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Annual Report of the University, 2002-2003, Volumes 1-3

University of New Mexico

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THE UNIVERSITY OF NEW MEXICO

2002-2003
ANNUAL REPORTS

VOLUME 1
# Annual Reports 2002-2003

## Volume 1

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  NAVY not submitted
SPANISH COLONIAL RESEARCH CENTER not submitted
HARWOOD FOUNDATION not submitted
TESTING CENTER not submitted
TEACHING ASSISTANT RESOURCE CENTER not submitted
UNDERGRADUATE STUDIES, OFFICE OF not submitted
UNIVERSITY COLLEGE not submitted
  BACHELOR OF UNDERGRADUATE STUDIES PROGRAM not submitted
  CENTER ON AGING not submitted
  INSTITUTE FOR NATIVE AMERICAN DEVELOPMENT not submitted
  LIBRARY not submitted
  NATIVE AMERICAN STUDIES not submitted
  UNIVERSITY HONORS 1266
  WATER RESOURCES PROGRAM 1345
UNM PRESS not submitted
VETERAN'S CENTER not submitted

Continued in Volume II
The Anderson Schools of Management
and School of Public Administration

Annual Report 2002-2003

Submitted by Kenneth G. Baker
Associate Dean, The Anderson Schools
Director, School of Public Administration
UNM Annual Report for Academic Year 2002-2003

For

The Robert O. Anderson Schools of Management and the School of Public Administration

Growth and excellence were the themes highlighting the story of The Anderson Schools of Management (ASM) and The School of Public Administration (SPA) in 2002-2003.

In Fall 2002, the Anderson Schools enrolled a record 1,051 undergraduates and 481 graduate students, representing a 9.1% increase from FY 02. This extends a long-term growth trend of 42% enrollment increases since Howard Smith began his deanship in 1994. The School of Public Administration enrolled slightly more than 200 students.

At the directive of the Schools’ National Advisory Board, ASM and SPA launched the Center for the Support of Economic Development (CSED) in October 2002. Steve Baffert, New Mexico Secretary for General Services from 1994—2002, was hired as the Center’s first Executive Director and led its efforts to extend the UNM’s consultation, planning and research resources to communities and businesses throughout the state. The CSED is one of the key components of ASM’s strategic plan and mission “to provide quality management education that enables New Mexico to be economically competitive.”

Nationally, Anderson continued to be recognized for its strengths in key mission and program areas. For the third straight year, Hispanic Business Magazine placed ASM in its top 10 business schools for Hispanic students, advancing the Schools to a ranking of 6th in the nation. On an even broader stage, the Aspen Institute and World Resources Institute, in an inaugural study of business ethics programs, ranked the Anderson Schools 16th in the world for their work in business ethics and social issues management.

These accomplishments were both the outcome and the attraction for record growth as well in charitable giving to the Schools in 2002-2003. Anchored by a $1 million gift to the University from Jack and Donna Rust to promote ethics programs at the Anderson Schools and the Health Sciences Center, and supplemented by several other major gifts, bequests, and state matching funds, ASM received $3.15 million in external support in FY 03. $2.7 million of these contributions went to permanent funds for faculty and student support, increasing Anderson’s total endowment by some 45%.

Private contributions played a key role as well, in the significant accomplishments of the School of Public Administration in FY 03. A gift from Dr. Jane Blumenfeld launched the inaugural Art Blumenfeld Memorial Lecture, featuring former Albuquerque mayor and national urban affairs consultant, David Rusk; while estate gifts from the late Dr. Julius and Agnes Rezler greatly strengthened SPA’s unique mediation program for Hungarian exchange students.
Strategic planning is an ongoing activity at ASM/SPA. FY 03 saw the integration, review, and ultimately adoption of a draft Strategic Plan for the Schools. The ASM Policy and Planning Committee sought feedback from numerous key stakeholders, including the Anderson Schools Foundation and the National Advisory Board, in crafting the document approved by the ASM faculty in May 2003.

**Vision**
*(Where we see ourselves in 7-10 years)*

ASM/SPA will be a school of choice for students seeking quality management education, the resource of choice for New Mexico and national employers seeking diverse management talent, and a model of integrity, relevance and excellence in scholarly activities.

**Mission**
*(Why we exist, what we're doing to serve those purposes)*

Our mission is to provide quality management education that enables NM to be economically competitive.

Our faculty advances management and administrative theory and practice and broadly disseminates management and administration knowledge through scholarly activities, classroom applications and service to the public & private sectors.

ASM/SPA education enables individuals to manage existing businesses, develop new businesses and define public policy that encourages economic development balanced with social and environmental responsibility.

**Values**

Integrity, quality, responsibility, multi-faceted diversity, intellectual curiosity

**2002-2004 Planning Assumptions**

- Maintain AACSB, International accreditation
- Maintain NASPAA accreditation
- ASM supports the UNM strategic plan
- UNM-provided budget is stable or declining
- BBA demand continues to exceed capacity
- MBA and MPA degree programs increases possible
- Local demand exists to expand and strengthen graduate programs

Resources are allocated to support ASM and SPA priority goals & objectives
Provide strong, globally competitive graduate and undergraduate management programs.

Advance the knowledge and practice of management.

Strengthen and expand ASM and SPA contributions to New Mexico Economic Development.

Expand quality employment opportunities for our graduates.

Extend ASM and SPA programs and outreach beyond main campus.

Nurture alumni, employer and community relations.

Create a physical plant that supports our mission.
Appointments to Faculty/Staff
Department of Marketing, Information and Decision Sciences
John Benavidez, MBA, was hired as a full-time Marketing Lecturer.
Don Cook, Ph.D., will join the marketing faculty in August 2003.
Robert Rogers, Ph.D., returned from retirement and joined the Marketing faculty.

Department of Organizational Studies
Michelle Arthur joined ASM faculty as an Assistant Professor.

Department of Accounting
Ann Brooks, M Acctg., joined ASM faculty as a Lecturer.

Department of Finance, International Management and Management of Technology
Dante DiGregorio, ABD, joined ASM faculty as an Instructor.
Andres Salazar, Ph.D., joined ASM faculty as a Professor and PNM Endowed Chair

Staff Appointments
Kathleen Alling, Undergraduate Advisor

School of Public Administration
No changes for faculty or staff

Separations of Faculty/Staff
Department of Finance, International Management and Management of Technology
Assistant Professor Leslie Boni is spending the 2003 – 04 working at the Securities Exchange Commission in Washington D. C. on an Inter-Agency Personnel Agreement contract.
Assistant Professor Jana Hranaiova is spending the 2003 – 05 academic years working at the Commodities Futures Trading Commission in Washington D. C. on an Inter-Agency Personnel Agreement contract.

Department of Marketing, Information and Decision Sciences
Avi Shama, Ph.D., retired from Marketing.
Carl Schultz, Ph.D., Operations Management, died in 2002.

Department of Organizational Studies
Virginia Gerde, Ph.D., accepted a faculty position at another institution.
Paula Silva, Ph.D., accepted a faculty position at another institution.
Scholarly research and publication are vital (though often misunderstood) faculty activities at the Anderson Schools. Through their research, faculty investigate local, regional and global management issues, and stay up to date on the latest ideas and trends. Through their publications, they share their findings with broad scholarly and professional audiences, validate the quality of their work, and raise the Schools’ and the University’s profile. The national and global recognition received by the Anderson Schools and its programs is the result.

Department of Accounting

Full-time Faculty: Philip Bougen Michele Chwastik James II. Hamill Tom Mouck Alistair Preston (Dept. Chair) Dennis F. Togo Craig G. White Joni J. Young


Department of Finance, International Management and Management of Technology

Full-time Faculty: Leslie Boni

Dante Di Gregorio

Chris Fogel

Raul Gouvea

Dwight Grant (Dept. Chair)

Jana Hranaiova

Suleiman K. Kassicieh

Andres Salazar

John Schantzberg

Gautam Vora

Steven Walsh


**Department of Marketing, Information and Decision Sciences**

Full-time Faculty: Gerald Albaum

Kenneth G. Baker (Associate Dean)

Ranjit Bose

William I. Buller, Jr.

Stephen D. Burd

Don Cook

Nick Fior

George C. Hozier

Richard A. Reid

Robert Rogerse

Catherine Roster

Laurie Schatzberg

Avtaliam Starna

Mary Margaret Weber

Steven A. Yearton


Department of Organizational Studies

Full-time Faculty: John Ackerman, Michelle Arthur, Joe Champoux, Jan B. Corzine, Eddie Dry, Sally Fuller, Virginia Gerde, Jacqueline Hood, Ron Johnson, Joye Logsdon, Allen Parkman, James Porter, Paul Sandoval, Paula Silva, Douglas Thomas, Howard Smith (Dean), John E. Young


"Strengthening New Mexico Economic Development" is one of the strategic goals of the Anderson Schools. Acquiring federal and state funds to research key issues in economic development, and provide specific management assistance to businesses and communities throughout the state, is one of the primary means by which the faculty and staff of The Anderson Schools and School of Public Administration advance this objective.

Anderson Schools of Management

Hood, Jacqueline. NM State Highway and Transportation Department, $20,000 for long range planning study of public opinion on the Highway Department; Federal Highway Administration, $7,500 for Professional development and training of highway employees in rural and culturally diverse settings; NM State Highway and Transportation Department, $22,000 for staffing plan database development; NM State Highway and Transportation Department, $10,000 for Domestic scan of staffing practices; NM State Highway and Transportation Department, $11,000 for economic benefits of state employment; NM State Highway and Transportation Department, $14,000 for Integrated Transportation Design development; NM State Highway and Transportation Department, $8,000 for Integrated Transportation Design in Rio Rancho.


Muller, Helen. Ford Motor Company, $2,500 case research grant for "Ford's Star in Hermosillo" case study development with a graduate and an undergraduate student (with C. Schultz; 2001/2002); Acoma Pueblo, $15,000 Technical Assistance Contract with the Pueblo Governor to help redesign the structure of government operations (contract in conjunction with MGT 469 in Summer 2002); Ford Motor Company, $2,000 for further work on research/teaching regarding Ford Hermosillo case study (2002/2003).

Salazar, Andy. Author of Kauffman proposal for Planning Grant of $50,000 awarded to UNM in Kauffman Collegiate Entrepreneurship Initiative. Co-principal investigator with UNM Provost for final proposal (due 1/21/03).

Young, John. Principal Investigator on Mentor-Protege Grant for minority businesses from the U.S. Air Force, 311th Human Systems Wing's Small Business Office. $30,000 grant to work with Terradigm, Inc. and AT&T – Government Solutions, Inc. (2002)

School of Public Administration

School of Architecture and Planning
Architecture Program
Submitted by: Andy Pressman, Director

Following is a summary documentary of key developments and events in the Architecture program from July 1, 2002 – June 30, 2003. The report addresses public events, outreach, faculty, research, professional activities, administrative changes, and student life.

Developments and Events

Albuquerque Community Foundation Bus Shelter Design
On March 28 and 29, 2003, the Design and Planning Assistance Center (DPAC) studios held sessions for the design of a bus shelter that the City is planning to build. The winning team included professional designer, Douglas Heller, and students Smitha Balasubrahmanya, Robin Eddy, Suzie Greene.

American Institute of Architects (AIA) Job Fair
A job fair on April 15, 2003 co-sponsored by the Architecture Program, the AIA and the UNM Career Planning Office was successful in assisting students with career planning and job placement.

American Institute of Architects (AIA) Santa Fe Endowment
AIA Santa Fe, headed by John Padilla, created a $10,000 endowment to help support graduate students at the School of Architecture and Planning. Scholarships will be available to students beginning in the fall, 2003. The scholarship is intended to recognize students who successfully integrate sustainable design strategies into their design projects.

American Institute of Architects (AIA) Western Mountain Region Conference
This annual conference was held in Albuquerque on September 5-8, 2002, and included a wide variety of lectures, tours and special events. Architecture Program Director, Andy Pressman, FAIA, played a key role in organizing many of the events. Faculty involved in the event included Edie Cherry, Chris Wilson, and Ifan Payne.

Annual Statewide Conference on the New Mexico Heritage Preservation Alliance
The conference was held on April 25-27, 2003 in Albuquerque. Two professors, Chris Wilson and Christopher Mead began the conference with their lectures, respectively, "Reconceiving the Past in the Present" and "Preserving the Present".

Clovis Design Project
Two of the designs made for Clovis by students in the Design and Planning Assistance Center were presented by the Clovis Downtown Revitalization Committee to the City of Clovis.
Distinguished Alumni Award
C. Robert Campbell, FAIA, received the School’s 2002 Distinguished Alumni Award. Mr. Campbell is currently the president of the National Council of Architectural Registration Board, the internship and certification board for architects.

Design and Planning Assistance Center Endowment
The newly established Design and Planning Assistance Center Endowment raised approximately $14,000 in initial donations.

Graduate Certificate Program in Historic Preservation and Regionalism
The Faculty Senate Curriculum Committee unanimously approved the proposed Graduate Certificate in Historic Preservation and Regionalism which will allow students to pursue and apply knowledge in historic preservation.

Graduate Certificate Program in Town Design
The Faculty Senate Curriculum Committee unanimously approved the proposed Graduate Certificate in Town Design that will examine all aspects of town design from infrastructure to public art.

Homecoming
The event titled “Homecoming on the Range” was held on October 25-26, 2002. Events included a tribute to recently deceased Professor Emeritus Michel Pillet, and a tour of the new Isotopes Baseball Stadium.

School Honors and Awards Reception
The School’s honors and awards ceremony was held on October 4, 2002 at the University House.

Socorro Plaza Design
Students in the Design and Planning Assistance Center had portions of their work on the Socorro Plaza district incorporated in the comprehensive plan prepared by Consensus Planning.

Southwestern Center for Contemporary Art HOME House Project
Students from the first-year graduate program participated in the design of new affordable housing. The studio was awarded a Bank of America Design Award and was selected from a nationwide pool 440 design proposals.

Students Teach at the Santa Fe Indian School
Graduate students Alan Shirley, Michael Antonio, Edward Valley, Mike Nothwang, and Jayita Sahni traveled to Santa Fe every Monday during June, 2002 to teach sketching, model building, and basic design strategies. Professor Anne Taylor organized the teaching and viewed it as an opportunity for graduate students to share their knowledge with a K-12 population.
Summer Study Abroad
Adjunct Associate Professor Garrett Smith, assisted by Adjunct Associate Professor Steve Borbas directed the third annual Summer Study Abroad trip to Lugano, Switzerland. Ten students participated in the program that took place from June 15- July 15, 2003.

Wall Raising Event
On April 26, 2003, Senator Jeff Bingaman and Lt. Governor Diane Denish, along with Visiting Associate Professor Chris Calott, held a wall raising event for a new 20- unit affordable housing project in downtown Albuquerque. The project was designed by Prof. Chris Calott for the Catholic Charities.

Exhibits

"Bebop Space", works by Bennett Neiman from the University of Colorado, April 14- May 2, 2003

"NEXT" digital evolutions, architectural works by Degre Zero, Hybrid, Mesh, Servo, and Shape, Jan. 20- Feb. 76, 2003

Lectures

Professional Lectures

Leonard Bachman Lecture
The lecture titled "Integrated Buildings; the Systems Basis of Architecture" was given on April 4, 2003. Associate Professor Bachman is an internationally known expert on sustainable buildings. His book, Integrated Buildings; the Systems Basis of Architecture, was published by John Wiley & Sons in December 2002.

Alexandra Gino and Jason Griffiths Lecture
Alexandra Gino and Jason Griffiths (Gino Griffiths Architects) presented a lecture and slide presentation of their work on March 10, 2003. The partners are well known for their Millennium Café and Aomori Housing designs.

Frank Harmon Lecture
Mr. Harmon, a nationally- recognized and award winning architect from North Carolina, lectured on April 11, 2003. His lecture, titled "Glass, Grits, and Steel," focused on materials and how they can make elegant spaces appropriate to unique places.

Andrew Hurley Lecture
"Using Public History to Stimulate Neighborhood Revitalization: The View from St. Louis" lecture was given on November 14, 2002. Professor Hurley has published two books, Diners, Bowling Alleys, and Trailer Parks: Chasing the American Dream in Postwar Consumer Culture, and Environmental Inequalities: Class, Race and Industrial Pollution in Gary, Indiana, 1945-1980.
**Victor Hugo Lecture**
A lecture and slide presentation of Victor Hugo's residence in Guernsey was held on June 9, 2002. The lecture was titled “Hauteville House, Victor Hugo’s House of Exile in Guernsey”.

**John Gaw Meem Lecture Series**
Several architects, historians, academics, planners, and landscape architects participated in the School's endowed John Gaw Meem Lecture Series. These lectures are sponsored by the John Gaw Meem Endowment, American Institute of Architects, the Consul de Mexico, the J.B. Jackson Endowment, the National Hispanic Cultural Center, and the New Mexico Endowment for the Humanities. Lectures included:

- Don Adams and Arlene Goldbard, Artists, Seattle, WA, “Creating Community: the Art of Cultural Development”
- Matthias Boeckl, Architect, Austria, “Transforming the Modern Heritage: Current Architectural Trends in Austria”
- Craig Cambell, Landscape Architect, “Art, Engineering, and the Landscape”
- Mira Engler, Professor, Iowa State University, “Waste Landscapes: Designing America’s Margins”
- Nancy Holt, Artist, Galisteo, New Mexico, “The Ins and Outs of My Environmental, Site-Specific Sculpture Over Three Decades”
- Robert Kennedy, Santa Fe, New Mexico, “Mr. Jefferson’s Lost Cause: The Consequences to the Land of the Advance of the Plantation System and the Louisiana Purchase”
- Ed Mazria, Architect, Santa Fe, New Mexico, “Who Really Holds the Key to the Global Thermostat?”
- William Morrish, Professor, University of Virginia, “Infrastructure for the New Social Covenant”
NEXT Symposium: David Serero, Degree Zero, Tim Castillo, Hybrid, Eric Liften, Mesh, David Erdman, Servo, Chris Perry, Servo, Philippe Barman, Shape, and Gabriela Barman, Shape

Michael Pyatok, Professor, University of Washington, “The U.S. Housing Crisis: the Role of Design”

John Reps, Professor, Cornell University, “Bastides: Medieval New Towns of Southwest France”

Betsy Rogers, Landscape Architect, New York, New York, “Rebuilding Central Park”

Stefanos Polyzoides Lecture
The lecture titled “Building Types and Project Design” was given on October 9, 2002. Mr. Polyzoides is a renowned leader of the New Urbanism movement.

V. B. Price Lecture
Mr. Price read selections of his poetry on November 24, 2002. A percent of the book sales benefited the DPAC Endowment.

Professor Bob Thorp Lectures
Two lectures on Chinese architecture and urbanism were presented in Eleni Bastea’s World Architecture I course on November 4 and 6, 2002. Professor Thorp has traveled extensively in China and is well known for his expertise on Chinese art, architecture, and archaeology.

Martin Wagner Lecture
This lecture held on November 12, 2002 focused on Mr. Wagner’s recent works. Mr. Wagner is a practicing architect in Switzerland.

Student Organization and Student Lectures

Lecture by Alicia Brown, Student, “New Mexico Solar Energy Association and the Solar Sustenance Program” lecture was presented on April 9, 2003. The lecture was part of a Graduate Fellowship Presentation for the Center for Southwest Research.

Brown Bag Lecture Series
This lunchtime series, hosted by the Student Council, featured students and professionals who lectured on a wide range of topics. These include:

Tanya Abeita, Career Development Facilitator, UNM, resume-writing workshop, October 16, 2002

Jo Eekhoff, Student, “Architecture of Denmark”

Mark Kerr, Student, “Extreme Architecture”
Jeremy Kalin, Student, “Traveling Backwards Through Time”

Michael Laflamme, Student, recipient of the Allen Stamm Travel Fellowship

Franz Leitner, “The Role of Sustainability in Design Education”

Max Vasher, Student, “Historic Architecture of China and Tibet”

Society for Women in Architecture (SWA) Lectures
This student run organization, dedicated to providing equality, understanding and success for women in architecture and related design fields, sponsored a few lectures at the school. These include:

Barbara Imhof, a space architect and professor from Vienna, Austria, lectured on October 7, 2002.

Celia Tomlinson, the first licensed female engineer in the state of New Mexico, discussed her efforts to become an engineer and also examined the role of being a female engineer. The lecture was presented on October 25, 2002.

Significant Developments: Faculty

Faculty Research and Creative Work
The following is a list of faculty and their publications, achievements, awards, professional work, research projects, and professional activities.

Assistant Professor Geoff Adams was selected as a recipient of the 2003 ACSA/AIAS New Faculty Teaching Award. Additionally, his 1st year studio won a prestigious design award for a Habitat for Humanity competition for outstanding design solutions in affordable housing.

Associate Professor Eleni Bastéa was editor and contributor for the forthcoming book, Memory and Architecture (UNM Press). Furthermore, her book, The Creation of Modern Athens: Planning the Myth, was translated into Greek. Prof. Bastéa also received a grant for her research concerning Greek Orthodox refugees from Anatolia as part of her book titled The Memory of Place in Modern Greece and Turkey. Additionally, she was elected to serve on the executive board of the Modern Greek Studies Association. Finally, Professor Bastéa was promoted to the rank of Associate Professor with tenure.

Visiting Associate Professor Christopher Calott continued his interdisciplinary studio investigation conducted in Cuidad Juarez with a presentation at Norwich University and Auburn University. He also presented “Amexica: News from the Other Border” at the ACSA Regional Southwest Meeting in San Antonio, TX. Additionally, he received a grant from the University’s Division of Student Affairs to sponsor a collaborative design studio with professors and students from the Instituto Superior de Arquitectura y Diseño
in Ciudad Chihuahua, Mexico. In his architectural practice, he completed the design for 20 units of affordable housing for Catholic Charities of Central New Mexico.

Assistant Professor Tim Castillo’s work, Park(ing), was selected for an e2 international exhibit. He also organized an exhibit entitled “NEXT” that was displayed at UNM, Texas Tech, and University of Utah.

Mark Childs, Assistant Professor and Director of the Design and Planning Assistance Center, was awarded a UNM General Library Faculty Acknowledgement Award for his outstanding research on public spaces. He also discussed civic spaces in the Wild West at the International Urban Planning and Environment Association at Christ Church College in Oxford, UK. Additionally, he was appointed to the Board of Directors for Cornerstones in Santa Fe.

Assistant Professor Melissa Cicetti is writing Marking the Landscape, a book of her photography that will be published by UNM Press in spring, 2004. In her creative professional work, she is working with Gluckman, Mayner Architects, NY on the Georgia O’Keeffe Museum Research Center and SITE Santa Fe.

Associate Professor Stephen Dent was re-appointed to the New Mexico Board of Examiners for Architects. He is also the recipient of a UNM Regents’ Lectureship for the academic years 2002-2005. He co-presented “Studio on Design and Sustainability” with Professor Iyengar (UNM) at the Proceedings of the West Regional ACSA Conference. He also has three projects in process in his practice; Williams/Dunn Residence, Olsen Residence and Keystone Sustainable Office/Warehouse Building.

Associate Professor Gabriella Gutierrez is currently working on the Aguirre Remodel, a project in process in her practice. She also served as a member of the ad-hoc search committee for the Dean of Graduate Studies.


Professor-in-Practice Karen King taught the first studioM Masters Studio. She also co-presented “Introduction to Three-Dimensional Composition/ Dancing on the Digital Divide” at the 18th National Conference on the Beginning Design Student in Portland, Oregon. She is currently working on Fair Housing /ADAAG/NMBC surveys in Albuquerque. Additionally, she is photographing documentation of high quality architecture that exemplifies the potential in ADA, FHA, Visitability and Universal Design.
Andy Pressman, Director of the Architecture Program, was promoted to full Professor. In his private practice he is working on the design of a new gymnasium and community gathering place in Princeton, New Jersey.

Professor Anne Taylor, Director of the Institute for Environmental Education, is working on a book called School Facility Design and Planning. Additionally, she wrote articles for the George Lucas Foundation which appeared on the Foundation website.

Associate Professor Chris Wilson published the book Everyday America Cultural Landscape Studies after J.B. Jackson (University of California Press). He also received a grant from the McCune Foundation for the Preservation and Regionalism Initiative.

Leaves of Absence

Assistant Professor Mark Childs is taking a one-year leave of absence. He is director of the Design and Planning Assistance Center (DPAC).

Mid-Probationary Evaluations

Professors Mark Childs and Geoff Adams successfully completed their respective mid-probationary reviews. Their contracts will therefore be renewed.

Retiring Faculty

Professor Min Kantrowitz retired after teaching in both the architecture and planning departments. She specialized in designing for the user, and measuring the success of a building based on user response.

Sabbaticals

Professor Anne Taylor is taking a one-year sabbatical to complete her book project noted above for UNM Press. Professor Taylor teaches “Architecture and Children,” and focuses on integrating the programming, curriculum, and design of schools.

Part-Time Faculty

Fall 2002

Michelle Negrette
Ifan Payne
Arnold Valdez
George Anselevicius (Dean Emeritus)
Marvin Chavez
Devendra Contractor
Brook Finch
ARCH 301
ARCH 412/512
ARCH 412/512
ARCH 402
ARCH 104
ARCH 405
ARCH 301
Lee Gamelsky                        ARCH 508
Val Glitsch                                ARCH 598
James Horn                                ARCH 402
John Klee                                  ARCH 102
Berry Langford                            ARCH 201
Terry Leach                                ARCH 285
Christopher Leinberger                      ARCH 412/512
David Miertschin                           ARCH 201

Spring 2003

Marvin Chavez                        ARCH 104
Terry Leach                               ARCH 483
Edward Mazria                               ARCH 598
Dennis Playdon                              ARCH 412/512
Larry Schuster                               ARCH 487/587
Donald Tishman                              ARCH 432/532
Michelle Negrette                           ARCH 104, ARCH 302
George Anselevicius (Dean Emeritus)        ARCH 412/512
John Klee                                             ARCH 101
Berry Langford                             ARCH 202
David Miertschin                           ARCH 202

Significant Developments: Students

Student Awards
Architecture students received the following awards, prizes and scholarships in 2002-2003:

2003 Heritage Preservation Award            Edward Valley
AIA Albuquerque                             Jarrod Arrelleno
AIA Gold Medal                               James Lucero
AIA National Scholarships                    Kristin Shaw
AIA National Scholarships                    Jonathan Vehlen Bandurski
AIA New Mexico                               Sara Stewart
AIA Santa Fe                                  George Hubert
AIA Silver Medal                             Rana Abudayyeh
Alpha Rho Chi                                 Jose Zelaya
Environmental Controls                       Hart Briggs
Freeman Travis (travel)                      Edgar Chavez-Garcia
Frontier                                      Beate Ortley
Student Life
The most recent chartered student organization is the American Indian Council of Architects and Engineers (AICAE). The AICAE held numerous events this year, including monthly meetings, a tour of the Pojoaque Pueblo Poeh Cultural Center on March 4, 2003, and an elementary school student tour of the School in April, 2003.

Existing chartered organizations include the American Institute of Architecture Students (AIAS), the Student Council, and the Society for Women in Architecture (SWA). The AIAS held numerous events this year, including an AIA Golf Tournament on September 8, 2002, an AIDS Walk on September 21, 2002, a Habitat for Humanity Build on October 26, 2002, a Faculty Dinner and Book Auction on December 2, 2002, and weekly Monday breakfasts. The Student Council sponsored the weekly lunchtime Brown Bag Lecture Series. The Society for Women in Architecture sponsored a few lectures, held monthly meetings and sponsored a day with the Girl Scouts to introduce architecture and design concepts.
Graduating Students for 2002-2003

<table>
<thead>
<tr>
<th>Bachelor of Arts in Architecture</th>
<th>Master of Arts in Architecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson, Siren</td>
<td>Abudayyeh, Rana</td>
</tr>
<tr>
<td>Belmont, Cole</td>
<td>Arellano, Jarrod</td>
</tr>
<tr>
<td>Blitzman, Yoshikazu</td>
<td>Brinkama, Moritz</td>
</tr>
<tr>
<td>Bosey, Jerod</td>
<td>Bultet, Christopher</td>
</tr>
<tr>
<td>Brasfield, Amy</td>
<td>Cabeza de Baca, Darlene</td>
</tr>
<tr>
<td>Burt, Sara</td>
<td>Carriere, Anthony</td>
</tr>
<tr>
<td>Cloud, Jonah</td>
<td>Castro, Claudia</td>
</tr>
<tr>
<td>Cook, Colandra</td>
<td>Chamberlin, Jennifer Lynn</td>
</tr>
<tr>
<td>Cronemeyer, Cinco</td>
<td>Chevli, Vikram</td>
</tr>
<tr>
<td>Dreskin, Jeremy</td>
<td>Collins, Cory</td>
</tr>
<tr>
<td>Fuangvuthi, Malini</td>
<td>Dunbar, Stephen</td>
</tr>
<tr>
<td>Gaxiola, Ephrain</td>
<td>Eekhoff, Joanne</td>
</tr>
<tr>
<td>Giannini, Charles</td>
<td>Ellington, Kelly</td>
</tr>
<tr>
<td>Gonzales, Marc</td>
<td>Elliot, Traveston</td>
</tr>
<tr>
<td>Grigorieva, Mariana</td>
<td>Frias, Alberto</td>
</tr>
<tr>
<td>Hicks, Jessica</td>
<td>Ganthani, Kartik</td>
</tr>
<tr>
<td>Karamy, Mahsa</td>
<td>Grasso, Bryan</td>
</tr>
<tr>
<td>Kindel, David</td>
<td>Ilg, Craig</td>
</tr>
<tr>
<td>Loco, Katharine</td>
<td>Joe, Shelby</td>
</tr>
<tr>
<td>McEwen, Audrey</td>
<td>Jones, Jonathan</td>
</tr>
<tr>
<td>McGoey, Arthur</td>
<td>Klint, Rolfe</td>
</tr>
<tr>
<td>Oberer, Mathew</td>
<td>Leon, Rigoberto</td>
</tr>
<tr>
<td>Ortley, Beate</td>
<td>Lucero, James</td>
</tr>
<tr>
<td>Padilla, David</td>
<td>Marbury, Susie</td>
</tr>
<tr>
<td>Ramirez, Carlos</td>
<td>Neff, Amie</td>
</tr>
<tr>
<td>Robeda, Ashly</td>
<td>Nothwang, Mike</td>
</tr>
<tr>
<td>Robinson, Andrew</td>
<td>Parker, James Tyson</td>
</tr>
<tr>
<td>Sanchez, Tomas</td>
<td>Pegues, Alexander</td>
</tr>
<tr>
<td>Shorty, Ivan</td>
<td>Rede, Amit</td>
</tr>
<tr>
<td>Stewart, Julie</td>
<td>Sacco, Sally</td>
</tr>
<tr>
<td>Stoll, Raymond</td>
<td>Sedillo, John</td>
</tr>
<tr>
<td>Tapaha, Tobe</td>
<td>Shanmugam, Vijay</td>
</tr>
<tr>
<td>Zelenay, Krystyna</td>
<td>Skinner, Conrad</td>
</tr>
<tr>
<td></td>
<td>Stevens, Stephen</td>
</tr>
<tr>
<td></td>
<td>Stewart, Sara</td>
</tr>
<tr>
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<td>Stipe, Robin</td>
</tr>
<tr>
<td></td>
<td>Vender, Carissa</td>
</tr>
<tr>
<td></td>
<td>Vlastos, Keith</td>
</tr>
<tr>
<td></td>
<td>Zelaya, Jose</td>
</tr>
</tbody>
</table>
Following is a summary documentary of key developments and events in the Landscape Architecture program from July 1, 2002 – June 30, 2003. The report addresses faculty, research, professional activities, public events, outreach, student life and administrative changes.

New appointment of faculty / staff (list names, effective dates for each)

Joni Palmer, full time Visiting Assistant Professor, appointed in Spring 2003 for a start date of August 2003.

Retirements / resignations of faculty and staff (list effective dates for each)

None

Number of degrees awarded (by degree and for each semester and summer)

- **Fall 02 MLA (2)**
  - Lola Bird
  - Judy Kowalski

- **Spring 03 MLA (2)**
  - Paulina Aguilera-Harwood
  - Arina Pittman

Faculty promotions and/or tenure granted (if any)

None

List of Visiting / Part-Time Faculty (by name)

- John Barney [LA 512 GIS in Landscape Architecture](#)
- Steve Borbas [LA 512 Graphic Communications](#)
- Deirdre Harris [LA 501 LA Studio 1](#)
- Claudia Horn [LA 503 LA Studio 3](#)
- Edith Katz [LA 503 LA Studio 3](#)
- Bill Perkins [LA 508 LA Studio 4](#)
- Alex Rattray [LA 561 History and Theory of LA](#)
- John Rupley [LA 585 Construction Documents](#)
- Kim Sorvig [LA 512 Sustainable Landscape Design & Construction](#)
Sponsored grants and contracts (list by faculty member)

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Source of Funding</th>
<th>Beginning Date of Project</th>
<th>Amount of External Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Wilson</td>
<td>McCune Foundation</td>
<td>Jan. 2003</td>
<td>$10,000</td>
</tr>
<tr>
<td></td>
<td>RAC</td>
<td>Sept. 2003</td>
<td>$3,500</td>
</tr>
<tr>
<td>John Barney</td>
<td>Town of Aztec</td>
<td>Feb. 03</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Bill Perkins</td>
<td>Town of Dixon</td>
<td>Jan. 03</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Alex Rattray</td>
<td>Department of Foreign Affairs and Intl. Trade, Government of Canada</td>
<td>September 2002</td>
<td>$5,500</td>
</tr>
<tr>
<td>Alf Simon</td>
<td>Center for Regional Studies</td>
<td>May 2003</td>
<td>$18,000</td>
</tr>
<tr>
<td></td>
<td>TAS</td>
<td>December 2003</td>
<td>$2,500</td>
</tr>
</tbody>
</table>
### Faculty Publications

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Title</th>
<th>Publication or Publisher</th>
<th>Date of Publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim Sorvig</td>
<td>5 articles</td>
<td>Landscape Architecture Magazine</td>
<td>2003</td>
</tr>
</tbody>
</table>

### Other Faculty Research / Awards / Recognition Honors

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Project / Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Winner of the ASLA Bradford Williams medal, ASLA’s highest award for writing</td>
</tr>
<tr>
<td></td>
<td>2-week visiting professor at Isthmus School of Arch. &amp; Design, Panama City, Panama; partly supported by UNM travel grant</td>
</tr>
<tr>
<td></td>
<td>Member of the invitational complexity-theory study group &quot;FRIAM,&quot; Santa Fe</td>
</tr>
<tr>
<td>Name</td>
<td>Contributions</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Alf Simon</td>
<td>Papers presented at: Conference of the Society of Historical Archaeology, Providence RI; ECOSUD 2003, Siena</td>
</tr>
<tr>
<td>Dennis Wilkinson</td>
<td>Elected to the Board of Directors for CLARB. Served as a grader and a member of the Cut Score Committee for the L.A.R.E.</td>
</tr>
<tr>
<td>Alex Rattray</td>
<td>Awarded the title of Advisory Professor in Landscape Architecture by Southwest Jiaotong University, Chengdu, PRC</td>
</tr>
<tr>
<td></td>
<td>Public lectures and course offerings in southwest China</td>
</tr>
<tr>
<td></td>
<td>Continued curatorial work on the international exhibition of the work of the Italian early modernist landscape architect Pietro Porcinai,</td>
</tr>
<tr>
<td>John Barney</td>
<td>Paper at NM Infrastructure Conference (&quot;Bringing Home the Digital Bacon: Developing Your Community’s GIS Infrastructure&quot;)</td>
</tr>
<tr>
<td>Chris Wilson</td>
<td>On going New Mexico Plazas project.</td>
</tr>
<tr>
<td>Baker Morrow</td>
<td>Served on CLARB International Relations Committee</td>
</tr>
<tr>
<td></td>
<td>Member of TVI Landscape Construction Program Advisory Committee</td>
</tr>
<tr>
<td></td>
<td>Strong advocate in the process of establishing the State Historic Landscape System legislation</td>
</tr>
<tr>
<td></td>
<td>Office (MRWM Landscape Architects) received six design awards for completed projects in the past year</td>
</tr>
<tr>
<td>Steve Borbas</td>
<td>Chairman of the Albuquerque Arts Board</td>
</tr>
<tr>
<td></td>
<td>Sat on Albuquerque Indicator Progress Commission (formerly Albuquerque Goals Commission)</td>
</tr>
<tr>
<td></td>
<td>Design Group leader of the Turnbull neighborhood charette</td>
</tr>
</tbody>
</table>
## Notable Student Achievements / Activities
(e.g. Fulbright, national competitions, scholarships, honor societies, organizational activities)

<table>
<thead>
<tr>
<th>Name</th>
<th>Award / Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristin Kornienko</td>
<td>ASLA Award for Academic Achievement</td>
</tr>
<tr>
<td>Jay Rice</td>
<td>ASLA Award for Academic Achievement</td>
</tr>
<tr>
<td>Judy Kowalski</td>
<td>ASLA Award for Academic Achievement</td>
</tr>
<tr>
<td>Paulina Aguiera Harwood</td>
<td>ASLA Award for Excellence in Design</td>
</tr>
<tr>
<td>Arina Pittman</td>
<td>Sites Southwest Award for Creativity in Ecological Design</td>
</tr>
<tr>
<td>Yvette Tovar</td>
<td>Frontier Scholarship for outstanding contributions to student life and governance</td>
</tr>
<tr>
<td>Ethan Kane</td>
<td>JB Jackson Scholarship for travel and study of cultural landscapes in North America</td>
</tr>
<tr>
<td>Katya Crawford</td>
<td>OGS 3% Scholarship</td>
</tr>
<tr>
<td>Mitzi Messick</td>
<td>OGS 3% Scholarship</td>
</tr>
<tr>
<td>Peggy Wright</td>
<td>OGS 3% Scholarship</td>
</tr>
<tr>
<td>Ann McEntee</td>
<td>OGS 3% Scholarship</td>
</tr>
<tr>
<td>Kari Good</td>
<td>OGS 3% Scholarship</td>
</tr>
<tr>
<td>Lisa Barva</td>
<td>OGS 3% Scholarship</td>
</tr>
<tr>
<td>Katya Crawford</td>
<td>Tau Sigma Delta Honor Society</td>
</tr>
<tr>
<td>Mitzi Messick</td>
<td>Tau Sigma Delta Honor Society</td>
</tr>
<tr>
<td>Peggy Wright</td>
<td>Tau Sigma Delta Honor Society</td>
</tr>
</tbody>
</table>

## Significant Changes / Developments in Programs / Curriculum

The curriculum for the Landscape Architecture Program, now in its third year, has stabilized but continues to undergo minor modification and adjustment. The most significant change in the curriculum has resulted from a combination of Prof. Min Kantrowitz's retirement resulting in the suspension of the Human Factors course, and the new graduate Common Course initiative, which is now a required course for all incoming graduate students in Landscape Architecture. Most of the year was spent preparing for the program's first accreditation visit in April 2003.

## Other Significant Program and Faculty Accomplishments
(include exchange programs, faculty directed student travel / international programs)

The Landscape Architecture Program hosted its first accreditation visit in Spring 2003. The resulting report, prepared by the four-person team, led to full accreditation.

## Significant plans and transformations expected in the near future

- Formal student mentoring program involving students in all three years.
- Enrichment modules covering topics of interest and concerns that are not dealt with in depth or at all in the regular curriculum.
- Formation of an LA Advisory Group.
- Re-visit and update Landscape Architecture strategic plan.
- Develop new emphasis areas in Landscapes of Latin America and Land/Public Art.
- Develop and formalize methods for curriculum and program assessment and evaluation.
- Submit Form C to synchronize the catalogue description of the Landscape Architecture Program with changes and revisions since 2001 (last Form C submission).
- Develop a recruitment strategy to expanded efforts nationally, in light of new accredited status.
Following is a summary documentary of key developments and events in the Community and Regional Planning program from July 1, 2002 – June 30, 2003. The report addresses faculty, research, professional activities, public events, outreach, student life and administrative changes.

**Significant Events**

**International Cooperation**
The Community and Regional Planning Program will assist the University of Quintana Roo in developing a graduate degree in community-based Natural Resources Management and Planning. Funded by USAID, Principal Investigator David Henkel and Co-Investigator Claudia Isaac will collaborate with the UQROO and the University of Rhode Island over the next two years to train faculty, encourage student exchanges, and identify joint research projects.

**Annual Orientation Event**
The annual new student orientation event was held in conjunction with the all-School orientation session in late August. Planning professionals, continuing graduate students, faculty, and alumni, also attended a lunchtime discussion.

**Resource Center for Raza Planning (RCRP)**
The Resource Center for Raza Planning continued to broaden its role as a research center within the School. The center provided strong support to the evolving capacities of the Rio Grande CDC as it developed increasing ability to support alternative economic development strategies in the South Valley.

**Significant Developments**

**Accreditation**
The program was granted a full 5-year accreditation by the Planning Accreditation Board; it will run from January 1, 2002 through December 31, 2007.

**Bachelor of Arts in Environmental Design**
The Bachelor of Arts in Environmental Design (BAED) program expanded to 15 full-time candidates in 2002-03.

**CRP Endowment**
The Community and Regional Planning Program Endowment, initiated in 2000-01, has continued to grow. It is expected that it will generate income for program enhancements within a few years.
Charna Statten Scholarship
A student scholarship fund initiated in memory of Charna Statten, has received another contribution which means that it should be able to generate income in 2003 or 2004. This fund is intended to support students whose roots are in New Mexico and whose career goals include serving our communities.

Personnel and Program

Program: The Program received high praise for its community-based program from the Planning Accreditation Board.

Faculty:
The faculty search to fill Professor Emeritus Paul Lusk’s position was successfully concluded with the hire of Dr. Stephen Wheeler who comes from the University of California at Berkeley. Dr. Wheeler has had a distinguished career in urban environmental analysis.

Prof. Ric Richardson was on sabbatical leave for academic year 2002-03. His research took him to Hong Kong and Australia.

Prof. Ted Jojola received a Regents’ Professorship. During this three-year appointment, Prof. Jojola will focus his research efforts and conceptual work pertaining to a new emerging community development paradigm called Indigenous Planning. He will continue to provide the leadership to develop interdisciplinary courses with the College of Law and Anderson Schools of Management on this concept. In addition, he has been engaged with a tribal grassroots organization called the Indigenous Planning Network to coordinate activities that will eventually inform how tribes can begin using indigenous worldview concepts to inform their community development.

Prof. Claudia was appointed Director of Latin American Studies.

Retiring Faculty:
Professor Min Kantrowitz retired after teaching in both the Architecture and Planning programs. She specialized in techniques for communication in planning.

Sponsored Projects:

Prof. Teresa Córdova, Community Development Workstudy Program, $87,000

Prof. David Henkel, Statewide Comprehensive Outdoor Recreation Plan, $125,000

Prof. William Fleming, River Source / New Mexico Game and Fish, $13,100.

Curriculum:
Community and Regional Planning Minor for Undergraduates: The Community and Regional Planning program successfully crafted an undergraduate minor course of study which has been approved as a transcripted minor beginning in AY 2003-04.

Community Outreach in Classroom Settings:

- During the fall semester of 2002, Associate Professors Bill Fleming and José Rivera offered an advanced regional planning studio in collaboration with the community of La Cienega and the county in Santa Fe. Building on the previous year’s experience, the studio surveyed the local population and designed a model for alternative agricultural development strategies.

- Professor David Henkel’s course in natural resources field methods coordinated with the Galisteo Watershed Restoration Project to train students in rapid monitoring techniques for riparian and grassland health. The resulting analysis was presented to the community.

Student Awards:

Kina Murphy received a Fulbright Scholarship to study human/wildlife interactions in the Okavango Delta of Botswana for AY 2003-04.

Monica Chargoy Rosas, from the Universidad de Quintana Roo in México, received a Fulbright/García-Robles Fellowship to study community-based natural resources planning at the University of New Mexico for academic year 2003-04.

Sonia Archuleta (MCRP), Rossana Ramirez (MCRP), and Robert Baca (BAED) were initiated to the School’s Tau Sigma Delta National Honor Society, Gamma Lambda Chapter.

Master of Community and Regional Planning Degrees Awarded

Fall 2002
Iantha Hicks
Chris Lopez
Shelly Moeller

Spring 2003
Christine Ageton
Kevin Buckley
Lynéé Busta
Monica Delgado
Robert Messenger
1. Significant Developments

The major effort of this year focused upon the completion and initializing of the climate control system, funded in part by the National Endowment for the Humanities, and on related projects. The museum—closed since April 14, 2002—officially reopened to the public on Friday, February 7, 2003.

Project construction was completed in November 2002; system balancing and training continued throughout the rest of the academic year. Museum and Physical Plant staff have been trained on its software and operation. Primary responsibility for surveillance of system performance was assigned to the museum's collection manager. The system was evaluated by Garrison/Lull Inc., the UNM Physical Plant, and Integrated Control Systems, and commissioned by the contractor. During these first months of operation, it has required some adjustments, primarily to raise temperature levels, and a minor reworking of one system component to bring it up to specifications. Overall, however, it has performed well, with few problems. While it will require a full year of outdoor temperature changes to test completely the system's reactions, it is anticipated that the design and installation will continue to meet our needs with a minimum of problems and adjustments. The time and cost spent on thorough research, planning, and working with an outside consultant have more than been repaid by system performance to date.

Closing the museum for HVAC construction allowed staff members time to accomplish some other long-needed projects—the renovation of the museum front entrance and shop, construction of new and more efficient movable gallery walls, repair of gallery floors and walls, painting and sealing the concrete walls of collections storage areas, the redesign of the exhibition preparation area (which lost a third of its space to the project), and the refurbishing of the painting storage vault—paint, new shelving—which had never been possible since it was first occupied some thirty-five years earlier.

Final cost for the HVAC project was $827,800. Of this amount the National Endowment for the Humanities grant provided $365,408. The University of New Mexico total contribution—from the Vice President for Business and Finance, the Office of Academic Affairs, the UNM Art Museum—was $462,392.

System temperature is maintained at 69 degrees F, +/- 2 degrees. Humidity for these same spaces is maintained at 35% relative humidity (RH), +/- 5% RH maximum. Gaseous and particulate contamination levels are maintained at levels of at least effective 90% filtration of 1-micron particulates, with only microscopic levels of sulfur dioxide, nitrogen oxides, ozone, and hydrochloric acid, acetic acid, and formaldehyde. HVAC has allowed us to show more fragile and valuable works from the collections, including a number of fine older photographs and works on paper formerly completely precluded from use.

Development and fundraising were also priority activities this fiscal year. Museum staff worked closely with the UNM Development Office on two major membership development activities—a special gala preview of Highlights of the Collections for donors and community leaders, and a dinner and program at La Quinta Cultural Center celebrating a donation to the museum's permanent collection of two Georgia O'Keeffe paintings (one also painted on the reverse) from the estate of Jacqueline Paley Wolber. A fund-raising consultant was hired by the museum and its Friends of Art to work with the Jonson Gallery and the museum in locating and making contact with potential donors in Santa Fe and Taos. The mailing lists of the museum and Jonson Gallery were integrated and updated. A major effort by the museum's print/photo curator resulted in a highly successful annual meeting of the Print Council of America hosted by the UNM Art Museum in May—the first time the Council had met in New Mexico and had a chance to view some of the major print resources—including the museum's nationally-recognized collection—in this area.

The Jonson Gallery mounted its first-ever major fund drive this year, netting $6,695 from twelve respondents. The response to this test run of 813 pieces mailed has encouraged us to plan a more aggressive campaign for next year. Future annual fund appeals will be two-pronged: a general campaign addressed to a large audience, and a focused campaign directed toward a more select group of potential benefactors, including direct gifts and estate planning options (remaindered trusts, stocks, etc.). It is this latter group we anticipate will probably have the most significant impact on the Jonson's well-being in years to come.
A number of grant applications were written, resulting in funding from:
- the Institute of Museum and Library Services for a painting conservation survey of the museum's collection;
- the City of Albuquerque Urban Enhancement Fund for a student exchange program with Prague, Czechoslovakia;
- the Albuquerque Community Foundation for educational materials for the Fall 2004 exhibition *Art and Culture of the Southwest*;
- the Stockman Family Foundation for the museum's conservation program; and
- the American Association of Museums for the Museum Assessment Program IV: Governance Assessment (a precursor to application for accreditation by the American Association of Museums when a permanent director is in place).

Generous individual donations funded *The Social Lens* exhibition and catalog, as well as numerous print and photo acquisitions. The Friends of Art supported the purchase of a lithograph by Käthe Kollwitz.

Planning for the University's Museum Studies program occupied far too much time in relation to its actual value this year. However, a number of things were accomplished. The museum conservator taught a course in museum preservation practices in spring 2003, and, in collaboration with the curator of prints and photos, researched and presented a summer (July) 2003 course on local photo collections and their care. A grant application to the IMLS Leadership program was prepared to fund a museum studies program director, reporting to the Art Museum director, who would bring together a program of studies that would include statewide institutional and professional participation.
2. Plans and Recommendations

The need for additional space for the museum and its Jonson Gallery becomes increasingly more urgent. It appears that for the foreseeable future we will remain in our newly renovated Center for the Arts home, now with state-of-the-art climate control. Indeed, this location is arguably the most beneficial for use of museum resources by the Department of Art and Art History, the College of Fine Arts, and the University as a whole. With the new parking structure adjacent to the Center, access to the museum for both community and campus will be much more accessible—eliminating a major drawback for this location. This leaves the University with the problem of how the museum's increasing audience and collections growth can best be accommodated so that our educational mission to serve the University and the region can be adequately met.

The Fine Arts Library space directly above us appears to be the most cost-efficient and logical solution to this problem, and would provide maximum access to UNM students, faculty, and staff. It could also house the Jonson Gallery collections and exhibitions, providing better utilization, and more cost-efficient operation of that university collection and staff, and freeing the Jonson Gallery for uses that ultimately require less university funding and which make better use of its location and facilities. Being able to present an expanded program of UNM student exhibitions in the Center for the Arts instead of across campus would be a major service and advantage for the Department of Art and Art History, as well as important public relations for the College and its programs.

Unfortunately, because of its remote location and inadequate collections storage facilities, issues of responsible collections management and use continue to grow at the Jonson Gallery. As the collection continues to age, and is housed in less than adequate physical and climatic conditions while its use grows, its condition deteriorates. Physical consolidation of this collection in the main museum would greatly enhance our ability to treat and use it to maximum advantage, and to avoid future extremely costly conservation costs—for which the University is responsible according to the terms of its agreement with Raymond Jonson. In the interim, we plan to apply for IMLS Conservation Survey funds to isolate works in the collection in need of urgent care, and to resubmit an NEH Conservation Assistance grant application for funds for partial upgrade of those inadequate storage materials most in need of replacement.

The Jonson facility, as well, continues to deteriorate; repairs required to maintain its usefulness for classes and offices—for Art and Art History Department and/or museum studies faculty—as well as its integrity as a designated historic landmark, would be considerably less costly than those required to bring it up to professional standards for collections care and exhibition. The need for repair and renovation is increasingly problematic as the museum, of which the Jonson is a part, prepares to apply for accreditation by the American Association of Museums.

Another funding issue, which may affect our application for professional accreditation, is the need for a new lighting system throughout the main museum galleries. The current "system"—actually a jumble of six systems of varying decrepitude—has reached a new low in its life history. It is so antiquated that, when light fixtures fail, we are no longer able to replace them. Instead, we painstakingly scrape together new fixtures from a scrap heap of old parts. Additionally, and most important, the existing lighting is a major preservation concern. The museum's collection is 80% works on paper: but despite our most responsible efforts, when these works are shown, the lighting is slowly, inexorably, damaging these irreplaceable and fragile works. An improved lighting system for the preservation, study, and exhibition of our collections is now both the museum's highest environmental preservation priority and our most critical need.
3. Staff Appointments

Christopher A. Jones, Curator I  
Shelley Simms, Administrative Assistant, Jonson Gallery  
  January 13, 2003
  January 6, 2003

4. Staff Separations

Cindy Leyba, Administrative Assistant, Jonson Gallery  
  September 29, 1998-October 4, 2002
Art Museum

The Museum was closed from April 14, 2002 through February 4, 2003, for installation of a climate control system.

Upper Gallery

2003
February 7-June 1
Highlights of the Collections: 40th Anniversary of the Museum
Curator: Kathleen Howe

June 17- September 4
The Social Lens: Photography from the Graham Collection
Curators: Kathleen Howe and Bonnie Verardo

West Gallery
February 7- June 1
Highlights of the Collections
Curator: Kathleen Howe

June 17- September 4
Georgia O'Keeffe
Curator: Linda Bahm

Van Deren Coke Gallery
2003
February 7-March 23
Gone: Photographs of Abandonment on the High Plains
Curator: Kathleen Howe

April 8-June 1
Reverse Shadows: Paper Negatives/Paper Positives
Curator: Kathleen Howe

June 17- September 4
MFA in Photography: 40 Years at UNM
Curators: Kathleen Howe and Tom Barrow

Study Gallery
2003
February 7- March 23
Aquosus: Abounding in Water
Curators: Jocelyn Nevel and Kathleen Howe

March 31- April 2
amounts to. (An installation in conjunction with the 32nd Annual John Donald Robb Composers' Symposium, presented by the UNM Department of Music)
Curators: Tom DeLio and Lee Savary

April 15- June 22
Requiem: Yoshiko Shimano
Curators: Yoshiko Shimano and Kathleen Howe

Lower Gallery
2003
February 7-June 22
Highlights of the Collections: 40th Anniversary of the Museum
Curator: Kathleen Howe
The Print Study Room continues to grow as an academic resource, supporting classes offered by UNM's College of Fine Arts, College of Arts and Sciences, and Honors College; Albuquerque middle and secondary schools, and regional colleges and universities.

After a hiatus in activities during the HVAC renovation, the Print Study Room reopened on February 5, 2003. Since then, 510 visitors utilized the Print Study Room resources. Thirty-five groups visited, the majority of which were art history and studio classes from UNM, TVI, and the Tamarind Institute.

Additionally, scholars and museum professionals, attending two conferences, visited the Print Study Room. The Print Council of America held their annual meeting in Albuquerque, which brought print scholars and curators to view our works-on-paper collection. CARTA, the Central Association of Russian Teachers of America, began their Albuquerque conference in the Print Study Room with a viewing of the museum's collection of Dimitri Baltermants photographs and a talk by museum staff member Tyler Anderson.
Jonson Gallery
2002

May 31- September 6  Arsuna: The Culmination of an Idea
Curator: Chip Ware

September 20- October 25  Incoming: New Graduate Students in the Department of Art
Curator: Chip Ware

September 20-October 25  Explorations: Work by Reggie Behl
Curator: Chip Ware

November 8-January 17  Steal Grrrls
Curators: Chip Ware and Kay Whitney

2003
January 31-March 14  S: The Painting And Drawing Faculty Of The Department Of Art And Art History

March 28- May 9  9th Annual Juried Graduate Student Exhibition
Curator: Chip Ware

March 28-May 9  Doors: Volkswagen Doors by Kathamann

May 23-June 27  An Extraordinary Life: In Memory Of Paula Hocks
Curators: Chip Ware and Tiska Blankenship

May 23-July 3  Polymer X: Jonson's Late Acrylics
Curator: Chip Ware
C. Programs, Receptions, and Other Special Events

Overall attendance figures for this fiscal year were extremely skewed due to the main museum’s extended HVAC renovation project. While the Jonson continued its normal schedule, the museum galleries were only open to the public for five months of the year (February 5—June 30, 2003), a total of 700 hours.

- Total attendance at the UNM Art Museum was 15,415, an average of 3,632 visitors each month the museum was open.
- Total attendance at the Jonson Gallery was 3,133, an increase of 16% over last year’s attendance of 2,719.

Total attendance is broken up into several categories below: public and private school tours, UNM class tours, community organization tours, and finally, Tuesday Talks, events, and opening reception attendance.

UNM Art Museum

Even with the museum’s drastically reduced schedule, we managed to squeeze in 19 public programs and 62 docent-led tours. Combined with our general attendance, and, if extrapolated to twelve months, museum attendance would actually have been greater than that of each of the two previous fiscal years.

The museum’s reopening exhibition *Highlights of the Collections* and its related programs drew many visitors, due to enormous positive press coverage of our long-anticipated grand re-opening and to public praise for the *Highlights* project. During the HVAC renovation, the museum maintained a web presence; while audience usage cannot presently be quantified, we anticipate having a website tracking system in place in the near future.

<table>
<thead>
<tr>
<th>Hours open to the public:</th>
<th>FY 2002-03 (5 mos.)</th>
<th>FY 2001-02 (10 mos.)</th>
<th>% change from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>15,425</td>
<td>31,182</td>
<td>-51%</td>
</tr>
<tr>
<td>Private and public school tours</td>
<td>1,210</td>
<td>2,858</td>
<td>-58%</td>
</tr>
<tr>
<td>University class tours</td>
<td>72</td>
<td>71</td>
<td>+2%</td>
</tr>
<tr>
<td>Community organization tours</td>
<td>148</td>
<td>916</td>
<td>-84%</td>
</tr>
<tr>
<td>Tuesday talks/events/opening receptions</td>
<td>1,302</td>
<td>1,593</td>
<td>-18%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18,157</td>
<td>36,620</td>
<td>-50%</td>
</tr>
</tbody>
</table>

*UNIVERSITY ART MUSEUM*

*CLOSED FOR HVAC RENOVATION: APRIL 14, 2002 – FEBRUARY 4, 2003*

**FEBRUARY 2003**

<table>
<thead>
<tr>
<th>NUMBER ATTENDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 VIP Private Reception: <em>Highlights of the Collections</em></td>
</tr>
<tr>
<td>4 Socorro Elementary Tour</td>
</tr>
<tr>
<td>5 Annunciation School Tour</td>
</tr>
<tr>
<td>7 Opening Reception: <em>Highlights of the Collections</em></td>
</tr>
<tr>
<td>11 Lowell Elementary Tour</td>
</tr>
<tr>
<td>11 Tuesday Talk: Former UAM Directors</td>
</tr>
<tr>
<td>12 Espanola Middle School Tour</td>
</tr>
<tr>
<td>13 Madison Middle School Tour</td>
</tr>
<tr>
<td>14 Albuquerque High School Photo Class Tour</td>
</tr>
<tr>
<td>18 Cesar Chavez Elementary Tour</td>
</tr>
<tr>
<td>18 Tuesday Talk: <em>AQUOSUS</em>: Jocelyn Nevel</td>
</tr>
<tr>
<td>19 UNM Class- Drawing</td>
</tr>
<tr>
<td>21 Youth Development Incorporated Tour</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>MARCH 2003</td>
</tr>
<tr>
<td></td>
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<tr>
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<tr>
<td>APRIL 2003</td>
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<tr>
<td>MAY 2003</td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
**JUNE 2003**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>UNM Incoming Freshmen Tours (2)</td>
<td>43</td>
</tr>
<tr>
<td>25</td>
<td>YMCA Tour</td>
<td>24</td>
</tr>
</tbody>
</table>

**Programs and Education Attendance Summaries**

**University Art Museum**

<table>
<thead>
<tr>
<th>Type</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private and Public School Tours</td>
<td>51</td>
</tr>
<tr>
<td>UNM Class Tours</td>
<td>4</td>
</tr>
<tr>
<td>Community Organizations Tours</td>
<td>7</td>
</tr>
<tr>
<td>Tuesday Talks, Museum Events, CSCs, and Opening Receptions</td>
<td>19</td>
</tr>
<tr>
<td>Hours open to the public</td>
<td>700</td>
</tr>
</tbody>
</table>

**Jonson Gallery**

The Jonson Gallery carried out a full Poets and Writers Reading Series in addition to its regular programming in fall 2002. A group of regionally and nationally known poets and writers, including UNM Professor Emeritus Gene Frumkin and novelists Evelina Lucero and Nahid Rachlin, did readings of their works to capacity audiences in the gallery on Thursday evenings. Scheduled and sponsored by the Department of English, these events not only were an important collaboration with another campus entity, they broadened the gallery's audience base, and added immeasurably to the scope of its offerings. We look forward to continuing this series in the next fiscal year.

It should be noted that general attendance at the Jonson rose 9% this fiscal year, and attendance at talks and receptions rose 44% this fiscal year.

<table>
<thead>
<tr>
<th>Hours open to the public:</th>
<th>FY 2002-03</th>
<th>FY 2001-02</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,291</td>
<td>1,144</td>
<td>+9%</td>
</tr>
</tbody>
</table>

**Attendance:**

<table>
<thead>
<tr>
<th>Category</th>
<th>FY 2002-03</th>
<th>FY 2001-02</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>1,249</td>
<td>1,144</td>
<td>+9%</td>
</tr>
<tr>
<td>Private, public school, and UNM class tours</td>
<td>265</td>
<td>448</td>
<td>-41%</td>
</tr>
<tr>
<td>Tuesday Talks, misc. events, opening receptions</td>
<td>1,619</td>
<td>1,127</td>
<td>+44%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>3,133</td>
<td>2,719</td>
<td>+15%</td>
</tr>
</tbody>
</table>

**SEPTEMBER 2002**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Number Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Tuesday talk Sharyn R. Udall</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>Poets and Writers</td>
<td>13</td>
</tr>
<tr>
<td>24</td>
<td>New grad panel</td>
<td>35</td>
</tr>
<tr>
<td>20</td>
<td>Opening reception</td>
<td>167</td>
</tr>
<tr>
<td>26</td>
<td>Poets and Writers</td>
<td>63</td>
</tr>
</tbody>
</table>

**OCTOBER 2002**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Number Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Gallery talk Reggie Behl</td>
<td>18</td>
</tr>
<tr>
<td>15</td>
<td>Poets and Writers</td>
<td>37</td>
</tr>
<tr>
<td>15</td>
<td>Poets and Writers</td>
<td>63</td>
</tr>
</tbody>
</table>

**NOVEMBER 2002**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Number Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Opening reception</td>
<td>108</td>
</tr>
<tr>
<td>12</td>
<td>Gallery talk by Elizabeth Olton</td>
<td>20</td>
</tr>
<tr>
<td>14</td>
<td>Poets and Writers</td>
<td>60</td>
</tr>
<tr>
<td>21</td>
<td>Book signing by David Witt</td>
<td>7</td>
</tr>
</tbody>
</table>

**DECEMBER 2002**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Number Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Panel Steel Grrrls</td>
<td>34</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Page</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>JANUARY 2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Opening reception</td>
<td>378</td>
</tr>
<tr>
<td>FEBRUARY 2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Panel discussion faculty</td>
<td>61</td>
</tr>
<tr>
<td>13</td>
<td>Poets and Writers</td>
<td>30</td>
</tr>
<tr>
<td>MARCH 2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Poets and Writers</td>
<td>31</td>
</tr>
<tr>
<td>28</td>
<td>Opening reception</td>
<td>204</td>
</tr>
<tr>
<td>APRIL 2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Gallery talk Blake Gibson</td>
<td>51</td>
</tr>
<tr>
<td>3</td>
<td>Poets and Writers</td>
<td>41</td>
</tr>
<tr>
<td>10</td>
<td>Gallery talk by David Leigh</td>
<td>33</td>
</tr>
<tr>
<td>17</td>
<td>Poets and Writers</td>
<td>34</td>
</tr>
<tr>
<td>24</td>
<td>Panel discussion grad</td>
<td></td>
</tr>
<tr>
<td>MAY 2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Opening reception</td>
<td>36</td>
</tr>
</tbody>
</table>
D. Publications

UNM Art Museum

Catalogs and Gallery Guides:

*The Social Lens: Photographs from the Ray Graham Collection*

Jonson Gallery

*9th Annual Graduate Student Catalog*

*Arsuna: The Culmination of an Ideal, 1937-1942*
E. Museum Shop

The official UNM financial system (FRS) reports that the Museum Shop's income for FY 2002-2003 was $19,935.18. The store ledger reports it as $19,599.93, a difference which can be attributed to $362.25 from last fiscal year posted to the FRS this fiscal year; a cash drawer shortage of $6.05 for the full year; and a $20.95 sale posted to the FRS last fiscal year, but posted to the Booklog ledger this fiscal year. These discrepancies are itemized below:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRS Total (6/30/03)</td>
<td>$19,935.18</td>
</tr>
<tr>
<td>June Deposits Posted To July</td>
<td>$(362.25)</td>
</tr>
<tr>
<td>Total Cash Drawer Shortage</td>
<td>$6.05</td>
</tr>
<tr>
<td>FY 01-02 Sales</td>
<td>$20.95</td>
</tr>
<tr>
<td>Total Adjusted FRS</td>
<td>$9,599.93</td>
</tr>
<tr>
<td>Store Ledger</td>
<td>$(19,599.93)</td>
</tr>
<tr>
<td>Total Discrepancy</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Total shop expenses were $18,859.45, allowing the store to make a modest profit of $740.48. This is not bad considering that the museum was closed for seven months, three of which, October, November, and December, are traditionally very busy in terms of sales. Additionally, because the shop staff was laid off during the museum HVAC project and new staff had to be hired at the time the museum reopened, a month into the spring semester, the shop had to rely primarily on student, rather than work/study, employees. This effectively doubled the salary costs for February—June 2003.

The shop inventory was increased to $15,156.28 as of 6/30/03. This adjustment of $7,953.91 reflects two factors. Increased inventory was necessitated (and anticipated) because of the enlarged sales and display spaces of the newly remodeled shop space. Additionally, the inventory had been intentionally decreased in anticipation of the shop closure in April 2002 for the HVAC project.

The fund balance at the end of the fiscal year was $15,896.76.
F. Friends of Art

Activities:

Spring 2003 film series


*Golub* (Leon Golob, painter), March 2, 2003

*Brakhage* (Stan Brakhage, film maker), March 9, 2003

Annual Meeting and Dinner at the UNM Art Museum, Thursday, May 8, 2003

Donations to the UNM Art Museum collection:

Käthe Kollwitz, *Tod Greift in Kinderschar* (Death Seizing Children), 1934, lithograph

Best Friend:

Ellin Hewes

Awards given:

Art History: Liz Olton
Art Studio: Blake Gibson

Board 2002–2003:

Rebecca Neri Zagal, President
Sharon Bruce, Vice President
Becky Brown, Secretary
Marian Rodee, Treasurer
Ellin Hewes
Christina Fenton
Sheilah Garcia
Barbara Witemeyer

Ex officio:

Linda Bahn
Kathleen Howe
Chip Ware
Art Museum

Funding agent: Stockman Family Foundation Trust
Title: Art Restoration and Conservation
Dates: July 1, 2002-June 30, 2003
Amount: $80,000
Project Director: Peter Walch/Linda Bahm

Funding Agent: Michael Mattis & Judy Hochberg
Title: Photography Acquisitions
Dates: July 1, 2002-June 30, 2003
Amount: $170,000
Project Director: Linda Bahm

Funding Agent: Fernando Bamuevo
Title: Photography Acquisitions
Dates: July 1, 2002-June 30, 2003
Amount: $120,000
Project Director: Linda Bahm

Funding Agent: Danuta & Ludwik Rozycki
Title: Photography Acquisitions
Dates: July 1, 2002-June 30, 2003
Amount: $50,000
Project Director: Linda Bahm

Funding Agent: Sarit L. Rozycki
Title: Photography Acquisitions
Dates: July 1, 2002-June 30, 2003
Amount: $15,000
Project Director: Linda Bahm

Funding Agent: Herbert & Audrey Hochberg
Title: Photography Acquisitions
Dates: July 1, 2002-June 30, 2003
Amount: $15,000
Project Director: Linda Bahm

Funding Agent: Donald Lappé
Title: Photography Acquisitions
Dates: July 1, 2002-June 30, 2003
Amount: $18,000
Project Director: Linda Bahm

Funding Agent: Monica Half
Title: Photography Acquisitions
Dates: July 1, 2002-June 30, 2003
Amount: $5,000
Project Director: Linda Bahm
Funding Agent: Institute of Museum and Library Services  
Title: Museum Assessment Program, Governance Assessment  
Dates: May 1, 2003-April 30, 2005  
Amount: $1,775  
Project Director: Linda Bahm

Jonson Gallery

Funding Agent: Misc. donors  
Title: Paula Hocks exhibition  
Dates: May 23-June 27, 2003  
Amount: $175  
Project Director: Robert Ware

Funding Agent: Misc. donors  
Title: Jonson General Support Campaign  
Dates: September 2002-June 2003  
Amount: $6,695  
Project Director: Robert Ware

Funding Agent: Department of English, UNM  
Title: Poets and Writers Reading Series  
Dates: Fall Semester, 2002  
Amount: $450  
Project Director: Robert Ware
7. Professional Activities

Tyler Anderson
Professional meetings and classes attended:
Preservation Options in a Digital World: To Film or to Scan, Albuquerque, May 20-22, 2003

Linda Bahm
Member, UNM Dept. of Art/Art History Advisory Committee
Member, UNM Campus Art in Public Places Committee
Member, UNM Research Administrators Network
Member, UNM Museum Studies Committee
Member, UNM Museum Consortium
Member, New Mexico Association of Museums
Member, Museum Cooperative Council of Albuquerque
UNM Representative, Harwood Museum Advisory Board
UNM Representative, Albuquerque Arts Alliance Sustainable Funding Initiative
Professional meetings and classes attended:
New Mexico Association of Museums Annual Meeting, Taos, NM, September 2002.
Legal Problems of Museum Administration, American Legal Institute/American Bar Association (ALI-ABA) continuing legal education course, New Orleans, LA, March 2003 (full scholarship)

Kelvin Bellie
Member, Modern Language Association
Professional meetings and classes attended:
Early Native American Literature, August 19-December 6, 2002
Critical Theory, August 19-December 6, 2002
Corporate Time, August 29, 2002
Captivity Narratives, January 21, 2003-May 9, 2003
History of the English Language, January 21, 2003-May 9, 2003
Professional Activities:

Michael Certo
Member, Board Member of Albuquerque Contemporary Art Center [AC²]
Member, Albuquerque Arts Alliance
Member, Artists’ Awards Committee for Magnifico Festival of the Arts
Professional activities:
Lecture, Contemporary Art Society on the Annual Juried Graduate Student Exhibition, UAM Juror, New Era Art exhibition, Magnifico Art Space
Lecture, Collaboration in the Arts for Media Arts Department, UNM
Curator, statewide Film and Video Show, [AC²]
Curator, Annual Juried Graduate Student Exhibition, Jonson Gallery
Adjudicator, National PTA 2001-2002 Reflections Program
Adjudicator, National Independent Schools Association Art Festival, Albuquerque Academy, 2002
Adjudicator, Environmental Art Exhibition, UNM Art Students Association, UNM, 2002
Guest Lecture, Georgia O'Keeffe, Ghost Ranch, NM, 2003
Kathryn A. Guscott
Member, New Mexico Preservation Alliance
Member, New Mexico Association of Museums
Professional meetings and classes attended:
Respiratory Protection class, UNM SHEA, August 23, 2002
Chemistry for Conservators Conference, Baltimore, Maryland, August 25-31, 2002
Integrated Pest Management workshop, Santa Fe, June 11, 2003
Teaching:
Photography Workshop, Santa Fe, June 2003
Professional Activities:
Consultant and assistant, Georgia O'Keeffe Museum, May 2002
Consultant and assistant, Museum of Fine Arts, Santa Fe, August 2002

Kathleen Stewart Howe
Co-chair, Cultural Studies Committee
Adjunct Associate Professor, Department of Art and Art History
Member, Print Council of America
Member, American Association of Museums
Member, College Art Association
Member, Middle Eastern Studies Association
Member, Society for Photographic Education

Christopher Jones
Professional meetings and classes attended:
Thesis hours toward completion of an MA degree in Art History (History of Photography)
Professional Activities:
Published review, "Rethinking Orozco," Third Text, Vol. 16, Issue 3.

Ursula Mines
Member, Museum Store Association
Professional meetings and classes attended:
Spanish 101, August 19-December 6, 2002
UNM Corporate Time, October 22, 2002
Principals of Cell Biology, January 21-May 9, 2003
Spanish 102, January 21-May 9, 2003
Professional Activities:
UNM Hospital's Childlife Program, Volunteer, July 2002-June 2003

Lee Savary
Professional Activities:
Exhibit Consultant, Albuquerque Sunport

Shelley Simms
Professional meetings and classes attended:
Understanding the FRS Reports, January 13, 2003
Art Handling, February 10, 2003
Purchasing and Accounts Payable Policy, February 13, 2003
Mulberry II, March 31, 2003
Web Site Development, April 12, 2003
Laura Downey Stanef
Professional Associate, American Institute for Conservation (AIC)
Member, Western Association for Art Conservation (WAAC)
Member, New Mexico Association of Museums (NMAM)
Member, New Mexico Preservation Alliance (NMPA)

Professional meetings and classes attended:
- Respiratory Protection class offered by UNM SHEA, August 23, 2002
- WAAC Annual Meeting, Portland OR, October 2002
- Grants Management, February 27, 2003
- Museum Security, April 2003
- Preservation Options in a Digital World: To Film or to Scan, Albuquerque, May 20-22, 2003

Teaching:
- Earth & Planetary Science 300 “Art Materials,” lecture course team-taught with Dr. Susan Barger, Spring 2003
- Art History 429 “Museum Preservation,” lecture course, Spring 2003

Professional Activities:
- Co-curated exhibition Edward Weston: A Vision Conserved for the Center for Creative Photography at the University of Arizona, opening July 19, 2003
- Started private conservation practice, forming Silverpoint Art Conservation, LLC
- Presented workshop on photograph preservation to members of the Jicarilla Apache Nation at the Jicarilla Cultural Center, Dulce, NM, with curator Kathleen Stewart Howe, October 18, 2002
- Earned Master of Arts, Art History (History of Photography), the University of Arizona, December 2002

Bonnie K. Verardo
Member, American Association of Museums, Registrars Committee
Member, New Mexico Association of Museums
Member, Mountain-Plains Museum Association, Registrars Committee

Professional Activities:
- Selection Committee, Public Art Program, City of Albuquerque, FUND project

Certification:
- Certified Institutional Protection Specialist, International Foundation for Cultural Property Protection

Robert “Chip” Ware
Member, American Association of Museums
Member, College Art Association
Member, Board of Directors, Stephen Thomas Museum and Archives, Madison, Georgia
Appendices

A. Personnel

Permanent Staff:

Tyler R. Anderson, Curatorial Assistant January 8, 1999
Linda Bahm, Associate Director December 9, 1985
Kelvin Bellele, Administrative Assistant April 19, 1999
Michael Certo, Curator of Education and Public Programs April 5, 1999
Kathryn A. Guscott, Conservation Preparator July 3, 1995
Kathleen S. Howe, Print/Photo Curator July 11, 1994
Christopher A. Jones, Asst. Curator January 13, 2003
Cindy Leyba, Administrative Assistant, Jonson Gallery September 29, 1998-October 4, 2002

Ursula Mines, Museum Shop Manager October 2, 2000
Lee Savary, Exhibitions Curator August 3, 1992
Shelley Simms, Administrative Assistant, Jonson Gallery January 6, 2003
Laura Downey Staneff, Conservator December 3, 2001
Bonnie K. Verardo, Collection Manager November 1, 1995
Robert “Chip” Ware, Jonson Gallery Curator August 7, 2000

Work Study, Student, Interns, and Temporary Employees:

Mary Theresa Avila Carolina Bell Carolina Bell
August 15, 2001-August 9, 2002 January 17, 2002-December 20, 2002
Fabrizio Bianchi August 19, 2002
Annamarie Cordova June 8, 2001
Carol Cheh June 2, 2003
Dan English January 21, 2003
Wei (Amy) Fan January 21, 2003
Christopher Jones January 13, 2003-December 20, 2002
Kerry Kazokas August 20, 2001-December 20, 2002
Audra Kerwin January 21, 2003
Ken Lieja January 21-May 17, 2003
Beatric Marti November 8, 2002-May 16, 2003
Kevin Spykerman June 3, 2001-December 20, 2002
Michael Sonnichsen May 17, 2003
Allison Wade May 17, 2003
Alison Watral June 8, 2001
Anton Wilson February 17-May 17, 2003

Jonson Volunteers:

Tiska Blankenship, June 2003
Michael Cook, April 2003
Vera Sprunt, April 2003
Anton Wilson, February-May 2003
B. Committees

UNM Art Museum Advisory Committee
2002-2003

Peter Walch, Director Emeritus, UNM Art Museum
Roger L. Schuntz, Dean, School of Architecture and Planning
Thomas F. Barrow, Professor Emeritus, Art and Art History
Van Deren Coke, Professor Emeritus, Art and Art History
Joyce Szabo, Chair, Art and Art History
David Stuart, Associate Provost, Academic Affairs
Susan Mullins, University Auditor
Rebecca Neri Zagal, President, Friends of Art
Sheilah Garcia, Community Representative

Jonson Gallery
Sub-Committee on Jonson Collections

Julie Weaks Gutierrez, University Budget Director
Susan Mullins, University Auditor
Joyce Szabo, Associate Professor, Department of Art and Art History
Linda Bahm, Director, UNM Art Museum, ex officio

Julie Weaks Gutierrez, Susan Mullins, and Joyce Szabo are the Standing Committee of the UNM Museum’s Advisory Committee for the Jonson Collection.

Jonson Gallery Group
Penny Rembe
Gail Doyel
Martha Day

Adjunct Curators: UNM Art Museum

Thomas F. Barrow
David Craven
Christopher Mead
O. J. Rothrock
Peter S. Walch
Photography

Asch, David
Metropolitan Slush, c.1925
Bromoil transfer
Museum purchase
2001.40.9

Aubert, Francois
Grave of Maximillian, c.1867
Albumen
Museum purchase
2001.16.3

Aubert, Francois (attributed)
Aztec Calendar, Mexico, c.1870
Albumen print
Museum purchase
2002.7

Borgeson, Larry
Silent Messages: Gone Five Days Journey 1979
Van Dyck print
Gift of Laurie and Thomas Barrow
2001.37.1

Chalmers, Catherine
Praying Mantis Eating Two Flies, 1995
Color photograph
Gift of John and Mary Mulvany in honor of Peter Walch
2001.28

Cheney, Edward (printed by Alfred Capel-Cure, his nephew)
Cathedral Nantes, 1856 (negative) 1858 (print)
Albumen
Museum purchase
2002.10.23

Cheney, Edward (printed by Alfred Capel-Cure, his nephew)
Gateway, Worksop, late 1850's
Albumen
Museum purchase
2002.10.24

Cook, Michael
Carrots from the series Animal, Vegetable, Mineral, 1988-1992
Polaroid
Gift of Michael Cook
2001.38

Costain, Harold Haliday
Thirty four gelatin silver prints, c.1940's
Gift of Fernando and Gloria Barnuevo Ybarra
2001.39.55-.88

Davidson, Bruce
Topless, San Francisco, from the series "The Off Broadway", 1965
Gelatin silver print
Gift of Fernando and Gloria Barnuevo Ybarra
2001.39.54

Evans, Walker
Two gelatin silver prints (contact prints) c.1960
Gift of James Hughes
2001.47.1-2

Foster, Giraud; Barker, Norman
Five chromogenic prints
Gift of Giraud Foster and Norman Barker
2001.52.1-5

Foster, Gus
Two chromogenic prints, 2001
Gift of the artist
2001.36.1-2

Frith, Francis
Mount Serbal, from the Wádee Feyrán, 1858
Albumen
Gift of Fernando and Gloria Barnuevo Ybarra
2001.39.1

Fyman, Vladimir
Seven gelatin silver prints
Museum purchase
2002.12.1-7

Hanka
Prague, 1940s
Gelatin silver print
Museum purchase
2002.3

Havlicek, Ing. Karel
Construction, c. 1935
Gelatin silver print
Museum purchase
2002.15.2
Hawes, Josiah
Four salted paper prints c.1850
Gift of Fernando and Gloria Barnuevo Ybarra
2001.39.5-.8

Jackson, Zig
Two Moons Stoic / Two Moons Laughing;
Gelatin silver print
Purchased with funds from the Friends of Art
2002.5.3a-b

Kertesz, Andre
Small-Town Judge, Batorkeszi, Hungary, 1916
Gelatin silver print
Gift of Fernando and Gloria Barnuevo Ybarra
2001.39.89

Lavenson, Alma
Two gelatin silver prints
Gift of Susan Ehrens in honor of Van Deren Coke's 80th Birthday, 2001
2001.43.1-.2

Lavenson, Alma
Eight gelatin silver prints
Gift of Paul Wahrhaftig
2001.44.1-.8

Lavenson, Alma
Ten gelatin silver prints
Gift of Albert Wahrhaftig
2001.45.1-.9

Levinstein, Leon
Fourteen gelatin silver prints
Gift of Geoffrey B. West
2001.31.1-.14

Levinstein, Leon
Five gelatin silver prints
Gift of Todd Gitlin
2001.46.9-.13

Levitt, Helen
Two gelatin silver prints
Museum purchase
2001.49.1-.11

Lozoya, Oscar
Dia de los Muertos, 1994 (printed 1995)
Gelatin silver print
Purchased with funds from the Friends of Art
2002.5.2

Lukas, Jan
Auditorium Crowd, 1960s
Gelatin silver print
Museum purchase
2002.15.3-.6

Marey, Jules-Etienne
Running Dog, c. 1885
Photographic positive on glass
Museum purchase
2001.40.1

Marquis de Rostaing
Untitled (Landscape with Mountain and Village) c.185
Waxed paper negative
Museum purchase
2002.6

Meatyard, Ralph Eugene
Untitled, n.d. (printed later)
Gelatin silver print
Gift of Joan and Van Deren Coke
2001.53.3

Menglerova, Libuse
Five gelatin silver prints c.1975
Museum purchase
2001.49.5-.9

Meyerowitz, Joel
Two gelatin silver prints
Museum purchase
2001.49.3-.4

Montoya, Delilah
Diego, 1998
Chromogenic print
Purchased with funds from the Friends of Art
2002.5.1

Morgan, Barbara
Three gelatin silver prints
Gift of Fernando and Gloria Barnuevo Ybarra
2001.39.2-.4

Mydans, Carl
Four gelatin silver prints, late 1960's
Museum purchase
2001.40.12-.15
Nadar (Gaspard Félix Tournaire)
Portrait of Sarah Bernhardt, c. 1878
Albumen
Museum purchase
2002.10.21

Navy & Marine Corps Photographers
Two hundred seventy-six gelatin silver prints, World War II-the Pacific Theater
Museum purchase 2001.40.16-.292

Negre, Charles.
Grasse
Waxed paper negative, c. 1852
Museum purchase
2001.54

Pinkerton's National Detective Agency
The Wild Bunch, James Lowe, c. 1910
Gelatin silver print
Museum purchase
2001.16.1

Pinkerton's National Detective Agency
Dan Hunt (alias Jas. Corcoran) Professional Thief, c. 1892
Printing out paper
Museum purchase
2001.16.2

Plicka, Karel
Prasna Brahia (Inside the Chapel) n.d.
Gelatin silver print
Museum purchase
2002.15.1a-b

Robinson, Henry Peach
Five albumen prints, 1881
Gift of Fernando and Gloria Barnuevo Ybarra
2001.39.46-.51

Ross, Horatio
Dead Stag, c. 1855
Waxed paper negative
Museum purchase
2001.40.8

Ross, Horatio
Two albumen prints c. 1858
Gift of James Hughes
2001.47.3-.4
Stivers, Robert
Man and Woman in Plastic from the LA Series
(and Self Portraits ), 1993
Eight gelatin silver prints
Gift of Todd Gitlin
2001.46.1-.8

Struss, Karl
Screen print from autochrome & Bromoil,
c.1915
Two prints
Museum purchase
2001.40.6-.7

Sudek, Josef
Fourteen gelatin silver prints
Gift of Fernando and Gloria Barnuevo Ybarra
2001.39.9-.22

Sudek, Josef
Four gelatin silver prints
Museum purchase
2001.40.2-.5

Sudek, Josef
Garden Path with Statuary, n.d.
Gelatin silver print (contact print)
Museum purchase
2001.48

Sudek, Josef
Fifteen gelatin silver prints
Museum purchase
2002.10.1-.14 and .22

Talbot, William Henry Fox
Church of St. Maurice at Vienne in France c.
1850
Photoglyphic engraving
Museum purchase
2001.40.10

Terris, Adolphe
Nineteen cyanotypes, c.1868
Four albumen prints, c.1879
Gift of Fernando and Gloria Barnuevo Ybarra
2001.39.23-.45

Thompson, John
Old Timer Days, Quebec, 1891
Albumen
Museum purchase
2002.10.26

Tucek, Zdenek
Three gelatin silver prints, 1935-1941
Museum purchase
2002.13.1-.3

Unknown
Untitled (Portrait of a Woman), n.d.
Salted paper print with drawing
Museum purchase
2001.16.4

Unknown
The Hague, South Church, c.1880's
Albumen print
Museum purchase
2001.40.11

Unknown
The Bone Yard in Paco Cemetery, Manilla, c.1895
Lantern slide
Museum purchase
2001.49.1

Unknown
Link Belt Type "A" Loader in Yard of Richard McAllister, Camden, N.J., c.1930
Gelatin silver print
Museum purchase
2002.10.25

Van Deren Coke
John Kacere, 1958
Gelatin silver print
Gift of Joan and Van Deren Coke
2001.53.2

Various Artists
Untitled from the portfolio MFA 2000,
a portfolio of twenty
Gift of the Rochester Institute of Technology
Photography Program
2001.41.1-.20

Watkins, Carelton
Two cyanotypes, 1881
Gift of Fernando and Gloria Barnuevo Ybarra
2001.39.52-.53

Wilson, D.
Parasite of Pig, c.1855
Albumen photomicrograph
Museum purchase
2002.10.15
Witkin, Joel-Peter
Three gelatin silver prints (toned), 1990-1994
Gift of Joel-Peter Witkin
2001.42.1-3

Woof, Paul J.
Five gelatin silver prints, c.1930
Museum purchase
2002.10.16-.20

Prints

Adams, Clinton
One etching & four Lithographs
The Clinton Adams Archive Collection
2001.51.1-.5

Anthony, Carol
Samos: Twin Islands, Greece, 1998
Monotype
Gift of Jane and Burt Berman
2001.52.2

Arends, Stuart
Untitled, 2000
Lithograph
The Tamarind Archive Collection
2001.15.1

Aschheim, Eve
Four lithographs
The Tamarind Archive Collection
2001.15.2-.5

Besnard, Alfred
La femme à la pêlerine (Woman with a Cape), 1889
Intaglio, mixed technique
The Clinton and Mary Adams Collection
2001.14.1

Birch, Willie
Big Man, 2000
Lithograph
The Tamarind Archive Collection
2001.15.6a-b

Bowling, Katherine
Two lithographs
The Tamarind Archive Collection
2001.15.7-.8

Braque, George
Oiseau et lotus (from the suite Le tir à l'ar, 1960
lithograph
The Clinton and Mary Adams Collection
2001.14.2

Chasseriau, Theodore
Venus Anadyoméne, 1839
Lithograph
The Clinton and Mary Adams Collection
2001.14.3

Clingerman, Catherine
Hymns of Qurum, 2001
Five relief etchings
Gift of Catherine Clingerman
2001.34.1-.5

Cook, Michael
Michael Cook @...#64, 2000
Lithograph
The Tamarind Archive Collection
2001.15.9

Davidoff, Susan
Five lithographs
The Tamarind Archive Collection
2001.15.10-.14

Davies, Arthur B.
Diane, 1924
Intaglio, mixed
The Clinton and Mary Adams Collection
2001.14.4

Daguerre, Luis-Jacque Mande
Interview des ruines du Chateau de Blot-le-Roc, c.1829
Lithograph, chine colle
Gift of Joan and Van Deren Coke
2001.53.1

Drazo, Andrea
More Planets and Spaceships (Alien Beauty series)
Lithograph
The Tamarind Archive Collection
2001.15.15a-h

Drazo, Andrea
Alien Chick, 2000
Lithograph
The Tamarind Archive Collection
2001.15.16
DiCamillo, Roger  
Las Iglesias de Nuevo Mexico, 2000  
Lithograph  
The Tamarind Archive Collection  
2001.15.17

DiCamillo, Roger  
Chiesi d’Italia, 2000  
Lithograph  
The Tamarind Archive Collection  
2001.15.18

Feininger, Lyonel  
Three woodcuts, 1918-1920  
Woodcut  
The Clinton and Mary Adams Collection  
2001.14.5-7

Golter, Victor  
Three lithographs  
The Tamarind Archive Collection  
2001.15.19-21

Kliemann, Carl-Heinz  
Interrupted Coastline, 1975  
Mixed intaglio  
Gift of Dr. Volker Vossius in honor of Professor Douglas George  
2002.1

Kurimura, Naruhiko  
Three lithographs  
The Tamarind Archive Collection  
2001.15.22-24

Letcher, Lance  
Ten lithographs  
The Tamarind Archive Collection  
2001.15.25-.34

Lindgren, Eric  
Carson Flats I, 1990  
Monotype  
Gift of Jane and Burt Berman  
2001.32.3

Liu, Hung  
Four lithographs, 2000  
The Tamarind Archive Collection  
2001.13.35-.38

McCray, Dorothy  
Par Coeur, 1955  
Lithograph  
The Clinton and Mary Adams Collection  
2001.14.8

Mellyn, Sean  
Three lithographs, 2001  
The Tamarind Archive Collection  
2001.15.39-.41

Moses, Forrest  
Two Iris, 1997  
Monoprint  
Gift of Jane and Burt Berman  
2001.32.4

Porter, Liliana  
Twelve lithographs, 2000  
The Tamarind Archive Collection  
2001.15.42-.53

Sakiestewa, Romana  
4 Divinations, 1997  
Lithograph  
Gift of Jane and Burt Berman  
2001.32.5

Sekula, Allan  
Photography Against the Grain, n.d.  
Poster  
Gift of Thomas & Laurie Barrow  
2001.27.2

Seliger, Jonathan  
Five lithographs, 2000  
The Tamarind Archive Collection  
2001.15.54-.58

Shea, Michael  
Three lithographs, 2000  
The Tamarind Archive Collection  
2001.15.59-.61

Sherwin, J. K.(engraved by); William Hogarth (after)  
The Politician, c. 1775  
Hand-colored etching  
Anonymous gift  
2001.24

Siqueiros, David Alfaro  
Meditation, 1968  
Lithograph  
Gift of Jacqueline Dunnington  
2001.25

Snowden, Mary  
Three lithographs, 2000  
The Tamarind Archive Collection  
2001.15.62-.64
Suarez-Londono, Jose Antonio
Four lithographs
The Tamarind Archive Collection
2001.15.65-.68

Tobey, Marc
Composition, 1955
Lithograph
The Clinton and Mary Adams Collection
2001.14.10

Unknown
Marriage Certificate 1898
Offset lithograph, ink, printing out paper, wood
Gift of Geoffrey Batchen
2002.11

Unknown, Perez, Faustino; Morante, Rafael
Five screenprints
Gift of David Craven in honor of Tom Barrow
2001.30.1-.5

Unknown
Four engravings
Gift of Russ Davidson and Revathi A. Davidson
2001.26.1-.4

Various artists
Untitled from the portfolio Interprint 2000
Seventeen (17), mixed media prints
Gift of Joel-Peter Witkin
2001.35.1.1-.17

Vigil, Frederico
La Mujer de las Uvas, 2000
Lithograph
The Tamarind Archive Collection
2001.15.69

Walker, Todd
Various
3 books/portfolios, 10 photographs and 24 prints
The Todd Walker Estate
2002.2.1-.36

Weber, Stephanie
Three lithographs
The Tamarind Archive Collection
2001.15.70-.72

Whitehorse, Emmi
Silent Rain, 2000
Lithograph
The Tamarind Archive Collection
2001.15.73

Paintings
Adams, Clinton
Twenty four paintings
Clinton Adams Archive Collection
2001.13.1-.24

Berg, Tom
Draped Chair #29, n.d.
Oil on panel
Gift of Jane and Burt Berman
2001.32.1

Scholder, Fritz
Romantic Vision #2, 1990
Acrylic on paper
Gift of Jane and Burt Berman
2001.32.6

Slavik, Barbara Jane
Untitled, 1973
Oil on canvas
Gift of Peter Walch
2001.50

Von Hassler, Carl
Five paintings
Gift of H. W. "Rudy" Truesdale
2001.17.1-.5
Jonson Gallery

James Casebere, Paul Laster, Victor Masayevsa, Patrick Nagatani, Meridel Rubenstein
Twenty-one prints, 1992-1993
Gift of Richard Levy
JT 95.1-21

Seventy-four items, artist books, posters, prints, and collages
Gift of the Estate of Paula Hocks
JT 2003.1-74

Hammersley, Frederick
Eight items, including three of his works, and signed posters and reproductions
Gift of Frederick Hammersley
JT 2003.2.1-8

Robb, Peggy Hight
In Homage to Raymond Jonson, 1982/2002
Acrylic on canvas
Gift of the artist
JT 2002.3

Sprunt, Vera
Epiphanies, 1990-1992
Boxed set of seven waterless planographic prints, plus title and colophon
Gift of the artist
JT 2003.3.1-7
D. Works Deaccessioned

E. Conservation Lab

Conservation efforts at the Museum were only slightly disrupted by the HVAC renovation project which dominated 2002. Conservator Laura Downey Stanef and Conservation Technician Kate Guscott participated in preparing and moving the collections before and after the renovation project. Stanef monitored temperature and humidity levels before and during the installation of the new HVAC system. She participated in discussions with the controls contractors and functioned as staff liaison for visiting conservation environment consultant William Lull in January 2003. After the system was in place and functioning, monitoring responsibilities were shifted to the collections manager.

Guscott relocated matting and framing activities from the Mat Room, which was included in the construction area envelope, to the Conservation Lab. The Conservation Lab remained active during the construction, except for several weeks in August and September 2002. Conservation staff made use of this "down" time to catch up on condition reporting of new acquisitions in the collection manager's office, to update conservation records in the collections database, and to rectify discrepancies between written records in the lab and those in the collection manager's office.

During this period, Stanef prepared a grant application to the Institute of Museum and Library Services to fund a condition survey of UAM's paintings collection, to be performed by conservators from the Balboa Art Conservation Center in San Diego. This project was funded in full and will commence in Fall 2003. She also served on the museum's Acquisitions and Loans committee, and consulted on conservation aspects of exhibitions planning. In January 2003, Stanef shifted from full-time to part-time, to allow for teaching and other professional activities outside her museum position. Kathleen Howe, Curator of Prints and Photos, resumed supervision of Kate Guscott at that point and HVAC monitoring responsibilities were shifted to Bonnie Verardo, Collections Manager.

Guscott continued her management of the PEM (Preservation Environmental Monitoring) field trial project; the UNM Art Museum was one of 179 institutions chosen to test and refine a computerized system for gathering and interpreting data on environmental conditions in collection storage and display areas. The project is a research program of the Image Permanence Institute of the Rochester Institute of Technology and the Society for Imaging Science and Technology.

Stanef performed a number of treatments on UAM collection items, including art on paper and photographs, as well as minor treatments on two sculptures. First priority were works for the Highlights exhibition, which were in need of stabilization and/or visual improvement. Subsequently, works from the photograph collection which had been previously designated as highest priority for conservation were treated. Two outside conservators were engaged to treat UAM collection items. Keith Bakker, an Albuquerque-based objects/furniture conservator, performed stabilization treatment of X0.191, a Spanish Colonial bulto sculpture. Santa Fe painting conservator Steven Prins prepared reports and estimates on two UAM oils in need of treatment.

Public outreach and educational activities included an instructional session presented by Stanef to student employees and new staff of UAM and its Jonson Gallery early in the spring 2003 semester. At this time, a new student agreement document was implemented: every student who will work with the collections must now agree in writing to follow the handling guidelines outlined in the document. This provides the museum with evidence of the student's seriousness and basic level of training, while it enables the student to document their training for future museum employment opportunities.

Stanef presented a public lecture in the galleries entitled "Highlights of Conservation" on April 22, 2003, made a lunchtime presentation to an Albuquerque Senior Center in November 2002, and hosted a "Conservation Clinic" for members of UAM's Friends of Art organization on Nov. 11, 2002. Three college-level classes requested lectures and/or lab tours from Stanef during the spring semester of 2003: Kathleen Howe's Art History 425, History of Photography; Rebecca Hernandez's Art History 407, Museum Practices; and a Museum Studies class from the Institute of American Indian Arts taught by Barbara Lucero-Sand. In June 2003, students from Mary Swanson's "Marketing Photography" Santa Fe workshop visited UAM and were instructed on preservation issues by Stanef and Guscott.
During the course of the year, a number of students approached staff with interest in learning more about the field of conservation. Staneff met with each of them to discuss the profession and what is involved in training to be a conservator. Three of these individuals, Talela Hales, Ben Viamontes, and Ken Tyger, subsequently volunteered time in the conservation lab.

Staneff responded to fifty-five inquiries for conservation information from outside the museum. These ranged from members of the public needing referrals to private conservators in the area, to individuals in need of advice on care of their collections, to museum professionals requesting specialized information. While most of the requests were local to Albuquerque and New Mexico, others came from professional associates in other states, including Arizona, California, Washington, and Massachusetts, and from conservators in Australia and Norway.

For two days in November, the UAM conservation lab hosted three visitors from the Jicarilla Apache Cultural Center, who brought a selection of photographs in need of preservation and learned techniques to care for them. Staneff led the group to the Maxwell Museum Photographic Archive where Archivist Catherine Baudoin showed photographs of Dulce and members of the Jicarilla Apache from the collections there.

In May and June 2003, Staneff and student volunteers visited two other UNM collections—the Bainbridge Bunting Memorial Slide Library and the Center for Southwest Research to measure light and ultraviolet radiation levels using UAM's Crawford UV monitor. Staff at the other collections had requested this information in order to improve their preservation planning and procedures.

In summer 2003, the UAM continued its tradition of graduate education in conservation by hosting a summer graduate intern from the University of Delaware/Winterthur Conservation Program: Jennifer Jae Mentzer, a second-year photographic materials conservation student. Her summer projects included several conservation treatments as well as participating in the ongoing condition survey of art on paper. She also joined Conservation Technician Kate Guscott in maintaining the Museum's integrated pest management program.
F. Institutions to Which We Have Loaned Work

AXA Gallery
787 Seventh Avenue
New York, NY 10019
May 8-July 19, 2003

Samuel Dorsky Museum of Art
State University of New York at New Paltz
75 S. Manheim Blvd. Suite 9
New Paltz, NY 12561

Georgia O'Keeffe Museum
217 Johnson Street
Santa Fe, NM 87501
October 3, 2002-January 14, 2003

The Toledo Museum of Art
2445 Monroe Street, Grove Place
Toledo, OH 43620
October 11, 2002-January 5, 2003

Muskegon Museum of Art
296 West Webster Avenue
Muskegon, MI 49440
February 1, 2003-April 3, 2003

The Metropolitan State College of Denver
Center for Visual Arts
1734 Wazee Street
Denver, CO
May 29-July 12, 2003

Kennedy Museum of Art, Ohio University
Lin Hall
Athens, OH 45701
September 10, 2002-December 1, 2002

Centro Pedagógico y Cultural Simón I. Patiño
Cochabamba, Bolivia
May 1-31, 2003

University Art Museum, University of California
Berkeley, CA

Jonson Gallery works are on long-term loan to the UNM President's Office, UNM University House, and the Gerald Peters Gallery in Santa Fe.
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College of Arts and Sciences
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July 1, 2002 – June 30, 2003

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VI. Teaching
VII. Special Projects and Functions
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   Curriculum
      Arts & Sciences Graduate Committee
      Arts & Sciences Undergraduate Committee
   Grant Initiatives
      NM Collaborative for Excellence in Teacher Preparation
      UNM/APS Teachers’ Institute
   Dean’s List—Arts & Sciences Honor Roll
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   Travel and Special College Funds
   Research Semester
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VIII. Departmental Reports
I. **OVERVIEW**

The College’s administration in 2002-2003 changed compared to 2001-2002. Fritz Allen, who had been Interim Dean during 2000-2001 and Deputy Dean during 2001-2002, retired on June 30, 2002. Dean Wanda Martin continued as Associate Dean for Academic Affairs, and Professor Robert Duncan began in a newly defined position as Associate Dean for Research on August 1, 2002. Dean Vera Norwood, who had been Associate Dean for Personnel, was given a new title of Senior Associate Dean as of July 1, 2003. This was part of a reorganization of some of the reporting lines in the College which was approved in 2002-2003 but will go into effect for 2003-2004: in an attempt to reduce the number of people reporting directly to the Dean (which had grown to more than 40), all interdisciplinary programs in the College and the Maxwell Museum and the Museum of Southwestern Biology will now report to Dean Norwood, while three research centers, the Institute of Meteoritics, the Center for Advanced Studies, and the Consortium for Interdisciplinary Sciences in the Americas, will report to Dean Duncan, and the Language Learning Center will report to Dean Martin.

II. **ADMINISTRATION**

Senior Associate Dean Norwood continued her responsibility for various aspects of College administration related to faculty. These included organizing and advising the College tenure and promotion review committees, meeting with faculty coming up for reviews, consulting with department chairs on faculty progress through the ranks, and reviewing and making recommendations to the Dean on all tenure, promotion and mid-probationary reviews. She advised the Dean and Chairs on policies and practices related to annuals reviews and post-tenure reviews of faculty. She also served as the College Hiring Officer, with oversight of search, recruitment and selection efforts associated with the appointment of faculty in the
College. She convened and served on the College Sabbatical Review Committee, and allocated special funds for faculty travel and the College Speaker's Fund. Toward the end of the year, she took responsibility for working with the interdisciplinary programs on an effort to strengthen their governance and evaluation policies and procedures.

Associate Dean Robert Duncan continued to administer and support the research activities within the College through both routine and focused initiatives. Associate Dean Duncan works closely with the Research Cabinet, which consists of the Vice Provost for Research Terry Yates and the Associate Deans for Research from each of the Colleges and Schools across UNM. The Research Cabinet coordinates larger initiatives, and becomes the point for discussion of University wide research issues, such as the use of InfoEd for automated processing of research proposals across campus. This automated method of research proposal approval has been tested in other organizations across campus, and it will be tested on a limited basis within the Chemistry Department in the College in late 2003. Hopefully this will develop into a University wide system by the end of 2006. Other routine activities of the Associate Dean for Research include the consideration and structuring of cost share proposals, extra compensation issues, and summer salary and research faculty leave issues. The Associate Dean for Research also structures agreements on major research efforts between the Colleges and Schools, and also provides consideration and approval of research proposals within the College.

In addition to these routine activities, the Associate Dean for Research has been working on focused goals, including the development of the PROFOUND (Program of Research Opportunities for Undergraduates) to serve the entire UNM community. The PROFOUND Coordinator, Ms. Theresa Lopez, was hired in August 2003, and the structuring of this new office is proceeding nicely. Associate Dean Duncan has also helped coordinate new activities to
review high performance computing on the UNM campus, and to make recommendations to the Dean regarding future investments in this area. Other activities include coordination on new major research thrusts, such as the nanoscale science initiatives and new research thrusts and opportunities within the Defense Threat Reduction Agency. New opportunities for close research collaborations with the National Laboratories within New Mexico, and with the Santa Fe Institute, have been developed, and many more will come to fruition shortly. Other internal management activities, such as a comprehensive review of all of the Category I centers, and the development of a new plan regarding the hiring and career advancement of Research Faculty within the College, are in process as well and are being developed by Associate Dean Duncan.

Associate Dean Wanda Martin continued to direct the College’s student advisement effort and to take responsibility for curriculum changes, graduation requirements, and student complaints and academic disputes. She managed scheduling and budgeting for the summer session and Evening and Weekend Degree programs. She served as the College office liaison to the Arts & Sciences Undergraduate and Graduate Committees, convening those two groups and facilitating their work. As the College’s liaison to the College of Education and the K-12 education sector, she participated in the decision to seek membership in the National Network for Educational Renewal and organized the Math Education Initiative, a joint effort of A&S, COE, APS, and officials from the State Department of Education to identify and address issues in the teaching and learning of mathematics, K-14.

III. RECENT MAJOR DEVELOPMENTS IN THE COLLEGE OF ARTS AND SCIENCES

The cadre of chairs in the College continued to change in 2002-2003, with five new chairs in place at the beginning of the year, with a sixth who began midway through the Fall
semester. In addition, the Museum of Southwestern Biology, the Institute of Meteoritics, and the Institute of Medieval Studies have new directors. In August of 2002, we initiated a new program consisting of a full week of training of new chairs and directors, informally called ‘chairs school.’ This consisted of sessions run by each of the Associate Deans, the College Administrator, and the Director of Development, along with a session with the Deputy Provost and University Counsel on employment issues and a session with staff from the Office of the Vice-Provost for Research. This was generally thought to be extremely helpful by the new chairs and with some modifications will be continued in the future.

We made great progress on a number of internal fiscal matters in the College, with one exception to be noted below. The process of investigating and settling all outstanding claims on the college from units in the college was completed during 2002-2003, although most of this was completed during the previous two years. All units in the college which have deficits greater than $10,000 have been discussed: all of these units have deficit payback plans except one, whose debt has been consolidated and frozen. The College operated in the black in its overhead account during 2002-2003, ending the year with a carryforward of over $150,000, the first time that had happened in quite a few years. We have a deficit reduction plan in place, and in 2003-2004 will allocate to deficit reduction the increase in IDC income between 2002-2003 and 2003-2004, which is approximately $250,000. If we are able to sustain this, we can eliminate the debt in 4 years.

However, enrollments in the College soared in 2002-2003, mostly because of a remarkable increase in entering freshmen from 2405 in Fall 2001 to 2821 in Fall 2002. The number of entering freshmen has almost doubled from 1629 in 1996, and during this period SCH generated by the College has increased more than 20,000 in the Fall semester. The increase in
College enrollments if taken as a separate college would be the third largest college at UNM, after Arts and Sciences and the College of Education. There has been no parallel increase in the funding available to the College; in fact, the resource flows have been negative in the past several years, i.e., more money has been taken from our budget than put into it. Since we are not in a position to turn away freshmen students who take our courses, we have had no choice but to substantially ramp up our offerings in many key areas. In the absence of any new money, this has meant that the College has had to spend much of its accumulated carryforward in Instructional and General accounts, spending about half of the $750,000 it entered 2002-2003 with. In this situation, we have severely restricted new tenure-track searches to be conducted during the 2003-2004 years, and further, more drastic measures may need to be taken if the demands on the College’s budget continue to escalate without any increases in the College’s funding.

The College’s Development Office made great strides during the year, moving up to full staffing with the hiring of Ms. Elisa Lurkis as a Development Specialist. However, by the end of 2002-2003, all three of the staff in the office had announced that they were leaving, one taking another job at UNM and two relocating out of state for personal reasons. We are therefore back to rebuilding mode. However, the College did reconstitute the Dean’s Advisory Council this year, with an initial meeting in May. It also awarded the first two Lane Scholars, in a new scholarship program for women studying science funded by an endowment, as well as appoint Mike Campana in Earth and Planetary Sciences to the first Black Family Endowed Professorship. The Frank Hibben Trust came into being during 2002-2003 according to a provision in Professor Hibben’s will, and distributions from that trust to benefit archaeology may begin in 2004-2005. Development is certainly one of the avenues we need to explore in order to
make up for the shortfall in funding described above, and we look forward to a new cadre of
development officers as we restaff our office.

IV. AFFIRMATIVE ACTION

The College continued its efforts to increase the cultural and gender diversity among its
faculty during the 2002-2003 AY. Consistent with Regents’ policy concerning diversification of
search committee membership, all search committees included minority and female members.

Appointments resulting from searches conducted during AY 2001-02 added twenty-five
new faculty (including full-time lecturers). Of those appointed, ten are female, three are
Hispanic, and one is Native American.

During AY 2002-2003, the College continued efforts to ensure equity within the faculty
salary structure for members of underrepresented groups and to provide support to those faculty
for the purpose of career development at the individual level. The efforts to nurture and develop
faculty already at UNM will continue during AY 2003-04.

V. RESEARCH AND SCHOLARLY ACTIVITIES

The total level of sponsored research, contracts, and grants at UNM has increased
steadily from $88M/year in FY92, to $253M/year in FY02. This rapid growth in research is
advantageous for two reasons: First, it assists our faculty to become more active through their
leadership roles in their disciplines and their professional societies, which advances UNM’s
reputation as a major ‘Research Extensive’ University within the United States. Secondly, this
increased role generates a true influx of money to New Mexico that would otherwise not be
available to the State. While UNM’s total operating budget was almost one and a half billion
dollars last year, most of this operating budget was obtained through the State of New Mexico
and in-state tuition. The $253M last year from our sponsored research, contracts, and grants
activities provided a measure of the extent to which others within the United States and throughout the world are willing to invest in New Mexico's scholarly and service activities. The College of Arts and Sciences (A&S) is second only to the Medical School in the generation of Facilities and Administration revenues (F&A) at UNM. While most of the external sponsored research funding within the College of Arts and Sciences is received in the 'Natural Sciences' (Biology, Physics, Astronomy, Chemistry, Earth and Planetary Sciences) and Mathematics, the College has received far more than the national norms of funding for our efforts in Psychology and the Social Sciences.

In order to expand and leverage this impressive research growth, A&S established a new half-time position of 'Associate Dean for Research' (ADR) in 2001. The ADR has two major responsibilities. First, the ADR will work closely with the Dean and with the College Development Officer to expand the level of sponsored research, contracts, and grants within the College. In addition to this push to expand our current sponsored research opportunities, the ADR leads new major initiatives to improve the research climate within UNM and to leverage our excellent research position to improve our primary mission in student education. To this end, the ADR led an effort in 2002 to establish the PROFOUND Office (Program for Research Opportunities for Undergraduates) to enhance undergraduate student opportunities at UNM. Over 340 of our sponsored research activities at UNM have budget lines for undergraduate student pay to support their efforts, and this number is increasing rapidly. This provides UNM undergraduates with an excellent opportunity to become directly involved in world-class research efforts under faculty mentorship while they work for academic credit or pay. As a group, students who are employed on campus typically have much better retention rates and grade point averages than the general student cohort, making this an excellent program for
improved student performance. Furthermore, most sponsors of federally funded research specifically want to be sure that they leverage improvement in educational opportunities, especially for minority and other under-represented groups in the sciences. Hence the PROFOUND Office makes UNM more attractive to our federal research sponsors while it makes UNM a better place for students to study and excel professionally.

While the PROFOUND Office is being developed within the College of Arts and Sciences, it serves all of UNM. Five administrative offices across UNM, including the Provost, the Vice Provost for Research, The Vice President for Student Affairs, the Dean of Engineering, and the Dean of Arts and Sciences have invested equally in the start-up funds necessary to create the PROFOUND Office at UNM. A search committee consisting of faculty, staff, and student membership selected Ms. Theresa Lopez as the full-time Program Coordinator for PROFOUND, and she began in this position in August, 2003.

Opportunities for sponsored research within the College of Arts and Sciences have expanded rapidly during the 2002 – 2003 Academic Year with the funding, or the announcement of federal commitments to fund, numerous major research activities across the College. These include the development of a new satellite ground station at UNM, Center for Rapid Assessment and Terrain Evaluation (CREATE), to support research activities across UNM, but mainly within Earth and Planetary Sciences, Biology, and within Long Term Ecological Research (LTER). This ground station will provide researchers with data from orbiting assets with only about a two-hour delay, creating an opportunity to fill unprecedented new research objectives within UNM.

The National Science Foundation (NSF) has funded the first ever International Research Center at UNM. This effort, proposed and directed by Prof. Nitant Kenkre, is called the
Consortium of the Americas for Interdisciplinary Sciences. It has already provided research opportunities for students and faculty from throughout Latin America to visit UNM for extended periods of time, with scientific emphasis on topics ranging from the mathematical modeling of infectious disease spread to the studies of coherent matter wave physics in Bose-Einstein condensates. Students from UNM can matriculate to Latin American universities for their graduate education through opportunities created through the Consortium. In addition to the National Science Foundation, Los Alamos National Laboratories has joined in investing heavily in this new multi-million dollar Consortium.

New applications of mass spectroscopy have been developed by Prof. John Engen and Prof. Chris Enke that are centered on exact mass techniques to advance our understanding of the way in which genes regulate the human body, called proteomics. In addition, mass spectroscopy has been applied by Professor Zachary Sharp within the Department of Earth and Planetary Sciences to the determination of stable isotope ratios in hair to investigate the history of human and animal migration and feeding.

The National Institutes of Health has recently agreed to fund an eleven million dollar effort lead by Prof. E. S. Loker, Chair of the Department of Biology. This major research opportunity will center on the study of the spread of infectious diseases, and their environmental correlates. The Biology Department includes the Museum of Southwestern Biology, which is directed by Prof. Manuel Molles. This museum is one of the largest and most comprehensive of its kind, and the staff of this museum has recently been expanded with the hire of a Curator of Mammals on the Biology faculty. The College of Arts and Sciences collaborates closely with the School of Engineering and the School of Medicine in extensive efforts in bio-informatics, including the study of gene expression and regulation through proteomics, and in phylogenetics,
which is the study of the genetic variations that create the millions of different species known today

While the College has large scale sponsored research activities, such as the Long Term Ecological Network Program Office and the Critical Dynamics in Microgravity Experiment, clearly the major portion of the College's sponsored research activities consist of a large number of small, principal investigator led, individual research group activities. This makes our sponsored research activities within the College more robust against federal funding profile changes than if our funding were centralized in just a few large sponsored research activities.

The College will continue to be a major participant in this rapidly growing research mission of UNM through our active participation in the Research Cabinet, through activities designed to enhance the economic competitiveness of New Mexico, and most importantly through the expansion of our faculty and student involvement in our research mission. The key to our past and future success rests in the professional dedication and motivation of our faculty to seek additional research opportunities as they build upon existing research strengths. The success of our research mission has, and will continue, depended on the collegial spirit of our professoriate, and upon the good faith efforts of our faculty to fulfill, and often exceed, the research expectations within their faculty contracts.

VI. TEACHING

Summary data on the various aspects of the College's teaching efforts are presented in Tables 5, 6, 7, 8, and 9. This year again, the student credit hour generation of the college increased. This was also true to a small extent at the graduate level. The increase in SCH for the College is especially significant in view of the continued decline in faculty numbers over the last several years. Faculty productivity in terms of SCH generation is increasing.
VII. SPECIAL PROJECTS AND FUNCTIONS

Advisement Center

Under the supervision of Wanda Martin, Associate Dean for Student Academic Affairs, the College Advisement Center admits undergraduate students to the College, advises them and monitors their academic performance (including placing students on probation or suspending them if necessary), and certifies them for graduation. In 2002-2003, 4,429 students were enrolled in the College. The advisement center staff conducted over 12,000 face-to-face advisement sessions. In addition to seeing students on a walk-in basis, each advisor was responsible for advising and certifying for graduation a student caseload of more than 900 students. Advisors also assisted with new admissions and transfer students on Saturdays and after hours. Arts & Sciences advisors worked intensively with students in special populations, such as scholarship athletes, students in ROTC, students needing unofficial degree summaries for Financial Aid requirements, and Graduation Project students. Because pre-law, pre-med, and pre-health sciences students usually select undergraduate majors in Arts & Sciences fields, College advisors also provided pre-professional advisement.

In 2002-2003, A&S advisors provided ongoing assistance to the Office of the Registrar in identifying and correcting problems with Project Progress. The Associate Dean and advisors met periodically with the Associate Registrar to clarify the sometimes complex academic regulations in the College of Arts and Sciences and to solve problems with the system’s recognition of courses that satisfy the Core Curriculum and the A&S groups.

In addition, the Associate Dean and the Advisement Center expanded the College’s role in pre-health sciences advisement. The Associate Dean convened a campus-wide Pre-Health Sciences Advisory Council which, in turn, provided campus-wide professional training
opportunities for advisors. The Council also sponsored a pre-health sciences advisement event and produced a pre-health sciences advisement handbook.

The Associate Dean and Advisement Coordinator Julie Bustamante also participated in UNM’s Advising Council. The Coordinator was active in planning and conducting a professional retreat that created the Council’s mission statement. This mission statement represents a major organizational advance toward implementing national standards and ethics in advisement practices at UNM.

The advisors in Arts and Sciences continued to play a major role in Summer Freshman Orientation, advising almost 700 incoming students in Summer 2002. During Orientation, incoming students planning to major in an A&S field come to the College for a presentation on degree requirements, to plan their schedules, and to register with assistance from A&S advisors. In Summer 2002, 83% of students responding to the Orientation evaluation said they were satisfied or very satisfied with the information they received.

In addition to participating in Freshman Orientation, one or more advisors provided advisement at the following extramural or campus-wide advising activities during the year:

- Welcome Back Days
- Senior Day
- Staff as Students
- Evening and Weekend Orientation Advisement
- High School Visitation Day
- African American Student Day
- American Indian Student Day
- Pre-Dental Reception
- Spring Orientation for Freshmen
- Transfer Day
- Star Scholar Reception
- American Indian Graduation Ceremony
- Advisors Networking Group
- Academic Retention Meeting
- American Indian Retention Meeting
- College Enrichment Program
This year the advisors made multiple trips to the following campuses for advisement.

Gallup  
Santa Fe Community College  
TVI-Albuquerque  
TVI-Montoya  
Los Alamos  
Valencia  
Taos

**Curriculum**

*College of Arts and Sciences Graduate Committee*

Charge – The A&S Graduate Committee is responsible for maintaining and enhancing the quality of graduate education in the College. This includes activities related to curriculum change, instructional programs, academic advisement for graduate students, and changes in administrative or academic regulations which affect graduate programs.

In 2001-2002, the Graduate Committee concluded that its current membership, consisting of one faculty representative (voting faculty as defined in the Faculty Handbook) from each department with a graduate program was unwieldy, making it difficult to accomplish its work. After lengthy discussion, the representatives agreed to constitute a smaller A&S Graduate Committee of 8 members, appointed from the academic divisions (Sciences, Humanities, Social Sciences) and serving staggered terms. The responsibilities of this Council are to represent graduate program interests to the Dean of Arts & Sciences and the Office of Graduate Studies and to report developments to the college faculty through the departmental graduate advisors. Three members of the Council serve on the Faculty Senate Graduate Committee.
College of Arts and Sciences Undergraduate Committee

Charge – The A&S Undergraduate Committee is responsible for maintaining and enhancing the quality of undergraduate education in the College. This includes activities related to curriculum change, instructional programs, academic advisement, and changes in administrative or academic regulations which affect undergraduate programs.

Membership – Each of the 20 academic departments in the College designates one faculty representative (voting faculty as defined in the Faculty Handbook) to the A&S Undergraduate Committee (see Table 2). The A&S Undergraduate Committee meets in conjunction with representatives from interdisciplinary degree-granting programs and staff academic advisors within the College. Visitors to the meetings are welcome, and may be called upon to speak to the group as necessary. The Subcommittee on Curriculum provides a brief report at each meeting.

The Arts and Sciences Undergraduate Committee reviews requests from departments both within and outside the College for curricular changes that may impact one or more Arts and Sciences departments.

College Grant Initiatives

New Mexico Collaborative for Excellence in Teacher Preparation

During 2001-2002, the New Mexico Collaborative for Excellence in Teacher Preparation (CETP) ended its regular funding period, but a no-cost extension was granted to complete work underway. Funded by the National Science Foundation in 1997, CETP represents a major investment in the preparation of future K-12 teachers in New Mexico. Centered at New Mexico State University, the Collaborative fosters interactions among institutions of higher learning (UNM, NMSU, ENMU, WNMU, UNM-V, NMHU, NNMCC,
Dine College) and their surrounding school districts. In addition, partners include LANL, SNL, UCAN Rural Systemic Initiative, NM-AMP, NM CHE, NM MESA, NM Department of Education, and the New Mexico Partnership for Math and Science Education. The UNM CETP effort is centered in the College of Arts and Sciences, and is involved in all key components of the statewide collaborative, including

- Reform of pre-service teacher curricula in the science and math areas, including integration of classroom teaching with field experiences (involving Master Teachers from APS).
- Novice teacher support incorporating UNM faculty, Master Teachers, professional development opportunities, and material resource/loan programs.
- Recruitment/retention of pre-service teachers through scholarships.

**UNM/APS Teachers' Institute**

In 1998, the College of Arts & Sciences was awarded an implementation grant for the Albuquerque Teachers' Institute ($380,000 over three years from the DeWitt Wallace-Reader's Digest Fund). This grant came to an end in December 2001. In June 2002, supported by additional funding from other sources reported in previous years, 96 teachers representing schools in Albuquerque and Rio Rancho participated in 8 seminars encompassing topics in the humanities, fine arts, social sciences, sciences, and mathematics. Between 1999 and June 2002, about 200 public school teachers have taken part in 22 seminars led by faculty from Arts & Sciences, the College of Fine Arts, and the School of Architecture and Planning. The seminars provide continuing education in key content areas for teachers and new curriculum units to be used in the public schools and shared with other teachers. Since June 2001, $100,000 per year of
funds generated through the beverage contract with Pepsi will be allocated to support of the Teachers' Institute.

**Dean's List – College of Arts and Sciences Honor Roll**

The criteria for inclusion on the Dean's List are a semester GPA of 3.75 or higher while enrolled for 12 or more credit hours with letter grades, and a cumulative GPA for UNM coursework of at least 3.25. In Fall 2002, 565 students achieved this honor; in Spring 2003 the number of students was 622. Students who met the criteria for inclusion on the Dean's List received a letter of appreciation and congratulations signed by Associate Dean Martin.

**Summer Session**

The 2003 Summer Session allocation to the College was $695,559, with which the College produced 17,943 student credit hours, a 2.2% increase over summer 2002. In addition to a full range of on-campus courses for degree-seeking students, the College continued to support unique summer programs such as intensive German Summer School in Taos and field schools in Anthropology and Geology.

**Travel and Special College Funds**

The College disbursed $12,351.00 to faculty in the College for travel expenses to supplement the support provided by departments. It also distributed $570.00 to individual faculty to defray the costs of reprints of their scholarly work. In addition, the College provided $3,722.00 to departments to support honoraria for guest speakers. A summary of these distributions appears in Tables 10 and 11. Additionally, in an effort to redress the lack of start-up funds for junior faculty in the Humanities and some Social Science departments, the College developed a budget which allocates $1,200.00/year for 3 years to new junior faculty hired in these fields.
Research Semester

The A&S Research Semester program was reconfigured in fall 2001 in an effort to compete with market incentives offered to junior faculty at other institutions and to strengthen the tenure cases of our new hires. Junior faculty hired between fall 1999 and fall 2002 are eligible to be relieved from formal teaching responsibilities for one semester in order to pursue research activities. To be eligible for a leave, the faculty member must have successfully passed the mid-probationary review and must normally take the leave prior to the tenure decision year. The faculty member should demonstrate to the chair and the Dean a successful research trajectory, a meritorious research proposal and plan, and a good teaching record. After the award, the faculty member is required to teach full-time at UNM for, at minimum, the next year.

In fall 2002 research semesters were awarded to Vakhtan Poutkaradze (Mathematics and Statistics), Miguel Lopez (Spanish and Portuguese), Susan Romano (English), and Kimberly Gauderman (History). In spring, 2003 research semesters were awarded to Andrew Sandoval-Strausz (History), Monica Nitsche (Mathematics and Statistics), Anita Obermeier (English), Tom Turner (Biology), Anne Stone (Anthropology), Lisa Broidy (Sociology) and Barbara Schaffer (Linguistics). It is the intent of the College to make a research semester an integral part of each junior faculty member’s hiring package in future years, with continued quality oversight by screening proposals at both the department and College level on a twice yearly basis.

Development Efforts

During FY 2002-2003, The College of Arts & Sciences received gifts and grants totaling $1,280,283.45

There have been many staff changes within the Development office this past year. Dr. Margaret Huber resigned as Development Officer, and John Miller accepted another
development position within the University. A third member of the development team, Elisa Lurkis, hired as a grant writer for the College of Arts and Sciences, resigned.

The approximately 120 endowed funds and 200 non-endowed funds were targeted for improved management and accountability. This process continues into FY2003-2004.

The Development Center website was created and linked to the College of Arts & Sciences website. In addition, academic departments have been encouraged to place a development section or link to the UNM Foundation on their websites.

The Development department published a spring/summer 2002 Inside Arts & Sciences newsletter and mailed it to over 28,000 alumni and donors. Virtually $13,000 in gifts is directly related to the newsletter. The department plans to publish a fall/winter newsletter. And plans will continue in the future using e-newsletters.

The Development office’s first priority for FY 2003-2004 is to rebuild the staff. Secondly, the staff hopes to communicate more frequently with College alumni. Departments will begin this process by mailing departmental newsletters, improving websites, and building individual relationships with alumni.

VIII. DEPARTMENTAL REPORTS

Detailed reports on activities in the twenty departments comprising the College of Arts and Sciences are forwarded along with this College report.
### TABLE 1

**CHAIRPERSONS AND INTERDEPARTMENTAL PROGRAM DIRECTORS**

**2002-03**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Chairperson</th>
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<tbody>
<tr>
<td><strong>AMERICAN STUDIES</strong></td>
<td>Gabriel Melendez</td>
</tr>
<tr>
<td><strong>ANTHROPOLOGY</strong></td>
<td>Carole Nagengast</td>
</tr>
<tr>
<td><strong>BIOLOGY</strong></td>
<td>Kathryn Vogel</td>
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<tr>
<td><strong>CHEMISTRY</strong></td>
<td>Tom Niemczyk</td>
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<tr>
<td><strong>COMMUNICATION &amp; JOURNALISM</strong></td>
<td>Brad Hall</td>
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<tr>
<td><strong>EARTH &amp; PLANETARY SCIENCES</strong></td>
<td>Les McFadden</td>
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<tr>
<td><strong>ECONOMICS</strong></td>
<td>Richard Santos</td>
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<td><strong>ENGLISH</strong></td>
<td>Scott Sanders</td>
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<tr>
<td><strong>FOREIGN LANG &amp; LITERATURES</strong></td>
<td>Warren Smith</td>
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<tr>
<td><strong>GEOGRAPHY</strong></td>
<td>Paul Matthews</td>
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<td><strong>HISTORY</strong></td>
<td>Jane Slaughter</td>
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<tr>
<td><strong>LINGUISTICS</strong></td>
<td>Sherman Wilcox</td>
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<td><strong>MATHEMATICS &amp; STATISTICS</strong></td>
<td>Ronald Schrader</td>
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<tr>
<td><strong>PHILOSOPHY</strong></td>
<td>Russell Goodman</td>
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<tr>
<td><strong>PHYSICS &amp; ASTRONOMY</strong></td>
<td>Bernd Bassalleck</td>
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<td><strong>POLITICAL SCIENCE</strong></td>
<td>Ken Roberts</td>
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<td><strong>PSYCHOLOGY</strong></td>
<td>Mark McDaniel</td>
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<td><strong>SOCIIOLOGY</strong></td>
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<td><strong>SPANISH &amp; PORTUGUESE</strong></td>
<td>Tey Diana Rebolledo</td>
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<td><strong>SPEECH &amp; HEARING SCIENCES</strong></td>
<td>Amy Wohlert</td>
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<td>DEPARTMENT</td>
<td>Programs</td>
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<tr>
<td>AFRI-AMER STUDIES (minor, major)</td>
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<td>BIOCHEMISTRY (major)</td>
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<td>CRIMINOLOGY (minor, major)</td>
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<td>MEDIEVAL STUDIES (minor)</td>
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<td>RELIGIOUS STUDIES (minor, major)</td>
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<td>SCIENCE, TECH &amp; SOCIETY (minor)</td>
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<td>WOMEN STUDIES (minor, major)</td>
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<td>ASIAN STUDIES (minor, major)</td>
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<td>COMPARATIVE LITERATURE (minor, major, MA.,)</td>
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<tr>
<td>ECONOMICS-PHILOSOPHY (major)</td>
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<td>EUROPEAN STUDIES (minor, major)</td>
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<tr>
<td>LATIN AMERICAN STUDIES (Ph.D.)</td>
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<tr>
<td>PEACE STUDIES</td>
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<tr>
<td>RUSSIAN STUDIES &amp; EAST EUROPEAN STUDIES (minor, major)</td>
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<tr>
<td>SOCIAL WELFARE (minor)</td>
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TABLE 2

STANDING & SPECIAL COMMITTEES
COLLEGE OF ARTS AND SCIENCES
2002-03

A&S Graduate Committee

Lynn Dianne Beene, English
Timothy Moy, History
Christine Sierra, Political Science
Steve Gangestad, Psychology
Howard Snell/Ric Charnov, Biology
Krys Galicki, Mathematics & Statistics
Karen Foss, Communication & Journalism
M. Jane Young, American Studies

A&S Undergraduate Committee

Wanda Martin (Chair)
Beth Bailey, American Studies
Les Field, Anthropology
Steve Stricker, Biology
Cary Morrow, Chemistry
Jan Scheutz, Communication and Journalism
Laura Crosse5, Earth and Planetary Sciences
Philip Ganderton, Economics
Gary Harrison, English
Monica Cyrino, Foreign Languages and Literatures
Jerry Williams, Geography
Charlie Steen, History
Alan Hudson, Linguistics
Phyllis Wilcox, Signed Language
Kelly Becker, Philosophy
Trish Henning, Physics and Astronomy
Ellen Grigsby, Political Science
Harold Delaney, Psychology
Robert Fiala, Sociology
Judy Maloof, Spanish and Portuguese
Chris Vining, Speech and Hearing Sciences
TABLE 2 (continued)

STANDING & SPECIAL COMMITTEES
COLLEGE OF ARTS AND SCIENCES
2002-03

A&S Junior Tenure and Promotion Committee

John Geissman, Earth and Planetary Sciences (Chair)
Melissa Axelrod, Linguistics
Philip Ganderton, Economics
Judy Maloof, Spanish & Portuguese
Robert Miller, Biology
Sudhakar Prasad, Physics & Astronomy
Sharon Warner, English
Timothy Goldsmith, Psychology
Amy Wohlert, Speech and Hearing Sciences

A&S Senior Tenure and Promotion Committee

Everett Rogers, Communication & Journalism (Chair)
Laura Crossey, Earth & Planetary Sciences
Gary Harrison, English
Eric Samuel Loker, Biology
Walter Putnam, Foreign Languages & Literatures
Ronald Yeo, Psychology
Patricia Risso, History
Bernd Bassalleck, Physics & Astronomy
Felipe Gonzales, Sociology
TABLE 3
PROMOTIONS, TENURE, MID-PROBATIONARY, NEW APPOINTMENTS, AND RESIGNATIONS
2002-03

Changes in status of tenure-track faculty in the College of Arts and Sciences: Decisions reached in AY 2002-03 to take effect in AY 2003-04.

Promotions to Professor

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Promotions to Associate Professor and Award of Tenure

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Positive Third-Year Reviews

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2002-03

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Data Source: College of Arts and Sciences Instructional Budget, 2002-03
TABLE 5

DEGREES AWARDED
COLLEGE OF ARTS AND SCIENCES
2002-03

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<th>Year</th>
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7 Year Change: 94 | 8.8 | 3 | 1.3 | 3 | 4.0 | 0 | 0.0

(a) These figures do not include Master of Arts in Teaching and Master of Education in Science degrees.

Data Source: Office of Institutional Research.
TABLE 6
DEGREES AWARDED BY DEPARTMENT*
2002-03

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1 Bachelor’s degrees granted with double majors are counted once in each department, so this total may not agree with Table 6.

*Includes summer, fall and spring graduates.

Data Source: Office of Institutional Research.
TABLE 7

NEW RESEARCH AND TRAINING GRANTS
2002-03
(tenure track and research faculty)

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Total                      $812,056.00 100%                  $726,200.00 100%
# TABLE 10

A&S TRAVEL DISBURSEMENTS
2002-03

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Totals                             | $185,215            | $12,351             |
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<td><strong>$570</strong></td>
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The faculty in American Studies continues to operate as a committee-of-the-whole as it sets policy and implements the program of study for its undergraduate and graduate students. During the 2001-2002 year Professor A. Gabriel Meléndez served as Chair of the department. Professor Jane Young served as Graduate Director and Professor Beth Bailey served as Undergraduate Director.

I. Significant Developments

Three major areas of work shaped the 2002-2003 academic year in American Studies. These three areas were 1) new faculty hires, 2) faculty mid-career reviews and 3) completion of the 2003 External Graduate Self-Study Review.

1. New Hires

In 2002-2003 the Department rebuilt its faculty ranks with the successful recruitment and appointment of Assistant Professor Alex Lubin and of Assistant Professor Rebecca Schreiber. Alex Lubin's academic and research interests are in the study of Race, Class and Ethnicity. He assumed his faculty duties in August 2002. Rebecca Schreiber, an American Studies generalist with interests in Culture Studies and Popular Culture began her appointment at mid-year and taught a full complement of classes in the spring of 2003. American Studies faculty have made a concerted effort to orient the incoming faculty to the teaching and research norms at UNM and in
American Studies. The early signs are that these two hires will make lasting and important contributions to the Department and the College.

2. Faculty Mid-Career Reviews

This year the Department conducted mid-probationary reviews of Assistant Professor Amanda Cobb and Assistant Professor Bazán Romero. As is the case in a small department like American Studies, a great deal of time, energy and resources went into the review process and, in these particular instances, the Department also needed to call upon senior faculty in History and in Spanish and Portuguese to serve on the faculty review committee.

3. Department Self-Study and Review

By far the most far-ranging work of the Department this past year was the completion of a Graduate Self-Study Review of its programs as mandated by the University. Preparations for this review began in the spring and continued through the summer and fall of 2002. External reviews of departments at UNM are scheduled to occur every seven years. A one-year moratorium on reviews by the Office of Graduate Studies in 1999-2000 and other mitigating circumstances pushed back the review of American Studies to the 2002-2003 academic year, the prior review of the Department having occurred in 1992-1993.

Working as a committee-of-the-whole, the faculty in American Studies spent the fall semester 2002 compiling and analyzing data provided by the Office of Institutional Research, the College Office and other sources. The faculty completed and filed a Self-Study Report with the Graduate Dean, the Dean of Arts and Sciences, the UNM Undergraduate and Graduate Review Committee, the UNM Office of the Provost and the members of the External Review Committee in the late fall of 2002. A three-day site visit of our program by the External Review Committee took place in March 2003. The external review committee consisted of Profs. George Sánchez
(American Studies, USC), Erica Doss (Art History/American Studies, CU), Jay Mechling
(American Studies, UCD) and Claudia Issac (Latin American Studies, UNM). After meeting
with UNM faculty, staff, graduate studies, administrators and community the External Review
Committee submitted its written assessment of American Studies in a final report submitted on
May 9, 2003. The Executive Summary of that report reads:

After a site visit by this review team on March 5-7, 2003, we recommend that the
Department of American Studies at the University of New Mexico be continued with
commendations. In addition, we submit the following report with various suggestions for
future directions and improvements in the program.

In summary, we find the American Studies Department to be a national leader in graduate
education in American Studies, very likely to be ranked in the top 15 programs
nationwide in the upcoming NRC rankings. We find the faculty to be a strong group of
researchers and teachers, who have crafted a Ph.D program of multiple strengths. This is
an opportune time for enhancement of this already strong program, which has the
potential to break into the top 10 programs nationwide with fuller support of graduate
students and greater attention to maximizing commitments to interdisciplinarity and
particular strategic advantages to its location in New Mexico. Critical to further
advancement will be greater financial support for multiple-year packages to Ph.D.
candidates, as well as enhanced staff and space support to meet the pressing needs of the
department. Completion of the reform of the Office of Graduate Studies, along with
greater utilization of public history alumni of the program, will allow the Department of
American Studies to be a lead department in the strategic initiative to enhance the
intellectual environment of the University of New Mexico.

II. Faculty Contributions 2002-2003

Assistant Professor Rebecca Schreiber

Professor Rebecca Schreiber was hired to teach in Popular Culture and Culture Studies,
two important teaching areas in our department. Professor Schreiber’s appointment in American
Studies began in January 2003, a matter that has provided her a short time to settle in and
establish a footing in our program. In the spring, Professor Schreiber taught two courses
(310/510: The Making of American Culture and 285: Life and Thought in America) as a part of
her regular teaching assignment. Professor Schreiber’s first semester of teaching points to her
potential for success in both graduate and undergraduate courses in our department. Professor Schreiber developed "The Making of American Culture," to meet the needs of our undergraduate and graduate students.

In April, Professor Schreiber presented a research talk on campus as part of the American Studies Colloquium Series. Drawing on her book monograph, she took as her subject the work of the post-war exiled African American graphic artist Elizabeth Catlett. Professor Schreiber's scholarly activity last year includes the presentation of a paper in November 2002 at the annual meeting of the American Studies Association. Professor Schreiber has recently been awarded a RAC grant to support research for her book, a development that is a clear indication of promise for her scholarship.

Professor Schreiber has had a role in department governance, graduate admissions and financial aid awards. She also contributed to the revision of our graduate student reading list (ACS), a task that falls to the department every couple of years. Just this past May, Professor Schreiber, single-handedly and in short order organized, a campus-wide teach-in on the War in Iraq that had an impressive number of faculty and student participants in attendance.

Assistant Professor Alex Lubin

In his first year at UNM, Professor Lubin has begun the work of adding courses at the graduate and undergraduate level in the area of multiculturalism and interracialism in American life. One of the four courses he offered this past year (AM ST 550: Interracialism in America) qualifies as graduate seminar and has helped the department meet a continuing need for seminars in our program. Professor Lubin is also contributing to the department's undergraduate curriculum having taught AM ST 285: American Life and Thought and AM ST 185: Introduction to Race, Class and Ethnicity this past year. Student interest in Professor Lubin's
classes is visible in acceptable enrollment numbers in the four courses he has taught. Professor Lubin is scheduled to co-teach the American Studies pro-seminar for graduate students entering our program in the fall of 2003 as part of his normal teaching load.

Since coming to UNM, Professor Lubin has given three scholarly presentations at regional and national meetings in his field. His conference work includes: a paper given before a national audience at the annual meeting of the American Studies Association held in Houston in November, 2002, a paper presented at the Western Historical Association in October, 2002 and a paper presented at the Working Class Studies Conference in Youngstown, OH in May, 2003. Professor Lubin also gave a talk for Cultural Studies Colloquium Series, a well-advertised lecture series on the UNM campus.

Professor Lubin has had a role in department governance, graduate admissions, financial aid and in contributing to the Department’s Graduate Self-Study report. When asked to do so, he agreed to serve as the point person for revision of the graduate student reading list (ACS), a task that routinely falls to a member of the faculty every two years or so. He is also a member of Merit Policy Committee and has been primarily responsible for maintaining the Department’s website this past year. He has also agreed to serve as Regional Representative for the Rocky Mountains American Studies Association, a move that signals his willingness to serve the profession more directly.

Assistant Professor Bazán Romero

Professor Romero continues to offer courses in the department’s Race, Class and Ethnicity concentration and in the area of Environment, Science and Technology. Professor Romero authored section 5 of the Department Self-Report dealing with the Quality of the Library and Computer Support Services in the Department. He has completed a term on the Faculty
Senate, and has been a member of the Graduate Fellowship Committee in OGS since 2000. He continues to serve as the department liaison to Zimmerman Library and he is a member of SHRI. Within the Department he coordinated the American Studies Colloquy Series in 2002-2003 and has been active in all aspects of department decision-making as corresponds his rank.

In 2002-2003, Professor Romero submitted his file for mid-probationary review. A final decision in this case was not rendered by the Office of the Provost by June 30, 2003. In response to a request from Professor Romero, the Office of the Provost postponed a final decision in this case until the fall of 2003.

Assistant Professor Amanda Cobb

Professor Cobb continues to develop and teach offerings in Native American Studies, an area housed primarily in the department’s Race, Class and Ethnicity and Culture Studies concentrations. Professor Cobb co-authored section 3 of the Department Self-Study Report, a section dealing with the Quality of the Department’s Educational and Service Program. In 2002-2003, Professor Cobb submitted her file for mid-probationary review. A positive decision on her case was reached in May 2003 and she received a renewal of her contract for a second three-year term. She is President-elect of the Rocky Mountain American Studies Association.

Professor Vera Norwood

Professor Norwood’s duties during the 2002-2003 year were split between her appointment in American Studies and her post as Associate Dean in the College of Arts and Sciences. In the fall of 2002, Professor Norwood taught American Studies 185 as part of a freshmen Hewlett cluster course. In the spring she offered American Studies 525 “Environmental Theory and Practice”. Next year Professor Norwood will assume the duties of the Senior Associate Dean in the College Office. She will continue to participate in Department
faculty meetings and will also continue to do graduate advisement and direct graduate theses and dissertations.

**Professor Jane Young**

Professor Young's teaching areas remain Gender Studies, Ethnographic Research Methods and American Folklore and Folk life. Professor Young advises several American Studies graduate students. She currently chairs one MA thesis committee (Salle), and was a member of the thesis committees of two graduating students (Jenkins, McQuade). This spring she co-directed one dissertation (Shoemaker) in the Department and directed the dissertations of two students (Price, Washburn) who graduated from our program in the summer. She continues to serve as a consulting editor for *Archaeoastronomy*, the journal of the Center for Archaeoastronomy at the University of Texas.

**Professor Beth Bailey**

Professor Bailey, a Regents' Lecturer in American Studies, continues to add teaching strength to the Popular Culture and Gender concentrations in American Studies. This spring she was awarded a Gunter Starkey Teaching Award in recognition of her teaching record. Professor Bailey is active in the direction and advisement of several American Studies graduate students. She currently chairs eight dissertation committees and is a member of seven more PhD committees in American Studies. This year she directed the MA theses of two graduating students in our program and graduated her first PhD candidate (James Stone) in the department this past summer.

Professor Bailey maintains a very active program of publishing. In 2003, as one of three co-editors, she oversaw the publication of the 6th edition of *A History of Our Time*, a best-selling history reader issued by Oxford University Press. She also placed a chapter in *The Blackwell*
Companion to Post-1945 America by Blackwell Publishers (2002). Professor Bailey is active in professional organizations in History and American Studies. Of special note, this year she has served as a film consultant to documentary films being produced for the History Channel and the NEH.

Professor Bailey continues to be an active and contributing faculty member in her department. She serves as undergraduate advisor for the department and has participated in all department activities including the graduate unit review. Her service extends outside the department in her work as Director of the Feminist Research Institute, as a member of the University Press Board and the Women Studies Program Executive Board. Next year Professor Bailey will serve as Acting Chair of American Studies.

Professor Gabriel Meléndez

Professor Meléndez’s teaching areas continue to be in Culture Studies, Race, Class and Ethnicity and Southwest Studies. Professor Meléndez advises several American Studies graduate students. This year he co-chaired the doctoral dissertation committee of a graduating student (Daly), chaired the MA thesis committee of a graduating student (Gonzales) and directed a thesis committee for an MA student who graduated from our program this past summer.

Professor Meléndez maintains a very active program of publishing. He is currently revising the galley proofs for his recovery and translation of The Biography of Casimiro Barela, a publication available through the UNM Press (fall, 2003) catalog. He also published a chapter-length article, “Membership in La Prensa Asociada Hispano-Americana” in Nuevomexicano Cultural Legacy: Forms, Agencies and Discourse (UNM, 2002). Last summer, Professor Meléndez was invited to be a discussant for the “Exploring the Arts Across Cultures and Communities Conference” at Middlebury College in Middlebury Vermont. In February 2003 he
presented a paper before an international audience at the *Seventh International Conference on the Border* in La Paz, Baja California. Professor Meléndez is active in professional organizations in American Studies and Ethnic Studies. Of special note, this year was appointed to serve on the board of the Arts of the Americas Institute at UNM.

Meléndez’s service extends outside the department in his role as Past President of the Rocky Mountain American Studies Association, member of the Committee on Programs of the American Studies Association and as an affiliated faculty member for Middlebury College’s summer programs. Professor Meléndez presented a research proposal for sabbatical leave. College committee approved the proposal in the spring of 2003 and has granted him a sabbatical leave for the 2003-2004 academic year.

III. Strength of the Curriculum

The curriculum of the Department of American Studies at the undergraduate and graduate level is academically sound and diverse. The scope of the Department’s curriculum can be seen in the following overview:

<table>
<thead>
<tr>
<th></th>
<th>Fall, 2002</th>
<th>spring, 2003</th>
<th>Summer, 2003</th>
<th>Totals</th>
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<tr>
<td>Undergraduate courses</td>
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<td>27</td>
<td>2</td>
<td>56</td>
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<tr>
<td>offered</td>
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<td>Graduate courses</td>
<td>7</td>
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<td>offered</td>
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<tr>
<td>Individual Problems¹</td>
<td>47</td>
<td>55</td>
<td>17</td>
<td>119</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>1860</td>
<td>1872</td>
<td>243</td>
<td>3975</td>
</tr>
</tbody>
</table>

¹ Includes Undergraduate Problems, Individual Graduate Problems, Theses and Dissertation Hours.

The Department continues to enhance the visibility of its regular course offerings through cross-listing and other intra-department scheduling arrangements with other academic units on campus. In the 2002-2003 academic year American Studies maintained cooperative course scheduling arrangements with African-American Studies, Chicano Studies, English, Native American Studies, Political Science and Women Studies.
In an era of declining numbers of students seeking graduate admission, American Studies continues to attract a sizable pool of qualified applicants for the MA and PhD degrees. This year the department received 56 applications from students seeking admission to our graduate degree program. American Studies offered admission to 22 students. Ten new students accepted our offer and 1 returning student was readmitted to the program. A total of 11 graduate students will entirely the program in the fall of 2004.

IV. Future Plans

External Review of American Studies completed in 2003, concludes that the Department is a leader in graduate education and is seen as a unit that is poised to be ranked among the top-ten Ph.D. granting American Studies programs in the nation. We are delighted by the positive outcomes cited in the External Review Report (on file in the Office of the Provost). The Department considers that it is an opportune time for the enhancement of a strong program. Reaching a top-ten national ranking will be a priority for the future. Investing in the Department as it nears a top-ten national ranking makes sense and, given the extremely positive findings of the External Review, it is also a predictable and safe course of action. We are pleased that our distinctive achievements (faculty-student diversity, location in Hispanic-serving UNM, the balance between our undergraduate and graduate programs) have all been noted in the report. The overall conclusion of the report is particularly clear in noting the areas where American Studies at UNM excels: “the department, with its ongoing commitments to interdisciplinarity, student diversity, and intellectual community, seems to already be an ‘area of marked distinction’ at the University of New Mexico, one that can contribute even further to the mission
of the university, with a modest increase of faculty, staff and financial support" (External Review Report, 18).

The Department's Response to the External Review Report (on file in the Office of the Provost) provides a detailed plan for American Studies for the course of the next few years. In summary, the key objectives of the Department are to insure:

- That the core faculty in American Studies will be maintained or increased, but not be allowed to shrink below 8.0 FTE over the next five years,

- That we receive additional revenue support from the College Office to initiate an American Studies Scholars Lecture Series,

- That we are given sufficient resources to employ a technical support person (at least .50 FTE in American Studies) to aid in computer technology and web-based curriculum design and development,

- That we have the assistance of OGS in designating and determining the number of OGS Fellowships we can count on for students admitted into American Studies and that the process for awarding graduate student fellowship offers be streamlined,

- That sufficient new resources are made available to allow the Department to offer multi-year financial packages to incoming graduate students,

- And, that the Provost's office and the central administration maximize their commitment and support of interdisciplinary studies by recognizing the central role of American Studies in this work and, which in the view of the review team "places it within several critical areas of the strategic plan, we believe that the Department of American Studies should receive special consideration for university support" (2003 External Review Report, 6).

V. Appointments, Departures, etc.

Assistant Professor Alex Lubin joined the faculty in August 2002.

Assistant Professor Rebecca Schreiber joined the faculty in January 2003.
Professor Vera Norwood reassigned to a full time position as Senior Associate Dean of the College of Arts and Sciences, effective Summer 2003.
Significant Developments during the Academic Year, 2002-2003

The academic year 2002-2003 was a productive, albeit challenging one for the anthropology department. Professor Marta Weigle retired as chair of the department on 30 July and Carole Nagengast assumed the position on 1 August. Professor Weigle has resumed her regular teaching assignments.

In September 2002, the Hibben Center officially opened with tributes to Frank Hibben provided by a wide variety of university officials. Museum director Garth Bawden and department chair Carole Nagengast worked out a modus operandi for the department's use of the classrooms in that building and agreed that an empty space would be used for an anthropology student study room. The department agreed to furnish the room for 6 anthropology students and it was ready for occupancy by May 2003.

During the year there were two very welcome hires: Professor Steven Feld and Assistant Professor Debra Komar joined the present twenty-nine tenure-track faculty members in fall 2003. Research Associate Professor of Anthropology Bruce B. Huckell also has faculty voting rights. Assistant Professor Anne Stone left at the end of spring semester to accept a position at Arizona State in Tempe and Professor Keith Basso announced that effective academic year 2003-04 he would reduce his FTE from .5 to .25. He will consequently teach one class a year, in spring semester.

Dr. Beverly R. Singer, who held a staff position as the first director of the Alfonso Ortiz Center for Intercultural Studies since 2000, resigned that post effective 31 December and consequently joined the faculty on a .50
FTE. She also holds a .50 FTE in the Department of Native American Studies. All the courses she teaches will be cross-listed in both departments. For financial reasons and at the request of the Ortiz Center Advisory Board, the Director of the Museum and the Chair of the Department, Kathryn Klein, Curator for Ethnology at the Maxwell Museum, assumed the position of acting Director of the Ortiz Center from 1 January to 31 December 2003. This was defined as part of her job description at the museum and therefore entailed no additional expense to the Center. This one-year arrangement is to be evaluated in fall 2003. The hope is that the directorship of the Ortiz Center can eventually be made a faculty position once again, since to do so would strengthen the program and enhance the Department’s standing at the forefront of public anthropology.

Department integration continues to be facilitated by the work of the three Academic Committees:

The Graduate Committee (headed by Archaeology representative, Graduate Director Patricia Crown, t, with Suzanne Oakdale from Ethnology, Anne Stone from Biological Anthropology, Jane Lancaster from Human Evolutionary Ecology, and staff graduate advisor Erika Gerety) had important discussions about the integration of subfields in graduate training and instruction.

The Undergraduate Committee (headed by Ethnology representative, Undergraduate Director Les Field, with James Boone representing Archaeology and HEE, Osbjorn Pearson from Biological Anthropology, and staff undergraduate advisor Yolanda Nieto, devised guidelines for the teaching of 101. In general, the committee supported the discussion of subfield integration and long-term planning for 100-level instruction as well as a broader selection of courses in the undergraduate curriculum. Curricular initiatives at the 100-level promoted by the College of Arts and Sciences have also been explored and supported.

The Instructional Resources Committee, ably chaired by Professor Robert Leonard with Professor David Dinwoodie, first Department Administrator Susan Pinter, then new DA Doyle Kimbrough, and computer technician Erica Capling, continued to coordinate, oversee, and plan all matters related to the instructional use of computers, media (audio-visual, CD-ROM, renewable and permanent laboratory supplies, etc.), and space.

The Advisory Council, the Department’s standing administrative committee (headed by the Chair with members who are conveners of the subfields: Chip Wills, Archaeology; Joseph Powell [Fall] and Kim Hill [Spring], Biological Anthropology; David Dinwoodie [Fall] and Les Field [Spring], Ethnology; and Jane Lancaster, Human Evolutionary Ecology), considered personnel, policy, budget, and procedural matters.

Post-tenure Faculty Evaluation Committee (elected by the faculty) was comprised in Spring 2003 of Louise Lamphere, Patricia Crown, Lawrence Straus. The Committee evaluated submitted materials on the basis of post-tenure policies and procedure agreed to in 2002 and advised the Chair on rankings. After faculty discussion of salary allocation, there was a vote to continue to allocate raises using a mixed cost-of-living percentage and percentages based on ranking. This continues the effort to lessen the disparity between long-time faculty whose ERA retirement depends on their five highest salary years and newer faculty whose retirement plans depend on salary earned from the beginning of their UNM career.
On Saturday, May 17, 2003, the Department of Anthropology convened its fifth annual convocation in the Anthropology Lecture Hall with the subsequent reception held in Maxwell Museum of Anthropology. Thanks to superb work on the part of the staff and fine faculty support, this was again a most successful and memorable occasion.

The 2003 Summer Field School in Archaeological Research was headed by Professor Wirt Wills and headquartered in Albuquerque. Its work was conducted at near the Malpais National monument, south of Grants. The 36th Annual Bioarchaeological Field School, the eighth under the aegis of UNM, was led by Professor Jane Buikstra at the Center for American Archeology, Kampsville, Illinois, in the lower Illinois River Valley.

Professor Keith H. Basso was honored by University of New Mexico with a Regents Professorship for 2003-06 and Leslie Spier Distinguished Professor Jane Buikstra was named the 2003 Research Lecturer, the highest honor offered to a UNM professor. She delivered her lecture on September 29, 2003.

**Significant Plans and Recommendations for the Near Future**

Department integration continues to be of paramount concern. The four-subfield configuration is already under scrutiny, with the relationship between the Biological Anthropology and the Human Evolutionary Ecology subfields primarily at issue during the year. While, for both academic and administrative reasons, the best configuration may be tripartite, with roughly equal subfields of Archaeology, Biological Anthropology, and Ethnology (which has since 1996 included Linguistic Anthropology), the faculty voted in April 2003 to maintain the status quo for at least another year pending the outcome of further faculty discussions on integration and the results of several grants submitted by the HEE faculty. The undergraduate curriculum at the introductory level needs reassessment and revitalization in order to integrate the present subfield tracks into a more general and problem/issue-oriented anthropology program.

The Department’s noted *Journal of Anthropological Research*, ably edited by Professor Lawrence G. Straus, has the potential of playing an important role in the integration of subfields and possibly the professionalization of graduate students. Ways to accomplish this are being explored by the editor, the chair, the department administrator, and the editorial board.

The Department of Anthropology celebrates its Diamond Jubilee in 2003-04. The committee appointed last year and chaired this year by Louise Lamphere is working hard to ensure that the jubilee raises both money and visibility for the department. Professor Don Fowler inaugurated the festivities with a *Journal of Anthropology Research* Distinguished lecture on March 13th. Fowler recounted some of the early history of the anthropology department and its faculty. President of the University Chris Garcia introduced Fowler and the lecture was followed by a reception in the Hibben Center. Jubilee events scheduled later in the year include Homecoming celebrations, a film series, and other lectures, most especially that by Professor Donald Johanson entitled "Lucy, Thirty Years Later. The funds we raise for the celebration will be dedicated to the single most pressing Department need: graduate student support. We must improve our competitive edge
over universities who routinely offer our very best candidates far better support for their graduate education.

Anthropology at UNM has every reason to celebrate its importance to the university, to the development of anthropology in this country, and to the field of anthropology as the global study of humankind from its beginnings to the present. The Department, the Maxwell Museum of Anthropology, the Alfonso Ortiz Center for Intercultural Studies, and now the Hibben Center for Archaeological Research must continue to work together to assure that we remain at the forefront of research, teaching, and public anthropology.

Appointments

• Faculty
  Steven Feld. In Spring 2002 then Chair Marta Weigle, Chair of the Music Department, Steven Block, and Arts and Sciences entered into discussion with Professor Steven Feld of the Music and Anthropology departments at Columbia University. In due course it was decided to offer Professor Feld a .5 FTE "target of opportunity" position in Music and Anthropology at UNM. This was put to a vote in both departments in August 2002. The vote was overwhelmingly in favor and the offer to Professor Feld was made. He agreed to that offer in spring 2003, and took up residence at UNM in August 2003. His classes will be cross-listed in both departments.

  Debra Komar: In keeping with plans long made, discussion began in spring 2003 in the Anthropology Department, the Office of the Medical Investigator (OMI), and the College of Arts and Sciences about making Research Associate Debra Komar’s position a tenure track one within the Department of Anthropology. Dr. Komar was subsequently hired as Assistant Professor in the department at a .50 FTE and .50 as Forensic Research Anthropologist. Her Forensic duties will be with OMI. Dr. Komar is now on a tenure track and will teach two classes a year in the department. Her national and international prominence as a forensic anthropologist meet student demands for practical anthropology and helps to secure the department’s position as a leader in a growing field.

• Staff
  Three new staff members were hired in Spring 2003. Erica Capling joined the staff as a half-time computer technician in September 2003. This was a new position, formerly filled by graduate assistants. Yolanda Nieto was hired as a temporary employee in the fall and as a full-time Administrative Assistant II in March 2003. Doyle Kimbrough was hired as new Department Administrator in April. Both Nieto and Kimbrough settled in quickly and aided by long-time staff members, Mary Rhodes (Accountant II); Erika Gerety (Program Advisement Coordinator); and Carla Sarracino, Administrative Assistant II) assured the smooth and successful workings of the Department and made possible substantial fiscal and physical plant advancements. Among the latter is the much needed and appreciated renovation of the Anthropology 178 seminar room and the laboratory/office space in B76.
Separations

• Faculty

Assistant Professor Anne Stone resigned in Spring 2003 to accept a position as Associate professor with tenure at Arizona State University at a considerably higher salary. Her loss and the specialty she represented (ancient DNA) will be keenly felt.

• Staff

Carole Chavez, Administrator Assistant II, resigned during summer 2002 to move to another city. Susan Pinter, Department Administrator, resigned in February 2003 to take a position in another department.

Sabbatical and Other Leaves

Professor Hillard Kaplan was on leave for the academic year of 2002-03. Professor Jane Buikstra and Associate Professors Sylvia Rodriguez and David Dinwoodie were on sabbatical leave for Spring 2003 semester.

Publications

The faculty continued its good productivity. In the 2002 reporting period, 21 (of 27) tenure-stream faculty members produced 2 books, and 68 book chapters/journal articles.

The 2002 volumes are as follows:

Buiksta, Jane. El Senorío de Chiribaya en la Costa Sur Del Peru. Institucio de Estudios Peruanos, Lima, Peru (co-authored with Maria Cellia Lozada)

Outside Professional Activities

During the 2002 reporting period, 15 of the 27 tenure-stream faculty members gave a total of 43 meeting papers/posters, national/international symposia papers, and invited lectures/keynote addresses. During fall semester, staff member Beverly R. Singer, director of the Alfonso Ortiz Center for Intercultural Studies, made a
number of presentations on behalf of the center and as part of her own work on documentary films and videos.

Other reported faculty professional activities (excluding editorial boards and reviewing) off-campus include:

Basso: Member of White Mountain Apache Cultural Advisory Committee, Western Apache Coalition, White Mountain Apache NAGPRA Committee, Apache Survival Coalition

Bawden: Vice President for Anthropology Programs, G. L. Bruno (Charitable) Foundation, Fresno, California; member, Board of Directors, The Ahau Foundation; member, Board of Directors, Programa Contisuyu

Buikstra: Member, Board of Directors, Ethics Committee, American Board of Forensic Anthropologists; president, Board of Directors, Center for American Archeology; member, Review Committee, Wellcome Trust (UK); member, Class Membership Committee, National Academy of Sciences

Crown: Chair, Archaeology Division, American Anthropological Association; chair, Selection Committee for the A. V. Kidder Award, American Anthropological Association

Field: Board member, California Indian Storytellers’ Association; tribal ethnologist, Muwekma Ohlone Tribe (San Francisco Bay area)

Froehlich: Adjunct Curator of Paleontology, New Mexico Museum of Natural History and Science; member, Primate Specialists Group, Species Survival Commission, I.U.C.N.; member, Conservation Committee, American Society of Primatologists

Hill: Advisor, Fundacion Moises Bertoni, Paraguay

Hurtado: Co-Director, Native Peoples and Tropical Conservation Fund

Lamphere: President, American Anthropological Association; interim editor, American Anthropologist

Lancaster: Member, Publications Committee, Human Behavior and Evolution Society; editor, Human Nature: A Biosocial and Evolutionary Perspective

Leonard: Member, Book Award Committee, Society for American Archaeology

Nagengast: Chair, Committee for International Committee, member, Board of Directors, Amnesty International USA; Board of Trustees, Lisa Gilad Initiative; chair, Committee for Scientific Freedom and Responsibility and Chair, Committee for Human Rights, American Association for the Advancement of Science

Powell: NAGPRA consultant, National Park Service, Intermountain District, Santa Fe

Ramsnofsky: Member, Cultural Properties Review Board, Office of Cultural Affairs, State of New Mexico

Rodríguez: Consultant, Taos Valley Acequia Association; jurist, William P. Clements Prize for Best Non-Fiction Book on Southwestern America, Clements Center for Southwest Studies, Southern Methodist University; advisor/consultant on acequias, U.S. Army Corps of Engineers; member, Advisory Board, Albuquerque Interfaith Institute for Public Life; member, State Board, New Mexico Organizing Strategy

Straus: President, Commission on Human Evolution and Paleoecology, Chair, Working Group on the Archeology of the Pleistocene-Holocene Transition, International Union for Quaternary Research (INQUA); elected member, Commission on the Upper Paleolithic of Europe, member, Commission on the History of Prehistory, International Union of Prehistoric Sciences (UISPP); editor, Journal of Anthropological Research
## Outside Sponsored Research

Total active awards for Anthropology, 2002-2003 (21): $520,792

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<tr>
<th>Grantholder</th>
<th>Institution/Project Description</th>
<th>Funding</th>
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<td>Jane Buikstra</td>
<td>Foundation for the Advancement of MesoAmerican Studies, Radiography at Copan.</td>
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<tr>
<td>Jane Buikstra</td>
<td>Ahua Foundation: Isotope Studies at Copan.</td>
<td>$4000</td>
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<td>Kim Hill and Robert Walker</td>
<td>National Science Foundation: Dissertation improvement, &quot;Skill investment Among the Maku-Nadeb, Brazil,&quot;</td>
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<td>Kim Hill</td>
<td>Wildlife Conservation Society, Monitoring Vertebrates in Mbaracayu,</td>
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<td>Jane Lancaster and Tanya Mueller</td>
<td>National Science Foundation Dissertation Improvement, &quot;The Effects of Socio-Ecological Variables on the Timetable of Reproductive Maturation in Captive Female Baboons,&quot;</td>
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<td>Lawrence Straus</td>
<td>National Science Foundation: &quot;REU: Tardiglacial Human Adaptations in the Cantabrian Cordillera, Spain,&quot;</td>
<td>$6,500</td>
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<td>Lawrence Straus</td>
<td>National Science Foundation, Research Experiences for Undergraduates,</td>
<td>$5,000</td>
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<tr>
<td>Patricia Crown and Elizabeth Bagwell</td>
<td>National Science Foundation Dissertation Improvement, &quot;The Production of Architectural Artifacts: An Analysis of Cliff Dwellings in the Northern Sierra, Sonora Mexico,&quot; 2001-03</td>
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<td>Magdalena Hurtado and Paul James</td>
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<td>magdalena Hurtado</td>
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<td>Ann Ramenofsky</td>
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<td>Wirt Wills</td>
<td>Western National Parks Association, &quot;Chaco Culture Collections Database Development.&quot;</td>
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Attachments

• Public Lectures

*Journal of Anthropological Research* Distinguished Lecture Series:


Con Fowler (University of Nevada), "E.L. Hewett, J.F. Zimmerman, and the Beginning of Anthropology at the University of New Mexico." April 2003

Frieda D. Butler Memorial Lecture (Master’s student):

Hannah Dodd, "Colonizing the Colonizers: The Bronze Age Colonization of Spain and the Indigenous Iberian Response." November, 2002

Snead Wertheim Lecture

Wirt Wills, "Archaeology of the Canada de Cochiti Land Grant: Agricultural Sustainability and 18th Century land use." April 28, 2003

Ruth E. Kennedy Memorial Lecture (Doctoral student):


Anthony and Patsy Romo Annual Award Lecture (Doctoral student, second year of award):

Julia Meredith Hess, "Frogs in the Ocean: From South Asia to the United States, Transformations in Tibetan Diasporic Identity." May 1 2003

• Conferences

Sixth Annual Graduate Student Spring Symposium, sponsored by the Anthropology Graduate Student Union, April 5-6, 2003.

• Bachelor of Arts Degrees Conferred

57 B.A. and B.S. degrees were awarded in 2002-2003.

Lance Arney (BA), Wendy Bartlo (BA), Garyald Benally (BS), Laura Bernd (BA), Kathryn Boeder (BS), Joshua Brady (BA), Felix Caballero (BA), Brenda Cherney (BA), Josephine Clyde (BA), Stacy Crim (BS), Lisa Dirks (BA), Sharon Evans (BA), Joseph Feurstein (BA), Jamey Flannery (BA), Kathryn Grobianowski (BA), Anne Green (BS), Jacquelyn Hansen (BA), David Hernandez-Rivero (BS), Leslie Hopkins (BS), Richard Imnell (BS), Sarah Johannes (BA), Jessica Long (BA with honors), John Loring (BA), Christina Martin (BA), Kasi McRoberts (BA), Meghann Meek (BS), Gwyneth Moya (BA with honors), Nathan O'Brien (BA), Aja Oishi (BA), Susan Owen (BA), Christina Patinero (BA), Diego Perez (BA), Nancy Phillips (BA), Katherine Pierce (BS), Courtney Porecca (BS with honors), Jason Radak (BA), Nicole Ramirez (BA), Anand Ramnarce-
McKinley (BA), Sean Reynolds (BS), Laura Ridge (BA), Jon Robbins (BA), Melanie Roybal (BA), Madalena Salazar (BA with honors), Arbi Sarkissian (BA), Dawning Shorty (BA), Margaret Siebert (BA), Daniel Sommers (BS), Elena Spontak (BA), Collen Strange (BA), Matthew Traught (BA), Tyrone Trujillo (BS), Laura Tryphonopoulos (BS), Nathania Tsosie (BS), Elizabeth Tuthill (BA), Heather Want (BS), Christopher Watkins (BA), Dorothy Williams (BA).

- Master of Arts Degrees Conferred

19 M.A. degrees were awarded in 2002-2003.

Gwen Adickes, Stacy Chambliss, Elizabeth Curtis, Christy Doherty, Derya Golpinar, Sara Jamieson, Miria Kano, Alan Keith, Jason Kind (with distinction), Anne Maxfield, Yuichi Nakazawa, Ann Palmieri, Char Peery, Kelly Pacoples, Candace Sail, Fiona Scanlan, Marianne Skahan, Adam Stricker, Jeffrey Winking (with distinction).

- Master of Science Degrees Conferred

9 M.S. degrees were awarded in 2002-2003.

Anna Osterholtz, Christopher Pankonin, Jack Baker, Philip Dees, Andrea Evans, Heather Gray, Gil Greengross, Yann Klimentidis, Jamie Smith.
Doctor of Philosophy Degrees Conferred

12 Ph.D. degrees were awarded in 2002-2003.

Alysia Abbott, "Effects of Evolutionary Processes on Lithic Raw material Procurement and Use During the Puebloan Period of Basson Wash, Zuni NM" (Ann Ramenofsky, Chair)


Michelle Cristiani, "A Life History Perspective on Dating and Courteship Among Albuquerque Adolescents." (Jane Lancaster, Chair).

John Robert Estes, "Middle-Range Research into the Organization of Production and Product Standardization in Mata Ortiz, Chihuahua." With distinction. (Robert Sanlley, Chair)


Mari Munson, "On Boundaries and Beliefs: Rock Art and Identity on the Pajaro Plateau (Patricia Crown, Chair).

Megan Rhoads, "Population Dynamics at the Southern Periphery of the Ancient Maya World: Kinship at Copan (Joseph Powell, Chair).

Maria Sprehn, "Social Complexity and the Specialist Potters of Casas Grandes in Northern Mexico," (Patricia Crown, Chair)

Andrew Sussman, "Re-Imagining g the Garden City: the Politics of Place in Missoula Montana (Carole Nagengast, Chair).

Todd VanPool, "Explaining Projectile point Morphology: A Case Study from Ventana Cave, Arizona (Robert Leonard, Chair).

Letters of Academic Title

Affiliated Faculty

Richard C. Chapman, Part-time Associate Professor of Anthropology; Director, Office of Contract Archeology (Archaeology subfield and faculty voting rights; no presumption of tenure)

Brian L. Foster, Professor of Anthropology; Provost and Vice President for Academic Affairs (no voting rights; tenured)

Patrick F. Hogan, Part-time Assistant Professor of Anthropology; Associate Director, Office of Contract Archeology (no voting rights; no presumption of tenure)

Bruce B. Huckell, Research Associate Professor of Anthropology; Senior Research Coordinator, Maxwell Museum of Anthropology (Archaeology subfield and faculty voting rights; no presumption of tenure)

David E. Stuart, Part-time Professor of Anthropology; Associate Provost for Academic Affairs (no voting rights; no presumption of tenure)
Adjunct Faculty

Adjunct Professor: Ines Arenas de Hurtado


Adjunct Research Associate: Lisa W. Huckell
MAXWELL MUSEUM OF ANTHROPOLOGY

ANNUAL REPORT
[July 1st 2002-June 30th 2003]

Garth Bawden
Director
A. GENERAL

During the 2002-2003 year the Maxwell Museum has largely focused on three areas of development. A primary focus involved developing the collections storage and the research facilities of the new Hibben Center for Archaeological Research. However, other important projects of lesser magnitude have had major positive impact on the ability of the museum to care for its collections and make them available for educational purposes. In the area of personnel the museum has made two significant additions to the collections staff. Together, these significant accomplishments have cumulatively advanced the educational mission of the Maxwell Museum of Anthropology and the University of New Mexico.

B. HIBBEN CENTER FOR ARCHAEOLOGICAL RESEARCH

The Hibben Center for Archaeological Research opened at the beginning 2003 with minor construction continuing throughout the reporting year. The building is serving its teaching purpose with anthropology classes meeting regularly in the auditorium and seminar rooms. In the evenings and weekends the building houses public programs and receptions, greatly improving the ability of the museum to serve its community. The entire basement floor, connected by a large tunnel to the existing museum storage areas, is being gradually filled with the museum’s archaeological holdings, although this project will continue for much of the coming year. Also included in this area is a conservation/collections preparation/research laboratory, now being regularly used by students and staff, and large archival space for photographs and paper archives. The ground floor, organized around a central, three-story public atrium, holds the offices of the Maxwell Museum of Anthropology Curator of Archaeology.

Most of the upper two stories of the Hibben Center are intended for occupancy by the National Park Service Chaco Division as a continuation of the 50-year collaboration between the NPS and UNM that has located government curators and researchers in the existing building as educational partners. The NPS has pledged funds for the second stage construction, which is planned to commence in the coming year. In fact initial planning for this construction in collaboration with the UNM Facilities Planning department and the Maxwell Museum is already well under way. Functionally, these physical facilities combine and merge the three focal centers of Frank Hibben’s interest as expressed in his career - museum anthropological practice, academic archaeology, and public service. Thus museum storage and collection analytic spaces accompany laboratory and formal classrooms and the NPS partnership, all centered on an extensive public space where visitors can be introduced to the founder’s vision and life interests. Thus, the Center is a fitting tribute to Frank Hibben while considerably enhancing the ability of the Maxwell Museum of Anthropology to further its mission.
C. PERSONNEL

Three important senior personnel hires have greatly strengthened the Maxwell Museum’s ability to further its educational outreach and to care for and utilize its collections:

Ms. Dionelia Little took over management of the Education Division, which provides the Albuquerque Public Schools System with classroom visitation by Maxwell Museum-trained volunteer teachers and instruction on various anthropological topics. Ms. Little has worked extensively in local schools systems as a classroom teacher and administrator and brings valuable experience to this important division.

Dr. Heather Edgar is the new Curator of Human Osteology, coming from Ohio State University with experience in biological and forensic anthropology. Dr. Edgar’s hire completes the transition of the senior curatorship of the human osteology laboratory and collection from joint Maxwell-Anthropology Departmental responsibility to the sole administration of the Maxwell Museum of Anthropology. The curator is in charge of the operation of the Human Osteology Laboratory and supervision of its staff and research use and of the disposition and curation of the prehistoric and documented (donated) collections in the repository. The Human Osteology Curator will work closely with the Curator of Forensic Anthropology (Dr. Komar) on all matters concerning the forensic holdings while the latter position retains research and instructional jurisdiction over this small but important part of the holdings deposited in the Maxwell Museum but owned by OMI. This re-organization provides the Maxwell Museum of Anthropology with a full-time senior Curator for the first time and permits singular focus on the organization, documentation and use of the skeletal collections. We believe that this change will result in a greatly improved curatorial situation for the holdings and generate accompanying enhancement of research opportunities and use, both by in-house and external scholars.

The third senior hire is that of Dr. David Phillips, the new Curator of Archaeology. We are very fortunate to bring Dr Phillips to UNM. He is a senior archeology scholar with a southwestern specialty. He has had decades of experience working in university, museum, and private sectors so is an ideal person to take over supervision of the Maxwell’s extensive archaeological collections. This is especially significant at this juncture, with the new Hibben Building with its collections storage ready to receive the archaeological collections and to serve as the site where they can be studied by students and visiting scholars. Dr. Phillips will play a central role in this development and future collections and archaeological research planning.

D. OTHER DEVELOPMENTS

1. Collections

While the flow of incoming anthropological collections continued as usual, two donations warrant special notice. The John Collier archive of photographs with full supporting documentation brings a world-renowned collection of visual anthropology to the museum.
Comprising over 10,000 images of various kinds the Collier collections documents traditional societies of North and South America and will dramatically increase use of the photographic holdings of the Maxwell. Fortunately the new Photographic Archive, located in the Hibben Center will provide this and the other Maxwell holdings more than adequate space for curation and use.

2. Ortiz Center for Intercultural Studies

The year saw continuing efforts to match the NEH Grant target of $300,000. These funding efforts continue in the coming year as do the development of the cultural partnerships that comprise the core of the Ortiz Center’s mission. In August 2002 the first director of the Ortiz Center, Dr. Beverly Singer assumed a faculty position in the Department of Anthropology. Dr. Katherine Kline, Curator of Ethnology in the Maxwell Museum is filling the director’s position on an interim basis. Dr. Kline has already overseen further successful program development and the creation of a Program Committee, representing the UNM and public communities and will head this division for the immediate future.

3. Research

The new Maxwell Center for Anthropological Research (MCAR) continued to gain momentum with sponsored funding from the National Geographic Society and the University of Arizona supporting Dr. Bruce Huckell’s field research on the Folsom occupation of the Albuquerque West Mesa. Other research includes the continuing the collaborative Maxwell Museum-southern Alaskan ethnological photography project headed by Catherine Baudoin, the Maxwell’s photographic archivist, the Pa’aco archaeological project of the University of Chicago supervised by Dr. Mark Lycette, the Humming Bird Site research of Dr. Michael Adler of Southern Methodist University, both MCAR Research Associates, and the research on pre-European ball courts in the boot-heel region of New Mexico by Marcel Harmon the first MCAR student research associate.

E. PLANS FOR COMING YEAR

1. During the next year the archaeological collections will move into the Hibben Center for Archaeological Center under the supervision of Dr. David Phillips the Curator of Archaeology. We will continue renovation in the space vacated by these collections in the existing Maxwell Museum building for expanded ethnological storage.

2. A most important initiative commences in October. This is the implementation of the Hibben Trust. This endowed fund totaling over five million dollars will provide money for graduate students in archaeology and Maxwell Museums that support these students. We will be forming guidelines and procedures for the disbursement of these funds, which will commence in August 2004.

3. Continue to improve the operations of the Maxwell’s Office of Contract Archaeology and to move further toward a fully viable financial structure for the division working with the College of Arts and Sciences and the Vice Provost for Research to achieve this.
F. INSTRUCTION AND SPONSORED RESEARCH

Instruction

1. Anthropology 324 (Bawden)
2. Anthropology 328 (Bawden)
3. Anthropology 321/521. Southwest Archaeology (Chapman)
4. Anthropology 520. Managing Cultural Resources (Chapman/Hogan)
5. Anthropology 570. Lithic Analysis (Huckell)
6. Anthropology 373/573. Zooarchaeology (Huckell)
7. Anthropology 450/570. Paleoindian (Huckell)

Sponsored Research and Education

Archaeology (General and Maxwell Center For Anthropological Research)
1. Excavations in the Bootheel Region of New Mexico. Maxwell Museum Hibben Research Endowment: $1,000 (Harmon)

Archaeology (Office of Contract Archaeology)
New contracts awarded: 36 (a slight increase over the 35 contracts awarded in FY 2002; a 24% increase over the 29 contracts awarded in FY 2001).

Total value of new contract awards: $1,541,645.00 (a 75% increase over the $879,108.00 awarded in FY 2002; a 139% increase over $645,350.00 awarded in FY 2001).

