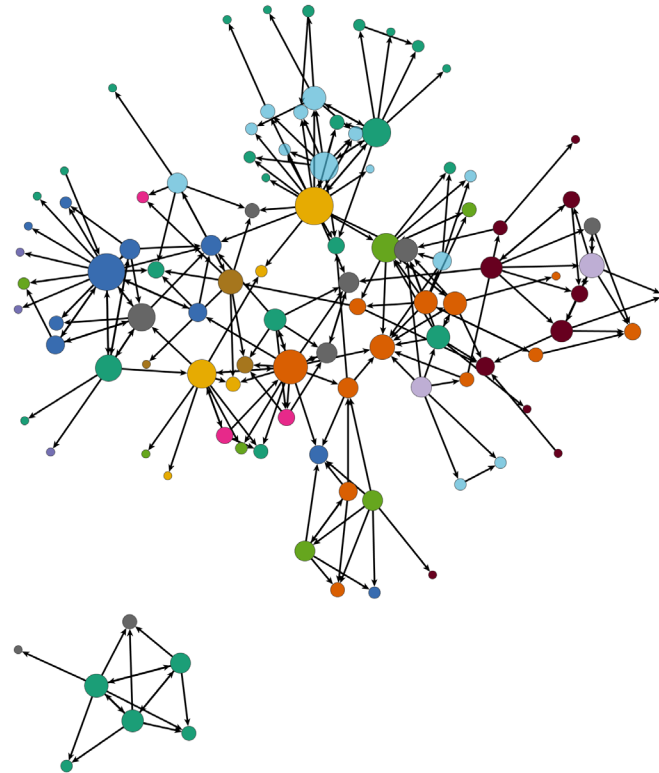
Level 1 Concept Teams

I learned from _____.

**Beginning
(n=88)**



**After one year
(n=104)**



Color	College/School or Similar
Teal	College of Arts and Sciences
Orange	College of Education and Human Sciences
Purple	College of Nursing
Pink	College of Population Health
Light Green	Health Science Center
Yellow	School of Architecture and Planning
Brown	School of Law
Blue	School of Medicine
Dark Red	Branch Campus
Light Blue	School of Engineering
Light Purple	College of Fine Arts
Grey	Other

Measure	Begin	1 year	%Δ
Nodes	88	104	18%
Edges	110	232	111%
Avg Deg	2.50	4.46	78%
Density	0.014	0.022	51%

Collaboration Questions



I talked about possible joint research/ideas/concepts/connections with _____.



I worked on joint research/ideas with _____.



I worked on joint publications, presentations, or conference proceeding with _____.



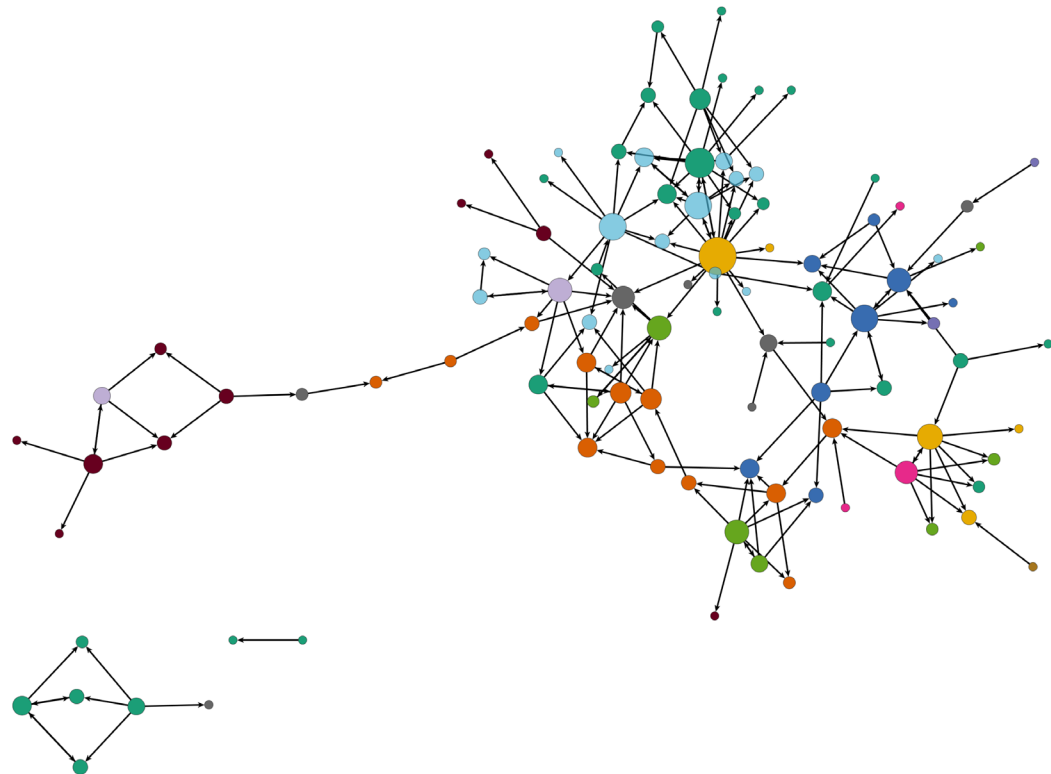
I worked on or submitted a grant proposal with _____.