IDC value of new contract awards: $443,492.00 (a 109% increase over the $211,913.00 IDC value of FY 2002 awards and a 164% increase over the $167,943.00 IDC value of FY 2001 awards).

Actual IDC accrual in FY 2003: $229,216.00

Outlook: During FY 2003, OCA did business with a total of 14 clients. OCA continues to hold open-end services contracts with the New Mexico Bureau of Land Management; U.S. Army Corps of Engineers, Albuquerque District; the New Mexico State Highway and Transportation Department; the New Mexico Army National Guard; and the Museum of New Mexico Office of Archaeological Studies, all of whom have contributed significantly to
OCA's contract base through the last several years. In FY 2003 OCA also began a relationship with Shell Pipeline Company, Ltd. for a major survey project with an award value of over $400,000.00. One goal for FY 2004 is to seek other energy development clients to take advantage of the present political climate promoting the energy extraction and distribution industry.

**Student Support**

OCA employed 15 students with financial support totaling $40,474 during FY 2003. OCA financial support of students, most of whom are Anthropology majors or graduate students, is over $120,000.00 for the last three years combined. Student employment at OCA involves a strong component of professional training by OCA senior staff in cultural resources management research, fieldwork, analysis and reporting.

**Publications, Papers, and Presentations Connected with Sponsored Research**

OCA senior staff authored 19 OCA/UNM professional publications; engaged in 5 educational or public outreach activities such as public lectures and K-12 Career Day presentations, presented 3 papers at professional conferences, and published two articles in professional journals. Donna Lasusky (OCA Administrative Assistant) organized and hosted a Maxwell Museum of Anthropology information/sales table at the 75th anniversary Pecos Conference in Pecos, NM. William Doleman (OCA Senior Archeologist) gave numerous interviews on local and national radio, television and website programs concerning his research on the Foster Ranch site. In addition to dissemination of reports mandated by contract terms, OCA distributed 167 copies of reports through sales and complimentary copies during FY 2003, realizing $1,540.00 in sales.

**Ethnology**

1. Conservation Survey of Ethnological Collection. Getty Grant Program. $10,000

2. Attachments to Place: Reflections of Land and Water 2001-2003: $25,000 (Salvador)

3. Art of Being Kuna: Pachamama: $4,000, Ethel Jane Bunting Foundation: $7,000

4. Significant donation to ethnology collection from the estate of Dr. Bernard Lowenstein, Native American jewelry, paintings, and drawings.

**Other Sponsored Programs**

1. Education Division APS K-12 Classroom Teaching Program. APS: $2,500

2. Public Programs Division continuing Monthly Ethnic Arts and Crafts Demonstration series. City of Albuquerque's Urban Enhancement Trust Fund: $8,000

**Educational Programs**
Exhibits
1. The Legacy of Frank C. Hibben. May 2003
2. Egyptian Day Exhibit. March 2003
3. Hibben Center Inaugural Exhibit. October 2002
5. The Art of Being Kuna. May/November 2002

Public Education
1. Over 400 classes in the Albuquerque Public School System.
2. Archaeology Fair in collaboration with the Park Service
3. Children’s summer Day Camp in Maxwell Galleries

Public Programs
1. Images in Archaeology (3).
2. Ethnic Lunches (11).
3. People of the Southwest Lecture Series (3).
4. Egyptology Day.
6. Indian Bread Baking Demonstration (18).
7. Gallery talks/Readings/Booksignings (3).
8. Fundraising Events (2)
9. Celebrate the Maxwell (Volunteer Recognition)
10. The Frieda Butler Lecture
11. The Anthony and Patsy Romo Lecture

Human Osteology

3. Body Donation
a. 9 Body donors were received and processed this year.

b. Prepared proposal for new maceration/research facility.

c. New Body Donation brochure implemented.

4. Collections
   a. 240 individuals in documented collection.

G. PERSONNEL APPOINTMENTS AND SEPARATIONS

<table>
<thead>
<tr>
<th>Appointments</th>
<th>Curator of Education</th>
<th>3/3/03</th>
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<tbody>
<tr>
<td>Dionelia (Marti) Little</td>
<td>Curator of Human Osteology</td>
<td>7/1/03</td>
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<tr>
<td>Heather Edgar</td>
<td></td>
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<tr>
<th>Separations</th>
<th>Curator of Archaeology</th>
<th>9/13/02</th>
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<tr>
<td>Michael Lewis</td>
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H. PERSONNEL PROFESSIONAL ACTIVITIES AND PUBLICATIONS

Individual

G. Bawden (Director and Professor)
2. Editor for Society of American Archaeology Book Series.

C. Brannan (Public Programs Coordinator)
1. Member of the Museum Cooperative Council
2. Member of the Hispanic Chamber of Commerce
3. Member of the Albuquerque Convention and Visitors Bureau

R. Chapman (Associate Director, Maxwell Museum for OCA)
1. Chair of the UNM Board of Archaeologist.
2. Member of UNM Historic Preservation Committee.

3. Member of Dean’s Committee on Research and Education Use of UNM Lands.

W. Doleman (Senior Archaeologist, Office of Contract Archaeology)
1. Treasurer, New Mexico Archaeological Council.

2. Served on State Land Office’s Archaeological Advisory Committee.

3. Publications Chair, New Mexico Archaeological Council

P. Eschman (System Administrator)
1. Member of the UNM Novell Users Group

2. TAAS-L List Owner (UNM list serve for AAS)

P. Esquibel-Childers (Museum Administrator)
1. President, Museum Cooperative Council.

P. Gerow (Senior Archaeologist, Office of Contract Archaeology)
1. I.D. Day at the Maxwell Museum.

2. Accepted into the UNM American Studies graduate program

P. Hogan (Associate Director, Office of Contract Archaeology)
1. Member of the Maxwell Museum Collections and Research Committee

2. Corrales Capital Improvement Advisory Committee

B. Huckell (Senior Research Coordinator and Research Associate Professor)

2. In Folsom Technology and Lifeways, University of Tulsa Press


4. Continued to develop the program of associated scholars and the mission of the Maxwell Center of Anthropological Research (MCAR)

5. Compiled and edited the first number of the MCAR Newsletter (published August 2002)
6. Continued investigation of the Boca Negra Wash Folsom site in partnership with Dr. Vance Holliday, University of Arizona

7. Initiated test excavations at Deann’s site, a small Folsom site west of Boca Negra Wash
8. Co-authored a paper presented at the 2003 Society for American Archaeology meeting: *A Comparison of Caches: An Initial Look at Regional Variation in Clovis Caching*

9. Attended 2002 Pecos Conference and presented a paper on the 2002 UNM Field School research at the Boca Negra Wash site and also presented a paper—“The Long and Short of It: Basket Maker I and 75 Years of Southwestern Preceramic Prehistory”—in a special symposium celebrating the 75th anniversary of the Pecos Conference

9. Served as a member of the Cultural Properties Review Committee for the Office of Cultural Affairs, Historic Preservation Division, August through December 2002

10. Wrote and submitted a report to the Office of Cultural Affairs, Historic Preservation Division, entitled “2002 Archaeological and Geological Investigations at the Boca Negra Wash Folsom Site (LA 124474).”

11. Submitted edited book manuscript—*The Land and the People, Explorations of Late Pleistocene and Early Holocene Human and Environmental History*—to University of Arizona Press for review

12. Submitted edited reader composed of previously published American Antiquity articles to Society of American Archaeology for publication (*Late Pleistocene North America and Early Paleoindians*)

13. Continued research on early agriculture in the McEuen Cave site in east-central Arizona with Dr. M. Steven Shackley and Lisa Huckell (NSF-sponsored)

14. Worked to get the Chamisal site collections into the museum and to coordinate a volunteer project with the Albuquerque Archaeological Society to work with the artifacts

15. Received from Jim Judge the collections from his dissertation research on the Paleoindian occupation of the central Rio Grande Valley

**K. Klein (Curator of Ethnology)**

1. Attended planning meeting regarding architectural plans for Acoma Cultural Center.

2. Worked with KNME staff to produce spot on ceramics collection at the Maxwell Museum for UNM’s “Want More” series.

3. Gave lecture on Maya Weavers for UNM’s Department of Native American Studies Museum and Minorities course.
4. Development of database with staff Data Manager for Getty Conservation Survey.

5. Completion of survey of artifacts loaned to departments throughout campus and off site. Updating of all loan paperwork.

6. Oversee project and supervise consultant conservator, Keith Bakker, and work/study students working on Getty Conservation survey of the ethnology collections. (six months)

7. Coordination of Ortiz Programming Committee meetings. (March and June 2003.)


9. Curator of Ethnology awarded fellowship by JUCEE. (14,000)

**D. Larson (Data Manager)**
1. Attended SAA Meeting

**D. Lasusky (Admin. Assistant, Office of Contract Archaeology)**
Completed UNM Management Academy with honors

**J. Schutt (Senior Archaeologist)**
1. Completed ARPA class in Archaeological Law Enforcement

**R. Stauber (GIS/CAD Specialist, Office of Contract Archaeology)**
1. Outpost Productions Inc. Board of Directors
ANNUAL REPORT
of the
DEPARTMENT of BIOLOGY

FY 2002–03
Annual Report
by:

Kathryn G. Vogel, Chair
Department of Biology
The University of New Mexico
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I. Undergraduate Core Curriculum (in dept. copy only)
J. Twelfth Annual Research Day Program, April 2003 (in dept. copy only)
K. Departmental Graduation Program, May 2003 (in dept. copy only)
L. Biological Society of New Mexico Newsletter, January 2003 (in dept. copy only)
Undergraduate Program

Biology continues to be the largest major in the College of Arts and Sciences and, arguably, the largest academic program at UNM. The number of Biology majors in A&S and University College has remained essentially the same for the last three years—that is, about 1,050 students. The number of student credit hours (SCH) generated in Biology during the 2002-03 year was 21,832. As shown in Table 2, this number continues to be very steady. In fact, the number of SCH has hardly changed over the last 20 years. These SCHs are quite evenly divided between fall and spring semesters (Table 3).

Table 1: Number of Students With a Declared Major in Biology

<table>
<thead>
<tr>
<th></th>
<th>Fall 1998</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Spring 2002</th>
<th>Fall 2002</th>
<th>Spring 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;S</td>
<td>815</td>
<td>805</td>
<td>788</td>
<td>786</td>
<td>824</td>
<td>809</td>
<td>812</td>
</tr>
<tr>
<td>University College</td>
<td>266</td>
<td>304</td>
<td>287</td>
<td>242</td>
<td>195</td>
<td>214</td>
<td>211</td>
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<tr>
<td>Second Major</td>
<td>21</td>
<td>11</td>
<td>46</td>
<td>81</td>
<td>18</td>
<td>20</td>
<td>n.a.</td>
</tr>
<tr>
<td>Graduate:</td>
<td>106</td>
<td>100</td>
<td>107</td>
<td>110</td>
<td>108</td>
<td>118</td>
<td>118</td>
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<tr>
<td>Total</td>
<td>1,208</td>
<td>1,220</td>
<td>1,228</td>
<td>1,219</td>
<td>1,145</td>
<td>1,161</td>
<td>1,141</td>
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</table>

Table 2: Total Student Credit Hours (SCH)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SCH</th>
<th>YEAR</th>
<th>SCH</th>
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<tbody>
<tr>
<td>1979-80</td>
<td>20,596</td>
<td>1997-98</td>
<td>21,627</td>
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<tr>
<td>1989-90</td>
<td>17,527</td>
<td>1999-00</td>
<td>21,882</td>
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<td>1991-92</td>
<td>20,944</td>
<td>2000-01</td>
<td>21,358</td>
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<td>1993-94</td>
<td>22,135</td>
<td>2001-02</td>
<td>21,459</td>
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<tr>
<td>1995-96</td>
<td>23,360</td>
<td>2002-03</td>
<td>21,832</td>
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</table>
The number of students in our beginning core courses for majors (Biol. 121–122) rose a bit this year (Table 4A). However, the number of students in the subsequent core majors courses (Biol. 219/221) dropped by 150 students (~18%). This is the first drop in enrollment in these courses in many years. If this were to continue, it could indicate that the number of students going on for a Biology major is beginning to drop.

The number of students enrolled in the beginning course for non-majors (Biol. 110) and for Health Science students (Biol. 123) was steady. However, this situation is more complex than it appears. This year we added a section of Biol. 110 in the spring, but not in the fall. We also added a lab section to Biol. 123, allowing enrollment to increase a bit, but could not add an additional lecture section for lack of lab teaching space. It is clear that we are having some success in getting the word out that pre-health students should take Biol. 123 rather than Biol. 121, but perhaps we were a bit too successful this year. The nursing profession has made it known that nurses are needed and jobs are readily available, which appears to be having a real effect on student choices as, for the first time, enrollment pressure in Biol. 123 was tremendous. Therefore, it is likely that a significant number of students who could not get into 123 went into the 121 class. The lack of sufficient capacity in Biol. 123 is an increasing problem. We were finally able to get approval to separate the lecture and lab of 123 into two courses—123 and 124.

Table 4A: Number of Students Registered in Undergraduate Core Courses for Biology Majors

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<tr>
<td>121 &amp; 122</td>
<td>1,428</td>
<td>1,520</td>
<td>1,646</td>
<td>1,382</td>
<td>1,105</td>
<td>1,236</td>
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<tr>
<td>219 &amp; 221</td>
<td>855</td>
<td>799</td>
<td>866</td>
<td>860</td>
<td>854</td>
<td>704</td>
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Table 4B: Number of Students Registered in Core Courses for 2002-03

<table>
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<tr>
<th>COURSE</th>
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<tr>
<td>121</td>
<td>65</td>
<td>516</td>
<td>252</td>
<td>833</td>
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<tr>
<td>122</td>
<td>—</td>
<td>133</td>
<td>270</td>
<td>403</td>
</tr>
<tr>
<td>219</td>
<td>—</td>
<td>235</td>
<td>124</td>
<td>359</td>
</tr>
<tr>
<td>221</td>
<td>47</td>
<td>120</td>
<td>178</td>
<td>345</td>
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Table 4C: Number of Students Registered in Beginning Biology Courses for Non-Majors

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</thead>
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<tr>
<td>110 &amp; 123</td>
<td>256</td>
<td>324</td>
<td>391</td>
<td>621 †</td>
<td>641 ††</td>
</tr>
</tbody>
</table>

† Two sections of Biol. 110 each semester; does not include 80 students taking Biol. 110 at KAFB.
†† One section of Biol. 110 in the Fall, two sections in the Spring; does not include 113 students taking Biol. 110 at KAFB.

New Core Curriculum. The proposal for our revised majors' core curriculum was started through the UNM approval process this year (see Appendix). The basic plan is for four courses at the 200 level:

- 201, Cell Biology
- 202, Genetics
- 203L, Ecology and Evolution
- 204L, Plant and Animal Physiology

Dr. Diane Marshall personally met with people from many programs throughout the campus and the branch campuses to discuss the proposal. We also met with a large group of associate deans at the School of Medicine to explain and alleviate fears about how this change might affect pre-med student preparation as well as pre-allied health. I think the proposal is thorough and can be done. A key part of the proposal is that the first two courses will not have associated laboratory sections so it will be possible to schedule additional sections of 123. The timing for initiation of the new curriculum is still unknown, because it is not yet approved; it could be Spring 2004, although Fall 2004 is probably a better bet.

"Killer" Courses. In 1999 the Office of Institutional Research started issuing a list of courses arranged according to the number of students registered for the class who did not complete the course with a passing grade (i.e., received C-, D, F or W). These courses became known as the "killer" courses, and some Biology courses have been chronically on this list. For example, Biol. 121 has been on the list every semester with a "no pass" rate ranging from 26.5% (Fall 1999) and 32.2% (Fall 2000), to 48.9% and 47.5% (Fall 2001 and 2002, respectively). These rates are distressing! Extensive analysis of the student data has indicated that a major correlation with success in this course is the amount of
math the student had in high school. Certainly poor academic preparation is a factor, but other factors are less clear.

Another distressing statistic was the finding that Biol. 219 (Principles of Cell Biology) is on the list with "no pass" rates of 40.2% (Fall 1999), 44% (Fall 2000) and 50.8% (Fall 2001). As this course is the third one in the majors' curriculum, students should be well prepared to handle the material. To have 50% of these students unable to complete the course with a passing grade is terrible. Instructors in this course have been frustrated by students who take the course without the prerequisites (Biol. 121, 122 and Chem. 121), so a procedure was initiated in the Fall of 2002 to check individually the pre-requisites for all students who registered for the course. Because the UNM registration system cannot (will not?) do this, it was necessary to do it by hand. Over the summer, Maria Kjonegaard checked 232 pre-registered students; of these, 90 were found to be missing one, two or all three of the pre-requisites! And, of course, there are the usual problems when checking the transcripts of transfer students. When someone was missing a pre-req, Maria sent an e-mail to the person explaining that he/she should drop the course, or come to Maria and demonstrate that they really had the pre-req.

Even after checking transfer credits, however, there were still 76 students missing one or more of the pre-reqs. Of these, only 31 dropped voluntarily. In the Fall 2002 semester, the "no pass" rate was only 23%—Biol. 219 did not even appear on the Killer List. This result was so spectacular, checking was continued for Spring 2003, but this time students without the pre-reqs and without permission from the professor were dropped from the class. In Spring 2003, Maria found that 50 of the initial 142 students registered were missing one or more pre-reqs. When informed, 38 of these students dropped the course, six were okay with further checking, five were dropped by the instructor, and five were given permission to continue in the course. The "no pass" rate for the 115 students who remained in the course was 20%. These results indicate that checking for pre-requisites has reduced the "no pass" rate from approximately 45% to about 20%—a remarkable success! Instructors in this course have reported that they want to continue this checking process because it makes the course so much more enjoyable for the professor and the students; that is, the professor can teach at the appropriate level and the students are not subjected to the problems of unprepared classmates.

Undergraduate Research. It has long been clear that the faculty members of the Dept. of Biology put a very large amount of time, effort and resources into mentoring undergraduate students as participants in research projects. In an attempt to better understand the scope of this effort, the faculty was asked, for the first time, to list by name the students they had mentored at UNM in the last year. Twenty-three faculty members listed mentoring of undergraduate students on their biographical data forms. The total was 98 students. Yes, 98 students! This is an average of greater than four students per mentor. Some students were part of undergraduate research programs (such as IMSD, MARC, REU), some were earning Biol. 499 (Undergraduate Problems) credit, some were working on an Honors' thesis, and some students were paid or unpaid assistants on research projects. This is a huge investment in a very effective mode of teaching for which the faculty receive virtually no credit.

Degrees. The number of undergraduate degrees awarded in Biology appears to have remained constant. Table 5 lists the number of students who anticipated graduating. As of the time of this report, the verified number of Spring 2003 graduates was unavailable. The departmental graduation ceremony, organized by Lee Couch and Bruce Hofkin, was, once again, a great affair. There were about
100 undergrads and 15 grad students given a paper "diploma" with great cheering from probably 1,000 guests. Dr. Karl Johnson, renowned CDC epidemiologist, was the guest speaker. The band providing the music, Cafe Mocha, included Dr. Andreas Wagner on guitar.

Table 5: Degrees Awarded in Biology (unofficial count obtained for May graduation)

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S.</td>
<td>88</td>
<td>156</td>
<td>220</td>
<td>230</td>
<td>201</td>
<td>209</td>
<td>207</td>
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<tr>
<td>B.A.</td>
<td>—</td>
<td>17</td>
<td>19</td>
<td>24</td>
<td>23</td>
<td>27</td>
<td>29</td>
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<tr>
<td>M.S.</td>
<td>n.d.</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>n.d.</td>
<td>17</td>
<td>17</td>
<td>8</td>
<td>6</td>
<td>13</td>
<td>16</td>
</tr>
</tbody>
</table>

(A&S 2001-02 data: B.S. 128, B.A. 19)

Graduate Program

Our graduate program continues as a very strong aspect of the department. There were 118 graduate students in Fall 2002, according to enrollment data (Table 1). During the last year (Summer '02, Fall '02, Spring '03), there were 8 M.S. and 9 Ph.D. degrees awarded (see Appendix).

There are 18 new graduate students set to begin their studies in Fall 2003. The numbers were 24 in Fall 2000, 21 in Fall 2001, and 24 in Fall 2002, showing a very stable program. The number of applicants this year was 69. Admission was offered eventually to 32 of these applicants, for an acceptance rate of 56% into this department (i.e., 18/32 students offered admission chose to come into UNM Biology). This is lower than the 75% of last year.

FACULTY

Personnel

During the Fall 2002 semester, we had 33 tenure-track faculty (one on sabbatical) and five lecturers in the department. In the Spring 2003 semester, we had 34 tenure-track faculty (one on sabbatical and one on loan in the Galápagos), with no resignations or retirements. One Biology faculty member (Gosz) is 0.5 FTE and one Biology emeritus faculty member (Duszynski) is 0.25 FTE. Thus, our tenure-track faculty strength at the end of the year was 33.75.

Hired in Fall 2002

David T. Hanson, Assistant Professor
Steven Poe, Assistant Professor
Cristina Takacs-Vesbach, Assistant Professor
Robert L. Sinsabaugh, Associate Professor
Cara-Lea Council-Garcia, Lecturer II

Hired in Spring 2002

Scott Collins, Professor
Recruited in 2002–03
Scott Collins, Professor (Senior Ecologist, Director LTER), started March 2003
Joe Cook, Associate Professor (Mammalogist), to start December 2003

Mid-Probationary Review
William Pockman, Assistant Professor
Blair O. Wolf, Assistant Professor

Regents' Lecturers
Robert D. Miller, 2001–04
Mary Anne Nelson, 2000–03
Timothy K. Lowrey, 2003–06

Regents' Professor
Eric “Sam” Loker, 2003–06

Research Semester
Thomas E. Turner, Spring 2003

Sabbatical Leave
Margaret Werner-Washburne (full year)

Retired During 2002–03
None

Resigned during 2002–03
None

Scholarly Publications and Awards
The tenure-track faculty reported 66 publications in 2002. In addition, 17 book chapters and reports were published, as well as two books (Molles, 2nd edition of Ecology: Concepts and Applications; and Sinsabaugh, ed., Aquatic Ecosystems: The Interactivity of Dissolved Organic Matter). Twenty-eight faculty members (85%) reported publication(s) in 2002.

Prof. James Brown was recognized with two awards, and Asst. Prof. Tom Turner received a CAREER award from the NSF. Prof. Diane Marshall received the Outstanding Teacher award from the UNM Alumni Association.

Sponsored Research
The total new research funds awarded to UNM by the Dept. of Biology in fiscal year 2002 was $7,809,266. Just among the tenure-track faculty, there were 28 awards with a start date in 2002, the same number of new awards as in 2002. Some of this year's new awards were very large—such as EPSCoR. In addition, there were 62 ongoing awards in force during 2002. Again, some of these are quite large, including Biocomplexity, LTER infrastructure, and parts of two IGERT awards (fresh-
water biology and optics). Howard Snell continues to get a great deal of funding for the Charles Darwin Research Foundation in the Galápagos, but this is not included in the Biology total.

Two large proposals were submitted to the NIH in early 2003 for which funding decisions are not yet known. These are a COBRE proposal in the area of Comparative Immunology ($11 million for new faculty set-up and remodel; Sam Loker, PI) and a NIH Infrastructure proposal for remodeling and construction in the basement of Castetter Hall ($4.2 million, prepared by Kate Vogel; Reed Dasenbrock, PI).

The LTER Network Office was reviewed at a large site visit in the fall of 2002. The decision was made to renew this office in Albuquerque, although certain aspects of its organization and its relationship to Biology and to UNM remain to be worked out. Dr. Scott Collins has taken the reins of the Sevilleta LTER in preparation for the upcoming critical site visit in August 2003.

MUSEUM OF SOUTHWESTERN BIOLOGY

Phase II of museum construction will begin soon! The funding for Phase II was finally assured by a statewide vote for general obligation bonds in November 2002. A portion of the money coming to UNM for infrastructure and renewal as a result of this bond issue has been designated to complete the transformation of the old bookstore to museum; the building name will be CERIA: Center for Environmental Research, Informatics and Art. Manuel C. Molles, Jr., Director of the MSB, has been working very hard since December to finalize the plans for this final phase of construction. The difficult task was negotiating exactly who would control what space on the third floor, considering the needs and growth of the museum, Sevilleta LTER, LTER Network Office, ITR, and the growing desires of the Media Arts department. The plans are now finalized and construction is scheduled to begin as soon as the Student Union occupants move into the remodeled Student Union Building (i.e., July 2003). The completion date of CERIA is thought to be realistically a year from now (June 2004).

STAFF

The Dept. of Biology is blessed with a hard-working staff that currently numbers 98 individuals. Only 21 of these people are paid fully or in part by I&G funds. From the cheerful greeting at the front desk, to the continued struggle to keep the building structurally habitable, to the incredible task involved with keeping track of an $11.5 million budget ($8 million in grants; $3.5 in state funding, at least 300 different accounts and sub-accounts) and 1,200 graduate and undergraduate students, this is an amazing and wonderful staff. I salute and congratulate them all. A numerical summary of this information is presented below, with details in Appendix E.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
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<tbody>
<tr>
<td>Staff</td>
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<tr>
<td>Post-Docs</td>
<td>11</td>
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<tr>
<td>Research Faculty</td>
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<td>Visiting Faculty</td>
<td>1</td>
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<tr>
<td>Staff separations</td>
<td>15</td>
</tr>
<tr>
<td>Post-doc, Research &amp; Visiting Faculty separations</td>
<td>10</td>
</tr>
</tbody>
</table>
SUMMARY COMMENTS

This has been another busy year in Biology. The faculty continues to work very hard and, almost universally, when things get tough, we pull together. Four new faculty members joined us in the fall (Hanson, Poe, Tackas–Vesbach and Sinsabaugh) and a fifth in the spring (Collins). Happily, there were no resignations. It is invigorating to everyone to have these new colleagues and to see them emerge from the overwhelming tasks of laboratory remodeling and first teaching into integrated roles in many parts of the department. President Bush’s war against terrorism in Afghanistan somehow changed into a war against Saddam Hussein in Iraq, and a new national conservatism insisted that if you don’t like Bush’s war you are not supporting the U.S. troops. This resulted in sadness, as well as protests and reactions in classrooms all spring. New Mexico has a new governor (Bill Richardson) and UNM will soon have a new President (E Chris Garcia will step down after one year as interim, Luis Caldera will start in the fall). Although funding to complete construction of the museum is finally assured, nothing has been earmarked yet for the Castetter Hall remodel. Bit by bit there have been changes to this building (i.e., Room 35 is now a classroom; Room 258, a lecture hall, will become a conference room). An architectural firm (SMPC) has been hired to begin a planning process for the building needs of the entire department, a process that should take place during the Fall 2003. Better late than never, but what a shame not to have had these plans for inclusion in the infrastructure and COBRE NIH proposals that were submitted in January.

There appears to be a renewed upswing in the number of students wanting to prepare for careers in nursing, thus putting much enrollment pressure on health-science Biology classes. When added to the widespread fears generated by tales of Biology’s changing the core curriculum, this has led to a large amount of misunderstanding across campus and the state. The graduates that I know best are heading off to graduate school prepared for success, but there is little coordinated information about what students do with a degree in Biology from UNM.

I decided during summer 2002 that I would not seek reappointment as departmental chairman, thus initiating a process to select the next chairman. This process was carried to a smooth conclusion in November. Eric “Sam” Loker will be the next chairman, and the department is fortunate that he has agreed to serve. The department is in as good shape as possible financially and has excellent faculty and staff members. The major challenges ahead are to continue efforts to remodel our buildings, deal with growing enrollment demands, and keep faculty morale from deteriorating in the face of poor raises for those who stay and do a good job.

Kathryn G. Vogel, Ph.D.
Professor and Chairman
July 10, 2003
APPENDICES

FY 2002–03
ANNUAL REPORT
DEPARTMENT OF
BIOLOGY
APPENDIX A

FACULTY LISTS
FACULTY LIST, FALL 2002

J. Scott Altenbach
Larry L. Barton
James H. Brown
Luis E Cadavid
Eric L. Chamov
Richard M. Cripps
Clifford N. Dahm
Donald W. Duszynski (¼)
David M. Faguy
James R. Gosz (¼)
David T. Hanson
Astrid Kodric-Brown
J. David Ligon
Eric “Sam” Loker
Tim K. Lowrey
Diane L. Marshall
Bruce T. Milne
Robert D. Miller
Manuel C. Molles, Jr.
Donald O. Natvig
Mary Anne Nelson

William T. Pockman
Steven Poe
Howard L. Snell
Robert L. Sinsabaugh
Steven A. Stricker
Randy Thornhill
Eric C. Toolson
Thomas F. Turner
Cristina Takacs-Vesbach
Kathryn G. Vogel
Andreas Wagner
Maggie Werner-Washburne (sabbatical)
Blair O. Wolf

Lecturers
Lee Couch
Cara Lea Council-Garcia
Bruce V Hofkin
Sandy H. Ligon
James Swan
APPENDIX B

DEPARTMENTAL COMMITTEES
DEPARTMENTAL COMMITTEES 2002–03

Chairman
Kathryn G. Vogel

Assoc. Chair
Steve A. Stricker

Director, Museum of Southwestern Biology (MSB)
Manuel C. Molles, Jr.

Executive Committee
Eric "Sam" Loker
Timothy K. Lowrey
Diane L. Marshall
Manuel C. Molles, Jr. (MSB)
William T. Pockman
Steve A. Stricker

Undergraduate Policy
J. Scott Altenbach, Chair
Ford Ballantyne, BGSA
Luis F. Cadavid
David M. Faguy
Karen Gaines, BGSA
Bruce V. Hofkin
Maria Kjonegaard
Steve A. Stricker
Jim Swan

Undergraduate Curriculum Implementation
Diane L. Marshall, Chair
Richard M. Cripps
Sandy H. Ligon
Eric C. Toolson

Promotion/Tenure
Astrid Kodric-Brown, Chair
Donald O. Natvig
Randy Thornhill

Graduate Policy
Robert D. Miller, Chair
Eric L. Charnov
Clifford N. Dahm
Astrid Kodric-Brown
Maureen Leonard, BGSA
Howard L. Snell (Fall)
Robert L. Sinsabaugh
Thomas F. Turner

Graduate Student Selection
Randy Thornhill, Chair
Carrie Ancell, BGSA
Bruce T. Milne
William T. Pockman
Andreas Wagner
Blair O. Wolf

Graduate Advisors
Eric L. Chamov
Robert D. Miller

Space/Buildings
Eric "Sam" Loker, Chair
John B. Cox
Tom Giermakowski, BGSA
Vivian Kent
Astrid Kodric-Brown
Mary Anne Nelson
Thomas F. Turner

Computers and Web Site
Nancy L. Davis, Co-Chair
Eric C. Toolson, Co-Chair
Gabor Racz, BGSA
Anne E. Rice
George Rosenberg
Blair O. Wolf
Andreas Wagner

Webmaster
Eric Toolson
Seminars
Richard M. Cripps
Steven Poe

Sr. Ecology Search Committee
James H. Brown, Chair
Richard M. Cripps
Astrid Kodric-Brown
Bruce T. Milne
Manuel C. Molles, Jr.
Maseo Carillo-Martinet, BGSA

Chairman Search Process
J. David Ligon

MSB Executive Committee
Manuel C. Molles, Jr., Chair
Curators
Donald O. Natvig

Greenhouses
Diane L. Marshall, Chair
David T. Hanson
Timothy K. Lowrey
William T. Pockman
Jerusha Reynolds, BGSA
Jane Mygatt
Joy Avritt

Honors Program Advisors
Bruce T. Milne
Luis F. Cadavid

Annual Research Day
Mary Anne Nelson, Co-Chair
Kathryn G. Vogel, Co-Chair
Luis F. Cadavid
David T. Hanson
Pam Keil, BGSA
Sandy H. Ligon
Daisy Rosero
Anna Tyler, BGSA
Cristina Takacs-Vesbach

Graduation
Lee Couch, Co-Chair
Bruce V. Hofkin, Co-Chair
Cara Lea Council-Garcia

Biology Graduate Students Association (BGSA)
Karen Gaines, Co-Pres.
Elary Lease, Co-Pres.

Undergraduate Academic Advising
Maria Kjonegaard, Advising Coordinator
Larry L. Barton
Richard M. Cripps
Bruce V. Hofkin
Diane L. Marshall
Steve A. Stricker
Eric C. Toolson

Scholarships
Larry L. Barton, Chair
James R. Gosz
William T. Pockman

Dept. Publicity
Donald W. Duszynski

Ad hoc Field Programs and Vehicles
Robert R. Parmenter
Thomas E. Turner

J. Scott Altenbach

A&S Graduate Rep.
Howard L. Snell

A&S Grad Student Rep.
Carrie Ancell

Senate Undergrad. Committee
Lee Couch

Molecular Biology Facility
Robert D. Miller
Microscopy Facility
Steven A. Stricker

Faculty Senate
Richard M. Cripps

Library Liaison
Richard M. Cripps
Bruce T. Milne

LTER Director
Cliff Dahm

UNM Biosafety Committee
David M. Faguy

UNM Radiation Control Committee
Richard M. Cripps

BGSA Computer Pod
Gabor Racz

BGSA Darkroom
Ford Ballantyne

Animal Care and Use Committee
John Gluck, Chair
Dan Theeke, DVM
Eric "Sam" Loker
William Gannon

August 30, 2002
APPENDIX C

GRADUATE

DEGREES AWARDED
<table>
<thead>
<tr>
<th>Graduates</th>
<th>Applicants</th>
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<td>Department of Biology</td>
<td>Department of Biology</td>
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<td>Summer 2002</td>
<td>Graduate Selection 2003</td>
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<td>Morin, Melissa</td>
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<td>Ryan, Megan</td>
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<td>Barlow, Patricia</td>
<td>Total graduate positions</td>
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<tr>
<td>Miska, Katarzyna</td>
<td>offereed 32</td>
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<tr>
<td></td>
<td>Total offers accepted</td>
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<td></td>
<td>18</td>
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<td>Fall 2002</td>
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<tr>
<td>Altamirano, Marco</td>
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<td>Spring 2003</td>
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<td>Bishop, Yvonne</td>
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<td>Fridrick, Christina</td>
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<td>Friggens, Mike</td>
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<td>Greening, Allison</td>
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<td>Howard, Katherine</td>
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<td>Rickard, Arlene-Heilman</td>
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<td>Buxbaum, Charles</td>
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<td>Cryan, Paul</td>
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<td>Garcia, Andres</td>
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<td>Hill, Jennifer</td>
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<td>LaRue, William</td>
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<td>Leonard, Maureen</td>
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June 19, 2003
## GRADUATE STUDENTS & FACULTY ADVISORS 2002 - 2003

<table>
<thead>
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<th>STUDENT</th>
<th>ADVISOR</th>
<th>STUDENT</th>
<th>ADVISOR</th>
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<tr>
<td>Allen, A.</td>
<td>Milne</td>
<td>Giermakowski, J.</td>
<td>Snell</td>
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<td>Alo, D.</td>
<td>Milne</td>
<td>Goheen, J.</td>
<td>Brown/Milne</td>
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<td>Goodwin, M.</td>
<td>Gosz</td>
</tr>
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<td>Ancell, C.</td>
<td>Snell</td>
<td>Guzman, L.</td>
<td>Molles</td>
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<td>Andrus, N.</td>
<td>Dahm</td>
<td>Greening, A.</td>
<td>Miller</td>
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<td>Anderson, K.</td>
<td>Lowrey</td>
<td>Hall, P.</td>
<td>Marshall</td>
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<td>Aragon, A.</td>
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<td>Harding, L.</td>
<td>Yates</td>
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<td>Asmundsson, I.</td>
<td>W-Washburne</td>
<td>Harrington, C.</td>
<td>Kodric-Brown</td>
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<td>Bateman, H.</td>
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<td>Dahm</td>
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<td>Baker, P.</td>
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<td>Loker</td>
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APPENDIX E

STAFF LISTS
# DEPARTMENT OF BIOLOGY  
## STAFF & NON-TENURE TRACK FACULTY  
### Fiscal Year 2002 - 2003

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<td>MCKECHNIE</td>
<td>ANDREW</td>
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<td>ARBETAN</td>
<td>PAUL T.</td>
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<td>BAKER</td>
<td>MICHELLE L.</td>
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<td>GILLOOLY</td>
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<td>DEANA</td>
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<td>STACEY</td>
<td>PETER B</td>
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</table>

Non-Tenure Track Faculty Hired During Fiscal Year 2002-03:

- Allen Chris: POSTDOCTORAL ASSOCIATE (03/17/2003)
- Dejong Randall: POSTDOCTORAL ASSOCIATE (06/02/2003)
- Moyer Greg: POSTDOCTORAL ASSOCIATE (12/04/2002)
- Osborne Megan Jane: POSTDOCTORAL ASSOCIATE (09/09/2002)
<table>
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<tr>
<th>Name</th>
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<tr>
<td>DOLAN</td>
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<td>Dvorachek</td>
<td>WILLIAM</td>
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<td>JOSEPH</td>
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<td>Powell</td>
<td>AMY</td>
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<td>Wares</td>
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<td>Wentzell</td>
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APPENDIX F

MOLECULAR BIOLOGY

FACILITY REPORT,

2002–03
The Molecular Biology Facility (MBF) at the UNM Department of Biology provides three principal areas of support. First, it is a common equipment facility for faculty and students who routinely use the tools of molecular biology in their research. Second, it is a support facility for faculty and students who do not have laboratory space of their own suitable for conducting research that utilizes molecular biology techniques. Third, the MBF provides support for several classes with teaching equipment, student training, and outreach to non-UNM organizations. All three roles are equally important and interdependent. Faculty and students from other A&S Departments, including Anthropology and Earth & Planetary Sciences, and from the Schools of Medicine and Engineering, also utilize the MBF for both research and training. Based on the data contained in this report, the MBF is arguably among the most heavily utilized support units within the Biology Department.

The MBF's role in education and training in the Department and the community continued this fiscal year. Four courses taught within Biology (Biol. 402, 444, 446, and 478) used the facility. The MBF also hosted visits from Albuquerque area high school science classes and teachers and MBF personnel visited local high schools. The most critical role in training which the MBF plays however remains direct, hands-on research experience for graduate students and undergraduates working on independent projects with faculty mentors.

Assoc. Professor Rob Miller, is stepping down as MBF Director at the end of this fiscal year. He has served as director of the MBF since 1998. With agreement from the current Biology Chair, Professor Kathryn Vogel, and the incoming Chair, Professor Sam Loker, Assistant Professor Richard Cripps will take over as MBF Director.

Highlights for the 2002-2003 fiscal year include:

1. Based on data from the Office of Research Services, there were 22 grants active this fiscal year that utilized or depended upon the MBF. These grants amounted to more than $8,185,607 million in total award.

2. Based on a search of the SciSearch database maintained at the Los Alamos National Laboratory, there were 19 peer-reviewed manuscripts published in fiscal year 2002-2003.
MOLECULAR BIOLOGY FACILITY AT THE UNM DEPARTMENT OF BIOLOGY

STAFF

Director: Robert D. Miller

Research Scientist/Manager: George H. Rosenberg

Teaching Assistants:
Ryan Schwarz (Biology Fall 2002)
April Wright (Biology Spring 2003)
Armand Dichosa and Ryan Schwarz (Biology Summer 2003)

Work Study Student:
Paul O’Leahry (Work Study, Spring 2003)

MAJOR EQUIPMENT ACQUISITIONS

Packard “Cyclone” PhosphoImager
ABI Prism “7000 Sequence Detection System” Q-PCR
USERS:
Faculty (21):
Barton, Cripps, Dahm, Duszynski, Faguy, Hanson, Johnson, Loker, Lowrey, Miller, Natvig, Nelson, Sinsabaugh, Stone (Anthropology), Stricker, Tackas-Vesbach, Turner, Vogel, Wagner, Werner-Washburne, Yates

Adjunct or Part-time Faculty (5):
Coen Adema, Jerry Dragoo, Felica Smith, Dianna Northup, Vickie Peck

Postdoctoral Fellows (8)
Siming Zhang, Jess Morgan, Amy Powell, Bill Dvorachek, Pat Dolan, Megan Osbourne, Greg Moyer, Juanita Martinez

Biology Graduate Students (30):
Richard Plunkett, Kathleen Kelly, Christina Fridrick, Phill Baker, Lydia Zeglin, Jennifer Shah, Ingrid Asmundseon, Armand Dichosa, Steven Long, Jennifer Elwell, Chris Kitchen, Thomas Nowak, Randy DeJong, Lynn Hertel, Paula Hall, Laura Boykin, Joanna Redfern, April Wright, Zuly Parra, Julie McCollogh, Kelly Howe, Harriet Platero, Amy Ditto, Toni Symthe, Megan McPhee, Dominque Alo, Wade Wilson, Gavin Conant, Anthony Aragon, John Dunnum

Anthropology Graduate Students (5):
Cecil Lewis, Jamie Smith, Jada Benn, Alicia Wilber, Hsiuman Lin

Undergraduates (28)
Nicole Woodards, Amena Ishak, Kenji Tanaka, Jennifer Brower, Thiennga Nanavaty, Ankita Nanavaty, Lynda Arguello, Naomi Bancroft, Shiela Kelly, Darrell Dinwiddie, Jacob Mace, Brandie Black, Amanda Woodards, Rob Baskerville, Jeff Lucero, Grace Esquibel, Sandra Brumbaugh, Tamie Arnold, Christine Chen, Alisa Tanarat, Melissa Smith, Gary Montry, Gabriel Quinones, Gilbert Harrison, Jeanne Louderbough, Melissa Benevides, Amanda Archuleta, Jason Jaetao

Visiting Scientists Using the Facility (8)
Jim Gayle (UNM School of Medicine, Dept. of Cell Biology and Physiology)
Mary E. Shaw (NM Highlands University)
Monica Manginella from Sandia working with Dr Werner-Washburne
Linnea Ista (UNM Chemical Engineering)
Robin Simons and Rana Rao (UNM Chemical Engineering\ Dr. Lopez’s Lab)
Younghun Jung from Inhu University, South Korea working with Dr Loker
Raphael Medina (UNM School of Medicine, Dept. of Pathology) working with Dr Miller

Research Staff (5)
Tyanna Lovato, Jose Weber, Joanna Bernacik, Angelina Sanchez, Amy Osterman
INSTRUCTION AND TRAINING
Formal Courses which used the MBF

Biol 402 Bacterial Genomes
Biol 444, Molecular Genetics
Biol 446/546, Molecular Methods
Biol 478, Plant Physiology

Public Outreach

1. Demonstration for 4 Sandia employees at the MBF. Arranged by Vicki Peck, 9/11/02.
2. Demonstration for Highland High School, Teacher Oni Leach and 10 students, at MBF on 4/30/03.
3. G. Rosenberg visited Highland High School to judge their Molecular Biology projects. Arranged by Oni Leach, 5/13/03.

Other Undergraduate Training Programs

1. NGP at UNM (Mary Anne Nelson)
2. IMSD
3. MARC
SPONSORED PROJECTS WHICH USE THE MBF

Principal Investigator(s): Cripps, Richard M.
Title: Genetic Regulation of Muscle Fiber Diversity
Sponsor: NIGMS
Amount: $644,000
Project Period: 5/1/01-4/30/04

Principal Investigator(s): Cripps, Richard M.
Title: Regulation and Function of the Action 57B Gene in Drosophilia
Sponsor: AMA
Amount: $20,000
Project Period: 7/1/02-6/30/03

Principal Investigator(s): Cripps, Richard M.
Title: Molecular and Genetic Analysis of Heart Muscle Remodeling in Drosophilia
Sponsor: American Heart Association
Amount: $110,000
Project Period: 7/1/01-6/30/03

Principal Investigator(s): Eric S. Loker
Title: Evolution of Schistosoma mansoni and its Snail Hosts
Sponsor: NIH
Amount: $1,117,018
Project Period: 4/1/99-3/31/04

Principal Investigator(s): Eric S. Loker
Title: Biology of Trematode-Snail Associations
Sponsor: NIAID
Amount: $959,012
Project Period: 2/15/00-1/31/04

Principal Investigator(s): Eric S. Loker
Title: Biomphalaria in Egypt: Understanding the Changing Biology of the Snails that Transmit Schistosomiasis
Sponsor: US-Egypt Science/Technology
Amount: $12,800
Project Period: 9/1/02-8/31/04
Principal Investigator(s): Miller, Robert D.
Title: Immunoglobulin Genetics in Non-Eutherian Mammals
Sponsor: NSF
Amount: $361,150
Project Period: 5/1/00-4/30/04

Principal Investigator(s): Miller, Robert D.
Title: Structure and Evolution of the MHC in a Model Marsupial
Sponsor: NSF
Amount: $100,000
Project Period: 5/15/03-4/30/04

Principal Investigator(s): Miller, Robert D.
Title: Structure and Content of the Major Histocompatibility Complex in a Viviparous Reptile
Sponsor: UNM RAC
Amount: $7,337
Project Period: 1/25/03-9/30/03

Principal Investigator(s): Natvig, Donald O.
Title: Collaborative Research: Signaling VIA Opsins and Opsin-related Proteins in Fungi
Sponsor: NSF
Amount: $270,000
Project Period: 8/1/00-7/31/03

Principal Investigator(s): Nelson, Mary Anne
Title: The Neurospora Genome Project at UNM: Expressed Sequence Analysis
Sponsor: NSF
Amount: $557,073
Project Period: 2/1/99-1/31/03

Principal Investigator(s): Nelson, Mary Anne
Title: ATMS/Diazotization Chemistry for the Covalent Attachment of Nucleic Acids: Optimization for Microarray Analyses
Sponsor: UNM RAC
Amount: $7,460
Project Period: 3/29/03-9/30/03

Principal Investigator(s): Turner, Thomas F.
Title: Improvement to the Division of Fishes, MSB, Phase I: Relocation and Reorganization
Sponsor: NSF
Amount: $162,077
Project Period: 3/15/00-4/30/03
Principal Investigator(s): Turner, Thomas F.
Title: Conservation Genetics of the Rio Grande Silvery Minnow
Sponsor: NM Game & Fish
Amount: $72,000
Project Period: 6/2/03-6/30/03

Principal Investigator(s): Turner, Thomas F.
Title: CAREER: Museum-based Approaches to Ecology and Evolution of Aquatic Species: An Integrated Research and Education Program
Sponsor: NSF
Amount: $499,998 and $6,000 REU
Project Period: 5/1/02-4/30/07

Principal Investigator(s): Turner, Thomas F.
Title: Conservation Genetics of the Rio Grande Silvery Minnow: Baseline Population Genetics of Wild Stocks
Sponsor: Bureau of Reclamation
Amount: $343,899
Project Period: 6/26/02-9/30/04

Principal Investigator(s): Turner, Thomas F.
Title: Conservation Genetics of Gila and Apache Trout
Sponsor: US Forest Service
Amount: $100,000
Project Period: 9/14/00-9/30/03

Principal Investigator(s): Werner-Washburne, Margaret
Title: Analysis of Exit from Stationary Phase in Yeast
Sponsor: NSF
Amount: $465,003
Project Period: 3/1/01-2/29/04

Principal Investigator(s): Werner-Washburne, Margaret
Title: A Compendium of Gene Expression in Stationary Phase
Sponsor: NIH
Amount: $367,500
Project Period: 7/1/02-6/30/03

Principal Investigator(s): Werner-Washburne, Margaret
Title: Toward the Discovery of GO Specific Pathways in S. Cerevisiae
Sponsor: NSF
Amount: $10,000
Project Period: 7/1/01-6/30/03
Principal Investigator(s): Werner-Washburne, Margaret  
Title: A Two-hybrid System for Use in Non-dividing Cells  
Sponsor: NHGRI  
Amount: $324,000  
Project Period: 1/01/01-12/31/03

Principal Investigator(s): Yates, Terry L.  
Title: Longitudinal Studies of Rodent Reservoirs of Hantaviruses in the Southwestern United States  
Sponsor: CDC  
Amount: $1,669,280  
Project Period: 9/30/96-9/29/03
PEER REVIEWED PUBLICATIONS WHICH UTILIZED THE FACILITY

1. Cripps RM, Olson EN. 2002 Control of cardiac development by an evolutionarily conserved transcriptional network. DEVELOPMENTAL BIOLOGY 246(1):14-28


5. Gold JR, Turner TF. 2002 Population structure of red drum (Sciaenops ocellatus) in the northern Gulf of Mexico, as inferred from variation in nuclear-encoded microsatellites. MARINE BIOLOGY 140(2):249-265


16. Morgan, JAT; DeJong, RJ; Lwambo, NJS; Mungai, BN; Mkoji, GM; Loker, ES. 2003 First report of a natural hybrid between Schistosoma mansoni and S-rodhaini. JOURNAL OF PARASITOLOGY 89(2):416-418


APPENDIX G

SCHOLARLY & PROFESSIONAL ACTIVITIES,
CY 2002
UNM DEPARTMENT OF BIOLOGY
FACULTY SCHOLARLY ACTIVITIES & PUBLICATIONS
CY 2002

I. TEACHING.

A. Graduate Education.

1. Masters degrees awarded.

MILLER, R.D.
Summer: Melissa Morin, "Immunoglobulin Kappa in Monotremes."

SINSABAUGH, R.L.
Fall: Rachel Amonette, University of Toledo, Toledo OH, "Diversity, Redundancy and Efficiency in Microbial Decomposition of Typha Litter."

Marcy Gallo, University of Toledo, Toledo OH, "Short-term Effects of Nitrogen Amendment on Oxidative Enzyme Activity and Microbial Community Structure in Three Northern Hardwood Forests."

SNELL, H.L.
Spring: Torres, María de Loudres. 2002. Distribución Especial, Preferencia de Habitat y Demografía de la Tortuga Gigante Geochelone nigrita (Testudinata: Testudinidae) en la Isla Santa Cruz, Galápagos. 124 p. (Note: My reassignment to the Charles Darwin Foundation in the Galápagos provides the opportunity to supervise students within the Charles Darwin Research Station. I was Maria's advisor at the CDF.)

2. Doctors degrees awarded.

LIGON, J.D.
Spring: TIMOTHY H. PARKER, "Benefits to Female Mate Choice in Red Junglefowl."

LOKER, E.S.
LEONARD, PASCALE. "Genes Encoding Fibrinogen-related Proteins (FREPs) from the Snail Biomphalaria glabrata," May 2002.

LOWREY, T.K.
Summer: PATRICIA BARLOW-IRICK, Biosystematic Revision of the Cirsium Arizonicum Complex.
MILLER, R.D.
Summer: KATE MISKA, “Evolution of the Major Histocompatibility Complex in Mammals.”

MILNE, B.T.
Spring: ANDREW K. KERKHOFF, The Distribution and Dynamics of Vegetation: From Ecohydrology to Life History, May.

SNELL, H.L.
Fall: MARCO ALTAMIRANO. 2002. Interactions of Indigenous and Introduced Geckos of the Galápagos Islands: Competition or Predation?

THORNHILL, R.

3. Bona fide graduate courses and number of students enrolled. Indicate new courses (for you) with an asterisk.

BARTON, L.L.
Spring: Biol. 460, Microbial Physiology, 69 students
Biol. 502 (Soil Microbiology)* = 7 students
Biol. 551, Research Problems, 2 students (Y. Bishop, R. Plunkett)
Fall: * Biol. 502, ST/Pathogenic Bacteria, 3 students
Biol. 599, Master’s Thesis, 2 student (Y. Bishop, R. Plunkett)

BROWN, J.H.
Fall: Biol. 503, Biocomplexity Seminar, 18 students
Biol. 502, Ecology Core Lecture, 22 students (co-taught with 4 others)
Biol. 502, Ecology Core Discussion, 22 students (co-taught with 4 others)
Biol. 551, Research Problems, 2 students
Biol. 669, Dissertation, 7 students
Spring: Biol. 503, Biocomplexity Seminar, 12 students (co-taught)
Biol. 515, Research Field Biology, 21 (co-taught with 2 others)
Biol. 669, Dissertation, 6 students

CADAVID, L.F.
Spring: * Biol. 556, Immunology, 1 student
Fall: * Biol. 502, ST/Evolution of the Immune System, 1 student
* Biol. 500, New Graduate Student Seminar, 23 students
* Biol. 551, Research Problems, 1 student

CHARNOV, E.L.
Spring: Biol. 502, ST/Evolutionary Ecology, 2 students
Fall: Biol. 502, ST/Ecology Core Lecture, 22 students (co-taught with three other faculty)
Biol. 502, ST/Ecology Core Discussion, 22 students (co-taught with three other faculty)
Biol. 502, ST/Evolutionary Ecology, 2 students

CRIPPS, R.M.
Spring: Biol. 502, ST/Gene Expression, 4 students
Biol. 551, Research Problems, 2 students
Summer Biol. 502, ST/Cardiovascular Development, 1 student
Fall: Biol. 502, ST/Muscle Development, 6 students
      Biol. 546, Laboratory Methods in Molecular Biology, 9 students
      Biol. 551, Research Problems, 2 students
      Biol. 597, Principles of Gene Expression, 3 students
      Biol. 599, Masters thesis, 1 student
      Biol. 699, Dissertation, 1 student

DAHM, C.N. JR.
Spring: Biol. 502, Freshwater Sciences IGERT Seminar, 10 students
Biol. 502, Professional Ethics IGERT Class, 10 students
Fall: Biol. 502, Freshwater Sciences IGERT Seminar, 10 students
      Biol. 514, Ecosystem Studies, 7 students

FAGUY, D.M.
Spring: Biol. 502, ST/Archaeal Biology, 4 students
Fall: Biol. 500, New Graduate Student Seminar, 21 students
      Biol. 502, ST/Archaeal Biology, 4 students

GOSZ, J.R.
Spring: Biol. 551, Special Problems, Greg Shore
      Biol. 575, Desert Field Biology, 6 students
Fall: Biol. 514, Ecosystem Studies, 7 students

KODRIC-BROWN, A.
Fall: Biol. 502, Problems in Behavior, 4 students
     Biol. 502, Problems in Behavior, 6 students
     Biol. 521, Advanced Behavioral Ecology, 3 students
Spring: Biol. 502, Phenotypic Plasticity, 6 students
       Biol. 515, Research in Field Biology, 21 students

LOKER, E.S.
Spring: Biol. 502, ST/Parasites and Hosts, 2 students
* Biol. 490, Biology of Infectious Organisms, 65 students
Fall: Biol. 502, ST/Parasites and Hosts, 1 student (co-taught w/ D.W. Duszynski)

LOWREY, T.K.
Fall: Biol. 502, ST/Systematics Seminar, 4 students (co-taught w/ T. Turner)
Spring:  Biol. 561, Tropical Biology, 2 students

MARSHALL, D.L.
Spring:  Biol. 567, Evolutionary Plant Ecology, 5 students
Fall:  Biol. 502, Plant Ecology, 9 students

MILLER, R.D.
Spring:  * Biol. 502, ST/Fundamentals of Experimental & Theoretical Immunology, 8 students
       * Biol. 502, ST/Immune Genetics, 1 student
Fall:  Biol. 556, Immunology, 11 students
       * Biol. 502, ST/Graduate Immunology, 7 students

MILNE, B.T.
Fall:  * Biol. 502, Ecology Core Course (8 lectures), 22 students (w/ J.H. Brown, E.L. Charnov, & B.O. Wolf)
       * Biol. 502, Ecology Core Discussion, 22 students (w/ J.H. Brown, E.L. Charnov, C.N. Dahm & B.O. Wolf)

Spring:  Biol. 502, ST/Dimensional Analysis, 6 students
       Biol. 551, Research Problems, 4 students
       Biol. 576, Landscape Ecology, 12 students
       Biol. 699, Dissertation, 2 students
       Biol. 503, Biocomplexity Seminar: Origin of Life, 25 students (w/ J.H. Brown)

MOLLES, M.C., JR.
Spring:  * Biol. 502, ST/Studies in Arthropod Diversity, 4 students
Fall:  * Biol. 502, ST/Ecology of Forests and Tundra of North America (with Dr. Loren Potter)
       Biol. 507, Bosque Biology, 7 students

NATVIG, D.O.
Spring:  * Biol. 502, ST/Graduate Core Course in Evolution, 13 students
       Biol. 502, ST/Advanced Fungal Genetics, 1 student (1 cr. hr.)
Fall:  Biol. 546, Laboratory Methods in Molecular Biology, 9 students

NELSON, M.A.
Spring:  Biol. 425, Molecular Genetics, 14 students
       Biol. 502, Comparative Genomics, 2 students (co-taught w/ A. Wagner & M. Werner–Washburne)
Fall:  * Biol. 502, Eukaryotic Genome, 1 student

POCKMAN, W.T.
Spring:  Biol. 551, Research Problems, 1 student
Fall:  Biol. 551, Research Problems, 1 student
Biol. 599, Thesis, 2 students

SINSABAUGH, R.L.
Winter: * EEES 6980, DOM Dynamics in Inland Waters (3 credits), 6 students

SNELL, H.L.
Spring: Biol. 551, Research Problems, 3 students
       Biol. 651, Advanced Field Biology, 2 students
       Biol. 699, Dissertation, 1 student
Fall:   Biol. 551, Research Problems, 3 students
       Biol. 651, Advanced Field Biology, 2 students
       Biol. 699, Dissertation, 2 students

TOOLSON, E.C.
Spring: Biol. 502, ST/Ecology Seminar, 1 student
Fall:   * Biol. 502, ST/Animal Physiological Ecology, 9 students
       Biol. 502, ST/Ecology Seminar, 3 students

TURNER, T.F.
Fall:   * Biol. 502, ST/Ecological and Evolutionary Ichthyology, 7 students
       Biol. 502, ST/Systematics, 4 students

THORNHILL, R.
Spring: * Biol. 502, ST/Graduate Evolution Core Lecture, 17 students
       * Biol. 502, ST/Graduate Evolution Core Discussion, 17 students
       Biol. 502, ST/Problems in Evolution, 8 students
Fall:   Biol. 502, ST/Problems in Evolution, 4 students

VOGEL, K.G.
Spring: Biol. 402, ST/Undergraduate Research, 8 students; MARC, GRE prep (with Ethan Decker)
Fall:   Biol. 429, Molecular Cell Biology (3 credit hrs), 45 students
       Biol. 402, ST/Cell Molecular Seminar (1 credit hr.), 12 students
       Biol. 402, ST/Undergraduate Research (1 credit hr.), 4 students; MARC, applications

WAGNER, A.
Spring: * Biol. 502, ST/Genome and Computational Biology (3 credits), 2 students
       (co-taught with two other faculty)
Fall:   * Biol. 502, ST/Genome and Computational Biology (3 credits), 7 students

WOLF, B.O.
Fall:   Biol. 516, Ecology Graduate Core, 20 students (co-taught with J.H. Brown,
       E.L. Charnov, and B.T. Milne)
       Biol. 502, ST/Animal Physiological Ecology, 8 students
4. Your service on graduate student committees, not as chair, in semester oral exam was given.

BARTON, L.L.
Shana Joyner, Department of Chemistry, Ph.D. exam
George E. Cathey, M.S. exam, Department of Civil Engineering

CADAVID, L.F.
Katarzyna Miska: Ph.D. committee member (R.D. Miller, chair), July

CHARNOV, E.L.
Michael Fuller, Melanie Moses, Lisa Schwanz

DAHM, C.N. JR.
Spring: Jeremy Weiss (David Gutzler, advisor), M.S. final exam
         Susan Block (Laura Cossery, advisor), M.S. final exam
Fall:   David Vinson (Laura Cossery, advisor), M.S. final exam
TERESA TIBBETS (Manuel C. Molles, Jr., advisor), comprehensive exam
DIANNE MCDONNELL (Julie Coonrod/Clifford N. Dahm, advisors), comprehensive exam

HOFKIN, B.V.
Committee member for STEVEN W. LONG (chair: D.M. Faguy), exam pending

Committee member for ALLISON GREENING (chair: R.D. Miller), exam pending

KODRIC-BROWN, A.
Spring: TIMOTHY PARKER
Summer: PATRICIA BARLOW

LOWREY, T.K.
Member, Ph.D. Committee, Julia Cherry, University of Alabama; oral exam given May.

MILLER, R.D.
Spring: Denise Chao, Dept. of Computer Science, Comprehensive Exam
         PASQUAL LEONARD, Ph.D. defense

MILNE, B.T.
Fall: ETHAN WHITE

MOLLES, M.C., JR.
Fall: MARCO ALTAMIRANO, Ph.D. Defense
      DIANNE MCDONNELL, Ph.D. Comprehensive Exam
      ERNIE VALDEZ, Ph.D. Comprehensive Exam
NELSON, M.A.
Fall: CHRISTINA FRIDRICK, comprehensive exam

POCKMAN, W.T.
Kevin Hultine (Ph.D., University of Arizona)
JERUSHA REYNOLDS (Ph.D., D.L. Marshall)

SINSABAUGH, R.L.
Jared Deforest, Ph.D. student, University of Michigan, Ann Arbor MI
Kristi Judd, Ph.D. student, University of Michigan, Ann Arbor MI
Yongzhong Le, Ph.D. student, University of Toledo, Toledo OH

STRICKER, S.A.
PHILLIP BAKER, KATHLEEN KELLY

THORNHILL, R.
Fall: PAMELA KEIL, Oral Ph.D. exam.

TOOLSON, E.C.
MARCO ALTIMITRANO

WAGNER, A.
ANDREW ALLEN, FORD BALLANTYNE

WERNER-WASHBURNE, M.
Spring: Jeb Flemming, M.S., Chemical Engineering

WOLF, B.O.
Fall: TERESA TIBBITS

5. Professional accomplishments and awards of your graduate students, exclusive of those on which you were a co-author or participant (e.g., foreign travel, papers presented, papers published, awards and grants received, etc.).

ALTENBACH, J.S.

BARTON, L.L.
RICHARD PLUNKETT, travel award from GRAC and SRAC.

YVONNE BISHOP, travel award from GRAC, research award from SRAC.
BROWN, J.H.

**KRISTINA ANDERSON:**
Attended the Southwest Association of Biologists Conference, October 2002.

**JASON BRAGG:**
Attended Santa Fe Institute's Complex Systems Summer School, Summer 2002.


**KEITH GELUSO:**
Portal LTREB (Long Term Research in Environmental Biology) employee

**Publications:**


**Presentations:**
Geluso, K. Influence of substrate water on ability of Ord's kangaroo rat (*Dipodomys ordii*) to locate and harvest cached verses scattered seeds. 49th Annual Meeting of the Southwestern Association of Naturalists, Cuernavaca, Mexico, April 26, 2002.


**JACOB GOHEEN:**
NSF Biocomplexity Research Fellow

**Publications:**


**Allen Hurlbert:**
Awards: UNM Graduate Research Allocation Committee award, $282.50; UNM Student Research Allocation Committee award, $480.14; Sigma Xi Grants-in-Aid of Research award, $300; UNM Dissertation Improvement Grant, $10,000; NSF Graduate Research Fellow, NSF Biocomplexity Research Fellow.

Oral Presentation:

Poster Presentation:

Workshop Attended:

**Hira Walker:**
Contract Biologist, December 10-12, 2002, Southwestern Biomes, Inc. Supervisor: Dr. Geoffrey Carpenter. Contract involved: 1) Providing consultation on study design and avian census techniques for evaluating the efficacy of exotic plant removal at restoring natural conditions within the Rio Grande Bosque, Pueblo of Santa Ana, NM; 2) establishing standardized point count methodology; 3) establishing point count stations; 4) conducting variable radius point counts of wintering birds on the Pueblo of Santa Ana; and 5) training technicians in bird identification and field methods.

Biological Technician, May 5–July 27, 2002, USDA Forest Service Rocky Mountain Research Station. Supervisor: Dr. Deborah Finch. Position involved searching for and monitoring nests of land birds as part of a study on the efficacy of various fire fuels reduction techniques at restoring natural hydrological conditions and promoting healthy breeding bird, bat, and herpetofauna populations along the Middle Rio Grande, NM. Additional duties included conducting variable radius point counts and training technicians in bird identification and field methods.

Grants Received (total = $20,600)
USDA Forest Service, $10,200, March 2002.
UNM RPT, $250, March 2002
American Ornithologists' Union Research Award, $1,800, April 2002.
UNM, 3% Scholarship, Fall 2002 & Spring 2003 tuition, July 2002.
National Fish and Wildlife Foundation, $6,400, July 2002.
UNM GRAC Travel Grant, $150, October 2002.

Paper Presentations:


Poster Presentations:

Meetings/Conferences Attended:

ETHAN WHITE:
NSF Graduate Research Fellow, NSF Biocomplexity Research Fellow

Presentations/Posters/Conferences Attended:


CRIPPS, R.M.

KATHLEEN KELLY:
"Regulation and Function of the Actin57B Gene in Drosophila"; K. Kelly, PI, R.M. Cripps, sponsor; pre-doctoral research fellowship, American Heart Association, Desert/Mountain Affiliate; $20,000 per year for one year, competitive renewal; July 1, 1999–June 30, 2002.
FAGUY, D.M.
JENNIFER ELWELL: SRAC and GRAC award, "The Purification and Antibody Production of the Cdc6 protein in Sulfolobus solfataricus."

KODRIC-BROWN, A.
CYNTHIA TECH:

KAREN GAINES:

Poster presented at the North American Benthological Society Annual Meeting, Pittsburgh PA
Poster presented at the Third International Conference on Applications of Stable Isotope Techniques to Ecological Studies, Flagstaff AZ

LIGON, J.D.
TIMOTHY H. PARKER:
Paper presented at the Annual Meeting of the Animal Behaviour society
Post-doctoral award to Kansas State University
NSF post-doctoral award for study at Oxford University

Publications:

JULIE C. HAGELIN:
LOWREY, T.K.

LAURA BOYKIN:
Awards: UNM Student Resource Allocation Award, $400; UNM Graduate Student Award, $250; Best Poster, Annual Research Day, Department of Biology, UNM.


Field research: Baja California, Mexico, May 2002.

PAULA HALL:
“Phylogenetic Relationships and Sexual System Evolution in Callirhoe (Malvaceae),” Graduate Research Development (GRD) Fund, UNM Graduate and Professional Student Association, $1,000, May 2002.

JOANNA REDFERN:
“Phylogeography of Ocotillo (Foquieria splendens),” Graduate Research Development (GRD), $4,400, December 2002.

MILLER, R.D.

SERGIO FLORES, a Ph.D. candidate in our department, is now also a permanent (tenured) faculty member in the Laboratorio de Ecologia Molecular, Area de Ciencias del Mar, Depto. Biologia Marina, Universidad Autonoma de Baja California Sur, La Paz, Baja California Sur.


KATE MISKA is currently a Research Molecular Biologist, USDA Animal Research Services, Animal and Natural Resources Institute, Parasite Biology Epidemiology and Systematics Laboratory.

MILNE, B.T.

ANDREW P. ALLEN:


MELANIE MOSES:
> EPA Star Fellow
> AGEP Fellow
> Passed comprehensive exam with distinction
Presented poster, "Allometry of Human Fertility and Energy Consumption," at the British Ecological Society Annual Meeting

Presented poster, "An Allometric Approach to Determining the Metabolic Intake and Abundance of Ant Colonies," Southwest Biological Association Meeting

Participated in the "Modeling Complexity Across Levels: Social Insect Societies as Multilevel Integrated Systems," the Santa Fe Institute, Santa Fe NM.

MATTHEW A. LUCK:

Positions held:
Ph.D. Student (Aug. 02–present), Department of Biology, The University of New Mexico
GIS/Java Programmer (Nov. 01–Aug. 02), Gnomon, Inc.
Post-Graduate Researcher (Sept. 01–Aug 02), Tahoe Research Group, University of California, Davis CA

Publications:


Presentations:

Awards:
NSF-funded Biocomplexity Grant Fellowship, Fall 2002.

MOLLES, M.C., JR.

KAREN GAINES:
Attended Congress on Odonata, United Kingdom, Summer 2002
Presenting a paper at the North American Benthological Society Meeting, Pittsburgh PA

MARY HARNER:
Paper based on her Master's Thesis was accepted for publication in the journal *Ecology.*

NELSON, M.A.

HARRIETT PLATERO received an award from the NM Alliance for Graduate Education & the Professoriate.
POCKMAN, W.T.

ANNA TYLER:

- UNM Research and Project Travel Grant, Spring 2002, $250
- UNM Biology Graduate Research Allocations Committee, Spring 2002, $250
- UNM Student Research Allocations Committee, Spring 2001, $68.51
- UNM Biology Springfield Scholarship, $2,000

SNELL, H.L.

ANDRINA ORTIZ:

- Grants Received: Latin American Institute Tinker Foundation travel grant for research during the summer of 2002.
- Scholarships & Fellowships: Grove Scholarship, Dept. of Biology, UNM; UNM OGS Minority Fellowship, Fall 2001 and 2002 academic years.
- Organizations & Memberships: entered New Mexico AGEP program, Spring of 2002.
- Special Training Activities: received a full scholarship to attend the Smithsonian Institute's annual Environmental Leadership Course in Front Royal, VA, September 8-20, 2002.

R. BRAND PHEILIPS:


J. TOMAS GERMAKOWSKI:


THORNHILL, R.


TURNER, T.F.

Post-doctoral Students:

JOHN WARES:


MEGAN OSBORNE:


GREG MOYER:


Graduate Students:

DOMINIQUE ALÔ (Master’s):
Research Project Travel award, Office of Graduate Studies, UNM, $413.

Seminar presentation, Max Planck Institute for Limnology, Plöen, Germany, November 2002.

ROB DUDLEY (Ph.D.):

Preparation and presentations at monthly meetings (second Tuesday of each month).

Reviewed one paper for *Southwestern Naturalist*.

MELANIE EDWARDS (Ph.D.):
UNM Graduate Research Allocations Committee Travel to Scientific Meetings Grant Award, $150.

UNM Graduate Research Allocations Committee Research Grant Award, $300.

UNM Research Project and Training Grant Award, $500.

Submitted NSF Dissertation Improvement Grant, November 2002

Hosted Dr. Nicholas Aumen, NPS Florida Everglades National Park, Miami FL
MEGAN MCPHEE (Ph.D.):
Received Alvin R. and Caroline G. Grove Doctoral Fellowship, $6,000, plus tuition and fees.

McPhee, M.V. 2002. Interactions between native and nonnative species: Importance of a regional perspective. Research seminar presented to Department of Biology, UNM, Albuquerque NM.


Hosted Dr. Chris Foote, Malapsina University, Nanaimo, BC, Canada.

New Students, Fall 2002:

HUGO MAGANA (Ph.D.):
IGERT Fellow, Fish Ecology

Magaña, H. *Karenia brevis* (Davis) in the western Gulf of Mexico. SACNAS, Anaheim CA, September 2002.


Magaña, H. The effects of environmental factors on the growth rate of *Karenia brevis* (Davis) G. Hansen and Moestrup, and *Karenia brevis* (Davis) G. Hansen and Moestrup in the western Gulf of Mexico. 10th International Conference on Harmful Algae, St. Petersburg FL, October 2002.

HEATHER PARMETER (M.S.):
Fish Ecology and Parasitology

ALLISON PEASE (M.S.):
IGERT Fellow, Fish Ecology

WADE WILSON (Ph.D.)
IGERT Fellow, Fish Parasitology and Genetics

WAGNER, A.

GAVIN CONANT:
Best Graduate Student Oral Presentation, 11th Annual Research Day, Department of Biology, The University of New Mexico, April 4, 2002.

Poster presentation, Program in Mathematics and Molecular Biology, Santa Fe NM, January 2002.

Talk, First Workshop in High Performance Computational Biology, the International Parallel and Distributed Processing Symposium, Ft. Lauderdale FL, April 2002.

Poster presentation, the Conference on High Speed Computing, DOE, Glieden Beach, OR, April 2002.

ANNETTE EVANGELISTI:


Poster presentation, A Structural Analysis of Protein-Protein Interaction Networks in *Saccharomyces cerevisiae*, 11th Annual Research Day, Department of Biology, The University of New Mexico, April 4, 2002.


B. Undergraduate Education. *Bona fide* undergraduate courses taught each semester and number of students enrolled. Indicate new course (for you) with an asterisk.

AL TENBACH, J.S.

Spring: Biol. 386, General Vertebrate Zoology, 40 Students
Fall: Biol. 386, General Vertebrate Zoology, 38 Students

BARTON, L.L.

Spring: * Biol. 402, ST/Soil Microbiology, 12 students
Biol. 400 Senior Honors Thesis, 2 students (P. Romo, J. Pena-Philippides)
Biol. 499, Undergraduate Problems, 1 student (R. Nelson)
Fall: * Biol. 402, ST/Pathogenic Bacteria, 22 students
Biol. 351, General Microbiology, 86 students
Biol. 400, Senior Honors Thesis, 2 students (J. Averna, M. Muffoletto)
Biol. 499, Undergraduate Problems, 2 students (L. Levine, L. Chavez)

CADAVID, L.F.

Spring: * Biol. 456, Immunology, 67 students
Fall: * Biol. 221, Introductory Genetics, 103 students

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* Biol. 405, Evolution of the Immune System, 2 students

COUCH, L.
Spring:  Bio. 123, Biology for Health-related Sciences, 83 students
      Bio. 239, Microbiology for Health Sciences, 70 students
      Bio 482L, Parasitology, 11 students (co-taught with Duszynski)
Fall:   Bio. 123, Biology for Health-related Sciences, 2 sections, 55 students
      Bio. 239, Microbiology for Health Sciences, 3 sections, 66 students (co-taught)

Cripps, R.M.
Spring:  Biol. 402, ST/Gene Expression, 4 students
      Biol. 400, Senior Honors Thesis, 2 students
      Biol. 499, Undergraduate Problems, 1 student
      Biol. 221, Introductory Genetics, 59 students (evening section)
Fall:   Biol. 502, ST/Muscle Development, 4 students
      Biol. 446, Laboratory Methods in Molecular Biology, 9 students
      Biol. 497, Principles of Gene Expression, 19 students
      Biol. 499, Undergraduate Problems, 1 student

FAGUY, D.M.
Spring:  Biol. 351, General Microbiology, 72 students
      Biol. 402, ST/Archaeal Biology, 3 students
      Biol. 400, Senior Honors Thesis, 2 students
Fall:   Biol. 448, Microbial Evolution and Diversity, 6 students
      Biol 402, ST/Archaeal Biology, 2 students
      Biol. 400, Senior Honors Thesis, 2 students

GOSZ, J.R.
Spring:  Biol. 475, Desert Field Biology, 6 students (co-taught)

HOFKIN, B.V.
Spring:  Biol. 221, Introductory Genetics, 90 students
      Biol. 121, Principles of Biology, 212 students
Summer: Biol. 221, Introductory Genetics, 47 students
Fall:   Biol. 371L, Invertebrate Zoology, 16 students
      Biol. 219, Principles of Cell biology, 40 students

KODRIC-BROWN, A.
Spring:  Biol. 455, Ethology of Animal Behavior, 35 students

LIGON, J.D.
Spring:  Biol. 486L, Ornithology/Lab, 16 students
Fall:   Biol. 379, Conservation Biology, 28 students
LIGON, S.H.
Spring: Biol. 110, Biology for Non-majors, 128 students
Fall: Biol. 110, Biology for Non-majors, 140 students

LOWREY, T.K.
Spring: Biol. 461, Tropical Biology, 15 students
Fall: Biol. 463, Flora of New Mexico, 20 students

MARSHALL, D.L.
Spring: Biol. 467, Evolutionary Plant Ecology, 3 students
Fall: Biol. 360L, General Botany, 20 students
Biol. 402, Plant Ecology, 1 student

MILLER, R.D.
Spring: *Biol. 402, ST/Fundamentals of Experimental & Theoretical Immunology, 3 students
Fall: Biol. 456, Immunology, 76 students

MILNE, B.T.
Fall: Biol. 310, Principles of Ecology, 12 students

MOLLES, M.C., JR.
Spring: *Biol. 402, ST/Studies in Arthropod Diversity, 8 students
Fall: *Biol. 402, ST/Ecology of Forests and Tundra of North America, 2 students
(with Dr. Loren Potter)
Biol. 407L, Bosque Biology, 13 students

NATVIG, D.O.
Spring: Biol. 402 (Adv Fungal Genetics seminar), 3 students (1 cr. hr.)
Fall: Biol. 219, Principles of Cell Biology, 188 students
Biol. 446, Laboratory Methods in Molecular Biology, 9 students
Note: This is double my normal fall teaching load.

NELSON, M.A.
Spring: Biology 425, Molecular Genetics, 14 students
Biology 402, Comparative Genomics, 2 students
Fall: *A&S 198, Introduction to Undergraduate Study, "Genetics and Society," 22 students

POCKMAN, W.T.
Spring: Biol. 360L, Botany, 19 students
Fall: Biol. 121, Principles of Biology, (two sections for half semester), 550 students
in both sections
Biol. 499, Undergraduate Problems, 1 student (Valerie Rangel, "Traditional Uses of Plants and Their Relevance for Low Cost Water Filtration Methods," weekly meetings and paper).

POE, S.
Fall: * Biol. 436L, Phylogenetics, 13 students enrolled

SINSABAUGH, R.L.
Fall: * Biol. 122L, Principles of Biology, second half of course, 125 students

SNELL, H.L.
Fall: Biol. 488L, Herpetology, 11 students

STRICKER, S.A.
Fall: Biol. 416L, Histology, 40 students

SWAN, J.
Fall: Biol. 237, Human Anatomy & Physiology I for the Health Sciences, 281 students
Biol. 238, Human Anatomy & Physiology II for the Health Sciences, 123 students
Biol. 447, Prosection, 7 students
Spring: Biol. 237, Human Anatomy & Physiology I for the Health Sciences, 202 students
Biol. 238, Human Anatomy & Physiology II for the Health Sciences, 199 students
Biol. 447, Prosection, 11 students

THORNHILL, R.
Fall: Biol. 300, Evolution, 75 students

TOOLSON, E.C.
Spring: Biol. 122, Principles of Biology, ~250 students
Biol. 402, ST/Ecology Seminar, 1 student
Fall: *Biol. 402, ST/Animal Physiological Ecology, 1 students
Biol. 402, ST/Ecology Seminar 5 students
Biol. 435, Animal Physiology, 29 students

TURNER, T.F.
Fall: Biol. 402, ST/Ecological and Evolutionary Ichthyology, 1 student
Biol. 487, Ichthyology/lab, 13 students
Spring: Biol. 386, General Vertebrate Zoology/lab, 27 students

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WAGNER, A.
Spring: * Biol. 402, ST/Genome and Computational Biology (3 credits), 2 students (co-taught with two other faculty)
Fall: * Biol. 402, ST/Genome and Computational Biology (3 credits), 1 student

WERNER-WASHBURNJE, M.
Spring: Biol. 219, Principles of Cell Biology, 204 students

WOLF, B.O.
Fall: Biol. 402, ST/Animal Physiological Ecology, 1 student
Spring: Biol. 435L, Animal Physiology, 29 students

C. Teaching Awards.

BROWN, J.H.
Marsh Award for Ecology, 2002
Robert H. MacArthur Award, 2002

D. Curriculum Development/Production of Teaching Materials.

CADAVID, L.F.
Interactive web pages for Biol. 456/556, Immunology (biology.unm.edu/cadavid/immunology.html), and Biol. 221, Introductory Genetics (biology.unm.edu/cadavid/genetics.html)

COUCH, L.
Revision of Biol. 123, Biology for Health-related Sciences, lab manual.

DAHM, C.N. JR.
I coordinate the UNM component of the distance learning classes in the NSF IGERT-supported inter-institutional (Center for Freshwater Studies at the University of Alabama) and interdisciplinary Ph.D. program. Classes taught in 2002 were Professional Ethics in the spring (Biol. 502) and Climate Dynamics in the fall (E&PS 545). I will teach the hydrology component of the Freshwater Ecosystems class (Biol/E&PS 535) in the spring of 2003 and I spent part of the fall semester developing curriculum and teaching materials for this distance learning class. I also coordinated the one-credit seminar class for the Freshwater Sciences IGERT students in the spring and fall of 2002 (Biol. 502).

HANSON, D.T.
Developing lab manual for Biology 478L, Plant Physiology.

LOKER, E.S.
Spring: Developed all the lectures for Biol. 490, Biology of Infectious Organisms, as this was the first time the course was taught.
MARSHALL, D.L.
All lectures for Biol. 360L, Botany, were prepared as PowerPoint presentations using many digital images.

Biol. 402/502 was taught as a workshop where the class read background material, analyzed data and prepared a draft manuscript, which will be submitted for publication this spring.

MILNE, B.T.
Revised approximately 50% materials for Biol. 576, Landscape Ecology and Macroscopic Dynamics.

Wrote eight new lectures for the Graduate Core course.

MOLLES, M.C., JR.
Developed new course in Entomology, taught on a trial basis Spring 2002; approved as new course Biol. 485L/585L.

Scanned more than 2,000 35-mm slides and built PowerPoint presentations for Dr. Loren Potter's Biol. 402/502 lectures.

Oversaw video taping of all lectures of Dr. Loren Potter's teaching for permanent UNM archive, Fall 2002.

NELSON, M.A.
Developed course for A&S 198, Freshman Learning Communities, Genetics and Society; coordinated that course with the linked English 101 class.

SINSABAUGH, R.L.
Developed set of PowerPoint presentations for Biol. 122 lectures.

STRICKER, S.A.
New course materials for Biol. 547, Advanced Techniques in Light Microscopy

SWAN, J.
Development of Web-based courses for Biol. 237 and Biol. 238, Human Anatomy & Physiology I & II.

Development of Web-based microscopy modules for anatomy laboratories.

Development of MS Powerpoint modules for use in Biol. 237, 238, 247L and 248L (Human Anatomy & Physiology).

TOOLSON, E.C.
One simulation developed for Biol. 122, Principles of Biology
Three simulations developed for Biol. 435, Animal Physiology

TURNER, T.F.
Maintained and updated Ichthyology and General Vertebrate Zoology WWW pages.

WAGNER, A.
New lecture course, Biol. 402/502, ST/Genome and Computational Biology, 3 credits.

E. Museum Curator, Advisor, Assistant Chair, EM Director, etc.

COUCH, L.
Coordinator for Culture and Media Prep and Microbiology Laboratories.

GOSZ, J.R.
EPSCoR State Director (half-time)

HOFKIN, B.V.
Undergraduate academic advisor
Pre-veterinary academic advisor

LIGON, J.D.
Curator, Division of Birds, Museum of Southwestern Biology

LOWREY, T.K.
Curator, Division of Herbarium, Museum of Southwestern Biology
Director, Museum of Southwestern Biology

MARSHALL, D.L.
Undergraduate advisor

MILLER, R.D.
Director, Molecular Biology Facility

MILNE, B.T.
Chair (and later co-chair) Honors Program in Biology

MOLLES, M.C., JR.
Curator, Division of Arthropods, Museum of Southwestern Biology
Director, Museum of Southwestern Biology (beginning July 1, 2002)
NATVIG, D.O.
Co-director, UNM Initiatives for Minority Student Development (IMSD)

POE, S.
Assistant Curator, Division of Herpetology, Museum of Southwestern Biology

SNELL, H.L.
Curator, Division of Amphibians and Reptiles, Museum of Southwestern Biology.
Coordinator, UNM–Charles Darwin Foundation Collaborative Program in Conservation Biology

STRICKER, S.A.
Departmental Associate Chair
Director of Electron Microscopy and Confocal Microscopy Facilities
Undergraduate Advisor

TURNER, T.F.
Curator, Division of Fishes, Museum of Southwestern Biology:
> Supervised accessions and cataloging of more than 175,000 specimens in 2002.
> Hosted distinguished visitors to the collection (see below).
> Awarded NSF Career Grant for Museum-based research.
> Began planning Phase II of collections improvement proposal to NSF
> Provided teaching materials for Ichthyology, General Vertebrate Zoology, and Natural History of New Mexico courses.
> Division of Fishes Staff secured more than $1.4 million dollars external research funds for fish research in the southwest.

VOGEL, K.G.
Department Chair

F. Mentoring. Please list names of undergraduates (with or without Biol. 400 or 499 credit) or non-UNM students you mentored this year. Indicate the period of mentoring, program (if any), Honor's thesis, etc.

BARTON, L.L.
Justin Averna, Senior Honors Thesis
Erin Gallegos, MARC Student
Melissa Muffoletto, Senior Honors Thesis
Robbie Narang, paid student
Juan Carlos Pena-Philippides, Senior Honors Thesis
Paul Romo, Senior Honors Thesis

CADAVID, L.F.
David York, UNM Biology major, January–July, 2002,
John-Paul Larrieu, UNM Biology Major, March 2002–present
Colin Ingersoll, UNM Biology Major, June–September 2002
Jerrine Cordova, UNM Biology Major, June–September 2002

CRIPPS, R.M.
Honors thesis: Ankita Nanavaty (summa cum laude, Spring), Thiennga Nguyen (magna cum laude, Spring and Fall)

MARC student: Lynda Arguello (Summer and Fall)

Others: Naomi Bancroft (Spring, Summer and Fall), Peter Dinh (Spring Summer and Fall), Erika Mendoza (Spring), Denver Tanaka (fall).

DAHM, C.N. JR.
I supervised Tiffany Shaw, Alaina Pershall, and Linda Doran during the summer of 2002. Tiffany also worked with me during the spring and fall semester with support from the NSF UMEB program. Alaina and Linda were supported off NSF REU funds or an ongoing NSF project. Tiffany is majoring in Environmental Sciences, Alaina graduated in December 2002 in Anthropology and Biology, and Linda graduated in Earth and Planetary Sciences.

FAGUY, D.M.
Spring: Darrell Dinwiddie, Biol.400, Senior Honors Thesis
Ryan Hodnick, Biol. 400, Senior Honors Thesis
D'Nelle Jones, Biol. 499, Undergraduate Problems
Anathea Ortega, NASA PURSUE
Fall: Darrell Dinwiddie, Biol. 400, Senior Honors Thesis
Nathan Hansen, Biol. 400, Senior Honors Thesis

HANSON, D.T.
Jake Mace, October 1–December 31, independent research not for credit.

HOFKIN, B.V.
Summer: Ryan Gear, Biol. 499, 1 cr. hr., library research on the epidemiology of diabetes.
Fall: Melissa Smith, laboratory work associated with Iguana DNA Fingerprinting Project.

KODRICK-BROWN, A.
Summer: Biol. 499, Undergraduate Problems, M. Heschen-Stein
Fall: Honor’s student Hilary Watts
LOKER, E.S.

Fall: Robert Baskerville, Biol. 400, Senior Honor's Thesis
Amanda Woodards, Biol. 499, Undergraduate Problems

MARSHALL, D.L.

Spring: Diana Aranda, Sam Grey, Andrea Harbison, Erik Leve, Sisto Martinez, Lilia Pedrego, Jennifer Salaz, Amanda Velle
Fall: Andrea Harbison (Honors student), Erik Leve (Honors student)

MILNE, B.T.

Summer and Fall: Duncan Wadsworth, REU


NATVIG, D.O.

Spring: Biol. 400, Senior Honor's Thesis, 1 student (Todd Dettmer, 3 cr. hrs.)
Summer: Biol. 499, Undergraduate Problems, 1 student (C. Hartshorn, 2 cr. hrs.)
Fall: Biol. 499, Undergraduate Problems, 4 students (T. Hermanson, 4 cr. hrs.; A. Farrar, 3 cr. hrs.; E. Gonzales, 3 cr. hrs.; E. Serna, 3 cr. hrs.)

Erica Serna, IMSD student

NELSON, M.A.

Spring: Saman Eghtesad, Senior Honors Thesis
Elisa LaBauve, Senior Honors Thesis
Tiffany Quan, Senior Honors Thesis
Gilbert Harrison, IMSD and MARC student
Jeanne VanGils Louderbough, Senior Honors Thesis
Gary Montry
Gabriel Quinones, Senior Honors Thesis, MARC program

Summer: Jeanne VanGils Louderbough, Senior Honors Thesis
Gabriel Quinones, Senior Honors Thesis, MARC program

Fall: Saman Eghtesad, Senior Honors Thesis
Gilbert Harrison, IMSD and MARC student
Jonas Hines
Elisa LaBauve, Senior Honors Thesis
Jeanne VanGils Louderbough, Senior Honors Thesis
Erica Mandell, Senior Honors Thesis
Gary Montry
Rina Patel, Senior Honors Thesis

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Tiffany Quan, Senior Honors Thesis
Gabriel Quinones, Senior Honors Thesis, MARC program

Co-advisor (with Stephanie Ruby, Dept. of Molecular Genetics and Microbiology, UNM Medical School) on Tiffani K. Quan's Senior Honors Thesis: “Functions of ATP and Cus2p in the Binding of U2 snRNP to yeast Pre-mRNA” (graduated Spring 2002, summa cum laude; won outstanding graduating senior award).

Co-advisor (with David Bear, Dept. of Cell Biology and Physiology, UNM Medical School) on Saman Eghtesad's Senior Honors Thesis: “Temporal and Spatial Expression of Titin in Mammalian Skeletal Muscle” (graduated December 2002, summa cum laude).

Mentored one undergraduate student, Gilbert Harrison, in the Initiative for Minority Student Development (IMSD) NIH Program.

Mentored two undergraduate students, Gabriel Quinones and Gilbert Harrison, in the Minority Access to Research Careers (MARC) NIH Program.

Mentor for a Regent's Scholar (Elizabeth Patrick).

MILLER, R.D.
Janice Salazar, MARC fellow, Honors, graduated Spring 2002
April Wright, REU support, Honors, graduated Spring 2002
Julie McCollough, non-degree undergraduate
Grace Esquibel, IMSD support, Biology major

POCKMAN, W.T.
Grace Esquibel (student employee, Spring and Summer 2002)
Scott Knapp (student employee, Fall 2002)
David Kunkel (student employee, Summer and Fall 2002)
Matthew Liter (student employee, student at Occidental College, CA; Summer 2002)
Evan Postdamers (NSF REU, Summer 2002)
W. Duncan Wadsworth (Spring 2002)
Conrad Zack (student employee, Summer and Fall 2002)

SNELL, H.L.
Charles Darwin Foundation /UNM Collaborative Program in Conservation Biology:
Ma. Augusta Balseca, two semesters and summer.
Susana Elizabeth Chamorro, two semesters and summer.
Carmen Rocío Guevara, two semesters and summer.
Alizon Llerena, one semester and summer.
Javier Morán, two semesters and summer.

STRICKER, S.A.
Spring: Biol. 402/502, Fertilization Biology, 6 students
Fall: Biol. 402/502, Fertilization Biology, 8 students

27
SWAN, J.

Spring: Ryan Hodnick; Lindsay Swenson; Rose Whitehair
Fall: Rebecca Echols; Lindsay Swenson; Elaine Lovato; Hajra Malik; Michael Rowe

TAKACS-VESBACH, C.

Kendra Maas, February–December 2002
Eun Jung Yi, January–May 2002

THORNHILL, R.

Summer: Biol. 499, Undergraduate Problems, Sandra Preiss, Samantha Shannon
Fall: Biol. 499, Undergraduate Problems, Josh Brandford, Pablo Maese, Holly Maloy, Monique Mora, and nine additional undergraduate students

TOOLSON, E.C.

Spring: Biol. 400, Senior Honors Thesis, 3 students
Biol. 499, Undergraduate Problems, 1 student
Summer: Biol. 400, Senior Honors Thesis, 1 student
Fall: Biol. 400, Senior Honors Thesis, 4 students
Biol. 499, Undergraduate Problems, 1 student

TURNER, T.F.


Melissa Benavides, UMEB student, conducting field and lab research that will lead to an honor's thesis, Spring 2002–present.

Lee Renfro, undergraduate Research Assistant, Division of Fishes, MSB, Fall 2002–present.

WERNER-WASHBURN, M.

Jason Padilla Jatao (May–Dec.), Amanda Archuleta (Jan.–Dec.), Lewis Tribby (Sept.–Dec.)

G. Other Teaching Activities.

ALLENBACH, J.S.

Fall: Guest Lecture, Bats and the Bats/Abandoned Mine Project, presented to Biol. 379, Conservation Biology class, Dr. J.D. Ligon, Professor.

BROWN, J.H.

Current advisees: Ph. D. (8), Postdoctoral (5)

CHARNOV, E.L.

Spring: Biol. 551, Research Problems, 1 student
Biol. 699, Dissertation, 1 student

Fall: Biol. 551, Research Problems, 2 students

COUCH, L.
Made two visits with Parasitology (Biol. 482L) students to elementary (Gov. Bent Elem.) and middle schools (Wilson Middle School) to give presentations on the "goodness/ uniqueness" of parasites, Spring semester, 2002.

Participated in and organized a "Parasitology Workshop for Teachers" sponsored by the University of Texas at El Paso for the Conference for the Advancement of Science Teaching: Science without Borders, El Paso TX, November 2002.

FAGUY, D.M.
Spring: Supervised Media prep labs, Biol. 352L, and three M.S. students
Fall: Supervised three M.S. and one Ph.D. student

LIGON, S.H.
Coordinator for Biol. 121, Principles of Biology, laboratories.

LOWREY, T.K.

NATVIG, D.O.
Spring: Biol. 699, Dissertation, 1 student (A. Ditto, 6 cr. hrs.)
Summer: Biol. 551, 1 student (J. Garcia, 3 cr. hrs.)
Fall: Biol. 502, ST/Advanced Fungal Genetics, 2 students (1 cr. hr.)
Biol. 699, Dissertation, 1 student (A. Ditto, 6 cr. hrs.)

NELSON, M.A.
Spring: Biol. 400, Senior Honors Thesis, 4 students
Biol. 699, Dissertation, 2 students
Fall: Biol. 400, Senior Honors Thesis, 4 students
Biol. 551, Research Problems, 1 student
Biol. 699, Dissertation, 1 student

MILNE, B.T.
Spring: Two guest lectures, "Introduction to Fractal Geometry," Honors Program, The University of New Mexico, May 2002

SINSABAUGH, R.I.
Winter: EEES 6960, M.S. research: Rachel Amonette (12 credits), Marcy Gallo (12 credits)
EEES 8960, Ph.D. research: Matt Hoostal (12 credits), Chris Lauber (4 credits), Jeff Savino (3 credits)

Summer & Fall: EEES 6960 and 8960 for same individuals.

Advised two M.S. students, three Ph.D. students, one postdoc.

TURNER, T.F.
Fall: Guest Lecturer, Biol. 379, Conservation Biology; J.D. Ligon, Instructor

VOGEL, K.G.
Spring: Biol. 400, Senior Honors Thesis, Michael Perrine (with Nora Perone–Bizozaro)
       Biol. 499, Undergraduate Problems, Vanessa Arteaga (with Richard Larson)
Fall:   Biol. 400, Senior Honors Thesis, Tony Salazar (with Nora Perone–Bizozaro)
       Biol. 499, Undergraduate Problems, Tony Salazar (with Nora Perone–Bizozaro); Christopher Strawter (with Richard Larson)

WAGNER, A.
Santa Fe Institute Summer School, June 2002.

II. PUBLICATIONS.

A. Books Authored.

MOLLES, M.C., JR.

B. Books Edited.

BARTON, L.L.

SINSABAUGH, R.L.

SNELL, H.L.
C. Chapters in Books or Major Synthetic Reviews.

BARTON, L.L.


COUCH, L.

Review of three chapters for *The Microbial Basis for Disease* by Harry Peery, Pearson Publishing Co.


FAGUY, D.M.


GOSZ, J.R.


MOLLES, M.C., JR.


NELSON, M.A.


SINSABAUGH, R.L.


SNELL, H.L.


STRICKER, S.A.


THORNHILL, R.


TURNER, T.F.

D. Articles in Refereed Journals.

BARTON, L.L.

BROWN, J.H.


CHARNOV, E.L.


HANSON, D.T.


HOFKIN, B.V.

KODRIC-BROWN, A.

LIGON, J.D.

LOKER, E.S.


LOWREY, T.K.
MARSHALL, D.L.

MILLER, R.D.


MILNE, B.T.


MOLLES, M.C., JR.


NATVIG, D.O.

NELSON, M.A.

POCKMAN, W.T.


**SINSABAUGH, R.L.**


**SNELL, H.L.**


**THORNHILL, R.**


TURNER, T.F.


VOGEL, K.G.

WAGNER, A.


WERNER-WASHBURNE, M.


WOLF, B.O.
E. Book Reviews.

CADAVID, L.F.

DAHM, C.N. JR.

HOFKIN, B.V.
Genetics by Hartwell, new genetics text, to be published by McGraw–Hill.

KODRIC-BROWN, A.
Tellman, B. Invasive Exotic Species in the Sonoran Region. Conservation Biology

MILNE, B.T.

NATVIG, D.O.
Two chapters, new edition of textbook Molecular Cell Biology, H. Lodish et al.

F. Articles in Non-scholarly Journals.

ALtenbach, J.S.


G. Quasi-public Reports for Internal/External Circulation.

BARTON, L.L.

Barton, L.L. and G.V. Johnson. Primary Productivity of Six of New Mexico Streams. Submitted to Department of Environment, State of New Mexico, Santa Fe, NM.
COUCH, L.

FAGUY, D.M.

SNELL, H.L.

H. Abstracts (Refereed or Invited).

BARTON, L.L.

Barton, L.L., P.E. Romo, J.S. Bryant and J.D. Chavez. 2001. Metabolic processes accounting for reduction of selenium by *Shewanella putrefaciens*. 102nd General Meeting of the American Society for Microbiology, Salt Lake City UT, May 19-23. (Q-400, p. 448.)


CADAVID, L.F.

DAHM, C.N. JR.


FAGUY, D.M.


LOKER, E.S.


MILNE, B.T.

Milne, B.T. Introduction to fractal geometry. Two guest lectures, Honors Program, The University of New Mexico, May 2002.


Milne, B.T., V.K. Gupta, H. Olff and G. Poveda. The ratio of precipitation to potential evapotranspiration defines a dimensionless number that is a pivotal landscape ecological parameter.

MOLLES, M.C., JR.


NATVIG, D.O.


NELSON, M.A.


SNELL, H.L.


VOGEL, K.G.

Invited, The Small Proteoglycan in Tendon, IV World Congress of Biomechanics, Calgary, Alberta, Canada, August 4-9.

WERNER–WASHBURNE, M.


Use of the visualization and clustering tool, VxInsight, for comparison of genome-scale data sets. Microarray Data Analysis meeting, Cambridge Healthtech Institute, Washington DC, September 11-13, 2002.

I. Abstracts (Contributed) (including Research Day abstracts of your students).

BARTON, L.L.


COUCH, L.

CRIPPS, R.M.


Bancroft, N. and R.M. Cripps. The role of Actin 87E as a marker for heart remodeling in Drosophila melanogaster. Poster and abstract, Department of Biology, 2002 Annual Research Day, The University of New Mexico.

Nanavaty, A. and R.M. Cripps. Utilizing the dumbfounded (duf) and Mej2 genes as markers to understand the formation of the longitudinal fibers in the adult heart of Drosophila melanogaster. Poster and abstract, 2002 Annual Research Day, Department of Biology, The University of New Mexico.

DAHM, C.N. JR.


FAGUY, D.M.


KODRIC-BROWN, A.


LOWREY, T.K.


MARSHALL, D.L.


MILLER, R.D.


NATVIG, D.O.


NELSON, M.A.


POCKMAN, W.T.


SINSABAUGH, R.L.


SNELL, H.L.


THORNHILL, R.


TURNER, T.F.


WERNER-WASHBURNE, M.


III. RESEARCH PROJECTS OR OTHER CREATIVE WORK IN PROGRESS OR COMPLETED DURING PERIOD.

A. Grants and Contracts, Extramural and Intramural.

1. Submitted to all agencies in 2002.

   BARTON, L.L.


   CADAVID, L.F.


   Cripps, R.M.

   "Regulation and Function of the Actin57B Gene in Drosophila"; K. Kelly, PI, R.M. Cripps, sponsor; American Heart Association, Desert/Mountain Affiliate; $20,000 per year for one year; July 1, 2002—June 30, 2003.
DAHM, C.N. JR.

“REU Supplement to Collaborative Research: NO$_3$--N retention in headwater streams: Influences of riparian vegetation, metabolism, and subsurface processes”; C.N Dahm, PI; National Science Foundation; $12,000; June 1, 2002–May 31, 2003.


“FIBR Planning—Restoration of Aquatic Ecosystem Linkages (RAEL): Analysis of Hydrobiogeochemical Couplings in the Kissimmee River, Florida”; E. Roden, S. Grunwald, T. Maxwell, and C.N Dahm, co-PIs; National Science Foundation; $100,000; March 1, 2003–February 28, 2005.


FAGUY, D.M.


HANSON, D.T.

"Ecology of Sphagnum: Integrating from Physiology to Population/Community Ecology, Ecosystem Processes, Biogeochemistry, Hydrology, and Landform Genesis"; T. Givnish (University of Wisconsin, Madison), PI, D.T. Hanson (UNM), M. Mack (University of Florida), M. Hines (University of Massachusetts, Lowell), B. Sveinbjornson (University of Alaska, Anchorage), co-PIs; NSF FIBR Program preliminary proposal; ~ $5 million ($500K to $1 million for DTH); June 1, 2003–June 1, 2008; ~ $1 million/yr. ($100–200K/yr. for DTH).


"Purification and Analysis of Photosynthetic Complexes"; D.T. Hanson, PI; UNM Teaching Allocations Subcommittee; $2,455; January 5, 2003–December 31, 2004; Year 1: $2,455.

HOFKIN, B.V.

"DNA Fingerprinting and Repatriation of the Galápagos Land Iguana, Conolophus subcristatus"; B.V. Hofkin, PI; The Max & Anna Levinson Foundation; $2,000; May–August 2002.


KODRIC–BROWN, A.


LOKER, E.S.


LOWREY, T.K.


“Systematics and Phylogeny of the Vitraeidoid Complex in Australia (Asteraceae; Astereae)”; T.K. Lowrey, PI; Australian Biological Resources Study Participatory Program; $60,000; August 2003–2005.

MARSHALL, D.L.

REU supplement to “Pollen Competition in Wild Radish”; D.L. Marshall, PI; National Science Foundation; $5,000; June 1, 2002–May 31, 2003.


MILLER, R.D.

“Structure and Evolution of the MHC in a Model Marsupial”; R.D. Miller, PI; NSF; $420,000, May 1, 2003–April 30, 2007. This proposal has been recommended for funding by NSF and the revised budget has been accepted.

NELSON, M.A.

“Covalent Attachment of Oligonucleotides to Solid Substrates for Microarray Analysis”; M.A. Nelson, PI; National Science Foundation; Not funded.

“Functional Analysis of a Model Filamentous Fungus: ESTs”; J. Dunlap, Dartmouth Medical School, PI; M.A. Nelson, co-PI, and PI on Project 4; NIGMS Program Project Grants, NIH (site-reviewed on December 10, 2002, pending).

POCKMAN, W.T.


SINSABAUGH, R.L.


SNELL, H.L.

"Southern Isabela—A Hotspot for Galápagos Conservation"; H.L. Snell, C. Márquez, and D. Wiedenfeld, co-PIs; The Swiss Friends of Galápagos, $40,000, DATES?

STRICKER, S.A.


TOOLSON, E.C.

"Improving Success and Retention of Biology Undergraduate Students at the University of New Mexico"; E.C. Toolson and K.G. Vogel, co-PIs; NSF; $248,790; January 1, 2003–December 31, 2004, Year 1: $144,641, Year 2: $104,149.

TURNER, T.F.


"Dispersal and Metapopulation Structure of the Southwestern Willow Flycatcher in the Middle Rio Grande Valley: How Do New Populations Become Established in Restored..."


“The University of New Mexico Isotope Research Facility: Education and Training Program”; D.T. Hanson, PI, T.E. Turner, 1 of 14 Co-PIs; Department of Defense; $399,552; May 1, 2003–April 30, 2004; $399,552/yr.

“Biodiversity in the Desert Southwest: A Research Experience”: R.D. Miller, PI, T. Turner, one of four Co-PIs; Howard Hughes Medical Institute, Undergraduate Biol Sci Education Program; $1,311,981; August 2002–September 2006; ~$300,000/yr.


VOGEL, K.G.

“A Proposal for Improving Student Success in the Biology Undergraduate Core”; STEM, NSF; E.C. Toolson, PI, M.C. Molles, Jr. and K.G. Vogel, Co-PIs; $300,000; June 2002 (not funded).

WOLF, B.O.


2. Awarded with 2002 initial start date.

AL TEN BACH, J.S.


CRIPPS, R.M.

“Regulation and Function of the Actin57B Gene in Drosophila”; K. Kelly, PI, R.M. Cripps, sponsor; American Heart Association, Desert/Mountain Affiliate; $20,000 per year for one year; July 1, 2002—June 30, 2003.
DAHM, C.N. JR.

"REU Supplement to Collaborative Research: NO₃-N retention in headwater streams: Influences of riparian vegetation, metabolism, and subsurface processes"; C.N. Dahm, PI; National Science Foundation; $12,000; June 1, 2002–May 31, 2003.


"Nitrate Uptake and Retention in Streams: Mechanisms and Effects of Human Disturbance from Stream Reaches to Landscapes"; C.N. Dahm, PI; subcontract from the University of Tennessee, National Science Foundation; $138,751, January 1, 2002–December 31, 2006.

FAGUY, D.M.

"The Origin and Evolution of Biological Replication Control: DNA Replication Initiation in Archaea"; D.M. Faguy, PI; UNM RAC Grant (small); $3,400; July 1, 2002–December 31, 2002.

GOSZ, J.R.

"New Mexico EPSCoR Infrastructure Proposal"; J.R. Gosz, PI; NSF; $6,200,000; March 1, 2002–February 28, 2005; $2,000,000/yr.

HOFKIN, B.V.

"DNA Fingerprinting and Repatriation of the Galápagos Land Iguana, Conolophus suberistasus"; B.V. Hofkin, PI; The Max & Anna Levinson Foundation; $2,000; May–August 2002.

KODRIC–BROWN, A.

"Swimming Performance, Fitness and Distribution of Wild Hybrids Between Sheepshead Minnows and Pecos Pupfish in the Pecos River, NM"; A. Kodric–Brown and Jonathan Rosenfield, co-Pis; N.M. Department of Game and Fish “Share with Wildlife Program”; $1,000, July 2001–September 2002.


LOKER, E.S.

LOWREY, T.K.

"Institute for Natural Resource Analysis and Management, New Mexico EPSCoR"; T.K. Lowrey, co-PI and Coordinator; Biodiversity, National Science Foundation; $790,000; March 1, 2002–February 28, 2005.

MARSHALL, D.L.


MILNE, B.T.

"Collaborative Research: Scaling and Allometry in River Networks: Coupling Rainfall, Topography and Vegetation with Hydrological Extremes"; B.T. Milne, PI; NASA (as subcontract through University of Colorado, Boulder CO), $28,937.

POCKMAN, W.T.


SNELL, H.L.

"Control Total de Especies Introducidas en Las Islas Galápagos"; H. Negret, M. Patry, R. Bensted-Smith, H.L. Snell, A. Tye, J. Hernandez, E. Cruz and E. Espinoza, co-PIs; Global Environmental Fund (GEF); US $18,000,000, April 2002–September 2006, US $3,000,000/yr.

STRICKER, S.A.

TAKACS-VESBACH, C.


THORNHILL, R.

"Genetic Conflicts of Interest, fluctuating asymmetry, and the MHC"; S.W. Gangestand and R. Thornhill, co-PIs; NSF; $340,000, August 1, 2002–December 1, 2005.

TURNER, T.F.

"CAREER: Museum-based Approaches to Ecology and Evolution of Aquatic Systems: An Integrated Research and Educational Program"; T.F. Turner, PI; National Science Foundation; $500,000; May 1, 2002–April 30, 2007; $100,000/yr.


"Fish Use of Experimentally Flooded Sites in the Middle Rio Grande, New Mexico"; T.F. Turner, PI; UNM RAC; September 30, 2002–May 19, 2003; $3,500.

WERNER-WASHBURN, M.

"Compendium of Gene Expression in Stationary-Phase Yeast"; M. Werner-Washburne, PI; National Human Genome Research Institute, NIH; $950,000; July 1, 2002–June 30, 2006.

WOLF, B.O.

"Columnar Cacti; a Critical Resource for Avian Consumers? Quantifying Avian Community Responses and Nutrient Fluxes in Natural and Experimental Settings"; B.O. Wolf, PI; National Science Foundation, Ecology Panel, DEB-0213659; $300,000 ($201,851 direct, $98,149 indirect); September 1, 2002–August 31, 2005.

"Sevilleta LTER VI"; C.N. Dahm, PI, R.R. Parmeter, WT. Pockman, B.O. Wolf and T.L. Yates, co-PIs; National Science Foundation; $2,600,000 ($1,890,331 direct, $909,669 indirect); October 15, 2002–October 14, 2006.

"Research Starter Grant"; B.O. Wolf, PI; National Science Foundation, Ecological and Evolutionary Physiology Panel, IBN-0217670; $35,000 (direct); June 1, 2002–May 31, 2003.
3. In force from previous years.

ALTERNBACH, J.S.
"Evaluation of Bat Habitat in Abandoned Mines in New Mexico"; J.S. Altenbach, PI; N.M. Energy, Minerals and Natural Resources Division; $14,000; July 1, 2001–June 30, 2002.

BARTON, L.L.
"Interactive Visualization of Microbial Specimens"; L.L. Barton, PI; U.S. Army Research Office; $91,000, September 1, 2000–February 28, 2002.

"Corrosion of Depleted Uranium"; L.L. Barton, PI; Dowbeggin Limited, Inc.; $79,980; December 1, 2001–August 15, 2002.

"Algal Growth Potential"; L.L. Barton, PI; Environment Department, State of New Mexico; $14,792; March 1, 2001–December 31, 2002.

BROWN, J.H.


CRIPPS, R.M.
"Genetic Regulation of Muscle Fiber Diversity"; R.M. Cripps, PI; National Institutes of Health; $1,3040,000, direct and indirect costs, May 2001–April 2006.

"Molecular Genetic Analysis of Heart Muscle Remodeling"; R.M. Cripps, PI; American Heart Association, Desert/Mountain Affiliate; $110,000, direct and indirect costs only, July 2001–June 2003.

"Regulation and Function of the Actin57B Gene in Drosophila"; K. Kelly, PI, R.M. Cripps, sponsor; American Heart Association, Desert/Mountain Affiliate; $18,000 per year; July 1, 2000–June 30, 2002.

DAHM, C.N. JR.
"Collaborative Research: NO3-N Retention in Headwater Streams: Influences of Riparian Vegetation, Metabolism, and Subsurface Processes"; C.N Dahm, PI; National Science Foundation REU Supplement; $10,000, June 1, 2001–May 31, 2002.


“Biocomplexity—Incubation Activity: Drought in Mesic and Arid Environments—Climatology, Biotic Responses, and Feedbacks”; C.N Dahm and D.S. Gutzler, co-PIs; National Science Foundation via subcontract from the University of Alabama; $49,997, April 1, 2001–September 30, 2002.


“Collaborative Research: NO3-N Retention in Headwater Streams: Influences of Riparian Vegetation, Metabolism, and Subsurface Processes”; C.N. Dahm, PI; National Science Foundation; $220,000; March 1, 1999–May 31, 2002.

“CRB: Flooding Regime and Restoration of Riparian Ecosystem Integrity”; M.C. Molles, Jr., C.N. Dahm and G.S. Crawford, co-PIs; National Science Foundation; $492,049; September 1, 1999–August 31, 2002.


FAGUY, D.M.


“Decontamination of Salmonella enteritidis in Eggs”; D.M. Faguy, PI; Industrial Sponsored Research Contract with Ovopure, LLC; $2,224 ($1,751 direct costs, $473 Indirect Costs), June 1, 2001–May 1, 2002.

“Interactive Visualization of Microbial Specimens”; L.L. Barton, D.M. Faguy, co-PIs; Army Research Office (HBCU/MI Infrastructure program); $93,000, September 1, 2000–March 2, 2002, $62,000/year.

LIGON, J.D.


LOKER, E.S.

“Biology of Trematode–Snail Associations”; E.S. Loker, PI; NIH, RO1 AI24340; $1,032,435 (direct costs); December 1, 1999–November 30, 2004.

“Evolution of Schistosoma mansoni and its Snail Hosts”; E.S. Loker, PI; NIH, RO1AI44913, $1,009,989 (direct costs), April 1, 1999–31 March 31, 2004.

LOWREY, T.K.


MARSHALL, D.L.


MILLER, R.D.

"Immunoglobulin Genetics in Non-eutherian Mammals"; R.D. Miller, PI; NSF; $365,000, May 1, 2000–April 30, 2003.

MILNE, B.T.


"EPA Star Fellowship for Melanie Moses:" B.T. Milne, PI; Environmental Protection Agency; $8,999; 2000–2003.

MOLLES, M.C., JR.

"Flooding Regime and Restoration of Riparian Ecosystem Integrity"; M.C. Molles, Jr., C.N. Dahm, H.M. Valett, C.S. Crawford and P.V. Unnikrishna, co-PIs; NSF Ecosystems; 1999–2002, $492,000.

NATVIG, D.O.

"Supplemental Request to Purchase a Microarray Scanner"; E. Walters, PI, D.O. Natvig, co-Director; National Institutes of Health IMSD Program; $60,000; July 1, 2001–June 30, 2002.


NELSON, M.A.


POCKMAN, W.T.


"PrecipNet: A Working Group of the National Center for Ecological Analysis and Synthesis (NCEAS)"; M. Loik, UC—Santa Cruz, PI (with 15 participants); first meeting: March 21, 2002; second meeting: September 5-7, 2002; third meeting: March 2003.

SINSABAUGH, R.L.


"Sedimentation and Emergent Plant Decay in Great Lakes Coastal Wetlands"; R.K. Neely and R.L. Sinsabaugh, co-Pis; Michigan SeaGrant; $140,000, January 2001—January 2003.


SNELL, H.L.

NOTE: As part of a collaborative agreement between the Department of Biology and the Charles Darwin Research Station (CDRS), I am assigned to spend % of the academic year at the CDRS in the Galápagos. Therefore, much of my professional activity involves students and staff of that institution who aren’t directly related to UNM. Since this is a UNM-sanctioned reassignment, I will report those activities here. To distinguish them from the direct UNM activities that I do during the remaining % of the academic year, they will be prefaced with "**".

** "Control and Eradication of Invasive Species: A Necessary Condition for Conserving Endemic Biodiversity of Galápagos World Heritage Site"; H.L. Snell, R. Bensred-Smith, A. Tye, J. Hernandez, co-Pis; United Nations Foundation via UNESCO World Heritage Center; $3,000,000, March 1, 2000—March 1, 2004, $750,000.

** "Monitoreo Ecológico en las islas Galápagos"; H.L. Snell, A. Tye, R. Bustamante, co-Pis; Fundación Natura; $425,000, April 1, 1999—April 1, 2003, $108,000.

** "Conservation of Galápagos Birds"; H. Vargas, R. Bensred-Smith, H.L. Snell, co-Pis; $180,000, November 1999—November 2002, $60,000.

** "Ecological Restoration of Santiago Island"; M. Patry, H.L. Snell and A. Tye; Special Expeditions Galápagos Fund; $350,000; January 1, 1998–January 1, 2002; $80,000/yr.

STRICKER, S.A.

"Cross-disciplinary Optics Research Education"; W. Rudolph, PI, J. Brozik, G. Lopez, M. Sheik-Bahae and S.A. Stricker, co-Pis; NSF IGERT training grant; ~$2,400,000, 2001–05.

TURNER, T.F.

"Conservation Genetics of Gila and Apache Trout (Renewal)"; T.F. Turner, PI; U.S. Forest Service; $100,000; September 30, 2001–September 30, 2003; $35,000/year.

"Competitive Dynamics Between the Native Rio Grande Sucker and the Introduced White Sucker"; T.F. Turner, PI, M. McPhee, Co-PI; New Mexico Department of Game and Fish; $2,700; July 1, 2001–June 30, 2002.

"Improvements to the Museum of Southwestern Biology (MSB) Fish Collection, Phase I: Relocation and Reorganization"; T.F. Turner, PI, S. Platania and A. Snyder, Co-Pis; National Science Foundation; $162,077; May 1, 2000–March 15, 2002; $81,000/year.

"Research Experiences for Undergraduates (REU) supplement to Collection Improvement Grant"; T.F. Turner, PI; National Science Foundation; $10,000, May 1, 2001–March 15, 2002, $10,000/year.


"Freshwater Graduate Studies Link Fundamental Science with Applications Through Integration of Ecology, Hydrology, and Geochemistry in Regions with Contrasting Climates"; A. Ward (UA), PI, C. Dahm, Co-PI, T.F. Turner; one of 16 other participants; National Science Foundation—IGERT; $2,687,181, January 1, 1999–December 31, 2004.

VOGEL, K.G.

"Undergraduate Biomedical Research Training (MARC)"; T.L. Yates, PI, K.G. Vogel, Director; National Institutes of Health; $1.2 million, June 1, 2000–May 31, 2005, Year 03: $218,090.

WAGNER, A.


WERNER–WASHBURNE, M.


"DNA Printing"; Susan Brozik, PI, M. Werner-Washburne, co-PI; Sandia National Laboratories; $70,000 (administered through Sandia National Labs), October 1, 2001—September 30, 2002.

"Supplement to National Institutes of Health—National Human Genome Research Institute grant" ($30,000) plus "Supplement to Initiative for Minority Student Development" grant ($30,000) for a microarray scanner, September 1, 2001.

B. Other.

COUCH, L.
Continued research on the systematics and taxonomy of the coccidia in all animals.

DAHM, C.N. JR.
Our Freshwater Sciences IGERT Program was site reviewed December 3-4, 2002. This is a mid-term review by the National Science Foundation of our interdisciplinary and inter-institutional (with the University of Alabama Center for Freshwater Studies) doctoral education program. Maria Kjonegaard and I coordinated the review by a content specialist and education specialist contracted by the NSF.

MOLLES, M.C., JR.

IV. ACTIVITIES IN LEARNED AND PROFESSIONAL SOCIETIES.

A. Invited or Plenary Talks at Professional Meetings, Workshops, Etc.

AL TENBACH, J.S.

BROWN, J.H.

Ecological Society of America, Tucson AZ, August 2002.

CH ARNOV, E.L.
NOTE: I rarely accept these sort of invitations; I declined each of these five.
Symposium on hermaphroditic life histories, Germany, June.

NIH-sponsored workshop on parent–child relations in hunter/gatherers, Edinburgh, Scotland, September.

Symposium of body size and ecology, Ecological Society of America, Tucson AZ, summer.

Workshop on body size and stoichiometry, Santa Fe Institute, Santa Fe NM, fall.

Workshop on human life history, School for American Research, Santa Fe NM, fall.

COUCH, L.


DAHM, C.N. JR.


FAGUY, D.M.


GOSZ, J.R.


RAMBO meeting, “NEON Research in New Mexico,” Sevilleta Field Station, Socorro NM, April 23, 2002.


HOFKIN, B.V.


LOKER, E.S.


MILNE, B.T.


MOLLES, M.C., JR.


NATVIG, D.O.


Genes involved in diterpene metabolism. Presented at the informal workshop to discuss analysis of the Neurospora crassa genome, MIT, Cambridge MA, June 2002.
NELSON, M.A.

Chair of the Comparative Genomics session at the Gordon Research Conference on Cellular and Molecular Mycology, Plymouth NH, June 16 - 21, 2002.


SNELL, H.L.
Represented the Charles Darwin Foundation and the University of New Mexico at an international workshop on avian diseases in the Galápagos. St. Louis Zoological Society, St. Louis MO, February 2002.


VOGEL, K.G.

WAGNER, A.

Inaugural New Mexico Genomics Symposium, The University of New Mexico, Albuquerque NM, February 2002.

Workshop, “Robustness and Evolvability of Molecules and Microbes,” Santa Fe Institute, Santa Fe NM, February 2002.

Workshop, “Genetics of Phenotypic Robustness,” Santa Fe Institute, Santa Fe NM, May 2002.

Santa Fe Institute Summer School, Santa Fe NM, June 2002.


WERNER-WASHBURNE, M.


"Use of the Visualization and Clustering Tool, VxInsight, for Comparison of Genome-Scale Data Sets," Microarray Data Analysis Meeting, Cambridge Healthtech Institute, Washington DC, September 11-13.

B. Contributed Talks at Professional Meetings, Workshops, Etc.

BARTON, L.L.


CADAVID, L.F.


GOSZ, J.R.


HANSON, D.T.


KODRIC-BROWN, A.


LIGON, J.D.

LOKER, E.S.


LOWREY, T.K.

MARSHALL, D.L.

MILLER, R.D.
MILNE, B.T.
Milne, B.T., V.K. Gupta, H. Olff and G. Poveda. The ratio of precipitation to potential evapotranspiration defines a dimensionless number that is a pivotal landscape ecological parameter. 17th Annual Conference of the International Association for Landscape Ecology, Lincoln NE, April 2002.


MOLLES, M.C., JR.


POCKMAN, W.T.


POE, S.

SINSABAUGH, R.L.


SNELL, H.L.


THORNHILL, R.


TURNER, T.F.


WOLF, B.O.


C. Attendance at Professional Meetings, Workshops, Etc.

ALTENBACH, J.S.


BARTON, L.L.

American Society for Microbiology 102nd General Meeting, Salt Lake City UT, May 19-23, 2002.

BROWN, J.H.
Ecological Society of America, Tucson AZ, August 2002.

CADAVID, L.F.
Seventh International Workshop on MHC Evolution, Perth, Australia, October 6-11.

COUCH, L.
Southwestern Assoc. of Parasitologists Annual Meeting, Lake Texoma OK, April 2002.
10th International Congress of Parasitologists, Vancouver, BC, Canada, August 2002.
Conference for the Advancement of Science Teaching: Science without Borders, El Paso, TX, Nov. 2002.

CRIPPS, R.M.

DAHM, C.N. JR.

Hosted and attended Lotic Intersite Nitrogen Experiment II (LINXII) Workshop, Sevilleta Field Station, Socorro NM, February 2-5, 2002.


Integrative Graduate Education and Research Training (IGERT) principal investigator meeting at the National Science Foundation (NSF), Ballston, VA, March 11-12, 2002.


Sevilleta LTER Symposium, Sevilleta Field Station, Socorro NM, June 15-17, 2002.

Bosque Hydrology Group, Bosque del Apache, NM, June 25, 2002.

Ecological Society of America Annual Meeting, Tucson AZ, August 5-8, 2002.

LTER Coordinating Committee Meeting, Niwot Ridge CO, September 13-14, 2002.
Hosted Drought Symposium, Sevilleta Field Station, Socorro NM, September 17-19, 2002.


Freshwater Sciences Interdisciplinary Doctoral Program (FSIDP) Workshop, Tuscaloosa, AL, October 8-12, 2002.

FAGUY, D.M.

American Society for Microbiology Annual Meeting Salt Lake City UT, May 2002.

Prokaryotic Development (American Society of Mammalogists-sponsored meeting), Quebec City, Canada, July 2002.

Workshop on Woodrat All Taxa Biological Inventory, Sevilleta Field Station, Socorro, NM, August 2002.

GOSZ, J.R.


Environmental Monitoring and Assessment Network, Environment Canada, Environmental Monitoring Symposium, Ottawa, Canada, April 12, 2002.

RAMBO meeting, Sevilleta Field Station, Socorro NM, April 23, 2002.

Oklahoma Mesonet Conference, Oklahoma State, Oklahoma City OK, June 22-24, 2002.

Jornada Symposium, New Mexico State University, Las Cruces NM, July 11, 2002.

ILTER/LTER Meeting, Department of State, Albuquerque NM, July 30, 2002.

Ecological Society of America Annual Meeting, Tucson AZ, August 2-8, 2002.


State Science and Technology Institute Annual Conference, Dearborne MI, October 2-4, 2002.

German Ecosystem Science Symposium, DFG, Kiel, Germany, October 22-24, 2002.
HANSON, D.T.
Gordon Research Conference on CO₂ Fixation and Metabolism in Green Plants, Mount Holyoke College, South Hadley MA, October 11-16, 2002.

HOFKIN, B.V.
Infectious Disease Potpourri, Albuquerque NM, June 7, 2002.

KODRIC-BROWN, A.
Desert Fishes Council Meeting, San Luis Potosi, Mexico, November 15-17, 2002.

LOKER, E.S.

10th International Congress of Parasitology, Vancouver, Canada, August 4-9, 2002.

LOWREY, T.K.
Annual Meetings of Natural Science Collections Alliance, Washington DC, June 2002.

MILLER, R.D.

Seventh International Workshop on MHC Evolution, Perth, Australia, October 6-10.

MILNE, B.T.
17th Annual Meeting of the International Association for Landscape Ecology, Lincoln NE, April 2002

Issues of Scale and Non-linearity in Hyrdology, Peter Wall Institute for Advanced Studies. Vancouver, British Columbia, Canada, June 2-5, 2002

Consortium of the Americas for Interdisciplinary Science, The University of New Mexico, November 21-22, 2002

MOLLES, M.C., JR.
North American Benthological Society, Pittsburgh, May 2002

Ecological Society of America, Tucson, August 2002

NATVIG, D.O.

Mid-Atlantic States Mycology Conference, Beltsville MD, April 2002.

Mycological Society of America annual conference, Corvallis OR, July 2002.

NELSON, M.A.


Gordon Research Conference on Cellular and Molecular Mycology, Plymouth NH, June 16-21, 2002.


POCKMAN, W.T.


Annual Meeting of NSF SAHRA Science and Technology Center, Tucson AZ, February 24-29, 2002.


Annual Meeting of the Ecological Society of America, Tucson AZ, August 2002.

Chapman Conference of the American Geophysical Union, Taos NM, September 2002.

POE, S.

Meetings of the Society of Systematic Biologists, Champaign IL, June 2002.

SINSABAUGH, R.L.

Ecological Society of America, Tucson AZ, August 5-9.


Woodrat All Taxa Biotic Inventory Workshop, Sevillera Wildlife Refuge, Socorro NM, October 4.

SNELL, H.L.

Charles Darwin Foundation Meetings, Quito, Ecuador, November 2002.

TAKACS-VESBACH, C.

MOCAT (A Tropical Microbial Observatory: Collaborative Research on Microbial Diversity in Caterpillars) meeting, ACG (Area de Consevacion Guanacaste), Guanacaste, Costa Rica, June 10-16, 2002.
TURNER, T.F.

American Society of Ichthyologists and Herpetologists, Kansas City, MO, July 2002.


VOGEL, K.G.

IV World Congress of Biomechanics, Calgary, Alberta, Canada, Aug 4-9, 2002.


WERNER-WASHBURNE, M.

Genome Symposium, UNM, Albuquerque NM, March 2002.


WOLF, B.O.

Third International Conference on the Applications of Stable Isotope Techniques to Ecological Studies, Flagstaff AZ, April 29-May 1, 2002.

D. Service as Editor of Scholarly Journal.

DAHM, C.N. JR.

MILLER, R.D.
Editorial Board, Immunogenetics (Springer-Verlag).

NATVIG, D.O.
Associate Editor, Mycologin
E. Service on Editorial Board of Scholarly Journal.

BARTON, L.L.
*Biometals*

BROWN, J.H.
*Evolutionary Ecology Research*

FAGUY, D.M.
*Applied and Environmental Microbiology*

GOSZ, J.R.
*Biogeochemistry*

KODRIC-BROWN, A.
Area editor, Behavioral Ecology for the *Encyclopedia of Evolution*, Oxford University.

NELSON, M.A.
Associate Editor, *Fungal Genetics and Biology*, since 1998

Functional & Integrative Genomics, since 1999.

*Applied Mycology and Biotechnology*, since 2002.

SINSABAUGH, R.L.
*Applied and Environmental Microbiology*
*Applied Soil Ecology*
*Freshwater Biology*

SNELL, H.L.

THORNHILL, R.
*Evolution and Human Behavior*
*Zoology: Analysis of Complex Systems*

WAGNER, A.
*Advances in Complex Systems*
*Journal of Experimental Zoology* (Division of Molecular and Developmental Evolution)
Santa Fe Institute Publications
F. Service as Officer of Professional Organization (indicate whether Elected or Appointed).

BROWN, J.H.
President, International Biogeography Society (elected).

COUCH, L.
Chair, American Society of Parasitology Education Committee (appointed).

DAHM, C.N. JR.
Chair of the Science and Policy Committee for the North American Benthological Society through June 2002 and currently remain a committee member (appointed).

Presently a candidate for President of the North American Benthological Society; election results will be known in 2003.

FAGUY, D.M.
President-elect Rio Grande Branch, American Society for Microbiology (elected).

GOSZ, J.R.
Director, New Mexico State EPSCoR (hired)

Board of Governors, Ecological Society of America (elected)

Chairman, U.S. LTER Coordinating Committee (elected)

Chairman, International LTER Network Committee (elected)

Scientific Committee, Consortium of University for Advancement of Hydrologic Sciences, Inc. (appointed)

HANSON, D.T.
Co-organizer for the 2004 Annual Meeting of the Western Sectional Society of the American Society of Plant Biologists, to be held in the Southwestern sub-sectional region (appointed).

LOWREY, T.K.
President, International Organization of Biosystematists (elected).

MILNE, B.T.
Co-organizer, 18th Annual Symposium of the International Association for Landscape Ecology, U.S. Regional Chapter, Banff, Alberta, Canada, April 2-6, 2003 (volunteered).

NATVIG, D.O.
Mycological Society of America, Student Awards Committee (appointed).
NELSON, M.A.
Member, New Mexico Computational Biology Committee, 1994–present (appointed).
Member, Fungal Genome Initiative Advisory Board, 2001–present (appointed).

TURNER, T.F.
Board of Governors, the American Society of Ichthyologists and Herpetologists, 2002 (elected).

WOLF, B.O.
Member, Board of directors, The Cooper Ornithological Society, 2002-05 (elected).
Chair, Publications Committee, The Cooper Ornithological Society, 1999–present (appointed).
Member, Finance Committee, The Cooper Ornithological Society, 1999–present (appointed).

V. OTHER PROFESSIONAL ACTIVITIES.

A. Seminar Presentations, UNM and Elsewhere.

BARTON, L.L.

CADAVID, L.F.
Department of Anthropology, UNM, hosted by Dr. Anne Stone, April 16, 2002.

CHARNOV, E.L.
NOTE, I declined three of these (asterisked).

Anthropology Department, University of Utah, June.
Hatfield Marine Science Center, Oregon State University, June
Department of Zoology, Oregon State University, July
College of Oceanic & Atmospheric Sciences, Oregon State University, July
* Department of Ecology & Evolution, University of Arizona, Tucson AZ
* Department of Biology, Simon Fraser University, Burnaby, British Columbia, Canada
* Department of Plant Science, University of California–Riverside, spring

DAHM, C.N. JR.
"Leading Edge" presentation on UNM Freshwater Sciences activities to UNM administrators, March 5, 2002.

Departments of Biology and Geology, Chico State University, Chico CA, March 8, 2002.

Departments of Hydrological Sciences and Geology and the Desert Research Institute, University of Nevada, Reno NV, November 15, 2002.
FAGUY, D.M.

"Archaeal Cell Division," Trent University, Peterborough, Canada, July 2002.


GOSZ, J.R.

Numerous presentations on NEON and EPSCoR at universities in New Mexico: UNM, NMSU, NMT, WNMU, ENMU, Highlands University.

Noon Seminar, "NEON Research in the Southwest," Department of Biology, UNM.

HANSON, D.T.


LOKER, E.S.

"Schistosomiasis before the pharaohs: Tracing the origins of human blood flukes and their snail hosts," Frontiers of Infectious Diseases and Tropical Medicine Colloquium, University of Texas Medical Branch, Galveston TX, November 21, 2002.

"Schistosomiasis before the pharaohs: Tracing the origins of human blood flukes and their snail hosts," Theodore Bilharz Research Institute, Cairo, Egypt, October 1, 2002.

MILLER, R.D.

"Content and Evolution of the MHC Class I Region of Marsupials and Monotremes," Comparative Genomics Group, The Research School of Biological Sciences, Australian National University, Canberra, Australia, June 6.

MILNE, B.T.

Introduction to fractal geometry. Two guest lectures, Honors Program, The University of New Mexico, May 2002.

Optimization in complex landscapes. Presentation to external review panel for the Center for Advanced Studies, The University of New Mexico.

NATVIG, D.O.

NELSON, M.A.

POCKMAN, W.T.
Department of Biology, UNM, Albuquerque NM, December 4, 2002.

SINSABAUGH, R.L.

Microbial Community Organization: Links to Ecosystem Process. Department of Biology, The University of New Mexico, Albuquerque NM, January 23.

Belowground Responses to Elevated Atmospheric CO₂ and N Deposition. Environmental Science Department, University of Toledo, Toledo OH, February 15.


SNELL, H.L.
Evolutionary Ecology and Conservation Biology of the Galápagos Islands. Departmental Seminar, Department of Biology, University of Missouri, St. Louis MO, February 2002.


TAKACS-VESBACH, C.
"Microbial Diversity and Ecology of Caterpillars of the ACG," MOCAT (A Tropical Microbial Observatory: Collaborative Research on Microbial Diversity in Caterpillars) meeting, ACG (Area de Conservacion Guanacaste), Guanacaste, Costa Rica, June 10-16, 2002.

TURNER, T.F.

"Conservation Genetics of Rio Grande Silvery Minnow," Texas A&M University, College Station TX, February 2002.

"Comparative Phylogeography of Prochilodontid Fishes in Rivers of Northern South America," Brown Bag Seminar, Department of Biology, UNM, November 13, 2002.

WAGNER, A.
Department of Physiology, Johns Hopkins University, Baltimore MD, May 2002.

Department of Genetics and Center for Computational Genomics, Case Western Reserve University, Cleveland OH, October 2002.

Center for Nonlinear Studies, Los Alamos National Laboratory, Los Alamos NM, September 2002.

WERNER-WASHBURNE, M.
Concurrent visual analysis of genome-scale data sets: From model systems to models. Rosenstiel Center, Brandeis University, Boston MA March 2002.

B. Testimony in a Scholarly Capacity at Hearings of Commissions, Legislative Committees, Etc.

GOSZ, J.R.
State House Appropriations and Finance Committee: state funding bill for EPSCoR matching funds.

LOWREY, T.K.
Presentation to Valles Caldera National Park Board of Trustees, "Environmental Research in the Department of Biology," Valles Caldera Trustees Meeting, Santa Fe NM, January 2002.

SNELL, H.L.

TURNER, T.F.


Contributed genetic data to court case Rio Grande Silvery Minnow et al. vs. John W. Keys III et al., United States District Court, Hon. James Parker presided.
VOGEL, K.G.
Presentations concerning the remodel of Castetter Hall and the old bookstore building:
➤ Commission on Higher Education
➤ Legislative Capital Expenditure Committee

C. Presentation to General Audience in a Scholarly Capacity.

ALTENBACH, J.S.

DAHM, C.N. JR.
Helped organized and hosted panel discussion on water in New Mexico at Annual Research Day for the UNM Department of Biology after evening presentation by Dr. Sandra Postel, 2002 Research Day plenary speaker, on April 5, 2002.

LOWREY, T.K.

SNELL, H.L.
Three television specials broadcast on December 23, 2002 on Outdoor Life Network highlighted our work at the Charles Darwin Foundation. Topics included evolution, conservation, and human impacts on the biological diversity.

Thirty-five minute radio broadcast of interviews about our work at Charles Darwin Foundation by the BBC aired in September 2002.

THORNHILL, R.

TURNER, T.F.

WERNER-WASHBURN, M.

D. Service in a Scholarly Capacity as Member of Local, State or National Panel, Committee, or Commission, for Purpose of Reviews of Public Policy Issues, Scientific Evaluations, Awards of Grants or Fellowships or Prizes, Etc.
ALTENBACH, J.S.
Scientific Advisor for the Nature Conservancy, Jourda del Muerto Bat Cave holding.

Advisor to the University of Wisconsin, Milwaukee, on the Neda Mine Bat Hibernaculum, Dodge Co., WI.

Reviewer of proposals for student research awards, Bat Conservation International, Austin TX.

BARTON, L.L.
Grants: DOE, Energy Bioscience Program (1)
USDA, CSREES, NRICP program (1)
U.S. Civilian Research and Development Foundation (CRDF) (6)

Promotion: Dr. J.M. Gillespie for promotion to Associate Professor with Tenure, Dental School, Evansville IL.

Dr. Miriam Roman-Sanchez, for promotion to Full Professor, Valencia Branch Campus of The University of New Mexico.

BROWN, J.H.
Scientific Advisory Board, Malpai Borderlands Group

Board of Trustees, The Nature Conservancy of New Mexico

CADAVID, L.F.

The National Academies, Fellowships Panel Member, 2002.

CRIPPS, R.M.
Grant Review Panel, American Heart Association, National Panel, Spring and Fall, 2002.

Ad hoc reviewer, National Science Foundation (2)

DAHM, C.N. JR.

Review panelist for the Integrated Research Challenges in Environmental Biology (IRCEB) competition at the National Science Foundation (NSF), April 30–May 3, 2002.

Reviewer for the San Pedro Basin research projects for the Semi-Arid Hydrology and Riparian Areas (SAHRA) Program, a Science and Technology Center (STC) at the University of Arizona supported by the NSF, August 29, 2002.
FAGUY, D.M.
NSF Systematic Biology Program, reviewed one grant proposal in March 2002.

NASA Exobiology Program, reviewed six grant proposals in Nov. 2002.

GOSZ, J.R.
Panel for Canada Foundation for Innovation (CFI) (4 proposals).

Panel for Joint Infrastructure Fund for the United Kingdom.

Scientific Advisory Committee for the National Canopy Crane Facility of the U.S. Forest Service.

Advisory Board, Global Observations of Forest Cover Program of FAO (appointed).

Advisory Board, Smithsonian Environmental Research Center, Maryland (appointed).

Advisory Board, Technology Ventures Corporation, Albuquerque (appointed).

Steering Committee, European LTER Network (appointed).

Proposal Reviewer for NSF (6 proposals).

KODRIC-BROWN, A.
Chair, Student Awards Committee, Desert Fishes Council

LIGON, J.D.
Member, Conservation Committee/Red-cockaded Woodpecker, the American Ornithologists' Union

Reviewed two NSF proposals

LOKER, E.S.
Chairman, NIH Special Emphasis Panel, Schistosomiasis Research Reagent Resource Center, October 23, 2002.

Member, NIH Special Emphasis Panel, Filariasis Research Reagent Resource Center, October 23, 2002.

Review Panelist, Tropical Medicine and Parasitology Ad Hoc Study Section, National Institutes of Health, July and November, 2002.

Wellcome Trust grants reviewed (1)
LOWREY, T.K.
Member, New Mexico Rare Plant Technical Council.

MILLER, R.D.
Advisory committee member, Mathematical Tools and Modelling for Biologists, an NIH-funded program, Santa Fe Institute, Santa Fe NM.

MILNE, B.T.
Ecosystem Panel, National Science Foundation, Fall 2002

NELSON, M.A.
National Science Foundation, Eukaryotic Genetics Panel, October 30–November 1, 2002.

NIH COBRE Review for UNM Medical School and Main Campus pre-proposals.

POCKMAN, W.T.
Ad-hoc reviewer for the following funding agencies:
> NSF DEB–Ecological Studies
> NSF IBN–Ecological and Evolutionary Physiology
> USDA NRICGP Plant Responses to the Environment
> USDA NRICGP Managed Ecosystems
> Montana NSF EPSCOR Program

SINSABAUGH, R.L.
Member, DOE review panel for Terrestrial Carbon Sequestration Using the Poplar, Washington DC, September 9. Reviewed ten proposals.

Reviewed one proposal for USDA Soil and Soil Biology Program.

SNELL, H.L.

Member, IUCN Iguana Specialists Group

General Assembly Member, Charles Darwin Foundation

STRICKER, S.A.
Member of Advisory Board, Undergraduate Apprenticeship Program, University of Washington
TAKACS-VESBACH, C.
NSF reviewer

TURNER, T.F.
Interim Steering Committee, Endangered Species Act Workgroup, Middle Rio Grande
Member, Gila Trout Recovery Team

WERNER-WASHBURNE, M.
NIH-NHGRI Grant Review Panel (2001–06)
National Advisory Committee, LTER (started 2002)

E. List Journals and the Number of Papers You Refereed for Each in 2002.

ALTENBACH, J.S.
Journal of Mammalogy (2)

BARTON, L.L.
Applied and Environmental Microbiology (3)
Biometals (3)
FEMS (2)
Processes in Biotechnology (3)

BROWN, J.H.
Ecology Letters (4)
Evolutionary Ecology Research (2)
Nature (3)
Oecologia (2)
Oikos (1)
PNAS (3)

CRIPPS, R.M.
Development (1)
Developmental Biology (2)
Mechanisms of Development (1)
PNAS (1)

DAHM, C.N. JR.
American Water Resources Association (1)
Freshwater Biology (1)
Limnology and Oceanography (1)
North American Benthological Society (1)
Water Resources Research (1)
FAGUY, D.M.

Applied and Environmental Microbiology (2)
Journal of Bacteriology (2)
Molecular Biology and Evolution (1)

GOSZ, J.R.

Biogeochemistry (1)
BioScience (2)
Ecology (2)

HANSON, D.T.

Plant, Cell and Environment (1)

HOFKIN, B.V.

American Journal of Tropical Medicine and Hygiene (1)

KODRIC-BROWN, A.

Adjudicator for: Proceedings of the Royal Society of London (1)

Reviewer for:
American Naturalist (1)
Animal Behavior (4)
Behavioral Ecology & Sociobiology (3)
Behavioral Ecology (2)
Environmental Biology of Fishes (1)
Ethology (1)
Evolution (1)
Proceedings of the Royal Society of London, Series B (2)
Science (1)

LIGON, J.D.

Animal Behaviour (1)
Auk (1)
Behavioral Ecology and Sociobiology (1)
Ibis (1)
Journal of Animal Ecology (1)

LOKER, E.S.

Comparative Biochemistry and Physiology (1)
Developmental and Comparative Immunology (2)
Experimental Parasitology (1)
Journal of Parasitology (1)
Parasitology (4)
Proceedings of the Royal Society of London (1)
LOWREY, T.K.

*American Journal of Botany* (1)
*Bothalia* (1)
*Systematic Botany* (2)

MARSHALL, D.L.

*American Journal of Botany* (2)
*International Journal of Plant Science* (1)
*New Phytologist* (1)

MILLER, R.D.

*Journal of Immunology*, 5 papers
*Developmental and Comparative Immunology*, 4 papers
*Immunogenetics*, 3 papers

MILNE, B.T.

*Environmental Entomology* (1)

NATVIG, D.O.

*Fungal Genetics and Biology* (2)
*Genetics* (1)
*Mycologia* (2)
*Proceedings of the National Academy of Science USA* (1)

NELSON, M.A.

American Association for the Advancement of Science, 23 research proposals
*Eukaryotic Cell*, 1 paper
*Fungal Genetics and Biology*, 3 papers
*Journal of Computational Biology*, 1 paper
National Science Foundation, 12 research proposals

POCKMAN, W.T.

*BMC Ecology* (1)
*Oecologia* (3)
*Plant Cell and Environment* (2)
*Tree Physiology* (2)

POE, S.

*Journal of Herpetology* (1)
*Journal of Mammalogy* (1)
*Systematic Biology* (2)

SINSABAUGH, R.L.

*Applied and Environmental Microbiology* (18)
Applied Soil Ecology (12)
Catena (1)
Ecological Applications (1)
Ecology (1)
Freshwater Biology (9)
Journal of the North American Benthological Society (1)
Limnology and Oceanography (1)
Microbial Ecology (1)
New Phytologist (1)
Soil Biology & Biochemistry (7)

STRICKER, S.A.
American Zoologist (1)
Cell and Tissue Research (2)
development (1)
Developmental Biology (1)
Invertebrate Biology (2)
Journal of Cell Science (1)

THORNHILL, R.
Several journals in biology, psychology and anthropology.

TOOLSON, E.C.
American Naturalist (1)
Southwestern Naturalist (1)
Journal of Experimental Biology (1)
Zeitschrift für naturforschung (1)

TURNER, T.F.
Bulletin of Marine Science (1)
Conservation Genetics (1)
Copeia (1)
Evolution (2)
Journal of Fish Biology (1)
Molecular Biology and Evolution (1)
Southeastern Naturalist (1)
Southwestern Naturalist (1)
Transactions of the American Fisheries Society (1)
National Science Foundation (4 proposals)

VOGEL, K.G.
Anatomical Record (1)
Biochimica et Biophysica Acta (1)
Cell Biology International (1)
Comparative Biochemistry & Biophysics (1)
VI. NON-TEACHING UNIVERSITY, COLLEGE AND DEPARTMENT SERVICE.

A. Symposia, Workshops, Conferences, Etc., Sponsored, Hosted, Organized.

BROWN, J.H.

CADAVID, L.F.
Member, Organizing Committee, Annual Research Day, Department of Biology, UNM, April, 2002.

COUCH, L.

DAHM, C.N. JR.
Hosted NSF-funded Lotic Intersite Nitrogen Experiment II (LINXII) Workshop, Sevilleta Field Station, Socorro NM, February 2-5, 2002.
Co-organized (with Dr. Dave Gutzler) and hosted a Drought Symposium, Sevilleta Field Station, Socorro NM, September 17-19, 2002.

Co-organized (with Dr. Bob Parmenter) an REU and UMEB symposium for summer undergraduate researchers, Sevilleta Field Station, Socorro NM, August 13, 2002.

GOSZ, J.R.
Organized the three meetings of the State EPSCoR committee.

Organized and hosted the American Association for the Advancement of Science (AAAS) reviews of the Natural Resources and Nanoscience projects funded by NSF.

Organized and hosted the Executive and Coordinating Committee meetings of the Long Term Ecological Research Network.

TAKACS-VESBACH, C.
Organizer, MOCAT meeting, ACG, Guanacaste, Costa Rica, June 10-16, 2002.

VOGEL, K.G.
Co-organizer (with Jeff Griffith), Genomics Symposium, UNM Continuing Education, March 29, 2002.

WERNER-WASHBURNE, M.
Spring: Helped with Neurospora Genome Workshop, Sevilleta LTER.
Organizing Committee, Genome Symposium, UNM.

B. Distinguished Departmental Visitors You Hosted.

BARTON, L.L.
Professor Maozhong Min, Nanjing University, P.R. China
Dr. Francisco Tomei-Torre, CDC, Atlanta GA

BROWN, J.H.
William Woodruff, Los Alamos National Laboratories
Han Olff, University of Groningen, The Netherlands
Pablo Marquer, Pontificia Universidad Católica de Chile, Santiago, Chile

CRIPPS, R.M.
Prof. Roberto Marco, Universidad Autonoma de Madrid, Spain, April 2002

Dr. Helen Sink, Skirball Institute of Biomolecular Medicine, NY, May 2002

DAHM, C.N. JR.
Dr. Kim Warner, University of Alabama, February 27, 2002.
Dr. Nick Aumen, Everglades National Park, April 2-4, 2002.
Dr. Cheryl Kuske, Los Alamos National Laboratory, October 24, 2002.
Dr. Mike Allen, University of California–Riverside, October 28, 2002.

FAGUY, D.M.
Dr. Richard Shand, Northern Arizona University, Flagstaff AZ.

GOSZ, J.R.
James Hoehn, EPSCoR Division Director at NSF
Gerald Selzer, Director of the Division of Biological Infrastructure at NSF
Judy Skog, Program Officer of the Division of Biological Infrastructure at NSF
Barbara Harrington, Program officer for EPSCoR, at NSF.

MILNE, B.T.
Dr. Michael E. Kaspari, Assoc. Professor of Zoology, University of Oklahoma, Norman

MOLLES, M.C., JR.
Dr. Manuela Abelho, visiting stream ecologist, Coimbra, Portugal

SINSABAUGH, R.L.

STRICKER, S.A.
Dr. Robert Sinsabaugh, Earth, Ecological & Environmental Sciences Department, University of Toledo, Ohio.

THORNHILL, R.
Don Cameron, Edinburgh University, Edinburgh, Scotland (lectured and met with classes).

TURNER, T.F.
Dr. Matthew White, Sabbatical Visitor, Ohio University
Dr. Jennifer Ovenden, Fisheries Scientist, Queensland, Australia
Dr. Stephen Ross, Distinguished Professor of Ichthyology, University of Southern Mississippi

WERNER–WASHBURNE, M.
Dr. Motti Choder, Technion, Haifa, Israel

WOLF, B.O.
Dr. Sandra Postel, Director, Global Water Policy Project, Amherst, Massachusetts; 2002 Research Day speaker

C. Committee Service.

1. Departmental committees served on in 2002 (indicate chair with asterisk).
ALTENBACH, J.S.
Graduation Committee
* Undergraduate Policy Committee

BARTON, L.L.
Grove and Springfield Scholarship Committees

BROWN, J.H.
* Senior Ecologist Faculty Search
Undergraduate Core Curriculum

CADAVID, L.F.
Annual Research Day Committee
* Biology Honors (co-chair)
Mammallogist Search Committee
Scholarship Committee
Undergraduate Policy Committee

COUCH, L.
* Biology Department Graduation Committee (co-chair)

CRIPPS, R.M.
2001–2002:
* Department Seminars
Curriculum Reorganization Committee
Senior Ecologist Search Committee
Undergraduate Advisor

2002–2003:
Undergraduate Curriculum Implementation Committee
Senior Ecologist Search Committee (continued)
Undergraduate Advisor
* Library Liaison (co-chair)

DAHM, C.N. JR.
Graduate Studies Policy Committee

FAGUY, D.M.
Graduate Selection Committee
Undergraduate Policy Committee

GOSZ, J.R.
Grove Scholarship Committee
HANSON, D.T.
Research Day Committee
Greenhouses Committee

HOFKIN, B.V.
* Graduation Committee (co-chair)
Undergraduate Policy Committee

KODRIC-BROWN, A.
Graduate Policy Committee
Ecology Search Committee
Museum of Southwestern Biology Committee

LIGON, J.D.
* Departmental Chair Search Committee
* Space Committee

LIGON, S.H.
Research Day Committee
Undergraduate Curriculum Implementation Committee

LOKER, E.S.
Executive Committee
* Space Committee

LOWREY, T.K.
Executive Committee, Department of Biology
* Mammalogist/Curator of Mammals Search Committee
Space Committee, Department of Biology
Space Committee, Museum of Southwestern Biology

MARSHALL, D.L.
* Curriculum Implementation Committee
* Greenhouse committee
* Plant Physiology Search Committee

MILLER, R.D.
Executive Committee, Spring
* 2002 Graduate Selection Committee
* Salary/Faculty evaluation Committee
* Graduate Policy Committee, Fall
Departmental Graduate Advisor, Fall
MILNE, B.T.
Graduate Student Selection Committee
Senior Ecologist Search Committee

NATVIG, D.O.
Faculty representative to Museum of Southwestern Biology Curators meetings
Tenure and Promotion Committee

NELSON, M.A.
* Research Day Committee
Space/Buildings Committee
Undergraduate Policy Committee

POCKMAN, W.T.
Executive Committee, Spring, Fall
Graduate Selection Committee
Greenhouse Committee
Plant Physiology Search Committee, Spring
Annual Research Day judging, April

SINSABAUGH, R.L.
Graduate Affairs Committee
Sevilleta Scientific Advisory Committee

SNELL, H.L.
Graduate Policy Committee

Coordinator, Collaborative Program in Conservation Biology with the Charles Darwin
Foundation, 1997–present.

STRICKER, S.A.
Biology Advisors Committee
Curriculum Reorganization Committee
Executive Committee
Undergraduate Policy Committee

TAKACS–VESBACH, C.
2003 Annual Research Day Committee

THORNHILL, R.
Graduate Policy Committee
Promotion Committee
2. College/University committees served on in 2002 (indicate chair with asterisk).

BARTON, L.L.
Admissions and Registration Committee
Scholarship and Awards Committee
UCAP (support for undergraduate travel to meetings)
Undergraduate Committee

BROWN, J.H.
Promotion and Tenure Committee
Chair's Advisory Committee

COUCH, L.
* Faculty Senate Undergraduate Committee
Faculty Senate Teaching Enhancement Committee

Cripps, R.M.
2001–2002:
Developmental Biologist Search Committee, Department of Cell Biology and Physiology, School of Medicine

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Radiation Control Committee
Faculty Senate

2002–2003:
* Radiation Control Committee (co-chair)
Faculty Senate

DAHM, C.N. JR.
GIS Task Force, to evaluate future of GIS at UNM for Dean Reed Dasenbrock, College of Arts and Sciences

UNM designate to the Consortium of Universities for the Advancement of Hydrologic Sciences, Inc. (CUAHSI) by UNM Vice-Provost for Research.


FAGUY, D.M.
Biosafety Officer Search Committee
Institutional Biosafety Committee

KODRIC–BROWN, A.
Research Policy Committee
Senior Promotion and Tenure Committee

LOKER, E.S.
Animal Care and Use Committee (IACUC)

LOWREY, T.K.
Council of Chairs and Directors, College of Arts and Sciences

MARSHALL, D.L.
Academic Freedom and Tenure Committee

MILLER, R.D.
A & S Junior Tenure and Promotion Committee, 2002–03.

NATVIG, D.O.
UNM Center for High Performance Computing Review Committee

NELSON, M.A.
Member, Action Team for Science, Technology, Engineering and Mathematics (STEM) AHPCC Associated Faculty Group (Charter member)
A&S Junior Faculty Promotion and Tenure Committee, 1999–2002

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Genomics Facility User Group (UNM Medical School)
Member, NIH COBRE Review Committee
Protein Chemistry Laboratory Advisory Group (UNM Medical School)
SEC Program Committee

SNELL, H.L.
Latin American Institute Grant's Committee
Faculty Senate Graduate Committee
Board of Curators, Museum of Southwestern Biology

STRICKER, S.A.
A&S Undergraduate Curriculum Committee

TOOLSON, E.C.
* Walker Award Committee, Department of Neurosciences, UNM School of Medicine

VOGEL, K.G.
Annual Report revisions, College of A&S

WAGNER, A.
Center for Advanced Study Steering Committee

WERNER-WASHBURNE, M.
Faculty advisor, AISES
Faculty advisor, Minority Programs in Engineering

D. Other.

DAHM, C.N. JR.
Interim Principal Investigator for the Sevilleta Long-Term Ecological Research (LTER) Project, beginning June 2002.

Co-hosted a field trip for UNM staff and administrators to the Sevilleta National Wildlife Refuge and LTER site, August 9, 2002.

Led field trips to the Sevilleta National Wildlife Refuge and LTER site for senior ecologist job candidates (Ingrid Burke, Scott Collins, Osvaldo Sala and Mike Kaspari) on August 19, September 2, September 7 and September 9, 2002.

GOSZ, J.R.
Special Assistant to the Vice Provost for Research, Dr. Terry L. Yates.

HOFKIN, B.V.
Undergraduate advisor for the Department of Biology.
Pre-veterinary advisor for the Department of Biology

Faculty sponsor for the pre-veterinary society.

MILNE, B.T.
Mentor for Dr. Robert Sinsabaugh, Assoc. Prof., Department of Biology, UNM
Advisor of NM Alliance for Graduate Education and Professoriate student, Melanie Moses

MOLLES, M.C., JR.
Oversaw and coordinated planning stage of Phase II Build Out for Old Bookstore, Fall 2002.

SNELL, H.L.
Charles Darwin Foundation and the Galápagos National Park Service:
  ➢ Ecological Monitoring Development Coordinator
  ➢ Geographical Information Systems Supervisor
  ➢ Review 5–10 proposals for research permits per year

STRICKER, S.A.
NSF IGERT Steering Committee
Search Committee, Biological Optics, Dept. of Physics
Second reader for senior honor thesis, A. Navantany
Reviewer, NSF proposal “Calcium-Mediated Bioluminescence in Dinoflagellates”

TOOLSON, E.C.
Biology Department Undergraduate Advisor
Faculty Advisor, UNM Premedical Organization
Poster Judge, 12th Annual Research Day, Department of Biology, UNM

Developed the web sites for the Biology Department as a whole and for the Biology Department’s Graduate Program

VII. ADVANCED STUDY AND NEW SCHOLASTIC HONORS, FELLOWSHIPS, ETC.

BROWN, J.H.
Marsh Award for Ecology, 2002

Robert H. MacArthur Award, 2002

NELSON, M.A.
University of New Mexico Regents’ Lecturer Award, 2000-2003.
TURNER, T.F.
Awarded a grant from the NSF Faculty Early Career Development (CAREER) Program, the National Science Foundation's most prestigious awards for new faculty members. The CAREER program recognizes and supports the early career-development activities of those teacher-scholars who are most likely to become the academic leaders of the 21st century.

WERNER-WASHBURNE, M.
Chosen as one of nine Latinas in the U.S. to represent AAAS at international scientific meetings in 2003.

VIII. SABBATIONALS, LEAVES OF ABSENCE, SUMMER TEACHING ELSEWHERE, TRAVEL, ETC., DURING THE PERIOD.

CADAVID, L.F.
Traveled to Perth, Australia, for the Seventh International Workshop on MHC Evolution, Oct. 6-11, 2002.

DAHM, C.N. JR.
Sabbatical, Spring semester, 2002

GOSZ, J.R.
Traveled to Canada, Slovakia, Hungary, France and Germany.

HANSON, D.T.
Traveled to the University of Wisconsin-Madison, October 7-11, for research and presentation.

HOFKIN, B.V.
Traveled to the Galápagos Islands, Ecuador, to collect iguana blood samples for DNA fingerprinting analysis, May 2002.

LOKER, E.S.
Two-week field trip, Egypt, October 2002.


LOWREY, T.K.
Biol. 461L, Introduction to Tropical Biology field Course to Belize, Central America, March 2002, 10 days and 15 students.

MILLER, R.D.
Sydney and Canberra, Australia, May 16-June 10.
Perth and Adelaide, Australia, October 3-15.

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SNELL, H.L.
Re-assignment to the Charles Darwin Research Station (CDRS) as Program Leader for Vertebrate Restoration Ecology and Ecological Monitoring under collaborative agreement between Biology Department and the CDRS.

TAKACS-VESBACH, C.
Field research in Yellowstone National Park, May–August, 2002.

TURNER, T.F.
Traveled to Perth, Australia, for the Seventh International Workshop on MHC Evolution and VIII Complement Genetics Workshop and Conference, October 2002.

WAGNER, A.
Spring: Junior Faculty Research Semester

WERNER-WASHBURNE, M.
Fall: Sabbatical

IX. PUBLIC SERVICE.

DAHM, C.N. JR.
State Fair Science Judge, 50th New Mexico Science and Engineering Fair, Socorro NM, April 13, 2002.

GOSZ, J.R.
As the EPSCoR State Director, I am involved with helping to develop legislation for university support, stimulating small business research efforts (SBIR), and organizing an effort to develop a State Science and Technology Plan for the state of New Mexico. In this regard, we work with the office of the Governor.

HOFKIN, B.V.
Writing, producing and airing of “Today’s BioCast” on KANW, 89.1FM. The program airs Tuesday–Thursday. Since November 2002, this program has been underwritten by the Department of Biology.

Volunteer for fund-raising drives at KANW during fall fund drive.

MARSHALL, D.L.
Botanical presentations to the senior elementary class at Escuela del Sol Montessori, Albuquerque

MILNE, B.T.
Greenhouse development, grades 3-5, Escuela del Sol Montessori, Albuquerque

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MOLLES, M.C., JR.
Board of Trustees, New Mexico Chapter of the Nature Conservancy

NELSON, M.A.
Judge for the 2002 Native American Science & Engineering Fair.

POCKMAN, W.T.
Science Outreach through training:
Dr. Clara Tinoco-Ojanguren, Instituto de Ecologia, UNAM, Hermosillo. Visited lab to learn hydraulic conductivity methods, November 4-9, 2002.

Grades 1–12 Science Project Consulting:

N. Angel, Albuquerque NM, “Effect of Soil Characteristics on Leaf Cellular Structure,” (microscopic analyses of leaf structure were performed in my lab), January 2002.


SNELL, H.L.
Constant activity promoting the conservation of the Galápagos Archipelago.

STRICKER, S.A.

TAKACS–VESBACH, C.
Volunteer, New Mexico Wilderness Alliance

THORNHILL, R.
Advisor, New Mexicans for Science and Reason.

TURNER, T.F.
Science Fair Judge, Zia Elementary, February 2002.

Assisted Ben Gutzler with junior high science fair project that evaluated bioaccumulation of arsenic in stream fishes.
WERNER–WASHBURN, M.

TV interview, Channel 4, about human cloning, December 2002.
DEPARTMENT OF CHEMISTRY ANNUAL REPORT
July 1, 2002 - June 30, 2003
Thomas M. Niemczyk, Chair

Significant Developments During the Academic Year, 2002-2003

New Faculty  Steve Cabaniss began service in the Chemistry Department in August of 2002 as a Professor of Chemistry. His interest's lie mainly in environmental/analytical chemistry. He moved to New Mexico from Kent State University in Ohio, and spent much of his first year getting his laboratory reestablished. His research interests relate to those of faculty in Biology, Earth and Planetary Science, and Civil Engineering. He has established relationships with faculty in all of these departments.

Paul Bentley was hired as an Assistant Professor of Chemistry in 2001, but didn’t start his service at New Mexico until January of 2003. His research and teaching is in the general area of synthetic organic chemistry.

The department carried out a search for an additional organic chemist during the 02/03 academic year. The search led to the hiring of Wei Wang as an assistant professor of chemistry to start in August of 2003. Wei’s interests are in the synthesis of pharmaceutically active compounds. The hiring of Wei brings the organic division of chemistry to six full-time faculty and one fractional appointment (Richard Holder). With this number of faculty the division can adequately cover both the undergraduate and graduate courses in organic chemistry.

Code 3: A code 3 review of Richard Watt was carried out. Richard's contract was extended on the basis of a positive review.

Introductory Courses: The Chemistry Department has put a considerable amount of effort into the improvement of the introductory chemistry courses over the last two years. Two central goals have been the focus of the effort that has been put into these courses. The goals are to have full-time Chemistry Department faculty as the instructors in these classes, and to have, as much as possible, the same syllabus used in all sections of the course. In the spring of 2003 there were no part-time instructors teaching introductory chemistry, and that trend has continued into the fall of 2003. Both of the central goals for the introductory program should be impacted by the hiring of Li Qui-Gresham as coordinator of introductory chemistry. Li will assume her duties in the fall of 2003. The course will now have common exams, common homework, and
common quizzes across the three sections of the course. Li is leading the effort to develop, as much as possible, WEB based materials that can serve as aides to the students in the classes. For example, this fall the students all have to complete an on-line quiz each weekend of the semester. The quizzes are designed to give feedback about the materials that are covered during the preceding week, and make suggestions as to where the students should look for help to master concepts identified as problem areas by the quizzes.

The Chemistry 131/132 (Advanced Introductory Chemistry) sequence was reintroduced in the fall of 2002. The students in this course are generally well-prepared, bright, motivated, and interested in science. We can give these students a much better experience than we can in the very large 121/122 sequence, and hopefully this course will prove to be a source of chemistry majors.

Graduate Review  The graduate program of the Chemistry Department underwent an external review in February 2003. The external review committee consisted of Professor Ignacio Tinoco (University of California-Berkeley), Professor Isaiah Warner (Louisiana State University), Professor John Fackler (Texas A&M University) and Gary Molander (University of Pennsylvania). The review team produced a report that was submitted to the graduate school. The report contains a number of recommendations, some of which the department can address and some of which require additional resources to address. Two specific recommendations that we have/are implementing are more formal mentoring of assistant professors and restructuring the graduate curriculum. The Graduate Studies Committee, which is the primary committee overseeing the graduate program, has been reconstituted and is leading the restructuring of the graduate curriculum. The mission and responsibilities of the committee has been redefined so that it is better able to monitor the progress of graduate students in the program. We are also reexamining the form of the research proposal requirement that all graduate students must pass.

The review team criticized the lack of, or state of, the department’s major instrumentation facilities. In particular they pointed out the lack of exact mass determinations (mass spectrometry) and antiquated X-ray structure determination facilities. We have submitted a major instrumentation proposal to the NSF for state-of-the-art X-ray diffraction equipment and have put forth considerable effort to establish a mass spectrometer facility that could perform, amongst other measurements, exact mass determinations.
Mass Spectrometer Facility  Members of the Chemistry Department, most specifically Chris Enke and John Engen, have put forth considerable effort trying to establish a mass spec facility in the Chemistry Department. They envision this facility would serve the entire campus, even serve users off campus. A number of proposals have been written to fund the initial equipment acquisition. Such a facility is a major need for north campus researchers, and the effort to establish the center has led to a considerable amount of interaction between the Chemistry Department, faculty members of the Department, and north campus faculty. In the long term the initiation of these interactions may prove more significant than the establishment of a mass spec facility.

Graduate Recruitment  Recruitment of high quality graduate students remains a considerable challenge for the Chemistry Department. Nationally there are approximately half the number of undergraduate chemistry majors turned out as there are openings in graduate programs in Chemistry. That leads to a very high level of competition for the domestically trained students, and a high level of dependence on foreign students. A normal entering class of graduate students in a fall semester is about 15 students. The fall-out from the 9/11 event was that almost all foreign students to whom offers of admission had been made did not get visas in time to start their graduate program in August. A few students were able to start the program in the spring semester, but the resulting 02/03 class of graduate students was very small. As a result, the Department had to hire an unusually high number of undergraduates to be instructors in undergraduate laboratories, especially the 121/122 laboratories. Another, and very significant impact, is that there were virtually no graduate students in some divisions. This has serious consequences for assistant professors who are working to build successful research programs. These programs generally depend on a supply of graduate students working in the laboratory.

Staff: There was no change in staff.

Significant Plans and Recommendations for the Near Future

Future Hiring  The Chemistry Department is significantly short of physical chemists, especially experimental physical chemists. At current staffing levels the division cannot effectively cover the teaching needs of the division. We will request permission to begin a search for a physical chemist next year.

Beyond the specific need of an experimental physical chemist, a regular hiring plan should be adopted by the department. There is a large number of Chemistry Faculty that will
likely retire within the next five years (Walters, Morrow, Deck, Paine, Enke, Pat Mariano, and Niemczyk). Richard Holder (fractionally in chemistry) has also been at UNM for more than thirty years. Given the difficulty and costs of hiring chemistry faculty, there could be a significant shortage of faculty in five, or so, years if plans are not adopted to deal with the retirements.

**Space** The department currently has an adequate laboratory to house an experimental chemist, and an additional small laboratory that has been identified as space for a mass spectrometer facility. Once these laboratories are filled, the department will be in the position of having no space to offer to new faculty without moving current faculty out of laboratories. There might be enough currently underutilized space to house one additional research active faculty member. We can probably accommodate two more faculty members in terms of office space.

As discussed above, there will surely be some retirements of current Chemistry faculty in the next few years. In some cases (Enke, Walters, Morrow, and Holder) no laboratory space will be vacated. Without additional space it will be impossible to recruit replacement faculty for these retirements.

**Graduate Student Stipends:** The stipends offered by the Chemistry Department to teaching assistants are low relative to other schools in the region, or relative to our peer institutions. The low salary makes it especially hard to recruit well trained and motivated domestic students. Initially, this negatively impacts the instructional program of the department because poorly trained and, perhaps, not highly motivated students are serving as laboratory instructors in the Department. In the longer run, it hurts the research program of the department. The level of the stipends must be increased to the point where our program is attractive to well trained domestic students.

**Publications of Individual Faculty**

**James A. Brozik:**

Elizabeth L. Patrick, Chad J. Ray, Grant D. Meyer, Theodore P. Ortiz, Jason A. Marshall, Melissa A. Summers, John W. Kenney, III and James A. Brozik* “Non-Localized Ligand-to-
Metal Charge Transfer Excited States in (Cp)$_2$Ti(IV)(NCS)$_2$” *Journal of the American Chemical Society*, **125**(18), 5461-5470, 2003.


**Published Technical Reports (UNM Publications)**


**Steve Cabaniss**


**Lorraine M. Deck**


**Debra Dunaway-Mariano**


Biochemistry. 41, 7453-6).


John R Engen


Deborah Evans

Hua Guo


**David Keller**


**Richard A. Kemp**


**Martin L. Kirk**


**Patrick S. Mariano**


Thomas M. Niemczyk:

Robert T. Paine


David Tierney

Outside Professional Activities
James A. Brozik
Invited Oral Presentations at Professional Meetings


Invited Seminars at Academic Institutions


J. A. Brozik" Excitons in One-Dimensional Transition Metal-Polymers" University of Virginia, Charlottesville, VA, April 2002.


Abstracts and Presentations


T.P. Ortiz, A.L. Costello and J.A. Brozik "Time-Resolved Infrared Studies of Re₄(4,4'-Bipyridine)₄(CO)₁₂Cl₄ and Re(2,2'-Bipyridine)(CO)₃Cl in Solid Matrices at 77 K" 17th Rocky Mountain Regional American Chemical Society Meeting, Albuquerque, NM, October 2002.


Stephen A. Cabaniss
Presentations:


Lorraine M. Deck
Structure Based Design of Bi-functional S1-site Inhibitors of Human Urokinase Type Plasminogen Activator AACR, San Francisco, CA 2002

Reviewing for Journals

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<td>J. Heterocyclic Chemistry</td>
<td>1969-date</td>
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<tr>
<td>Tetrahedron</td>
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Reviewing Proposals for National Funding Organizations

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<td>NSF Western Alliance Expand Student Opportunities</td>
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Meetings

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<tr>
<th>Meetings</th>
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<td>American Association for Cancer Research</td>
<td>San Francisco, California</td>
<td>2002</td>
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John R. Engen
Poster presentations


Other activities
Organizer and session chair of "Mass Spectrometry Including Proteomics", Rocky Mountain ACS Division Meeting, Albuquerque, NM, October 2002

Outside invited lectures
University of Pittsburgh School of Medicine, Department of Molecular Genetics & Biochemistry, April 2003.
Kansas State University, Department of Biochemistry, March 2003.
Michigan State University, Department of Biochemistry, October 2002.
Society Membership/Reviewers
Member of The Biophysical Society
Associate Member of the UNM Cancer Research and Treatment Center
Ad Hoc reviewer, PRF program, American Chemical Society, April 2003

Arranged donation of almost new GC-MS (ca. $40,000) to the undergrad teaching lab. A kind gift of the New Mexico Dept of Health Scientific Laboratories Division

Christie Enke
Editorial Board, The Journal of the American Society of Mass Spectrometry
Editorial Board, Rapid Communications in Mass Spectrometry
Consultant, Applied Biosystems

Deborah Evans
Conferences:
Invited Lecturer: Wyoming School on Molecular Wires: July 2002
Plenary Lecturer: ACTC Conference: June 2002
Invited Seminars:
Ohio state, U Cincinnati, UCLA, U. of Oregon, Brown U., Georgia Tech, Emory U.

Hua Guo
Organizer of an ACS symposium held at the 225th national ACS meeting, New Orleans, 2003
Guest editor, Journal of Theoretical and Computational Chemistry
Editorial board, Journal of Theoretical and Computational Chemistry
Advisory board, Institute of Theoretical and Computational Chemistry, Nanjing University, China
Member, Center for Theoretical Chemistry, Institute of Chemistry, Chinese Academy of Sciences, China
Reviewers for National Science Foundation and Petroleum Research Fund

Conference Presentations:
American Chemistry Society National Meeting, New Orleans, 2003, two talks
NATO Advanced Research Workshop on Dynamics of Elementary Chemical Reactions, Hungary, 2003, invited talk

David Keller
NIH BBCB (Biophysical Chemistry), Arnold Revzin, Program Coordinator
NSF Molecular Biophysics, Kamal Shukla, Program Director

Presentations:
David Keller and Hailong Lu Forces and Motions of HIV Reverse Transcriptase NIH National Institute on Drug Abuse Symposium, Bethesda MD, December 2002

Sandra Martin, David Bain, Dan Branciforte, David Keller, and Patrick Li Structural and Functional Analyses of the ORF1 Protein from Mouse LINE-1: Implications for
Retrotransposition, February 2003

Richard A. Kemp
Chairman, Gordon Research Conference on Inorganic Chemistry, 2002
Invited Participant, DOE Basic Energy Sciences Workshop, Catalysis, 2002

Martin L. Kirk
Professional Activities
National Science Foundation - Proposal Panel Reviewer
Petroleum Research Fund - Proposal Reviewer
Research Corporation - Proposal Reviewer
Joint Infrastructure Fund – UK, European Union
Reviewer - American Chemical Society Publications
Reviewer - Encyclopedia of Catalysis
Reviewer - Inorganic Chemistry, Douglas/McDaniel/Alexander - W. H. Freeman, Publishers
Journal Reviewer - Journal of the American Chemical Society
Journal Reviewer - Inorganic Chemistry
Journal Reviewer - Polyhedron
Journal Reviewer - Canadian Journal of Chemistry
Journal Reviewer - Journal of Coordination Chemistry
Journal Reviewer - Journal of Physical Chemistry
Journal Reviewer - Inorganica Chimica Acta
Journal Reviewer - Journal of Inorganic Biochemistry
Journal Reviewer - Langmuir

Recent Invited Talks at International Meetings

International Conference on Bioinorganic Chemistry ICBIC, The Oxo-Gate Hypothesis in the Pterin-Containing Mo Enzymes - Cairns, Queensland, Australia 7/03.

National Conference of the Inorganic Chemistry Division of the Royal Australian Chemical Institute - An Electronic Structure Description of the cis-MoOS Unit in Models for Molybdenum Hydroxylase Active Sites. Melbourne, Victoria, Australia 2/03.


Gordon Conference - Molybdenum and Tungsten Enzymes - The Mechanism of Sulfite Oxidase: From Biomimetic Compounds to Plant SO. New Hampshire, 7/03
International Coordination Chemistry Conference - Mo-S π-Bonding Contributions to Electron and Atom Transfer Reactivity in Pyranopterin Molybdenum Enzymes. Heidelberg, Germany 7/02.

Gordon Conference - Inorganic - Mo-S π-Bonding Contributions to Electron and Atom Transfer Reactivity in Pyranopterin Molybdenum Enzymes. Newport, Rhode Island 7/02.

Robert T. Paine
Patents Issued
“Spherical Boron Nitride Process, System and Product of Manufacture”.

Presentations
“Routes to Main Group Nitrides: Crossing the Valley of Death” R. T. Paine Southwest Regional American Chemical Society Meeting, Nov. 4, 2002.

Outside Professional Activities
DOE-Basic Energy Sciences Review Committee.
DOE - Chemical Sciences E.O. Lawrence Award Committee
ACS Award in Organometallic Chemistry Canvas Committee
NRC/NAS Postdoctoral Review Committee
DOE-EMSP Proposal Panel

Richard Watt
Reviewer, Inorganic Textbook by Gary Miessler and Donald Tarr.

Outside Sponsored Research

James A. Brozik
Funded Research

“SENSORS: Multi-Analyte Affinity Micro-Columns with Amplified Multi-Parameter Fluorescence Detection” G. Lopez (PI), J. Brozik (Co-PI), S. Brueck (Co-PI), T. Buranda (Co-PI); NSF September 2003 – September 2008; $2,500,000.

“Spectroscopic Characterization of Transmembrane Protein Reactivity/Restructuring within Lipid Layers and/or whole cells” J. Brozik (PI); Sandia National Laboratory October 2003 - September 2004, $18,000.

“Molecularly Engineered Biomimetic Nano-assemblies” A. Shreve (PI), H. Wang (Co-PI), A. Bradbury (Co-PI), J. Shelnutt (Co-PI), D. Sasaki (Co-PI), J. Brozik (Co-PI), D. Evans (Co-PI), A. Parikh (Co-PI), V. Lin (Co-PI), DOE (NSET) October 2002- September 2007; $3,750,000 (This was submitted through LANL we will be subcontracted for $60,000 per year for five years; $300,000 total).
"Spectroscopic Characterization of Transmembrane Protein Reactivity Restructuring within Lipid Layers and/or whole cells" J. Brozik (PI); Sandia National Laboratory February 2003 - September 2003, $15,000.

"Optical and Photomechanical Properties in Low Dimensional Layered Materials and Thin Films" J. Brozik (PI); SAIC (AFOSR) January 2003 – January 2004, $12,000.


"Spectroscopic Characterization of Transmembrane Protein Reactivity Restructuring within Lipid Layers and/or whole cells" J. Brozik (PI); Sandia National Laboratory February 2002 - September 2002, $15,000


"Mechanics and Mechanisms of HIV Reverse Transcriptase" D. Keller (PI), J. Brozik (Co-PI), P. Ambrose (Co-PI); NIH August 2001 – July 2004, $750,000.

"Cross-Disciplinary Optics Research and Education" W. Rudolph (PI), J. Brozik (Co-PI), G. Lopez (Co-PI), M. Sheik-Bahae (Co-PI), S. Stricker (Co-PI), D. Keller (Participant), S. Prasad (Participant), N. Vadiiee (Participant), K. Malloy (Participant), M. Werner-Washburne (Participant); NSF October 2001 – August 2006; $2,434,652.

Steven Cabaniss
"Collaborative Research: ITR/AP (DEB) Stochastic Synthesis: Simulating the Environmental Transformations of Natural Organic Matter", $500,000 from the NSF over three years (2001-2004) PI, with co-PIs L. Leff, P. Maurice, G. Madey, and R. Wetzel. SEC share ~50%.

"An Integrated Study Of The Controls On Reactivity Of Natural Organic Matter In Porous Media," $224,800 from the NSF over three years (2001-2004) sole PI (collaborating with P. Maurice, who has a parallel grant at Notre Dame. SEC share 100% of this award.)

Lorraine M. Deck

<table>
<thead>
<tr>
<th>Title</th>
<th>Agency</th>
<th>Amount</th>
<th>Dates</th>
</tr>
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<tbody>
<tr>
<td>Selective Inhibitors of 17-bHydroxysteroid Dehydrogenase; co-PI</td>
<td>DOD-BCRP</td>
<td>$150,000</td>
<td>2001-03</td>
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<tr>
<td>Irreversible Inhibitors of Cholesterol Esterase for Prevention of Cholesterol Absorption; PI</td>
<td>NIH-AREA</td>
<td>$138,000</td>
<td>2001-04</td>
</tr>
</tbody>
</table>

Debra Dunaway-Mariano
NIGMS: Enzyme Mechanisms, 02/01/98 – 05/31/03, $1,484,197
Boston University: NIH/Structural and Mechanistics Studies of Phosphonatase, 04/01/00 –
John R Engen
Source: NIH, P20-RR164808
Title: Protein unfolding / refolding during mitochondrial import
Direct: $73,870

Source: American Cancer Society, IRG-192
Title: Interaction between Src-family kinase SH3 domains & arrestin
Direct: $20,000

Deborah Evans
New sources of funding:
Depscor Award with Scott Tyo, EE
DOE grant with Schreve (LANL), Brozik (UNM)

Hua Guo
National Science Foundation, 2000-2003, 'Theoretical Studies of Spectroscopy and Dynamics of Molecular Systems'

Petroleum Research Fund, Type AC, 2000-2002, 'Quantum Dynamics of Scattering and Desorption of Polyatomic Molecules from Solid Surfaces'

David Keller
Mechanics and Mechanisms of HIV Reverse Transcriptase, David Keller, James Brozik, William P. Ambrose, NIH, $887,000 7/1/01-6/30/04

Development of an FT-IR/AFM System for Nanoscale Diagnostics David Keller (through Christine Wehlberg, SNL) Sandia National Labs $25,000 01/03-9/03


Richard A. Kemp
National Science Foundation, 2002-2005, $420,000 Fixation of CO₂ For Use in Radiopharmaceuticals

Sandia Lab Directed R&D (LDRD) Program, 2001-2004, $300,000 Support-Active Site Interactions in Heterogeneous Catalysts


Sandia Lab Directed R&D (LDRD) Program, 2002-2005, $200,000 Decomposition of Contaminants Using Photochemically Active Nanoparticles
DOE, via Sandia National Laboratories, 2002-2005, $210,000
Sulfur Management in Automotive Catalysts

Dow Chemical Company, 2003, $10,000
Investigations into New Inorganic Chemistry

Martin L. Kirk
Spectroscopic Studies of Molybdoenzymes and Models, Martin L. Kirk, P. I., Public Health Service Grant, National Institutes of Health, 6/1/02 - 5/31/06, $1,300,000
Metal-Ligand Redox Interplay and Molecular Bistability in, Quinoxaline-Based Complexes
Martin L. Kirk, P. I., Petroleum Research Fund, 6/1/02 - 5/31/04, $80,000
XAS Studies of High-Valent Mo-oxo Sites, Martin L. Kirk P. I., Beamtime Support
Stanford Synchrotron Radiation Laboratory, Purchase and Acquisition of a 35GHz EPR/ENDOR Spectrometer, Martin L. Kirk, P. I., National Science Foundation, 8/1/02-7/30/04, $450,000

Patrick S. Mariano
NIH: Novel Approaches to Alkaloid Synthesis, 03/01/01-02/28/05, $988,454
NSF: Preparative Electron Transfer Photochemistry, 03/01/02-02/28/05, $376,000
NSF: Cooperative Program on SET Photochemistry, 12/01/01-11/30/04, $28,695

Thomas M. Niemczyk
Sandia National Laboratories, $293,261. Determination of Type III Desiccant Adsorption Isotherms, 7/29/98 - 09/30/03.

Robert T. Paine
Department of Energy, 8/1/03 - 7/30/06, $405,000, "Preorganized and Immobilized Ligands for Metal Separations."
National Science Foundation, 10/99-9/03, $250,000, "Synthesis and Processing of Spherical Morphology Boron Nitride."
National Science Foundation, 6/00-5/03, $310,000, "Ring and Cage Assemblies for Main Group Elements."
PGRF 1/03 – 12/03, $40,000 “Development of New Imidophosphorones”.
NEEL 12/02 – 9/03, $38,000 “Development of Nanocomposite Chelators”.

David L. Tierney
“An NSF MRI Proposal (NSF01-171) for the Acquisition and Construction of a Combined X-Band/Q-Band CW EPR/ENDOR Spectrometer”
Type: Instrumentation grant, 9/1/2002-8/31/2004
Agency: National Science Foundation
Total Direct Costs: $403,360 ($438,130 Direct + Indirect)

“A comprehensive spectroscopic approach to structure and bonding in high-spin Co(II) systems,”
Type: ACS PRF Type G, 05/2003 – 08/2005
Agency: ACS Petroleum Research Fund
Total Direct Costs: $35,000 ($35,000 Direct + Indirect)
Appointments:
August 2002, Olaf Werder, Assistant Professor
June 2003, Susie Krebbs, Administrative Assistant II

Separations:
Mavis Richardson, a Visiting Professor for two year left the department

Change in status:
Miguel Gandert was promoted to Full Professor.
Everett Rogers was promoted to Distinguished Professor

Departmental Developments:
The Department of Communication & Journalism continued to work on its building renovation fundraising. Part of that process was facilitated through a newsletter that was sent out via hard copy to past graduates. The department also made plans for e-mail newsletters in the future.

The Department sponsored the second annual 'Communication and Culture' Conference (April 2003). Ginny McDermott and Karen Foss spearheaded this effort and it was a great success and was attended by over a hundred people who were impressed with the conference and university in general.

The Department conducted a search for new faculty member in Print Journalism and hired a new assistant professor, Ilia Rodriguez, to begin in 2003-04.

In 2003-04 the Department had 633 majors and graduated 114 students with B.A.s, 12 with M.A.'s and 1 with a Ph.D.'s for a total of 127 graduates. Also, in the Fall of 2002 the department produced an all-time high of student credit hours, 9,672. In addition, a new "Media Honors" organization was started. The other organizations, PRSSA, AdFed, Women in Communication, Society of Professional Journalists, Undergraduate Communication Association, continued to be active.

The Department withdrew from the journalism accreditation process to give further review to issues raised by the accrediting team. Miguel Gandert was selected to head this review process. The Department also initiated a professional advisory review board.

The Department made a number of changes in terms of the numbering of courses. This was designed to give greater clarity and organization to the departmental listings.

Richard Schaefer, Ken Frandsen and Dirk Gibson all went on Sabbaticals.
Summary of a few faculty activities (other than published research):

Glenda Balas: Initiated the new Media Honors student organization. She also received numerous awards related to her research.

Janet Cramer: Continued to serve as the head of the Preparing Future Faculty program within the department. She also took on numerous responsibilities related to the Broadcast track, while others were on sabbatical.

Karen Foss: Recipient of the UNM Presidential Teaching Award for 2002-2004. She also developed writing workshops for graduate students and an advising workshop for grad advisors and advisees. She is a member of the Freshman Learning Community committee, and coordinate the selection of public speaking courses to link with FLC seminars. Published the second edition of Inviting Transformation: Presentational Speaking for a Changing World (with Sonja K. Foss).

Ken Frandsen: For the National Communication Association, contributed to "Communicating About Science in the 21st Century," a proposal submitted to National Science Foundation, served as a member of the Doctoral Education Committee, served as a member of the Preparing Future Faculty Leadership Team; For UNM, continued to serve as a member of the Executive Committee for the Larry Ahrens/Bank of America Presidential Scholarship Program Golf Tournament, served until September 1, 2002 as Interim Dean of Graduate Studies;

Miguel Gandert: During the 2002/2003 academic year his exhibition Nuevo Mexico Profundo, was at the National Museum of Art, La Paz, Bolivia, my work was also in a Peace Exhibition at the Center for Contemporary Art in Santa Fe, NM and a Guadalupana Exhibit at the University of Texas El Paso. He taught a workshop and public lecture at Yale and was on the boards of Working Classroom and the Capitol City Art Foundation.

Dirk Gibson: Served as the first Guest Editor in the history of Public Relations Quarterly, for a special issue on "American Hispanic Public Relations," an issue which included the work of three UNM graduate students, one undergraduate and an alum.

Bradford 'J' Hall: Continued to serve as department chair. As chair he sat in on many committees and continued to oversee issues related to budgeting, scheduling and various types of student and faculty problems. He also published three research articles in various journals.

Judith Hendry: Continued to serve as the main faculty coordinator for the public speaking course and the departmental scholarship program.

Dennis Herrick: Served as faculty liason for the undergraduate Society of Print Journalists. He also headed our the preparation and delivery of our alumni newsletter and maintained the
departmental web site. He was elected vice president of the Friends of Rio Rancho Open Space, which is responsible for the bosque restoration underway this summer in Rio Rancho.

Krishna Kandath: He was elected Vice-Chair, Intercultural Communication Interest Group, and Secretary, Communication Theory Interest Group, Western States Communication Association. He was a paper reader for four conferences—WSCA, ICA, AEJMC, and NCA.

Ginny McDermott: Was selected as an instructor for the Freshman Learning Communities and coordinated the second annual Communication and Culture Conference

John Oetzel: He worked on two funded research projects in public health. The first project (Bonnie Duran, PI) examines obstacles to care for Native Americans seeking mental health and substance abuse treatment. The second project (Nina Wallerstein, PI) examines the capacities to deal with health problems in two Native American communities. He also continued to write about intercultural conflict and published six articles/book chapters on that subject. For teaching (in addition to regular teaching duties), he advised or served on five student thesis/dissertation committees and also served as a mentor for the Mentorship and Education Project (MEP). The MEP (Howard Waitzkin, PI) is a training institute to help minority doctoral students and assistant professors learn research skills in mental health related fields.

Ev Rogers: Continued to coordinate the nonverbal speaking courses and to serve on the graduate committee. He also published numerous articles and books. See below.

Richard Schaefer: During the last academic year, he served as Review & Criticism Editor for the Journal of Broadcasting & Electronic Media. As part of that editorship he orchestrated a series of essays on the U.S. transition to digital television that came out in the March 2003 edition of the journal. I was on sabbatical during the year and taught and presented research on interpretations of Chinese and American press accounts in China in the spring of 2003.

Olaf Werder: After organizing the advertising student club, he lead our team for the first time ever in UNM history in the national student advertising competition in Salt Lake City (March/April 2003) and came in fifth in the district. His debut paper for NCA received top honors within one of their divisions. He was awarded "Volunteer of the Month" Award, signifying outstanding service to the New Mexico advertising industry. He also served as advertising consultant for the UNM Health Science Center, ASSENT Asthma Research project in developing a TV campaign and was invited to become a book reviewer by the UNM Law School for their Natural Resources Journal.
Faculty Publications

Janet Cramer


Karen A. Foss


Bradford 'J' Hall


Judith Hendry

Hendry, Judie, (2002). "Mining the Sacred Mountains: the Clash Between Western Rationalization and Native American Religions." Multicultural Perspectives, 5, 3-10. (3 points)
Dirk Gibson


John G. Oetzel


Everett Rogers


Rogers, Everett M., Shiro Takegami, and Jing Yin (2002), "Lessons Learned about Technology Transfer in New Mexico," in Pedro Conceicao, David V. Gibson, Manuel V. Hector, and Chandler Stolp (eds.), System and Policies for the Globalized Learning Economy, New York, Greenwood.


Jan Schuetz


Olaf Werder

Werder, Olaf & Golan, Guy; Sharon wins: News Coverage and Framing of the 2001 Israeli Prime Minister Election in Ten Western Print Media, Global Media Journal, online publication hosted by the Department of Communication and Creative Arts at Purdue University, Hammond, IN, Vol. 1, Issue 1, Fall 2002.

Gill Woodall
THE ANNUAL REPORT
OF THE
DEPARTMENT OF EARTH AND
PLANETARY SCIENCES

July 1, 2002 to June 30, 2003
Department of Earth and Planetary Sciences

Annual Report

July 1, 2002 – June 30, 2003

Leslie D. McFadden, Chair
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I. GENERAL DEPARTMENTAL INFORMATION
(Calendar Year 2002)
## FACULTY AND STAFF

### PROFESSORS:

- Michael E. Campana, Ph.D., University of Arizona, 1975.
- John W. Geissman, Ph.D., University of Michigan, 1980.
- David Gutzler, Ph.D., Massachusetts Institute of Technology, 1986. (Regents Lecturer)
- Karl E. Karlstrom, Ph.D., University of Wyoming, 1981.
- Barry S. Kues, Ph.D., Indiana University, 1974.
- Leslie D. McFadden, Ph.D., University of Arizona, 1982.
- Jane Selverstone, Ph.D., Massachusetts Institute of Technology, 1985. (Regents Lecturer)
- Gary Smith, Ph.D., Oregon State University, 1986.

### ASSOCIATE PROFESSORS:

- Adrian J. Brearley, Ph.D., University of Manchester, (United Kingdom), 1984.
- Stephen P. Huestis, Ph.D., University of California, San Diego, 1976.
- Louis A. Scuderi, Ph.D., University of California, Los Angeles, 1984.

### ASSISTANT PROFESSORS:

- Peter Fawcett, Ph.D., Pennsylvania State University, 1994.
- Tobias Fischer, Ph.D., Arizona State University, 1999.
- Grant Meyer, Ph.D., University of New Mexico, 1993.
- Mousumi Roy, Ph.D., Massachusetts Institute of Technology, 1997.

### SENIOR RESEARCH PROFESSORS:

- Cornelis ("Kase") Klein, Ph.D., Harvard University, 1965.
- Wolfgang E. Elston, Ph.D., Columbia University, 1953.

### RESEARCH PROFESSORS:

- Horton Newsom, (Institute of Meteoritics), Ph.D., University of Arizona, 1981.
- Charles K. Shearer, Jr., (Institute of Meteoritics), Ph.D., University of Massachusetts, 1983.
PROFESSOR EMERITUS:

Rodney C. Ewing, Ph.D., Stanford University, 1974.
J. Paul Fitzsimmons, Ph.D., University of Washington, 1949.
James J. Papike, Ph.D., University of Minnesota, 1964. (Regents Professor)

RESEARCH STAFF:

Viorel Atudorei, Research Scientist III, Ph.D., University of Lausanne, Switzerland, 1998.
Lars Borg, Senior Research Scientist, (Institute of Meteoritics), Ph.D., University of Texas at Austin, 1996.
James Connolly, Research Scientist II, M.S., University of New Mexico, 1981.
Dave Draper, Senior Research Scientist III, Ph.D., University of Oregon, 1991.
John Husler, Research Scientist III, M.S., University of New Mexico, 1968.
Ying-Bing Jiang, Research Scientist I, M.S., University of New Mexico, 2002.
Rhian H. Jones, Senior Research Scientist (Institute of Meteoritics), Ph.D., University of Manchester, Great Britain, 1986.
Aurora Pun, Post-Doctoral Scientist, Ph.D., University of New Mexico, 1996.
Huifang Xu, Research Scientist III, Ph.D., Johns Hopkins University, 1993.

ADJUNCT PROFESSORS:

Bruce Allen, University of New Mexico, 1993.
Warren S. Baldridge, Ph.D., Caltech University, 1978.
M. Susan Barger, Ph.D., Pennsylvania State University, 1982.
James E. Bossert, Ph.D., Colorado State University, 1990.
Fraser E. Goff, Ph.D., University of California, Santa Cruz, 1977.
Grant H. Heiken, Ph.D., University of California, Santa Barbara, 1972.
Claudia J. Lewis, Ph.D., Harvard University, 1994.
Spencer G. Lucas, Ph.D., Yale University, 1983.
Sean McKenna, Ph.D., Colorado School of Mines, 1994.
Matthew Nyman, Ph.D., Virginia Polytechnic Institute and State University, 1992.
Donald Peterson, Ph.D., Stanford University, 1961.
Aurora Pun, Ph.D., University of New Mexico, 1996.
Walter C. Riese, Ph.D., University of New Mexico, 1980.
John Shomaker, Ph.D., University of Birmingham (United Kingdom), 1995.
Daniel B. Stephens, Ph.D., University of Arizona, 1979.
Gregory Valentine, Ph.D., University of California, Santa Barbara, 1988.
Erik Webb, Ph.D., University of Wisconsin, Madison.
Thomas Williamson, Ph.D., University of New Mexico, 1993.
Yifeng Wang, Ph.D., Indiana University, 1993.
Kenneth Wohletz, Ph.D., Arizona State University, 1980.

STAFF:

Mabel T. Chavez, Editorial Technician
Gilbert E. Griego, Harding Mine Maintenance Mechanic
Sally E. Hayes, Accounting Technician
Nancy Wagoner, Department Administrator
Beth Lehman, Department Administrator
Cindy Jaramillo, Administrative Assistant II
Sarah Lentz, Administrative Assistant III, Institute of Meteoritics
Ying-Bing Jiang, Research Scientist
Robert Macy, Research Engineer
Eileen Ramono, Natural Science, Instructor
John Rogers, Natural Science, Instructor
Florine Rietmeijer, Lab Assistant
Yolanda Skotchdopole, Administrative Assistant I, Institute of Meteoritics
Matt Nyman, Natural Science Coordinator
Anthony Velardez, Facilities Service Technician

VISITING SCIENTISTS:

Ana-Voica Bojar, University of Graz, Austria.
Gustav Bodner, University of Hawaii.
Pat Castillo, Scripps University.
Esteve Cardellach, Universitat Autonoma de Barcelona, Spain
Jeanne Fair, Los Alamos National Laboratory.
Todd C. Feeley, Montana State University.
Jennifer Fimbres, University of Arizona.
Henry Fricke, Colorado College.
Roberto S. Molina-Garza, Universidad de Mexico.
Max Gibbs, National Institute of Water and Atmospheric Research, New Zealand
Steve Harlan, George Mason University.
Jeff Heikoop, Los Alamos National Laboratory.
David Hilton, Scripps University.
Jeff Kelly, University of Oklahoma.
Jose Ignacio Querejeta Mercader, University of California Riverside.
Peter Luffi, University of Bucharest, Romania
Dr. Joe McAuliffe, Desert Botanical Garden, Tempe, Arizona.
David Moecher, University of Kentucky.
Claudia Mora, The University of Tennessee.
Jim O’Neil, USGS Menlo Park, California.
Jose Querejeta, University of California, Riverside.
Barbara Vokal, Ljubljiana, Slovenia.
DEPARTMENTAL STANDING COMMITTEES, 2002-2003

GRADUATE COMMITTEE
A. Brearley
C. Agee
P. Fawcett
G. Meyer
K. Karlstrom
Z. Sharp

UNDERGRADUATE COMMITTEE
G. Smith
L. Crossey
S. Huestis
J. Selverstone
M. Elrick
Y. Asmerom
D. Gutzler (Env. Sci., Representative)

FACILITIES COMMITTEE
J.W. Geissman
A. Brearley
Z. Sharp
C. Agee
Y. Asmerom
M. Ali

COMPUTER COMMITTEE
P. Fawcett
D. Gutzler
J. Connolly
T. Fischer
L. Scuderi
M. Spilde
(Graduate student computer TA)

GEOCHEMISTRY LABORATORY COMMITTEE
L. Crossey
Z. Sharp
Y. Asmerom
M. Elrick
J. Selverstone
M. Ali

LONG RANGE STRATEGIC PLANNING COMMITTEE
J.W. Geissman
L.D. McFadden
L. Crossey
T. Fischer
K. Karlstrom
G. Meyer
Z. Sharp

FACULTY PRODUCTIVITY ASSESSMENT
L.D. McFadden
A. Brearley
Y. Asmerom
M. Roy
Z. Sharp

COLLECTIONS COMMITTEE
B. Kues
G. Smith

GRADUATE ADVISORS
G. Meyer

1 Committee Chair underlined.
UNDERGRADUATE ADVISORS
S. Huestis
L. Crossey
D. Gutzler (Environmental Science)

HONORS ADVISOR
L. Crossey

LIBRARY LIAISON
B. Kues

VEHICLES
G. Meyer
B. Lehman
A. Velardez

SAW ROOM
T. Fischer
(Graduate student TA)

ALUMNI RELATIONS
L. McFadden
B. Kues
Z. Sharp
L. Crossey
J. Geissman
APPOINTMENTS AND SEPARATIONS

APPOINTMENTS TO FACULTY

Carl Agee, July 1, 2002

SEPARATIONS FROM FACULTY

None

APPOINTMENTS TO STAFF

Beth Lehman, Department Administrator, October 21, 2002
Dr. Jim Papike, (Resigned IOM Director) present Research Professor, June 30, 2002.
Frans Rietmeijer, Research Professor, July 1, 2002.

SEPARATIONS FROM STAFF

Nancy Wagoner, Department Administrator, August 2, 2002.
II. ACTIVITIES, ACHIEVEMENTS, AND PLANS
INTRODUCTION

This annual report summarizes the activities, accomplishments and plans of the Department of Earth and Planetary Sciences (E&PS), including the Institute of Meteoritics (IOM), during the academic year 2002-2003. Most details of faculty activities (Part III), including faculty, staff, and student publications, however are derived from biographical supplements for 2002. Therefore, published papers, chapters and other documents included in the report, for example, are only for the calendar year 2002. As this is the only document that comprehensively summarizes the Department's history during the past year and it is used as a source of information by many people both within and outside of the University, we have endeavored to make it as complete as possible.

During most of 2002 through June, 2003, the faculty of the Department of Earth and Planetary Sciences consisted of 21 regular tenured or tenure-track faculty, and 7 Senior Research Professors and/or Research Professors. In addition, 8 Ph.D.-level research scientists (4 within IOM and 1 M.S. level research staff member) filled a variety of non-faculty positions within the Department. Many of these persons were scientific staff with specific responsibilities relating to analytical laboratories and departmental research endeavors; a few were post-doctoral scientists. The Departmental faculty is thus augmented by a significant number of other geoscientists, with Ph.D., or Master's degrees, who in some cases participate in teaching and advising of graduate students, and add to the research capabilities and scholarly reputation of the Department.

Permanent scientific staff also includes several technicians and Research Associates, and the office administrative, clerical, and support staff also contribute vitally to the functioning of the Department. Several other geoscientists affiliated with other institutions were in residence in the Department for periods ranging from weeks to the entire year, conducting research as visiting scientists and working with faculty and staff members. The names of all these departmental personnel are included in the Appendix or are noted later in this section.

FACULTY AND STAFF ACCOMPLISHMENTS

Position Changes in Faculty

One new tenure-stream faculty member joined the department between July 2002 and June 30, 2003. Dr. Carl Agee, faculty member replaced Professor James Papike, who retired on June 30, 2002. Dr. Agee was formerly Deputy Director of Space and Life Sciences Division at the NASA Johnson Space Center. His research interests range from cosmochemistry to high-pressure petrology.

Other Position Changes

In Fall, 2002, Dr. Ying-Bing Jiang and Dr. Dave Draper joined the IOM research staff. Dr. Dave Draper, a highly accomplished scientist with expertise in areas of igneous petrology and magmatic evolution, also comes to the IOM and the Department from Johnson Space Center. Among other things, Dr. Draper will be the manager of the High Pressure Laboratory.

Faculty and Research Staff Advancement and Selected Honors

- Dr. Adrian Brearley was a New Mexico Regent’s Lecturer in the College of Arts and Sciences.
- Dr. Michael Campana served as the “Gallagher Visiting Scientist” at the University of Calgary, Department of Geology and Geophysics. Dr. Campana was also formally given the title, “Albert and Mary Jane Black Professor of Hydrogeology, the first endowed Chair in the Department.
- Dr. John Geissman served for his final year as President of the UNM Faculty Senate.
- Dr. Dave Gutzler was a UNM Regents lecturer.
- Dr. Jane Selverstone spent a sabbatical leave for a semester at Brown University.
- Dr. Zachary Sharp won the “Society Prize” from the European Society of Isotope Research.
- Drs. Zachary Sharp and Adrian Brearley were promoted to Full Professor.
- Drs. Peter Fawcett and Grant Meyer were awarded tenure and promoted to Associate Professor.
- Dr. Les McFadden was appointed as Chairman of the Department for a second term (2003-2007)
Sabbatical and Other Leaves

Dr. Jane Selverstone spent her Fall, 2002 sabbatical leave at Brown University, where she conducted experiments on the influence of carbonic fluids on the deformation behavior of quartz. This work was conducted in collaboration with Professor Jay Tullis, and she expects several papers to emerge from this research. Dr. Yemane Asmerom completed the second semester of his sabbatical leave in Spring, 2002. His sabbatical research is described in the 2001 Department Annual Report. Dr. Michael Campana was also on sabbatical leave in the Fall of 2002, during much of that time, he worked closed with the International Atomic Energy Agency, spending most of that time in Vienna, Australia.

Instructional Activities

1. Student enrollments

Student enrollments in Department of Earth and Planetary Sciences courses during the 2002-03 academic years, as indicated by total student credit hours (SCH), totaled 8417 for regular courses, and 9953 counting Natural Sciences courses (see Table below). These figures represents the third straight increase in SCH associated with E&PS courses, and an overall increase of 4.7% with Natural Sciences courses included, compared to the previous year. These figures include academic year courses plus our three summer field courses (E&PS-319, -420, and -451) as well as, for the first time, student credit hours generated by courses that are part of the new Department degree program in Environmental Sciences (Env. Sc.). The Department's SCH figures for the past 9 years are given below.

Four consecutive years of increased SCH have resulted in an overall increase of 47.5% (for E&PS courses only) since academic year 1998-99. In addition, overall E&PS SCH productivity returned to levels last observed during the academic year 1991-92. If one considers all courses taught in this department (i.e., including Natural Sciences courses), enrollment is up 51.9% since academic year 1996-97. Finally, fall, 2004 enrollment figures as of the preparation of this report indicate that overall E&PS enrollments have again increased relative to 2002-2003.

Instructors for the Natural Science Program for Fall and Spring, 2002-2003: Matt Nyman, Eileen Ramano, Michael Crane, John Rogers, Joe Montana, and Felicia Smith.

<table>
<thead>
<tr>
<th>Year</th>
<th>SCH</th>
<th>SCH (with Natural Sciences)</th>
<th>% change from previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>regular</td>
</tr>
<tr>
<td>1994-95</td>
<td>6763</td>
<td>-</td>
<td>-6.7</td>
</tr>
<tr>
<td>1995-96</td>
<td>6524</td>
<td>-</td>
<td>-3.5</td>
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<td>6303</td>
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</tr>
<tr>
<td>2001-02</td>
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<td>8181</td>
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</tr>
<tr>
<td>2002-03</td>
<td>8417</td>
<td>9953</td>
<td>+19.5</td>
</tr>
</tbody>
</table>

The nearly decade-long decline in Department SCH production clearly ended in the 1998-99 academic year. It seems that at least some of the measures taken during the past four years has had a continuing, strong impact on enrollments in department enrollments. We recognize that the overall enrollments at UNM have also increased during the last four years, but the rate of Department enrollments increase is over double that of UNM. An analysis of the class enrollment data demonstrate that this can be attributed mainly to: 1) the increasing popularity of courses in the new Environmental Degree Programs. For example, prior to 1999 Env. Sci. 101 would typically only attract 30-40 students, whereas currently this course may attract over 100 students; (2) overall enrollment in E&PS 101 have increased. These substantial increases in enrollment have occurred in spite of the fact that we continue to offer the same number of classes now as compared to five years ago. Moreover the overall number of E&PS major and graduate students has not changed either. Although they are probably not yet responsible for a large fraction of Department SCH, there are now 48 Environmental Science majors. As of Spring 2002, there were 163 undergraduate E&PS majors.
and 57 graduate students pursuing M.S. and Ph.D. degrees (see section 2 for additional, related information concerning students) in the Department.

2. Developments in Course Offerings

As always, the tenure-stream faculty taught well over 90% of the courses offered during academic year 2002-03. The handful of courses taught by "Part-time Instructors" are taught by researchers who have a strong affiliation with the Department, often through "Adjunct Professor" status. One of this individual includes Dr. Aurora Pun, who teaches an evening section of Introductory geology every year. Dr. Pun's instruction is consistently ranked very highly by her students, and the Department considers her to be one of its finest teachers. Other Adjunct Faculty members who periodically teach courses that enrich the undergraduate course offerings include Dr. Thomas Williams (Dinosaurs and their World); Dr. Sue Barger (Ceramics and Earth Materials) and Dr. Andy Heckert (Vertebrate Paleontology). Student evaluations of these courses have also been quite strong.

Two new courses taught in the Department during 2002-03 includes Env. Sc., 350 and Env. Sci., 450. These courses are key core courses in the Department's new, increasingly popular Environmental Science B.S. degree program. Other new courses taught included E&PS 110 ("Oceans through Time, Dr. Elrick), E&PS 548 (Environmental Modeling and G.I.S., Dr. Scuderi). Dr. Gary Smith also developed a new web CT-based curriculum for E&PS 201 (Historical Geology). Drs. Laura Crossey and Karl Karlstrom joined by colleagues in History and Anthropology, developed an innovative new Introductory Geology class funded by a grant to UNM from the Hewlett Packard Corporation. This course integrates materials from courses normally taught separately, and was part of a new program funded in the College called the "Hewlett Cluster". Students in this class rated the course very favorably.

The Department continued to assume responsibility for the Natural Sciences Program, which consists of a sequence of three courses integrating the natural sciences for College of Education students who will become K-9 teachers in New Mexico's public schools. The intent of the program is to provide potential public school teachers with solid training in science and in the effective teaching of science to younger students. In 2002-2003 16 classes were offered producing almost over 1200 student credit hours, a significant contribution to the total SCH produced by the Department. The further integration of Natural Sciences Program and geoscience education into the Department continues to be an important goal for the Department, and an important step was taken in 2002-2003 towards achieving this goal with the development of a formal agreement between the College of Arts and Sciences and Education that entails a commitment by a letter to provide $30,000 in annual in support of the Natural Science Program.

3. Summer Course Offerings

During Summer 2002 the Department, as always, conducted its 6-week Beginning and Advanced Field Geology sequence (E&PS-319 and E&PS-420). The field courses, which along with the Volcanology field class constitutes the E&PS Summer Field Program attracted 40 students. The Department also offered E&PS-101, and E&PS-105.

4. Curriculum Changes and Outcomes Assessment

There were no significant changes in curriculum in 2002-2003.

Outcomes assessment again was not conducted by the Department during the academic year, owing to a decision by higher-level administrators review and reconsider outcomes assessment at UNM.

Research and Publication

The faculty, research staff and students of the Department continued their high level of productivity in research in 2002. Research, contributing to human knowledge in one's discipline, is an essential and fundamental function of the Department of Earth and Planetary Sciences at UNM. The Department's status and respect within its discipline depends primarily on the quality and quantity of its research, just as a university's stature depends mainly on the scholarly activities of its entire faculty. In addition, active research programs form an essential teaching tool in keeping students up to date, in educating them not only about facts but also about how knowledge is gained, and
(especially with graduate students) providing support for thesis/dissertation work and in the mentoring process of future geoscientists.

During calendar year 2002, members of the Department and Institute of Meteoritics (including faculty, research scientists and students) produced well over 80 publications, scholarly papers in refereed journals, edited volumes, geologic maps, notes, and technical reports (see section 3). A significant fraction of these publications are papers published in major national and international journals or edited volumes (see “Faculty Publications and Creative Works, 2002). For example, tenure stream faculty, alone produced 37 publications in peer-reviewed journals and edited volumes. Although publications by Department Adjunct faculty are not formally included in this report, many of them are also quite active with respect to publishing results of their research. Part 4 of Section III includes additional information concerning the research activities of a few other Adjunct faculty members.

As in past years, graduate students and several undergraduates participated significantly in the Department’s publication effort (see section IV). Many refereed papers published in 2002 had student coauthors and students also contributed to many of the published abstracts based on presentations made at professional meetings; in many cases students were the presenters. This shows the importance the faculty places on involving students in research and in presenting the results of their research through professional talks and publications, an important part of their preparation for careers in the geosciences.

E&PS and IOM have and continue to be very successful in acquiring substantial amounts of funding from a variety of agencies in support of its research and teaching mission (see section III, part 3). A significant number of these grants were funded by NSF, an especially notable point given the very low “success rate” associated with NSF proposals in the Earth and Planetary Sciences (typically less than 10-15%).

Contracts and Grants to the Department of Earth and Planetary Sciences during the fiscal year 2002-2003 (new funds) totalled $1,966,705, a substantial increase over the previous fiscal year, and one of the largest one-year totals in several years. Indirect Cost Return generated at UNM is calculated by University Contracts and Grants personnel for only the calendar year. In calendar year 2002, E&PS grants and contracts generated IDC returns totaling $236,541. Also, research scientists and faculty in the Institute of Meteoritics were awarded well over one million dollars in funding associated with several grants, mostly associated with research supported by NASA.

Many other research grants and contracts received by UNM scientists in other Departments or Colleges require the presence of the E&PS TEM laboratory or other Department Laboratories to support research activities at UNM. Also worth noting is the very large Federal appropriation (through NASA, $1.8 million) awarded to Drs. L. Scuderi, Rick Watson (EDAC) and L. McFadden. The funds will come to UNM in Fiscal year 2003-04 and are intended to fund the development of a new Center in the Department called “CREATE” (Center for Rapid Environmental Assessment and Terrain Analysis). Key to the development of this new Center will be the purchase and installation of a large satellite dish, capable of receiving telemetry from several dozen orbiting satellites. Linked to a network of computers with broad-band capabilities, the Center will be able to capture, process and transmit surface imagery to end-users within a two-hour latency period. The development of CREATE will help the Department to become the focus of geospatial scientific research at UNM and enhance prospects for propelling the Department into the highest ranks of Earth Science departments in the area of environmental research in the United States.

In addition to publications and grant/contract-supported research, the E&PS faculty and research staff also pursued a wide variety of other research projects during 2002 that were not externally funded or published upon during the year (see Section 3).

**Other Scholarly Activities**

As reported in previous Annual Reports, most of the faculty and research staff participated widely outside the University in various professional activities at the state, national and international levels. These include service on the committees and panels of governmental agencies, as well as participation in professional organizations, such as presenting talks and posters at national meetings, organizing and chairing symposia, leading field trips, and serving as officers. Such activities are a form of service to the profession, but also increase professional recognition, the opportunity for collaborative research, and leads to greater visibility for UNM and the work of its faculty. This participation is described in sections III and IV.
Participation by the faculty and research staff as Editors, Associate Editors, and on Editorial Boards of national and international journals was substantial in 2002 as it has been in the past. Also, several faculty participated in scholarly and professional activities in numerous foreign countries. Such activities help to advance UNM's reputation nationally and worldwide.

**University and Public Service**

Service to the College, University and to the public is an important component of the Department's activities. E&PS Faculty members are heavily involved in different areas of service to the College, University and Community. A few selected examples of such service include participation in "Astronomy Day" (Dr. A. Brearley); public lectures at facilities such as Los Alamos National Labs (Dr. T. Fischer); or to other groups (Drs. K. Karlstrom and B. Kues) public schools (Drs. J. Geissman, Z. Sharp and J. Selverstone); Alumni Advisory Boards of other Universities (Dr. J. Geissman); Media (Radio, TV) interviews (Dr. D. Gutzler and Dr. Z. Sharp), consultant to Public Schools in high technology (Dr. L. Scuderi); expert advice and recommendations to federal organizations (e.g., BLM; G. Smith).

In 2002, many E&PS faculty and research scientists were featured in newspaper articles and radio and television reports on a variety of topics.

An important resource provided by the Department to the University and the public is maintenance (without direct University support) of two public museums, one devoted to geology (rocks, minerals, fossils, New Mexico geology) and the other to meteorites. These museums are open each weekday, are free, and are visited by thousands of school children and adults each year. A free pamphlet provides information for a self-guided tour, and faculty and graduate students on occasion lead tours when arrangements have been made in advance. Thousands of recorded (group) visitors toured the Geology Museum in 2002; as many or more unrecorded (individual) visitors also visit the museum. These visitors include dozens of elementary, middle, and high school classes from around New Mexico, together with teachers and parents (see Appendix for a complete list). The Geology Museum and collections constantly receive donations of new materials, and donated funds are used to purchase several display-quality specimens each year. The Geology Museum was again represented by G. Smith at the Annual Tucson Gem and Mineral Show, the nation’s largest, in March of 2003.

Another important form of service the Department provides to the University is through assistance lent to the Center for the Southwest and the Institute for Medieval Studies. Research and other activities concluded in them contribute in many important ways to the dissemination, publicizing and understanding of Earth, environmental and planetary sciences, both within the University community and the public. Departmental assistance to these organizations in 2002-2003, for example, helped provide funds that enabled them to bring nationally prominent researchers to campus to deliver talks that attracted many in the university and the public. In April 2003, the Department was a prominent sponsor of, and participant in, a major conference organized by the UNM Center for the Southwest. The conference was entitled “Heating Up: Coping with Climate Change in the Southwest”.

The Department also maintains the Harding Pegmatite mine in southern Taos County, donated to UNM by Dr. Arthur Montgomery, as an unusual mineral-collecting locality and outdoor geological laboratory. Mr. Gilbert Griego, a Department staff member, is the long-time caretaker of the property. Over 1000 people visited the Harding property in 2002, and they came from all over the country (see Appendix). Among the visitors were mineralogy and field geology classes from several other universities, in addition to students from UNM. Clearly, the Harding mine is very well known to geologists and amateur rock hounds and mineral collectors, and in maintaining and operating it, the University and Department perform a notable service for the public. The Department welcomes visitors and voluntary contributions to help maintain this resources, but permission from the E&PS Chair must be obtained before each visit.
GENERAL DEPARTMENTAL ACTIVITIES

Facilities

1. Capital Improvements

As usual, there were no major or minor capital improvements to Northrop Hall this past year, although some are clearly needed. We are pleased to see, however, the construction of a new "Chemistry-E&PS" building as a high college and University priority and that a formal request has been made to the legislature for allocation of funds to support preliminary plans for planning and design of such a facility. This has been the Department's primary major capital important request for many years, and it will remain so. In spring 2003, as noted earlier in this document, responding to the Dean's recommendation, several E&PS and chemistry Department faculty meant on several occasions to develop a more innovative approach designed to increase the chances of having such a building funded. This group developed a proposal to design a building dedicated to the theme of scientific/environmental research based on imagery-based science.

In 2002-03, no requests for new equipment and minor capital improvements were submitted, presumably because no funds were then available to support them.

We continue to upgrade the Department's facilities as appropriate. In 2002-03, the faculty voted to utilize 2002-03 college "Educational Equipment Allocation funds to outfit Northrop Hall 340 with new desks, tables and projector screens. This has dramatically improved the quality of this classroom.

2. Analytical Facilities

Mr. Ying-Bing Jiang joined the E&PS research staff in the Transmission Electron Microscope Laboratory on February 1, 2003 in the position of Research Scientist I. Mr. Jiang completed his M.S. degree under the supervision of Dr. Joseph Cecchi, Dean of the College of Engineering, UNM in Fall 2002, before moving over to the Department. His experience with electron microscopy and TEM sample preparation will be a very valuable asset to the laboratory and he will play an important role in training users and maintaining the instruments.

The Department and Institute of Meteoritics maintains an outstanding array of analytical facilities necessary to advanced research in many areas of the earth sciences. These facilities are also utilized extensively by other departments and high-tech centers on campus, as well as institutions outside UNM (e.g., the National Labs). Sustaining the operation and maintenance of the Department's analytical laboratories (mainly from grants and user fees) is for the most part successfully accomplished, but in some cases rather precarious. The costs of instructing students in these labs, service contracts and technician salaries is a persistent drain on their budgets; however, the recent addition of salary support for a research scientist in one of these laboratories is very helpful.

In 2002-03, the Department used its IDC return funds to help support successful cost-share proposals to acquire new, sophisticated instruments for the Paleomagnetics Laboratory. In addition, the faculty also voted to use these funds as part of a cost-share commitment to help fund a new multicollector ICP in the Radiogenic Isotope Laboratory. During the summer of 2003, the Department learned that NSF had decided to support this proposal.

3. Computing Facilities

The Department used a significant amount of its Instructional and General funds to support the drastically needed installation of air conditioning equipment in the student computer and UNIX computer rooms on the second floor. The old equipment in these facilities were insufficient to properly cool rooms that now harbor over 15 heat-producing computers, scanners and there associated devices. Also, as described in the previous year's annual report, the old, slow "backbone connections" to the central University's computing facility (CIRT) was successfully replaced by the new, fast GB connection in 2002-03 academic year. Along with other, minor improvements (purchase of a new Department web server; computer projection device and laptop, new faster PC, for front office staff, new port additions in the basement, and new software to upgrade the Department Network. These changes have significantly improved the Department's computer network and capabilities.
4. Teaching Facilities

The main changes and modifications made to the Department's classrooms this year were described previously (the upgrade of Northrop Hall 340). Also the upgrade of Northrop 122 (The Albert Kudo Lecture Hall) was completed. The most significant aspect of this upgrade involved the installation of computer projection equipment and new screens.

Recruiting Visits

The Department was not visited by any companies or representatives this year.

The Graduate Unit Review

Because the last such review of the Department occurred in 1993, the office of Graduate Studies determined that the Department should be reviewed in the 2002-03 academic year.

Approximately every ten years, departments in the College undergo such extensive reviews overseen by the Office of Graduate Studies. These reviews involve selection of three prominent Earth Scientists, who serve as members of the "Graduate Unit Review Team," which also includes an internal member (a tenured Professor from the College). The Graduate Unit Review Team’s three external members were Dr. Victor Baker, Department of Geosciences, University of Arizona; prominent geomorphologist and former President of the Geological Society of America; Dr. Hap McSween (University of Tennessee-Knoxville; prominent geochemist/Planetary geologist); and Dr. Randy Keller (University of Texas at El Paso; prominent geophysicist/tectonicist). The internal reviewer was Dr. Ann Ramenofski (Department of Anthropology; well known Archeologist). The team was provided with a departmental “Self Study” a 134-page volume that included several hundred pages of Appendices that took the Department Chair and several faculty members several months to write and complete. This large study, although it focused largely on the graduate program and research, also contained a long section describing the Department's undergraduate program and curriculum. The “Self Study”, then, is a comprehensive overview and analysis of the growth, changes and academic productivity of the Department, mostly concentrating on the five academic years immediately prior to the Graduate Unit Review.

The Graduate Unit Review team visited the Department in the last three days of February 2003, a visit that entailed many meetings with faculty members, research staff, graduate and undergraduate students, as well as meetings with selected UNM administrators. The visit culminated with a meeting held in the Office of Graduate Studies that included the Review Team, the Chair and several other Department Faculty Members, the Dean of the College of Arts and Sciences, the Dean of the Office of Graduate Studies, the Vice Provost for Research, the Chair of the UNM Faculty Senate Graduate Committee and various other administrators. At this meeting, the review team summarized some of their key findings, which were provided to OGS and the Department in greater detail a few months following this meeting. This report is included in the appendix section (Appendix J) of this Annual Report. The Department’s “Response” to this report and following discussion of the response involving representatives from the Department, College (Dean, Associate Dean(s)), OGS, Faculty Senate and the Provost's Office will be addressed in the Annual Report for the next academic year. Nevertheless, as well be evident from a reading of the review teams report, the Department Academic standing and various program were regarded very favorably by the team and they provided many very useful and insightful recommendations for the faculty and UNM administrators to ponder and, ultimately act on, in the coming academic year.

Professional Lectures given in the Department during the 2002-2003 academic year are listed below:

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<tr>
<th>Date</th>
<th>Speaker</th>
<th>Title of Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/23/02</td>
<td>Leslie D. McFadden</td>
<td>Chair, E&amp;PS, UNM Introduction of New and Old Graduate Students, Faculty and Staff.</td>
</tr>
<tr>
<td>8/30/02</td>
<td>Liz Ritchie</td>
<td>University of New Mexico/EECE. “Adventures with Hurricanes.”</td>
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David Draper  University of New Mexico, Institute of Meteoritics. “UNM's New High Pressure Experimental Petrology Laboratory: An Introduction.”

Steve Cabanis  University of New Mexico, Department of Chemistry. “Geochemical Studies of Natural Organic Matter.”

Laurie Leshin  Arizona State University. “My Favorite Martian Water: Perspectives From Studies of Martian Meteorites.”

Kyeong Kim  University of New Mexico, Institute of Meteoritics. “Geological Studies Using Cosmogenic Nuclides.”


FALL BREAK

Patricia Fryer  University of Hawaii. “Exploring the Greatest Ocean Depths: The Mariana Island Arc System.”

Andreas Kronenberg  Texas A&M University. “Water Weakening of Quartz: Paradigms From Natural and Synthetic Crystals, and the Problems with Tectonites.”

No Talks  GSA Denver.

Joel Blum  University of Michigan. “Forest Biochemistry of Calcium: An Appetite For Apatite.”

Everett Shock  Arizona State University. “Hydrothermal Biochemistry.”

Eric Erslev  Colorado State University. “Intracratonic Shortening: Learning From The Laramide.”

Thanksgiving  NO COLLOQUIUM

Fred Phillips  New Mexico Institute of Technology. “Salt of the Earth: Salinization of the Rio Grande.”


Zachary Sharp  University of New Mexico, Department of Earth and Planetary Sciences. “Subduction of Chlorine.”

Dewey Moore  University of New Mexico. “Clay: Uses From Archaeology to Nanotechnology.”

Richard Langford  University of Texas at El Paso. “Climatic and Paleohydrologic Controls on the Holocene History of the White Sands Dune Field.”

Peter Clark  Oregon State University. “Anatomy of the Last Deglaciation: A Case Study of Global Climate Change.”

Mike Oskin  University of California, Santa Barbara. “Rapid Tectonic Evolution of the Gulf of California.”

SPRING BREAK

Paul Heller  University of Wyoming. “Late Cenozoic Doming of the U.S. Rocky Mountains.”

Bruce Watson  Rensselaer Polytechnic Institute. “Geometry and Mobility of Fluids in the Crust and Upper Mantle.”

Karl Turekian  Yale University, Caswell Silver Distinguished Lecturer. “Natural Radionuclides in the Atmosphere.”

Karl Turekian  Yale University. Special Lecture: “Os Isotope Record in Marine Deposits”

Craig Jones  University of Colorado at Boulder. “Haunted by a Cryptic Orogen: Pliocene Deformation Under the Sierra Nevada and Its Implications For Intracontinental Deformation.”


Undergraduates  Caswell Silver Undergraduate Research Symposium.

Laura Crossey  Introductions, University of New Mexico, Earth and Planetary Sciences.
Courtney Porreca  "Clays That Work: Compositional Analysis of Slip Clays Used in Traditional Pueblo Ceramic Production." Advisors: Dr. Gary Smith and Dr. Ann Ramenofsky.

E. Rae Carey  "Forsterite From Chondrules in the Mokoia (CV3) Carbonaceous Chondrite: Cathodoluminescence and Chemistry." Advisor: Dr. Rhian Jones.


Caroline Myer  "Petrographic Analysis of Yates No. 2 La Mesa Well and Tertiary Tectonic History of the Southern Española Basin." Advisor: Dr. Gary Smith.

Michelle Leister  "Investigating Evidence of the ChUMP Seaway in Death Valley, California." Advisor: Dr. Laura Crossey.


Ted Cleveland  "Compilation of Volcanic Features and Xenolith-Bearing Rocks of the Four Corners Region." Advisor: Dr. Karl Karlstrom.

Chloe Peterson  "New Mexico Earthquakes." Advisor: Dr. Mousumi Roy.

Advanced Environmental Science Class Presentation.  "San Antonio Oxbow Project: A Hydroecological Site Assessment".

Structural Geology Class Presentation.  "A Summary of Proterozoic to Holocene Deformations and Tectonic Evolution of the Abo Pass Region of the Manzano Mountains, New Mexico".

5/09/03 Greg Miller  "In Situ Treatment Technology for Arsenic."

ALUMNI PROGRAMS AND SUPPORT

As noted in the past Department Annual Reports, the Department is very fortunate in being supported by a large group of active and enthusiastic alumni. Individually and collectively these graduates provide generous financial, advisory and moral support for many departmental activities, which contribute significantly to our success in our educational and research missions. In addition, their support provides the funds associated with 20 scholarships, funds and endowments that financial support that enable the Department to support over forty undergraduates and graduates each year. Financial aid ranges from a few hundred dollars to three-year fellowships. The endowments in the UNM Foundation associated with the Department account for over a quarter of all endowments in the College of Arts and Sciences.

Caswell Silver Foundation

First among sources of alumni support is the Caswell Silver Foundation. Funds generated by the investments of the Foundation in 2002 provided full-time support for the Leon Silver/Vincent Kelley graduate student, Laura Clor and subsidized most of the travel of faculty members to professional meetings. The Foundation also supports periodically an endowed faculty chair, the Caswell Silver Research Professor. In the spring of 2003, the faculty, based on recommendations by the Graduate Committee, selected Mel Strong (Ph.D., Program), as the new fellow. The Department anticipates advertisement in Fall, 2003 of the availability of funds in support of a Silver-Kelley Fellowship for the academic year.

The Caswell Silver Foundation also supports the Caswell Silver Distinguished Lecturer series, which allows the Department to bring one or two National Academy of Sciences Members for lectures and visits with faculty and students. Visits of Distinguished Lecturers are welcomed by the Department both for the opportunities they provide us to interact with some of the most distinguished and influential scientists in the country, and to
inform them about our department and the research and other academic activities we are pursuing. Last year, as noted previously, the Department extended an invitation to Dr. Karl Turekian, a highly acclaimed geoscientist from Yale University.

As in previous years, the Silver Foundation made possible two $800 Meritorious Staff Awards, presented to two outstanding non-academic staff members. These awards allow the faculty to express in a tangible way its deep appreciation for the efforts of the staff in contributing to the effective operation, advancement and well being of the Department. Recipients of these awards, presented at the Department’s May 2003, Commencement Ceremonies, were respectively, Mabel T. Chavez (Editorial Technician) and Sara Lentz (Administrative Assistant, IOM).

We have noted in past Annual Reports that in addition to these major ways in which the Silver Foundation assisted the Department of Earth and Planetary Sciences during the past year, the Foundation also provided the means to accomplish other important functions, such as advertising and supporting the visits of top potential graduate students to the department, and sponsoring the reception for the Distinguished Lecturer. One relatively new function supported by the Foundation is the Caswell Silver Undergraduate Research Symposium, now held during late Spring. The most recent symposium was well attended, attracting the participation of many undergraduate majors conducting research ranging from the origin of travertine to the importance of clay mineralogy in the production of ceramic goods.

Alumni Support

Generous donations and contributions from alumni, faculty and friends of the Department supports almost 20 different scholarships and fellowships, mostly managed by the UNM Foundation. Such scholarships are augmented by other scholarships awarded by the Department, scholarships and research grants from institutions outside the University, and occasionally fellowship funds from the University. The Department recently learned that funds in the UNM Foundation that supports E&PS students accounts for over 25% of all such funds in the entire College. A full summary of scholarship and fellowships received by Earth and Planetary Sciences students is presented in Part IV of this report. Many tens of thousands of dollars are provided through funds such as Alumni Fellowship, Kelley, Miossec, Wanek, Rhodes, Vann and Wengerd Scholarships.

As noted in the 2001-02 Annual Report, the Department formally received funds provided by a large bequest from the Mary and Albert Black Family in that academic year. The bequest is worth nearly $700,000. After faculty discussion and input from the College Dean (Reed Dasenbrock), it was decided that these funds would be used to support an endowed Chair in Hydrogeology (The Albert and Mary Black Endowed Chair) and the establishment of a new fund to support a graduate student in the areas of hydrogeology and related areas in the Earth Sciences. Dr. Michael Campana become the first person to hold the Endowed Chair in Fall, 2002. As of Fall 2003, the first graduate student to have a graduate fellowship supported by the Black Family funds (joined by funds from EEE fund) will enter the graduate program. Funds from our alumni have a profound effect on the ability of the Department to carry on its research and teaching mission, and the faculty, staff and students are grateful for the continued generosity of department alumni. Indeed, partly for this reason, significant progress was in the development of the first alumni newsletter in several years. The second department newsletter, called “News from Northrop Hall”, was mailed out in the in the early Spring, 2003. It has already elicited numerous responses from Department Alumni, the Department will send out the next edition in the 2003-04 academic year.

The Department also maintains contact with its alumni through gatherings at professional meetings, newsletters and many personal and professional contacts. Several alumni of the Department advanced significantly in their careers this past year.

PLANS AND GOALS

Many aspects of the Department plans and goals have already been identified and described above. In the Department’s last two Annual Reports. Some aspects of the Department plans and goals were identified and described in this section. In the Department’s Self Study, the Chair included an important section designed to address the subject of the Department’s major goals, looked at, however, from the stand point of it's available, resources (faculty, staff)
and major educational research and public service goals. This section is repeated below, as it very nicely addresses this subject.

Adequacy of the Number and Quality of Faculty and Staff to Achieve Its Educational, Research and Public Service Goals

The basic University budget for the Department is largely allocated to the salaries of its faculty, most staff members and graduate students. The availability and the recent growth of funds used to support and/or augment new faculty and staff member salaries has enabled the Department not only to maintain its strengths in research, teaching and service, but also to actually slightly expand in certain areas of research and teaching during a period when many geoscience Departments could not expand (or actually decreased in size), given both funding constraints and generally limited enrollments and small numbers of geosciences majors nationally.

As mentioned earlier in this report, at the request of former Dean Mike Fischer, during the 1999-2000 academic year the Department conducted a study that formed the basis for development of a five-year hiring plan (see Appendix F). One major conclusion of this study was that, given the recognized university-level budget constraints, the Department’s key goal would be to maintain a faculty size of about twenty, a number that a large majority of the faculty felt would be sufficient to maintain the three “areas of strength” (identified and discussed in previous sections). This would also allow the Department to continue to maintain a faculty balance required to cover not only existing B.S. and B.A. degree programs but also to develop the new Environmental Science degree program. Given this main conclusion, the major faculty hiring goals were to utilize the next group of faculty retirements during the following several years to preserve what the Department concluded was a generally favorable array of faculty members with generally similar disciplinary area representations. Briefly, the plan entailed (1) replacing the Department’s igneous petrologist with another one, in part given the key role igneous petrology plays in the B.S. and B.A. degree core and the key role such a faculty member might play in the UNM-LANL Volcanology Program (that had just been strengthened by virtue of the hiring of Dr. Tobias Fischer), (2) replacing the mineralogist (one of two faculty members with this specialty in the Department) with a faculty member in the area of geoscience education and environmental geology; (3) replacing a geophysicist with another faculty member in the area of geophysics; and (4) replacing the IOM Director with a new one.

The all-too-common occurrence of unanticipated events in the last two years has caused some substantial variations from the five-year hiring plan. First, the unexpected early retirement of Dr. Bert Kudo (igneous petrologist) in the Fall of 1999 was followed shortly thereafter by his untimely death from cancer. This occurred at a time when several faculty members concluded that the Department should make a strong effort to hire Dr. Mousumi Roy, the Department’s Caswell Silver Research Professor with expertise in geodynamics, whose demonstrated scholarly abilities and productivity were deemed especially appropriate to meet the needs of the Department in one of its “areas of strength”. Ultimately, with help from the Caswell Silver Foundation, the College endorsed a plan to add Dr. Roy to the Department in the Fall of 2000, meeting one of the hiring goals of the five-year plan, albeit not in the order anticipated. In the spring of 2000 (and again in spring 2001), the Department also submitted a formal request to search for an igneous petrologist to replace Dr. Kudo. During the 2000-2001 academic year, the faculty voted unanimously to endorse a request by Dr. Louis Scuderi to be transferred to the Department from the UNM Department of Geography, a transfer that was completed officially at the end of that academic year. Also at the end of that academic year, Dr. James Papike decided to step down from the Directorship of IOM and to retire, a somewhat unanticipated decision. Given the overall importance of IOM in July, 2001, this necessitated a request for a search to replace Dr. Papike during the following year. The request was granted by the College, and ultimately Dr. Papike was replaced by another planetary scientist/igneous petrologist, Dr. Carl Agee, in August 2002. As part of this process, Dr. Dave Draper (an igneous petrologist), a colleague of Dr. Agee, was also hired, representing a net addition of a fully salaried staff scientist to IOM. In the early fall of 2001, Dr. Case Klein also decided to retire as of December 31, 2001. Although the faculty ideally hoped to replace his position with a faculty member in igneous petrology (or perhaps another field, given the many unanticipated hires and other staff hires), the usual state budget limitations have precluded replacement of this position in the Department, as well as greatly limited faculty replacements throughout the College of Arts and Sciences. Since the retirement of Dr. Klein, there have been no other faculty retirements or indications to the Chair of intent to retire in near future.

This pattern of faculty and staff membership changes, although mostly unanticipated, leaves the Department arguably as strong or stronger in the three areas of strength, as well as increasing its strength and
diversifying it in new areas. Moreover, the recent addition of funds from the Albert K. and Mary Jane Black endowment (associated funds are committed to research in the area of geohydrology) to the Department will make it possible to, with the support of the current Dean, to conduct a search for a geohydrologist in the next academic year. This will represent a net addition to the Department in the Fall of 2004 (total number FTE faculty would be 21), should the search be successful. The Department has yet, however, to replace its igneous petrologist, in large part the result of limited funds made available to the College associated with relatively small (or no) increases in the state-supported UNM budget.

In addition to the faculty and staff scientist position gains during the past few years, the College has also increased the amount of salary support to two staff positions. In both the 1993 Self Study and the “Five Year Hiring Plan” document, the significance of increasing support for staff scientist and technician positions had been emphasized, and so these net gains in staff support have also represented a significant improvement in the Department’s ability to successfully meet its mission and goals. For example, the addition of Dr. Draper to IOM was associated with the development of a new, state-of-the-art high-pressure laboratory, just completed and now fully operational (see section 1).

Although the continued growth of the Department in the last few years has been welcomed, there are still a few key issues that, if addressed successfully in the next few years, should help foster continued growth in the productivity, stature and diversity of the Department. These issues include:

(1) With only one faculty/staff member in the area of climatology/meteorology, there is a significant limitation in the ability of the Department to develop a graduate program in the area of environmental science (if this particular area of environmental science is to be a significant component of such a graduate program). The addition of Dr. Gutzler to the Department in 1995 (with a split appointment between the Department and the Geography Department) and his subsequent change to full-time status in the Department 1998 has added a completely new area of science in the Department, one that has also greatly strengthened the area of paleoclimate and surface process studies (one of the three “areas of strength).”

(2) Limited number of faculty (1) with expertise in the area of GIS. The addition of Dr. Scuderi, who developed and was largely responsible for the courses and program in the College while in the Geography Department, to the Department has created a problem with respect to the development of GIS-based curricula and research in the College and at UNM. One key element of a recently completed plan developed by a task force established by the present Dean in the last academic year is the addition of at least 3 new faculty with this expertise in the University. This is presumed to be the minimum number of faculty members required to support the development of a GIS certificate degree program in the College as well a serve as the basis for development of a GIS presence on campus necessary to support associated research. The addition of at least one of these suggested faculty positions to this Department would enable Dr. Scuderi to develop a larger, coherent GIS program that would support a large range of research in the Earth, environment, climatological and planetary sciences. Currently, however, Dr. Scuderi has very limited computational resources and staff support to maintain even a minimally reasonable program in this area. During the spring of 2001, as part of the process of transferring Dr. Scuderi to the Department, an ad hoc committee formed by the Chair developed a “white paper” (ultimately endorsed strongly by the entire Department) in which a course of action that entailed addition of GIS positions in this Department was strongly recommended. Such a plan is certainly not inconsistent with at least one of the key recommendations of the “GIS Taskforce” recommendations noted in section 3; but to date, there has been no formal response to the Taskforce’s report. The addition of such a faculty member to the Department would also contribute significantly to an effort to develop a graduate program in Environmental Sciences.

(3) Insufficient funds to enable the science Departments in the College to hire a staff member to manage the UNIX network of computers. This problem was noted and discussed above in Section 5.

(4) Insufficient amount of funds to support new TAs for new undergraduate courses in the Department that reflect the additions of new faculty members in the areas of climate and GIS research. As noted earlier in this section, the number of TAs in the Department (6.5 FTE) has not changed in over a decade, but with the addition of these new courses and the associated growth of the Environmental Sciences degree program (and related student credit hours; see section 3 and Appendix B), new TA lines must be added to the Department budget.
Fortunately, with support from the Caswell Silver Foundation and other endowments in the Department, the overhead produced by grants and contracts acquired by Department faculty and staff and the strong support of the present and past Deans for creative solutions to some of the aforementioned problems, the Department is 1. able to support many more research scientists, graduate students and the educational use and support costs of analytical facilities than it could if only state funding amounts were available, and 2. has come at least some way towards beginning to address some of these problems. Also, the availability of funds for part-time instruction enables the Department to hire scientists with expertise in some of the areas mentioned above to teach some classes that could otherwise not be offered, and in some cases even support the occasional additional GA/RA. The Undergraduate Committee continues to develop strategies to more effectively utilize the Department’s TAs to cover a broader range of courses in the future.

Although cognizant of the ever-present constraints on funding to higher education in the state of New Mexico, the faculty will continue to discuss and debate how best to react and adjust to future budgets and opportunities as they arise. For example, the anticipated new additions of at least one faculty member (geohydrology) and possibly in other areas, the continued growth of certain research programs (e.g., GIS, climate) and associated staff will certainly create strains insofar as accommodating the associated needs for building space is concerned. As virtually all space in Northrop Hall is now utilized (and has been arguably so for nearly 2 decades), the Department must identify creative solutions to such “space” problems. One strategy, of course, is to develop proposals that produce large amounts of funding in key research areas that make, in turn, a strong case for construction of appropriate building space. Department faculty members such as Dr. Lou Scuderi have written such proposals, including a $3.0 million to NASA to support the development of a new Center that would be focused in the area of environmental research. The funds to support this center are currently in a budget line for NASA that is part of the proposed Congressional fiscal year 2003 federal budget. If funded, this might provide the impetus for UNM to seek support from the state to construct new building space to accommodate the development of this center, a center that would certainly include substantial new space for Department faculty and staff. In the meantime, the Department is grateful to the College for allowing Dr. Scuderi to continue to use space in Bandelier Hall East for his research and teaching needs. More efficient use of buildings on the campus is, of course, another way in with the College and UNM can accommodate the Department’s continuing growth and diversification.
III. ACTIVITIES OF THE FACULTY AND RESEARCH SCIENTISTS
(Calendar Year 2002)

• Activities of Full, Associate and Assistant Professors
• Activities of Research Professors
• Activities of Senior Research Scientists and Staff
1. TEACHING ACCOMPLISHMENTS OF FACULTY AND RESEARCH STAFF

Carl Agee, Professor and Director, Institute of Meteoritics

Courses taught

Spring: E&PS 365 - Exploring the Solar System

Student Committees

Daniel Breeker
Andrew Dufrane
Jennifer Edmonson
Melissa Fittipaldo

Yemane Asmerom, Associate Professor

Courses taught

Spring: Sabbatical

Fall: E&PS 101 - Physical Geology (104 enrolled)
      E&PS 410/510 - Fundamentals of geochemistry (10 enrolled)

Lab training and consulting UNM:

Andy DuFrane
Jessica Rasmussen
Victor Polyak
Larse Borg
Rhawn Denniston and Student (Cornell College, Iowa)
Matthew Lachniet (U Mass/UNM postdoc)

Graduate students supervised:

Andy DuFrane (Ph.D.)
Jessica Rasmussen (Ph.D.)
Brian Bierman (M.S.)

Graduate student committee:

Mindy Zimmer, (M.S.)
Angela McLain, (Ph.D.)
Jennifer Edmunson, (Ph.D.)
Lynne Elkins (M.S.)
Adrian Brearley, Associate Professor

Courses taught

Spring:
- E&PS 587 - Advanced Mineralogy (8 enrolled)
- E&PS 599 - Masters Thesis (1 enrolled)
- E&PS 699 - Dissertation (1 enrolled)

Fall:
- E&PS 400 - Processes in the Earth's Deep Interior (10 enrolled)
- E&PS 210 - Life in the Universe (19 enrolled)
- E&PS 551 - Problems (2 enrolled)
- E&PS 599 - Masters Thesis (2 enrolled)
- E&PS 699 - Dissertation (1 enrolled)

Advisement and thesis committees

Served as Advisor and M.S. committee member for Neyda Abreu, Paul Burger and Heather Hibbert and PhD thesis advisor for Lysa Chizmadia and Chris Wetteland.

Thesis Committee member for Kurt Steffen, Toti Larsen, David Vaughan (Anthropology), Jim Karner, David Vinson, Mark Quigley, Melissa Fittipaldo, Justin Haggerty, Melissa Pfeffer, Jamie Barnes, Dan Breecker, and Jennifer Edmundson.

Lars Borg, Senior Research Scientist

Supervised graduate student Jennifer Edmundson.

Michael E. Campana, Professor

Courses taught

Spring:
- E&PS 580 - Advanced Hydrogeology (5 students)
- Water Resources 572 - lead instructor; team-taught with 3 others (12 enrolled)

Summer:
- Water Resources 573 - (10 students)

Students Advised

PhD: Lin Pan

MS: Stephanie Moore, Senait Ghebremicael (degree awarded December 2002)
MWR: Jessica Bentley, Kathy Grassel (degree awarded May 2002), Eric Riebsomer, Michael Gabora, Steve Kolk, Hani Iwhish

Other Student Committees: 8 (various departments: 1 PhD, 7 Master’s)

Laura J. Cressey, Professor

Courses taught * new course

Spring:
- E&PS 110 - Geology of National Parks* (32 enrolled)
- E&PS 101 - Introductory Geology (108 enrolled)
- E&PS 493 - Independent Study (2 enrolled)
- E&PS 492 - Problems (2 enrolled)
Summer:
E&PS 319L - Field Camp (24 enrolled), team-taught w/ J. Geissman, G. Meyer
E&PS 420L - Advanced Field (17 enrolled), team-taught w/ K. Karlstrom, G. Meyer

Fall:
E&PS 415/515 - Geochemistry of Natural Waters (25 enrolled)
E&PS 101 - Intro to Geology/Hewlett Cluster* (33 enrolled), team-taught w/ K. Karlstrom
E&PS 105 - Intro Geology Lab/Hewlett Cluster* (33 enrolled), team-taught w/ K. Karlstrom, M. Timmons TA
E&PS 491 - Problems (1 enrolled)
E&PS 551 - Problems (1 enrolled)
E&PS 495 - Senior Thesis (1)
E&PS 599 - Masters Thesis (2 enrolled )
E&PS 699 - Dissertation (1 enrolled )

* The experimental “Hewlett” course, funded in part by the Provost’s office, was called the “Trail of Time” and involved a course that combined different time scales: Introduction to Geology (Cressey and Karlstrom), Introduction to Anthropology (Chip Wills) and American History (Gingy Scharff). This was an interesting and successful attempt to use a “block plan” approach at UNM; we also incorporated several fieldtrips into the 101/105 experience (including Grand Canyon, Chaco Canyon, and Sandia Crest trips).

PhD Committees
Armand Groffinan (2002)                      Justin Hagerty                      Sean Connell
Angela McLain (co-chair)                      Jim Karner                         Diana Northup (2002, Biology)
Bethany Burnett (chair)                       Ivan Thorsos                        Maceo Martinet (Biology)
Mike Timmons                                  Lin Pan                            Ondrea Hummel (Biology)

MS Committees
Michele Kearney (chair)                      Jake Armour (2002)                  Shirley Libed
Susan Block (2002, chair)                     Tom Loveland                       Stephanie Moore
David Vinson (2002, chair)                   Lysa Chizmadia                      Neyda Abreau
Lea Anne Scott (co-chair)                    Lynn Elkins                        Ben Burnett
Sally Johnson                                 Lea Anne Scott                      Paul Burger
Mark Quigley (exam committee)                2 MWR Students (project committee)  

Undergraduate Sr. Thesis Committee/Research Supervision
Crystal Dodsen (2002)                         Michelle Leister                    Helenes Henderson
Suzette Castillo                             Andy Roark 

Student Grant Support
Graduate
Susan Block (partial)                         Lea Anne Scott (full)               Bethany Burnett (full)
Undergraduate

Alaina Parshall (2002, Anthropology)  
Crystal Dotson (2002)  
Helenes Henderson

Shannon Duran  
Nicolas Rael  
Blake Eldridge

Tiffany Shaw  
Michelle Leister

Maya Elrick, Associate Professor

Courses taught

Spring:  
E&PS 201 - Earth History (35 enrolled)

Fall:  
E&PS 304 - Sedimentology-Stratigraphy (15 enrolled)  
E&PS 110 - Oceans Through Time (51 enrolled)

Thesis advisor

LeaAnn Scott, MS

Thesis committees:

Kate Zeigler, PhD  
John Risseto, PhD (Anthropology)  
Diana Latta, PhD (Lehigh University)

Senior Thesis advisement

Leo Habib- presented research at GSA Denver

Exam committee:

Chris Wetteland, PhD  
Ben Burnett, MS

Supervised 2 undergraduates working in my lab (Cheryl Townsend, Josh Clauss)  
Supervised 1 high school student- NASA-SHARP summer program

Wolfgang E. Elston, Senior Research Professor

Mentored Anna Ksienzyk, visiting student from the University of Bremen, Germany, in geologic field project in the Peloncillo Mountains, Hidalgo County, New Mexico, April-October, 2002.

Peter J. Fawcett, Assistant Professor

Courses taught

Spring:  
E&PS 103 - Earth's Environment and Global Change (35 enrolled)  
E&PS 439 - Paleoclimatology (21 enrolled)  
E&PS 599 - Thesis Research (3 enrolled)

Fall:  
E&PS 547 - Seminar: Advanced Quaternary Paleoclimatology (7 enrolled)  
E&PS 599 - Thesis Research (2 enrolled)  
E&PS 551 - Problems (2 enrolled)
Graduate Students Supervised:

Jake Armour (M.S., defended April, 2002; Graduated Summer 2002)
Peter Castiglia (M.S., defended August, 2002; Graduated Fall 2002)
Anne Tillery (M.S.)
Dale Henderson (M.S.)
Jeff Parker (M.S., new student)
Daniel Comarazamy (Ph.D., new student, supported with NSF ¼ time)

Graduate Thesis Committees:

M.S.: Nicole Bailey, Melissa Pfeffer, Jeremy Weiss
Ph.D.: Missy Eppes, Jennifer Pierce, Richard Woodford, Kate Zeigler

Tobias Fischer, Assistant Professor

Courses taught

Summer: E&PS 553/553 - Field studies in volcanology
Fall: E&PS 101 - Intro. Geology
      E&PS 551 - Problems (2 enrolled)
      E&PS 599 - Thesis (3 enrolled)
Spring: E&PS 101 - Intro. Geology
       E&PS 252 - Volcanoes
       E&PS 552 - Problems
       E&PS 599 - Thesis (4 enrolled)

Graduate Students supervised:

Melissa Pfeffer, M.S. Mindy Zimmer, M.S./Ph.D.
Laura Clor, M.S. Lynne Elkins M.S.
Bethany Burnett, M.S.

Graduate Committee:

Brian Bierman, MS Mike Petonis, MS
Heather Hibbert, M.S. Andy DuFrane, M.S.

Exam Committee:

LeaAnn Scott, M.S.

John W. Geissman, Professor

Courses taught

Spring: E&PS310 - New Mexico Field Geology (co-taught) (18 enrolled)
      E&PS 490 - Presentations (10 enrolled)
      E&PS 401/501 - Department Colloquium
Summer: E&PS 319L - Introductory Field Geology (22 enrolled)
Fall: E&PS 490 - Geologic Presentations (16 enrolled)
E&PS 101 - Physical Geology, The Way the Earth Works (140 enrolled)
E&PS 401/501 - Department Colloquium

Graduate students supervised:

James Ashby, MS
Jason Rampe, MS
Mike Petronis, PhD
Kate Ziegler, PhD

Exam committees

Mike Timmons, PhD
Jason Rampe, MS
James Ashby, MS
Jennifer Edmunson, MS
Sunny Baer, MS

Graduate Students financially supported:

Jason Rampe
James Ashby
Mike Petronis

Course Development

Continued to organize a non-credit weekly "seminar" meeting for the users of the paleomagnetism laboratory, focusing on laboratory improvements, current research by users of the laboratory, and controversial research topics in paleomagnetism. Continued to modify/improve undergraduate field geology course (E&PS 319L).
“Guest” lecturer in E&PS 101 sections, E&PS 523.

Undergraduate Research Advising

Chris Purcell
Charles Barber
Jeff Roberts

Graduate Theses Completed

Jason Rampe, MS, Paleomagnetism and 40Ar/39Ar geochronology of the mid-Tertiary Cripple Creek Diatreme Complex and Related Rocks

Reader

Jake Armour, MS

David Gutzler, Professor

Courses taught

Spring: E&PS Geography 251 – Meteorology (38 enrolled)
E&PS Geography 570 – Physical Climatology (7 enrolled)
E&PS 552 – Problems (1 enrolled)
E&PS 599 – Masters Thesis (1 enrolled)
Guest lecture: Biology 502 (Ethics of cloud seeding)

Summer:
E&PS 491 – Independent Study (1 enrolled)

Fall:
E&PS 436/536 – Climate Dynamics (22 enrolled at UNM, 9 enrolled at U. Alabama)
E&PS 491 – Independent Study (1 enrolled)
E&PS 551 – Problems (2 enrolled)

Supervision of graduate students:  [*financial support from my grants*

J. Weiss* (M.S., graduated with distinction May 02), R. Woodford (Ph.D.)

Supervision of undergraduates:

C. Thornbrugh* (data analysis, spring), M. Riley* (data analysis, summer, fall)

Other graduate thesis committees:

M.S.:  J. Armour, P. Castiglia*, D. Henderson*, T. Gere (E&PS), D. Widmayer, C. Johnson (Geography)
Ph.D.:  D. Comarazamy (E&PS)

Stephen P. Huestis, Associate Professor

Courses taught

Spring: E&PS 101 – Intro. to Geology (51 enrolled)
E&PS 225 – Oceanography (25 enrolled)

Summer: E&PS 101 – Intro. to Geology (54 enrolled)

Fall: E&PS 101 – Intro. to Geology (47 enrolled)
E&PS 115 – Geol. Disasters (29 enrolled)

Thesis and dissertation committees:

Dale Henderson – MS
Jessica Rasmussen – Ph.D.

Exam committees:

Melissa Fittipaldo – MS
Justin Hagerty – Ph.D.
Richard Woodford – Ph.D.

Rhian Jones, Senior Research Scientist

Courses taught

Spring: E&PS 365 - Exploring the Solar System" Team taught
E&PS 201L - Earth History, guest lecture.
Student advisement

Research Advisor, Rae Carey (undergraduate).
Research Advisor, Melissa Fittipaldo (M.S.)

Exam committee

Neyda Abreu (M.S.)
Lysa Chizmadia (Ph.D.)
Chris Wetteland (Ph.D.)

Karl E. Karlstrom, Professor

Courses taught

My teaching load in 2002 consisted of 6 courses: 4 in the academic year (two team-taught), the summer field course, one Problems course that consisted of seminars built around meetings with the 401 speakers, and a 105 lab.

Spring:
- E&PS 307L - Structural Geology (13 enrolled)
- E&PS 310 - Field Geology of New Mexico (w/J.W. Geissman) (15 enrolled)
- E&PS 552 - Problems-Tectonics seminar (8 enrolled)
- E&PS 495 - Senior Thesis (2 enrolled)
- E&PS 599 - Masters Thesis (3 enrolled)
- E&PS 699 - Dissertation (1 enrolled)

Summer:
- E&PS 420L - Advanced Summer Field Geology, (w/L.J. Crosse, G. Meyer) (10 enrolled)

Fall:
- E&PS 101- Hewlett Cluster- Introduction to Geology (w/L.J. Crossey) (33 enrolled)
- E&PS 105 - Hewlett Cluster- Physical Geology Lab (w/L.J. Crossey) (33 enrolled)
- E&PS 523 - Tectonics of North America (7 enrolled)
- E&PS 495 - Senior Thesis (1 enrolled)
- E&PS 599 - Masters Thesis (3 enrolled)
- E&PS 699 - Dissertation (2 enrolled)

New courses taught:

Our experimental "Hewlett Cluster", funded in part by the Provost's office, was entitled the "Trail of Time" and involved a course that combined different time scales: Introduction to Geology (Crossey and Karlstrom), Introduction to Anthropology (Chip Wills) and American History (Gingy Scharff). This was an interesting and successful attempt to use a "block plan" approach at UNM; we incorporated several fieldtrips into the 101/105 experience (including Grand Canyon, Chaco Canyon, and Sandia Crest trips).

Students supervised:

In 2002, my research group had 2 Ph.D., 4 M.S., and 3 undergraduate researchers. This size group allows good interactions and collaborations. I schedule regular 30 to 60 minute meetings each week with each student. In 2002, I provided 72% of the salary support ($38,850) and all of the research support for these students from external grants. The rest of their salary support came from departmental TAs ($15,051).
Ph.D., Mike Timmons – NSF funding $3,750; TA funding $9,030
Ph.D., Stacy Wagner – NSF funding $14,000
M.S., Micah Jessup – NSF funding $7,900, TA funding $6,021
M.S., Sunny Baer – State map funding – $11,200, NSF funding – $2000
M.S., Amanda Tyson—defended Spring 02
M.S., Mark Quigley – defended Spring 02
B.S., students supported with part time work: Brandon Dixon, Paul Carter, Ted Cleveland

B.S., Theses completed in 2002:

Linda Doran, 2002, Banded metarhyolites in Trigo Canyon: The story they tell about the Proterozoic deformational history of the Manzano Mountains

Current Undergraduate Researchers:

Brandon Dixon
Ted Cleveland
Paul Carter

M.S., Theses completed or in progress in 2002:


Quigley, M., 2002, Tectonic development of Proterozoic structures and their influence on Laramide and Miocene deformation North Virgin Mountains, SE Nevada and NW Arizona, MS thesis (with distinction), University of New Mexico.


Baer, Sunny, expected to defend in Spring, 2003: Tectonic evolution of the Manzano thrust belt, central New Mexico.

Ph.D. Dissertations completed in 2002:

None completed: Mike Timmons expected to defend in 2003; Stacy Wagner has dropped out of the program.

Barry S. Kues, Professor

Courses taught:

Spring: E&PS - 101 (172 enrolled)
E&PS - 492 (1 enrolled)
E&PS - 599 (2 enrolled)

Fall: E&PS - 250 (21 enrolled)
E&PS - 411L (7 enrolled)
E&PS - 599 (1 enrolled)
Graduate students:

Coadvised (with Dr. S.G. Lucas): Sally Johnson (M.S.), Shirley Libed (M.S.), Kate Zeigler (M.S.).

Graduate students completing degree:


Graduate student exam committees:

Sunny Baer (M.S.), Stephanie Moore (M.S.)

Grant A. Meyer, Assistant Professor

Courses taught

Spring: E&PS 516 - Selected Topics in Geomorphology: Environmental Geomorphology

Fall: E&PS 481/581 - Geomorphology and Surficial Geology
Env. Sc. 330 - Environmental Systems

Summer: E&PS 319 - Introductory Field Geology
E&PS 420 - Advanced Field Geology

Theses Advised

Current Advisees: Jennifer Pierce (PhD); Richard Ortiz (MS); Benjamin Burnett (MS)
Co-advising: Rachel Menashe (PhD), Carolyn Domrose (MS)
Committee membership: Debra Bryan (PhD), Sean Connell (PhD), Nicole Bailey (MS), Tim Gere (MS), Jeff Parker (MS), Anne Tillery (MS)

Leslie D. McFadden, Chair and Professor

Courses taught

Spring: E&PS 101 – Physical Geology (112 enrolled)

Fall: E&PS 485L/585L – Soil Strat. and Morph. Lab (10 enrolled)

Guest Lecturer

Community and Regional Planning 470/570 - Semiarid lands Development, Planning and Restoration Community and Regional Planning (Department of Architecture and Planning) - Relevance of Soil geomorphic and ecologic studies in NE Arizona to research in landscape ecology and Holocene climate change

Geoarcheology (EPS 482L/582L and ANTH 482L) – Basic character of soils and utility in geoarcheology.

Biology 535 -- Ethical research in the geosciences: an example from research in Quaternary geology (with Dr. Grant Meyer)
Environmental Science 350 – Environmental, soils and geomorphological research on the Colorado Plateau, NE Arizona.
Natural Science 261L – Environmental science research on the Navajo and Hopi Reservations, Northeastern Arizona.

Anthropology 575 — Soils and uses in field archeology.

Graduate Students Supervised or Co-supervised

McLain, Angela (Ph.D.)
Eppes, Martha (Ph.D.) (RA—College of A & S supported; defended Spring 2002)
Gere, Tim (M.S.)
Bailey, Nicole (M.S.)
Tillery, Ann (M.S., co-supervised with Dr. P. Fawcett)
Carolyn Domrose (M.S.)
Debra Bryan (Ph.D.)

M.S. Thesis Committees

Burnett, Ben
Ortiz, Rick
Parker, Jeff
Guzman, Luis (Dept. of Biology)

Ph.D. Committees

Buxbaum, Chuck (Dept. of Biology)
Pierce, Jennifer
Powers, Bob (Dept of Anthropology)

Horton E. Newsom, Research Professor

Classes taught

Spring: E&PS 365 - Exploring the Solar System, co-taught

Fall: E&PS 491 – Problems (w/Van Sutherland)
E&PS 551 – Problems (w/Heather Gordon)
E&PS 699 —Dissertation (w/Ivan Thorsos)

Research advisor for the following students:

Justin Hagerty, M.S.
Ivan Thorsos, Ph.D.

Students partially supported by grants:

Undergraduate students: Charles Barber, Melissa Nelson
Graduate students: Ivan Thorsos

Committee member for the following graduate students:

Ivan Thorsos, Ph.D.
**Matt Nyman**, Coordinator, Natural Science Program

Courses taught

Fall

E&PS 101 - Natural Science 261L (122 enrolled)

Mentored 2 Independent Study students from College of Education with John Rogers

**James J. Papike, Director (Institute of Meteoritics) and Professor**

Courses taught

Spring:

E&PS 365 - Exploring the Solar System (31 enrolled)

Ph.D. Academic Advisor for Justin Hagerty; C. Shearer - Research Advisor
M.S. Academic Advisor for Jennifer Edmunson; L. Borg - Research Advisor
Ph.D. Academic Advisor for Christopher D.K. Herd and James Karner
M.S. Academic Advisor for Melissa Fittipaldo; R. Jones - Research Advisor

**Aurora Pun, Post-Doctoral Scientist**

Courses taught

Spring:

E&PS 101 - How the Earth Works (39 enrolled)

**Frans J.M. Rietmeijer, Research Professor**

Guest lecturer

Comets and Cosmic Dust
Let's talk about mineralogy:

E&PS 365 - Exploring the Solar System
Stars, shooting stars and us, E&PS Green Chili Seminar

M.S. thesis committee member

Melissa A. Pfeffer

**John Rogers, Instructor, Natural Science Program**

Courses taught

Spring:

NS 263.001 – Environmental Science (21 enrolled)
NS 263.002 – Environmental Science (21 enrolled)
E&PS 201L – Earth History (33 enrolled)
Bio. 110 – Biology for non-majors (42 enrolled)

Summer:

NS 263.001 – Environmental Science (21 enrolled)
E&PS 250 – Geology of Ne Mexico (20 enrolled)
E&PS 110 – Short Topics (2 enrolled)
Mousumi Roy, Assistant Professor

Courses taught

Spring:
E&PS 427/527 – Introduction to Geophysics – (8 enrolled)

Fall:
E&PS 522 – Geodynamics (7 enrolled)

Students Advised in 2002 (*provided RA support)
Annie McCoy – Gravity modeling of the Colorado Mineral Belt
David Hayes* – NMQUAKES Collaboration - development of a web-based seismology education module
Chloe Peterson* – NMQUAKES Collaboration – continuing

Thesis Committees
Jamie Barnes (M.S.), Laura Clor (M.S. Thesis Proposal), Mike Petronis (MS Proposal), Amanda Tyson (MS.), Kurt Steffen (PhD Proposal).

Louis Scuderi, Associate Professor

Courses taught

Fall:
E&PS 300 – Introduction to GIS (22 enrolled)
E&PS 455/555 – Computer and GIS Application in Geomorphology (18 enrolled)
E&PS 548 – Environmental Modelling and Geographic Information Systems (20 enrolled)

Jane Selverstone, Professor

Courses taught

Spring:
E&PS 303L – Igneous and Metamorphic Petrology, with optical mineralogy (11 enrolled)
E&PS 552 – Problems (2 enrolled)
E&PS 495 – Senior Thesis (1 enrolled)
E&PS 599 – M.S. thesis (1 enrolled)

Fall:
On sabbatical
E&PS 552 – Problems (1 enrolled)
E&PS 699 – Ph.D. dissertation (2 enrolled)

Undergraduate students supervised
Beth Snesko
Graduate students supervised

Kurt Steffen, Ph.D., in progress (Kelley-Silver fellow + NSF grant) – exam Fall 2002
Jaime Barnes, M.S., defended 3/02, Ph.D. in progress (NSF Graduate Fellowship)

Thesis and dissertation committees (in addition to students listed above)

Toti Larson, Ph.D.
Chris Wetteland, Ph.D.
Michael Petronis, Ph.D. (exam Fall 2002)
Dan Breecker, M.S.
Laura Clof, M.S. (exam Spring 2002)
Micah Jessup, M.S. (defended Fall 2002)
Mark Quigley, M.S. (defended Fall 2002)
Jason Rampe, M.S. (defended Fall 2002)
Amanda Tyson, M.S. (defended Fall 2002)
Mindy Zimmer, M.S. (defended Spring 2002)

Charles K. Shearer, Research Professor

Courses taught

Fall: E&PS 517L - Problems (4 enrolled)

Graduate Student Committees: Jim Karner and Chris Herd.
Ph.D. Advisor: Justin Hagerty, Jennifer Edmunsor.
Ion Microprobe Instruction: 6 students-faculty-staff.

Zachary Sharp, Associate Professor

Courses taught

Fall: Env. Sci. 101a - Blue Planet, formerly Earth's Environment and Global Change (85 enrolled)
      Env. Sci. 101b - second section (65 enrolled)
Spring: E&PS 505 - Stable Isotope Geochemistry (14 enrolled)
       E&PS 110 - Evolution and Age of the Earth

Curricula developed

I am continuing to update my electronic notes on an annual basis. Complete notes are available for all students prior to lecture. They are freely available on the web site, thereby eliminating departmental photocopy costs. Students are encouraged to print-out the notes and have them in hand for the appropriate lectures. The following sites give the outlines:

Env. Sci. 101 Earth's Environment and Global Change
http://epswww.unm.edu/facstaff/zshapo/103/syllabus.htm
EPS 110 Evolution and Age of the Earth
http://epswww.unm.edu/facstaff/zsharp/106/eps106.htm
EPS 407/507 Thermodynamics
Graduate Students supervised:

Major advisor:

1999-2002: Scott 'Andy' Dufrane (MS)
1999-present: Toi Larson (PhD) – to finish Spring 2003
2001-present: Heather Hibbert (MS) jointly with Brearley
2002-present: Jaime Barnes (PhD) w/ Jane Selverstone
2002-present: Dan Breecker (MS)

Sabbatical Visitors (2003):

Esteban Cardellach

M.S. Exam Committee member:

Jamie Barnes, Susan Block, Paul Burger, Bethany Burnett, Peter Castiglia, Aaron Cavosie, Laura Chlor, Kurt Steffen, Mindy Zimmer

Ph.D. Exam Committee member:

Deb Bergfeld, Lysa Chizmadia, Melanie Edwards (Biology), Michael Gabora, Mike Timmons, Christopher Wettland, Richard Woodford

Undergraduate Student Projects (2002-2003):

Marcey Hess – Stable isotope variations in modern rats for Portal Arizona (w/ J. Brown, Dept. of Biology). Honors thesis
2 NASA SHARP summer interns

Michael N. Spilde, Research Scientist

Guest lecturers:

Guest lecture and SEM/microprobe demonstration for Anthropology 570 “Ceramic Analysis Class.” (20 people) April 2 and 4, 2002.
Provided tutorial training for several SEM users.

Gary A. Smith, Professor

Courses taught

Spring: E&PS 105L – Physical Geology Lab (237 enrolled)
      E&PS 110 – Water for New Mexico (27 enrolled)
      E&PS 482/582 – Geoarchaeology (22 enrolled)
      E&PS 493 – Independent Study (1 enrolled)
E&PS 495 – Senior Thesis (1 enrolled)
E&PS 552 – Problems (1 enrolled)
E&PS 599 – Masters Thesis (2 enrolled)

**Summer:**
- Anth. 373F – Archaeology of the Southwest – 1 guest lecture
- E&PS 453/553L – Field Studies in Volcanology – directed 2 field exercises (17 enrolled)

**Fall:**
- E&PS 201L – Earth History (23 enrolled)
- E&PS 105L – Physical Geology Lab (274 enrolled)
- E&PS 495 – Senior Thesis (1 enrolled)
- E&PS 599 – Masters Thesis (2 enrolled)

Course development: Developed webCT-based curriculum for E&PS 201L (if interested, members of the Faculty Productivity Assessment Committee can visit the site at webct-unm.edu; login using your UNM net ID and password).

**Student Advisement**

**Ph.D. Students Advised**
- Sean Connell

**Ph.D. Dissertation and/or Comprehensive Examination Committee**

- Michael Timmons
- Stacy Wagner
- Debra Bryan

**M.S. Students Advised:**

- Claudia Borchert, Geology and groundwater Hydrogeology, Tesuque quadrangle, Santa Fe County, New Mexico.
- Michael Gaud, Outcrop investigation of the permeability and spatial distributions of alluvial-slope Lithofacies, near Española, New Mexico.

**M.S. Thesis and/or Examination Committee**

- Tim Gere
- James Ashby
- Richard Ortiz
- Heather Hibbert
- LeaAnn Scott

**B.S./B.A. Honors Students Advised:**

- Shannon Sparks, Eruptive processes responsible for all deposits in the Peralta Tuff, Jemez Mountains, New Mexico. B.S. Honors thesis completed summer 2002.

- Courtney Porreca
- Caroline Myer

**Huifang Xu, Research Scientist**

**Courses taught**

**Spring:**
- E&PS 538L – Analytical Electron Microscopy (14 enrolled)
2. PUBLICATIONS DURING THE CALENDAR YEAR 2002
(E&PS tenure-track Faculty are underlined; **= research scientists; * = students)

Books Edited

Geology of White Sands
V. W. Lueth, K. A. Giles, S. G. Lucas, B.S. Kues, R. Myers, and D. Ulmer-Scholle (editors)

Refereed Journal Papers

Core formation in the Earth and Moon: New experimental constraints from V, Cr, and Mn
Chabot, N.L. and C.B. Agee
Geochimica et Cosmochimica Acta 67(11), 2077-2091.

Geochemistry and geochronology of a Neoproterozoic low-K tholeiite-boninite association in Central Eritrea
M. Teklay, K. Berhe, W. Reimold, R. Armstrong, Y. Asmerom and J. Watson

Zoned chondrules in Semarkona: evidence for high- and low-temperature processing
Grossman, J.N., Alexander, C.M.O. 'D., Wang, J. and Brearley, A.J.

Constraints on the petrogenesis of martian meteorites from Rb-Sr and Sm-Nd isotopic systematics of the Iherzolitic shergottites LEW88516 and ALH77005
L. Borg**, Nyquist, Wiesmann and Reese
Geochimica et Cosmochimica Acta 66, 2037-2054

Systematics of oxygen fugacity and geochemical variations in the martian basalts: Implications for martian basalt petrogenesis and oxidation state of the upper mantle of Mars
C. Herd, L. Borg** and J. Papke
Geochimica et Cosmochimica Acta 66, 2025-2037

Development of a model for the reallocation of water and assessment of the hydrological effects of climate change in the Upper Rio Grande basin, southwestern USA

Climatic effects of an impact induced equatorial debris ring
Fawcett, P.L., and Boslough, M.B.E.,

Multistage moisture transport into the interior of northern Mexico during the North American summer monsoon
P.J. Fawcett, J.R. Stalker, and D.S. Gutzler

Large Holocene lakes and climate change in the Chihuahuan Desert
Castiglia, P.J.* and Fawcett, P.L.,
Open and almost shut case for explosive eruptions: vent processes determined by SO₂ emission rates at Karymsky Volcano, Kamchatka
Fischer, T.P., Roggensack, K., and Kyle, P.

Contrasting nitrogen isotope behavior along the Central America margin: implications for the nitrogen balance of the Earth

Noble gases in subduction zones and volatile recycling
Hilton D.R., Fischer T.P., and Marty B.

Geochemistry of hydrothermal fluids from an intraplate ocean island: Everman volcano on Socorro Island, Mexico, Taran, Y.A., Fischer, T.P., Cienfuegos, E., and Morales, P.
Chemical Geology, v. 188, p. 51-63 (2002)

Dextral shear along the eastern margin of the Colorado Plateau—a kinematic link between the Laramide orogeny and Rio Grande rifting (ca. 75 to 13 Ma)
Wawrzyniec, T.F., Geissman, J.W., Melker, M.A., and Hubbard, M.

Assessing vertical-axis rotations in large-magnitude extensional regimes: a transect across the Death Valley extended terrane, California
Petronis, M.S., Geissman, J.W., Holm, D.K., Wernicke, B., and Schrauble, E.

Paleomagnetic and 40Ar/39Ar geochronologic data bearing on the structural history of the Silver Peak Range, west-central Nevada
Petronis, M.S., Geissman, J.W., Oldow, J.S., and McIntosh, W.C.

Multiphase modeling of contact metamorphic systems and application to transitional field changes during a geomagnetic reversal
Keating, G.N., Geissman, J.W., and Zyvoloski, G.A.,

Late Paleozoic magnetizations from Archean and Proterozoic crystalline rocks, Rocky Mountains, and implications for Late Paleozoic remagnetization processes
Geissman, J.W., and S.S. Harlan

A 15,000-year paleoclimatic and glacial record from northern New Mexico, USA
Armour, J., Fawcett, P.J., and Geissman, J.W.,

Modification of ENSO-based long-lead outlooks of Southwest U.S. winter precipitation by the Pacific Decadal Oscillation
D.S. Gutzler, D. Kaun and C. Thornbrugh*

Understanding the origin and meaning of the radioactive decay equation
S.P. Huestis
Structure and evolution of the lithosphere beneath the Rocky Mountains
Karlstrom, K.E., and the CD-ROM working Group (Continental Dynamics of the Rocky Mountains)
Initial results from the CD-ROM Experiment: GSA Today, v. 12, no. 3, p. 4-10 (2002)

Differential incision of Grand Canyon related to Quaternary faulting-data from U-series and Ar/Ar dating
Pederson, J., Karlstrom, K.E., McIntosh, W.C., and Sharp, W.,

Proterozoic Farwell-Lester Mountain suture zone, northern Colorado: subduction flip and progressive assembly of arcs
Tyson*, A.R., Karlstrom, K.E., Chamberlain, K.R., Morozova, E.A., Smithson, S.B., Dueker, K., and Foster, C.T.,

New genera and species of Middle Pennsylvanian gastropods from west Texas
B.S. Kues

Homeomorphy in the Asteroidea (Echinodermata); a new Late Cretaceous genus and species from Colorado
D.B. Blake and B.S. Kues

A Late Pennsylvanian outer shelf marine fauna from a highstand systems tract,
Derry Hills, south-central New Mexico
B.S. Kues, K.A. Giles, G.H. Mack, and T.F. Lawton
New Mexico Geology, v. 24, p. 121-130 (2002)

Influence of soil development on the geomorphic evolution of landscapes: An example from the Transverse Ranges of California
Eppes, M.C.*, McFadden, L.D., Matti, J., and Powell, R.,
Geology; v. 30; no. 3; p. 195-198 (2002)

Geoarchaeological Investigations at the Rio Rancho Folsom Site, New Mexico
B.B. Huckell, L.D. McFadden, J.P. Holmlund and L.W. Huckel

Inorganic carbon modeling
McFadden, L.D., and Amundson, R.,

Near-term lander experiments for growing plants on Mars: requirements for information on biological, chemical, and physical properties of Mars regolith
Schuerger, A.C., Ming, D.W., Newsom, H.E., Feri, R.J., and McKay, C.P.

Oxygen fugacity and geochemical variations in the martian basalts: Implications for martian basalt petrogenesis and the oxidation state of the upper mantle of Mars

An experimental and petrographic investigation of EET 79001 lithology A: implications for its petrogenesis and the partitioning of Cr and V in a martian basalt
Symplectites derived from metastable phases in martian basaltic meteorites
Aramovich, C.J. C.D.K. Herd*, and J.J. Papike
American Mineralogist, 87, 1351-1359 (2002)

The earliest chemical evolution in the solar nebula
F.J.M. Rietmeijer

Gas to solid condensation in a Mg-SiO-H₂O₂ vapor: metastable eutectics in the MgO-SiO₂ phase diagram

Amorphous magnesiosilicate smokes annealed in vacuum: the evolution of magnesium silicates in circumstellar and cometary dust
F.J.M. Rietmeijer, S.L. Hallenbeck, J.A. Nuth III and J.M. Karner*

Shower meteoroids: constraints from interplanetary dust particles and Leonid meteors
F.J.M. Rietmeijer

And just when you thought that the Leonid Meteor Storm held no more surprises: the 2001 storm
F.J.M. Rietmeijer

Condensation processes in astrophysical environments: The composition and structure of cometary grains

Stratospheric dust loading from early 1981 till September 1985 based on the twilight sounding method and stratospheric dust collections
N. Mateshvili and F.J.M. Rietmeijer

The origin of colour of chrysoprase
M. Sachanbinski, J. Janeczek, A. Platonov and F.J.M. Rietmeijer

Compositional asymmetry in replacement tourmaline – An example from the Tauern Window, Eastern Alps
Henry, D.L., Dutrow, B.L., and Selverstone, J.,

Dhofar 019, A new shergottite member of the SNC meteorite group
Taylor, L.A., McSween, H., Shearer, C.K.,

Antiphase hydrogen and oxygen isotope periodicity in chert nodules
Sharp, Z.D., Durakiewicz, T., Migaszewski, Z.M., and Atudorei, V.N.*

Co-existing aluminum silicates in quartz veins: A quantitative approach for determining andalusite-sillimanite equilibrium in natural samples using oxygen isotopes
Short- and long-term effects of fixation and preservation on stable isotope values ($\delta^{13}$C, $\delta^{34}$S) of fluid-preserved museum specimens
Edwards, M.S., Turner, T.F., and Sharp, Z.D.

Insights into Wilson's warbler migration from analyses of hydrogen stable-isotope ratios

Extrapulmonary translocation of ultrafine carbon particles following inhalation exposure

$^{40}$Ar/$^{39}$Ar geochronology and stable isotope geochemistry on Late-Hercynian intrusions from NE Iberia with implications for argon loss in K-feldspar
Solé, J., Cosca, M., Sharp, Z.D., and Enrique, P.

Isotopic composition of carbon and oxygen in desert fauna: investigations into the effects of diet, physiology, and seasonality
Smith, K.F., Sharp, Z.D., and Brown, J.H.

Assessing roles of volcanism and basin subsidence to cause Oligocene-lower Miocene sedimentation in the northern Rio Grande rift, New Mexico
G.A. Smith, D. Moore*, and W.C. McIntosh

Interface chemistry of nanostructured materials: Ion adsorption on mesoporous alumina
Wang, Y., Bryan C., Xu, H., Pohl, P., Yang, Y., and Brinker, C. J.

Monodisperse mesoporous silica microspheres formed by evaporation-induced self-assembly of surfactant templates in aerosols

Controlling flux pinning precipitates during MgB$_2$ synthesis
Xu, H.

Book Chapters

Compartment model simulation of groundwater flow systems
Campana, M.F.

Type section of the Upper Carboniferous Bursum Formation, south-central New Mexico, and the Bursumian Stage
S.G. Lucas, K. Krainer, and B.S. Kues
Invertebrate paleontology of the Bursum formation type section (latest Pennsylvanian), Socorro County, New Mexico
B.S. Kues
Geology of White Sands (Lueth, et al., eds.), New Mexico Geological Society

Stratigraphy and correlation of the Lower Permian Hueco Group in the southern San Andres Mountains, Dona Ana County, New Mexico
S.G. Lucas, K. Krainer, and B.S. Kues
Geology of White Sands (Lueth, et al., eds.), New Mexico Geological Society

A marine invertebrate fauna from the upper part of the Panther Seep Formation (earliest Wolfcampian) near Hembrollo Pass, San Andres Mountains, south-central New Mexico
B.S. Kues
Geology of White Sands (Lueth, et al., eds.), New Mexico Geological Society

Temperature and precipitation patterns associated with the 1950s drought in the U.S. Southwest
H.F. Diaz and D.S. Gutzler

Collected extraterrestrial materials: Interplanetary dust particles, micrometeorites, meteorites and meteoric dust
F.J.M. Rietmeijer

Experimental astromineralogy: circumstellar ferromagnesiosilica dust in analogs and natural samples
F.J.M. Rietmeijer and J.A. Nuth III

Notes, Extended Abstracts, and Other Publications

Review of Puecker-Ehrenbrink, B. and Schmitz, B. (eds) Accretion of Extraterrestrial Matter Throughout Earth’s History
Brearley, A.J.

Groundwater Microbiology and Geochemistry, 2nd Ed.” by Francis Chapelle
Crossey, L.J. and Dahm, C.N.

Workshop Report: Achieving Climate Predictability using Paleoclimate Data: Euroconference on Abrupt Climate Change Dynamics
Fawcett, P.J.

Volcanology: annual review
Fischer, T.P.
Geotimes (Highlights), v. 47, no.7, 13-14 (2002)

Climate variability: Seasonal and interannual variability
D.S. Gutzler
Meteorites
Jones, R.H.

Martian meteorites: A sneak preview of samples from our neighbour planet.
Jones R.H.

Influence of Proterozoic and Laramide structures on the Miocene extensional strain field, North Virgin Mountains, Nevada/Azaria
Quigley*, M.C., Karlstrom, K.E., Beard, S., and Bohannan, B.

The Bursumian Stage
S.G. Lucas, B.S. Kues, and K. Krainer

Editors’ message
V. Lueth, K. Giles, S. Lucas, B.S. Kues, and R. Myers

First-day road log, Alamogordo to Tularosa, Mockingbird Gap, Trinity site, and Three Rivers
S.G. Lucas, V.W. Lueth, B.S. Kues, R.G. Myers, and K.A. Giles

Third-day road log, from Alamogordo to White Sands, Sun Agustin pass, Organ Quarry, and Tortugas Mountain
V.W. Lueth, S.G. Lucas, K.A. Giles, B.S. Kues, and J. Witcher

Standardized stratigraphic nomenclature for Post-Ringgold-Formation sediments within the central Pasco Basin

Mesostructured materials in natural environments: TEM investigation
Xu, H., Wang, Y., and Chen, T.

Transformation from ferricydrate into goethite in soil from Colorado Plateau: HRTEM investigation
Xu, H., Chen, T., Jove Colon, C. F., and Cygan, R.

Electron energy-loss spectroscopy of carbonaceous layers on iron surfaces in Fischer-Tropsch catalysts
Jin, Y., Xu, H., and Datye, A. K.

HAADF imaging of interface between GaAs and InAs semiconductors
Xu, H.

Technical Reports
Modeling the effects of land surface forcing on summer rainfall in Southwest North America
J. Stalker and D.S. Gutzler
Abstracts

Experimental constraints on core formation, 12th V.M.
Agee, C.B.

Constraining the material that formed the Moon: the origin of lunar V, Cr, and Mn depletions, The Moon Beyond 2002: Next Steps in Lunar Science and Exploration
Chabot, N. L. and C.B. Agee

NASA needs a long-term sample return strategy
Agee, C.B.

Timescale of melt differentiation from $^{211}$Pa-$^{226}$Ra data
Asmerom, Y., Mukasa, S., Chen, H., Polyak, V., and Edwards, L.

Climate changes in the Southwestern United States around the Younger Dryas
Polyak, V., and Asmerom, Y.

Variation in the Strength of the Central American Monsoon During the Holocene From Speleothem Proxy
Lachniet, M., Patterson, W., Burns, S., Seltzer, G., Asmerom, Y., Polyak, V., and Piperno, D.

U-Pb isotopic age dating of Devonian conodonts; a new method for dating Paleozoic marine sedimentary deposits
Elrick, M., Getty, S., Ebert, J., and Asmerom, Y.
Abstracts with Programs - GSA 34, no. 4: 52 (2002)

Chemostratigraphic markers at the Olenekian-Anisian boundary
STS/IGCP 467 Field Meeting, Veszprem, Hungary, p. 9-10 (2002)
Conodont succession across the Olenekian-Anisian boundary at Desli Caira, Romania
Gradinaru, E., Orchard, M., Nicora, A., Mirauta, E., and Atudorei, V.**
STS/IGCP 467 Field Meeting, Veszprem, Hungary, p. 11-13

Potential climate signals from the deep-sea gorgonian coral Primnoa resedaeformis

Heterogeneous distribution of carbonaceous material in Murchison matrix: In situ observations using energy filtered transmission electron microscopy
Brearley, A.J.

Mineralogical characterization of Vigaran matrix: HRTEM and EFTEM observations
Abreu*, N.M., and Brearley, A.J.

Petrographic studies of chondrule mesostasis in the Yamato 791198 CM carbonaceous chondrite and comparison to ALH81002
Chizmadia, L.J.*, and Brearley, A.J.

A non-biological origin for nanophase magnetite in ALH84001: experimental results
Koziol, A.M., and Brearley, A.J.

Petrographic studies of sulfide assemblages of in the Allende CV3 carbonaceous chondrite
Wetteland, C.*, and Brearley, A.J.

Carbonates in the Y791198 CM2 chondrite: Zoning and Mn-Cr systematic
Brearley, A.J., and Hutcheon, I.D.

Aqueous alteration of FeO-rich olivine: Insights from experimental alteration of Allende
Brearley, A.J., and Jones, C.L.

Ca-bearing Fe,Ni metal grains in fine-grained rims of the Y-791198 CM carbonaceous chondrite
Chizmadia, L.J.*, and Brearley, A.J.

Microstructural characterization of inclusions in Vigaran matrix olivines
Abreu, N.M.*, and Brearley, A.J.

Complex zoning in carbonates in CM carbonaceous chondrites: recorders of changing fluid composition during aqueous alteration
Brearley, A.J.

Submicron polyphase inclusions in zoned garnets from the Picuris range, New Mexico: Implications for disequilibrium Ca and trace element zonations.
Brearley, A.J., and Carlson, W.D.
Abstracts of 18th General Meeting of the International Mineralogical Association, 214 (2002)
Condensed volcanic aerosols collected near source at Poás
EOS Trans, AGU, 82(47) (2002)

Uranium-lead isotopic systematics of the martian meteorite Zagami
L. Borg**, Y. Asmerom and J. Edmunson*

A petrologic model for the origin of martian meteorite magmas based on their major element, trace element, and isotopic compositions
L. Borg** and D. Draper**

Exploring trace element and isotopic mixing relationships in the martian meteorite suite
L. Borg**
Workshop Unmixing the SNC's: Chemical, isotopic, and petrologic components of the martian meteorites, LPI contributions #1134, p. 9-10 (2002)

Campana, M.E.

National Research Council, Committee on Opportunities to Improve the U.S. Geological Survey's National Water Quality Assessment (NAWQA) Program
Campana, M.E.

Reallocation of water and the hydrological effects of climate change in the Upper Rio Grande basin, Southwestern, USA

The Trail of Time: a progress report
Karlstrom, K.E., Crossev, L.J., and Williams, M.

Characterization of the Red Pine Shale, Uinta Mtn. Gp.: Midneoproterozoic paleogeography of NE Utah

Active springs and Quaternary travertines in Grand Canyon: linking modern and paleo-hydrologic systems

Lithostratigraphic and chemostratigraphic relationships in the Neoproterozoic Chuar Group, Grand Canyon: implications for controls on C-isotope variability of Neoproterozoic oceans
Dehler, C.M., Elrick, M., Crossev, L.J., and Karlstrom K.E.
GSA Rocky Mountain Section, Cedar, Utah, Abstracts with Programs, v. 34, no. 4, p. A-18 (2002)
Cycle stratigraphy and chemostratigraphy of Cenomanian-Turonian (Late Cretaceous) shallow- through deep-marine carbonates and siliciclastics, southern Mexico
Elrick, M., and Molina-Garza, Roberto

Early silicification of Upper Ordovician deep-water chert-limestone rhythmites, central Nevada
Habib, Leonandro, and Elrick, M.
GSA National meeting, Denver, Abstracts with Programs, p. 17 (2002)

Walter Bucher’s last field trip and conversion to the impact origin of Meteor Crater: a tribute to an open mind
Elston, W. E.
Geological Society of America, Abstracts with Programs, v. 34, no. 6, p 123 (2002)

Holocene millennial-scale climate variability in western North America

A late Pleistocene to recent glacial and periglacial record from the southern Rocky Mountains, northern New Mexico

Large Holocene lakes and climate change in the Chihuahuan Desert, Mexico

Volatile aerosol evolution: model vs. in situ sampling

Time-series analysis of volatile chemistry at poas volcano

Helium and carbon systematics of the Sangihe Arc, Indonesia: tracing volatile sources in an arc-arc collision

Tracking sediment subduction along the Sangihe Volcanic Arc, Indonesia using volatile chemistry and N-isotopes

Sediment underplating beneath Central America: insights from N-He, $\delta^{15}$N systematics of volatile discharges in Nicaragua

Geochemical habitats of deeply-branched lineages
Astrobiology meeting, Arizona State University (2002)

Volatile recycling at subduction zones
Fischer, T.P., and Hilton, D.R.
NSF MARGINS workshop, Hawaii (2002)
Volatile mass balance and recycling at subduction zones
Hilton, D.R., Fischer, T.P., and Marty, B.

A subduction zone barrier for sediment-derived nitrogen

Unravelling the C systematics of the Central American volcanic output
Shaw A.M., D.R. Hilton, T. Fischer, and J. Walker

The relationship between the signature of subducted sediments in volcanic gases and volatile flux along the Central American volcanic arc

SO₂ emissions to the atmosphere from active volcanoes in northern Central America, 2000-2002

University of New Mexico-Los Alamos National Laboratory Program in Volcanology

Preliminary paleomagnetic and fault kinematic data from the eastern Uinta Mountains, NW Colorado
Ashby, J.M., Geissman, J.W., and Well, A.B.

Paleomagnetism and structure of the Lanping-Simao fold/thrust belt, western Yunnan province, southwest China
Geissman, J.W., and Burchfiel, B.C.

Deformation along the southeast extension of the Lake Mead fault system evaluated with paleomagnetic data from Miocene igneous Rocks, Hoover Dam area, Nevada and Arizona
Geissman, J.W.

Paleomagnetism and 40Ar/39Ar dating of folded sills in the Lombard thrust sheet, south central Montana: implications for the timing of fold and thrust deformation and vertical axis rotations along the southern margin of the Helena salient

Paleomagnetic and 40Ar/39Ar data from remagnetized mafic dikes and host granite rocks in the southwest Silver Peak range, Nevada, Tertiary structural evolution of the central Walker Lane
Petronis, M.S., Geissman, J.W., Oldow, J.S., and McIntosh, W.C.

Paleomagnetism of Lower Permian Abo and Yeso Formation, Carrizo Arroyo, Lucero Uplift, New Mexico
Petronis, M.S.*, and Geissman, J.W.
Paleomagnetism of Upper Triassic (Chugwater Group) strata on the northeast flank of the Gros Ventre Range, northwest Wyoming, and implications for Laramide-style deformation
Purcell, C.W., and Geissman J.W.

Paleomagnetic and geochronologic data bearing on the deformation and timing of the Cripple Creek diatreme complex and related rocks, Front Range, Colorado
Rampe, J.S.*, Geissman J.W., Melker, M., and Heizler, M.
Geological Society of America Abstracts with Programs, v. 34, p. 185 (2002)

Evapotranspiration and water use effects of restoring cottonwood bosque along the Middle Rio Grande
J. Cleverly, J. Thibault, C. Dahm, D. McDonell*, J. Prueger and D. Gutzler
Ecological Society of America annual meeting, Tucson (2002)

Decadal modulation of ENSO-based winter seasonal predictions
D.S. Gutzler, D.M. Kann and C. Thornbrugh*
NOAA Climate Diagnostics and Prediction Workshop (2002)

NAMAP: The North American Monsoon Model Assessment Project
D.S. Gutzler
NOAA Climate Diagnostics and Prediction Workshop (2002)

Heterogeneity and $^{16}$O-enrichments in oxygen isotope ratios of olivine from chondrules in the Mokoia CV3 chondrite
R.H. Jones**, L.A. Leshin and Y. Guan

Forsterite from chondrules in the Mokoia (CV3) chondrite: cathodoluminescence, chemistry and oxygen isotopes

Meteorite identification – a partnership opportunity

Heterogeneities in the oxygen isotope ratios of chondrules and their significance for models of the early solar system
R. H. Jones**

Proterozoic ultramafic rocks in southwestern North America: distinguishing ophiolites from arc cumulates
Low*, P.C., Seaman, S.J., Karlstrom, K.E., and Williams, M.L.
Geological Society of America Abstracts with Programs, v. 34, no. 6., p. 181 (2002)

Tectonic evolution of the Black Canyon of the Gunnison, Colorado: new U/Pb geochronology and evidence for both Paleoproterozoic and Mesoproterozoic deformation and metamorphism
Jessup*, M., Karlstrom, K.E., Connelly, J., Jones*, J., and Williams, M.
Geological Society of America Abstracts with Programs, v. 34, no. 6, p. 181 (2002)

Proterozoic and Paleozoic ancestry of regional Laramide fault networks: using $^{40}$Ar/$^{39}$Ar K-feldspar thermochronology to evaluate early cooling/exhumation histories across discrete fault zones
Timmons*, M.J., Heizler, M., and Karlstrom, K.E.
Geological Society of America Abstracts with Programs, v. 34, no. 6, p. 181 (2002)
Lithospheric structure and evolution of the Rocky Mountains—summary of results of the CD-ROM (Continental Dynamics of the Rocky Mountains) experiment

Karlstrom, K.E.
Geological Society of America Abstracts with Programs, v. 34, no. 6, p. 182 (2002)

Crustal evolution of the southern Rocky Mountain Region
Keller, R.G., Karlstrom, K.E., Miller, K.C., Snelson, C., Andronicos, C., Williams, M., and Levander, A.
Geological Society of America Abstracts with Programs, v. 34, no. 6, p. 254 (2002)

Seismic reflection image of the Jemez Lineament of New Mexico: evidence for a south-dipping paleosubduction boundary between the Yavapai and Mazatzal Provinces
Magnani, M.B., Miller, K., Levander, A., Eshete, T., and Karlstrom, K.E.
Geological Society of America Abstracts with Programs, v. 34, no. 6, p. 473 (2002)

Long lived (1.8 – 1.0 GA) convergent orogen in southern laurentia—evaluation of the auswus model for Rodinia
Karlstrom, K.E., and Williams, M.
Geological Society of America Abstracts with Programs, v. 34, no. 6, p. 559 (2002)

Parsing the long-lived orogen: using microstructural analysis and microprobe monazite dating to clarify the Proterozoic history of southwestern North America
Williams, M.L., Jercinovic, M.J., and Karlstrom, K.E.

The Mesoproterozoic record in the Wet Mountains, Colorado
Geological Society of America Abstracts with Programs, v. 34, no. 6, p. 181 (2002)

Paleoproterozoic to Mesoproterozoic evolution of southwestern North America: the view from the lower crust
Geological Society of America Abstracts with Programs, v. 34, no. 6, p. 253 (2002)

Neogene profile of the Colorado River: different reaches and differential incision within a young river system
Wagner, S.S., and Karlstrom, K.E.

Ancient to modern history of the Jemez Lineament of north central New Mexico
Magnani, M., K. C. Miller, A. Levander, and K.E. Karlstrom

New mapping from the Manzano Peak Quadrangle, central New Mexico
Baer*, S.H., Karlstrom, K.E., and Bauer, P.

Influence of Proterozoic and Laramide structures on the Miocene extensional strain field, SE Nevada
Quigley*, M.C., Karlstrom, K.E., and Kelley, S.

Complex crustal assembly of southwestern North America involving northwest- and northeast-striking fabrics: the Black Canyon of the Gunnison, southern Colorado
Jessup*, M., Karlstrom, K.E., Connelly, J., and Livaccari, R.F.

New 40Ar-39Ar dates on basalts in Grand Canyon: constraints on rates of Quaternary river incision and slip on the Toroweap fault, and implications for lava dams
McIntosh, W.C., Peters, L., Karlstrom, K.E., and Pederson, J.
Invertebrate faunas from the lower Atrasado Formation (Pennsylvanian, Missourian), Cerros de Amado, Socorro County, New Mexico
B.S. Kues, S.G. Lucas, A.J. Lerner, and G.L. Wilde
New Mexico Geology, v. 24, p. 57 (2002)

Brachiopods from the Red Tanks Formation (Madera Group) near the Pennsylvanian-Permian boundary, Lucero uplift, New Mexico
B.S. Kues
New Mexico Geology, v. 24, p. 61 (2002)

Influence of flooding, sediment, and vegetation, on soil development in the Middle Rio Grande floodplain, New Mexico
Bailey, N., McFadden, L.D., and Dahm, C.N.,

Soil geomorphology of the north flank of the San Bernardino Mountains, California: A summary of interactions and feedbacks between soil development and landscape evolution at various temporal and spatial scales
Eppes*, M., McFadden, L., Matti, J., and Powell, R.,

Solar insolation and physical weathering in deserts: Revisiting an old idea
McFadden, L., Eppes*, M., and Gillespie, A.,

Late Holocene behavior of small drainage basins on the Colorado Plateau: Influences of lithology, basin form and climate change
Tillery, A.*, Fawcett, P., McFadden, L., McAuliffe, J., and Scuderi, L.,

Microclimatic controls on slope forms and processes, northeastern Arizona
Burnett, B.N.*, Meyer, G.A., and McFadden, L.D.,

Downstream effects of Cochiti Dam on the middle Rio Grande near Albuquerque, New Mexico
Ortiz, R.M., and Meyer, G.A.

Variability of fire regimes and geomorphic response in ponderosa pine forests of central Idaho

Holocene forest fire records as evidence of millennial-scale climate change in the northwestern United States
Pierce, J.L., and Meyer, G.A.

Critical Issues In Martian geochemistry involving minor and trace elements, and the applicability of laser-induced breakdown spectroscopy (LIBS)
Wiens, R.C., Arvidson, R.E., Blacic, J.D., Chevel, S., Cremers, D.A., Manhes, G., Maurice, S., and Newsom, H.E.**

Mobile Elements Reservoir Mass Balance On Mars: New SIMS and EMP Data From Lonar And Mistastin Craters
Crater Deposits in 2003 MER Landing Sites

Impact-induced Hydrothermal Systems and Mineral Deposition on Mars
Thorsos, I.E.*, Newsom H.E.**, and Davies A.D.

Overview of Science and Testable Hypotheses at the Gusev Crater MER A Landing Site
Cabrol, N., E. A. Grin, D. Fike, H. Newsom**, I. Thorsos*, N. G. Barlow, R. De Hon, and J. Bishop
Mars Exploration Rovers Landing Site Selection Workshop Pasadena, California (2002)

Gusev Crater: Assessing its Relevance as the MER-A Landing Site
Barlow, N.G., Cabrol, N., Grin, E., Newsom, H.E.**, and DeHon, R.
Mars Exploration Rovers Landing Site Selection Workshop Pasadena, California (2002)

Impact Hydrothermal Processes at the Gusev Crater MER A Landing Site, and the Sinus Meridiani Site
Newsom, H.E.**, C. Barber, I. Thorsos*, A. Davies, N. A. Cabrol, E. A. Grin, N. G. Barlow, R. De Hon, and J. Bishop
Mars Exploration Rovers Landing Site Selection Workshop Pasadena, California (2002)

Exploring Earth: Internet-based materials for high school Earth Science classes
Nyman, M.W.**, Dahlman, L., and Barstow, D.,

Spinel from Apollo 12 olivine mare basalts: Chemical systematics of selected major, minor, and trace elements

Trace element signatures in the Apollo 14 high-AL basalts: What do they represent?
Hagerty, J.J.*, C.K. Shearer**, and J.J. Papike

Systematics of vanadium in olivine from planetary basalts
Karner, J.M.*, J.J. Papike, and C.K. Shearer**

Trace-element analyses of carbonate minerals in the gunflint banded iron formation
Pun, A., J.J. Papike, and C.K. Shearer**

The behavior of TH and SM in lunar basalts. Establishing a better understanding of remotely sensed lunar data for use in deciphering the igneous history of the moon
Shearer, C.K.**, C.R. Neal, and J.J. Papike

Trace element and petrologic constraints on the age of lunar ferroan anorthosites
Shearer, C.K.**, L.E. Borg, and J.J. Papike

Olivines in lherzolitic shergottite ALH77005: Inclusions and geochronology

Mineral precipitation by Mn-oxidizing microbes: comparing natural and cultured Mn-minerals
Spilde, M.N.*, P.J. Boston, R.T. Schellbe, and J.J. Papike
Future Lunar sampling missions. big returns on small samples
Shearer, C.K.**, J.J. Papike, and L.E. Borg**

Using small basaltic lunar clasts to reconstruct the early magmatic history of the Moon
Hagerty, J.J.*, C.K. Shearer**, and J.J. Papike

Systematics of chromium and titanium in Olivine from Lunar mare basalts compared to basalts from the Earth and Mars
Karner, J.M.*, J.J. Papike, and C.K. Shearer**

Thermal modification of silicate materials in flash-heated sulfide IDPs: The first clues for chemically controlled, early silicate mineral evolution
F.J.M. Rietmeijer**

A future science and engineering need for solar system exploration: Sample return missions
F.J.M. Rietmeijer**

Microanalyses of Interplanetary Dust Particles (IDPs) and Micrometeorites (MMs): Implications for sample return missions to undifferentiated protoplanets
F.J.M. Rietmeijer**
34th Scientific Assembly Committee on Space Research (COSPAR), World Space Congress 2002, Houston (TX), CD-ROM #00195 (2002)

Mesospheric Metal abundances and Meteoric Dust: Analyses of surviving Meteoroids
F.J.M. Rietmeijer**
34th Scientific Assembly Committee on Space Research (COSPAR), World Space Congress 2002, Houston (TX), CD-ROM #00196 (2002)

Seasonal changes in mineral composition of atmospheric dust in an industrial region of Upper Silesia, Poland
M. Jablonska, J. Janeczko and F.J.M. Rietmeijer**

Interplay of flexure and faulting in the Rio Grande Rift, New Mexico
Roy, M.

Shear at plate boundary faults
Roy, M.
Consortium for the Americas Workshop, UNM (2002)

Rate and state variable friction on faults
Roy, M.
Center for Advanced Studies Workshop, UNM (2002)

Spatial patterns of climate change: United States temperatures 1600-2000
Scuderi, L.A.
The effects of deformation mechanisms on thermobarometry of plagioclase-bearing metamorphic rocks
Steffen, K.* and Selverstone, J.

Fluid-induced rheologic cycling in a deep-crustal shear zone from the Alps
Selverstone, J., Steffen, K.*, and Barnes, J.D.*

Oxybiotites as a sensor of eruptive conditions
Hibbert, H.A., Sharp, Z.D., and Brearley, A.

Evidence for marine prey base and latitudinal origins in migratory raptors using hydrogen and sulfur isotope chemistry
The 3rd International Conference on Applications of Stable Isotope Techniques to Ecological Studies 3, 107 (2002)

Notes on relative measurements, dinosaurs and paleohumidity
Durakiewicz, T., and Sharp, Z.D.
European Society of Isotope Research, VI, 26 (2002)

Oxygen isotope geochemistry of hematite in BIF-hosted hgg-grade iron ores: implications for the composition of Paleoproterozoic meteoric water

Mesoproterozoic thermal history of the Manzano Mtns., NM with implications for aluminum silicate stability using oxygen isotopes
Larson, T.E., and Sharp, Z.D.

Serpentinite as a carrier of chlorine into the mantle
Sharp, Z.D.

Antiphase hydrogen and oxygen isotope periodicity in chert nodules from Holy Cross Mtns, Poland
Sharp, Z.D., Durakiewicz, T., Migaszewski, Z., and Atudorei, V.
European Society of Isotope Research, VI 97-98 (2002)

The effect of oxygen fugacity on Co and Ni partitioning in olivine: Insights into martian magmas
Abstracts with programs (2002)

Isotopic constraints on the origin of the lunar ferroan anorthosites
Borg, L.E., Shearer, C.K., Nyquist, L.E., Norman, M.D., and Taylor, L.A.

Experimental lithium and boron partition coefficients: Implications for magmatic water in martian meteorites

Microbial sulfur transformations in a sulfide-rich cave in Tabasco, Mexico
Northup D.E., Boston P.J., **Spilde, N.M., *Schelbe, R.T. Alvarado-Zink, A.
Investigations of microbial mineral deposition in cave environments: An analog to the Martian subsurface?  
*Scheibe R.T., Northup D.E., **Spilde M.N., and Boston P.J.  
Proceedings of the 2nd Astrobiology Science Conference (2002)

Of microbes and minerals  
**Spilde M.N.  

Subterranean manganese deposits in caves: analogies to desert varnish?  
**Spilde M.N., Boston P.J., Northup D.E.  

Subterranean soil development in Lechuguilla and Spider Caves, Carlsbad Caverns National Park, NM: similarities to desert varnish and subsurface soils.  
**Spilde M.N., Boston P.J., Northup D.E. *Scheibe R.T., and Crossey L.J.  

Seasonal mineralogy and biogeochemistry of an arid-land hyporheic corridor along the alluvial Rio Grande, New Mexico, USA.  
*Vinson, D.S., Pershall, A.D., **Spilde, M.N., *Block, S.E., Crossey, L.J., and Dahm, C.N.  
EOS Transactions, American Geophysical Union Fall Meeting, Abstract #B32B-02 (2002)

Characterization and proposed formalization (Hanford formation) for ice-age flood deposits within the Pacific Northwest  
B. Bjornstad, G.V. Last, S.P. Reidel, D.G., Horton, K.R. Fecht, G.A. Smith and K.A. Lindsey  

Mesogeochemistry: nanoporous structures in geological environment  
Xu, H.*, Wang, Y., and Chen, T.  

Mesogeochemistry: geochemical reactions and mass transfers In a nano-scale pore space confinement  
Wang, Y., Bryan, C., and Xu, H**.  

Self-assembled and nanoporous structures as indicators of microbial activity  
Xu, H.*, Chen, T., Gao, H., and Wang, Y.  

Monodisperse mesoporous silica microspheres formed by evaporation-induced self-assembly of surfactant templates in aerosols  

Ion sorption on nano-structured materials: Effect of electric double layer overlap  
Wang, Y., Bryan, C., Xu, H.**, and Brinker, C.J.  

Self-assembly and controlled aggregation in novel layered double hydroxide - Surfactant materials  
Xu, Z.P., Yu, K., Braterman, P.S., and Xu, H**.  
3. EXTERNALLY FUNDED RESEARCH GRANTS AND CONTRACTS


Collaborative Research: U-series, Be, Sr, Nd and Pb Isotopic and Trace Element Constraints on Melting and Mass Transfer Processes in Arcs, Philippine Arc System
Y. Asmerom, Principal Investigator
National Science Foundation
$137,000 (June, 2002 – May, 2004)

Holocene paleoclimate for southwestern USA from annual banding in Carlsbad Cavern stalagmites
V. Polyak and Y. Asmerom (Co-PIs)
National Science Foundation

Field-Scale in-situ measurements of vadose zone flow and transport...U-series, Sr isotopes
Y. Asmerom, Principal Investigator
Department of Energy
$150,000 (September, 2002 – August, 2005)

Acquisition of an Electron Microprobe
A.J. Brearley, Principal Investigator, Co-PIs. J. Selverstone, K. Karlstrom, M. Spilde**, and L. Crossey
NSF Instrumentation and Facilities Program
$280,000 (May, 2002 – May, 2004)

Mechanisms and kinetics of aqueous alteration reactions in chondritic meteorites
A.J. Brearley
NASA Origins of solar systems program
$105,000 (June, 2002 – May, 2005)

Formation and alteration histories of chondritic materials
A.J. Brearley, Principal Investigator
NASA Cosmochemistry Program
$290,000 (May 2003 – May 2006)

South Caucasus River Monitoring
M.E. Campana
North Atlantic Treaty Organization (NATO) and Organization for Security and Cooperation in Europe (OSCE)
$500,000; (October 2002 – September, 2005) (UNM share: $24,000, with responsibility for managing project)

Towards the establishment of a Central American water resources development center
M.E. Campana
ALO - U.S. Agency for International Development
$100,000 (October, 2002 – September, 2005)

Student recruitment, retention and experiential learning in water resources
M.E. Campana
U.S. Department of Agriculture
$150,000 (October, 2002 – September, 2004)
Sustainable development in a montane watershed, Honduras

M.E. Campana
U.S. Department of Commerce-NOAA

An REU site in water resources for developing countries

M.E. Campana (co-PI with S. Silliman, U. of Notre Dame, and Scott Tyler, U. of Nevada-Reno)
National Science Foundation
$190,000 (March, 2002 – February, 2005) (UNM share: $27,000)

Alliance for Minority Programs: Undergraduate Research Support

L.J. Cressey (Co-I; R. Jacquez, New Mexico State University)
$55,000 (November, 2001 – October, 2002)

Collaborative research: Mesoproterozoic tectonics of inboard southwestern Laurentia: insight into assembly and configuration of Rodinia from study of sedimentary successions

L.J. Cressey (Co-I: P.K. Karlstrom, Co-I J. Bloch)
NSF- Tectonics (EAR-028463)

Second Planning Proposal: The Trail of Time at Grand Canyon

L.J. Cressey (Co-I: K. Karlstrom)
NSF-Geoscience Education and Informal Science Education (split funding)
$100,000 (November, 2002 – October, 2003)

Field Workshop on the Flux and Chemistry of Volcanic Emissions: Nicaragua and Costa Rica

T. Fischer (Principal Investigator)
NSF OCE 0234544
$15,000 (January, 2003 – December, 2003)

Field Workshop on the Chemistry of Volcanic Gases: Nicaragua and Costa Rica

T. Fischer (Principal Investigator)
NASA
$20,000 (March, 2003 – December, 2003)

Upgrade to the superconducting rock magnetometer and acquisition of a high-sensitivity susceptibility system, UNM Earth and Planetary Sciences Paleomagnetism Laboratory.

J.W. Geissman
National Science Foundation, Instrumentation and Facilities
$108,600, with UNM cost-match of $50,000.

Mapping of the transition zone between the Rio Grande rift and Colorado Plateau, eastern margin of the Lucero Uplift (CLTZ)

J.W. Geissman
$10,000, EDMAP

Origin of high magnetic remanence in fault pseudotachylites and possible seismic implications

J.W. Geissman
National Science Foundation, Geophysics
$38,588 (UNM component, two years)

CLIMAS partnership with the University of New Mexico

D. Gutzler
NOAA Office of Global Programs/Regional Integrated Climate Science Assessment Program
$40K (September, 2002 – May, 2003)
Tropical cyclone activity associated with the North American Monsoon System
D. Gutzler (co-PI: E. Ritchie)
NOAA Office of Global Programs/Warm Season Precipitation Initiative
$95K/yr., 36 months (grant to begin Apr 03)

GIS/GPS Applications Lab
L. Scuderi, PI
NASA PURSUE
$24,000

Lithospheric structure and evolution of the Rocky Mountains: Phase 2, NSF Continental Dynamics Program (EAR-0208473)
This project is coordinated by K.E. Karlstrom and is a collaborative project with 20 PIs at 13 institutions
$75,000, to UNM (July, 2002 – June, 2003)

Microbeam Studies of Planetary Materials
J.J. Papike (co-PI: R. Jones and C. Shearer)
NASA
$245,000 (February, 2002 - February, 2003)

Center for Rapid Environmental Analysis and Terrain Evaluation
L. Scuderi, L.McFadden, PI, and R. Watson
National Aeronautics and Space Administration
$ 1,800,000 (May, 2003 – 5 2005)

Institute for the Study of Biomarkers in Astromaterials
J.J. Papike (Principal Investigator)
NASA
$25,000 (May, 2002 - May, 2003)

Microprobe
J.J. Papike (Principal Investigator)
NASA
$280,000 (2002)

Mantle and crustal xenoliths of the Puerco Necks, New Mexico: Constraints on lithospheric evolution at the transition between the Colorado Plateau and the Rio Grande Rift
J. Selverstone (co-Pis: Z. Sharp and A. Brearley)
National Science Foundation

Collaborative research: Deformation rates and kinematics of ancient and active displacement transfer, central Walker Lane, western Great Basin
J. Geissman and J. Selverstone (collaborative with J. Oldow and W. McClelland, Univ. of Idaho)
National Science Foundation
$144,588 (June, 2002 – May, 2005)

Acquisition of automated peripherals for the stable isotope laboratory, University of New Mexico
Sharp, Z.D.
National Science Foundation
$36,188 (March, 2003 – March, 2005)
COLLABORATIVE RESEARCH: Integrated structural and geochemical investigation of alternate origins for "crack-seal" veins
Wiltschko, D (TAMU) and Sharp, Z.D. (Co-PI)
National Science Foundation
$44,496 (June, 2001 – May, 2004)

NER: Mesogeochemistry --- geochemical reactions and mass transfers in nano-scale pore space confinement
H. Xu
National Science Foundation

Transmission electron microscopy investigation of mesoporous materials and their applications in waste management
H. Xu
Sandia National Laboratories
$65,000 (October, 2001 – September, 2003)

Structural investigation of nanostructured composites
H. Xu
Sandia National Laboratories
$25,000 (August, 2002 – September 2003)

Grants and Awards current in the period January 1, 2002 – June 30, 2003 (continued from previous years).

$^{231}$Pa-$^{235}$U Fractionation During Intra-Plate Mantle Melting and Magma Transport
Y. Asmerom, Principal Investigator
National Science Foundation
$98,000 (November, 1999 – October, 2003)

Increasing Minority Ph.D.s in Geochemistry
Y. Asmerom, Principal Investigator
Sloan Foundation
$55,000 (on-going – 2005)

Geochronology of Planetary Materials: A Petrologic Approach
L. Borg** and Y. Asmerom (Co-PIs)
NASA
$50,000 (funded)

Quantifying and identifying groundwater recharge to Lake Tahoe
Y. Asmerom (UNM PI)
National Science Foundation
$12,000 (UNM) [2000-2002] Administered though DRI

Formation and alteration of histories of chondritic materials
A.J. Brearley, Principal Investigator
NASA Cosmochemistry Program
$190,000 (May 2000 – May 2003)

A quantitative assessment of the economic and institutional impacts of climate change on the Upper Rio Grande Valley using an integrated GIS framework
M.E. Campana (co-PI with L. Scuderi, O.P. Matthews, D. Brookshire and J. Chermak)
National Science Foundation
$675,000 (June, 2000 – May, 2003)
Sustainable development in Nueva Vida, Honduras
M.E. Campana
U.S. Department of Commerce-NOAA
$5,000 (May, 2001 – January, 2002)

An integrated GIS framework for water reallocation and decision-making in the Upper Rio Grande Valley
M.E. Campana (co-PI with O.P. Matthews, D. Brookshire, L. Scuderi)
U.S. Environmental Protection Agency
$410,000 (June, 2000 – May, 2003)

IGERT – Freshwater Sciences Interdisciplinary Doctoral Program
L. Crossey Co-I; C. Dahm, M. Molles, C. Crawford, T. Turner (UNM Biology) and Z. Sharp, D. Gutzler, M. Campana, L. McFadden
National Science Foundation, IGERT
$1,350,000 (August, 1999 – July, 2004) (including Univ. of Alabama, Partner w/ 9 additional Co-I’s)

New Mexico Collaborative for Excellence in Teacher Preparation
L. Crossey, UNM Co-I, Dean Flores (College of Education); R. Casillas (New Mexico State University)
National Science Foundation, Education and Human Resources
$590,000 (September, 2000 – May, 2002)

Acquisition of a Leitz Microscope
L. Crossey
Laboratory Education Equipment Gift Program (LEEG), Prop. No. L 085

The Trail of Time: Integrating Science and Education at Grand Canyon, AZ
L. Crossey Co-I: with KE. Karlstrom
National Science Foundation-Geoscience Education
$98,000 (November, 2001 – October, 2002)

A Partnership in Modeling Earth System History
P.J. Fawcett (Principal Investigator)
Funding Organization: The Pennsylvania State University (subcontract)/National Science Foundation, Earth Sciences Division
$70,056 (May, 2000 – April, 2003)

Collaborative Research: Resolving mantle, crustal and slab fluxes to arc magmatism in Central America using geothermal fluids and recent lavas
T. Fischer
NSF Geochemistry and Petrology (EAR-0003668)
$75,981 - including supplemental equipment support of $8,300 (January, 2001 – December, 2003)

Hydrocarbons in active volcanic systems
T. Fischer
American Chemical Society ACS-PRF Type G Grant (ACS-PRF#36267-G2)
$25,000 (July, 2001 – August, 2003)

Collaborative Research: Assessing the style, evolution of large-magnitude intracontinental deformation, and the role of extrusion tectonics, eastern Himalayan Syntaxis, Yunnan, China
J.W. Geissman and Clark Burchfiel (MIT)
National Science Foundation, Tectonics
$181,103 - UNM component (July, 1997 to June, 2000) (extended to 30 June, 2002)
D. Gutzler
NSF Ecological Studies Program
$100K (July, 2001 – September, 2002)

Climatic factors modulating warm season precipitation in Southwest North America
D. Gutzler
NOAA Office of Global Programs/Warm Season Precipitation Initiative

Modeling the effects of land surface forcing on summer rainfall in Southwest North America
D. Gutzler (co-PI: P. Fawcett)
Los Alamos National Laboratory/NUCOR Program
$55K/yr (August, 1998 – August, 2001, no-cost extension through Sep 02)

Collaborative Research: Great Unconformity of the Southwestern U.S.A.: Ar-Ar K-feldspar thermochronologic and structural studies of a billion years of regional exhumation
K.E. Karlstrom and M. Heizler
NSF Tectonics Program, EAR-9902955
$76,866 awarded to UNM (July, 1999 – June, 2002)

Collaborative Research: Contrasting styles of ca. 1.4 Ga tectonism in the southern Rockies: Evidence for a fossil rheologic transition in a deeply exhumed intracontinental orogen
K.E. Karlstrom, (Private Investigator), co-PIs: Jim Connelly (U. Texas, Austin), Christine Siddoway (Colorado College), Mike Williams (U Massachusetts); NSF Tectonics Program
$90,242 awarded to UNM (January, 2001 – December, 2002)

Collaborative Research: Relationship between ultramafic rocks and crustal sutures in the North American Southwest
K.E. Karlstrom, (Private Investigator), co-PI Sheila Seaman (U. Massachusetts)
NSF Tectonics Program EAR-
$21,798 to UNM (January, 2001 – December, 2002)

Collaborative Research: Lithospheric structure and evolution of the Rocky Mountains-- Phase 1B: Geodynamic processes
K.E. Karlstrom, (Private Investigator)
NSF Continental Dynamics Program
$79,880 to UNM (January, 2001 – December, 2001)

Collaborative Research: Tectonic geomorphology of the Grand Canyon region: testing a hypothesis for differential incision due to Quaternary slip on the Hurricane-Toroweap fault system
P.I.s K.E. Karlstrom and J. Pederson (Utah State U.)
NSF Tectonics Program
$74,454 to UNM (06/01/01 to 05/31/02)

Rio Grande dynamics, Albuquerque Reach
G.A. Meyer, (Private Investigator)
US Bureau of Reclamation – Cooperative Agreement For Technical Assistance In Water Resources Investigations No. 00-FC-40-4670
$110,000 (December 2000)

Geomorphic impacts of catastrophic fire in ponderosa pine ecosystems: Modern and Holocene perspectives from granitic mountains of central Idaho
G. Meyer, ((Principal Investigator)
National Science Foundation – Geology and Paleontology Program, EAR-0009095 ($137,566)
NASA-Planetary Geology and Geophysics Program, Martian impact crater hydrothermal systems

H. Newsom

Clues from the Lonar India crater

$50,000 (2000 - 2 years)

NASA-Broker Facilitator Program, A Broker/Facilitator Partnership to Serve the South Central, Southwest Region and Hawai‘i

H. Newsom

$121,000 (5 years)

Microbeam Studies of Planetary Materials

J.J. Papike, A. Brearley, R. Jones, C. Shearer

NASA

$268,000 (December, 2001 - February, 2002)

Institute for the Study of Biomarkers in Astromaterials

J.J. Papike

NASA

$50,000 (May, 2001 - May, 2002)

Spinels as Recorders of Planetary Basalt Evolution: Martian Samples

J.J. Papike and C. Herd

NASA

$22,000 (July, 2001 - July, 2002)

Petrology of Hierarchical Dust Accretion

F.J.M. Rietmeijer** (Principal Investigator)

National Aeronautics and Space Administration Cosmochemistry Program

$128,000 (April, 2002 - March, 2003)

Interactions between deformation and metamorphism: Controls on shear zone rheology and metamorphic memory

J. Selverstone and A. Brearley

National Science Foundation

$143,608 (June, 2000 - May, 2003)

Geomorphic and geodynamic response to extension in convergent orogens

J. Selverstone, M. Roy (collaborative with F. Pazzaglia, Lehigh University)

National Science Foundation

$38,743 (June, 1999 - June, 2002)

An oxygen isotope study of aluminum silicate ‘triple point’ rocks, north-central New Mexico

Sharp, Z.D.

National Science Foundation

$154,000 (Three years starting Jan. 2001)

Genomic and microbiological interactions of microbial communities in cave deep subsurface environments: A novel extreme environment


National Science Foundation

$292,134 (October, 1998 - September, 2002)
4. RESEARCH PROJECTS IN PROGRESS
(Calendar Year 2002-2003)

Carl Agee, Professor and Director, Institute of Meteoritics

Funded Research

Experimental Studies of Planetary Magmas at High Pressure (funded by NASA)
The focus of this research is to employ high-pressure, high-temperature experiments on chondritic and bulk planetary compositional analogs to constrain models of Mars formation and evolution. Specifically, we seek to understand the formation and nature of the mantle source region that gave rise to the shergottite parent magmas and the SNC meteorites. Our approach is to produce high quality data on phase equilibrium and element partitioning that can be used to quantify magmatic processes and early differentiation of the Martian deep interior. In this work we also examine two scenarios commonly proposed as being important in its evolution, namely partial melting of the Martian mantle and the possibility of an early Martian magma ocean, and propose methods by which the composition of the Martian mantle in either scenario can be constrained.

High Pressure Laboratory

In the fall of 2003 Carl Agee's high pressure laboratory was moved from NASA Johnson Space Center in Houston TX to a newly renovated space (∼600 ft²) in the basement of Northrop Hall, on the main campus of the University of New Mexico. The laboratory features two very large solid media devices, a multi-anvil press designed to reach pressures between about 3 and 25 GPa and a piston-cylinder press designed to achieve pressures of 0.5 to 3.0 GPa. This capability allows laboratory observation of mineral and magma properties at conditions equivalent to a depth of 700 km in the Earth and Venus, 2000 km in Mars, and pressures exceeding the Moon's central core at 1700 km. Current research includes studies on the physics and chemistry of planetary core formation, geochemistry of the Martian mantle, and the nature of lunar magmatism. David Draper is the lab manager of the high-pressure facility.

Yemane Asmerom, Associate Professor

Manuscripts in review

A tropical early Holocene dry event and decadal scale variability in the Central American Monsoon from speleothem calcite
Lachniet, M.S., Seltzer, G.O., Patteson, W.P., Asmerom, Y., Polyak, V.J.
Geology

Manuscripts in press

A back-arc palaeotectonic setting for the Augaro Neoproterozoic magmatic rocks of western Eritrea
Teklay, M., T. Haile, A. Kröner, Y. Asmerom and J. Watson
Gondwana Research

Manuscript in preparation

Annual Chronology and Climate Record in Speleothems: A Reprise
Y. Asmerom and V. Polyak
Quaternary Research, submitted
Absolute chronology of magma differentiation from $^{231}\text{Pa} - ^{235}\text{U}$ and $^{226}\text{Ra} - ^{230}\text{Th}$ data
Nature, to be submitted

Climate change in the SW USA across the younger-Dryas – Holocene transition
V. Polyak, J. Rasmussen and Y. Asmerom
Science, to be submitted

**Nicu-Viorel Atudorei, Research Scientist**

**Publications in press**

Hydrogen stable-isotope ratios of Cooper's Hawk feathers differ between adults and offspring.
Meehan, T., Rosenfield, R., Atudorei, V., Bielefeldt, J., Rosenfield, L., Stewart, A., Stout, L., and Bozek, M.
Condor, (in press)

Hydrogen isotope systematics of hair: archeologic and forensic applications

**Lars Borg, Senior Research Scientist**

**Manuscripts in press**

The age of Dar al Gani 476 and the differentiation history of the martian meteorites inferred from their radiogenic isotopic systematics
L. Borg, Nyquist, Wiesmann, Shih and Reese
Geochimica et Cosmochimica Acta

Chronology, geochemistry, and petrology of a ferroan noritic anorthosite clast from Descartes breccia 67215: Clues to the age, origin, structure, and impact history of the lunar crust
Norman, L. Borg, Nyquist and Bogard
Meteoritics and Planetary Science

A petrologic model for the origin and compositional variation of the martian basaltic meteorites
L. Borg and D. Draper
Meteoritics and Planetary Science

**Other Research projects**

Exploring the relationship between shock and the isotopic systematics of martian meteorites.

Constraining the isotopic and trace element systematics of the lunar meteorite NWA773.

**Adrian Brearley, Associate Professor**

**Manuscripts in press**

Magnetite in ALH84001: An origin by thermal decomposition of ferroan carbonate
A.J. Brearley
Meteoritics and Planetary Science (in revision)
Nebular vs parent body processing of chondritic meteorites
A.J. Brearley
In 'Treatise on Geochemistry', Cosmochemistry Volume. (in review)


Manuscripts in preparation

The effect of cooling rate on the protoenstatite to orthoenstatite inversion: an experimental and transmission electron microscope study (with R. Jones)

A TEM study of chondrules in the CM carbonaceous chondrites, Lewis Cliff 90500 - new constraints for the aqueous alteration of chondrules (with N. Hanowski)

Chondrule serpentines as indicators of aqueous alteration in CM carbonaceous chondrites (with N. Hanowski)

Hydrous phases of martian origin in ALH84001
An experimental study of rapid melt segregation in the crust: Geochemical signatures and petrologic implications (with T. Rushmer)

Mullite in a pseudotachylite (with D. Moecher)

Carbonate in the Vigarano CV3 carbonaceous chondrite: Terrestrial, preterrestrial or both? (with N. Abreu).

Experimental aqueous alteration of the Allende CV3 carbonaceous chondrite (with C. Jones)

Michael E. Campana, Professor

In-press

Hydrological aspects of climate change and reallocation of water in the southwestern USA
Campana, M.E., et al.

Laura J. Crossey, Professor

Other writings submitted or in preparation

Diverse microbial communities inhabiting ferromanganese deposits in Luchuguilla and Spider Caves

Chapter

Humic Substances in Sediments and Sedimentary Rocks
Crossey, L.J.
Encyclopedia of Sedimentary Rocks; Ed. Fairbridge (in press)
Proposals submitted in 2002, pending

Neoproterozoic successions of SW Laurentia: Monazite geochronology of shales and chemostratigraphic correlation
L.J. Crossey, w/ K. Karlstrom, Bloch; collaborative links with Williams (UMass), Dehler (USU)
NSF Geology and Paleontology Program, $138,877 (07/01/03 to 06/30/05)

Dissected hydrologic system at Grand Canyon: interaction between upper and lower world waters in modern springs and ancient travertines
L.J. Crossey, and T. Fischer
Hydrologic Sciences Program
$137,492 (07/01/03 to 06/30/05)

Behavior of volatiles during the Chicxulub asteroid impact event, Continental Dynamics
L.J. Crossey, C. Shearer, A. Brearley and H. Newsom
$315,147 (09/01/03 to 08/30/06)

Alliance for Minority Programs: Undergraduate Research Support, NSF/AMP Program
L.J. Crossey
subcontract through New Mexico State University
$55,000 (1/1/02-10/31/03) 0.5 months (AY) in 2003, 2004.

Identification of microbial signatures in biogenic cave ferromanganese deposits, Geo-Biogeosciences Program
L.J. Crossey, Northrop (Bioi.), M. Spilde; collaborative link, P. Boston (NMIT).
$248,429 (06/01/03 to 05/31/07)

Maya Elrick, Associate Professor

Manuscripts in preparation

U-Pb isotopic age dating of Devonian conodonts: A new method of dating Paleozoic marine sedimentary rocks?
Elrick, M., Getty, S., Ebert, J., and Asmerom, Y.,
(for Geology)

High-resolution isotope stratigraphy and lithostratigraphy of the Cenomanian-Turonian (Late Cretaceous) boundary, southern Mexico
Elrick, M. and Molina-Garza, Roberto
(for Cretaceous Research)

Neoproterozoic Chuar Group (800-742 Ma), Grand Canyon: Large-scale fluctuations in C-isotopic composition of organic carbon and dolomites and implications for pre-Sturtian climate change
Dehler, C.M., Elrick, M, Karlstrom K.E., Crossey, L.J., Sharp, Z., and Smith, G.A.,
(for Precambrian Research)

Proposals

Milankovitch-scale time resolution to determine rates and kinematics of folding- NSF Collaborative Research
Elrick, M., (co-Pis Dave Anastasio, Ken Kodama-- Lehigh University)
$146,000 Jan, 2003-Dec, 2004 EAR-023087
Wolfgang E. Elston, Senior Research Professor

Continued research

Geological field work in the Peloncillo Mountains, Hidalgo County, New Mexico,
Continuing petrographic research on rocks from the Bushveld Complex, South Africa
April 19-23, August 1-4, September 2-6, 2002

Peter J. Fawcett, Assistant Professor

Manuscripts in preparation

Late Pleistocene changes in atmospheric circulation and mountain glacier equilibrium line
altitudes in the interior northwestern United States
Meyer, G.A., Fawcett, P.J., and Locke, W.W.,
In preparation for Quaternary Research.

Paleolimnological record of late Quaternary climate change from Laguna El Fresnal, northern
Mexico
Castiglia, P.J.* and Fawcett, P.J.,
To be submitted to Quaternary Research.

Sedimentology and stratigraphy of the Jurassic Morrison Formation in the Black Mesa region, NE
Arizona
Fawcett, P.J.,
To be submitted to New Mexico Geological Society 54th Annual Field Conference, Geology of
West-Central New Mexico.

Unsupported research projects

Climate-vegetation-landscape evolution in the late Pleistocene and Holocene, Black Mesa,
Arizona region.

Review

Reviewed scientific manuscripts submitted to Quaternary Research
Reviewed 2 proposals submitted to the National Science Foundation

Tobias Fischer, Assistant Professor

Manuscript in preparation

Investigations of the geochemistry of gas discharges from Tungurahua and Guagua Pichincha
Volcanoes, Ecuador. Supported in part by the Instituto Geofisico, Quito, Ecuador. (August
1988-present).

Volcanic gas chemistry and isotopic compositions of fluids along the Sangihe and Halmahera
Volcanic Arcs, Indonesia. Collaboration with Scripps Institute of Oceanography. (June 2001-

Volatile evolution in magmas producing the Peralta Tuff, Jemez Mountains, NM (with A.
Brearley, Z. Sharp and G. Smith).
Publications (in preparation)


Fischer, T.P., Lindsay, J., Brown, L. Volatile systematics of the Lesser Antilles volcanic arc: insights into crustal contributions to volcanic gas discharges. To be submitted to Earth Planet. Sci. Let (Fall 2003).

Other research projects

Publications related to other research projects (in preparation)

Sampling and analyses of aerosols emitted from passively degassing volcanoes (M. Pfeffer, MS student)

Mico-biology and gas geochemistry research project at Yellowstone National Park in collaboration with Washington University at Saint Louis. (June 2000-present)

The chemical and isotopic composition of hydrothermal gas discharges on Dominca, Lesser Antilles: implications for monitoring of volcanic activity. Supported in part by the Seismic Research Unity, University of West Indies. (November 2000-present).

John W. Geissman, Professor

Papers in press

The Moenave Formation and Wingate Sandstone revisited: Paleopoles, magnetostratigraphy, and anomalous field behavior

Paleomagnetism and geochronology of an Early Proterozoic quartz diorite in the southern Wind River Mountains, Wyoming

Paleomagnetic and geochronologic data bearing on the timing and evolution of the Cripple Creek Diatreme complex and related rocks, Front Range of Colorado
Karlstrom, K., and G.R. Keller, eds., AGU Monograph
Rampe, J. S., J.W. Geissman, M. Melker, and M.T. Heizler
Manuscripts in review

Paleomagnetism and rock magnetism of large sandstone pipes in the Middle Jurassic Summerville Formation near Mesita, west-central New Mexico
Geissman, J.W., and S.S. Harlan
Journal of Geophysical Research

Paleomagnetism in New Mexico, in Geology of New Mexico
G. Mack, Editor
New Mexico Bureau of Mines and Mineral Resources Publication

Paleomagnetism of the Neoproterozoic Chuar Group, Grand Canyon Supergroup, Arizona: Implications for Rodinia break-up and Laurentia's Neoproterozoic APWP
Weil, A. B., J. Geissman, and R. Van der Voo, 2002
Precambrian Research.

Transitional Field Clusters from Upper Most Oligocene Volcanic Rocks in the Central Walker Lane, Western Nevada
Petronis, M.S., Geissman, J.W., and McIntosh, W.C.,
Physics of the Earth and Planetary Interiors

Manuscripts in preparation

Paleomagnetic data from Jurassic through lower Tertiary redbeds in western Yunnan, China: Testing spatial variability in large-magnitude intracontinental deformation
Geissman, J.W., Burchfiel, B.C., and Chen, L.
Geological Society of America Special Paper

Paleomagnetism of the Neoproterozoic Uinta Mountain Supergroup, northeast Utah and northwest Colorado (USA) and implications for SW Laurentia during Rodinia dispersal
Ashby, J. M., Geissman, J.W., and Weil, A.B.,
Journal of Geophysical Research, v. in preparation

Lathrop Wells volcanic center: geology, geomorphology, and paleomagnetism (title approximate)
DePaolo, D.J., Geissman, J.W., Perry, F. V., McFadden, L.D., Wells, S.G., Crowe, B.M., and others
Geological Society of America Bulletin

Wernicke Age and paleomagnetism of contractile structures in the Cottonwood Mountains, Death Valley area, southeast California
Snow, J.K., J.W. Geissman, and B.P.
Elsevier, Earth Science Reviews, Wright/Troxel volume.

Paleomagnetism of the Mesoproterozoic Pikes Peak batholith, southern Front Range, Colorado
Geissman, J.W., Harlan, S.S., Feig, A.D.,
Precambrian Research.

On the paleomagnetic signature of crystalline crust in extensional terranes
J.W. Geissman
intended for Tectonics

Paleomagnetic data from the Hoover Dam area document approximately 45 degrees of counterclockwise rotation related to slip along the Lake Mead Fault System.
J.W. Geissman
intended for Tectonics
Applications of Paleomagnetism in the Basin and Range province, western U.S.A., and relevance to models for crustal extension.
J.W. Geissman
intended for Reviews of Geophysics (invited).

An example of interacting magnetite grains carrying a MesoProterozoic magnetization, Laramie Anorthosite Complex, Wyoming,
J.W. Geissman and S.S. Harlan
intended for Geophysical Research Letters

Paleomagnetism of the Latest Archean Stillwater Complex, Beartooth Mountains, southern Montana.
J.W. Geissman
intended for Journal of Geophysical Research

Paleomagnetism and geochronology of Proterozoic mafic dikes, southern Tobacco Root Mountains, southwestern Montana.
S.S. Harlan, J.W. Geissman, and L.W. Snee
intended for Journal of Geophysical Research

Tectonic significance of widespread late Paleozoic remagnetization of the western North America Miogeocline and platform.
J.W. Geissman and Nesbitt, B.E.
intended for Geology

Paleomagnetism and rock magnetism of late Miocene intrusions, Paiute Ridge, Nevada.
C.D. Ratcliff, J.W. Geissman, F.V. Perry, B.M. Crowe, and P. Zeitler
intended for Journal of Geophysical Research

Partial late Paleozoic remagnetization of the Cambro-Ordovician Ignacio Formation, southwest San Juan Mountains, Colorado
J.W. Geissman
intended for Geophysical Research Letters

Paleomagnetism of mafic dikes in the Roberts Mountains and Cortez Range, Nevada: Implications for structural history of the northern Nevada rift
J.W. Geissman, G.A. Acton, and M. Schneider*
intended for Tectonics

The rock magnetic record of silicic magma emplacement, Obidian Domes, California.
J.W. Geissman, J.C., Eichelberger, S.S. Harlan, and C. McCabe
intended for Journal of Geophysical Research

Paleomagnetic and thermochronologic evidence for footwall tilt during extensional core complex development, Mineral Mountains, central Utah
D.S. Coleman, J.W. Geissman, J. D.Walker, J.M. Bartley, and K.V. Hodges
intended for Geological Society of America Special Paper, invited

Paleomagnetic results from Cenozoic volcanic rocks in the Walker Lane area, west-central Nevada, and their bearing on mechanics of Basin and Range extension

Further paleomagnetic results from Mesozoic plutons of the Walker Lane area, west-central Nevada, and tectonic implications
J.W. Geissman, J.T. Callian* and J.S. Oldow
Tectonophysics
Paleomagnetism of the Jurassic Humboldt Lopolith, west-central Nevada: Results from extrusive equivalent metavolcanic rocks
M.R. Hudson and J.W. Geissman

Paleomagnetic and rock magnetic data from plagioclase -- olivine cumulate rocks of the Banded Series, Stillwater Complex, Montana, and their bearing on the age of regional serpentinization and nature of platinum-group element mineralization.
J. Saxton and J.W. Geissman
Econ. Geol.

Proposals in review

Collaborative research: Identification of the plate boundary between India and Indochina through integrated petrologic, structural, and paleomagnetic analyses
J.W. Geissman
National Science Foundation, Tectonics
$104,473 (request, UNM component, two years)

Lithostratigraphy, Biostratigraphy and Magnetostratigraphy of the Upper Triassic Chinle Group, Chama Basin, North-Central New Mexico
J.W. Geissman and Spencer Lucas
National Science Foundation, Geology and Paleontology
$127,504 (request, three years)

Collaborative Research: Refining the Mesoproterozoic APW path for North America: Paleomagnetism and Geochronology of the ca. 1.54 and younger Sibley Group and associated intrusions, western Ontario
J.W. Geissman
National Science Foundation, Tectonics
$72,488 (request, UNM component, two years)

Unsuccessful proposals for grants

Collaborative research: Identification of the plate boundary between India and Indochina through integrated petrologic, structural, and paleomagnetic analyses
J.W. Geissman
National Science Foundation, Tectonics
$94,800 (request, UNM component, two years)

Non-sponsored research:

"Generic" paleomagnetic and rock magnetic investigations of: Cenozoic volcanic rocks (Arizona, Nevada, California, New Mexico)
Lower Paleozoic plutons (New Mexico, Colorado)
Mesozoic sedimentary rocks (New Mexico, Colorado, West Texas, Nevada)
Paleozoic sedimentary rocks (Nevada, New Mexico, Colorado, Utah)
Meteorite ejecta blankets (West Germany)
Cenozoic intrusions (Utah, Nevada, New Mexico)
Mesozoic intrusions (Nevada, Colorado, California)

Other creative work

Editor, Monthly Faculty Senate Meeting minutes
David Gutzler, Professor

Unsuccessful proposals

Observations and modeling of evapotranspiration in the Southwest United States
(co-PIs: J. Cleverly, J. Coonrod, C. Dahm, E. Ritchie)
NSF Earth Sciences Division/Water Cycle Initiative
3 years requested, $195K/yr.

Manuscripts in progress [*student co-authors]

Progress in Pan-American climate variability research: The North American Monsoon system
Atmosfera, accepted for publication Oct 02.

Geomorphic response to seasonal variations in rainfall in Southwest North America
D. Etheredge*, D.S. Gutzler and F.J. Pazzaglia
GSA Bulletin, accepted for publication Dec 02.

Application of NDVI data to characterize seasonal and interannual variability of vegetation
communities in Central New Mexico, U.S.A.
J. Weiss*, D.S. Gutzler, J.A. Coonrod and C.N. Dahm
submitted to J. Arid Environments, revisions requested Nov 02.

Seasonal and interannual relationships between vegetation and climate in Central New Mexico,
U.S.A.
J. Weiss*, D.S. Gutzler, J.A. Coonrod and C.N. Dahm
submitted to J. Arid Environments, revisions requested Dec 02.

Karl E. Karlstrom, Professor

Geologic Maps

Manzano Peak Quadrangle half done: expected completion in 2003 for New Mexico State map.

NSF Proposals submitted in 2002

I submitted two collaborative NSF proposals in December of 2002, including a $5.6 million
collaborative project that I am coordinating called "Continental Dynamics of the Rocky
Mountains, Phase II".

Continental Dynamics of the Rocky Mountains: structure, evolution, and geodynamics of the
continental lithosphere: NSF Continental Dynamics Program, $2,117,126 to UNM (07/01/03 to
06/30/06).

Neoproterozoic successions of SW Laurentia: Monazite geochronology of shales and
chemostratigraphic correlation, NSF Geology and Paleontology Program, $138,877 to UNM (with
L.J. Crossley, 07/01/03 to 06/30/05).

Articles in press for refereed journals (* = graduate student, ** = undergraduate student).

Pederson, J.L., and Karlstrom, K.E., 2003, Relating differential incision of Grand Canyon to slip
along the Hurricane-Toroweap fault system, in Young, R. ed., Grand Canyon monograph, in press.


Barry S. Kues, Professor

Manuscripts in press

Dedication to Vincent Kelley
B.S. Kues
Revised edition of Albuquerque, Scenic Trips to the Geologic Past (P. Bauer et al., eds.), N.M.
Bureau of Geology and Mineral Resources

Giant Pennsylvanian brachiopod
B.S. Kues
New Mexico Geology

The Devonian System in New Mexico
B.S. Kues
New Mexico Geological Society, Special Publication, The Geology of New Mexico

The Pennsylvanian and Permian Systems in New Mexico
K.A. Giles, B.S. Kues, and J.L. Wilson
New Mexico Geological Society Special Publication, The Geology of New Mexico

Upper Pennsylvanian strata in the Zuni Mountains, west-central New Mexico
S.G. Lucas, K. Krainer, and B.S. Kues
New Mexico Geological Society, Guidebook 54

First-day road log, from Gallup to Gamerco, Yah-ta-Hey, Window Rock, Fort Defiance, Todilto Park, Crystal, Sheep Springs, Narbona Pass, Tohatchi, and Gallup
S.G. Lucas, B.S. Kues et al.
New Mexico Geological Society, Guidebook 54

74
Second-day road log, from Gallup to Fort Wingate, Sixmile Canyon, Ciniza, Red Rock State Park, Church Rock, White Mesa, Thoreau and Grants

Third-day road log, from Grants to Milan, Homestake Mining Company, Dos Lomas, Haystack Mountain and El Tintero
S.G. Lucas, B.S. Kues et al.
New Mexico Geological Society, Guidebook 54

Upper Pennsylvanian strata in the Zuni Mountains, west-central New Mexico
S.G. Lucas, K. Krainer, and B.S. Kues
Geological Society of America, Abstracts with Programs, Rocky Mountain Section, May 7-9, 2003

Manuscripts in revision

Upper Cretaceous (Turonian) decapod crustaceans from central New Mexico
E.K. Toolson and B.S. Kues
Journal of Paleontology

A Late Permian Chinese gastropod species in the Middle Pennsylvanian of New Mexico, USA
B.S. Kues, R.L. Batten, D. Erwin, and P. Hua-Zhang
Journal of Paleontology

Manuscripts in review

Late Pennsylvanian (Virgilian) fusulinaceans from the upper Atrasado and lower Red Tanks Formations, Carrizo Arroyo, Sierra Lucero, central New Mexico
G.P. Wahlman and B.S. Kues
New Mexico Museum of Natural History Bulletin

Upper Pennsylvanian strata in the Zuni Mountains, west-central New Mexico
S.G. Lucas, K. Krainer, and B.S. Kues
New Mexico Geological Society, Guidebook 54

Manuscripts in preparation

A case of nautiloid-scaphopod homeomorphy in the Late Paleozoic of the United States
B.S. Kues, E.L. Yochelson, and R. Mapes
For Journal of Paleontology

Brachiopods and molluscs from the Red Tanks Formation (Madera Group) near the Pennsylvanian-Permian boundary, Lucero uplift, west-central New Mexico
B.S. Kues
For New Mexico Museum of Natural History Bulletin

Middle Cretaceous depositional processes, southern margin, Western Interior Basin
For The Mountain Geologist

Micromolluscs from the Madera Group (Upper Pennsylvanian), Jemez Springs Area, New Mexico
B.S. Kues and T. Yancey
For Journal of Paleontology
Middle Pennsylvanian bivalves from the Flechado Formation, north-central New Mexico
B.S. Kues
For Journal of Paleontology

Catalogue and bibliography of New Mexico invertebrate and plant fossils
B.S. Kues
For New Mexico Museum of Natural History Bulletin

Other research

Continuing studies of Pennsylvanian-Permian strata and paleontology in NM

Grant A. Meyer, Assistant Professor

Publications in press


Papers in preparation or review

Mowry, A.D., and Meyer, G.A., Multiple controls on channel planform change along Soda Butte Creek, Yellowstone National Park: in preparation for Geomorphology.


Leslie D. McFadden, Chair and Professor

Manuscripts submitted or in review

The influence of dust and lithology on the origin and evolution of desert pavements on alluvial fans
McDonald, E.V., McFadden, L.D., and Wells, S.G.,
For Geological Society of America Bulletin

Manuscripts in press

Regional response of alluvial fans to the Pleistocene-Holocene climatic transition, Mojave Desert, California
McDonald, Eric D., McFadden, L.D., Wells, S.G.,
Geological Society of America Special Paper (accepted for publication).

Soil geomorphological studies in the Mojave Desert: Impacts of Quaternary tectonics, climate and rock type on soils, landscapes and plant-community ecology
Manuscripts in preparation

Geochronology of a small volume basaltic eruption center near Yucca Mountain, Nevada
DePaolo, D.J., Perry, F.V., Potts, J., Heizler, M. Murre!, M., Geissman, J., Wells, S.G., and
McFadden, L.D.
(for submittal to the Journal of Geophysical Research).

Solar weathering of surface rocks
McFadden, L.D., Eppes, M., Gillespie, A.I and Hallet, B.
(for the Geological Society of America).

Horton E. Newsom, Research Professor

Manuscripts reviewed

Reviewed scientific papers submitted for publication in Geochimica et Cosmochimica
Reviewed grant proposals submitted to NASA.

Manuscripts submitted

Hydrothermal alteration at the Lonar Lake impact structure, India: implications for impact cratering

Paleo-lakes and impact basins in Sinus Meridiani, Mars, implications for the formation of hematite
deposits, J. Geophys. Res. (Planets), submitted, Newsom, H.E., Barber, C.A., Hare, T.M., Schelble,

Exploring Gusev crater with MER A: Review of Science Objectives and Testable Hypotheses", J.

Proposals submitted

Horton E. Newsom, PI
Source: NASA, Mars Fundamental Research Program.
Title: Volcanic aerosols and hydrothermal fluids on Mars: An analogue approach.
Amount requested: $183,367
Person-months: 1 per year
Location of research: Univ. of New Mexico

Source: NASA, Mars Data analysis program
Title: Mobile-element transport in the crust and surface of Mars
Amount requested: $143,169
Person-months: 2 per year
Location of research: Univ. of New Mexico
Horton E. Newsom, PI
Source: NSF, NETC
Title: MASTERY-Math and Science Technology Education Resource for Youth
Amount requested: $1,652,197 (Arts and Science portion)
Person-months: 2 per year
Location of research: Univ. of New Mexico

Other activities.

NASA lunar sample principal investigator.

Matt Nyman, Coordinator, Natural Science Program

Proposals submitted

CO-PI on NSF Grant to STEM-TP Program Fall
Building Bridges between Science Content and Pedagogy for Pre-service Teacher Training
Status – unsuccessful
M. Nyman, M.J. Daniel, T. Kokoski, P. Wagner, D. Conroy and L. Crosse
$971,000

CO-PI on NSF grant with Dr. Rebecca Keller and Doug Earick
Spring Connections: Science For All Students
Status – unsuccessful

Collaborative Research: Building Bridges between science content and petrology for pre-service teaching training
PI Rebecca Keller, Co-PI, M. Nyman
Unsuccessful

James J. Papike, Director (Institute of Meteoritics) and Professor

Manuscripts in press

The effect of thermal decarbonation on stable isotope compositions of carbonates
Sharp, Z.D., J.J. Papike and T. Durakiewicz

Determination of Planetary Basalt Parentage: A simple technique using the electron microprobe
Papike, J.J., J.M. Karner, and C.K. Shearer

Victor Polyak, Senior Research Scientist

Manuscripts in preparation

Younger Dryas Climate in the Southwestern United States from Speleothems
V.J. Polyak and Y. Asmerom
For Science

El Nino frequency from Grand Canyon stalagmite
V.J. Polyak and Y. Asmerom
Cave dolomite from the Guadalupe Mountains, New Mexico
V.J. Polyak, H.R. Karlsson, and P.P. Provencio
For Journal of Karst and Cave Studies

Manuscripts submitted

Annual chronology and climate record in speleothems: A reprise
Y. Asmerom and V.J. Polyak
For Quaternary Research

Silicates in carbonate speleothems
V.J. Polyak and N. Guven
GSA special publication

Preliminary evidence from the Grand Canyon caves and mines for the evolution of the Grand Canyon and the Colorado River System
C.A. Hill, V.J. Polyak, W.C. McIntosh, and P. Provencio
Section C, Chapter 22, Estimating rates of incision — Grand Canyon Symposium Special Publication

A tropical early Holocene dry event and decadal scale variability in the Central American Monsoon from speleothem calcite
Matthew S. Lachniet, William P. Seltzer, Geoffrey O. Patterson, Yemane Asmerom, Victor J. Polyak.
For Geology

Other research

Advances on the age and origin of the Grand Canyon from the study of caves and mines. Study of the caves of El Malpais National Park.

Aurora Pun, Adjunct Professor

Manuscripts in preparation

How does Earth Work?
G.A. Smith and A. Pun
Prentice-Hall Incorporated (textbook contract)
500 ms pages completed in 2002, 250 pages reviewed and revised during 2002

Frans J.M. Rietmeijer, Research Professor

Manuscripts in press

Leonid dust spheres captures during the 2002 storm.
Lunar Planet. Sci. XXXIV, Lunar and Planetary Institute, Houston

Manuscripts submitted

Meteors: The other interplanetary dust particles.
F.J.M. Rietmeijer
ISAS report SP-20
Mesospheric metal abundances and meteoric dust: Analyses of surviving meteoroids
F.J.M. Rietmeijer
Advances Space Research

Microanalyses of interplanetary dust particles and micrometeorites: Implications for sample return missions to undifferentiated protoplanets.
F.J.M. Rietmeijer
Advances Space Research.

Seasonal changes in the mineral compositions of tropospheric dust in the industrial region of Upper Silesia, Poland
M. Jablonska, F.J.M. Rietmeijer and J. Janeczek
Mineralogical Magazine

Manuscripts in preparation

Dynamic pyrometamorphism of Fe,Ni-sulfides in IDPs
F.J.M. Rietmeijer
Meteoritics & Planetary Science

Iron meteor streams
M. Langbroek and F.J.M. Rietmeijer
Nature

Laboratory hydration of condensed magnesiosilica smokes with implications for hydrated silicates in IDPs and comets
F.J.M. Rietmeijer, J. A. Nuth III and R.N. Nelson
Meteoritics & Planetary Science

Carbon calabashes in a shock-produced carbon melt
F.J.M. Rietmeijer, P.H. Schultz and T.E. Bunch
Chemical Physics Letters

Unsupported research

Analytical Transmission Electron microscope studies of airborne dust in Silesia, in cooperation with Prof. J. Janeczek and Dr. M. Jablonska, Faculty of Earth Sciences, The Silesian University, Sosnowiec, Poland

Petrology of condensed carbon phases in cooperation with Prof. A. Rotundi, Osservatorio Astronomico and Naval University, Naples, Italy

Light scattering of vapor-condensed dust in cooperation with Prof. J. Hovenier and Dr. H. Volten, Astronomical Institute, University of Amsterdam, the Netherlands)

Mousumi Roy, Assistant Professor

Papers in review

Refining the relationship between bedrock uplift and footwall cooling in a rift flank uplift, Rio Grande rift, New Mexico
M. House, S. Kelley, and M. Roy,
submitted to Tectonics, May, 2002
Geomorphologic expression of extension in convergent orogens
Pazzaglia F., Selverstone J. Roy, M. and 3 others
submitted to Tectonics, 2002

Constraints on crust and mantle structure beneath the San Gabriel Mountains, California, derived
from gravity and seismic data
Roy, M. and R. Clayton

Papers in preparation

River incision: Models of accompanying deformation in an elastic and viscoelastic crust
Roy, M.,
estimated completion, May 2003

Gravity models of the Colorado Mineral Belt
McCoy, A., Roy, M., and others
to be submitted to an AGU Monograph, February, 2003

Proposals submitted to funding agencies in 2002

NSF – Continental Dynamics Program – CDROM, December 2002 (with K. Karlstrom and 20
others) -- pending

to geodynamic models (with 3 other co-PI's from 3 different institutions)

Research in progress

Geomorphologic And Geodynamic Response To Extension In Convergent Orogens (with J.
Selverstone and F. Pazzaglia), NSF Funding 06/99 to 06/02

Constraints on the SCEC 3D Velocity Model from Gravity Data – funded by the Southern
California Earthquake Center, 01/99 to ½

NSF – Continental Dynamics Program – CDROM – Lithospheric Structure and Evolution of The
Rocky Mountains: Phase II: Geodynamic Processes (PI: K. Karlstrom, co-PI: M. Roy among 19
others) - $25K to MR, expires 06/03

Gravity and geologic constraints on the structure and geometry of the Colorado Mineral Belt,
Southern Rocky Mountains, Colorado, with A. McCoy, R. Keller, and K. Karlstrom. Preliminary
findings reported at the GSA Rocky Mt. Section meeting, May 2001, manuscript to be submitted
in February 2003

The Interplay of Flexure and Faulting: During the Formation of Continental Rift Basins, PRF
proposal to be submitted, May 2003

River incision: deformational consequences in an elastic or viscoelastic upper crust, NSF proposal
to be submitted May 2003

Focussed investigation of the New Mexico seismicity and updating of the state earthquake catalog
using real-time data from the USGS Earthworm stations — in progress with Bob Hutt, Albuquerque
Seismological Laboratory, and Rick Aster, NMT, Summer and Fall, 2002.
Louis Scuderi, Associate Professor

Research in progress

Holocene glacial climate reconstruction in the Sierra Nevada mountains using multiple techniques
UNM
LRAC, $7,450, 2002-2003

Jane Selverstone, Professor

Manuscripts in press

Early Proterozoic oceanic crust in the northern Colorado Front Range: Implications for crustal growth and initiation of basement faults. Tectonics.
Cavosie, A.* and Selverstone, J.,
This paper has been in limbo for months during AGU's switch to electronic publishing - it was originally scheduled to be a fall 2002 paper, (2003)

Chemical and physical responses to deformation in micaceous quartzites from the Tauern Window, Eastern Alps.
Selverstone, J. and Hyatt, J.*,

Manuscripts in review

Fluid-induced embrittlement during extensional unroofing of graphitic schists.
Selverstone, J.,
Geophysical Review Letters (in revision)

Interactions between serpentine devolatilization, metasomatism, and strike-slip strain localization during deep-crustal shearing in the Eastern Alps.
Barnes, J.D.*, Selverstone, J., and Sharp, Z.D.,
Journal of Metamorphic Geology (in review).