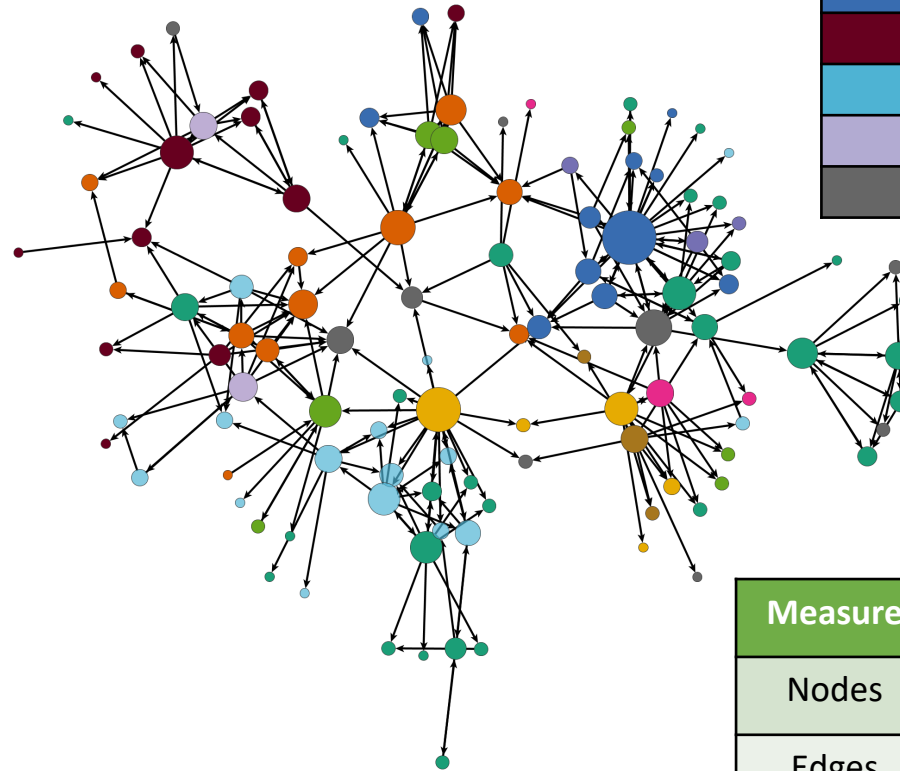
It would be easy for me to explain a key idea, concept, or theory in my area of expertise to _____.