Proterozoic evolution of the Zuni Mountains, western New Mexico, and their relation to the Jemez Lineament as a proposed crustal boundary.
Strickland, D.*, Selverstone, J., Heizler, M., and Karlstrom, K.,
To be submitted to 2003 NMGS guidebook (in prep).

Geomorphic expression of extension in convergent orogens.

The influence of deformation mechanisms M.S. on calculated pressures and temperatures in plagioclase-bearing metamorphic rocks.
Steffen, K.* and Selverstone, J.,
To be submitted to Journal of Metamorphic Geology 2002 (in prep).

Pending proposals

Tectonic and metamorphic implications for high Cl-contents in serpentinites
Z. Sharp, J. Selverstone, A. Brearley
National Science Foundation
$131,895; 3 years
Unsuccessful proposals

Serpentinite as a carrier of chlorine into the mantle  
Z. Sharp, J. Selverstone, A. Brearley  
National Science Foundation  
$144,320; 3 years

Zachary Sharp, Associate Professor

In press

Dallai, L., Lucchini, R. and Sharp, Z.D.  
Techniques for stable isotope analysis on of fluid and gaseous inclusions. In P. De Groot (ed):  

Sharp, Z.D., Atudorei, V. N., Panarello, H.O. and Douthit, C.  
Hydrogen isotope systematics of hair: archeological and forensic applications. J. Archaeol. Sci..

Unsuccessful proposals

The University of New Mexico Isotope Research Facility: Education and Training Program.  
Hanson, D. Sharp, Z.D. et al.  
Dept. of Defense  
3/1/03 – 5/31/05, $339,552, Sharp, Co-PI (rejected)

Other projects

Tectonic and metamorphic implications for high Cl-contents in serpentinites  
Sharp, Z.D., Selverstone, J. and Brearley, A.  
NSF  
06/01/03 – 05/31/06 $131,895, Sharp, PI (pending)

A monazite oxygen isotope geothermometer  
Sharp, Z.D. and Agee, C.  
NSF  
06/01/03 – 05/31/05, $96,687, Sharp, PI, (pending)

Collaborative Research: The nitrogen isotope systematics of Iceland, Hawaii and the Galapagos:  
identifying primordial and recycled volatiles in mantle plumes  
Fischer, T., Sharp, Z.D. and Hilton, D.  
NSF  
06/01/03 – 05/31/05, $166,940, Sharp, Co-PI (pending)

Charles K. Shearer, Research Professor

Proposals for grants

NASA “Microbeam Studies of Planetary Materials”  
Various Contracts and Grants for the SIMS Laboratories  
NASA “Planetary Biomarkers”  
IGPP “Behavior of Th and Sm in planetary environments”  
NASA MFR “The search for Water on Mars. The behavior of the LLE”  
NASA MFR “The behavior of volatiles during the shock of basalts”
Gary A. Smith, Professor

Manuscripts in press

Relating small-scale permeability heterogeneity to lithofacies distribution
M.N. Gaud*, G.A. Smith, and S.A. McKenna
Aquifer characterization, John Bridge and David Hyndman, editors
SEPM (Society for Sedimentary Geology) Special Publication

Sensitivity of groundwater flow patterns to parameterization of object-based models of fluvial aquifers
S.A. McKenna, and G.A. Smith
Aquifer characterization, John Bridge and David Hyndman, editors
SEPM (Society for Sedimentary Geology) Special Publication

Middle to late Cenozoic development of the Rio Grande rift and adjacent regions in northern New Mexico
G.A. Smith
Geology of New Mexico, G. Mack, K. Giles and V. Lueth, editors
Special Publication, New Mexico Geological Society

Geologic map of the Bend 30’ x 60’ quadrangle, central Oregon
U.S. Geological Survey Geologic Investigations Map I-2683, scale 1:100,000

Geologic map of the Squawback Ridge quadrangle, Deschutes and Jefferson Counties, Oregon
M.L. Ferns, D.E. Stensland and G.A. Smith
Oregon Department of Geology and Mineral Industries Geologic Map Series, scale 1:24,000

Geologic map of the Opal City quadrangle, Jefferson County, Oregon
G.A. Smith and M.L. Ferns
Oregon Department of Geology and Mineral Industries Geologic Map Series, scale 1:24,000

Manuscripts submitted or in review

Improving interpretation of lithologic indicator variograms
M.N. Gaud*, S.A. McKenna and G.A. Smith
Submitted to Mathematical Geology

Manuscripts in preparation:

Observations on the origin of gas-escape pipes in ignimbrites
F. Goff and G.A. Smith
To be submitted to Bulletin of Volcanology

Sequential downstream integration of the Rio Grande through adjacent rift basins
Sean Connel, G. Smith and G. Mack
To be submitted to Geology

Multiple eruptive processes in the generation of Miocene fall deposits, Peralta Tuff, Jemez Mountains, New Mexico
S. Parks*, and G.A. Smith
To be submitted to the Journal of Volcanology and Geothermal Research

The Cerrillos uplift, the LaBajada constriction, and hydrogeologic connection between the Española and Santo Domingo basins of the Rio Grande rift, New Mexico

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D.A. Sawyer, B.D. Rodríguez, V.J.S. Grauch, S.A. Minor, M. Descz-Pan, R.A. Thompson, D.P. Dethier and G.A. Smith

Geologic map of the Truchas quadrangle, Santa Fe, Río Arriba, and Taos Counties, New Mexico
G.A. Smith and M.N. Gaud*
New Mexico Bureau of Geology and Mineral Resources, Open-File Digital Map Series, 1:24,000

Geologic map of the Cañada quadrangle, Sandoval County, New Mexico
G.A. Smith, S.M. Lynch, and A.J. Kuhle
New Mexico Bureau of Geology and Mineral Resources, Open-File Digital Map Series, 1:24,000

Geology of the Kasha-Katuwe Tent Rocks National Monument, Sandoval County, New Mexico
G.A. Smith
Invited for submission to New Mexico Geology

Sedimentology of a volcaniclastic alluvial fan, Eocene-Oligocene Espinaso Formation, New Mexico
S.B. Taylor, G.A. Smith and D. Larsen
To be submitted to Journal of Sedimentary Research

How does the Earth Work?
G.A. Smith and A. Pun**
Prentice-Hall Incorporated (textbook contract)
466 ms pages completed in 2002, 239 pages reviewed and revised during 2002

Proposals submitted

Developing 3-D Models of Subsurface Properties using Existing Data as a basis for Analysis of the distribution and Dispersion of $^{99}$Te in the 200 West Area at the Hanford Site
C.J. Murray, Y. Xie, T.D. Scheibe, and G.V. Last (all at Pacific Northwest National Laboratory), G.A. Smith, A. Journal (Stanford University), and H. Hirsh (Rutgers University).

U.S. Department of Energy, Environmental Management Science Program

Sedimentologic Record of Hanging-Wall Structural Evolution in extensional basins.
G.A. Smith
National Science Foundation
June 2003 – May 2006, $226,821

Unsupported Research Projects

Tectonics and sedimentation of the transition from Laramide compression to Neogene extension in northern, New Mexico

Stratigraphic and structural evidence for the rupturing of hanging-wall hinge zones, San Luis and Española basin, Rio Grande rift, New Mexico

Origin of stratification in pyroclastic-fall deposits, Peralta Ruff, Jemez Mountain, New Mexico.
Michael N. Spilde, Research Scientist

Proposals submitted, pending

Collaborative Research: Identification of Microbial Signatures in Biogenic Cave Ferromanganese Deposits
Co-I with L.C. Crossey and C.N. Dahm (Biology); PI: D. Northup (Biology); linked with P. Boston, NMT.
NSF-Geology/Biogeosciences
6/1/03-5/31/07; $301,289

Unfunded research

Study of Terrestrial Biomarkers in Caves, Carlsbad Caverns National Park

Unsuccessful proposals for grants

Manganese/Iron Microorganisms in Caves and Surface Rock Varnish
Co-I with D. Northup (Biology Dept.); PI: P. Boston (Biology Dept.)
NSF-Biology/Microbial Observatories
2/1/03-1/31/06; $561,031

Huifang Xu, Research Scientist

Manuscript in press

Nanogeochemistry: Geochemical reactions and mass transfers In nanopores
Wang, Y., Bryan, C., Xu, H., and Gao, H.
Geology (in press)

Electrodeposition of metallic nanowire thin film using mesoporous silica as templates
Advanced Materials (in press)

Hollow spheres of mesostructured lead titanate
Langmir (in press)

The effect of catalyst compositions on carbon nanotube growth
X.Z. Liao, A. Serquis, Y.T. Zhu, Q.X. Jia, and D. E. Peterson

Mg(B,O) precipitates in MgB₂
Journal of Applied Physics (in press)

Synthesis and characterization of silica-poly(n-isopropyl acrylamide) hybrid membranes: switchable molecular filters
Rama R., G.V., Krug, M.E., Balamurugan, S., Xu, H., Xu, Q., and López, G. P.
Chemistry of Materials (in press)

Kinetically Controlled Synthesis of Wurtzite ZnS Nanorods through Mild Thermolysis of a Covalent Organic-Inorganic Network
Inorganic Chemistry

Selective surface migration for defect-free quantum dot ensembles using metal organic chemical
evapor deposition
Journal of Crystal Growth

Manuscripts submitted

Size and shape-tailed hydrothermal synthesis of YVO4 crystals in ultra-wide pH range conditions
Wu, H., Xu, H., Su, Q., and Wu, M.
Submitted to Journal of Materials Chemistry.

Effects of crystalline defects on the critical superconducting temperature of MgB2

Optical and Structural Properties of InAs Quantum Dots Grown on GaAs by Metalorganic
Chemical Vapor Deposition

Incorporation of radioactive and trace metals into autunite phases: thermodynamic evaluation
Xu, H., and Wang, Y.
Scientific Basis for Nuclear Waste Management, vol. 26 (submitted), Materials Research Society,
Warrendale, Pennsylvania.

U- and Hf-bearing pyrochlore and zirconolite and their leached layers formed in acidic solution:
TEM investigation
Xu, H., Wang, Y., Zhao, P., Bourcier, W. L.
Scientific Basis for Nuclear Waste Management, vol. 26 (submitted), Materials Research Society,
Warrendale, Pennsylvania

Self-assembled nano-structured minerals as signatures of bacterial mineralization activities
Xu, H., Chen, T., Jiang, Y., Nie, Z., Liu, J., and Wang, Y.
(Submitted to the Annual Meeting of the Electron Microscopy Society of America), San Antonio,
Texas.

Titanium oxide based nanotubes, nanofibers, nanoflowers, and nanodiscs
Huifang Xu, Yingbing Jiang, Zimin Nie, Hiromi Konishi, and Yifeng Wang
(Submitted to the Annual Meeting of the Electron Microscopy Society of America), San Antonio,
Texas

Manuscripts in preparation

Deposition of ordered arrays of nano Cu dots by using self-assembled nanoporous silica as
template
Xu, H., Jiang, Y., and Liu, N.

Oscillation of opal-A and opal-CT layers as indicator of paleoclimatic changes. To be submitted to
"Paleogeography, Paleoclimatology, Paleoecology."
Chen, T., Xu, H., Xu, X., and Yue, S.
Chemical weathering of chlorite in Chinese paleosol stratigraphy as indicator of paleoclimatic changes. To be submitted to “Clays and Clay Minerals.”
Ji, J., Chen, J., Xu, H., and Chen, T.

In situ formation of apatite in soil and groundwater for containment of radionuclides and heavy metals. To be submitted to “Environmental Science and Technology.” Moore, R. C., Zhang, P., Xu, H., Sanchez, C., Thoma, S. G., Choppin, G. R.

HRTEM and AEM investigation of invisible Au in Au-bearing pyrite and arsenopyrite.
Huifang Xu, W. Hu, and W. Zhang

**Unsuccessful proposals for grants**

Investigation of partitioning of trace metals in minerals (Submitted to NSF).

**Pending proposal**

Nanogeochemistry — geochemical reactions and mass transfers in nanopores (Submitted to NSF)
Self-assembled nanostructures as signatures of bacterial mineralization process (Submitted to NSF).

5. ACTIVITIES IN PROFESSIONAL SOCIETIES

Yemane Asmerom, Associate Professor

Professional meetings attended

Invited talk: University of Puget Sound
Goldschmidt 2002 Conference, Davos, Switzerland

Niub-Viorel Atudorei, Research Scientist

Meetings attended

STS/IGCP 467 Field Meeting, Veszprem, Hungary, September 5-8 2002.

Adrian Brearley, Associate Professor

Professional meetings attended

Meteoritical Society Meeting, Los Angeles, July 21-26, 2002
18th International Mineralogical Meeting, Edinburgh, Scotland, September 2-6, 2002.

Talks presented


Presented talk, “Heterogeneous distribution of carbonaceous material in Murchison matrix: In situ observations using energy filtered transmission electron microscopy”.

Chaired session.
Coauthored talk with Neyda Abreu “Mineralogical characterization of Vigarano matrix: HRTEM and EFTEM observations”.

Coauthored poster with Lysa Chizmadia “Petrographic studies of chondrule mesostasis in the Yamato 791198 CM carbonaceous chondrite and comparison to ALH81002”.


Coauthored poster with Chris Wetteland: “Petrographic studies of sulfide assemblages of in the Allende CV3 carbonaceous chondrite”.

Meteoritical Society Meeting, Los Angeles, 21-26 July 2002

Session chair
Presented poster: “Aqueous alteration of FeO-rich olivine: Insights from experimental alteration of Allende”.
Presented talk “Carbonates in the Y791198 CM2 chondrite: Zoning and Mn-Cr systematic’.

Coauthored talk with Lysa Chizmadia “Ca-bearing Fe,Ni metal grains in fine-grained rims of the Y-791198 CM carbonaceous chondrite”.

Coauthored talk with Neyda Abreu “Microstructural Characterization of inclusions in Vigarano matrix olivines’.

18th General Meeting of the International Mineralogical Association, Edinburgh, Scotland, 2-6 September, 2002

Presented talk ‘Complex zoning in carbonates in CM carbonaceous chondrites: recorders of changing fluid composition during aqueous alteration.

Society committees

Associate Editor, American Mineralogist (1994-2003).
Associate Editor, Mineralogical Magazine (1998-2003)
Member, Meteoritical Society Meteorite Nomenclature Committee (1998-2002)

Lars Borg, Senior Research Scientist

Talks presented

Uranium-lead isotopic systematics of the martian meteorite Zagami
Lunar and Planetary Science Conference

A petrologic model for the origin of martian meteorite magmas based on their major element, trace element and isotopic compositions
Lunar and Planetary Science Conference

Exploring trace element and isotopic mixing relationships in the martian meteorite suite
Workshop on Unmixing the SNC’s

Michael E. Campana, Professor

Society committee

Chair, Association of Ground-Water Scientists and Engineers
Board of Directors and Vice President, National Ground Water Association
Board of Directors, Universities Council on Water Resources
Vice President of Academic Affairs, American Institute of Hydrology

Laura J. Crosscy, Professor

Meetings attended/Talks Presented/Field Trips

Geological Society of America Regional Meeting; Cedar City, UT, April 4-9, 2002 (gave talk).
Trail of Time Workshop @ Grand Canyon, April 18-21, 2002.
New Mexico Geological Society; Socorro, NM. 2002.
American Geophysical Union Fall Meeting, San Francisco, CA, October 8-10, 2002.

Society committees

American Association of Petroleum Geologists, Membership Committee (since 1989)
Association for Women Geoscientists (lecturer (since 1989))

Wolfgang E. Elston, Senior Research Professor

Meetings attended

Annual meeting of Rocky Mountain Section, Geological Society of America, Cedar City, Utah, and geological field trip to Marysvale Volcanic Field, Utah, May 5-8, 2002.


Tobias Fischer, Assistant Professor

Meetings attended


International Association of Volcanology and Chemistry of the Earth’s Interior (IAVCEI)
Web master for the Commission on the Chemistry of Volcanic Gases (CCVG)
International Association of Volcanology and Chemistry of the Earth’s Interior (IAVCEI)
Organizing committee Field Workshop on Volcanic Gases, Nicaragua and Costa Rica (March/April 2003)
State of the Arc Conference, Organizing committee, Oregon (August 2003)

John W. Geissman, Professor

Professional societies

Member, Annual Program Committee, Geological Society of America
Technical Program Chair, Annual Meeting of the Geological Society of America, Denver, 2002
Geological Society of America Distinguished Service Award, 2002
Associate Editor, Geological Society of America Bulletin
Editor, Eos, American Geophysical Union
Member, American Geophysical Union "Committee of 50"
University of New Mexico representative, DOSECC, Inc.
Gutzler, David, Professor

Took examination for accreditation by the American Meteorological Society as Certified Consulting Meteorologist (Jan).

Rhian Jones, Senior Research Scientist

Meetings attended


Fellow of Mineralogical Society of America and Meteoritical Society.
Member of the Nomenclature Committee of the Meteoritical Society.
Member of Mineralogical Society of Great Britain and American Geophysical Union.

Karl E. Karlstrom, Professor

Meetings attended/Talks presented

GSA Rocky Mountain Meeting, May 4-9, 2002, Cedar City, Utah, I was co-field trip leader (with Mark Quigley) on a trip to Virgin Mountains, Nevada.

GSA National Meeting, October, 2002, Denver Colorado, I was convener of two theme sessions on the Rocky Mountains and was co-field trip leader (with Colin Shaw) for the Colorado shear zones fieldtrip.

Barry S. Kues, Professor

Presented papers

Presented paper and poster at annual Spring meeting of New Mexico Geological Society, Socorro, April 5.
Attended and lectured at N.M. Geological Society Fall Field Conference, San Andres Mountains, Oct. 3-4.
Grant A. Mever, Assistant Professor

Invited talks


Leslie D. McFadden, Chair and Professor

Professional meetings attended

Geological Society of America Annual Meetings, Denver, Colorado

Horton E. Newsom, Research Professor

Professional meetings attended

Attended the XXXIII Lunar and Planetary Science Conference, Houston, TX, presented two talks and three posters, March 10-15, 2002.

Attended the MER 2003 landing site meeting, Pasadena, CA, presented one talk, Mar. 25-28, 2002.

Attended a teacher training institute in Taos, NM, and presented one day of space science content and activities, June 17, 2002.


Attended the New Views of the Moon meeting in Taos, NM, Sept. 14, 2002.

Attended NASA sponsored Planetary Cratering meeting in Flagstaff Arizona, presented one talk, October 3-4, 2002.

Attended a meeting at the Lunar and Planetary Institute in Houston entitled: Unmixing the SNC's, October 11-12, 2002.

James J. Papike, Professor

Professional meetings attended

Mars Sample Return Meeting, Phoenix, AZ., February 18 - 21
NASA, Space Science Advisory Committee (SScAC) Meeting, Washington, DC., March 4 - 7
33rd Lunar and Planetary Science Conference, Houston, TX., March 10 - 15
Space Meeting, Rice University, Houston, TX., May 5 - 7
Mars Space Science Advisory Committee Meeting, Pasadena, CA., June 23 - 25
Lunar South Pole Aitken Meeting, Pasadena, CA., August 21-23
Moon Meeting, Taos, NM., September 11-14
Lunar South Pole Aitken Meeting, Pasadena, CA., October 23 - 25

Society committee

Member, NASA Space Science Advisory Committee (SScAC), 1999-2002
National Academy of Sciences, Solar System Exploration, 2001 - 2002

Victor Polyak, Senior Research Scientist

Professional meetings attended

Attended and presented at the Geological Society of America Annual Meeting in Denver

Aurora Pun, Post-Doctoral Scientist

Professional exhibits


Frans J.M. Rietmeijer, Research Professor

Professional papers read

Thermal modification of silicate materials in flash-heated sulfide IDPs: The first clues for chemically controlled, early silicate mineral evolution, Lunar and Planetary Science Conference XXXIII, Houston, Texas

A future science and engineering need for solar system exploration: Sample return missions, Space and Robotics 2002, Albuquerque, New Mexico

Synergy of properties of meteors and collected interplanetary dust particles and micrometeorites, International Science Symposium on the Leonid Meteor Storms, Tokyo, Japan
Mesospheric metal abundances and meteoric dust: Analyses of surviving meteoroids, World Space Congress-2002, COSPAR, Houston, Texas

Microanalyses of interplanetary dust particles and micrometeorites: Implications for sample return missions to undifferentiated protoplanets, World Space Congress-2002, COSPAR, Houston, Texas

Professional meetings attended

Space and Robotics, American Society of Civil Engineers, Albuquerque, New Mexico, March 18-21, 2002.

World Space Congress, 34th Scientific Assembly of the Commission on Space Research (COSPAR), Houston, Texas, October 10-19, 2002.

International Mineralogical Association

Chair of the Working Group on Astromineralogy

Mousumi Roy, Assistant Professor

Professional meetings and presentations

UNM Consortium of the Americas Workshop - Abstract – oral – Roy
UNM Center for Advanced Studies Workshop - Abstract – oral – Roy

Professional organizations

Reviewed 1 paper for Journal of Geophysical Research
Reviewed 2 NSF Proposals
Vice-Chair of the Geophysics Division of the Geological Society of America

Jane Selverstone, Professor

Presented talks

Presented two posters at Fall AGU meeting, San Francisco, 12/02.
Attended M.S.A short course on Mineral Plasticity, Emeryville, CA, 12/02
Member, GSA Annual Program Committee.

Louis Scuderi, Professor

Meetings attended


Charles K. Shearer, Research Professor

Professional meetings attended

33rd and 34th Lunar and Planetary Science Conference, Houston, TX.
New Views of the Moon, Houston, TX
LPSC Planning Committee Meeting, Houston, TX.

National committees and offices in societies

CAPTEM member
CAPTEM Lunar sub-committee Chair
USRA chair and member of the review committee for the Lunar and Planetary Institute.
USRA search committee member for the director of the LPI.
New Views of the Moon. Organizer

Gary A. Smith, Professor

Society committees

Scholarship Committee
New Mexico Geological Society

Zachary Sharn, Associate Professor

Professional meetings attended

European Society of Isotope Research (3 presentation).

Professional offices held

Board Member, European Society of Isotope Research.

Committees

Board Member, European Society of Isotope Research

Michael N. Spilde, Research Scientist

Presented talks


6. OTHER PROFESSIONAL ACTIVITIES
(Calendar Year 2002)

Carl Agee, Professor and Director, Institute of Meteoritics

Professional meetings attended

- Keynote Speaker at the 12th Annual V.M. Goldschmidt Conference, Davos, Switzerland.
- Presented a talk on "The Institute of Meteoritics and an Update on NASA's Mars Program", New Mexico Space Commission Public Meeting, Truth or Consequences NM, October 12, 2002.

Committee

- Board Member, New Mexico Space Commission 2002.

Publicity

- Front-page article in the Albuquerque Journal on Carl Agee's new high pressure laboratory and his appointment as Director of the IOM, August 10, 2002.

Yemane Asmerom, Associate Professor

Manuscript reviews


Adrian Brearley, Associate Professor

Reviews

- Reviewed 4 proposals submitted to NASA Planetary Materials and Geochemistry Program.
- Reviewed 1 proposal submitted to NSF Petrology and Geochemistry Program
- Reviewed 2 proposals submitted to NSF Instrumentation and Facilities Program

Michael E. Campana, Professor

National committees

Editorial duties

Guest Editor, Special Issue on Transboundary Ground Water Resources, Journal of Ground Water

Laura J. Crossey, Professor

Reviews

External Tenure/Promotion Reviews (1)
Rutgers University, NY
External Program Review (1)
Dept. of Geological Sciences, Texas A&M (Feb. 24-27)

Manuscripts review

Geology (2)
Geochemica et Cosmochimica Acta (3)
Journal of Geoscience Education (1)
Sedimentology (1)
Earth and Planetary Science Letters (1)

Proposal review

American Chemical Society/Petroleum Research Fund (1)
National Science Foundation (4): Hydrologic Sciences, Geology and Paleontology, Inst. and Facilities
(as mentioned above, served on NSF Panel Biocomplexity (15 proposals))

Editorships


National committee

Elected 2nd Vice-Chair, Sedimentary Geology Division, Geological Society of America, 2002.
NSF Review Panel, Biocomplexity 6/02

Maya Elrick, Associate Professor

Reviews

Journal reviews
Journal of Sedimentary Research, GSA Bulletin, New Mexico Geology

Proposal reviews
National Science Foundation
American Chemical Society-PRF

Letters
Full professor recommendations (1)
**Tobias Fischer, Assistant Professor**

**Reviews**

Reviews of 5 NSF proposals (Petrology and Geochemistry) 1 National Geographic proposal and 9 scientific manuscripts for GCA, JGR, JVGR, Geochem. J. G-cubed, Monograph on Etna.

**Off-campus talks**

New Mexico State University
Los Alamos Geological Society

**John W. Geissman, Professor**

**Reviews of manuscripts and proposals**

Reviewed proposals for National Science Foundation (11), American Chemical Society (1), The Third World Academy of Sciences (2), Lithoprobe, Canada (1), Australian Research Council (1).


**Consultancies**

Adjunct or associate-type positions at other institutions
Adjunct Full Professor, University of Michigan, Ann Arbor

**Professional talks**

Crustal extrusion mechanisms in northern Indochina, paleomagnetic results, Geological Society of America Meeting, Denver

Two paleomagnetic tales—large magnitude rotations along the eastern Syntaxis and surprising eastern margin of the Colorado Plateau, University of Wisconsin

Two paleomagnetic tales—large magnitude rotations along the eastern Syntaxis and surprising rotations along the eastern margin of the Colorado Plateau, Lehigh University

Two paleomagnetic tales—large magnitude rotations along the eastern Syntaxis and surprising rotations along the eastern margin of the Colorado Plateau, Bryn Mawr College

Deformation Along the Southeast Extension of the Lake Mead Fault System Evaluated with Paleomagnetic Data From Miocene Igneous Rocks, Hoover Dam area, Nevada and Arizona, Fall American Geophysical Union Meeting

**Other**

Technician (half-time), UNM Paleomagnetism and Rock Magnetism Laboratory
David Gutzler, Professor

Manuscript and Grant Proposal Reviews


Grant Proposal Reviews: National Science Foundation (8), NOAA Office of Global Programs (4).

Other

Online moderator, International discussion on origin of monsoons (Jan).

International Science Working Group for North American Monsoon Experiment, member. (Field phase to occur in 2004)

Interagency U.S. CLIVAR Program science guidance: Pan American sector implementation panel (Co-chair, three year term beginning Mar 02)
Host for Pan Am panel meeting at UNM, Dec 17-18.

International CLIVAR Program science guidance: VAMOS [Variability of American Monsoon Systems] panel (member, appointed May 02)

NOAA GEWEX Americas Prediction Program Science Advisory Group (member, two year term beginning Oct 02).

Co-convenor (with C. Dahn and A. Ward), Workshop on Causes of Drought and Vegetation Response, Sevilleta LTER site, Sep 17-19. (my presentation: "Dynamics of drought") New Mexico State Weather Control and Cloud Modification Commission, member.

Participant in cloud seeding assessment meeting, Office of the State Engineer, Jan 18.

Meeting with Josh Nims and Jean Witherspoon (manager of groundwater systems for City of Albuquerque) to discuss climatic impacts on residential water demand (Nims’ M. Water Res. research), Albuquerque City Hall, Oct 7.

Stephen P. Huestis, Associate Professor

Reviews

Reviewed 2 papers for Inverse Problems

Rhian Jones, Senior Research Scientist

Reviews


Worked with Dr. H. Newsom on project in which students from SIPI help to identify suspect meteorites.
Karl E. Karlstrom, Professor

Review

NSF proposals
Geology
GSA Bulletin
Precambrian Research

Editorial/National Committee

My term as Science Editor for GSA Today has nearly ended (January 2000-February 2003): This job consumes large amounts of time. My job was to solicit science articles, get them reviewed, edit them to help a general audience understand them, and write press releases. I spend about 8-10 hours per week on this job for the Geological Society of America. I am passing the job to Keith Howard and Gerry Ross in February, 2003.

Editorial Board for Precambrian Research, 1990 to present.
New Mexico Geologic Mapping Advisory Board, 1999 to present.
Steering Committee for US Array, a component of the NSF Earthscope initiative 1999-present.
Member of Pan-Lithoprobe synthesis subcommittee (2000-2003).
Member of the EarthScope Science and Education Committee (ESEC) - the oversight and planning committee for the NSF EarthScope initiative
Compiler of southern Laurentia for IGCP 440 project: reconstruction of Rodinia.

Barry S. Kues, Professor

Reviews

Reviewed 4 papers for N. M. Geological Society Guidebooks; one paper for New Mexico Geology; one paper for N. M. Museum of Natural History Bulletin

Reviewed captions for revised geologic map of New Mexico for N. M. Bureau of Geology and Mineral Resources

Worked with Jocelyn Neville, UNM Art Department, on exhibit representing New Mexico fossils.

Editorial Duties

Editorial Board, New Mexico Geology

Other

Associate Curator, N. M. Museum of Natural History

Grant A. Meyer, Assistant Professor

Professional Organizations Duties

Panel Member, Geological Society of America Quaternary Geology and Geomorphology Division, 2000-2002.

Undergraduate student mentoring

Shannon L. Duran (2002-3)
ROP-McNair Scholars Program: Effects of the Cerro Grande fire on soil properties; Historic channel and floodplain change on the Middle Rio Grande

Editing and manuscripts peer review


Grant proposal review

2002, National Science Foundation – Review for Geology and Paleontology, Geography and Regional Science, and other programs.

Leslie D. McFadden, Chair and Professor

Reviews

Reviewed 1 paper for Catena
Reviewed 1 paper for Geomorphology
Reviewed 1 paper for Radiocarbon

Editorial duties

Editorial Board Member, Catena

Other Activities

Presented lecture to Archeology Field Seminar group at Ghost Ranch, Abiqui, New Mexico.

Co-nominator and presenter of the 2002 “Geological Society of America Quaternary Geology and Geomorphology Division Distinguished Career Award to Professor William B. Bull.

Matt Nyman, Coordinator, Natural Science Program

Off campus talks

Guest Speaker at Sandia Preparatory School for Science Night "Why Should Kids Study Geology"

Seminar speaker at New Mexico State University "Towards a Geoscience Literate Society: Curriculum Development and Teacher Training in the Earth Sciences"

Other Activities

Supervised development of science curricula for Natural Science Program:
Lab Manual of NatSci 262L - Life Science (written by Dr. Joe Montana)
Field trip guide for NatSci 263L - Environmental Science (written by John Rogers)
Field trip guide to Albuquerque BioPark (written by Dr. Charles Buxbaum)
Field trip guide to LodeStar Astronomy Center (written by Michael Crane)
Authored Field trip guide to New Mexico Museum of Natural History and Science focusing on mass extinctions. (in progress)

These projects were funded by the New Mexico Collaborative for Excellence in Teaching Preparation (NMCETP).

Part time curriculum developer with TERC, Inc. (Cambridge, MA). Developed web-based earth science curriculum for 9th grade Earth Science textbook.
Developed and organized geology activities for MESA competition at UNM

**Horton E. Newsom, Research Professor**

**Manuscripts reviewed**


Reviewed grant proposals submitted to NASA.

**Professional offices held**


**Other activities**

NASA lunar sample principal investigator.


Reviewed grant proposals submitted to NASA.

**Publicity**

Space Daily story: Jan.14, 2002 “Antarctic microbes suggest life is possible in terrains on Mars.” Article about publication in Icarus co-authored by Dr. Newsom.

**James J. Papike, Director (Institute of Meteoritics) and Professor**

Reviews

Reviewed ten (10) proposals and seven (7) papers.

**Victor Polyak, Senior Research Scientist**

Reviews

Reviewed 2 NSF proposal

**Off-campus talks**

Gave seminar talk at New Mexico Tech on Speleothems and Paleoclimate Research
Frans J.M. Rietmeijer, Research Professor

**Peer review scientific papers**
- Astrobiology
- Earth and Planetary Science Letters
- Geochimica et Cosmochimica Acta
- Meteoritics and Planetary Science
- Science

**Proposal review**
- NASA Cosmochemistry Program (2)
- NASA Origins of Solar Systems Program (1)
- NASA Sample Return Laboratory Instruments & Data Analysis Planetary (2)
- NASA Planetary Atmospheres (PATM) (1)

**Professional services**
- Volunteer Editor for the Journal of Geophysical Research, American Geophysical Union.

Mousumi Roy, Assistant Professor

**Invited off-campus talks**
- Department Colloquium, UNM Physics Dept., April 2002.

Jane Selverstone, Professor

**Reviewer**
- Journal of Metamorphic Geology (3), Rocky Mountain Geology (1), Geological Society of America Bulletin (1), American Geophysical Union Monograph (1)

**Proposals reviewed (12 total):**
- NSF Tectonics program, NSF Petrology and Geochemistry program, NSF Marine Geology program, NSF Instrumentation program, NSF International program
- UK National Environmental Research Council
- Österreichischen Fonds zur Förderung der wissenschaftlichen Forschung

**Presented invited talk,** University of California at Santa Barbara, 1/9/02  
**Presented invited talk,** University of California at Los Angeles, 2/28/02  
**Presentation on Alpine tectonics to graduate Tectonics class,** New Mexico Tech, 4/3/02  
**Presented poster,** Gordon Research Conference on Rock Deformation, 5/02  
**Presented invited talk,** Brown University, 09/02  
**Presented invited talk,** Princeton University, 10/02

**Editorial board member**
- Editorial board member, Journal of Metamorphic Geology  
- External evaluator, 1 promotion case (Texas A&M University)
Louis Scuderi, Associate Professor

Reviewer


Review for National Science Foundation: Atmospheric Sciences, Geosciences, Earth Science History, Paleoclimate Program, Geography and Regional Sciences, IIL-Equipment.

Review for National Geographic Society: Grants in Research.

Charles K. Shearer, Research Professor

Reviewer


Organizer for "New views of the Moon IV meeting (2003) in Taos, NM.

Zachary Sharp, Associate Professor

Review papers

Geology,
Earth and Planetary Sciences Letters
Journal of Metamorphic Geology
American Journal of Science
Geochimica et Cosmochimica Acta

Reviewed Proposals

NERC proposal (1)
NSF (7)

Editorships

American Journal of Science

Invited off-campus talks

University of Lausanne
European Society for Isotope Research (Estonia)
Karl-Franzens Universitaet (Austria)
Scripps Institute, UCSD
University of North Dakota
University of Rome
Hungarian Academy of Sciences
Colorado College
Hosted following researchers in stable isotope lab

Jeff Kelly, Forest Service
Nacho Querejeta, University of California, Riverside
Claudia Mora, University of Tennessee
Todd Feeley, University of Montana
A.V. Bojar, Graz, Austria
Luigi Dallai, University of Rome, Italy
Max Gibbs, NIWA, Hamilton, New Zealand

Michael N. Spilde, Research Scientist


Gary A. Smith, Professor

Reviews

Reviewed research proposals for the National Science Foundation

Professional meetings attended


Expert panelist, workshop on standardizing post-Ringold Formation stratigraphy at the Hanford site; Pacific Northwest National Laboratory, Richland, WA, March 26, 2002.

Presented invited talks, New views of the stratigraphy and structural development of the Española Basin and Summary of UNM Research at the USGS Technical Planning and Coordination Workshop, Geologic and Geophysical Studies of the Española Basin; Santa Fe, NM, April 2, 2002.

Presented the annual Mayfield Distinguished Lecture in Geology at Bowling Green State University, A Downstream View of Volcanoes: The Sedimentary Record of Volcanism, April 10, 2002.

Presented invited lecture, Application of Sedimentology, Geomorphology, and Volcanology to Decipher the Tectonic History and Hydrogeology of a Rio Grande Rift Basin, at Bowling Green State University, April 11, 2002.

Led field trip to Kasha Katuwe Tent Rocks National Monument, for National Science Teachers Association, December 5, 2002.

Other

Adjunct Curator of Geology, New Mexico Museum of Natural History and Science.
Research Associate, New Mexico Bureau of Mines and Mineral Resources
Member, Española Basin Technical Advisory Group (http://climchange.cr.usgs.gov/ebtag)
Answered geology questions for online-science-education service “Wonderquest.”

Huifang Xu, Research Scientist

Reviews

Review one article (for Clay and Clay Minerals)

Talks presented


Presented talk “Mesogeochemistry: geochemical reactions and mass transfers in a nano-scale pore space confinement” at the Annual Meeting of the Geological Society of America, Denver.

Presented talk “Self-assembled and nanoporous structures as indicators of microbial activity.” at the Annual Meeting of the Geological Society of America, Denver.

Presented talk “HAADF imaging of interface between GaAs and InAs semiconductors.” At the 15th International Congress on Electron Microscopy, Durban, South Africa.

Presented talk “Nano-porous structures in geological environments.” At the 15th International Congress on Electron Microscopy, Durban, South Africa.

Other

Collaborative Research on “Invisible gold in Fe-sulfide minerals: HRTEM/AEM investigation” (supported by NSF of China)

Collaborative research on “Interactions in ocean floor and their contribution to ore deposits formation on ocean floor” (supported by National Ocean Administration of China).
7. NON-TEACHING UNIVERSITY SERVICE
(Calendar Year 2001-2002)

Carl Agee, Director and Professor, Institute of Meteoritics

Department service

Carl Agee was appointed Director of the Institute of Meteoritics and Professor in the Department of Earth and Planetary Sciences.

Carl Agee’s high pressure laboratory was installed in B19 of Northrop Hall during the fall of 2002. The laboratory was “up-and-running” by January 2002 and several experimental projects were initiated in the lab during AY 2002-2003.

Committees

E&PS Graduate Student Committee
E&PS Facilities Committee

Presentations

Presented a talk on “Astromaterials Institute” to the UNM’s Federal Priorities Committee, November 13, 2002.
Keynote speaker at the Diversity Program in the School of Engineering banquet, May 1, 2003.
Presented a talk on “Mars Sample Return” to the Dean's Advisory Committee, May 21, 2003.

Hosted visitors

Dr. Eileen Stansbery, Assistant Director of the Astromaterials Research and Exploration Science Office, NASA Johnson Space Center, visited the IOM November 21-22, 2002.

Professor V. Rama Murthy, University of Minnesota, met with Carl Agee to discuss future collaborations, June 25, 2003.

Yemane Asmerom, Associate Professor

Departmental service

Facilities committee
Undergraduate committee
Search committee: IOM Director
Search committee: Analytical Lab RA

Adrian Brearley, Associate Professor

Departmental service

Presented talk: New Mexicans for Science and Reason Mars, Magnetite and Microbes: Lessons Learned and New Perspectives, August, 14th 2002.
Director, Earth and Planetary Sciences Transmission Electron Microscope and X-ray Diffraction Laboratories

Member, Department of Earth and Planetary Sciences Facilities Committee
Chair, Department of Earth and Planetary Sciences Graduate Committee
Member, Search Committee for Director of Institute of Meteoritics

University service

Member, University Research Allocation Committee (2002)
Member, College of Arts and Sciences Graduate Advisors Committee (2002)
Member, College of Arts and Sciences Sabbatical Review Committee (2002-2003).

Michael E. Campana, Professor

Departmental committee
Graduate Committee

External service

Founder, President, Treasurer and Director. The Ann Campana Judge Foundation (a 501(c)(3) charitable organization funding and conducting projects related to health, sanitation and water issues in developing countries.

Laura J. Crossey, Professor

Departmental service

Associate Chairman
Alumni Relations Committee
Long-Range Planning Committee
Scholarship Committee
Undergraduate Committee
Undergraduate Advisor: E&PS BS/BA, Environmental Science BS

College

A&S Undergraduate Committee
A&S Committee on Math & Science Education for Teachers

University

Leading Edge Committee – review of UNM Research Activities/ORS AY01-03
Internal Review Committee for NSF Limited Competitions/ORS AY01-02
Maya Elrick, Associate Professor

**Departmental committees**

- Chair Scholarship Committee
- Undergraduate Committee
- Black Family Fund committee

**University committees**

- A&S Scholarship Committee (Lane Scholarship)

**Other**

- GSA Joint Technical Program Committee
- GSA Minorities and Women in Geosciences Committee
- Science talk at local elementary school

Peter J. Fawcett, Assistant Professor

**Departmental service**

- Member, Computer committee
- UNIX facility administrator

Tobias Fischer, Assistant Professor

**Departmental service**

- Computer committee, Scholarship committee, Long Range Planning Committee, rock saw room supervisor, Salary Committee
- Coordinator, UNM-LANL Volcanology Program

John W. Geissman, Professor

**Departmental service**

- Chair, Department Facilities Committee, 2002-
- Chair, Department Long Range Planning Committee, 2002-
- Department Alumni Affairs Committee, 1999-
- Chair, Institute of Meteoritics Director Search Committee

**University service and activities**

- President, Faculty Senate, 2000-2002
- Member, Faculty Senate Operations Committee, Fall, 2002-
- Member, Faculty Senate Governmental Affairs Committee, 1999-
- Member, UNM Planning Council
- Member, UNM Strategic Planning Task Force
- Chair, College of Arts and Sciences Junior Promotion and Tenure Committee
Special projects

Administrative positions

David Gutzler, Professor

Departmental committees

Computer Committee (Chair; Spring, Fall).
Undergraduate Committee (Spring, Fall).
Written contributions to E&PS department self-study (Spring, Summer, Fall)

University committees

Program Committee, UNM Water Resources Program (Spring, Fall).
Steering Committee, A&S Center for Advanced Studies (Spring, Fall).
Provost's Committee on Reorganization of Information Technology Management (Fall).
Sevilleta LTER Science Advisory Group (Fall).

Other

Co-Advisor, B.S. degree program in Environmental Science (Spring, Fall).
Participation in Lobo orientation for new students and parents, Jun 26.
Presentation to Summer Bridge engineering students, Jul 22.

Created display on climate change for Centennial Science and Engineering Library, Mar (on display through Oct).

Presentations at UNM

Leading Edge Research on Climate and Freshwater Ecosystems, for UNM VP Research and Arts and Sciences Dean, March 5, 2002.

Climate Prediction Research at UNM, for Center for Advanced Studies visiting committee, April 18, 2002.


Stephen P. Huestis, Associate Professor

Departmental service

Scholarship committee
Undergraduate committee
E&PS Undergraduate co-advisor
Peer review of teaching for Tobias Fischer

University committee:

Arts and Sciences curriculum subcommittee.
Other University service

Virginia Creepers String Band played for farewell reception for President Gordon, June 20, 2002.

Rhian Jones, Senior Research Scientist

University service

Member of UNM Museum Directors Consortium.

Departmental service

Manager of High-Temperature Experimental Petrology Laboratory.
Curator of Meteorite Collection.

Karl E. Karlstrom, Professor

Departmental service

E&PS Graduate Committee
E&PS Long Range Planning Committee
E&PS Scholarship Committee

Barry Kues, Professor

University

Member of Faculty Senate
Member of Faculty Senate Library and Budget Committees
Member of President Garcia’s Faculty Consultative Committee
UNM Member, Office of Graduate Studies external review team for the Political Science Department.

College

Chair, Senior Promotion and Tenure Committee.

Departmental service

Alumni Relations Committee; prepared alumni newsletter for distribution in Spring 2003; Curator of departmental mineral, fossil, rock and thesis collections.

Grant A. Meyer, Assistant Professor

Departmental service

Departmental Graduate Committee, Fall 2000 to present.
Departmental Vehicle Committee Chair, Fall 2000 to present.
Leslie D. McFadden, Chair and Professor

Departmental service

Chairman of the Department of Earth & Planetary Sciences (re-elected for second four year term beginning in August, 2003).

University service

Secretary, Caswell Silver Foundation Board
Member, Advisory Council of the Albuquerque Teachers Institute

Other

Hosted Dr. Joseph McAuliffe, visiting scientist conducting ecological research.

Horton E. Newsom, Research Professor

Departmental service

Member, New Mexico Space Grant Faculty Advisory Board (Facilitated successful application of students Jim Karner and Lisa Chizmadia)

Educational Outreach Coordinator, Institute of Meteoritics.
Assisted with Astronomy day activities at Coronado Mall, April 21, 2001.
Met with numerous members of the public who brought in suspect meteorites.

Matt Nyman, Coordinator, Natural Science Program

Coordinated Natural Science Program

Activities including hiring instructors, interfacing with scheduling office, troubleshooting student problems, interfaced with Dean's office and College of Education personnel on education issues, and organization for field trips.

James J. Papike, Director (Institute of Meteoritics) and Professor

Departmental service

Director of the Institute of Meteoritics.
Member of EPS Facilities Committee.

University service

Director, Institute of Meteoritics

Aurora Pun, Post-Doctoral Scientist

Departmental service

Tours of the Geology and Meteoritics Museums.
Mousumi Roy, Assistant Professor

Departmental service

E&PS Computer Committee
E&PS Undergraduate Committee

Frans J.M. Rietmeijer, Research Professor

Departmental service

Sponsored IOM class project paper by Lysa Chizmadia entitled "The Edgeworth-Kuiper Belt of Comets" for selection of the 2003 Spring issue of Best Student Essays at the University of New Mexico.

Provided graduate student Melissa A. Pfeffer with the opportunity to construct and deploy a Meteoroid Dust Collector for 2002 Leonid Multi-aircraft campaign (MAC) November 2002 (see: Jenniskens P., 2002, The 2002 Leonid MAC airborne mission-First results, WGN, Journal of the IMO 30, 218-224) and laboratory analyses of collected meteor debris (with financial support from the E&PS Department, UNM).

Louis Scuderi, Associate Professor

Departmental service

E&PS Computer Committee
E&PS Graduate Committee

College and University service

Chair, University of New Mexico Geographic Information Sciences Taskforce (on-going).
Produced final taskforce report for the Dean of Arts and Sciences, May 25, 2002.

Jane Selverstone, Professor

Departmental committees

Faculty Salary/Productivity Advisement committee
Search committee for Director of UNM Institute of Meteoritics
Graduate committee (spring semester)

Charles K. Shearer, Research Professor

Departmental service

Manager SIMS laboratory
Department Facilities Committee

Zachary Sharp, Assistant Professor

Departmental service

Instrumentation and Facilities
Graduate Committee
Gary A. Smith, Professor

Departmental service

UNM Faculty Senate Teaching Enhancement Committee
Chair, College of Arts and Sciences Committee on Academic Uses of UNM Properties
Associate Chair, Dept. of Earth and Planetary Sciences
Chair, Undergraduate Committee, Dept. of Earth and Planetary Sciences
Collections Committee, Dept. of Earth and Planetary Sciences
Search Committee for Administrator, Dept. of Earth and Planetary Sciences

Authored undergraduate program section of department self-study document, Department of Earth and Planetary Sciences.
Teaching peer review for Assistant Professor Tobias Fischer and Assistant Professor Mousumi Roy, Department of Earth and Planetary Sciences

Coordinated Caswell Silver Undergraduate Research Symposium, Dept. of Earth and Planetary Sciences
Member of the Board, and Audit Committee, Caswell Silver Foundation
Advisor, Geology Club
Hosted visiting scientists to the Dept. of Earth and Planetary Sciences: Steven Semken, Diné College, Graham Fogg, University of California, Davis.

Michael N. Spilde, Research Scientist

Departmental service

Manager of the Electron Microprobe and Scanning Electron Microscope Labs.

Performed microprobe and SEM analyses for UNM faculty and graduate students.
Performed microprobe and SEM analyses for local businesses and for students or faculty from Colorado College, Western Illinois University, and New Mexico State University

Assisted two film crews with on-site filming of the SEM and provided SEM images for several publications and TV programs.
Conducted Microprobe, SEM & TEM lab tours and SEM demonstration for Natural Sciences Class from UNM-Gallop campus, April 19, 2002.

Huifang Xu, Research Scientist

University service

Train XRD Lab and TEM Lab users, supervise TEM labs, and assisting graduate students on XRD data collection and interpretation.
Assisting graduate students on TEM data collection and interpretation.

Departmental service and activities

Supervise two Postdoc Research Associates: Dr. Huizhen Gao, Dr. Hiromi Konishi
Supervise two research scientists: Yingbing Jiang, and Zirnin Nie
Supervise two visiting professors: Prof. Junfeng Ji (Nanjing University, China), and Associate Prof. Tianhu Chen (Hefei Technology University, China)
8. SCHOLASTIC HONORS AND FELLOWSHIPS

Viorel Atudorei, Research Scientist

University of New Mexico Provost’s Outstanding Staff Award, 2002.

Adrian Brearley, Associate Professor

University of New Mexico Regent’s Lecturer, College of Arts and Sciences, 2001-2003.

Michael Campana, Professor

Albert J. and Mary Jane Black Professor of Hydrogeology
Gallagher Visiting Scientist, University of Calgary, Department of Geology and Geophysics (gave 3 lectures and conducted a short course, first week of April 2002)

David Gutzler, Associate Professor

Awarded Certified Consulting Meteorologist recognition by the American Meteorological Society (Mar).

Leslie D. McFadden, Chair and Professor

Received the Society Prize from the European Society for Isotope Research, August, 2002.
9. SABBATICALS AND TRAVEL
(Calendar Year 2002)

Carl Agee, Professor and Director, Institute of Meteoritics

Professional travel

- Strategic Planning Meeting of the New Mexico Space Commission, New Mexico Tech, November 8, 2002.

Viorel Atudorei, Research Scientist

Professional travel

- September 5-8, 2002 STS/IGCP 467 Field Meeting, Veszprem, Hungary.
- October 15-21 Fieldwork in Central Nevada.

Adrian Brearley, Associate Professor

Professional travel

- 21-23 January, 2002, Calgary, Canada for JEOL electron microprobe demo
- June 3, New Mexico Tech – Cameca electron microprobe demo
- 21-26 July, 2002 Meteoritical Society Meeting, Los Angeles, California.
- 2-6 September, 2002 18th General Meeting of the International Mineralogical Society, Edinburgh, Scotian.

Michael E. Campana, Professor

Professional Travel

- International Atomic Energy Agency, Vienna, mid-August to mid-December.

Wolfgang E. Elston, Research Professor

Professional Travel

- Travel to Berlin, Germany, on the invitation of the Mayor, August 19-27, 2002. Attended reception by the Mayor in City Hall, briefings by the Chairman of the Foreign Relations Committee of the Lower House of the Federal Parliament, the Speaker of the Berlin State Assembly and representatives of all political parties. Toured historical and cultural sites.
Tobias Fischer, Assistant Professor

Professional travel

- Nicaragua: January 2002: 21 days
- Grand Canyon: March 2002: 6 days.
- El Salvador: May 2002: 17 days
- Switzerland: August 2002: 10 days
- Hawaii, October 2002: 7 days
- San Francisco: December 2002: 5 days
- Honduras: January 2003: 17 days

John W. Geissman, Professor

Professional travel

- January 8-11 Fieldwork, southern New Mexico
- January-mid February, miscellaneous trips to Sante Fe for legislative activities
- February 16, Fieldwork, Jemez Mountains
- February 23, Fieldwork, central New Mexico
- March 4-6, American Geophysical Union Headquarters, Washington, Congressional Science Days
- March 7-9, Annual Program Committee Meeting, Boulder, CO
- March 14-16, Guest lecturer, University of Wisconsin
- March 28, Field, Colorado College field geology class
- April 10-14, Lehigh University and Bryn Mawr College, guest lecturer
- May 12-June 2, New Mexico, southern Colorado, UNM Introductory Field Geology course
- June 7-June 22, field sampling, Cantabria area, northern Spain
- June 24-July 13, Wyoming, University of Michigan, Field Camp
- July 13-July 18, field work, northwest Utah
- July 18-July 20, Geological Society of America Headquarters
- August 1-4, field work, central New Mexico
- August 8-10, Annual Program Committee Meeting, Boulder, CO
- October 10-14, Alumni Advisory Board Meeting, University of Michigan, Ann Arbor
- October 25-30 Denver, Geological Society of America Annual Meeting
- December 6-10, San Francisco, AGU Fall Meeting

Summer teaching:

- University of Michigan Camp Davis, Geological Sciences 440, Advanced Field Geology, June 25-July 12

David Gutzler, Professor

Professional travel

- Orlando FL, Jan 14-16: American Meteorological Society annual meeting.
- San Jose, Costa Rica, Mar 12-16: VAMOS program panel, NAME Science Working Group meetings.
- Fairfax VA, Oct. 21-22, 24-26: NOAA Climate Prediction and Diagnostics Workshop.
- Tuscaloosa AL, Oct. 22-24: Visit and course lecture to IGERT students at Univ. of Alabama.
Rhian Jones, Senior Research Scientist

Professional travel


Karl E. Karlstrom, Professor

Professional travel

- February 2, E&PS 307 – Structural Geology fieldtrip.
- February 10-13: US Array meeting in Washington DC
- February 22,23: GSA Publications Committee meeting in Boulder
- February 26-March 1: Pan-Lithoprobe workshop in Banff.
- March 2, E&PS 307 – Structural Geology fieldtrip.
- March 10-16, Colorado River research trip.
- March 30: Structural Geology fieldtrip.
- April 6: Structural Geology fieldtrip.
- April 18-21: Trail of Time workshop at Grand Canyon
- May 4-6, led GSA fieldtrip to Virgin Mountains.
- May 7-9 GSA meeting, Cedar City Utah
- May 27-31- xenolith collecting trip to Four Corners
- June 3-26, Advanced summer field camp.
- August 23-25- Hewlett Grand Canyon trip
- September 7-8, Black Mesa research
- September 13-29, Colorado River research trip
- October 5- Hewlett Chaco Canyon trip
- October 12-13: CD-ROM workshop—Sevilleta Refuge
- October 24-26: led GSA fieldtrip—shear zones of Colorado
- October 28-30- GSA national meeting- Denver
- October 7-8 gave talk at Colorado School of Mines
- October 10-16- IGCP Rodinia ESEC Committee Meeting, Perth Australia
- October 21-23: EarthScope meeting in Washington DC
- October 8-10- AGU meeting in San Francisco

Barry S. Kues, Professor

Professional travel

- Feb. 16-17 – paleo. research field work near El Paso, TX and Lake Valley, NM
- Mar. 14-16 – paleo/strat research field work in Tucumcari, NM area
- May 25-26 – paleo research field work west of Walsenburg, CO
- Aug. 2 – paleo/strat research field work in Lucero uplift, NM
- Sept. 14 – paleo research field work, Zuni Mountains, NM
- Sept. 15 – paleo/strat research field work, Abo Pass, NM
- Sept. 21-22 – paleo/strat research field work, Cuchillo and Ladron Mountains, NM
- Oct. 2-5 – N.M. Geological Society Fall Field Conference, San Andres Mountains and vicinity, NM
- Oct. 20 – paleo research fieldwork, Jemez Springs area, NM
Grant A. Meyer, Assistant Professor

Professional travel

- Fire and Aquatic Ecosystems Workshop, U.S. Forest Service Rocky Mountain Research Station, Boise Aquatic Sciences Lab, April 22-24, 2002.
- American Quaternary Association Biennial Meeting and field trips, Anchorage, AK, Aug. 5-11, 2002.
- Yellowstone National Park Research Development Meeting, April 12-15, 2001, Yellowstone Ecological Research Center, Bozeman, MT.

Leslie D. McFadden, Chair and Professor

Professional travel

- January 11, Field trip to Sevilleta area, New Mexico
- April 11, Invited presentation to Environmental Science Class at the UNM-Gallup Campus, Gallup, NM
- September 20-22, Fieldwork in the NE Arizona.
- October 27-23, Participation in the Geological Society of America Meetings, Denver, Colorado

Horton E. Newsom, Research Professor

Professional travel

- June 17, 2002 Attended a teacher training institute in Taos, NM, and presented one day of space science content and activities.
- Sept. 14, 2002, Attended the New Views of the Moon meeting in Taos, NM.
- October 3-4, 2002, Attended NASA sponsored Planetary Cratering meeting in Flagstaff Arizona, presented one talk.
- October 11-12, 2002, Attended a meeting at the Lunar and Planetary Institute in Houston entitled: Unmixing the SNC’s.

Aurora Pun, Post-Doctoral Scientist

Professional travel

- February, 2002 – Attended Tucson Gem and Mineral Show, Tucson, Arizona
Frans J.M. Rietmeijer, Research Professor

Professional travel


Mousumi Roy, Assistant Professor

Professional travel

- Oct 2002: NSF Workshop in Denver
- GSA Annual Meeting in Denver

Louis Scuderi, Associate Professor

Professional travel

Travel in the western US for field work in the Sierra Nevada, Rocky Mountains, Colorado Plateau.

Jane Selverstone, Professor

Sabbatical leave (fall semester) at Brown University, conducting experiments on the influence of carbonic fluids on deformation behavior of quartz, in collaboration with Prof. Jan Tullis. Resulting manuscripts will be in preparation soon.

Professional travel

- Santa Barbara, CA, to present talk at UCSB, January 9, 10.
- 5 days of fieldwork, Rio Puerco volcanic necks, NM, during spring.
- Los Angeles, CA, to present talk at UCLA, February 27 – March 1.
- E&PS 303 class fieldtrips to Jemez Mountains and Manzano Mountains, April 2.
- Pisa, Italy, to present a poster at the Gordon Research Conference on Rock Deformation and participate in field trip to ophiolites in the Ligurian Alps and deformed marbles in Carrara quarries, May 13 - 25.
- Petrologic sampling on Monhegan Island, Maine, July 29.
- Providence, Rhode Island, sabbatical leave at Brown University; also participated in class field trips to Maine and Connecticut, September 2 – November 2.
- San Francisco, attended M.S.A short course on Mineral Plasticity and presented poster at fall AGU meeting, December 2.
Zachary Sharp, Associate Professor

Professional travel

- ~5 days in field @ Puerco Necks, New Mexico
- 2 weeks w/ J. Barnes (Italy and Hungary, visiting serpentinites localities) in May this year
- 2 weeks w/ Dan Breecker (Wind River Range, Wyoming).

Michael N. Spilde, Research Scientist

Professional travel

- October 7-12, 2002. Fieldwork in Lechuguilla Cave, Carlsbad Caverns National Park, NM.
- February 21-22, 2002. Traveled to Gallop, New Mexico to present a lecture on caves at the UNM-Gallop campus.
- January 14-17, 2002. Traveled to University of Calgary, Calgary, Canada to evaluate a new electron microprobe for purchase.

Gary A. Smith, Professor

Professional travel

- Field sampling in Peralta Canyon, Jemez Mountain, NM, with H. Hibbert, July 1, 2003.
10. PUBLIC SERVICE
(Calendar Year 2002)

Yemane Asmerom, Associate Professor

Amnesty International; The Sierra Club

Viorel Atudorei, Research Scientist

Mentor of high school student Alexandra Boyd (NASA SHARP PLUS program) summer 2003.

Adrian Brearley, Associate Professor

Assisted with Astronomy Day at U8 referee for AYSO

Laura J. Cressey, Professor

Soccer Referee, USSF Grade 6, NM State Referee, NISOA Collegiate Referee (1997-current)

Wolfgang E. Elston, Research Professor


Tobias Fischer, Assistant Professor

Public lecture for Geological Society of Los Alamos.

John W. Geissman, Professor

Alumni Advisory Board, University of Michigan
Worked with Career Enrichment Center, APS, to establish “Geology of New Mexico”, which has now started Geoscience Advisor, Albuquerque Petroglyphs National Monument committee.
Geologic field excursion leader, miscellaneous Elementary school groups
Participant, Jefferson Middle School, Special Educational Events Day
Participant, Rio Rancho High School Career Days
Member, Coalition for Excellence in Science Education
David Gutzler, Professor

Interview with Girl Scouts on a career as a meteorologist, Feb 8.
Extended media interviews:
KRSN radio (Los Alamos), summer climate and fire outlook, Mar 28.
Numerous short interviews for New Mexico newspapers and television stations regarding summer rainfall, El Niño/La Niña, global warming, and other weather-related and climate-related topics.

Rhian Jones, Senior Research Scientist

Co-ordinated and gave tours of Meteorite Museum for visiting school students, UNM classes, and community groups.
Identified about 200 suspect meteorites and answered numerous enquiries about meteorites for members of the public.
Acted as judge for Bandelier Elementary School Science Fair, April 24th 2002.
Set up and coordinated the IOM meteorite exhibit at Astronomy Day, Coronado Mall, Albuquerque. April 20, 2002.
Interviewed by “Meteorite” magazine for an article about the Institute of Meteoritics (Meteorite, 2002, Volume 8, No.3, p. 14-17).

Karl E. Karlstrom, Professor

UNM Continuing Education lecture: The Geologic Story of New Mexico (with Laurie Crossey), April 2, 4, 16; our lecture reached approximately 400 listeners.

Barry S. Kues, Professor

Identified geological specimens and answered geological questions for the public; made specimens available to public school teachers.

Leslie D. McFadden, Chair and Professor

Member, Coalition for Excellence in Science Education (CESE)
Responded to several requests for advice and assistance from the public concerning issues related to soils and geology.

Grant Meyer, Assistant Professor

Surveyed coordinates for Bataan Memorial Park dedication ceremony and fly-over, Spring 2002.
Horton E. Newsom, Research Professor

Developed educational outreach and teacher training initiatives for the Institute of Meteoritics: In particular, the UNM PACE project and Broker Facilitator projects have successfully demonstrated the valuable role that our University-based outreach program can have in improving student attitudes about science and technology. The total number of students reached by the program last year was greater than 800. In conjunction with the college of education and the PACE and Broker Facilitator programs we also presented space science activities and content material to over 80 teachers. Our outreach approach takes advantage of the unique facilities at the University of New Mexico, such as the scanning electron microscope, and our Meteorite Museum. Our program also provides role models for the students in the form of a diverse population of undergraduates, graduate students, and university faculty. An important synergistic element of the program is the inclusion of programs for both students and teachers. Another key element is the use of evaluation instruments to better understand the needs of the students, and to guide future efforts.

Worked with the Southwestern Indian Polytechnic Institute (SIPI) in Albuquerque in a project funded by the NASA MURED OSS partnership. This project has resulted in the development of a geology and an astronomy class at SIPI, and a program involving SIPI students in meteorite identification, and research into large impact basins on Mars. Three of the SIPI students presented a poster at the Lunar and Planetary Science Conference in Houston.

Teacher training institute in Taos, NM, and presented one day of space science content and activities to 10 middle school and high school teachers. 12 participants, June 17, 2002. Organized with Steve Kadel a teacher training seminar in collaboration with Arizona State University presented as a teleconference at the University of New Mexico, with 15 teacher participants, Nov. 22, 2002. Presented a talk at the Santa Fe planetarium, “Searching for life on Mars?”, Nov. 6, 2002. Assistant Scoutmaster, Merit Badge Advisor, Boy Scout Troop 119, Albuquerque NM.

James J. Papike, Director (Institute of Meteoritics) and Professor

Numerous discussions with the media concerning planetary issues.

Victor Polyak, Senior Research Scientist

Volunteer work for El Malpais National Monument

Frans J.M. Rietmeijer, Research Professor

Diner speaker “A future science and engineering need for solar system exploration: Sample return missions” at the Annual meeting of the New Mexico Division of the Amer. Inst. Aeronautics Astronautics, Albuquerque, April 24

Interview for collecting Leonid meteor storm dust project for ‘The Albuquerque Journal’, November 12, 2002, article written by John Fleck entitled “UNM Student to chase comet”

Louis Scuderi, Associate Professor

- Geographic Information Systems Consultant, Albuquerque Academy
- Building Planning Committee, Martin Luther King Elementary School, Rio Ranch, NM
- School Boundary Committee, Rio Ranch Public Schools
Jane Silverstone, Professor

Provided rock samples and critical thinking questions for Science Olympiad, held at UNM 2/9/02.
Judge, Junior Earth Science Division, Northwestern NM Regional Science Fair, 3/15/02.
Gave presentation on rock cycle to 6th grade earth science class, Taft Middle School, 10/24/02

Zachary Sharp, Associate Professor

Science teaching at Zuni elementary school
Science teaching at Double Eagle elementary school
Mentor for NASA SHARP summer students (two)
Guest on KUNM 'University Showcase' – Global Warming

Michael N. Spilde, Research Scientist

Judge, Junior Earth Science Division, Northwestern NM Regional Science and Engineering Fair, March 15, 2002.
Assisted a Rio Rancho high school student with a science fair project, March 2002.
Assisted a NOVA film crew with on-site filming of the SEM and provided SEM images for use in the
Provided SEM images for an article entitled: "Cave Gunk" by Valerie Bernat in Wow! Wild Outdoor
Provided SEM images for an article in California Wild Magazine (the magazine of the California Academy
22-25.
Provided SEM images for Gus Fredrick to use in webpages for the Oregon Public Education Network and
for the Mars Society.
Conducted Microprobe & SEM lab tours and demonstrations for several elementary and junior high school
groups.
Examined mineral and meteorite specimens for the public.

Gary A. Smith, Professor

Identification of mineral and fossil specimens for department visitors.
Provided interpretive materials and review of interpretive doments to the U.S. Bureau of Land Management
for Kasha Kasuwe Tent Rocks National Monument.

Huifang Xu, Research Scientist

Public service

Organize a workshop of “Nano-structures in environment and technology.” The NANOSET
workshop involves scientists at the University of New Mexico (UNM), Sandia National
Laboratories (SNL), and Los Alamos National Lab (LANL) on January 17, 2003. Scientists from
local areas (UNM, SNL, and LANL) with expertise in geology, geochemistry, microbiology,
chemical engineering, and materials sciences provided lectures in the interdisciplinary workshop.
Edited “Programs and Abstracts of NANOSET Workshop (Nano-structures in environment and
technology)”
IV. GRADUATE PROGRAMS AND STUDENT SCHOLARSHIPS
(Calendar Year 2002-2003)
SUMMARY OF THE GRADUATE PROGRAM

The total number of graduate students in the Department in 2002-2003 was 54. As of the Fall of 2002, over 50% of the graduate students were women. 46 percent of the graduate students are in the doctoral program. Relevant data for the graduate program are included in Tables I-3 and other lists (i.e. scholarship and award recipients) included in this section.

The Department of Earth and Planetary Sciences regards the education and training of graduate students as modern scientists, as important and integral teaching and research functions. Through classrooms, laboratory, and field experiences, graduate students acquire the mentoring, expertise, and skills required to become successful professional scientists in a spectrum of employment opportunities, including industry, environmental and geological consulting companies, governmental organizations, and academia. Individualized teaching opportunities in a broad range of undergraduate level seminars, and the opportunity to present the results of their graduate research at professional earth science meetings and in numerous publications all further enhance interpersonal skills and abilities of graduate students to discuss their knowledge of and research in earth and planetary science in a range of settings and situations.

We believe the graduate program is quite strong. Again, during the 2002-2003 academic year, many of our students won prestigious national fellowships or awards, such as Jessica Rasmussen (NSF Graduate Fellowship). Indeed, evaluation of the quality of the Department's graduate program was a key aspect of the “Graduate Unit Review” conducted on the early spring of 2003 (see section II for a more complete description of this review). The Graduate Program Review Team reported its views on the quality of the Department graduate students and their scholarships as follows: “The committee was very impressed by the high quality of graduate students in E&PS. The students we met are bright, articulate, and highly motivated. During our evaluation, the faculty met to admit approximately 15 new students from a pool of 75 applicants for next year’s class. That is a surprisingly high number of applicants, given the downturn in undergraduate geology majors nationwide over the last few years. E&PS is clearly a highly selective program that attracts excellent graduate students. The student’s fairly high rates of publication and presentation at professional meetings, as documented in the Self Study, provide clear evidence of the quality of their research”.

As might be expected from graduate students of this caliber, they have also succeeded in publishing numerous papers in many journals, some as senior authors and some in very prestigious journals in the earth sciences. They are also co-authors on numerous published abstracts. Such student co-authors are indicated by an asterisk in papers included in section III.

Finally, another measure of the quality of a graduate program is given by the number of graduate students who eventually acquire positions at academic institutions. In the past ten years, no fewer than twenty graduates of the Department found such positions.
TABLE 1. Bachelor's, Master's and Doctoral Students Degrees, Fall, 2002 – Spring, 2003.

**Doctoral Students** (2003)

James M. Karner
Totti E. Larson

**M.S. Students** (2002)

Claudia I. Borchert
Peter J. Castiglia
Senait T. Ghebremicael
Amanda R. Tyson
David S. Vinson

**M.S. Students** (2003)

Neyda M. Abreu
Micah J. Jessup
Melissa A. Pfeffer
Jason S. Rampe
Anne C. Tillery

**Bachelor of Science** (2002)

Crystal L. Dodson
Shannon Duran
Mary Elizabeth Riley
Chrysma Watson-Ross
Dayna M. Willwerth

**Bachelor of Science** (2003)

Leandro Helal Habib
Celina Martinez
Naomi Mroczek
Andrew Roark
Beth Snesko
Jonathan Zentner

**Bachelor of Science in Environmental Science** (2003)

David Green
Marcy Hess

**Bachelor of Arts**, (2003)

Robert Johnston
Courtney Porreca

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<tr>
<th></th>
<th>Spring 2002 Graduate Applicants</th>
<th></th>
<th>Fall 2002 Graduate Applicants</th>
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<tr>
<td><strong>Applicants Total</strong></td>
<td>Admitted</td>
<td>% Admitted</td>
<td>Accepted</td>
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<tr>
<td>2</td>
<td>MS</td>
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<td>TOTAL</td>
<td>1</td>
<td>TOTAL</td>
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130

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<tr>
<th>Type of Support</th>
<th>Amount of Support ($ x 1000)</th>
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<tr>
<td>1. University</td>
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<tr>
<td>Departmental Teaching Assistantships (salary*)</td>
<td>$176,642.00</td>
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<tr>
<td>Tuition Waiver (T.A.’s)</td>
<td>43,183.00</td>
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<td>$219,825.00</td>
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<td>2. Department</td>
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<tr>
<td>Research Assistantships (Salary)</td>
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<tr>
<td>TA Tuition</td>
<td>49,804.00</td>
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<td>Silver/Kelley Fellowship and Research Support</td>
<td>30,525.00</td>
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<td>Alumni Fund and other Fellowships</td>
<td>26,200.00</td>
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<td>$269,227.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$489,052.00</td>
</tr>
</tbody>
</table>
Many Graduate and Undergraduate students were supported by scholarships, fellowships, and other awards during the 2002-2003 year fact are mentioned in the UNM Foundation and that totals almost $50,000. Many scholarships are derived from various funds that have been established for this purpose by alumni and other friends of the Department. The Department augments these awards with travel scholarships that partially offset the expenses of travelling to professional meetings (and often provides free use of vehicles to these meetings), and other scholarships supporting use of the analytical instruments and other research expenses. Recipients of these awards are listed below.

**Undergraduate Scholarships and Awards**

**Geology Alumni Fellowship Fund**

Neyda Abreu  
Paul Burger  
Ben Burnett  
Bethany Burnett  
Lysa Chizmadia  
Scott Andy DuFrane  
Jennifer Edmundson  
Melissa Fittipaldo  
Justin Hagerty  
Heather Hibbert  
Sally Johnson  
Jonathan MacCarthy  
Jessica Rasmussen  
Mindy Zimmer

**Harry and Mabel Leonard Scholarship**

Travis Begaye  
Sara Caldwell  
Suzette Castillo  
Ted Cleveland  
Daniel Dehn  
Dan Blake Eldridge  
Aleeca Forsberg  
Fotini Grouios  
Helenes Henderson  
Erik Jung  
Tamara Max  
Caroline Myer  
Linnah Neidel  
Chloe Peterson  
Courtney Porreca  
Nik Rael

**General Thomas Campbell Award**

Elva Rae Carey  
Leandro Habib  
Sara Hooker  
Michelle Leister  
Kristen Martinez  
Melissa Nelson  
Sherie Pennebaker  
Beth Snesko

**James Drew Pfeiffer Memorial Award**

Dan Blake Eldridge  
Sara Caldwell  
Erik Jung  
Linnah Neidel

**Outstanding Student of the Year Award**

Stuart A. Northrop Award (Brunton Compass) – Courtney Porreca  
Sherman A. Wengerd, Award (Hand Lens) – Linnah Neidel  
J.P. Fitzsimmons, Award (Estwing Hammer) – Erik Jung  
V.C. Kelley Outstanding Field Geologist – (Estwing Hammer) – Dan Blake Eldridge

**Sigma XI Superior Undergraduate Student**

Courtney Porreca

**Other Undergraduate Student Awards**

New Mexico Geological Society, Lucille H. Pipkin Undergraduate Scholarship: Dan Blake Eldridge  
Los Alamos National Laboratories, Field Conference Award: Courtney Porreca  
Albuquerque Gem and Mineral Club Scholarship: Courtney Porreca  
Association for Women Geoscientists Award: Jaime Barnes, Courtney Porreca  
New Mexico Geological Society, Fall Field Conference Scholarship: Michelle Leister, Mary Beth Riley
Several undergraduate students graduated with Departmental Honors, which requires original research, and Honors Thesis on this research, and a presentation to the Department. These students are:

**Bachelor of Science**
**Departmental Honors – Senior Thesis**

*Leandro Helal Habib, cum laude, Spring, 2003 – “Significance of Deep-Water, Chert-Limestone Rhythmites in the Upper Ordovician in Central Nevada” (Dr. Maya Elrick, Advisor).*

*Marcy Hess, magna cum laude, Spring, 2003 – “Carbon Isotope Study of Desert Rodents” (Dr. Zachary Sharp, Advisor).*

*Courtney Porreca, summa cum laude, Spring, 2003 – “Clays That Work: Compositional Analysis of Slip Clays Used in Traditional Pueblo Ceramic Production” (Dr. Gary Smith and Dr. Ann Ramenofsky, Advisors).*

**Graduate Student Scholarship and Awards**

*Outstanding Master of Science Student:*
David S. Vinson

*Outstanding Doctor of Philosophy Student:*
Toti E. Larson

*Outstanding Teaching Assistant*
Mindy Zimmer

*Outstanding Beginning Teaching Assistants*
Daniel Breecker
Jennifer Edmunson

*Jean-Luc Miossec Memorial Scholarship (Geomorphology/Sedimentology)*
Ben Burnett

*Vincent C. Kelley Scholarship*
Kurt Steffen

*Richard P. Vann Memorial Scholarship (Paleontology)*
Sally Johnson
Kate Zeigler

*Rodney C. Rhodes Memorial Scholarship (Volcanology)*
Heather Hibbert
Alexander and Geraldine Wanek Scholarship

Laura Clor  Daniel Comarazamy  Carolyn Domrose  Toti E. Larson
Jeffrey Parker  Jennifer Pierce  LeaAnne Scott

Jerry Harbour Memorial Endowed Scholarship Fund

Rick Ortiz

Sherman A. Wengerd Travelling Fellowship

Micah Jessup  Michael Petronis

Sigma XI Excellence in Graduate Research

Toti E. Larson

National Association of Geoscience Teachers, Field Course Scholarship

Courtney Porreca

New Mexico Geological Society, Lucille Pipken Book Scholarship

Travis Begaye  Sara Hooker  Caroline Myer

Graduate Degrees Awarded

The following students received M.S. and Ph.D. degrees in Earth and Planetary Sciences, Fall 2002 and Spring, 2003 (no summer degrees are listed). Thesis/dissertation titles and faculty advisors are also indicated.

Master of Science

Neyda M. Abreu, Spring, 2003  – “In Situ Observations of Carbonaceous Material in the Matrices of CV3 Chondrites” (Dr. Adrian J. Brearley, Advisor).

Claudia L. Borchert, Fall, 2002  – “Geology and Ground-Water Flow, Tesuque Quadrangle, Santa Fe County, New Mexico” (Dr. Gary A. Smith, Advisor).

Peter J. Castiglina, Fall, 2002  – “Late Quaternary Climate History of the Pluvial Lake Palomas System, Northern Chihuahua, Mexico” (Dr. Peter J. Fawcett, Advisor).

Sewait T. Ghebremlual, Fall, 2002  – “Sources and Controls of Arsenic in the Groundwater of Fernley, Nevada” (Dr. Michael E. Campana, Advisor).


Anne C. Tillery, Spring, 2003 – “Asynchronous Geomorphic Response to Late Holocene Climate Change on the Colorado Plateau Near Blue Gap, Arizona: Lithologic and Morphometric Controls” (Dr. Leslie D. McFadden and Dr. Peter J. Fawcett, Advisor).


David S. Vinson, Fall, 2002 – “Seasonal Biogeochemistry and Mineral Cycling of the Middle Rio Grande Alluvial Aquifer, New Mexico” (Dr. Laura J. Crossey, Advisor).

Doctor of Philosophy


Toti Erik Larson, Spring, 2003 – “Stable Isotope Constraints on Al₂SiO₅ “Triple-Point” Assemblages. Implications for Proterozoic Metamorphism in New Mexico” (Dr. Zachary Sharp, Advisor).


Outcomes

Study in the Department’s graduate programs prepares students for a wide variety of careers in the geosciences and related fields. Below are listed the positions obtained by Ph.D. and M.S. students who graduated in 2002-2003:

Ph.D.

• James M. Karner – Post-Doc Associate, Institute of Meteoritics.
• Toti E. Larson – Post-Doc, University of Western Ontario.
• Paula W. Watt – Assistant Professor, UNM Gallup Branch.

M.S.

• Neyda M. Abreu – Ph.D. Program, Department of Earth & Planetary Sciences, UNM.
• Claudia I. Borchert – City Hydrologist, City of Santa Fe, NM.
• Peter J. Castiglia – SWCA Associates.
• Senait T. Ghebremicael – Hydrogeologist, Balleau Groundwater Company, Albuquerque, NM.
• Micah J. Jessup – Ph.D. Program, Virginia Polytechnic Institute.
• Melissa A. Pfeffer – Ph.D. Program, Max Planck Institute for Meteorology, Hamburg, Germany.
• Jason S. Rampe – Geologist, Newmont Gold Company, Elko, NV.
• Anne C. Tillery – Environmental Firm, Albuquerque, NM.
• Amanda R. Tyson – Instructor/Coordinator, Smith College, MA.
• David S. Vinson – Hydrologic Technician, Cape Cod National Seashore, Wellfleet, MA.
V. DONATIONS TO DEPARTMENT
(Calendar Year 2001-2002)
DONATIONS TO DEPARTMENT
January 1, 2002 to June 30, 2003 Fiscal Year

**Geology Chair Account**

Ms. Elaine S. Brouillard  
Mr. Warren J. Boudreaux  
Mr. Mark R. Cameron  
Mr. William C. Carrigan  
Mr. William L. Chenoweth  
Mr. David P. Dalton  
Ms. Barbara F. Keusch  
Mr. John G. Kuhn  
Mr. Paul W. Lambert  
Mr. Gerry A. Laidlaw  
Mr. Bill P. Lovejoy  
Mr. James Lee Martin  
Ms. Claudia I. Mora  
Ms. Jane Pedrick

**Harding Pegmatite Mine**

Ms. Shirl Curtis Abbey  
Mr. Preston M. Adcox, Jr.  
Mr. William Busch  
Ms. Joella M. Chew  
Mr. John F. Fender  
Mr. Ulysses Hargrove, III  
Ms. Mary L.W. Jackson  
Ms. Karen M. Larsen  
Mr. Lannois F. Neely  
Ms. Susan Stewart  
Mr. Jeff Thomas  
Dr. John Wickham  
Mr. Gara C. Zarda  
Institute for the Study of Earth and Man  
Miami University

**Sherman & Florence Wengerd Traveling Fellowship**

Mr. Eugene R. Caprio  
Mr. Harry F. Pomeroy, Jr.

**Museum and Collections**

Ms. Maryann Bryan-Baxter  
Mr. George Harry Fullas

**Jerry Harbour Memorial Endowed Scholarship**

Mrs. Carol H. Harbour

**Alumni Fellowship**

Dr. Rodney C. Ewing  
William Capels

**Albert M. Kudo/Don and Ruth Power Memorial**

Dr. Laura J. Crosse

**Douglas Brookins Memorial Scholarship**

Ms. Catherine E. Suda
APPENDIX I

MUSEUM AND HARDING PEGMATITE LOG

2002-2003
<table>
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<tr>
<th>DATE</th>
<th>ORGANIZATION</th>
<th>GRADE</th>
<th># OF STUDENTS</th>
<th># OF ADULTS</th>
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<td>LAPETITE ACADEMY</td>
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<td>LAPETITE ACADEMY</td>
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<td>AUGUST, 2002 TOTAL</td>
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<td>9-25-02</td>
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APPENDIX J

GRADUATE PROGRAM REVIEW

2003
GRADUATE PROGRAM REVIEW: DEPARTMENT OF EARTH AND PLANETARY SCIENCES, UNIVERSITY OF NEW MEXICO

2003

Review Team Members: Vic Baker, University of Arizona
Randy Keller, University of Texas at El Paso
Hap McSween, University of Tennessee
Ann Ramenofsky, University of New Mexico

We have organized this review report into 3 major sections. Section I (Major Themes) considers (1) the review process itself, about which the committee has some criticisms and recommendations, (2) the evaluation of the Department (which specifically addresses issues requested in the University's "Graduate Unit Review Procedures Handbook"), (3) a proposal by the committee that there be a research funding initiative by the department, and (4) the major opportunity afforded in the area of GIS/Remote Sensing.

Section II of the report provides comments on the Department's self-identified 3 "Areas of Strength." These are (1) geochemistry/cosmochemistry, (2) tectonics and geophysics, and (3) climate and surface processes. There are important opportunities in all these areas.

Section III deals with a number of ancillary issues that need attention, but did not fit directly under the other categories.

I. MAJOR THEMES

Review Process

The committee found the structure of the review process to be problematic for providing maximum benefit to The University. The department prepared an informative and detailed self-study that will aid its own growth and development. However, the University review is conducted by faculty governance in a format that seems much more organized for uniformity of procedures than for productivity of outcomes. It is the administration, mainly the Provost, not faculty governance, that must take substantive action in regard to this review. We did not see the Provost involved in the process. We recommend that future reviews be conducted by the Provost's office, as is commonly done at other Research I Universities, and that the reviews be used for informing strategic actions by The University.

The current environment of stress on state funding to universities is one in which academic program reviews must be used to maximum benefit. The Department of Earth and Planetary Sciences (E&PS) is a very complex, highly interdisciplinary unit, with important connections to other entities at The University and in the region. The "silico" approach to Graduate Unit Reviews may be of some value for units that are somewhat isolated from other entities on the campus, but it does not work for units like this one. The many connections of E&PS to other units afford huge opportunities for education and research.
funding that should be explored in the review process. The committee has taken on its own initiative in this regard, despite the formalities of the process with which it was presented.

Department Evaluation

*Quality of Education and Service Programs*

E&PS hosts a very strong and effective graduate program. The review committee was especially impressed by the enthusiasm and high energy of the Department's faculty. For the most part, the faculty works extremely well together, and their constant communication and common sense of purpose are commendable.

Another great strength of this Department is its facilities. Its enviable laboratories, analytical instrumentation, and technical support rival those of the very best geoscience programs in the country. The Department has adopted an admirable policy of open use of these facilities, and students feel that this accessibility is among its most attractive attributes. The University has made a considerable investment in these laboratories, and the instruments they house provide critical support not only to E&PS research, but to the entire research enterprise of the institution and the broader community.

*Note:* The committee feels that the extent and impact of these facilities on the University's research programs is not fully recognized or appreciated at higher administrative levels and perhaps by some other units of the University.

**Recommendation:** We urge the Department to find some mechanism for regularly and effectively reporting the outside usage of its facilities to the broader University community. (Do not bury this information in the annual report.)

E&PS faculty display a strong commitment to teaching at all levels. The committee judges the quality of teaching to be excellent. Some E&PS faculty have been appropriately honored with University teaching awards. We particularly encourage the continued emphasis on teaching within the natural laboratory afforded by New Mexico's varied and well-exposed geology.

*Note:* Summer field courses are an essential part of any geoscience curriculum. The recent restructuring of the University's summer school program has had a detrimental impact on the Department's ability to offer a high-quality summer field course.

**Recommendation:** The University must be sensitive to the requirement that undergraduate and some graduate students must have this summer field experience. Flexibility must be allowed in organizing and funding this program.

E&PS has provided a home for programs that are needed for the health of the broader University. This Department has essentially stepped in where higher administration has failed to accommodate
interdisciplinary programs. The most prominent examples are Geographic Information Systems (GIS), the Environmental Science undergraduate degree, and the Natural Science Program for education majors. Several of these programs especially serve minority students (an important UNM goal). In these efforts, E&PS receives little direct benefit, but its successful adoption of these programs demonstrates that the unit is an exceptional campus citizen.

Quality of Research

The research done by E&PS faculty, research staff, and students is serious scientific scholarship that has a significant impact on the discipline. Its contributions in geochemistry, mineralogy, metamorphism, geodynamics, tectonics, surface processes, and environmental and climate studies are especially noteworthy. This Department’s research productivity is fairly high, as has been well documented in the Self Study.

The Institute of Meteoritics (IOM) is closely allied to E&PS and makes a significant contribution to the Department’s research productivity and reputation in planetary materials and cosmochemistry.

Quality of Library and Computer Support Services

The number of library holdings and the selection of periodicals in the earth and planetary sciences appear to be adequate to support current Departmental research programs and graduate education. The Library is to be commended for its effective communication with faculty to ensure that the most appropriate journals are maintained. Computer support services provided by the University are abysmal and will be discussed in some depth later in this report.

Quality of Graduate Students and Their Scholarship

The committee was very impressed by the high quality of graduate students in E&PS. The students we met are bright, articulate, and highly motivated. During our evaluation, the faculty met to admit approximately 15 new students from a pool of 75 applicants for next year’s class. That is a surprising high number of applicants, given the downturn in undergraduate geology majors nationwide over the last few years. E&PS is clearly a highly selective program that attracts excellent graduate students. The students’ fairly high rates of publication and presentation at professional meetings, as documented in the Self Study, provide clear evidence of the quality of their research.

Level of Funding

The Department’s external grant funding is on the order of a million dollars per year. Most of this funding is from NSF grants, which are particularly competitive. The IOM’s funding comes primarily from NASA programs. Most faculty members are aggressive in seeking funds for their research, but the committee believes that significant increases in research funding may be possible, as discussed in a major recommendation below.
The E&PS endowment is substantial, comprising approximately a quarter of the College's endowment. These funds contribute, in a very significant way, to the health and vitality of this Department. The committee generally supports the choices the faculty has made in how to spend these funds, although we will offer a recommendation concerning scholarships later. The committee was provided no information on development activities at the Departmental or University level.

**Critical Statement on the Unit's Standing**

In the absence of an NRC ranking (UNM departments inexplicably were not included in the last NRC survey), the committee is not able to make a quantitative assessment of the national standing of the E&PS graduate program. This Department is certainly among the country's top 50 geoscience programs in research universities, but it is not in the top 10 programs. We believe that the Department is now poised to make a significant jump (not a slow creep) in its ranking, relative to other geoscience programs, and we will suggest a strategy that may allow such a significant leap to occur.

**Research Funding Initiative**

The committee believes that some of the resource issues that plague the current program may have a resolution through the aggressive growth of the external research funding base. This initiative is possible because of (1) an existing core of high-quality faculty and graduate students, and (2) an excellent infrastructure of laboratories, equipment, and support staff. The present research funding seems to emphasize individual-investigator NSF grants that bring individual prestige, but not large dollar opportunities. The department could aggressively move toward very large cooperative projects, including more work with nearby national laboratories and collaborative funding with consortia from other departments and other universities.

The following benefits could derive from this initiative: increased graduate student support from research projects, greater insulation from the likely future of flat (or decreasing) state funding, and a greater service to some of the applied needs of research to benefit the state and region. The increased funding may also lead to a leap in national ranking by drawing more attention to the program.

There are also impediments to this initiative, and it is the role of the administration to address these if the Department is to move on this path. The current faculty salaries are not competitive with other research I universities. As the funding profile develops, the competition will surely "raid" the most productive faculty with much better salary offers.

Computer facilities, space, and research scientist (academic professional) status issues also need to be addressed. These are covered in the section on ancillary issues.

**Recommendation:** E&PS should expand its research funding base by developing large cooperative projects supported by DOE and other agencies and organizations (e.g., nearby national laboratories).
Remote Sensing/GIS

Facilities and curriculum for GIS/Remote sensing are a university-wide concern, and some coordination is needed to insure that scarce human and physical resources are used efficiently and not duplicated. This tool has so many diverse applications that total centralization is inappropriate. At the same time, coordination of course offerings, some shared centralized facilities (plotters, scanners, mass storage, etc.) and technical support, and encouragement of interdisciplinary linkages are all badly needed. The Department of Earth and Planetary Sciences is a logical home for a vibrant, broad-based GIS/Remote sensing program, at least within the College of Arts and Sciences. In this regard, it is very important to resolve the status of the geography program at The University of New Mexico. Whatever is done about GIS/Remote sensing facilities, it should employ the open-use policies of laboratories in E&PS and IOM as a model. The recent funding of the CREATE initiative is an excellent opportunity to make progress toward the goal of a strong GIS/remote sensing program.

Recommendation: The University must assign primary responsibility for campus GIS/Remote Sensing, and ensure that course offerings and facilities are co-located with the appropriate faculty expertise. E&PS is a logical home for this activity.

II. DEPARTMENT “AREAS OF STRENGTH”

Geochemistry/Cosmochemistry

This area, encompassing mineralogy, petrology, low- and high-temperature geochemistry, radiogenic and stable isotopes, and studies of extraterrestrial materials (primarily done in IOM), is a particularly strong focus of the Department. The primary recommendation we offer for this program is as follows:

Recommendation: Analytical instrumentation, laboratory facilities, and technical support should be used to position E&PS centrally within any emerging campus focus area in materials science. This should be relatively easy, but the Department may have to be proactive in forging new contacts with other units. The University should not unnecessarily duplicate facilities already in operation in E&PS.

The Volcanology Program might be considered within the geochemistry theme, given the research interests of its Director, Dr. Tobias Fischer, although it appropriately includes other aspects (especially field studies) of volcanoes. This Program appears to constitute the Department’s only serious interaction with Los Alamos National Laboratory (LANL), and the continuation of this innovative effort should be a priority. We offer a number of suggestions that might strengthen this Program:
- See if a linkage with UNM Engineering might be possible. LANL’s interest in volcanology is primarily in geothermal energy, and a geotechnical aspect could broaden the scope of this Program.
- The New Mexico Natural History Museum has a staff member (Dr. Larry Crumpler) whose expertise in planetary volcanism might be a useful addition to this Program. The Museum’s focus on education and public outreach might conceivably add visibility to this Program.
- The Program already focuses effectively on characterization of volcanic aerosols. Dr. Adrian Brearley (if he is interested) and the electron microscope facility could broaden this effort to include solid particulates. This might also offer significant new funding opportunities of interest to DOE/EPA (atmospheric contaminants).
- In light of expected retirements in LANL staff participating in the Volcanology Program, continued DOE support of new LANL scientists should be assured by negotiations between LANL and UNM administration.
- Addition of an igneous petrologist to the faculty, or at least identification of an instructor for graduate igneous petrology courses, may be necessary to ensure that this Program has an effective curriculum. The analytical facilities that a new petrologist would need are probably already in place.

**Tectonics and Geodynamics**

Tectonics and geodynamics is a logical area of emphasis for the Department and an area of strength. The members of this group are quite productive as individuals and regularly interact with strong programs nationally and internationally. However, the level of internal interaction within the group is not as high as seems desirable, and the nurturing of the new hire in the group is very important.

The need for an addition to the geophysics faculty was expressed in several discussions and seems highly desirable from both a curricular and research point of view. With the recent success of the huge EarthScope initiative, this gap in the Department’s faculty will become even more of a limitation. The integration of geophysics with a wide variety geologic data is receiving increasing attention and funding as it is needed to address many basic and applied research problems in the earth and environmental sciences. Geophysics is a large and diverse field, and any hire should have a broad background and be able to productively collaborate with the geologic and environmental groups and established geophysics groups in the region. Our committee recognizes the importance of such as hire, but the relative ranking of this need requires further thought by the faculty. One stopgap measure in regard to geophysics is to expand the reciprocity with the geophysics program at New Mexico Tech and remove the financial barriers that students presently encounter when pursuing this option.

**Recommendation:** Additional faculty expertise in geophysics is needed; the geophysics program at UNM should complement, rather than duplicate, those of nearby universities in the state and region.
Climate/Surface Processes

This area is a real intellectual strength of the department, with immense potential for impacting the state and region. There are tremendously strong interdisciplinary connections among the areas of climate, GIS, surface process hydrology, remote sensing, ecology, and low-temperature geochemistry. These areas afford strong linkages with other strong university departments.

The proposal to establish a graduate Environmental Science degree is positive because of existing courses and faculty, very positive benefit to the state, potentially strong interest by Hispanic and Native American communities, and its relationship to the GIS/remote sensing initiative. The committee believes that establishing this new degree could be accomplished with only minimal cost to The University, since much of the needed expertise is already in place.

Recommendation: *E&PS should go forward with its plans for a graduate degree offering in Environmental Science.*

II. ANCILLARY ISSUES

Sensitive Issue

It was brought to the attention of the committee that a personnel issue involving pedagogical and perhaps ethical issues exits in the department. Over the past year, this situation has begun to affect the morale of graduate students, and has created a general sense of unease among the faculty. The committee did not have the time to investigate this situation but, to avoid a grievance, this matter must be resolved.

Recommendation: *The E&PS Chair, in association with the Dean, should address this matter as soon as possible.*

Natural Sciences Program

In 1998, the Natural Sciences program was formally transferred to E&PS. The goal of this program is to train K-8 education majors as science teachers. There are three courses in the curriculum: Physical Science (Geology, Physics, and Astronomy), Life Science (Biology, Ecology, Genetics, and Chemistry), and Environmental Sciences (Natural Resources, Ecosystems, Environmental issues). Currently more than 300 pre-service teachers are taking these courses, and the preliminary outcomes assessments suggest that the program is successful in teaching educators how to teach science.

This program is another example of the service that E&PS provides for the university, the community and the state. The Department should be thanked for providing a home for this program. This curriculum is a gift to the state because it is training teachers who can teach science with energy and knowledge. There is interest in expanding course offerings and including high school science educators in the training. This growth will not be possible without an infusion of money. The program needs a full-time
coordinator and one full-time faculty member. This program is important to education majors, but it is not central to the mission of E&PS. Thus, the committed does not think it appropriate that the Department should have to shoulder the costs of the expansion. The funding should be the combined responsibility of the Colleges of Education and Arts and Sciences.

Recommendation: The University should provide adequate support for the expansion of the Natural Sciences program.

Field School

Field training is a key part of the E&PS curriculum. A total of 10 courses include a field component and three of that number are summer field schools where students spend 100% of their time working in outdoor laboratories. So essential is the field component that the E&PS faculty have made the field courses the capstone experience for undergraduates and an essential aspect of graduate training. One of the field courses, E&PS 420/520— the Volcanology field school— is team taught between E&PS faculty and volcanologists at LANL. This program attracts students from around the world who want to come to study the world-class volcanology in the state.

Funding of the summer field schools is an issue that must be addressed by the Provost. Funding of the summer field schools has been recently transferred out of Arts and Sciences and housed under the Associate Provost in charge of night and week-end degree programs. This change, in turn, requires yearly justification for offering field schools and a cap in terms of student enrollments in order to offer the courses. Given the integral part that field experience plays in the E&PS curriculum (and, indeed, for any nationally credible geology program), justification and limitations should not be required.

Recommendation: The University must acknowledge that the Field School is an integral part of the E&PS graduate and undergraduate curricula, and the annual justification and enrollment limits should not be required of the courses in this subject area.

Student Concerns

The graduate students were very enthusiastic about the Department. They were very impressed by the open access to the analytical facilities and rightly so. They did express the need for better computer facilities, more office space, and a common space in the building where they can gather. The undergraduate students expressed considerable satisfaction with the Department, but did express a need for more exposure to the Department’s facilities and job opportunities. They also recognized the need for more computer applications in their classes. All of the students expressed great enthusiasm for the many opportunities for fieldwork and field trips.
Space Needs

Although the committee was asked by the Department to provide guidance on its space needs, we did not have sufficient information on room sizes, present usage, and space requirements to offer reasonable alternatives. However, we will make several observations. If E&PS adopts our suggested strategy of increasing its emphasis on research, space needs will only be exacerbated. Although we suspect that new space will eventually have to be found outside the building, we suggest that the faculty might open a dialog on whether some space presently devoted to teaching might be converted to research use without harming the academic program.

Computer Facilities

In contrast to the Department’s outstanding analytical facilities, its computer facilities are inadequate in spite of recent improvements. These recent improvements appear to have come directly out of Department funds and include the expense of wiring Northrop Hall for access to the campus network. This is an expense that is borne by the IT infrastructure at most universities, and must have significantly limited the number of computers and peripherals that could be purchased. The result is one small, hot laboratory with a few (~10) good PCs and an aged plotter, as well as an even hotter and smaller adjacent room with ~5 Sun Unix workstations and a multiprocessor unit for intensive computations such as climate modeling. This facility and the Departmental web page (that is quite nice) are being maintained by about 0.5 FTE (a staff member and several faculty members). A junior faculty member has the job of administrator of the Unix system, and this is, to say the least, an inappropriate use of faculty resources.

There are many unsatisfied computer needs in the Department, and students and faculty alike recognize the severe limitations under which they work. The students would like to see more computer applications presented in their classes, and the faculty recognize the need for this in the curriculum. However, the modest existing facility is already overloaded with the result being conflicts between scheduled classes and general student usage. It is clear that another computer laboratory is needed. This laboratory would logically include the hardware and software needed to support a broad-based and robust capability in GIS/remote sensing. The lack of this facility limits the productivity of students and faculty alike, and places at least some students at a disadvantage in the job market.

In terms of personnel, the Department needs, at the very least, a system administrator who splits his or her time between the PC labs and the Unix facility. Any update or expansion of the intensive computation facility should consider switching to a less expensive and easier to maintain Linux cluster. The committee realizes that implementation of these recommendations may require some difficult decisions about the reallocation of space and support staff, but better computer facilities would potentially benefit every student, faculty member, and research scientist in the Department.

Recommendation: E&PS should place a high priority on the acquisition of an additional computer laboratory and a system administrator.
Academic Professional (Research Faculty) Status and Titles

The recommendation to grow the external research funding requires a revamping of the approach to professional status and titles. The current UNM Faculty Handbook is archaic in regard to the professional status of Ph.D.-level researchers at a modern research university. In essence, these individuals function as research faculty, not as staff. Though they may be largely, or wholly, supported by non-state funds, they commonly have the professional level of regular state-funded teaching faculty. They need to be accorded appropriate University status through academic titles, some voice or vote on academic matters, service on graduate committees, and occasional teaching opportunities.

There is currently a keen competition for “soft-money” Ph.D.-level academic professionals, who are critical to growing an aggressive program of generating external funding. The University will remain at a distinct disadvantage in this competition unless it addresses this issue.

**Recommendation:** E&PS (and UNM) should re-examine current policies on research faculty and academic professionals, with the goal of including these individuals in academic and teaching matters, as appropriate.

Future Faculty Searches

Given that E&PS faculty have expressed the need for faculty support in several areas (igneous petrology, geophysics, and perhaps others as well), we suggest that future searches might seek applicants from more than one discipline at the same time. In any one year, it may be difficult to find the right match in one discipline, and doubling the size of the applicant pool increases the chance that one of these searches will strike gold. If desired, the Department can specify which discipline has higher priority, but, if the applicants in that field are not suitable, they may defer to the alternate discipline.

Salary Compression

Faculty salary compression is as severe at UNM as at any institution we have seen. Although the committee can offer no substantive solution, the administration must understand how this affects morale. If the Department increases its research visibility, some highly successful faculty undoubtedly will be raided, and salary issues will be exacerbated.
The Annual Report of
THE INSTITUTE OF METEORITICS
JULY 1, 2002 THROUGH JUNE 30, 2003

Carl B. Agee, Director

Institute of Meteoritics
Department of Earth and Planetary Sciences
University of New Mexico
Albuquerque, NM 87131-1126, USA
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3. Papers Published in National and International Journals and Books

4. Abstracts of Papers Presented at Professional Meetings

5. Professional Travel by IOM Personnel

II. FACILITIES

1. Curation

2. High-Temperature Experimental Petrology Laboratory

3. Electron Microprobe and Scanning Electron Microscope Laboratories

4. The UNM/SNL Ion Microprobe

5. High Pressure Laboratory

III. TEACHING

1. Courses Taught

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IV. DEPARTMENTAL AND UNIVERSITY ACTIVITIES

Visitors to IOM

V. PROFESSIONAL ACTIVITIES

VI. EDUCATIONAL OUTREACH AND PUBLIC SERVICE

1. Meteorite Museum

2. Public Service

VII. PUBLICITY
The Institute of Meteoritics (IOM) founded in 1944, was one of the first institutions in the world devoted to the study of meteorites. Nearly sixty years later, IOM has earned a reputation as a premier center for research on the origin and early history of our solar system and the evolution of the planets. Activities of the IOM include:

1. Microbeam and isotopic analyses of meteoritic and other planetary materials for research on the origin and nature of solar system bodies.
2. Laboratory synthesis of astromaterials at extreme pressures and temperatures to understand the formation, evolution, and present state of planetary interiors.
3. Exploring the solar system through participation in current and future NASA missions to Mars, the Moon, comets, asteroids, and other planetary destinations.
4. Teaching excellence at the undergraduate and graduate level through courses, seminars, and supervised research.
5. Curation of the IOM's collection of more than 600 different meteorites, including martian and lunar specimens, which constitutes an extremely valuable asset for researchers worldwide.
6. Education and public outreach to several thousand people of all ages who visit the Meteorite Museum in Northrop Hall each year. The museum is also the focus of several funded minority outreach programs.

The 2002-2003 academic year was a particularly exciting period of transition and new opportunities for the IOM. Dr. James Papike, who served as Director since 1990, stepped down from this position to pursue his work as a full-time Research Professor in the IOM. Dr. Carl Agee left his position as Deputy Director of Space and Life Sciences at NASA Johnson Space Center to join UNM as new IOM Director and Professor in the Department of Earth and Planetary Sciences. Dr. David Draper, also left NASA Johnson Space Center to take a post in the IOM as a Senior Research Scientist and Manager of the High Pressure Laboratory.

The IOM's laboratory assets were dramatically enhanced during this academic year. As part of Dr. Agee's move from NASA to UNM, a new high-pressure facility was installed in a renovated lab space in the basement of Northrop Hall. We also acquired through NASA/NSF funding and UNM matching funds a new state-of-art electron microprobe instrument. (details are provided in Facilities Section)

The future looks bright for the IOM with our continued success in funded research, primarily through NASA's basic research programs (details are provided in Table 1). Over the next few years we plan to increase our participation in NASA mission activities. In particular, we see opportunities for the IOM and the State of New Mexico to play important roles in future Mars sample return missions.
INSTITUTE OF METEORITICS FACULTY AND STAFF
(July 1, 2002 – June 30, 2003)

Director, Institute of Meteoritics
Dr. Carl B. Agee

Research Professors
Dr. Horton Newsom
Dr. James J. Papike
Dr. Robert Reedy
Dr. Charles Shearer

Senior Research Associates
Dr. Lars Borg
Dr. David Draper
Dr. Rhian Jones

Postdoctoral Associate
Dr. Aurora Pun
Dr. Kyeong Kim

Research Associates
Michael Spilde

Administrative Personnel
Sarah Lentz, Administrative Assistant III
Yolanda Skotchdopole, Administrative Assistant II

Graduate Students
Jennifer Edmundson
Melissa Fittipaldo
Justin Hagerty
Jim Karner

Additions to Staff
Dr. Carl B. Agee, July 2002
Dr. David Draper, July 2002

Separation from Staff
Dr. Aurora Pun, June 30, 2003
SECTION I

RESEARCH
I. RESEARCH

Research activities of staff and students of the Institute of Meteoritics cover a wide range of topics, mostly aimed at understanding the origin and early history of our solar system and the evolution of the planets. More specifically, we have major research initiatives to investigate the igneous evolution of martian meteorites and the Moon, and research into an understanding of early solar system processes through the study of chondritic meteorites.

Our research during the report period has resulted in the publication of scientific articles in major national and international journals, as well as in the publication of abstracts of papers presented at national and international conferences. The extensive involvement of students in original research projects in the Institute of Meteoritics is particularly important for their education and advanced training.

1. Specific Projects

a. A Broker/Facilitator Partnership to Serve the South Central, Southwest Region and Hawai‘i (A program funded by the NASA Office of Space Science-Broker Facilitator Program)

Dr. Newsom is a co-investigator for a Broker-facilitator project led by the Lunar and Planetary Science Institute. This project coordinates activities for teachers and informal science centers to learn more about NASA planetary science missions and research. A major component of the program is an intensive annual professional development workshop for teachers. These workshops provide interactions with NASA researchers and a field science experience.

b. Behavior of Th and Sm in Planetary Surface and Magmatic Environments. Extending Remotely Sensed Chemical Data to Better Understand Planetary Evolution. (Funded by IGPP)

We are currently in a revival of planetary exploration. In the last decade, the surfaces of Venus, Moon, Eros, and Mars have been explored by spacecrafts. Future missions involving the collection of remotely sensed data, surface in situ data, and samples have been proposed for Mars, the Moon, Mercury, Venus, Europa, and numerous asteroids. This wide range of planetary data sets can provide a wealth of insights concerning planetary processes, but individually data sets have limitations. For example, remotely sensed geochemical data provide extremely valuable information concerning the global distribution of elements on a planetary surface. However, it is difficult to extended these data to a quantitative understanding of a planet's interior because of bedrock cover by planetary regolith and an overall lack of quantitative understanding how selected elements may behave during magmatic and surface evolution.
other hand, samples (such as basalts) provide a wealth of information such as ages of planetary surfaces, thermal history of a planet, and the composition and evolution of the crust, mantle, and core. However, sample are more difficult to put into the global context so commonly provided by remotely sensed data.

The Lunar Prospector mission, in which LANL played an important role, has produced the first chemical map of a complete planet, but direct comparison between this orbital data set and the "ground truth" samples returned from the Moon has been difficult. The most precise data from Lunar Prospector are those for Th, REE and Fe. Ongoing and planned asteroid and Mars missions also will generate high quality Th and Fe data. The use of these data will be compromised because in most extraterrestrial systems the behavior of Th has not been well documented. This research focuses upon the behavior of Th (relative to Sm and Fe) during magmatic and regolith evolution. This study consists of three tasks that are critical for extending the interpretation of Th remotely sensed data: (1) Th-Sm heterogeneties in the lunar mantle, (2) Behavior of Th-Sm during basalt crystallization, and (3) Behavior of Th-Sm during regolith evolution. These tasks will focus upon the distribution of Th and Sm in individual mineral phases using ion microprobe analysis. Task 1 will determine the compositional range (Th, Sm, and Th/Sm) of primary basalts the lunar mantle can potentially produce. Task 2 will provide insights into the behavior of Th, Sm, and Th/Sm during the crystallization of an extremely well documented, natural basaltic system. Task 3 will provide documentation of Th and Sm in lunar regolith components and insights into how Th and Sm behave during regolith formation.

These tasks are being carried out by a team consisting of LANL staff, UNM faculty-staff, and UNM Ph.D. and MS students. The LANL and UNM scientists have been intimately involved in bridging the scientific gap between remote sensing and sample science. The focus of this study is a unique combination of extending remotely sensed data collected from planetary surfaces to understanding the evolution of planetary interiors, and earth (and planetary) materials. This research will directly support ongoing and planned lunar and martian missions involving a large number of UNM-LANL scientists.

c. Behavior of Volatile Elements During Shock of Basalts. (Funded by NASA)

The mineralogy and geochemistry of martian basalts have been used to estimate the amount of water in martian magmas and to model the martian hydrologic cycle. The mineralogy of martian basalts and the composition of associated melt inclusions have been interpreted as indicating that martian basaltic magmas had very little water (less than 0.1 % H₂O). On the other hand, the behavior of geochemical tracers (Li and B) has been interpreted as
RESEARCH

indicating that this low water content was the product of extensive magmatic outgassing and that martian basalts initially contained significant water. This interpretation is based on the observation that Li and B decrease in the rims of pyroxenes in basaltic shergottites resulting from the partitioning of these incompatible elements into a fluid phase during degassing. In that many martian basalts experienced substantial shock (20-40 GPa), it is possible that the magmatic volatile record preserved in martian basalts has been disturbed. To better understand the possible effects of shock on this volatile record, we are investigating the redistribution of volatile elements in naturally and experimentally shocked basalts.

d. Bridging the Gap: Linking SW Native American Culture with the Teaching of Astronomy and Space Science (A project funded by the NASA Space Telescope Science Institute IDEAS program)

This project involves a summer teacher-training workshop for teachers from the four corners region and the Navajo Nation. The emphasis is on using astronomical themes.

e. Chondritic Meteorites (Funded by NASA)

Our studies of chondritic meteorites emphasize petrologic studies of individual chondritic components, particularly chondrules and isolated grains. Our goals are to investigate the early history of the solar system by determining the nature of events that took place in the solar nebula, as well as on chondrite parent bodies after accretion. We include studies of primitive nebular material such as chondrules from carbonaceous chondrites, as well as a study of the nature of thermal metamorphism on chondrite parent bodies. Our studies emphasize microbeam techniques (EMP, SEM, TEM, and SIMS) that enable us to interpret the detailed petrography of complex objects. In addition, we collaborate with other laboratories to obtain isotopic data. This provides powerful insights into the chondrite record of early solar system events. As a complement to these petrologic studies, we also perform experiments that help to interpret mineralogical problems in chondrites and other planetary samples.

f. Comparative Planetary Mineralogy (Funded by NASA)

The systematics of Na, K, REE, Ba, Y, and Sr in plagioclase from 15 basalt suites from the Earth, Moon, Mars, and 4 Vesta were studied by electron and ion microprobe techniques. The results demonstrate that chemical signatures in plagioclase record three planetary features that have an affect on basaltic magmatism. These are: 1) volatile element depletions and enrichments in the planetary bodies compared with chondritic abundances, 2) overall oxygen fugacity conditions on a planet, and 3) styles of tectonic activity and igneous differentiation on the planets. The overall volatile budget of a planet is illustrated by the systematics of Na and K in
plagioclase, where Na and K are enriched in plagioclase from Mars and Earth compared with plagioclase from the Moon and 4 Vesta. The results support other geochemical observations that show the Moon and eucrite parent body (Vesta) to be compositionally very similar and volatile-depleted, implying some similarities in planetary origin and/or evolution of these bodies. The Eu content of plagioclase may give clues to the oxygen fugacity conditions on a planet. Our data show that plagioclase from the Moon and 4 Vesta is enriched in Eu relative to plagioclase from the Earth and Mars. These Eu enrichments are consistent with low oxygen fugacity conditions on the Moon and Vesta, where divalent Eu is more compatible within the plagioclase structure than other trivalent REE elements. The incompatible element systematics of K, REE, Ba, Y, and Sr in plagioclase show that styles of tectonic activity and igneous differentiation are important processes that affect basaltic magmatism on planets and more specifically, within tectonic settings on each planet. The terrestrial data show that plagioclase from continental flood, continental rift and Hawaiian basalt suites are enriched in the incompatible elements K, Ce, Ba, and Sr compared with Ocean Floor and Island Arc suites. The enrichments in the former are caused by continental crust interaction with basaltic magmas, and/or derivation from undepleted (fertile) lower mantle sources. Lunar KREEP basalt plagioclase enrichment in incompatible elements reflect mare basalt assimilation of a KREEP component, or partial melting of a KREEP-rich source. The martian incompatible element data show that plagioclase from Shergotty is enriched in incompatible elements relative to plagioclase from QUE 94201. The data are in agreement with the idea that most martian shergottites (except for QUE) have assimilated an incompatible element-rich crustal component on their way to eruption on the martian surface.

g. Educational activities for the DAWN mission to asteroids Ceres and Vesta (A project funded by NASA’s office of space science)

Dr. Newsom is a member of the educational team for the DAWN mission and is providing information on the connection between meteorites and asteroids for the creation of web sites and educational activities. The DAWN mission will be the first dedicated mission to the main asteroid belt.

h. Experimental Studies of Planetary Magmas at High Pressure (Funded by NASA)

The focus of this research is to employ high-pressure, high-temperature experiments on chondritic and bulk planetary compositional analogs to constrain models of Mars formation and evolution. Specifically, we seek to understand the formation and nature of the mantle source region that gave rise to the shergottite parent magmas and the SNC meteorites. Our approach is to produce high quality data on phase equilibrium and element partitioning that can be used to quantify magmatic processes and early
differentiation of the Martian deep interior. In this work we also examine two scenarios commonly proposed as being important in its evolution, namely partial melting of the Martian mantle and the possibility of an early Martian magma ocean, and propose methods by which the composition of the Martian mantle in either scenario can be constrained.

i. Extraterrestrial Studies Using Nuclear Interactions (Funded by NASA’s Cosmochemistry Program)

This project uses nuclides made in space by energetic radiations for various studies. Of the many types of energetic particles in space, two -- the galactic cosmic rays and solar energetic particles -- have nuclei in them with enough energy to induce nuclear reactions. Some of the product nuclei from these reactions, such as Ne-21 and 1.5 Myr Be-10, can be identified as having been made by these energetic particles. These cosmogenic nuclides are observed in meteorites and in material near the surface of the Moon and Earth. They are used to study the recent histories of the irradiated objects and of these energetic particles. The emphasis of the work currently being done at UNM is to develop and test good models for these nuclear interactions, especially the rates for making cosmogenic nuclides, and to use the results of these models to interpret measured concentrations of cosmogenic nuclides. One project is the study of the recent exposure histories of the meteorites that were ejected from Mars and the Moon.

j. Geochronology of Planetary Materials: A Petrologic Approach (Funded by NASA)

Funded research is to complete combined Rb-Sr and Sm-Nd isotopic studies and trace element ion microprobe studies of martian and lunar samples in order to constrain: (1) the timing of igneous activity on these bodies, (2) the petrogenesis of the samples and differentiation history of the bodies, and (3) the affects of impact metamorphism and secondary alteration on samples that have been heavily shocked on their parent planet and/or altered on Earth. The combination of geochronology and ion microprobe studies permits better elucidation the relationship between the individual mineral fractions used to define the isochron age and the minerals in the sample. Thus, the purity of the mineral fractions can be assessed and element mobilization, resulting from shock and alteration, can be evaluated. The U-Pb isotopic system has also been developed in an attempt to constrain the behavior of these elements on Mars and the Moon. The lunar samples that are currently under investigation include the meteorite Northwest Africa 773 and the Apollo 17 samples 78236 and 76335. Martian samples include the basaltic meteorites Zagami, Dhofar 019, Dar al Gani 476. In addition to these studies, $^{182}$W - $^{142}$Nd isotopic analysis of a suite of martian meteorites is underway with collaborators at the Field Museum, Chicago. The goal of this study is to better define the age of core-mantle-crust differentiation.
k. Gunflint Banded Iron Formation (Funded by NASA)

We have examined a suite of samples from the Early Proterozoic Gunflint banded iron formation (BIF) of Ontario, Canada. We have undertaken a study to examine the carbonates of the least metamorphosed area of the iron formation. Our trace-element data are used as environmental recorders of the fluid evolution from which the various primary to secondary carbonate phases precipitated. We seek to elucidate understanding of fluid chemistry during the formation of the Gunflint with the aid of previously collected isotopic data and our trace-element data of the carbonates phases.

We examined the carbonates of the Gunflint to determine the textural relationships of the mineral phases and the crystal-chemical characteristics of individual carbonate phases. The dominant carbonate phases are siderite, ankerite, and calcite. Carbonates are found as cements, secondary replacement minerals and as primary phases (formed as original precipitate or soon thereafter during early diagenesis and unaffected by later metamorphism).

Major- and minor-element chemistries of the carbonates are characterized using an electron microprobe (JEOL 733 Superprobe). Trace elements in the carbonates were measured using the Cameca IMS 4f ion microprobe operated on the University of New Mexico campus.

The rare earth element patterns of the carbonates do not follow crystal chemistry predictions. All of the carbonates show REE patterns that are LREE enriched over HREE with no cerium anomalies and slight negative europium anomalies. The primary siderite REE patterns reflect their source fluid, and are found to have the same pattern as modern seawater, but are much more abundant in REE and do not have a Ce anomaly. The siderite data suggest a source fluid that is enriched in LREE. High REE abundances compared to seawater and modern biogenic carbonate may be attributed to REE adsorption onto grain surfaces during rapid crystal growth, high partition coefficients between siderite and seawater during rapid crystallization, and REE remobilization from nearby REE-rich noncarbonate phases into the source fluids. Diagenetic processes may have contributed to the higher REE abundances in ankerite and calcite as compared to siderite. The lack of a Ce anomaly may indicate that Ce in Early Proterozoic seawater was not separating from the rest of the REE by oxidation as in present-day seawater. The Ce anomaly may also have been erased with post-depositional exchange with pore water. The slight negative Eu anomaly is ubiquitous in modern seawater and most modern marine sediments are mostly a function of the crustal source of the REE. Lack of a positive Eu anomaly implies no significant role of hydrothermal fluid in bulk seawater composition. The trace-element data are consistent with carbon isotope data previously collected for similar samples by other
researchers. Our work suggests that REE may record the geochemical environments of the precipitating carbonate phases. The REE data can distinguish between fluids and aid in the interpretation of fluid composition. It is suggested that the carbonates of the Gunflint banded iron formation precipitated from marine waters with near-modern seawater chemistry.

1. Impact Crater Hydrothermal Systems (Funded by NASA – Planetary Geology and Geophysics Program)

This project, directed by Dr. Horton Newsom, involves the study of processes involving water and impact craters on Mars, using remote sensing data and terrestrial analogues. Hydrothermal systems are good locations to search for evidence of biotic or prebiotic chemistry. Hydrothermal systems may also be connected with the formation of the Martian soil, and the climate history of Mars. Lakes in large impact craters on Mars could have also been associated with hydrothermal systems and heated by impact melt. Impact craters provide the most accessible samples of hydrothermal systems on Mars for robotic investigation and sample return. Studies of terrestrial analogue craters can provide important insight and constraints into processes involving impact craters on Mars. Most of the well-studied terrestrial craters are in more siliceous rocks than generally expected on Mars, often with the complication of substantial sedimentary cover. To avoid these problems, we are studying the deposits at the Lonar Crater, India, which is the only large terrestrial crater formed in a basaltic terrain. The investigation of the Lonar Crater impact melts is providing information on the formation of a crater in a basaltic terrain analogous to Mars. The mineralogy and chemical transport processes at the crater are studied using Scanning Electron Microscopy, Electron Microprobe, and stable isotope studies. The mineralogy and chemistry of the iron-oxide minerals in the Lonar crater will also be studied in collaboration with Dr. Richard Morris of Johnson Space Center. The data from the Lonar Crater will be compared with data obtained by the Mars Global surveyor and Viking Spacecraft on Mars to better understand aqueous processes involving impact craters on Mars. A related effort involves the study of martian surface processes in the vicinity of large impact features, with particular emphasis on the landing sites for the Mars Exploration Rover missions.

m. Mapping Martian Elemental Compositions Using Gamma Rays and Neutrons (Funded by NASA’s Mars Odyssey Program through the Mars Gamma-Ray team office at the University of Arizona in Tucson)

The gamma rays that escape from Mars and detected in orbit by the Mars Odyssey Gamma Ray Spectrometer are studied to get the composition of the top meter of the martian surface. The gamma rays are made by the decay of naturally occurring radioelements (K, U, and Th) or by cosmic-ray interactions (mainly neutron-capture or inelastic-scattering reactions). The fluxes of gamma rays or neutrons with specific energies are used to map the
abundances of H, O, Si, Cl, K, Fe, and Th in the martian surface and to determine concentrations of several other elements for large regions of Mars. The work at UNM includes determining backgrounds to the gamma rays of interest and on accurately predicting the fluxes of the gamma rays and neutrons expected from Mars for a range of compositions and stratigraphies. These results are then used to get maps of elemental abundances in the surface of Mars and to help understand the origin and evolution of Mars.

n. Skytellers: A resource for smaller community and school planetariums (A project funded by the National Science Foundation)

Dr. Newsom is a participant in the Skytellers project led by the Lunar and Planetary Science Institute. This project is producing a series of Native American stories with astronomical themes, coupled with a short "science" story as a way to inspire student's interest in science. Dr. Newsom is providing input into the content of the science stories, initial training of teachers in use of the material and assistance with the evaluation of the effectiveness of the material.

o. Stars on Earth, Space Science Research Experience and College Preparation for Underrepresented Secondary Students. (Funded by NASA- OSS, OEOP, Minority University Education and Research Partnership Initiative in Space Science)

In conjunction with the Southwestern Indian Polytechnic Institute (SIPI) this program provides under-represented high school students and college students with research experience in space science and technology-based academic preparation in math, science, engineering and technology (MSET). SIPI college students also benefit from the establishment of new courses in Earth and Planetary Science and astronomy, and the opportunity to be involved in related research projects at the University of New Mexico.

The research activities include a meteorite identification program, and research on martian impact craters. Identifying meteorites requires a basic understanding of meteorite properties and the ability to conduct a logical investigation using basic geological equipment. In suspicious cases or samples, advanced analysis is conducted at UNM using a scanning electron microscope operated by SIPI students. An additional project involves the use of GIS technology to investigate the properties of large impact basins on Mars. As part of these programs, SIPI students attend the Lunar and Planetary Science Conference in Houston and present posters and meet with professionals at the Johnson Space Center.
2. Grants and Contracts

Table 1 documents that IOM was well funded by grants during FY 02/03. Grant contract amounts totaled $1,399,900. IOM continues to enjoy healthy grant/contract support in these times of rigorous competition and limited budgets in the major funding agencies.
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<td>NASA</td>
<td>Acquisition of an Electron Microprobe (NAG5-11976)</td>
<td>J. Papike</td>
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<td>Microbeam Studies of Planetary Materials. (NAG5-9463) and (NAG5-12796)</td>
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<td>Behavior of Th and Sm in Planetary Magmatic and Surface Environments: Extending Remotely Sensed Chemical Data To Better Understand Planetary Evolution (NAG5-12783)</td>
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<td>Martian Impact Crater Hydrothermal Systems—Clues from the Lonar Crater (NAGS-8804) and (NAGS-11496)</td>
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<td>Biomarkers in Astromaterials (NAG9-1111)</td>
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<td>IGPP</td>
<td>Behavior of Volatiles during Shock of Martian Basalts (T.O. 105)</td>
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<td>USRA</td>
<td>A Broker/Facilitator Partnership to Serve Central Southwest Region and Hawaii</td>
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3. Papers Published in Peer Reviewed Journals and Books (2002 – 2003) (Members of IOM in bold print; an asterisk [*] used for student authors)


4. Abstracts of Papers Presented at Professional Meetings—July 1, 2002 to June 30, 2003 (Members of IOM in bold print; student authors indicated with [*])


5. **Professional Travel by IOM Personnel**


**August 2, 2002.** Attended a meeting at White Sands Missile Range, White Sands, NM. C.K. Shearer.

**August 5-7, 2002.** Attended an LPI director search committee meeting in Houston, TX. C.K. Shearer.

**August 18-23, 2003.** Attended the Goldschmidt 2002 Conference in Davos, Switzerland. C.B. Agee.


**September 5-6, 2002.** Attended the MEPAG meeting. Pasadena, CA. C.B. Agee.

**September 5-6 & 8, 2002.** Invited for and worked on a Japanese Society for the Promotion of Science collaborative project at the National Museum of Japanese History, Sakura, Japan. K.J. Kim.

**September 5-6, 2002.** Discussed lunar gamma-ray spectroscopy and gave invited talk, Waseda University, Tokyo, Japan. R.C. Reedy.

**September 7 & September 13, 2002.** Attended and presented papers at the 9th International Conference on Accelerator Mass Spectrometry, Nagoya, Japan. R.C. Reedy and K.J. Kim.

September 16-17, 2002. Gave invited talk at Korean Astronomy Observatory, Daejeon, and two invited talks at Seoul National University, Seoul, Korea. R.C. Reedy.

October 11-12, 2002. Attended a CAPTEM meeting at LPI in Houston, TX. C.K. Shearer.


December 3-5, 2002. Attended organization meeting for getting National Science Foundation funding for a collaborative project on cosmic-ray-produced nuclides on Earth, Livermore, CA. K.J. Kim.


March 6, 2003. Traveled to the Museum of New Mexico, Santa Fe with UNM Anthropology graduate student to assist in selection of analytical samples from the Museum collections. M.N. Spilde.


SECTION II

FACILITIES
II. FACILITIES

1. Curation and Meteorite Museum

The meteorite collection is an extremely valuable asset for research conducted in the IOM. Researchers around the world also make extensive use of our collection, and we have many active research loans. We also maintain several loans to permanent educational exhibitions around the country.

The collection now includes samples of approximately 600 different meteorites. We continue to expand the collection and acquire new meteorites, which is achieved through trading, making purchases and receiving donations of material. Discoveries of hundreds of new meteorites in North Africa in recent years has made many rare types of meteorites available to our collection through meteorite dealers.

During the time period of this report, we have completed an inventory of the collection with the help of undergraduate assistant Olan Jackson-Weaver. Also, with the help of Dr. William Hudspeth of EDAC, UNM, we have created an internet-based interface for the collection database, which enables a user to download a current version of the Catalog from the worldwide web. This should be available in Fall 2003.

2. High-temperature Experimental Petrology Laboratory

The high-temperature experimental petrology laboratory includes two vertical muffle tube high-temperature furnaces: an Astro furnace and a Deltech furnace. Both have gas-mixing capabilities and programmable temperature control. Several different types of experiments are being conducted. This year's projects include a study of trace element partitioning in analogs of angrite meteorites (M.S. student Melissa Fittipaldo), production of chondrule analogs as starting materials for a study of aqueous alteration (EPS M.S. student Paul Burger), and a study of decomposition of asbestos minerals (EPS undergraduate Andrew Roarke).

3. Electron Microprobe and Scanning Electron Microscope Laboratories

We were successful in 2001-2002 in acquiring funds to buy a new electron microprobe to replace our deteriorating instrument. Grants from NSF and NASA were matched with UNM funds, and in August 2002 the UNM Purchasing Department issued the Request for Proposals. JEOL, USA was awarded the contract at $725,000. The new microprobe, a JEOL 8200, arrived in January to be installed over the following months. By May, installation and testing was complete and we began using the new instrument.

The new microprobe is equipped with 5 wavelength dispersive (WD) spectrometers and an ultrathin-window energy dispersive spectrometer. The WD spectrometers are fitted with multiple analyzing crystals to provide quantitative analysis of all elements.
from Be to U. Two spectrometers are high sensitivity detectors and one spectrometer (not yet installed) will have a large PET crystal suitable for precise measurement of Pb, Th, U at low concentrations. In addition, a LaB$_6$ gun provides superior spot resolution for imaging and analysis of small particles. Instrument vacuum is achieved using a turbomolecular pump backed by a scroll pump, and thus, the system is completely dry pumped to reduce contamination during long analyses, making it an ideal system for both major and trace element investigation and light element analysis. The analytical capabilities include analysis of light elements, geochronological dating of monazites, and semi-quantitative X-ray mapping on individual grains or over large areas. Fully automated software will provide high resolution and high sensitivity X-ray maps over entire thin sections, allowing the operator to find small, widely scattered analytical targets.

The scanning electron microscope (SEM) and the electron microprobe are sophisticated scientific instruments that provide high magnification electron and x-ray imaging and compositional analysis at a micrometer scale. Both the SEM and microprobe labs are “service labs” that offer analytical services to Departmental and University clients and to the general public, in addition to providing services to Institute researchers and students. Lab personnel will provide analytical service for academic and non-academic clients or may train and assist users on the two instruments. Analyses and other work was performed by J. Karner and M. Spilde for the following UNM academic clients:

A. Aragon, Civil Engineering Department, (SEM)
S. Ash, Adjunct with Dept. of Earth & Planetary Science (SEM)
C. Cathey, Chemistry & Nuclear Engineering Dept. (SEM)
G. Courtin, Center for Microengineered Materials (SEM)
A. Datye, Chemistry & Nuclear Engineering Dept. (microprobe)
R. Devine, Center for High Technology Materials (SEM)
M. Elrick, Dept. of Earth & Planetary Science (SEM)
T. Fischer, Dept. of Earth & Planetary Science (microprobe)
S. Garrett, Mechanical Engineering Department (SEM)
T. Hascall, Chemistry Dept. (SEM)
J. Husler, Dept. of Earth & Planetary Science (SEM)
B. Kues, Dept. of Earth & Planetary Science (SEM)
R. Loehman, Chemistry & Nuclear Engineering Dept. (SEM & microprobe)
J. Parker, Dept. of Earth & Planetary Science (SEM)
Z. Ray, Mechanical Engineering Department (SEM)
S. Rhodes, Chemistry & Nuclear Engineering Dept. (SEM & microprobe)
A. Sanchez, Chemistry Dept. (SEM)
H. Xu, Dept. of Earth & Planetary Science (SEM)
Y. Yang, Center for Microengineered Materials (SEM)

Analyses were conducted for the following external academic, commercial and government clients:
Bureau of Land Management, Albuquerque (SEM)
Created Opal Co, Albuquerque (SEM)
Environmental Robotics, Albuquerque (SEM)
Los Alamos National Laboratory (SEM)
New Mexico Museum of Natural History and Science (SEM)
New Mexico Tech (SEM & microprobe)
Office of Medical Investigator, Albuquerque (SEM)
QM Technologies, Albuquerque (SEM)
Radiant Technologies, Albuquerque (SEM)
TPL, Inc., Albuquerque (SEM)
Southwestern Indian Polytechnic Institution, Albuquerque (SEM)
Sandia National Laboratory (microprobe)
Sumner Associates, Santa Fe (SEM)
Western Illinois University (SEM)

Five new users were trained on the microprobe and 12 on the SEM this year. The labs currently have 28 trained users, including a number from other UNM departments, several from local business, Los Alamos National Lab and NM Tech.

In addition to providing analytical services to the community, the labs are also involved in educational classes and public outreach programs. Presentations of general science interest were given to several middle and high school classes and other groups. The SEM Lab also hosted class exercises from the Southwest Indian Polytechnic Institute on several occasions.

4. The UNM/SNL Ion Microprobe

A CAMECA IMS 4f Secondary Ion Mass Spectrometer (SIMS), originally purchased by Sandia National Laboratories (SNL) in 1989, is located in the Institute of Meteoritics adjacent to other microbeam instrumentation. C.K. Shearer and J.J. Papike negotiated with SNL to the transfer of this 2 million dollar facility to UNM. It was moved to UNM From the Advanced Materials Laboratory in November of 2001. This instrument is used primarily for trace level (ppb range) chemical analyses on small (<30 micrometers) areas. In addition, it is also used for determining the isotopic signatures of small domains within geochemically significant specimens. This machine is also used for determining high resolution (<10 micrometers) chemical depth profiles within geological and engineered materials. This instrument is operated and managed by Charles Shearer.


Borg, Lars, UNM
Brearley, Adrian, UNM
Domanik, K., U.A.
Drake, M., U.A.
Dyer, M. Darby, Mount Holyoke College
5. **High Pressure Laboratory**

In the fall of 2003 Carl Agee’s high pressure laboratory was moved from NASA Johnson Space Center in Houston TX to a newly renovated space (~600 ft²) in the basement of Northrop Hall, on the main campus of the University of New Mexico. The laboratory features two very large solid media devices, a multi-anvil press designed to reach pressures between about 3 and 25 GPa and a piston-cylinder press designed to achieve pressures of 0.5 to 3.0 GPa. This capability allows laboratory observation of mineral and magma properties at conditions equivalent to a depth of 700 km in the Earth and Venus, 2000 km in Mars, and pressures exceeding the Moon’s central core at 1700 km. Current research includes studies on the physics and chemistry of planetary core formation, geochemistry of the Martian mantle, and the nature of lunar magmatism. David Draper is the lab manager of the high-pressure facility.
SECTION III

TEACHING
III. TEACHING

1. Courses Taught

**Summer 2002**
EPS 101 "Physical Geology". A. Pun

**Fall 2002**
EPS 551 Graduate Problems, Heather Gordon. H.E. Newsom
EPS 210 Problems, Van Sutherland. H.E. Newsom
EPS 101 “How the Earth Works”. A. Pun

**Spring 2003**
EPS 552 Graduate Problems, Van Sutherland. H.E. Newsom
EPS 493 Independent Study, Melissa Nelson. H.E. Newsom
EPS 365 "Exploring the Solar System". C.B. Agee
EPS 365 "Exploring the Solar System", guest lecture on 02/11/03. H.E. Newsom
EPS 365 “Exploring the Solar System”, two lab sessions. R.H. Jones
EPS 101 “How the Earth Works”. A. Pun

NM Tech. Class “Introduction to Cave and Karst Processes”, guest lecture on 02/13/03. M.N. Spilde

2. Student Committees

Graduate Student Advisement

<table>
<thead>
<tr>
<th>Student</th>
<th>Committee</th>
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<tbody>
<tr>
<td>Neyda Abreu</td>
<td>M.S.</td>
<td>R.H. Jones (Committee)</td>
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<tr>
<td>Jaime Barnes</td>
<td>Ph.D.</td>
<td>D.S. Draper (Committee)</td>
</tr>
<tr>
<td>Daniel Breecker</td>
<td>M.S.</td>
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<td>D.S. Draper (Committee)</td>
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<tr>
<td>Lysa Chizmadia</td>
<td>Ph.D.</td>
<td>R.H. Jones (Committee)</td>
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### TEACHING

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<tr>
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<tr>
<td>Andrew Dufrane</td>
<td>Ph.D.</td>
<td>C.B. Agee (Committee)</td>
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<td>Jennifer Edmunson</td>
<td>M.S.</td>
<td>C.B. Agee (Committee) L.E. Borg (Research Advisor)</td>
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<td>J.J. Papike (Academic Advisor)</td>
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<td>C.K. Shearer (Committee)</td>
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<tr>
<td>Melissa Fittipaldo</td>
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<td>Justin Hagerty</td>
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<td>C.K. Shearer (Research Advisor)</td>
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<tr>
<td>Jim Karner</td>
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<td>J.J. Papike (Advisor)</td>
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<td>H.E. Newsom (Research Advisor)</td>
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<td>Chris Wetteland</td>
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<td>J.J. Papike (Committee)</td>
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**Undergraduate Student Advisement**

- **Student**
  - Charles Barber
  - Rae Carey
  - Melissa Nelson
  - IOM Advisor
    - H.E. Newsom
    - R.H. Jones
    - H.E. Newsom

### 3. Progress of Earth and Planetary Sciences Department Graduate Students Supported by IOM

**Jennifer Edmunson.** Jennifer Edmunson graduated with her Master's Degree in July 2002, and is pursuing her Ph.D. with the Institute of Meteoritics. Her current research involves the lunar Mg-suite. She will use radiogenic isotopes to constrain the age of lunar differentiation and the composition of the Mg-suite source region(s). She was awarded a fellowship from NASA that will help fund her research for the next three years, as well as allow her to complete a portion of her research at the Johnson Space Center.

Jennifer attended the 34th annual Lunar and Planetary Science conference in March.
Melissa Fittipaldo. Melissa completed her second year in the Master’s program as head teaching assistant for the physical geology laboratories in May 2003, when the Department of Earth and Planetary Sciences also awarded her a graduate student scholarship. Her current research topic involves a trace element investigation of angrite achondrites, specifically Angra dos Reis, which is the least understood angrite member. The goal of this project is to clarify the complex thermal history of Angra dos Reis and to provide insight into igneous processes that took place on asteroids early in the solar system. Melissa will be completing her Master’s thesis entitled “Thermal histories of basaltic angrite meteorites: Trace element partitioning among silicate minerals in Angra dos Reis, LEW86010 and experimental analogs” in October 2003, and she will graduate in December 2003. Upon completion of her Master’s thesis defense, Melissa will modify her manuscript for submission as two publications.

In March 2003, Melissa attended the 34th annual Lunar and Planetary Science Conference in Houston, Texas, where she gave an oral presentation of her abstract entitled “Trace element distribution between olivine and kirschsteinite in Angra dos Reis.”

Justin Hagerty. As part of his doctoral research, Justin is studying the magmatic history of the Moon by conducting in-situ analyses of lunar basalts and volcanic glasses from the Apollo sample suite. These results will be compared with remote sensing data in order to better understand the thermal evolution of the Moon on a global scale. Justin was recently awarded a New Mexico Space Grant Consortium Fellowship, which will help fund his research.

Justin attended the 34th annual Lunar and Planetary Science conference in Houston, Texas where he gave an oral presentation titled, “Trace element characteristics of minerals in the Apollo 14 high-Al basalts: Implications for an igneous versus and impact origin.” He also presented a poster titled “The behavior of thorium in lunar picritic magmas: Implications for the bulk thorium content of the lunar mantle and lunar heat flow.” Justin also attended the LPI-sponsored workshop titled “The Moon Beyond 2002: Next Steps in Lunar Science and Exploration,” where he presented a poster titled “Using small basaltic lunar clasts to reconstruct the early magmatic history of the Moon.”

Jim Karner. Dr. Jim Karner is currently a Post-Doctoral Fellow in the IOM under the direction of Dr. Jim Papike, where his main area of research is determining oxidation conditions of planetary basalts by means of X-ray Absorption Near-Edge Spectroscopy (XANES) on the element vanadium. The XANES experiments are done in collaboration with the Advanced Photon Source facility at Argonne National Laboratory in Chicago, IL.

Jim successfully completed his PhD in May 2003, with the dissertation “Comparative planetary mineralogy: Chemistry of olivine and plagioclase from planetary basalts.” His graduate studies were funded by working part time as the laboratory technician in
the Microprobe and SEM labs, and by a New Mexico Space Grant Consortium fellowship.

Jim presented two posters at the 33rd Lunar and Planetary Science Conference, one titled “Comparative planetary mineralogy: basaltic plagioclase from the Earth, Moon, Mars and Vesta”, and the other titled “Oxidation state of vanadium in glass and olivine from terrestrial and martian basalts: implications for oxygen fugacity estimates.” He also presented a poster at The Moon Beyond 2002 conference that was titled “Systematics of chromium and titanium in olivine from lunar mare basalts compared to basalts from the Earth and Mars.”

In addition to his postdoctoral duties, Jim also volunteers his time to a few of the IOM’s public outreach activities. These activities include working with Dr. Horton Newsom in developing and implementing space-based inquiry activities for middle school students, and assisting in the development of a meteorite identification program with the Southwestern Indian Polytechnic Institute (SIPI). Jim also assists Dr. Rhian Jones in analyzing and identifying suspect meteorite samples submitted to the IOM by the general public.
SECTION IV

DEPARTMENTAL AND UNIVERSITY ACTIVITIES
IV. DEPARTMENTAL AND UNIVERSITY ACTIVITIES

C.B. Agee

Graduate Student Committee, Earth and Planetary Sciences.

Presented a talk on "Astromaterials Institute" to the UNM's Federal Priorities Committee, November 13, 2002.

Keynote speaker at the Diversity Program in the School of Engineering banquet, May 1, 2003.


L.E. Borg

The first geochronology studies of planetary materials have been started after several years of laboratory development. Preliminary U-Pb, Rb-Sr, and Sm-Nd ages on the martian meteorite Zagami are concordant and demonstrate that the facilities are capable of completing these difficult measurements and obtaining the correct results. This has facilitated the award of a destructive sample permit from NASA (CAPTEM) that allows geochronology studies of lunar samples to be completed under my supervision at the University of New Mexico.

J. Hagerty

Spring 2003 Research Seminar Series presentation "Reconstructing the Early Magmatic History of the Moon from Trace Element Behavior in Ancient (3.8 – 4.3 Ga) Lunar Basalts".

R.H. Jones

Curator of Meteorite Collection.
Manager of High-temperature Experimental Petrology Laboratory.
Member of UNM Museum Directors' Consortium.

H.E. Newsom

Member, New Mexico Space Grant Faculty Advisory Board.
Member, diversity Programs/Faculty Advisory Council for the college of engineering, UNM.
Submitted proposals to the following NASA programs as principal investigator: NASA Mars Fundamental Research program, NASA Cosmochemistry program, and NASA Mars Data Analysis program.

Educational outreach coordinator and director of TOPPS (Training and Outreach Programs in Planetary Science) for the Institute of Meteoritics.

October 28, 2002, presented IOM seminar talk “Hydrothermal alteration in Lonar crater and Mars Exploration Rover site selection”.

April 28, 2003, Hosted former UNM graduate Ms. Windy Jaeger, University of Arizona, who presented an IOM seminar on the geology of Io.

May 17, and May 23, 2003 participated in events associated with the award of an honorary degree to Prof. Klaus Keil, including attending graduation ceremonies and a dinner.

C.K. Shearer

Member of Earth & Planetary Sciences Facilities Committee.

M.N. Spilde


Manager of the Electron Microprobe and Scanning Electron Microscope Labs.


Performed microprobe and SEM analyses for UNM faculty and graduate students.

Performed microprobe and SEM analyses for local businesses and for students or faculty from New Mexico Tech and Western Illinois University.

Provided tours of SEM and microprobe for NSF site visit for the IGERT program (collaborative educational grant between Biology and EPS Departments), December 3, 2002.

Visitors to IOM


July 15, 2002. Allan Trieman, Lunar and Planetary Institute, visited with Charles Shearer to collaborate on research and to use to Ion Microprobe Lab.
August 5-9, 2002. Dr. Leslie Melim, Western Illinois University, visited Mike Spilde to collaborate on cave mineral research.

September 2002. Ed Grew, University of Maine, visited with Charles Shearer to collaborate on research and to use the Ion Microprobe Lab.

September 20, 2002. Dr. Laurie Leshin, Arizona State University, visited to collaborate with Rhian Jones and to present the EPS 401/501 colloquium talk.

October 3-4 2002. Dr. Jeff Grossman, USGS, Reston, Virginia, visited to collaborate with Adrian Brearley (EPS) and Rhian Jones.

November 18, 2002. Dr. Chris Herd, Lunar and Planetary Institute, used the Ion Microprobe Lab.

November 21-22, 2002. Dr. Eileen Stansbery, Assistant Director of the Astromaterials Research and Exploration Science Office, NASA Johnson Space Center, visited the IOM.

December 5, 2002. K. Domanik, University of Arizona, visited with Charles Shearer to collaborate on research and to use the Ion Microprobe Lab.


March 3, 2003. Steve Mackwell, Director of the Lunar and Planetary Institute, visited with Charles Shearer and Jim Papike regarding direction of LPI and the future of collaborative research between LPI and IOM.

March 27, 2003. D. Musselwhite, Johnson Space Center, visited with Charles Shearer to collaborate on research and to use the Ion Microprobe Lab.

April 11, 2003. Ed Grew, University of Maine, visited with Charles Shearer to collaborate on research and to use the Ion Microprobe Lab.

May 6, 2003. Dr. Alan Hildebrand, University of Calgary, visited Rhian Jones to examine samples from the meteorite collection.

June 23, 2003. Clive Neal, University of Notre Dame, visited with Charles Shearer to collaborate on research and to use the Ion Microprobe Lab.

June 25, 2003. Professor V. Rama Murthy, University of Minnesota, met with Carl Agee to discuss future collaborations.
SECTION V

PROFESSIONAL ACTIVITIES
V. PROFESSIONAL ACTIVITIES

In addition to the activities listed below, members of IOM reviewed numerous manuscripts for international journals and proposals submitted to federal funding agencies.

C.B. Agee

Keynote Speaker at the 12th Annual V.M. Goldschmidt Conference, Davos, Switzerland.


R.H. Jones

Member of the Nomenclature Committee of the Meteoritical Society.

Articles published in non-peer reviewed literature:


J.J. Papike

Member of NASA Cosmochemistry MOWG (Management and Operations Working Group).

Consultant with NASA/JPL for planning a lunar sample return mission from South Pole-Aiken Crater (SPA).

Co-Chair, Steering Group, NASA LPI Initiative “Oxygen in the Solar System”.

A. Pun

R.C. Reedy

Member, Mars Odyssey Gamma Ray Spectrometer Flight Investigation Team.

C.K. Shearer

Chair, Lunar and Planetary Institute Science Council.

Member, Lunar and Planetary Institute Director Search Committee.

Chair, CAPTEM (Curation and Planning Team for Extraterrestrial Materials) Lunar Allocation Subcommittee.

Member, CAPTEM (Curation and Planning Team for Extraterrestrial Materials).

Member, CAPTEM (Curation and Planning Team for Extraterrestrial Materials) oversight committee to transfer Apollo Samples to White Sands, New Mexico.


Member, Lunar and Planetary Science Conference program Committee.

Team Leader, New Views of the Moon.
SECTION VI

EDUCATIONAL OUTREACH

AND

PUBLIC SERVICE
VI. EDUCATIONAL OUTREACH AND PUBLIC SERVICE

1. Meteorite Museum

The Meteorite Museum is the most important focus of the Institute of Meteoritics' public service and outreach efforts. Several thousand people of all ages visit the Museum each year and many school parties visit the Museum to enhance scientific projects in Earth Sciences and Solar Systems studies. IOM personnel commonly volunteer to give guided tours of the Museum and laboratories to groups of visiting students, from preschool age to senior citizens.

Several members of IOM have visited schools in the area to give talks on various aspects of planetary sciences. IOM participated in Astronomy Day held at Tiguex Park on May 10, 2003, and the exhibit generated considerable interest. In addition to the public education provided by the Museum, we are routinely consulted by members of the public to help identify suspect meteorites and to provide information on meteorites and associated phenomena. During 2002, we examined about 200 samples, several of which proved to be meteorites. We have met and corresponded with numerous people from all over the world in providing this service.

2. Public Service

C.B. Agee

Board Member, New Mexico Space Commission 2002.


Presented a talk on “The Institute of Meteoritics and an Update on NASA’s Mars Program”, New Mexico Space Commission Public Meeting, Truth or Consequences NM, October 12, 2002.

Strategic Planning Meeting of the New Mexico Space Commission, New Mexico Tech, November 8, 2002.

R.H. Jones

Coordinated and conducted tours of the Meteorite Museum for visiting schools, UNM students and other interested groups.

Identified numerous suspect meteorites received in person and in the mail from members of the public and answered many e-mail and telephone enquiries.

Worked with H. Newsom on project in which SIPI students participate in suspect meteorite identification.
Hosted visit of Natural Sciences class from UNM Gallup campus (Instructor Dr. P. Watt) – gave lecture and tour of Meteorite Museum. October 3rd 2003.


Gave talk entitled “Fire and Ice From the Sky” at the New Mexico Museum of Natural History and Science, May 20th, 2003.

Interviewed by “Meteorite” magazine for an article about the Institute of Meteoritics (Meteorite, 2002, Volume 8, No.3, p. 14-17).

J. Karner

Identified numerous suspect meteorites received in the mail from members of the public and answered telephone and e-mail queries. Also, met with people who personally brought in samples for examination.

H.E. Newsom

Educational Outreach Coordinator, Institute of Meteoritics.

Developed educational outreach programs for the Institute of Meteoritics, funded by NASA and the National Science Foundation (see description of funded programs under “Research”).

July 10-11, 2002, participated in a field trip to Cabezon, NM for the UNM NASA SHARP program students.

October 23, 2002, presented science activities to the MESA club at Ernie Pyle Middle School, Albuquerque.

November 16, 2002, attended the annual banquet of NM Academy of Sciences.

November 22, 2002, organized with Steve Kadel a teacher-training seminar in collaboration with Arizona State University presented as a teleconference at the University of New Mexico, with 15 teacher participants.

November 6, 2002, presented a talk at the Santa Fe planetarium, “Searching for life on Mars”.

April 23, 2003, Attended a career fair at the Mountain View Middle School in Rio Rancho and presented to 120 middle school students.
EDUCATIONAL OUTREACH AND PUBLIC SERVICE

May 10, 2003, assisted with Astronomy day activities at Coronado Mall.

Assistant Scoutmaster, Space Sciences and Astronomy Merit Badge Advisor, Boy Scout Troop 119, Albuquerque, NM.

Met with numerous members of the public who brought in suspect meteorites.

A. Pun

Provide tours of Geology and Meteorite Museums.

R.C. Reedy

Several discussions with media on the Mars Odyssey Gamma-Ray Spectrometer and its results.

C.K. Shearer


M.N. Spilde

Presented invited talk “Microbes, minerals, and Mars” at the Albuquerque Geological Society lunch meeting, October 2, 2002.

Presented an invited talk “Microbes and minerals” at the Albuquerque Gem and Mineral Society meeting, February 24, 2003


Conducted Microprobe & SEM lab tours and demonstrations for several elementary and junior high school groups.

Assisted with a Rio Rancho student science project that placed in the District Science Fair (Senior Earth Sciences Division) and advanced to the State Science Fair.

Mentored a NASA SHARP high school student and supervised his summer research project.

Provided SEM images for websites for the Oregon Public Education Network and for the Mars Society.

Provided SEM images for several magazines.
SECTION VII

PUBLICITY
VII. PUBLICITY

During the year, IOM has seen a continued to receive numerous inquiries concerning suspect meteorites, as well as general information concerning the composition of meteorites, where to search for meteorites, etc. This in turn has created media attention toward our department. Our staff participates and cooperates with the various newspapers, periodicals, radio and television requests to the best of our ability and resources.

Carl B. Agee

Front-page article in the Albuquerque Journal on Carl Agee’s new high pressure laboratory and his appointment as Director of the IOM, August 10, 2002.

Rhian Jones


Horton Newsom

Astrobiology magazine story: November 19, 2002, Dr. Newsom was quoted several times in the article “How life might have formed in Martian impact craters”.

Mike Spilde

The PBS NOVA program “The mysterious life of caves” was aired in October 2002, which featured the geomicrobiological research that several researchers at UNM (including Mike Spilde) are involved with. Several shots of our scanning electron microscope laboratory were included in this nationally broadcast program.
ANNUAL REPORT

Department of Economics
University of New Mexico

July 1, 2002 – June 30, 2003

Richard Santos
Chair
1. Significant Developments During the 2002-2003 Academic Year

The department was authorized by the college to recruit two new faculty positions at the assistant professor rank.

The University approved a new graduate field for the department in international/development economics.

Professor Alok Bohara was on sabbatical, Spring 2003.

Professor Kate Krause was on sabbatical, Spring 2003.

Professor Melissa Binder was promoted to Associate Professor, with tenure.

2. Significant Plans and Recommendations for the Near Future

The department will continue to seek resources and approval from the college to hire a new faculty member.

A new Graduate Student Handbook will be revised to reflect changes in curriculum and new field.

The appointment of the current department chair will expire at the end of the 2003-04 academic year.

3. Publications

Ten of the department faculty had thirteen journal articles in the 2002 calendar year.


Seven faculty members had eleven other publications in the 2002 calendar year.


D. Brookshire, C. Garcia, and M. Ewers. 2002. “Exploratory Assessment of the Potential for Improved Water Management by Increased Use of Climate Information in Three Western States.” Report to NOAA.


4. Outside Professional Activities

Ten faculty members presented twenty-seven papers at professional meetings in the 2002 calendar year.

K. Baker, R. Berrens, and M. McKee. “Using the Budget to Control Species Protection: Voting in the House and Senate.” Western Economics Association, Annual Meetings, Seattle, WA.


M. McKee, and R. Berrens. “Preparing for the Academic Job Market.” Invited presentation, Economics Graduate Student Organization, Dept. of Economics, UNM.


D. Brookshire, S. Stewart, A. Bohara, and P. Ganderton. “Lab and Field Studies of Experience and Subject Pool Effects in Contingent Valuation.” The Second World Congress of Environmental and Resource Economists, Monterey, CA.


D. Brookshire. “Exploratory Assessment of the Potential for Improved Water Management by Increase Use of Climate Information in Three Western States.” NOAA Future Plans Conference, Charleston, SC.


Other Outside Professional Activities for 2002 Calendar year.

Robert Berrens advised the Rio Grande Restoration community group.

Robert Berrens advised the Forest Conservation Council community group.

Don Coes was an Interviewer for New Mexico student applications for Princeton University

5. Research Grants and Contracts Funded

The department received the following grants to fund faculty and graduate research during this academic year. Total of $271,534.00

US Forest Service
“A Research Agenda for Understanding Behavioral and Economic Responses to Forest Restoration Programs”
Berrens, R., McKee, M.
$65,510.00
Year 1 Funding
National Science Foundation
“Collaborative Research: Children's Development of Economic Skills and Preferences”
Krause, K.
$28116.00
August 2001 – July 2004
Year 2 Funding

University of Arizona/NSF
“REU: Sustainability of Water Resources in Semi-Arid Regions”
Chermak, J., Brookshire, D., Krause, K.
$7590.00
January 2000 – December 2004
Year 4 Funding

University of Arizona/NSF
“Sustainability of Water Resources in Semi-Arid Regions”
Brookshire, D.
$135000.00
January 2000 – December 2004
Year 4 Funding

UNM Research Allocations Committee
“Creating a Multi-level Dataset to Study Development, Poverty, and the Environment in a Developing Country”
Bohara, A.
$3,500.00
March 2003 – March 2004
Year 1 Funding

US Forest Service
“Investigation of Lease & Fee-based Recreation on Private Forest Lands”
Berrens, R.
$31,818.00
September 2002 – January 2004
Year 1 Funding

6. Student Information

Bachelor of Arts Degrees Conferred
Thirty-nine Bachelor of Arts degrees conferred in 2002-2003 academic year.
Master of Arts Degrees Conferred
Luis Arregoces
Benjamin Bennett
Dolores Garcia
Suzanne Kirayoglu
Hui Li

Doctoral Degrees Conferred (Committee Chair)
Mick Jones (R. Berrens and M. McKee) "Laboratory Investigations Of Markets for Public Goods"
Cara Meghan Starbuck (R. Berrens) "Forest Recreation Demand"

J. Raymond Stuart Award
Ashley Leach
Hui Li

Gerald Boyle Memorial Award
Pao Ze Her

Distinguished Alumnus:
Gerry Bradley, New Mexico Department of Labor, Albuquerque, NM
## Number of Majors

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<td>7151</td>
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</table>
Adapting to the demands of increased enrollments continued to be the focus of our departmental attention. While enrollments in Freshman English (FE, English 101 and 102) were essentially the same for the fall and spring terms as they were last year, enrollments in core curriculum writing courses, especially in English 219, Technical Writing, which is not only in the core curriculum, but is required by many major and minor degree programs across campus, were greater. As late as six years ago we offered 4-5 sections of 219 in the fall and 3-4 sections in the spring. In 2002-03, we offered 20 sections of 219 in both the fall and spring terms, an increase of two sections each semester over the year before. Faculty for these added sections were mostly TAs, Lecturers, and part-time instructors.

To cope with the need for more sections in these courses and elsewhere, we hired five Visiting Lecturers teaching 4/3 loads almost entirely in these courses. This number is five fewer Lecturers than were hired in the prior year. The reduction in Lecturer faculty was made possible when the Dean of Arts and Sciences created Arts and Sciences TA appointments, which allowed us to hire six graduate student teaching assistants (TAs) from departments outside of our own. Additionally, we had more applications to our graduate program, and were thus able to fill more TA lines with new graduate students. These factors combined to assist us in covering the increase in sections of 219 and other 100-200 level courses. We were also assisted by hiring Emeritus Professors and many per-course, part-time instructors. For all of this hiring, the part-time instruction budget was reduced by about 18%, largely due to the influence of the A&S TA program.

Following the Department vote in February 2002, which stipulated that we not use the three Lecturer lines funded in our state budget to create a sub-faculty of continuing Lecturers, we searched in 02/03 for one year, Visiting Lecturers, and we hired five individuals on one year contracts. One of those Lecturers, Blas Falconer, left the faculty at the end of the year to take a tenure track position at Austin Peay University in Tennessee. In June, we hired another person (see below) to a one year, Visiting Lecturer appointment to continue into the 03/04 year with five Visiting Lecturers.

As of this writing, we will continue to hire Lecturers from year to year and continue to seek to use the state funded Lecturer lines in our budget to hire tenure track, Assistant Professors who can, in addition to teaching writing courses, mentor graduate students who teach writing and administer the writing program itself. This decision comes in part from our Strategic Planning discussions on this issue as outlined in last year's Annual Report. Looking ahead to 03/04, the issue of Lecturer hiring, part-time instruction hiring, and hiring in the tenure track will likely continue to be one we have to address.
Departmental Program Directors
LynnDianne Beene (Graduate Director) stepped down in June after completing a two-year term, the first semester of which (F 2001) she served as Undergraduate Director. Rick Johnson-Sheehan was appointed Director of Rhetoric and Writing; Chuck Paine and Susan Romano served as Associate Directors of that program. Gary Harrison continued as Undergraduate Director, Sharon Warner as Director of Creative Writing, and Helen Damico as Medieval Studies Director.

Department Staff
All Department Staff continued in their positions during 02/03. Such stability is worth noting. Staff members include Todd Eddy (Departmental Accounting) Lhyv Oakwoman (Administrative Assistant I, receptionist) Ezra Meier (Graduate Studies Staff Assistant), Robert Castillo (Computer and Information Systems Technician) DeeDee Lopez (Undergraduate Advisor and Staff Assistant to the FE Program), Matt Allen (Technical Writer). Margaret Shinn continued as Department Administrator.

Faculty Separations, Retirements, Hiring
Professor Michael Hogan retired in May. No new tenure track faculty were hired. Full-time Visiting Lecturers continuing from the prior year and re-hired for the academic year beginning Fall 2003 were Kate Mortellaro, Jack Trujillo, Marisa Clark, and Jim Burbank. Valerie Thomas was newly hired as a full-time Visiting Lecturer to start Fall 2003. There was no Visiting Writer for the Spring 2002 term. More than 15 individuals, most teaching 2-3 courses per semester, were hired as part-time instructors over the fall and spring terms.

Tenure, Promotion, and Mid-Probationary Reviews
Julie Shigekuni stood for tenure and promotion in 02/03. After positive votes in the department and the College, she was tenured and promoted to the rank of Associate Professor in June. Anita Obermeier received a positive mid-probationary review; because she was hired with advanced standing, she will be considered for tenure and promotion in the coming 03/04 academic year. In late May and June, Lisa Chavez’s annual review suggested that she should stand for tenure in 03/04, and she requested that she be allowed to do so. After consulting with the Dean and the department faculty — all of whom indicated that her record indicated she should stand for the tenure review in the fall, she decided to do so and will stand for tenure/promotion Fall 2003.

Programs and Initiatives

Taos Writers’ Conference. The fourth UNM Taos Writers’ Conference, held in July 2002, continued the success enjoyed by the first two conferences. There were more participants (140+), and more positive evaluations from everyone involved. As I write this report, the fifth conference (held in July 2003) has continued the same pattern: more participants (150+), more positive responses.

The conference is financially healthy, earning enough to cover all expenses associated with it, including a stipend to Associate Professor Sharon Warner, who continues as Director of the conference; hourly wages to students assisting Professor Warner; and tuition remission to the conference for the several graduate students who assist with the conference. Additionally, one participant is named as the DH Lawrence Fellow and
receives free tuition to the conference. The program needs more staff support, possibly a half-time program administrator working year-round.

The Academy for Training and Consulting service center was created in February 2003. This entity allows department faculty and graduate students to consult with other UNM entities so that the fees for service accrue to this account. Programs in proposal writing offered by the Office of Research Administration were taught by Professors Johnson-Sheehan and Paine, who were instrumental in setting up the service center. As a result, more money is flowing into our department budget that can be used to support the Rhetoric and Writing program in particular and our instructional mission in general.

Twelve sections of English 101 were paired with an equal number of AS 198 sections in Fall 2002 to continue the "Freshman Learning Communities" program.

Grants, Awards, Publications
Departmental awards for excellence in teaching and research activity went to Helen Damico (Wertheim Award) and Greg Martin (Keleher Award). Lecturer Marisa Clark was honored with an Adjunct Teacher of the Year award (one of three given in the University), and TAs Jana Giles and Mary Rooks were honored with Outstanding Teaching Assistant of the Year awards (two of six given in the University). Specific citations of faculty publications and awards are collected in the Annual Biographical supplements and published by the University in a booklet, so they are not repeated here.

The reports the follow below have been edited from files written and presented by Department Program Directors.

Graduate Program

LynnDianne Beene, Director

1. Current Enrollments in the Graduate Program

Current MA Candidates:

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<td>Lit</td>
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<td>PW</td>
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Completed during year:

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Current PhD Students:

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Completed 2001-2002:

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<tr>
<td>Baca, Michelle Brown,</td>
<td>MA-Lit MA-Lit</td>
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<td>Hyon Irwin,</td>
<td>MA-PW PhD</td>
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<td>Gabriella Lenz, Karmen</td>
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<tr>
<td>Zimmerman, Dianna</td>
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<td>Bogard, Paul and</td>
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<td>Mghtader, Michael</td>
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<td>Chamberlain, Ada</td>
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<td>Giles, Jana</td>
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<td>Johnson, Katyna</td>
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<td>Mundy, Robyn</td>
<td>MA-CW</td>
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### Graduate Student/Alumni Publications

<table>
<thead>
<tr>
<th>Author</th>
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<tr>
<td>Beliele, Kelvin</td>
<td>&quot;The Union of Sombre and Bright: The Shifting Voices of Jane Johnston Schoolcraft&quot;</td>
<td>Presentation: Perspectives in Early American Indian Literature, Albuquerque</td>
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<tr>
<td>Bentley, Jon</td>
<td>&quot;Myth of the Outlaw: Novels that Rewrite the Tales&quot;</td>
<td>NEMLA, Cambridge, MA</td>
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<td></td>
<td>Western Literature Today</td>
<td>RMMLA</td>
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<tr>
<td>Evans, Shari and Mary Rooks</td>
<td><em>Instructor's Manual for Bedford Anthology of World Literature</em></td>
<td>Bedford/St. Martin's Press</td>
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<tr>
<td>Gustafson, Stephanie</td>
<td>&quot;Sarah Winnemucca's <em>Life Among the Piutes</em>: The Limits of Autobiography&quot;</td>
<td>Presentation: Perspectives in Early American Indian Literature, Albuquerque</td>
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<tr>
<td>Hooker, Rebecca</td>
<td>“The Cultural Medium: The Native Worldview in 'Psychic Experiences of an Indian Princess’”</td>
<td>Presentation: Perspectives in Early American Indian Literature, Albuquerque</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Mara, Miriam</td>
<td>“Sucking the Empire Dry: Colonial Critique in <em>The Mystery of Edwin Drood</em>”</td>
<td>Irish-American Society of Albuquerque German-American Club of Albuquerque</td>
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<td></td>
<td>“Fenua Api” (“The New Land”)</td>
<td>Presentation: Perspectives in Early American Indian Literature, Albuquerque</td>
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<td>“Ma’ohi Women Writers of Colonie French Polynesia: Passive Resistance toward a Post(-)colonial Literature”</td>
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<td>Moghtader, Michael</td>
<td>“How Medium Clarifies Message in Emerson’s ‘Divinity School Address’”</td>
<td><em>Rhetoric Review</em></td>
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<tr>
<td>Ruh, Adam</td>
<td>“Rhetorics of Survivance and the Dance of Identifies in William Apess ‘Eulogy on King Philip.’”</td>
<td>Presentation: Perspectives in Early American Indian Literature, Albuquerque</td>
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<td>Seidel, Micaela</td>
<td>“Los Silvas de Belen”</td>
<td><em>New Mexico Magazine</em>, March 2003</td>
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</table>
Washburn, Franci

"A Post(-)colonial Perspective on James Welch's *The Heartsong of Chargin Elk*"
"Oral Tradition, Lakota"

"Native American Literature"

Indigenous Nations Studies Journal

Encyclopedia of Native American Religion

Encyclopedia of Native American Religion

Weagel, Deborah

"Musical Counterpoint in Albert Camus' *L'étranger*"

"Silence in John Cage and Samuel Beckett: 4'33 and *Waiting for Godot*"

"Review: Sandra Pouchet Paquet's *Caribbean Autobiography: Cultural Identity and Self-Representation*"

"The Marriage of Figaro: A Play With No Audience"

"Musical and Verbal Counterpoint in Thirty-Two Short Films About Glenn Gould"

Journal of Modern Literature

Pastiches, Parodies, and other Imitations

The Rocky Mountain E-Review of Language and Literature

Conceptions Southwest

Presentation at International Association for Word and Music Studies, Berlin, Germany

4. **2002-2003 Graduates**

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<tr>
<th>GRADUATE</th>
<th>DATE</th>
<th>FUTURE</th>
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<tr>
<td>Arness, Tani</td>
<td>Spring 2003</td>
<td></td>
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<tr>
<td>Barrington, Marc</td>
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</tr>
<tr>
<td>Bogard, Paul</td>
<td>Spring 2003</td>
<td>PhD program at Nebraska</td>
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<tr>
<td>Christy Churchwell</td>
<td>Fall 2002</td>
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<tr>
<td>Cox, Elizabeth</td>
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<td>Employment</td>
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<tr>
<td>Dykeman, Anna</td>
<td>Spring 2003</td>
<td></td>
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<tr>
<td>Heatherington, Kat</td>
<td>Fall 2002</td>
<td>Staff, UNM Linguistics</td>
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<tr>
<td>Nicholas Johnson</td>
<td>Spring 2003</td>
<td>PhD program</td>
</tr>
<tr>
<td>Joyce, Marianne</td>
<td>Spring 2003</td>
<td>Writer in Gallup</td>
</tr>
<tr>
<td>Marcia Goodman</td>
<td>Spring 2003</td>
<td>Private practice</td>
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<tr>
<td>Landau</td>
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<tr>
<td>O'Brien, Michael</td>
<td>Spring 2003</td>
<td>Freelance Writer and PTI at UNM</td>
</tr>
<tr>
<td>Thomas, Valerie</td>
<td>Spring 2003</td>
<td>Grant Writer and PTI at UNM, Lecturer</td>
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<tr>
<td>Kelly Van Andel</td>
<td>Spring 2003</td>
<td>Yale Divinity School, New Haven, CT.</td>
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### MA GRADUATES—WRITING

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<tr>
<th>Graduate</th>
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<tbody>
<tr>
<td>Allen-Gallegos, Maya</td>
<td>Martin, Greg</td>
<td>Claiming a Culture: A New Mexico Family History</td>
</tr>
<tr>
<td>Arness, Tani</td>
<td>Martin, Greg</td>
<td>A Day of Half Light</td>
</tr>
<tr>
<td>Barrington, Marc</td>
<td>Mueller, Dan</td>
<td>Sway</td>
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<tr>
<td>Bogard, Paul</td>
<td>Martin, Greg</td>
<td>The Geography of Night</td>
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<tr>
<td>Cox, Elizabeth</td>
<td>Shigekuni, Juli</td>
<td>Lipstick &amp; Percocet: Stories</td>
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<tr>
<td>Dykeman, Anna</td>
<td>Warner, Sharon</td>
<td>The Strong Heart of Lala Wolfel</td>
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<td>Joyce, Marianne</td>
<td>Warner, Sharon</td>
<td>Dark Matter</td>
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<td>Mundy, Robyn</td>
<td>Warner, Sharon</td>
<td>Cross the Circle and Other Stories</td>
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<tr>
<td>O'Brien, Michael</td>
<td>Beene, LynnDianne</td>
<td>Working Inside Cicero's Closet: Communication Solutions for Teleworking Technical Writers</td>
</tr>
<tr>
<td>Thomas, Valerie</td>
<td>Johnson-Sheehan, Richard</td>
<td>Teaching Professional Writing to Professionals</td>
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### PhD GRADUATES

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<th>Graduate</th>
<th>Thesis Director</th>
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<tbody>
<tr>
<td>O'Shea Heather</td>
<td>Beene, LynnDianne</td>
<td>Suitable Poets in Brooks Brothers Suits</td>
</tr>
<tr>
<td>Smith, Andrew</td>
<td>Scharnhorst, Gary</td>
<td>Regeneration Through Photography: Invention and Identity in Pre-Twentieth Century United States Literature</td>
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5. Placement Statistics [partial]

<table>
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<th>STUDENT</th>
<th>DEGREE PROGRAM</th>
<th>PLACEMENT</th>
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<tr>
<td>Affeldt, Robert</td>
<td>PhD</td>
<td>Assistant Professor, University of Texas - Pan America</td>
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<td>Bogard, Paul</td>
<td>MA-CW</td>
<td>University of Nebraska, Graduate Program</td>
</tr>
<tr>
<td>Chalmers, Rebecca</td>
<td>&lt;PhD&gt;</td>
<td>Assistant Professor, North Dakota</td>
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<td>Gutjahr, Kurt</td>
<td>MA-CW</td>
<td>Iowa Writers’ Workshop, Graduate Program</td>
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<td>Mara, Andrew Flood</td>
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<td>Assistant Professor, Bowling Green State University</td>
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<tr>
<td>Mara, Miriam O’Kane</td>
<td>&lt;PhD&gt;</td>
<td>Assistant Professor, Ohio Northern University</td>
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<td>Mundy, Robyn</td>
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<td>PhD program at Edith Cowan University, Perth, Australia</td>
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<tr>
<td>O'Shea, Heather</td>
<td>PhD</td>
<td>Bosque Preparatory School, Albuquerque, NM</td>
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<tr>
<td>Smith, Andrew M.</td>
<td>PhD</td>
<td>Instructor/ Assistant Professor, Lafayette University</td>
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6. Graduate Applications/Admissions For Fall 2003

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<th>Applications for Fall 2002 Admission</th>
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The Graduate Program received 317 application inquiries, 303 from 44 U.S. states and 14 from 7 foreign countries:

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<th># of inquiries</th>
<th>Location</th>
<th># of inquiries</th>
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Note: The total number of inquiries is 202, with an additional 28 from foreign countries.
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<tr>
<td>Follansbee, Michael</td>
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<td>Fox, Leslie</td>
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<td>Gee, Melody</td>
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<td>Kinsey, Valerie</td>
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<td>CW</td>
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<td>Krosinsky, Sari</td>
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<td>CW</td>
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<tr>
<td>Morales, Juan</td>
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<td>Shoudt, Valerie</td>
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<td>Bowen-Mercer, Carrie</td>
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<td>Marks, David</td>
<td>PhD</td>
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<tr>
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<td>Myers, Whitney</td>
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<td>Lit—AI&amp;IL</td>
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<td>Nelson, Michaelann</td>
<td>PhD</td>
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<tr>
<td>Rowland, Amy</td>
<td>PhD</td>
<td>Lit &amp; Rhetoric</td>
</tr>
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</table>
7. Graduate Committee Notes

Membership on the Graduate Committee for Academic 2002-2003 was Lynn Beene (Chair), Steven Brandon, Helen Damico, Richard Johnson-Sheehan, Feroza Jussawalla, Greg Martin, Charles Paine, Gary Scharnhorst, Sharon Warner, and graduate student representative Susan Reese. Among this group of faculty members, Professors Brandon and Damico and MA candidate Susan Reese deserve special mention for their exceptional work for the Committee and the Director. If the Graduate program had a commendation it could deliver for service above and beyond expectations, these three individuals should receive it.

Accomplishments:
• Passed single-option PhD program for incoming PhD students, Fall 2003.
• Wrote and distributed booklet, *MA in English: Language and Literature*
• Wrote and distributed booklet, *MA in English: Writing*
• Wrote and distributed booklet, *PhD in English*
• Revised, updated, and standardized reading lists for all PhD fields
• Enrolled 10 graduate-only courses during academic year, including one graduate-only course for Summer 2003 session.
• Revised information about degree programs for departmental website.
• Revised and updated the University brochure on English Department programs, both graduate and undergraduate.

Future Work:
• Revisit structure of MA examination. During the semester, several of the members of the Graduate Committee expressed concern that the MA examination did not provide sufficient background in literary history for students considering doctoral degree work. The Committee members want to discuss this issue during the coming year in the context of the Graduate Review report that prompted a change from area examinations to the 50-Item reading list.
• Revisit the nature of the 50-Item reading list. The 50-item list is drawn from the PhD reading lists in literature. However, in the past the list has seldom changed and has seldom represented areas such as Southwest Literature, American Indian & Indigenous Peoples' Literature, etc. Members of the Committee brought up several issues concerning the 50-item list:
  • The list should be revised every three years instead of every year
  • The list should reflect canonical texts in British and American Literatures
  • The list should reflect literary theory and the broad range of literatures
  • The list should be more obviously tied to the courses offered
  • The list should be abandoned in favor of an examination centered on chronological literary fields.
• Revisit the promotional materials that advertise the graduate degree programs. Prof. Johnson-Sheehan prepared last year a flyer and a poster on the Professional Writing programs that the department distributed to numerous higher education institutions. These documents, however, did not include information about the overall graduate program. During the 2003-2004 year, the Committee wants to create similar materials for public relations work.

• Begin gathering data for Graduate Review. During the 2004-2005 academic year, the graduate program in English is due for accreditation review. Work on this project should begin sometime in Spring 2004.

8. Graduate Program Scholarly Expenditures

<table>
<thead>
<tr>
<th>Expenditure</th>
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<th>Explanation</th>
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</table>

1. Pending financial information.

2. Students who are not yet registered were not counted in this tally.
Undergraduate Program  Garry Harrison, Director

In addition to the ongoing management of the undergraduate office, holding undergraduate committee meetings, advising students, running the honors' program, and overseeing the activities of Sigma Tau Delta, the undergraduate director devoted a significant share of effort in making curriculum changes for the new UNM Catalog. These changes are described briefly below, along with the action items from the Undergraduate Committee. All activities of the committee and all changes to the curriculum are recorded in the various minutes of the undergraduate committee meetings, submitted during the term of this report.

Last year's goals to improve the structure, clarity, and consistency of our honors' program and to increase the membership of Sigma Tau Delta were met. There is still room for improvement to our informational brochures, as well as to improve the sense of community among our undergraduates. In 2003/2004 the major focus for the undergraduate director will be to update our brochures to reflect the curriculum changes and to continue efforts to improve our informational brochures. In addition, the director will hold informational meetings for undergraduates and visit English 250 classrooms to promote our honors programs, Sigma Tau Delta, and to field questions about the various concentrations.

Undergraduate Committee. Committee members this year were Elizabeth Archuleta, Feroza Jussawalla, Dan Mueller, Anita Obermeier, Jerry Shea, and Carolyn Woodward, who was our faculty advisor for Sigma Tau Delta again this year. The committee on a monthly basis Fall and Spring semesters.

Action Items:
1. Voted to approve several curriculum changes, as described below.
2. Awarded honors and evaluated honors theses and proposals.
3. Voted to require honors applicants to provide a letter of recommendation from a tenure-track, English department faculty member with their application, and for honors candidates to enroll in an independent study with their faculty advisor in order to write the prospectus and prepare a first draft of the thesis at least the semester before enrolling in English 490, Senior Honors Thesis.
4. Drafted and approved guidelines for teaching English 250 (see attached).

Curriculum changes. We submitted forms A, B, and C to make significant revisions in our undergraduate program, revising the requirements for the Creative Writing concentration and adding a sequence of courses in Creative Nonfiction; revising the concentration in Medieval Studies; renumbering the sequence of British Literature courses at the 400 level; adding new courses in American Indian and Indigenous literature, Postcolonial literature, and Topics in Medieval Studies.

Enrollments - 2002-2003. According to the Spring 2002 Major listing, enrollments in English for Spring 2003, we have 387 English majors, divided among the various concentrations as follows.
## Major Concentration

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Spring 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature (PreGrad/Liberal Arts)</td>
<td>204 (52.5%)</td>
</tr>
<tr>
<td>English/Philosophy</td>
<td>22 (5.6%)</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>105 (27.2%)</td>
</tr>
<tr>
<td>Professional Writing</td>
<td>51 (13.2%)</td>
</tr>
<tr>
<td>Double majors</td>
<td>5 (1.3%)</td>
</tr>
<tr>
<td>Total:</td>
<td>387</td>
</tr>
</tbody>
</table>

### Graduation

We graduated the following numbers of students:

- **Summer 2002**: 4
- **Fall 2002**: 40
- **Spring 2003**: 81

### Undergraduate Awards

Undergraduate awards were given as follows:

- **Reba Rutz Beidleman Award**: Amanda Hooker
- **Howard Dean Everett Scholarship**: Rose Simpson
- **Irene M. Kimball Endowed Scholarship**: Shirley Chase
- **Mary M. MacDonald Scholarship**: Carolyn Ehlers
- **Katherine G. Simons Scholarship**: Laura Powell
- **New Mexico Folklore Prize**: Robyn Gleasner
- **Dale and Ivan Melada Endowed Scholarship**: Keri Burson
- **Joseph b. Zavadil Memorial Scholarship**: Christopher Hallada

### Departmental Honors

In Fall and Spring, we graduate five students with *magna cum laude*, and three *cum laude*. Honors recipients were as follows:

- **Magna cum laude**: Amanda Hooker, Laura Powell, Alyce Jean Richardson (Fall graduate), Tiffany Shelton, and Astrid Winegar (Fall graduate)
- **Cum laude**: Kathryin J. Allen, Zacahary Norwood, and Michael Willey

### Sigma Tau Delta

Carolyn Woodward served as faculty advisor for Sigma Tau Delta. Under her guidance, the Sigma Tau Delta president Benjamin V. Guevera and other officers focused upon recruitment, reorganizing and supervising the English Department Library; publishing a newsletter, *The Signifier*; and electing new officers. The goals for 2003-2004 are to increase Sigma Tau Delta’s activities serving the UNM and local community by setting up an outreach tutoring program for schools with special needs.

### Creative Writing

**Sharon Warner, Director**

**ENROLLMENT:**

Undergraduate enrollment in creative writing workshops continues to be strong. At present, we have about 140 English majors with concentrations in creative writing. In
addition, many students choose to take creative writing classes as electives and/or for enrichment.

**Graduate enrollment**
Spring 2003:
7 complete applications
5 admitted (2nd attempt for 2; the others had all taken classes)

Fall 2003:
27 complete applications
12 offered admission (7 accepted admission)

**CURRICULUM NEWS:**

**Review and Changes to the Undergraduate Concentration**
The undergraduate concentration was revised and approved and will be part of the new catalogue.

**Creative Non-fiction Curriculum**
223, 323, 423, and 523—workshops in creative non-fiction—were added to the offerings and will be part of the new catalogue.

**M.F.A. Proposal**
In the fall of 2002, the regular CW faculty agreed on a direction for the program. We decided to move forward with a proposal to change the M.A. degree to an M.F.A., which is now the preferred graduate degree in creative writing. Greg Martin has spearheaded this process, and the proposal has made rapid progress. It was passed unanimously by the Graduate Committee, the Executive Committee and the Department, and is currently one of the Dean's initiatives for the 2003-2004 school year.

**UNM Performing Arts and Creative Practice Award**
Creative Writing is included in a five-year pilot program offering four-year undergraduate scholarships to students majoring in Art, Theatre, Dance, Media Arts, Studio Art, Architecture, and English/Creative Writing. The first scholarship was awarded to Marisa F. DeBlasio of Albuquerque. She will begin attending UNM in the fall.

**FACULTY ACCOMPLISHMENTS:**

Greg Martin received the Julia M. Keleher Faculty Award for 2002-2003 in recognition of his contributions as a teacher. He gave a reading at the University of Nevada-Reno, where he received the Silver Pen Award. As winner of the Washington State Book Award, he also gave three readings in Seattle for the Washington Center for the Book. Mountain City, Martin's memoir of the life of a town of 33 in remote northeastern Nevada, was selected by both Carson City, Nevada and Nampa, Idaho in March and April of 2003. Over 650 books were distributed free to the public and Martin and his Aunt Lou and Uncle Mel (characters in the memoir) gave readings and talks and took questions in both places.
Daniel Mueller led week-long fiction workshops at Critical Connection Writers’ Conference (Ann Arbor, MI), UNM’s Taos Summer Writers’ Conference, and Cranbrook Retreat for Writers (Bloomfield Hills, MI). He published two book reviews in *Third Coast Review* and is completing a draft of his first novel, tentatively titled *Dr. Golf*.


Diane Thiel was plenary speaker and reader at the Robinson Jeffers Conference: Directions in Environmentalism in Flagstaff, AZ in April of 2003. Her poetry appeared in the anthology, *And We the Creatures* (2003). Her poem, “The Minefield,” was selected for the new compact edition of *The Bedford Introduction to Literature*. Other reprint credits include “Memento Mori in Middle School,” which appeared in two Longman anthologies and “Bedside Readers” included in *101 Poems to Help You Understand Men (and Women)*. Diane also published several new poems in literary magazines and contributed two short critical pieces to instructors’ manuals.

Lisa D. Chávez received a second place award from the Latino Literary Hall of Fame for her collection of poems, *In an Angry Season*. The Latino Literary Hall of Fame and the Edward James Olmos Latino book and Family Festival sponsor the awards to recognize publishers and authors that serve the Latino market. Her essay, “Guns” appeared in *Clackamas Literary Review*, and another essay, “The Romance Novel,” was published in the Spring 2002 issue of *Fourth Genre*.

Sharon Oard Warner essay’s entitled, “What We Talk About When We Talk About Love” appeared in the November 2002 issue of *The Writer*. Her short story, “Signs of Life,” was published in the Spring 2003 issue of *Prairie Schooner*. She was one of three writers featured in *The New Mexico Business Journal* (Oct. 2003). Also in October, she was a visiting writer at the University of North Texas. May 15-16, she taught at the first annual Latino Writers’ Conference, sponsored by the National Hispanic Cultural Center.

Part-time instructor Amy Beeder won second place in the River Styx Poetry Contest, judged by Ellen Bryant Voight. There were 500 entries. Amy also has work forthcoming from *Beloit Poetry Journal, Prairie Schooner, Connecticut Review, Pleiades, Margie: An American Journal of Poetry*, and *Hawai‘i Pacific Review*.

Lecturer Marisa Clark was named an Outstanding Adjunct Teacher of the Year for 2002-2003.

Lecturer Blas Falconer accepted a tenure-track appointment at Austin Peay State University in Nashville, TN.

STUDENT ACCOMPLISHMENTS AND UPDATES:

Undergraduate Students
Chuck Elmore ('97), is Fine Arts Coordinator at Academics and Sports Learning Center in Los Ranchos de Albuquerque. He teaches creative writing, drama, guitar, and drums.

Grady Taynes (F 02) was accepted into the MFA program at Indiana University with a tuition remission, teaching assistantship, and the Chancellor's Minority Fellowship.

Lindsey Noelle Nichols (02) was accepted in the M.F.A. program in creative writing at Sarah Lawrence College.

Kate Smith ('01) is working with a prominent New York agent to place a novel she began work on as an undergraduate in our cw program. Her first screenplay was televised this spring.

Elena Sanchez ('02) was accepted in the M.F.A. program in creative writing at Mills College.

Megann Sept (02) was accepted in the M.F.A. program in creative writing at Mills College.

Katherine Landon (03) had poems anthologized in England and won a Route 66 Prize for a short screenplay, which is currently in production.

Lyle Skains (02) was accepted into the M.F.A. program in creative writing at U.S.C.

Alissa Johnson (02) was accepted into the M.F.A. program in creative writing at Arizona State University.

Monica Summers (93), spent ten years as a journalist but is now a high-school English teacher in the New York City Public Schools.


Graduate Students

Maya Allen-Gallegos, MA PW/ CW graduate, is working as a copy editor for UNM Press.

Jana Giles (Ph.D. candidate in English) was awarded the Blue Mesa Review fellowship for 2003-04. She will serve as managing editor for BMR Issue 16.

Ada Chamberlain, MA CW graduate, continues to make her mark on the world of film. She won Best Producer for Linoleum, a short film written and directed by Gregor Clark, at the Columbia University Film Festival 2002. Chamberlain also produced Dave Silver's Gasoline, which won the Best Short Film at Sundance Film Festival 2002. Her next project will be Des Moines, another collaboration with Clark developed with Academy-award-winning director Milos Forman.

Donna Fine, MA CW graduate, is working as an editor at Tharpa Publications,
Jennifer Ferraro, MA CW student, was awarded a $1,000 general research grant from the Graduate and Professional Student Association (GPSA). The grant will support the production of a performance that will be a collaboration between poetry, dance, and music called “Dancing with Words.”

Kurt Gutjahr, MA CW graduate, and current Taos Assistant, was accepted into the prestigious Iowa Writers’ Workshop at the University of Iowa. In addition, he was awarded an assistantship with the Iowa Summer Writers’ Festival. Gutjahr’s story, “Groundwater” was a finalist in the Best New American Voices short story competition.

Carrie Meadows, MA CW student, was selected as an intern for two special interest groups of the Conference on College Composition and Communication: the American Indian Scholar’s Caucus and the Coalition of Women Scholars in the History of Rhetoric and Composition.

Robyn Mundy, MA CW graduate, received second place in fiction in the Fourth Annual Prentice Hall Student Writing Contest for her story “Salon de Belleza.” The contest is run in conjunction with Hayden’s Ferry Review. Mundy’s story, “Across the Circle” was a finalist in the Best New American Voices short story competition. She has been accepted into the Ph.D. program at Edith Cowan University and has received a 3-year $18,000 annual Australian scholarship.

Michelle Pierce, MA CW graduate, is currently teaching at the Nairopa Institute.

Rachel Pratt, MA CW student, won the Missouri Review essay contest with a piece from her manuscript in progress about her time as a Peace Corps volunteer in the Solomon Islands.

PROGRAM INITIATIVES:

Blue Mesa Review
Issue #15 of BMR was published in April of 2002 and celebrated with a reading and reception. Julie Shigekuni continued in her post as editor and has brought stability and increased visibility to the magazine. This year’s managing editor was PW MA graduate student, Gabriela Irwin. Poetry editor was Amy Beeder. Fiction editor was Daniel Mueller, Nonfiction Editor was Lisa Chávez, and Book Review Editor was Diane Thiel. Highlights of this issue include a special section of poems by Emeritus Professor Frumkin, edited by graduate student, Larry Goeckel. “Threes and Other Good Numbers” by James Barry won the BMR Fiction Contest, and Anne Egger’s poems “Aberration,” “Oriental Poppies,” and “1986” won the Poetry Contest. Their work appears in the issue as well.

Writer’s Inn
In 2002-2003, the Writers’ Inn accepted submissions from public schools and interested community members and was staffed by graduate student Dianna Zimmerman. However, as of May 2003, the CW faculty agreed to suspend Writers’ Inn until we have
a writers-in-the-schools program and/or a young writers' conference in place that will create a group of programs designed to reach out to high school writing students.

Taos Summer Writers' Conference
In 2002, the Taos Conference offered five weekend and ten weeklong workshops in poetry, fiction, travel writing, and publishing and continued to attract participants from around the nation.

Scholarship Winners for 2002
Weeklong Fiction: Abby Mims of Hollywood, CA
Weekend Fiction: Nina Ronstadt of San Diego, CA
Weeklong Poetry: Lynn Luoma of Brunswick, OH
Weekend Poetry: Madelyn Garner of Denver, CO
Taos Resident Awards: Meisha Cantú and Kyra Ryan

The 2002 D. H. Lawrence Fellow was poet Andrea Hollander Budy, writer-in-residence at Lyons College in Batesville, AR. Ms. Budy is the author of House Without a Dreamer (Story Line Press, 1993) and The Other Life (Story Line Press, 2001).

Poets & Writers Series for 2002-2003

Fall 2002 Series:
Sept. 10: Gene Frumkin, Poet and Professor Emeritus UNM English
Sept. 26: Lisa Chávez and Diane Thiel, UNM English
Oct. 15: Karen McElmurray, Novelist and Memoirist
Oct. 24: Brad Wetzler, Travel Writer and Editor
Nov. 14: Evelina Zuni Lucero, Novelist and Winner of the Native Writers First Circle Award

Spring 2003 Series:
Feb. 7: Simon Ortiz, Poet, Short-Fiction Writer, and Essayist
Feb. 13: R.S. Gwynn, Poet, Critic, and Editor
March 6: Anne Raeff, Novelist
April 3: Nahid Rachlin, Novelist
April 17: Bruce Bond, Poet

Awards:
American Academy of Poets Award: Katherine DeBlassie
D. H. Lawrence Fiction Award: Paul Lynch
New Mexico Folklore Prize: Robyn Gleasner
Lena M. Todd Memorial Prizes:
Fiction: Grady C. Jaynes
Poetry: Jeff Proctor
Creative Nonfiction: Jennifer Autumn Warwick


Medieval Studies
Helen Damico, Director

The Medieval Studies Program in English (MSPE) has an advisory and standing committee comprised of the two medievalists in English (Anita Obermeier and Helen
Damico), the undergraduate director in English, and the director of Institute for Medieval Studies (Tim Graham of the History Department). The committee approves all actions taken in the name of MSPE.

1. Objectives Accomplished in 2002-2003. The objective in 02/03 was to stabilize and formalize the degree program. Hence, the curricular action was: (1) to revise the graduate and undergraduate degree programs; (2) to propose and implement a new topics course in Medieval Studies (to be cross-listed with History, Foreign Languages and Literatures, Religious Studies, Art and Art History, etc.); (3) to revise catalog copy for the degree programs, (4) to institutionalize cooperative arrangements between English and IMS; (5) to initiate programs for graduate recruitment. Except for the Ph.D. degree in Medieval History, the degree programs in Medieval Studies are all in the Department of English, where there is a Ph.D. and M.A. concentration in Medieval Studies, and an undergraduate minor in Medieval Studies. (The objective for 03/04 is to work toward an undergraduate major concentration in Medieval Studies.) Thus the curricular revisions and other programmatic initiatives largely took effect in the existing degree programs in English. (The objective for 03-04 is to collaborate with the IMS in working towards curricular initiatives in History, Foreign Languages, and Art History.)

1a. The revision of the graduate and undergraduate degree programs (1) and the implementation of a new topics course in Medieval Studies (2): These initiatives are a response and an accommodation to changes in the field, in which a number of subdisciplines have appeared in areas such as the history of scholarship, medieval aesthetics, and cultural and historical theoretical approaches. This curricular revision also will utilize faculty resources in specialized areas and from other departments, as for example, Timothy Graham’s expertise in manuscript and paleographic studies, which will be taught under the new topics course and will also open the door to further interdisciplinary and interdepartmental curricular innovation. Revised and new catalog copy (3) concerning these curricular changes is in place and will appear in the forthcoming catalog.

1b. MSPE is in the process of stabilizing and formalizing its cooperative arrangement with IMS (4); and faculty resources. Because MSPE is the curricular focus of the institute, IMS offers instructional and student support to English. It also recognizes the efforts of English faculty by supporting their research in a modest way. IMS is in the process of negotiating with English to formalize its commitment to providing strong faculty to offer the necessary courses in line with a major degree program.

At present, English has two medievalists: one in Old English and Comparative Germanic literatures, one in Middle English literature excluding Chaucer, with expertise in European comparative literature and biblical backgrounds to medieval literature. It lacks a Chaucerian who would be a mainstay in MSPE, and because of the multi-cultural commitment of the MSPE, the Chaucerian must have strong credentials in world literature and world mythology. These are essential elements to the study of medieval English literature and culture, especially with regards to Chaucer. Middle English literature and culture was influenced greatly by the Middle East (there are Islamic and Asian resonances in Chaucer, for example). A faculty member whose focus was on the
intercultural influences on Chaucer not only would be extremely useful in IMS's continued mission toward offering multi-cultural and interdisciplinary public and university curricular programs, but will emphasize English's interdisciplinary commitment.

The MSPE's curricular offering and development are stalemated, as we cannot fully move toward establishing the desired variety, consistency, and regularized progression of courses, which is essential if the English program is going to grow.

**Graduate student recruitment.** Retaining our strong faculty helps us recruit strong graduate students. In 02/03, seven applied for our graduate programs, two were accepted and enrolled.

In order to enhance the life of our graduate students, we have instituted several grants and prizes this year: (1) $500 travel/study/research award (administered by the Medieval Studies in English Program); (2) a welcoming stipend of $350 for incoming graduate students; (3) a scholarly incentive award offered by IMS (to be instituted in 2003-2004) for students who do exemplary academic work.

The graduate students working toward a degree at the moment number seven; one is ABD in Old English; one is ABD in a split modern and medieval degree; three are on Ph.D. Tracks; two are on MA tracks.

Undergraduate minors are more difficult to keep records of, but Professor Obermeiers reports that according to the Medieval Studies Student Organization, there is an increasing number of undergraduate students interested in the program.

Course enrollments. In 02/03, Professor Obermeier was on leave in the Spring. Based on past records, her absence effectively lessened our student enrollments by 50. Fall (Damico, 48/17) (Obermeier, 32/17); Spring (Damico 28/6).

**III. Objectives for 2003-2004**

(1) MSPE, in collaboration with IMS, plans to approach the Department of Art and Art History to seek a replacement for Cynthia Robinson, an Assistant Professor of Art History who is relocating to Cornell University; likewise we will lay the groundwork for discussions with other academic units for curricular enhancement that will strengthen the degree programs in English. Strengthening and raising the profile of our degree programs will not only help us retain our faculty, but it will lead to potential growth of and creativity in curricular matters.

(2) Institute an undergraduate major;

(3) Renumber the undergraduate courses to provide a consistent and progressive curricular program;

(4) Initiate graduate recruitment measures.
Rhetoric and Writing Program    Richard Johnson-Sheehan, Director  
Associate Directors, Susan Romano and Charles Paine

This year, the Rhetoric and Writing program completed its transition, merging the Professional Writing Program with the Freshman English Program into one larger program. We now have a triad of directors who oversee this comprehensive writing program, which handles courses from the 100-600 level, including BA, MA, and Ph.D. degrees. Throughout the year, we have been doing strategic planning, defining job descriptions for directors and graduate assistants, and reworking policies.

Thus far, the move to a triad of directors seems to be working well. The responsibility of the Director of Rhetoric and Writing is to coordinate with departments and colleges about their writing instruction needs. The two Associate Directors of Rhetoric and Writing are responsible for fostering a positive teaching culture and creating a comprehensive plan for research and curriculum development in this field.

Rhetoric and Writing/Professional Writing  
A major task this Fall 2002 was the revision of our part of the University Catalog. We added new courses, including Science, Medical, and Nature Writing (English 413/513), Documentation (English 414/514), and Publishing (English 415/515). We changed the number of the undergraduate course in Genre (English 387) to a senior-level course (English 487). And finally, we changed the name of Technical Writing (English 219) to Professional and Technical Writing (English 219) to reflect a broader coverage of business and professional writing.

In the Fall 2002, we continued our public relations campaign by advertising on the radio (KUNM) and sending out posters and letters to 100 universities that could be feeders into our graduate programs in writing. We are also revising the Rhetoric and Writing graduate brochure to reflect changes for the 2003-2005 university catalog.

In the Spring 2003, we created a “service center” that will manage the workshops and consulting that we do on the UNM campus. Professors Johnson-Sheehan and Paine continue to offer popular workshops on grant writing to the UNM Hospital and the Office of Research Services. Our graduate students have been serving as coaches and editors for Medical Doctors at the UNM Hospital.

We are working with the Physics Department on the NSF IGERT Grant. Professor Johnson-Sheehan is teaching a class on Scientific Writing (Physics 501) in the Physics Department in the summer. He is also coordinating their attempts to put more writing in physics classrooms. We are also continuing to work with the Office of Research Services to create an immersion program for scientists from Sarov, Russia. We are currently resubmitting a Carnegie Foundation Grant to fund this project.

Our doctoral program placed three of its graduates in tenure-track positions. Michael Moghtader took a position at James Madison University, Andy Mara took a position at Bowling Green State, and Robert Affeldt took a position at the University of Texas—Pan American. One of our recent former graduates, Lisa Craig accepted a tenure-track position at Slippery Rock University (PA).
The Rhetoric and Writing Program offered a Dissertation Retreat in January 2003 for students who are writing their dissertations or theses. The retreat lasted 3 days with 7 participants. In the retreat, the students learned how to write prospectuses, theses, and dissertations. Breakfast and lunch was available for them, and they were given offices in which to work.

The Melada Scholarship in Professional Writing ($1500) went to Keri Burson. Michael Moghtader and Paul Bogard both won the Rhetoric and Writing Award ($400 each).

Our internship program placed 24 students in positions both on and off campus.

**Freshman English**
The Freshman English program is now folded into the larger Rhetoric and Writing program. However, it is still considered a separate program that requires a great amount of our attention and effort.

Professors Romano and Paine implemented an objective-driven system that standardizes our First-Year Composition courses (English 101 and 102). We are now working to use the same approach to standardize our courses in Professional and Technical Writing (English 219) and Advanced Composition (English 220). Standardization of these four courses is vital, because they are in the University's core curriculum.

In the Freshman English Program, we implemented a more thorough assessment system that included observations of classes by directors and peer observations among teaching assistants, instructors, and lecturers.

We also implemented the “matrix mentoring system” in which new teaching assistants were matched up with professors and mentors who oversaw their growth as teachers in our program. The additional mentoring was clearly helpful to these new teaching assistants, and support for their teaching was greatly improved.

The Freshman Learning Communities stabilized at 20 sections. We are expecting to offer 12 sections this Fall, as new departments enter the FLC system.

This year, we had 30 new Teaching Assistants. Twenty-four of these TAs were from the English Department and 6 were from the College of Arts and Sciences.

The Rhetoric and Writing Graduate Assistants, who mainly helped out with the FE program, were Shari Evans and Michael Moghtader. They were primarily responsible for helping evaluate teaching, mentoring instructors and lecturers, textbook selection, and staffing the R&W Office.

We fully incorporated the Mercury Reader for the 2002-2003 year, and we have decided to change the English 102 textbook from *Signs of Life* to *Good Reasons*. Professors Romano and Paine have been working hard toward revising the English 102 class to be a more recognizable course in Argument.
During the period covered in this report, the Department of Foreign Languages and Literatures had an eventful year.

**Milestones.** Stephen Bishop, Assistant Professor of French, passed his third-year review, the first major hurdle in his progress toward tenure. In May for the second straight year he led a group of students on a study tour in France, for which they received academic credit.

Monica Cyrino will be on leave during 2003-2004, while teaching at the University of Arizona in Tucson.

Natasha Kolchevska, Associate Professor of Russian, received promotion this year to Professor.

Katrin Schroeter, Assistant Professor of German, received promotion and tenure this spring to become Associate Professor.

Peter Pabisch, Professor of German, was in Europe in Spring 2003 on sabbatical.

**Lectureships.** The department is recommending the upgrading of the temporary, part-time position in Italian to a permanent Lectureship. It also recommends a similar upgrading of the position of Lower Division Coordinator in French, currently occupied by Marina Peters-Newell, to LDC for the entire language department. The lecturer in this position will be in charge of training teaching assistants during orientation and supervising them during the course of the semester.

**Vacancies.** Next year the department will be in line also to fill the fourth tenure-track vacancy in French created by the departure of Deborah Jenson in 2002; the position calls for a 19th-century specialist. Second on the list of vacancies to be filled will be the German position which will open up after the departure of Peter Pabisch when he retires at the end of this academic year.

**Evaluation.** The graduate unit of the department, which offers M.A. degrees in Comparative Literature/Cultural Studies, German Studies, and French Studies, and a Ph.D. in French studies, came under the scrutiny of a team of outside evaluators including Fred Ahl, Cornell; Angelika Bammer, Emory; and Marie-Pierre le Hir, Arizona, with Jane Slaughter from UNM’s History department being the local member. The team was here for three days in April 2003 and (without the participation of Prof. Slaughter) issued a report commending the department for the many things it tries to do, but also recommending many changes in the graduate program, and above all the
appointment of a strong Graduate Director who would have free reign to normalize professional standards for all three of the graduate programs. This very week, the department is preparing a response to the report which will recommend ways in which we can grow together as a department.

Staff. The office staff completely changed. John Owen resigned and moved on to a new job on the east coast. Wilma Williams, Departmental Administrator, has not been in the office since June when she left on vacation and was then placed on paid administrative leave. Filling the Administrator position will be one of our top priorities in the coming months. In the meantime, Lana Sohns is the new administrative assistant replacing John Owen, and she has done an excellent job at the many tasks she has had to perform almost singlehandedly in the office.

Publications.


Peter Pabisch published three books,


Going On Thirty Years: The German Summer School of New Mexico (Vermillion 2002).

And illustrated a third:

Bakal's Unfamiliar Quotations by Richard Bakal (Ridgefield 2002).


Outside Professional Activities of Staff Members

Susanne Baackmann delivered a talk, “Kinder als Zeugen des Holocaust im jüngsten Film.” At the Universität Duisburg, Germany
Stephen Bishop in addition to leading a class to France in the French Study Abroad program (see above), was member of the MLA Executive Committee—Law as Literature Discussion Group. He was session organizer “Cinéma et société au Cameroun,” at the Conseil international d’études francophones, New Orleans, June 2003, where he delivered a talk, “La justesse et la justice du discours dans les films de Jean-Marie Teno.”


Natasha Kolchevska was elected Vice-President and is President Elect of American Women in Slavic Studies, an international scholarly organization. She presented two papers, “The Art of Memory: Camp Memoirs and Their Cultural Context” at the RMMLA in Scottsdale, Arizona.

Also in summer 2002, Dr. Kolchevska conducted the National Endowment for the Humanities institute on Tchaikovsky’s “Eugene Onegin,” for which she had received a $123,000 grant the previous year.

Byron Lindsey delivered a talk, “Slovo k tselomu: o poetike prozy Dmitriia Bakina” at the International Association of Teachers of Russian Language and Literature in St. Petersburg, Russia, July 2003.


Peter Pabisch successfully completed a long list of scholarly activities during 2002-2003, part of which was during the period of his sabbatical in Europe. A complete report of these many activities is on file in the FLL chair’s office. They included, (for example), scholarly talks on “East-European German Literature in the USA” in Graz, Austria and “The Contribution of Leslie Willson” in Vaasa-Finland.


Katrin Schroeter presented two papers:


"From Wunderkinder to Kellerkinder: German Films of the 1950s" at the German Studies Association, New Orleans, Sept. 2003.

Developments During the Academic Year

*Geography Alliance*

In January the New Mexico Geographic Alliance (NMGA) was moved to the Department of Geography and Paul Matthews became the coordinator. NMGA is a not-for-profit professional organization dedicated to enhancing geography education through teacher training and curriculum development. One of fifty alliances nationwide, the NMGA is an active and vital part of New Mexico's professional education community. NMGA membership includes K-12 teachers and administrators, college professors, geographers, administrators, as well as state and federal legislators.

One of the strategies that NMGA uses to reach its goal of enhancing geography education is an annual Alliance Summer Geographic Institute (ASGI). This last summer's Institute had 16 teachers attending. In addition to the summer institute the Alliance sponsored a spring workshop of the Middle East for 14 teachers. The impact of ASGI on geography education is impressive. It has been estimated that the training given teachers during the ASGI impacts the education of approximately fifty thousand New Mexico students each year. The quest of NMGA is to produce a geographically literate society through established national geographic standards, teacher training, curriculum development and quality learning materials.

*Speaker series (Organized and executed by Dr. Brad Cullen, Project Director)*

One of the most pressing issues facing humankind in this century is the conflict between society and the environment. Each of the lecturers in the series entitled "Visions of the American West" addressed one or more of these conflicts. The goal of the lecture series was to tackle environmental issues facing the American West and to provide audiences with up-to-date, authoritative, and inspirational reports on what has happened, where we are now, and what can be done.

All of the lectures were given by nationally or locally recognized figures in the academic, civic, and policy realms, and the papers (plus illustrations) were published (in their entirety) in the "Insight & Opinion" section of the *Albuquerque Tribune*.

Alan Berger ("The Post-Technological Western Landscape") used aerial photography, maps, designs, charts, and analyses to document the challenge of reclaiming the 200,000+ open-pit mines in the West and to suggest innovative, inspired treatments for these sores on the landscape. Deborah and Frank Poppers' ("The Buffalo Commons and The Future Of The Plains") proposal to create a 'buffalo common' on land unsuitable for agriculture in the Great Plains aroused both enthusiasts and skeptics. The blending of people and nature in an urban setting was artfully proposed by Rutherford Platt ("The Ecological City") and is a concept whom most agreed should have been embraced decades ago.
The series was concluded with a panel discussion ("Moving the Message of the West") that provided an analysis of not only the various communication’s mediums (David Dunaway-radio, Michael Kamins-television, Charles Little-magazine, Larry Spohn-newspapers, and George Thompson-books) attempts to cover environmental issues, but each individuals frustrations with, assessment of, and visions for their respective medium. In short, the lecturers were the strength of the lecture series.

**Southwest Institute**

The Geography Department continues to support the Southwest Institute, which provides outstanding educational travel to those who wish to explore and experience the rich diversity of the greater Southwest. This summer the program was "A Four Corners’ Foray" which explored the dramatic natural landscapes and scenic settlement areas around the common point shared by Arizona, Colorado, Utah and New Mexico. The rocks and ruins of this area witnessed the settlement of Utes, Navajos, Mormons, miners, and railroaders. Seventy-five participants (44 from New Mexico, 31 from outside) attended three separate programs: May 17-24, May 31-June 7, and June 14-21. Each consisted of a four-hour lecture series the evening before a seven-day field trip. Eleven local hosts along the way joined a traveling interdisciplinary faculty of five to share a comprehensive overview of the area’s geology, geography, anthropology, history, ecology, economy, and current issues.

**NMGIC GIT Forum**

The October meeting of the New Mexico Geographic Information Council was attended by faculty and Dean Dasenbrock to participate in a GIT Forum aimed at discussing the current and projected needs for a GIT curriculum. The Forum was preceded by a Task Force report commissioned by the Dean to characterize the extent of UNM’s programs in GIT, and to make recommendations regarding a model for GIT instruction. The Panel included 13 people from government, industry, and academia. The goals for the Forum were: (a) to discover what administrative model to follow (e.g., centralized within a single department, such as the Geography Department, joining capabilities of several departments by creating a GIT Center); (b) to determine how to configure resources to meet the needs of the community; and (c) to answer the question "Can UNM be adaptable?" in tailoring a program that can track the "moving target" of GI technology.

**Plans and Recommendations for the Near Future**

**GIT Curriculum Group**

Plans are underway to invite key members of the GIT community to serve on an Industry Curriculum Guidance Group to provide input to the Department’s evolving curriculum in Geographic Information Science (GI-Science). Both the Chair and the Dean will sign the letter of invitation. The scope and operating procedures of the group will be adopted at their first meeting, hopefully in late January 2004. Among the expectations of the faculty will be discussion about: (a) existing course content for Geography 281L, 381L, 386, 483/583L, 484/584, 487L/587L, 488L/588L, and 522; (b) course structuring; and (c) the possible role of online curricula in adding breadth to educational opportunities now limited by faculty size and hiring limitations.
Online Model Curriculum
It is hoped that the Department will offer an online course in spring '04 using a regular faculty member as the Instructor-of-Record (course and instructor to be selected). A preliminary meeting among the Chair, Associate Dean for academic affairs (Wanda Martin), and representatives from the Model Curriculum development team at University of Mississippi resulted in an agreement in principle for a no-cost experiment to beta-test one of the curriculum courses.

Fund-Raising for GIT Laboratory
A fund-raising campaign is being mounted to solicit contributions from Geography Alumni, the GIT Industry of New Mexico, and NMGC membership. The goal is to raise an estimated $10,000 to maintain annual hardware, software, and facilities costs for the Department’s GIT facilities in BA-E 106.

Speaker Series for GIT
A GIT speaker series is being discussed for inauguration in spring '04. Funds for an anticipated monthly event would be provided by Earth Data Analysis Center with the aim of highlighting current “hot topics” in GI-Science. Details (e.g., speaker list, venue, dates and time) are being formulated for what is expected to have broad appeal both on and off campus.

Appointments of Faculty/Staff
None

Separations of Faculty/Staff
Seth Snell, Assistant Professor of Geography resigned effective June 30, 2003 after a two year absence without pay.

Publications of the Department and Faculty

Departmental
None

Faculty
Cullen

National: Annual Meeting, Applied Geography Conferences, Binghamton, NY

Regional: Annual Meeting, Southwest Division, Association of American Geographers, Laredo, TX

Local: New Mexico Geographic Alliance, Albuquerque, NM
Matthews

Articles, Book Chapters, and Published Proceedings


Book Reviews
Char Miller (ed.) Fluid Arguments: Five Centuries of Western Water Conflict, in Annals AAG, (publication pending).

Professional Papers and Abstracts


Morain
The bulk of Dr. Morain’s “written record” for the year consisted of PowerPoint slide presentations at briefings and showcases required by NASA and U.S. DOT funded research projects.

Outside Professional Activities

Cullen
International: Steering Committee (1 or 10), IGU Commission on Evolving Issues of Geographic Marginality in the Early 21st Century World
National:
A. Chair, Association of American Geographers, Committee on Bylaws and the Constitution
B. Member of the Board of Directors, Applied Geography Conferences
Regional: Editorial Board, Southwest Geographer
Local:
A. College: A&S Graduate Committee
B. Department: Graduate Advisor; Chair, Graduate Committee
Chair, Library Committee

Matthews

Morain
Dr. Morain served this year under an Interagency Personnel Agreement (IPA) with NASA’s Stennis Space Center. His duties were to lead the Earth Science Applications Directorate, Applications Research Division in developing 12 national applications for the Earth Science Enterprise. During his absence from UNM, he continued his activities as President of Commission-I of the International Society for Photogrammetry and Remote Sensing (ISPRS). In this capacity, he worked closely with EDAC personnel to design and organize an International Workshop on Radiometric and Geometric Calibration, scheduled for December 2003 in Gulfport, MS. He also continued to serve as Director-in-absentia and PI on EDAC projects funded by NASA and U.S. DOT. As part of these responsibilities he worked with EDAC staff to organize the Mid-term Symposium of ISPRS Commission-I (Denver, November), a bi-national Workshop on Remote Sensing in Transportation (Beijing, December), and a “technology buffet” on remote sensing in transportation (Hyderabad, December). Throughout the year he contributed to numerous contractor meetings, briefings, and congressional showcases, as agreed in advance for the IPA.

Outside Sponsored Research

Cullen
Visions For The American West, New Mexico Endowment for the Humanities, $2,000
Matthews, Olen Paul, New Mexico Geographic Alliance, National Geographic Society, $84,746 (2003).


Morain
NASA Earth Science Information Partners (ESIP) 3-01-98 to-12-31-03 $2,680,767
NASA Interagency Personnel Agreement 7-16-02 to 7-16-03 $ 167,539
Department of History

Annual Report
July 1 2002 - June 30 2003
By: Jane Slaughter, Chair

2002-2003 was another year of successes for the History Department. In all the mandated areas of performance—research, teaching and service—our faculty showed exceptional productivity, and continued to increase the stature of the Department and to enhance the national reputation of UNM. In the last year we have transformed plans into solid programs, and have added projects for the future on a variety of fronts. Evidence of these developments follows.

I. Significant developments during the academic year

The publication of a number of important books, including David Farber’s prize-winning Sloan Rules: Alfred P. Sloan and the Triumph of General Motors, invitations to our faculty to participate in international conferences in Italy, Britain and Chile, faculty participation in twenty-two national and regional conferences, and an unprecedented number of nationally competitive grants received by our faculty and our graduate students attest to the ongoing scholarly energy of department members. (See subsequent sections.) The Department has continued to provide funding on a competitive basis to support research, manuscript preparation and translation assistance. We have supported release time for junior faculty engaged in research and writing projects critical to future tenure decisions, and also have given course reductions to senior faculty for research efforts.

In the area of teaching during each semester of the academic year, the Department accrued more than 8000 SCH. This number is slightly lower than in previous semesters, in large part because the research leaves just mentioned, combined with sabbatical and other leaves, reduced the numbers of regular faculty offering courses. (For eg., in Fall 2002 we had two people on sabbatical, three on leave doing funded research, and one on maternity leave; in Spring 2003 four individuals had research funding, one was on sabbatical and two were on junior research semesters.) In part to make up for those leaves, we did expand our Associate in Teaching program which allows our ABD students to teach beginning courses (101, 102, 161, 162, 260) or topics courses that reflect the focus of their graduate work. In Fall 2002 six graduate students taught in those courses, in Spring 2003, five did so; in all cases we tried to limit class size, something we never do for full-time faculty. We continue to believe that regular faculty must bear the responsibility for both undergraduate and graduate education—and, as a result, across campus probably have a history of one of the lowest budgets for part-time instruction. At the same time, we want to encourage and support professional development of all of our faculty. We maintain that we can balance those rewards by giving graduate students the opportunity to have sole authority for their own classes—an experience critical to their future employment.

This last year, the Department took concrete steps to address university-wide retention problems in several ways. First, each semester we now offer three of the sections of introductory courses (101, 102, 161, 162) with enrolled discussion groups. To date, we have done this
without additional graduate assistants, although the College of Arts and Sciences did provide special funding to supplement the stipends of the six GTAs since their workload is heavier than that of other Graduate Assistants. We are now beginning to collect data that suggests these sections have positive results. For example in Fall 2002 and Spring 2003 we gave out questionnaires in one 101, one 161, one 162 and two 102 courses. A total of 383 forms were returned; 295 said the sections were beneficial and that they would actively seek out classes with such a format in the future; only 41 said they would actively avoid such courses. We will continue this program — and possibly expand it if we have additional graduate student help, and we plan to continue to develop assessment tools for the sections. In addition to the survey courses with discussion sections, each semester we also now usually have two or three of the core curriculum courses that include Freshman Interest Groups (FIGS). That initiative and the fact that our faculty have consistently taught in the Freshman Learning Communities as part of their regular teaching loads provide additional evidence of our ongoing commitment to improving undergraduate education, and thereby retention, at UNM.

During the 2002-2003 academic year we began to move forward on the development of a Public History Program in the Department. Prof. Larry Ball, the editor of the New Mexico Historical Review, taught both graduate and undergraduate seminars in Public History, and by June 2003 had developed a proposal for a graduate minor in the field which we are now considering. We believe we are well-positioned to develop such a program because so many of our regular faculty themselves engage in public history (for example Prof. Paul Hutton has written the scripts for several prize-winning documentaries and produced a number of equally successful museum exhibits; and Prof. Virginia Scharff this last year was named the Women of the West Chair, Autry National Center of the American West in Los Angeles). In addition, we have been able to bring nationally-known figures in Public History to our Department, and several of them now live in New Mexico and are enthused about helping in our efforts. For example, Roger Kennedy, former Director of the National Park Service and of the Smithsonian’s National Museum of American History, and Frances Kennedy, currently Director of the Battlefields Campaign, Conservation Fund visited the Department in December 2002 to talk about learning and teaching public history, and have expressed an ongoing interest in advising us in the development of the Public History Program as has Glenn Porter, former Director of the Hagley Museum in Business History who now lives in our area. Our steps to create a Public History program coincide with a series of initiatives begun last year to rethink our undergraduate curriculum, and to reconsider the purposes and goals of graduate education.

Finally, during 2002-2003 the Department took tentative steps to establish links with universities in Italy where there are faculty working in various complementary fields — in American History, in studies of frontiers and borderlands, and in the politics of cross-cultural relations. In Fall 2002, Prof. Marco Sioli of the University of Milan spent three days on our campus, during which time he presented a department colloquium entitled, “Metropolis and Nature on the American Frontier,” and lectured in a U.S. History 161 course. In summer 2003, Prof. Federico Romero, a senior professor at the University of Florence, came to UNM to offer a four week course on “European Views of The United States.” Our goal in the next year is to obtain funding and a more formal agreement for such faculty exchanges. That in turn takes us to a consideration of plans for the future.
II. Plans and recommendations for the future

Throughout the Spring of 2003 the Department engaged in various discussions about ways we might assess our graduate and undergraduate programs, and how those programs might look in the future. By May 2003 when we held our lasting meeting, we came up with a series of recommendations for the undergraduate program, including how (or whether?) we should try to recruit more undergraduate majors, how we might be involved in the College-wide development of a Pre-Law program of studies, how we can assess the impact of undergraduate history study (for example, who are our undergraduate majors and what happens to them after they graduate). We are quite intent on connecting our majors more closely to the Department either through a formal mentoring program, providing them with skills workshops, or simply by making communication with them consistent and ongoing. These efforts are now underway as we enter the 2003-2004 academic year.

Last year several changes were made in our graduate program (changing the structure of the PhD Minor Exam, altering language for the Alternative PhD minor, and changing the number of members, the composition and the selection format for the Department’s Graduate Entrance and Graduate Advisory Committees). Those were preliminary steps that we considered part of a much larger agenda of revision. To that end, at the encouragement of the Dean of OGS, the Dean of Arts and Sciences, and the Provost, the Department put forward a proposal for the highly competitive national selection of history departments that would be invited to participate in the Carnegie Initiative on the Doctorate. As we wrote in that proposal:

"Our department is uniquely poised to participate in the Carnegie Initiative on the Doctorate due to personnel, curricular and structural changes that have occurred in our department and our university over the last decade. Give these changes, our departments has already begun to examine the question: what is the purpose of doctoral education?"

When we held our Department retreat in August 2003 we began to consider potential revisions in the Graduate Program. We were tremendously pleased when at the end of August we learned that we had been accepted as an Allied Department (one of six nation-wide) in the Carnegie Initiative. This will be a three-year effort; thus we are now embarked on what will be an exciting and challenging journey!

Last year we began to devote some time and energy to pursue outside funding for individual faculty research, and more generally for the Department itself. In those efforts the College’s focus on research and development and its appointment of new personnel in those areas was most helpful. We participated in the university’s spring fund-raising efforts and were quite pleased with the results. Since then we also have been successful in the establishment of an endowed student fellowship in honor of a former professor, and most recently were delighted when the New Mexico-based Gorham Foundation agreed to support an endowed fellowship for our faculty position in Ancient History (matched with state funds as defined by Senate Bill 14). We now look forward to a national search for that position – made even more compelling because of the attached endowment. During the 2003-2004 year we hope to expend creative energy in an attempt to gain greater support for the History Department from both private and public sources.

If anything can be said about our plans for the future it is: “so much to do, so little time!”
III. Appointments/Separations of faculty/staff

Appointments:

Jennifer Denetdale, Assistant Professor, Native American History, Navajo History, Gender and Women’s History – effective August 2002 (on research leave, 2002-2003)

Timothy Graham, Associate Professor (and Director of the Medieval Institute)

Medieval History, Paleography – effective August 2002

Enrique Sanabria, Assistant Professor, Iberian History and Atlantic World – effective August 2002.

Separations:

Richard Berthold, Associate Professor, retirement July 2003.

Daniel Feller, Professor, resigned to take a position as Editor of the Jackson Papers, University of Tennessee, July 2003

IV. Selected Publications of the Department for 2002-2003
(Does not include book reviews, encyclopedia entries, etc.)

A. Books/Articles


**B. Museum Installations/Film/Media**


**V. Professional Service (Boards, Editing, Prize and Fellowship Committees)**

Judy Bieber: Editorial Board, *Colonial Latin American Historical Review*


Timothy Graham: Executive Committee, Committee on Center and Regional Associations of the Medieval Academy of America


Elizabeth Hutchison: Evaluator, Ford Foundation Grants on Women’s Rights and Gender Equity in South America

Paul Hutton: President Western Writers of America; Editorial Board, *Indiana Magazine of History*; Judge, Western Writers of America Spur Awards; Judge, Western Heritage Award

Noel Pugach: Consultant, New Mexico Jewish Historical Society’s Pioneer Jews of New Mexico Video Archive Project.

Virginia Scharff: Western Writers of America Spur Award Committee; Chair, Billington Book Prize Committee of the Organization of American Historians; Committee Member, Clements Prize for the Southwest History, Clements Center, SMU.

M. Jane Slaughter, Chair, Jackson Book Prize Committee, Pacific Coast Branch of the American Historical Association

Charlie Steen: Treasurer, Western Society for French History

Sam Truett: Bolton Kninnaird Prize Committee, Western History Association
VI. Honors and Professional Awards

A. Faculty
Melissa Bokovoy, Snead Wertheim Fellow, 2003-2004 (UNM)
Jonathan Porter, Lifetime Achievement Award for Outstanding Service to Asian Studies, Western Association of Asian Studies, September 2002.
Ferenz Szasz, Regent’s Professor, UNM, 2003

B. Students
Adam Kane, Fellow, West Point Military History Summer Seminar, 2003.
John Kemp, Outstanding Teaching Assistant, UNM, 2002-2003

VI. Outside Sponsored Research

Richard Robbins, Fulbright Hays Research Award, $15,000, Russian, Spring 2003.
Jay Rubenstein, ACLS. Research Fellowship, Revising the Crusades, $35,000, 2002-2003, Paris, France
Center for the Southwest  
Annual Report, 2002-2003  
August 13, 2003  
Virginia Scharff, Professor of History and Director

During the past academic year, the Center for the Southwest continued to pursue its mission to develop public programs and research projects on the history, landscape, culture and environment of the American Southwest. We sponsored public presentations featuring internationally prominent scholars, promoted the work of history department faculty, and invited public intellectuals and writers to address audiences both on campus, and in the Albuquerque community. We drew on the energy and expertise of History Department faculty and students, brought in guest lecturers from other universities, engaged in unprecedented intellectual collaborations with university colleagues and public figures, and raised the profile of the CSW to a new level, garnering larger audiences for our featured programs, and increased coverage in both print and broadcast media.

Our fall colloquium schedule kicked off with a lecture by Barbara Reyes, Assistant Professor, Department of History, University of New Mexico. We also sponsored a reading and signing by popular New Mexico mystery writer Walter Satterthwait, and lectures by Andrew Hurley, well-known environmental historian and Professor of History, University of Missouri-St. Louis, Dr. Marco Sioli, American and Western historian at the University of Milan (Italy), and Roger Kennedy, former head of the National Park Service, historian, and noted author. We also joined the Center for Southwest Research in sponsoring a conversation with four former presidents of the University of New Mexico.

In the spring, we sponsored a Chautauqua evening with Governor Lew Wallace, portrayed by Professor Noel Pugach, Department of History, UNM. The evening featured a question-and-answer session with panelists including Professors Paul Hutton and Virginia Scharff of the History Department, and Dr. Thomas Chavez, Director of the National Hispanic Cultural Center. This event was cosponsored by the New Mexico Endowment for the Humanities and the Center for Southwest Research, with assistance from KUNM and the Center for Regional Studies.

Our major program for the year was a three day conference on climate change in the Southwest, titled “Heating Up: Coping with Climate Change in the Southwest.” The CSW secured funding for this event from the New Mexico Endowment for the Humanities, the Office of the Vice Provost for Research, the Department of Earth and Planetary Sciences, the Water Resource Program, the Department of History, the Department of Biology, the Sevilleta Long-Term Ecological Research Program, UNM; the Western History Association, KUNM, the Rio Grande Brewery, Einstein’s Bagels, and Casa Rondeña Winery. This conference attracted a diverse audience over the course of the weekend, and included presentations by writers, journalists, scientists, political leaders, law professors, and historians, along with a sold-out field trip to an ecological research facility. (Please see attached brochure). In addition to CSW director Virginia Scharff, CSW graduate assistant Scott Meredith and CSW administrative assistant Cindy Tyson, conference co-director Michael Anne Sullivan (Ph. D., history, 2002 and winner of UNM’s Popejoy Dissertation Prize), history department members closely involved with
the conference included faculty members Timothy Moy, Samuel Truett, and Enrique Sanabria. Graduate students involved included Laurie Hinck, Erik Loomis, Vanessa Macias, Sarah Payne, Kate Scott, and Kim Suina. Audience evaluations suggested that the wide range of perspectives, expertise, and presentation styles made for a lively and intellectually rich weekend. The event drew excellent press coverage in the *Albuquerque Journal* and *Tribune*, *Crosswinds Magazine*, and the *Weekly Alibi.*

### Plans for 2003-2004

During the Fall semester, the Center for the Southwest has a full schedule. In September, we will co-sponsor, with the Southwest Hispanic Research Institute, a film festival honoring the work of New Mexico native Paul Espinosa, to be held at the South Broadway Cultural Center. We will also co-sponsor a lecture by Professor Thomas Carter, architectural historian at the University of Utah, on housing on the Crow Reservation. In November, we will co-sponsor events associated with the annual Calvin Horn lecture, presented this year by Dr. David Wrobel of the History Department at the University of Nevada-Las Vegas.

December will see the first public event of the year's main project, a collaborative research venture titled "Home on the Range: Ruin and Reclamation in the West." UNM graduate students will present historical research on sites in the American West, at a public charrette on December 16, with invited guests including executive staff at the Autry National Center in Los Angeles, California and the trustees of the Women of the West Museum (formerly in Boulder, Colorado). Students doing exemplary work will have the opportunity to participate in the creation of a museum exhibit, accompanying public programming, media projects, and scholarly publications, funded with the assistance of the Autry National Center. In the spring, the Autry Center will sponsor a symposium on the topic in Los Angeles, featuring the work of UNM graduate students, with critiques by nationally prominent Western and women's historians. We hope this project will foster professional development for UNM history students and faculty, assist the growth of UNM's public history program, nurture useful connections between UNM and the Autry Center, and contribute to UNM's plans to develop an interdisciplinary museum studies program.

During the spring semester, we also hope to cosponsor lectures by Martha Sandweiss, Professor of History, Amherst College, and Nell Irvine Painter, Professor of History, Princeton University.

This year will also see the creation of a Center for the Southwest Advisory Board, composed of UNM faculty members with expertise on the region, the redesign of our CSW website, and continued efforts to develop funding possibilities and intellectual collaborations. We will be working with other members of the history department to generate innovative research projects, submit major grant proposals to fund research, and to foster interdisciplinary scholarship and communication, new conversations between the academy and the community, and deeper understanding of the past, present, and future of the region. We look forward to working with the Dean of Arts and Sciences on a proposed Southwest Studies initiative, to taking an active role in Provost Foster's International Studies and Centers of Excellence initiatives, and to continuing discussions with Development Officer Brian Ibsen and others regarding funding possibilities.
Annual Report
Department of Linguistics
2002-2003
Sherman Wilcox, Associate Professor and Chair

1. Significant developments during Academic Year 2002-2003

Established a joint doctoral concentration with the Department of Speech and Hearing Sciences.

Worked with Department of Language, Learning, and Sociocultural Studies (College of Education) to revitalize the interdisciplinary Educational Linguistics program.

Established an undergraduate minor in Navajo Language studies.

Obtained $2000 grant from the Teaching Allocation Subcommittee to improve undergraduate teaching in Linguistics 101.

- This project funded a series of workshops for TAs. The material assembled from these workshops will be used to construct student-centered lessons which will be pilot tested during the fall 2003 semester. We also established regular meetings of the linguistics TAs, set up a listserv for improved communication about the TAs, and encouraged TAs to participate in CASTL training.

Obtained $2500 from to establish undergraduate Honors Program in linguistics and in signed language studies/interpreting.

- This plan has resulted in the recruitment of several honors students in the signed language interpreting program, deaf and hearing students in the signed language studies concentration to undertake honors projects, and honors students in the linguistics program.

Hosted a departmental orientation for faculty, new and returning students, early in the fall semester.

Initiated a departmental practice talk program to assist students and faculty who will be presenting papers at professional conferences.

Revised the departmental web site to provide more and more easily accessible information for students and prospective students; provide information about departmental events; highlight achievements by undergraduate, honors, and graduate students; provide an easy process by which potential donors can give to the department.
Initiated several projects to codify and improve various departmental administrative functions.

- Established a more objective procedure for conducting annual reviews.
- Established an annual review of graduate student progress, to be conducted by each student's mentor (MA) or chair of the Program of Studies (Ph.D.).
- Developed a new computer database system for maintaining graduate student records.
- Began transition to a centralized, server-based database (MySQL) for all departmental records, scheduling.
- Began development of policies and procedures manuals for several department committees (Graduate Admissions, Personnel, Comprehensive Examinations).

Sherman Wilcox continued to collaborate with Dr. Elena Pizzuto (National Research Council, Rome) and Dr. Raffaele Simone (University of Rome 3) to organize a workshop on theoretical issues comparing signed and spoken languages.

Christine Sims gave oral and written testimony before the U.S. Senate Committee on Indian Affairs regarding proposed amendments to the Native Language Act of 1990 and 1992, Washington DC, May 2003.

Jill P. Morford received a Fulbright Fellowship for teaching and research in Cologne, Germany.

Melissa Axelrod was awarded the Susan Geiger Fellowship from the Feminist Research Institute to support her work in Guatemala.

Hosted research scholars and Fulbright scholars from Tunisia and Russia.

2. Significant plans and recommendations for the near future

Sherman Wilcox, Barbara Shaffer, and Phyllis Wilcox continue to work with College of Education, Department of Language, Learning, and Sociocultural Studies, and the New Mexico School for the Deaf on a proposal to establish a Masters Degree in Deaf Education at UNM.

Melissa Axelrod is organizing a Conference on Technology in Language Revitalization Programs in collaboration with the Indigenous Language Institute, Santa Fe.

Sherman Wilcox is working with the UNM Office of Research on the National Science Foundation (NSF) funded Science of Learning Center.

Working with the Department of Speech and Hearing Sciences to establish undergraduate dual major degree programs.
3. Appointments to faculty and staff

Keith Cagle, August 12, 2002
Catherine Travis, August 12, 2002
Katharine Heatherington, March 10, 2003
Jonathan Nunnery, February 24, 2003

4. Separations of faculty and staff

Eduardo Hernandez Chavez, December 12, 2002
Dawn Myers, January 3, 2003
Barbara M.C. Chappell, January 17, 2003
Jonathan Nunnery, March 7, 2003
Cristina M. Gallegos, January 24, 2003
Keith Cagle, May 17, 2003
Alan Hudson, June 30, 2003


Axelrod, Melissa


Bybee, Joan L.


*Gorbet, Larry*


*John-Steiner, Vera P.*


*Morford, Jill P.*


*Shaffer, Barbara*


**Smith, Caroline**

Prosodic finality and sentence type in French. *Language and Speech* 45, 141-178.


**Travis, Catherine**


**Wilcox, Phyllis P.**


**Wilcox, Sherman**


6. Outside professional activities of staff members.

*Melissa Axelrod*

Consulting with Nambe and Sandia Pueblos on language revitalization projects. Working with native communities in Guatemala on a Maya Ethnographic Documentation Project.

*Joan Bybee*

Vice President/President Elect of the Linguistic Society of America, 2003-2005.

*Eduardo Hernández-Chávez*

Director of Chicana/o Studies Program, UNM

*Jill P. Morford*

Trustee for the Nicaraguan Sign Language Projects, Inc.

*Barbara Shaffer*

Served on the NM Legislative Task Force on Interpreter Licensure. Served as a board member of Cuidando los Niños. Board member, NM Registry of Interpreters for the Deaf. Served on the NM School for the Deaf ASL Assessment Task Force.

*Christine Sims*

Caroline Smith

Serves on the Technical Committee of the Acoustic Society of America.

Phyllis P. Wilcox

Served on the NM Legislative Task Force on Interpreter Licensure. National rater, Registry of Interpreters for the Deaf, Inc. Serves on the editorial boards of *Sign Language Studies* and *Sign Language & Linguistics*. Worked with the Bernalillo County Sheriff's Department to evaluate ASL language competencies. Worked with the NM Commission for the Deaf, the NM Pro-Active Committee on Issues in the Deaf Community. Judge for International Optimist Club Regional CCDHH Communication Contest.

Sherman Wilcox


7. Outside sponsored research

Christine Sims received an ANA Language Grant $75,000 planning grant for Laguna Pueblo; $300,000 (2 year) ANA Language Grant for Acoma Pueblo; $70,000 from the NM 2003 Legislature for Technical Assistance to NM Tribes for Language License Teams.

Melissa Axelrod continues her work on her National Science Foundation grant *Dictionary of Jicarilla Apache*, $225,909.

Caroline Smith has a continuing grant from the National Science Foundation for $130,000 to study *Modeling durations in connected discourse*.

Phyllis Wilcox has a continuing $11,809 grant from the NM Dept. of Education, "Native American Sign Language Interpreter Support," and a continuing $4000 grant from the US Rehabilitation Services Administration Region IV Interpreter Education Project for Individuals Who are Deaf-Blink (University of Arkansas).
8. Students' professional activities

Publications

Clayton Beckner's essay "An Introduction to Dubyanese" appeared in the Best Student Essays, Fall 2002.

Presentations


Candace Maher was one of the organizers of the Hibben Center's Egyptology Day in March, 2003.

Fellowships and Awards

Jordan Lachler and Sealaska Heritage Institute (Alaska) received a grant of $1.4 million for Haida Language to improve academic achievement of children through Haida language immersion.

Jordan Lachler had a doctoral dissertation grant of $8000 from the National Science Foundation for his work on Grammar of Laguna Keresan.
Gabe Waters received a three-year fellowship for research and study at the Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany.

Brenda Nicodemus (Educational Linguistics) won an Outstanding Teaching Assistant Award (April, 2003).

Volya Kapatskinski was awarded a fellowship to attend the 2003 Linguistic Society of America Linguistic Institute; a fellowship to the Workshop on Social Change for Graduate Students, Institute for Humane Studies, University of Virginia; Simon's Rock Acceleration to Excellence Scholarship; Editor's Choice Award, International Poet of Merit Award and International Library of Poetry.

Ana Medina Murillo renewed her LAII fellowship.

Mami McCraw, Gabe Waters, and Dawn Nordquist received RPT grants for research projects.

Catie Berkenfield received a Student Research Allocations Committee grant.

Placement of doctoral students

Jordan Lachler accepted a position with Sealaska Heritage Institute in Juneau, AK as a curriculum development specialist for the Tlingit Immersion Program.

Li-Hsiang Chang accepted a faculty position in the Department of Applied Foreign Languages, the University of Taichung, Taiwan.

Elisa Maroney accepted a full-time tenure track position in the Interpreter Education Program at Western Oregon University.

James MacFarlane accepted a one-year appointment in the Linguistics Program at Gallaudet University, Washington, DC.

Dan Parvaz accepted a position as a computational linguist at Computer Science Innovations, Inc., Melbourne, FL.

Amy Hazelrigg (Educational Linguistics) accepted a teaching position at Eastern New Mexico State University.
9. Events sponsored by the Department of Linguistics

Conferences

High Desert Linguistic Society 5th Annual Conference, November 1-2, 2002. Keynote speakers were Ronald Langacker, University of California San Diego, and Barbara King, College of William and Mary, VA.

Colloquium Series


Other Sponsored Workshops


College of Arts and Sciences
Department of Mathematics and Statistics
Annual Report 2002-2003
Ronald M. Schrader, Chair

The Department of Mathematics and Statistics continued to meet the demands of its broadly defined missions in education, research, and service during the 2002-2003 academic year and tried to improve in many important ways. The number of tenure stream faculty stood at 31 at the end of the year, a decrease of 8 from 39 on our roster ten years ago. Our programs remain strong in the face of concerns for the future.

1. Significant Developments During the Academic Year, 2002-2003

- Total research funding was approximately $2,532,833 for 2002-2003; this is a decrease from $2,606,974 last year. However, this included new funding by Professors Bedrick, Buium, Poutkaradze, Steinberg, Sulsly, and Warburton as well as continuing funding by Professors Boyer & Galicki, Buium, Efroimgovich, Ellison, Hagstrom, Koltchinskii, Loring, Poutkaradze, Salter, Steinberg, Stone, and Sulsly. These grants funded seven research assistants, and five research assistants were funded outside the department.

- Total enrollment for the AY was 14,563 students, an increase of 12% over the previous AY, which is continuing an upward trend. There were 7,170 students enrolled fall semester, 6,211 students enrolled spring semester, and 1,202 students enrolled in summer school.

- The Department of Mathematics and Statistics held a graduation ceremony in May 2003. We awarded a total of 27 BS degrees, 15 MS degrees, and 7 Ph.D. degrees for AY 2002-2003.

- Professor Cristina Pereyra and Lecturer Cathy Gosler continue to promote the UNM Mathematics Contest with permanent funding ($16,000 per year) from the Public Service Company of New Mexico Foundation. Prizes, including books, cash, and scholarships, were awarded at a banquet for contest winners. Professor Ron Graham, University of California at San Diego and President of the Mathematics Association of America, gave an entertaining pair of general interest lectures in connection with the contest.

- We continue to implement a training session for Teaching Assistants and Part-Time Instructors at the beginning of the academic year. Students must observe eight
classes taught by a master teacher at the beginning of each semester. Also, experienced students are linked with new students to provide mentoring.

- The Faculty Senate Curriculum Committee voted to allow Math 129, A Survey of Math, to become a core course. Math 121 will become a gateway course for the calculus track. Also, Math 123, Trigonometry, will now be a 3 hour course instead of a 2 hour course so students will be better prepared for Calculus I.

2. Significant Plans and Recommendations for the Near Future

- Because of a hiring freeze, we did not hire any new tenure-track faculty this year. We need to continue to hire to come back to a critical mass. Regular faculty should be teaching courses from the level of calculus and beyond, but we have many part-time faculty teaching calculus and even 300-level or graduate courses. We had a total of 29 Part-Time Instructors who taught 68 sections in fall 2002, and 30 Part-Time Instructors who taught 54 sections in spring 2003. Graduate offerings are slim to nonexistent in key areas. Only tenure stream faculty can maintain the health of our programs. We need to develop a coherent strategic plan to guide our next several hires.

- The Pre-Calculus group is planning a meeting with the area high school teachers to discuss and coordinate the high school curricula and the transitional math classes at University of New Mexico.

3. Appointments to Faculty/Staff

- Victoria Kauffman was hired as a lecturer on August 12, 2002.

- Gabriel Huerta was hired as an assistant professor in Statistics and started August 12, 2002.

- Kristin Umland was hired as an assistant professor in Mathematics Education and started August 12, 2002.

- Seth Pershan was hired as a System Analyst II on April 28, 2003.

4. Separations


5. Publications for Academic Year 2002-2003

Faculty Publications and Creative Works


equivalence relation between parallel calibration, Q matrix, and principal component regression." Journal of Chemometrics, 6#1, 68-70.


**Huzurbazar, Aparna:** Yau, C. Lillian , and Huzurbazar, Aparna V. (2002), "Analysis of censored and incomplete survival data using flowgraph models", Statistics in Medicine, 21 (23),3727-3743.


Schrader, Ronald: Nightmare frequency in sexual assault survivors with PTSD, Krakow, B; Schrader, R; Tandberg, D; Hollifield, M; Koss, MP; Yau, CL; Cheng, DT, Journal of Anxiety Disorders; 2002; v.16, no.2, p.175-190; Sleep Dynamic Therapy for Cerro Grande Fire evacuees with posttraumatic stress symptoms: A preliminary report, Krakow, BJ; Melendrez, DC; Johnston, LG; Clark, JO; Santana, EM; Warner, TD; Hollifield, MA; Schrader, R; Sisley, BN; Lee, SA, Journal of Clinical Psychiatry, Aug 2002; v.63, no.8, p.673-684: Sleep-disordered breathing, psychiatric distress, and quality of life impairment in sexual assault survivors, Krakow, B; Melendrez, D; Johnston, L; Warner, TD; Clark, JO; Pacheco, M; Pedersen, B; Koss, M; Hollifield, M; Schrader, R, Journal of Nervous and Mental Disease, Jul 2002; v.190, no.7, p.442-452.


Stone, Alexander: Generalized TEM, E, and H Modes (with C. E. Baum) in Electromagnetics, v.23, pp. 203-222, 2003


6. Outside professional activities of staff members.

7. Outside Sponsored Research

See table on the following page.
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Total $2,532,833
Institute for Medieval Studies

Annual Report
July 1, 2002 to June 30, 2003

Submitted by Timothy C. Graham, Director, Institute for Medieval Studies

Developments in 2002–2003

In August 2002, Timothy C. Graham succeeded Helen Damico as Director of the Institute for Medieval Studies. Graham’s appointment was the outcome of a national search conducted during the previous year. Holding B.A., M.A., and Ph.D. degrees from Cambridge University, and an M.Phil. degree from the Warburg Institute, University of London, Graham is well known as an expert on the Anglo-Saxon period and on the paleography and codicology of medieval manuscripts. His previous appointments were at the University of Manchester, at Corpus Christi College, Cambridge University, and, most recently, at Western Michigan University, where he was Assistant Director of the Medieval Institute, with special responsibilities for planning the annual International Congress on Medieval Studies.

The Institute for Medieval Studies offered three major public programs during the year. As in previous years, each of these programs attracted distinguished visiting speakers to the UNM campus and each was very well attended.

The annual Outreach Seminar for Secondary School Teachers took place on October 18, 2002 and addressed the theme “Teaching Medieval History, Literature, and Song with Modern Technology.” The presenters were Margaret L. Switten, Class of 1926 Professor of French at Mount Holyoke College, Mass., and Robert Eisenstein, Director of the Folger Consort, Washington, D.C. The seminar was attended by thirty teachers from Albuquerque, Espanola, Gallup, Los Alamos, and Santa Fe. During the day, the two presenters sketched the deep historical background that gave rise to the culture of the troubadours and trouvères in Western Europe during the thirteenth and fourteenth centuries. They also introduced teachers to the CD-ROM on “Teaching Medieval Lyric,” a major interactive teaching tool that they have developed with support from the National Endowment for the Humanities and that has achieved significant critical acclaim. The day ended with a hands-on demonstration during which teachers were able to use the CD-ROM program for themselves and devise ways to introduce it into their classrooms.

The Institute’s Week-End Seminar on Medieval Science and Medicine took place on the evening of Friday, February 7 and all day on Saturday, February 8. The theme this year was “Medieval Hospitals, Leper Houses, and Leprosy.” As with the 2002 seminar on “Plagues of the Middle Ages,” the aim was to bring together experts on medieval medicine, faculty from UNM’s Health Sciences Center, and other members of the Albuquerque and Santa Fe medical communities to explore some key topics in medieval medicine and related issues in contemporary medicine. Six
lectures were delivered: Paul T. Cochran (Presbyterian Heart Group), “2003—Is It the Best of Times or the Worst of Times To Be Sick?”; Carole Rawcliffe (University of East Anglia), “A Word from Our Sponsor: Patrons and Patronage in the Medieval Hospital”; Lynn T. Courtenay (University of Wisconsin), “Medieval Hospitals: Architecture of Charity”; Luke E. Demaître (University of Virginia), “Beyond ‘The Disease of the Soul’: Medical Definitions of Leprosy”; Sarah E. Allen (Department of Internal Medicine, UNM), “Tuberculosis: Today’s Disease and Treatment in the United States and the Third World”; and Carole Rawcliffe, “Patients and Practice in the Medieval Hospital.” David A. Bennahum of UNM’s Department of Internal Medicine chaired a closing panel discussion on “The Role of the Hospital and the Response to Dangerous Diseases, Past and Present.” Attendance at the seminar sessions totaled about six hundred. Each lecture was followed by a lively question and answer session.

The 2003 Medieval Spring Lecture Series was on “Barbarian Europe: The Creation of a Civilization.” The purpose of the series, which took place from March 24 through March 27, was to examine the period traditionally known as the “Dark Ages” and to show that this period, which saw the West gradually emerge from the overthrow of the Roman Empire during the fifth and sixth centuries, was actually one of the most culturally formative eras in Western history: it was in the seventh, eighth, and ninth centuries that there emerged political forms, legislative norms, and varieties of spiritual and artistic expression that played a defining role in the evolution of Western civilization. As in previous years, the series included seven lectures: Henry Mayr-Harting (Oxford University), “Doing Business with Barbarians”; Jane Tibbetts Schulenburg (University of Wisconsin), “Women in Early Medieval Society: Saints, Heroes, and ‘Transgressors’”; Martin Carver (University of York), “Sutton Hoo: The Burial Rites, the Politics, and the Poetry”; Charles M. Atkinson (Ohio State University), “A Matter of Scale: On the Origins of the Tone-System of Western Music”; Eugene Vance (University of Washington), “Holy War and Its Fall-Out in The Song of Roland”; Martin Carver, “Processes of Conversion: The Early Pictish Monastery at Portmahomack, Tarbat Ness, Scotland”; and Henry Mayr-Harting, “St. Boniface and the Creation of Carolingian Europe.” About 1,500 people attended the lecture series. An open reception after the first lecture gave members of the audience the chance to meet and chat with the lecturers.

During the year, the Institute successfully re-vitalized its Peer-Mentoring Program for the Secondary Schools. This program has two main components: peer-mentoring in the secondary school classroom, for which Medieval Studies graduate students, assisted by upper-level undergraduates, develop modules which they then teach in the classroom; and on-campus peer-mentoring, for which teachers in the secondary schools send a student to take a Medieval Studies course at UNM and to write a research paper under the supervision of Medieval Studies students and using the resources of Zimmerman Library. Shannon McCabe, a Ph.D. student in the English Department, was the Institute’s Outreach Fellow for the year and was closely assisted by Christopher Hallada, who graduated in the Fall Semester and began work towards his Master’s degree in the Spring Semester. During the year, Ms. McCabe and Mr. Hallada taught modules lasting between two and five days on seven different occasions in four schools (Albuquerque Academy, Eisenhower Middle School, Manzano High School, and Menaul School). The modules taught included “Arthur through the Ages”, “Anhaga: The Exile in Medieval Literature”;

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"Beowulf: The Hero and the Monster"; "Damnation, Medieval and Modern: Dante’s Inferno and Sartre’s No Exit"; "The Damnation of Passion in Dante’s Inferno and Sam Shepard’s Fool for Love"; and “English: Older Than You Ever Knew.” Ms. McCabe and Mr. Hallada received glowing evaluations from the teachers in whose classes they presented these modules. They also developed syllabi for new modules on “The Crusades” and on “Medievalism and the Creation of The Lord of the Rings,” which they plan to offer for the first time in 2003–2004. Barbara Wilson, a junior from Highland High School, was peer-mentored on campus in the Fall Semester. She attended Professor Leslie Donovan’s class on “The Medieval Legacy” and completed a research paper on Joan of Arc. During the Spring Semester, Nicholas Albonico, a senior from Manzano High School, attended Professor Helen Damico’s class on “History of the English Language” and wrote a research paper on “Solzhenitsyn’s Inferno.” At the end of the semester, Mr. Albonico wrote a testimonial stating that his experience of the peer-mentoring program had been instrumental in convincing him to apply to Washington University, St. Louis, where he plans to pursue a major in Medieval and Renaissance Studies.

In Spring 2003, Anne VanArsdall, Research Associate of the Institute, was appointed editor of the AVISTA Forum Journal, the annual publication of the Association Villard de Honnecourt for Interdisciplinary Study of Medieval Science, Technology, and Art. This active society holds several sessions each year at the International Congress on Medieval Studies at Western Michigan University and at the International Medieval Congress at the University of Leeds, England. Its journal both reports on papers delivered at the two congresses and publishes longer, illustrated articles on various aspects of medieval science, technology, and art. With Dr. Van Arsddall’s appointment as editor, the journal will now be based at the Institute for Medieval Studies. The first issue following the journal’s move is scheduled for November 2003.

Plans for 2003–2004

The Institute plans to continue to offer the Outreach Seminar for Secondary School Teachers, the Seminar on Medieval Science and Medicine, and the Spring Lecture Series. The 2003 Outreach Seminar is scheduled for October 10, and will be on the theme “Chaucer in Context: Society, Politics, and Gender.” This theme was chosen in response to teachers’ requests at the 2002 seminar for a future seminar that would focus on Chaucer and his historical context. The presenters will be Henry Ansgar Kelly, Director of the Center for Medieval and Renaissance Studies at the University of California, Los Angeles; John M. Bowers, Professor of English at the University of Nevada, Las Vegas; and Anita Obermeier, Assistant Professor of English at UNM. Professors Kelly and Bowers have both been the recipients of Guggenheim Research Fellowships and have received high-profile recognition for the quality of their teaching; Professor Obermeier was the recipient of the UNM English Department’s 2003 Keleher Award for excellence in teaching and research.

The 2003 Seminar on Medieval Science and Medicine, scheduled for February 6–7, will be on “Herbs and Healing: From the Middle Ages to New Mexico.” Three lectures on the use of herbs
in medieval medicine will be complemented by lectures on *curanderismo* in modern New Mexico. The medieval lectures will be delivered by John M. Riddle (University of North Carolina, Chapel Hill), Walton O. Schalick III (Washington University, St. Louis), and Linda E. Voigts (University of Missouri, Kansas City).


**Personnel**

As reported above, Timothy C. Graham assumed his post as Director of the Institute for Medieval Studies in August 2002; Graham is also a tenured Associate Professor in the Department of History. Patricia Campbell, the Institute’s Program Coordinator since January 2002, resigned her position with effect from January 10, 2003, to take up a position as Administrative Coordinator to the Dean of Library Services. She was succeeded as Program Coordinator by Sara R. Perkinson, who took up her duties on May 26, 2003. Ms. Perkinson was previously Admissions Advisor at UNM’s School of Law.

The Institute’s core faculty, who participate in the planning of all Institute events, are drawn from five different departments: Anthony J. Cárdenas is Professor in the Department of Spanish and Portuguese; Helen Damico is Professor in the Department of English Language and Literature; Leslie A. Donovan is Assistant Professor in the University Honors Program; Anita Obermeier is Assistant Professor in the Department of English Language and Literature; Cynthia Robinson is Assistant Professor in the Department of Art and Art History; and Jay Rubenstein is Assistant Professor in the Department of History. At the end of the year, Leslie A. Donovan was awarded tenure and promoted to the rank of Associate Professor. Cynthia Robinson left UNM at the end of the Spring Semester, having accepted an appointment as Assistant Professor of History of Art at Cornell University, beginning in August 2003.

**Publications, Conference Presentations, and Other Professional Activities**

Helen Damico presented her paper “Monstrous Doings: The Beheadings in *Beowulf*” at the Seventy-Eighth Annual Meeting of the Medieval Academy of America, held in Minneapolis in April 2003. At this same meeting, Professor Damico received the extraordinary distinction of
being awarded the Medieval Academy’s CARA Outstanding Service Award. The award recognized her service in initiating the Medieval Studies program at UNM, in establishing UNM’s Institute for Medieval Studies, and in promoting Medieval Studies at the national level, where she has served as President of TEAMS (The Consortium for the Teaching of the Middle Ages).


In his capacity as Director of the Institute for Medieval Studies, Professor Graham attended the annual meeting of the Committee on Centers and Regional Associations of the Medieval Academy of America (CARA), held on the campus of Pennsylvania State University, October 4–5, 2002. At the meeting, he was elected to CARA’s Executive Council for a three-year term. Professor Graham attended the Thirty-Eighth International Congress on Medieval Studies held at Western Michigan University, May 6–9, 2003. During the Congress, he oversaw two sessions sponsored by the Institute for Medieval Studies; took part in the annual business meeting of Sources of Anglo-Saxon Literary Culture; and attended the annual meeting of the International Advisory Board of the Richard Rawlinson Center for Anglo-Saxon Studies and Manuscript Research, to which he was elected in May 2002. In November 2002 he spoke about medieval manuscripts to two student groups at Albuquerque Academy’s Medieval Day. In April 2003 he offered a presentation titled “‘The Toiling Warrior Pushed Restlessly On’: Making the Medieval Manuscript” to Albuquerque’s OASIS Institute.

Anita Obermeier published “Joachim’s Infertility in the St. Anne’s Legend” in Chaucer and the Challenges of Medievalism: Studies in Honor of Henry Ansgar Kelly, edited by Donka Minkova and Theresa Tinkle (Bern: Peter Lang, 2003), pp. 289–307. Professor Obermeier also delivered a paper under the same title at the conference in honor of Professor Kelly’s retirement held at the University of California, Los Angeles, in June 2003. Professor Obermeier made three other presentations at professional conferences during the year. In October 2002, she spoke on
“Postmodernism and the Press in Naomi Mitchison’s *To the Chapel Perilous*” at the Annual Conference on Medievalism held at Northern Iowa University. In February 2003 she delivered a paper titled “Virginal Offspring: Kinship Structures in the St. Anne’s and the Grail Legends” at the annual conference of the Arizona Center for Medieval and Renaissance Studies, Arizona State University. At the Thirty-Eighth International Congress on Medieval Studies held at Western Michigan University in May 2003, she spoke at a roundtable organized by the Medieval Academy of America on “Graduate Student Professionalization.” At the same Congress, Professor Obermeier was organizer of the session on “Sanctified Bodies: Medieval Notions of Conception, Childbirth, and Healing” that was sponsored by the Institute for Medieval Studies. During the year, Professor Obermeier spoke four times on the theme of “The Medieval Christian World View” at the Integrating Seminar of the College of Santa Fe. In November 2002 she spoke about medieval medicine during the Medieval Day held at Albuquerque Academy. During November she also addressed the English Department Faculty Colloquium, delivering a paper on “Anne’s Seed: Joachim’s Infertility in the St. Anne’s Legend.” In her capacity as Faculty Advisor to the Medieval Studies Student Association she directed a workshop for graduate students and upper-level undergraduates on “Abstract Writing, Paper Presentation, and Session Chairing” in February 2003.


Jay Rubenstein’s book *Guibert of Nogent: Portrait of a Medieval Mind* was published by Routledge of New York in Fall 2002. Professor Rubenstein also published “Principled Passion or Ironic Detachment? The Gregorian Reform as Experienced by Guibert of Nogent,” *Haskins*

Grants and Sponsored Research

During the year, the Institute received three grants from the New Mexico Endowment for the Humanities: a grant of $2,000 for “Teaching Medieval History, Literature, and Song with Modern Technology”; a grant of $750 for “Medieval Hospitals, Leper Houses, and Leprosy”; and a grant of $7,000 for “Barbarian Europe: The Creation of a Civilization.”

From September 2002 to June 2003, Jay Rubenstein held an American Council for Learned Societies Fellowship to conduct research on “The First Crusade in Medieval Memory.” During his tenure of the Fellowship, Professor Rubenstein was based in Paris (France); he made research trips to Bern (Switzerland), Clermont-Ferrand (France), and London (England) to consult manuscripts relevant to his project.
Department of Philosophy  
Annual Report for 2002-3  
Submitted by Russell B. Goodman, Chairperson

1. Significant developments during the academic year 2002-3

Two new assistant professors began teaching for us: Kelly Becker (Ph. D., University of California, San Diego), and Brent Kalar. Kalar successfully defended his Ph. D. dissertation at Harvard in May, and received an award for the best Ph. D. dissertation submitted in 2003. Less happily, we had two resignations from the faculty: Amy Schmitter and Aladdin Yaqub, leaving the department shorthanded in metaphysics, logic, and modern philosophy.

As usual, the department hosted a series of visiting speakers, with the highlight being our annual Brian O'Neil Lectures in the History of Philosophy, which were given this year by Hubert Dreyfus of the University of California, Berkeley. The complete list of speakers is as follows:

Fred Schueler, UNM, Philosophy, 9/6/02 – Consciousness  
Chrisoula Andreou, University of Utah, 10/4/02 – The Voices of Reason  
Timothy Gould, Metropolitan State University, Department of Philosophy, 10/18/02 – Prophets of the Everyday  
Peter Vernezze, Weber State University, Department of Philosophy, 10/25/02 – Is the Buddha a Stoic?  
John Taber, UNM, Philosophy, 11/8/02 – Dharmakirti against Physicalism  
Gregory Velazco y Trianosky, California State University, Northridge, 2/14/03, Beyond Mestizaje: The Future of Race in America and Judging the Past: Prophetic Challenge and Moral Responsibility  
Tom Beauchamp, (Georgetown University), 2/21/03 – Moral and Conceptual Problems in Drawing the Line in Contemporary Research Between Human Primates and Non-Human Primates  
Chris Framarin, UNM Philosophy Ph.D. Student, 2/28/03 – Democracy and the Expanded Property Rights of NAFTA: An Analysis of the Potential Conflict  
Edward Minar, University of Arkansas, 3/7/03 – Living with the Problem of the Other:
Wittgenstein, Cavell, and the Truth in Skepticism

Fred Smith, University of Iowa, 3/14/03 – Philosophy and orthopraxis in the Construction of Sectarian Doxographies: The Balabodha of Vallabhacarya

Myles Burnyeat, All Souls College, Oxford – O’NEIL MEMORIAL LECTURES IN THE HISTORY OF PHILOSOPHY, 3/24/03 – Anger and Revenge

Myles Burnyeat, All Souls College, Oxford – O’NEIL MEMORIAL LECTURES IN THE HISTORY OF PHILOSOPHY: Weakness of Belief

Eli Franco, University of Vienna, 4/4/03 – Reverse Causation in Buddhist Philosophy

Brian Cooney, Centre College, Danville, KY, 4/11/03 – On Defining Life

Karl Ameriks, University of Notre Dame, 4/18/03 – Idealism from Kant to Berkeley

Iain Thomson, UNM, Philosophy, 4/25/03 – Deconstructing the Hero (A philosophical reading of Moore’s Watchmen)

Plans and Recommendations

We hope to replace Yaqub as soon as the College’s hiring slowdown ends. We have for many years made the case that we need more teaching assistants, and would hope that at least one new TA slot can be included in our budget next year. Our supply budget is in serious deficit, and we have been supplementing it with funds from our endowment. Our supplies budget has not increased for more than a decade. Last year we ran out of funds in February.

2. Appointments to faculty/staff
None.

3. Separations from faculty/staff

Amy Schmitter
Aladdin Yaqub

4. Publications of faculty

• Kelly Becker, “Kuhn’s Vindication of Quine and Carnap” in History of Philosophy Quarterly, April, 2002, pp. 217-35


5. Outside Sponsored Research

Grant from the National Endowment for the Humanities to Russell Goodman to conduct a summer institute for college and university teachers: *Ralph Waldo Emerson at 200: Literature, Philosophy, Democracy.* ($154,000.)
DEPARTMENT OF PHYSICS AND ASTRONOMY  
July 1, 2002 to June 30, 2003  
Professor Bernd Bassalleck, Chair

Significant Developments

During the fall semester 2002 the department had to select and elect a new Chair since the previous Chair, Prof. Marcus Price, was stepping down. Prof. Bernd Bassalleck was elected by the department faculty and accepted by the Dean, with an official starting date of Nov. 1, 2002. Other significant faculty developments: Prof. Rich Rand was awarded tenure and promoted from Assistant to Associate Prof. and Prof. Steve Gregory was promoted from Associate to Full Prof., both effective in August 2002. In addition, one new faculty member started in August 2002 and one during the summer 2003, see the section with appointments below.

Reorganization and better functioning of the departmental office staff has remained a very high priority and a challenge at the same time. The last official Department Administrator left in spring 2001. She was finally replaced in summer 2003. One of our long-time and devoted staff members, Sandra Ortiz, moved back into the front office (from having worked for a research group within the department) and took over as Office Manager. As of the writing of this report we have made good progress and are approaching full staffing and operational efficiency of our office staff, a major improvement over the last few years.

As mentioned in last year’s annual report, unmet start-up fund commitments over many years had resulted in yet another departmental debt. We continue to make significant progress in repaying this debt out of the departmental overhead return, and will be completely out of debt by July 1, 2004. This was helped considerably by the fact that our overhead return for CY02 was 46.6%(!) higher than for CY01, a sign of the strong and continually improving research vitality of this department. The remaining problem of the debt of the Institute for Astrophysics (IfA), accumulated while reporting to the previous Dean, will be tackled after the current departmental debt has been eliminated.

The departmental network was upgraded to gigabit capacity. In Regener Hall, our large (300 seats) lecture hall was instrumented with an electronic keypad system. Using this system students can answer questions and quizzes electronically, and the results can be evaluated on-line and displayed in real time. More and more of our large introductory physics and astronomy classes are now using this useful system.

Plans

Chaired by Prof. Carl Caves our Long Range Planning committee (consisting of nine faculty members) has made great progress towards completion of this plan during the
current year (03/04). This plan is the most serious and most comprehensive such Long Range Plan that this department has ever undertaken. It is both a critical self-assessment document and a planning document for the next 5-10 years, including a faculty hiring plan. In addition, it is very much meant to be a living (and governing) document in the sense that the Chair and his/her Advisory Committee will be tasked with implementing this plan as well as reviewing and updating it regularly.

In spring of 2003 construction started for a new wing of our building, immediately to the west of our current north wing. This approximately 5000 sq ft wing will contain office space for faculty, research staff, and graduate students. It is a replacement for our various trailers and is financed by the UNM Hospital/Health Sciences Center, which will need the space occupied by our trailers for the pending expansion of the UNM Hospital (Children’s Hospital and Critical Care Pavilion).

Longer-term the department remains in need of a completely new building. This of course represents a very serious undertaking, and we would want to be involved in the planning and design from the very beginning. The latest (June 2003) UNM plan for Capital Outlay Projects shows planning money for a replacement Physics & Astronomy building during FY05.

**Appointments**

We were able to make two faculty level appointments this year. In August 2002 Prof. Dinesh Loomba started in a tenure track position as an Assistant Professor. He is carrying out research in experimental cosmology. We were fortunate in being able to hire him as a spousal hire. Departmental interests in branching out into biophysics led to a search during the winter 2002/2003 for someone bridging the fields of optics and biophysics. After a successful search Prof. Jim Thomas was hired. He came to us from Columbia University and started during the summer 2003. Start-up funding for this position was partially supported by the interdepartmental National Science Foundation IGERT grant, headed by Prof. Wolfgang Rudolph from this department.

Tamara Baca was hired as an Administrative Assistant II on 11/25/02. Sandra Ortiz moved laterally from the research group of Prof. Duncan back into our front office as an Administrative Assistant III, effective 1/1/03. John Gallegos was hired as Coordinator for our Lecture Demonstrations in Regener Hall on 1/13/2003.

**Separations**

After more than 15 years of superb and most dedicated service to this department Eleanor Maes, Administrative Support Coordinator, left our staff on 6/2/03. She had been our de-facto Department Administrator for the last two years and will be sorely missed by the entire department.

Joel Lorimer, General Services Assistant, departed from our staff on 3/18/03. He was replaced by Jeremy Sean Jay, who started on 6/2/03.
Graduation Statistics

The department graduated 12 BS in Physics (2 women among them), 1 BS in Astrophysics, 4 BA in Physics & Astrophysics, 7 MS in Physics (2 women), 2 MS in Optical Sciences & Engineering (both women), 9 PhD in Physics (1 woman), and 3 PhD in Optical Sciences & Engineering. This represents a very healthy graduation rate for this department.

Outside Sponsored Research and Publications

As indicated earlier, research efforts in the department remain strong and vibrant. For FY03 funding for new and existing grants in the department (including Institutes and Centers housed in the department, such as the CAS, the Center for Advanced Studies) amounted to $5.714 million. For FY02 the corresponding amount was $5.526 million. Excluding the CAS the departmental research funding increased from $4.329 million to $5.519 million, a 27.5% increase.

Publications in refereed journals, as well as conference contributions and proceedings, invited talks, etc. by faculty members of this department are too numerous to list here - suffice it to say that well over one hundred papers were published in refereed journals alone.

Awards

Prof. Ivan Deutsch was selected as a Regents' Lecturer for 2003-2006. Prof. Michael Zeilik received the 2003 Excellence in Introductory College Physics Teaching Award from the American Association of Physics Teachers. John Caffo received the 2002-03 Outstanding Adjunct Faculty and Lecturer Teaching Award from UNM's Center for the Advancement of Scholarship in Teaching & Learning. Joshua Bienfang was the recipient of the 2003 Tom L. Popejoy Dissertation Prize.
I. SIGNIFICANT DEVELOPMENTS

A. UNDERGRADUATE PROGRAM

The department graduated 88 majors, including three Regents' Scholars, Ruth Aragon, Simon Goldfine and Victoria Gonzales. The annual commencement ceremony was hosted in the Kiva Lecture Hall and attended by over 250 students and their guests. James H. (Jamie) Koch, a Regent of the University of New Mexico, was the commencement speaker.

Following a restructuring of our undergraduate curriculum, the department now offers concentrations in three fields - Pre-Law, Public Policy and International Politics. The department's Undergraduate and Pre-Law Advisor, Dr. Ellen Grigsby, worked with the College of Arts and Sciences to enhance pre-law advisement services at UNM.

B. GRADUATE PROGRAM

The department awarded Ph.D. degrees to Francois Gelineau and Anna Nichols and an M.A. degree to Michael Duman.

Awards: Nancy Carrillo, Jeff Drope, Doug Hecock and Christina Schatzman received National Science Foundation dissertation grants to conduct their field research. Eric Jepsen and Doug Hecock were awarded field research grants by the Social Science Research Council. Eric Jepsen also received a Fulbright fellowship to support his research. The department has been awarded nine National Science Foundation and four Social Science Research Council dissertation research fellowships since 1997, second only to the University of Michigan among Political Science Departments nationally.

In competitive awards offered by the UNM Latin American and Iberian Institute, Jeff Drope, Doug Hecock, Eric Jepsen, Roberta Rice and Christina Schatzman were recipients of Ph.D. Fellowships and Kim Nolan received a Title VI Foreign Language and Area Studies Fellowship. Jeff Drope received the Graduate Dean's Dissertation Fellowship award.

Presentations: Several students presented research papers at professional conferences this year. Mary Bellman and Francois Gelineau made presentations at the Annual Meeting of the American Political Science Association. Mary Bellman, Jeff Drope, Doug Hecock and Kim Nolan presented papers at the Midwest Political Science Association Annual Conference. Nancy Carrillo and Maggie Toulouse collaborated on a paper presented at the Western Political Science Association Annual Conference. Mary Bellman, Doug Hecock, Matt Ingram and Roberta Rice presented at the Latin American Studies Association Annual Meeting. Roberta Rice presented papers at the Bolivian Studies Association and the Rocky Mountain Council on Latin America annual conferences. While conducting dissertation field research in South Africa, Jeff Drope presented a paper in a colloquium held at the University of Witswatersrand in Johannesburg. D. Xavier Medina was invited to participate in a Summer Institute on "Discovering North America" sponsored by the School of International Service at American University, Washington, D.C.

Ellen Grigsby taught Political Science 583, "Teaching and the Political Science Profession," for the first time in the Fall semester. The one-hour credit/no credit course on methods for teaching undergraduate Political Science classes was added to the graduate curriculum as a companion to Political Science 582, "Survey of Political Science as a Discipline and Profession."

Nine new students were admitted to our graduate program for the 2003-2004 academic year. The department currently has 12 M.A. students and 14 Ph.D. students enrolled.
The department suffered a great loss when one of our most gifted and promising doctoral students, Dylan Balch-Lindsay, was killed in an automobile accident in September. To honor his memory, the department established the Dylan Balch-Lindsay Memorial Fund for Graduate Education. This memorial fund will support an annual award to assist our graduate students in their research activities. The department is currently raising funds to establish a permanent endowment for this memorial.

C. INSTITUTE FOR PUBLIC POLICY

The Institute conducted public opinion surveys and other research in key public policy areas this year, including national security, water, health and family welfare. They received major funding from Sandia National Laboratories, the Texas A&M Research Foundation, the Middle Rio Grande Council of Governments, the New Mexico Health Policy Commission, the New Mexico Commission for Deaf and Hard of Hearing, New Mexico Advocates for Children and Family and the New Mexico Developmental Disabilities Council.

Institute Director and Adjunct Political Science Research Professor Roger L. Hagengruber was appointed the initial director of the Office for Policy, Security and Technology at UNM in March. The office was established by charter agreement between the University of New Mexico and Sandia National Laboratories to identify and explore opportunities to collaborate on national issues that may require multidisciplinary approaches in areas where public policy and technology meet.

D. SPEAKERS

The following faculty and graduate students gave presentations in the department's colloquium speaker series: Mary Bellman, Chris Butler, Nancy Carrillo, Roger Hagengruber, Doug Hecock, Eric Jepsen, Roberta Rice, Lorraine Tafoya, John Todsen and Margaret Toulouse. Outside guest speakers included Donna Lee Van Cott from the University of Tennessee and Rajesh Basrur and Hasan-Askari, visiting scholars from India and Pakistan. Political Science also sponsored speakers in interdisciplinary colloquia with the department of International Programs and the Latin American and Iberian Institute.

E. INTERNSHIPS

The department and Sandia National Laboratories continued their externship program for graduate and advanced undergraduate students to work part-time at Sandia. This year, senior Simon Goldfine worked at Sandia's Cooperative Monitoring Center, an organization that promotes international cooperation by using advanced information, satellite and sensor technologies to help adversaries resolve their conflicts by effectively monitoring each side's compliance with agreements.

In addition to Sandia Laboratories' externship opportunities, 39 undergraduate students were placed as interns in public agencies, political campaigns, offices of elected officials, and voluntary organizations in Political Science 291/491 Internship classes this year. Under the direction of Adjunct Professor Larry Gordon, the students gained practical experience in the application of political science theories while receiving course credit. Sixteen other students were placed in internships with the New Mexico State Legislature, working under the close supervision of Visiting Assistant Professor Gilbert K. St. Clair. The 2003 group and the 2002 group, which also numbered 16, have been the largest groups sent to the capitol since the department's Legislative Internship Program began in 1984. Both students and legislature staff considered the internship a success. The department received letters of appreciation from legislators representing both parties, commenting favorably on the internship program as well as the individual interns assigned to them.

F. SCHOLARSHIPS AND FELLOWSHIP AWARDS

The department awarded eight undergraduate scholarships and two graduate research fellowships this year.

G. RESEARCH CONTRACTS AND GRANTS

The department received $677,562 in contracts and grants this year. For the last five years, our annual average of contracts and grants awarded was $920,981.
H. FACULTY HONORS AND APPOINTMENTS
F. Chris Garcia served as President of the University of New Mexico for a one-year term commencing August 1, 2002. William Stanley continued to serve as Interim Director of the Latin American and Iberian Institute for another year. Mark Peceny was appointed Gallegos Lecturer in Political Science for 2002-2003 and received the Gunter Starkey Award for Teaching Excellence for 2002-2003 from the College of Arts and Sciences. Mark Peceny also received a Regents' Lecturer in Arts and Sciences award. Fred Harris was the subject of a biography by Richard Lowitt, Fred Harris: His Journey from Liberalism to Populism, published by Rowman and Littlefield.

II. SIGNIFICANT PLANS
A. CURRICULUM DEVELOPMENT
The department has scheduled a new writing workshop for graduate students who are writing field papers and dissertations or dissertation proposals for next Fall semester. At the undergraduate level, the department is developing a new two-course sequence on water politics and policy in the Southwest as well as a course on politics and community organization. At the graduate level, a new research seminar is planned on urban politics and policy. We are also restructuring our methods curriculum, adding a new course in introductory statistics at the M.A. level.

B. RECRUITMENT
Although the department was not authorized to hire next year, we continue to have faculty vacancies in the American Politics, Public Policy, and Political Theory subfields and plan to recruit for them when authorized to do so. The department also intends to recruit a Lecturer to teach introductory courses in Political Theory and American Politics.

The department developed new informational brochures for the graduate program and will continue its efforts to increase the pool of applicants to the graduate program, including Web page application materials and sending select faculty members to national recruiting events. Christine Sierra, Graduate Advisor for Political Science, represented the department at the Ralph Bunche Summer Institute, a recruitment fair sponsored by the American Political Science Association, held in June at Duke University. The Institute provides a forum for recruiting minority students for graduate study in Political Science.

III. APPOINTMENTS TO FACULTY/STAFF
Timothy Krebs, Assistant Professor, effective August 12, 2002.
Gilbert St. Clair, Visiting Assistant Professor, effective August 18, 2002.
Benjamin Goldfrank, Assistant Professor, effective January 7, 2003.

IV. SEPARATIONS OF FACULTY/STAFF
Randall Partin, Assistant Professor, effective July 31, 2002.

V. PUBLICATIONS


“Civilian Security.” In Stephon John Stedman, Donald Rothchild, and Elizabeth Cousins, eds., Ending Civil Wars: The Implementation of Peace Agreements (Boulder and London: Lynne Rienner 2002), pp. 303-326, with Charles Call.


VI. NOTEWORTHY OUTSIDE PROFESSIONAL ACTIVITIES OF FACULTY
Department editorial board memberships
American Politics Research
American Review of Politics
Served as officers or members of key committees in national or regional professional organizations

Lonna Atkeson served as Nomination Committee Chair, Southwestern Political Science Association.

F. Chris Garcia served on the Committee on Endowments, American Political Science Association, and as Consultant-Evaluator for the Commission on Institutions of Higher Education, North Central Association of Colleges and Schools, and the Western Association of Schools and Colleges.

Gregory Gleason served as President of the Central Eurasian Studies Society.

Wendy Hansen served as Chair, International Political Economy Section, 2003 Midwest Political Science Association Annual Meeting.

Timothy Krebs served as Urban Politics Division Chair of the 2003 American Political Science Association Program Committee and as a member of the Executive Council of the Urban Politics Section of the American Political Science Association.

Deborah McFarlane served on the Executive Councils of the Federalism and Intergovernmental Relations Section and the Public Policy Section of the American Political Science Association.

Christine Sierra served as Committee Member, Women's Caucus for Political Science, the American Political Science Association, and Member, Committee on the Status of Chicanos/as in the Profession and Committee on the Status of Women in the Profession, the Western Political Science Association.

Joseph Stewart served as Chair, Editorial Policies Committee, Southwestern Social Science Association.

Selected invited presentations by faculty

Gregory Gleason - “The EvrAzEs, Atomic Power, and Electricity Markets.” Plenary Session Address, Snezhinsk Physical-Technical University Conference on Development of Atomic Sciences in Russia, Snezhinsk, Russia, June 2003.


“U.S. Domestic and Foreign Policy.” Presentation at Beijing University, Beijing, China, March 2003.

Mark Peceny - “Military Intervention and Democracy.” Workshop on Peacekeeping and Politics, Columbia University, New York, and Department of Political Science Colloquium Series, Arizona State University, Tempe, Arizona, October 2002.


Other professional activities off-campus or community and public service
Lonna Atkeson was interviewed on “University of New Mexico Showcase,” KUNM radio, in November and presented a talk on “Soft Money and Issue Advocacy in the 2002 Elections” to students and faculty of Roswell High School, Roswell, New Mexico. She granted numerous interviews to print and TV journalists throughout the 2002 New Mexico elections and was a Member of the New Mexico Advisory Commission of the Help America Vote Act.

Christopher Butler was invited to be Guest Editor for a special issue of Conflict Management and Peace Science on “Formal Theories of Bargaining in International Relations.”

F. Chris Garcia was appointed to the Board of Directors of the National Hispanic Cultural Center by Governor Richardson in February.


Wendy Hansen served as Grant Referee for the National Science Foundation.

Fred Harris served as member and co-chair of the Board of Trustees of the Milton S. Eisenhower Foundation, Washington, DC. He is State Chair of NM Common Cause, a member of the National Governing Board of Common Cause and a member of the Board of Directors of the Common Cause Education Foundation.

Timothy Krebs made a presentation before the Unification Charter Commission of the City of Albuquerque and Bernalillo County.

Deborah McFarlane served as Technical Advisor to Population Action International, conducting field research in Ethiopia to evaluate the impact of the “Mexico City Policy.”

Neil Mitchell served as Comparative Government faculty consultant for The College Board/Advanced Placement.

Mark Peceny made a presentation on “Israel’s Wars” at the David Bram Hillel House at UNM in February. In November, he was Panel Moderator of “U.S. Policy Toward Latin America” and Panel Participant for “The U.S. in the Middle East” at a UNM Symposium on U.S. Foreign Policy Since 9/11/01. In October, he participated in a Town Hall on “A Global Response to Terrorism” organized by the United Nations Association, Albuquerque Chapter, at the UNM Catholic Center.

Kenneth Roberts made a presentation in November on “International Public Opinion Toward the United States” for a KUNM radio show. He made presentations on national radio shows for Chicago Public Radio on “Authoritarian Rulers in Democratic Regimes” in July and on “The Rise of the New Left in Latin America” in November. He is President of the Board of Directors of Re-Visioning New Mexico.
Christine Sierra was appointed by the Albuquerque Mayor and City Council to the Unification Exploratory Group, a citizens’ task force convened to study and report on the consolidation of city and county government. She was interviewed about New Mexico Elections 2002 by KOB-TV in July, the Fox News Channel in October, and served as Election Night analyst and commentator on KOB-TV in November. TV Channel 41 (local Spanish-language network) interviewed her about Immigration Issues Post 9-11 in October.

Joseph Stewart served as a Judge for the National Finals of the “We the People” Competition in Washington, D.C. He was Chief Faculty Consultant, Advanced Placement Government and Politics, for the Educational Testing Service, and participated in Advanced Placement American Government Teachers’ Institutes at UNM and at the University of Arkansas, Little Rock.

Served on departmental, college, or university committees or held administrative positions outside the department

Lonna Atkeson served on the department’s American Politics/New Mexico Politics faculty search committee, as Chair of the Political Methodology Committee and as a member of the Steering Committee of the Institute for Public Policy.

Christopher Butler was Vice-President and President-Elect of the UNM Chapter of Phi Kappa Phi. The Chapter awarded him a $10,000 grant for “Chapter Development through Raising Awareness and Encouraging Networking.” He was a member of the university’s International Affairs Committee and a member of the department’s Executive Committee and Graduate Admissions Committee.

F. Chris Garcia served as UNM Institutional Representative for The College Board.

Gregory Gleason served on the UNM Faculty Senate and as a Board Member for the UNM Water Resources Program.

Ellen Grigsby served as the department’s Undergraduate Advisor and as UNM’s Pre-Law Advisor. She also served on the department’s Undergraduate Committee.

Wendy Hansen served on the department’s Graduate and Executive Committees.

Fred Harris served as a member of the department’s Undergraduate Committee.

Timothy Krebs served on the department’s Undergraduate Committee.

Deborah McFarlane served as President of the American Association of University Professors (UNM Chapter) and as Managing Editor of the AAUP Newsletter at UNM. She served as Faculty Advisor for the Phi Beta Kappa Chapter at UNM.

Neil Mitchell served on UNM’s European Studies Committee and on the Associate Provost’s Distinguished Professor Review Committee. He served as a member of the Institute for Public Policy Steering Committee.

Mark Peceny served as the department’s Library Liaison and was Coordinator of the UNM Political Science/Sandia Labs Externship program. He was on the Faculty Senate Library Committee and the University General Honors Program Committee. He served on the Latin American Faculty Concilium Library and Publications Committees, the Latin American Studies Grants and Awards Committee and the Latin American and Iberian Institute-Anderson Dual Degree Grant Awards Committee. He was a member of the Organizing Committee for UNM’s International Education Week Symposium on American Foreign Policy after September 11. He was Faculty Sponsor for the UNM St. Thomas Aquinas Newman Center Student Group and Director of the Center’s Morning Choir. He served as Faculty Mentor to Regents’ Scholars Scott Darnell and Victoria Gonzales.
Kenneth Roberts served as Chair of the department. He served on the Interdisciplinary Committee for Latin American Studies as well as the Program Committee for the Latin American and Iberian Institute.

Christine Sierra served on the department's Graduate Admissions Committee and as the department's Graduate Advisor. She served on the College of Arts and Sciences Graduate Council. She was a member of the Faculty Consultative Committee to UNM President F. Chris Garcia.

William Stanley served as Interim Director of the UNM Latin American and Iberian Institute and chaired the Grants and Awards Committee for the Institute.

Joseph Stewart served on the department's Executive Committee.

VII. SPONSORED RESEARCH
Christopher Butler, UNM Research Allocations Committee Research Award, $3,499. Title: Bargaining in a Spatial Context: An Experimental Study.

Timothy Krebs, UNM Research Allocations Committee Research Award, $2,500. Title: The Decision to Use Negative Advertising in a Big City Mayoral Election.

Christine Sierra, UNM Center for Regional Studies, $12,000. Title: Develop and Publish The New Mexico Report, a public policy report for the UNM Southwest Hispanic Research Institute.

VIII. OUTSIDE-SPONSORED RESEARCH
Lonna Atkeson/Nancy Carrillo, National Science Foundation, $12,000. Title: Dissertation Improvement Grant: The Impact of Community Organizing on Political Engagement.

Gregory Gleason, Smith Richardson Foundation, $110,000. Title: The Politics of Eurasian Integration.

Amy Goodin/Amelia Rouse, Texas A&M Research Foundation, $45,000. Title: 9/11 Terrorism Panel Study.

Amy Goodin/Amelia Rouse, Texas A&M Research Foundation, $8,000. Title: AAAS Non-response Bias Telephone Survey.

Amy Goodin/Amelia Rouse, Sandia National Laboratories, $3,000. Title: Fall Public Opinion Profile Supplemental Models.


Amy Goodin/Amelia Rouse, New Mexico Health Policy Commission, $20,000. Title: 2002 Health Policy Survey.

Amy Goodin/Amelia Rouse, New Mexico Advocates for Children and Family, $15,143. Title: Statewide Childcare Study.

Amy Goodin/Amelia Rouse, New Mexico Developmental Disabilities Planning Council, $12,000. Title: Phase 1: Statewide Childcare Study.

Kerry Herron/Eric Whitmore, Sandia National Laboratories, $134,500. Title: Establish a Directed Research Program for the Cooperative Monitoring Center (CMC) at Sandia National Laboratories.

Kenneth Roberts/Richard Hecock, National Science Foundation, $10,469. Title: Dissertation Improvement Grant: The Politics of Education Reform in Mexico.
Amelia Rouse/Amy Goodin, Middle Rio Grade Council of Governments, $10,000. Title: Public Opinion Profile Water Supplement.


Amelia Rouse/Amy Goodin, New Mexico Commission for the Deaf and Hard of Hearing, $53,000. Title: Deaf and Hard of Hearing Needs Assessment in New Mexico.


Eric Whitmore, Sandia National Laboratories, $75,000. Title: Cooperative Monitoring Center (CMC) Visiting Research Scholars Program.
ANNUAL REPORT
2002-2003

DEPARTMENT OF PSYCHOLOGY

Mark A. McDaniel, Ph.D.
Professor and Chair

TABLE OF CONTENTS

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DEPARTMENT OF PSYCHOLOGY

STATEMENT OF MISSION

The Department of Psychology shares with other academic departments at the university its raison d'etre: the discovery and dissemination of knowledge. It shares with other science departments a commitment to empirical research. The distinguishing feature of this purpose for a psychology department is that the knowledge being sought concerns the individual organism, and most typically the behavior of the individual person.

The UNM Department of Psychology embraces a number of goals which serve to give the program a distinctive flavor. These are reflected in the mission of the department which is to:

- Create a supportive environment in which faculty and students associated with the department are encouraged to achieve their maximum potential as scholars.

- Promote a scientific approach to psychology, emphasizing both experimental and correlational methodologies as historic traditions.

- Encourage respect for and openness to a variety of theoretical, philosophical, and empirical approaches, with the view that the study of psychology is enriched by the interaction of multiple perspectives.

- Value active research programs within the department and in collaboration with colleagues outside the department.

- Maintain excellence in clinical and experimental psychology and foster the growth of neuroscience approaches to the study of learning, memory, and cognition.

- Encourage and support effective teaching both in communicating psychology to undergraduates as an area of major study and a critical part of a liberal arts education, and in training graduate students at a professional level.

- Train graduate students in the application of general experimental psychology in clinical and other professional settings.

- Ensure that graduate students in all areas are well trained in methodology and ethics appropriate for their effective functioning as researchers and professionals.

- Enable students to understand the development and operation of psychology in the context of diversity within the larger culture, and its application in the culture of the Southwest in particular.
- Be actively involved in service to the university, the community, the state, and the profession.

- Evaluate, in an ongoing fashion, our performance as a department with respect to our mission, and revise this Statement of Mission to accommodate to changing situations.
I. Department Information and Achievements

A. Departmental Administration and Structure

The Department continued with the administrative structure adopted in 1995. Mark McDaniel served the first year of his first four-year term as Chair of the Department. The Department's major administrative committee, the Planning and Policy Committee, consisted of the Department chair, the associate chair for graduate education, Steve Gangestad, the associate chair for undergraduate education, Gordon Hodge, and the heads of the Department's five areas of study. These areas and their respective heads were: Clinical (Ron Yeo), Learning and Cognition (Tim Goldsmith), Developmental (Steve Gangestad), Quantitative (Harold Delaney), and Behavioral Neuroscience (Claudia Tesche).

As in past years, the governance and functioning of the Department relied heavily on a number of faculty members who served effectively on other departmental committees. Particularly noteworthy was the very important and time-consuming work of the Graduate Admissions Committee (chaired by Jane Smith) and the Faculty Search Committee (chaired by Ron Yeo). The Graduate Admissions Committee was faced with the task of selecting the very best applicants from a pool of roughly 181. Outstanding graduate students are essential to any good research department, and the Admissions Committee is to be commended for its work in recruiting an impressive class of new students. Those who served on the Faculty Search Committee deserve many thanks for their hard work and outstanding results as well. There is nothing a department does that is more important than hiring new faculty.
The Department benefited again this year from the Quad-L Trust, which was endowed through the UNM Foundation by University Professor Emeritus Frank Logan. The Quad-L Library supported by this Trust not only facilitates the study of the psychology of learning, but also provides a meeting place for students’ defenses of their graduate degrees. This year the Quad-L Trust supported a visit by Howard Rachlin, Professor of Psychology at the State University of New York, Stony Brook. He delivered the 16th annual Quad-L Lecture entitled “The Prisoner’s Dilemma and Self-Control.” Michael Dougher, who serves as faculty advisor to the Quad-L, coordinated the selection process for the Quad-L Lecture and arranged for Dr. Rachlin’s visit.

B. Faculty

At the beginning of the academic year, the Department had 21 voting faculty (20 FTE), including Bill Miller, who is supported by a senior Research Scientist Award from NIAAA. Drs. Nancy Handmaker and Theresa Moyers continued as part-time visiting faculty to cover Dr. Miller’s teaching load. Kristina Ciesielski spent the Fall semester on leave at Harvard/Massachusetts General Hospital, and Janis Anderson continued as a visiting associate professor to cover Dr. Ciesielski’s courses during the Fall. Paul Amrhein spent a year on leave and was granted a request for an additional year of leave, owing to his wife’s ill health.

This year, the Department successfully completed faculty searches for junior-level clinical psychologists. We hired Elizabeth Yeater, Steven Verney, and Bruce Smith at the Assistant Professor level in clinical psychology. We also hired Karin Butler as a part-time tenure-track at the Assistant Professor level in cognitive psychology. Dr. Yeater received her Ph.D. from the University of Nevada, Reno in 2001; Dr. Verney received his Ph.D. from the San Diego State University/University of California, San Diego joint program in 2000; and Dr. Smith
received his Ph.D. from Arizona State University in 2002. Dr. Butler received her Ph.D. from Michigan State University in 2001. The Department is very pleased to have Drs. Yeater, Verney, Smith and Butler join our faculty next year.

The research activities of the faculty are summarized in Appendices A-C. It is particularly noteworthy that this year our extramural funding exceeded $23,392,552 million dollars (see Appendix B). This is certainly an extraordinary accomplishment, both in terms of the absolute level of funding achieved for a department of our size and in terms of the significant positive acceleration relative to our previous five years (at which funding was just over $2 million). We are hopeful that we can continue this high level of funding in the future. Appendix C provides a list of faculty and a list of their publications for the year. Clearly our faculty continues to excel in their research activities and to be productive in terms of publishing and presenting their work at professional meetings. In addition, a large number of our faculty have achieved national and even international prominence and have assumed leadership roles in their respective fields.

By whatever metric one might wish to apply, the faculty of the Department of Psychology is very good. However, a persistent threat to the quality of our faculty is salary inequity. The salaries of some of our faculty are as much as 20% below national and regional norms. The situation was not improved with the 2.5% average salary increases this year. It will take several successive years of substantial salary increases before our faculty is compensated at a level comparable to our peers. While this problem is fully acknowledged by the central administration, more needs to be done. There should be no doubt that the highest priority for the Department is to see faculty salaries increased to the level of regional norms immediately and to
the level of national norms in the near future. This is the only way to preserve the excellence of our Department.

**Professional Appointments.** There were a number of other individuals within UNM and the professional community of Albuquerque who made major contributions to our teaching, training and research missions. Foremost among these are our three visiting faculty members: Janis Anderson, Nancy Handmaker, and Theresa Moyers.

This year the Department added Kamilla Venner to our list of research faculty. Research faculty status is granted to individuals who have excellent research records, provide research opportunities for our students, and receive extramural funding. Three years ago the Department decided to expand our list of affiliated research faculty for several reasons. These arrangements extend the range of research opportunities for our students, increase opportunities for collaborative and interdisciplinary research, and increase the amount of extramural funding generated by the Department. The corresponding increase in the indirect costs returned to the Department provides additional research support to our faculty and students and, in a self-perpetuating manner, facilitates the generation of additional extramural funding. The Department is indeed pleased with its affiliation with our research faculty, and we intend to add to that list in the future.

A number of psychologists and researchers from other universities, other departments within the university, and from the community further enriched our educational programs by presenting research colloquia to our faculty and students. These individuals and the titles of their presentations are listed in Appendix D.
C. Graduate Education

After a slight decrease last year, the number of graduate students enrolled in the Department this year increased from last year (from 86 to 89). This year, the Department awarded 12 Ph.D. degrees. The names of the degree recipients along with the titles of their dissertations and the names of their faculty advisors can be found in Appendix E. This brings the total of Ph.D. degrees awarded by the Department to 302. In addition, the Department awarded 8 Master of Science degrees this year. These degree recipients along with the titles of their theses and faculty advisors are also listed in the second half of Appendix E. The graduate program remained relatively unchanged from the previous six years.

The faculty used the criteria and guidelines that were revised four years ago to evaluate each student’s research productivity and degree progress. This exercise proved very useful in that each of the major areas gained a clear picture of their students’ progress and were able to give specific feedback to each student. Based on this evaluation process, it is clear that our graduate students continue to be very active in both research and teaching.

The number of applications to the graduate program increased from 130 last year to 181 this year. Fortunately, the Department was able again this year to support financially all of the graduate students who requested aid and were in good standing. In part, this was due to the availability of research assistantships made possible by extramural funding obtained by the faculty as well the availability of research and clinical positions outside the Department. However, most of the students who receive aid in our Department work as teaching assistants (TAs). This presents a problem because the ratio of the number of courses needing TAs to the number of TAs we are able to fund creates an excessive workload for our TAs. The Department simply does not receive sufficient TA/GA funding to cover its needs. The Department is in clear
need of at least two more TA positions. Moreover, TA stipends are too low relative to our peer institutions. This places us at a real disadvantage in trying to compete with other institutions for the best graduate students.

In the face of all of this, the Graduate Admissions Committee under the leadership of Jane Smith continued its efforts to attract the very best applicants to our graduate program. Their efforts paid off in that we were able to admit twelve very good students to our program this year. These students, their areas of study, and their advisors are listed in Appendix F.

D. Undergraduate Education

Stated simply, the undergraduate education productivity of the Department’s faculty and staff is enormous and among the highest in the College. As of the spring semester, the Department had a total of 809 majors, which is 21.3% of the number (3,791) of majors in the College of Arts & Sciences. Both values reflect increases over last year. The Department offers a wide variety of courses, ranging from introductory psychology to advanced courses in learning and memory, cognition, clinical/abnormal psychology, developmental psychology, social psychology, evolutionary psychology, quantitative methods, and cognitive/behavioral neuroscience. Our students are exposed to some of the best lecturers at the University and have access to advanced laboratory courses in which they design experiments and gain “hands-on” research experience with human and non-human subjects.

The flagship for quality education in our Department remains our Psychology Honors Program, which has been in existence for 29 years. This program, which culminates in the student completing a year-long research project, has been especially attractive to Psychology majors who go on to pursue graduate work in Psychology. Appendix G lists our 2002-2003 honors students along with the titles of their theses and the names of their faculty supervisors.
Ron Yeo deserves special mention for his role as the instructor for the senior honors seminar. He did an outstanding job of helping the students prepare their research projects for presentation to an assembly of faculty, students, and parents. By all accounts, these presentations were excellent.

For the 14th consecutive year, the Department hosted a spring commencement ceremony for its graduating students. The commencement address, delivered by Professor Bill Miller, was entitled "Along the Way." This continued the tradition of having a senior faculty member in the Department deliver the commencement address. Previous addresses have been delivered by Frank Logan, Bill Gordon, Sam Roll, John Gluck, Henry Ellis, Bill Miller, Kristina Ciesielski, Mark McDaniel, Dennis Feeney, Richard Harris, Robert Sutherland, Harold Delaney, Lynette Cofer, and Sam Roll. Department Administrator, Candace Blashak, organized the ceremony and she and her staff handled all of the arrangements. Counting the faculty, the graduates, their families and friends, almost a thousand people attended the ceremony. Needless to the say this is a huge and costly (over $4,000) undertaking for the Department, but judging by the very positive comments from both the graduates and faculty, it is well worth the expense and effort.

E. Staff

The Department of Psychology continues to benefit from an extremely competent support staff. The core administrative support staff (Candace Blashak, Stan Bennett, Trish Aragon, Elise McHugh, and LaMont Paige) skillfully handles the basic functions essential to the day-to-day operations of the Department. These people get the Department's administrative work done competently and efficiently. At the end of the year Louis Carrillo and Nancy Chavez resigned. We were fortunate to hire LaMont Paige and Elise McHugh to replace Mr. Carrillo and Mrs. Chavez, respectively, and are pleased to have them join our staff. Elise McHugh, though new in
the job, provided invaluable assistance in preparing this year’s Annual Report. By any measure, this is the best core staff the Department has had in many years.

Our research support staff again includes Gilbert Borunda, Senior Lab Animal Technician, Ector Estrada, Animal Research Coordinator, Patrick Sharp, Research Engineer, and Dr. Daniel Theele, Veterinarian. The outstanding experience, skills and efforts of these individuals are invaluable and facilitate a wide range of research activities in our department. The Department is very appreciative of their important contributions.

The success of the Psychology Clinic is due in large measure to the administrative skills of Dan Matthews, who completed his 14th year as Clinic Staff Director this spring. Dan continues to be effectively assisted in his duties by Wanda Sharts, the Administrative Assistant.

F. Space

As has been highlighted in the Department’s Annual Report for the past twelve years, our department is not well accommodated by its current space allocation. We need a new building or a significant addition to the existing building. Currently, we have insufficient staff space in order to function optimally and are unable even to house all of our faculty in faculty offices. Furthermore, during the past few years we have had to continue to convert graduate student offices into faculty research space. Even with this, we do not have sufficient, suitable research space in the building to accommodate the high level of faculty research activity that has been attained in recent years. The size of our current building places severe limitations on our ability to grow and to reach our full potential as a department. The Department’s request for an addition is now acknowledged on the University’s Capital Projects list. Accordingly, with the Department of Facility Planning we began a formal study of our space needs and of the projected cost for a building expansion. Gordon Hodge, Claudia Tesche, and Ron Yeo were appointed by
the Chair to a committee initiated by Roger Lujan (Director of Facility Planning) to conduct this study. In addition, a proposal for funds for a Psychology building expansion was submitted for UNM's Federal Priorities consideration.
## APPENDIX A

### DEPARTMENT OF PSYCHOLOGY SUMMARY STATISTICS

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<td><strong>Faculty Information</strong></td>
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<td>Voting Faculty (total)</td>
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<td>24</td>
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<td>21</td>
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<tr>
<td>Professors</td>
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<td>Associate Professors</td>
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<td>Assistant Professors</td>
<td>5</td>
<td>5</td>
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<td>4</td>
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<td>Budgeted FTE Faculty</td>
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<td>22</td>
<td>21.11</td>
<td>19.45</td>
<td>20</td>
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<td>Visiting Faculty</td>
<td>1</td>
<td>3</td>
<td>3</td>
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<td><strong>Research Activities</strong></td>
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<tr>
<td>Books and Articles</td>
<td>78</td>
<td>74</td>
<td>53</td>
<td>82</td>
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<td>Extramural Support</td>
<td>2,529,038</td>
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<td>2,463,309</td>
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<td><strong>General Information</strong></td>
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<td>FTE Staff</td>
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<td>12.25</td>
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<td>Department Budget</td>
<td>1,935,562</td>
<td>1,956,300</td>
<td>1,921,498</td>
<td>2,079,538</td>
<td>1,988,047</td>
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APPENDIX B

DEPARTMENT OF PSYCHOLOGY CURRENT OUTSIDE-SPONSORED RESEARCH AMOUNTS THAT INCLUDE THE CURRENT YEAR 2002-2003

Harold Delaney—Principal Investigator
Metanexus Institute; $150,342; 06/01/03-06/30/05

Steven Gangestad/Randy Thornhill—Principal Investigator
National Science Foundation; “Genetic Conflicts of Interest, Fluctuating Asymmetry, and the MHC;” $321,914; 08/01/02-07/31/04

Golijeh Golarai—Principal Investigator
National Institute of Child Health and Human Development/National Institutes of Health (NIH); “Cortical Excitability after Brain Injury;” $68,003; 04/01/02-03/31/04

Timothy Goldsmith/Peder Johnson—Principal Investigator
Federal Aviation Administration (FAA); “Training and Assessing Aircrew Skills: Methods to Achieve Reliable and Valid Performance Data;” $187,501; 05/02/00-01/28/04

Nancy Handmaker/William Miller—Principal Investigator
National Institute on Alcohol Abuse and Alcoholism (NIAAA); “Motivating Pregnant Problem Drinkers;” $341,626; 09/27/99-06/20/04

Mark McDaniel—Principal Investigator
National Institute on Aging; “Aging and Memory Illusions;” $788,210; 04/15/01-03/31/04

William Miller—Principal Investigator
National Institute on Drug Abuse (NIDA); $1,240,779; 09/28/98-08/31/03
University of North Carolina; $350,465; 09/30/99-08/31/03
New Mexico Department of Health; $50,000; 06/01/02-06/30/03
National Institute on Drug Abuse (NIDA); $7,700,000; 10/01/02-08/31/07
Behavior Therapy Associates; $38,413; 01/01/01-08/31/03

University of Notre Dame; $270,000; 06/08/00-08/31/03

National Institute on Alcohol Abuse and Alcoholism (NIAAA); $1,034,091; 09/30/97-08/31/03

Theresa Movers—Principal Investigator

National Institute on Alcohol Abuse and Alcoholism (NIAAA); $667,647; 09/16/02-08/31/05

University of Texas; $10,532; 09/26/02-08/31/04

Department of the United States Army; $1,336,262; 07/26/01-07/25/05

Natasha Slesnick—Principal Investigator

Center for Substance Abuse Treatment (CSAT); $1,800,000; 10/01/02-09/30/05

National Institute on Drug Abuse (NIDA); $429,995; 09/01/98-07/31/03

National Institute on Alcohol Abuse and Alcoholism (NIAAA); $736,349; 09/28/98-08/31/03

National Institute on Drug Abuse (NIDA); $2,255,380; 09/30/01-08/31/03

Center for Substance Abuse Treatment (CSAT); $495,471; 09/30/01-05/29/03

Jane Ellen Smith/Robert Meyers—Principal Investigator

National Institute on Alcohol Abuse and Alcoholism (NIAAA); “CRA and Enhanced Job Training for Homeless Women;” $435,539; 09/27/01-07/31/03

Daniel Squires—Principal Investigator

National Institute on Alcohol Abuse and Alcoholism (NIAAA); $25,145; 09/20/02-09/19/03

J. Scott Tonigan—Principal Investigator

Fetzer Institute; $99,059; 01/01/02-12/31/03

National Institute on Alcohol Abuse and Alcoholism (NIAAA); $220,106; 09/30/00-08/31/03

National Institute on Alcohol Abuse and Alcoholism (NIAAA); $110,792; 08/02/00-07/31/05

National Institute on Alcohol Abuse and Alcoholism (NIAAA); $565,634; 03/15/01-07/31/06
Kamilla Venner—Principal Investigator

National Institutes of Health (NIH)/National Institute on Alcohol Abuse and Alcoholism (NIAAA); $660,671; 09/30/02-08/31/07

Miguel Villanueva—Principal Investigator

National Institute on Alcohol Abuse and Alcoholism (NIAAA); $635,597; 03/15/01-07/31/06

Ronald Yeo—Principal Investigator

National Institute of Neurological Disorders and Stroke/National Institutes of Health (NIH)/Brain Metabolism & Traumatic Brain Injury in Children; $367,029; 10/01/02-04/30/04
APPENDIX C

FACULTY PUBLICATIONS
DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF NEW MEXICO
AY 2002-2003

AMRHEIN, PAUL C.


CIESIELSKI, KRISTINA T.

CLARK, VINCENT P.


COFER, LYNETTE

DELANEY, HAROLD D.


DOUGHER, MICHAEL J.


ERICKSON, SARAH


FEENEY, DENNIS M.

GANGESTAD, STEVEN W.


GLUCK, JOHN P.


GOLDSMITH, TIMOTHY E.


HODGE, GORDON K.


MC DANIEL, MARK A.


MILLER, GEOFFREY F.


MILLER, WILLIAM R.


SMITH, JANE E.


TANG, AKAYSHA C.


TESCHE, CLAUDIA D.


WITHERINGTON, DAVID C.


YEO, RONALD A.


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<tr>
<th>Colloquium Presented By</th>
<th>Colloquium Title</th>
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<tr>
<td>Zhong-Lin Lu, Ph.D.</td>
<td>&quot;Habituation and Sensory Memory&quot;</td>
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<td>Laboratory of Brain Processes</td>
<td>October 7, 2002</td>
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<tr>
<td>Department of Psychology &amp; Neuroscience</td>
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<tr>
<td>University of Southern California</td>
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<td>Mark McDaniel, Ph.D.</td>
<td>&quot;Human Conceptual Processes: Is function Learning Rule Based?&quot;</td>
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<td>Professor of Psychology</td>
<td>October 18, 2002</td>
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<tr>
<td>University of New Mexico</td>
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<tr>
<td>Albuquerque, New Mexico</td>
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<td>Don Glaser, Ph.D.</td>
<td>&quot;How Does the Brain Compute Visual Motion and Depth?&quot;</td>
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<td>Department of Molecular &amp; Cell Biology</td>
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<tr>
<td>University of California</td>
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<tr>
<td>Berkeley, California</td>
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<td>Dylan Evans, Ph.D.</td>
<td>&quot;The Placebo Response: The Belief Effect and Implications for Health Psychology&quot;</td>
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<td>Professor of Psychology</td>
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<td>University of Bath, England</td>
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<td>William Batchelder, Ph.D.</td>
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<tr>
<td>University of California</td>
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<tr>
<td>Irvine, California</td>
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<tr>
<td>Len Simms, Ph.D.</td>
<td>&quot;Development of a Computerized Adaptive Version of a Multi-Scale Personality Measure: The SNAP-CAT&quot;</td>
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<td>Professor of Psychology</td>
<td>January 30, 2003</td>
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<td>Department of Psychology</td>
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<td>University of Iowa</td>
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<td>Jamie Rhudy, Ph.D.</td>
<td>&quot;Evolutionary Theory as an Integrating Theme in Psychology Courses&quot;</td>
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<tr>
<td>Dept. of Psychiatry &amp; Human Behavior</td>
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<td>University of Mississippi Medical Center</td>
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<tr>
<td>Bruce Smith, Ph.D.</td>
<td>&quot;The Role of Personality and Emotion in the Experience of Chronic Pain&quot;</td>
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<td>Mood and Anxiety Disorders Program</td>
<td>February 11, 2003</td>
</tr>
<tr>
<td>National Institute of Mental Health</td>
<td></td>
</tr>
</tbody>
</table>
Nick Giardino, Ph.D.
Department of Rehabilitation Medicine
University of Washington

Elizabeth Yeater, Ph.D.
Department of Psychology
Indiana University
Bloomington, Indiana

Steven Verney, Ph.D.
Postdoctoral Research Fellow
VA San Diego Healthcare System

Jeremy Pettit, Ph.D.
Psychology Resident
University of Texas-Huston
Health Sciences Center

Karin Butler, Ph.D.
Department of Psychology
University of New Mexico
Albuquerque, New Mexico

Arthur Glenberg, Ph.D.
Department of Psychology
University of Wisconsin

Debra Lieberman, Ph.D.
Department of Psychology
University of California
Santa Barbara, California

"Improving Self-management and Reducing Disability in Persons with Chronic Lung Disease"
February 13, 2003

"The Relationship Between Social Competence and Sexual Victimization: Development and Evaluation of a Situation-specific Inventory"
February 17, 2003

"The Eyes Have It. Pupillary Responses Index Information Processing Efficiency: Theories and Application"
February 20, 2003

"Putting Together the Puzzle of Depression: Interpersonal and Cognitive Pieces"
February 24, 2003

"Age-related Impairment in the Control of Prepotent Responses"
March 27, 2003

"Body Language: An Embodied Account of Language Comprehension"
March 28, 2003

"Mapping the Architecture of Human Kin Recognition Systems Through Patterns of Altruism and Opposition to Incest"
May 2, 2003
## APPENDIX E

**DOCTORAL DEGREES AWARDED AY 2002-2003**

**DEPARTMENT OF PSYCHOLOGY**

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE OF DISSERTATION</th>
<th>ADVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgianna Achilles</td>
<td>&quot;Individual Differences in Morningness-Eveningness and Patterns of Psychological Functioning, Social Adaptation and Family Stress&quot;</td>
<td>Lynette Cofer, Ph.D.</td>
</tr>
<tr>
<td>Robert Anderson</td>
<td>&quot;Investigating a Quantitative Measure of Addiction-prone Personality&quot;</td>
<td>William Miller, Ph.D.</td>
</tr>
<tr>
<td>Tim Apodaca</td>
<td>&quot;The Effectiveness of Bibliotherapy to Treat Problem Drinkers at a Hospital Trauma Center&quot;</td>
<td>William Miller, Ph.D.</td>
</tr>
<tr>
<td>Alita Cousins</td>
<td>&quot;Male Mate Guarding, Female Solicitation, and Resistance to Male Mate Guarding in Dating Couples: Scale Development and Preliminary Validation&quot;</td>
<td>Steven Gangestad, Ph.D.</td>
</tr>
<tr>
<td>Derek Hamilton</td>
<td>&quot;A Behavioral and Comparative Analysis of Human Place Learning in a Virtual Morris Water Task&quot;</td>
<td>Michael Dougher, Ph.D.</td>
</tr>
<tr>
<td>Matthew Pirritano</td>
<td>&quot;Effects of Birth Order and Older Brothers on Cognitive Abilities and Personality Traits&quot;</td>
<td>Steven Gangestad, Ph.D.</td>
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<tr>
<td>Amanda Price</td>
<td>&quot;Impact of Parkinson's Disease on Cognitive Skill Acquisition&quot;</td>
<td>Mark McDaniel, Ph.D.</td>
</tr>
<tr>
<td>Scott Walters</td>
<td>&quot;Effects of Mailed Feedback for Alcohol Reduction in an Industrial Setting&quot;</td>
<td>William Miller, Ph.D.</td>
</tr>
<tr>
<td>Erica Finstad (Miller)</td>
<td>&quot;Identity and Disordered Eating in White, Hispanic, and American Indian Adolescents&quot;</td>
<td>Jane Smith, Ph.D.</td>
</tr>
</tbody>
</table>
Debra Lynn Stibick  "Neurometabolites, Affect, Developmental Instability & Cognition"  Ronald A. Yeo, Ph.D.

Lorraine Torres-Sena  "The Issue of Gender and Ethnicity in Domestic Violence Among Hispanics and Non-Hispanic Whites"  Jane Smith, Ph.D.

David Weers  "Pathophysiology and Cognitive Function Following Traumatic Brain Injury in Children: A Proton Spectroscopy Study"  Ronald A. Yeo, Ph.D.

### MASTER'S DEGREES AWARDED AY 2002-2003

#### DEPARTMENT OF PSYCHOLOGY

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE OF THESIS</th>
<th>ADVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christine Apgar Garver</td>
<td>&quot;Sexual Coercion and Women's Evolved Counter Strategies: Enhanced Sensitivity to Cues of Sexual Coercion across the Menstrual Cycle&quot;</td>
<td>Steven Gangestad, Ph.D.</td>
</tr>
<tr>
<td>Mikyta Daugherty</td>
<td>&quot;Process Variables and the Effectiveness of Motivational Interviewing&quot;</td>
<td>William Miller, Ph.D.</td>
</tr>
<tr>
<td>John Dencoff</td>
<td>&quot;Neuropsychological, Neuroanatomical, and Neurochemical Correlates of Vascular Dementia&quot;</td>
<td>Ronald A. Yeo, Ph.D.</td>
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<tr>
<td>Denise Ernst</td>
<td>&quot;The Relationship Between the Important Personally Held Values of Firefighters and Their Level of Physical Activity and Physical Fitness&quot;</td>
<td>William Miller, Ph.D.</td>
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<tr>
<td>Wendy Johnson</td>
<td>&quot;Predictors of Aggression in Runaway Adolescents&quot;</td>
<td>William Miller, Ph.D.</td>
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Jaime Milford  "Coping, Hardiness, and Substance Use in Homeless Women with Post Traumatic Stress Disorder Symptomology"  Jane Smith, Ph.D.

Bethany Reeb  "Neonatal Novelty Exposure and Early Emergence of Sex Difference in Social Interaction"  Claudia Tesche, Ph.D.

Joshua Zader  "Structural Assessment of Biomedical Ethics"  John Gluck, Ph.D.
## APPENDIX F

### GRADUATE STUDENTS ACCEPTED FOR AY 2002-2003

<table>
<thead>
<tr>
<th>NAME</th>
<th>ADVISOR</th>
<th>AREA</th>
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<tbody>
<tr>
<td>Jennifer Breneiser</td>
<td>Mark McDaniel, Ph.D.</td>
<td>Cognitive/Learning</td>
</tr>
<tr>
<td>April Brown</td>
<td>Ronald Yeo, Ph.D.</td>
<td>Clinical</td>
</tr>
<tr>
<td>Laura Dane</td>
<td>Geoffrey Miller, Ph.D.</td>
<td>Evolutionary</td>
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<tr>
<td>Rebecca England</td>
<td>Vince Clark, Ph.D.</td>
<td>Clinical</td>
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<tr>
<td>Sarah Feldstein</td>
<td>Sarah Erickson, Ph.D.</td>
<td>Clinical</td>
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<td>Alyssa Forcehimes</td>
<td>William Miller, Ph.D.</td>
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<tr>
<td>Melissa Gerstle</td>
<td>Sarah Erickson, Ph.D.</td>
<td>Clinical</td>
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<tr>
<td>Katherine Goold</td>
<td>Akaysha Tang, Ph.D.</td>
<td>Behavioral Neuroscience</td>
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<tr>
<td>Jennifer Knapp</td>
<td>William Miller, Ph.D.</td>
<td>Clinical</td>
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<td>Leeann Renninger</td>
<td>Steven Gangestad, Ph.D.</td>
<td>Evolutionary</td>
</tr>
<tr>
<td>Matthew Sutherland</td>
<td>Akaysha Tang, Ph.D.</td>
<td>Behavioral Neuroscience</td>
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<tr>
<td>Ethan White</td>
<td>Michael Dougher, Ph.D.</td>
<td>Evolutionary</td>
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## APPENDIX G

**SENIOR HONOR THESES AY 2002-2003**

**DEPARTMENT OF PSYCHOLOGY**

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>THESIS TITLE</th>
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<tbody>
<tr>
<td>Allison T. Siebern</td>
<td>&quot;Information Processing in an Adolescent Psychiatric Inpatient Population&quot;</td>
<td>Mary Kaven, Ph.D.</td>
</tr>
<tr>
<td>Sonia Shingleton</td>
<td>&quot;Mate Selection and Its Relationship to Physical and Personality Characteristics&quot;</td>
<td>Steven Gangestad, Ph.D.</td>
</tr>
<tr>
<td>Crystal Aragon</td>
<td>&quot;The Effect of Maternal Drinking On Parent-Infant Interaction and Infant Affect&quot;</td>
<td>Nancy Handmaker, Ph.D.</td>
</tr>
<tr>
<td>India Allman</td>
<td>&quot;The Bizarreness Effect: The Effects of Stimulus Modality&quot;</td>
<td>Mark McDaniel, Ph.D.</td>
</tr>
<tr>
<td>Laura Boxley</td>
<td>&quot;Depression and Social Contract Theory: How Depressive Mood Affects Decision-Making Processes&quot;</td>
<td>Ronald Yeo, Ph.D.</td>
</tr>
<tr>
<td>Melyssa Agee</td>
<td>&quot;Comparison of Two Tutoring Styles for Enhancing Introductory Psychology Performance&quot;</td>
<td>Gordon K. Hodge, Ph.D.</td>
</tr>
<tr>
<td>Rebecca Garrett</td>
<td>&quot;The Possible Limiting Function of Perceived Normative Information&quot;</td>
<td>Michael Dougher, Ph.D.</td>
</tr>
<tr>
<td>Cynnamon S. Katapski</td>
<td>&quot;Effects of Sexual Abuse on Depression and Suicide with Shelter Adolescents&quot;</td>
<td>Natasha Slesnick, Ph.D.</td>
</tr>
<tr>
<td>Jessica Rager</td>
<td>&quot;Coping Preferences in a Mate&quot;</td>
<td>Brandi Fink, MS</td>
</tr>
</tbody>
</table>

Ronald A. Yeo, Ph.D.
College of Arts and Sciences

Department of Sociology

July 1, 2002 - June 30, 2003

Susan Tiano, Chair

I am pleased to submit this report covering the third year of my term as department chair. The 2002/03 academic year witnessed several important developments with respect to our faculty and students.

A. Significant Achievements

Among the accomplishments of the Sociology Department during the 2002/03 academic year, there are several of which we are especially proud. Associate Professor John Roberts was selected as a Regents’ Lecturer for 2003-2006. He was one of four Associate Professors in Arts and Sciences selected for this award. Assistant Professor Lisa Broidy received an honorable mention in CASTL’s Teacher of the Year (TOYA) competition. Associate Professor Richard L. Wood received the 2003 Best Book Award from the American Sociological Association Sociology of Religion section. His book, "Faith in Action: Religion, Race, and Democratic Organizing in America," published by University of Chicago Press, was one of four finalists for the same award given by the association's Social Movements/Collective Behavior section. Bert Useem received the American Sociological Association’s best published essay award for 2002 in the Section on Social Movements and Collective Behavior.

We are also proud of the external funding secured by Sociology faculty. Among them, Lisa Broidy, Phil May, Aki Roberts, and Paul Steele generated $10,062,000 for the 2002-03 academic year. The granting agencies included the Bureau of Justice Assistance, Bureau of Justice Statistics, Ford Foundation, Justice Research and Statistics Association, National Institute of Justice, National Institute of Mental Health, National Institute on Alcohol Abuse and Alcoholism, Office of Juvenile Justice and Delinquency Prevention, Robert Wood Foundation, State of Montana, University of Massachusetts.

The 2002/03 academic year also witnessed numerous professional accomplishments of Sociology graduate students. Doctoral student Jerry Daday was awarded a Center for Disease Control dissertation fellowship to examine similarities and differences in the offending and victimization histories of white and minority youth in Albuquerque, NM. Doctoral graduate Gwen Hunnicutt accepted a tenure-track faculty position at the University of North Carolina at Greensboro. Azul La Luz, a PhD candidate, became a research assistant in the Vice Provost for Research Office. Kate Hovey, who graduated last year, accepted a teaching position at the Albuquerque Technical Vocational Institute. Doctoral student Jason Ben-Meir received a grant to work on ecological projects in Morocco. Collectively, Sociology graduate students had two articles published and gave sixteen paper presentations at various conferences. More specific information about these research endeavors is listed under the Graduate Program section.
A total of ninety-eight sociology and criminology undergraduates received Bachelor of Arts degrees from the Department of Sociology in the 2002/03 academic year. Seventy-two of these graduating seniors (twenty-nine sociology majors and forty-three criminology majors) participated the Sociology Convocation that was held in Woodward Hall on Saturday, May 11th at 3:30 p.m. An estimated 600 persons were in attendance including family and friends. This year, the Department heard presentations from a Sociology graduating senior, Tiffani Chambers, and a graduating doctoral student, Gwen Hunnicutt. The winners for the 2002 Christopher A. McGee Memorial Award were Catrina Elder, Christina Heineken, Ruby Kopelov, and Caryn Moya-Cowdrey. In addition, the Department recognized the accomplishments of twelve graduating seniors with grade point averages of 3.50 and above: Alan R. Dimond, Darcy Fischer, Kristina M. Garcia, Jelena Grgic, Andrea Klein, Amanda Lucero, Katie Lacy McDonald, Erin Patrick O’Neil, Lisa Marie Ortiz, Regina Coeli Rascon, Michelle Theresa Kowal Sebastian, and Katherine D. Scott. Doctor of Philosophy degrees were recognized for graduates Gwen Hunnicutt and Wayne Pitts.

Additional achievements during the academic year include:

• Revamping curriculum for Criminology major to include a wider spectrum of specialized upper-division courses.

• Instituting a “Master’s Paper” option to the traditional M.A. thesis to expand graduate students’ research options to encompass applied and community-focused projects.

• Conducting an inclusive survey of 101 students in all sections during fall and spring semesters to learn about factors that affect performance and retention.

• Providing scholarship support to Sociology undergraduate student winners of the Sociology McGee Award (Katherine Coleman, Ann M. Enea, Kristina Garcia, Julianna Hallett, Meghan McDonnell, Renee Ruybal, John Patrick Sugg, Adrienne Tongate, and Jacob Young).

• Supporting to UNM’s Extended Learning program by offering 2 instructional television courses (Sociology 418 “ST/Poverty, Resources and Crime” and Sociology 313 “Social Control” taught by Kathryn Hovey).

• Contributing to the College Enrichment Program by offering 3 special sections of Soc 101, which enrolled 485 students (Professor Richard Coughlin, Associate Professor Bob Fiala and Ph.D. candidate Colin Olson).

• Establishing the Miguel Korzeniewicz Endowed Memorial Fund in Comparative Sociology to encourage global research and scholarship among Sociology faculty and graduate students.
Department Colloquia:

September 8, 2002. Alan Berger, Associate Professor of Landscape Architecture at the Harvard Design School. "The Post-Technological Western Landscape."

October 6, 2002. Deborah Popper, Visiting Professor of City University of New York and Frank Popper, Visiting Professor of Rutgers University. "The Buffalo Commons and the Future of the Plains."


B. List of Faculty Publications, Outside Professional Activities, Sponsored Research

Lisa Broidy

Publications


Sponsored Research

Continuing projects funded by the National Institute of Justice ($196,000).
**Beverly H. Burris**

**Publications**


**Outside Professional Activities**


**Richard M. Coughlin**

**Publications**


**Robert Fiala**

**Publications**

Felipe Gonzales

Publications


Outside Professional Activities

Reader for the National Science Foundation Sociology Program Grants competition for 2002.

Jane Hood

Outside Professional Activities

Gave presentations on illiteracy as a social problem and research agenda at the Pacific Sociological Association in April, 2003.

Robert A. Ibarra

Publications


Outside Professional Activities


Nancy López

Publications


**Philip A. May**

**Publications**


Sponsored Research


John M. Roberts, Jr.

Publications


Sponsored Research

Police innovations and the structure of informal communication between police agencies: Network and LEMAS data.
A. Roberts, PI, J. M. Roberts, Jr., Co-PI National Institute of Justice 6/1/03 - 5/30/04 $29,890

**Paul Steele**

**Sponsored Research**


**Outside Professional Activities**

**Positions:**

Director, New Mexico Criminal Justice Analysis Center.

Senior Research Associate, Institute for Social Research, University of New Mexico.

Member, Conference Planning Subcommittee: Justice Research and Statistics Association.
Professional Papers:


Technical Reports:


Susan B. Tiano

Publications


Bert Useem

Publications


Sponsored Research


Nelson Valdés

Publications


Sponsored Research

Obtained Ford Foundation 2 year grant of $150,000 to fund the Cuba Information Project, administered by the Cuba Research and Analysis Group, a non-profit Albuquerque organization. The Project will set up two mirror servers, one in Albuquerque and the other in Havana. Both will contain the same materials presently distributed by the Cuba-L listserv service. The grant will run from April 2003-2005.
Outside Professional Activities

Positions:


2003-(2006) Visiting Professor, Department of Sociology, Duke University.


Non-refereed publications:


"The Varela Project and the Clash Within the Catholic Church in Cuba," Radio Progreso Weekly (Miami), August 6, 2002.

"El Proyecto Varela y los choques en el seno de la Iglesia Católica en Cuba," RADUO PROGRESO SEMANAL (Miami), August 6, 2002.


"Por qué los norteamericanos no pueden viajar a Cuba" REBELION (Madrid), February 21, 2003.

"Cuba y la tecnología de la información," La Jiribilla (La Habana), August 6, 2003.

Invited Talks:

Presentation to the sociology honorary society (AKD) at UNM, Sociology Department, "The War on Terror: What Sociologists Have to Say About It," November 22, 2002.

Participated in round table discussion at the Feria del Libro of Guadalajara, Mexico, on "Litetratura cubana en la diáspora." December 5, 2002.


Conducted course on Cuban Politics, Society and Economy for Duke University's Study Abroad Program in Cuba, May 18-July 11, 2003.


Participated in radio program on "Cuba, the European Union and Dissidents," organized by the radio series "Hemispheres" of KGNU-FM - Boulder County Public Radio (88.5 in Boulder, 89.1 in Fort Collins, 93.7 in Ward), September 9, 2003. 37 minutes.

**Tim Wadsworth**

**Publications**

Outside Professional Activities


Richard L. Wood

Publications


Sponsored Research

“Congregational Development and Community Organizing: Social Capital, Leadership Development, and Organizational Learning,” a collaborative research project of the University of New Mexico and Interfaith Funders (Ford Foundation: $101,350). Employed two UNM sociology graduate students in full RA-ships from May 2002 to January 2003.

Outside Professional Activities


C. Graduate Program

Awarded Doctoral Dissertations & Master’s Theses
Sociology Department/Summer 2002, Fall 2002, Spring 2003

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gwen Hunnicutt, Ph.D.</td>
<td>Child Homicide Victimization in Cross National Perspective</td>
</tr>
<tr>
<td>Wayne Pitts, Ph.D.</td>
<td>Recent Mexican Immigration to the Rural South: A Case Study in Western North Carolina</td>
</tr>
<tr>
<td>Warren Wylupski, M.A.</td>
<td>How Police Attain Professional Status</td>
</tr>
</tbody>
</table>

The graduate program in Sociology continued to make progress with thirteen new admissions and for 2003/04. Out of those admitted, nine students joined the program with eight being supported during their first semester on GA/TA assistantships. The Sociology Graduate Student
Association (SGSA) remained active with Billy Ulibarri serving as president, Kim Pitts serving as vice-president, Azul La Luz serving as treasurer and Lora Stone serving as secretary.

Graduate Awards and Projects

Jason Ben-Meir procured $10,000 from USAID and helped implement a 7,800 fruit tree planting project with 14 communities in Morocco and conducted action research meetings in 16 mountain communities in Morocco. He wrote and submitted project proposals in potable water (providing for 6,000 people) and tree planting (including 250,000 sapling for nurseries) to the World Bank. Several major articles appeared in the Moroccan press about the community development projects, including in *Le Matin* (3/24/03) and *Mahrib Arab Press* on 3/18/03.

Jerry Daday received a dissertation grant from the Centers for Disease Control and Prevention: National Center for Injury Prevention and Control for September 30, 2002 - September 29, 2003 to study similarities and differences in the offending and victimization histories of white and minority youth in Albuquerque, NM. Jerry also received the Gunter Starkey Teaching Award from the UNM College of Arts & Sciences which recognizes “significant contribution to the college’s teaching activities.”

Rebeca Jasso-Aguilar collaborated with Dr. Howard Waitzkin as his research assistant in a Fulbright and John Guggenheim sponsored project on global trade and public health. The result of this has been a paper submitted for publication: Waitzkin, H., E. Shaffer, R. Jasso-Aguilar, C. Iriart, J. Brenner. "Global Trade: Implications for Health"

Azul La Luz was inducted into the National Hispanic Science Network on drug abuse. He received a Graduate Research Development Fund General Project Research Grant for “Why Are They Dying: Research Project on Espanola Drug Addiction and Overdoses.” Azul was also awarded the Graduate Research Travel Grant for “Why Are They Dying: Research Project on Rio Arriba Drug Addiction and Overdoses.”

Ethel Nicdao was a recipient of the American Sociological Association/National Institute of Mental Health Minority Fellowship Program for the 2002-03 academic year. The fellowship program supports the development and training of minority sociologists in mental health issues. Fellows engage in mental health research training and the MFP provides professional development training for Fellows in conjunction with the ASA’s Annual Meeting. Summer research internships are used to place Fellows in projects at sites with major, ongoing studies in mental health. The Proposal Development Workshop provides Fellows with the knowledge and skills necessary to develop strong doctoral dissertation proposals. Fellows are also encouraged, and funded, to pursue summer training programs such as the Inter-University Consortium for Political and Social Research Summer Program in Quantitative Methods of Social Research or the Public Health Research Institute on Minority Health, among others. Ethel was also accepted as a mentee to the UNM Mentorship and Educational Program in Mental Health Services Research and attended the training session held in Albuquerque from March 12-16, 2003.
part of MEP’s commitment to ongoing mentorship with mental health researchers, she was also assigned to work with a mentor. In addition, she was awarded a travel scholarship by the University of Arizona, College of Public Health, to attend the May 2003 conference, “Measuring the Quality of Healthcare for American Indians and Alaska Natives” in Tucson, AZ.

Marjorie Hudson was a recipient of a Graduate Research Development Fund to travel to Chile to initiate her international research collaborations in hantavirus.

Gloria Vaquera received two grants: the UNM Graduate Research Development Grant for $1,500 and a UNM Graduate Research, Project, and Travel Grants for $850.00.

**Graduate Student Presentations**


-----. “Community Organizing to End Violence Against LBTIQ Women.” Paper presented at the Identity in Performance: Interdisciplinary Approaches to Gender and Sexuality Symposium at the University of New Mexico in Albuquerque, New Mexico in March 2003.

Jasso-Aguilar, Rebeca, Howard Waitzkin and Angela Landwehr. “Multinational Corporations and Health Care in the United States and Latin America: Strategies, Actions, and Effects.” Paper commissioned by the United Nations Research Institute for Social Development (UNRISD) and


-----. 2003. "Using the National Survey of Student Engagement to Identify Factors Likely to Impact Student Retention." New Mexico Higher Education Assessment and Retention Conference held in Las Cruces, New Mexico in February. Co-presented with Mark Chisholm - Dir. Institutional Research, UNM.

Wylupski, Warren. "Using Organizational Learning Theory to Investigate Recent Corporate Fraud." Poster presentation at the University of New Mexico's Department of Organizational Learning and Instructional Technologies Project Gallery April, 2003.

-----. "Corporate Fraud: Using Organizational Learning Theory To Explain Recent Corporate Failures." Roundtable presenter and presider over session at University of New Mexico’s College of Education Colloquium, April 2003.


Graduate Student Publications


**Other**

Erika Derkas, PhD student, has recently gotten a tenure track job at New Mexico Highlands University, where she is now teaching.

Kate Hovey, who graduated last year, accepted a teaching position at the Albuquerque Technical Vocational Institute.

Gwen Hunnicutt, PhD graduate, accepted a tenure track position at the University of North Carolina at Greensboro.

La Luz, a PhD candidate, became a research assistant in the Vice Provost for Research Office.

**D. Appointments**

Dr. Susan Tiano continued serving as the Chair of Sociology.

Dr. Felipe Gonzales continued to serve as the Director of the Southwest Hispanic Research Institute.

Dr. Bert Useem continued to serve as the Director of the Institute for Social Research (ISR).

**E. Leaves of Absence, Sabbaticals, Departures**

Dr. Miguel Korzeniewicz passed away August 21, 2003. A UNM memorial was held on September 27, 2002 at the Alumni Chapel.

Dr. Nelson Valdés, on a leave of absence, began serving as the Executive Director for Fundación Amistad, Duke University. In addition, he began a Visiting Professorship at Department of Sociology, Duke University and served as the Assistant to the Vice Provost for International Affairs, Duke University.

**F. Report from the Institute for Social Research**

The Institute for Social Research is a unit within the Department of Sociology. Its mission is to promote and help carry out funded research. The Institute relies entirely on funds generated by it
research projects. The current director is Dr. Bert Useem.

The institute is organized around four centers:

The Center for Education Research (CER) is the newest center at the Institute for Social Research. It was formed to incorporate the ongoing research begun by Dr. Richard Boyle in which children who attended public child development programs in Albuquerque are tracked as they advance through Albuquerque Public Schools. Dr. Aki Roberts has joined Dr. Boyle in maintaining this project and developing and expanding its research potential.

The Center for Applied Research and Analysis (CARA) provides evaluation research, basic applied research, training, and technical assistance under multiple projects. CARA's goals are to contribute to the social sciences focusing on the criminal justice system and to provide an atmosphere that strengthens the links between research and education, especially by providing research experience for graduate and undergraduate students. CARA is co-directed by Dr. Paul Guerin and Dr. Wayne Pitts and employs graduate and undergraduate students from a variety of fields. These staff members serve as project managers, interviewers, writers, data collectors/entry, data analysts, and administrative personnel.

The New Mexico Criminal Justice Analysis Center (CJAC), directed by Dr. Paul Steele, conducts basic and applied social science research concerning the causes of crime, its relationship to other social concerns, and efforts of the criminal justice system and other social institutions to control crime, through prevention and intervention activities.

The New Mexico Sentencing Commission, a state agency, compiles and analyzes data on the effects of criminal sentencing on state resources, programs and citizens. The 23-member bipartisan Commission has representation from corrections, law enforcement, juvenile, legal, judicial and legislative agencies. Mr. Mike Hall is the Executive Director. The Commission reports annually to the state legislature on the fiscal and societal impact of sentencing and the need for further reforms.

ISR's contribution has experienced significant growth over the last decade. This is reflected in the F&A it has been able to generate and the amounts of funding award.
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<th>Year</th>
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I. TEACHING FACULTY AND STAFF

A. TENURED AND TENURE TRACK FACULTY

Spanish

Anthony J. Cárdenas-Rotunno  Professor
Enrique Lamadrid              Professor
Tey Diana Rebolledo           Professor
David Eddington               Associate Professor
Michael Kidd                  Associate Professor
Kimberle López                Associate Professor
Judy Maloof                   Associate Professor
Susan Rivera                  Associate Professor
Adriana Estill                Assistant Professor
Miguel López                  Assistant Professor
Kathryn McKnight              Assistant Professor
Rena Torres Cacoullos         Assistant Professor
Catherine Travis              Assistant Professor
María Dolores Gonzales        Lecturer III
Portuguese

- Margo Milleret

VISITING PROFESSOR

Ricardo Paiva

B. LECTURERS

Humildad Eddington  Patricia Rosas-Lopátegui
Roxanne Hale        Jorge Thomas

C. EMERITUS PROFESSORS

John Bergen         Ángel González
Garland Bills       Tamara Holzapfel
Rubén Cobos         Raymond MacCurdy
Pelayo Fernández    Marshall Nason
Rosa Fernández      Jon Tolman
Dick Gerdes         Alfred Rodríguez
Erlinda Gonzales-Berry
## D. Teaching Assistants

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M.A. Portuguese

Andrew Frankl
Agripino Silveira
Ana Leite

INTERDEPARTMENTAL TEACHING ASSISTANTS

Paul Edmunds Linguistics
Tali Gluch Political Science
Lana Ledwig Latin American Iberian Institute
Michael McGovern Latin American Iberian Institute
Patrick Staib Anthropology
John Tingey Anthropology
Gregory Zaro Anthropology

E. Office Staff

Rosario Johnson Department Administrator II
Esther Márquez Spanish as a Heritage Language and Spanish as a Second Language Program Administrative Assistant II
Martha Hurd Graduate Administrative Assistant I
Katharine E. Merrill Department Administrative Assistant I
F. WORK STUDY STAFF

- Violeta Bluitt
- Anna Bencomo
- Greg Gonzales
- Daniel Noriega

H. DEGREES AWARDED

Summer 2002

PH.D. IN ROMANCE LANGUAGES - SPANISH AND PORTUGUESE

Walter Archuleta,

María Eugenia Trillo,

B.A., MAJOR IN SPANISH

Zuheil Álvarez       Edward Lemus
Cara O'Flannigan     Katherine Zink

B.A., SECOND MAJOR IN SPANISH

Jennifer Andreone    Andrea Gunderson
Valerie Medina       Karen Quisenberry
B.S., SECOND MAJOR IN SPANISH

- Erika Méndez

Fall 2002

MASTER OF ARTS IN SPANISH

Nikko Harada

BACHELOR OF ARTS IN SPANISH, MAJOR

Laura Chávez        Margarita Colón
Rocío Corona        Ricardo Martínez
Alejandro Núñez

B.A., SECOND MAJOR IN SPANISH

Jacob Dimas         Gabriel Estirado-Moore
Cristina Fernández  José García
Louie García        Celeste Griego
Shane Iverson       Yvonne Martínez
Brian Pereyra       Keri Pink
Yarelis Rivera Martínez Contessa Roybal
Katherine Smith     Naomi Todd
Sarahna Tripoli     Miguel Trujillo
B.S., Second Major in Spanish

Thiennga Nguyen  Mario Pereyra
Elyse Sewell

Bachelor of Arts in Portuguese, Major

Bradley King

Spring 2001

Ph.D. in Romance Languages - Spanish and Portuguese

José Juan Colín,
Dissertation Title: La renovación permanente: cuestión de identidad en la narrativa corta de Sergio Ramírez Mercado.

Master of Arts in Spanish

Alicia Barrón  Nancy Baker
Rosa Borrajo  Damián Wilson
Lille Norstad  Mercedes Valenzuela
Lis Ovando  Jessica Rodríguez
Dolores Ruiz-Fabrega  Yanina Hernández

Bachelor of Art in Spanish, Major

Adriana A. Aragón  Isaac T. Orona
Carrie S. Duneman  Julia D. Ortega Roybal
Morgan E. Honeycutt  Gabriela Rodriguez
Mark N. Johnson  Martha C. Thompson
Esmé G. Meier  Rita A. Topete
Junro Narita

B.A., SECOND MAJOR IN SPANISH
Valerie J. Almanzar  Sabrina D. Ortega
Lua J. Binder  Paulette A. Palladini
Viviana R. Flores  José M. Perea
Lisa M. Gabaldón  Vicente M. Quevedo
Adriana M. Gallegos  Almarosa Silva-Bañuelos
José R. Hernández  Emily J. Stoddard
Karla L. Lucero  Monica T. Trujillo
Sonyaann M. Martinez  Matthew J. Villegas
Sarah A. McKinney  Jennifer J. Westerfield

B.S., SECOND MAJOR IN SPANISH
Kelly J. Bauer  Sisto I. Martinez
Jessica Belmonte  Linda M. Melendres
Rosa H. Canchucaja  Quilimaca Padilla
Cassandra R. Clark  Jeanne M. Vangils Louderbough
BACHELOR OF ART IN PORTUGUESE, MAJOR

Angelita G. Rodrigues

B.A., SECOND MAJOR IN PORTUGUESE

Christina A. Patierno

II. COURSES OFFERED

A. SUMMER 2002

Spanish

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**Portuguese**

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**B. FALL 2002**

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**Portuguese**

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III. DEPARTMENTAL HIGHLIGHTS

During the 2002-2003 academic year, the Department of Spanish and Portuguese continued its dedication to excellence in research, teaching and service. However, with the loss of three key faculty members, Adriana Estill in Latin American Literature and Southwest Studies, Michael Kidd in Golden Age Peninsular Literature, and David Eddington in Linguistics, the Department will be hard pressed to maintain its full academic offerings at the upper division and graduate levels. The Department has also seen an increase of students at the undergraduate level and has seen its resources stretched to provide quality instruction for those students.

In the Fall semester, the basic language instruction classes, Spanish 101-202 offered eighty-five courses, five more than the previous Fall, with around 1878 students. In the Spring semester we offered seventy-five classes of basic language instruction. The Spanish as a Second Language classes were coordinated by a half-time coordinator, Roxie Hale. Part of the growth in the program was due to the increase of students in the Sabine Ulibarri Spanish as a Heritage
Language Program, coordinated by Dr. María Dolores Gonzales. We focused on this program as a service to those heritage language speakers in our state as well as outside. Moreover we were aided in this support by a grant from the Witter Bynner Foundation bringing poets to the Spanish as a Heritage Language Program to teach students creative writing skills in the 202 level classes. New Mexican poets Tony Mares, Demetria Martínez, and Levi Romero were the writers selected to work with the students. From these classes we published a collection of student poems which were distributed to students and their families. Moreover, public readings of the poems by the students were celebrated at the National Hispanic Cultural Center in December and again in April.

The Portuguese program also prospered at the Lower Division level with 228 students. This was due in part to Dr. Ricardo Paiva, a visiting professor, who taught very popular courses on Brazilian popular culture and film.

We were able to search for a linguist to replace Dr. Nuria Sagarra as Coordinator of the Spanish as a Second Language Program and were fortunate to hire Dr. Alejandra Balestra, from the University of Houston to begin coordinating for the year 2003-2004. We were also able to hire as a spousal hire, Dr. Eleuterio Santiago-Díaz, a Caribbean area specialist for 2003-2004. However, at the same time our faculty was greatly diminished by the departure of Dr. Adriana Estill and Dr. Michael Kidd, who left to teach at Carlton College in Minnesota. It was also weakened by the departure of Dr. David Eddington who left to teach at Brigham Young University in Utah. The positions held by these three professors are central to our academic offerings.

The Department maintained a lively schedule of collaborations with other academic entities within and without the university. We had a meeting of interested faculty and faculty
members with TVI. We held our retreat at the National Hispanic Cultural Center and toured the facilities. We collaborated with Joaquin Garrido and the Cervantes Institute on various projects such as World Book Day, a presentation by Juan Van Halen, a Spanish poet, and a linguistics seminar. We also hosted poet Narlan Matos, from the Federal University of Bahia, who gave a presentation as well as a poetry recital. Poets Demetria Martinez, Levi Romero and Pat Mora also presented poetry readings throughout the year. In the Spring, the Department hosted various candidates for our linguistics/coordinator position who presented on their work. In addition we sponsored a professor from Brazil, Lucia Helena who spoke on Brazilian literature as well as a Fulbright Professor from Russia who spoke on Russian Structuralism and Spanish Folklore. All in all the Department sponsored more than eighteen lectures, plays and presentations.

Departmental research continues to be productive. The faculty produced two monographs and one edited book along with twenty-nine book chapters or articles. Several faculty were invited to present papers and altogether some forty-four papers were read at a variety of national and international conferences by members of the Department.

The graduate students of the Department were also very productive. They presented papers in various colloquia held within or organized by the Department as well as at conferences organized by other universities. They presented more than fifteen papers at national conferences.

Several members of the Department were recognized by awards during the year. Dr. Enrique Lamadrid received the 2003 UNM General Library Faculty Acknowledgment Award and our departmental administrator, Rosario Johnson, received the Student Service Award. The Language Laboratory Team received the Outstanding Work Group Award from the Provost's Office. A teaching assistant, Patricia Catoira, received the CASTL Outstanding Teaching
Assistant of the Year Award, and Professor Kimberle López was nominated for the Outstanding Teacher Award.

Some of the various outreach activities of the Department included the Gran Pastorela Festival in November 2002 organized by Professor Enrique Lamadrid which brought nationally-known scholars to the university campus as well as to outside sites such as the UNM-Valencia campus and the National Hispanic Cultural Center. This festival also included a theatrical presentation of “La Posada Mágica” by the UNM Theater Department. The Department also participated in the Language Expo at which more than a thousand high school students participated in March 2003.

As can be seen, the Department faculty, staff and students continue to be extremely active in scholarship, teaching, service and outreach. Research continues at an encouraging rate and our Spanish as a Heritage Language program continues to grow in order to better serve our students. The Department would continue to be even better if we were able to replace the faculty positions that have been vacated.

A. STAFF CHANGES

Esther Marquez resigned as Spanish as a Heritage Language and Spanish as a Second Language Program Administrative Assistant II
B. AWARDS

PROFESSORS

Enrique Lamarid

2003 UNM General Library Faculty Acknowledgment Award and Lecture

“Tormentos del Coyote: Essentialism, Hybridity, and the Perils of Inter-Cultural Work”

January 2003

Miguel López

Awarded Junior Faculty Research Semester from Arts and Sciences

GRADUATE STUDENTS

Matthew Alba

Research Projects Travel Grant from the Office of Graduate Studies.

Melba Amador

Scholarship from the Hispanic Scholarship Fund - April 2, 2003.

Student Research Allocations Committee Grant from the Graduate and Professional

Student Association - Spring 2003

Patricia Catoira

Dean's Dissertation Fellowship

CASTL Outstanding Teaching Assistant of the Year Award 2002 - 2003
Jens Clegg

- Research Projects Travel Grant from the Office of Graduate Studies.

Spencer R. Herrera

Graduate Studies Fellowship, Office of Graduate Studies – UNM. August 26, 2002

Ford Foundation Fellowship Honorable Mention, May 2003

Mark Waltermire

LAII Fellowship

STAFF

Rosario Johnson

Student Service Award 2002

C. RESIGNATIONS

David Eddington – Associate Professor

Adriana Estill -- Assistant Professor

Michael Kidd – Associate Professor

D. PROFESSORS WHO HAVE PASSED

Sabine Ulibarri
IV. DEPARTMENTAL ACTIVITIES

A. EVENTS

Demetria Martínez and Levi Romero – September 9, 2002 at 4:00pm
Authors gave a poetry recital in the Ortega Hall Reading Room. The event was co-sponsored by the Witter Bynner Foundation for Poetry.

Dia de los muertos, Day of the Dead – November 1, 2002 from 10:00 am to 2:00 pm
Day of the Dead exhibit held in the Ortega Hall Lounge.

Narlan Matos – November 11, 2002 from noon to 1:00 pm
From Federal University of Bahia, Brazil presented “Rogerio Duarte: Rediscovering the Guru of the Tropicalia and Cinema Novo Movements,” at brown bag seminar at the Latin American Iberian Institute.

Bobbi Salinas – November 11, 2002
Renowned author and illustrator presented “Para Niños de 6 a 96,” in the Willard Room in Zimmerman Library. Co-Sponsored by Multicultural Bilingual Education Center and the Center for Southwest Research.

Narlan Matos – November 11, 2002 from 4:00 – 5:00 pm
From Federal University of Bahia, Brazil gave a poetry recital and presentation from 4:00 to 5:00 pm in the Ortega Reading Room.
La Gran Pastorela: Festival y Simposio – November 20 – 24, 2002

National speaker and participants as well as a dramaturge for full production of "La Posada Mágica put on by the UNM theatre department.

Poetry Reading – December 6 – 8, 2002

Spanish 202, Spanish as a Heritage Language, poetry reading at the National Hispanic Cultural Center with guest poets Levi Romero and Demetria Martínez

Nydia Flores - January 24, 2003 at 3:00 pm

From Graduate Center, City University of New York presented "Dos perspectivas en torno al uso redundante del pronombre personal sujeto: la sociolingüística y psicolingüística," as a candidate for the position of Spanish Language Coordinator position. Ortega Hall Reading Room

Emily Scida - January 28, 2003 at 3:00 pm

From Cornell University presented "Theories on the Origin of the Inflected Infinitive," as a candidate for the position of Spanish Language Coordinator position. Ortega Hall Reading Room

Alejandra Balestra - January 30, 2003 at 3:00 pm

From University of Houston presented "From morphological future to periphrastic: a morphosyntactic change in the Spanish from California, 1800 - 1930," as a candidate for the position of Spanish Language Coordinator position. Ortega Hall Reading Room.
Pat Mora – March 6, 2003 at 2:00pm

- Author gave a poetry recital in the Ortega Hall Reading Room. The event was co-sponsored by the Witter Bynner Foundation for Poetry.

Eleuterio Santiago-Díaz – March 10, 2003 at 2:00pm

From the University of Minnesota, Saint Cloud, presented “Letras y ritmos: escisiones y proyeciones de la conciencia afro-puertorriqueña moderna” in the Ortega Hall Reading Room.

Lúcia Helena - March 28, 2003 at 2:00 pm

From Federal Fluminense University, Visiting scholar at the University of Minnesota, presented “Back to the Future: Reflections on Modernity, Romanticism, and Alencar” in the Ortega Hall Reading Room.

Poetry Reading – April 25, 2003

Spanish 202, Spanish as a Heritage Language, poetry reading at the National Hispanic Cultural Center with guest poets Levi Romero, Tony Mares, and Demetria Martínez

Lada Panova – May 1, 2003 at 2:00 pm

From Institute of Russian Language, Russian Academy of Science, a Fullbright Visiting Professor at University of Southern California, presented "Russian Structuralism Tested by Spanish Folklore" in the Ortega Hall Reading Room. Event co-sponsored with Foreign Languages and Literatures.
Baile de Cinco de Mayo – May 2, 2003 at 9:00 pm
• Fund raising dance for the Spanish and Portuguese Graduate Student Association held at the El Rey Theatre

Patrisia Gonzales – May 5, 2003 at 2:00 pm
A talk “The Mud People: Chronicles, Testimonios & Remembrances” was given in the UNM Zimmerman Library, Willard Reading Room. Co-sponsored with the Center for Southwest Research.

Mexico and Brazil Face to Face: Drama & Film Festival – May 8 & 9, 2003 from 7:00 to 9:00 pm Drama and film festival held in Dane Smith Hall room 125 with performances from Spanish 301 and Portuguese 312 classes. Co-sponsored by the Feminist Research Institute.

La casa de Bernarda Alba – May 9, 2003 at 3:00pm in the Ortega Lounge. A play performed by Spanish graduate students. Co-Sponsored by the Instituto Cervantes.

B. INVITED TALKS

Anthony J. Cárdenas-Rotunno
"Alfonso X's Cantigas de Santa Maria." The Spring Speakers Series. UNM Taos, Center for Faculty Development & UNM Extended University. March 24, 2003. Taos, NM.

**María Dolores Gonzales**

Panel Presenter, "Hablan los profesores: La enseñanza del español en Nuevo México.”

Instituto Cervantes, September 17, 2002, 6:30 – 9 p.m.

Presenter: Seminario sobre la enseñanza y la investigación del español.” Instituto Cervantes, November 23, 8:45 am – 5:45 pm

**Enrique Lamadrid**


“Four Centuries of Hispanic Balladry in New Mexico 1540-2002” - Museo Americano, Alameda Center, San Antonio, TX, February 9, 2003


**Kimberle López**


Margo Milleret


Susan D. Rivera

"Collage y literatura. Ángel González: Un clásico de nuestro tiempo."


"La otra generación del cincuenta. Poesía española: de las vanguardias a las nuevas voces."

Universidad Complutense, July 31, 2002, El Escorial, Spain.

Catherine Travis

“Pragmatic extensions in grammar and discourse: The development of discourse markers.” New Mexico State University Workshop on the Grammar / Pragmatics Interface, April 5 - 6, 2003, Santa Fe, NM.
C. PUBLICATIONS

Anthony J. Cárdenas-Rotunno

Book Chapter:


Encyclopedia Article:

David Eddington

Book Chapter:

"A Comparison of Two Analogical Models: Tilburg Memory-based Learner versus Analogical Modeling." In Analogical Modeling: An Exemplar-based Approach to Language,
ed. by Royal Skousen, Deryle Lonsdale, and Dilworth Parkinson, 141-155. 2002.
Amsterdam: John Benjamins.

Articles in Referred Scholarly Journals:


Adriana Estill

Article in refereed journal:

Michael Kidd

Book chapter:


Book Reviews:


Enrique Lamadrid

Article in Refereed Scholarly Journal:


Article in Popular Journal:


**Book:**


**Book Chapter:**


Kimberle López

Book:


Miguel López

Article in Refereed Scholarly Journal:


Judy Maloof

Articles in Refereed Scholarly Journals:


Book Review:


Kathryn McKnight

Article in Refereed Scholarly Journal:


Manuscripts Reviewed:


Margo Milleret

Articles in Refereed Scholarly Journals:

Lessons from Students about the Brazilian Dictatorship. Hispania 85.3 (September 2002): 658-664.

Book Reviews:


Tey Diana Rebolledo

Articles in Refereed Scholarly Journals:


Book Chapter:


Susan D. Rivera

Book edited:


Book chapter:


Rena Torres Cacoullos

Articles in Refereed Scholarly Journals:


Book Chapters:


Book Reviews:


Catherine Travis

Journal article:


Book chapter:

GRADUATE STUDENTS

Jessica Aaron

Article published in conference proceedings:


Esther Brown

Book Chapter:


Spencer R. Herrera

Introductions in:


D. PAPERS READ BY FACULTY

Anthony J. Cardenas-Rotunno


David Eddington

"Issues in modeling language processing analogically" Berkeley Linguistic Society Symposium, February 14 – 17, 2003, University of California, Berkeley, CA

"A computational approach to resolving certain issues in Spanish stress placement". Conference on Laboratory Approaches to Spanish Phonology. October 2002, University of Minnesota, Minneapolis, MN

Adriana Estill


"Lowrider Magazine, Latina Magazine, and Miss Clairol: What's Class Got to Do With It?"

María Dolores Gonzales
“Spanish as a Heritage Language: A Revitalization at the University of New Mexico” Second Annual National Heritage Language Conference, October 17 – 21, 2002 Washington, DC.

Enrique Lamadrid
“Indo-Hispano Foodways and Ethnic Boundaries in Greater New Mexico: the Fame and Fortunes of Calabacitas and Habas in the Kingdom of Chile.” Agriculture and Rural Life in the American SW and Northern Mexico, Agricultural History Society 2003 Symposium, May 2003.

¿Quién es tu gente?: Genealogy as Oral and Cultural Performance in New Mexico. Coloquio de la Frontera, Universidad de Baja California Sur, La Paz, Mexico, February 2003.


"Patria chica, patria grande": Narrative songs of the Camino Real de Tierra Adentro” - VIII Coloquio del Camino Real de Tierra Adentro, University of New Mexico (October
Miguel López


“Problematizando la modernidad mexicana: Antropologia en Cristobal Nonato” Latin American Studies Association Conference, March 27 – 29, 2003 Dallas, TX.

Judy Maloof


“El humor como una táctica subversiva en Mujeres de ojos grandes de Angeles Mastretta” XIII International Conference de Mujeres Hispánicas October 10 – 28, 2002 Ministro Cultural de Santo Domingo, Santo Domingo, Dominican Republic.

Kathryn McKnight


Margo Milleret

"Barbie Doll Talk: Scripts for Performing Gender and Culture" The 23rd Annual Conference of The Southwest/Texas Popular Culture Association and American Culture Association February 13-17, 2002, Albuquerque, NM.

"Reclaiming Feminine Space in Thais Erminy’s Whiskey and Cocaina" Latin American Theatre Conferences – The future at the Theatre of Latin America: Festival and Symposium, April 2-5, 2003, University of Kansas, Lawrence, KS.

"Questions Concerning the Literature Survey Course" American Portuguese Studies Association, November 7 – 10, 2002, University of Massachusetts, Amherst, MA.


Tey Diana Rebolledo


Susan Rivera


Rena Torres Cacoullos

"Sustantivación-lexicalización de infinitivos." II Seminario Internacional De Sintaxis Histórica Del Español, Universidad Nacional Autónoma de México, Instituto de Investigaciones Filológicas, November 2002.

"Determiner variation with English-origin nouns in New Mexican Spanish: Why zero-forms are borrowings nonetheless." NWAV 31, Stanford University, October 2002. (with Jessi Elana Aaron)

"WHAT’S THAT?" CLA (Canadian Linguistic Association), Dalhousie University, Halifax, June 2003.

Catherine Travis


E. PAPERS READ BY GRADUATE STUDENTS

Jessica Aaron


Matthew Alba


Melba Amador

Esther Brown
"Initial /s/ reduction in New Mexico Spanish: ¿Qué pa(h)a?" MidAtlantic Foreign Language Conference, Furman University. October 10-12, 2002. Greeneville, SC.

Myriam Eguia

Jose Estéban Hernández


Spencer R. Herrera


Shelli Lynn Rottschafer


Michelle Salazar

"El leismo en La nueva corónica y buen gobierno por Felipe Guaman Poma de Ayala". Linguistic Association of the Southwest Conference. October 4 - 6, 2002. Los Angeles and Pasadena, CA.