All Collaboration Metrics

Beginning



After one year



Color	College/School or Similar
■	College of Arts and Sciences
■	College of Education and Human Sciences
■	College of Nursing
■	College of Population Health
■	Health Science Center
■	School of Architecture and Planning
■	School of Law
■	School of Medicine
■	Branch Campus
■	School of Engineering
■	College of Fine Arts
■	Other

Measure	Begin	1 year	%Δ
Nodes	102	112	10%
Edges	172	261	52%
Avg Deg	3.37	4.66	38%
Density	0.17	0.021	26%



ACCELERATING RESILIENCE
INNOVATIONS IN DRYLANDS
INSTITUTE

INTRODUCING UNM'S NEWEST CATEGORY 3 INSTITUTE



SUSTAINABLE
WATER

CLEAN
ENERGY

CLIMATE
RESILIENCE

HEALTHY
ECOSYSTEMS

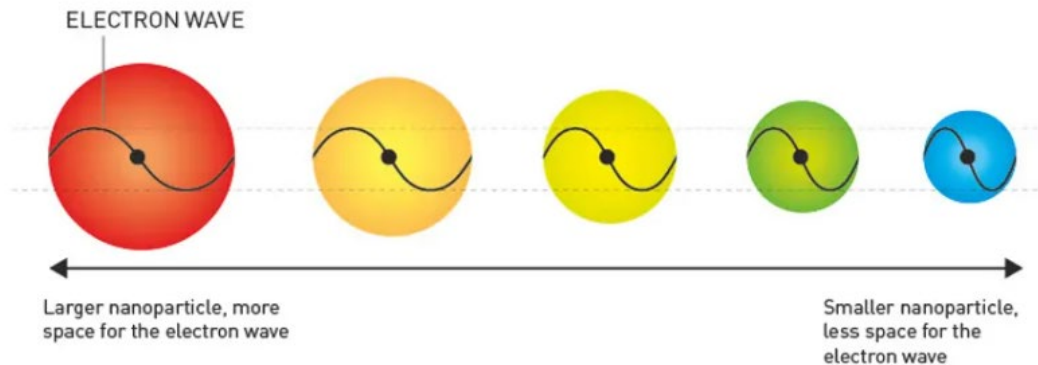
COMMUNITY
HEALTH

Quantum New Mexico



Quantum effects arise when particles shrink

When particles are just a few nanometres in diameter, the space available to electrons shrinks. This affects the particle's optical properties.



Current Activities

- UNM area of strength
 - Aligns with UNM 2040
- Category 3 proposal
- Collaborating with National Laboratories
- Faculty cluster hire