E. OTHERS RESEARCH PROJECTS OF CREATIVE WORKS IN PROGRESS OR COMPLETED.

Anthony J. Cárdenas-Rotunno

Article (Completed):

"The Pleasure of Textual and Iconic Artifice in Alfonso X's Cantiga 16: The Miracle of the Love-Sick Knight." In Robinson and Rouhil, eds. Under the Influence. Amsterdam: Brill. Forthcoming. Completed. [Analysis of this particular miracle of the Virgin showing how interpretations thus far are not quite adequate and determining that "pleasure" derived from unveiling the seams of a text unite critics from C. S. Lewis to Vincent Leitch.]

Books (in progress):

Arboleda de los enfermos y Admiración operum dei. Two editions of these works by Teresa de Cartagena.


Articles (in progress):

"Dog Birth in Cervantes's Coloquio de los perros." [Cervantes's sleight of tongue in this work explains how dogs are transformed into humans.]

"Deconstructing the Libro de buen amor Deconstructing." [Shows how Juan Ruiz plays with language and creates an unstable center in modern terminology.]

"Ambiguous exempla and Exemplary Ambiguity in the Libro de buen amor." [Juan Ruiz willfully misleads his reader forcing the reader to make decisions which leaves the work open for a multitude of tenable interpretations.]

"What is True Love Anyway? Amor in the Libro de buen amor." [Analysis of the term "amor" in this work.]

"Sexual Humor in Esopete ystoriado: Of Donkeys and Damsels." [Deconstruction using a Bahktinian approach to sexual humor in the Spanish Aesop.]

"English Translations of the Quijote: A Comparison." [Examination of early and more recent translations of Don Quijote.]
“Rico’s Edition of the Quijote and Others.” [Review article of what Rico has done with his edition of Don Quijote that makes it unique from other editions; also an analysis of a recent edition of the Avellaneda Don Quijote continuation.]

“The Good, the Bad, and the Ugly: Maritornes or Diversion of the ‘Male Gaze’ in Don Quijote.” [Distortion of the literary portrait in literature in Don Quijote through two characters: Maritornes and Clara Perlerina.]

David Eddington

Work in progress:


María Dolores Gonzales

Received funding from the Witter Bynner Poetry Foundation $6,000 for the Spanish as a Heritage Language Program to add a “learning Spanish through poetry” component in the curriculum.

Enrique Lamadrid

“El Camino Real de Tierra Adentro” - Bureau of Land Management, $2500. Research grant. Field work, recording music and oral histories for CD project.
“Romancero Nuevo Mexicano II” NEH 2002, $24,000. Extending the Reach Research Grant. Field work and book project on traditional ballads in NM.


“Poetry Workshops for Heritage Spanish Program” Witter Bynner Foundation for Poetry $15,000.

Kimberle López
Article in progress co-authored with Leila Lehnen entitled "The Raw and the Cooked: Cannibalism and Slavery in Terra Papagalli" for submission to Luso-Brazilian Review in Fall, 2003.

Kathryn McKnight
Journal Article:

“Stories of Maroon Society and Recapture: The Palenques of Limón, Polín and Zanaguare (Nueva Granada 1634)”. In progress.
Book:

"Telling Their Own Stories: Afro-Americans Portray Themselves in Colonial Spanish America". Anthology of narratives by Afro-Americans from documentary sources. In progress.

Rena Torres Cacoullos

Postdoctoral Fellow, University of Ottawa; July 2002-July 2003; $22,856; Sociolinguistics Laboratory, Ongoing Research on Linguistic Variation and Change; Investigation of contact-induced change in Canadian English and French; In progress.

F. Activities in Learned and Professional Societies

Anthony J. Cárdenas-Rotunno

Member of Executive Council of Cervantes Society of America. Met Dec. 2002 at Modern Language Association in NYC; decisions on allocating Society's funds; topics for future conferences, etc.

David Eddington


Guest Editor, Linguistics, special edition on quantitative analyses in Spanish Linguistics, 2002

Associate Editor, Southwest Journal of Linguistics, since 2001. Responsible for editing, formatting, and reviewing articles.
Enrique Lamadrid

Advisory Board / Smithsonian Center for Folklife and Cultural Heritage - three year appointment 2002-2005

Kimberle López

Member, Latin American Studies Association
Member, Modern Language Association of America.

Kathryn McKnight


Tey Diana Rebolledo

Elected member of the Executive Council of The Modern Language Association
Member of MLA Sub committee of the Executive Council.
Member of the Editorial Board for The Americas Review, Arte Publico Press: Houston.
Member of the Editorial Board for The New Mexico Historical Review.

Catherine Travis

LASSO 2002–present
G. OTHER PROFESSIONAL ACTIVITIES (EXHIBITS, OFF CAMPUS TALKS, ETC)

Enrique Lamadrid

Curatorial Consultant:


Additional Venues: Houston, Chicago, Los Angeles, Albuquerque. Compiled, recorded, and produced the New Mexico component, including acquisition and loan of objects, photographs, and maps.


Traveling Museum Exhibit:

Film Consulting:

"Sons of NM, Prisoners of Japan (Bataan Death March)" director, Tony Martínez. Center for Regional Studies, music consultant

Kathryn McKnight


Reviewed book manuscript "Jesuit Pathways to Salvation: Alonso de Sandoval and Africans in the Americas (1647)" by Margaret Olsen for The University Press of Florida.

Tey Diana Rebolledo

Homenaje a Cervantes, The Cervantes Institute, May 2003

H. NON-TEACHING UNIVERSITY, COLLEGE, AND DEPARTMENT SERVICE

Anthony J. Cárdenas-Rotunno

Chair, Program Committee for Camino Real de Tierra Adentro Meeting held in October 2002, organized by Joseph Sánchez of Southwest Colonial Research Center, Zimmerman Library.
Michael Kidd

Associate Chair of Dept., Fall 02-Spring 03

Member of Merit & Salary Committee, Fall 02-Spring 03.

Enrique Lamadrid

Departmental Honors Advisor

University Honors Council

Chair, Activities Committee

Scholarship Committee

Tenure Review for University Honors and American Studies

Search Committee / Director of Special Services

Manuscript Reviews:

UNM Press: Martha Chew, Eliberio Chávez

NM Historical Review - article on John D. Robb

Mentorship:

Research Opportunity Program - Adam Martínez and Michelle Quisenberry

McNair Scholars Program - Valerie Medina

Thesis and Dissertation Committees (completed)

José Juan Colin, Ph.D. Literature, Director

Maria Trillo, Ph.D. Linguistics

Ana Gutiérrez Mora, M.A. Nursing / Latin American Studies

Jennifer Waterston, M.A. Dance
Community Service:

- NM Endowment for the Humanities Speakers Bureau Chautauqua & Lecture Series.

  Oasis Program Lecturer, October 2002, March 2003.

Kimberle López

Tenure Committee for Celia López-Chávez, Honors Department, 2002-2003

Senate Graduate Committee, Arts and Sciences Humanities Representative, 2002-2003; 2001-2002

Chair of Catalog Subcommittee, 2002-2003

Observer of Foreign Languages and Literatures External Review, Spring 2003

Chair, Latin American and Iberian Institute Publications Committee, 2002-2003; 2001-2002

Graduate Advisor, Spanish and Portuguese, 2001-2002; 2000-2001

Graduate Committee, Spanish and Portuguese, 2002-2003; 2001-2002

Arts and Sciences Graduate Council, 2001-2002; 2000-2001

**Spanish and Portuguese Search Committee for Brazilianist, 2001-2002


Latin American and Iberian Institute Policy Committee, 2002-2003; 2001-2002

Conducted Workshop on Dissertation Writing, Spanish and Portuguese, February, 2003

Conducted Workshop on CV and Cover Letter Writing, October, 2002

Conducted Workshop on MLA Interviewing, November, 2002

Conducted Workshop on the Unwritten Rules of Graduate School, Spanish and Portuguese, September, 2002.
Miguel López

Member of completed PhD comprehensive exam committee Miguel Angel Estrada, Summer 2002

Member of completed MA comprehensive exam committee (LAII or other dept.) Monique Jonaitis, LAII Masters degree, Fall 2002

Director of student in independent study course Miguel Angel Estrada, The Fantastic, Spring 2002

Latin American and Iberian Institute Policy Committee, Spring 2002, Fall 2002

Chair, Latin American and Iberian Institute Program Committee, Spring 2002, Fall 2002.

Merit and Salary, Spring 2002.

Judy Maloof

Undergraduate Advisor, Dept. of Spanish and Portuguese

College Promotion and Tenure Committee

Dept. Salary and Merit Committee.

Kathryn McKnight

Faculty Representative, Latin American-Iberian Institute Policy Committee

Member, Lina A. Ruiz y Ruiz Memorial Award Selection Committee, Dept. Spanish and Portuguese

Mentor for undergraduate student Julia Tapia Ronald E. McNair Scholars Program, Division of Student Affairs Special Programs Office. 8 week research project mentorship, May-July, 2003.
Margo Milleret

ICLAS at LAII

College of A&S Sabbatical Committee

Task Force on Study Abroad, Sept. 2002 and April 2003

KUNM Radio Board

Faculty Senate

Undergraduate and Graduate advisor for Portuguese

Supervisor of Port. TAs

Member of Undergraduate and Graduate committees

Member Merit and Salary Committee.

Susan D. Rivera

Member, Faculty Senate

Search Committee, Director, Department of Equal Opportunity

Member, European Studies Program

Department Graduate Advisor

Member, Graduate Studies Committee

Member, Advisory Committee

Graduate student mentoring:

MA's: Duane Garret

Ph.D.'s: Theo Walker, Chair of Ph.D. committee; Comprehensive exam April 2003

Beth Bernstein, member of Ph.D dissertation committee
Maria Nieves de Abajo, Chair of Ph.D. committee

David Briggs, Chair of Ph.D. committee.

Tey Diana Rebolledo
Chair, Department of Spanish and Portuguese
Chair Dissertation Committee:
   Stephanie Becker
   José Bañuelos
   Kristina Galindo-Knudsen
   Angelica Sanchez-Clark.
   Elizabeth Sklenar (LAII)

Catherine Travis
Member, Personnel Committee, Department of Linguistics, UNM 2002-2003
Member, Library Committee, Latin American and Iberian Institute, UNM 2002-2003
Member, Graduate Committee, Department of Spanish & Portuguese, UNM 2002-2003
Masters Comprehensive Exams:
   Paul Edmunds, Linguistics
   Stuart Griffith, Spanish & Portuguese
   Jun Sato, Linguistics
   Mami McCraw, Educational Linguistics
   Lis Ovando, Spanish & Portuguese
   Damian Wilson, Spanish & Portuguese
PhD Committee on Studies:

- Matthew Alba, Spanish & Portuguese
- Loreto Catoira (mentor), Spanish & Portuguese
- Michelle Salazar, Spanish & Portuguese

PhD dissertation committee member:

- Catie Berkenfield, Linguistics
- Mayra Cortés, Spanish & Portuguese
- Myriam Eguia, Spanish & Portuguese.

J. DIVERSITY

The last academic year the department maintained its pursuit of diversity, making efforts to attract women and minority groups. This past year, the department issued contracts to fifty-four teaching assistants, twenty-five were Hispanics. Women accounted for 57 percent of the total, of which 17 were Hispanic. A total of four lecturers taught on a part-time basis, three of them were women and three of them were of Hispanic origin. The work study team was composed of four students, three of whom were of Hispanic origin and two were women.
I. Significant Developments

A. UNM Speech-Language-Hearing Clinic

The following chart indicates the total number of sessions and the populations served by the Clinic for AY 2002-2003.

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In addition to individual treatment for a wide range of speech and language disorders, the clinic provided group sessions for adults with aphasia and transgender voice clients. The clinic also provides diagnostic and treatment sessions for clients wishing to modify their English pronunciation, many of whom are UNM graduate assistants whose first language is not English. Through our contract with the Albuquerque Public Schools, pre-school children identified in the APS "Child Find" program are seen for treatment at our clinic.

B. Acquisition of Equipment and Major Materials

The following items were acquired using funds from start-up accounts, Arts & Sciences equipment allocation, and a UNM TAC grant.

- GSI clinical audiometer $8,609
- Anatomical models $2,500
- Desktop computer (Palmer) $1,693
- Laptop computer (Rodriguez) $1,821
- Portadisk Minidisk & kit (Neel) $1,723

Clinic income and clinical course fees provided for acquisition of tests, protocols, and all treatment materials used in the clinic.

C. Comunidad Crecer Exchange Program

From May 19 to May 28, 2002, Charlotte Lough, Clinic Director, and a group of 8 students (5 SLP and 3 OT) and 2 other professionals visited Comunidad Crecer, the rehabilitation
center in Mexico City that has served as an educational site for our students since 1991. The group performed evaluations of children at the school, counseled parents, and provided equipment and materials to improve communication abilities of these multiply handicapped children. Professionals in the community donated wheelchairs and other adaptive equipment. The 5 SLP students were Lea Weaver, Jessica Mount, Sylvia Chavez, Bridgette Guenther, and Kathryn McMurdock.

D. Southwest Conference

The 12th Annual Southwest Conference on Communicative Disorders was held March 6-7, 2003, at the Radisson Hotel and Conference Center. The conference was presented by the UNM Chapter of the National Student Speech-Language-Hearing Association and chaired by graduate student Erin Hielkema with the assistance of faculty advisor Charlotte Lough. Nineteen nationally-known professionals presented two full days of sessions covering a wide variety of topics in the fields of speech-language pathology and audiology. Approximately 300 students and professionals attended the event, which has become a primary continuing education source for the entire New Mexico speech and hearing community.

E. Physical Plant

As approved by the UNM Facilities Planning Board in spring, 2002, the site of the former UNM printing plant in the Lobo Center, 1712-1714 Lomas NE, was identified as the future home of the department. John Jarrard of Huitt-Zollars was retained as the architect for the remodel and the work was performed by Mercado Construction Company. Work began in April, 2003 and was completed in September, 2004. The department’s space increased from approximately 7,000 square feet to 11,000 square feet, with all department functions now under one roof. The conglomeration of trailers, portable buildings, and small house that previously housed the department at 901 & 915 Vassar NE has reverted to the Health Sciences Center.

II. Significant Plans and Recommendations

1. Complete a successful search for a tenure-track faculty member in speech-language pathology or speech science, to replace L. Cullivan.
2. Pursue the completion of Phase II of our building project, which will provide faculty laboratories and additional clinical space.
3. Initiate the Speech-Language-Pathology concentration in the Linguistics PhD program, admitting our first students in fall, 2004.
4. Seek full UNM funding for professional staff members. Two of our three current professional staff lines are funded by UNM at 75% and 68% with the remaining funding charged to an outside contract that was designed for another purpose.
5. Increase research productivity in terms of faculty publications and grant funding.
III. Appointments to Faculty and Staff

Christine Vining, clinical supervisor, was approved for an increase from .75 FTE to 1.0 FTE, to begin 7/1/2003.

Diana Gourlay, Administrative Assistant II, began a fulltime appointment in August, 2002.

IV. Separations of Faculty and Staff

Professor and former chair Linda (Riensche) Cullivan began her retirement in September, 2002. There were no other separations of faculty or staff.

V. Faculty Achievements

The following achievements were submitted for inclusion in this report:

A. Publications

Rodriguez, Barbara


Wohlert, Amy


B. Presentations

Rodriguez, Barbara


Vining, Christine

Rethinking Culturally Focused Research: Ernie & Etic Perspectives, With Englebret, E., Long, E., & Friedlander, R. ASHA convention. Atlanta, GA, November 2002:

Wohlert, Amy
Annual Conference of the Council of Academic Programs in Communication Sciences and Disorders, Albuquerque, NM.

C. Selected Service

Ballachanda, Bopanna
Chair, Committee on Cultural and Linguistic Diversity, American Academy of Audiology.
Member, ASHA Multicultural Issues Board
President-Elect, NMSHA
UNM Faculty Senate

Palmer, Phyllis

Patterson, Janet
UNM Faculty Senate

Rodriguez, Barbara
Ad Hoc Reviewer, American Journal of Speech Language Pathology
Ad Hoc Reviewer, Contemporary Issues in Communication Science and Disorders
2003 ASHA Convention Program Committee Member, Multicultural and Diversity Issues

Vining, Christine
Reviewer/Consultant, National Early Childhood Transition Center (NECTC), Diversity Work Group, University of Kentucky, Lexington, KY, July 2003-present.
Consultant, National Early Childhood Technical Assistance Center, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill, Chapel Hill, NC, August 26-27, 2002.
Mentor, Minority Student Leadership One-on-One Mentoring Program, ASHA, November 2002-May 2003.
Member, Executive Board of Council of State Association Presidents, Chair of Local Arrangements Spring 2004, October 2002-present.
President, New Mexico Division of Culturally and Linguistically Diverse Exceptional Learners (NMDDEL), July 2001-July 2002.
President, New Mexico Speech-Language-Hearing Association (NMSHA), September 2001-October 2002.

Wohlert, Amy
Vice-Chair, Council on Academic Accreditation of the American Speech-Language-Hearing Association.
Member, Planning Committee for 2004 Conference on Motor Speech.
Research Opportunities Program Mentor, summer, 2002.
Member, A&S Junior Faculty Tenure and Promotion Committee.
Member, UNM Presidential Search Committee.

Lough, Charlotte
Member, NM Brain Injury Advisory Council
Board Member, Society for Cognitive Rehabilitation, Inc.

D. Honors, Awards

Palmer, Phyllis
SHS Teacher of the Year award, March 2003.

Wohlert, Amy
ASHA Award for Continuing Education

VI. Outside Sponsored Programs

The department maintains a contractual arrangement with the Albuquerque Public School System. APS provided $67,224 for 2002-2003 to provide stipends and tuition for a graduate assistant, paid internships and tuition for four graduate students, partial salary support for two clinical supervisors, and funds for materials and operating expenses. In addition, three full-time clinical supervisors were paid by APS to supervise UNM graduate students in public school settings. This contract has been renewed annually since 1995.

VII. Students

A. Graduates

From fall, 2002 through summer, 2003, 29 master’s students received their degrees. Of those reporting their prospective plans (22/29), the following sites of employment were represented:
Twenty-three students received the Bachelor of Arts degree majoring in speech & hearing science.

B. Theses

Chaired by Dr. Rodriguez:
Hines, Rachel. "Book reading interactions of New Mexican mother-child dyads from middle SES backgrounds."

Chaired by Dr. Patterson:
Kelbley, Nancy. "Individual differences in early language acquisition: Performance on novel word and phrase learning tasks."

C. Honors and Awards

The following students received funding and/or honors during AY 2002-03 (list may not be complete):

Crossman Scholarship Nancy Kelbley
Chreist Scholarship Kaylyn Acree
Joshephine Chen Scholarship Sandra Gomez Frey
ROP Scholar Patricia Serna
APS Internship Mira Berkstein
Lori Nelson
Erquina Sandoval
Karen Shirley

Bernalillo Internship Erin Miller

OGS Research Scholarship Nancy Kelbley
Miguel Montiel
Rachel Hines

OGS 3% Scholarship Karen Tydeman
Lea Weaver
Heather Jersak
D. Applications

In 2002-2003, a total of 49 applications were received for the master’s program in speech-language pathology. We accepted 37 of those applicants and 30 enrolled in the program.

E. Enrollment

In spring of 2003, 77 undergraduate A&S students majored in Speech and Hearing Sciences and an additional 10 students in the major were registered in University College (40 White/non-Hispanic, 37 Hispanic, 1 Asian, 7 American Indian, 2 Black). The master’s degree program served 59 enrolled graduate students (35 White/non-Hispanic, 21 Hispanic, 2 Asian, 1 American Indian). Approximately 24 students were taking courses in the department under non-degree status.
Course enrollments:

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Women Studies Annual Report
July 1, 2002-June 30, 2003
Submitted by:
Gail Houston, Associate Professor
Director, Women Studies Program, August 1, 2003-

1. Significant Developments 2001-2002
   a. Student enrollment in WMST classes are as follows: 508 for Fall 2002; 497 for Spring 2003; 87 for Summer 2003. Graduates in December 2002: 2 majors, 2 second majors, 2 minors, 2 concentrations. Graduates in Spring 2003: 2 majors, 2 second majors, 2 minors: total of 12 for the year. This is an increase of 5 from the previous annual report.
   b. Efforts to enhance student recruitment included involvement in back to school days and Lobo Lair days each time they were offered. A new brochure produced by Recruitment Services was created in the Summer of 2003 and will be distributed this fall. This saved us at least $400. Newsletters went out from WS and WRC in the Fall 2002 and Spring 2003.
   c. The Feminist Research Institute, affiliated with the Women Studies Program awarded 5 faculty research awards and discontinued the semester-long visiting scholar program.
   d. The new Curandismo class taught in summer by Cheo Torres and co-sponsored by WRC was an extremely popular course and will be taught again next summer.
   e. One-hour courses were instituted and taught by two full-time faculty and two PTIs and were extremely successful.
   f. The program upgraded and added 2 new computers for department faculty and staff use.

2. Plans & Recommendations for the Future
   The new Director, Gail Houston, is working on the following items:
   *Creating a plan for establishing from 3-5 Joint Appointments of fulltime faculty in WS.
   *Proposing 2 Joint lecturers, one with Philosophy, one with C&J.
   *Creating a Graduate Certificate program.
   *Development for: student scholarships, conference and research money, endowed chair, center for study of violence against women.
   *Establishment of a WS Student List-serv in order to advertise our courses, advise of upcoming events, give information on the program in a more accessible and timely manner.
   *Upgrading and adding to the Website (providing a Development page, list of faculty publications, a thank you page)
*Requesting Power Point and laptop for classroom teaching on our equipment list in order to improve our teaching.

*Reinstituting Brown Bag presentations (three a semester).

*Contacting faculty to gather a list of full-time faculty who might teach in WS on a per semester basis.

*Cross-listing more courses and with some new entities (e.g., with Spanish and Portuguese, a course taught completely in Spanish).

*Working to have a Native American Women course taught again for WS on a regular basis (Elizabeth Archuleta has agreed to teach it in the fall of 2004 and will work with WS to come up with ways to have it taught at least once a year).

*Getting the first Asian-American Women Writers course taught (Julie Shigekuni will cross-list it with WS in spring 2004 and will crosslist whenever she teaches it).

*Seeking funding and feasibility of establishing a center for the study of violence against women.

*Continuing the one-hour courses instituted by Cheryl Learn last year (in spring 04 Margery Amdur of Art Department will teach a one hour course as will Maya Sutton).

3. Appointments to Faculty & Staff:

TAs: Laura Fugikawa, Betsy Erbaugh, Hadar Ma'Ayan, Doris Fields, Angela Cooke-Jackson, Miria Kano, Adriana Nieto, Dana Van Tilborg

PTIs: Leigh Anne Chavez, Ann Skinner-Jones, Rinita Mazumdar, Maya Sutton, Lori Rudolph, Benay Blend, Lynne Gottlieb

Full-Time Faculty: Karen Foss (1 hours course Spring 2003); Nancy Uscher (1 hour course Summer 2003)

4. Separations of Faculty & Staff: Adriena Nieto (graduated); Dana Van Tilborg (graduated), spring 2003.

5. Outside Professional Activities: Director Cheryl Learn served as one of two coordinators of New Mexico Women Studies Consortium, and as the Southwest Institute for Research on Women (SIROW) coordinator for UNM. Internally, She served on the College of Arts & Sciences Advisement and Undergraduate committees and a task force to draft policies on joint appointments to departments and programs within A&S. Produced protocols for the department of WS for the Dean.

6. Women Studies Associates, and Affiliates, TAs and PTIs Accomplishments

The following are just some of the many distinguished accomplishments of our Associates and Affiliates in 2002-2003 on the local, national and international levels:

Amdur, Margery. just returned from Szeged Hungary, where she was opening night Plenary speaker at an Iconography of Gender conference. She also had a one-person exhibition there. She spoke on three generations of women artists as well as speaking on twenty years of personal artistic work and processes.

Axelrod, Melissa worked on her project doing linguistics and ethnography with a women's group in Guatemala, and received a Feminist Research Inst. grant - the Susan Geiger Fellowship - to pursue this work.


Bennahum, Judith. Her book on women in dance is in galleys and being published by Routledge.


Damico, Helen. in 2002-2003 received the Elizabeth Wertheim Research Fellowship; she gave a paper at the Medieval Academy of America in Minneapolis, Minnesota on Monstrous Doings: The Beheadings in Beowulf, which placed Beowulf in the context of 11th-century political in England; at the third Anglo-Saxon Conference on The Cross in Anglo-Saxon England in Winchester, England, she gave the opening paper on Writing/Sounding the Cross, which placed the "Dream of the Rood" in the context of figured poetry (carmina figurata)and argued for its being the first figured poem in the English language. This summer she continued research in 11th-century historical documents as they relate to Beowulf. She was given the CARA Medieval Academy of America Service Award for Lifetime service to the Profession.


Dubowsky (Ma'ayan), Hadar. Received FRI graduate paper prize for "Feminist Methodology and a Qualitative Case Study of a Masculine Female Adolescent."

Erbaugh, Betsy. Received the Woodrow Wilson Dissertation Grant in Women Studies. Received an RPT Grant from OGS. Received a GRD Grant from GPSA. Member of Women Studies Executive Committee.
Foss, Karen A. continued her tenure as UNM Presidential Teaching Fellow. She completed an anthology, *Readings in Feminist Rhetorical Theory* (with Sonja K. Foss and Cindy L. Giffin) to accompany *Feminist Rhetorical Theories* (both published by Sage).

Houston, Gail Turley. While on a year-long sabbatical, she finished her book-length manuscript entitled *Banking on Panic: Victorians and the Gothic*, which is now under review by Cambridge University Press.

Hutchison, Elizabeth Quay. served as a consultant for the Ford Foundation's Andes and Southern Cone Office on issues of women's rights and gender equity, mostly in the form of program and grant evaluation in recent years. And she served on the FRI board from 2000-2003. She was awarded tenure this year.


Lampela, Laurel. co-edited an anthology - Lampela, L. & Check, E. (Eds.) (2003). *From our voices: Art educators and artists speak out about lesbian, gay, bisexual and transgendered issues*. Dubuque,IA: Kendall/Hunt. She also has a work of art accepted for publication and titled "In tribute" for an upcoming issue in the *Journal of Gay and Lesbian Issues in Education*. She co-coordinated the first UNM Summer Arts Institute for Educators (Summer 2003) with Dr. Susan Dever in Media Arts. The institute was quite successful with 14 veteran and pre-service teachers in attendance and five (5) faculty from the College of Fine Arts participating in the institute. She served on the Board of Directors for Common Bond/Albuquerque and serve on the Executive Committee and as the Archivist for the Lesbian, Gay, Bisexual, Transgendered Issues Caucus (LGBTIC) of the National Art Education Association (NAEA).


Rudolph, Lori. Awarded a grant from GSA towards completion of dissertation. Article accepted for a book on academic writing. Nominated for T. A. of the Year. Co-Developed a women to women connection Project between women in the U. S. and Palestinian women residing in occupied territories. Coordinated a Film Festival on the Israeli/Palestinian Conflict co-sponsored by UNM WRC and WS.
Shagam, Janet Yagoda. received a EICOS fellowship; European Initiative for the Communication of Science, May 2003 at the Max Planck Institute in Gottengin, German Cancer Center in Heideleberg and Max Delbruch Center in Berlin.

Slaughter, Margaret Jane. SHARING THE STAGES: BIOGRAPHY AND GENDER IN WESTERN CIVILIZATION, 2 vols. with Melissa Bokovoy (Boston/N.Y.: Houghton Mifflin, 2002/2003). In addition to being Chair of History, during 2002-2003, she chaired the Book Prize Committee for the Pacific Coast Branch of the American Historical Association. She served as the internal reviewer for the Graduate Review Committee for Foreign Languages and Literature. Served as a member of the Search Committee for the Director of the Latin American and Iberian Institute. In History she taught a Seminar on Comparative Women's History.

Sutton, Maya. Nominated for Adjunct Faculty of the Year, 2002. Received a $20,000 grant from Earthwatch International for Research in Scotland, 2002.
UNM-VALENCIA CAMPUS

ANNUAL REPORT

JULY 1, 2002 – JUNE 30, 2003

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INTRODUCTION

Dr. Alice V. Letteney, Campus Executive Director
Highlights of the University of New Mexico-Valencia Campus
July 1, 2002- June 30, 2003

1. A construction project made possible by the passing of two recent bond issues includes a
   new classroom building, as well as expanding the Fitness and Wellness Education Center,
   Student Services offices, and the Business Department offices. Plans have been finalized
   and the first phases of the project are now underway. The project should be completed in
time for the Spring 2005 semester.

2. The TRIO Student Support Services Program (SSSP) is now fully implemented. The
   program provides assistance in tutoring, time-management, counseling and other issues to
   160 first-generation, economically disadvantaged and/or disabled students. This program
   also provides for trips to Albuquerque and throughout the region for cultural events and
   college transfer explorations.

3. A Learning Communities Pilot program has also been established. A select group of
   TRIO students will be part of a learning community that will be in a core group of classes
   throughout the coming academic year.

4. UNM-Valencia was successful in applying for a TRIO Upward Bound Grant. This grant
   will provide services for 50 area high school students – 25 from Belen High School and
   25 from Los Lunas High School. High school freshmen students will receive support
   services that include extra tutoring and counseling and advisement. During the summers,
   these TRIO Upward Bound students will attend a six-week bridge program at the
   Valencia Campus to strengthen college skills. This is a four-year grant that is renewable,
   and funding for the first year is $220,000. The program starts with the Spring 2004
   semester.
I. CAMPUS EXECUTIVE DIRECTOR’S OFFICE

A. U.S. Department of Education, TITLE V, DEVELOPING HISPANIC-SERVING INSTITUTIONS PROGRAM

Gearld Willis, Title V Coordinator

1. Significant Developments

Activities in the grant are being successfully implemented. Experience with the grant through the process of reviewing, evaluating and revising various aspects of implementation has led to modifications through the use of the “Expanded Authorities” provided by the grant language.

a. **Activity I, Student Success**

   i. In the Student Service area, a revised New Student Orientation Program aligned with Group Advising and the Mentoring Program, allow available staff and faculty initial contact with more at risk students.

   ii. Six academic classrooms were equipped with Proxima LCD projectors, Elmo document cameras, speaker systems, DVD/VCR units and interactive SmartBoards to improve student learning through the implementation of technology into academic instruction. Technology training for full-time faculty is ongoing.

b. **Activity II - Institutional Stability Through Information Management**

The main topics addressed during the reporting period were the initial implementation of the Management Information System (VMIS) and transfer of the Degree Audit Reporting System to the Windows based DARWIN version.

c. **Activity III - Institutional Advancement**

The Endowment Fund Goal of $30,000 was on track at the end of June, to be matched by the US Department of Education. The goal for Year 5 is $40,000.

2. Significant Plans and Recommendations

The Development Office is preparing to submit a Title V Cooperative Grant in March of 2004. This grant will be a cooperative effort between UNM-Valencia Campus and UNM-Los Alamos Campus.

Staff Separations
B. WORKFORCE DEVELOPMENT
Kevin Begley, Manager Workforce Development

1. Significant Developments
   a. The Workforce Development Program Manager completed the training in Houston for NCCER and received certification as a Master Trainer on August 1, 2002.
   b. Workforce Development provided a Telephone Etiquette class for Community Education on February 14, 2003.
   c. Workforce Development Program Manager attended a two-day Regional Workforce Development conference in Corpus Christi, TX on March 20 and 21, 2003. This conference included information on Health Occupations education program development challenges. The trip was funded through the Carl Perkins Grant.
   d. Workforce Development participated in a “career night” at Estancia High School with the Tech Prep Coordinator on the April 7, 2003.
   e. Workforce Development conducted a training session for one of the local high school Tech Prep instructors, Scott Wagner, for NCCER CORE trainer certification on April 29 and 30, and May 1, 2003. This is an 18-hour intensive training session.

2. AACC Mentorlinks
   a. The Valencia Campus received a two-year grant for $7,500.00 from the American Association of Community Colleges on August 1, 2002 to improve our Information Technology Program. Kevin Begley is the designated Program Director and Toni Black is the second team member. Our Mentor is Professor Phyllis Owens of Camden Community College in New Jersey.
   b. Our primary objective is to improve graduate placement in IT at our campus and at the five high school partners in our service area who currently operate IT programs. To do this we need to:

      i. Build and maintain a graduate tracking system for all the education partners.
      ii. Improve the participation of potential employers in joint IT Advisory Committees.
      iii. Provide access for high school students to IT internships, sponsored by UNM – Valencia Campus’ Computer Support department.

Accomplishments to Date:
1. The Mentor visited Valencia Campus February 20 through 24, 2003. This visit was tied in with a meeting of all the education partners and several potential employers.
2. We participated in a reverse mentor visit to Camden County College on April 15 and 16, 2003. The Project Director spent time with our Mentor and met with several individuals on and off campus who provided suggestions and examples of their program successes.
3. Our IT brochure was modified and reprinted, June 2003 in an effort to modernize and improve visual appeal.
4. With the approval of the Valencia Campus Curriculum Committee, we have begun an IT curriculum modification to simplify the overall course offerings and strengthen the course content from the potential employers’ standpoint.
5. A special meeting of all the Industry Advisory Committee members in our service area is planned to coordinate our IT efforts and to streamline curriculum where appropriate.

3. **Carl Perkins Instructional Project**
   a. The Valencia Campus received $104,029.00 in Carl Perkins funding for July 1, 2002 to June 30, 2003. The Grant was extended into July to complete necessary travel and professional development.
   b. The Grant provided $22,550.00 for Adjunct Faculty salaries, $3,834.00 for benefits, $36,025.00 for materials and services, $10,351.00 for travel and Professional Development, $27,632.00 for Computer Hardware and $3,637.00 for F & A Costs.
   c. Much of the July 2003-June 2004 grant will be used to develop curriculum and provide equipment, supplies and materials in the Health Occupations area.

4. **Welfare Reform SU PARTE**
   a. Mr. Kevin Begley, Workforce Development Program Manager, assumed responsibility for the SU PARTE Program On November 16, 2002.
   b. Program emphasis for SU PARTE was changed by Human Services from client placement to client participation in the 2002/2003 contract year.
   c. SU PARTE personnel have worked hard to significantly improve “Participants Meeting” rates. The audit at program end in June 2003 had no significant findings and our contract was renewed for one year starting July 1, 2003.
   d. **Contract Year 2002/2003 SU PARTE Performance Data:**
      
      i. TANF Assessments 726
      ii. E & T Assessments 312
      iii. Total Assessments 1,038
      iv. TANF Full-time Employments 199
      v. TANF Part-time Employments 151
      vi. Total Employments 350
      vii. Clients served for the year 2,349
   e. SU PARTE clients participated in the UNM-Valencia Campus Career Fair, September 25, 2002.

C. **Significant Plans and Recommendations**
   1. Because Human Services Department is working on changing the way TANF clients will be served in the 2004/2005 fiscal year we hope to establish the SU PARTE program as a direct contractor to ISD at that time.
   2. UNM-Valencia Campus will continue the Information Technology partnership efforts beyond the end of the AACC MentorLinks Program which ends in August 2004.
   3. It is uncertain whether Carl Perkins funding will be available beyond June 2004. If the Grant is reauthorized, UNM-Valencia Campus will apply for additional funding.
Staff Appointments
Meg White, Success Skills Instructor, November 19, 2002
Valerie Halladay, Admin II April 7, 2003
Lloyd Tapia, Client Services Manager, April 21, 2003
Kim Crowder, Client Services Manager, April 21, 2003
Elizabeth Cassidy, On-call Client Services Manager, December 30, 2002
Carol Claus was promoted from Admin II to Admin III, February 19, 2003
Stephanie Ingram, Admin II was promoted to Client Services Manager, April 21, 2003

Staff Separations
Nanci Nielsen, Success Skills Instructor, September 20, 2002, as Senior Academic Adviser to the Valencia Campus TRIO Program
Cindy Barden, Admin III, November 1, 2002 to the Valencia Campus Childcare Center
Carolyn Selleck, Client Services Manager, November 22, 2002
Marquita Torres, Admin II, February 4, 2003
Debbie Stiles, Job Developer, March 21, 2003
Lloyd Tapia, Client Services Manager, May 13, 2003

5. Outside Professional Achievements

Dr. Alice Letteney
AACC Commission on Minority Resources through June 2003
Appointed to the AACC Commission on Communications & Marketing, 2003-2005
Los Lunas Schools Career Academy Advisory Board
United Way, Valencia County Board member
AAUW Valencia County Branch Executive Committee
Mobilized New Mexico 2-Year CEOs to advocate for the removal of the 2-year wait-out period for the HSI, Title V grant program.

Kevin Begley
Completed WEB-based WorkKeys Job Profiling re-certification, January 22, 2003
Completed NCCER training and received certification as a Master Trainer, August 1, 2002

Chad Perry
Southwest District Chapter Public Relations Society of America (PRSA), Chair-Elect
Voting Delegation New Mexico Chapter PRSA
Universal Accreditation Board, PRSA, Member
NAMASTE Executive Board Member

Cheryl Pulaski
New Mexico Regional Science and Engineering Fair Chair
UNM-Valencia Campus Community Outreach Committee Chair
NAMASTE Executive Board Member
II. INSTRUCTION
Dr. Reinaldo Garcia, Dean of Instruction

1. Significant Developments

A. Overall
   1. Continued assessment of programs of study and effectiveness of course scheduling.
   2. Continued training faculty in the integration of technology into the classroom.

B. Credit Programs
   1. Labs and Equipment
      a. Replacement of PCs for two labs in the Business & Technology Division.
      b. Installation of A/V equipment (projector, document camera, and sound) in one classroom in the Arts & Sciences building.

   2. Scheduling
      a. Continued implementation of use of rating matrix to hire adjunct faculty.
      b. Implemented new enrollment management procedures.
      c. Implementation of automated scheduling and data reporting system.

   3. Out-of-District Instruction (administered by Community Education) in Socorro, Moriarty, Estancia and Magdalena (Total 2002/03 = 234):
      a. Socorro — Fall 2002: 81 total; Spring 2003: 82 total
      b. Moriarty — Summer 2002: 17 total; Fall 2002: 19 total, Spring 2003: 35 total

   4. Distance Education (administered by Community Education; Total 2002/03 = 19):
      a. Electronic Distance Education Network (EDEN) (upper division & graduate courses received via satellite broadcast from UNM- Media Technology Services/Extended University): Fall – 2002 - 5; Spring 2003 - 14
      b. Certified Nursing Assistant (CNA): Fall 2002 – 22; Spring 2003 – 21; Total 2002/03 = 43

   Total Credit enrollment through Community Education Programs: 355

5. Tech Prep
   a. Preparation and execution of Articulated Program Agreements, Process Articulation Agreements, and Concurrent Enrollment Agreements for all consortia partners.
   b. The six programs of study are Early Childhood Multicultural Education, Computer Aided Drafting, Business Technology, Systems Engineer (A+), Internet Web Master, and Construction Technology.
   c. Grant monies supported the five programs of study by ordering equipment and supplies specifically to provide Tech Prep students with the highest levels of instruction.
d. Secondary Tech Prep teachers at each of the consortia high schools attended professional development training in their respective discipline areas of instruction.

e. The annual Tech Prep Symposium provided collaborative training, networking, and curricula development for administrators, counselors, post-secondary faculty, and secondary applied academic and technology Tech Prep teachers.

f. Post-secondary and secondary mathematics instructors attended and participated in the annual NMMATYC conference in Farmington, New Mexico. This collaborative conference included a co-presentation by a Valencia Campus math faculty member and an applied math teacher from the secondary consortia high school.

6. Wellness and Fitness Education Center

a. An Associate of Science in Health and Fitness Education degree and a Group Fitness Instructor Leadership Certificate are established programs. The Valencia Campus Curriculum Committee is currently reviewing both programs.

b. The facility was made available to all students, faculty, staff, and the community by signing up for a one credit hour physical education course.

c. All physical education courses (with exception of golf and other courses which require special sites) were offered at the center. A total of 1,054 students enrolled in Physical Education classes and used the FWEC.

d. The staff conducted a total of 123 orientations for the students enrolled in the Introduction to Fitness class.

e. New equipment was researched, ordered, and purchased to support existing physical education programming.

f. One new course, Middle Eastern Belly Dancing, was taught in the center beginning summer 2003.

g. The staff organized the 2nd Annual Wellness Fair, “Just for the Health of It,” attended by students, faculty, staff, high school students, and community members. Approximately 451 people were in attendance. The FWEC had a booth at the Wellness Fair.

h. The FWEC hosted 10 health education presentations on a variety of topics.

i. The FWEC implemented the 8 weeks “Get Active Challenge” for the staff and faculty.

j. The FWEC organized the first National Senior Fitness Day.

k. The FWEC Coordinator gave four workshops for one course in the Language and Letters Department and two courses in the Math Department.

l. The staff provided 34 free Friday exercise sessions available to students, faculty, staff and community members as an avenue to educate the campus and community about the variety of exercise modalities and the importance of exercise.

m. The staff provided 76 personal training sessions.

n. The staff provided 101 fitness assessments.

o. A campus student Wellness Club was established. The club organized three campus events in 2003. They submitted their application to become a charted club.
The FWEC provided three lecture/workout sessions for the March 14, 2003 Encuentro Pro-Educacion Conference held on the campus with thirty-five participants.

The FWEC Coordinator attended the 2002 International Dance and Exercise Association World Conference in San Diego.

C. Non-Credit Programs

1. Adult Basic Education
   a. The ABE Center is proud to report that 901 students enrolled in our programs last year, representing an increase of 8% over the previous year. The ABE/GED program enrolled 78% of the students, while the rest were in the English as a Second Language program. Sixty-seven percent of all students enrolled at the intermediate level of instruction. The largest age group of students was 16-18 (36%), surpassing those between the ages of 25-44 (31%) for the first time in the history of the program. Student outcomes measured at or above 45% for the students' stated goals for entering employment (59%), entering post-secondary education (45%) and receiving their GED (47%). Level gains averaged 40% for GED students and 27% for ESL students. The number of GED graduates this year was 129.

   b. The ABE Center received an English Literacy/Civics grant with the objectives of enhancing technology in the classroom and involving students in community affairs. We offered computer basics classes in a remote rural site using a satellite and wireless system with laptop computers to access the Internet. Student leaders organized a conference totally in Spanish to bring the immigrant community to Valencia Campus and discuss pertinent issues (e.g. civil rights, immigration laws, drug and alcohol abuse, fitness and health, and parenting).

   c. The ABE Center engaged in a partnership with Community Education to open a workplace ESL class at Presbyterian Hospital. Twelve to fourteen employees received four hours per week of instruction at their work site. In addition to providing funding for the teacher and learning materials, Presbyterian paid employees for half of their classroom time and supplied refreshments for each class. Among the successful outcomes were level gains in English skills, interest in studying for a high school diploma, and a sense of ownership in the workplace.

   d. Regarding professional development, the Learning Center receptionist participated in a workshop called, "How to Take Charge of the Front Desk." Three staff members attended a session on Data Quality Training. Four faculty members participated in the New Mexico Adult Education Association annual conference. Pam Etre-Perez presented her research at this conference as well as at the National Teachers of English to Students of Other Languages conference. Pam completed the faculty training in instructional technology as part of the Title V services offered at Valencia Campus. Tina Shiplet and two Student Voice Network leaders from our campus attended the National Student Leadership conference. Tina served as President of the statewide Student Leadership Organization and as a member of the statewide ABE Director's Council. Faculty and tutors participated in development and tutor training sessions presented by ABE administrators and a College Reading and Learning Association trainer.

8
e. Tina Shplet designed and implemented a distance education course for GED. This Guided Internet Course is the first of its kind in New Mexico. More information can be obtained at the following website: http://www.unm.edu/~tshiplet/. Tina also maintains the ABE Center's website at http://vcabe.unm.edu/.

2. The Learning Center

a. Tutorial and other Instructional Services
   
   i. Two full day and subsequent bi-weekly two hour sessions in the fall and spring semesters provided required training for SEC and ABE tutors.
   
   ii. Tutors provided 1,942.5 hours of tutoring this academic year.
   
   iii. Total number of hours of service provided students during the academic year was 17,033.6 hours.
   
   iv. Several workshops and study groups were presented throughout the year.
   
   v. Staff provided orientations to TLC for all developmental classes. Using the SCC, staff presented orientations to several classes as a time. This has been a more efficient use of time and has been well-received by both faculty and students.
   
   vi. Administration approved a plan to expand the classroom to accommodate a class of 22 students. This should increase use of the classroom in the coming academic year.

b. Computer labs
   
   i. TLC staff continues to work with several instructors on the use of equipment and new software and have consulted with some instructors on incorporating this technology in their curriculum.
   
   ii. TLC purchased two computer workstations that are wheelchair accessible and installed Version 7 of Dragon Naturally Speaking on the computers at those stations.

c. Professional Development
   
   i. The Coordinator attended the National Association of Developmental Education Conference in Austin, TX in February 2003.
   
   ii. The Senior Tutor attended two workshops this academic year: Conflict Management Skills and How to Handle People with Tact and Skill.
   
   iii. The Instructional Assistant attended the same workshops.

d. Equal Access Services
   
   i. The TLC provided services to 50 Equal Access students throughout the academic year.
   
   ii. Services included note-taking, tutoring, reading, training in the Kurzweil Reader and Dragon Naturally Speaking technical assistance in the computer labs, test-taking facilities, and readers and writers for tests.

3. Library
   
   a. The Main campus library gave the branches access to 18 of their online databases including several full-text periodical databases as well as several encyclopedias and dictionaries.
b. The number of full-text periodical articles accessed was up 47% over last year to 15,871.
c. The library instruction classroom was enlarged.
d. A complete review of our periodical subscriptions was done resulting in the canceling of 47 titles and the addition of 7 titles.
e. Stephanie West was hired as the new Public Services Librarian.
f. The Library GO bond was passed resulting in $47,760 to spend on new books.
g. New photocopy machines and new microform reader/printers were added.
h. The reference collection was completed reviewed: 30 titles were withdrawn and 176 titles were moved to the circulating collection.

4. Community Education
   a. Community Education: 330
      (non-credit personal enrichment, professional development and computer training courses)
   b. Contract Training (Workforce Development): 271
      (customized training for business, industry and government agencies)
   c. Vocational Training (adult or dislocated worker): 34
   d. Gifted/ High Potential Program: Fall/Spring — Los Lunas, Belen & Isleta Elementary Schools: 353
   e. Community Training Center: (for CPR/1st Aid/American Heart Association), 1,884.
   f. Gear-Up Grant (tutoring for middle school students): 486
   g. Accelerated-Enrichment Program; Fall/Spring — Los Lunas, Belen & Isleta Elementary Schools: 220
   h. Video conference/recorded only: TRIO, Library, Student Services-Project Link; Valencia County Extension Office: 11
      i. Total Non-Credit Enrollment 2002-03: 1,705
   i. Cultural Enrichment Series:
      Fall 2002
      • Sharing the Words, 88
      • Astronomy Day, 90
      • Los Pastores Symposium, 80
      Spring 2003
      • Martin Luther King Jr. Celebration, 200
      • Virginia Creepers, 30
      • Aldo Leopold, 43
      • Sharing the Words, 39
      • Local Author’s Symposium, 76
      • Valley Visions Cultural Festival, 50
   Sub-total Cultural Enrichment Series: 696
   Total all Community Education Services: credit, non-credit, CTC & Cultural: 4,640.
5. Child Care Center
   a. The third classroom is ready to open. The lead teacher position is posted. Service offered will be "drop-in" child care from 12:00 pm - 9:00 pm, Mon - Thurs. for children aged 2½-10, increasing total capacity to 56.
   b. Four grants received during past year:
      i. CYFD State grant funded new three-year cycle; funded @ $110,000 per year
      ii. CCAMPIS Fed. Ed renewed at $13,848 this year
      iii. McCune Foundation funded second expansion of playground
      iv. Daniels Fund funded $10,000 for drop-in room
   c. Playground expansion completed:
      i. Fenced area to double size
      ii. 40' x 40' asphalt tricycle pad; basketball hoop
      iii. Navajo-style hogan built
      iv. Net rope climber added
      v. Tuff Shed tricycle/ball storage
      vi. Art student donated mural on side of shed
      vii. Two dirt hills built for physical exercise challenges
   d. Third year of Focused Portfolio research project completed.
   e. Playground expansion completed.

6. Faculty Assembly
   a. Officers for 2002 – 2003:
      i. President: Greg Candela
      ii. Vice President: Reid Mowrer
      iii. Secretary: Jami Huntsinger
      iv. A & S: Linda Wright
      v. B & T: Toni Black
   b. Standing Committee Chairs for 2002 – 2003:
      i. Tenure and Promotion: Michelle LeBeau
      ii. Faculty Professional Development: Michele Diel
      iii. Faculty Program Development: Toni Black
      iv. Curriculum: Julie Depree
      v. Faculty Conflict Resolution: Jon Conescu
      vi. Adjunct Faculty: Dubra Karnes-Padilla
      vii. Outcomes Assessment: Michelle LeBeau

D. Significant Plans and Recommendations
1. Overall
   a. Improve communications with main campus departments and other receiving institutions to insure effective student transfer.
   b. Improve campus-wide data collection and information management.
   c. Continue to integrate technology into the classroom through faculty training, presentation rooms, and inclusion of A/V equipment into other classrooms.
   d. Continue to improve internal communications/teamwork/collegiality:
i. Share information to improve effective communications through informal and formal networks and by publishing important documents, such as the Campus Catalog, the Faculty Procedural Handbook, and proceedings of the Instructional Council and Strategic Planning to the web.

ii. Provide easily accessible information/training on setting up email and web pages, including faculty training for viewing course enrollments.

2. Credit Programs
   a. General
      i. Continue to assess effectiveness of all credit programs.
      ii. Promote and provide WebCT training to all interested faculty.
      iii. Develop and deliver WebCT training courses.
      iv. Design, develop, and deliver computer-based training courses.
      v. Continue to supply short-term training for employers in the community.
      vi. Update equipment and/or software for all programs in Business and Technology, developmental studies labs and presentation rooms.
      vii. Advertise, market, and promote Business and Technology programs via brochures, high school visits, radio, billboard, television, and word-of-mouth to community members.
      viii. Expand and improve Tech Prep programs of study and concurrent enrollment programs to align with Objective #1 of Strategic Direction #3 of the University of New Mexico—Valencia Campus' Strategic Plan.
      ix. Continue to closely align high school curricula to UNM—Valencia’s curricula in order to improve academic preparedness of students pursuant to Strategic Direction #3 of UNM—Valencia Campus’ Strategic Plan.
      x. Create Instructional Technology Center to provide service, training and resources for all presentation equipment and faculty who use it.

   b. Tech Prep
      i. Expand and improve Tech Prep programs of study and concurrent enrollment programs to align with Objective #1 of Strategic Direction #3 of the University of New Mexico—Valencia Campus’ Strategic Plan.
      ii. Provide on-going opportunities for Tech Prep secondary teachers to attend academic and occupational training contextual learning techniques.
      iii. Develop effective marketing strategies and materials to recruit Tech Prep students.
      iv. Incorporate work-based learning and other meaningful initiatives into Tech Prep programs of study.
      v. Create on-going interest and awareness of Tech Prep through community outreach, parental involvement, and business partnerships.

   c. Wellness and Fitness Education Center
      i. The Fitness and Wellness Education Center square footage will increase to include a larger group fitness room, fitness assessment room, more locker room space, another office, and more storage.
      ii. The Coordinator will propose that a position of assistant to the Coordinator be created and included in the budget to assist in event planning, fitness
assessment, personal training intake and coaching, health promotion, and other facility management and office duties.

iii. The FWEC Coordinator will continue to carry out the tasks needed to successfully perform duties related to the daily management of the FWEC and long range planning.

iv. The FWEC will continue to offer opportunities for the students, faculty, staff, and community to attend a variety of health education presentations and participate in exercise activities.

v. The FWEC staff will organize the 3rd Annual Wellness Fair, “Your Health is a Work in Progress.”

vi. Marketing the FWEC and creating positive public relations with the community will continue to be a priority.

vii. The brochure will be redesigned, printed and distributed to market the FWEC.

viii. The FWEC will organize the UNM-Valencia Campus Relay for Life Team to raise money for the American Cancer Society.

ix. The FWEC will develop a Web page.

x. The Coordinator will further develop the fitness assessment services offered by the center and purchase more equipment to support these services.

xi. The Coordinator will write articles for the local newspaper and 6 articles for the faculty newsletter.

xii. Community out-reach presentations will be given by the Coordinator.

xiii. Equipment needed to support existing and future programming will be researched. A request for purchasing will be submitted.

xiv. The Coordinator will take the steps needed to bring the campus bicycle path proposed project to fruition.

xv. The Coordinator will explore grant opportunities to fund projects not in the current budget.

xvi. Promotion of the classes and programs offered in Physical Education and Health will continue as a priority.

3. Non-Credit Programs

a. Adult Basic Education

i. The ABE Center plans to increase enrollment by 5-10%. Enrollment management, distance education, and partnerships with outside agencies are three ways we can achieve this goal. Through the Student Voice Network, we plan to advocate for more community involvement in terms of civic participation and project-based instruction.

ii. Recommendations for further success in our programs include developing an ESL curriculum and improving percentages of student learning gains through increasing the rate of post-testing.

b. The Learning Center

i. New computers will be purchased for the classroom and developmental studies lab.

ii. In collaboration with the Library, provide workshops on Critical Thinking Skills.
iii. Continue to upgrade the Center web pages so that all are compliant with ADA and Section 508 requirements.

iv. The Instructional Assistant will attend a two-day workshop to upgrade her technical skills on computer hardware, software, and networks.

v. TLC staff will participate on planning committees for the national NADE conference to be held in Albuquerque in 2005.

vi. The Coordinator will attend a workshop at University of Texas-Pan American on improving access to students with disabilities.

c. Library

i. Inventory the entire collection.

ii. Spend about 50% of the bond money, especially on new science and medical reference books.

iii. Rearrange the staff area of the Library in order to make new offices for Judy Marquez and Stephanie West.

iv. Make progress on the tactics of the Information Literacy goal of the campus’ Strategic Plan.

v. Train another student to assist with cataloging.

d. Community Education

i. Non-Credit courses in subjects relating to personal enrichment, professional development and computer training: Enrollment has been down significantly for the past few years. Plans are underway to restructure the terms for course offerings to include a Summer program for children in July only, a Fall program to run October, November, December, and a Spring program to run March, April, May. This will leave significant periods for instructor recruitment, planning, scheduling and promotional efforts in the months of June, August, September, January and February.

ii. Programs for children: The Summer Bring Your Kid to College Program is now in its 16th year. The Gifted, High Potential funding from the McCune Charitable Foundation for the Accelerated-Enrichment Program ended in Fall 2002. Lockheed Martin, Sandia Labs and Burlington Northern and Santa Fe Foundations supported the program through Spring 2003. Intel Corp. has committed $2,880 to cover supplies for 2003-04, and the Albuquerque Community Foundation granted an award of $4,850 for Fall 2003. Foundation funding to support this program through 2004 is being sought.

iii. UNM’s Extended University has committed $25,000 to Community Education Services to support the delivery of upper division and graduate courses both live, on-site at the Valencia Campus, or via satellite from UNM-Main Campus. While satellite courses have been delivered to Valencia for many years, the Spring 2004 semester will be the first time that live, on-site classes will be offered at Valencia Campus. Plans are underway to expand the program to include 4-year degree programs.

iv. Out of District Instruction: The Socorro Schools made a significant effort in 2002-03 to bus staff employed as Educational Assistants and Headstart teachers to UNM-Valencia Campus to take the college placement test. A
cohort of students has been taking English and Math 010 and 100 courses, and the next level, English 101 and Math 121 are being offered in the Spring 2004 semester in Socorro. Efforts are underway to form a similar cohort in Torrance County through contacts with Torrance Works and the Estancia Headstart programs.

v. CTC-Community Training Center for the American Heart Association: Plans continue to establish a .5 FTE Training Coordinator position to run the program.

vi. Customized Training: The Board of the Workforce Connection of Central New Mexico has set aside $25,000 in WIA (Workforce Investment Act) funds to be used for incumbent worker training at five manufacturing plants in Belen. The NCCER (National Center for Construction Education and Research) curriculum will be used to train the staff.

vii. Vocational Training: With the transition between fiscal/administrative agents for the Workforce Connection of Central NM Board from MRGBEC (Middle Rio Grande Business Education Collaborative) to MRCOG (Mid-Region Council of Governments), WIA funds have not been forthcoming. WIA is up for reauthorization in 2004, and carry-over dollars may be available for some vocational training in Spring 2004.

viii. Certified Nursing Assistant (CNA) and Emergency Medical Services (EMS): Equipment and supplies are being purchased with Carl Perkins funds for use in the CNA and EMS programs. Much of the equipment was purchased in anticipation of the construction and opening of the new Health Occupations building.

ix. Gear-Up Tutoring for middle school students through a grant from the NM Commission on Higher Education and the NM Association of Community Colleges. The grant was reduced significantly from $135,000 in 2002-03 to $90,000 in 2003-04. Seven area elementary, intermediate and middle schools are scheduled to participate in 2003-04. This grant is also up for reauthorization in 2004.

x. Facility Master Scheduling: As awareness grows of the availability of Valencia Campus facilities, the demand for facility use at UNM-Valencia Campus continues to grow, both from on and off-campus users. Total usage of UNM-Valencia Campus facilities, not including classes, for 2002-03 is as follows:

- Non-Campus Events: 3,148
- Campus Events: 3,949
- Total: 7,097

e. Child Care Center

i. Reapply to the Daniels Fund to:
   - Bring non-violent communications training.
   - Fund shade structure on the playground.

ii. Seek funding for a grassy area (50’ X 50’).
E. Tenure and Promotion Decisions
1. Advancement to Professor:
   Miriam Chávez, Ph.D., Professor of Biology
2. Achievement of Tenure and advancement to Assistant Professor:
   a. Julie DePree, Ph.D., Associate Professor of Mathematics
   b. Toni Black, M.A., Associate Professor of Information Technology
3. Advancement to Code 4:
   Jami Huntsinger, Assistant Professor of English

F. Publications, Papers, and Professional Achievements
1. Fine Arts Department
   a. Faculty Development:
      i. Foreign studies (Japan) Michael Ceschiat.
      ii. Art Department faculty teaching Community Ed. Classes — Regina Corritore.
      iii. Faculty arranged for an on-site visit from the new Dean of Fine Arts (May, 2003).
      iv. Guest lecturer for Jon Conescu’s World Religions class (David Coker).
   b. Community/College Out-Reach:
      ii. Article in the UNM Campus News on “Hikidashi” and on Michael Ceschiat’s foreign studies in Japan.
   c. Exhibits:
      i. There were twelve (12) exhibits in the Fine Arts Gallery for the year 2002-03, including, the Annual Faculty/Staff Exhibit, and three (3) End of Semester student exhibits.

2. Mathematics & Statistics Department
   a. Mary Robinson:
      i. Completed her Ph.D. in Mathematics Education,
      ii. Served as Two-Year College Committee Member for MAA, as a Regional Vice President for the Southwest Region for AMATYC, and a Co-PI on the Project ACCCESS grant funded to AMATYC and MAA jointly by EXXON Mobil.
   b. Reid Mowrer:
      i. Text reviewer, Houghton-Mifflin Co., December, 2002. Text (Chapter 5 only) reviewed: Aufman, et al., College Algebra, 4e,

3. Language & Statistics Department
   a. Jami Huntsinger, Ph.D., published an article called “M.J. Smiley: A Pioneering Sheepman.” The announcement reads as follows: "Currently, more than a dozen authors are writing a “New History of South Dakota” for publication by Augustana College’s Center for Western Studies. Bob Lee is doing the chapter on livestock and, as you might expect, is using your excellent chapter on Smiley’s
pioneering efforts.” (Herbert Hoover, Professor Emeritus, University of South Dakota.)

Faculty and Staff Appointments

Full-Time Faculty - None.

Staff
Elaine Finke, Office Administrator, August 9, 2002
Sharon Fleenor, Accounting Tech, August 12, 2002
Norma Sue Ivie, Data Entry Operator 3, October 17, 2002
Patricia Wimberly, Admin Assistant I, October 21, 2002
Scott Franklin, Tutor, May 12, 2003

Faculty and Staff Separations

Faculty
Maggie Griffin-Taylor, M.A., Assistant Professor of English.
John Crawford, Ph.D., Associate Professor of English.

Staff
Kris White, Library Info Specialist III, July 12, 2002.

III. STUDENT SERVICES
Raymond Rondeau, Associate Director Student Services

A. Significant Developments
1. Admissions/Registrar’s
   a. In an effort to enhance awareness about the Valencia Campus, the staff from the Admissions/Registrar’s Office was actively involved in informational workshops conducted at area high schools. The Admissions office sent out letters to all eligible seniors at Belen and Los Lunas High Schools in preparation for the Spring 2003 early admissions and registration.
   b. The early registration program allowing early admission and registration for high school seniors during the months of March and April was continued with positive results. Students from Los Lunas, Belen, Century and Infinity participated in early admissions/registration.
   c. The degree audit system “PROGRESS” was used extensively by our staff to process graduation petitions as well as for regular academic advising. Advisors were able to use the system to conduct “what if” scenarios for students interested in other programs. All students at UNM-Valencia Campus now have the ability to look at their own academic degree progress which tells them what they have completed and what they still need to complete their program of study.
   d. Admissions staff participated in New Mexico College Days during the month of October 2002. All consortium high schools were visited with the result that 137 potential students asked for more information about UNM-Valencia Campus.
2. Advisement & Counseling Services
   a. Retention efforts have continued with a result of 73.36% of first semester students for the Fall 2002 retained into the Spring semester 2003. The retention for fall 2001 to the Spring 2002 was 67.38%.
   b. The Peer advisor program continued with two student employees who worked with new students during the peak enrollment periods throughout the year. They assisted with the admissions application process and with helping new students to understand the admissions/registration/advisement procedures.
   c. The Group advisement program for all new students which was initiated late Spring 2002 was combined with New Student Orientation during the academic year 2002-2003. The program consists of a 2-hour workshop that takes place in one of our computer classrooms. Students are given the New Student Orientation and then introduced to the advisement and registration process in which they review their placement test results and register on-line for their classes. This program has resulted in a more effective and efficient procedure.

3. Career Services
   a. As a result of the previous year's move of Career Services into the Advisement and Counseling center, we are able to provide effective and efficient services to our students.
   b. Career Services placed 28 students in cooperative education experiences. One student participated in a HACU (Hispanic Association of Colleges and Universities) internship at the National Institutes of Health in Washington, D.C.
   c. Career Services conducted its 18th annual Vocational/Technical Job Fair on September 25, 2002 in the SCC multipurpose room. 32 employers and some 289 students participated in the ½ day program.

4. Counseling Services
   a. Counseling Services is now a part of the one-stop concept in the Advisement & Counseling Center.
   b. The Title V Counselor coordinated Early Alert, Exit Interview and the mentoring program for UNM-Valencia Campus. The Counselor also participated in a 1 credit hour math class called “Finding Your Mathematical Voice.”
   c. The Title V Counselor conducted Alcohol, Anxiety and Depression Screenings during national college screening days during the Fall 2002 and Spring 2003 periods.
   d. The Title V Counselor provided on-going academic advisement as well as counseling for our Valencia Campus students.

5. TRIO/SSP
   a. UNM-Valencia Campus continued to serve qualified students through the Student Support Services Program grant under the TRIO umbrella that served low income, first generation college and/or disabled students. This was the second year of this four-year grant. During the year the program exceeded its grant goal by serving more than 172 students. The grant allows us to provide intensive services to a minimum of 160 students per academic year. These services include advising, counseling, tutoring, and weekly contact with the students, monitoring class attendance, and providing college survival skills workshops. All second year grant goals were met.
b. The program was funded at $195,000 during this period. Additionally, $5,000 designated for technical support was used to purchase computers and software to assist in operating the program during the second year. Finally, the program received $24,362 for use in providing scholarships to participants.

B. Significant Plans and Recommendations
1. On-going training for staff.
2. Off-site financial aid workshops will continue to be a big part of recruitment efforts.
3. Participate in the physical expansion and renovation of the Student Services area, which will provide for increased file storage space, the establishment of an Assessment Center, and remodel of the Admissions/Registration/Financial Aid one-stop service area.
4. A pilot program will be initiated to create a Learning Community during 2003-2004. Twenty students participating in the program will come from the Student Services Support Program. These students will form a cohort that will take Math 010, English 010, Acad 100, IT 101, IT 110, and Math 193 during the Fall 2003 semester. We hope that this cohort will be a model for increasing retention of students taking developmental skills classes at UNM-Valencia Campus.

Staff appointments

Staff Separations
James West, Sr. Academic Advisor, July 17, 2002.
Yvette Vaisa, Admin Assistant II, July 8, 2002.
Vikki Galaz, Branch Financial Aid Advisor, September 13, 2002.

IV. OFFICE OF BUSINESS & FINANCE
Andrew Sanchez, Associate Director, Business Operations

A. Significant Developments
1. Campus Issues:
   On July 9, 2002 the campus issued $5,000,000 in local General Obligation Bonds previously approved by county voters on April 9, 2002. The Campus immediately undertook the process of selecting an Architect and designing a number of projects including the Instructional Facility as well as expansion to the Student Services Administration building. In October 2002 State voters passed a General Obligation Bond issue in which the campus was included, with matching funds for these facilities of $1,000,000. Also included in the State G.O. Bond issue for infrastructure renewal projects was an additional $200,000. The Campus decided to combine proceeds from both bond issues and design all projects at the same time to try and create savings from the economies of scale. By fiscal year end, project design was well underway.
2. Business Office:
   a. The Business and Finance staff is leading the campus’ efforts in design of the new Instructional Facility and other expansions on campus. These efforts included selecting a design architect, programming the new facility, and to begin the design phase based on programming requirements. The design phase is approximately 90% complete with completed construction documents expected in early FY 03-04.
   b. The Business and Finance staff began participating in the Banner Finance conversion at the Main Campus. The new system will add better integration of functions and better reporting capabilities while eliminating shadow systems on campus.

3. Human Resources:
   a. Shireen McDonald was hired as the new Branch/Division Human Resources Representatives. She quickly began taking on all duties of the HR office including taking over the minority recruitment.
   b. A search was underway and near completion at fiscal year end for a full-time faculty member—Assistant Professor of English. In Addition, seventeen staff employees separated from employment with UNM-VC, and thirteen full and part-time staff were hired.
   c. The department continues to provide important community outreach, such as the “Los Sabios” mentoring program developed at Tome Elementary School as well as a similar program at Belen High School.
   d. This past year brought a number of significant changes to Human Resources as a whole. The Staff Salary Structure Table was updated adding 3% to the minimum salary of each grade. Several job titles were reclassified, along with changes in minimum degree requirements. Ejobs was introduced and applicants are now required to apply on-line.

4. Computer Support Services
   a. The network infrastructure upgrades which began in early 2002 were completed by fiscal year end. These changes included upgrading the Gateway to UNM – Albuquerque and installing some major upgrades to the network architecture. The production server was upgraded to a new server with multiple network cards and significantly more storage space and processor speed.
   b. The Valencia Management Information System (VMIS) was tested late in the fiscal year and was being scheduled for rollout in early Fall 2003.
   c. In a continued effort to provide more and better services, the Computer Support Services department implemented a limited wireless network on campus. Although there are still some areas on campus that are not fully served, most areas are fully functional under the wireless system. Additionally, we are moving forward with distribution of video over the existing fiber optic network connections to each building. This initiative is just getting under way.
5. **Auxiliary Enterprises**

The Bookstore continues to improve in all aspects of their operations; providing better service and reducing costs to students while increasing revenue by decreasing inventory losses. The Bookstore purchased the Nebraska Book Company Win-Prism automated accounting system for inventory and sales tracking, and began training on the new system. The system will provide faster service to students and more timely and complete tracking of inventory and sales.

6. **Physical Plant:**
   a. A number of renovations were undertaken during this fiscal year including three (3) rooms in the Learning Resource Center.
   b. A major renewal and replacement project to re-key the entire campus was begun in April 2002 and completed in late fall, of 2002. This project was undertaken for a number of reasons, including a failing lock system, the inability to get the old locks repaired, and the inability to get additional keys made.

B. **Significant Plans And Recommendations**

1. The Business and Finance area will move forward with the new construction and renovation designs. It is expected the projects will be ready to bid and construction to begin in late 2003.

2. The Business and Finance staff will also lead the Campus' efforts to complete a new Five-Year Master Plan to be submitted to the Commission on Higher Education. A new master plan is necessary as the current construction projects will complete all projects listed on our current Master Plan. In addition, the Advisory Board has also requested an update to the Master Plan.

3. The Business Office will hire a new Accountant II position, which was approved during the FY 03 – 04 Budget, conducted in February 2003. The new position was approved to monitor all grants, including tracking cost share and reviewing new proposals. Hiring is expected in October 2003.

4. The Business Office staff will continue to work on the Banner Finance Conversion at Main Campus. It is essential that Branch needs and perspectives be included in the project.

5. In our constant effort to enhance computer services to adequately meet the growing needs of our students, faculty, and staff, the Computer Support Services department will continue not only to upgrade our current network capabilities but to add additional services such as campus wide wireless services and video transmission from one central source to anywhere on campus.

6. The Valencia Management Information System (VMIS) will be fully rolled out during FY 03 – 04, enhancing our ability to track and report student progress for in house planning as well as state performance indicators monitoring.

7. Our Bookstore will explore the feasibility of utilizing the new Point of Sale software capability to allow students to order their books over the Internet. This would enhance customer service to both on campus and distance education students.

8. The Cafeteria will continue to implement quality improvements to increase sales, decrease costs, and to offer nutritious meals while holding down the costs to students.
9. The Security office will again attempt to secure funding in order to add a clerical assistant to the staff. This will allow someone to be available in the office at all times while allowing the security officers to have more presence in parking lots, buildings, and open areas. The department will also continue to work on getting approval to house an automatic defibrillator on campus in case of a heart related emergency. A new gas powered cart will be purchased so that Security personnel may patrol the parking areas and building perimeters in a more efficient and timely manner.

Staff Appointments:
- Ross Lawrence: Security Guard
- Naria Maes: Custodian
- Suzie Vigil: Administrative Assistant I

Staff Separations
- Carol Ann Cronan: Cook
- Cynthia Martin: Br/Div HR Representative
- Ralph Miramontes: Custodian
- Tod Singletary: User Support Analyst II

V. PROGRAM DEVELOPMENT
Olga Gandara, Associate Director, Program Development

A. Significant Developments
The Associate Director is responsible for management oversight of the Small Business Development Center and through November 16, 2002 the Welfare Reform Program entitled NM Works, SU PARTE. In the latter part of November, the Associate Director was assigned management oversight and coordination of the P-16 Professional Development Grant, coordination of "Special Scholarships", and to serve as the Weekend College Administrator.

1. Small Business Development Center (SBDC)
   a. Ms. Roberta Scott and Ms. Cindy Browning respectively continue to serve as the Director and Business Advisor. A student employee assists with support services for the center twenty hours per week. The Administrative Assistant, Linda Hutchinson has been on medical catastrophic leave since March 2003.
   b. In addition to receiving carry forward funds totaling $3,467.27, SBDC received an additional $10,000 award from the NMSBDC Center on October 30, 2002 for a grand total of $155,928.27 to operate the UNM-Valencia Campus Center.
   c. During the 2002-2003 fiscal year, the UNM-Valencia Campus SBDC served 180 clients with a total of 600 counseling hours averaging at 3.5 hours per session.
   d. The SBDC held 10 workshops attended by 94 individuals for a grand total of 250 hours of training.
e. The Center assisted 12 clients in obtaining a total of $2,104,000 of capital during the year. Twelve businesses were opened with a total of 21 new jobs created and 5 jobs retained.

f. Of the clients served by UNM-Valencia Campus SBDC, 45% were men, 37% women and 18% were men and women. Thirty-five percent of the clients were Hispanic, one percent Native American and one percent African-American.

g. The SBDC and its clients were featured 38 times in the local print media. The Director had articles related to small business published in the Valencia County News-Bulletin and the Socorro Chieftain.

h. The SBDC hosted its fourth Economic Development Conference in June 2003. One hundred seventy five individuals attended the conference. The keynote speakers were Rick Homans, cabinet level secretary for economic development in the state of New Mexico and Kathy McCormick, a member of his staff. Local business representatives served on a panel that addressed various economic development issues.

2. P-16 Professional Development Grant

a. UNM-Valencia Campus received $66,000 from the Commission on Higher Education (CHE) to assist up to 20 educational assistants (EAs) in the Belen School district obtain their AA degrees. The funds provided by the CHE and/or the Pell grant will cover the tuition, books and materials costs for these students. While a total of 38 EAs were eligible to participate in the program only 28 demonstrated an interest. Of those 28 only 18 chose to take advantage of this opportunity. Eighteen EAs from the Belen School District enrolled at UNM-Valencia Campus with the goal of obtaining their Associate Degrees by Summer 2006. Completion of the AA degree by the EAs will help the Belen School District meet the goals of the "No Child Left Behind."

b. The Associate Director, Program Development, Associate Director, Student Services, the Belen School District Human Resources Director and Education Professor work collaboratively in administering this program. These individuals meet every other week.

c. Identification of potential participants, selection of participants and academic advisement for selected participants occurred, prior to the beginning of the Spring 2003 semester.

d. On January 24, 2003 orientation was held for these students in order to apprise them of the program benefits and requisites as well as to have them meet the individuals charged with administering this program and helping them in their journey to obtain their AA degree.

e. A follow-up orientation session for the EAs and their mentors was held on March 12, 2003 to address any issues or concerns the students and mentors were experiencing.

f. On April 8, 2003 the UNM-Valencia Campus and Belen personnel associated with administering this program met to review responses to the early alert notification that had been distributed to faculty. Our faculty representative undertook follow-up on a couple of students that appeared to be experiencing some challenges.
g. At present there are sixteen individuals enrolled in this program. As some students made the decision not to continue in the program, other students with the potential to obtain the AA by the prescribed deadline have been added.

h. Fourteen of the 16 students received monetary awards ranging from $200.00 to $400.00 for successful completion of their Spring classes. Ten of the 13 students enrolled in the summer received monetary awards ranging from $100.00 to $300.00 for successful completion of their summer classes.

3. Scholarships
   a. The scholarships targeted included the Jack Kent Cooke, the Coca Cola and the HACU Community College Transfer and the Sallie Mae Fund for Unmet Need.
   b. A total of 14 students were contacted as potential applicants for the Jack Kent Cooke Scholarship. Three students responded, two were eligible and one student completed the application. One institutional nomination was submitted.
   b. One student was identified as a potential applicant for the Coca Cola Scholarship. She completed the application. One institutional nomination was submitted. The student received a $1,000.00 award.

   a. Information letters were sent to potential applicants for the HACU Community College Transfer Scholarship. Students were also contacted by telephone and encouraged to apply. Two students were selected to receive scholarships. The awards were $1,000.00 and $2,500.00. Students have also been contacted and encouraged to apply for 2003-04 scholarships.
   b. Working collaboratively with the Financial Aid Office approximately 30 students were identified as potential applicants for the Sallie Mae Fund Unmet Need Scholarship program. This program supplements financial aid packages for low-income students, providing grants of up to $3800.00 to cover financial needs not met through typical financial aid channels. One UNM-Valencia Campus student received a $3800.00 award.

4. Weekend College
   a. Five Weekend College classes were offered during the Spring 2003 semester with an initial enrollment of 81 students.
   b. A total of four students used the open computer lab during the Spring 2003 semester.
   c. An expanded program of classes is planned.

B. Significant Plans and Recommendations
   1. Small Business Development Center
      a. The Center has been funded for the 2003-2004 fiscal year. Carry forward funds totaling $7,227.09 have been returned to the Center. Thus, the Center has a total operating budget of $154,688.09 to operate during the 2003-2004 fiscal year.
b. The Center will continue its marketing efforts through attendance at Chamber of Commerce functions, community and campus sponsored events and participation in appropriate seminars, conferences and workshops.

2. **P-16 Professional Development Grant**
   a. Continue to administer all aspects of this grant.
   b. Continue the team collaboration in progress.
   c. Monitor the progress of the participants in the program.
   d. Maintain communication with program participants.
   e. Maintain the level of participation of 16 participants achieved to date.
   f. Maintain ongoing contact with the funding agency representative.
   g. Make appropriate budget adjustments dictated by program scope and Pell grant awards.

3. **Scholarships**
   a. Continue to disseminate scholarship information via the bulletin board located in the foyer of the Cafeteria and the kiosk located in the Academic building.
   b. Continue to work collaboratively with faculty and staff in identifying and increasing the pool of potential scholarship applicants.
   c. Assist students in the application processes related to the special scholarships.

4. **Weekend College**
   a. Provide feedback received from students and instructors regarding class offerings and related Campus services to the Executive Director and Dean of Instruction in order for the Campus to continue to strengthen the program.
   b. Continue to serve as a point of contact for students and instructors and assist wherever it is deemed appropriate.

C. **Outside Professional Activities**
   The Associate Director, Program Development attended the Junior Achievement Stakeholder Reception, August 14, 2002. Ms. Rosario Marin, US treasurer was the keynote speaker.

1. **Small Business Development Center**
   a. The Business Advisor participated in the Career Day at Los Lunas High School.
   b. The Director and Business Advisor attended all NMSBDC professional development classes presented at NMSBDC Quarterly meetings.
   c. The Director and Business Advisor attended ASBDC meeting in Nashville, Tennessee in October 2002.
   d. The Director serves on the Boards of Director for Habitat for Humanity, New Mexico Industrial Development Executive Association (NMIDEA) and the Red Cross.
   e. The Director is a member of the International Economic Development Council and Los Lunas Rotary Club.
f. The Business Advisor remains an active member of the Institute of Management Accountants. This membership helps the Business Advisor stay abreast of all accounting and tax changes.
g. Business Advisor served as Past President for the Los Lunas Optimist Club.

D. Publications
   1. Small Business Development Center
      a. The SBDC Director writes a newspaper column for the *Valencia County News-Bulletin* and the *Socorro Chieftain* on topics related to small businesses.
      b. Thirty-eight articles featuring the SBDC or the Center’s clients appeared in the local newspaper.

F. Outside Professional Activities
   1. Small Business Development Center (SBDC)
      b. Manager and Business Advisor attended all NMSBDC professional development classes.
      c. Manager works with Forest Service on business plans.
      d. Manager continues to serve on NMSBDC Quality committee for NMSBDC Strategic Plan.
      e. Manager serves on NMSBDC Marketing Committee to work on marketing plans pertaining to SBDC clients and stakeholders.
      f. Manager passed exam and is now a Certified Economic Developer.
COMPUTER & INFORMATION RESOURCES & TECHNOLOGY

Annual Report
July 1, 2002-June 30, 2003

Prepared by CIRT Management and Staff

Computer & Information Resources & Technology (CIRT) is the computing center at the University of New Mexico. CIRT's experienced staff and dynamic resource capabilities provide computing and networking services to a diverse and extensive campus community.
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2.0 EXECUTIVE SUMMARY

The 2002-2003 Fiscal Year was very busy for CIRT. The LINK Finance project continued to demand much support from CIRT's Administrative Support staff as well as functional support staff across campus. The LINK Finance project also consumed many hours of our Database and Systems support staff as they installed new hardware and software to support the project.

Management and staff in our Support Center were instrumental in designing a support model for the LINK project, and pre-planning for the LINK Student system started in earnest. The new Student Union Building opened with a refurbished Lobo Lab. The Network group was busy upgrading the network to more than 30 buildings. In addition, security and privacy protection became a major activity for CIRT staff.

CIRT's major accomplishments for the 2002-2003 Fiscal Year fell into the following broad areas:

- Administrative Applications Projects
- Client support and infrastructure software improvements
- Hardware and Infrastructure Projects
- UNM network (CDCN) improvements

Usage of CIRT's various services (detailed in the tables and graphs in Section 7) continues to increase in many categories. It is becoming increasingly difficult to meet the demand on these services, but CIRT continues to reallocate its resources to find better and more productive ways to stay ahead of ever-increasing demands.

While Project LINK has been the primary focus of most of CIRT's administrative and technical support staff, we did make numerous incremental enhancements to UNM's academic and administrative systems (detailed in Section 4). Many of our efforts in the administrative applications area were focused on automating manual processes and developing electronic process that improved productivity for faculty and staff.

CIRT's efforts in client support and infrastructure software improvements focused on the Pods and Classrooms we support as well as privacy and security improvements for our clients. In addition to preparing for the newly refurbished Lobo Lab, CIRT provided support for many department-affiliated seminars and conferences and continued to improve the UNM Portal.

As noted above, much of the focus of CIRT's hardware and infrastructure support was on new hardware and software to support the LINK project. CIRT added many servers and increased storage in preparation for the new Banner Systems. In addition, there were improvements to our e-mail system and academic software systems.

The Network group continues to work to bring the whole campus to a switched network environment. Much progress was made this past year in that area and there is hope that we will soon see this goal completed. This group also began laying the foundation for a true end-to-end managed network environment this year and completion of that goal is one of our highest priorities in the coming year.
As peer-to-peer file sharing becomes more and more prevalent, and more and more hackers work to exploit operating systems holes, security and privacy issues demand more attention from our staff. Section 4.5 summarizes our activities in this important area. New Federal and State statues require that we focus more on privacy and security than ever and we are developing training and awareness programs to ensure that students, faculty and staff know their risks and responsibilities.

As we reflect on a busy and productive Fiscal Year, we look forward to another year of new and exciting challenges.
3.1 Executive Offices of the Associate Vice President

- Associate Vice President
- Unit Administrator
- Contract Administrator
- Accounting Administration
- Supporting Staff

The executive offices provide support common to all groups within CIRT, including contracting, materials management, and administrative support for the entire CIRT staff. Planning is the shared responsibility of upper-level management in the executive offices and operational groups which include: Administrative Information Support (AIS), Information Resource Center (IRC), Central Systems and Operations Support (CSOS), Distributed Systems Integration Group (DSIG), and the Network Group.

3.2 Administrative Information Support (AIS)

AIS serves the administrative information needs of the University, primarily through the development and 24-hour maintenance of mission-critical central systems such as I-TEL-UNM, Financial Aid Management, Financial Reporting Systems, Payroll, Human Resources and others. AIS is participating in the LINK Project's implementation of Banner administrative software, and has committed teams of analysts and managers to implement Finance, Financial Aid, and Student and Academic systems. AIS also supports the Data Warehouse for accessing student administrative information.

3.3 Information Resource Center (IRC)

The IRC provides the UNM computing community with the first level of support for CIRT-supported hardware and software. The CIRT Support Center, staff consultants, CIRT computer pods and classrooms, computer accounts, documentation and publications, public relations, hardware maintenance, software distribution, security, tutorial materials, etc. are all supported by and included in the Information Resource Center.

3.4 Central Systems and Operations Support (CSOS)

CSOS provides operational support for all CIRT shared systems. This includes monitoring and operating all hardware systems, data entry, scanning services, enterprise server operating systems, as well as database, technical, and administrative support. CSOS provides delivery service to administrative departments on campus, and monitors, records, and reports the status of hardware problems. In addition, CSOS supports a staff that maintains outside contacts.

3.5 Distributed Systems Integration Group (DSIG)

DSIG supports a variety of systems running Linux and a number of other flavors of the UNIX operating system. DSIG works with academicians, researchers, and administrators throughout the UNM community and associated organizations to support their computing system management needs. In addition, DSIG develops and supports mission-critical University-wide systems such as e-mail and the World Wide Web servers, as well as the automatic generation of computer accounts.
3.6 Network Group

The Network Group is responsible for designing, installing and supporting the UNM network/backbone, including campus access to the Internet and other national networks such as Internet2. The group works closely with various University units to ensure that departmental network needs are met. In addition to network equipment installations, this group maintains current network configurations to allow accessibility on a 24-hour, 7-day-a-week basis.
4.0 CIRT ACHIEVEMENTS

4.1 Administrative Applications Projects

Selected collaborations with our customers:

**LINK implementation of Banner Finance system**

Participated in the development of the Finance implementation plan and initial budget for both the project and ongoing infrastructure. Formed and led the technical team, co-located with the functional team for the duration of the project.

**LINK implementation of Banner Student/Academic, and Financial Aid systems**

Participated in the pre-project discussions regarding scope, budget, and governance. These led to the hiring of the Project Director and the enlistment of the Executive Sponsor.

**AIS**

Completed a multi-year project to consolidate and assign unique identifying numbers to all students and employees in one database that was not their social security number (Consolidated Person Area).

Deployed a Web-based self-service application (Demographic Self-Service) that allows students and employees to view and update demographic information (addresses, e-mail address, work phone, preferred name for the directory, nick-name, title, Web address and wireless information).

Completed a significant amount of analysis work in preparation for implementation of the new SCT Banner Student system, Project LINK.

**Registrar**

Continued to enhance the 1-TEL-UNM system with processes to make it more secure, and maintenance and support easier, resulting in more availability and stability.

Implemented enhanced problem response for students on the 1-TEL-UNM system using direct e-mail to the support team.

Deployed a secure Web-based Instructor Grade Reporting application that replaced an old, problem-ridden bubble sheet scanning process.

Implemented the functionality on the instructor Web services pages to allow instructors to process students who drop classes over the Web, eliminating a card-based manual process.

Made significant progress in implementing the first phases of the new degree audit system, DARWin Web, which will eventually provide degree audit data to advisors and students via the Web. It will ultimately be the degree audit system used with the new Student Banner system.

**Recruitment**

Designed a data source and reports for an Enrollment Management Reporting (EMR) application to allow improved and consistent reporting of enrollment statistics.

Worked with the Recruitment Office to implement a document imaging system.
Bursar

Implemented new software to improve credit card processing on I-TEL-UNM including converting from dial-up to Internet authorization, vastly improving transaction speed.

Admissions

Worked with the Admissions Office and Office of International Programs to implement an international student reporting system as mandated by the Patriot Act.

Redesigned a back-office Admissions Application system that improved operational processing of prospective student applications.

Financial Aid

Continued to meet student needs by implementing federally mandated changes to the financial aid award system. For the second year in a row, met Financial Aid Office target dates for award letters.

Data Warehouse

Worked with a cross-campus working group to identify the “top five” operational reports that would be useful to departments. Developed those reports and demonstrated them for the Student Area Coordination group. Release pending approval of central offices.

Chaired a cross-campus workgroup that agreed on definitions for 270 data elements in the Student Datamart, and documented those agreements in the data dictionary.

Hired an analyst to support the LINK Finance Datamart implementation, and other Finance-related reporting. Installed the Banner Finance Datamart.

Payroll

Created an electronic filing system to report employee contributions to the Educational Retirement Board. Reporting was previously done quarterly via paper forms. Now reporting is done electronically and monthly.

Compensation

The normal, annual mass update of staff and faculty salaries and assignments ran successfully along with simultaneous changes in grades for 234 job classes and adjustments to all 20 salary ranges.

Human Resources

Developed a new system (eHire) to support the Employment Office and departmental hiring officers. Hiring officers can now view applicant resumes online ranked by skills and experience.
4.2 Client Support and Infrastructure Software Projects (IRC)

Pods/Classrooms Upgrades:

With the long awaited completion of the SUB remodel, students, faculty and staff enthusiastically welcomed the re-opening of CIRT's computing facility — Lobo Lab. The newly remodeled Lobo Lab now houses a 28-seat training center and a spacious 107-seat computer pod with Windows and Macintosh computers. In addition to the large pod and training area, CIRT has installed eight e-mail/Internet workstations in the hallway outside the pod area for walk-up access.

In addition to all the new Lobo Lab equipment, CIRT continued to upgrade hardware and software during the past fiscal year in its other computing facilities to provide quality customer service. This past fiscal year, CIRT upgraded several printers, scanners, projectors, and both Windows and Macintosh computers in its pods and computer classrooms.

Several UNM departments received replacement hardware through CIRT's hardware recycling program. Recipients included: Physics and Astronomy, Anderson School of Management, Graduate Student Association, Student Activities, Language Learning Center, Continuing Education, Latin American Database, ACES, Chemical/Nuclear Engineering, University College Advisement Center, Risk Management-SHEA, Museum of Southwest Biology, University Honors Program and Anthropology. The success of CIRT's hardware recycling program enables UNM departments to upgrade their existing hardware as close to the current technological state as the program can provide.

In May, CIRT transferred control of the Anderson School of Management Pod to ASM to accommodate its need for more computer space. This new classroom space exclusively serves ASM and SPA students and faculty.

With CIRT assistance, the Communication & Journalism Department continues to acquire new audio/visual equipment and software to support video editing and digital media for its students at the Johnson Center and Dane Smith Hall computing classrooms.

CIRT's pods and computer classrooms also received several pod enhancements consisting of new chairs, installation of new HVAC units, new carpet and new paint.

This past fiscal year, as in previous years, CIRT Pods and computer classrooms supported UNM department-affiliated seminars and conferences including: UNM Budget Office Web database training, National Science Foundation Internet training, EPOS, I-TEL-UNM system training, AP-New Mexico, Brio training, General Library training on virtual reference systems, UNM Diversity Engineering Program, Nursing 429: Utilizing Resources to Build Nursing Knowledge, EDUSPACE training for the Math Department, USUNM legislative information training, HRS application on PITMVS training, Northeast Document Conservation Center workshop, El Centro De La Raza, and the UNM Alumni Association.

LDAP

LDAP is the directory used as a centralized source of information and authentication. The LDAP data dictionary, defining what information would be stored in LDAP, was finalized. Information fed to the LDAP directory from the Student Information and Human Resource Systems was refined so that ldap.unm.edu became a reliable data source for UNM. When completed, the online directory (phone.unm.edu) was changed from its old data source (CSO) to use LDAP.
Security

Work continued to decrease UNM’s vulnerability to attacks on its network and computers.

A preferred workstation firewall, Zone Alarm, was selected and can be purchased from CIRT’s software distribution group.

Projects began to move the UNM community to using only those applications that require encrypted logins. The first widely-used desktop application, terminal emulation (Telnet), was moved to an encryption-only login, Secure Shell (SSH).

Please see also: Section 4.5 Summary Security Incidents

Portal

The UNM portal software was upgraded from version 1.6 to 2.0.3, giving a new look and feel to the portal.

Web search engine

The Web-based search engine used for the UNM Web site was re-evaluated. The two leading search engines, Verity and Google, were compared. Verity was selected and negotiations led to increasing the ability of the Verity search engine to search 250,000 documents in the UNM Web space (an improvement of 150,000).
4.3 Hardware and Infrastructure Projects

Hardware and Infrastructure

Efforts to consolidate system services included removing seven older IBM AIX systems from production and maintenance. New purchases include 400GB of Network Attached Storage (NAS) storage as part of planned storage growth. CIRT centralized storage now consists of approximately two Terabytes of NAS and two Terabytes of Storage Attached Network (SAN). Ninety-five percent of all CIRT server storage resides on this centralized storage. Two external departments also maintain storage on NAS. Other new purchases included four new IBM AIX server systems. Three servers will be used for development in the SCT Banner (LINK) project, and one will replace the aging departmental database server (ASM, parking, and alumni Oracle databases).

Software and Services

LDAP has been fully implemented and is used for authentication of Peregrine (problem management system), PINE, e-mail, CorporateTime (calendar service), Linux user authentication and lookup command. New software includes SCT Banner, Brio (a datawarehouse query tool), and a locally written IP blocking tool for network diagnostics. A new version of WebCT (extended learning) has been installed and is operational. A new centralized print system is complete and running from two Linux servers. There is an ongoing, LINK-related, project to integrate central printing with applications, as needed. The Wins server application has been consolidated into the new print server systems. The applications, ProE, SAS 8.2, Maple, Matlab, SPSS 11.5, and Mathematica 4.1 have been removed from AIX servers and consolidated on Linux-based servers. Storix, image backup software, was installed on an offsite server to act as a business continuity (disaster recovery) system. Nagios, event monitoring software, was installed and configured to replace an aging monitoring system, and functions to notify staff of server and network problems.

E-mail

The highly available, load balanced, UNM mail "clusters" have been separated. One cluster of mail servers is reserved for reading e-mail and a second cluster is reserved for e-mail delivery. The mail delivery cluster performs complete virus scanning and modified spam blocking. CIRT scans all delivered e-mail with the most current virus definitions and quarantines any infected e-mail. CIRT now blocks a majority of spam type e-mail.

Web and E-mail Statistics of Interest

UNM Web page statistics show consistent growth from last year's numbers. However, the actual statistical figure shows a dramatic increase. This anomaly is due to a change in how Web page hits are counted. WWW accesses for the fiscal year 02-03 average 600,000 hits per day.

Electronic mail averaged approximately 220,000 messages per day in FY02-FY03. This is an increase from 165,000 messages per day in FY01-02.
4.4 UNM Network (CDCN) Projects

2002-2003 Year Accomplishments

Implemented Intrusion Detection Systems at the Internet Connection and Server Farm for increased security protection.

Total team effort with many departments including the UNM Bookstore, Telecommunications, Housing, and Food Services, to implement the Point of Sales (POS) and Flexcomm systems (vending machine sales transmitted across the network).

Developed a partnership with Telecommunications that resulted in many achievements including establishing Layer 1 (fiber and cabling) Standards. The unified cabling approach provides flexibility in the future as voice and data technologies converge.

Completed 34 building upgrades from shared hub technology to higher speed switched network technology as part of the Phase I Network Upgrade project. Other buildings such as Parking Services, UNM Bookstore, Anderson Schools of Management and EMIS were also upgraded as these departments provided funding.

Installed servers to serve as monitoring stations running Nagios as well as several other network tools to allow for network troubleshooting (locally and remotely) — including Internet2 traffic.

Upgraded the switching capability of the lower machine room. Replaced Nortel 450 switches with redundant Cisco Catalyst 6509s with more capacity and gigabit speed connections for Oracle servers. This also included installation and configuration of a second Netscreen firewall. This firewall protects individual servers or groups of servers in the newly designed machine room via virtual firewalls.

Coordinated all networking needs (including wireless) for the newly remodeled Student Union Building.

Completed a wireless security appliance evaluation including testing products on-site including Blue Socket and Granite.

Established departmental Hardware Firewall standards and two formalized service level agreements.

With Jeff Gassaway (IRC), established a bi-weekly, CIRT cross-departmental security workgroup, Seguridad. This group discusses any issues related to security in an effort to keep all CIRT staff informed of recent vulnerabilities, plans for increased security, etc.

Rolled out NetReg to several departments and to student residence buildings to help keep infected computers off the network and to help distribute Microsoft patches to customers whose computers are compromised.

Conducted an Internet2 Days event at Zimmerman Library in March. This event was multicasted over Internet2 using CIRT’s (at the time) newly purchased Cisco IP/TV system.

Began piloting a streaming media solution, Cisco Content Distribution Networking.

Purchased and configured an AccessGrid PIG to allow CIRT to troubleshoot multicast videoconferencing sessions over Internet2.

Provided data connectivity for the Democratic Presidential Debate at Popejoy Hall.
4.5 Summary Security Incidents

Summary

Security incidents continued to rise in Fiscal Year 2002-2003. As in previous years, more CIRT staff time continued to be redirected from the work of maintaining existing services and planning for new and expanding services, to recovering from ever-increasing computer and network attacks and abuse.

Account Abuses

Account abuses involve using CIRT computer accounts for activities specifically prohibited by UNM policy or state or federal law. Account abuses increased this year as did the severity of these abuses.

Intellectual Property Issues

Copyright violations, using peer-to-peer technology, were slightly down from the previous year. Most of the peer to peer sharing of copyrighted material, in the form of music, movies, software and teaching materials, appeared to be the result of compromised workstations, rather than deliberate attempts to share copyrighted material. CIRT continues to work with the intellectual property attorneys at UNM to ensure that UNM is compliant with the Digital Millennium Copyright Act (DMCA) in how UNM responds to copyright violation complaints from industry watchdogs. This involves many hours of isolating Windows computers on UNM's network and communicating with clients about the technical and legal issues associated with the complaints and compromises.

Systems and Account Break-Ins

CIRT UNIX account compromises increased this year. Most of these were departmental compromises (non-CIRT systems accounts) which were compromised because the account owners used the same passwords on the departmental server and a CIRT server, thus allowing the compromise of the owner's CIRT account.

Systems Abuses

Fiscal Year 2002-2003 saw the continuation of cleanup efforts from the SQL server and Nimda worms. Additionally, UNM Windows desktop computers were exploited via several other known vulnerabilities in the Windows operating systems. The large number of UNM Windows computers that lack rudimentary security measures (such as Windows passwords and up-to-date operating system patches) took a large toll on CIRT staff time, as well as having a negative impact on the UNM network.

This year also saw an enormous increase in virus-infected e-mail, causing mail server slowdowns and crashes. CIRT implemented antivirus scanning at the mail servers, which greatly reduced the number of infected computers. However, in the typical one-to-two hour period between the time the virus is unleashed at UNM and CIRT receives and applies the antivirus update to it, millions of e-mail messages flood CIRT mail servers.

UNM experienced an enormous increase in the amount of e-mail spam this calendar year, causing a lot of frustration for UNM mail users. CIRT implemented spam filters to greatly reduce this flood and keep people's INBOXES relatively spam-free.
To prevent increases in denial of service (DoS) attacks through known exploits, CIRT this year began blocking access to network ports. For example, CIRT blocked network port 111, which provides for remote process calls for UNIX machines. CIRT staff work with IT staff across the UNM campus to block ports known to be avenues for unwanted network floods, and to ensure these ports are not needed or can be used in other ways.

Education and Awareness Efforts

In addition to implementing technical solutions, CIRT staff continues its work to provide the UNM community with information about how to protect their computers from compromises and virii, through a variety of campus organizations. These include the Faculty Senate Computer Use Committee and the UNM-wide IT group, the UCU (UNM Computer Umbrella). CIRT staff also works to provide timely notices about particularly problematic virii and compromises, using the UNM News Minute, CIRT News, and the CIRT Sysinfo mailing list.
5.0 New Staff and Separations

New employees:
David Pace, P1, 7/1/02
Catherine Hillygus, AP1, 7/1/02
Susan Sullivan, AP2, 11/11/02
Jamin Ragle, SA1, 12/14/02
Wei Zhou, SA2, 12/16/02
Janelle Edmister, Network Engineer, 12/20/02
John Lopez, SA2, 1/6/03
Velma Lechuga, AP1, 1/6/03
Bechir Ghedhoui, AP1, 1/6/03
Erica Grong, AP3, 2/10/03
Sheri Winfield, Tech Supp Analyst 2, 2/10/03
Mia Boyd, User Supp Analyst 2/17/03
Virgie Jony, Admin Asst, 2/12/03
Robert Langmead, AP3, 3/18/03
Ben Andres, AP3, 4/1/03

Termed employees:
Maggie Mae Chavez, User Supp Analyst, 7/26/02
Betty Sparks, TSA2, 9/4/02
Arnold Woods, AP3 11/1/02
Kelly Cowan, TSA 2, 12/2/02
Jennifer Sulio, Purchasing Coord, 1/24/03
Bevin Moon, Network Analyst, 2/28/03
6.0 CIRT Professional Development

Conferences

Planet Storage 2003 Conference, Las Vegas, NV
Lou Sullo

Federal Student Aid (FSA) Spring 2003 Conference, Kansas City, MO
Ray Baca, Dan Trujillo

AFCOM/DCMS, Las Vegas, NV
Veda Goslar, Chris Martinez, Lou Sullo

Cisco Systems Networkers 2002 Conference, San Diego, CA
Tom Becker, Cris Landgraf,

Non-disclosure Conference with Extreme, San Jose, CA
Veda Goslar, Louella Phillips, Art St. George, Lou Sullo

SCT Summit Conference, New Orleans, LA
Paul Perea

Network & Distributed System Security Symposium, San Diego, CA
Art St. George

Internet2, Arlington, VA
Art St. George

Data Center Conference, Las Vegas, NV
Lou Sullo

Internet2 Conference, Los Angeles, CA
Art St. George, Lou Sullo,

2002 Computers on Campus National Conference, Ocean Creek Resort, NC
Lou Sullo

CHECS 2002, Socorro, NM
Bill Adkins, Aaron Baca, Alice Garcia, Jane Green, Barbara Rigg-Healy, Mark Harty, Pamela Mirabal, Lou Sullo, Maria De Jesus Malczynski, Sue Roujansky.

Computer Associates CIO Conference, Santa Barbara, CA
Lou Sullo

EDUCAUSE 2002, Atlanta, GA
David McGuire, Bill Adkins

Dept. of Education Software Developers Conference, Arlington, VA
Barbara Nolan, Lori Tafoya

RMACRAO Annual 2002 Meeting, Angel Fire, NM
Richard Campbell, Donna Gutierrez, Barbara Pfaff

Brio Worldwide Users Conference, San Diego, CA
Barbara Pfaff

FSA 2002 Electronic Access Conference, Orlando, FL
Barbara Nolan, Dan Trujillo

NSA, Atlanta, GA
Art St. George

CAUCUS Future Pitfalls in Technology Licensing Conference, Denver, CO
Martha Talbott

AFCOM, New Orleans, LA
John Alfaro, Steve Sanchez

Seminars on Academic Computing Conference, Snowmass, CO
Bill Adkins

Share in San Francisco, San Francisco, CA
Kingsavanh Bouhkeus, Theresa Chavez-Villareal

Summit on Storage Management, Boston, MA
Chuck McQuade

Peregrine Synergy ’03 Conference, San Diego, CA
Yvette Fournier, Sheri Winfield,

SCT Banner Large School Consortium, Malvern, PA
David McGuire

ODTUG 2003 Conference, Miami Beach, FL
Robert Langmead, Beth Lowery

SCT Summit 2003 Conference, New Orleans, LA
David McGuire, Lori Tafoya, Richard Valdez

Southwest Regional Conference, Dallas, TX
Bill Adkins

CAUCUS 2002 Annual Conference, Orlando, FL
Martha Talbott

ACM/SIGGUCS 30th Anniversary Computer Services Management Symposium, Monterey, CA.
Mark Harty
Meetings

Front Range Gigapop meeting, Denver, CO
Art St. George

New Mexico State Information Architecture Advisory Committee, Santa Fe
Linda Miller

Ernest & Young Security Leadership Executive Retreat, Scottsdale, AZ
Lou Sullo

New Mexico State Library “State Desktop” Standards Committee, Santa Fe, NM
Linda Miller

MAGNet Steering Committee, Santa Fe, NM
Lou Sullo

UNM Brach Registrars, Taos, NM
Jeanne Ainsley

CHECS Summer Planning Meeting, Cloudcroft, NM
Bill Adkins

Classes/Workshops/Seminars

SCT Banner training, Socorro, NM
Penny Giller, John Lopez, Paul Perea

Advanced Operations Workshop, Santa Ana, CA
Starlyn Brown, Penny Giller, John Romero,

Oracle 91 New Features for Administrators, Colorado Springs, CA
Paul Perea

Enterprise Planner, Santa Fe, NM
Lou Sullo

Apple Mac OSX Administrative Server Combo Workshop, Santa Monica, CA
Barbara Rigg-Healy

Dept. of Energy “Ed Express” training, Socorro, NM
Ray Baca

Degree Audit Reporting System (DARS) workshop, Oxford, OH
Jean Russell

EPOS Site Training, Auburn, AL
Erica Grong

Research visits

National Center for Genome Resources, Santa Fe, NM
Art St. George

Military College of South Carolina and University of South Carolina
Lou Sullo

Wayne State University, SCT Banner
David McGuire, Barbara Nolan

Gallup Branch Network, Gallup, NM
Pamela Mirabal

Pacific West Gigapop, Seattle, Washington
Louella Phillips
7.0 Statistical Review of CIRT-provided Services
### 1988-1989 to 2002-2003 Fiscal Year Change

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<td>67,544</td>
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<td>73,322</td>
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<td><strong># Sessions</strong></td>
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<td>1,900,647</td>
<td>1,800,123</td>
<td>2,201,300</td>
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<td>4,818,319</td>
<td>4,978,951</td>
<td>5,650,893</td>
<td>6,934,902</td>
<td>8,456,901</td>
<td>7,998,577</td>
<td>8,603,632</td>
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<td><strong>Connect Time</strong></td>
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<td>0</td>
<td>150</td>
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<td>15000</td>
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<td><strong>Spam Messages Blocked/Week</strong></td>
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CIRT Budget

Fiscal Year

FY '88-89  FY '89-90  FY '90-91  FY '91-92  FY '92-93  FY '93-94  FY '94-95  FY '95-96  FY '96-97  FY '97-98  FY '98-99  FY '99-00  FY '00-01  FY '01-02  FY '02-03
Connect Time in Hours:

Fiscal Year

FY '88-89  FY '89-90  FY '90-91  FY '91-92  FY '92-93  FY '93-94  FY '94-95  FY '95-96  FY '96-97  FY '97-98  FY '98-99  FY '99-00  FY '00-01  FY '01-02  FY '02-03
College of Education Annual Report
Academic Year 2002/2003

Viola E. Florez, Dean

Significant Developments AY 2002/2003
The tenure-track faculty in the College of Education achieved the following as part of their scholarship work:

- 18 Books
- 45 Book chapters
- 120 Refereed articles
- 25 Non-refereed articles
- 15 Monographs
- 140 presentations at professional conferences

Their professional service included.
- Service on 28 editorial boards
- Service on 16 boards of directors
- Service on 20 national advisory boards
- Chairs of 20 national professional organization standing committees
- Service on 46 national professional organization committees
- Institutional representatives to 10 national professional organizations
- Service on 12 local, state, community boards/committees
- Appointments of numerous faculty to State and National Board of Examiners

Faculty also served on 45 university committees; 109 college committees/task forces; and service on 28 community organizations.

Teaching work yielded an average ICES rating of 5.6 for instructors

Faculty awards and honors:
- Rebecca Blum Martinez, Associate Professor, Department of Language, Literacy, and Sociocultural Studies - Matias L. Chacon Hall of Fame Award
- Joy Griffin, Associate Professor, Department of Physical Performance & Development – Elected to Association for Advancement of Applied Sports Psychology College of Fellows
- Greg Cajete, Associate Professor, Department of Language, Literacy, & Sociocultural Studies – appointed as the new director of Native American Studies at the University of New Mexico
- Breda Bova, Professor & Associate Dean – Awarded the Zia Award by the University of New Mexico Alumni Association
- Joseph Suina, Associate Professor, Department of Educational Specialties, - Awarded the Library Faculty Acknowledgement Award by the University of New Mexico Zimmerman library
- Hallie Preskill, Professor, Department of Educational Leadership & Organizational Learning – The Alva and Gunnar Myrdal Award for outstanding evaluation practitioners
- Guillermina Engelbrecht, Professor, Department of Individual Family & Community Education – recipient of 2002 International Excellence Award from the University of New Mexico
- Steve Preskill, Professor, Department of Educational Leadership & Organizational Learning – awarded the Graduate Student Mentor Recognition Award from The Office of Graduate Studies
- Ginger Blalock, Professor, Department of Educational Specialties & Associate Professor Deborah Rifenbary-Murphy were recipients of the Educator in the Workplace Award for 2002 awarded by the Middle Rio Grande Business and Education Collaborative, a non-profit regional school-to-careers partnership for central New Mexico.

Other Major Accomplishments:

1. **A 1,444 % Increase in External Support over Five Years.** In FY 03, grants and contracts revenue totaled $17,534,366, compared to a total of $1,213,984 in FY 99. At the same time, private support to the College has risen to new records the last two years in a row, with FY 03’s total reaching $1,368,661. These spectacular gains are the direct result of Dean Vi Florez’s systematic efforts to increase external funding. In 1998, she created the position of Associate Dean for Administration, Information Management and Research to provide better communication of funding opportunities, develop partnerships, ensure better proposals and improve agency relations. In FY 00, Florez hired the College’s first Development Officer to expand private support by alumni, friends, foundations and corporations. As a result, private support to COE has almost doubled from FY 00. These investments have not only paid financial dividends, but have also created a much higher national profile for the College and fueled far more extensive research and community outreach projects.

2. **Realignment of COE’s Internal Structure.** FY 03 saw the completion of a three-year effort to bring the College’s organization in line with the University’s structure and with instructional and curriculum needs. Prior to this realignment, COE was organized by divisions unlike other colleges and schools within the University. It was also populated by a variety of independent centers that often had no clear academic role or adequate support within the College. Indeed, there were one or two programs that existed in all three divisions, a situation that made no sense to students and thwarted educational reform efforts. As a result of the realignment process, COE is now comprised of five departments with cohesive goals, allowing faculty members more opportunities for interdisciplinary research and interaction. In addition, there are now five self-supporting and self-sustaining centers with clear roles within the College’s overall mission.

3. **Creation of the Chester C. Travelstead Distinguished Faculty Fellowship in Teacher Education.** As COE was the only college within UNM that did not have an endowed faculty position, the College decided three years ago to launch a fundraising campaign to honor Chester Travelstead, who had served as Dean of the College of Education from 1956 to 1968 before becoming the Vice President of Academic Affairs and then UNM’s first Provost. Thanks to the hard work of Dr. Travelstead, Dean Florez, the COE Advancement Council and the family and friends of Dr. Travelstead, this was the largest and most successful endowment campaign in the history of the COE. Over $100,000 in private donations was raised. In the interim, the New Mexico State Legislature had enacted Senate Bill 14, which provided matching state funds for endowed faculty positions as a way of encouraging private donations. Consequently, the Travelstead Endowment was able to qualify for an additional $37,500 in state funds. The resulting endowment will greatly enhance the College’s ability to recruit, recognize, reward and retain talented faculty.

4. **ESPN Cable Network.** The department of Physical Performance and Development faculty participated in the Winter X Games in Aspen, Colorado. Susan McGowen trains athletic trainers and she spent five days in Colorado providing assistance to 280 athletes from around the world participating in ESPN’s Winter X Games.
5. **The Office for Community Learning and Public Service.** The Corporation for National Service and UNM's Center for the Advancement of Scholarships in Teaching and Learning (CASTL) partnered with local organizations to bring key speakers to Albuquerque, such as Dr. Ira Harkavy, a urban historian from the University of Pennsylvania. The national speaker discussed ways to connect university resources to community concerns in a six-part series of free public lectures and seminars at the University of New Mexico main campus and in the community.

6. **Involvement with the State of New Mexico Educational Reform Efforts.** The college faculty and administration has played an active role with policy makers and state education agencies in the area of K-16 education reform. Teacher quality has been the major focus for improving student achievement on behalf of state legislators, which in turn has impacted higher education by creating mandates affecting licensure requirement, teacher preparation programs, and accountability measures. The college has played an important role in assisting with the design, development, and implementation of state regulations pertaining to teacher quality as mandated by state legislators.

7. The Department of Physical Performance and Development offer summer programs sponsored by the National Youth Sports Program. The free day camp for kids ages 10-16 from low-income families starts early summer and runs through July. It includes swimming, basketball, volleyball, soccer, and football. This is a wonderful program that provides support to families during the summer months.

8. On June 5, 2003, the College of Education administration building was dedicated as Travelstead Hall in honor of dean Chester Travelstead, for his contributions to the College of Education, the University of New Mexico, and education in general. Dr. Travelstead served as Dean of the College of Education from 1956-1968 before becoming vice president for Academic Affairs and then UNM's first Provost.

9. The College of Education and the City of Albuquerque Partnered with the Albuquerque Business Education Compact (ABEC) to create a new web site to help people in the state access information on education in the state of New Mexico. The web site is located in the Center for Technology in the College of Education and managed by the director of the Center.

10. The College of Education sponsored two groups of Chilean educators in the Fall Professional Development Program. The program was funded by the Ministry of Education of Chile. The practicing teachers from Chile were participants of five weeks of seminars, workshops, discussion groups, field trips to local schools, community field trips and participated in Pueblo feast day celebrations while they were here. The five weeks were spent studying the English language and the school system in New Mexico. There were many opportunities to compare and contrast education practices during the course of study. Many faculty in the College were involved with the professional development program.

11. The College of Education sponsored the 10th Interamerican Symposium on Ethnographic and Qualitative Research in Education. The Symposium provided the opportunity to study with many international scholars on the topic of diverse research methodologies. Papers were presented and it provided opportunity for many rich conversations among faculty and graduate doctoral students.

12. The College of Education partnered with the College of Fine Arts this summer to offer the first Summer Arts Institute for Educators at the University of New Mexico. The institute focused on curriculum for middle and high school teachers, which provided opportunities to share best practices in the teaching of the arts and to learn new practices.

13. The College of Education faculty traveled to the Presidential residence of Los Pinos in Mexico City at the invitation of Mexican President Vicente Fox to witness the signing into law the Consejo
Nacional par alas Comunidades Mexicanas en el Exterior (National Council for Mexican Communities Abroad). UNM's role was to provide input into the policies developed by the council and to help define the role of the Institute for Mexican Communities Abroad.

14. The Manzanita Learning Center moved to merge with the University of New Mexico Day Care Program. The move to the new location occurred on December 16, 2003. The name of the Program is now called UNM Children's Campus for Early Care and Education. The facilities will provide observation and internship opportunities for the students studying in early childhood and family studies programs in the College of Education. The faculty of these disciplines will also have opportunity to work by teaching and conducting research on children early learning and development.

**Significant Plans and Recommendations for Near Future**

- The Multicultural Bilingual Education Center will create an annual competitive Research Fellowship award of $500.00 to a doctoral student who is conducting research in the College of Education in the area of Bilingual/ESL/American Indian education.
- The Latin American Programs in Education (LAPE) will continue to work on the approval process for the Dual Masters in Latin American Studies and Secondary Social Studies Education with faculty from the College of Arts & Sciences. The next steps is to complete brochure and design recruitment plan for the Dual Degree program.
- Continue collaboration with other academic units within UNM as well as with other external groups in seeking funding opportunities in Latin American and international activities.
- The Center for Technology will continue to provide up-to-date laboratories, equipment, and technical assistance to COE faculty and staff. The Center will also continue to secure funding to support the research and service activities valuable to the work of the Center.
- Continue to conduct externally funded projects that provide faculty and student opportunities for excellent research and development, especially in the area of instructional technology.
- Provide staff development in the areas of technology use and integration into teaching and the curriculum.
- The Center for Family & Community Partnerships will continue to support training of preschool and school personnel and family members in home-school partnerships and relevant educational issues to enhance the academic success of children.
- Continue to implement effective professional development programs for students studying to become professional educators of young children.
- Teacher education program will continue to support the comprehensive professional development system for personnel in early care, education, and family support by providing assistance for personnel in these programs to progress up the career lattice.
- Provide opportunities for superintendents and principals to study the implementation of the three-tiered licensure system and the evaluation of teacher performance. The models developed will involve the offering of summer academies.
- Continue to provide opportunities for faculty to learn and develop multi-media materials for course offerings.
- Work collaboratively with Extended University to offer programs in a variety of ways through distance education. Develop a Memorandum of Understanding that articulates the policies and procedures for developing and offering course work through diverse modes of delivery.
- Respond to the legislative and state changes in the teacher education licensure requirements.
- Continue to recruit faculty for high need areas, such as, educational psychology, science, mathematics, educational leadership, early childhood, special education, and educational technology.
• Begin to prepare for the 2007 national accreditation visit from NCATE.
• Continue to support faculty interests in the area of research and seeking external funding to conduct projects related to their area of inquiry.
• Help the faculty in teacher education faculty develop and implement the revised elementary education program.
• Continue to develop creative ways to support faculty with graduate and undergraduate programs. The demand is overwhelming at times and faculty need to know that the support is there for the work that they do.
• Work hard to reward faculty and staff for high level performance by supporting the central administration for higher compensation opportunities for faculty and staff.
• Provide leadership in the development of a strong agenda to support American Indian education in the College of Education, especially by creating strong partnerships with the community and other educational agencies in the state.
• Develop a master plan to secure funding to build a new College of Education. The EOB building has been condemned as not a safe building to house faculty and staff, therefore, all are moving to Hokona Hall or other offices as available. The building will be demolished and a new one built to house faculty and staff.
• Renovate Manzanita Center to house special funded projects in the College of Education.
• Continue to support creative ways of recruiting diverse populations into the graduate and undergraduate programs.
• Celebrate the 75th Anniversary of the College by creating a plan to involve all faculty and staff, as well as emeritus faculty.

**Appointments to Faculty and Staff**

**Faculty:**

- David Smith, Lecturer
- Jesse Foster, Lecturer
- Virginia Wilmerding, Visiting Lecturer
- Susan McGowen, Lecturer
- Jean Cerami, Lecturer, Nutrition
- Ronda McCalip, Visiting Assistant Professor

**Staff:**

- Lourdes Valdez, Administrative Assistant I
- Dolores Mendoza, Administrative Assistant II
- Marscellus Sikking, Administrative Assistant II

**Separations of Faculty and Staff**

**Faculty:**

- Diana Coyl, Assistant Professor, Family Studies, Department of Individual, Family, & Community Education
- Teresa Higgins, Associate Professor, Science, Department of Educational Specialties
- Bonnie Kraemer, Assistant Professor, Special Education, Department of Educational Specialties
- Susan Risi, Special Education, Assistant Professor, Department of Educational Specialties
- Virginia Garza, Lecturer, Nutrition, Department of Individual Family & Community Education
• Vonda Long, Professor, Counseling, Department of Individual Family & Community Education
• Steve Rubio, Associate Professor, Parks & Recreation, Department of Physical Performance & Development
• Judith Ponticell, Professor, Educational Leadership, Department of Organizational Learning and Technology

Staff:
• Annie Rodgers, Assistant to the Dean
• Jeff Hale, Development Officer
• Becky Evans, Administrative Assistant I
• Sherrie Schrieber, Administrative Assistant II
• Tanya Covington, Administrative Assistant I

Publications
A summary of faculty publication work may be found under Significant Developments. Further details are provided in the attached department/center/institute/office reports.

Outside Professional Activities of Staff Members
• The College of Education’s Staff Council provided community outreach activities to such agencies as the Roadrunner Food bank and Casa Angelica.
• Several staff participated in professional development activities, such as taking workshops, attending classes or other outside training.

Outside Sponsored Research
The College of Education research profile for the past academic year was incredibly prolific. The faculty generated approximately $17,534,366.00 in grant funding. The indirect cost that is generated from the indirect cost is reinvested by supporting organized research opportunities for faculty, especially new and junior faculty. This provides seed funds for beginning research endeavors. These faculty share their research projects at a College sponsored Colloquium known as the “COE Research Spotlights” and they have traveled nationally to present research findings.

Specific research highlights for the College of Education include the following:
• $4.5 million in COE/UNM University and school partnerships
• NM Public Education Department for Professional Development training in Socorro, Santa Fe, Los Alamos, and Bernalillo County
• $3.1 million for Family & Community Partnerships to fund intervention research on state of the art early childhood professional development for day care and preschool professionals
• $1.9 million generated by the Center for Technology into education settings throughout American Indian communities/school districts
• $1.5 million in the Center for Multicultural & Bilingual Education that focuses on studying methods that enhance the training and professional development of graduate students who wish to attain advanced degrees and work in multicultural settings.
• $565,000 awarded to the Center for Teacher Education in the College of Education for professional development training in the content area of mathematics and science to practicing teachers.
• $1.4 million from National Science Foundation to study the efficacy of using "guided interactive virtual environments" in computer software to enhance student achievement in mathematics and science.
• $2.35 million grant for Early Reading First to the College of Education from the U.S. Department of Education to improve the language and pre-reading skills of young children.

It should be noted that despite intense competition nationally in College of Education’s across the country for grant supported research, the College of Education’s external grant support has increased over 1,000 %, increasing steadily each year from 1999-2003. This compelling and noteworthy trend is due in large part to the dedication of the College of Education faculty and the development of an infrastructure from the dean’s office that supports the faculty interested in pursuing grant supported research.

In summary, the College of Education has not only stayed true to its mission to improve education in the state, but has gone well beyond to secure funds to enhance the academic programs available to students who study in the College. All of these funds have contributed to the educational reform that has been going on in the state during the past five years. The College of Education has been a major player in with this effort.
Center for Family & Community Partnerships
Annual Report
2002-2003

The Center for Family & Community Partnerships in the College of Education has made strides during the past year in meeting its stated goals by receiving external funding and allocations by the state legislature to the Family Development Program (part of CFCP) for training and capital outlay. A large portion of the new external funding ($2,354,711) was for a 3-year grant for Early Reading First (Project LEER) received from the U.S. Department of Education, which was one of the first 30 funded in the US. In addition, another $200,000 moved to the Center from Special Education with Project LEAD. These funding streams resulted in total operating budgets, excluding special accounts, for the year as follows:

| Hokona projects | $1,429,904 |
| Family Development Program | 521,963 |
| **Total** | **$1,951,867*** |

Externally funded projects (excluding legislative allocation for the Family Development Program) with annual allocations were as follows:

- Project LEER (US Dept. of Education) 784,904
- Project BRIDGE (US Dept. of Education, OSERS) 200,000
- Project LEAD (US Dept. of Education, OSERS) 200,000
- Infrastructure (NM CYFD) 200,000
- Prior Learning Assessment (NM CYFD) 45,000
- Baby Amigo (NM Dept. of Health) 39,480
- PACT (NM CYFD) 9,983
- *Family Development Journal* (special literacy issue) 22,000

*(Family Support America)*

*This figure may not be exact*

These projects have helped us make annual progress toward our stated goals as follows:

- To support the comprehensive professional development system for personnel in early care, education and family support by providing assistance for personnel in these programs to progress up the career lattice.
Toward this goal, the Family Development Program brought together 994 teachers, staff, parents and other family members from more than 60 communities throughout the state for 73 professional and skills development workshops, which included more than 25 topics related to early childhood education and development. In addition, they distributed 5,000 copies of their *Family Development Journal* and provided New Mexico teachers with copies of *Playing with Ideas*. Finally, the Wemagination Center has provided a vast array of beautiful recycled materials to teachers from pre-K through 5th grade to actively engage children in the creative learning process. The Center has provided training to teachers on how to use the materials and has presented occasional special workshops. A legislative capital outlay project was funded to purchase a new van for transporting these materials to various locations in the state.

Project LEER (see below) also supports this goal.

- To provide the infrastructure, both formal (higher education) and informal (Training & Technical Assistance Programs), for the comprehensive professional development system in early care, education, and family support.

For several years the CFCP has coordinated the infrastructure for the 10 regional Training and Technical Assistance Programs across the state. We have planned and facilitated workgroups, state-wide meetings, and trainings for staff of these programs; assisted in the development, editing, and pilot-testing of training and other documents; provided on-going technical assistance to TTAP staff; conducted an annual statewide survey of child care programs participating in AIM HIGH (a quality improvement program); and collaborated with CYFD staff in improving the statewide professional development system.

In addition, the CFCP supported the professional development work of the Higher Education Early Childhood Task Force by facilitating statewide meetings; developing, editing, and printing relevant documents; contributing to the statewide Common Catalog of (early childhood) Courses across all institutions; and presenting the comprehensive professional development system at state and national meetings.

- To provide a statewide Warmline for family members and early childhood practitioners to receive materials and consultation about a wide variety of early childhood issues.

The Center operates a statewide Warmline (800 access) for parents and practitioners on early childhood issues. It has been staffed by 3 part-time graduate students in Family Studies. The line was answered from Monday
through Friday from 8:00 AM to 5:00 PM. The staff answered questions, sent out written materials, referred callers to our website (see below), or referred callers to particular agencies for further information. If the staff did not feel qualified to answer questions, calls were referred to the Center Director or other professional staff, and a response was provided within 24 hours. All calls are logged. The Warmline office has a significant library of resources, including a variety of articles and brochures on particular topics, which are sent to callers. Staff also have researched issues for callers on relevant websites. An annual telephone survey of callers to evaluate the services was conducted.

- To support training of preschool and school personnel and family members in home-school partnerships and relevant educational issues to enhance the academic success of children.

See workshops and written materials provided by the Family Development Program under the first goal above.

In addition, Project LEER has focused and is focusing on the partnership between teachers and family members in promoting early literacy skills in 3- and 4-year-old children from culturally and linguistically diverse families, including children who are not native speakers of English and children with developmental delays and disabilities. Teachers and educational assistants have had intensive training in ways to work with families to enhance the academic success of children, particularly in literacy, and teachers are receiving continuing mentoring and professional development in this area.

Project LEAD has recruited and supported students, especially minority students, to complete doctoral level study in special education with multicultural specialization so that they can conduct high quality research on issues of culture and language diversity in special education, help to prepare teachers to work with minority children in special education, and design a plan of service with emphasis on actions that impact minority students in special education. This project focuses on preparing minority personnel to assume positions of leadership to help culturally and linguistically diverse students with special needs succeed in school.

- To implement effective family support programs for families with young children who are at risk for failure to achieve healthy development and school success.

The Baby Amigo program provides home visits to parents of children from birth to age 3 to help parents get these young children off to a good start. Most of these children are at risk. In the past year they conducted 284 visits with 36 families, focusing on topics ranging from child development and budget
management to recognizing symptoms of maternal depression. Beginning with Project LEER, there is a Baby Amigo component, focusing on the foundation for early literacy, which includes approximately 30 families.

The Family Development Program conducted a project called PACT (Parents And Children Together), which was a family-directed project that emphasized strengthening families and building community. Families who previously had worked to develop leadership skills, project coordination and personal empowerment chose to build community by supporting after-hours programming at the Westgate Community Center for activities in which parents and children could participate together.

- To foster the development of language and early literacy skills in young children, including those who are learning English.

In January, 2003, the Center was fortunate to receive one of the first Early Reading First grants in the country to establish preschool Centers of Excellence in early literacy. We are currently working with 18 classrooms (APS and City of Albuquerque) of teachers, educational assistants, and preschool children and their families to enhance children’s early literacy skills, specifically vocabulary, alphabet knowledge, print awareness, and phonemic awareness. International experts were brought in for an intensive Summer Institute, and teachers each have a mentor who has provided hands-on assistance with structuring a literacy-rich environment, curriculum development and lesson planning, teaching and learning strategies, and working with families. In addition, teachers and EAs have received monthly professional development and extra money for literacy materials and resources in the classroom.

Project BRIDGE has recruited and supported both undergraduate and graduate students in Speech and Language Pathology and Special Education. The purpose of the project is to provide education to these students in literacy issues related to children with learning disabilities and children from culturally and linguistically diverse backgrounds, K-5th grade. Students, in collaboration with teachers and reading specialists, have helped to develop curriculum and practical experiences that address knowledge and skills in the areas of decoding, comprehension, and metacognitive monitoring/learning strategies.

Finally, the Family Development Program, with a grant from Family Support America, put together a special edition of their Family Development Journal containing literacy articles targeted to Hispanic families. This publication was distributed to family resource centers throughout the US.
• To collaborate with Continuing Education in providing a website.

For several years the Center has collaborated with Continuing Education in providing the website, newmexicokids.org. This website contains a wealth of information related to early childhood for parents, practitioners, and other interested parties. Center staff have consulted with the technology experts on materials to be posted on the website and changes to the site. They have provided on-going content assistance as appropriate.

Miscellaneous

• The Center collaborated with Cooney & Associates to produce a documentary entitled *How are the Children?*, which was aired on both Channel 13 and Channel 5. This program focused on the status of New Mexico's children from birth to age 5. The film won a national Telly Award.

• Faculty and staff made several presentations at professional conferences at both the state and national levels to present their work.

• In collaboration with the Higher Education Early Childhood Task Force, Center staff edited and produced a document entitled *Common Core Content and Areas of Specialization for Personnel Preparation in Early Care, Education, and Family Support in New Mexico*.
I. Significant Accomplishments

A. Accomplishments

• The twelve full-time, tenured or tenure-track faculty in the Department had a very productive year in the areas of scholarship, teaching, and service.

Scholarship

♦ 9 monographs, commissioned papers/reports, proceedings
♦ 7 book chapters
♦ 3 book chapters in press
♦ 8 refereed articles
♦ 3 refereed articles in press
♦ 47 presentations at professional conferences
♦ $3.8 million in grants

Teaching

♦ 56 courses taught in Fall and Spring semesters, 14 in Summer
♦ Average ICES rating of 5.7 for instructors

Professional Service

♦ Service on 9 editorial boards
♦ Service as referees for 18 journals
♦ Service on 3 boards of directors
♦ Chairs of 3 national professional organization standing committees
♦ Service on 2 national professional organization committees
♦ Institutional representatives to 2 national professional organizations
♦ 2 appointments to a State Board of Examiners
♦ 1 appointment to National Board of Examiners
♦ Service on 1 Regional Board
♦ Reviewer for 1 Grant Agency
♦ Referee of papers for 4 conference

University and College Committee Service

♦ Service on 20 university committees
♦ Chairs of 5 university committees
♦ Service on 10 college committees
♦ Chair of 3 college committees

Awards

♦ Regents Professor
♦ Myrdal Award for Outstanding Professional Practice
B. Enrollments

The Fall 2002 listing of majors report indicated the following enrollments:

**ED LEAD Program**

- 35 Ed.D.
- 1 Ph.D.
- 41 Master’s
- 9 Education Specialist

**OLIT Program**

- 47 Ph.D.
- 51 Master’s
- 3 Education Specialist
- 24 Undergraduate

Total 76

Total 129

The Fall 2003 listing of majors report indicated the following enrollments:

**ED LEAD Program**

- 48 Ed.D.
- 0 Ph.D.
- 27 Master’s
- 8 Education Specialist
- 40 Licensure

Total 123

**OLIT Program**

- 61 Ph.D.
- 45 Master’s
- 2 Education Specialist
- 44 Undergraduate

Total 152

Note: Department enrollment has increased 35% over the previous year.

C. Graduation rates

**ED LEAD Program**

- Ed.D.: 6
- Master’s: 18
- Education Specialist: 0

**OLIT Program**

- Ph.D.: 2
- Master’s: 16
- Education Specialist: 0
- Bachelor’s: 0

II. Challenges and Future Plans

A. ED LEAD Program

With only four tenure line faculty and three lecturers teaching in the program, we need to hire at least one additional tenure line faculty member to teach in the M.A, Licensure, and Ed.D. Programs

Complete the process of aligning the ED LEAD M.A. Program with the ISLLC, NPBEA Standards, NCATE, and the NM Administrator Competencies as well
as revise the materials for the UNM catalog after the courses have been approved by the COE and UNM Curriculum Committees

Complete the Program Web site

Improve the principal preparation for low performing schools

Revise recruitment documents for the M.A. and Licensure Programs

Participate in discussions with the State Department of Education personnel about educational leadership licensure in general and for superintendents in particular

B. OLIT Program

Review and redesign the M.A. Program

Review and redesign the undergraduate 2+2 program

Hire a faculty member to teach in the undergraduate 2+2 Program

Look into the possibility of developing viable specialization areas or degree programs that can be offered through distance learning technologies

Expand efforts to recruit and provide support for graduate students from a variety of international, geographic, and cultural backgrounds

III. Faculty Appointments

• Dr. Patricia Boverie was promoted to Professor

• Dr. Mark Salisbury was promoted to Associate Professor and tenured effective August 1, 2002

IV. Faculty Separations

• Dr. Judith Ponticell resigned effective August 1, 2003.

V. Selected Publications of the Department Faculty

• Dr. Peggy Blackwell, Professor, ED LEAD


• **Dr. Patricia Boverie, Associate Professor, OLIT**


• **Dr. Karen DeMoss, Assistant Professor, ED LEAD**


• **Dr. Judith Good, Assistant Professor, OLIT**

   Good, J. and Bma, P. (in press). Program comprehension and authentic measurement: A scheme for analyzing descriptions of programs. Accepted for publication in *Empirical Software Engineering*.


• **Dr. Charlotte (Lani) Gunawardena, Professor, OLIT**


- **Dr. Judith Ponticelli, Professor, ED LEAD**


- **Dr. Hallie Preskill, Professor, OLIT**


- **Dr. Steve Preskill, Professor, ED LEAD**


**VI. Selected Outside Professional Activities of the Department Faculty**

- **Dr. Peggy Blackwell, Professor, ED LEAD**

  Papers presented at professional conferences


Professional Activities

Named to the National Council for Accreditation of Teacher Education Board of Examiners in 2002

AERA Representative, Federation of Behavior, Psychological and Economic Sciences 2002-

Member, Holmes Group Board of Directors, 1994-
Chair, By-laws and Governance Subcommittee, 1998-2003
Secretary, 1997-
Member, Conference Planning Committee 2003
Member, Strategic Planning Committee 2003

Consultant, Web-Based Teacher Education, NCATE preparation, University of West Florida, 2002-2003

Consultant, Master's Degree Reform and doctoral program development, University of Tennessee-Chattanooga, 2002


Referee for Review of Research in Education, American Educational Research Association

• Dr. Patricia Boverie, Associate Professor, OLIT

Papers presented at professional conferences


Boverie, P., & Kroth, M., Passionate Work, Comcast Cable Leadership Meeting, (February, 2003)


Professional activities

Reviewer, Human Resource Development Review

- Dr. William Bramble, Professor, OLIT

Bramble, W.J. (April 2003) Panelist for National Teleconference on Technology. CATALISE Presentation: Stuff and Staff: Assembling and Sustaining a Technology Infrastructure. Sponsored by PT3 Catalyst Grant to Western Illinois University.

Professional activities

Referee for Modern Language Journal

Referee for American Journal of Distance Education

UNM Representative on Navajo Educational Technology Consortium Board

- Dr. Karen DeMoss, Assistant Professor, ED LEAD

Papers presented at professional conferences


DeMoss, Karen (January 2003). Who's to Say? Five Perspectives on Educational Leadership Programs. Presentation as part of a symposium at the American Association of Colleges for Teacher Education annual conference,

Wood, Carolyn and Karen DeMoss (January 2003). It was the best of times; it was the worst of times. Presentation as part of a symposium at the American Association of Colleges for Teacher Education annual conference.

Professional activities

Editorial Board of Education and Urban Society
Referee for *American Education Research Journal*

Reviewer, American Education Research Association annual meeting

Reviewer, University Council for Educational Administration annual meeting

Member, Education Law Association Outstanding Dissertation Award Committee

- **Dr. Judith Good, Assistant Professor, OLIT**

**Papers/addresses presented at professional conferences**


**Professional activities**

Reviewer for:

- Annual Meeting of the Cognitive Science Society
- Workshop on Case-Based Reasoning for Education and Training

Program committee for the Workshop on Case-Based Reasoning for Education and Training (2002).

- **Dr. Charlotte N. “Lani” Gunawardena, Professor, OLIT**

**Papers/addresses presented at professional conferences**


Gunawardena, C. N. (2003, March). Researching and Evaluating Online Learning: Questions; Methods, and Future Directions. Invited by the University Continuing Education Association (UCEA) to present paper at the UCEA 2003 Telecommunication Pre-Conference held in Chicago, Illinois.


Gunawardena, C. N. (2003, February) Researching Online Learning and Group Dynamics: Models and Methods. Invited by Lillehammer University College, Norway, to present a keynote address at the Didaktikk Og Teknologi Conference, held at Lillehammer, Norway.

Gunawardena, C. N. (2003, January). "Research Perspectives on the Sociocultural Context of Online Learning and the Analysis of Social Construction of Knowledge" Invited by the Center for Distance Learning Research, Texas A&M University, to present a special session at the Tenth Annual Distance Education Conference held at Austin, Texas.


Professional activities

Editorial Board member of Distance Education (An International Journal), a refereed journal published in Australia.

Consulting Editor to the International Review of Research in Open and Distance Learning a refereed online journal published by Athabasca University, Canada.

Editorial Advisory Board Member for the Turkish-English bilingual electronic journal entitled Journal of Learning Without Frontiers (Sýnýrşýz Öðrenme Dergisi).

Editorial Advisory Board Member for the Global E-Journal of Open, Flexible, and Distance Education, an international refereed journal published in print and on the Web by the Indira Gandhi National Open University in India.

Referee for Journal
American Journal of Distance Education
Distance Education
Educational Researcher
International Review of Research in Open and Distance Learning
Journal of Engineering Education


Invited by VITEL Corporation, a knowledge management company, to make a presentation on "Cultural Mindscapes and Knowledge Management" at the New Mexico Knowledge Management Conference on March 17, 2003.

Invited by the New Mexico Chapter of the American Society for Training and Development (ASTD) to present a lecture on "Designing an Online Learning Community: The Role of Social Presence", on February 6, 2003.

Dr. Judith Ponticell, Professor, Ed Leadership


Member, New Mexico NCATE and State Board of Examiners (2001-2003)

Member, Steering Committee, Re: LEARNING New Mexico (2001-2003)

Belen School District, Belen, NM on strategic planning (2002-2003)


- Dr. Hallie Preskil, Professor, OLIT

Papers presented at professional conferences


Professional activities


American Evaluation Association – Ambassador Coordinator 2002-present

Serve on the editorial boards of:
- Evaluation Checklists (Evaluation Center, Western Michigan University)
- Encyclopedia of Evaluation (Sage Publications) due out in 2003
- American Journal of Evaluation – Editor, Teaching Evaluation Section
- Human Resource Development Quarterly
- Evaluation Review
- Human Resource Development International

Serve as a reviewer to the following journals:
American Journal of Evaluation, American Evaluation Association
Human Resource Development Quarterly Evaluation
Evaluation and Program Planning

- Dr. Steve Preskill, Professor, ED LEAD
Papers presented at professional conferences


Professional activities

Observer/Advisor, John Adams Middle School, August 2003-Present
Evaluator, St. Johns College Tecolote Group, September 2003-Present
Evaluator, 21st Century Grant Albuquerque Community Schools Project, Fall 2001 – present.

Papers presented at professional conferences


“Truth in E-Learning” Las Vegas, Nevada, February 4-7, 2002


Professional activities
Serving as a board member of the New Mexico Council for Economic Education.

Reviewer for the *Journal of Educational Computing Research*

- **Dr. Carolyn J. Wood, Professor, ED LEAD**

  Papers presented at professional conferences


  Wood, C., and DeMoss, K. (Spring 2003). It Was the Best of times; It was the Worst of Times. American Association for College Teacher Educators Annual Conference. New Orleans, LA

**Professional activities**

Advisory Board Member and Technical Advisor for IRIS (IDEA and Research in Inclusive Settings) Center for Faculty Enhancement, Peabody College, Vanderbilt University (2001-2006).


Faculty Director, Santa Fe Public Schools Intern Teacher Project

Evaluator, NM Arthritis Foundation Leadership – Training Courses, NM Department of Health

**VI. Selected University and Committee Services of the Department Faculty**

- **Dr. Peggy Blackwell, Professor, ED LEAD**
  Faculty Senate Budget Committee, 2002-2003

- **Dr. Patricia Boverie, Associate Professor, OLIT**
  Member, Arts & Science IRB 2002, 2003

- **Dr. William Bramble, Professor, OLIT**
COE Graduate Committee, member
COE Admin Council, member
COE Center Directors Committee, member
UNM Research Policy Committee, Senate Rep
UNM Computer Use Committee, Senate Rep
Faculty Senate: At Large Rep
Provost's Committee on Departmental/Extended Services Relations, member

- **Dr. Karen DeMoss, Assistant Professor, ED LEAD**
  Research Policy Committee
  Intellectual Property Subcommittee, Research Policy Committee
  Annual Research Lectureship Subcommittee, Research Policy Committee
  Professional Development Credit Council, Co-chair
  Strategic Planning subcommittee
  Presenter, COE Research Spotlight Series on the politics of finance litigation
  Presenter, TEC, Using Perseus web-based survey program

- **Judith Good, Assistant Professor, OLIT**
  Presenter, COE Research Spotlight Series: "Children as Educational Software Designers: A Case Study"

- **Dr. Hallie Preski, Professor, OLIT**
  College of Education tenure and Promotion Committee – Member

- **Dr. Steve Preski, Professor, ED LEAD**
  UNM Task Force for Areas of Distinction, September 2003-Present
  Chair, Implementation Subcommittee of the SGC, Fall 2002-May 2003
  Chair, Honorary Degree Subcommittee of the SGC, Fall 2002
  University Senate, Fall 2002-present.
  Senate Graduate Committee, Fall 2001-May 2003.
Sub-committee on the Freshman Seminar, Fall 1999-present.

Scholarship Committee, COE, Fall 2003-Present

Chair, Vital Academic Climate Strategic Direction Subcommittee, COE, January 2003-Present

Graduate Committee, College of Education, Fall 2000-May 2003

- **Dr. Carolyn J. Wood, Professor, ED LEAD**
  Chair, COE Faculty committee
  Member, Administrative Committee
  Member, Intellectual Property Committee
  Treasurer, American Association of University Professors

- **Dr. Charlotte N. “Lani” Gunawardena, Professor, OLIT**
  Member, University of New Mexico’s Institutional Review Board (IRB), Human Subjects Review committee

- **Dr. Judith Good, Assistant Professor, OLIT**

- **Dr. Judith Ponticell, Professor, Ed Lead**
  Member, UNM Planning Council (2002-2003)
  Member, UNM Extended University Task Force (2002-2003)
  Chair, UNM Faculty Senate Curriculum Committee (October 2000-2003)
  Chair, UNM Core Curriculum Review Committee (October 2000 – June 2003)
  Chair, UNM Associate Provost’s Committee on Main-Branch Campus Relations (2001-2003)
  Member, Faculty Senate Committee on Government Relations (2001-2002)
  Member, Provost’s Strategic Directions Committee on Research (2001-
VII. Outside Sponsored Research

- **Dr. Patsy Boverie, Associate Professor, OLIT**
  
  Co-PI, Federal Star Schools Evaluation Grant for Oklahoma State University
  
  Star Schools Distance Education Programs, $1,048,855 (2000-2005)

- **Dr. Judith Good, Assistant Professor, OLIT**
  
  PI, Analysis of Social Presence in a 3-D Virtual Role Play Environment for Story Preparation, funded by the College of Education Overhead Funds Allocation Committee (OFAC), $800, (2002)
  
  Co-PI, Federal Star Schools Evaluation Grant for Oklahoma State University Star Schools Distance Education Programs, $1,048,855 (2000-2005)

- **Dr. Charlotte "Lani" Gunawardena, Professor, OLIT**
  
  PI, Federal Star Schools Evaluation Grant for Oklahoma State University Star Schools Distance Education Programs, $1,048,855 (2000-2005)

- **Dr. Judith Ponticell, Professor, Ed Lead**
  
  Principal Investigator, Leadership for Learning through Continuous Improvement (Gates Foundation, $1 million, September, 2001 through August, 2004)
  
  Principal Investigator, Cluster Leader Principals: An Instructional Leadership Model (Albuquerque Public Schools, $50,000, August, 2001 through August, 2002)

- **Dr. Carolyn Wood, Professor, ED LEAD**
  
  
Department of Educational Specialties

ANNUAL REPORT
July 1, 2002 - June 30, 2003

Submitted by: Anne Madsen, Department Chair *

I. Significant Accomplishments

A. Accomplishments
The twenty-two tenured and tenure-track faculty in the Department had a very productive year in the areas of scholarship, teaching and service.

1. Scholarship
   • 2 monographs, commissioned papers/reports, proceedings
   • 3 books
   • 1 book in press
   • 3 book chapters
   • 2 book chapters in press
   • 32 refereed articles
   • 16 refereed articles in press
   • 2 submitted articles
   • 4 reviews of books/articles
   • 6 curatorial/exhibits
   • 14 grants totaling $3,759,500

2. Teaching
   • 179 courses taught
   • Average ICES rating of 5.6 for instructors

3. Professional Service
   • Service as referees for 19 journals
   • Service on 1 boards of directors
   • Service on 4 national advisory boards
   • Chairs of 4 national professional organization standing committees

4. University and College Committee and Community Service
   • Service on 5 university committees
   • Service on 46 college committees/task forces
   • Service on 33 community organizations

5. Art Education
   • Continued Revising Elementary and Secondary Art Education program
   • APS Art Teachers Exhibit at Masley Gallery
   • Worked to get ARTED 214 included in the General Studies requirement for the Elementary Education Licensure Program of Studies
   • Conducted an Art Institute for Teachers in June 2003

6. Mathematics, Science and Educational Technology (MSET)
   • Began a Masters Degree cohort in the Spring 2003
   • Planned and Conducted 3 Mathematics and Science Teacher Academies
   • Awarded grants from Hewlett-Packard, Southwest Junior Science and Humanities Symposium, and the U.S. Department of Education

* Special thanks to the following people for their assistance in compiling the data and entering information for this report: Maryanne O’Meara, Jo Sanchez, and Dolores Mendoza.
7. Special Education

- Completed Graduate Review Response for OGS
- Received funding for 10 grants for a total of $2,419,00.00
- Faculty has published several books and numerous articles
- Faculty planned and recruited participants for the APS/UNM Special Education Intern Program in Spring 2003

B. Enrollments

| PROGRAM | ENROLLMENTS | | | |
| --- | --- | --- | --- |
| | Su.'02 | Fall'02 | Sp.'03 |
| Art Education | | | |
| MA | 46 | 46 | 42 |
| Ed. Specialist | 0 | 0 | 0 |
| Ph. D. | 0 | 0 | 0 |
| MSET | | | |
| MA | 60 | 27 | 20 |
| Ed. Specialist | 0 | 0 | 0 |
| Ph. D. | 24 | 24 | 21 |
| Special Education | | | |
| MA | 163 | 163 | 153 |
| Ed. Specialist | 4 | 4 | 3 |
| Ph. D. | 32 | 32 | 30 |
| APS/UNM Partnership TEP | | | |
| MA | 29 | 29 | 29 |
| APS/UNM Partnership RTP-Elementary | | | |
| MA | 35 | 35 | 35 |
| APS/UNM Partnership CDP-Elementary | | | |
| MA | 0 | 0 | 20 |
| Farmington Branch | | | |
| MA | 11 | 11 | 14 |
### Graduation Rates

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*Elementary Education
Includes: MSET, CDP, RTP, TEP, etc.

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</table>
II. Challenges and Future Plans

A. Art Education
- Develop outreach program for Masley Gallery
- Work with faculty in Fine Arts on Summer Institutes for Art teachers
- Increase the number of graduate students in Art Education
- Inclusion of ARTED 214 into the General Studies requirements for the Elementary Education Licensure Program

B. MSET
- Increase the number of students in graduate programs
- Increase scholarship and grant activities
- Mentor Mathematics Education and Science Education Graduate Teaching Assistants

C. Special Education
- Conduct a search for Special Education faculty
- Continue research and scholarship endeavors
- Continue participation with APS Special Education teachers and administrators on task forces and activities

III. Faculty and Staff Appointments
- Promoted: Dr. Kathryn Watkins, MSET, Assistant to Associate Professor
- Hired: Administrative Assistant II - Dolores Mendoza
- Hired: Administrative Assistant II - Marscellus Sikking

IV. Faculty and Staff Separations
- Sherrie Schrieber
- Tanya Covington
- Dr. Teresa Kokoski
- Dr. Susan Risi
- Dr. Bonnie Kraemer

V. Faculty Publications (selected)

Isaura Barrera

Ginger Blalock

**Jonathan D. Brinkerhoff**


**Susan Copeland**


**Elizabeth Keefe**


Richard Kitchen


Laurel Lampela


Ruth Luckasson


Joseph Martinez

Elizabeth Nielsen

Julia Scherba de Valenzuela

Loretta Serna

Joseph Suina

Diane Torres-Velasquez
Yzuierdo, Z., Blalock, G., & Torres-Velasquez. (submitted). Language appropriate assessments for determining eligibility of English language learners for special education services. Assessment in Special Education.
The Department of Individual, Family, and Community Education comprises five separate administrative programs -- Counseling, Early Childhood, Educational Psychology, Family Studies, and Nutrition -- which govern four Master’s programs (and one Master’s emphasis in Elementary Education), three doctoral programs, and three undergraduate degrees.

In 1999-2000, we agreed on a small number of common goals for the Department and on general strategies for achieving them. The Goals are as follows:

1. Establishing clear procedures and criteria for merit review.
2. Recruitment and retention of high quality graduate students.
3. Supporting faculty excellence.

In the last four years, we accomplished Goal One by establishing clear procedures and criteria for merit review. During academic year 2002-2003, we created a department-wide faculty workload policy (Goals Three and Four). This year we will review our merit review and faculty workload policies. We also hope to update our program web pages (Goal Two) and will begin work on this once a new COE webmaster has been hired. In addition, we have been remarkably successful in obtaining grant funding as a tactic to achieve Goals Two and Three. In 2002-2003, department faculty members have been awarded grants that total more than three million dollars (not including grants IFCE faculty members received through the Center for Family and Community Partnerships or Latin American Programs In Education). This is an enormous increase in grant activity for our department. We hope that progress on Goal Four will follow our successes with Goals One, Two and Three.

Significant Developments

The Counseling program provided significant public service through service learning activities in the Traverse Outreach Project and the Manzanita Counseling Center. The graduates of the Master’s program continue to exhibit a very high passing rate on the National Counseling Exam (NCE). The program completed and submitted the self-study for CACREP accreditation (the site visit will occur in Spring 2004.).

The Early Childhood Multicultural Education program participated in the Higher Education Task Force on Early Childhood Education and Care charged with developing courses to align with the revised state licensure requirements. The next step is to revise the BS degree curriculum in response to these changes. The program also collaborated with APS on the year-long Full-Day Kindergarten Institute, a professional development program.

The Educational Psychology program collaborated on a large (1.27 million) NSF research grant -- awarded in January 2003. The program revised and expanded course curriculum to include two new courses. In addition, the program conducted an annual review of all graduate students, and continued to systematically mentor and review the performance of teaching assistants.

The Family Studies program completed the revision of their undergraduate programs. Revisions to their Master’s program are in process. The program continued certification for Bachelors and Master’s level students (Certified Family Life Educator) through the National Council on Family Relations.
The Nutrition/Dietetics Program continued to develop MS degree policies and procedures. They also have begun to prepare a 5 year document for the Commission on Accreditation for Dietetics Education (CADE). Members of the Nutrition program obtained grant funding to prepare master's level students in pediatric nutrition and leadership.

Significant Plans and Recommendations for the Future

The Counseling program faced many challenges responding to the retirement of two faculty (without replacement), transitioning to a new Comprehensive Examination format, adjusting to the renovation of Manzanita Center, and planning the implementation of a mid-point review of students.

The Early Childhood Program is responding to changes in the teacher education licensure requirements and is adjusting to the loss of two faculty members in the last two years without replacement.

The Educational Psychology program continues to deal with difficulties created by faculty retirements without replacement (and the failed 2001-2002 advanced statistics faculty search). The program is exploring methods to recruit talented graduate students. In addition, the program is collaborating with Teacher Education programs by teaching courses, attending meetings, and being involved in Partnership activities.

The Family Studies program is adjusting to the loss, without replacement, of three faculty members in the last three years. This year the faculty plan to review and revise the Ph.D. program and the Undergraduate Arts and Sciences Major.

The Nutrition program is challenged by the increasing class sizes of upper division courses, particularly Nutr 330L Food Science. The Food Science Laboratory is in need of renovation and the faculty plan to resubmit a grant to USDA that would fund a majority of the needed renovations.

Appointments to Faculty/Staff

Rhonda McCalip continues as a Visiting Assistant Professor (Counseling)

Jean Cerami hired as a Lecturer (Nutrition).

George "Chip" Hunter, formerly a tenure-track assistant professor, is now a Visiting Assistant Professor (Counseling).

Separations to Faculty/Staff

Ginny Garza resigned from Lecturer position (Nutrition).

Diana Coyl resigned her tenure-track assistant professor position (Family Studies).

We begin the Fall 2003 semester with 4 faculty in the Counseling program (and two Visiting Professors), 3 faculty in the Early Childhood program, 7 faculty in the Educational Psychology program, 6 faculty in the Family Studies program, and 4 faculty in the Nutrition program for a total of 26 faculty in the department.

Publications
The Faculty in IFCE report more than 45 publications, including 23 peer-reviewed journal articles, another 6 peer-reviewed journal articles in press, 5 refereed abstracts/conference proceedings, and 5 book chapters. In addition, the faculty in IFCE report more than 30 national and international presentations.

**Counseling**


**Early Childhood Education**


Educational Psychology


Family Studies


Nutrition


Professional/Community Service

Markus Bidell, Consultant, Bernalillo County Juvenile Detention Center, Rio Rancho Public School District, Liaison, California Dept. of Health Services, Office of AIDS – Counseling Testing/Training Section

Loan Phan, Ad Hoc Reviewer for the Journal for Specialists in Group Work School/Career Counselor Volunteer at Rio Grande High School

Deboarah Rifenbary-Murphy, Member, statewide task force to address recruitment and retention issues related to mental health professionals. Reviewer, Academic Athletic Journal

David Atencio, Reviewer, Teacher College Record, Early Development and Care Editorial Board, Teaching and Learning in Diverse Settings

Guillermina Engelbrecht, Recipient of 2002 International Excellence Award, Member of the Global and International Teacher Education Committee for AACTE, Member of the Educationa Commission for Instituto de los Mexicanos en el Exterior (IME), Member of the Board of the Mexican American Legal Defense and Education (MALDEF) parent empowerment program. Member of the Guadalupe Institute’s even planning committee.


Jan Armstrong, Educational Foundations (Editorial Board), Anthropology and Education Quarterly. AERA (Reviewer), Society of Professors of Education (Chair, Mary Anne Raywid Award Nominations Committee)

Christine McCormick, Editorial Board, Journal of Educational Psychology and Educational Psychology Review. Secretary, Board of Directors for Outcomes, Inc. (formerly Family and Children Services)

Roxana Moreno, Reviewer for Journal of Educational Psychology, Cognition and Instruction, Journal of Educational Computing Research, Learning and Instruction, Instructional Science National Science Foundation, American Educational Research Association American Association for Computing Machinery

Jay Parkes, Member. Dual Language Education of New Mexico Board of Directors. Member. The Albuquerque Public Schools/ University of New Mexico Partnership Research and Evaluation Committee.


Estella Martinez, June 2003 Outstanding Alumni Award from the Michigan State University Alumni Association
Jeff Stueve, National Council on Family Relations, Co-Chair of Men in Families Focus Group


Karen Heller, New Mexico Dietetic Association—Treasurer and Executive Board Member

Outside Sponsored Research

Scherer, D. Co-Investigator (2003-present). Transitional Treatment for Adolescents in Family Therapy. Center for Family and Adolescent Research and the University of New Mexico. Supported by the National Institute of Drug Abuse Grant RO1DA15762 [$2,476,701]

Scherer, D. Co-Investigator (2000-present). Barriers to Voluntary Assent in Asthma Youth Research. Center for Family and Adolescent Research and the University of New Mexico. Supported by the National Institutes of Health, National Heart, Lung, and Blood Institute Grant 1 RO1 HL64677-01A1 [$1,150,727].
Rifenbary-Murphy, D. & Blalock, G. (Co-Pis). Education Pathways: A Career, a Commitment Hospitality and Tourism Pathways: Careers with Commitment. US Department of Labor $75,000 for two grants. **Purpose:** to employ two Youth Opportunities Coordinators who will recruit 50 WIA eligible youth who are interested in education or hospitality and tourism as possible career pathways. Duration: 3 years, funding for every year

Moreno, R. Principal Investigator, National Science Foundation Faculty Early Career Development Program (CAREER), "Bridging the Gap Between Theory and Practice in Teacher Education: Guided Interactive Virtual Environments (GIVEs) for Case-Based Learning," $894,538, January 2003-January 2008. **Purpose:** The goal of the project is to develop a set of case-based technological tools: "Guided Interactive Virtual Environments (GIVEs)" to test the effectiveness of case-based learning as a pedagogy for teacher education.

Moreno, R. Principal Investigator, National Science Foundation Research on Learning Environments Program (ROLE), Co PI (J. Stevens and R. Duran) Final proposal: “Assessing Cognitive Diversity: Implications for Hispanic, Native American, and White Children’s Mathematics Learning,” $1,268,730, January 2003-January 2006. **Purpose:** The goal of the project is to provide an empirical foundation for an understanding of the role that cognitive diversity plays in mathematics performance by examining how Native American, Hispanic, and White children in Grades 3-8 differ in their ways of learning and demonstrating learning in mathematics problem solving.

Moreno, R. Principal Investigator, Center for Teaching Excellence, Eastern New Mexico University, "Testing Dual-processing Theory of Multimedia During Classroom Instruction," $3,500, January 2002-January 2003. **Purpose:** The goal of the project was to examine the cognitive and motivational consequences of supplementing classroom lectures with instructional videos.

Heller, K. PI, Lockner, D. co-PI, Nutritional Leadership Education Excellence in Pediatrics" Maternal Child Health Bureau, Health Resources and Services Administration, Department of Health and Human Services, $120,000 for Year 1 plus $180,000 each year for Years 2-5 ($720,000) Total: $840,000. **Purpose:** Prepare master's level students in pediatric nutrition and leadership through concurrent completion of the MS degree and the Dietetic Internship, as well as to provide continuing education for practitioners in the area of pediatric nutrition.

Polly Turner, Training & Technical Assistance Infrastructure, $140,000 (renewable each year), CYFD; 2. Prior Learning & Assessment in Early Childhood Education, $33,000 (renewable), CYFD; 3. Early Reading First (Project LEER), $2.345 million, US Office of Education (for 3 years) (assisted by Carol Westby). All funded through the Center for Family and Community Partnerships (not IFCE department).

Guillermina Engelbrecht, PI, "El Medio Ambiente como Contexto Integrador del Curriculum", a 5 week professional development program for 21 K-9th grade teachers held in New Mexico from 10/27 through 11/30/2002. Funded by the Ministry of Education of Chile, $65,000. PI, "Didactica del Ingles y comunidades de Aprendizaje", a five week professional development program for 21 high school teachers held in New Mexico from 10/27 through 11/30/2002. Funded by the Ministry of Education of Chile, $65,000.
Counselor Education

M.A. in Counseling                                            75
PhD. Counseling Concentration                                  14

Early Childhood

B.S. in Early Childhood Multicultural Education                  25
M.A. in Elementary Education emphasis in Early                14(w/o KI)
Childhood Education                                             33(w/KI)
Ph.D. MTCE emphasis Early Childhood Education                   2

Educational Psychology

M.A. in Educational Psychology                                   11
Ph.D. in Educational Psychology                                  29

Family Studies

B.S. in Family Studies: Child Development)                      28
& Family Relations)
B.S. in Family Studies (General Family Studies)                 18
M.A. in Family Studies                                           21
Ph.D. in Family Studies Concentration                           16

Nutrition

B.S. in Nutrition/Dietetics                                       44
M.S. in Nutrition                                                34

Accreditation:

Council for Accreditation of Counseling and Related Programs (CACREP)
National Council for Accreditation of Teacher Education (NCATE)
Certified Family Life Educator (CFLE)
Commission on Accreditation for Dietetics Education (CADE)
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Department of Language, Literacy and Sociocultural Studies  
Annual Report July 1, 2002 - June 30, 2003  
Submitted by: Ann Nihlen, Chair

I. Significant Accomplishments

A. Summary of Accomplishments

Scholarship
2 Awards and honors
2 Books
8 Book Chapters
30 refereed articles
2 Non-refereed articles
51 Presentations in professional conferences
25 Invited presentations
1 Video production
1 CD-Rom production
17 Grants totaling $2,075,542 (Includes MEC with $1,201,474)

Teaching

During the Fall, 2002 60 courses were taught by LLSS faculty and 19 courses were taught by part time instructors. Of these 79 courses 55 were for undergraduate teacher preparation.

During the Spring, 2003, 31 courses were taught by LLSS faculty and 25 courses were taught by part time instructors. Of these 72 courses 42 were for undergraduate teacher preparation.

LLSS faculty and instructors use a variety of evaluation systems, including those which are more qualitative than quantitative. For those that do use the ICES form of evaluation the average rating is 5.6.

Professional Service
Service on 6 editorial boards
Service on 5 national advisory boards
Service as referees for 30 journals and book reviewers
Service on 5 national organization standing committees
7 reviewers for AERA
Service on 22 local, state, community, boards/committees

University and College Committee Service

Service on 35 college and university committees
Significant Developments

Became an official department with one prefix for all our courses.

Hired four new faculty, two in the area of Reading and Literacy and two in the area of Educational Thought and Sociocultural Studies.

Rebecca Blum Martinez was honored for her work in Bilingual Education with the Matias L. Chacon Hall of Fame Award.

Elizabeth Noll was given the Harvey Foundation Graduate Mentoring Award.

Mary Jiron Belgarde achieved promotion and tenure to Associate Professor.

Lucretia (Penny) Pence achieved promotion and tenure to Associate Professor.

Sponsored the 10th Annual International Symposium on Qualitative and Ethnographic Research in Education.

Lois Meyer organized panel forums regarding Teaching Under Siege Speaking freely about the rights and responsibilities of democratic teaching in wartime

LLSS faculty organized the College of Education graduate colloquia and brought in Dr. Sylvia Villenas from the University of Texas at Austin as the guest speaker.

B. Enrollments

Fall, 2002
MA in Elementary Education 27
MA in Secondary Education 7
Educational Specialist 4
MA in LLSS 49
Ph.D. in LLSS/ETSCS 112
Ph.D. in Educational Linguistics 12
Total 211

Spring, 2003
MA in Elementary Education 27
MA in Secondary Education 9
Educational Specialist 4
MA in LLSS 62
Ph.D. in LLSS/ETSCS 106
Ph.D. in Educational Linguistics 10
Total 218
C. Graduation Rates

Summer, 2002
MA - Elementary Education 5
MA - Secondary Education 2
MA - LLSS 2
Ph.D. LLSS/ETSCS 1
Ph.D. - Educational Linguistics 2
Total 12

Fall, 2002
MA - Elementary Education 2
MA - Secondary Education 1
MA - LLSS 4
Ph.D. LLSS/ETSCS 2
Ph.D. - Educational Linguistics 2
Total 11

Spring, 2003
MA - Elementary Education 4
MA - Secondary Education 1
MA - LLSS 9
Ph.D. LLSS/ETSCS 6
Ph.D. - Educational Linguistics 1
Total 21

Grand Total 44

II. Challenges and Future Plans

To help the college to develop a stronger plan to implement elementary education. Since over half of all our teaching is in teacher education it is imperative that we be part of the conversation and solution.

The department faces a challenge in finding creative ways to balance our undergraduate and graduate teacher education work while maintaining and in some cases rebuilding our graduate programs for masters and doctoral students.

An emphasis in American Indian education for Masters degree students has been proposed and curriculum forms are beginning the process of approval.

Bilingual/ESL program has revised many of their courses to better prepare future educators in this area, curriculum forms are in the final stages of approval so the courses can be offered by Spring, 2004.
We will again be seeking a position for an elementary social studies faculty member who can take over the development and implementation of the multiple classes in Social Studies methods we offer each semester. At this time we have a patchwork of faculty helping and multiple part time persons teaching in order to strengthen our teacher education program a full time tenure track faculty member must continue to be sought.

III. Faculty/Staff Appointments

Ricky Allen successfully defended his dissertation at the University of California Los Angeles and was appointed as an Assistant Professor.

Glenabah Martinez successfully defended her dissertation at the University of Wisconsin and was appointed as an Assistant Professor.

Ruth Trinidad Galvan successfully defended her dissertation at the University of University and was appointed as an Assistant Professor.

Rosalita Mitchell was on sabbatical for the spring semester

Greg Cajete was appointed Director of the Native American Studies program.

Debra Schaffer was promoted to Administrative Assistant II based on duties and responsibilities.

IV. Faculty/Staff Separations

V. Selected Publications of the Department Faculty

Ricky Allen, Assistant Professor


Mary Jiron Belgarde, Associate Professor


Rebecca Blum Martinez, Associate Professor


J. Anne Calhoon, Assistant Professor


Sylvia Celedón Pattichis, Assistant Professor


Leila Flores Dueñas, Assistant Professor


Kathryn Herr, Associate Professor


Vera John-Steiner, Professor


Holbrook Mahn, Assistant Professor


Glenabah Martinez, Assistant Professor


Lois Meyer, Associate Professor


Richard Meyer, Associate Professor


Rosalita Mitchell, Associate Professor

Elizabeth Noll, Associate Professor


Leroy Ortiz, Associate Professor


Lucretia Pence, Associate Professor

Video:

CD-ROM:

Leslie Poynor, Assistant Professor


Ruth Trinidad Galván, Assistant Professor


VI. Selected Outside Professional Activities

Ricky Allen, Assistant Professor

Papers presented at Professional conferences

Allen, R. L. (2002, March). What was Freire's theory for transforming the powerful and privileged? Presented at the Annual Conference of the American Educational Research Association (Division G, Section 4), New Orleans, LA.


Professional activities

Featured Panelist, Erase the Hate 2002 (local TV show on institutional racism)
Board Member, Sociology of Education Association (SEA)
Proposal Reviewer, 2003 AERA Conference (G2, G4, & L5)
Manuscript Reviewer, Urban Education
Manuscript Reviewer, Youth & Society
Board Member, Anti-Racist Training Institute (ARTI), Albuquerque, NM

Mary Jiron Belgarde, Associate Professor
Papers presented at Professional conferences


Professional activities

School Board member, San Diego Riverside School at Pueblo of Jemez
Chair, Department of Education Board at the Pueblo of Isleta

Rebecca Blum Martinez, Associate Professor
Professional activities

Special invitation from President Vicente Fox to attend the official creation of the Consejo Consultivo del Instituto de los Mexicanos en el Exterior. Mexico, DF, August, 2002.
Member, New Mexico Bilingual Advisory Committee to the New Mexico State Department of Education.
Planning committee X Inter-American Symposium on Ethnography in Education

Greg Cajete, Associate Professor
Papers presented at Professional conferences


Professional activities

Committee Member: UNM Blue Ribbon Committee on Diversity
Board Member: International Research Institute in Maori and Indigenous Education. University of New Zealand, Auckland.
Founding Board Member: Udall Center for Public Policy Native Nations Institute for Indigenous Leadership.
Board of Advisors: Indigenous/Native World Views Indigenous Maori Doctoral Program
Council Member: LANL Northern New Mexico Council for Excellence in Education.

J. Anne Calhoon, Assistant Professor
Papers presented at Professional conferences


Professional activities

Manuscript reviewer: Journal of Literacy Research
Manuscript reviewer: Journal of American Indian Education
Manuscript reviewer: Journal of Autism and Developmental Disorders
NSF Advisory Board: KSU Indigenous Evaluation Planning Grant
Sylvia Celedón Pattichis, Assistant Professor

Papers presented at Professional conferences


Celedón Pattichis, S. (2002, November). Integracion de temas ambientales y de la comunidad en un plan de estudios de matematicas. Presented at the University of New Mexico to teachers in an exchange program from Chile.

Professional activities

- National Advisory Board Member: NSF project, University of Texas at Austin
- Proposal Reviewer: 10th Inter-American Symposium on Ethnographic and Qualitative Research in Education.
- Grant Proposal Reviewer for the National Science Foundation (NSF) - Mathematics and Science Partnerships.
- Reviewer: Journal of Equity and Excellence in Education

Leslie Chamberlin, Lecturer II

Professional activities

- Elected President of REFORMA de New Mexico at the NMLA conference.
- Faculty representative to KUNM Radio Board and Campus planning committee

Leila Flores Dueñas, Assistant Professor

Papers presented at Professional conferences


Flores Duenas, L. (11/02). "La Música en el Aula Para Apoyar la Lectoescritura/Music in the Classroom to Support Literacy." La Cosecha 7th Annual Dual Language Conference, Santa Ana Pueblo, NM.

Flores Duenas, L. (3/02). "Family Literacy & Latino Families." National Center for Family Literacy (NCFL) 11th Conference in Albuquerque, NM.


Professional Activities

National Reading Conference reviewer for papers related to Reading/ Literature/ Culture/Linguist/Diverse Learners
American Education Research Association (AERA) reviewer for proposals to Hispanic Education SIG
New Mexico State Department of Education Reading Assessment Task Force
New Mexico Legislative Education Study Committee (LESC), invited witness to speak on Reading Education in New Mexico
Hispanic Women's Council

Kathryn Herr, Associate Professor

Papers presented at Professional conferences


Herr, K. Keynote Speaker: "Youth and Sustainable Development," The North American Association for Community of Inquiry 5th Bi-Annual Conference, sponsored by The Institute for the Advancement of Philosophy for Children, Montclair, NJ.
Professional Activities

Editor, Youth and Society, Sage Publications
Reviewer, AERA: SIG: Critical Educators for Social Justice, Scholars and Advocates for Gender Equity
Reviewer: International Journal of Qualitative Studies in Education
Reviewer: American Education Research Journal
Member: AERA Standing Committee: Scholars and Advocates for Gender Equity
Community Member, Highland High School Restructuring Committee
Speaker - Bound to be Read Bookstore in Parenting Perspectives series
Consultant on practitioner research - NM Tribal Coalition, NSF grant

Vera John-Steiner, Professor

Papers presented at Professional conferences


John-Steiner, V. (June, 2002). Keynote Speaker, Future Lab Bristol.

John-Steiner, V. (October, 2002). Second International Conference on the Dialogic Self, Ghent University, Belgium.


Professional Activities

Consultant to Santa Fe Children's Museum and Santa Fe Institute
Editorial Board: Mind, Culture and Activity
Editorial Board: Linguistics and Education
Reviewer for Grant Applications: National Science Foundation
Reviewer for Grant Applications: National Endowment for the Humanities
Reviewer for Professional Journals: Human Development, Contemporary Psychology, AERA

Holbrook Mahn
Professional activities

Diversity Task Force for Strategic Plan
Graduate Committee
Adult education classes through the ESL/Bilingual Summer Institute

Glenabah Martinez
Papers presented at professional conferences

Martinez, G. (submitted 2002, August). "Well, the one I don't like is Spanish, but I have to take it to get into college:" The politics of what counts as knowledge. Paper presented in Division B (Curriculum Studies) at the meeting of the American Educational Research Association. Chicago, IL.

Professional activities

Faculty advisor for the Kiva Club at the University of New Mexico
Coordinator of the Native American Studies Lecture Series
Consultant for the Rio Rancho Public Schools to create a Native American Studies curriculum program.
Evaluated three chapters of Native American Nationalism by Troy Johnson and Duane Champagne for W.W. Norton and Company
Reviewed verbal items on the SAT for the Educational Testing Services
Moderator for the Coloquio Internacional de El Camino Real de Tierra Adentro: Native American Issues and the Camino Real at the University of New Mexico

Lois Meyer
Papers presented at National conferences

Meyer, L. (October, 2002). 10th Inter-American Symposium on Ethnographic and Qualitative Research in Education.

Meyer, L. Pre-Congreso de la Educacion Indigena Mexicana.
Professional activities

Reviewer for the Hispanic SIG of AERA
Chair of the Dean’s advisory committee on Latin American Program in Education

Richard Meyer
Papers presented at National conferences


Professional Activities

Book Reviewer, Erlbaum
Reviewer, AERA, NCTE, NRC
Vice President of CELT
Outside Grant evaluator, University of Iowa
Chair, Promotion and Tenure committee
Member, Undergraduate committee
Member, Faculty Senate

Rosalita Mitchell
Papers presented at National conferences


Professional Activities

Members of Promotion and Tenure committees for Dr. Watkins and Dr. Belgarde
Member of the Dean's Advisory Committee for Latin American & Iberian Programs
Member of Shared Visions,
Member of the Planning Team for the UNM Mentoring Institute
Member of the New Mexico Higher Education Service Learning Consortium
Member of the Teacher Quality Action Team
Member of the Jemez Pueblo Charter School Research Project Team

Ann Nihlen

Papers presented at National conferences


Professional Activities

Reviewer, Review of Educational Research
Reviewer, Anthropology and Education Quarterly
Guest Editorial Board. Action in Teacher Education for special issue
Reviewer for Teaching and teacher education. An International journal of research and studies.
Member of "Safe-Zone" School Initiative for Gay, Lesbian and Transgendered Youth in the middle schools
Common Ground Community Center Under 21 Advisory Board
Elizabeth (Betsy) Noll
Papers presented at National conferences


Professional Activities

Guest reviewer, Journal of Adolescent & Adult Literacy
Reviewer, The New Advocate
Reviewer, English Education
Program proposal reviewer, National Reading Conference
Program proposal reviewer, American Educational Research Association
National Reading Conference, State Field Coordinator
Member, Title 1 Task Force, Homeless Projects
Member, Latin American Programs in Education

Leroy Ortiz
Professional Activities

COE Sabbatical Committee
Committee for Regents Professorship award
Tenure review panel for Dr. Belgarde and Dr. Watkins
Search committee for COE Development officer
Lyû Oshima
Papers presented at National conferences


Professional Activities

Review Committee for NSF Bridges for Engineering Education review
Library Task Force Committee
Shared Visions PT3 member
Organized NM Geography Bee sponsored by National Geographic Society
Tenure review panel for Dr. Penny Pence

Penny Pence
Papers presented at National conferences


Professional Activities

Chair, Conference on English Education's Commission on Teacher Candidate Assessment, NCTE
College Representative, Executive Board of the New Mexico Council of Teachers of English
Nominating Committee, Conference on English Education, NCTE
Consultant to Walatowa Charter High School
Faculty Advisor, COE Graduate Student Colloquy
College of Education Assessment Committee
College of Education Faculty Committee
Chair of LLSS Graduate Committee
Anita Pfeiffer
Professional Activities

President of the Advisory Board for the Center for Dine Teacher Education
Vice President of the Indian Health Scholarship Advisory Board
Member of the Steering Committee of the Native American Program for Family
Practice Division
Coordinator for the Bilingual/ESL concentration
Coordinator for the CLD/AIEP cohort

Leslie Poynor
Papers presented at National conferences

Poynor, L. (2003, April). Transgressing the traditional: Narrative inquiry as
pedagogy and research in preservice teacher education. American
Education Research Association, Chicago, IL.

Poynor, L. Creating strong poets. Storytelling as pedagogy and research.
International Conference on Language Teacher Education, Minneapolis,
MN.

Wolfe, P., Meyer, R., Shanton, K., Poynor, L. Who's being left behind? Reading
professors talk about current reading legislation. New Mexico State
Conference of the International Reading Association, Las Cruces, NM.

Professional Activities

Member of the English Language Department Standards Committee for the NM
State Department of Education
Guest Speaker to EDI
Guest Speaker for the Chilean Educators sponsored by the Ministry of Education

Christine Sims
Papers presented at National conferences

Sims, C. (2002, February). New Mexico Association for Bilingual Education
Conference, Albuquerque, NM.

Language Survival Conference, San Francisco, CA.


Professional Activities

Chair, Linguistics Institute for Native Americans
Member, NM Bilingual Advisory Committee State Department of Education Native Language Task Force
Advisory Board for Museum of Indian Arts and Culture
Advisory Planning Committee for the Heard Museum

Ruth Trinidad Galván
Papers presented at National conferences


Professional Activities

Journal Reviewer, Journal of Latinos & Education
Workshop Facilitator, Vygotsky's Work and Research and its Contributions to the Field of Language Acquisition.
Session Facilitator, 10th Simposio Interamericano en Etnografía e Investigación en Educación. University of New Mexico.
Don Zancanella
Papers presented at National conferences


Professional Activities

Reviewer for Research in the Teaching of English, English Journal and English Education
Nominated for Conference on English Education Executive Committee
Member, Literacy Leaders Steering Committee
Faculty Senator
Chaired Tenure and promotion panel for Dr. Pence

VII. Outside Sponsored Research

Dr. Mary Jiron Belgarde, Associate Professor, Native American Education


Dr. Rebecca Blum-Martinez, Associate Professor, Bilingual Education

Intensive Spanish Institute Grant from New Mexico State Department of Education, June 1, 2003 - July 30, 2003. $4000

Dr. Sylvia Celedon Pattichis, Assistant Professor, Bilingual Education

Project Director, Multicultural Bilingual Education Center/APS Educational Assistants Grant. October 2002 to August, 2007. $9,077.

Dr. Leila Flores Duenas, Assistant Professor, Language & Literacy Educ.
Kellogg Foundation ENLACE Director of "Pathways: Hispanic Teacher Pipeline" 4 year plan for $400,000.

Holbrook Mahn, Assistant Professor, Bilingual/ESL Education
Educating linguistically diverse students, U.S. Department of Education, OBEMLA. Title VII Training all Teachers, Co-Project Director, No cost extension $70,091

Lois Meyer, Associate Professor, Bilingual/ESL Education
Spencer Foundation grant "Tequio Pedagogico"

Rosalita Mitchell, Associate Professor, Secondary Social Studies Education
Principal Investigator, Central Region for Service Learning, State Department of Education and Service Learning Corporation, $8,000.
Co-Principal Investigator, Title II Teacher Quality Enhancement Grant, 2002, $190,000.

Leroy Ortiz, Associate Professor, Bilingual/ESL Education
Training for all Teachers, Year 2, U.S. Department of Education. $229,812.00
Bilingual Education Personnel Training Grant, Year 4, U.S. Department of Education. $243,216.
Personnel Teacher Training Grant, Year 2, U.S. Department of Education. $235,154.
McKinley County Career Ladder Project, Year 5, Co-PI $254,518.
Dolores Gonzales Fellowship, $12,000
APS Career Ladder Grant, Year 3, US Department of Education. $238,774.
Lyn Oshima, Assistant Professor, Secondary Social Studies Education


Intel Teach to the Future Program, December 2003, $25,000.
Department of Physical Performance & Development
Annual Report
July 1, 2002 - June 30, 2003
Submitted by Mary Jo Campbell, Chair

I. Introduction
Currently the following programs reside in the Department:
- Physical Education - Professional (PE-P)
- Physical Education - Non-Professional (PE-NP)
- Health Education
- Parks, Recreation & Environmental Education

Three undergraduate majors reside in PE-P: Physical Education Teacher Education, Exercise Science, and Athletic training. Graduate specializations with both Master’s and Doctoral Degrees are: General Physical Education, Curriculum and Instruction, Exercise Science, and Sport Administration.

Health Education has two undergraduate majors, school health and community health. Specializations at the Master Degree level exist for school health and community health.

Parks, Recreation and Environmental Education has Master’s and Doctoral Degree offerings with emphases in Administration, and Environmental Education. In addition there is a program of studies for Peace Corps Master's International students interested in obtaining a Master's of Arts in Parks and Recreation with an emphasis in either Parks and Recreation Administration or Environmental Education. The PREE faculty also offer a Master of Arts Degree in Elementary Education or Secondary Education focusing on Environmental Education.

Full time physical education faculty included: Mary Jo Campbell, Joy Griffin, Nancy Lough, Gloria Napper-Owen, Rob Robergs, David Scott, Rusty Mitchell, Len Kravitz, Todd Seidler, David Wittenburg, and Sue Schneider. Dr. Virginia Wilmerding was a full time lecturer who covered Ernie Lange's classes, due to his retirement. Dr. Susan McGowen served as a full time lecturer and coordinator for the Athletic Training Program. Parttime instructor's Jesse Foster and Mary O'Carroll instructed courses and clinicals for the Athletic Training Curriculum. Teaching Assistants and several part time faculty taught PE-NP and PE-P courses. One GA (.5 FTE) assisted in the Exercise Physiology Laboratories.

Health Education faculty included Bill Kane, Magdalena Avila, Liza Nagel, Mike Hammes, and Eli Duryea who served as COE Associate Dean of Research. Four TA's (2.0 FTE) and a few part time instructors also provided instruction.

Parks, Recreation and Environmental Education faculty included Craig Kelsey, Paul Miko, and Steve Rubio.

STUDENT DATA

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<td>345</td>
<td>169</td>
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<td>Spring 2002</td>
<td>296</td>
<td>292</td>
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<td>Total</td>
<td>628</td>
<td>637</td>
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Health Education # Students in Classes

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<th>Total</th>
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<tr>
<td>EDUC</td>
<td>472</td>
<td>370</td>
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<td>REC</td>
<td>292</td>
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<td>CIMTE</td>
<td>86</td>
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Recreation # Students in Classes

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<td>Spring 2003</td>
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PE-NP # Students in Classes

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<th># Sections</th>
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<td>Spring 2003</td>
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Undergraduate Majors

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<th># Students</th>
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<tr>
<td>Exercise Science</td>
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<tr>
<td>Athletic Training</td>
<td>74</td>
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<td>Physical Education - Teacher Education</td>
<td>98 + 22 Post Bac.</td>
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<td>Total PPD Department (BS)</td>
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Graduate Majors

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<tr>
<td>Administration</td>
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<td>Environmental Education</td>
<td>11</td>
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<tr>
<td>Valencia</td>
<td>11</td>
</tr>
<tr>
<td>MS in Physical Education with emphasis in</td>
<td>14</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>59</td>
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<td>Sport Administration</td>
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<td>Curriculum &amp; Instruction/Gen. PE</td>
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<td>M.S. in Health Education</td>
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<tr>
<td>Ph.D. in Health, Physical Education, &amp; Recreation</td>
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</tr>
<tr>
<td>With emphasis in:</td>
<td>81</td>
</tr>
<tr>
<td>Recreation</td>
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<tr>
<td>Exercise Science</td>
<td>13</td>
</tr>
<tr>
<td>Sport Administration</td>
<td>27</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction/Gen. PE</td>
<td>11</td>
</tr>
<tr>
<td>Health Education</td>
<td>21</td>
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<td>Total PPD Department (MS &amp; MA)</td>
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<td>Total PPD Department (Ph.D.)</td>
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Graduation Statistics (Summer 2002-Spring 2003)

Undergraduate

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<th>Program</th>
<th>Number</th>
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<tr>
<td>Health Education</td>
<td>12</td>
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<tr>
<td>Exercise Science</td>
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<tr>
<td>Athletic Training</td>
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<td>Physical Education-Teacher Ed.</td>
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<td>Total PPD Department (B.S.)</td>
<td>56</td>
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Graduate

<table>
<thead>
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<th>Number</th>
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<tbody>
<tr>
<td>MS in Health Education</td>
<td>9</td>
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<tr>
<td>MS in Physical Education with emphasis</td>
<td></td>
</tr>
<tr>
<td>Exercise Science</td>
<td>1</td>
</tr>
<tr>
<td>Sport Administration</td>
<td>15</td>
</tr>
<tr>
<td>Curr. &amp; Instruction/General PE</td>
<td>1</td>
</tr>
<tr>
<td>MA in Recreation</td>
<td>3</td>
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<tr>
<td>Total PPD Department (MS &amp; MA)</td>
<td>29</td>
</tr>
<tr>
<td>Total PPD Department (Ph.D.)</td>
<td>15</td>
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</table>

Ph.D. in Health, Physical Education & Recreation

With emphasis in:

<table>
<thead>
<tr>
<th>Program</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise Science</td>
<td>2</td>
</tr>
<tr>
<td>Sport Administration</td>
<td>4</td>
</tr>
<tr>
<td>Curr. &amp; Instr./General PE</td>
<td>1</td>
</tr>
<tr>
<td>Health Education</td>
<td>7</td>
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<tr>
<td>Recreation</td>
<td>1</td>
</tr>
<tr>
<td>Total PPD Department (MS &amp; MA)</td>
<td>29</td>
</tr>
<tr>
<td>Total PPD Department (Ph.D.)</td>
<td>15</td>
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Graduate Inquiries, Applications, Admissions

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<th>Program</th>
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<tr>
<td>MS in Physical Education</td>
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<td>Exercise Science</td>
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<td>Sport Administration</td>
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<td>Curr. &amp; Instr./General PE</td>
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<tr>
<td>MS in Health Education</td>
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Ph.D. in Health, Physical Education And Recreation with emphasis in

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<td>Recreation</td>
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III. Significant Developments/Accomplishments

1. Dr. Suzanne Schneider has become a great addition to our Exercise Science faculty. She has completely redeveloped Stress Testing PE-P 476, which has received positive reviews from many students taking this class (Spring 2003).

2. Dr. Robergs has spent innumerable hours developing new software for the two new metabolic analyzers that we are using in the Exercise Physiology Laboratories (Johnson Center and Altitude Chamber). These analyzers are being used daily by several graduate students proceeding forward with their dissertations, and the equipment is working exceptionally well.

3. We have made more modifications to our Hybrid Dissertation format and feel this Thesis/Dissertation option is now fully developed and operational.

4. The exercise science graduate program has been updated on-line (reflecting all updates and information from the Office of Graduate Studies). Graduate students can now readily access information about program of studies, comprehensive exams, proposal hearing, final defense procedures, notification and intent to graduate and all pertinent graduation information. In addition, we have developed a ‘study guide’ for our Master’s students proceeding with the non-thesis option. This study guide is posted on the WEB and it serves as a ‘directory of terms, topics and concepts’ that students following the non-thesis option can best prepare for the objective component of the exam.

5. The revised Undergraduate Curriculum was approved by the University

6. The Exercise Science WEB Intranet continues to improve in overall efficiency (from assessment feedback of faculty and students) to now have much easier access for course materials, career opportunities, internships (sites, contacts, and forms), flow charts for proper sequence of research skills courses for graduate students and exercise science courses for undergraduate/graduate students. The frequently asked questions link by undergraduate students regarding our programs/advise ment has been refined. We also have now added a “Streaming Slide Show” for our undergraduate program. Streaming is the innovative form of computer technology that allows the use of multi-media on the web. Our streaming video is a pictorial slide show for Undergraduate Exercise Science students that visually describes what Exercise Science (at UNM) is all about.

7. The Computer Technology Learning Laboratory has three computers dedicated to Exercise Science student learning ‘outside of the classroom’ to enhance the educational opportunities in the following courses: kinesiology, exercise physiology, and EKG interpretation. Statistics from PEP 326 from Fall and Spring semesters showed 72% of enrolled students took advantage of this educational aid.

8. Exercise Biochemistry Laboratory (PE-P 536), Exercise Endocrinology (PE-P 565), and Exercise in Extreme Environments (PE-P 562) are now official courses in the Exercise Science Curriculum. They were previously topics courses.
9. The M.S. exam database, of over 300 questions, has been updated with the new ACSM guidelines.

10. All ES faculty have updated their use of multi-media and power point in many of our required courses in exercise science courses such as Kinesiology, Exercise Physiology, Designs for Fitness, ECG Interpretation, and Exercise Stress Testing. Dr. Wilmerding continues to successfully use video technology in Kinesiology for students to better understand form and function.

11. Many of our students now access our Online Health WEB link with over 150 links to national organizations in the following areas: addictions, aging, allergies, alternative medicine, children, consumer health information, dentistry, arthritis, cancer, diabetes, heart disease, hypertension, fitness and health resources, food, nutrition and dietary supplements, health education and wellness, health search engines, medical organizations and resources, mental health, pharmacology, sleep and special health-related listings. This link has proved especially meaningful to students accessing information for research, writing and class projects and presentations.

12. Eric Faria and Chantal Vella received RPT grants (Fall Semester) for research projects.

13. Jenna Bell-Wilson, Ph.D. candidate in Exercise Science was invited to present at the Canadian Fitness Professionals Conference in Toronto, Canada. This is one of the most prestigious conferences in the Americas and Jenna was asked to do 4 lectures.

14. Jenna Bell-Wilson and Chantal Vella, Ph.D. candidates in Exercise Science were invited to present at the IDEA FACT Fest Educational Conference in Chicago, IL (April 2003). This is a most prestigious fitness conference in North America.

15. The Exercise Science program is one of the first universities in the nation to have a fully accredited undergraduate program in Exercise Physiology by the American Society of Exercise Physiologists.

16. Josh Hernandez, an undergraduate (graduated 2002) student in our Exercise Science program was published in the ACSM Health and Fitness Journal.

17. Len Kravitz is pursuing more College of Education collaboration. He and Carole Conn published a feature article in IDEA Personal Trainer.

18. Jenna Bell-Wilson served as the Graduate Representative to the COE Graduate Committee (2002-2003) and Chantal Vella is the new Graduate representative for 2003-2004.

19. As part of the Sport Administration programs marketing efforts, several projects are underway including improving the brochure and program web page as well as the development of personal web pages.
20. Increased visibility of the Sport Administration Program around the state and the country has occurred through publications, attendance and presentations at state and national conferences by each of the Sport Administration faculty and by several students.

21. The Sport Administration faculty has had a very good year for professional service. Dr. Griffin completed her stint as President of the National Association for Girls and Women in Sport, and Dr. Seidler finished his term as President of the Society for the Study of Legal Aspects of Sport and Physical Activity. Dr. Lough is the Vice-President of Physical Education within the New Mexico Association for Health, Physical Education, Recreation and Dance, a member of the Sport Management Review Council through NASPE/NASSM and is the Marketing Director for the National Association for Girls and Women in Sport.

22. A new course, Seminar in Sport Research, was taught for the second time this year. The course motivates doctoral students to focus on doing research earlier in their program and to teach them how to write up research for their dissertation and/or publication. In this way, students hopefully can identify their dissertation topic earlier and have a good understanding of the literature in that area by the time they take comps.

23. The Sport Administration faculty has been trying to promote collaboration with students in research, presenting and publishing. This is beginning to pay off as there were at least four faculty/student publications accepted this past year with several more in process. Also, at least four faculty/student national presentations occurred. We are in the process of putting together a Sport Administration Student Research group. Right now it consists of five doctoral students. The purpose is to provide opportunities for them to get involved in research with faculty as well as to help each other. This semester they helped each other in research design, collecting data, and editing each other’s manuscripts.

24. The student numbers in the program are strong. As of the latest count, there are approximately 58 master’s students and 32 doctoral students enrolled in the Sport Administration program. Currently, 10 new masters’ students and seven new doctoral students have been admitted for the fall semester.

25. Revised curricula for the undergraduate and master’s degree programs in Health Education were approved by the university.

26. Dr. Nagel was chair of the COE Graduate Committee.

27. Health Education faculty received the results of the National CHES Examination. Four UNM graduates took the examination. A total of 1,000 took the examination nationally. All four (100%) of our students passed. A total of 72.8% passed nationally. UNM students scored better than the national average in each of the 7 categories.

28. The entire athletic training program is now available at http://www.edu/~lobotrng, so that students and prospective students can readily access information about the program of
study, course offerings, career opportunities, internships, camps, current staff information, and current application procedures.

29. The athletic training major has undergone a transformation this past year regarding courses offered. Courses revised include Evaluation of Athletic Injuries, which is now presented over two semesters.

30. The Athletic Training Program now has an Approved Clinical Instructor Educator (Dr. Susan McGowen) and an Approved Clinical Instructor (ACI) Workshop was conducted. Thirteen ACIs, representing ten different high schools, were trained in Spring, 2003. These ACIs assisted in providing direct supervision of ten seniors completing the course, Field Experience in Athletic Training this past Spring Semester.

31. The UNM ATEP Athletic Training Student Manual has been completely revised and reflects the protocols, policies and procedures, application process, technical standards, and all current forms utilized in the program. The Athletic Training Major within the UNM Catalog has also been revised and accurately reflects the changes made and all written material in reference to the ATEP is standardized.

32. The CAAHEP Self Study was completed in June 2003 and will be submitted for review by the JRC-AT in September.

33. The following clinics, high schools and professional organizations provided field experiences or internship opportunities for the athletic training students: Albuquerque Academy, Arizona Cardinals Football Franchise, Colorado Rapids Professional Soccer Club, Del Norte High School, Eldorado High School, ESPN Games, Highland High School, Isotopes Baseball Franchise, Langford Physical Therapy, La Cueva High School, Menaul School, National Professional Rodeo Association, Sandia High School, Sandia Preparatory School, and Valley High School.

34. This past year 8 athletic training students attended the National Athletic Trainers’ Association Symposium in Dallas, Texas. Two attended the NATA Symposium held in St. Louis, Missouri this June.

35. The 2002-2003 senior class excelled in academic achievement, five making the UNM College of Education Dean’s list.

36. One senior athletic training student was deserving of numerous awards. Her leadership, academic performance and character was rewarded with the following awards: Mike “Tiny” Greenblatt Athletic Training Award (UNM – ATEP, $1600) National Athletic Trainers’ Association Scholarship ($2500) Rocky Mountain Athletic Trainers’ Association Award Athletic Training Student of the Year Outstanding Bachelor of Science Athletic Training Graduate
37. Three seniors graduated in December 2002, two of whom have passed the NATABOC Examination and are Certified Athletic trainers. One individual works in a Physical Therapy clinic in Santa Fe, New Mexico and the other is attending Physical Therapy School at UNM. The third senior plans to take the NATABOC Examination this August.

38. Nine seniors graduated this May with an overall accumulative GPA of over 3.5. Eight of the nine seniors are scheduled to take the NATABOC Examination by August. Two are currently in Physical Therapy School at UNM and Texas Tech University. Three seniors will be Graduate Assistant Athletic Trainers for Oregon State University, The University of Houston, and the University of California, San Diego in the Fall. The other students are currently taking prerequisite classes to a physician's assistance program and medical school, and one is assisting with a professional baseball franchise.

39. Dr. Susan McGownen’s professional development activities included:
- National and District Board Member, NATA College and University Athletic Training Student Committee
- Served as the ESPN Director of Sports Medicine
- Keynote Speaker for the Kaiser Permanente Sports Medicine Symposium
- Presenter: National Athletic Trainers' association Symposium New Mexico Athletic Trainers' Association State Meeting

40. Dr. Paul Miko completed several scholarship based components during his spring sabbatical.

41. Credit hour production increased in the Physical Education Basic Instruction Program.

42. The revision of the undergraduate physical education program was approved by the university.

43. Dr. Rob Robergs was promoted to full professor.

44. The Curriculum and Instruction program enhanced its visibility by being involved with "Partners in Fitness". This is a five year project with eight school districts in New Mexico. Teachers from the eight districts attended training sessions in summer 2003 with Dr. Wittenburg. In the first year of the project the schools will collect data on health related fitness of students. After analysis of the data, Dr. Wittenburg will meet with the school personnel and engage in curriculum development. Other schools have been calling us requesting permission for their school to become involved in the project.

45. Ethel Gregory (graduate student in Curriculum and Instruction) and Dr. Wittenburg provided special in-service training sessions for the Raton school district.

46. Mike Herbert, Ph.D. student in Curriculum and Instruction, and Gloria Napper-Owen have been preparing an on-line course in elementary physical education.
47. Two Curriculum and Instruction Ph.D. students (Mike Herbert and Jim Kamla) made presentations at the Southwest District Association of Health, Physical Education, and Recreation Convention.

48. Three Curriculum and Instruction Ph.D. students (Ingrid Johnson, Ethel Gregory, and Nhu Caiozzi) made presentations at the annual national convention (AAHPERD).

49. The Curriculum and Instruction and Sport Administration Programs had an excellent year recruiting graduate students.

50. The Curriculum and Instruction program developed a doctoral minor.

51. The Curriculum and Instruction program revised its doctoral major.

52. The MS and Ph.D. Generalist (in Physical Education) requirements were revised.

53. The number of students in health education classes increased 12.9%.

54. The number of students in PE-NP courses increased 4%.

55. The number of students in PE-P courses remained the same.

IV. **Significant Plans and Recommendations for the Near Future**

1. Seek resources to allow faculty in this department to teach a 3/2 load.

2. Seek funding to pay faculty for dissertation advisement during the summer.

3. The Exercise Science program faculty will continue to expand and update on-line materials pertaining to the Exercise Science program.

4. The Exercise Science program faculty will develop multi-media materials for all courses taught by ES faculty.

5. The Exercise Science program faculty will enhance the practical application and laboratory training skill of their graduate students in exercise physiology procedures.

6. Now that each Exercise Science Program faculty member has a web site, we want to continue developing the educational and research aspects for each ES faculty.

7. The Exercise Science program faculty will develop a web site for the Exercise Physiology Laboratories.

8. Dr. Schneider is now taking the leadership role in a collaborative (Drs. Robergs and Schneider) as Primary Investigator for a grant proposal that one (or two) of our doctoral
students can write. Dr. Schneider plans to direct the conception, development and writing of this project.

9. The Exercise Science faculty will revise the doctoral physiology options curriculum as some of the Biomedical courses are not being offered on a regular basis.

10. One of the primary goals of the Sport Administration faculty is to focus on scholarly productivity, especially this summer, and preparation for tenure review. Dr. Lough and Dr. Scott are currently preparing for submission of their tenure portfolios in the fall.

11. A major goal of the Sport Administration Program is to continue to improve the visibility of the Sport Administration program around the community, state, country and world.

12. The Sport Administration faculty is continuing to try to improve the ties and collaboration between Sport Administration and Exercise Science, Physical Education, Recreation, Health, Educational Leadership, Business and possibly other programs.

13. The Health Education graduate students will be prepared with the knowledge and skills to successfully pass the Certified Health Education Specialist (CHES) examination.

14. The Health Education program faculty will work collaboratively with UNM colleagues, state agencies officials, and community members to improve the quality of health in New Mexico.

15. The Health Education program faculty will work with other UNM programs, state agencies, and communities to conduct research and generate new knowledge that benefits the people of New Mexico and advances the practice of health education.

16. The Athletic Training program must become compliant with all CAAHEP standards and guidelines.

17. The Athletic Training program will continue to expand and update the website and all materials pertaining to the athletic training program.

18. The Athletic Training program will recruit qualified athletic training students from the Albuquerque Public Schools and surrounding areas and states.

19. The Athletic Training program will enhance athletic training student participation in community activities.

20. The Athletic Training program will continue to encourage participation and broaden the types of internships available to athletic training students as an important aspect of the curricula is assisting students with making connections between theory and practical application.
21. The Athletic Training Program will encourage attendance and participation of the athletic training students at annual meetings of the National Athletic Trainers' Association at the state, district, and national levels.

22. The Parks and Recreation faculty will make a recommendation regarding the future of the Parks and Recreation Program.

23. The Partners in Fitness Program (collaboration with the UNM Curriculum and Instruction program and New Mexico Public Schools) will be expanded.

24. A series of publications and presentations at the state, national, and international levels will result from the Partners in Fitness collaboration.

25. Curriculum and Instruction faculty member David Wittenburg and Educational Psychology faculty member Teri Flowerday are collaborating on a research project.

26. The Curriculum and Instruction faculty will revise its MS degree so that students can complete the National Board Certification as part of the degree program.

27. The PE-P faculty will be conducting a faculty search for an assistant/associate professor in Physical Education with an emphasis in special (adapted) physical education.

28. The Physical Education program will be seeking university approval of a revision of the coaching minor.

V. APPOINTMENTS TO FACULTY/STAFF

Susan McGowen, Lecturer
Lourdes Valdez, Administrative Assistant I
David Smith, Lecturer
Jesse Foster, Lecturer
Virginia Wilmerding, Visiting Lecturer

VI. SEPARATION OF FACULTY/STAFF

Steve Rubio, retired August 2003
Becky Evans, Administrative Assistant I

VII. PUBLICATIONS

Joy Griffin

Griffin, J. (2002, Winter) NAGWS Update. GWS News 29 (1), 2 (circulation 5000)


US Department of Education Commission Report – Secretary of Education’s Commission on
Opportunity in Athletics. San Diego (November 20,21, 2002) Reported by Lynne
Woodward CSR #10440. PRS #12-133930 (www.ed.gov/ncwge) Griffin
Joy pg. 317-320.

Title IX at 30. Report Card on Gender Equity (June 2002) NCWGE, 111 Sixteenth St.
Washington DC, pgs. 1-63

NCWGE Title IX Athletics Policies: Issues and data for Education Decision Makers (Aug.
27, 2002) 111 Sixteenth St. Washington DC, 1-56

NGWS Day. Celebrating 30 years of Title IX.

February 4, 2002 AP Wire. Statement of NAGWS President Joy Griffin on National Girls
and Women in Sport Day.

February 12, AP Wire. NAGWS President Joy Griffin Brings National Girls & Women
in Sport Day Message to White House, US dept. of Education, Capital Hill

February 12 Capital Hill Highlights – NGWS was a Resounding Success for Promoting the
Importance of Title IX to Members of Congress

Len Kravitz

The Cardiopulmonary responses of elliptical crosstraining versus treadmill walking in CAD

American College of Sports Medicine Current Comment, acsm.org/pdf/
currentcomments/energy 071002.pdf

alternative. ACSM’s Health & Fitness Journal, 6, 11-21.

Dalleck, L.C. & Kravitz, L. (2003). Optimize endurance training. IDEA Personal Trainer,
14(1), 36-42.

IDEA Personal Trainer, 13(10), 28-33.


Rob Robergs


Suzanne Schneider


David Scott


Todd Seidler


Virginia Wilmerding


David Wittenburg


William Kane


Kane, W., Telljohann, S. Quiroz, H. HealthSmart Foundations – Grades 5 & 6.

Kranzler, N., Kane, W., Quiroz, H. HealthSmart Teacher Background: Facts, Trends, and Issues: Grades 5-6. ETR Associates, Santa Cruz, 2002


Kane, W. Health Matters (Series Editor). Volume3: Healthy Sexuality and Pregnancy Prevention, Groliers/Scholastic Press, 2002

Kane, W. Health Matters (Series Editor). Volume 4: Achieving Good Mental and Emotional Health, Groliers/Scholastic Press, 2002

Kane, W. Health Matters (Series Editor). Volume 5: Preventing Injuries and Violence, Groliers/Scholastic Press, 2002


Kane, W. Health Matters (Series Editor). Volume 7: Preventing Environmental Poisonings, Groliers/Scholastic Press, 2002

Kane, W. Health Matters (Series Editor). Volume 8: Preventing Infectious and Chronic Disease and Disabilities, Groliers/Scholastic Press, 2002
Kane, W. Preventing Injuries and Violence [Author], Volume 5 – Health Matters. Grolier/Scholastic Press, 2002

Kane, W. (Series Editor) Eliminating Health Disparities: Conversations with American Indians and Alaskan Natives, ETR Associates, Santa Cruz, 2002

Craig Kelsey


Paul Miko


VIII. PROFESSIONAL ACTIVITIES

A. Presentations

Joy Griffin

July 4 Invited VIP to Capital 4th Concert, Washington DC


October 27 Invited Respondent to Keynote by Melba Vasquez “Breaking the Glass Ceiling in Sports, Gender and Racial Issues” AAASP Natl Conv. Tucson, AZ

November 20 Speaker – Secretary of Educations Commission on Opportunity in Athletics, San Diego, CA

February 6. Presentation to Rod Paige, Gene Hickock, Brian Jones US Dept. of Education

February 6, Presentation to Karen Hughes, Andrew Card, Abel Guerra, Adam Goldman at the White House
February 6, 7 Hill visits to Senators Paul Wellstone, Blanche Lincoln, Ben Nighthourse Campbell

March 12-16 Invited expert – Against the Grain Forum. Stanford University

April 10 – Invited presentation to USOC Exec. Pres. Council

April 12 – NAGWS General Session “Mitakuye Oyasin: We Are All Connected”

April 12 – NAGWS Rachel Bryant Lecture & Awards

Len Kravitz


Exercise Science Research” presented at the International Aquatic Fitness Conference, Las Vegas, NV, June 2002


Nancy Lough

Presentation at AAHPERD – April 2002 – Using Internet Data Collection for Sport Management Research, N. Lough & D. Scott
Presenations at NASSM – June 2002 – Symposium coordinator: Marketing Sport to Women: The missing links between theory and practice”; presenters include: C. Sabiston (University of British Columbia); K. Armstrong (Ohio State University); C. Bradish & W. Sedgwick (Suffolk University); N. Lough & J. Barnes (University of New Mexico); A Comparison of Master of Business Administration and Master of Science/Arts Programs in Sport Management, N. Lough, W.J. Cho, & S. Song

Invited speaker to Secretary of U.S. Department of Education’s Commission on Title IX public hearings – Colorado Springs, CO, October 2002; comments published on U.S. Government website

NMAHPERD presentation: Is Thirty Years Long Enough? Title IX from 1972 to 2002

Susan McGowen


Gloria Napper-Owen

Present NBPTS study at Research Consortium session at the San Diego AAHPERD convention in April.

Rob Robergs

Invited Presentation: What is Exercise Physiology, ASEP Licensure Summit, Indianapolis, April, 2002


Invited Presentation: “Recommendations for Improving the Teaching of Exercise Biochemistry”, SWACSM, Las Vegas, 2002
David Scott


Todd Seidler

Performing a Facility Risk Review. Athletic Business Convention, Orlando, FL, 11/02

Legal Standards and Guidelines for Strength and Fitness Professionals. Athletic Business Convention, Orlando, FL, 11/02


Legal Issues in Coaching Youth Sport. AAHPERD National Convention, San Diego, CA, 4/02

Reign of Errors: Pitfalls and Solutions in Athletic/Recreational Facility Planning. AAHPERD National Convention, San Diego, CA, 4/20


Networking Among Illinois High School Athletics Administrators. AAHPERD National Convention, San Diego, CA, 4/02

Safety Zones: What's the Big Deal? Sport, Physical Activity, Recreation and Law National Convention, Waco, TX, 3/02

Are Universities Providing Adequate Safety For Spectators at Sporting Events? Sport, Physical Activity, Recreation and Law National Convention, Waco, TX, 3/02.

Let's Get Ready to Rumble: Do You Know What's Going on in Your Back Yard? Sport, Physical Activity, Recreation and Law National Convention, Waco, TX, 3/02

Fitness Facility Risk Management. National Strength and Conditioning Association, New Mexico State Conference. Albuquerque, NM, 6/02

Virginia Wilmerding


Preservice Students’ perceptions on course efficacy, AAHPERD Conference, San Diego

William Kane


Craig Kelsey


Paul Miko

March 12, 2002. Invited participant, U.S. Environmental Protection Agency Region 6 Roundtable, Dallas, TX. Presentation on “Graduate Environmental Education Programs.”


B. Professional Offices

Joy Griffin

President National Association for Girls & Women in Sport
NAGWS Exec. Committee
NAGWS Delegate Caucus

AAHPERD Board of Governors
Nancy Lough

Founding member of the Sport Marketing Association

NASPE/NASSM Sport Management Program Review Council

Vice President – Marketing NAGWS

Vice President – Physical Education & Sport, New Mexico Association for Health, Physical Education, Recreation and Dance.

Gloria Napper-Owen

President-elect and convention manager for New Mexico AHPERD.

Suzanne Schneider

American Physiological Society, Treasurer, History of Physiology Section

Todd Seidler

Past President, Society for the Study of Legal Aspects of Sport and Physical Activity, 2002

Sport Management Council (NASPE), Chair

Virginia Wilmerding

Board of Directors – National Dance Association

Board of Directors – International Association of Dance Medicine & Science

Board of Directors – Performing Artists Medical Association

David Wittenburg

Southwest District AHPERD Vice President of the Exercise Science and Sport Division.

President of the New Mexico Association of Health, Physical Education, and Dance

William Kane

Vice President, Health Education Foundation, North Carolina.

Vice President for Conferences, NARO, International Union for Health Promotion and Education, Paris, France
C. **Journal Reviewers**

**Joy Griffin**
Reviewer for Strategies

**Len Kravitz**
Journal of Strength and Conditioning Research
American College of Sports Medicine Health & Fitness Journal
IDEA: The Health and Fitness Source
IDEA: Personal Trainer
Aquatic Exercise Association: Research Advisory Board
American Council of Exercise: Editorial Advisory Board
American College of Sports Medicine Health & Fitness Journal: Editorial Board
Journal of Strength and Conditioning Research: Editorial Reviewer

**Nancy Lough**
Editorial Review Board for International Journal of Sport Management
Editorial Review Board for Sport Marketing Quarterly – ongoing
Editorial Review Board for Journal of Physical Education, Recreation, and Dance

**Rob Robergs**
Editor-in-Chief, Journal of Exercise Physiologyonline

**Suzanne Schneider**
Medicine Science and Sports Exercise
Journal of Applied Physiology
Gravitational Physiology
Aviation, Space Environmental Medicine
International Journal Sports Medicine
Circulation
Archives of Medical Research
David Scott
2002 Manuscript reviewer for JOPERD
Todd Seidler
Journal of Legal Aspects of Sports
Journal of Physical Education, Recreation and Dance
International Journal of Sport Management
Virginia Wilmerding
Journal of Dance Medicine & Science
William Kane
Reviewer, Journal of Health Education, Special Feature on Injury Prevention to be published in 2003
Reviewer, International Journal of Health Promotion and Education

D. **Honors & Awards**

Joy Griffin
Fellow of the Association for the Advancement of Applied Sport Psychology
2002 USOC Registry

Len Kravitz
Awarded the Life Time Achievement Award by World Fitness Alliance Organization.

William Kane
Outstanding Professional Services Award, American School Health Association, 2002.
E. Community Based Efforts

Joy Griffin

Ongoing service to Kirtland Elementary

Ongoing service to Albuquerque Shelter for Domestic Violence

Len Kravitz

Albuquerque Public Schools Health Promotion Liaison

Nancy Lough

Consult with the Native American Sports Council for development of Academic Training Institute on the campus of the University of New Mexico

Gloria Napper-Owen

Work with the Coordinated School Health Project, directed by Chris Hollis and Breda Bova

Conducted an inservice session for APS teachers in the PEP Grant Cluster Schools on November 22, 2002.

Rob Robergs

Invited Lecture: Prediction error in Fitness Assessments, Sandia National Laboratories

Suzanne Schneider

New Mexico representative for the organization Researchers Against Inactivity Disease

David Scott

2002 Director Summer Youth Sport Fitness Program held at UNM

2002 Member of the Native American Sports & Academic Training Institute (NASATI) National Planning Committee

Todd Seidler

Expert Witness – Habush, Habus & Rottier. Swimming injury case 5/02 - present

Virginia Wilmerding

Lectures to New Mexico Ballet and Dance Theatre of the Southwest on Kinesiology, injury prevention and nutritional considerations.

Co-director of Healthier Schools Coalition,

Spoke to the State School Board.

Appeared on Channel 4 TV as an advocate for Physical Education

Magdalena Avila


Environmental Education with South Valley Residents: Mountain View Neighborhood Association, Testimony to County Commission Hearings on Environmental Health Training To Lay Health Promotoras

Gentiva Health Care Services: Gave a two hour in-service on Culturally Relevant Care

Mike Hammes

Keynote speaker for the Rocky Mountain Association for University Records and Registration. Angel Fire, July 17, 2002.

Provided educational assistance at Acoma Elementary School: worked with Mr. Jim Byrnes; Principal

William Kane

Proposal Reviewer, New Mexico State Department of Health, Tobacco Cessation Programs

Elementary School Health Education Program, Live Oak Elementary School, Live Oak, CA. HealthSmart Teacher Training, Suffolk County BOCES, Suffolk, Co., NY, School Health Education, Drucut Public School, Mass.

Unpaid Consultant, White Mountain Apache Tribal Diabetes Prevention Program Whiteriver, AZ Unpaid Consultant, Navajo Family Health, Inc. Window Rock, AZ

Unpaid Consultant, Navajo Family Health, Inc. Window Rock, AZ
Liza Nagel


IX. GRANTS/SPONSORED RESEARCH

Campbell, Mary Jo. National Youth Sports Fitness - $86,000

Griffin, Joy. NMAHPERD Professional Development Grant, $400

Robergs, Rob. RAC grant for the study: Influence of inspired vs. expired volume measurement during indirect calorimetry.

Kravitz, Len. Precor Equipment Grant - $14,000

Kelsey, Craig. UBS Corporation, New York, NY – Principal Investigator “Commercial Playground Industry Due Diligence Study”

Kelsey, Craig. Bernalillo County – Principal Investigator “Citizen Priorities Regarding Park Development” - $4,800

Miko, Paul. WERC, a consortium for environmental education and technology development, with Dr. Debra Thrall for environmental education administrative support - $4,000
Multicultural Education Center

Annual Report

Period of Performance: July 1, 2002 - June 30, 2003

During the 2002-2003 academic year, the Multicultural Education Center and the Office of Latin American Programs in Education were merged to become the Multicultural Bilingual Education Center. The new center (MBEC) will continue to write grants and seek external funds to support students who are studying in the area of Bilingual/ESL and American Indian Education, but will also expand to focus on Latin American and international education initiatives. An advisory council is currently being formed to assist the MBEC in accomplishing its new mission and goals.

MEC Summary: MEC staff was involved in a number of management, development and related activities during the fiscal year ending June 30, 2003. In the fiscal year 2002/2003, the MEC administered a total of 6 federally funded grants and the Dolores Gonzalez Graduate Fellowship Program for a total of $1,023,384.17 (see attached). With the exception of the “Training All Teachers” grant, the grants are intended to provide financial support to students who are studying in the area of bilingual, ESL or American Indian Education.

New Grant Received: (2002-2003)

- UNM-APS Career Ladder proposal was awarded to fund 40 educational assistants in their goal of becoming licensed teachers with specialization in Bilingual/ESL and American Indian Education.

Other Activities:

- Co-Sponsored “Para Niños de 6 a 96” Reflections on Bilingual Children’s Literature with author Bobby Salinas November 11, 2002.

- Contributed $250.00 to the May 2003 Raza Graduation sponsored by El Centro de la Raza

- Provided a $500.00 research grant to Shannon Reierson who is conducting a dissertation research study related to bilingual/ESL education.

- Provided a Dolores Gonzalez Graduate Fellowship to Tina Hernandez who is completing a dissertation related to bilingual/ESL education.

- Published a “New Mexico Report” in A Compromised Commitment: Society’s Obligation and Failure to Serve the Nation’s Largest Growing Population, a report on the Educational Experience of Latinos in Five Western States by the
Future Plans

The MBEC is going to create an annual competitive Research Fellowship award of $500.00 to a doctoral student who is conducting research in the College of Education in the area of Bilingual/ESL/American Indian Education.

MEC Personnel in fiscal year 2002-2003

- Director- Leroy L. Ortiz serves as the principal administrator/ coordinator of all MEC activities.
- Dr. Jim Bransford, provided valuable assistance in identifying sources of funding, proposal development, budget preparation and project evaluation.
- Project assistants included Shannon Reierson, Kwang-Jong Park, and Deok Soon Kim who assisted the director in developing proposals through conducting literature reviews, needs assessment surveys and outcomes assessment.
- Dr. Pat Stall served as Co-PI of the Career Ladder Program as well as the Gallup Training All Teachers grant. As of August 2003, Pat Stall resigned and Dan Garner will be replacing her as P.I. of the Training All Teachers Grant.
- Dr. Holbrook Mahn coordinated Bilingual/ESL Summer Institutes at three sites: Albuquerque, Los Lunas, and Bernalillo. And
- External Evaluator- Dr. Rebecca B. Martinez and Dr. Jim Bransford served as external evaluators for the Teacher Training Personnel Grants. To
- Tina Long, provided administrative support for the grants.
- A student employee, Ernestina Carrillo, was hired to assist in office work.

Latin American Programs in Education
Annual Report
Period of Performance: July 1, 2002 thru June 30, 2003

Grants
Ministerio de Educación de Chile “Didáctica del Inglés y comunidades de Aprendizaje en la Educación General Básica” (DICA). A professional development program held from
October 28, 2002 through November 30, 2002 for 21 Chilean high school educators. Funded by the Ministry of Education of Chile, $65,600.00.

Ministerio de Educación de Chile “Medio Ambiente como Contexto Integrador del Curriculum” (MACIC). A professional development program conducted from October 28, 2002 through November 30, 2002 for 21 K-9th grade Chilean teachers. Funded by the Ministry of Education of Chile, $65,600.00

**Other Activities**

Continued to work on the approval process for the Dual Masters in Latin American Studies and Secondary Social Studies Education with Rosalita Mitchell and Claudia Isaacs. The Form C was presented to the Graduate Committee on February 4, 2003. The UNM Senate approved the dual degree of Master of Arts in Language, Literacy, and Sociocultural Studies (Secondary Social Studies Education) and Latin American Studies April 2003.

Participated in the design and implementation of an innovative 6 credit hour professional development institute for kindergarten teachers moving into full-day classrooms. Participants came from Acoma Pueblo, Albuquerque Public Schools, Bernalillo, Laguna Pueblo, Los Lunas, and Santo Domingo Pueblo. Co-chaired with Heather Vaughn the Institute’s Planning Team composed of Albuquerque Public Schools and private schools that interpreted last year’s institute evaluation and conducted an assessment of needs, and implemented the program during June 16-27, and August 23, 2003.

Co-Organizer of the Tenth Ibero-American Symposium on Qualitative and Ethnographic Research in Education held in Albuquerque on October 23 through 26, 2002. The symposium participants came from seven Latin American countries and Spain. A book resulting form the Symposium is in preparation.


Submitted two grant proposals in April 2003 to the Ministry of Education of Chile: “Didáctica del Inglés y el Aprendizaje Colaborativo en la Educación Básica” and “El Medio Ambiente en el Estudio de la Sociedad y la Ciencia.” Not funded.

Continued to work on the Trilateral Student Mobility Exchange Program with Canada and Mexico. Deoksoon Kim, the first participant in the program, successfully completed her summer 2003 at the University of British Columbia.

Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Estado de México, Mexico City. Student recruitment visit on behalf of the UNM Division of Student Affairs, August 5, 2002.

Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas, Ministry of Education, Santiago de Chile. Visited numerous educational institutions, negotiated
future projects and consulted with Ministry officials, including two UNM doctoral candidates in Educational Administration currently seeking to complete their program on September 1-8, 2002.

American Association of Colleges of Teacher Education. Member of the Global and International Teacher Education Committee. Attended special meeting on designing the new standards for teacher education and establishing links with other AACTE groups in Atlanta, GA on October 5-7, 2002.

Universidad La Salle, León, Guanajuato, Mexico. Visited the academic programs in December 2002.

**Future Plans**
Seek additional funding. Identify sources of funding. Design, complete, and submit proposals.

Trilateral Mobility Program: Continue implementation of the program. Increase faculty awareness and participation. Organize presentations by returning participants and secure opportunities for participants from Canada and Mexico to share information with New Mexico audiences. Work with the lead institutions to prepare and submit required grant reports. Provide information to the Department of Public Affairs as requested.

Complete brochure and design recruitment plan for the Dual Degree in Latin American Studies and Secondary Social Studies Education.

Continue the Office’s functions of dissemination of information, facilitation of faculty, student, and staff involvement and participation in international activities (particularly in relation to Latin America), and collaboration in other activities related to our mission.

Continue collaboration with units within UNM as well as with external groups seeking participation in Latin American and international activities.

**LAPE Staff**
Guillermina Engelbrecht, Director
Humberto Alanís, Project Assistant, Chile Programs
Florina Córdova, Office Assistant, starting date October 16, 2002
Joseph García, Project Assistant, Chile Programs
Mayra García, Project Assistant, Inter-American Research Symposium Organization, Trilateral Program, and Chile Follow Up
Angélica González, Project Assistant, Chile Programs
Mavel Moreno, Project Assistant (MEC), Chile Program ESL Instruction, and Ethnography Symposium book preparation
Harry Pozas, Project Assistant, Chile Programs Computer Programs Instruction
Anselmo Torres, Project Assistant until September 30, 2002, Chile proposal preparation and Symposium organization
Lourdes Valdez, Office Assistant until September 15, 2002
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<td>Tobías Durán (505) 277-2857</td>
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Technology and Education Center

The Technology and Education Center (TEC) completed its third full year of operation in June 2003. The center’s director is Dr. William Bramble. He is assisted in center management by Education Specialist, Michele Hardwick, Program Manager, Donald Fischer, Jr. and Administrative Assistants, Angie Willits and Randa Silva. The TEC’s primary location is building 64, adjacent to the College of Education Administration building and the Tireman Library. The TEC also operates laboratory facilities and a special projects area in the basement of the Student Services Center Building (SSC) southeast of the COE administration building. The TEC website, http://tec.unm.edu, provides more detail about the center and its services.

The TEC formally opened its facilities at the start of Fall Semester 2000. The TEC was established to facilitate instruction and professional development focused on integrating computers and other modern technologies into the curricular and instructional practices of prospective and practicing educators. TEC objectives include:

- Provide up-to-date laboratories, equipment, and technical assistance to COE faculty and students.
- Perform college-wide troubleshooting and repair of computing equipment.
- Provide staff development in the areas of technology use and integration into the curriculum.
- Offer multiple sections of the course EDUC 124, Introduction to Computers in Education each semester.
- Manage the COE website, servers, local area networks and internet access. Coordinate this activity with the university’s center for Computer and Information Resources and Technology (CIRT).
- Conduct externally funded projects that provide faculty and student opportunities for state-of-the-art research and development in instructional technology.

Staffing levels at the TEC declined slightly during the past year as two funded projects neared completion. A breakout of AY 2002-2003 staffing is as follows: one tenured faculty member, thirteen exempt staff, five non-exempt staff, twelve graduate project or teaching assistants, thirteen student employees/work studies, and three on-call staff.

A summary of academic year 2002-2003 TEC activities and accomplishments follows.
TEC Laboratory Operations

Elisio Martinez served as the TEC's LAN coordinator for the 2002-2003 academic year. Mr. Martinez was assisted by User Support Analyst (Charles Dye), Analyst Programmer II (Ryan Chapman), and 12 undergraduate student assistants each semester.

The TEC operated seven computing laboratory classrooms during the academic year. A donation of computing equipment from Intel New Mexico enabled the center to upgrade the computers in one laboratory, TEC 112, and the Multimedia Room TEC 216. Four of the TEC laboratories are housed in the main TEC facility in building 64. Three are located in the basement of the SSC. Labs typically have a teacher's station and 15-20 student stations with Internet connectivity, plus scanners, printers, and a video projector. A MobiLan Wireless Cart, acquired through a special grant last year, allows the TEC to extend classroom computing to other locations, such as Seminar Rooms 101 and 102. The cart is motorized and can be moved to various COB classrooms. In total, the laboratories now house 29 Macintosh and 144 Windows machines. All labs include a basic software configuration (e.g., Office 2000, Mirada, Acrobat Reader, Internet Explorer, Netscape, Shockwave Player, Microsoft Media Player, Flash Web Player, QuickTime, Real One Player, AppleWorks, Inspiration, Kidspiration, with HyperStudio and Corporate Time in all PC Labs). Individual labs contain specialized software needed for particular courses (e.g., Office XP, Food Processor, Amos Student 4, Atlas TI, Acrobat Authoring, Endnote, SPSS, Inspiration, Geometers Sketchpad, Illustrator, Photoshop, Photoshop Elements, Premier, Dreamweaver, Director, KidPix, Pinnacle Studio 8, GoLive, Illustrator Software). Other computer or media equipment is available to loan to COE faculty for instructional purposes (e.g., laptop computers, still and video cameras, overhead projectors, VCRs, Smart Boards, wireless networking cards, wireless keyboards and mice). The TEC also has wireless connectivity throughout the building.

Laboratory usage increased during the TEC’s fourth year of operation. For the year, 2600 student and faculty accounts were maintained, an increase of 20% from the previous year. Facility usage statistics are as follows: 92 semester-long courses taught in the laboratories, 247 supplemental or special class sessions held in the laboratories and seminar rooms, and 228 special events and meetings hosted in the labs and seminar rooms. Additionally, open laboratories were made available to COE students each semester on a six-day, 72-hours per week basis.

The TEC has installed a new multimedia resource for the college, the Multimedia Room in TEC 216, which contains the software and hardware to allow the instructors of the college to incorporate new multimedia education into their curriculum. The room is equipped with a video server, Logitech Quickcam, four Dell Pentium 4 computers with firewire, and analog to digital video converters dedicated for video capture and editing. The video software used is Pinnacle Studio version 8, which is capable of entry-level video editing from start to finish. Pinnacle Studio is also installed on the computers in the adjoining lab (TEC 212) used for editing and rendering of video captured in the multimedia room, TEC 216. The room also has two Macintosh computers running
Donations of Apple's latest operating system, Mac OSX, from Apple Computers and Kidspiration and Inspiration software from Inspiration Software were received. These were installed and have added to the capabilities of the TEC.

**Trouble-Shooting and Repair**

User Support Analyst, Charles Dye, provides trouble shooting and repair services for academic and support staff college-wide. This includes computers and peripherals housed in the TEC and in administrative, faculty, and staff offices. Dye is assisted in this activity by the other technical support staff and student assistants.

Service calls average approximately 20 per week, (10 being hardware repairs), when school is in session, or about 800 per year. Service is requested by calling Charles Dye at 277-0464, or the TEC front desk at 277-0462. To summarize the service provided, service calls may involve setting up new systems, rebuilding software systems, installing software, data recovery, virus cleanup, printer setup, dealing with traditional and wireless networking systems, or resolving various hardware and software problems.

**Staff Development for Technology Use and Curricular Integration**

Shirley Weaver coordinated the staff development for the TEC during the 2002-2003 academic year. She was assisted by four graduate students each semester from UNM graduate programs; Allwyn Aranha, Katrina Coker, Veronica Mayer, Moumita Si, and Jackie Tobias. Sixteen workshops were delivered during Fall Semester 2002. Twenty-three workshops were offered during Spring Semester 2003. Workshops covered a variety of topics, addressing such themes as: handheld technology, research in the digital age, bibliographic software, internet search strategies, developing a web page, assistive technology, developing multimedia presentations, web publishing, using Adobe Acrobat, video editing using iMovie and Pinnacle Studio, and advanced applications using the Microsoft Office Suite. One-on-one sessions and course presentations were provided to faculty and staff who requested them in the area of WebCT, survey solutions software, and Dreamweaver.

The staff development group at the TEC established an electronic database of resources for technology in education, and worked intensively with faculty on technology-related efforts associated with their research and teaching. The group also developed and staffed the Faculty Development and Resource Rooms in the TEC, offering training and resources to faculty to assist with their teaching, research, and professional activities.

The TEC is responsible for teaching 6-9 sections per semester of the one-credit course, EDUC 124: Introduction to Computers in Education. The course is offered for undergraduate credit and provides an introduction to the use of computers for lower division students. The course is required by some COE academic programs and for
others, serves as a prerequisite or remedial course prior to taking more advanced academic work involving technology. EDUC 124 instructors included Alwyn Aranha, Veronica Mayer, Moumita Si, Jackie Tobias, and Katrina Coker.

The instructors used a new version of the course, revised by the TEC at the end of Fall 2002, in Spring and Summer 2003.

**COE Website and LANs**

The COE website is maintained and operated by the TEC. It is regularly updated to reflect changes in staffing and organization. The TEC is working with academic units to find efficient ways to update and correct information about undergraduate and graduate programs.

The TEC operates a local area network (LAN) for the college and is responsible for maintenance and operation of the college’s website, a part of the university’s website, http://www.unm.edu. Analyst Programmer II, Ryan Chapman, was assigned these activities. The LAN serves all COE faculty and students who hold a TEC account and is designed to assist with instructional and classroom uses. The LAN is supported by eleven servers. These are operated by the TEC and connected internally at a 100 Mbs. to CIRT. They are connected to the Internet through a shared 1-gigabit Ethernet connection.

New acquisitions include: running Mac OSX server software to support the Mac Lab in TEC 200, and hosting Moodle Course Management open source application to be used by faculty and instructors of the College of Education during the upcoming academic year.

**Project Activities**

Special Projects have been awarded to the Technology and Education Center. These projects support and enhance the TEC’s overall mission. The projects are multi-year in scope. Project funding for the 2002-2003 academic year totaled $954,272. The PI for these projects is Center Director, Dr. William Bramble. Descriptions for all of the projects can be found at the Center’s URL http://tec.unm.edu/projects/index.htm

*Shared Visions Project. ($209,422)* A multi-year project funded through the Preparing Tomorrow’s Teachers to Use Technology (PT3) Program from the U.S. Department of Education completed its third year in 2002. The project is entitled, “Shared Visions.” The project coordinator is Michele Hardwick. Randa Silva, project assistant, Agnes Horspool and several hourly employees assisted her with the project this year.

The TEC served as a meeting place for Master Technology Teachers from the school district partners to share promising practices and conduct business meetings. The MTTs
were recruited to be resources for faculty. Special events were scheduled throughout the year to provide an opportunity for the grant staff and participants to come together and report activities while building a learning community that can be sustainable. These included bringing in guest speakers, such as Mr. Alan November (Grammar of the Internet) and Melissa Tothero and Robby Slaughter from another PT3 project located at University of Texas, Austin (Using Handhelds in Education). The project has continued to provide opportunities for not only the faculty and K-12 teacher participants, but for the entire College of Education faculty, graduate students, and staff at large.

**Intel Teach to the Future Project. ($66,369)** The Intel Teach to the Future Project was funded under a multi-year grant from the Intel Foundation. Its activities were completed during Academic Year 2002-2003. The coordinator of this project was Smith Frederick. He was assisted by Andrea Garcia and Randa Silva. Through this grant the TEC served as the New Mexico Regional Training Agency (RTA) for Intel Teach to the Future. The RTA was responsible for facilitating weeklong technology training sessions for some 5,000 teachers statewide. The training follows the “Intel Teach to the Future curriculum”. Optional academic credit alternatives for workshop participants was arranged through the OLIT Program and the Division of Continuing Education. Several hundred participants took advantage of these course credit options. The training followed a “train the trainer” model in which “master teachers” are first recruited and trained. Master teachers were then responsible for providing training to additional “participating teachers” creating a multiplier effect. As of June 30, 2003, 89 New Mexico school districts had participated in the project and a total of 162 master teachers had completed their training. Over 5,000 participating teachers had been trained by the master teachers by mid summer 2003.

**Projects with the Navajo Education Technology Consortium (NETC).** The Technology and Education Center manages three large, multiyear projects in partnership with the NETC. The three projects are the Education Technology Improvement Plan (ETIP) project; the NETtrain project; and the TECHShare project. Donald Fischer is assigned to coordinate the three NETC projects for the TEC. Jan Sherer and Jason Darenberg assisted him with grant administration. Additional detail for these projects can be found at the URL http://nettrain.unm.edu.

**ETIP. ($127,126)** ETIP is a six-year project designed to train school teams to use multimedia technology to create standards based learning activities. Project staff this year included Jan Sherer, David Stein, Stephanie Homan, David Parsons, and Vern Bia. ETIP is funded by a grant to the NETC from the U.S. Office of Education’s Technology Innovation Challenge Grant Program. The University of New Mexico is responsible for training in approximately 60 schools (240 teachers, administrators, and parents) in New Mexico and Northeastern Arizona. The four-member school teams are scheduled to remain together throughout the five-year project. The TEC has placed Training trainers at Gallup and Shiprock, NM training centers to conduct the necessary on-site training each summer. Concurrent with the training, Dr. Bramble offers graduate and undergraduate problems/workshop courses through OLIT providing participants an
opportunity to earn university course credit. Since January 1999, over 80 participants have enrolled in these courses.

**NETTrain ($67,168)** NETTrain is an offshoot of the ETIP Project. Project staff this year included Shezad Morani, Hue Walker, and three graduate students, Harshdeep Jawanda, Mehesh Kulkarna, Vinod Doshi. NETTrain’s purpose is to provide a web-based portal enabling the consortium to communicate over the Internet and access locally generated and Internet-based professional development resources. During the 2002-2003 academic year 26 tutorials for teachers were produced and added to the site. The tutorials use full-motion video, audio, text and advanced graphics. The site is intended as a resource for teachers and administrators participating in the ETIP project as well as other teachers and staff at the participating schools. The site is also home to 1329 learning modules contained in 220 complete lessons developed by the partner institutions in the TECHShare project.

**TECHShare ($484,186)** TECHShare is funded through a U.S. Department of Education STAR Schools Grant to the NETC. Staff for this project in AY 2002-2003 included Jan Sherer, Skye Crossan, Lainee Tucker, Enrico Trujillo, David Stein, and Dean Bernardone, Shayne Marriage plus three graduate students; Casey Freshcette, Peter Heald, Roger Jerabek. The TECHShare Project uses the multimedia capability of the Internet to provide interactive text, audio and video through computer-based technology to support instruction in the schools served by the consortium in the states of AZ, NM, and UT. The offerings stress standards-based learning activities for schools and districts of the NETC, and UNM completed 86 modules in 2002-2003. The learning activities are delivered through the Internet and can be accessed on demand. An additional resource, the TECHShare 2003 Lesson CD-Rom was developed and distributed during the Teacher Summer 2003 ETIP training session. UNM hosts a multimedia development studio and serves as the storage and dissemination point for resources contributed by studios at other participating universities and colleges in the region.
Center for Intelligent Systems Engineering (ISE)  
School of Engineering  
* July 1, 2002 to June 30, 2003  
Peter Dorato, ECE Professor and Director

1 Introduction

The Center for Intelligent Systems Engineering (ISE) is a Category-1 Center in the School of Engineering, funded by NASA Grant NAG2-1480. This grant is a 5-year multiple-year grant, with the first year spanning the period, May 1, 2001 to August 14, 2002. The focus of the grant is to support minority graduate students doing research on NASA related enterprises using intelligent systems and control technology. Previous related funding from NASA was included in NASA Grant NAG2-1196 which supported the Category-2 Center for Autonomous Control Engineering (ACE). Subcontractors on NAG2-1480 include North Carolina A&T (NC A&T), New Mexico State University (NMSU), and New Mexico Highland University (NMHU). The grant is administered from the NASA-Ames Research Center.

The major research areas associated with this grant include:
1. Cooperative space satellite arrays.
2. Intelligent and cooperative robotics.
3. Vibration suppression for flexible space structures.
4. Turbulent flow control.
5. Low-power CMOS circuits.
7. Intelligent biomedical engineering.
8. Intelligent image processing.

2 Developments During the Academic Year, 2002-2003

Although NASA Grant NAG2-1480, was a multiple-year grant, extending to May, 2006, NASA stopped funding of the contract after the first-year
extension date August 14, 2002. NASA provided no explanation for the termination of funding, until March 12, 2003, when a termination letter was sent to UNM, from NASA-Ames, indicating that NASA was officially terminating the Grant, “effective immediately”. On April 2, 2003, UNM sent a letter to NASA-Ames requesting that an appeal process be initiated to reconsider the termination of the contract. On May 23, 2003, NASA sent a letter to UNM indicating that they had the right to terminate the contract, without giving UNM an opportunity to appeal. On July 25, 2003, UNM’s legal office sent a letter addressed to Sally Mauldin, Chief Council at NASA Ames, and David Gayle, at NASA Headquarters, arguing that an appeal process was due UNM, and requesting reconsideration of NASA’s position.

Because there was no indication in May of 2002, that NASA had intentions of terminating the multiple-year Grant, contracts were prepared for faculty and student support for the summer of 2002. In particular contracts, on NAG2-1480, were written for the following students (all US citizens) and faculty at UNM:

**Students (RAs)**
Charlie Booker (MS in Mech. Eng.)-African American
Gregory Chavez (PhD in Eng., Civil)-Hispanic
Patrocino Chavez (MS in Mech. Eng.)-Hispanic
Paul De Rego (PhD in Eng., Electrical)-Pacific Islander
Jorge Esguerra (MS in Mech. Eng.)-Hispanic
Oracio Garcia (MS in Elec. Eng.)-Hispanic
Ana Martinez (PhD in Eng., Electrical)-Hispanic
Theresa Martinez (MS in Mech. Eng.)-Hispanic
Chris Platero (MS in Mech. Engr.)-Native American

**Faculty**
Peter Dorato (ECE Dept.)
Walter Gerstle (CE Dept.)
Mohammad Jamshidi (ECE Dept.)
Ronald Lumia (ME Dept.)
Marios Pattichis (ECE Dept.)
Timothy Ross (CE Dept.)
Because NASA had not indicated that the second year of the grant would be funded, the University did not approve the contracts, and the above students and faculty received no compensation from ISE for their summer work. However the following three students, who had previously received support from ISE, did complete their requirements for PhD studies and graduated the summer of 2002:

Paul De Rego (PhD in Eng., Electrical) - Pacific Islander
Mark Johnson (PhD in Eng., Electrical) - Native American
Ana Martinez (PhD in Eng., Electrical) - Hispanic

3 Plans and Recommendations for the Near Future

Since the ISE Center received no funding for the second year of Grant NAG2-1480, all staff, students, and faculty received no salaries from ISE during the academic year 2002-2003, both at UNM and UNM subcontractors. If an appeal with NASA is successful, ISE Center activities will have to be started from scratch.
Part I: Basic Goals and Accomplishments

AY 02-03 was another difficult year for this office. We remain seriously over-assigned and understaffed. Duties include, creating a new Museum Studies Program, Urban Agenda, Graduation Project, Evening Weekend Degree Programs, completion of the major reorganization of Summer School and oversight of KUNM Radio, UNM Press and UNM Art Museums (Main Campus Art Museum, Harwood/Taos, and Jonson Gallery). These duties were engaged with three and ¾ regular staff plus workstudy labor.

1. **Evening and Weekend Degree Programs**
   Enrollments for Evening and Weekend Degree Programs increased significantly, setting an all time record. Credit hours generated Evening and Saturday for AY 02-03, were 104,878 SCH -- an increase from AY 01-02 of 12,190 (total SCH 92,688--note this excludes all “To Be Arranged” credit hours). As has been the norm, Evening and Weekend Degree Programs in 02-03 generated between $4.5 to $5 million (in profit) which is retained by the Provost and used to fund day-time academic programs.

   **Objective:**

   Increase and/or maintain enrollments in AY 03-04 and continue with the new three-year curriculum planning matrix for over 40 evening and weekend degree programs for AY 03-06. Special emphasis is to be placed on practical masters degree at night/weekends for New Mexico students, i.e., MA in Expressive Cultures of the Southwest, Post Bac. Licensure in Education, and the emerging Museum Studies program.

2. **UNM Press**

   Under the direction of Luther Wilson, UNM Press continues to improve its fiscal performance markedly. At years end, (June 31st) it was one of three University Presses’ in North America to post a current operating surplus (about $177,666). This sum will be matched by VP Weaks-Gutierrez, and reduce the negative fund balance by over $350,000. The Director continues to refine Sales and Marketing functions, in order to maintain fiscal
solvency. Over 70 titles were published, the majority focusing on the Presses' traditional strengths—Anthropology, Archaeology, Western History and Multicultural themes.

Objective:

Continue to operate in the black year-to-year and find ways to pay down the $1.6 million debt more rapidly than negotiated (11 years) with the University.

3. KUNM-Radio

KUNM Radio was reassigned to me from Associate Provost Richard Holder. It is operating in the black and regularly winning awards (see paragraph below taken directly from the director's current annual report).

"For the sixth year in a row, KUNM was named 'Best Radio Station: in the readers' poll conducted by the Weekly Alibi. The station was also recognized as the best in New Mexico in a reader's poll by NM Woman magazine. The Associated Press named KUNM New Mexico's "Station of the Year" for 2001." Its listening audience now hovers around 100,000 people weekly, according to Arbitron. This is spectacular for a public radio station.

Objective:

Continue to operate in the black and continue to take a leadership role in public radio in New Mexico.

4. UNM Art Museums

The University Art Museum, Jonson Gallery and the Harwood Foundation were transferred to this office in early Fall 2000. The Harwood. Soon after Mr. Charles Lovell assumed the directorship on a long-term basis. Happily the Harwood's books are in balance, and a small surplus was carried into the next fiscal year of fundraising and re-invigorating academic activities at the Harwood.

University Art Museum and Jonson Gallery.

Linda Bahm continues as interim director of the University Art Museum. The Jonson Gallery now reports directly to her and is integrated into the Art Museum's overall program. The Jonson has a small debt approximately $18,000 which it plans to extinguish over the next two years. As of July 1, the University Art Museum was in the black, and exciting new grants have been awarded to expand cooperative programs with Albuquerque Public Schools.

Objectives:

All three museums are prospering and, as requested, are heavily involved in the development of a campus-wide Museum Studies Program. The second objective is to continue to expand
the kinds of community projects they support.

5. **Summer School 2003**

This is the second year of summer school at UNM under the themed "Summer in the Southwest" schedule of classes, supported by a coordinated marketing campaign. Effective September 23, 2002, I appointed Dawn Davis summer school’s Project Coordinator of Special Projects, a recently added feature of the Summer curriculum and the new summer schedule of classes.

We met Provost’s goal to generate public interest in UNM with the “Voices of the Southwest” lecture series, drawing nearly 1,400 people. Due to the success of the series, planning has begun to implement it as a recurring event.

**Results**

From 2002 to 2003, student credit hours were up 2.5% from 37,077 up to 37,990, while student headcount increased 3.4% from 8,388 to 8,671. These increases reflect successful efforts to thwart declining enrollment trends. Summer school efforts also produced a 10% savings in the summer budget, enabling us to fund 17 graduate teaching assistantships for the '04 Academic Year.

**Objective:**

Continue to proceed with this new curricular and administrative model and per the Provost’s request, focus on meaningful programs while continuing to implement fiscal efficiencies.

6. **Urban Agenda**

We continue to make modest progress on the Urban Agenda, a broadly interdisciplinary/multi-disciplinary program. The Museum Studies program is currently under development and as requested by the Provost we have been seeking outside funding from grants/foundations.

In addition, this office authored a legislative request to support Post-baccalaureate Teacher Licensure Institutes for the College of Education and funded on an interim basis four such institutes in Spring 02 and Summer 02 from EWDP and Summer School funds. These will continue as long as funds are available.

7. **The Graduation Project**

See prior annual reports for narrative explanation of this project.

By the end of the Spring term 2003, 998 of our contacted and referred students had actually graduated. These are even more spectacular results than previously, when
compared to predictions based on national studies. The Regents have remained supportive and have refunded the tuition assistance (TAP) portion of their endowment in the amount of $75,000 for fiscal 2003-2004. We again thank the Regents for their support.

Objective:

We have substantially exceeded our original (1997) goal of eventually graduating 400 to 500 students from UNM’s former dropouts. Our new goal is to have graduated 1100 students by Summer’s end 2004.

8. Summary

This was another year of substantial activity in sustaining the Associate Provost’s large portfolio of assignments. A few administrative changes were made in our office Anne Marie Nacke, Dawn Duvis and Ann Hendry joined our staff in the fall. Unfortunately, Anne Marie left our office shortly after to move with her husband to Seattle. Our work-study students, Tandy Freel and Chris Bustos continued with our office and Cheryl Bryan was our new workstudy student addition. In January, Vanessa Shields—a graduate student in Sports Administration began an assistantship with the “Graduation Project” and Cathy Chavez joined our office as a re-employ retiree to help on the “Graduation Project”. To repeat verbatim from previous reports “our greatest challenges continued to be generally Summer School’s soft enrollments and fixed budgets, and in getting the Academic Departments who have received funding for EWDP/Summer courses to actually offer the required courses they have promised in return for monies committed. This is a constant, tedious struggle that ought not be necessary.

Part II: Opportunities for the Future

1) Press on with the Graduation Project; 2) Continue to improve enrollments for the newly reorganized Summer School; and 3) Constantly refine EWDP programs and make more Professional Master’s degrees available to New Mexico students for the next three years.

Part III: Staff and Affirmative Action

See paragraph 8 above

Publications

1. Office

   a) The EWDP Brochures were handed out with our bi-annual delivery of Schedule of Classes to small businesses.

   b) As before, Spring and Summer/Fall combined Schedules of Classes were published
in cooperation with the Registrar’s Office. Every student who took an Evening or Saturday class in any of the last three academic semesters were automatically mailed a Schedule of Classes. As before, the Registrar and this office are co-publishers of UNM’s Schedule of Classes twice annually. Once again, we included a three-year table of all the core required courses promised for the 40 different degree programs receiving EWDP funding. Those core courses were printed as a separate section at the rear of the Fall Schedule of Classes and outlined required courses from Fall 2003 to Spring 2006.

Our office and the registrar’s office created a separate Summer Schedule. It was published with the help of Continuing Education to highlight the new “Summer in the Southwest” (TM) theme and a web page was designed as well. This schedule was mailed to prospective out-of-state and international students as well as continuing UNM students. “Summer in the Southwest” schedules highlighted special projects and due to its success, it was decided by the Provost, henceforth, that there would be only one Summer Schedule of Classes instead of the combined Summer/Fall Schedule.

c) Radio Ads. Stuart and his consultant, Emily Gorin, expanded our radio and television commercials to market UNM to evening and returning students. Approximately, 400 radio ads aired during the time this report covers and a new television ad for evening graduate students appeared. Both of these initiatives were targeted at building enrollments.

Part V: Outside Activities

This year, Associate Provost Stuart published a new anthropology book (The Guaymas Chronicles). It was released by UNM Press in June 2003. In addition, he delivered approximately 15 public lectures on his book, Anasazi America which was published in June of 2000. Those lectures were given in Colorado, California, Arizona, New Mexico and at the Sorbonne in Paris. At many of these lectures Stuart passed out both undergraduate and graduate applications for admission to UNM. Stuart also continues to teach one course per semester in UNM’s Department of Anthropology.
College of Fine Arts

The University of New Mexico

Annual Report

2002-2003

James S. Moy

Dean
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OVERVIEW OF THE COLLEGE OF FINE ARTS, 2002-2003

Submitted by James S. Moy, Dean

The 2002-03 academic year was literally one of transition for the College of Fine Arts. During the course of the academic year, the College of Fine Arts experienced extensive change at the senior management level. In January 2003, Interim Dean Christopher Mean returned to the faculty of the Department of Art and Art History, to be replaced by James S. Moy who was recruited for the post from the University of Wisconsin-Madison.

Between 1 July 2002 and December 2002, Moy served as a .25 consultant to the College of Fine Arts. During this period, he came to the UNM campus every other week (for several days each visit) to begin familiarizing himself with the workings of the college. Because the deficit of the previous administrations continued to grow as FRS flowed in through July, Moy immediately negotiated a limit to the College of Fine Arts deficit.

Moy represented the college at several national conferences, in which his participation heralded the administrative change to take place in January 2003.

In October 2002, Moy distributed to department chairs and directors a "Program Enhancement Exercise" in which he asked administrators to assess their programs in comparison to others in the field, discuss weaknesses, strengths, and actions that might move their programs the "next level." This exercise was to be completed by March 2003 for Moy to consider.

In December 2002, Interim Dean Christopher Mead successfully concluded negotiations that raised the minimum Assistant Professor base salary across the college to $40,000 effective July 2003.

When Moy arrived on 6 January 2003, two issues emanating from outside the college
awaited his attention. One was a suggestion from the Provost's office that oversight for campus art museums be moved to the College of Fine Arts. After two weeks of discussion with the parties involved discarded this notion as museums preferred to remain closely aligned with the Provost's office for funding.

The second initiative originated from the office of the newly elected Governor of the State of New Mexico, Bill Richardson. The Governor sent his Director of the State Film Office, Frank Zuniga, to solicit the college's participation in helping to establish the state of New Mexico's film industry. Because the state's immediate needs involved training a low-level labor force to staff anticipated summer work crews, Moy turned the enterprise over to Jerry Dominguez's operation, extended university. However, conversations regarding a higher level of education for producers, directors, writers, etc., continued. And, Moy recently appointed a committee to be chaired by Ed Angel to prepare a proposal for President Caldera before the end of the year 2003.

Two searches in the Department of Art and Art History concluded successfully with the appointments of Laura Andre (Assistant Professor, Photo History) and Ray Hernandez-Duran (Assistant Professor, Spanish Colonial Art History). Two searches in the Department of Theatre and Dance concluded successfully with the appointments of Donna Jewell (Assistant Professor, Dance, Choreography) and Bill Liotta (Assistant Professor, Theatre, Lighting & Sound Design). One search in Music (Horn/Theory) failed to produce an acceptable candidate. It is important to note here that Moy successfully negotiated startup packages for each of the new appointees with significant funding from the Office of the Vice President for Research Services. It is hoped that, with support running through several years, the new appointments will feel a stronger sense of
welcome and be motivated to remain at UNM for the long term. Previously, new appointments received little more than a hearty handshake and a "great goodluck" pat on the back.

In March 2003, College chairs and directors turned in their program enhancement recommendations. Taken together with detailed conversations involving department chairs these will serve as the basis upon which Dean Moy and Development officer Andrea Bromberg will create a strategy for fundraising for the college.

The US News and World Report Ranking of Graduate Programs (Spring 2003) noted that the UNM photography program had achieved a number two ranking (the highest among UNM ranked programs, tied with rural medicine). The Art and Art History Department's program enhancement exercise had asserted a desire to "build upon its strengths." Accordingly, in May 2003, Moy undertook an initiative to transform the UNM photography program into the nation's top ranked unit by recruiting one of the top faculty members from the number one ranked photography program in the United States, the School of the Art Institute of Chicago. In this endeavor, he secured advance approval and funding from the Provost. By June, active negotiations were underway to bring the potential candidate to the UNM campus as a target of opportunity.

Late in the year, Elen Feinberg was appointed to a three-year term beginning in the 2003-04 year as CFA Associate Dean for Academic Affairs and, likewise, Gordon Kennedy was appointed to serve as Assistant Dean for Technology. Susan Dever was appointed Chair of the Media Arts Department, replacing the retired Ira Jaffe. Martin Facey agreed to serve one year as Chair of the Art and Art History Department. Judith Bennahum, despite a rocky first year, was continued as Chair of the Department of Theatre and Dance. The Chair of the Department of
Music, Steve Block, and all Directorships with in the college during 2002-03 will continue through the 2003-04 year.

Three searches in Music have been authorized for the 2003-04 year: (1) Music Pedagogy; (2) Violin; (3) Horn/Theory. Three searches will go forward in Art and Art History: (1) Pre-Columbian Art History; (2) Native American Art History; (3) Mediterranean/Renaissance Art History.

The historical underfunding of certain college enterprises (most notably AAI & ATC) and the regimen of deficit reduction continue to constrain the college's ability to achieve its full potential. Still, some alternative sources of funding have been deployed. And, it is clear that wise fiscal management, controlled strategic growth, smart fundraising, combined with the successful erasure of the deficit will result in a college positioned to move rapidly to the possession of national prominence (and eventual global dominance) that it deserves.

**COLLEGE AWARDS AND GRANTS**

**Research/Creative Work Grants.** For the twelfth year, gifts from the Dean’s Circle and support from the Office of Research made it possible to assist College of Fine Arts faculty and staff in their research, creative work and career enhancement initiatives. Funded in 2002-2003 were research and creative work proposals submitted by Susanne Anderson-Riedel, Gus Blaisdell, Constance DeJong, Bill Evans, Basia Irland, Brian Konefsky, Jocelyn Nevel, Cynthia Robinson, Adrienne Salinger, David Schepps, Michael Cook, Elen Feinberg, Richard Hermann, John Malolepsy, Patrick Posey and Patrice Repar.
Awards. Adrienne Salinger, professor of Art and Art History, was named Regents’ Professor in the college. Cynthia Robinson, assistant professor of art and art history resigned and Richard Hermann, associate professor was selected as the Regents’ Lecturer for the last two years of her award.

Student Awards. The following is offered as an indication of student excellence in the college. D. Scott Nacke, Art & Art History and Christiane C. de Oliveria, Theatre & Dance, were awarded the Albuquerque Journal Scholarship. Emily Hermansen, Theatre & Dance and Louis Elias Moya, Media Arts were awarded the Charles Edward Brown and Katherine McBride Brown Scholarship. Andrea Clayton, Music was awarded the Glen T. Simpson Scholarship. Stefani Lamm, Music was awarded the Charis Ann McKelvey Memorial Scholarship. Michaela Koerner, Music, received the Ana Chavira Award. Jessica Bachicha, music, Joy Davidson, Art & Art History, Adam Durant, Theater & Dance and Jessica Lopes, Media Arts were awarded the CFA Alumni Association Scholarship.
ACADEMIC PROGRAM

**Enrollment.** Table I portrays SCH enrollment comparisons for fall semesters during the ten-year period 1993-2003. While college enrollment declined somewhat following the peak in 1991, the trend has reversed in the last four years. Table II indicates that the number of students majoring in college programs remains quite high.
**Degrees Awarded.** Table III presents data representing degrees awarded by the college during the ten-year period 1992-1993 to 2002-2003. The recent trend indicates a steady growth in the number of degrees awarded.
DEVELOPMENT
Submitted by Andrea Bromberg, Development Officer

With the guidance and support of the Development Office, the College of Fine Arts was able to exceed its 2002-2003 fundraising goal and raised almost $550,000, a $65,000 increase over the amount raised in 2001-2002. This was accomplished by strict adherence to the CFA Development Operating Plan and the Development Office’s continued close work with the College’s various internal and external constituents. Despite the leadership transition from an interim dean in fall semester 2002 to a new dean in the spring semester of 2003, no real momentum was lost in our development activities.

Dr. James Moy started his full-time responsibilities as dean of the College of Fine Arts in January of 2003. The Development Office coordinated a series of “Meet the New Dean” events to introduce him to current and prospective donors, CFA alumni and leaders of the Albuquerque arts community. In addition, informal meetings were arranged with targeted individuals, which resulted in new support for the college and a number of prospects agreeing to serve on the Dean’s Advisory Council, a group of influential people who can assist the College in its fundraising efforts. Dean Moy attended a CASE sponsored “Development for Deans” program in Dallas and is using his previous development experience and the knowledge gained from the program to assist the Development Officer in laying the groundwork necessary for a significant fundraising initiative. At his direction, chairs and directors were asked to submit their fundraising priorities, which are being used to create the 3-5 year fundraising plan. This plan will guide the College’s fundraising activities and should result in significant monies being raised in support of the
College’s priorities.

Fundraising highlights for 2002-2003 included the following: 1) Continued support from the Lannan Foundation for the Land Arts of the American West program and a significant planned gift from another donor which will create an endowment in support of this program; 2) The creation of the Ellen-McCullough Brabson Music Education Scholarship Fund for former Music Prep School students to study Music Education, which was established thanks to a generous gift from the Brabson Library and Educational Foundation; 3) The signing of a $400,000 bequest agreement that will endow a fund in support of a string quartet; 4) Two significant bequests supporting various Music Department programs; 5) The successful completion of the first-phase goal of $40,000 to make the Kurt Frederick Memorial Music Assistantship operational; 6) The second of three pledge payments from the Sanford N. McDonnell Foundation in support of the activities of the John Donald Robb Musical Trust and the UNM Composers’ Symposium; 7) Support from a new corporate donor, National Restaurant Supply, who sponsored the Alumni Chapter’s new event, “Breakfast for the Arts.”

Throughout 2002-2003, the Development Office continued to learn more about UNM fundraising procedures and implemented more efficient techniques for the appropriate recording and stewarding of gifts. This process continues, which is being driven by the Development Office, as all CFA departments and programs become more knowledgeable of and involved in tracking the flow of fundraising dollars from the receiving of a gift to its appropriate end use.
OUTREACH

P.L.A.C.E. - Partnership Learning for Art, Culture & the Environment
Submitted by Ramsey Lofton, Program Coordinator

The 2002-2003 Annual Community Report provides an overview of the College of Fine Arts (CFA) outreach activities funded and/or administered through the College Administration’s Community Service Program. These activities are a combination of departmental programs that serve the community; programs partnered with community organizations and various community membership activities.

Among the community membership activities, the Community Service (CS) Program participates in several city and state arts organizations as a community member as well as representing the College. The CS Program serves on the following boards: the Albuquerque Arts Business Association Board of Directors, the Arts Alliance's Visual Arts Managers Committee and the City of Albuquerque’s Cultural Plan Advisory Board.

The College’s CS Program also works closely and continuously to partner and support APS arts and cultural activity. This partnership benefits APS and UNM students alike. The CS Program is the central contact source for schools, community organizations or individuals to seek information about the College’s programs. The program staff facilitate requests to access art/performing art educational expertise from the College's talented faculty and student in addition to developing opportunities to increase mutual engagement between the College and New Mexico’s communities.

In an effort to support and further the College’s Community Service Program, a new initiative was launched July 1, 2002: the P.L.A.C.E. Program.
P.L.A.C.E. Program

The CFA’s new P.L.A.C.E. Program (Partnership Learning through Art, Culture and the Environment) was approved July 1, 2002 for start-up and development through June 30, 2005. The program’s mission is to develop service learning collaborations between the College of Fine Arts and New Mexico’s communities in an effort to re-position the arts as a transformative approach to community vitality and development. The program’s principle objectives include introducing internal and external incentives in the following areas: educating and advocating community service learning (CSL) through faculty research and professional development; curriculum development; facilitating a service-minded College community through awareness, advocacy and education; building “artistic” interdisciplinary partnerships across UNM’s Schools and Colleges; promoting the arts as a central agent to New Mexico communities’ cultural and economic development; employing community relations strategies to promote partnership with UNM’s College of Fine Arts.

In it’s first year, the P.L.A.C.E. program made eight site visits around the state of New Mexico, from Aztec to Carlsbad, to meet with community leaders including teachers, principles, arts council presidents, town planners, chamber of commerce, museum and community center staff to learn about specific community arts and cultural needs. Program staff made presentations at professional state and regional association meetings to promote partnerships for unique community-based, arts-based projects around issues such as: youth development, student recruitment, arts and tourism, museum studies, water harvesting, summer studio outposts, art
teacher training, art and healing, arts environmentalism, and community resource partnering.

In its upcoming second year, the P.L.A.C.E. Program will be funding six faculty to research and develop arts-based service learning curriculum that will be piloted during the 2004 Spring semester followed by a Faculty Summit presenting on the research findings and pilot experience.

**CFA Programs Administered by the Community Service Program**

**Media Arts**

**International Cinema Lecture Series, 1988-2003**

The International Cinema Lecture Series (ICLS) brings significant artists and scholars of film and video to UNM to share their ideas and their work with the UNM community as well as with the greater New Mexico community. The vast majority of these visiting artists have enjoyed outstanding international reputations. ICLS visiting film artists and directors have included: Nagisa Oshima of Japan, Dusan Makavejev of Yugoslavia, Maria Novaro and Arturo Ripstein of Mexico, Nelson Pereira dos Santos of Brazil, Trinh T. Minh-ha of Vietnam, Tracey Moffatt of Australia, as well as Stan Brakhage, Julie Dash, and Edward James Olmos of the United States. This year the ICLS added George Kuchar, the legendary underground filmmaker, Arturo Ripstein, one of Mexico’s leading directors for thirty years and internationally known screenwriter Paz Alicia GarciaDiego. ICLS events are free and open to the public.

**Music**

**Arts & Medicine Program, 2001-2003**

The *Arts & Medicine Program* is a transdisciplinary venture bringing musicians, artists and
performers together with healthcare professionals to facilitate healing in its broadest sense through creative encounters, education and support for patients, their families, healthcare professionals and the community-at-large. Participants include UNM College of Fine Arts and School of Medicine faculty and students, UNMH and community healthcare professionals, patients and community artists. The program provides: *Nite Lite: Pain Relief Music; Art & Life Review* at the bedside to University Hospice patients; *Open Art Studio and Music* to inpatient units at the Psychiatric Center, adult intensive care units and emergency waiting room.

**Albuquerque Youth Symphony, On-going**

The *Albuquerque Youth Symphony* (AYSP) program is in its 48th season and is one of the largest programs in the nation, with participation by over 400 students from grade 3-12 who attend over 40 public, private, parochial, and home schools within a 50-mile radius of Albuquerque. AYSP groups rehearse weekly during the school year and perform on many concerts and events such as their annual tour. AYSP now includes five separate orchestras, each with its own conductors and sectional instructors. Alumni from the AYSP are now playing in major orchestras throughout the United States including the Cleveland and Philadelphia Orchestras (to name two of the premier orchestras).

**All State Conference, On-going**

The All-State Conference is the single most important event for music educators in New Mexico and is produced by the *New Mexico Music Educators Association*. The All-State Conference is held at UNM in most years. Music students from all over the state compete locally to be a part of an "all-state" ensemble. *All-State Ensembles* (Choirs, Bands, Orchestras) are rehearsed by visiting conductors of national repute and then performed in final concerts at the end of the All-State Conference. This event brings to UNM 300 school music teachers and more that 1,000 of the finest
high school musicians in the state. This is a great occasion for students from all over New Mexico and their music-educator teachers to see the best UNM has to offer.

**Music Prep School, 1993-2003**

The *Music Prep School* provides Saturday morning classes for pre-school through mid-high aged children. The UNM Music Prep School began in 1993 and offers a wide variety of classes during the year.

**New Mexico Winds, 1998**

*New Mexico Winds* is an UNM faculty woodwind quintet that tours New Mexico. The faculty musicians have played together for three years developing a great repertoire and terrific enthusiasm. This touring group offers recitals to daytime school assemblies and/or masterclasses.

**New Mexico Brass Quintet, 1998**

The *New Mexico Brass Quintet* (NMBQ) consists of three UNM faculty member and two graduate students. Since it’s founding in 1977, the NMBQ has established an international reputation as one of the finest ensembles of its kind. In addition to European tours, NMBQ has performed throughout New Mexico, remaining deeply committed to its home state.

**Zia Band Festival, On-Going**

The Zia Band Festival is held each Fall semester for high schools from New Mexico and surrounding states.

**Theatre & Dance**

**Children’s Theatre Tour, 1996-2003**

The Children’s Theatre Tour provides an opportunity for CFA students to select a play to be staged, directed and toured to APS by CFA students. *Calabasa Street*, a bi-lingual play written by José Cruz
Gonzalez, was toured to South Valley Elementary School and to Taos Community Arts Center where students from both local schools and the Taos Pueblo attended the performance. In addition to original scripts, traditional and well-loved productions are on tour including old favorites like *Once Upon A Mattress* and *Charlie Brown*.

**Summer Theatre Academy for Children, 1999-2003**

The Summer Theatre Academy was started in the summer of 1999 with 42 mid and high school students. This year the academy was expanded to include dance and has grown to a total of 100 mid and high school students receiving training in both theatre and dance. The Academy involves intense daily workshops, from 9:00 am to 5:00 pm, which run for two weeks --- ending with a public performance on the final day.

**SW High School Theatre Festival, 1992-2003**

The SW High School Theatre Festival takes place in January and is a three day event held in both the Rodey and Experimental Theatre. Over 400 students attend and participate in professional workshops, lectures and performances. The experience is a cooperative approach to working and learning together. Students come from around the state, including: Silver City, Farmington, and Gallup. In addition, out-of-state students come from Texas and Arizona. The SW High School Theatre Festival has existed over 20 years. In 1992 the Outreach Program bridged sponsorship to ensure New Mexico students opportunities to participate in quality theatre education.

**SW High School Dance Festival, Since 1992**

In conjunction with the Faculty Dance Festival, over 100 students attended and participated in professional dance workshops and performances in the UNM Carlisle Gymnasium, later attending performances in Rodey Theatre. Students came from around New Mexico as well as Texas and
Arizona.

**Eva Encinias and the UNM Flamenco Dance Ensemble, On-Going**

As the UNM Flamenco Dance Ensemble reaches national recognition for its unique program and professional performances, it is significant that this group honors its New Mexico roots. In great demand, UNM Flamenco Ensemble frequently performs around the state. This year Eva Encinias and the entire dance ensemble were co-sponsored by the CFA’s Community Service Program to make a community service tour to Aztec were they helped celebrate the town's "Heritage Week." The troupe gave a lecture and demonstration to a total of 150 students between Aztec High School and Vista Nueva Alternative High School. They also gave a free evening performance to the community with over 200 in attendance.

**Arts of the Americas Institute**

The CFA Community Service Program co-sponsored “Arts and the War: What is Our Role?” This event was free and open to the public and held in Keller Hall. The presentation included musical and dance performances by professional musicians and student dancers. The event featured University of California at Los Andeloes Professor A.J. Racy, eminent ethnomusicologist and performer of Arabic music, in addition to Souhail Kasper, percussionist. It also included Rahim Alhaj, renowned Iraqi oud musician who lives in Albuquerque. Steve Loza, Professor of Music and Director of the Art of the Americas Institute, moderated a discourse that addressed the questions: What is the role of the artist and the student of the arts in terms of mediating or addressing issues that emerge from conflicting cultures?

**Tamarind Institute**

Tamarind Institute received funding support from the CFA Community Service Program for a
high school lithography arts education project. The project paired Tamarind printmaking students with students from West Mesa High School and Bosque School to make original lithographs. Students, teachers and parents alike joined in the project.

In the Spring, the Community Service Program funded honorariums for two of Tamarind Institute visiting artists to work with UNM printmaking students and in the evening give a free artists talk to general public. Featured artists were: Jim Reid, a Master Printer from Gemini G.E.L. with over 25 years of experience working in a collaborative process with artists like Robert Rauschenburg and Roy Lichenstein, and Stephen Talasnik who is a New York-based artist and spoke about his work.

ADMINISTRATION

Dean of the College

James S. Moy as dean, spring semester, January 2003.

Professional Activities and Awards

Stacy Heimer, Accountant II

Continuing Education
  Advanced Access

Human Resources
  Servant Leadership
  Guiding Your Staff Thru Change
  Grants Management
  Problem Solving & Decision Making

Campus Organizations
  Campus Accounting Network (Co-Chairperson)

Ana Marie Mower, Administrative Assistant II

Continuing Education Workshops:
  Intermediate Excel

19
Creating Forms with Word
Beginning PowerPoint 2000

Volunteer Activities:
Choir
Jug Band

Ann Marie Ornelas, Senior Academic Advisor

Campus Organizations:
Advisor Network
Advisor Council

Outside professional activities:
Conference -- New Mexico Advisors Association (Sedona AZ)

Susan Thompson, Administrative Assistant to the Dean

Continuing Education:
Administrative Assistant Conference
(Enhancing your Effectiveness)

Human Resources:
Emotional Intelligence in the Workplace
Guiding your staff through change
Conflict Management
Corporate Time
Myers-Brigg Type in the Workplace

Volunteer Activities:
Jackson Middle School PFO--various committees

Campus Organizations
Deans' Assistants Network
PCS (Provost Committee for Staff)
The Arts of the Americas Institute
Annual Report

July 1, 2002 – June 30, 2003

Dr. Steven Loza, Director
Introduction

Background
The Arts of the Americas Institute (AAI) is a research center within the University of New Mexico’s College of Fine Arts. The Institute supports projects that promote recognition, acceptance, understanding and communication of the arts in the Western Hemisphere. The AAI’s focus is on cultural programs, using tradition and technology to enlighten and empower. We are committed to enhancing the resources at the College of Fine Arts, and combining the talent and expertise of faculty, students and staff with community and global partnerships.

The director of the AAI, Dr. Steven Loza, is a noted Ethnomusicologist who specializes in music of Latin America, Chicano/Latina musical culture, West African music, African American music, Jazz Studies and multiculturalism. He comes to UNM from the University of California at Los Angeles, where he was a Full Professor of Ethnomusicology and a musician and composer in the Los Angeles area. He has published numerous books, articles and anthologies, and has provided expertise in Latin Jazz and Latin American music on a variety of recording and film projects, as well as professional boards and committees throughout the world, including the Grammys. In addition to serving as the director of the AAI, Dr. Loza is a member of the Department of Music Faculty.

Dr. Maria Williams is in her fourth year as the Associate Director of the AAI. Dr. Williams is an Ethnomusicologist and an Assistant Professor in the Departments of Music and Native American Studies, who teaches courses on Native American Music. As a Ford Foundation Postdoctoral Research Fellow from 1998-1999, she began researching surviving Alaska Native ceremonial music and dance for her book on the subject. She has held key positions at the Smithsonian Institute’s Arctic Studies Center and the Institute of American Arts in Santa Fe, and is Principal Investigator for several AAI initiatives.
Dr. Loza and Dr. Williams are supported by three staff members that handle daily operations and help manage the Institute's initiatives. Beverly Ortiz O'Connell is the Program Coordinator for the AAI, working a 0.75 FTE schedule. She coordinates between various AAI program initiatives, managing contractual and budget issues for both grant projects and internal operations. Angela Torrez works half time (0.50 FTE) for the AAI as an administrative assistant and bookholder. She processes paperwork for travel and purchases, schedules meetings and coordinates calendars, answers phones and performs general administrative duties. Julie Frendle is the Program Coordinator assigned to, and fully funded by, the Tribal Virtual Network (TVN) project (see description below). She coordinates operational and fiscal issues for the TVN project.

Projects / Events

The AAI has several projects that were active in FY 2002/2003.

*Cyber Sovereignty: The Tribal Virtual Network (TVN).* This is a three-year project, that started in October 2001, partially funded by the *Dept. of Commerce's Technology Opportunities Program (TOP).* The purpose of this $1.6 million project is to develop an Access Grid to provide a nexus for virtual communication, multi-exchange network on which participants of five sites can have real time audio/video communications. The five sites are tribal museums and culture centers in New Mexico. Each of the five sites will have high band internet connectivity and will be able to develop interactive websites, virtual tours, galleries and databases, in addition to establishing long-distance education exchanges using the Access Grid technology. The TVN's website address is [www.finearts.unm.edu/~tvn](http://www.finearts.unm.edu/~tvn).

*Native Americans and Culture Centers.* This project is funded through an "Extending the Reach" *Institutional Grant from the National Endowment for the Humanities (NEH).* This $61,000 project is designed to support the creation of exchanges between the consortium established by the Tribal Virtual Network. The consortium consists of the Pueblos of Jemez, Zuni, and Pojoaque, the Indian Pueblo Culture Center, and the Jicarilla Apache Culture Center of Dulce. The grant covers professional training for the museum professionals at each
of these sites and on-site workshops. This project concluded in April 2003. Some of the events associated with this project are:

**Photo Preservation/Restoration Workshop I.** A workshop on preservation techniques for works on paper was held at the Jicarilla Apache Culture Center in Dulce, New Mexico on October 18th, 2002. It was taught by UNM preservation experts Laura Downey and Kathleen Howe, who focused on caring for photographic and paper art collections. This workshop was offered as part of the NEH-funded Native Americans and Culture Centers project.

**Photo Preservation/Restoration Workshop II.** A follow-up workshop was held at UNM’s University Art Museum Photo Preservation lab on November 6-7, 2002. Three museum employees from the Jicarilla Apache Culture Center attended a more focused two-day workshop where they had access to the University Art Museums Photo preservation lab. Taught by Laura Downey of the University Art Museum.

**Adobe Photoshop and Dreamweaver Workshop.** This two-day workshop focused on Adobe Photoshop and Dreamweaver software and was held at the University of New Mexico on January 15-16, 2003. There were 10 participants at this workshop, which was taught by Hue Walker, a digital animator at UNM, as part of a continuing series of training workshops sponsored by the NEH.

**How to Digitize Images.** A workshop designed as a follow-up to the Adobe Photoshop and Dreamweaver workshop, was held at UNM on April 22, 2003. It consisted of a series of 30-minute problem-solving exercises, in a hands-on format. This workshop was attended by 15 participants from Native museums, and taught by Brad Stoddard, a digital graphics instructor at UNM.

**Indigenous scholar Visit III.** Gordon Pullar (Alutiiq) came to UNM in January 2003. He did a presentation to UNM’s Native American Studies faculty, staff and students, and met with the Director and faculty on a separate discussion of curriculum. He also attended various classes to meet the Native students at UNM. This visit was very inspiring because Pullar has been able to incorporate Alaska Native perspectives
in an innovative program at the University of Alaska, Fairbanks. This visit was facilitated by Dr. Greg Cajete (Santa Clara), Director of UNM’s Native American Studies program.

*Indigenous Scholar Visit IV.* Manley Begay (Navajo) came to UNM in March 2003 and did a similar program to Gordon Pullars. He started an innovative program when he was at Harvard’s Kennedy School of government which focused on Native Nation building. He gave a presentation to Native faculty, staff and students, as well as additional time spent with the Director and other faculty on curriculum issues. His message was to work closely with the local tribal governments and dialogue with them on what type of education they hope UNM can provide for their students. As UNM graduates more and more Native students in many areas of learning, yet UNM is not addressing the needs those students have, should they return to work for their tribe. For example, what type of program can UNM develop that prepares Native students to return to their tribes with an education that makes them ready to take on the challenges of tribal government. The myriad of laws (both state and federal) and agencies that tribes have to work with is monumental.

*Indigenous Scholar Visit V.* Gloria Emerson (Navajo) came to UNM in March of 2003. She is an artist and educator, and former Dean of the Institute of American Indian Arts in Santa Fe, New Mexico. Gloria’s presentation focused on the work she did while she was Dean at the Institute of American Indian Arts. Her strength is her method of conveying indigenous worldviews.

*Indigenous Scholar Visit VI.* Victor Masayesna (Hopi) filmmaker, photographer and digital artist came to UNM for a three-day period on April 9-11th, 2003. He did workshops for students, screened recent work, had round table discussions.
The AAI has also been involved in a wide variety of additional projects during this reporting period, funded by grants from the McCune Charitable Foundation the Center for Regional Studies. In general, these projects are developed through partnerships with CFA faculty and professional artists of notable accomplishment. Some of these projects include:

*Arts and the War: What is OUR Role?* This outreach event was produced by the AAI in response to questions raised by students and faculty during the recent war in Iraq. The April 18, 2003 program featured UCLA Professor A. J. Racy, ethnomusicologist and performer of Arabic music, and Souhail Kaspar, percussionist, and Albuquerque resident Rahim AlHaj, renowned Iraqi ‘oud player. The program also included performances by students from the Theatre & Dance Department. A discourse was moderated by Dr. Loza, which included the questions: what is the role of the artist and student of the arts in terms of mediating or addressing issues that emerge from the current conflict? Why are the arts marginalized in times of world conflict? Why does debate center primarily on political and economic issues and not concerns of conflicting cultures?

*Troka: A Reinterpretation.* The AAI has been working with Maestro Jorge Pérez-Gómez, of UNM’s Department of Music, since 1999 to develop a multi-media performance project based on a series of short stories for children written by the Mexican poet German List Arzubide. In addition to the three multi-media performances, which includes the visual, theatrical and musical elements, a scholarly symposium on Revueltas will be presented. The week’s activities will also include two puppeteer workshops in a collaborative effort with the Department of Theatre and Dance. The first of these performances are scheduled for December 2003.

*Soul of the Conga: Poncho Sanchez Documentary.* This sixty-minute documentary project was born out of Poncho Sanchez’ visit to UNM in April 2002. The Center for Regional Studies at UNM asked filmmaker Arcie Chapa to document the workshops and concert, and provided funding for the production of a half-hour documentary. After viewing the footage that was shot during his brief visit to UNM, it was determined that the original idea for a half hour documentary should be expanded to an hour. This project is expected to be complete.
during summer 2003. Ms. Chapa has produced a trailer of the documentary that is being used to secure funds for a larger Latin jazz documentary series.

Towards a Theory for Religion as Art: Guadalupe, Buddha, Orishas and Sufi. This AAI initiative entails a dualistic academic philosophy and practicum, that of an international research conference and the commission and premiere performance of a symphonic tone poem based on the Guadalupe cult and religious belief. Arturo Márquez, arguably Mexico’s most internationally renown contemporary composer of symphonic music, has already been commissioned as part of this project, to compose a major piece (with related multimedia artwork). This piece will be performed by UNM symphony orchestra in the Spring of 2004. The performances will be presented in conjunction with an international research conference to be planned and implemented by the Arts of the Americas Institute. The conference will be conceptualized and developed on an interdisciplinary framework incorporating scholars from the arts as well as the social sciences, humanities, physical sciences, medicine, and law.

The History of Latin Jazz: A Documentary Series (working title) will be the first major documentary series on the history of Latin Jazz. The AAI and the Center for Regional Studies have collaborated to develop this project, concepted from the Poncho Sanchez documentary. A request for $30,000 has been made of National Endowment for the Humanities (NEH) Planning Grant funds, in support of historical research and pre-production planning. The series will be produced and directed by award-winning filmmakers Les Blank and documentary filmmaker Arcie Chapa, and is intended for national broadcast over the Public Broadcasting Service (PBS). A creative committee of experts in Latin jazz from around the world have agreed to participate in this project.

Latin American Posters: Public Aesthetics and Mass Politics. On April 10, 2003, the AAI sponsored a lecture and slide presentation by Teresa Eckmann in collaboration with UNM Zimmerman Library’s Latin American and Iberian Collections Department. Ms. Eckmann presented a visual and thematic overview of the Sam L. Slick Collection of Latin American and Iberian posters, a rich repository of 10,000 political and cultural posters from Latin America and Spain that are housed in UNM’s Center for Southwest Research in Zimmerman Library.
Staff

Appointments and Separations. In FY 2001/2002, the AAI hired three key staff members. Dr. Steven Loza began his tenure as the permanent Director of the institute in January 2003. A new program coordinator and project evaluator were hired during this period as well. Julie Frendle was hired to be the full-time program coordinator for the Tribal Virtual Network project, replacing Mary Bowannie who was the previous coordinator for that project. Patty Emord was hired in Spring 2002 in a part-time position as the Program Evaluator for the Tribal Virtual Network project. These are grant-funded positions, fully funded by the granting agency (Department of Commerce). The AAI also works closely with, and provides office space for, Arcie Chapa, a documentary filmmaker and journalist who leads its media initiatives. Ms. Chapa is funded by the Center for Regional Studies.

The AAI staff members during the period of this report are listed below.

Dr. Steven Loza, Director
Dr. Maria Williams, Associate Director
Beverly Ortiz O’Connell, Program Coordinator
Julie Frendle, TVN Program Coordinator
Patty Emord, TVN Project Evaluator
Angela Torrez, Administrative Assistant
Arcie Chapa, Media Initiatives (in collaboration with Center for Regional Studies)

An Organizational Chart is included on the following page that illustrates the AAI’s organizational structure and the vision for future growth.
Advisory Board

On May 19, 2003, the AAI had its first meeting of the newly formed advisory board. The board members were selected based on experience in the world arts, entertainment industry, local climate and knowledge of fundraising issues. The 2002-2003 AAI Advisory Board members are:

Dorothy Baca, Associate Professor
College of Fine Arts, Department of Theatre & Dance
University of New Mexico

Greg Cajete, Director
Native American Studies
University of New Mexico

Tobias Duran, Director
Center for Regional Studies
University of New Mexico

Gloria Emerson, Artist & Educator
New Mexico Arts Commission

Charlotte Heth, Professor Emeritus
Department of Ethnomusicology
University of California at Los Angeles

Michael Keleher, Attorney & Historian
The Guadalupe Institute

Cheech Marin, Art Collector, Writer, Actor & Musician

Gabriel Melendez, Chairperson
American Studies
University of New Mexico

Judy Mitoma, Director
Center for Intercultural Performance
Department of World Arts & Cultures
University of California at Los Angeles

Raul Perez, Senior Vice President of Music
Sony Pictures

Aida Scorza, Executive Coordinator
National Academy of Recording Arts & Sciences

Daniel Sheehy, Director
Smithsonian Folkways Recordings

Jerry Velasco, President
NOSOTROS
Professional Activities and Awards

Dr. Steven Loza’s accomplishments during FY02/03 are listed below.

- Research Articles:


- Anthologies:


- Record Production:


- Speaking Engagements / Creative Appearances:

Conductor-in-residence for week-long professional jazz residency program and performance, Superior School of Music jazz program in Mexico. Fall 2002.

Presented paper at National Society for Ethnomusicology's national meeting in Denver, Colorado. 2002.

Coordinator, producer and facilitator for Art and the War: What is Our Role?, performance program and discourse at University of New Mexico. Spring 2003.

Maria Williams had several accomplishments during the report period, as listed below.

- **Awards:**


  Grant recipient and Principal Investigator for Alaska National Park Service grant from the *Beringia Heritage Project*, 2003.


- **Papers / Presentations:**


  *The Tribal Virtual Network*, presentation at Ibero American Science and Technology Education Consortium’s (ISTEC) IT Challenge New Mexico, 2003.
Financial Information

The following financial figures reflect the permanent funding that has been dedicated to the Arts of the Americas Institute. The actual funds needed for basic operation of the center exceeds these permanent funds, and have been historically supplemented through loans or supplemental funding provided by the Office of Research Services (ORS). For this reporting period, the additional funds were in the form of a loan in the amount of $23,362 required to meet our true operating costs. We are striving to secure permanent financial and institutional support for our full operating budget for the coming years.

Operating Budget:
FY02/03 Operating Budget (permanent funds) = $42,158
FY02/03 Operating Expenses = $35,520

Summary
The AAI has done highly successful programs and this is evident in over $2 million that we have raised in grants since its beginning in 1998. We have spent the first four years of our infancy in establishing the institute and its mission, and hiring the staff necessary to carry out our programming goals and objectives. We have focused on developing projects that serve the UNM community and larger New Mexican community. With the addition of a full time director who is connected to larger funding agencies and who has a vision for the AAI we anticipate more success in creating programs and obtaining additional large-scale grants.
Annual Report of the Arts Technology Center

Edward S. Angel, Director

July 1, 2002 – June 30, 2003
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Arts Technology Center  
July 1, 2002 – June 30, 2003  
Edward S. Angel, Director

Introduction

The past year at ATC was characterized by a tremendous amount of activity under grant funding from the Rockefeller Brothers Foundation, the Ford Foundation, and the National Science Foundation. Our partnership with the Lodestar Astronomy Center has led to unique opportunities for artists and is producing work that is achieving international recognition. ATC has also become involved with groups around the state that are involved in economic development in the Arts.

I. Staff

(a) Appointments and Separations

During the past year, Ed Angel and Danae Falliers continued as the Director and Associate Director, respectively. Sally Bowler-Hill continued as the program coordinator (0.5 FTE) and working with the IT Task Force (0.5 FTE) that is chaired by Ed Angel. Hue Walker joined the group as a Media Specialist funded by the Digital Pueblo Project. Chris Davis continued working with the ATC as a graduate assistant on the Visiting Artists Program.

(b) Professional Activities and Awards

participation in the City of Albuquerque’s Downtown Window on the Arts committee; work with
the Dawg Stars (Digital Artists, Wizards and Gurus) group for economic development in
graphics, animation, and game technology; and supervising the animation classes cross-listed
between Computer Science, Media Arts, and Art and Art History (CS/MA/FA 394, CS/MA/FA
494). With DFI and the Lodestar Astronomy Center, he organized the first international Dome
Festival as part of the Flicks on 66 Digital Film Festival.

Professor Angel was on sabbatical leave during the Fall semester 2002. During the year,
he visited Purdue University, the University of Hawaii, and the University of Maryland. He also
taught short courses on computer graphics at the Universidad de los Andes in Merida, Venezuela
and CUAO in Cali, Columbia. He was head of the Information Technology Task Force, which
was set up by the UNM’s executive cabinet to consider the restructuring of the University’s IT
infrastructure.

In addition to teaching an upper level class for Electronic Arts in the CFA, Danae Falliers
guest taught an 8 week class at NITI (Native Indian Technology Institute) for the Digital Pueblo
Project.

Danae Falliers visited Arizona State University, and met with director Theo Raikakis in
the Arts, Media and Engineering Program, and various photo faculty members to discuss the
Future of Photography project.

II. Projects

(a) Rockefeller / NEA Artists-in-Residence Program

In November 2001, the ATC was awarded a $75,000 grant from the Rockefeller
Foundation for Cultural Practice / Virtual Style: Creating an Arts Environment High
Performance Computing. In February 2002, the center received an additional $10,000 from the National Endowment for the Arts for this project.

The artists participating in these residencies include James Crutchfield (Santa Fe Institute) and David Dunn (Art and Science Lab) with *The Theatre of Pattern Formation*, Jack Ox and David Britton (New York) with the *21st Century Virtual Color Organ*, Warren Sack (University of California at Santa Cruz) and Sawad Brooks (New York) with *Translation Map*, Gail Wight (Mills College, Oakland) with a project for the dome at LodeStar, and Gronk (Los Angeles) also with a project for the dome at LodeStar.

Jack Ox and David Britton completed their residency in 2001-2001. Artists visited throughout the Fall 2002 and Spring 2003. Presentations included a group meeting and series of lectures in November 2002 by Warren Sack / Sawad Brooks, Jim Crutchfield / David Dunn, Gail Wight, Jack Ox, and Gronk. Gronk was in residence January 2003. His work included a series of lectures and class visits, collaborative work with Tom Caudell and his group at AHPCC, collaborative work with Hue Walker to produce a piece for LodeStar, and a visit to Tamarind. Gronk returned in June to meet with the Digital Pueblo Project class that is working on his animation piece.

Jim Crutchfield and David Dunn were in residence in April. Activities included a work-in-progress presentation at the Santa Fe Institute, and site visits to the LodeStar Planetarium and the High Performance Computing Center.

The final Rockefeller report was submitted in April 2003. This was an extensive document that included interviews, documentation and evaluation by Fiona Sinclair, who was a paid documentarian for the project.
(b) Ford Foundation Project

During the summer of 2003, ATC was awarded a $40,000 grant from the Ford Foundation. This grant was in conjunction with David Dunn and Jim Crutchfield of the Art Science Laboratory and the Santa Fe Institute. This grant enabled us to continue our Partnership with the Lodestar Astronomy Center. ATC purchased equipment for both LodeStar and our Las Lomas location, including workstations, monitors, hard drives and software. This equipment was purchased through the grant to provide an infrastructure for future artists projects for the dome.

(c) NSF Digital Pueblo Project

The ATC, in conjunction with the High Performance Computing Center, was awarded a $600,000 3 year grant by the National Science Foundation under its Partnership for Innovation Program with Ed Angel as the Principal Investigator. This project, which began October 1, is building an infrastructure for a digital arts, graphics, and animation industry in New Mexico. The focus of this project is the creation of collaborative projects involving groups around the state that will provide resources, training, and eventually job opportunities in graphics/animation/films. The project plans to use the NSF Access Grid to connect technology pods located around the state. Partners in this project range from local companies involved in the industry (Vizeon, Bandelier EFX, Conti Films, the Studio, Drumfire, Aquilagroup) to cultural groups (the National Hispanic Cultural Center, the eight northern pueblos, Zuni pueblo) to economic development groups (Connect NM, the National Indian Telecommunications Institute) to national partners (Intel, IBM, Pixar Animation Studios). During the first year, we set up pods at the National Hispanic Cultural Center and the Lodestar Astronomy Center. Each pod consists of three workstations and a server that can be used as a fourth workstation. There is also an
Access Grid connection at the National Hispanic Cultural Center that we can use to connect to other sites, both within the state and around the world. We taught classes at both locations and at the National Indian Telecommunications Institute in Santa Fe.

(d) Lodestar Astronomy Center Projects

ATC has continued its partnership with the LodeStar Astronomy Center, a UNM affiliated enterprise housed at the Museum of Natural History in Albuquerque. The purpose of this partnership is to develop artists’ projects for immersive, digital domed theaters. This partnership has provided an unprecedented opportunity for artists to work in an emerging medium that promises to realize some of the aesthetic dreams of digital imaging. LodeStar’s digital domed theater includes a 55-foot diameter hemispheric screen, a full-dome, digital video projection system and a Dolby 5.1 audio system. The SkyVision™ full-dome video system uses a mosaic of six synchronized video projectors to create seamless high-resolution digital video imagery that covers a 4,750 square-foot domed screen, which fills audiences’ entire field of vision creating digitally based IMAX™-like experiences.

In addition to the artists working in the dome under the Ford and Rockefeller projects, students in the animation, electronic arts, and video classes have been able to use the dome for their projects. Our dome work has been attracting considerable international attention. We were invited to participate in full day dome event at SIGGRAPH 2003 in the Omnimax dome in San Diego. We have also been working with the dome that is under construction in Athens, Greece on material that will be seen at the 2004 Olympics.
Proposals for New Projects

In support of developing its programming, the ATC submitted a number of proposals to public and private foundations.

ATC developed and submitted proposals for CFA faculty including a Langlois Foundation proposal for the Land Arts program (a collaboration between Bill Gilbert, UNM, and Chris Taylor, UTA) a NEA proposal for Mary Tsiongas and Basia Irland in support of a LodeStar project, and a worked extensively with the photo faculty for a McCune Foundation grant in support of The Future of Photography project.

Danae Falliers also met with many professors in the sciences throughout UNM (list provided by Jack McGiver) to pursue future LodeStar projects that marry art and science. Development for a Grand Canyon project was begun with Professor Laura Crossey in Earth Sciences.

The ATC also worked on proposals to the National Science Foundation under its Information Technology Research (ITR) and ISE (Informal Science Education) programs that focussed on our work with Lodestar.

IV. Outreach

The ATC continues to participate in outreach initiatives with the College of Fine Arts and UNM in general. Both Mary Tsiongas’ Electronic Arts class and Bryan Konefsky’s advanced video class worked with ATC at Lodestar. The work of the jointly listed Computer Science/Media Arts/Art and Art History animation classes produce content for the dome and their work is shown each semester at Lodestar.

ATC has worked with Vizeon and Ramsey Lofton to develop a proposal for the Downtown Window on the Arts, a City of Albuquerque project.
ATC worked with Jim Linnell of Theater and Dance on the website that went with his new play Plunda.

Ed Angel gave talks to various economic development groups within the state including NMITSA, the SMART group, and CONNECT NM.

ATC worked with Digital Film Making Institute on the Flicks on 66 Film Festival through the Animation and Dome Festival that is the opening event of the week-long festival.

ATC has been working with the NM Film Commission on the state's new Digital Media Initiative. Ed Angel serves on the Media Advisory Committee.

IV. Other Activities

(a) Public Relations

In Fiscal year 2003, the ATC strove to increase its exposure to the University and the public at large. In addition to sending out announcements to the CFA listserv, the center developed its own listserv that includes ATC partners, foundation representatives, interested members of the public and other digital arts related organizations around the world. Using both of these e-mail lists the ATC was able not only to publicize its own activities but also those of related campus and local groups such as the Computer Science/Media Arts digital animation classes, the LodeStar Astronomy Center, the Rio Grande SIGGRAPH chapter and the Flicks on 66 Film Festival.

The ATC also expanded its website to include a calendar of events page and a Rockefeller / NEA artists-in-residence page. The latter now includes a QuickTime demonstration of HPCERC's Flatland as well as links to the artists-in-residence project and personal web pages.
(b) Newsletter

This year ATC continued its own newsletter. The center produced three issues this fiscal year. Each issue included feature articles with ATC partners or artists-in-residence including, Each issue was also posted on the center’s website and announced to the ATC listserv to expand distribution coverage. Thus far, this publication has been well received.
# The Report of the Department of Art and Art History

**July 1, 2002 – June 30, 2003**

Joyce Szabo, Chair

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1. **GENERAL DEPARTMENT INFORMATION**

   A. **Administrative Introduction, Overview, and Achievements**

   During the academic year 2002-2003, Joyce Szabo completed her third year as the Department’s Chair and Patrick Nagatani his third as the Associate Chair. Jim Jacob continued as Graduate Director. Professor Martin Facey will become Department Chair in August 2003 and Associate Professor Holly Barnet will serve as Associate Chair.

   For the second year in a row, the Department began the year with a diminished number of faculty members in Art History. Searches from the previous year in Spanish Colonial Art History and in Native American Art History were not successful, the Native Americanist search actually being cancelled due to the debt that exists within the College of Fine Arts. We had hired a specialist in the History of Graphic Arts and, thus, Dr. Susanne Anderson-Riedel joined our faculty in the Fall 2002 semester. However, at the end of Spring 2002, Dr. Geoffrey Batchen resigned to take a position at CUNY’s Graduate Center. Joyce Szabo was on a slightly reduced teaching load, teaching one course Fall 2002 and two during Spring 2003. Christopher Mead was not teaching during Fall 2002 as he was still serving as Interim Dean of the College of Fine Arts. It was, once again, a difficult year for Art History.
Two searches were conducted by the Department, both in Art History. Each was successful. Dr. Laura André will join our faculty during Fall 2003 as our specialist in the History of Photography and Ray Hernandez Duran will become our Spanish Colonialist. This was the third year in a row that we had conducted a search for a specialist in Spanish Colonial, and we are excited to finally be able to continue our offerings in this vital area of Art History.

Three searches will be conducted during the 2003-2004 academic year. Dr. Flora Clancy, who has been with the Department since 1979, retired at the end of Spring 2003 and her position as a specialist in PreColumbian Art History is an essential one to be filled during the coming year. Dr. Cynthia Robinson has accepted a position at Cornell University, and the Department will search for an Art Historian to cover the years between 1000 and 1600 with an emphasis on the interactions between Europe and other parts of the world. Finally, the Department will once again mount a search for a second specialist in Native American Art History. This search was unsuccessful in 2000-2001 and was collapsed in 2001-2002 because of the College of Fine Arts debt. Thus, once again, the number of faculty in Art History will be well below normal, with Joyce Szabo to be away on sabbatical for the academic year 2003-2004 and three vacant lines to be searched.
In October, the Art History faculty held a retreat in preparation for the full Department retreat that was held on February 1. Dr. Jane Slaughter, Chair of UNM's History Department, was the very effective moderator for a successful and well-attended departmental faculty retreat. We had been encouraged to hold this retreat by our Outside Graduate Unit Review Team from Fall 2000, but had waited until the new Dean of the College of Fine Arts, Dr. James Moy, was here. The major topics discussed at the retreat included the relationship between Art History and Art Studio and whether we wanted to remain together as a single department; the vote was overwhelmingly in favor of retaining the union but the faculty recognized the need for potential restructuring of both the administration of the Department and the time involvement that the Art History faculty gives to Studio students and issues at Art History's expense. These issues, while aired at the retreat, need to be a focus for continuing departmental discussion during the coming year.

Jennifer Lucero joined the Department as Administrative Assistant in the front office and Agnes Harrison became the Department's Accountant. Jeanette Hart joined the Department as the Sculpture Area Lab Coordinator.

Graduate applications were up in all areas except Photography. Only Art History and Painting and Drawing accepted more applicants than they had

Changes in Curriculum and Programs of Study

New courses were introduced in both Art History and Art Studio during the year:

Art History 476/576 Chicano Art: A History of an American movement 1965-1995; Art Studio 430/530 Advanced Projects in Electronic Art; and Art Studio 431/531 Multimedia, Internet Art & Beyond all increase the Department's expanding focus in new media as well as Arts of the Americas. Minor course changes occurred as well, most affecting semesters when courses are offered, maximum enrollments, or prerequisites.

Several changes were also made to degree requirements to allow courses in Electronic Arts to serve as electives. Art History 503 was eliminated as a degree requirement for M.F.A. students and the number of Art History hours required for M.F.A. students was reduced to six, with three hours added to M.F.A. electives for a total of six Free Electives.

A new interdisciplinary Graduate Minor was added in Museum Studies as approved by the Faculty Senate. The minor is open to any student enrolled in a graduate degree program including Art Studio and Art History.
Land Arts of the American West continued as a semester-long series of courses partially funded by a generous grant from the Lannan Foundation. This was the second year for the courses to be offered as a collaboration between the Department of Art and Art History at UNM and the Design Program of the Department of Art and Art History at the University of Texas, Austin. Co-directed by Professor Bill Gilbert of UNM and Chris Taylor, Assistant Professor of Design at UT, this interdisciplinary, studio-based, field-study series of courses underscores the importance of place and understanding landscape in the creation of art from pre-contact Native American to contemporary Euro-American arts. Public exhibitions of work created during the semester were held both at UNM and at UT, and a website was created to provide more information to a wider audience. The Peggy Cavett Walden and Jerrold Leanky Walden Endowment for the Land Arts of the American West will provide generous scholarship money to enable students to participate in this important program.

At the end of the academic year, the Department's faculty agreed to add copy to the next catalogue that would indicate that we now offer an emphasis in environmental art studies. This emphasis, while not a new area, would be interdisciplinary, drawing upon the expertise and research interests of various faculty already in the Department. Land Arts of the American West and the summer offerings at the D. H. Lawrence Ranch in
Public Programming
The Department continued its use of the Gale Memorial Lecture Series funding in the manner established last year with half of the funds being set aside for a connected groups of lectures organized around a theme and the remainder of the money given to individual areas to allow each area to bring one or two speakers to campus. Mary Tsiongas was in charge of this year’s thematic series entitled “Behind the New Surface: Reflections of Human Experience in New Media.” As is always the case with the Gale Series, all lectures were free and open to the public.

Facilities and Equipment Funding
The Department received another $250,000 to continue the renovation of the Mattox graduate facility. As of the writing of this report, we have been told to anticipate another $125,000 for the project during the coming fiscal year. This will bring the total funding for the renovation of the Mattox Building over the past three years to $750,000.

The Department received $16,550 in general equipment funds which were then dispersed to various areas of the Department for equipment purchases and upgrades. Student technology funds continued to be used to purchase computers, software, and associated equipment for the
computer lab and classroom use as well as to fund some on-line slide reviews for Art History classes through the Bainbridge Bunting Memorial Slide Library.

1. Graduate Office

The graduate office continues to evolve, with major improvements in record keeping and data management. This is due to the skills that Jadranka Matic has brought to the position of Graduate Advisor. New databases have been created, processes have been streamlined and we anticipate that our databases will be able to communicate with each other with the year. Several tools and systems have been developed to more efficiently track students' degree progress and records: Advisement worksheets developed in Excel workbooks, Student committee database, Updated alumni database, Assistantship database, Key tracking database, and Excel statistical information worksheets.

Jim Jacob
Director
Graduate Office
2.  **Committees/ Programs/ Organizations**

a.  **Advisory Committee**

The 2002-2003 Advisory Committee was comprised of elected faculty members Holly Barnet-Sanchez, Kirsten Buick, Jocelyn Nevel, and Baochi Zhang. Department Chair Joyce Szabo appointed Constance DeJong. In addition to the elected and appointed members of the committee, the Associate Chair, Patrick Nagatani, was also a voting member.

Ex-officio members included Joyce Szabo, Department Chair; Babs Baker, Department Administrator; Jim Jacob, Graduate Advisor; Mickey McConnell, Undergraduate Advisor; Linda Bahm, Interim Director of the University Art Museum; and Mary Theresa Avila and Leta Evaskus, graduate Students' Representatives. Holly Barnet-Sanchez was elected Chair of the Committee.

As a body that performs as a permanent executive council representing the entire department and not particular areas, the Advisory Committee advises the Chair of the
Department, makes recommendations, and serves as a forum in which faculty, staff, and student concerns can be voiced and considered. Over the course of the 2002-2003 academic year, the Advisory Committee addressed the following topics:

- Travel Requests and Policy
- UNM Art Museum
- Department Retreat
- Art Education
- Studio Rental Fees
- Curricular Matters
- Emeriti Faculty and Stationary
- Honors Thesis
- New Scholarship Form
- Course Load Relief and Policy
- Dean’s Five-year Plan
- Election of New Chair
- Emphasis in Environmental Art Field Studies

Holly Barnet-Sanchez
Chair
Advisory Committee
b. **Department Graduate Committee**

Faculty members of the 2002-2003 Graduate Committee were: Jim Jacob, Chair; David Craven; Flora Clancy; Michael Cook; and Steve Barry. Graduate student members were: Mary Theresa Avila and Leta Evaskus. Graduate Advisor Jadranka Matic was an ex-officio member.

The Department Chair allocated $3,000 from her contingency to augment the Office of Graduate Studies (OGS) support of our Research/Project/Travel (RPT) applicants. This allowed us to offer seven additional RPT grants of $425 each. Concerns were raised by the Graduate Office as to the process and criteria used by OGS in making their awards. We are currently waiting for information on the awards process from the Dean of OGS.

All curricular matters related to our graduate program were reviewed and endorsed by the committee. (See section on Curricula Matters.)

c. **Computer Committee**

Members of the 2002-2003 Computer Committee were:
Mary Tsiongas, Chair; Jim Stone; Jocelyn Nevel; Baochi Zhang; Matt Tuttle; Brian Kimura, Lab Manager; and Mario De La Huerga, from the college's computing staff. The committee discussed and approved purchases of equipment and supplies for the Computer Lab, decided on policy for the graduate students and the graduate equipment currently housed in the Computer Lab, and dealt with security issues. Because of two thefts that occurred in the Fall semester, the Lab was secured with a cipher lock and an alarm system. The Department expanded its computing capabilities and the lab is now better organized.

Mary Tsiongas
Chair
Computer Committee

d. Gale Memorial Lecture Series and Other Lectures

Gale Memorial Lecture Series

The Gale Memorial Lecture series was established in memory of Dr. David Gale and his wife, Sylvia, whose generosity made the series possible. Based on the success of the new series format implemented in 2001-2002, the Department again divided the funding between departmental areas, with one core series of
two or three consecutive related lectures. Mary Tsiongas was the organizer of the core. The theme was new media and the title of the series was “Behind the New Surface: reflections of human experience in new media.”

Conceptual Artist Gale Wight opened the series on Monday, 23 September. Wight holds an MFA in New Genres from the San Francisco Art Institute where she was a Javits Fellow. Currently, Wight is an Assistant Professor at Mills College. She has lectured on art and science at the Center for Advanced Inquiry in Interactive Art in Wales, the Santa Fe Institute, and the annual Conference of Science Writers in Sweden. She has exhibited internationally including the Ars Electronica in Austria, the Kohler Art Center in Wisconsin, and the Natural History Museum of London.

The second lecture was given by Rebeca Bollinger on Thursday, 17 October. Bollinger is a visual artist based in San Francisco whose work engages the ways in which a digital archive is transformed into
object through various, seemingly artless form of organization. She is a recipient of the inaugural Electronic Media Award from the San Francisco Museum of Modern Art, an NEA Creation and Presentation Grant, a Eureka Fellowship, etc. Bollinger has exhibited at the Museum Fridericianum in Kassel, Germany, the Sonia Jenie Onstag Museum in Oslo, Norway, as well as the San Francisco Museum of Modern Art.

Jim Campbell was the third and final lecturer in the core series; he spoke on Thursday, 14 November. Campbell is a video installation artist. His custom electronic sculptures and installations have made him a leading figure in the use of computer technology as an art form. His work has been shown internationally and throughout North America in institutions such as the Whitney Museum of Art, The Power Plant in Toronto, the San Francisco Museum of Modern Art, The International Center of Photography, New York, and recently at the Taipei Biennial in Taiwan and the Busan Biennial, in South Korea. His electronic artwork is included in the collections of the Whitney
Museum of American Art, San Francisco Museum of Modern Art, the San Jose Museum of Art, etc. As an engineer he holds more than a dozen patents in the field of video image processing.

Mary Tsiongas
Director
Gale Memorial Lecture Series

Medieval Studies Spring Lecture Series

The Department of Art and Art History provided support to the Institute of Medieval Studies for its spring lecture series "Barbarian Europe: The Creation of a Civilization." Guest speakers and their lectures included Henry Mayr-Harting of the University of Oxford, "Doing Business with Barbarians" and "The Career of St. Boniface"; Martin Carver of the University of York, "Sutton Hoo - The Burial Rites, the Poetry, and the Politics" and Processes of Conversion: The Early Pictish Monastery at Portmahomack, Tarbat Ness, Scotland"; Jo Ann McNamara of Hunter College and Graduate Center, CUNY, "The Manly Women of Frankland"; Eugene Vance of the University of Washington, "Holy War
and 'The Song of Roland,' Then and Now"; and Charles Atkinson of Ohio State University, “A Question of Scale: Music in the Era of Charles the Great.”

Also in April, Ethan Jackson, Visiting Assistant Professor of Art from Reed College in Portland, Oregon, presented his work. Reed has taught at Johnson State College in Vermont and at the Anderson Ranch Invitational Digital Workshop. His current work involves constructed images realized with both digital technology and analog wet black and white photography.

Another April lecturer was Mark Thompson who earned an international reputation for his experiential, sculptural environments and performances. Thompson explores the unique resonance between natural processes and human activities. He is the recipient of numerous awards and fellowships.
Other Lectures

Gale Funds were provided to areas of the department for guest lecturers and artists. In August, Sean Caulfield, printmaker and Associate Professor in Printmaking at the University of Alberta, Canada, gave a public lecture, visited printmaking graduate studios, and gave a printmaking demonstration.

Also in August, Japanese sculptor, Katsura Funakoshi took time out from making lithography prints at the Tamarind Institute and gave a lecture on his work. Funakoshi is widely respected for the polychromed portrait busts that he carves from aromatic camphor wood. His work is informed by German Renaissance art and Buddhist deities and warrior of the Kamakura period.

In November, photographer Bill Burke lectured on his work. Burke is the recipient of fellowships from the National Endowment for the Arts and the Guggenheim Foundation. He teaches at the School of the Museum of Fine Arts in Boston and has
published several books of his photographs.

In December, artist and freelance curator Dan Devening, lectured on his work. Devening teaches at Northwestern and the Art Institute of Chicago. His work has been shown nationally and internationally. He is represented by the Roy Boyd Gallery in Chicago and the Renate Schroder Gallery in Cologne, Germany. While here, Devening juried the annual graduate exhibition.

In February, Dr. Jeanette Favrot Peterson, gave a lecture on "The Making and Remaking of the Virgin of Guadalupe." Peterson is an Associate Professor of Art History at the University of California at Santa Barbara. She is the author of the award-winning book, *The Paradise Garden Murals of Malinalco: Utopia and Empire in Sixteenth-Century Mexico*, and numerous articles, including several on the historical development of the cult image of the Virgin of Guadalupe.

In March, printmaker and Master Printer in Tandem
Press Bruce Crownover gave a public talk.

In April, artist Stephanie Syjuco gave a lecture on her work. Syjuco's work is about the relationships among language, image, and object, between visual representation and spatial experience, and the ways those mediations are culturally interpreted or understood. She has shown nationally and internationally, including Yerba Buena Center for the Arts, the Asian Art Museum, The Czech Republic, and the Metropolitan Museum in Manila. Syjuco is a recipient of a Eureka Fellowship Grant, an Art Council Grant, and is in the permanent collection of the SFMOMA.

e. Outreach

The following Outreach activities took place during the 2002-2003 academic year:

1. **Open Studio Night**

   On November 15, the graduate studio students opened their studios to the public following the
annual graduate student reviews. It was an opportunity for students, faculty, and the public to come together and meet the University's newest artists.

2. **Departure Upon Arrival - Redefining Public Space as Art Space**

Assistant Professor Jocelyn Nevel organized an art show by photography students held in the Albuquerque International Airport. The show opened May 6, and will run through mid-August.

3. **FUSE: The New Mexico Woodfire Association**

Current and former students of UNM and community artists from Albuquerque and Santa Fe formed FUSE: The New Mexico Woodfire Association. The association invited the public to a kiln firing in October of which the *Albuquerque Journal* printed an extensive article. In December, the Nichols Gallery in 20
Santa Fe hosted the first FUSE exhibition. In March, FUSE offered a workshop on the woodfire process.

4. Lodestar Planetarium

During the fall, the Department of Art and Art History's Advanced Projects in Electronics Arts class, taught by Assistant Professor Mary Tsiongas, collaborated with Laurel Ladwig, Planetarium Manager; David Beining, Planetarium Director; and Hue Walker Bumbarner-Kirby, Multimedia Development Specialist for the College of Fine Arts - Arts Technology Center to create three artworks for the Lodestar Planetarium domed screen. The result, "Desert Orchid," was a 360 degree rotating image of the New Mexico landscape. Accompanying the visual imagery was "Novati," the Hopi word for wisdom. This experimental piece was a collage of voices reflecting the native languages of each student working on the project and live performance of
news drawn from USA today. The work was shown to the public on 15 December at the Lodestar Planetarium and will remain part of the planetarium's collection for future screening.

5. **Rainwater Harvesting**

Professor Basia Irland of the Department of Art and Art History and Associate Professor Beverly Singer of Anthropology and Native America Studies led a project funded through a Woodrow Wilson National Fellowship Foundation grant and the Bureau of Water Conservation Program to construct two rainwater harvesting projects: one at UNM's Student Union Building and one at Isleta Pueblo. The purpose of the project was to demonstrate the importance of water and the need for its conservation.

6. **Whole**
Adjunct Instructor Vera Sprunt's one-person exhibition, "Whole," opened at the Jonson Gallery in January and continued until early March. The exhibition was an outreach to the deaf community, both at UNM and the neighboring community at large.

7. **Art in School**

Flora Clancy conducted a slide presentation for the Art in School's program on Maya relief sculpture in February.

8. **Sandia Base Elementary School Tour and Presentation**

In March, students visiting the UNM Art Museum were granted a private lecture with Kirsten Buick. Buick lectured on African American Art and then engaged the students in a discussion on its historical and visual aspects.
3. Exhibitions

a. John Sommers Gallery

The director of the John Sommers Gallery was Kathleen Jesse. This year we hosted six undergraduate student Honor Thesis exhibitions and five graduate student MFA exhibitions. Additionally, we showcased the work of students produced during the D.H. Lawrence Ranch Summer Program, and the Land Arts program; a graduate "small works" exhibition curated by the graduate Art History students; an undergraduate student show; a traveling graduate photography show; and a Print Exchange Exhibition from the University of Alberta.

The conversion of the gallery's back storage room into a new video screening room was completed.

The exhibitions for the 2002-2003 year included:

Dana Pennebaker: MFA, Painting

Print Exchange Exhibition: University of Alberta

D.H. Lawrence Exhibition: Student work from summer program
Small Works Exhibition: MFA graduate students

Lorna Smith: Honors Thesis

Marie Claire Bozant: Honors Thesis

Monica Padilla: Honors Thesis

Josh Larson: MFA, Sculpture

Land Arts 2002 Exhibition: UNM and UT student work (funded by the Lannan Foundation)

Traveling Graduate Show: Photography

Tom Murray, MFA, Painting

Justin Fiset: Honors Thesis

Betty Blackburn: Honors Thesis

Undergraduate Exhibition

Christopher Colville: MFA, Photography

Jamie Banes: Honors Thesis

Kathleen Jesse
Director
John Sommers Gallery

b. Jonson Gallery

Student Exhibitions

September 20 - October 25, 2002: INCOMING: New Graduate Students in the Department of Art and Art History: Aaron Bass, Alexa Wheeler, Angela Broad,
Anna Westfall, Chad Robison (Person), Damon Sauer, Danielle Ferreira, Erika Osborne, Fabrizio Bianchi, Heather Houston, Kate Crowe, Mary Laniel Nakigan, Megan Jacobs, Michael Sonnichsen, Sabra Sowell, Senseney Stokes, and Tracy Stuckey.

March 28 - May 9, 2003: Annual Juried Graduate Student Exhibition: Todd Anderson, Erika Adams, Jeff Beekman, Christopher Colville, Danielle Ferreira, Blake Gibson, Elizabeth Hunt, Shannon Hayes, Tricia O-Keefe, Josh Larson, David Leigh, Chad Person, Tom Richardson, Mike Sonnichsen, Sabra Sowell, Senseney Stokes, Sherlock Terry, Ian van Collar, Alexa Wheeler, Anna Westfall, and Aaron Winston

Jurors: Thomas F. Barrow, professor emeritus, UNM; Ellen Landis, curator, Albuquerque Museum; Dan Devening, painter and senior lecturer, Northwestern University.

Faculty Exhibitions

Guest Curated by former UNM adjunct professor Kay Whitney.

January 31 - March 14, 2003: Painting and Drawing

Faculty of the Department of Art and Art History:
Kathleen Jesse, Elen Feinberg, Margery Amdur, Michael Cook, Martin Facey, John Wenger, Jim Jacob, and Baochi Zhang.

Awards and Presentations:


February 4, 2003, Gallery Talk: 8, panel consisting of painting and drawing faculty: Kathleen Jesse, Margery Amdur, Baochi Zhang, Michael Cook, and Martin Facey.
April 1, 2003, Gallery Talk: Black Gibson, Friends of Art Prize recipient in studio.


April 24, 2003, Panel Discussion: Artists of the 9th Annual Juried Graduate Student Exhibition: Tricia O'Keefe (Ana Mendieta Prize recipient) and Todd Anderson.

Chip Ware
Curator
Jonson Gallery

4. Curricular Matters

a. Minor Course Changes

Art History

Art History 427/527 Photography Since 1950: Time offered changed from fall to offered upon demand.
Art History 581 Seminar in Early Modern Art 1750-1900: Enrollment maximum established at 12 credits.

Art Studio

Art Studio 268 Ceramics II: Enrollment maximum established at 6 credits.

Art Studio 270 Ceramics: Materials and Processes: Enrollment maximum established at 6 credits. New course description to better reflect course content. Time offered changed from fall and spring to spring.

Art Studio 369 Ceramics III: Enrollment maximum established at 6 credits.

Art Studio 468 Ceramics IV: Prerequisites changed to restrict course.

CS/MA 394 Computer Generated Imagery and Animation: Established as an AOA course with Art Studio 394 to increase the number of electronic art offerings so that a more in-depth area of study is
available to art students.

MA *409 Advanced Video Art: Established as an AOA course with Art Studio 409/509 to increase the number of electronic art offerings so that a more in-depth area of study is available to art students.

CS/MA *494 Advanced Computer Generated Imagery: Established as an AOA course with Art Studio 494/594 to increase the number of electronic art offerings so that a more in-depth area of study is available to art students.

Art Studio 505 Graduate Drawing and Painting: Enrollment maximum established at 9 credits.

Art Studio 574 Graduate Printmaking: Enrollment maximum established at 15 credits.

Art Studio 587 Graduate Photography: Enrollment maximum established at 15 credits.

Art Studio 593 Seminar in Studio Art: Enrollment
maximum established at 6 credits.

Art Studio 595 Graduate Tutorial: Enrollment maximum established at 21 credits.

b. New Courses

Art History


Art Studio

Art Studio 430/530 Advanced Projects in Electronic Art: Course is organized around independent and collaborative projects, building on skills and perspectives developed in Intermediate Electronic Art.
Focus on topics of interactivity, time-based applications, and integration of computer-based work into broader art contexts. Prerequisite: 330 or permission of instructor. (Fall)

Art Studio 431/531 Multimedia, Internet Art & Beyond: Course focuses on evolution of computer-based art making, highlighting opportunities and constraints associated with evolving technologies. Special emphasis on exploring the Internet as site for artwork. Students will produce multimedia work for the world-wide-web. Prerequisite: 330 or permission of instructor. (Spring)

c. **Degree Change**

**Undergraduate**

B.F.A.: Art Studio 130 Introduction to Electronic Art and Art Studio 430 Advanced Projects in Electronic Art added as electives of the 52 hours in studio courses.

B.A.F.A.: Art Studio 130 Introduction to Electronic Art added as an elective of the 33 hours in studio
courses.

**Graduate**

M.F.A.: Art History 503 Introduction to Graduate Studies eliminated as a requirement. The number of Art History hours required for the degree has been reduced to six. Three hours have been added to the free elective category for a total of 6 Free Electives. Six hours will now be required in Electives Outside of Studio, which if the student chooses, could be Art History. Total hours for the degree will remain the same.

d. **New Graduate Minor**

The Graduate Minor in Museum Studies was approved by the Faculty Senate. The minor is intended to be an interdisciplinary program and will stress mentoring and collaborative opportunities through a combination of structured work experiences, academic instruction, supervised internships and short-term professional workshops and training courses. Additional emphasis will be placed on collection care, management and
Internship opportunities will be created at a number of museums on the UNM campus and around the state. Each internship will have a specific relation to the needs of the institution and its collections. Students will be able to apply for internships at specific museums. The application process will be competitive and based on selection criteria established by the specific internship's requirements.

The minor is available to any student enrolled in a graduate degree program. Once completed the minor designation will appear on a student's transcript.

The minor is distributed as follows:

6 hours of required Core Courses

Museum Studies 507, Museum Practices (3)

Museum Studies 585, Seminar in Museum Methods (3)

3 Hours of Museum Studies Topics Courses
Museum Studies 529, Topics/Museum Methods (3)

6 Hours of Internship

Museum Studies 586, Practicum: Museum Methods (3)

II. STUDENT ACHIEVEMENTS

A. Undergraduate Honors and Awards

1. Senior Honors

Department Honors:

Jamie Baines

*summa cum laude*

Justin Fiset

*summa cum laude*

Richard B. Perce

*summa cum laude*

2. Scholarships and Awards

35
Jamie J. Baines
   Lucile Lattanner Reid Brock Art Endowment
   Vera Nolan Scholarship

Danielle Ferreira
   Cochiti Lake Arts and Crafts Guild Scholarship

Katherine Koomoa
   Cochiti Lake Arts and Crafts Guild Scholarship

Heather Cronin
   Cochiti Lake Arts and Crafts Guild Scholarship

Andy Mattern
   Mavis Alleyne Scholarship

Eduardo Gonzalez del Real
   CFA Alumni Chapter Scholarship
   Vera Nolan Scholarship

Ryan Cheney
   Clyde and Elizabeth R. Hill Endowment

Matthew Rana
   Clyde and Elizabeth R. Hill Endowment
Chaya Rose
Wortham M. Akin Memorial Scholarship

Jenny Langston
Nat Moore Memorial Scholarship

Samuel Johnson
John L. Knight Memorial Scholarship

Kevin Wesley
Hilmer Olsen Scholarship

Kerry Kazokas
Vera Nolan Scholarship

B. Selected Graduate Honors, Awards and Fellowships

Graduate Department Honors

Awards, Fellowships and Grants

Erika Adams   Vera Nolan Scholarship
Research, Project, Travel Grant
Albuquerque Journal

Elena Ailes   The Charis Ann McKelvy Memorial Scholarship
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<td>Julie Anand</td>
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38
Joshua Hinson  
Megan Jacobs  
Josh Larson  
David Leigh  
Beatriz Marti  
Tricia O'Keefe  
Elizabeth Olton  
Chad Robison  
Damon Sauer  
Sherlock Terry  
Alexa Wheeler

Research, Project, Travel Grant
Research, Project, Travel Grant
Vera Nolan Scholarship
Florence Henri Prize
Research, Project, Travel Grant
Ana Merdieta Prize
Provost Academic Program Award
Research, Project, Travel Grant
Research, Project, Travel Grant
Research, Project, Travel Grant
Research, Project, Travel Grant
Research, Project, Travel Grant
The Ana Chavira Scholarship Award
III. ENROLLMENT AND DEGREE STATISTICS

A. Enrollment

1. Total Undergraduate Enrollment in the Department of Art and Art History

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2. Total Graduate Enrollment (including those in absentia)

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B. Degrees Granted

1. Total Undergraduate Degrees Granted

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2. Total Graduate Degrees Granted
C. Graduate Applicant Statistics

1. Graduate Applicants

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2. Students Accepted

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3. Students Declined Acceptance

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41
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5. Graduate Applications Sorted Ethnically

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IV. FACULTY RESIGNATION, RETIREMENT, APPOINTMENT, LEAVES, and PROMOTION; STAFF SEPARATIONS, APPOINTMENTS

A. Faculty Resignation

Assistant Professor Cynthia Robinson resigned at the end of the academic year to accept a position in the Department of Art History at Cornell University. She has been a member of the Art History faculty since 2000.

B. Faculty Retirement

Professor Flora Clancy retired at the end of the academic year after having completed 24 years (1979-2003) as a member of the Art History faculty.

C. Faculty Permanent Appointments

Susanne Anderson-Riedel joined the faculty in August 2002 as an
Assistant Professor in Art History to replace Howard Rodee who retired in December 2001. Her specialization is the History of Print Media.

D. Faculty Temporary Appointments

1. Part-time/Semester I

Michael McConnell, Adjunct Lecturer III, Art History 101.001 and 101.002, Introduction to Art; Undergraduate Advisement.

Carroll Botts, Adjunct Lecturer III, Art History 101.003, Introduction to Art.

David Brown, Adjunct Assistant Professor, Art History 201.006, History of Art I.

Rebecca Blankley, Adjunct Lecturer III, Art Studio 157.001 and 157.002, Small Scale Metal Construction I.

Kristine Mills, Adjunct Lecturer III, Art Studio 213.001, Sculpture I; Art Studio 468.001, Ceramics IV.
Lyra Fiset, Adjunct Lecturer I, Art Studio 257.001, Small Scale Metal Construction II.

Carol Sanchez, Adjunct Lecturer III, Art Studio 335.001, Intaglio I.

Virginia Baich, Adjunct Assistant Professor, Art Studio 307.001, Painting II.

Joan Boyden, Adjunct Lecturer III, Art Studio 205.001, Drawing II.

Deborah Gavel, Adjunct Lecturer III, Art Studio 305.001 and 305.002, Drawing III.

Rachel Popowcer, Adjunct Lecturer III, Art Studio 207.001, Painting I.

Clarence Cruz, Adjunct Lecturer I, Art Studio 469.001, Pueblo Pottery.

Peter Voshefski, Adjunct Lecturer I, Art Studio 207.003, Painting I; Art Studio 307.002, Painting II.
Michael Corney, Adjunct Assistant Professor, Art Studio 268.001, Ceramics II; Art Studio 369.002, Ceramics III: Sculpture.

2. Part-time/Semester II

Paul Anderson, Adjunct Assistant Professor, Art History 202.006, History of Art II; Art History 332.001, Art of the High Renaissance.

Virginia Baich, Adjunct Assistant Professor, Art Studio 207.001, Painting I.

Babette Baker, Adjunct Lecturer III, Art Studio 106.004, Drawing I.

Rebecca Blankley, Adjunct Lecturer III, Art Studio 157.001 and 157.002, Small Scale Metal Construction I.

Carroll Botts, Adjunct Lecturer III, Art History 101.003, Introduction to Art.

Sheri Crider, Adjunct Lecturer III, Art Studio 213.001,
Sculpture I.

Laura Downey, Adjunct Lecturer III, Art Studio 429/529.003, Topics/Museum Preservation.

Zoe Danae Falliers, Adjunct Lecturer III, Art Studio 429/529.025, Topics/Computer Arts.

Daniel Fuller, Adjunct Lecturer III, Art Studio 345/429.529.004, Serigraphy.

Robert Patrick Harris, Adjunct Lecturer III, Art Studio 307.002, Painting II.

Kathleen Howe, Adjunct Associate Professor, Art History 425/525.001, 19th Century Photography.

Leigh Anne Langwell, Adjunct Lecturer III, Art Studio 187.002 and 187.003, Introduction to Photography.

Michael McConnell, Adjunct Lecturer III, Art History 101.001 and 101.002, Introduction to Art; Undergraduate Advisement.

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Kristine Mills, Adjunct Lecturer III, Art Studio 213.002, Sculpture I; Art Studio 413.001, Advanced Sculpture.

Rachel Popowcer, Adjunct Lecturer III, Art Studio 205.003, Drawing II; Art Studio 207.003, Painting I.

Melanie Shymkiw, Adjunct Lecturer III, Art Studio 207.002, Painting I.

Vera Sprunt, Adjunct Assistant Professor, Art Studio 305.002, Drawing III.

Peter Voshefski, Adjunct Lecturer III, Art Studio 121.003, 2D Design; Art Studio 308.001, Painting III.

E. Faculty Leaves

Associate Professor Margery Amdur, Sabbatical, Semester II, to develop a new body of work.

Associate Professor Steve Barry, Sabbatical, Semester II, to pursue a central theme in his sculptural work through a piece of writing.
Professor Martin Facey, Sabbatical, Semesters I and II, to explore new
directions in his work.

Associate Professor Lydia Madrid, Sabbatical, Semester I, to explore new
directions in her work.

Associate Professor John Wenger, Sabbatical, Semester I, to conduct
research in the concepts of conceptual and outdoor studio-based art.

F. Faculty Promotions

Michael Cook was promoted from Associate Professor to Full Professor.

Jim Stone was promoted from Assistant Professor to Associate Professor.

Joyce Szabo was promoted from Associate Professor to Full Professor.

G. Staff Separation

Daniel Byrne, Coordinator, Art Lab, resigned November 22, 2002, to
accept a position in another department of the University.
H. **Staff Appointments**

Agnes Harrison, Accountant II, hired July 1, 2002, to replace Donald Dean.

Jeanette Hart, Coordinator, Art Lab, hired December 12, 2002, to replace Daniel Byrne.
INTRODUCTION

The management of traditional art and architecture image collections and access services, the addition of digital assets and electronic support services, the ongoing development of information technology systems, and the undertaking of various special projects characterized the Bainbridge Bunting Slide Library’s 2002-2003 academic year. Slide library staff continued to build visual resources collections by acquiring, researching, documenting, and providing access to images of fine arts and architecture in both analog and digital format for study, teaching, and research. The library staff continued to offer graduate internships and to engage in professional development activities.

COLLECTIONS

The library manages over 330,000 art and architecture surrogates in print, slide, and digital formats to bring far-flung works of material culture side by side in the classroom. This year BBMSL catalogers processed 11,234 surrogates in slide format and 4,352 surrogates in digital format. Circulation staff lent 90,660 slides to 176 UNM educators for classroom use enabling the offering of 273 UNM courses with a combined enrollment of 4,412 undergraduate and graduate students.

SIGNIFICANT DEVELOPMENTS

In addition to expanding its traditional slide format image collections and collection management systems, the library continued to acquire digital format image collections and to develop appropriate information technology systems to accommodate them. In order to expand the collection management infrastructure necessary to develop, catalog and house digital format image collections, staff continued to work with a New Mexico software development firm, Dynamic Information Solutions, LLC, to design and implement an appropriate digital assets management application, now dubbed VISIC (VISual Information Catalog). Staff completed converting the library’s artist’s authority file of 24,000 artist’s records from print
to electronic format. The VISIC artist records are now available on-line through the BBMSL Intranet. Staff also converted 78,107 of the library’s 330,000 label records to electronic format and incorporated them into VISIC.

Library staff also entered the realm of courseware design by working with UNM’s New Media Program to create a “Digital Carousel” software package to interface with the BBMSL’s VISIC database and to present to students course related image reviews on-line.

After two years of preparation, the BBMSL launched VIRCONA, its Internet accessible Visual Resources Catalog of Native American Artists. VIRCONA is now accessible on-line worldwide. VIRCONA attracted the favorable attention of the J. Paul Getty Research Institute Vocabulary Program and the Vocabulary Program invited Sheila Hannah, Director, BBMSL to be a contributor to two important Getty publications: The Union List of Artist Names (ULAN) in the area of Native American artists and the Art & Architecture Thesaurus (AAT) in the area of Native American ethnonyms.

With funding from the Institute for Museum and Library Services (IMLS), the BBMSL joined the General Library and Tamarind Institute in a collaborative initiative to create digital content and associated metadata using the newly defined Western States Dublin Core Metadata Element Set. Tamarind Institute is providing content, the BBMSL is providing VISIC with its digital format and metadata templates, and the General Library is providing an XML interface with VISIC to bring Tamarind’s content to the Internet.

The BBMSL was reviewed favorably by the Landscape Architectural Accreditation Board (LAAB) as a required support unit for the UNM Landscape Architecture Program’s bid for accreditation from the American Society of Landscape Architecture (ASLA). This was the program’s Initial LAAB Review.

**INTERNSHIP PROGRAMS**

Kathleen Emunke, MA candidate, Arts of the Americas, Art & Art History was awarded the VIRCONA Project Internship for the Spring of 2003 and Matthew Tuttle, MFA candidate, Printmaking and Electronic
Arts Program, Art & Art History was awarded the first Visual Resources Digital Media Internship for the full 2002-2003 academic year. This year both Internships were endorsed by the Art Libraries Society of North America (ARLIS/NA) making BBMSL interns eligible to apply to ARLIS/NA for scholarships to augment their internship stipends.

PERSONNEL

Promotions, Appointments, and Separations

Natasha Needham, Library Information Specialist I
UNM Employment Separation: August, 2002

Lisa Wethman Gregory, Library Information Specialist I
UNM Employment Appointment: September, 2002

Staff

Sheila Hannah, Manager, Visual Resources Library
Memberships:
Visual Resources Association (VRA)
Art Libraries Society of North America (ARLIS/NA)
Special Libraries Association (SLA)
Professional Conferences:
Visual Resources Association 21st Annual Conference: Houston, TX
Professional Activities: Seminar Presentations
Native North American Art: Resources for Locating and Cataloging Images,
Visual Resources Association, 21st Annual Conference, Houston, TX
Professional Committees:
Visual Resources Association: Data Standards Committee: VRA Core
CFA Committees:
Committee on the Slide Library (Chair)

Cindy Abel Morris, Library Information Specialist III
Memberships:
Visual Resources Association (VRA)
Professional Committees:
Visual Resources Association Development Committee
Degree Programs:
MBA candidate, Anderson Schools of Management, UNM

Jane Hellesoe-Henon, Library Information Specialist III
Memberships:
Mid America Print Council

Lisa Wethman Gregory
Degree Programs:
MA candidate, Department of English Language and Literature, UNM
Like last year's report, this year's will be brief. In the thirteen years that I have composed such reports, I have received comments or questions from but two individuals, both of them members of Media Arts. Consequently I wonder if these reports are read, or read with any care.

2002-2003 was Media Arts’s seventh year as an official academic unit offering the degree of Bachelor of Arts in media arts. In regard to staff and faculty, the following changes occurred: Dr. Susan Dever earned tenure and promotion to associate professor. She also assumed the chairmanship of Media Arts, as Dr. Ira Jaffe retired after 31 years at UNM. Dr. Katja Schroeter (of the Department of Foreign Languages and Literatures) agreed to become an adjunct faculty member in the Department of Media Arts. (Schroeter’s doctoral work at Brown University, supervised by film scholar Dr. Mary Ann Doane, centered on film history, criticism, and theory.) Another adjunct faculty member in Media Arts is Dr. Ed Angel of the Department of Computer Science; Angel also serves as director of the Arts Technology Center in the College of Fine Arts. Raymond Raney, Lecturer in video production since 1989, resigned to take up studies in theology. Media Arts Graduate Assistant and Lecturer James Stone earned the Ph.D. in the Department of American Studies at year’s end. As noted in the previous annual report, the FTE of Media Arts Technical Coordinator James Roy increased from .50 to .63; also, staff assistant Shelley Brisson’s FTE grew slightly, from .50 to .525. Finally, Accountant I Claudine Lonergan resigned on August 15; Michael Edwards replaced her October 1; this position is half-time.
Two Media Arts part-time faculty members, Gus Blaisdell and Bryan Konefsky, earned College of Fine Arts professional grants to conduct research and creative work. Also, a number of Media Arts undergraduate majors earned awards: Provost Academic Program Awards went to Marisa Casteneda, Niya Henry, Gregory Kessinger, Brandy Marrs, Scott Milder, and Benjamin Popp. Milder also earned the College of Fine Arts Alumni Chapter Award. At the College of Fine Arts commencement in May; Adrian Harlan earned the Michael Costello Award; Louis Moya was honored as Media Arts Outstanding Senior. In addition, word came at year’s end that former Media Arts student Eric Patrick had accepted a tenure-track appointment in film, video, and digital arts at the University of North Carolina.

2002-2003 was an active year for the International Cinema Lecture Series, conducted by Media Arts since 1988. With support from the College of Fine Arts Outreach Program, Media Arts worked with Basement Films and the Guild Cinema to bring independent filmmaker Jon Jost to Albuquerque January 4-5 to screen and discuss his new digital motion-picture experiments. Perhaps Jost’s best-known previous work is the film, “The Bed You Sleep In.” Media Arts also supported the visit June 20-21 of Willie Varela, experimental filmmaker and assistant professor at University of Texas, El Paso, to discuss the life and work of avant-garde filmmaker Stan Brakhage, who died March 19. Further, Media Arts was primary sponsor of the visit to UNM on April 5 of legendary underground filmmaker George Kuchar, a professor of film at San Francisco Art Institute. In addition, Media Arts brought Mexican film director Arturo Ripstein and screenwriter Paz Alicia Garciadiego to UNM May 2 to screen their film “Deep Crimson” and to discuss their approaches to directing and writing for the screen. Guests for the International Cinema Lecture Series in past years included internationally renowned film artists Stan Brakhage, Nagisa Oshima, Maria Novaro, Trinh T. Minh-ha, Dusan Makavejev, Humberto
Solas, and Abraham Polonsky; plus scholars Stanley Cavell (Harvard University), Eric Rentschler (Harvard University), and Kaja Silverman (University of California, Berkeley).

As in the previous year, in 2002-2003 enrollment in Media Arts averaged 650 per semester, including 63 majors; however, faculty continued to number just 3.5 FTE, and technical staff just .63 FTE. The sorry ratio of students to faculty and staff was a glaring problem that Dean Moy and Ira Jaffe discussed repeatedly. Also, Jaffe underlined the dilemma in his e-mail to Dean Moy of February 17, comparing Media Arts numbers to those in the comparable department at College of Santa Fe. Jaffe also explored the problem in his e-mail of March 17 to Moy titled “Program Enhancement.” Further, Jaffe suggested possible actions in his e-mail to Moy of January 23 in relation to a film initiative by the New Mexico governor’s office. These e-mails were shared with Media Arts full-time and part-time faculty and staff. In Jaffe’s view, Dean Moy repeatedly declared his commitment to the Department of Media Arts as a growth area. Nonetheless, at the end of 2002-2003, Moy decided against searching in 2003-2004 for a new faculty member to fill the line opened by Jaffe’s retirement.

Another ill development occurred earlier in the academic year when various administrators suddenly claimed space in the former UNM bookstore that had been designated for well over five years as the Media Arts seminar room. The dean of Arts and Sciences, representatives of the Department of Biology, and even the dean of Fine Arts insisted that the seminar room double as their respective conference rooms. Previously it was assumed that only Biology would have access to the seminar room, in concert with Media Arts. Primarily it was to be the Media Arts seminar room, and it was so identified in architects’ plans approved in 1997 by Biology as well as Media Arts. The entire Media Arts facility in the former bookstore was perhaps ten years in the making. Media Arts students originally were promised access by 1998-
Over the years the space available to Media Arts was cut drastically, as both a studio and a large media classroom/auditorium were deleted. At this point the seminar room affords Media Arts students their only formal setting in which to meet, both in and out of class, to screen and discuss motion pictures in diverse formats in a scholarly manner.

New Mexico citizens have expressed surprise to me that our university has not mobilized greater resources to support Media Arts given the artistic, cultural, and economic importance of this field and the large number of students who seek to enroll despite the department's slight resources. Citizens are impressed that Media Arts students are more diverse ethnically (including a high percentage of Native American and Hispanic undergraduates) than are students in other departments of the College of Fine Arts. Citizens also observe that Media Arts alumni do well in their professional and intellectual pursuits. It is unusual for a flagship university not to mount a more robust effort in media arts study than UNM has. An adequate explanation will integrate ethical, financial, and other considerations as they bear on contemporary society as a whole as well as on the conduct of today's research university.
I. INTRODUCTION

The 2001-02 accreditation visit by the National Association of Schools of Music continued to positively influence Department processes in 2002-03. The Commission, as predicted in the previous annual review, did indeed award NASM’s most positive status to the department by continuing the Department of Music as a member in good standing.

NASM approved two new degree plans: the Bachelor of Music in String Pedagogy and the Bachelor of Music in Jazz Studies. The Commission (the formal Commission Report is attached to this document) brought up four matters to address in a progress report due in Fall 2003:

1) **Renovation** – The music department has now been allocated about $200,000 to complete renovation that was first requested and approved 5 years ago.

2) **Piano Replacement, Maintenance, and Repair** – A special music course fee ($5) was requested and recently approved. This will create an annual fund of $60,000 (based on current SCH).

3) **Strategic Planning** – The department went through a yearlong strategic planning process that included weekly meetings by a representative 12-member committee (including faculty, staff, and a facilitator), department discussions of the draft plan, conferrals on the draft with alumni and selected community members, and a final vote. The plan itself is attached and closely follows the university plan (also enclosed) while additionally including a 5-year list of goals. The entire plan is subject to regular review and it’s expected that additional goals or amendments of goals will likely occur. The plan itself doesn’t focus on prioritization of needs so much as the establishment of a value system blueprint for the department from which decisions can be made. Given the department’s commitment to a comprehensive music program, no faculty members are willing to develop a mission that would cut specific programs but would rather that, should any future streamlining be necessary, the strategic plan will used to confirm the appropriateness of such a shift in priorities. For example, the strategic plan places some emphasis on large ensembles without going into details on either smaller ensembles or faculty ensembles. The priority weighting that is implied therefore will weight the necessity of continuation of the two current faculty quintets as much lower than the continuation of the orchestra or university bands on several rationales detailed within the plan.

4) **Viability of graduate programs with no or very low enrollment** – The Department of Music hired Assistant Professor Pamela Pyle in Piano two years ago to rebuild the Piano Accompanying program. In 2003-04, we will be closely monitoring the progress of that program.

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1 This is impressive in the light that almost 2/3 of the institutions applying for renewal of membership are put on probation.
studio (having committed appropriate funding for scholarships, assistantships, etc. toward the rebuilding of the program) in order to determine whether this degree is viable. There are 2-3 new students who are matriculating this fall but this is not sufficient. This degree is the primary one that matches the Commission's concerns and the department recognizes that a reallocation of resources may eventually benefit other department programs and needs, especially if the rest of the piano studio continues to be enrolled with non-performance majors.

Curriculum

The Undergraduate Curriculum was completely revamped in 2002-03. Course requirements in ethnomusicology and technology were added to the Bachelor of Music Degree (in part to more effectively respond to accreditation requirements but also in response to new faculty hires) and several performance degrees were streamlined in relation to specific pedagogy and repertory course requirements as well as music theory requirements. See attached copy of summary of curriculum changes.

Personnel Matters

Professor Ellen McCullough-Brabson (music education) retired from the faculty and Assistant Professor Bernard Zinck (violin) resigned from the faculty to take another position at the University of Wisconsin-Milwaukee. Their separation date was May 17, 2003. As a result, temporary replacements will be hired in Fall 2003. A search for an assistant professor of horn-theory was unsuccessful. A new search, with some changes in the position advertisement and requirements, will commence in Fall 2003 and temporary replacements in the area of horn and theory will also be hired.

Several new hires were made with searches during the 2002-03 year. The hiring date for these new hires was August 18, 2003. Professor Steven Feld was hired as a full professor with tenure as a joint appointment in anthropology and music. Feld is a world-renowned ethnomusicologist and MacArthur Fellow. Feld's anthropology of sound research involves intersections of music, linguistics, acoustic ecology, and media studies. His main ethnographic project since the mid 1970s, and many of his print and sound publications concern the acoustemology of Kaluli people of the Bosavi rainforest of Papua New Guinea. Since the mid 1980s he has also developed a second research project, on music globalization, schizophrenia, and the emergence of "world music."

A temporary replacement in saxophone was made in the hire of Eric Lau. Lau is an exceptional saxophonist who plays at an artist level. He has been on the faculty of Olivet College as instructor of saxophone, clarinet, and jazz ensemble for the past two years, served as Visiting Professor of Saxophone at the Crane School of Music at the State University of New York in Potsdam during 2000-2001, and was an adjunct instructor of saxophone at Hope College from 1999-2000. He has performed as a soloist at the North American Saxophone Alliance National Conference in 1998, 1999, 2000, and 2002, the World Saxophone Congress in Montreal, Canada
in 2000, and as a guest artist in Michigan, New York, Mississippi, and Louisiana. He holds the Master of Music and Doctor of Musical Arts degrees from Michigan State University. Patricia Repar became a part-time Research Assistant Professor in composition and medicine when a joint appointment was created through a grant from the Medical School to support her Arts-In-Medicine project. Her hiring date was 1/13/03.

Budgetary Matters

The most significant budgetary development was the placement of the Department of Music on a deficit reduction plan. The entire deficit from two department accounts (allocated and performance) was removed to a new account (deficit), the negative balance of which is to be paid down over the next three years through a combination of a frozen faculty position (saxophone), a portion of a salary line from the department of music (Uscher), and course fees. $70,000 was applied to the deficit account and, most important, department accounts finished in the black in FY 2002 so that no new deficit has been created. This pattern is to continue for another two years.

In the area of development and fundraising, the Center for Regional Studies again supported a full assistantship (2 half-assistantships) in Jazz Studies named for the great jazz master, John Lewis (who attended UNM). Two moderate bequests (approx. $50,000, and $10,000) were made to the department, one of which has enabled us to complete the fundraising for the first stage of the Kurt Frederick Fellowship and the second that has initiated a campaign for a new endowment fund named in honor of Professor Ellen McCullough-Brabson, who retired. Two larger endowments, one to support music education and one to support the graduate string quartet, approaching a half-million dollars were secured in the form of bequests.

II. OTHER ACTIVITIES

a. The Music Prep School

The UNM Music Prep School celebrated its tenth year last spring, with a lively concert featuring performances by Music Prep students and teachers, supported by enthusiastic audience participation. Director Diane Bonnell announced a $10,000.00 contribution to create a UNM Music Education scholarship in honor of Dr. Ellen McCullough-Brabson, the founder of the Music Prep School, who retired from her UNM teaching position in May 2003.

After a busy summer session which included new family classes focusing on Spanish songs, games and dances, Music Prep has moved into its 11th year with a fall semester enrollment over 560. The program instruction is done during three semesters: fall, spring, and summer on Saturdays, 9:00-3:00 at UNM. Classes of pre-school music and general music, vocal music, beginning instrument ensemble, Suzuki violin, orchestra, guitar, piano, and marimba are offered to students from birth through 6th grade. Basic tuition is $85 per semester, per child. Approximately ten per cent of the students are on partial or full tuition waivers.
The program is taught by eleven certified music teachers, many teaching more than one class, and most are teaching both semesters. We are very fortunate to have such a qualified music staff, who have direct implication for the success of the program. In addition to teaching staff, we have a part-time director and program coordinator to manage the program. Our third music education teaching assistant is beginning her second year with Music Prep; she teaches in the program, assists with the office operation, and also assists UNM music education staff, while doing graduate work in music education. We are also employing graduate and undergraduate UNM string students to teach private lessons for the Suzuki program.

For the past ten years the program has operated in the black. We have donated six pianos to the UNM Piano Lab, as well as purchasing small music equipment that is also used by the music education classes at UNM.

We are offering one to two early childhood workshops a year for our prep school teachers and for teachers and parents in the community. Outstanding clinicians from major music schools in the US are brought in for the presentations. Teachers attending pay a minimal fee to attend. This is another way of giving back to UNM and the community.

We are offering our seventh “Music Is” series of free concerts for children and their parents. Many of the concerts are presented by UNM performing groups. Each group receives a $500 stipend. This is another way we are giving back to the department.

b. The Graduate Program

Graduate enrollment is holding steady at about 60 students, with 25 students entering the program each year.

c. The Band Program

Athletic Bands
The marching band size remained constant at 89 members while the color guard was eliminated from the band due to administrative and fan dissatisfaction with this element of the band. This is the first year that all members of the marching band receive a participation stipend from athletics with the expectation that it will cause future growth. Instrument replacement is happening through the additional resources provided by the vice president for business and finance and the student fee review board.

The marching band traveled to the Air Force Academy for the football game and received very positive feedback from Lobo fans about the band’s participation. The band traveled to Las Vegas for the Las Vegas Bowl on Christmas Day.

Basketball band participation has increased as a result of stipends being provided for all members and has stabilized this program.

The Director of Bands was actively involved in a fund raising campaign headed by the UNM foundation to generate revenue for the purchase of new uniforms for the marching band.
Approximately half of the needed revenue was raised through private contributions with the remainder being split between athletics and the vice president for business and finance. As a result of the fund raising campaign, a sizable data base of marching band alumni was developed and used to initiate the first alumni marching band to perform at homecoming with the UNM Spirit Marching Band. As of this writing, approximately 50 alumni have indicated interest in performing.

Concert Bands
The Wind Symphony recorded its second commercial CD with the Principal Trombonist of the New York Philharmonic in Popejoy Hall. It is due to be released on Summit Records in fall 2003 with international distribution.

The Wind Symphony and Symphonic Band incurred additional expense hiring French horn players from the New Mexico Symphony for each of their concerts due to the shortage of students in this area, as a result of not filling the horn faculty position in the Department of Music.

d. Concerts, Guest Artists, Keller Hall

UNM MUSIC DEPARTMENT, KELLER HALL
ANNUAL REPORT JULY 2002-JUNE 2003

Faculty Concerts (Fall 2002-Spring 2003)  TOTAL: 16
Valerie Potter, flute
Keith Lemmons, clarinet
Arlene Ward, organ (2)
Glenn Kostur, saxophone
Bernard Zinck, violin
Leslie Umphrey, soprano
New Mexico Brass Quintet (3)
David Schepps, cello (2)
Laura Dwyer, flute; Arlene Ward, organ
Scott Ney, percussion
Kevin Vigneau, oboe
Kim Fredenburgh, viola
Patrick Posey, saxophone

Guest Artists (Fall 2002-Spring 2003)  TOTAL: 11
Kevin Sharpe, piano
Steve Campbell, tuba
Eric Ruske, horn
Nathan Williams, clarinet
Debra Fialek, horn
Julia Heinen, clarinet
D. Ray McClellan, clarinet
Oleksiy, Coltakov, piano masterclass
Jean-Marie Londieux, William Street & Roger Admiral: Saxophone Day
Michael Rishe, piano
Composer’s Symposium 2003

**Student Ensembles** (Fall 2002-Spring 2003)  
TOTAL: 49

- UNM Concert Band (3)
- UNM Orchestra (3)
- UNM Jazz Bands (5)
- Symphonic Band (3)
- Wind Symphony (4)
- Chamber Winds
- Percussion Ensemble (2)
- Violin Studio Recital (2)
- Clarinet Marathon (2)
- Falko Steinbach Piano Studio Recital (4)
- UNM Orchestra and Chorus
- Saxophone Studio Recital (2)
- Guitar Night (2)
- UNM Early Music Ensemble (2)
- Abe Franck Quartet
- UNM Jazz Festival
- Concert Choir (2)
- Woodwind Night
- The University Chorus
- New Music New Mexico
- Works in Progress coached by Pamela Pyle
- Cello Fest
- UNM Opera (2)
- Cello Studio Recital
- UNM Music Prep

**Friends of Music** (July 2002-June 2003)  
TOTALS: 2

- Kurt Streit, tenor
- Douglas Riva, piano

**UNM Music Student Recitals**  
TOTAL: 52

- Fall 2002: 14
- Spring 2003: 38

**Rentals** (July 2002-June 2003)  
TOTAL: 34

- UNM Bookstore "Lecture under the Stars"
- Indian Dance Concert
- Symphony Orchestra of Albuquerque (3)
- David Rope, guitar
- Institute of Chinese Medicine (3)
Physicians Assistant Graduation
Travis Huebel, flute
Art and Art History Lecture
Recruitment Services
Wendy Day, piano
Benjamin Silva, guitar
Capoeira Batizado
All State
Chad Beall, piano (2)
Bill Miller - Native America Calling
Michael Grimes, piano
NMSO Young Artist Piano Competition
APS Choral Festival
APS Orchestra Festival
Sandia High School
The Lean Mean Brass Machine
NWNM Regional Science and Engineering Fair
South West Film Center
African Dance
Office of Equal Opportunity Lecture
Corrales Ballet
Israel and Palestine: Film Festival
Elias Axel-Petterson, piano
Albuquerque Flute Association

Faculty Concerts: 16
Guest Artists: 11
Student Ensembles: 49
Friends of Music Concerts: 2
Student Recitals: 52
Rentals: 34

TOTAL: 164

e. Jazz Studies

The Jazz Studies program at UNM continues to flourish. In the 2002-2003 academic year the Jazz Bands and Jazz Combos presented several concerts. The annual UNM Jazz Festival hosted more than 30 middle school and high school groups for a weekend of performances and clinics. Guest artists at the festival included trumpeter Walter White, saxophonist Randy Hamm and trombonist Steve Wiest. A substantial boost to the Jazz Studies program came in the form of two graduate assistantships, named in honor of the late UNM alum and jazz great John Lewis. The two John Lewis GA recipients, Dylan Race and Jason Oliver, contributed greatly to the program:
in their musical leadership and in their hard work helping to administer the program and the jazz festival.

f. All State Music Festival and In-service Conference

The 59th New Mexico Music Educator’s Association All State Music Festival took place at the University of New Mexico in January 2003. With the exception of a fire drill in the middle of the Friday evening concert, the conference ran very smoothly. NMMEA expressed their appreciation for the use of the CFA facilities in helping the student musicians of New Mexico to have a wonderful musical experience. Diantha Swaboda and Larry Wheeler from NMMEA did an excellent job in coordinating the program in conjunction with Barbara Boehms from the Music Department.

g. Composer’s Symposium

The John Donald Robb Composers’ Symposium took place from March 29-31. This year’s event included a performance of music by John Donald Robb performed by the Chamber Orchestra of Albuquerque. Our collaboration with the Outpost enabled us to bring Anthony Braxton, a world-renowned composer and performer who specialized in that cross-section between experimental music and improvised jazz.

This year’s roster was one of the most diverse ever, reflecting the Artistic Director’s intentional distrust of ideology as a determinant in choosing composers. As a result, composers came from a variety of world backgrounds including Germany (Marggraf), Iraq (AlHaj), and Canada (Repar)—as well as from all across the United States—California (Aguilar), Florida (Fuller), Illinois (Hamman), Arizona (Reiprich), Connecticut (Braxton) and Washington D.C. (DeLio). More important the music they wrote was as different as the places they were from and as different as they each were individually as artists one to another. We continue to desperately need additional funding to support guest composers. It is genuinely shameful to see how much “in-kind” funding we rely upon to bring in such outstanding musicians and composers without whom the Symposium would cease to exist. There has been some discussion about support coming from the College through the efforts of people like our new Dean James May and his Officer for Advancement Andrea Bromberg. I hope this will in the future help to solve this long-standing blemish on an otherwise outstanding event that brings great credit to UNM for having the Symposium every year and to those who make the event possible through their generous financial support.

III. Faculty Creative Activity

Chapdelaine, Michael

Chosen to be Yamaha music Corporation’s worldwide endorsee for acoustic and classical guitars. 2000-2003.

_Grapevine_ A mixture of classical and popular original arrangements on guitar, 2002

**Performances:**

Hyde Park United Methodist, Austin, TX, Concert, 2/12/2003
Riverbend Church, Austin, TX, Concert, 2/16/2003
UNM Anthropology Bldg., Albuquerque, NM, Concert, 4/4/2003
Kulak’s Woodshed, Hollywood, CA, Concert, 4/9/2003
Pasadena Presbyterian Church, Pasadena, CA, Concert, 4/9/2003
Simi Valley Cultural Ctr., Simi Valley, CA, Concert, 4/10/2003
Coffee Gallery Backstage, Altadena, CA, Concert, 4/11/2003
Boulevard Music, Culver City, CA, Concert, 4/12/2003
Kulak’s Woodshed, Hollywood, CA, Concert, 4/13/2003
Church of Religious Science, Santa Fe, NM, Concert, 4/19/2003
UNM-Los Alamos Courtyard Student Services Building at UNM-LA, Los Alamos, NM, Concert, 4/25/2003
Albuquerque Folk Festival, Albuquerque, NM, Concert, 6/21/2003

**Hermann, Richard**

Lecturer, Panel Member, Poster Session, and Respondent


Transformational Theory Workshop, participant, Mannes Institute for Advanced Music Theory, NYC, June 2003


**Kempter, Susan**


Sponsored a Suzuki Tour Group from Capital University in Columbus, Ohio. Concerts in Albuquerque and Santa Fe. [March 2003]
Ellensburg, WA, [October 2003]

Organized UNM/NMASTA conference "The Art of Teaching" with Dr. William Magers and John Kendall. UNM's Keller Hall, Sept 19 - 21, 2003

Completed "UNM Pedagogy Handbook" for new student interns in the UNM Music Prep Lab School [October 2003]

Created a new graduate-level course leading to SAA Long Term Training

Lemmons, Keith


Guest artist and member of "Trio New Mexico", (with Kim Fredenburgh and Kevin Vigneau) at the International Double Reed Society Convention at the Univ. of NC-Greensboro. June 2003, Premiered two new works, one by UNM Composer Bill Wood.

Guest artist at the internationally acclaimed Univ. of Oklahoma Clarinet Symposium, Norman, OK, June 2003.

Guest artist on the Taos Chamber Music Group music series, Taos, NM Fall 2002-Spring 2003.

Guest artist on the Los Alamos Fuller Lodge Ensemble music series, Los Alamos, NM Fall 2002-Spring 2003.


Loza, Steve

Research Articles:


Repar, Patricia

Composition  March 2003 .breathing.bones.mobile.mind. for tenor trombone and tape.

Performance  March 31, 2003 John Donald Robb Composers’ Symposium (.breathing.bones.mobile.mind.), University of New Mexico, Albuquerque, New Mexico.

Steinback, Falko

Performances

January 21, 2002  Cologne Agneskirche “Agnesmesse”
January 23, 2002  Cologne Agneskirche “Agnesmesse”
January 25, 2002  Duesseldorf Galeriekonzert Solo Recital
January 26, 2002  Brauweiler Abtei “Agnesmesse”
February 9, 2002  Albuquerque Kimo Piano Concerto
February 27, 2002  Albuquerque Keller Hall Duo
March 23, 2002  Muenster Musikhochschule Solo
April 20, 2002  Corrales Cult. Arts Council Solo Recital
April 29, 2002  Albuquerque Keller Hall Duo
June 3, 2002  Berlin Musikbibliothek Solo Recital
June 6, 2002  Cologne Alte Feuerwache Solo, Duo
June 9, 2002  Cremona, Italy Villa Manna Roncadelli Solo Recital
June 20, 2002  Gainsville UFL Auditorium Solo Recital
Nov. 8, 2002  Las Vegas, NM Ilfeld Auditorium Solo
Nov. 24, 2002  Albuquerque F. Ch. of relig. Science Solo 2x

CD-Productions
CD “Agnesmesse” Live Production, Edition Cantio Sacra, Cologne, 2002
CD Romantic Miniatures, Eigenproduktion Chris Shultis, Albuquerque 2002
CD Romantic Miniatures, Eigenproduktion Chris Shultis, 2. Version, ABQ 2003

Compositions

“Fife Birthday pieces” for piano solo
17 Etudes “Bewegungsbilder” for piano solo
“Agnesmesse” for 5 choires, 4 flutes, 2 organs, 2 percussionists, churchbells, solo and speaker
“Thomasmesse” for choire, solo, oboe, four flutes, organ and doublebass
“Spero Lucem” for organ and moving voice

Tatum, Mark

Performances:

New Mexico Symphony Orchestra
Santa Fe Symphony Orchestra
El Paso Symphony Orchestra
Albuquerque Chamber Soloist
New Mexico Jazz Workshop Guest Artist
Outpost Performance Space Guest Artist

Williams, Maria

Assistant Producer for DreamWeaver Theatre Company, a Native American performing arts company (2003)

IV. Personnel – Short Summary

a. Faculty/Staff Appointments

Patrick Posey was continued for a second year as a .75 Visiting Assistant Professor of Saxophone. Steve Loza started full-time in January 2003 as the Director for the Arts of the Americans and Professor of Music. Patrice Repar moved from temporary part-time to a Research Assistant Professor, continuing in her duties in the areas of composition and technology and adding the role of directing the Arts in Medicine program.