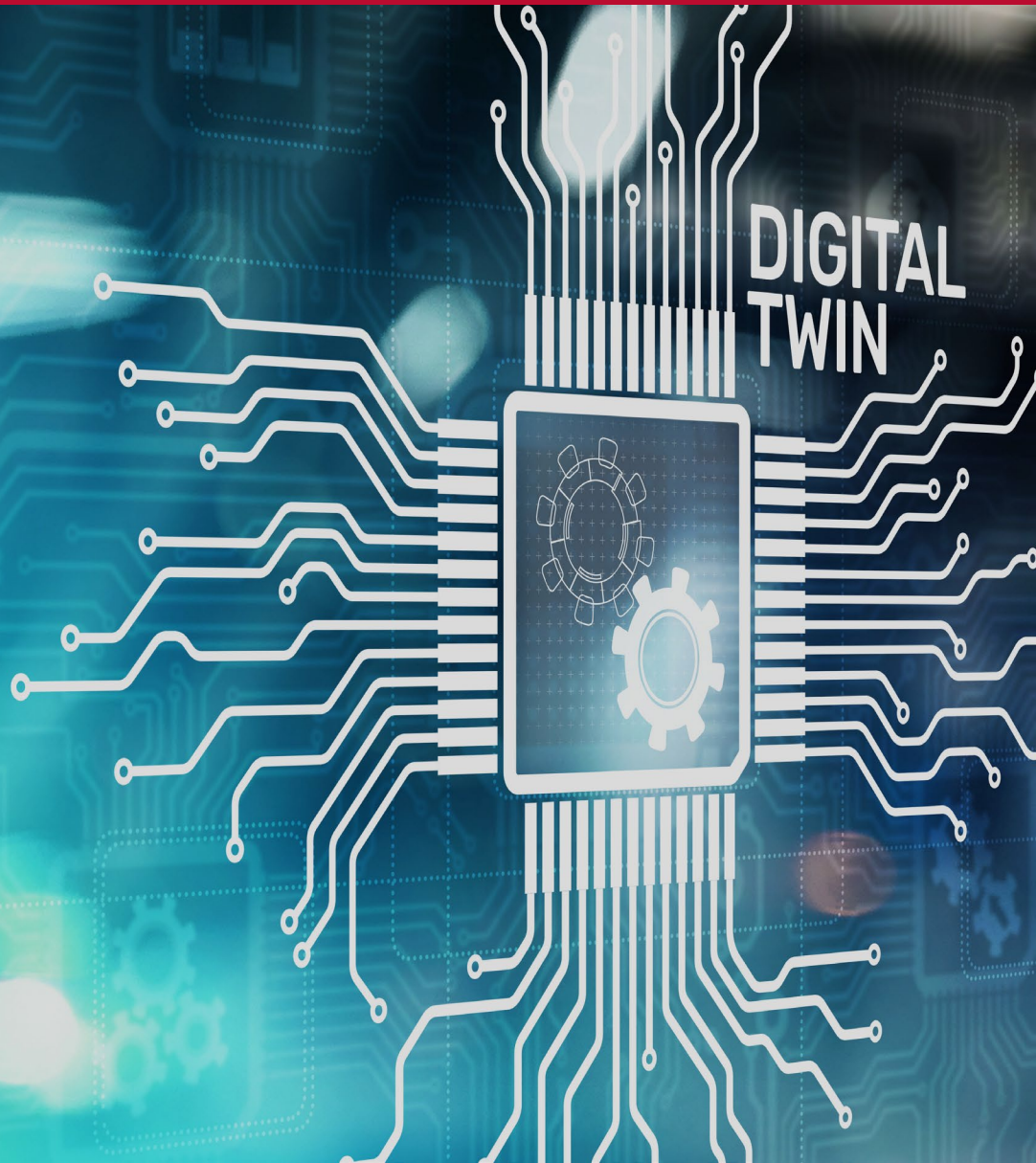
Regional Economic Development

Albuquerque Tech Hub Consortium

- Leader in advanced communications and immersive technologies for open source, open data driven, equitable, scalable digital twins.
- Designed, built, managed, and owned by New Mexicans
- Phase 1: Competing for an EDA Tech Hub designation and planning grant
- Phase 2: \$65M opportunity if designated



Tech Hub Ready



- City of ABQ's Open Data program
- Economic development organizations
- Tribal leaders and educators
- IOT job training initiative
- Coding bootcamps
- Entrepreneurship hubs and programs
- Research university and national labs

1.1 SHARED VISION

TOPIC AREA

Indigenous knowledge frames resilience solutions that co-create vibrant local economies from innovations at the nexus of clean water and decarbonized energy



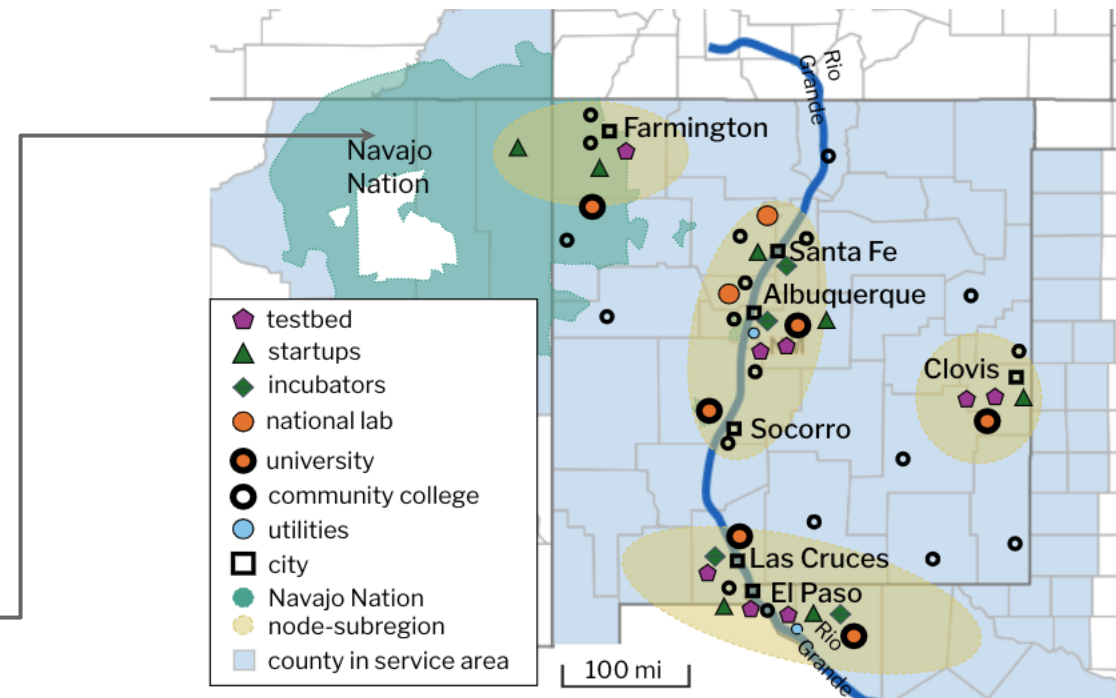
Kirena Clah Tsosie (Diné) Community Water Specialist SRIC

ROBUST REGIONAL EFFORT

4 distributed INTEGRATION NODES
Collaboratives – EPSCoR, Northern Rio Grande
Corridor Collaborative
Innovation Support – 2 National Labs,
Venture Studio

REGION OF SERVICE

Rio Grande Corridor from the Navajo Nation to the west Texas metroplex that borders Mexico



2.2 ADVANTAGE OVER MAJOR U.S. INNOVATION EFFORTS



CLEAN ENERGY

- Distributed Energy Technologies Laboratory (DETL)
- Photovoltaic Systems Evaluation Laboratory (PSEL)
- Energy storage demonstrations & Real world validation
- Capacity building, technical assistance and EDUCATION

CLEAN WATER

New water technologies with ...

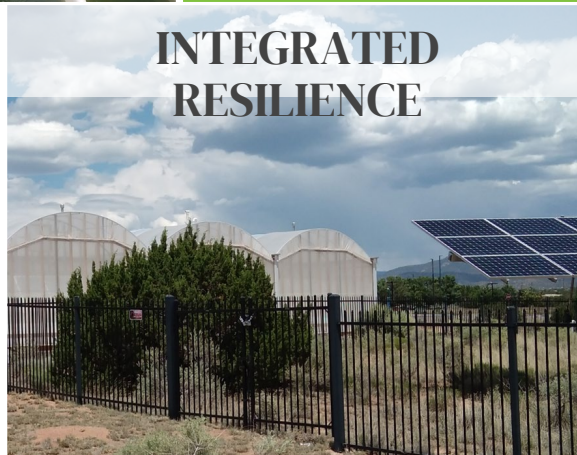
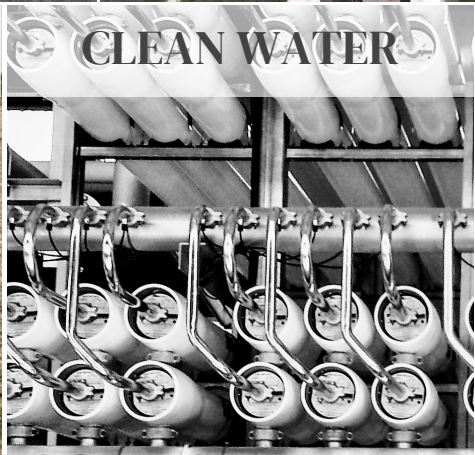
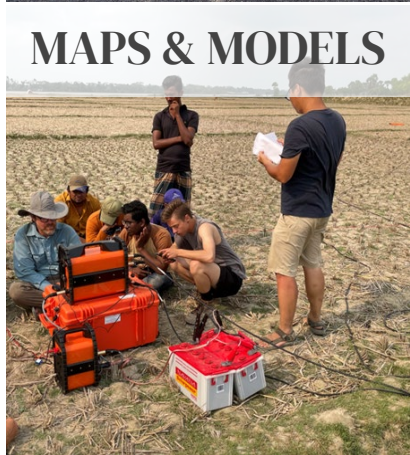
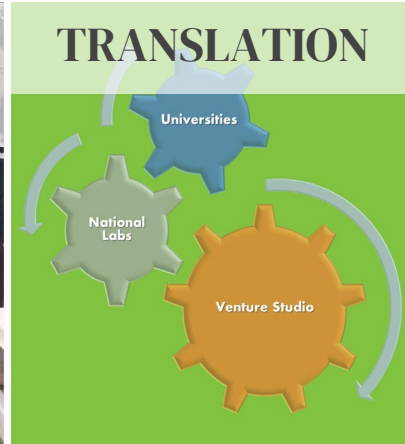
- Testing facilities for desalination & wastewater reuse technology start-ups
- Focus on water needs for underserved communities
- Directly address workforce development



INTEGRATED RESILIENCE

- New Mexico is the most water stressed state, and in top 3 for solar potential and wind potential.
- Significant legislative support for climate change adaptation & mitigation and for economic development. There is significant need. State priorities reflect this.
- Targeted for the diverse and rural population, environmental conditions, and resource & workforce scarcity that our region exemplifies.

2.1 LEVERAGING NOTABLE REGIONAL EFFORTS



- ~\$100 M in current leveraged support for regional R&D, workforce development, and economic development
- Most leveraged support is led or co-led by RALI-WEST personnel to build a strong foundation for all RIE pillars
- RALI-WEST Translation activities go beyond existing leveraged funds for research to move towards translation



NM Research &
Discovery week

NOVEMBER 4-11, 2023

research.unm.edu/researchanddiscovery

Thank You!



INFORMATION ITEMS

Tuition Simplification Update

Student Success, Teaching and Research (SSTAR) Committee

October 17, 2023

Presented By:

James Holloway, Provost and EVP for Academic Affairs
Nicole Dopson, AVP for Academic Resource Management

Implemented Tuition Simplification Changes

Undergraduates:

- Aligned non-resident undergraduate block to 15+ credit hours per semester for all programs including Health Science programs and Accelerated Online Programs (AOPs)

Graduates:

- Implemented a 12+ credit hour block for Main Campus graduate programs (Health Science graduate programs vary in different blocks by program)
- Implemented a 12+ credit hour block for AOP graduate programs including Health Science programs
- Aligned all graduate program differential tuition to be charged based on program instead of by course (with exception of Population Health)
- Aligned all Anderson School of Management graduate tuition rates to one single rate per credit hour (with exception of EMBA cohort-based program)
- Charged medical students the Athletics Student Fee to be in alignment with other graduate students

Possible Additional Simplifications

Undergraduates:

- Align Population Health undergraduate differential tuition to be charged by program and not by course

Graduates:

- Align Health Science programs to block at the 12+ credit hours or charge a flat rate for full-time programs (programs vary in blocks by program)
- Align Population Health graduate different tuition to be charged by program and not by course
- Eliminate the ASM non-major differential tuition

All pending simplifications detailed above have a fiscal impact to the school/college without tuition rate adjustments or other funding sources provided to backfill lost revenues.

Recommendation: Simplify Tuition Schedules

- **Undergraduate-** Combine the base tuition rate and differential tuition rate, and display as one rate per credit hour and full-time rate for 15+ credit hours

<i>Undergraduate Tuition</i>	Resident		Non-Resident	
	Tuition Per Credit Hour (1-14 credit hours)	Tuition Per Semester (15+ credit hours)	Tuition Per Credit Hour (1-14 credit hours)	Tuition Per Semester (15+ credit hours)
Main				
School of Architecture & Planning	\$ 283.46	\$ 4,251.90	\$ 1,047.44	\$ 15,711.60
School of Engineering	\$ 299.26	\$ 4,488.90	\$ 1,063.24	\$ 15,948.60
Anderson Schools of Management	\$ 293.98	\$ 4,409.70	\$ 1,057.96	\$ 15,869.40
College of Fine Arts	\$ 283.46	\$ 4,251.90	\$ 1,047.44	\$ 15,711.60
College of Arts & Sciences	\$ 293.98	\$ 4,409.70	\$ 1,057.96	\$ 15,869.40
University College	\$ 283.46	\$ 4,251.90	\$ 1,047.44	\$ 15,711.60
College of Education and Human Sciences	\$ 283.46	\$ 4,251.90	\$ 1,047.44	\$ 15,711.60
University Libraries and Learning Sciences	\$ 283.46	\$ 4,251.90	\$ 1,047.44	\$ 15,711.60
Honors College	\$ 283.46	\$ 4,251.90	\$ 1,047.44	\$ 15,711.60
Health Sciences				
Nursing	\$ 467.04	\$ 7,005.60	\$ 1,193.08	\$ 17,896.20
Population Health [^]	\$ 377.96		\$ 1,104.00	
RN to BSN ^{^^}	\$ 362.16	\$ -	\$ 362.16	\$ -
Emergency Medical Services	\$ 325.52	\$ 4,882.80	\$ 1,015.66	\$ 15,234.90
Health Professionals and Research Programs	\$ 264.20	\$ 3,963.00	\$ 954.34	\$ 14,315.10

[^]Population Health differential tuition charged by course

^{^^}RN to BSN charges per credit hour

Recommendation: Simplify Tuition Schedules

- **Graduate-** Combine the base tuition rate and differential tuition rate, and display as one rate per credit hour and full-time flat rate

<i>Graduate Tuition</i>	Resident		Non-Resident	
	Tuition Per Credit Hour (1-11 credit hours)	Tuition Per Semester (12+ credit hours)	Tuition Per Credit Hour (1-11 credit hours)	Tuition Per Semester (12+ credit hours)
Main				
College of Fine Arts	\$ 349.28	\$ 4,191.36	\$ 1,135.68	\$ 13,628.16
College of Arts & Sciences	\$ 401.92	\$ 4,823.04	\$ 1,135.68	\$ 13,628.16
Speech & Hearing Sciences	\$ 474.54	\$ 5,694.48	\$ 1,135.68	\$ 13,628.16
Public Administration	\$ 454.54	\$ 5,454.48	\$ 1,135.68	\$ 13,628.16
Anderson Schools of Management	\$ 805.00	\$ 9,660.00	\$ 805.00	\$ 9,660.00
Global & National Security	\$ 507.18	\$ 6,086.16	\$ 1,135.68	\$ 13,628.16
College of Education and Human Sciences	\$ 349.28	\$ 4,191.36	\$ 1,135.68	\$ 13,628.16
School of Engineering	\$ 454.54	\$ 5,454.48	\$ 1,135.68	\$ 13,628.16
School of Law	\$ 736.66	\$ 8,839.92	\$ 1,715.12	\$ 20,581.44
School of Architecture & Planning	\$ 427.84	\$ 5,134.08	\$ 1,135.68	\$ 13,628.16
University Libraries & Learning Sciences	\$ 349.28	\$ 4,191.36	\$ 1,135.68	\$ 13,628.16
Health Sciences				
Nursing	\$ 557.82		\$ 1,327.52	
PharmD	\$ 846.90	\$ 10,162.80	\$ 1,471.52	\$ 17,658.24
Population Health [^]	\$ 403.34		\$ 1,173.04	
Health Professionals & Research Programs	\$ 288.34		\$ 1,019.96	
Occupational Therapy	\$ 431.42		\$ 1,163.04	
Physical Therapy	\$ 455.94		\$ 1,187.56	

[^]Population Health differential tuition charged by course

Differing Perspectives on Differentials

University Administrative Policies (UAP)- Policy 8210 Tuition and Related Fees

Section 2.2. Differential Tuition (current policy)-

Differential tuition may be approved for certain programs of instruction. Ultimately, the Board of Regents approves differential tuition. The Board bases its decisions on recommendations from the Provost or Chancellor, which are made to the Regents through the budget development process.

Differential tuition is assessed on all credit hours for students who are admitted into a program for which differential tuition has been justified and approved. In no case, shall a student pay more than one differential tuition for the same course.

2 Perspectives-

- Differential tuition should be assessed by program, so differential tuition would be assessed on all credit hours taken by a student in that selected program (i.e. engineering major would pay differential tuition on all credit hours regardless of what college the courses are taken)
- Differential tuition should be assessed by course, so differential tuition would be assessed on all courses associated with the program (i.e. engineering majors would be assessed the SOE differential tuition for SOE courses, and other differential tuitions if taking a course in another program/school/college that has a differential tuition)