Victoria Weller was hired as Keller Hall Manager.

b. Part-Time Appointments
Anthony, Michael  
Cuadra, Pedro  
Dwyer, Chris  
Dwyer, Laura  
Eisfeller, Anne  
Geist, Doug  
Kempter, Susan  
McElligott, Brady  
MacAskie, Stuart  
Schmidt, Donna  
Sheinberg, Colleen  
Taylor, Debra  
Turner, Denise  
Vetrinskaya, Tatiana  
Ward, Arlene

c. Tenure/Promotion Decisions

Eric Rombach-Kendall was promoted to Full Professor

d. Separation

Bernard Zink  
Ellen McCullough-Brabson – retirement

e. Sabbaticals

None.
Professor Steven Block  
Chair, Department of Music
Center for the Arts
University of New Mexico
Albuquerque, NM 87131-1411

Dear Professor Block:

The NASM Commission on Accreditation at its November meetings gave careful consideration to the application for renewal of Membership submitted by the University of New Mexico.

The Commission voted to approve the application and continue the institution in good standing with the following degree listing:

- Bachelor of Arts in Music
- Bachelor of Music Education
- Bachelor of Music in Theory and Composition
- Bachelor of Music in Performance
- Master of Music in Performance
- Master of Music in Music History and Literature
- Master of Music in Conducting
- Master of Music in Theory and Composition
- Master of Music in Music Education
- Master of Music in Accompanying

Plan Approved:
- Bachelor of Music in String Pedagogy
- Bachelor of Music in Jazz Studies

The next NASM evaluation for reaccreditation is scheduled for the 2011-2012 academic year.

The Commission requests a progress report addressing the following concerns:


3. The status of the music unit’s current strategic planning initiative, including its intent to prioritize needs (see Optional Response, page 7; NASM Handbook 2001-2002, pages 73-74, item II.Q.).

4. The Commission asks the institution to give careful consideration to the viability of those graduate programs with no or very low enrollments in light of current and projected budget restraints and realities (see NASM Handbook 2001-2002, pages 58-59, item II.B.).
Professor Steven Block  
University of New Mexico  
January 10, 2003  
Page 2

The progress report should be submitted by October 1 for consideration at the Commission meetings of November, 2003. A copy of the NASM Visitors' Report is enclosed, along with a document outlining procedures for submitting the progress report.

The Commission also voted to grant Plan Approval for the following degree programs:

- Bachelor of Music in String Pedagogy.
- Bachelor of Music in Jazz Studies.

As three transcripts become available for each of these programs, the institution should submit an application for Final Approval for Listing. Appropriate procedures should be requested from the NASM National Office.

The Commission notes that the Music Preparatory School of the University of New Mexico meets NASM criteria for Non-Degree-Granting Programs for the Community, and therefore will be listed in the next NASM Directory (see NASM Handbook 2001-2002, page 31, Rules of Practice and Procedure, Article I, Section 3., and pages 71-72, item II.P.)

Please contact the NASM National Office staff for further clarification, information, or assistance in responding to issues raised by the Commission.

The Commission commends the institution and the music unit for an excellent Self-Study and Optional Response, noting in particular its progress in meeting technology standards and in increasing support for athletic bands.

This action is taken upon review of the University of New Mexico according to accreditation standards in effect in November of 2002. As a member of NASM, the institution is responsible for participating in all revisions and additions to the standards as well as maintaining its curricular programs in music current with NASM standards as these are developed.

Please accept our congratulations on behalf of the Association.

With best wishes and cordial regards, I remain

Sincerely yours,

Samuel Hope  
Executive Director

SH:ws  
Enclosure

cc: F. Chris Garcia, Interim President  
    University of New Mexico  
    David Tomatz, President, NASM  
    Don Gibson, Chair  
    NASM Commission on Accreditation  
    Jon Pierson, Associate Chair  
    NASM Commission on Accreditation  
    David J. Nelson, NASM Visitor  
    Melvin Platt, NASM Visitor
### SUMMARY OF CURRICULAR CHANGES EFFECTIVE FALL 2003

**University Core Curriculum:** No changes in specific req's for any music degrees EXCEPT: BM/Str Pedag elim. Psych 220 as social sciences req. (Psych 105 still required). [Other specific req's: All music degrees Engl 220; Vocal Perf-language req has to be Ger., Fr., or It.]

**Ensemble Requirements:** All ensemble requirements remain the same, except for String Pedagogy and Theory/Composition degrees (see below).

#### B.M. KEYBOARD PERFORMANCE (37 core + 91 = 128):

| Applied Music | -6 | 22 instead of 28 | 101/102, 201/202, 301/302, 401/402 (2-2, 2-2, 3-3, 4-4), PLUS Jr & Sr Recital (0) |
| Theory | -2 | 24 instead of 26 | Theory-I, Orchest., 18<sup>th</sup> Cntrpt, 4 hrs th. electives; elim. Form, Post-Tonal, 16<sup>th</sup> Cntrpt |
| History | +3 | 11 instead of 8 | History-I, Repertory, 3 hrs th. elective |
| Technology | +2 | 2 instead of 0 | 2 hrs of technology elective added |
| Ethnomusicology | +3 | 3 instead of 0 | 3 hrs of ethnomusicology elective added |
| Other Music | -2 | 12 | Conc Mus (6@0), Conducting (2), Pedagogy, Ensemble (6) |
| Music Electives | +2 | 8 instead of 6 | 3 hrs Fine Arts, 6 hrs other non-music |
| Non-Music | -2 | 9 instead of 11 | 3 hrs Fine Arts, 6 hrs other non-music |

#### B.M. INSTRUMENTAL PERFORMANCE (37 core + 91 = 128):

| Applied Music | -6 | 22 instead of 26 | 101/102, 201/202, 301/302, 401/402 (2-2, 2-2, 3-3, 4-4), PLUS Jr & Sr Recital (0) |
| Theory | -2 | 24 instead of 26 | Theory-I, Orchest., 2 hrs th. electives; elim. Form, Post-Tonal, Counterpoint |
| History | +1 | 9 instead of 8 | History-I, 3 hrs history elective; elim. Repertory |
| Technology | +2 | 2 instead of 0 | 2 hrs of technology elective added |
| Ethnomusicology | +3 | 3 instead of 0 | 3 hrs of ethnomusicology elective added |
| Other Music | -2 | 16 instead of 18 | Conc Mus (6@0), Conducting (2), Ensemble (10), Gr Pno (4); elim. Pedagogy |
| Music Electives | +6 | 8 instead of 2 | 3 hrs Fine Arts, 6 hrs other non-music |
| Non-Music | -2 | 9 instead of 11 | 3 hrs Fine Arts, 6 hrs other non-music |

#### B.M. VOCAL PERFORMANCE (37 core + 97 = 134): (was 37 core + 98 = 135)

| Applied Music | -4 | 22 instead of 26 | 101/102, 201/202, 301/302, 401/402 (2-2, 2-2, 3-3, 4-4), PLUS Jr & Sr Recital (0) |
| Theory | -4 | 20 instead of 24 | Theory-I, Orchestration, 2 hrs history electives; elim Form, Post-Tonal, Counterpoint |
| History | +3 | 11 instead of 8 | History-I, History, 3 hrs history elective |
| Technology | +2 | 2 instead of 0 | 2 hrs of technology elective added |
| Ethnomusicology | +3 | 3 instead of 0 | 3 hrs of ethnomusicology elective added |
| Other Music | +2 | 24 instead of 22 | Conc Mus (6@0), Conducting (2), Ensmb (6), Opera (4), Pedag., Gr Pno (4); 3 hrs Pedagogy |
| Music Electives | - | 0 | |
| Non-Music | -3 | 15 instead of 18 | 3 hrs Fine Arts, 12 hrs languages |

#### B.M. STRING PEDAGOGY (37 core + 91 = 128):

| Applied Music | -- | 16 | 119/120, 219/220, 319/320, 419/420 (2 hrs each), PLUS Senior Recital (0) |
| Theory | -- | 18 | Theory-I, Orchestration; Form eliminated |
| History | -- | 6 | History-I |
| Technology | +2 | 2 instead of 0 | 2 hrs of technology elective added |
| Ethnomusicology | +3 | 3 instead of 0 | 3 hrs of ethnomusicology elective added |
| Pedagogy | -2 | 24 instead of 26 | Str Pedagogy Seminar (16), Str Pedagogy Lab (8); Str Pedagogy Perf eliminated |
| Other Music | -3 | 19 instead of 22 | Conc Mus (6@0), Conducting (2), Mus Ed 155 (2 in strings), Foundations Mus Ed (3), Ensemble (1 ch mus + 7 orch instead of 8), Gr Pno (4); 3 hrs Piano 119/120 (2) |
| Music Electives | -- | 0 | |
| Non-Music | -- | 3 | 3 hrs Fine Arts |

#### B.M. JAZZ STUDIES (37 core + 91 = 128):

| Applied Music | -- | 16 | 119/120, 219/220, 319/320, 419/420 (2 hrs each), PLUS Jr & Sr Recital (0) |
| Theory | -- | 20 instead of 24 | Theory-I, 4 hrs theory electives instead of 2; elim. Music 304 & 404 |
| History | -- | 9 | History-I, Jazz History |
| Technology | +2 | 2 instead of 0 | 2 hrs of technology elective added |
| Ethnomusicology | +3 | 3 instead of 0 | 3 hrs of ethnomusicology elective added |
| Jazz Studies | -- | 11 | Intro Improv, Jazz Improv-I-III, Jazz Arr, Jazz Th, Jazz Topics (replaces Jazz/Am Culture) |
| Other Music | -1 | 19 instead of 20 | Conc Mus (6@0), Jzz Combo (4), Jzz Bnd (6), Ensmb (4), Gr Pno (4, not 5), Jzz Meth |
| Music Electives | -- | 0 | |
| Non-Music | -- | 11 | 3 hrs Fine Arts, 8 hrs non-music |

#### B.M. THEORY & COMPOSITION (37 core + 91 = 128):

| Applied Music | -- | 4 | 419 & 420 (2 hrs each); PLUS Senior Recital |
| Theory | -2 | 38 instead of 40 | Theory-I, Orchestration, Intro to Comp (204), Comp-I, Counterpoint (2 instead of 4), 8 hrs theory electives (up to 6 hrs can be in Topics); elim. Form, Post-Tonal |
| History | -- | 12 | History-I, 20<sup>th</sup>-c. Music, 3 hrs history elective |
| Technology | +2 | 2 instead of 0 | 2 hrs of technology elective added |
| Ethnomusicology | +3 | 3 instead of 0 | 3 hrs of ethnomusicology elective added |
| Other Music | -9 | 15 instead of 24 | Conc Mus (6@0), Cond (4), Ensmb (6, not 8), Maj Instr (5); elim Gr Pno & MusEd 155 |
| Music Electives | +6 | 6 instead of 0 | |
| Non-Music | -- | 11 | 3 hrs Fine Arts, 5 hrs non-music electives, Physics 108 (3) |
### MUSIC MINOR:
No changes [Applied (4), Theory I-II only, Mus electives (3 hrs from 139/140, 172/271, 3 from 371, 373, 374, 2 free = 20 hrs)]

B.A. IN MUSIC: No changes. B.A.'s cannot give recital in Keller Hall (unless they pay for the hall), cannot take Jr or Sr Recital courses.

[Current req's incl: Ap Mus (4), Ensemble (4), Theory I-IV, History I-II, Concentrations (6@0), Music electives (18; can incl 4 adv ensemble and 12 add'l applied), Music or Non-Mus electives (14), Non-Music electives (20), FA elective (3), Arts & Sci electives (6), Core (37) = 128 total]

### B.M.E./VOCAL TRACK (Piano or Voice Concentrate: 57 core + 79 = 136; Guitar Concentrate: 57 core +80 = 137):

| Applied Music | -- | 8 |
| Theory | -2 | 18 instead of 20 |
| History | -- | 6 |
| Ethnomusicology | +3 | 3 instead of 0 |
| Mus Ed Courses | -- | 20 |
| Other Music | +2 | Pno/Voc 24 vs 22 |
| Non-Music | -3 | 0 instead of 3 |

### B.M.E./INSTRUMENTAL TRACK (String Concentrate: 57 core + 78 = 135; Wind/Brass/Perc Concentrate: 57 core +79 = 136):

| Applied Music | -- | 8 |
| Theory | -2 | 18 instead of 20 |
| History | -- | 6 |
| Ethnomusicology | +3 | 3 instead of 0 |
| Mus Ed Courses | -- | 20 |
| Other Music | +2 | Pno/Voc 24 vs 22 |
| Electives | -1 | String 2 vs 3 |

### NOTES ON COURSE CHANGES

Theory I-IV: These classes have been divided into a Theory portion (4 credits) and an "Aural Lab" portion (0 credits) that must be taken simultaneously (Ex: 150 and 150L, 152 and 152L). The grade for both classes will be given by the instructor of the Theory portion.

Applied Music: Note the following changes:

- **Performance majors**: This series of courses is now titled Studio Instruction for the Performance Major, and has freshman-level course numbers in addition to the sophomore, junior and senior levels. The series is still 01/02, but the number of credit hours has changed and are no longer variable: 101/102 (2 hrs each), 201/202 (2 hrs each), 301/302 (3 hrs each), 401/402 (4 hrs each). The lesson length for all of these is one hour (50 minutes).
- **All other B.M. majors (non-performance) and B.A. majors**: These students will take the 119/120 series as before. These courses are called Studio Instruction for the Non-Performance Major and are still variable (1-2 credit hours) as before.
- **Musio Minors and non-majors**: There is now a new series of course numbers called Studio Instruction for the Non-Major: 107, 108, 207, 208, 307, 308, 407, and 408. These are for 1 credit hour only; lesson length is 1/2 hour.
- **Recital Courses**: There are now new courses called Junior Recital (Music 391) and Senior Recital (Music 491). These are 0-credit courses that must be taken in order to be eligible to use Keller Hall for a degree recital. B.A. students will not be able to register for these.
- **Graduate applied numbers have not changed (501 and 502). However, Graduate Recital is now under the Applied Music heading instead of Music (Ap Mus 591).** (NOTE: Students will have to pay the applied fee for this course).

Diction for Singers: This has now been made into a two-semester course. Music 209 (the old number) will now include English, Italian and Latin only. Music 210 (new course number) will focus on German and French. These courses are each 2 credit hours. Degree plans affected: Mus Ed Vocal Track and Vocal Performance.

Technology Courses: The new technology requirement can be selected from the following: Computer Applications I (311/511), Computer Applications II (412/512), Studio Recording I (380/580), and Studio Recording II (481/581).

Post-Tonal Theory: This is now a 3-credit hour course at the undergraduate level instead of 2 credit hours (to match the graduate level of 3 hrs). This change will affect current performance and comp majors.

String Pedagogy Performance (471): Deleted; course material now incorporated into 470/470L. This will affect current String Pedagogy majors.

Music Repertoire: The following sections will not be taught any more—strings, guitar, woodwinds, brass. Students will have to substitute courses in consultation with their advisors. This will affect current instrumental performance majors in those areas.

Ethnomusicology: Courses to select from for the ethnomusicology requirement are: Native American Music (417/517), Alaska Native Music & Culture (418/518), Indigenous World Music (422/522), and Topics in Ethnomusicology (436/536).

Introduction to Composition: This is a new course (Music 204) for Theory/Comp majors, to precede Composition I. It will be offered in spring semesters. This may affect current Theory/Comp majors.

Electro-Acoustic Music (304) and Digital Synthesis (404/504): Deleted. This will affect current Theory/Comp and Jazz Studies majors. The new Technology courses (Studio Recording I and II) are only 2 hours, not 3, so a straight substitution will still come up short in hours.

Other deleted courses: Collegiate Singers (235), Undergraduate Problems (352), Graduate Problems (352).

Other new courses: Singing for Actors (266, spring semesters); Topics in Jazz Studies (343). Various minor changes in course titles, prerequisites, descriptions, etc. Consult the new catalog edition.
Vision Statement*1

The Department of Music will build on its strategic advantages such as its location and its historical reputation for artistic and academic excellence of its faculty and students:

- to offer New Mexicans a comprehensive music program that will provide opportunities for solo and ensemble performance as well as a thoroughgoing academic training that will provide a basis for the understanding of music of various eras and cultures;
- to support the broad educational needs of New Mexico and the nation, including those of public and private K-12 education, through quality programs in music education;
- to serve as a significant knowledge resource, especially in areas of distinctive expertise, for New Mexico, the nation, and the world; and
- to foster programs of national and international prominence that will continue to distinguish the UNM Department of Music as an original and unique undergraduate and graduate program among America's universities.

Mission Statement

The mission of The University of New Mexico Department of Music is to provide the highest quality musical education, and to make a substantial contribution to the cultural life of its region and the world by reinforcing the integral value of music in society.

Value Statement*

The following values provide a frame of reference for making decisions. These values are shaped by needs that have evolved as the department has grown, and are supported by the convictions of the faculty, staff, and students who teach, learn and work at the Department of Music.

- Diversity: The Department of Music values the diversity of its students, faculty, staff and community and seeks to cultivate such diversity through hiring practices and through the inclusion of international students and students of diverse cultures. We seek to integrate multiculturalism into the curriculum offered to our students, the university, and the community.
- Creativity and Initiative: The Music Department by definition is a community of artists and scholars and therefore considers creativity and initiative to be among the highest values we espouse and communicate to our faculty, staff, and students. We are committed to encouraging and rewarding these values and will continue to find the means by which the college and university can, as partners, commit to the same goal through their respective policies and procedures.
- Excellence: The Department of Music is committed to excellence in all areas including teaching, scholarly work, creative work, and service to the department, college, university, and community. We encourage and seek to develop excellence in our faculty, staff, and students.

1 All asterisked statements correspond to similarly titled statements of the Strategic Plan of the University of New Mexico approved by the Board of Regents on 12/11/01. The articulation between the two plans is essential and the department plan therefore assumes the introductory and explanatory statements of strategic directions employed in the UNM Strategic Plan while detailing specific department objectives.
Service to the College, University, and Community: The Department of Music values its special and unique responsibility as a primary representative of the University of New Mexico to the community through its athletic bands and its representation at important university functions (e.g., university, college, and departmental commencement exercises, and involvement in fundraising and promotional initiatives of the university). The Department affirms its role as the principal academic music unit in the state of New Mexico by its active participation in the outside educational and arts community.

Collaboration with other University Programs and Faculty in defining Areas of Excellence: The Department of Music encourages individual and group efforts to redefine the boundaries of the Arts and other disciplines with which it collaborates. Relationships with the National Hispanic Cultural Center, UNM Medical School, Anthropology Department, Native American Studies and anticipated collaborations with the Anderson School of Business and College of Engineering typify only the very beginnings of a frontier to be explored in the future.

Strategic Advantages*

The University of New Mexico’s location provides opportunities for students to participate in regional and international culture through classes, events, and interaction with international students and faculty. The surrounding arts, education, and technological communities, with such internationally and nationally known organizations as the Santa Fe Opera, Chamber Music Albuquerque, the National Laboratories, Intel Corporation, and the New Mexico Symphony Orchestra, has a direct impact on the cultural, educational, and performance life of our students.

- The Department is committed to integrating unique programs and courses into its curriculum. Our String Pedagogy program (the only undergraduate string pedagogy program in the U.S.), and courses such as Native American Music, Recording Techniques, Computer Applications in Music, Mariachi Ensemble, Flamenco Guitar, Latino Music, and Music of Mexico and the Caribbean have intrinsic value, but when encompassed within a total curriculum, the educational benefits multiply. In providing traditional classical training via the study of standard orchestral repertoire, the UNM Symphony Orchestra has a special mission to perform works by composers south of the border such as Silvestre Revueltas, Carlos Chávez, and Pablo Moncayo. The orchestra has already made several historically important recordings of such works and remains committed to the continuing development of this mission.

- The Department works closely with the other units of the college to foster a progressive and rich climate for the arts of high quality. The physical space of the Center for the Arts is well suited to collaborative projects. In addition, the two college institutes (the Arts Technology Center and the Arts of the Americas Institute) are essential to the Department of Music’s mission in securing grants, visiting artists, and programs, and in creating new and exceptional venues for arts and technology in the Southwest.

- In order to fulfill a mission of responsibility to the community and to foster an appreciation for the special cultural attributes of the surrounding region, the Department is affiliated with numerous community organizations such as the UNM Prep School (which the department manages), Albuquerque Public Schools, Albuquerque Youth Symphony, John Donald Robb Trust, Cervantes Institute, New Mexico Symphony Orchestra, Chamber Orchestra of Albuquerque, and National Hispanic Cultural Center.
Strategic Direction on Vital Academic Climate*

Objectives

- Provide the highest quality comprehensive music education to all undergraduates through combining both classical training and training which is aimed at the development of the "complete" musician.

- Evaluate and restructure support for our graduate program, to improve its quality, effectiveness, and stature.

- Support individual and collaborative research and creative activity.

- Find and provide funding to sustain all of the above in such forms as travel, guest artists and master classes, department grants, and specialized course or event offerings.

- Ensure substantial roles for faculty, staff, and students in department planning, administration and governance by continued adherence to guidelines set forth in our department Constitution and Undergraduate and Graduate Handbooks.

Strategic Direction on Public Responsibility*

Objectives

- Expand our music education programs and build upon the success of the UNM Music (Community) Prep School in connecting with the public school system and community.

- Expand outreach initiatives without straining essential resources, contributing to a service-mindedness that has resulted in such past or ongoing initiatives as benefit concerts (e.g., 9/11 memorial, breast cancer research concert), the Arts-in-Medicine program with UNM Hospital, and participation in community and professional concert series and organizations.

- Enrich the cultural life of the community through the various specialized talents of the individuals who comprise the Department of Music.

Strategic Direction on Diversity*

Objectives

- Increase the diversity of Department of Music faculty, staff, and students to better reflect the demographics and cultural diversity of our state.

- Recognize and benefit from the diversity of ideas and approaches to music making and learning, and culture by promoting communication and interaction and by providing a curricular base for experiencing such diversity.

- Continue to develop a comprehensive and inclusive academy of music whereby broadly different cultural venues are fully integrated into the learning and performance environment.
Strategic Direction on Areas of Marked Distinction*

Objectives
- Create support structures through better management, collaboration, and intense interaction with the CFA Development Office and Institutes to effectively provide resources for music programs that have the highest priority and distinction.
- Develop and implement effective methods of communicating about Department of Music programs to the college, university, state, national, and international communities.

Strategic Direction on Planning*

Objectives
- Utilize the department strategic plan as a guide for all priorities, goals, and decisions, maintaining this document as one that permits evolution within the general vision of the department strategic plan.
- Evaluate the plan on a biennial basis in order to make appropriate adjustments while beginning the work of creating a new five-year set of goals by at least the 4th year of implementation.

Strategic Direction on Resources*

Objectives
- Foster a culture of recognition and reward for excellence in teaching, research, scholarship, creativity, service, and leadership.
- Use financial resources effectively.
- Increase effectiveness and visibility of fundraising activities.
- Improve effectiveness of enrollment and scholarship management.
- Align the development of intellectual and creative (performance) resources to support instructional, creative, and service programs.
- Provide and maintain state-of-the-art computing, communications, and information technology.

Strategic Direction on Management Systems and Support Functions*

Objectives
- Promote coordination and collaboration for all leadership, management, service and decision-making functions within the department.
- Increase efficiency through the development of clear processes and procedures and by streamlining approval processes.
FIVE-YEAR PLAN: LIST OF GOALS

2002-2003

Goals

1) Modify Undergraduate Curriculum to include requirements in technology, history, and ethnomusicology. Ethnomusicology and technology are becoming increasingly important in music and the accrediting body now mandates that elements of these be required. Given new ethnomusicology hires and technical staff and faculty in the college and department, the resource requirement will be limited to that covered by the hiring of part-time faculty in this area. Since part-time hires already address technology needs, new resource needs are minimal.

2) Revise Graduate Curriculum to better suit the needs of our students in response to Graduate Unit Review. It is imperative that the remedial needs of students be addressed in a way that is both comprehensive, yet allows us to continue offering the Master of Music as a two-year degree plan that is both competitive and inexpensive.

3) Set Spending Priorities for the next 5 years so that current intensive spending in areas such as scholarships, part-time faculty, ensembles, faculty travel (for recruitment and creative work), and general needs can be managed within the budget.

2003-2004

Goals

1) Streamline the scholarship process and recruitment organization so that there is better communication and understanding of all available resources within the department, college, and university. Better coordination and organization are needed so that information is available early from the university scholarship and development offices as well as from the Department of Music. This information is important both for planning before the beginning of the school year and for final planning and strategizing in February and March of the current year.

2) Stabilize the Opera program by securing a regular annual budget through a combination of fundraising for endowed accounts and the reclaiming of previous annually allocated funds.

3) Improve Student Governance in order to bring about a greater student involvement and awareness in the operations of the department. The Student Advisory Committee and the Graduate Student Association will become strong voices for student concerns.

2004-2005

Goals

1) Fine-tune the Department Administrator Position so that the Department Administrator becomes more responsible for daily management (including but not limited to duties encompassing fiscal and facilities management, organizational oversight of all department activities, and supervision of all staff). The Department is committed to strengthening this position in such a way that it will promote a smooth rotation of Department Chairs whose responsibilities will therefore primarily reside in such duties as faculty and student relations, curriculum, fundraising, and the promotion of the Department and its vision.

2) Increase the number of Graduate Assistants by 5 full assistantships (approximately $55,000 in stipends and $20,000 in tuition remission) so that our department vision and needs can be met.
3) Ensure that all faculty lines are unfrozen, released, and in the process of being filled according to department needs in this final year of a faculty salary line freeze.

4) Eliminate the department deficit (either by paying in full or by securing forgiveness for part of the debt).

2005-2006

Goals

1) Develop and add 2-3 new collaborative teaching positions shared with other units or partners outside the University. Collaborative positions are waiting to be designed and utilized in such areas as music and health sciences, music and technology, music and business, musical theatre, and music and cognition. Shared positions like these can bring specialized expertise to the department with a minimum of required resources since funding may be possible either through mechanisms in “wealthier” units or through grants aimed at funding the originality and “audacity” of the collaboration.

2) Establish a more visible, acknowledged national profile through better self-promotion and advertising so that our department becomes more highly rated by such assessments as national rankings of public institutions.

2006-2007

Goals

1) Add two new staff positions in order to provide better service as a department for our many programs and students:
   a) Undergraduate and Graduate Advisor - This position may involve some rethinking (and resource allocation) when the current college advisor retires. The Advisor recommends this new position be created because music curricula are so unusual and complex and therefore require full-time advising of such a comprehensive nature that no combination of individual faculty advising can provide.
   b) Administrative Assistant duties would include but not be limited to general department administrative duties (including possible duties in recruitment and advertising/promotion), graduate program, composers’ symposium, and orchestral program.

2) Increase our Scholarship Endowment by $2,000,000 (generating an annual increase of $100,000) and fundraise for specific purpose assistantships. Our current scholarship spending is about 1/3 that of our peer institutions at approximately $120,000 per year. While the department recognizes that it is impossible to match the spending of our larger flagship institution competitors, it is also aware that scholarship spending must increase both to match inflation and to begin to more selectively attract students who reflect our vision and who might otherwise matriculate in universities with better funding. Such scholarship funding will allow us to attract a greater number of out-of-state students and international students. In addition, we will actively seek fundraising opportunities to create sponsored assistantships such as a graduate brass or woodwind quartet or research assistantships in academic areas.

3) Offer the first doctorate in music in the state of New Mexico. We will strategize to create a unique and original doctoral program that takes maximum advantage of our faculty expertise and strengths. Such a program may involve other university units in an effort to incorporate interdisciplinary expertise and strengths as an exceptional component of the degree.
ANNUAL REPORT OF TAMARIND INSTITUTE

July 1, 2002 – June 30, 2003

Marjorie Devon, Director
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I. EDUCATIONAL PROGRAM

(A) Printer-Training

Valle Baranda-Ferrero received her Tamarind Master Printer certificate on May 31, 2003. During her internship, Baranda-Ferrero collaborated with 10 artists, printed 23 editions, and completed monotype projects with 2 artists. Participants in the two-semester Professional Printer Training Program, which began on August 19, 2002, were: Marty Dunne from Donegal, Ireland, (Printer/artist assistant, Donegal Press); Sarah Fitts from Christchurch, New Zealand (B.F.A., University of Canterbury, Christchurch, New Zealand), Press Assistant at Paper Graphica, Christchurch, New Zealand; Laura Gencarella from Middletown, New Jersey (B.F.A., Maryland Institute College of Art, Baltimore, Maryland), Press Assistant at Pyramid Atlantic, Baltimore, Maryland; Dina Kotsiou, Athens, Greece (B.A., School of Fine Arts, Athens, Greece), Adjunct Instructor at Athens School of Fine Arts, Athens, Greece (participated first semester only); Lee Turner, Sunderland, Tyne and Wear, England (M.F.A., University of Newcastle Upon Tyne, Newcastle-Upon-Tyne, England), Printmaking Technician, University of Sunderland, England.

We had a smaller than usual class this year due to an extraordinary attrition rate. One accepted student cancelled her participation shortly before classes began; another student’s personal problems prevented him from participating beyond the first week of classes; and a student from India was unable to obtain his visa before classes began. Dina Kotsiou returned to Greece after completing the first semester.
During the first semester students worked full time under Education Director Rodney Hamon to learn theory and to master the practical applications of hand lithography. They also studied workshop management in *The Professional Workshop* (FA 475/575, 2 credit hours), taught by Tamarind Director Marjorie Devon. Guest lecturers included Tamarind staff members Bill Lagattuta, Meg Lamed, and Rebecca Schnelker.

During the second semester of the Professional Printer Training Program, printer trainees gained practical collaborative experience through their interaction with student artists from UNM's Department of Art and Art History (A&AH). The following A&AH students participated in *Collaborative Lithography* (FA 429/529, 3 credit hours): Todd Anderson, (printmaking, graduate); Shannon Hayes, (printmaking, graduate); Beatriz Marti, (sculpture, graduate); Melynda Mitchell, (painting/drawing, undergraduate); Emilie Rondeau, (painting/drawing, undergraduate exchange student from Concordia); and Stephanie Wilson, (printmaking, undergraduate). The course was again funded by Tamarind, the dean's discretionary fund, and A&AH, as well as by student fees. Arches Papers through Canson Paper Company generously donated fine papers.

Tamarind students were required to enroll in *History of the Graphic Arts II*, offered through the Department of Art and Art History. The course was taught by new faculty member Susanne Anderson-Riedel.

The Professional Printer Training Program ended on May 16, 2003. One senior printer fellowship was awarded for 2003-04 to Lee Turner.

(B) Research

Senior printer Valle Baranda-Ferrero conducted research on developing a positive working light-sensitive diazo albumen for stones. Summer workshop participant, Rafael Muñita
from Santiago, Chile, had conducted experiments in this area with some positive results.

(C) Summer Workshop

A month-long workshop in Aluminum Plate lithography was offered from July 8 – August 2, 2002. The workshop, taught by Rodney Hamon, included the following participants: Marie Bukowski (Ruston, Louisiana), Kristin Casaletto (Augusta, Georgia), Teresa Cole (New Orleans, Louisiana), Colleen Cox (Olympia, Washington), Robert Dickson (Wichita, Kansas), Peter Kilian (Aberdeen, South Dakota), Rafael Muñita (Santiago, Chile), recipient of Fundación Andes scholarship, Alfredo Rivera Sandoval (El Rosedal, Mexico), Sarah Amos (Johnson, Vermont).

(D) Lectures and Workshops

Marjorie Devon gave a talk at the Muskegon Museum of Art, Michigan, in conjunction with the traveling show, Tamarind: 40 Years, and a week-long seminar in Marketing (see section III-A) for printmakers in Santiago, Chile. She spoke about Tamarind’s international programs and moderated a panel of international artists, “Representing the Homeland” at the Southern Graphics Council meeting in Boston, April 3 – 6. In Cochabamba, Bolivia, Devon spoke on contemporary American art, and offered insight into the prints and artists included in the Multiple Impressions exhibition (see section II-B) in several guided tours of the exhibit. In La Paz, Bolivia, she spoke on Tamarind and its projects at the School of Art, and her lecture at the Museo Nacional de Arte was televised in its entirety.

Bill Lagattuta gave a guided tour of the Tamarind: 40 Years exhibition at Metropolitan State in Denver, Colorado on June 19.
Outreach programs were conducted for several area schools. Education Director Rodney Hamon and PTP students worked with students and faculty at West Mesa High School in March and April at their school to teach them basic lithographic techniques on stone and polyester plates that they can use on their press. Their printmaking program had been dormant for several years due to a lack of expertise on the faculty. Seventh grade art students from the Bosque School were invited with their parents to an evening workshop on polyester plates at Tamarind on April 10. Ongoing training sessions for T-VI students are designed to help them with their printmaking curriculum.

(E) Mentorships/Internships

Carrie Kaser completed an internship for course credit in UNM’s Department of Art & Art History during the spring semester. Tonia Herrero, a senior at Sandia Prep, completed a mentorship for one month in May.

II. EXHIBITIONS OF TAMARIND LITHOGRAPHS

(A) Tamarind: Forty Years

*Tamarind: Forty Years*, touring under the auspices of TREX (an affiliate of the Museum of Fine Arts, Santa Fe, New Mexico), was shown at the Toledo Museum of Art from October 11, 2002 through January 5, 2003. It was subsequently on exhibit at the Muskegon Museum of Art, February 1 – April 3, 2003, and opened at the Center for Visual Arts at Metropolitan State College in Denver, Colorado on May 29, where it will run through July 12, 2003.
Multiple Impressions: Native American Artists and the Print

This exhibition of Tamarind lithographs by Native American artists, curated by Joyce Szabo, Chair, Department of Art and Art History, and traveling under the auspices of TREX, opened at the Simon Patiño Center in Cochabamba, Bolivia on April 30, 2003; it was shown in La Paz, Bolivia in June 2003. The exhibition was brought to Bolivia by the American Embassy, which also invited Marjorie Devon to attend the opening. The Center's presentation of the exhibition was highly professional and the opening very dramatic, with torches lining the pathway to the entrance of the exhibit hall, Native American music playing on outdoor speakers, and the images from the exhibition projected on the side of the building. Articles appeared in the major newspapers in Cochabamba and La Paz; as did radio and television broadcasts. The Embassy also arranged for visits to many local cultural institutions.

Other Exhibitions

The Magician and the Mechanic: Tamarind Lithography Workshop, the Early Years, curated by Betti-Sue Hertz, was shown at the San Diego Museum of Art February 8 – May 4, 2003. The exhibition included fifty-seven lithographs produced at Tamarind Lithography Workshop in Los Angeles between 1960 and 1964 from the museum's collection.

Print Fairs

Tamarind Institute was invited to participate in the Cleveland Print Fair, organized by the Print Club of Cleveland, through the Cleveland Museum of Art, which took place from October 4 – 6, 2002. Although small, it was advantageous to attend for the personal contact with print dealers and workshops from across the United States. Revenue from sales covered
the expense of participating, and the exposure at the fair and the dinners provided by the Print Club of Cleveland members allowed new contacts to form with colleagues, clients, and consultants.

From November 6 – 10, Tamarind Institute participated in the annual International Fine Print Dealers Association (IFPDA) Print Fair in New York City. Despite the bad economy and uncertainty about the prospects of war in the Middle East, business was brisk; many new and important relationships were developed. Marguerita Larned attended the IFPDA annual meeting as Tamarind’s representative. This fair continues to be one of the most valuable marketing tools for Tamarind prints and programs. Not only do scholars, curators, and collectors attend the four-day long event, but also fine art students interested in printmaking, both undergraduate and graduate; that are potential applicants to Tamarind’s Printer Training Program.

Tamarind Institute also participated in Art Chicago 2003 at Navy Pier May 8 – 12. Having not attended this fair in over ten years, this was Tamarind’s first foray into a general contemporary art fair in quite some time. With over 180 galleries, dealers, and print workshops attending, Art Chicago is an important forum not only for Tamarind’s prints to be seen in the context of other contemporary art, but also for Tamarind staff to see new art work and make contact with new artists. Widely visited by scholars, collectors, consultants, and curators, Art Chicago provides an arena that Tamarind has not taken advantage of in many years. Although, for us as well as other participants, sales were not as vigorous as we would have liked, many new contacts were made, which should lead to fruitful relationships in the future.
III. SPECIAL PROJECTS

(A) Fundación Andes: *Grabado chileno en el siglo XXI*

In January 2003, Marjorie Devon conducted a weeklong workshop in Marketing for printmakers in conjunction with Amigos del Arte, with partial support from Fundación Andes. Approximately 50 Chilean printmakers from many parts of the country participated in the workshop, which covered topics such as increasing the prestige of prints/printmaking in the Chilean marketplace, professionalism, workshop models, museum, gallery and alternative marketing techniques. As part of this program, the Fundación Andes will support the participation of a Chilean professor in the Summer Workshop at Tamarind during July/August 2003. The grant provides for seminars for three consecutive years.

(B) Antiques Roadshow

A segment for the popular public television program, Antiques Roadshow, was taped at Tamarind on July 19. The segment focused on the collaborative process of making of a lithograph using visiting artist Teo Gonzalez. The host of the program, Dan Elias, a print dealer and former printmaker himself, assisted Tamarind Master Printer Bill Lagattuta at the press. The segment was broadcast on Monday, January 20, 2003 to a national audience. A development event was held in the Tamarind gallery in conjunction with the broadcast.

(C) Lecture Series

In cooperation with the Printmaking Area of the Department of Art and Art History, visiting artist Katsura Funakoshi gave a public talk on his work in the Tamarind gallery. Funakoshi’s well-known sculptures are shown widely in this country and abroad, and he is
regarded as a national treasure in his native Japan.

Outreach funds from the College of Fine Arts also supported a public lecture by visiting artist, Stephen Talasnik. He traced the development of ideas for his drawings and sculptures of imaginary structures, faux scientific forms, and impossible buildings.

Tamarind invited Gemini Master Printer, Jim Reid, to give a slide presentation on Gemini’s recent projects for Tamarind and Art and Art History students. Martin King, master printer at the Australian Print Workshop in Melbourne, also presented a talk on his workshop, and Jeff Neumann, district manager of Canson, Inc. Paper Company gave a presentation on papermaking. Tamarind students and staff are assisting Canson with research and development of two new Arches prototype papers.

(D) Exquisite Corpse

José Bedia contributed a piece to the Exquisite Corpse portfolio this year.

(E) Connections (Trust for Mutual Understanding)

Editions of the lithographs made by the Connections artists, Zlatan Filipović from Sarajevo, Bosnia-Herzegovina; Mirjana Vodopija from Zagreb, Croatia; Adam Pantić from Belgrade, Serbia; Damijan Kracina from Ljubljana, Slovenia; Tahar Alemdar from Pristina, Kosovo; and Ana Stojkovic from Skopje, Macedonia were printed after the artists returned to their countries. With the cooperation of the U.S. Embassies in each country, the editions were sent to the artists for signing. This process took longer than anticipated, but was completed by year’s end. Sets of the lithographs were sent to each of the major project donors, as were copies
of a documentary video. The 12-minute video of the Connections project was filmed and edited by Bob Willis of The Image Exchange in Albuquerque.

A new proposal for a follow up project with the same artists (Zlatan Filipović from Sarajevo, Bosnia-Herzegovina; Mirjana Vodopija from Zagreb, Croatia; Adam Pantić from Belgrade, Serbia; Damijan Kracina from Ljubljana, Slovenia; Tahar Alemdar from Pristina, Kosovo; and Ana Stojkovic from Skopje, Macedonia) was awarded by the Trust for Mutual Understanding. The additional funding will support artists’ travel and residencies at the Santa Fe Art Institute in January/February 2004. During the residencies, the artists will create work for an exhibition called “Restauration” to be shown, with the lithographs they created during their Tamarind residency, at the University of New Mexico Art Museum in February 2004. The exhibition will be an installation in the form of a café, used by the artists as a metaphor for dialogue and co-existence. A course, taught by Danae Falliers, will be offered through the Department of Art and Art History, in which students will work with the artists to construct a website related to the exhibition and project.

(F) Project (CFA Outreach)

As a follow-up to the ArtStreet project last year, a reception for the artists and one night sale of the prints was held on July 12 in the Tamarind gallery. The silent auction was comprised of prints made in collaboration with Tamarind students during the spring semester, which was sponsored last year by a grant from the College of Fine Arts Outreach Program.
(G) Newsletter: Impressions

The second issue of Impressions, Winter 2002, was published in December. It included articles on the Connections project, several articles on collaboration, a memorial to Clinton Adams, as well as the initial appeal for donations to the Friends of Tamarind (see section V-D).

IV. THE TAMARIND PAPERS: A JOURNAL OF THE FINE PRINT

Robert Conway has been appointed Editor of Volume 18, which is planned to be ready for general release on the web by Spring 2004. Marguerita Larned, Gallery Manager, is associate editor and webmaster. Volume 18 will address the technological changes in the field of fine art printmaking, and will include articles by a range of print professionals as well as one by a graduate student. The homepage for The Tamarind Papers has been built, and all the articles will be downloadable and printable in PDF format, providing a much-needed venue for the discussion of contemporary printmaking.

V. OTHER ACTIVITIES

(A) The Tamarind Foundation

José Bedia was commissioned to do the Collector's special edition; 85 memberships were sold. The Foundation provided scholarship assistance to four printer training program participants.
(B) Public Relations

The Institute continued to offer tours for the public on the first Friday of every month. A number of special tours were given for museum groups, including, in October, for the Friends of the Detroit Institute of Art, Michigan, and the Friends of the Stanford University Art Museum, California. Approximately 25 and 45 people attended each tour, respectively. Special tours were also given for printmaking and art history classes from UNM and T-VI.

In order to attract new interest in Tamarind, Cynthia Barber hosted a reception and afternoon tea for Barnard College alumnae on Saturday, October 19. Twenty-five women enjoyed the introduction to Tamarind, tour of the shop, and social hour.

(C) Gallery Events

The following exhibitions were featured during the 2002-2003 fiscal year:

Destinations, July – September 2002, was a summer theme show featuring the work of Yoshimi Hayashi, Georgia Marsh, Eve Aschheim, Andrew Dasburg, Jaune Quick-to-See Smith, Clinton Adams, William Wiley, and Susan Davidoff

Director’s Choice, September – December 2002, featuring work by Squeak Carnwath, Liliana Porter, Roberto Juarez, Lance Letscher, David Row, Lesley Dill, Ava Gerber, Donald Sultan, and Juan Sanchez.

Sweet Deals, January – February 2003, a special incentive for Albuquerque residents to purchase Tamarind Institute prints at special prices. Sweet Deals also included a silent auction that was well attended on February 13, 2003.

Salon 2003, February – March 2003, featured the work of Joy Laville, Jorge Pineda, Roy
de Forest, George McNeil, Fritz Scholder, Tom Berg, Andrew Dasburg, Michael Gregory, José Bedia, Tony Fitzpatrick, and Susan Davidoff.

*Impressions of New Mexico*, April – May 2003, featuring prints by New Mexican artists or artists inspired by New Mexico during their residency at Tamarind. Exhibitors include: Frederick Hammersley, Clinton Adams, Jaune Quick-to-See Smith, Tony Evanko, Tom Berg, Fritz Scholder, Andrew Dasburg, Robert Peterson, Mary Ristow, and Emmi Whitehorse.

*Biologia*, June – August 2003, a summer theme show of prints featuring animals. Artists include: Eric Avery, José Bedia, Margo Humphrey, Tony Fitzpatrick, Lance Letscher, Jaune Quick-to-See Smith, Liliana Porter, David Hare, Betty Hahn, and Michael Nakoneczny.

At the beginning of May 2003, Tamarind Institute welcomed the Print Council of America, whose members are comprised of scholars and curators from across the United States. A reception was held on May 1, from 4-6 pm. An open house was held on May 3 from 1-4 pm so that members could have additional time to look at prints and see printing demonstrations.

(D) Development

In an effort to increase private donations to Tamarind, the Friends of Tamarind was established. The initial appeal, made in the Winter 2002 newsletter brought in approximately $3,000. Staff member Cynthia Barber has expressed an interest in developing and implementing a three-year development plan for Tamarind. She will do so with the guidance of CFA development officer, Andrea Bromberg, and a mentor provided through the Association of Fundraising Professionals. Tamarind hopes to increase donations to the Friends of Tamarind, and identify and pursue other giving opportunities.
VI. STAFF

(A) Appointments and Separations

Staff members during the period of this report are listed below. Unless otherwise noted, all appointments continued through the year.

MARJORIE DEVON, Director

REBECCA SCHNELKER, Curator

WILLIAM LAGATTUTA, Master Printer

CYNTHIA BARBER, Program Coordinator (Marketing Representative)

NANCY TREVISIO, Administrator

RODNEY HAMON, Education Director/Research Asst. Professor of Art and Art History

MARGUERITA LARNED, Gallery Manager (Senior Marketing Representative)

SARAH OCHOA, Administrative Assistant

ALISHA BAVIN, Gallery Aide (workstudy), appointed June 12, 2002; resigned September 13, 2002

CRISTINA CHAVEZ, Gallery Aide (workstudy), appointed September 25, 2002; resigned February 14, 2003

MAXINE ROUSCH, Gallery Aide (workstudy), appointed March 10, 2003; resigned April 18, 2003.

ALISON WATRAL, Gallery Aide (workstudy), appointed May 17, 2003.

ERICA SPRADO, Press Aide (workstudy), appointed May 21, 2003.

Printer-Fellows:

VALLE BARANDA-FERRERO, completed the Master Printer program May 30, 2003.

LEE TURNER began the Master Printer program on June 2, 2003.

(B) Professional Activities and Awards

Cynthia Barber’s sculpture was exhibited in galleries in Maryland and California. She continued to serve on the City of Albuquerque’s Public Art Program for the Interstate Corridors Enhancement project.

Marjorie Devon continued to serve on the advisory boards of SITE Santa Fe and the Highpoint Center for Printmaking in Minneapolis, Minnesota as well as on UNM’s Urban Consortium and the Dean, College of Fine Arts search committee.

VII. PRINTING FOR ARTISTS

(A) Publishing

Revenue figures from print sales were $200,502. Of the total, 38 percent can be accredited to consultants/corporate/public collectors, 21 percent to galleries, 2 percent to museums, 31 percent to collectors, and 8 percent to foundation members.

Museum/public institution acquisitions: Georgetown College, Mary Snowden, Hung Liu; University of Vermont, Anna Hepler; Metropolitan Museum of Art, John Beerman; West Virginia University, Lesley Dill.
(B) Contract Printing

Total income from contract printing was $34,168. The amount exceeded our budgeted figure by $11,000, thanks to contracts with the Hispanic Research Center at Arizona State University and The Harwood Museum in Taos.

(C) Edition Printing

Editions of lithographs printed by contract are assigned Tamarind numbers beginning with "8"; all other editions are assigned numbers beginning with "3", and monotype or monoprint projects are assigned numbers beginning with "5".

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<td>Tucson, AZ</td>
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<td>TOTALS:</td>
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Key to symbols:
* Connections project
^ participant in Exquisite Corpse project
** 2002 Collector’s Club artist
> Magnífico exhibition winner 2002
+ 2003 Collector’s Club artist
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APPENDIX II — STRATEGIC PLAN

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APPENDIX V — GRADUATE REPORT

APPENDIX VI — "WORDS AFIRE" REPORT

APPENDIX VII — UNM SUMMER THEATRE AND DANCE ACADEMY

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SOUTHWEST HIGH SCHOOL THEATRE FESTIVAL

APPENDIX IX — TICKET SALES

APPENDIX X — ENROLLMENT REPORTS
**DEPARTMENT OF THEATRE AND DANCE**
University of New Mexico
Effective: 2/14/03

**General**
- Accreditation: National Assoc. Schools of Theatre and National Assoc. Schools of Dance
- Operating Budget -- $1,065,736
- Equipment Budget -- $12,500; Equipment inventory value: $371,243
- 98 undergraduate majors and 31 graduate students

**Curriculum**
- Undergraduate
  - B.A. in Theatre
  - B.A. in Dance
  - B.A. in Design for Performance
  - Undergraduate emphases include: acting, directing, dramatic writing, history/criticism, educational theatre, design for performance, management, musical theatre, dance education, history/criticism and performance
  - Minors available: Theatre, Dance, Flamenco, or World Dance
  - Endorsements available: teacher licensure in fine arts for theatre or dance
- Graduate
  - M.F.A. in Dramatic Writing
  - M.F.A. in Dance (Performance or Choreography)
  - M.A. in Theatre and Dance (Concentrations: dramatic writing, directing, theatre education and dance history/criticism)

**Performance Information/Support**
- Six Main Stage (fully supported) productions annually (4 theatre; 2 dance)
- Twelve to fifteen student produced titles in Theatre X annually
- Average annual budget for all expenses: $105,000
- Personnel: 1 staff (proposed); 10-30 guest artists; average of 35 student technicians

**Faculty and Staff and Student Employees – curriculum and outreach support**
- 17 regular faculty: 11 tenured; 2 tenure-track; 2 vacant tenure-track; 2 non-probationary
- 18-22 part-time faculty per semester
- 6 staff: Department Administrator II, Accountant I, Promotions Assistant; and three Administrative Assistants I
- 8-10 Graduate Assistants; 1-2 Teaching Assistants; 8-10 faculty assistants
- 8-10 administrative and 35-40 outreach student employees

**Facilities (59,990 gross square feet)**
- Buildings
  - Center for the Arts – department uses most of southwest corner
  - Carlisle Gym – department shares with Physical Plant, Area 4
- Overall space use by category
  - Lecture/classroom space: 801 s.f.
  - Teaching Lab and related space: 29,707 s.f.
  - Theatres: 16,647 s.f.
  - Faculty Offices: 3,983 s.f.
  - Administrative Offices: 1,145 s.f.
  - Storage: 5,733; University maintenance space: 1,974
INTRODUCTION

The Department of Theatre and Dance began the fall semester 2002 with a new Chair, Judith Bennahum. Since the past Head of Dance Larry Lavender had departed, there was no Head of Dance running the Dance area. Judith was responsible for a number of issues in that area as well. In addition, the Sound position was vacated by Donald Fox resulting in the loss of a person to teach and run sound for the shows in fall 2002 and spring 2003. Furthermore, we lacked what is called a Production Manager to oversee our theatres and their schedules. We cobbled together that job from existing faculty and staff. Of course there were searches for these 3 positions that ended successfully. Everyone will be in place in fall 2003. In spite of these gaps, it was all in all a good year for many reasons.

We had a very important Graduate review (see Appendix) with visitors from distinguished theatre and dance programs. The evaluation was extremely useful, and though we may not be able to enact their recommendations as quickly as we want, we gained great insight from their comments. They were complimentary and perceptive. Having had NAST and NASD visits (see Appendix) the spring before, we were ready to engage in lengthy discussions about our playwriting MFA and all the Masters degrees as well as planning for the new MFA in Dance which is happening now for the first time fall 2003.

Important to this narrative is the Strategic Plan (see Appendix) that the new Dean Moy asked that we provide him by February 2003. In preparation for the “Plan” we held a very productive retreat that took place in December. At that retreat we established 5 areas of development that have to be addressed in the next five years.

PERSONNEL MATTERS

It was a good year for our staff as several people rose in their positions. We managed to upgrade Marvin Archuleta to Administrative Assistant II through the career ladder process. And Patricia Morris was promoted to Accounting Technician through open hiring. The other staff and workstudies covered the offices in a much more systematic way than before. As mentioned before, we hired a Head of Dance, Donna Jewell, a Production Services Manager, Christine Bial, and William Liotta, the Sound/Lighting
person. We also created a Permanent Part-Time position in Musical Theatre that Kathleen Clawson filled. Our commitment to Musical Theatre is more consolidated now.

Sabbaticals
Digby Wolfe, Spring Semester

BUDGETARY NOTES

The year had no outstanding budgetary issues, though we did not make as much money as we hoped on ticket sales. But our surplus the previous year covered those deficits. Also there were no major breakdowns in our lighting, sound or other equipment that could have had serious implications. The best news was the fact that a number of our faculty received grants for performances, symposia and personal development. Also, the administration received notice from NASD that we had to have a proper dance floor for the dance concerts. That floor was funded and will be used starting in fall 2003. Problems of ventilation in the Costume and Scene Shops indicated in the NAST report were also dealt with and hopefully the airflow will be much improved. Upper administration also funded the shift of the design lab from upstairs in the theatre area to Carlisle as a temporary solution to ADA issues. In the next year we hope for the Design Lab to be back in the Theatre area.

ACHIEVEMENTS

The Dance program received the Bravo award for excellence in Dance for 2002-2003 for its production of Reflections and Beginnings Choreographed by Bill Evans.

The faculty received more than $25,000 in grants for their varied projects. Some were large RAC grants, another a PLACE grant, another was a Rockefeller and others were small allotments for various symposia and events.

Ben Kingsley who was making a film in New Mexico, gave a three hour Shakespeare workshop to our acting students. It was a marvel of virtuosity and admirable teaching. He greatly inspired the 50 or so students who participated.

Wrinkle Writing events and classes are organized and taught by our theatre faculty with a new sponsorship by the administrators of Popejoy Hall. This was the first year Popejoy took over the financial control of the program. Wrinkle Writing continues to train teachers to teach playwriting to children and to have their plays performed at an end of the season performance. It is always a thrilling three days from morning to evening.

The Dance video play Rostros celebrated one evening of dance that combined Mexican and New Mexican modern dancers. The collaboration will be revived in the fall 2003.

Our department’s submission to the Southwest Theatre Festival in Farmington was A Doll’s House. It won 11 awards for acting, directing, and technical support.
La Pastorela Symposium supported by NMEH received national attendance and acclaim. It brought together experts on this ceremony that takes place in New Mexico annually. La Posada Magica was the exciting play around which many events were planned.

The Indolent Boys, a play by Scott Momaday, kicked off the fall season in Rodey Theatre. It brought large numbers of Native Americans to our theatre that made it a great success in our eyes, if not a stunning critical success.

Jim Linnel’s original play Plunda created a technological sensation. It boasted two audiences in two theatres where two different acting ensembles were connected by tele and video communications that screened the play in both theatres.

The opera, Marriage of Figaro, was a successful collaboration between Music and Theatre and Dance. It played to good audiences and celebrated the long career of Marilyn Tyler with accolades at a luncheon at the President’s house.

Denise Schulz directed and had a smashing success with The Laramie Project which sold out almost all performances in the Spring 2003.

“Words Afire” and its whirlwind, festival-like performances were also very successful; taking place in different theatres in town, as well as our EX, such as the Hispanic Cultural Center and Tricklock’s theatre. The excitement generated by several weeks of plays produced, written and directed by students cannot be underestimated. There is a strong sense of ownership and pride.

STUDENT SUCCESSES

31 of the department’s majors were on the Dean’s List in the fall 2002 out of approximately 160 CFA students.

PROGRAMS IN PROGRESS

Southwest High School Theatre Festival

The Department continues to sponsor several important programs that have strong community interaction with possibilities for recruitment and building ties. The Southwest High School Theatre Festival lasts two days attracts hundreds of students interested in theatre. They attend numerous workshops and classes designed to introduce them to university theatre activities. At the end of the four days they put on plays that we help mount in our theatres. It is a very rewarding, exciting and affirmative experience. The report for last year is in the Appendix.

Southwest High School Dance Festival
More Student Accomplishments 2002-2003

Graduate students:

Jeanette Marie Sanchez (MA 03) has been accepted to the PhD program in Theatre History at the University of Washington.

Alison Terry (MA 03) coordinated a panel and presented a paper ("Forum Theatre with At-Risk Youth: Opportunities and Possibilities") at the American Alliance for Theatre and Education in New York.

Cathi McIntosh (MA 02) is teaching theatre classes at Eastern NM U - Ruidoso Campus

Cynthia Valerio (MA 02) is teaching theatre classes at NMSU - Alamogordo Campus

Susan Erickson (MFA 01) is teaching playwriting at TVI.

Lisa Railsback, MA Playwriting in 1999 won a prestigious Jerome Playwriting Fellowship that provided her with total support for a year to simply write plays. She is now in the Michener Writing Program at the U. of Texas at Austin working on an MFA. Her play Stone Girl Dreaming won the IUPUI Playwriting-for-Young Audiences Competition spring 2003--one of the two top competitions in Theatre for Young Audiences in the U.S.

Laurie MaGovern, MA Theatre Ed in 1999 is Education Director for Arena Stage in Washington D.C. (a very prestigious professional Equity theatre.)

Tracy Goetz, MA theatre Ed in 1999 teaches drama K-8 at Georgetown Day School in Washington D.C. (a very prestigious private school)

Amber Durnbach, MA Theatre Ed in 1999 is on the staff of the U. of Wisconsin, Eau Claire where she runs an outreach program for at risk high school students

Phillip Smith (stage name Phillip Christian) BFA 1989 or 90 is a working actor in New York and has done roles at various regional Equity theatres including Hartford Stage and the Cleveland Playhouse.

Betsy Schwartz BFA 1989 or 90 is a working actor in Seattle and has appeared in productions at the Seattle Repertory Theatre, Seattle Children's Theatre (an Equity Theatre), Tacoma Actors Guild (Equity)
Kristen Deichman (now Kristen Goodman) BFA 1989 (?) went on for an MFA in Acting at DePaul University in Chicago and is now teaching acting at Roosevelt University in Chicago.

Matt Webster, MA in Theatre Education in 1988 went on for an MFA in Theatre at the University of Hawaii and is now an Assistant Professor at the University of North Carolina, Charlotte and the winner of several playwriting for young audiences awards.

Michael Miello is a published playwright working in New York, a playwright by night and a staff writer for Forbes Magazine by day.

Rosalie Trianna, MA in Directing in ?? (Jim, can you remember?) is teaching at Northern NM Community College.

Numerous grads are teaching in Albuquerque area high schools:

Jan Fishuk and Richard Hogle at Albuquerque Academy
Kerry Rasmussen at West Mesa High School
Ken Wimmer at Eldorado
Salome Martinez-Lutz at Del Norte
Alita Diane at Cibola

Undergraduates:

Chris Payne (BA 02) was accepted to the MFA acting program at Cal Arts.

Clifford Endo Gulibert (BA 02) earned a one-year apprenticeship with the Actors Theatre of Louisville

Alli Bivins (BA 02) is working as an administrative intern with Actors Theatre of Louisville

Michaela Koerner (BA 02) had a summer internship with the Seattle Children’s Theater.
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In the same manner as the theatre festival the dance festival offers opportunities for high school students from around the state and often from El Paso to experience the kinds of things we do at UNM in dance. They perform as well in our spaces. The interaction with our faculty and students brings enormous satisfaction. One of the great values of these events is our connection to the dance teachers in those high schools. They attend classes as well and learn the methodologies we use in our dance classes.

The Summer Theatre and Dance Academy

The Academy is an outgrowth of our interest in interacting with young people in the community who need things to do in the summer and who want to learn the basics about theatre and dance. The mid-schoolers have 10 days, and the high school students have 10 days. We have a top notch faculty for these children as well as a broad spectrum of classes in theatre and dance. Last year particularly was successful as parents wrote how much they appreciated the work of our faculty and the growth of their children in theatre and dance. See attached Appendix for report.

Saturday Theatre Classes for Young People

The Department has been holding Saturday classes for 20 years. They occur during the school year. The ages of the youngsters range from 4-15. We focus on process and pride ourselves in being a pleasant place for young people to learn about acting and creative movement, to build self-confidence, expressive skills and imagination, to learn to work with others and to have fun. At the end of each course, students present a showcase performance for friends and family.

Faculty Publications

Henry Bial:

Judith Chazin-Bennahum:

Jim Linnell:

Digby Wolfe:

Dorothy Baca and Kent Parker:

Bill Evans

Other Achievements:

Dorothy Baca received grants for *La Gran Pastorela Symposium* from NMEH; a grant for The Relevance of Costume as Cultural Artifact in New Mexico History; a grant from the Arts of the Americas Institute for Spanish Colonial Costume History with research in both Mexico and Spain.

Jennifer Predock Linnell received a Rockefeller Fellowship Grant for working on a joint piece of choreography, *Rostros*, with many dancers from Mexico.

John Malolepy created lighting designs for 5 of our productions and did scenery and lighting for *La Posada Magica*. He continues to work on a lighting textbook and he received a TAS grant and a RAC grant.

Susan Pearson-Davis directed La Posada Magica with music, chorus, dancing and acting. Many people from the Hispanic community participated in this enchanting fall production.

Gordon Kennedy energetically and creatively continues to build the Theatre and Dance computer laboratory which is located in Carlisle Gym.

Eva Encinias-Sandoval directed the all Flamenco spring dance production—*Espiritu flamenco*; she took Alma Flamenca, the student Flamenco dance group to several outreach events; she brought to our studios through the International Flamenco Festival the most celebrated Flamenco artists in Spain and she went to Mexico to establish ties with the Mexican Flamenco community in Puebla and Mexico City.

Bill Evans travels nationally and internationally giving dance workshops in California, Iowa and Canada. He received a large RAC grant for his *Summer Love* project.
Richard Hess designed the scenery for *Marriage of Figaro* and *Plunda* and was Technical Supervisor/Director for all the productions of the Department.
WHO WE ARE:
♦ We train actors, directors, playwrights, dancers, choreographers, critics, and teachers. Each semester we have over 1,000 students taking classes in theatre and dance.
♦ Our graduate program offers advanced degrees in areas ranging from playwriting to choreography. Our students are working with professional arts organizations here in New Mexico, and in Los Angeles, Chicago, Seattle, and New York.
♦ We have developed over the last fifteen years a vigorous playwriting program including the presentation of new plays in "Words Afire."
♦ We offer the only university Flamenco dance emphasis in the country and have created an annual Festival Flamenco that brings nationally recognized Flamenco artists to New Mexico.
♦ We have an active Theatre and Wrinkle Writing Program for children.
♦ We host a Southwest High School Theatre and Dance Festival each year that brings over 500 high school students to Rodey Theatre to perform and participate in workshops offered by our students and faculty.

At the heart of this activity is our Rodey season—the working laboratory for the department and the pulse beat of our creative life. Collaborative artists, such as theatre and dance, are by their very nature labor intensive and tireless consumers of physical material from lumber to steel, costumes to lighting, and makeup to dance shoes.

For us, the reality is:
♦ The university receives only 20% of its budget from the legislature
♦ Our department receives only 50% of its operating budget from the university.
♦ We generate the rest through ticket sales and support from the community.

Our production season serves many vital purposes both artistic and educational. We invite you to support our mission by joining the Rodey Stage Company.
The Department of Theatre and Dance offers the degrees Bachelor of Arts with majors in Theatre, Design for Performance, and Dance. The Bachelor of Arts degree in Theatre allows the student to have some specialization while also achieving a broad study of theatre within a liberal arts curriculum. The Bachelor of Arts in Design for Performance offers the student a strong liberal arts background essential to success in the design field and the integration of computer training into the teaching of design. The Bachelor of Arts in Dance prepares students for both graduate work and professional careers in performance, teaching, and research.

Bachelor of Arts
Major: Theatre
Emphasis:
General Theatre
Acting
Directing/Stage Management
Drama Education
Dramatic Writing
History/Criticism

Bachelor of Arts
Major: Design for Performance (Costume Design, Scene Design, Lighting Design)

Bachelor of Arts
Major: Dance

FACILITIES
UNM's modern Center for the Arts, one of the most complete performing arts facilities in the Southwest, is home of the Department of Theatre and Dance. Students perform in 400-seat Rodey Theatre and the flexible Theatre X; they attend concerts in Keller Hall; and they experience a variety of professional plays and concerts in 2,000-seat Popejoy Hall. Aspiring designers and technicians work in well-equipped shops. For dancers, the dance building, the historic and spacious Carlisle Gym, provides five studios, two classrooms and eleven faculty/staff offices.

FACULTY
The Department currently numbers over 25 including full-time and part-time faculty. These highly qualified members bring decades of professional and academic experience to the classroom, the studio and the rehearsal hall, with specialties ranging from acting to stage lighting, from modern dance to flamenco, from playwriting to directing. Their skill as artists and as teachers challenges students to confront, to explore, to grow. Whether in the nurturing atmosphere of undergraduate productions or in the discipline of a ballet studio, theatre and dance majors receive the best that a gifted faculty can give.

(over)
PRODUCTIONS
As their contribution to the rich cultural atmosphere of the University of New Mexico, Theatre and Dance majors produce a major season of fine stage plays, dance concerts, workshop productions, and student dance productions. Productions are open to all University students.

FRESHMEN IN THEATRE AND DANCE
Freshmen are first enrolled at UNM in University College. If a freshman knows that he/she wants to major in Theatre or Dance, then that student will take courses in the major the first semester. The sequence of courses starts in the Fall semester at which time the freshman student would take the following:

Theatre majors: Thea 120, Acting Foundations I (3) (or 220 & 224 by audition) and one course chosen from:
Thea 192, Stagecraft I (3)
Thea 194, Introduction to Costuming (3)
Thea 196, Introduction to Stage Lighting (3)

Dance majors:
Dance 105, Dance Appreciation (3)
Dance 250, Movement Analysis I (3)
Dance technique (2-3)
(II and III level based on placement)

The freshman major in Theatre or Dance usually starts with 6 to 9 hours of courses in the major out of a full-time load of 12 to 15 hours. The other 3 to 9 hours should be in English (depending on ACT/SAT placement). Math 121 (or another core Math course), and another core curriculum requirement.

To enter the College of Fine Arts, from which you will receive your degree, you must complete 26 acceptable credit hours, a 2.5 grade point average, English 101 with a C or better, and 12 hours in Theatre or Dance with a B average. Completion of these hours, usually during your first two semesters at UNM, will qualify you to apply to transfer from University College. NOTE: All courses in the major must be completed with grades of C- or better.

ADVISEMENT
Advisement is an important aspect of your education at the University. In order to use your time and energy wisely and efficiently, it is of the utmost importance to meet with the Theatre or Dance faculty advisor each semester. In meeting with an academic advisor, you will discover what programs are available, which courses are the best to take for your degree, the latest changes in degree requirements, and how to plan your program to make the most of your education at UNM. The advisor is available to answer your questions, to make recommendations and to assist you as much as possible.

All freshmen are required to see an advisor. The College of Fine Arts Advisement Center is located in room 1103 in the Center for the Arts and is open Monday through Friday from 8:00 a.m. to 12:00 p.m. and 1:00 p.m. to 5:00 p.m. Appointments are required. Call (505) 277-4817 for an appointment or for further information. Information on the College of Fine Arts can also be found on the World Wide Web at http://www.unm.edu/~finearts/.
THEATRE X

The Theatre X Season, which is produced and run by the student entity Associated Students of Theatre and Dance, had a notable and successful 2002-2003 Season. Associated Students of Theatre and Dance (ASTD, also known on campus as The X Committee) produced 9 major theatre programs, which were as follows:

Fall 2002: Each Day Dies with Sleep by Jose Rivera--directed by graduate student Jeanette Sanchez. The Mikado by Gilbert and Sullivan?directed by UNM graduate student Michael Hogseth. Sir Gawain and the Green Knight?translated, directed, and adapted by graduate student Geoffrey Wood. And a Fall Festival of Short Plays.

Spring 2003: Nocturne by Adam Rapp?directed by undergraduate student Rafael Gallegos. The Lost Diary: Writings of Chekhov--translated, adapted and directed by undergraduate student Matthew Lerma. An Evening of One Acts (including Los Vendidos and Chamber Music), and Strange Attractors--an original dance piece with text and sound created by graduate students Michele Torino (Dance) and Kevin Paul (Playwrighting).

Another program, Totally Random Tuesdays?--a series of one-night only staged readings of new plays--was also a year-long part of our 2002-3 X Season.

Other highlights of ASTD/X Committee included using our allocated budged from SGAO/ASUNM to purchase a new sound system for Theatre X, hosting an evening of stories and reminiscences from Digby Wolfe, doing volunteer work for the KUNM Pledge Drive, our annual Golden Shoe Awards (student-run presentation of awards for the year's plays), a late night cabaret called Dark Side of the X, and a few theatre-wide social events for Halloween and Valentine's Day.
Executive Summary: The Department’s five-year goal is to meet or exceed the standards set by performing arts departments at UNM’s designated peer institutions, with regard to Academic Excellence, Diversity of Faculty and Students, Quality and Safety of Production Activity, and National Reputation. To achieve this goal, we have identified the following five priority areas, with specific recommendations for each:

- **Student Support**
  - Increased GA/TA support
  - Restore talent-based scholarships
  - Support of student travel
  - Touring, Outreach and Recruitment
  - Modernize equipment

- **Faculty & Guest Artists support**
  - Recruitment and retention of diverse and active scholars and artists
  - Expand full-time faculty
  - Increased funding for permanent part-time
  - Establish system for bringing recognized directors, writers, designers, choreographers, scholars to UNM

- **Production**
  - Invest in additional staff support and technology equipment to maximize efficiency
  - Ensure that production activity supports, rather than competes with, our academic mission

- **Space**
  - Additional space needed for classrooms, offices, storage, shop space, rehearsal space
  - Continued renovation of Carlisle Gym

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1 The Department of Theatre and Dance has met a number of times and held a retreat on December 13, 2002 in order to discuss the future of its programs and to reach consensus on our mutual hopes for the department. This intense discourse, to some extent, has been driven by the evaluations of three outside teams in the past year. Two accreditation groups coming from National Association of Schools of Theatre, and National Association of Schools of Dance, largely focused on our undergraduate programs, and the Graduate Review team which came last October. We have ample information from these reviewers to guide this process and to help us with the following issues. In addition the university as a whole has written its own Strategic Plan whose ideas will be recognized in this document as well.
# Student Support

<table>
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<th><strong>Needs</strong></th>
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| ➢ Increased GA/TA Support  
| ➢ Return talent-based undergraduate scholarships  
| ➢ Funding to support student travel for auditions, competitions, festivals, conferences  
| ➢ Touring/outreach performance  
| ➢ Recruitment  
| ➢ Upgraded classroom/computer equipment, esp. for Design  
|  
| **Existing Conditions** |  
| We have approximately 30 graduate students and the ability to fully fund (tuition and stipend) 4, of which 1 is funded from non-allocated endowments raised by the Dept. This effectively eliminates our ability to recruit and retain top graduate students, especially those from underrepresented groups. As we consider moving from MA-based to MFA-based graduate instruction, this inadequacy will be even more glaring, as a three-year program means increased debt-load for unsupported students. The aid-to-student ratio at the undergraduate level is similarly dismal. Lack of funding for travel limits our students' abilities to qualify for top programs at the next level. Minimal recruiting budget provided by UNM/CFA prevents any serious effort to recruit diverse populations. Lack of access to latest design tools impedes the job prospects of Design-for-Performance majors and harms recruitment and retention.  
|  
| **Solutions** |  
| Seek increase in GA/TA Allocation from $40,000/yr to $100,000/yr, to be phased in over five years.  
Establish talent-based scholarships and fellowships with five-year target of $40,000/yr  
|  
| **Funding Sources** |  
| University must allocate additional funds for GA/TA support Department to launch annual fund drive for scholarships – solicit community donors, businesses  
Write grants to support upgraded technology, emphasizing shortage of qualified design/tech professionals in NM (esp. among people of color) and centrality of film/theatre to Governor's economic development strategy.  
|
# Faculty

| Needs | Recruitment and Retention: increased support for professional development (travel, research, publication)  
|       | Increase faculty diversity  
|       | Address salary scale, including problem of salary compression  
|       | Additional faculty lines  
|       | Additional staff support |
| Existing Conditions | Faculty salaries are significantly below the average of our peer institutions. While this is true across UNM, the problem is even more pronounced in College of Fine Arts. This provides significant obstacles to recruitment and retention. Issues of recruitment and retention are especially vital as we move toward more terminal-degree programs, where individual faculty are frequently a student’s reason to enroll. Faculty does all Department student-advisement (graduate and undergraduate) Dance program, as well as musical theatre and non-western theatre courses are heavily dependent on part-time instruction, often funded by evening/weekend and other extra-departmental sources; this reduces consistency of our offerings and impedes long-term curricular planning. |
| Solutions | Seek joint appointments with Native American Studies, Chicano Studies, Anthropology and other departments across campus. Seek additional faculty lines; tenure-track or permanent part-time as determined by curricular needs. Increase administrative support |
| Funding Sources | Additional GA/TA funds (see “Student Support”) can provide admin/research support to faculty. Several senior faculty expected to retire in 3-7 years; keep maximum possible salary in the Dept’s allocated budget to a) split lines, b) actively pursue ‘target hires,’ c) address salary scale, or d) replace at Associate level, as necessary and appropriate to circumstance |
**Guest Artists**

| Needs | ➤ Consistent flow of guest artists and residencies in theatre, design, dance  
➤ Increase student opportunities to work with diverse, high-profile artists  
➤ Increase student and faculty opportunities for intercultural artistic encounters, by bringing in guest artists from diverse ethnic and national origins. |
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<tr>
<td>Existing Conditions</td>
<td>We have been fortunate to host brief workshops from many excellent artists passing through New Mexico. But to go beyond ‘one-night stands’ and really enhance our students’ educational experience, we need to be able to invite Guest Artists for longer periods (anywhere from one week to a semester). Support for Guest Artists is currently assembled from the dregs of the annual budget, and most often is spent in support of productions by hiring choreographers, designers, directors, because the full-time faculty is unable to staff our entire season. Many high-profile artists and artists of color have expressed a willingness to come to New Mexico (or have come under the aegis of other institutions), but lack of consistent resources prevents us from planning far enough out to accommodate schedules of top artists. A major obstacle to establishing MFA programs (and recruiting students and faculty for the existing ones) is the perception that Albuquerque is too far from the “scene” in Theatre and Dance, and that networking opportunities will be limited. Increasing flow of distinguished Guest Artists can overcome this.</td>
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<tr>
<td>Solutions</td>
<td>Establish consistent source of funding earmarked for Guest Artists, with 5-year target of $30,000/yr</td>
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</table>
| Funding Sources | Community Donors  
Possible partnership with other CFA or UNM depts. to share sponsorship of Guest Artists  
Explore Foundation support for Postdocs and similar |
# Production

| Needs | ➢ Additional trained staff support in the production area  
<table>
<thead>
<tr>
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<th>➢ Additional support for performance technology</th>
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<tr>
<td>Existing Conditions</td>
<td>Our production season is Box Office-driven, which is not always conducive to artistic or educational innovation. We have maxed out our ability to properly staff and equip shows with student labor. Student labor in set and costume construction is less efficient than trained staff, which is bad for our production budget. Productions tend to compete with our academic mission rather than support it. To take the next step and become competitive with our peer institutions, we must not mount our season on the backs of unpaid, unskilled student laborers. Equally important, the administrative demands of production cannot continue to be borne entirely by the Office of the Chair, or by faculty and staff who have neither the time nor the training to operate three performance spaces in a safe and cost-efficient manner.</td>
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| Solutions | Establish one (1) full-time staff position, as soon as funding is available:  
|       | ➢ Production Manager  
|       | Establish four (4) staff positions, phased in over 5 years, at full or part-time, depending on funding availability  
|       | ➢ Costume Cutter/Draper  
|       | ➢ Scene Shop Master Carpenter  
|       | ➢ Sound Engineer  
|       | ➢ Facilities Manager  
|       | Establish endowment to support production season. |
| Funding Sources | While the University must allocate additional funding to establish these staff positions, this should be offset in part by increased efficiency and maximization of rental income. These staff positions should therefore be understood as an investment by the University in the continued vibrance and safety of the Department’s performance activities. More professional staffing should also encourage potential donors and/or corporate sponsors to help subsidize the production season. |
## Space

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<tr>
<th>Needs</th>
<th>Additional Space for</th>
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<tbody>
<tr>
<td></td>
<td>▶ Classrooms</td>
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<td>▶ Offices</td>
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<td>▶ Storage</td>
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<td>▶ Shop Space</td>
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Continued Renovation of Carlisle Gym

| Existing Conditions | Current classroom space is inadequate to our level of teaching and production. Design Lab is not ADA-compliant despite repeated complaints from within and without the Department. Our performance spaces are forced to double as lecture halls and rehearsal rooms. Conference room/library pressed into service as a seminar room. Students are frequently reduced to rehearsing in corridors. Shop space for building of sets and costumes is inadequate and potentially unsafe. Storage space is maxed out. We do not have enough office space to support full-time faculty and staff, let alone GA/TAs, adjuncts, etc. Moving to MFA-based, rather than MA-based graduate program (as recommended by the Graduate Review) is not possible given current space limitations. |

<table>
<thead>
<tr>
<th>Solutions</th>
<th>Acquire space in old Bob Turner Ford building</th>
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<tr>
<td></td>
<td>Acquire space vacated when Fine Arts Library relocates</td>
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<td></td>
<td>Reclaim space donated to Media Arts</td>
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<td></td>
<td>Divide North Arena (Carlisle) into two studios and office spaces</td>
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<tr>
<th>Funding Sources</th>
<th>University Space Allocation must provide additional space</th>
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<tr>
<td></td>
<td>Apply to University Capital Projects for necessary renovation of space acquired</td>
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<td></td>
<td>Friends of Dance</td>
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National Association of Schools of Dance

Visitors' Report

Larry Lavender, Head, Program of Dance, Department of Theatre and Dance
University of New Mexico
Albuquerque, New Mexico 87131-1406

Degrees for which renewal of final approval is sought:

Bachelor of Arts in Dance - 4 years

Master of Arts – 2 years: Dance (Choreography, Dance History and Criticism)

Sara Lee Gibb, Chair

Libby Potenaude, Member

February 27, 28, 2002
"The following report and any statements therein regarding compliance with NASD accreditation standards represent only the considered opinion of the Visitors at the time of the visit. Definitive evaluation of compliance and the accreditation decision will be made by the Commission on Accreditation following a complete review of the application, including the Self-Study, The Visitors' Report, and any Optional Response to the Visitors' Report submitted by the institution."

A. MISSION GOALS AND OBJECTIVES

"The accreditation of schools and departments of dance is based upon the goals and objectives set forth by the individual school; the manner in which these goals and objectives relate to standards for accreditation; the comprehensive presentation of the educational philosophy and concepts that determined these goals and objectives; the degree to which these goals and objectives have been achieved." *(NASD Handbook 2001 page 45, I-4)* The visiting evaluators observed that in the past the Dance unit has spent a considerable amount of time defining and articulating clear statements of mission and goals. This process began in 1994 when the BFA degree was phased out, and the BA was revamped. *(SS page I)* Flowing from the Dance Program Mission statement are five Program Goals. These goals are broad and comprehensive and appear to be compliant with the standards for accreditation as set forth in the NASD Handbook 2001 for the degrees offered in the Department of Theatre and Dance at the University of New Mexico. *(NASD Handbook page 71, II. A. 7)* There appears to be some inconsistency in the goals and the actual practice in the areas of building technical skill and perhaps the content of the graduate program.

The mission and program goals of the dance unit are consistent with the missions of the Department of Theatre and Dance, College of Fine Arts, as stated in the Self-Study, and the University Strategic Plan. Indeed there is a commendable relationship among the missions and goals of the various components of the institution. Regarding the relationship to the institutional goals, it appears that the dance unit has a window of opportunity to be central to the newly completed major strategic plan that is intended to guide the university well into the future. The new university document is direct and clear in its parameters but not prescriptive in nature. Both the President of the university and the Provost indicated that the arts are naturally aligned with the six major thrusts of the document. Since the document has been in process for some time, the faculty in the dance unit is very aware of the direction that the university is taking and is positioned very favorably to contribute to the mission of the university. Many of the things the dance unit is already doing are consistent with the goals of the strategic plan and fulfill expectations in a unique and remarkable way. It was mentioned that the new strategic plan is a 'document of opportunity'. The Provost indicated that he is waiting for the colleges and units to tell how they fit into the plan for funding priorities. *(Meeting with the Provost)*

The dance unit appears to address most of the goals in a positive manner. The second goal states: "to maintain a student-centered program..." While it is evident that the faculty cares deeply about the students and their needs, some students felt that often they
were torn between the necessity of being disciples of faculty and their desire to develop individual capabilities and voices. It was expressed that in some instances faculty needs had priority over student development. *(Meeting with the student majors)*

The last two Program Goals and the mission address a priority for the development of “creative and performance skills...[and]...high quality dance performances”. *(SS Program Goals page 2)* Again from the student viewpoint and from the Visitors’ observation, additional class time i.e. more days a week in technique courses would greatly contribute to the fruition of those goals. The uneven levels of ability in the technique classes also detracted somewhat from the fulfillment of these goals. There was no evidence of the Dance Unit mission and goals being published for students or public. The description of the program in the UNM Catalog was somewhat different from the mission and goals presented in the Self-Study. *(UNM Catalog General Issue 2001-2003, page 420; SS II. A. Page 1)* Dance education is more prominently mentioned in the catalog undergraduate and graduate program descriptions than in the Dance unit mission and goals. One undergraduate pedagogy class is offered. It was suggested in the Self-Study that perhaps education could become more of a focus in the future. It appears that there may be value in reviewing the program descriptions in the catalog and THE GRADUATE HANDBOOK toward a greater consistency with the department and unit mission and goals.

With the search beginning for a new Dean in the College of Fine arts, a new Dance Program Head, a new Chair of the Department of Theatre and Dance (already selected), and a new faculty member to fill the position vacated by the movement of a dance faculty member to the department chairmanship, it will be very important to assess the current mission and goals and receive support for those goals from the new leadership.

B. SIZE AND SCOPE

The Dance unit appears to have a minimum number of students to ensure a viable undergraduate training and educational program. With a fluctuation between 25 and 45 undergraduate major students and between 7 and 15 graduate students currently enrolled with between 600 – 800 enrollments per semester, it appears that the faculty student ratio is adequate. *(SS page 12 §4, SS page 28 §6)* *(These enrollment figures differ from the 1999, 2000, and 2001 HEADS Data Survey/ SS Appendix I.)*

The graduate program did not appear to have enough dance students for some of the dedicated dance coursework requirements. The tradeoff was to double list undergraduate and graduate courses and have graduate students take classes with the undergraduates. While this may work in some cases, advanced discourse and training is necessary to accomplish the goals of an advanced degree. *(NASD Handbook 2001, pages 98-102)*

There are five full-time faculty positions, a full-time staff position divided among capable department staff. *(SS page 13 §5)* With a talented group of part time faculty, there appears to be an appropriate ratio of students to faculty. The advantage of being a Department of Theatre and Dance was seen as a plus in some ways where the technical support came from those working in technical theatre. It appears that the process of facilitating
production needs should be discussed and clarified. There have been misunderstandings in the past that have caused some students to feel that they were expected to serve productions in ways that they were neither trained nor prepared to do. *(Student meeting with Visitors)*

There has been a conscious effort to include the rich diversity of dance that is so much a part of the cultural fiber of New Mexico. In future planning, consider a priority of types and styles of dance that can be included to stay within the scope of the department.

Overcrowding is an issue in some technique classes, (two Flamenco and one modern class viewed) affecting the safety of the dancers and quality of instruction. *(NASD Handbook 2001, II. F. 1. aj, (1), page 75)* Regarding sufficient advanced courses in dance appropriate to major areas of study, it appeared that the advanced levels in ballet needed a more homogenous balance of skill levels. *(NASD Handbook 2001, II. B. [c] page 71)* It appeared that some major classes need smaller enrollment in order for the teachers to give appropriate attention to alignment principles, etc. The Visitors were not able to see an advanced modern class but a video of a student concert verified what appeared to be an adequate level of proficiency for a BA in the performing dancers. *(NASD Handbook II. B. (c), page 71)* It appears that the Dance unit is in compliance in size and scope. Those areas addressed above could be easily remedied.

There was some anxiety that the vacancies in the Dance unit head position and the vacated faculty position would not be searched and replaced in a timely way. However, the upper administration assured the Visitors that there was no plan to reduce the faculty slots in the Dance Unit. If a position were lost there would be significant concerns about size and scope of the program that is in place. There was no evidence of other current issues regarding size and scope.

C. FINANCES

While additional money is necessary, the dance unit is working very hard to carry out its stated mission, goals and objectives under the current conditions. It was pointed out that New Mexico is not a rich state and the entire university has to be very frugal with resources. “In looking at the relationships among our mission and goals, size and scope, and finances, it is clear that our aspirations stretch our resources to their limits.” *(SS page 1472)* It was pointed out that funding for programs in the College of Fine Arts has not increased in the past 17 years...when the Dance program had than 10 majors, no graduate students, and around 350 students enrolled per semester. There are now more than double the majors, and the general student enrollments, i.e., 30+ majors 15 graduates, 600-800 enrollments per semester and the budget has not increased. *(SS page 1475)*

There appeared to be frustration in that the financial realities were largely out of the control of the Dance unit. While the needs are significant, the Dance unit is prohibited by the college and the university development offices from most fund-raising opportunities. *(SS page 14, § 6)* The lack of funding appears to affect the manner in which the mission and goals can be met. Students and faculty expressed concern that the program is not able to
prepare students to be competitive in dance related careers, which is a stated goal of the university and the department. (SS page 77, page 15) It appeared to the Visitors that the upper administration is very aware of the Fine Arts College and of the Dance Unit in particular. There are needs as described in the Self-Study but, hopefully, with the new administrators in place there can be a plan put into action to draw resources from the University inasmuch as they fit into the stated mission and goals of the university strategic plan. It may be very important for the Dance unit to consider how its program goals align with the university goals and funding priorities in the future. While finances are very limited, the Dance unit is working hard to maintain quality programs. With the lack of budgeted or secured resources, funding is barely adequate to help the unit reach its stated mission. If the MFA program, in the university curriculum approval process, is to be implemented, it appears that additional resources would be needed to assure the integrity of that degree. (NASD Handbook 2001, II. C. 1 page 71)

D. GOVERNANCE AND ADMINISTRATION

The Dance unit exists as one of three academic programs in the Department of Theatre and Dance in the College of Fine Arts. Due in part to the location of the units in different buildings, Dance seems to have some areas of discomfort within the department. The Self-Study indicates a desire by the Dance unit to have more autonomy in the area of budgets with a clearer understanding of its budgetary status. (SS pages 21-22) There appears to be some confusion as to what portion of the department budget may legitimately be considered to belong to the Dance unit. It was suggested that the possibility of exploring an independent unit might be advisable. (SS page 22)

While there are mechanisms in place for governance, it was noted by the dean that a long-range plan would be very important for the dance unit. There are formal and informal governance processes in place for meetings within the unit. The decision-making process within the unit seemed to be working as the unit head seeks feedback and discusses concerns with individuals on an as-needed basis. Solutions and initiatives appeared to be collaborative.

The Self-Study indicates that the last formal review of program goals was in 1994 but that the mission and goals still reflect the current faculty views. (SS page, 7) With many new leaders coming to the table, the Visitors believe it is critical to review what can and cannot be done within the mission and goals of the unit, department, college, and university, given the current budget and resource restraints. There appears to be a tremendous responsibility of the current faculty to spend the necessary time to determine what they will be looking for in the two new faculty members that they will be hiring, including a unit head. These hires will determine the direction that the Dance unit will take in the future. During this process it will be important for the Dance unit to determine where and how it might fit most comfortably within the department structures. The administration in relation to size and scope seems appropriate.
The Visitors noted a generally positive relationship among the dance unit faculty, department, college and university leadership. The more communication that takes place, the more understanding and cooperation there will be from all parties. It appears that there is a need for a forum for students to address concerns. While students are generally positive about relationships with faculty individually, they indicated that some policies do not benefit students. (I.e., policies of use of spaces, theatre assignments, curricula, mentoring and advisement, etc.) (NASD Handbook page 72, D. § 3, (d)) (Student meeting with Visitors)

The time allocated to administrators to administrate in the department and in the dance unit seems adequate, although they are very busy. (NASD Handbook page 72, § 5) The dance executive appears to be very effective in working with faculty and upper administration. The Visitors observed that more meetings within the dance unit might be useful. These meetings should include part time dance faculty who teach a high percentage of students.

There appears to be some lack of clarity in expectations of student competencies for the two programs evaluated. “The faculty has a major role in developing the academic program and in evaluating and influencing the standards and conditions that pertain directly to instruction, creative work, and research” (NASD Handbook, page 72 II, D, §3 (c)) There appeared to be no clear definition from faculty or students as to what a graduate of the program should know and be able to do. This lack of defined competency was evidenced by graduate students in the undergraduate courses and the uneven level of abilities in the technique classes.

The title of the graduate degree left some question in the minds of the Visitors. The title MA in Theatre and Dance connotes a double major. It is not clear if this program is intended as such or if it meets really meets competencies for a double major.

E. FACULTY AND STAFF

The faculty appears to be very well qualified to do the work that they are currently assigned to in meeting the goals of the unit. They are professionals with excellent credentials. The Visitors had less opportunity to meet part time faculty, however, there were no issues concerning faculty qualifications. Faculty expertise in relation to mission goals and objectives and to size and scope seemed appropriate. There is a significant diversity in styles and dance offered.

There appeared to be no processes by which faculty are regularly evaluated. (SS page 27, § 7) Identification of policy to clarify expectations and accountability will be helpful to move the Dance unit forward. (NASD Handbook, page 73, II, E, 3, § 1) Students felt they needed more mentoring/counseling from faculty. The program advisor was very effective, though students missed her during this semester when she was on leave. (Visitor Student meeting)

Regarding faculty morale, it seemed that there was some sense of anxiety among faculty as there were so many transitory positions waiting to be filled. Nevertheless, there was a positive energy among the dance faculty themselves.
F. FACILITIES, EQUIPMENT, AND SAFETY

The dance facilities were mostly adequate, but there were four areas of concern and perhaps, non-compliance to NASD minimum standards. 1. There were safety and health concerns regarding the lack of upkeep in the studios and restrooms in the Carlisle Gym. While other areas of the university were exceptionally clean, the dance building, the Carlisle Gym, was not cleaned and maintained on a regular basis. The Visitors observed very unsanitary conditions. While the university has taken one of the oldest buildings on campus and given it much repair and renovation, there needs to be a regular cleaning and maintenance schedule. (NASD Handbook 2001, II, F, page 77 §1 & 2) Students and faculty felt that the health and well being of students is jeopardized with the uncleanliness of floors in the studios. The students commented that they believed they should have a basic right to study in a clean environment. (SS page 38, II, F, 2, § 2) (Student, Visitors Meeting and Faculty comments) 2. There were heating, cooling, and plumbing problems as well as the restroom that was almost non-functional, all of which the administration of UNM has agreed to address in full. (NASD Handbook 2001, II, F, 1, 4, 6; SS page 38, II, F, 2, § 1) It is very important that this is done in a complete and timely manner. Serious acoustical problems exist in the two large studios. 3. The floor in classroom 115 and the Rodey and Experimental theatres do not have sprung or floating floors. It appears that these floors are wood over concrete resulting in unsafe conditions for students to work and perform upon. Portable floors or renovation would help to solve the problem. (NASD Handbook 2001, page 75, II, F, 1, a) (3) Students and faculty alike were very concerned about working on these floors, but these spaces were necessary to meet the goals of the program. (SS page 38, II, F, 3, § 1) 4. The Visitors observed that some of the classes were seriously crowded with too large a number of students for the space limitations. While this was most visible in the Flamenco classes, it is recommended that all technique classes stay within the capacity of the rooms. This is indeed a safety issue for students. (NASD Handbook 2001, II, F, 1, page 75,)

G. LIBRARY

It appeared to the Visitors that the University of New Mexico Dance unit is the recipient of a well-appointed, up-to-date library system. There were no issues regarding the library that evolved during the visit. The library staff was knowledgeable, helpful, and proactive in the acquisition of dance materials and helping students and faculty access materials. It did not appear that there was a particular budget designated to the dance collection, yet there seemed to be no problem in acquiring what was needed. The collections of books and videos seemed adequate.

H. RECRUITMENT, ADMISSION-RETENTION, RECORD KEEPING, AND ADVISEMENT

It appears that recruitment takes place primarily in the New Mexico High Schools. Students seem to come on their own volition rather than through university or department
Admission procedures are in place at the university and though the students are required to take 12 credit hours before they can declare a major, the system seems to work. From a review of the past years of HEADS Reports, it appears that there may be a high rate of attrition. It may be useful to initiate an analysis of the department graduation rate in relationship to other departments at the university to see if attrition is a problem. Whatever the results, thought might be given as to how to help students complete their programs once begun.

Record keeping seemed adequate and consistent with what was reported in the Self-Study. The Visitors observed that the files appeared to be adequately maintained. Many students expressed the desire for more mentoring and counseling, not only advising. See E above, paragraph 2. Students also felt the need for a forum where they could express concerns to faculty and be heard. (Student, Visitors meeting) The Dance unit advisor needs to be connected to the university system to facilitate "mandatory advisement" for students in a complete and timely way. Most Macintosh and PC formats are now interchangeable. (SS page 49, 3, j) The Visitors were not aware of admittance forms used at the graduate or undergraduate level.

J. PUBLISHED MATERIALS

The Visitors were unable to locate a publication where the department or Dance unit mission statement and objectives are published. The descriptive statement in the University of New Mexico Catalog, General issue 2001-2003, gives a short overview of the program. A statement indicates that, "Students completing the B.A. in Dance will be well prepared to pursue professional careers in dance education, dance history/criticism and dance performance". (UNM Catalog, General Issue 2001-2003, page 420) This may be misleading for a BA program. Also the Visitors were unaware of a focus in dance education at this time. The same statement is made in the Catalog General Issue 2001-2003. (SS Appendix V, Tab 8) The Self-Study indicates "there is no formal means for preparing students as teachers". (SS B, page 70 j 3)

There are 9 courses listed in the catalog and the class schedule that are no longer being taught. There are plans to edit these out of the next catalog edition. The revision process will begin Fall 2002. Apparently the tap class is also no longer being taught. (SS, Page 51, 3) (University of New Mexico 2001-2003 Catalog, page 427-429)

The graduate vision statement is printed in the GRADUATE STUDENT HANDBOOK. (SS, Appendix V, page 3) There is a discrepancy in the title of the graduate degree as published in the UNM Catalog, page 423, department and Dance unit materials (SS Front page) and the listing in the NASD 2002 Directory.

In the NASD Directory the listing for the graduate degree reads: Master of Arts—2 years: Dance (Choreography, Dance History)

The title as listed in University of New Mexico material is: Master of Arts in Theatre and Dance with emphases in Choreography and Dance History and Criticism (University of New Mexico 2001-2003 Catalog, page 423)
K. BRANCH CAMPUSES, ETC. Not Applicable

L. COMMUNITY INVOLVEMENT AND ARTICULATION WITH OTHER SCHOOLS

There appeared to be no programs and projects with other entities related to curricular programs. There was a prominent consciousness of service to the community among the faculty and students. Outreach efforts appeared to be successful in the spirit of sharing and interacting with the community. The suggestion of looking at a more prominent commitment to dance education both as a curricular area and as a component of outreach will be reviewed by the new unit head and the faculty. (SS, II, L, pages 52 and 53)

M. NON-DEGREE-GRANTING PROGRAMS FOR THE COMMUNITY Not Applicable

N. STANDARDS FOR (A) INDEPENDENT POSTSECONDARY DANCE UNITS WITHOUT REGIONAL OR OTHER ISTITUTIONAL ACRREDITATION, ETC. Not applicable

O. PROGRAMS, DEGREES AND CURRICULA

The undergraduate curricula of the Dance unit appears to be in compliance with standards as published in the NASD 2001 Handbook. (NASD Handbook, page 87-88; 93-94) However, the stated objectives as discussed in the Visitors' Report, A above, include technical skills as a priority. (SS page 1, I, A, J7 as well as printed matter discussed in Visitors' Report, J above) The Visitors noted that the mixed ability levels in technique classes and offering technique classes only two days a week in some cases appeared to be an issue in fulfilling the stated goals. (Student Meeting with Visitors) With the few courses viewed by the Visitors, it appeared that the advanced level classes were not universally advanced. In order to develop higher skill level in major classes, smaller enrollments may be helpful and give teachers the opportunity for increased attention to alignment and other technical principles. There did not appear to be a clear vision of what a student graduating from the BA program would have mastered. Defining requisite competencies in all areas would help to focus student learning and would help faculty know if they are reaching their teaching and learning goals. There appeared to be no visible set of requisite competencies articulated.

One of the main issues regarding the graduate program is the title. (See Visitors' Report H, J, above). Many of the classes can be taken in the department with a theatre teacher. While this could be a rich, broadening of knowledge, there does not appear to be a sufficient, required core of theatre courses for a dance student to merit the title 'MA of Theatre and Dance'.

There is also some question as to the graduate dance curricula fulfilling an emphasis in 'Choreography' or 'Dance History and Criticism'. Dance 511, Choreography II,
appeared to be the only graduate choreography course for graduate students. Due to a lack of critical mass, graduate students take the Dance 411, Choreography II course with undergraduates as a double listing. Two other courses are listed as having choreographic components, Dance 510, Creative Investigations, and Dance 551, Problems. \((SS \text{ page } 71, \S 7 \text{ and } 8)\) It appeared to the Visitors that this might be inadequate for an emphasis. There was some concern voiced by students in this regard as well. \((\text{Student Meeting with Visitors})\) The same issue may also exist in the ‘Dance History and Criticism’ emphasis. It appeared that the 3 history classes are double listed with undergraduate numbers and taken with undergraduate students. There is one graduate criticism class. Again, a set of clearly articulated competencies for the graduate students in both areas of emphases would be important. Flexibility is commendable if competency can be demonstrated in areas of designated focus. \((\text{NASD 2001 Handbook, pages 97-102})\)

The transcripts, student writing, graduate theses and essays all appeared to be appropriate. Generally random samples of student writing seemed to be of excellent quality. The faculty concert that featured a sample of major students, demonstrated suitable quality for a BA program, as did the video of an all student concert.

The students generally seem to have a good feeling about their programs. However there appeared to be an ongoing tension of the balance of performance vs. academic achievement. Students wished for more performance, technique, and choreographic opportunities, \((\text{Student meeting with Visitors})\) while some faculty seemed to value more emphasis on the theoretical. \((SS \text{ II, B, page } 64-65)\)

Dance studies for the general student body seems to be well developed to generate adequate enrollments and provide helpful service. Non-major students are allowed to take major courses that help increase enrollments. \((SS \text{ II, C, page } 77-79)\) The practice is sound as long as the non-major students qualify for the level in which they enroll. The Dance Appreciation class, 105 and the Flamenco classes are popular classes with non-major students. It is recommended that caution be taken not to over-enroll these classes.

P. DANCE UNIT EVALUATION, PLANNING, AND PROJECTIONS

- The Dance unit sits in a precarious place as they replace two thirds of the full-time faculty in the next year, or 2 positions out of five, one being the dance head. In addition, they will have a new department chair, (former dance faculty) and a new dean of the college. The Visitors observed that the Dance unit is the beneficiary of good will from the upper administration on through the ranks. They appear to be respected as professional artists and educators. The necessity for identifying clearly the program goals in both the undergraduate and graduate programs will be critical.

- An MFA program proposal has been submitted for approval from the university and an answer is expected soon. It appears that with limited full-time faculty and resources that this program would need serious consideration to determine how it
will impact the resources of the undergraduate program without losing the integrity of the degrees. (NASD Handbook, XVII. A, page 105-106) As the Dean of the College of Fine Arts indicated, a long-range plan is imperative.

- A strategic, long-range plan will help to identify the position requirements for the new hires in order to direct the program into the future. Since financial resources are critical for the ongoing program and the potential new MFA program, finding ways to achieve the overall university strategic goals and accessing funding sources will be critical to ensure the continuing success of the program goals. (SS, III, 4, page 88, and other references throughout the Self-Study; Meetings with administrative officer)

- Of the many issues regarding implementation of an MFA program, one might be the availability of students. Currently most of the recruiting and acceptance into the program appears to be students from New Mexico. If this is the case, will the current BA graduates from the UNM program qualify for admission into the MFA program, or will all students be brought in from other institutions? Given the clientele now in the program, would an MFA serve their personal goals, etc? The Visitors were well aware of the professionalism of the faculty and their ability to carefully scrutinize the large step of implementing an MFA program.

- There is a necessity to resolve inconsistencies in the awarding of credit for dance courses as discussed in the Self-Study. (SS, II, N, 2, page 55).

- The Self-Study was generally very complete as the Dance Unit head basically authored it. Broader input from the entire faculty may have had value as they together might have examined and analyzed the critical issues.

Q. STANDARDS SUMMARY

- The most serious concerns for compliance are in regard to facilities. (Refer to F, page 7 of the Visitors' Report above) #1. The safety issues of cleanliness and maintenance of the Carlisle Gym studios, halls and restrooms need to be addressed. (NASD Handbook 2001 F. 2, last paragraph before G. page 77) #2. The cooling, heating and plumbing concerns of the Carlisle Gym are being considered by the administration as referenced above. The completion of this work is important. #3. It was stated that the Institution has plans to update systems including acoustical challenges in the two large studios, and maintenance policies within the facilities of the Carlisle Gym. (NASD Handbook 2001 II. F. 1. a) (4); SS. F. I. A. § 3, page 36) It appears that the problems are serious enough to necessitate immediate improvements. #4. The floors in classroom 115 of the Carlisle Gym and the Rodey and the Experimental theatre floors are not safe. The Visitors noted that administrators were aware of this and were hopeful to correct the problems. #5. Enrollment should stay within the capacity of the rooms for the safety of students. (NASD Handbook 2001, pages 75-77, II, F) (3); SS page 38, II, F, 3, 3; Visitors' Report F, page 7 above)
• Evaluation based on clear expectations consistent with the Mission and Goals and NASD Standards will help clarify student competencies for the undergraduate program. (NASD Handbook 2001, page 71, II. A. § 2; Visitors' Report, A, and O. of the Visitors' Report above) It appears that some of the expectations for the now extinct BFA program are carrying over into students’ perceptions, while in reality, the BA is what the institution is offering. The goals need to be stated more clearly and they should be communicated to students and the public. It appears that development and use of student achievement indicators will be helpful to students and faculty. (SS II, II. 1, (e) page 63)

• Compliance to the issues of size and scope center on the over-enrollment of certain undergraduate classes. (NASD Handbook 2001, II. E. 2, § 1 and 7, pages 73 and 74)

• A critical mass of graduate students is necessary to be able to hold dedicated graduate courses in the Dance unit. (NASD Handbook 2001 II. B. (a) page 71; Refer to B, § 2, Visitors' Report, above)

• In regard to the MA degree, curricula, emphases, and the title need to be reconciled. (NASD Handbook 2001 XIV. C. § 2 immediately following 1.2.3.; Visitors' Report, sections H, J, F 3, J, pages 7,8, and O page 9 § 2 above)

R. OVERVIEW, SUMMARY ASSESSMENT, AND RECOMMENDATIONS FOR THE PROGRAM

1. Strengths

• The strength and commitment of the faculty combine to support a strong undergraduate curriculum.

• The current University, College, and Department Administration are aware of the needs and are supportive of the dance unit.

• A campus-wide pride in the accomplishments and contributions of the Dance Department.

• The unit head enjoys the support of the faculty and students as he facilitates the affairs of the unit in a collaborative, empowering manner.

• The students appear to be committed learners and artists. They seem to be exceptionally well grounded in the theory of dance as evidenced by their observed participation in classes, their writing and their articulate analysis in the Visitor and Student meeting.

• The library, publications, periodicals and video collections are excellent as are personnel who direct the acquisitions of such and help students and teachers to use the materials, technology and the resources.
• A high number of non-major students are able to have experience in dance courses.

2. Recommendations beyond compliance issues

• It is recommended that the faculty engage in a planning process to assess the mission and goals and to address future needs prior to drafting the new positions to fill the two dance faculty vacancies. Consider requisite student competencies: what students should know and be able to do as they exit the programs and what it takes to get them there? The planning should include the necessary requirements and commitment to the proposed MFA program with all of attending resource implications. The Visitors recommend that the scope and resource issues temper all of the planning. The planning process might well include the new Department Chair and acting or permanent Dean. (See Visitors' Report, above A, page 3, D, page 5)

• Clarify who works on technical aspects of dance productions and who trains and mentors them. (Visitors' Report, above, page 4, § 1)

• Initiate a forum where students have a voice that will allow their issues to be heard and implement changes to assist students in reaching their career goals. Students also requested an opportunity for feedback on performance and choreography. (Visitors and Student Meeting, Visitors' Report, D, above, last paragraph)

• Formalize processes for establishing curricular and educational policies. Consider including part time faculty who deliver significant portions of the curriculum.
NAST Visitors' Report

The University of New Mexico

Albuquerque, NM

Theatre Executive: Denise Schultz

Date of Visit: April 10–12, 2002

Visiting Evaluators:
Farley Richmond, University of Georgia
Jorge Guerra-Castro, New World School of the Arts

Renewal of Final Approval for Listing:
Bachelor of Arts-4 years: Theatre (General Theatre, Acting, Directing/Stage Management, Drama Education, Dramatic Writing, History/Criticism, Performance)
Master of Arts-1 year: Theatre (Directing, Theatre Education)

Plan Approval:
Bachelor of Arts-4 years: Design for Performance

Plan Approval and Final Approval for Listing:
Master of Fine Arts-2 years: Dramatic Writing
A. Mission, Goals, and Objectives

The Department of Theater and Dance at the University of New Mexico is the only institution in the state of New Mexico with graduate degrees in theatre or dance. There have been many changes in the higher administrative levels at UNM (President appointed in 1998; Provost appointed in 2000). These changes have included the decision to formulate a campus-wide strategic plan, which was, at the time of the visit, in a draft state. As of 2001 the colleges were mandated to formulate their own strategic plans in compliance with the University-wide plan. The College of Fine Arts is operating with an Interim Dean, which, according to the Self-Study made this task daunting. The departments are expected to respond to the College strategic plan with a specific departmental plan.

The theatre and dance faculty has determined that their departmental statement of Mission is compatible with the proposed University Mission and with the College of Fine Arts Mission. These missions and goals are consistent with NAST standards.

Although the Mission and Goals of the Theatre Department seem to be precise and specific to each one of the degrees and areas programs, there is a declared state of transition conditioned by the appointment of a new Dean, the completion of the official UNM strategic plan and a new departmental discussion regarding adjustments to the Department plan. This situation was palpable at all levels, in conversations with the faculty, the administration and the students: the Department is in a state of preparation for a change.

As it is clearly stated in the Self-Study (Chapter I. A. p. 3) "In the 1990’s the Department of Theatre and Dance made the decision to phase out all of the Department’s BFAs in Actor Training, Design, and Dance, to revise the BA and MA in Theatre, and create a new BA in Design for Performance and an MFA in Dramatic Writing...” This is a major change for a Department to adapt to in a short period of time. The present emphasis is clearly in line with a liberal arts approach to training and education. It is also in line with the more general goals and mission of the College and the University.

The change of emphasis and orientation seems to better use the resources available, the facilities and faculty as well as the interest of the students recruited. Nevertheless, in a meeting with the students the visitors heard loud and clear their eagerness in getting a
more professional kind of training and more opportunities to practice their craft. They are expecting to graduate and try to get inserted into the theatre (or film/TV) industry.

As it also declared in the Self-Study, the Department will go under major review of mission and goals when the official UNM strategic plan is completed. There are also adjustments expected to occur with the appointment of the new dean.

B. Size and Scope

The Department has maintained its size and scope and, according to the Self-Study they are consistent with the NAST standards in faculty, students and facilities.

The Department offers the following degrees:

Bachelor of Arts-4 years: Theatre (General Theatre, Acting, Directing/Stage Management, Drama Education, Dramatic Writing, History/Criticism, Performance).
Bachelor of Arts-4 years: Design for Performance.
Master of Arts-1 year: Theatre (Directing, Theatre Education).
Master of Fine Arts-2 years: Dramatic Writing.

There are thirteen full-time faculty lines, six tenured and one joint position with the English Department (Theatre and English), in the theatre area, and six lines, four tenured and two lecturer positions in the Design Theatre/Technology area. Around five adjuncts get hired each semester. There are five full-time and one part time staff members.

The student population, on the other hand, is not so easy to identify. Both in the Self-Study and in conversations with the faculty during the visit, there was indication that the accounting for full-time theatre students is not a simple matter.

In the spring of 2002 there were 71 undergraduate theatre majors. However, this is not the total number of students since the University of New Mexico requires all freshmen entering the University to reside in the College. After completing 26 semester hours the student may apply for admission to a degree granting College or major. The student can remain in University College up to 64 semester hours before entering a degree-granting program. To be accepted as a major in the College of Fine Arts, students must complete the University requirements of 26 hours of earned credit with a point average of 2.5, complete English with a grade of C or higher and to complete 12 credit hours of course work in their major.

The visitors could verify the fact that enrollment in the undergraduate levels is acceptable and allows the Department to function normally. On the other hand, recruitment at the graduate levels is extremely low and to maintain the desired caliber of students in Design and Production is becoming increasingly difficult. The declining numbers in design majors has been a recurring problem for the past five years.
Some of the causes for this decline may be attributed to: Lack of recruitment efforts by the Department; a full time position for Design has been vacant for three years; recruitment becomes more difficult without scholarship moneys to offer; the BFA program in design has not been growing for years. In the Self-Study there is also recognition of a national decline in design majors, and inadequate computer support for a computer design training.

The average number of students per class in the design major is five.

Some actions have been taken to tackle this problem: The creation of the BA program in Design for Performance in place of the BFA has strengthened the curriculum; the vacant faculty line has been filled; the computer lab has increased facilities through a recent donation.

The problem with the acting program is the opposite: there are too many students per class, and not enough full-time faculty to attend to the program’s needs. Some classes in the acting program have 25 or more students. The spaces for conducting these classes appear to be inadequate to meet the need of so many students. There is a very high percentage of instruction in this program that has been delegated to adjunct teachers.

C. Finances

The financial picture of the Department of Theatre and Dance presents several unique and troubling problems:

1. Owing to budget problems in the past, until recently the Department owed the University around $200,000. The Department has been paying back $10,000 a year from its resources to buy down the debt, which is now estimated by the Chair at around $100,000.
2. The Self-Study indicates that, "there has been no increase in the Department's operating budget for over fifteen years." (p. 14)
3. The Self-Study also asserts that, "The Department is dependent on the income generated from ticket sales to cover all costs of the production program." (p. 11)
4. In order to meet some of the financial needs of the program the Department has been allowed to rent out departmental facilities and retain the funds produced. (p. 11, item #3)
5. Also, in order "to support classroom necessities such as photocopying, VCRs, rehearsal furniture, CD players, scripts, lamps for lighting instruments (the University will not pay for any light fixtures in theatres), guest artists, etc. the Department has been forced to charge students a fee for every class offered. (p. 12)
6. In addition, "The College of Fine Arts...charges a $4 per credit hour technology fee." A third of the total fee remains in the College to pay for CFA Computer Support Group and the Arts Technology Center.
7. On the plus side, between $50,000 and $60,000 is allocated to adjunct faculty teaching. The catch is that the courses must be taught after 5:00 p.m. or on weekends.
When discussing the Department with a large group of graduate students, one student put it this way, "The Department thinks of itself as a business and not as an educational institution." Another graduate student sarcastically quipped, "Some faculty members don't bother to critique our work, but have been known to say, 'You did a good job, the show brought in a lot of money.'" Given the financial problems, it is little wonder that the faculty has relied on its own resources and the efforts of the chair who once served as an arts manager to find ways to cut corners and piece together funds to handle all the needs of a busy theatre and dance Department. Given the stress on making ends meet, it is no wonder that the students have the impression that the faculty are only concerned with making money.

Although it is clear from the Self-Study (Appendix II) the Chair has done an admirable job of juggling resources and needs, it is the visitors' opinion that many of these matters should be attended to by the University. The visitors recommend that the present debt of $100,000 be written off by the administration and that the operating budget be increased as a good faith effort to restore the confidence of the faculty and the students in the academic mission of the institution. In the long run, a production budget should be established for the Department by the University and funded on a yearly basis. The visitors also propose that at least a part of the allocation provided for adjunct faculty be used for hiring teachers to function throughout the day, as well as at night and on weekends.

Faculty salaries appear to be relatively low compared to other peer institutions. The Acting Dean of the College of Fine Arts indicated some of the reasons for the low salaries (a poor state, with a small income base). He argued that despite the inequities, New Mexico citizens have been generous toward higher education compared to other states given its per capita income. With a new dean expected to take office soon and a new president potentially entering the system in the near future, it is possible that faculty in this unit will see some modest improvements in the not too distant future. However, one young faculty member confided to us, "The pay scale here is atrocious. It is not competitive with other flagship state institutions. I like it here but if I leave it will be because of the low salary I am being paid." He went on to commend the University for providing research travel funds, moving expenses, office furniture, and computer equipment as partial compensation for its failure to provide a competitive salary.

Yet, another area of concern is the funds to recruit and support design students in the BA program and graduate students in the MA and MFA programs. The Self-Study lays out the problem clearly. "The University, after many years of supporting talent based scholarships, removed those scholarships from the Department -- reducing our allotment from $26,000 per year to $5,000. Therefore, the Department has been unable to recruit [undergraduates] at all. The graduate GA/TA assistantship this year from a FTE .25 (10 hours per wk) is $2,500 payment with a six-hour tuition waiver for $835 per semester. In addition, the total in GA/TA allocated funds to cover both Theatre and Dance is only $38,000." (p. 10) The visitors agree with the Self-Study when it concludes that, "This places the Department at an incredible disadvantage to recruit graduate students." Given
the fact that the scene and costume shops depend a great deal on qualified undergraduate student labor to mount productions, it is imperative that some means be found to expand recruitment of undergraduate students in the area of scene, costume, and lighting design and theatre technology. Given the fact that graduate students are recruited to enter degree programs and to teach, it is imperative that the University provide adequate resources to recruit graduate students by offering them assistantships and financial incentives that are at least comparable with peer institutions elsewhere in the country.

It is not clear that the institution meets the standards regarding Finances (NAST Handbook 2001-2002, II.C., page 43).

D. Governance and Administration

The Department of Theatre and Dance appears to meet NAST guidelines as set forth in the NAST Handbook 2001-2002 (pp. 59-60). The Department is one of the units administered by the College of Fine Arts. It appears that the Department of Art and Art History is the largest Department in the College, followed closely in size by the Department of Music. The smallest unit is the Department of Media Arts, which was once part of the Department of Theatre and Dance. The College is located in a fine Center for the Arts along with the Department of Theatre and Dance. The Center boasts a number of excellent facilities that will be discussed later in this report.

Although it is a large building, all the units in the Center for the Arts are pressed for space, including the Department of Theatre and Dance. While the visitors were visiting it appeared that new space would be allocated to move the Fine Arts Library (really the library for art and music) thus vacating space that undoubtedly will be coveted by all the units that inhabit the building. Given the pressure on the theatre students to have adequate rehearsal and performance space, the visitors' trust that the College will look carefully and favorably at the space needs of this unit before making a reallocation of the space.

During the visit the visitors met with the Acting Dean of the College of Fine Arts. He assured us that although there has been little expansion in the unit, it was very stable. He pointed to recent initiatives to raise private support for the College and its units by appointment of a skilled fundraiser in the office of the dean. He recommended that through such efforts some of the financial burden of the unit might be met.

The visitors were pleased to learn from the Provost that "Arts programs are a very high priority for this administration." He drew the visitors' attention to the Strategic Plan (See Appendix #9), which identifies the arts at NMU as existing within a world-class arts community. The Provost took great pains to emphasize that the commitment of the administration in the arts was real and abiding. He was also aware of the low salaries in the unit and drew the visitors' attention to the imminent appointment of a new dean of Fine Arts who would undoubtedly investigate this matter in greater depth.

Because the President is leaving the institution, the visitors did not meet him.
The policies and procedures governing the Department have been developed by the faculty and seem appropriate. If there is one weakness, it is that students have no representation to faculty meetings or on departmental committees. However, the students do have strong input into production decisions made by the X Committee that governs student productions in the X Theatre. With faculty supervision they debate important matters concerning the number and kinds of shows that are performed there. Students mentioned that there was a Production Handbook but that it has never been distributed to them. Perhaps it is time to bring the students into the deliberations of the unit and perhaps there is a need to issue copies of the policies and procedures that govern the unit which directly affect the students.

E. Faculty and Staff

The theatre faculty and staff currently employed by the Department of Theatre and Dance appear to be positive and highly motivated to work toward the benefit of the unit as a whole. The visitors detected keen willingness to examine any problems the Department may be having and a desire to address them. Our visit was preceded by a series of retreats in which the faculty, with the aid of a facilitator, was able to make changes deemed necessary to revise the degree programs and curriculum.

By virtue of the degrees they hold and their continued participation in professional activities, the faculty appears to be doing an excellent job, often under difficult and unrewarding circumstances.

The faculty pride themselves on their teaching and the classes the visitors saw during the visit indicate that the educational level that students are receiving is first rate. New lines added to the unit in recent years have helped to pep up the energy of the group, especially those hires in performance and theatre history and theory.

The graduate students generally support the faculty. During the meeting with students, one student said, "We are pro faculty. Their doors are always open to us at all times. I've never had a problem talking with them and getting feedback on my work." Another student said, "They are in touch with what's happening in the real world." Others voiced concern that there should be some formal feedback on their performance work, particularly since the students produce so much of it for the Department.

The visitors regret that staff members were not interviewed during the visit. The visitors applaud their efforts nevertheless as indicated by the fine Self-Study and the fact that they were part of its completion and distribution.

In the meeting with the faculty concern was expressed by all of them over their salaries, which the visitors have mentioned in greater detail elsewhere in this report.
The Acting Dean of the College expressed the hope that the faculty would consider planning for the future since there was a "graying" of the unit.

Although the visitors did not meet with them, it appears that the working relationship with the dance faculty is good.

The undergraduates were somewhat less enthusiastic about some of the faculty they worked with. One student said, "Teachers are missing the point that this is a learning environment. 'Get the show up, do it quickly' That seems to be their philosophy."

The technical students pointed out that they felt members of the design and technical faculty were often wearing too many hats to be effective. The students thought these faculty members were stretched to the limit and that they were "stressed out" most of the time.

F. Facilities, Equipment, and Safety

The Department has excellent performance facilities at its disposal. The Self-Study clearly indicates the Rodey Theatre and the Experimental Theatre (Theatre X) in the Fine Arts Center as state of the art facilities. Both are amply suited to meet the production needs of the unit. There is also a new performance space for dance in the Carlisle Gym that was being prepared to open shortly after the visit to campus. (p. 24)

Rehearsal space and classroom space is in short supply, however. A small classroom is currently being used as the main acting studio when students do not take classes in Theatre X. Rodey Theatre a 410-seat proscenium house was being considered as a space for a large section of Introduction to Theatre. Given the large number of productions mounted by the Department (approximately 10), it is unclear where students and faculty regularly rehearse and what demands are placed on performance spaces to be free so that sets and lights may be mounted. The visitors question the advisability of using the principle theatre as a classroom. The visitors also urge that additional rehearsal space be found in the Fine Arts Center for use in rehearsing productions.

Graduate and undergraduate students have been provided good computer access. The MFA graduate students occupy the Attic Office, a space that was converted from a walkway between maintenance spaces. Although dark and somewhat gloomy the grad students have computers and printers at their disposal, which seem sufficient for their needs as writers in this terminal degree program. The undergraduates use several computers installed in the green room on the main floor. A high-end computer lab has been installed in Carlisle Gym that is meant for design and dance students. It has 3-D Animation, CAD, Theatrical Design, and Poser, among other software; it also boasts a projector. The only problem of the space is that it is not connected to the Internet. The visitors were told that graduate theatre students might use this facility along with students in art and architectural studies. The visitors did not talk with the faculty supervisor of the space because he was on leave.
In touring the small but adequate sized scene shop the visitors questioned whether the space met safety standards. There seemed to be no special equipment for expelling sawdust from the air. A cross draft between the outside hallway and the loading dock seemed to be the only means of getting fresh air into the space. Apparently, painting is done in the space on a large paint frame. The visitors learned that due to the complaints of another faculty member housed in an office above the scene shop, maintenance personnel had come in to "seal" the escaping paint fumes from traveling outside the space (NAST Handbook 2001-2002, II.F. pages 46-47).

The visitors learned from the costume designer, whose shop has no windows, that the space was judged to have no clean air circulating through it, according to some individual who had been dispatched to examine the space. Given the fact that there is so much fabric used in the costume shop, this might pose a safety hazard. Apparently, the costume designer asks students to spray paint costumes outside the building on the loading dock because there is no portable paint booth. The dye vat is properly ventilated in a separate room from the shop (NAST Handbook 2001-2002, II.F. pages 46-47).

Given the potential safety violations that may exist in both the scene shop and the costume shop, the visitors propose that a thorough safety evaluation be undertaken of both spaces by a competent individual familiar with theatre practices. Once the report has been obtained the administration may undertake to remedy the problems. Both the Provost and the Acting Dean indicated that they would address these issues if they proved to be a safety hazard for students, faculty, and staff (NAST Handbook 2001-2002, II.F. pages 46-47).

One other problem exists with regard to classroom space. The Design Studio, which is a small but good room with design tables and suitable equipment for teaching design, is located on a floor with no wheel chair access. The visitors understand that one of the students in one of the design classes is confined to a wheel chair. The visitors assume this violates a federal code and wonder what might be done about the problem given the terrible space problems in the building. Perhaps one of the spaces that will be vacated by the Fine Arts Library may be converted to a design studio.

G. Library

The visit to the library was interesting and informative. The visitors visited both the old and the new wing where most of the theatre collection is housed. The visitors also reviewed the online catalogue and searched for materials. The holdings appear to be up to date and should meet the needs of the unit.

The visitors also toured the Fine Arts Library and discovered, to the visitors’ surprise, that it contained only a few materials pertinent to the theatre. This seemed odd since the library is housed in the building where the theatre unit is located. This raised the question.
that perhaps there ought to be some materials incorporated into this library that would be
of help to theatre students, if it is to be called a Fine Arts Library.

H. Recruitment, Admission, Retention, Advisement, and Record-Keeping

Recruitment and Retention:

1. Undergraduate:

Please see general statement below.

2. Graduate:

The faculty mentioned that there was a need to recruit top notch students to the program
but indicated there was little incentive for students to attend UNM where scholarship and
assistantship money was in short supply. Given the changes that have been made in the
degree programs it is all the more urgent that recruitment in the area of scene and costume
design be undertaken in order to support the active production program. A national effort
has already been undertaken to attract playwriting students to campus since the
development of the Master of Fine Arts-2 years: Dramatic Writing.

With reference to retention, although some of the faculty members have been of great
benefit to the students in developing career paths, according to the students, perhaps a
plan might be devised to make such advice more formal and applicable to all students.
Perhaps this might be done through a series of workshops or consultations between
faculty and students in the different degree programs.

Record-Keeping:

1. Undergraduate:

Please see general statement below.

2. Graduate:

It is the visitors’ impression that the College keeps most of the records of the students
heading toward graduation. The faculty appears to keep student records in their own
offices. The visitors question if an effort ought to be made to centralize the record
keeping of the students majoring in the program.

Advisement:

Students mentioned that advisement is adequate. The visitors were not exactly clear about
the advisement program that has been undertaken in the unit. The visitors note that
individual faculty members keep files on students who they advise (Self-Study, p 33).
The visitors also note that the Graduate Committee of the unit is implementing a new procedure for record keeping which may solve the record keeping and advisement process.

J. Published Materials

The published material that has been developed for the unit reflects the degree programs and requirements accurately. Basically, there is little recruitment material to support the program.

K. Branch Campuses, External Programs, Use of the Institution's Name for Educational Activities Operated Apart from the Main Campus or the Primary Educational Program

The Self-Study makes clear the role of the Department of Theatre and Dance with reference to the three branch campuses of the University. Essentially, basic level courses are taught at these sites and the Department has input concerning courses and faculty that teach them. In this respect, NAST standards seem to be met.

L. Community Involvement and Articulation with Other Schools

The Department of Theatre and Dance appears to have developed an excellent program designed to aid students in the public schools as well as helping theatre education majors, both graduate and undergraduate. The visitors refer in particular but not exclusively to the Wrinkle Writing Program discussed in the Self-Study, pp. 36-38. The website address for this unique program is http://www.unm.edu/~theatre/ww.

In addition, College students of the Department cross over into the other Albuquerque theatre organizations from time to time as performers, designers, and directors. In addition the popular MFA Words Afire Festival reaches out to audiences in various performance venues throughout the city. Matinee performances are scheduled for appropriate productions in Rodey Theatre and provide the students of elementary through high school age with an opportunity to see theatre at a reduced rate. Tours of at least one production per year find their way into the public schools.

All these activities more than meet the NAST standards articulated in the NAST Handbook 2001-2002, p. 70.

M. Non-Degree-Granting Programs for the Community

NA

N. Standards for (A) Independent Postsecondary Theatre Units Without Regional Or Other Institutional Accreditation and/or (B) Proprietary Institutions

NA
O. Programs, Degrees, and Curricula

The University of New Mexico Catalog 2001-2003 does not contain all the curricular changes that the Department of Theatre and Dance has implemented in recent years. The BA in Theatre with an emphasis in Design and the BFA in Theatre-Technical/Design have both been discontinued, for example. A BA in Design for Performance has replaced these programs. The MA in Dramatic Writing has also been eliminated in favor of the Department's MFA in Dramatic Writing.

However, a substantial number of requirements for the other degree programs remain the same despite the curricular revisions. The visitors will try to make that clear in the following pages.

In articulating the vision and core values of the University of New Mexico, the Catalog 2001-2003 sets forth the following: "The mission of the University of New Mexico is to educate students by developing their intellectual and creative skills and capabilities so students may be well-equipped to participate in the world as productive and enlightened individuals" (p.11).

Undergraduate Degrees

The Core Curriculum

Consistent with the stated mission above, according to the Catalog 2001-2003, "The Core consists of several groups of courses designed to enhance each student's academic capabilities. Its goal is to give all students at the University a grounding in the broad knowledge and intellectual values obtained in a liberal arts education and to assure that graduates have a shared academic experience. The required courses encourage intellectual development in seven areas of study: writing and communication; social and behavioral sciences; mathematical reasoning; scientific methods in the physical and natural sciences; the humanities; the fine arts; and languages" (p.31).

There are various subcategories of BA degree in Theatre at UNM that a student may choose from. All require a minimum of 128 credits to graduate. The degree programs are: a BA in Theatre with emphasis in General Theatre, Acting, Directing/Stage Management, Drama Education, Dramatic Writing, History/Criticism. The Self-Study articulates the philosophy of this degree and these subdivisions by stating, "This degree is intended for undergraduate theatre students seeking preparation for advanced academic study in theatre leading to professional careers as theatre teachers, artists, and scholars" (p. 42). This appears to be consistent with similar statements in the NAST Handbook 2001-2002, p. 88-89 that articulate objectives of BA degree programs. The Department also has a BA in Design for Performance. Each of these programs will be addressed separately below.
Bachelor of Arts-4 years: Theatre (General Theatre)

General Studies:

Besides the general education core courses of 34 credits specified by the University and echoed by the College of Fine Arts indicated above, theatre students are required to take 3 upper-division hours either in English 352 or in Shakespeare 353, 6 additional credits of courses in the College of Fine Arts (not in Theatre or Dance) and 17 additional credits in electives from any College (but not in Theatre or Dance). The total number of credits in General Studies is 60 credits or 50% of the 128 credits required to graduate.

It should be noted that the Catalog 2001-2003 provides greater specificity as to the types of courses that are required (p. 419-420) than does the Self-Study outline. Also, rather than a core of 34 credits specified by the Self-Study Curricular Tables (Appendix #7), the Catalog lists 37 credits as a base in the core curriculum (p. 419). It is not clear why the base numbers are different in these two documents.

In any case, 60 credits of general education are required by the Department of Theatre and Dance at UNM. This falls within the NAST standards of 50% to 70% of course work (NAST Handbook 2001-2002, p. 78).

Theatre Studies:

Basic requirements for the Bachelor of Arts-4 years: Theatre (General Theatre) include courses in acting, script analysis, theatre history, and theatre theories, as well as a course in dance. In addition, requirements include a course in playwriting, a course in directing, a course in creative drama, and a course from one of the design areas. Plus an additional 12 credits from courses in the theatre Department to be chosen from the courses listed in the Catalog (Self-Study Curricular Tables, Appendix #7).

The total number of theatre studies credits required for the Bachelor of Arts-4 years: Theatre (General Theatre) is 45 credits. It should be noted that the NAST Handbook 2001-2002, p. 79 specifies that between 20% and 25% of the curriculum should be taken in this category. Clearly, UNM is well above the NAST range with 38% of its courses in this category.

Performance:

Practical work in theatre is required at UNM and students receive credit for it. The Self-Study lists three courses of 3 credits each in performance from which a student may select a total of 6 credits: Theatre 192 Stagecraft I, Theatre 194 Intro to Costuming, and Theatre 196 Intro to Lighting (Appendix #7) (Catalog 2001-2003, p. 420).
Electives:

A student majoring in a Bachelor of Arts-4 years: Theatre (General Theatre) may have a maximum of 17 credits of electives chosen from courses in Theatre or Dance or outside the major (Catalog 2001-2003 p. 420 and Self-Study Curricular Tables, Appendix #7).

The NAST Handbook 2001-2002, p. 79 indicates that the combined categories of theatre Performance and Electives normally occupy only between 10% to 20% of the total curriculum. UNM allows 23 credits or 19% of the student's curriculum in these two categories, which falls at the high end of the NAST standards.

In reviewing the files of BA students who have graduated from this program in recent years, it is the visitors' impression that many of the students have availed themselves of the opportunity to take as many theatre courses as they possibly could before graduating. To be fair, none of the students appear to have gone over the maximum allowable credits proscribed by the program.

Bachelor of Arts-4 years: Theatre (Acting)

General Studies:

Besides the general education core courses of 34 credits specified by the University and echoed by the College of Fine Arts indicated above, theatre students are required to take 3 upper-division hours either in English 352 or in Shakespeare 353, 6 additional credits of courses in the College of Fine Arts (not in Theatre or Dance) and 17 additional credits in electives from any College (but not in Theatre or Dance). The total number of credits in General Studies is 60 credits or 50% of the 128 credits required to graduate.

It should be noted that the Catalog 2001-2003 provides greater specificity as to the types of courses that are required (p. 419-420) than does the Self-Study outline. Also, rather than a core of 34 credits specified by the Self-Study Curricular Tables (Appendix #7), the Catalog lists 37 credits as a base in the core curriculum (p. 419). It is not clear why the base numbers are different in these two documents.

In any case, 60 credits of general education are required by the Department of Theatre and Dance at UNM. This falls within the NAST standards of 50% to 70% of course work (NAST Handbook 2001-2002, p. 78).

Theatre Studies:

Basic requirements for the Bachelor of Arts-4 years: Theatre (Acting) include courses in acting, script analysis, theatre history, and theatre theories, as well as a course in dance. In addition, requirements include additional courses in acting, voice production, and movement for actors. Plus an additional 12 credits from courses in the theatre Department to be chosen from a range of courses listed in acting (Self-Study Curricular Tables,
Appendix #7. The Catalog simply says, "12 additional hours chosen from acting/voice and movement courses (cannot be 120 or 121)" (p. 420).

The total number of theatre studies credits required of the Bachelor of Arts-4 years: Theatre (Acting) is 45 credits. It should be noted that the NAST Handbook 2001-2002, p. 79 specifies that between 20% and 25% of the curriculum should be taken in this category. Clearly, UNM is well above the NAST range with 38% of its courses in this category.

Performance:

Practical work in theatre is required at UNM and students receive credit for it. The Self-Study lists three courses of 3 credits each in performance from which a student may select a total of 6 credits: Theatre 192 Stagecraft I, Theatre 194 Intro to Costuming, and Theatre 196 Intro to Lighting (Appendix #7) (Catalog 2001-2003, p. 420).

Electives:

A student majoring in a Bachelor of Arts-4 years: Theatre (Acting) may have a maximum of 17 credits of electives chosen from courses in Theatre or Dance or outside the major (Catalog 2001-2003 p. 420 and Self-Study Curricular Tables, Appendix #7).

The NAST Handbook 2001-2002, p. 79 indicates that the combined categories of theatre Performance and Electives normally occupy only between 10% to 20% of the total curriculum. UNM allows 23 credits or 19% of the student's curriculum in these two categories, which falls at the high end of the NAST standards.

In reviewing the files of BA students who have graduated in this program in recent years, it is the visitors' impression that many of the students have availed themselves of the opportunity to take as many theatre courses as they possibly could before graduating. To be fair, none of the students appear to have gone over the maximum allowable credits proscribed by the program.

Bachelor of Arts-4 years: Theatre (Directing/Stage Management)

General Studies:

Besides the general education core courses of 34 credits specified by the University and echoed by the College of Fine Arts indicated above, theatre students are required to take 3 upper-division hours either in English 352 or in Shakespeare 353, 6 additional credits of courses in the College of Fine Arts (not in Theatre or Dance) and 17 additional credits in electives from any College (but not in Theatre or Dance). The total number of credits in General Studies is 60 credits or 50% of the 128 credits required to graduate.
It should be noted that the *Catalog 2001-2003* provides greater specificity as to the types of courses that are required (p. 419-420) than does the Self-Study outline. Also, rather than a core of 34 credits specified by the Self-Study Curricular Tables (Appendix #7), the *Catalog* lists 37 credits as a base in the core curriculum (p. 419). It is not clear why the base numbers are different in these two documents.

In any case, 60 credits of general education are required by the Department of Theatre and Dance at UNM. This falls within the NAST standards of 50% to 70% of course work (*NAST Handbook 2001-2002*, p. 78).

**Theatre Studies:**

Forty-two credits of theatre studies are requirements for the Bachelor of Arts-4 years: Theatre (Directing/Stage Management) including courses in acting, script analysis, theatre history, and theatre theories, as well as a course in dance. In addition, requirements include additional courses in directing, stage management, design, and playwriting or dance criticism (Self-Study Curricular Tables, Appendix #7). It should be noted that the *NAST Handbook 2001-2002*, p. 79 specifies that between 20% and 25% of the curriculum should be taken in this category. Clearly, UNM is well above the NAST range with 35% of its courses in this category.

**Performance:**

Practical work in theatre is required at UNM and students receive credit for it. The Self-Study lists three courses of 3 credits each in performance from which a student may select a total of 6 credits: Theatre 192 Stagecraft I, Theatre 194 Intro to Costuming, and Theatre 196 Intro to Lighting. This specialized program also lists 3 credits of Theatre 496 Student Production Project. A total of 9 credits are required in this category (Appendix #7) (*Catalog 2001-2003*, p. 420).

**Electives:**

A student majoring in a Bachelor of Arts-4 years: Theatre (Directing/Stage Management) may have a maximum of 17 credits of electives chosen from courses in Theatre or Dance or outside the major (*Catalog 2001-2003* p. 420 and Self-Study Curricular Tables, Appendix #7).

The *NAST Handbook 2001-2002*, p. 79 indicates that the combined categories of theatre Performance and Electives normally occupy only between 10% to 20% of the total curriculum. UNM allows 26 credits or 22% of the student's curriculum in these two categories, which falls slightly above the high end of the NAST standards.

In reviewing the files of BA students who have graduated in this program in recent years, it is the visitors' impression that many of the students have availed themselves of the opportunity to take as many theatre courses as they possibly could before graduating.
be fair, none of the students appear to have gone over the maximum allowable credits prescribed by the program.

**Bachelor of Arts-4 years: Theatre (Drama Education)**

**General Studies:**

Besides the general education core courses of 34 credits specified by the University and echoed by the College of Fine Arts indicated above, theatre students are required to take 3 upper-division hours either in English 352 or in Shakespeare 353, 6 additional credits of courses in the College of Fine Arts (not in Theatre or Dance) and 17 additional credits in electives from any College (but not in Theatre or Dance). The total number of credits in General Studies is 60 credits or 50% of the 128 credits required to graduate.

It should be noted that the *Catalog 2001-2003* provides greater specificity as to the types of courses that are required (p. 419-420) than does the Self-Study outline. Also, rather than a core of 34 credits specified by the Self-Study Curricular Tables (Appendix #7), the *Catalog* lists 37 credits as a base in the core curriculum (p. 419). It is not clear why the base numbers are different in these two documents.

In any case, 60 credits of general education are required by the Department of Theatre and Dance at UNM. This falls within the NAST standards of 50% to 70% of course work (NAST *Handbook 2001-2002*, p. 78).

**Theatre Studies:**

Forty-two credits of theatre studies are requirements for the Bachelor of Arts-4 years: Theatre (Drama Education) including courses in acting, script analysis, theatre history, and theatre theories, as well as a course in dance. In addition, requirements include additional courses in educational theatre, creative drama, children's theatre, directing, and acting. An Independent Studies course is required in drama education, as well, besides a three-credit elective from the Department of Theatre and Dance (Self-Study Curricular Tables, Appendix #7). It should be noted that the NAST *Handbook 2001-2002*, p. 79 specifies that between 20% and 25% of the curriculum should be taken in this category. Clearly, UNM is well above the NAST range with 35% of its courses in this category.

**Performance:**

Practical work in theatre is required at UNM and students receive credit for it. The Self-Study lists three courses of 3 credits each in performance from which a student may select a total of 6 credits: Theatre 192 Stagecraft I, Theatre 194 Intro to Costuming, and Theatre 196 Intro to Lighting. This specialized program also lists 3 credits of Theatre 444 Outreach Company. A total of 9 credits are required in this category (Appendix #7) (*Catalog 2001-2003*, p. 420).
Electives:

A student majoring in a Bachelor of Arts-4 years: Theatre (Drama Education) may have a maximum of 17 credits of electives chosen from courses in Theatre or Dance or outside the major (Catalog 2001-2003 p. 420 and Self-Study Curricular Tables, Appendix #7).

The NAST Handbook 2001-2002, p. 79 indicates that the combined categories of theatre Performance and Electives normally occupy only between 10% to 20% of the total curriculum. UNM allows 26 credits or 22% of the student's curriculum in these two categories, which falls slightly above the high end of the NAST standards.

In reviewing the files of BA students who have graduated in this program in recent years, it is the visitors' impression that many of the students have availed themselves of the opportunity to take as many theatre courses as they possibly could before graduating. To be fair, none of the students appear to have gone over the maximum allowable credits proscribed by the program.

Bachelor of Arts-4 years: Theatre (Dramatic Writing)

General Studies:

Besides the general education core courses of 34 credits specified by the University and echoed by the College of Fine Arts indicated above, theatre students are required to take 3 upper-division hours either in English 352 or in Shakespeare 353, 6 additional credits of courses in the College of Fine Arts (not in Theatre or Dance) and 17 additional credits in electives from any College (but not in Theatre or Dance). The total number of credits in General Studies is 60 credits or 50% of the 128 credits required to graduate.

It should be noted that the Catalog 2001-2003 provides greater specificity as to the types of courses that are required (p. 419-420) than does the Self-Study outline. Also, rather than a core of 34 credits specified by the Self-Study Curricular Tables (Appendix #7), the Catalog lists 37 credits as a base in the core curriculum (p. 419). It is not clear why the base numbers are different in these two documents.

In any case, 60 credits of general education are required by the Department of Theatre and Dance at UNM. This falls within the NAST standards of 50% to 70% of course work (NAST Handbook 2001-2002, p. 78).

Theatre Studies:

Forty-two credits of theatre studies are requirements for the Bachelor of Arts-4 years: Theatre (Dramatic Writing) including courses in acting, script analysis, theatre history, and theatre theories, as well as a course in dance. In addition, requirements include additional courses in playwriting and screenwriting, as well as a course in directing. They may choose a one-course elective from among the theatre courses (Self-Study Curricular
Tables, Appendix #7). It should be noted that the NAST *Handbook 2001-2002*, p. 79 specifies that between 20% and 25% of the curriculum should be taken in this category. Clearly, UNM is well above the NAST range with 35% of its courses in this category.

**Performance:**

Practical work in theatre is required at UNM and students receive credit for it. The Self-Study lists three courses of 3 credits each in performance from which a student may select a total of 6 credits: Theatre 192 Stagecraft I, Theatre 194 Intro to Costuming, and Theatre 196 Intro to Lighting. This specialized program also lists 3 credits of Theatre 496 Student Production Project. A total of 9 credits are required in this category (Appendix #7) (*Catalog 2001-2003*, p. 420).

**Electives:**

A student majoring in a Bachelor of Arts-4 years: Theatre (Dramatic Writing) may have a maximum of 17 credits of electives chosen from courses in Theatre or Dance or outside the major (*Catalog 2001-2003* p. 420 and Self-Study Curricular Tables, Appendix #7).

The NAST *Handbook 2001-2002*, p. 79 indicates that the combined categories of theatre Performance and Electives normally occupy only between 10% to 20% of the total curriculum. UNM allows 26 credits or 22% of the student's curriculum in these two categories, which falls slightly above the high end of the NAST standards.

In reviewing the files of BA students who have graduated in this program in recent years, it is the visitors' impression that many of the students have availed themselves of the opportunity to take as many theatre courses as they possibly could before graduating. To be fair, none of the students appear to have gone over the maximum allowable credits proscribed by the program.

**Bachelor of Arts-4 years: Theatre (History/Criticism)**

**General Studies:**

Besides the general education core courses of 34 credits specified by the University and echoed by the College of Fine Arts indicated above, theatre students are required to take 3 upper-division hours either in English 352 or in Shakespeare 353, 6 additional credits of courses in the College of Fine Arts (not in Theatre or Dance) and 17 additional credits in electives from any College (but not in Theatre or Dance). The total number of credits in General Studies is 60 credits or 50% of the 128 credits required to graduate.

It should be noted that the *Catalog 2001-2003* provides greater specificity as to the types of courses that are required (p. 419-420) than does the Self-Study outline. Also, rather than a core of 34 credits specified by the Self-Study Curricular Tables (Appendix #7), the
Catalog lists 37 credits as a base in the core curriculum (p. 419). It is not clear why the base numbers are different in these two documents.

In any case, 60 credits of general education are required by the Department of Theatre and Dance at UNM. This falls within the NAST standards of 50% to 70% of course work (NAST Handbook 2001-2002, p. 78).

Theatre Studies:

Forty-five credits of theatre studies are requirements for the Bachelor of Arts-4 years: Theatre (History/Criticism) including courses in acting, script analysis, theatre history, and theatre theories, as well as a course in dance. In addition, requirements include additional courses in history and criticism, dance, playwriting, directing, creative drama and children's theatre and design, as well as 6 credits of electives in theatre and dance (Self-Study Curricular Tables, Appendix #7). It should be noted that the NAST Handbook 2001-2002, p. 79 specifies that between 20% and 25% of the curriculum should be taken in this category. Clearly, UNM is above the NAST range with 38% of its courses in this category.

Performance:

Practical work in theatre is required at UNM and students receive credit for it. The Self-Study lists three courses of 3 credits each in performance from which a student may select a total of 6 credits: Theatre 192 Stagecraft I, Theatre 194 Intro to Costuming, and Theatre 196 Intro to Lighting (Appendix #7) (Catalog 2001-2003, p. 420).

Electives:

A student majoring in a Bachelor of Arts-4 years: Theatre (History/Criticism) may have a maximum of 17 credits of electives chosen from courses in Theatre or Dance or outside the major. (Catalog 2001-2003 p. 420 and Self-Study Curricular Tables, Appendix #7)

The NAST Handbook 2001-2002, p. 79 indicates that the combined categories of theatre Performance and Electives normally occupy only between 10% to 20% of the total curriculum. UNM allows 23 credits or 19% of the student's curriculum in these two categories, which falls at the high end of the NAST standards.

In reviewing the files of BA students who have graduated in this program in recent years, it is the visitors' impression that many of the students have availed themselves of the opportunity to take as many theatre courses as they possibly could before graduating. To be fair, none of the students appear to have gone over the maximum allowable credits proscribed by the program.
Bachelor of Arts-4 years: Design for Performance

This is a new degree program. It replaces the Bachelor of Arts-4 years: Theatre (Design) and the Bachelor of Fine Arts-4 years: Theatre (Technical/Design).

General Studies:

Besides the general education core courses of 34 credits specified by the University and echoed by the College of Fine Arts indicated above, theatre students are required to take 3 upper-division hours either in English 352 or in Shakespeare 353, 6 additional credits of courses in the College of Fine Arts (not in Theatre or Dance) and 17 additional credits in electives from any College (but not in Theatre or Dance). The total number of credits in General Studies is 60 credits or 50% of the 128 credits required to graduate.

It should be noted that the Catalog 2001-2003 provides greater specificity as to the types of courses that are required (p. 419-420) than does the Self-Study outline. Also, rather than a core of 34 credits specified by the Self-Study Curricular Tables (Appendix #7), the Catalog lists 37 credits as a base in the core curriculum (p. 419). It is not clear why the base numbers are different in these two documents.

In any case, 60 credits of general education are required by the Department of Theatre and Dance at UNM. This falls within the NAST standards of 50% to 70% of course work (NAST Handbook 2001-2002, p. 78).

Theatre Studies:

Thirty-three credits of theatre studies are requirements for the Bachelor of Arts-4 years: Design for Performance including courses in acting, script analysis, design history and styles, directing, and a seminar in design. Students select 6 credits from courses in theatre history and dance history. They also take a course in design drawing skills, and design computer skills. The final requirements in the core are to choose 6 credits from a list of courses in design, CAD, digital imaging, lighting aesthetics, basic scene, costume, and lighting design, architectural modeling and animation, multimedia production, 3D modeling and animation, interactive design and production, art direction for film and television, and costume design (Self-Study Curricular Tables, Appendix #7). It should be noted that the NAST Handbook 2001-2002, p. 79 specifies that between 20% and 25% of the curriculum should be taken in this category. UNM is only slightly above the NAST range with 28% of its courses in this category.

Performance:

Eighteen credits are to be taken in this category. Practical work in theatre is required at UNM and students receive credit for it. The Self-Study lists three courses of 3 credits each in performance. Students are expected to take all three courses for a total of 9 credits. The courses are Theatre 192 Stagecraft I, Theatre 194 Intro to Costuming, and
Theatre 196 Intro to Lighting (Appendix #7). In addition, students are to take 9 more credits selected from a list of courses in lighting, sound, stagecraft, costuming, scene design, and professional apprenticeship.

Electives:

A student majoring in a Bachelor of Arts-4 years: Design for Performance may have a maximum of 17 credits of electives chosen from courses in Theatre or Dance or outside the major (Self-Study Curricular Tables, Appendix #7).

The NAST Handbook 2001-2002, p. 79 indicates that the combined categories of theatre Performance and Electives normally occupy only between 10% to 20% of the total curriculum. UNM allows 35 credits or 29% of the student's curriculum in these two categories, which falls well above the high end of the NAST standards.

In reviewing the files of BA students who have graduated with a BA in Theatre with a Design emphasis and those who took a Theatre-Technical/Design BFA in recent years, it is the visitor's impression that many of the students have availed themselves of the opportunity to take as many theatre courses as they possibly could before graduating. Those in the Theatre-Technical/Design BFA obviously focused most of their energies on courses in this area. To be fair to those with a BA in Theatre with a Design emphasis, none of the students appear to have gone over the maximum allowable credits proscribed by the program.

Graduate Degrees

There are two MA programs offered by the Department of Theatre and Dance at the University of New Mexico: Master of Arts-1 year: Theatre (Directing, Theatre Education). Each will be discussed separately below. The MA in Theatre with an emphasis in Dramatic Writing has been discontinued in favor of the MFA in Dramatic Writing. Both the Self-Study (Curriculum Tables, Appendix #7) and the Catalog (p.526) spell out the requirements for both degrees.

Master of Arts-1 year: Theatre (Directing)

Candidates for the Master of Arts-1 year: Theatre (Directing) have two options. They may choose to do the thesis option, which requires courses an introduction to graduate study, performance theory, critical issues in the performing arts, and a directing seminar, plus a thesis for which 6 credits are awarded. Added to this 18-credit requirement are 12 additional credits of courses selected with advisement. The total number of credits is 30.

Candidates for the Master of Arts-1 year: Theatre (Directing) may choose a second plan. This plan requires 18 credits of course work including introduction to graduate study, performance theory, critical issues in the performing arts, a directing seminar, and a student production project. Three credits are awarded for a masters essay. In addition,
students select 15 additional credits in theatre courses with advisement. The total number of credits is 33.

For those writing a thesis the specifications fall under the category of "Research-Oriented Degrees," according to the NAST Handbook 2001-2002, p. 95. For those engaged in the non-thesis paper program, they fall into the "Practice-Oriented Degrees," according to the NAST Handbook 2001-2002.

Ten students are currently enrolled in the Master of Arts-1 year: Theatre (Directing). This degree and its options appear to fulfill NAST guidelines.

Master of Arts-1 year: Theatre (Theatre Education)

Candidates for this degree also have two options. They may choose to do a thesis option that requires courses in introduction to graduate study, performance theory, critical issues in the performing arts, and education theatre seminar. To these 12 credit hours are added 6 credits for writing a thesis. Added to this 18-credit requirement are 12 additional credits of courses selected with advisement. The total number of credits is 30.

Candidates for the second option are required to write a masters essay for which they receive 3 credits. The plan requires 18 credits of course work including introduction to graduate study, performance theory, critical issues in the performing arts, education theatre seminar, and student production project. Added to this 18-credit requirement are 15 additional credits of courses selected with advisement. The total number of credits is 33.

For those writing a thesis the specifications fall under the category of "Research-Oriented Degrees," according to the NAST Handbook 2001-2002, p. 95. For those engaged in the non-thesis paper program, they fall into the "Practice-Oriented Degrees," according to the NAST Handbook 2001-2002.

Five students are currently enrolled in the Master of Arts-1 year: Theatre (Theatre Education). This degree and its options appear to fulfill NAST guidelines.

Master of Fine Arts-2 years: Dramatic Writing

Sixty credits are required to complete this terminal degree program in a semester system.

Eight students are registered for this program according to the Self-Study.

Studio Areas:

The NAST Handbook 2001-2002, p. 97 indicates that at least 65% of the curriculum should be in these areas. UNM requires 42 credits or 70% of its curriculum in the study of courses related to dramatic writing. Courses include: dramatic writing 1 and 2, the
writer's stage, screenwriting, and topics in dramatic writing. Students must write a dissertation for which they receive 6 credits. Specifications concerning the nature of the dissertation (a full-length play or a screenplay) are outlined in the Catalog pp. 422-423.

Support Courses:

The NAST Handbook 2001-2002, p. 97 indicates that at least 10% of the course work should be in academic studies such as theatre history, criticism, and aesthetics (20%, if teaching is contemplated).

UNM requires 12 credits of academic course work or 20% of the curriculum suggesting that students intend to use this degree as a vehicle for teaching. The Catalog (p. 422) refers to this as the graduate core. The courses required in this category are introduction to graduate study, performance theory, critical issues in the performing arts, and a topics seminar in theatre.

Electives:

UNM allows students to take 6 credits of electives or 10% of the curriculum.

Distance Learning

NA

2. Study of Transcripts of Recent Graduates and Comparison with Catalogue Statements:

   Undergraduate:

   The files were examined for each degree program that is offered. The records seem to be accurate and the course listings in keeping with the required program demands.

   Graduate:

   The files for graduate degree candidates were accurate and course listings were also in keeping with the required program demands.

   The visitors did not examine copies of graduate theses because the visitors were told they were not available. Apparently, they were kept by one faculty member in his office. This seemed strange to us since the Department has offered a number of graduate degrees in the pasts that cover a wide range of subjects. Perhaps these ought to be in a central location so that the entire faculty may have access to them.
3. Visitors' Evaluation of Students' Work:

From what the visitors could tell through the visits to the many classes in all areas of the program and after seeing two productions, the student work is good. Students are clearly getting a good solid education in the classroom and have opportunities to explore what they have learned in public performances.

As the visitors have indicated elsewhere in this document, the extent of the production program might well be revisited. One faculty member put it this way, "We are trying to find the right balance but we don't want to kill the energy of the students that is delicious."

4. Performance:

The visitors saw Gross Indecencies and the first act of The Importance of Being Earnest. Gross Indecencies was produced in the small flexible Theatre X in the basement of the building. The visitors found Gross Indecencies imaginative and engaging. The students appear to be working well together and positively to deliver a solid public performance product. The visitors attended the opening night of The Importance of Being Earnest. There was a problem with the turntables so the Act II and Act III sets could not be brought on so the entire play had to be performed in front of the Act I set. The show was presented in the Rodey Theatre, the largest facility where the largest budgets and greatest efforts are extended. It was a pity that the students faced such a tremendous problem on their opening night and the visitors were sympathetic to their plight.

In discussing the production program with the graduate and undergraduate students the visitors detected a conflict between the design students who are few in number and the large number of acting students. One acting student complained, "There are barely enough productions to fulfill our needs." A few undergraduate design students quipped, "All of us are overworked and underpaid. We all bust our butts for a show we are proud of but we are stressed out in the end and don't have time to complete our class work."

In the meeting with the faculty, one of the members said, "Perhaps the main stage production program is a dinosaur?"

In the visitors' view, there is enough concern expressed by members of the Department that a serious reexamination ought to take place over the production program and the schedule.

5. Theatre Studies for the General Public:

The basic level introductory course in theatre is offered to encourage non-majors to better understand and appreciate the theatre.
P. Theatre Unit Evaluation, Planning, and Projections:

1. Section III of the Self-Study (pp. 79–82) clearly articulates the planning processes and communication structure of the Department. Appendix VI contains the November Retreat Document as an example. These documents indicate strong democratic leadership, reasonable goals and effective planning. Tough decisions had to be reached in the mid-90s when the decision was made to change the degree programs, dropping or consolidating some and adding others. That decision was made with full faculty involvement within the context of a self-examination of the missions, goals, and objectives of the unit. No matter what the outcome may ultimately be, however, for the MFA degree in Dramatic Writing is in an early stage of its development, the decisions were arrived at and supported by the group under the strong leadership of a very active chair. Thus the objectives of the unit appear to have been served well by its planning process and self-evaluation.

There does not appear to be any process of evaluating any aspects of the various productions mounted by the Department, however. These are always difficult, but this school and the mutual respect faculty members have for each other might well benefit from post mortems on every production. These events always run the risk of politicizing a Department, but the present faculty seems so supportive of one another that the risk might be worth taking especially if the goal is to benefit student education.

2. The visitors found the Self-Study to be complete, accurate and well expressed.

Q. Standards Summary:

It is not clear that the institution meets appropriate financial standards (NAST Handbook 2001-2002, II.C., page 43).

It is not clear that the institution meets appropriate safety standards (NAST Handbook 2001-2002, II.F. pages 46-47).

R. Overview, Summary Assessment, and Recommendations for the Program:

Strengths:

Our experience during the campus visit supports the identification of program strengths listed in the Self-Study, pp.80–81. They are:

1. A talented, productive faculty of teacher-artists who mentor students one-to one.
2. A solid curriculum for both undergraduate and graduate students.
3. A gifted chief administrator who served her last semester as head during the Spring 2002.
4. Strong support from the upper administration.
5. Excellent performance facilities.
6. A good reputation for excellence.

**Short-term recommendations:**

1. Address the safety issues in the scene shop and costume shop.
2. Seek firm commitment from the upper administration concerning precise performance, classroom, office, and storage space that is necessary to conduct the work of the unit.
3. Develop an action plan prioritizing the needs of the unit for additional space and equipment when and if new space and resources for equipment becomes available.
4. Seek support for graduate assistants and scholarship funds for undergraduates, as well as work-study support for qualified technical students to assist in the scene and costume shops.
5. Reconsider the production program and scheduling of productions within the context of the limitations available to the unit.
6. Consider developing a plan for evaluating productions.
7. Consider ways to reduce the pressures on the scene and costume shops and at the same time providing adequate performance experiences for students enrolled in all the degree programs.
8. Consider alternative ways to handling registration of students each semester.
9. Consider planning for retirements and new hires in the unit.

**Suggestions for long-term development:**

1. Seek a clear indication of the level of additional support that is likely to be added to assistantship stipends that will make them competitive nationally, as well as seeking additional assistantship lines to support the academic and performance program of the unit.
2. Set and develop fundraising goals to support the unit, establishing precise objectives.
3. Seek increased regular budget support for maintaining computer equipment and upgrading software.
4. Seek a regular and sustained budget item to support faculty travel to professional meetings and to recruit students for the graduate program.
External Review Report for the Department of Theatre and Dance at
The University of New Mexico

Submitted by:

Richard Isackes, Chair

Lynn Garafola, Len Jenkins, and Walter Putnam
Introduction

The review committee would like to express its thanks to the University of New Mexico for the very warm hospitality extended to the committee during our stay. The committee would also like to express its praise for the very thorough self-study document and would like to commend the Department of Theatre and Dance on its genuine desire to engage with candor and seriousness the very real issues that face the department in the immediate future.

Clearly, the Department of Theatre and Dance is blessed with a faculty of great ability who demonstrate a profound commitment to the well being of their students—a commitment that is manifested in a high level of morale and enthusiasm. Both the university and department face a time of great change and hopefully great promise as well; yet, without concerned mentoring and strong teaching, students can become unsettled and dispirited in such an environment. That there is no evidence of an eroded morale in the department is a tribute both to its administrative leadership and to its committed and engaged professorate.

As a framework for this report the committee will deal in tum with each of the questions that were prepared for it by the institution. There may be some overlap in commentary—partly because the answers to these questions intersect at many points and partly because it is an unavoidable consequence of group writing. For this, we apologize in advance.

Questions:

1. With the need to mentor young students in addition to mature students, what kinds of departmental planning are anticipated in the future?

The committee finds little evidence from discussions with either faculty or students that the age differential between students per-se created a problem in the department. There was some commentary that it seemed peculiar to have students of widely varying ages in the same classes, but the students generally felt that this was a positive rather than a negative attribute of the program. It may have effects in terms of numbers of students completing degrees in widely divergent time frames, however, as stated above, this was not expressed as a serious concern in the interview process. Some students felt that there could be a more systematic implementation of older students mentoring younger students and that such a program offered the possibility of turning a perceived weakness into a strength.

In a related matter, the committee felt strongly that advising procedures needed to be strengthened for all graduate students. There was a clearly expressed need on the part of certain graduate populations that advisement prior to matriculation was confusing and cursory. This seemed to be particularly located in the population of students entering the
M.A., with the partial exception of dance. This uncertainty was expressed as an inability to determine before entry into the program the following kinds of information: What is the exact relationship between the concentrations in directing and theatre education? How are students placed in these concentrations? What is the curriculum that students would be expected to take upon matriculation? The committee understands that students sometimes lack diligence in pursuing the answers to these questions; however, representations of pre-enrollment confusion were expressed strongly and widely. The committee therefore recommends that the department review its advising procedures and graduate orientation. Additionally, the department might want to reconsider the programmatic name "theatre education" to one that more clearly reflects the generalist nature of the program and distinguishes it from a narrow teacher-training program that culminates in certification.

The committee was also unclear as to what formal advisement students were receiving for entry into the profession (whether that destination be either the academy or the professional world of practice.) Clearly, the current faculty is engaged in individual ways in promoting student placement, however, with the emergent MFA degrees it will become increasingly important to systematize this activity. When resources permit, the department might contemplate adding a staff graduate advisor who could help facilitate both program matriculation and professional entrée. It will also be important to energize the visiting artist program to provide students with the opportunity to interact and establish relationships with professionals from the field. Additionally, opportunities for student work to be presented in major centers of performance and media production should be pursued.

2. There are two MFA degrees; one master's program has been phased out. With respect to their overall viability, how well are the two new MFA degree programs conceived, both in terms of the educational needs and directions of the two disciplines of theatre and dance, and in terms of the potential of those two degrees to position the department competitively vis-à-vis other programs in the region? What special regional strategies are appropriate to underscore the unique qualities of the program?

Before developing commentary on either of the new MFA degrees the committee felt that it was important to make an observation and recommendation on the entirety of the graduate structure in the department. UNM enjoys a robust and extensive undergraduate program and delivers both its graduate and undergraduate curriculums with a comparatively modest faculty in terms of numbers. This being true, the committee is concerned that the department may lack the infrastructure to deliver a multiplicity of diverse graduate programs and still protect the quality of its undergraduate programming. The committee would like to recommend to the department that they re-envision the way in which they aggregate new graduate curriculums to the current structure. Rather than adding whole new MFA degrees, the committee recommends that all current MFA programs be subsumed into one departmental MFA in Theatre and Dance that would have four concentrations: Dramatic Writing, Dance/Choreography, Directing and
Applied Theatre. The Committee also recommends that the current M.A. in Directing/Theatre in Education, and the M.A. in Dance History and Criticism be discontinued.

The advantages to the structure would be several.

- This structure would lessen the resource impact on departmental administration by eliminating much of the paperwork associated with individuated degree programs.
- This structure would allow entering grad students to participate in classes designed for the entire MFA group: 1) Intro to Grad Study/Performance Studies (Henry Bial's course) and, 2) The Theatre and Dance of New Mexico-- involving Hispanic and Native American resources, faculty, etc. This course would formalize and organize the department's already extensive involvement with local artists, community organizations, and the history, ethnography, and contemporary artists of New Mexico and the American Southwest.
- This structure would allow for greater enrollment flexibility.
- This structure would allow for greater cohesion and inter-relationship between the concentrations. For example, general courses for all MFA's could be introduced in the final two years of study that could explore commonalities between the disciplines with particular focus on southwest regional issues.
- The structure is malleable—new concentrations could come into being with relative ease and concentrations that had outlived their usefulness could be abandoned with the same ease.

It is the opinion of the committee that the current M.A. has outlived its usefulness at UNM. The M.A., on the national level, has devolved into a degree with one of two general purposes. First, it is a useful degree for K-12 teachers who wish to develop subject certifications, enter administrative tracks, or just upgrade their teaching qualifications. Second, the purpose of the degree is that it exists as a precursor degree conjoined to the PhD. It is not viewed as either a terminal degree or a degree that promises professional entrée. As UNM does not currently offer a PhD, the existence of a detached precursor M.A. seems unnecessary at best. As a degree that promises professional entrée in directing, the M.A. is antiquated and inappropriate. As the state of New Mexico no longer certifies K-12 specializations in the performing arts, the M.A. seems like a degree that would have a decreasing demand among potential teachers from the state.

As was mentioned above, the committee would further recommend that the new MFA track in Theatre in Education change its name to Applied Theatre. In talking with students, it was clear that they viewed their employment destinations as being more expansive than a simple return to the classroom. With emergent destinations in arts outreach, neighborhood development, and work with specialized communities, the name Theatre in Education seems unduly restrictive and somewhat misleading. The committee is mindful that Theatre in Education is a title that has specific currency within the field, however, that does not ameliorate the opinion of the committee in this regard.

Given the resources that will be needed to support the M.F.A.
Programs, the Department should also consider eliminating the M.A. in dance history and criticism. A strong M.A. requires a level of scholarly commitment that the Department will be unlikely to provide in the foreseeable future. Further, unless the University allocates major additional resources, the Department does not at present have the faculty resources to establish a Ph.D. in performance studies, and the Committee recommends that in the case of the former the degree be dropped and in the case of the latter that the PhD not be added to the programmatic portfolio of the department.

All this being said, the committee felt that it was important to make commentary on the MFAs as they are currently configured not on how they may look under a new structure. To that end, the Committee makes the following evaluations and recommendations:

**The MFA in Dance Performance/Choreography:**

The Department has wisely decided to transform the existing M.A. with a choreography emphasis into an M.F.A. in dance performance/choreography. The M.F.A. is a terminal degree and has become the union card for practitioners who wish to teach on the college level. M.F.A.s are required to teach composition and technique courses. Depending on the department, they can be called upon to teach courses in dance appreciation, dance history, and world dance. By and large, the M.F.A. is well designed. In its present form, however, it has certain deficiencies. The core group of courses is heavily oriented toward performance studies. While one such course—*Introduction to Graduate Studies*—is appropriate, the present focus means that M.F.A. students will not receive any training in dance history, ethnography, or critical writing, although they will almost certainly be called upon to teach one or more of these subjects.

Given the new degree’s emphasis on choreography, the committee recommends that the Department bring students into sustained contact with working artists actively engaged in their profession. The Department should develop a vigorous program to bring guest artists to the campus for shorter or longer periods both to choreograph and to teach. In addition to working with students in the studio and presenting work in performance, these artists should be encouraged to present lecture-demonstrations and other types of public programs open to members of the larger UNM community.

The committee also recommends that the Department should make a concerted effort to build a video collection of works by contemporary choreographers. This collection should include tapes not released commercially, but solicited directly from the choreographers themselves and/or their companies. This is essential, given UNM’s physical isolation from major dance centers. Courses spotlighting contemporary choreographers and their works should be offered on a regular basis.

The Department currently has a number of programs on Hispanic-related themes. These include the undergraduate flamenco emphasis and an exchange program with Mexican modern dance choreographers. In addition, a course in Mexican folk dance is offered, while the Dance Appreciation course, which is taken by all majors and large numbers of
undergraduate non-dance-majors, includes units on flamenco, Native-American, and New Mexican dance. Finally, material on Pueblo dance is included in Dance History I, albeit problematically, as part of a unit on dance in prehistory.

At present, these efforts lack institutional visibility and have little programmatic focus. It strongly recommends creating a structural entity linking them. The committee also recommends adding to the curriculum, especially at the graduate level, a required course—to be taught by one or more members of the existing UNM faculty—highlighting Native-American and/or New Mexican theatre, dance, and music. This could be satisfied by The Theatre and Dance of New Mexico core course mentioned above. Finally, the committee recommends developing a series of lectures and programs by local theatre/dance artists, with attendance by majors and graduate students being compulsory. The Committee believes that these various initiatives will give a unique focus to the graduate program and constitute an "area of distinction" in line with current university directives.

The committee feels that there is a clear need to differentiate the graduate and undergraduate programs. More graduate courses are needed, above all in the history and ethnography areas. The existing history sequence is not sufficiently challenging for graduate students and should be taken by them only to make up for an undergraduate "deficiency." Too many graduate courses are actually undergraduate courses with "add-ons" in the form of extra reading and a paper. Quantity is not the same as quality.

The MFA in Dramatic Writing

The committee recognizes that this program has been well designed by two distinguished professors: Jim Linnell and Digby Wolfe. The committee also recognizes that the following list of suggestions, which expand on the core ideas of these professors, are not instantly achievable. The committee does feel, however, that as the program expands, as recruitment of the best students goes forward, and as hires to replace retiring faculty come into play, that all of the following are achievable. The committee feels that an energetic five-year plan will provide the basis for a program that can produce excellence and can gain recognition on a national and international level.

The committee recommends the following ideas for the implementation of the MFA Concentration in Dramatic Writing be considered:
1.) A fifty-fifty balance be established in the department's teaching efforts between writing for the stage and writing for film and television. These forms all feed into each other, reinforce each other-- and the film/TV experience gives graduates a much greater potential to earn a living in what is essentially a free-lance, highly competitive occupation. Thesis work could be done in any of these areas - playwriting, feature film, television.

2.) A Video Production facility be made available for students as a support to the screenwriting component so that students can film their own work for the screen. This lab (a TV Studio if and when its possible) would function educationally in parallel to the way that theatre productions, readings, etc. function for the playwright.

3.) The committee recommends that the small Department of Media Arts be folded into this MFA umbrella and be structurally re-linked to the Department of Theatre and Dance.

4.) A literature component to the Graduate Dramatic Writing course of study should exist, involving the study of plays and screenplays-- these readings need to focus historically or thematically. Materials should be drawn both from inside and outside the standard canon in theatre, and the same for film. This Graduate level course should study plays and screenplays not only in an English Dept. manner (text analysis from various points of view), but also from a writer's perspective-- revealing elements of structure, techniques of scene work and dialogue. This could be one comprehensive yearlong course or up to four semesters, involving screenplay analysis, textual analysis of plays, and critical perspectives.

5.) Further, the committee strongly feels that a vital component of the MFA Concentration in Dramatic Writing should be the introduction of guest teachers into the program. These guests should be hired on a regular basis to supplement the strong core faculty. These could be semester-long appointments, or less--whatever works. These teachers could be found locally or in New York or Los Angeles. The committee feels that Hispanic and Native American faculty would be of particular value, considering the entire MFA's orientation to develop a more unique regional focus, reflective of the New Mexico community.

6.) Finally, the Department should work to prevent a sense of isolation on the part of the students and to connect them more strongly with commercial and independent theatre, as well as with the film industry. To that end, the committee recommends that the Department consider the development of a showcase for student work that could be mounted on a yearly basis in New York or in Los Angeles.

3. Given the likelihood of static funding and resources for the foreseeable future, how might the department make best use of its available resources to develop and advance its graduate programs? This includes among other elements:
   1. Faculty, staff support
   2. Space for instruction/practice/faculty offices

6
3. Equipment, etc.

The committee was generally impressed with the high quality of the physical plant and facilities of the Department. The dance studios and performance spaces in particular are excellent. There were relatively few concerns expressed by faculty or students in regard to either facilities or equipment, however, those that were mentioned are important and should be addressed by the University. These are:

1. Both performance spaces need moveable dance floors with appropriate elasticity to provide safe use by the dancers. Both current floors are inappropriate for dance use and present a very real risk to students. This is a health and safety issue that should be addressed immediately.

2. In keeping with the recommendation that the current MFA in dramatic writing (or concentration if the MFA is generalized) needs to expand its offerings in writing for television and screen writing, it will be important for the department to acquire and maintain a small television studio facility. It may be able to acquire this facility through some cooperative venture with Media Arts.

3. There was a clearly expressed need to increase the dance video collection in the Fine Arts Library. The reviewers see this as particularly important with the emergent MFA in Dance. Additionally, as scholarly activities begin to increase, the current collection of performance journals needs to keep pace with the field. Finally, the University should pay careful attention as the new Fine Arts library enters its planning phase to insure that sufficient space is provided in the facility so that the Theatre and Dance Collection can be joined in the same facility with the rest of the Fine Arts Collections.

Aside from these rather modest facility concerns, the committee sees the major resource challenges to the department to be a perceived crisis in human resource – a crisis strongly articulated by the faculty.

Clearly, in order to respond to the mission of the greater University, the department must work so that it can be viewed as an area of distinction both individually and in conjunction with other units of the college and the University. It must become identified with the dual projects of increased diversity and public responsibility while at the same time maintaining and improving a vital academic climate. In the creation of two new MFA programs, the department has identified one way it wishes to move toward these goals. The Committee is concerned, however, that the development of extensive graduate programming layered on top of an already extensive undergraduate program cannot be sustained by the current faculty in the way in which these curriculums are now being delivered.

The Committee feels strongly that the adoption of the new graduate structure (see question 2) in concert with the recommendations to discontinue the current M.A. degrees will help to ease some of the time pressures on the faculty. Additionally,
however, the faculty should also contemplate: 1.) how it can reduce current teaching loads on the undergraduate level, and 2.) how it might reduce the very heavy demand placed on faculty and staff time as they deliver the extensive production season that the department now supports. In the case of undergraduate teaching loads, the faculty may want to restrict the number of performance classes available within the degree electives. As for the production season, the department should: 1.) contemplate reducing the over-all number of events that it now supports, 2.) increase the ratio of non-supported or minimally supported events to fully supported events; and finally, 3.) reduce the reliance of the faculty on the in-house production season as the primary location for faculty creative activity by systematically preferencing external creative activity over that which is done internally (see question 5).

4. In addressing how the UNM theater and dance programs are similar to others in the United States, what role does instruction of students to be teachers of theater and dance as well as to be performers play in ensuring that they can be hired upon graduation?

Professional development and training for graduates of the Theatre and Dance programs should be a high priority. Placement of graduates, whether in academic or performing roles, contributes to the reputation of any graduate program, especially one that is not close to a major center of artistic commerce. This important aspect of a student’s career will occur most effectively through faculty mentoring of graduates as they begin to seek jobs. Both educators and performers rely on faculty contacts through collegial networks and through preparation of professional skills during the application and interview process. For practicing artists, it is most important to establish contacts with established professionals in the field. These opportunities will become most readily available if the student can obtain real working experience in an external location where a larger concentration of productions exists. Both the dance and theatre programs should strive to encourage their future graduates to seek professional experience in major arenas of artistic production beyond the limits of New Mexico. Graduates in either program will have a distinct advantage when seeking employment in their chosen areas if they are able to present knowledge or expertise in some facet of Southwest culture.

The current Theatre in Education M.A. should be elevated to an MFA in Applied Theatre as a means of providing employment opportunities for well-trained professionals. The conversion of M.A. degrees to MFA degrees will increase the likelihood of employment, especially if the candidate’s preparation includes a combination of distinctive regional features along with solid general preparation of the sort provided elsewhere. All other factors being equal, graduates with particular expertise in some facet of the Southwest should prove to be attractive candidates. The department should explore ways to position itself favorably in this field where it has some real strengths available.
5. How can the program most clearly exploit the potential that exists for research given that “research” in the performing arts is a different breed of cat from conventional approaches?

The department can and should devise a relatively clear and feasible set of guidelines to recognize and reward accomplishments, whether in the academic or performance areas. A set of expectations for tenure and promotion in the form of a written document should be devised for all tenure-track faculty with a formal system of mentoring by senior faculty. Performances and productions should be recognized through their own set of criteria by devising standards that are appropriate to those disciplines. The question should be: “What constitutes excellence in these particular areas?” A clear distinction should be made between work produced at UNM and works produced on the broader regional or national scene. As with scholarly research and publication in peer-reviewed journals, the venue in which a work is produced can provide a good sense of its relative worth. Creative artists should strive to place works on par with their peers across the profession and should be recognized and encouraged for raising the visible stature of the department.

Since productivity requires time and resources, the committee recommends that the faculty should devise a system for awarding reduced teaching loads to individuals engaged in significant projects. This could be accomplished within the Department and with current resources if this plan becomes a departmental priority. Application to RAC and TAC for research support, especially for tenure-track faculty, should be strongly encouraged as it promotes tangible and visible projects. Internal or local funds for more creative projects should be secured if they fall outside of RAC/TAC guidelines. Where possible under curricular constraints, differentiated course loads should be devised, especially for faculty engaged in graduate teaching assignments. The faculty should be commended for having implemented a very ambitious curriculum with a regular offering of a broad array of courses. In certain cases, it might be advisable to consider offering courses on a less frequent basis in order to free up faculty time for meeting some of the time and resource demands of running a successful graduate program.

**Recommendations:**

**General:**

1. Advising procedures need to be strengthened for all graduate students with particular attention to departmental orientation. The department should contemplate hiring a full-time staff graduate advisor.

2. The department needs to energize the visiting artist program to provide students with the opportunity to interact and establish relationships with professionals from the field.
3. The small Department of Media Arts should be folded into this MFA umbrella and be structurally re-linked to the Department of Theatre and Dance.

MFA Programs:

4. All current MFA programs should be subsumed into one departmental MFA in Theatre and Dance that would have four concentrations: Dramatic Writing, Dance/Choreography, Directing and Applied Theatre. The Committee also recommends that the current M.A. in Directing/Theatre in Education, and the M.A. in Dance History and Criticism be discontinued.

5. The department should find ways to present student work in major centers of performance and media production. Perhaps it should consider the development of a yearly showcase in New York or Los Angeles.

6. A fifty-fifty balance should be established in the department's teaching efforts between writing for the stage and writing for film and television.

7. A literature component to the Graduate Dramatic Writing course of study should exist, involving the study of plays and screenplays.

8. All of the graduate programs of the department should make an effort to reflect the unique cultural heritage of the southwest as a focus—a focus that can create a distinct identity for the department on the national scene.

Facilities and Resource:

9. The Department should make a concerted effort to build a video collection of works by contemporary choreographers.

10. Students working in media related dramatic writing need access to a video production facility.

11. Both major performance spaces need moveable dance floors with appropriate elasticity to provide safe use by the dancers.

12. As the new Fine Arts Library enters its planning phase it should ensure that sufficient space is provided in the facility so that the Theatre and
Dance Collection can be joined in the same facility with the rest of the Fine Arts Collections.

Production:

13. The impact on faculty time as it relates to the current production season should be curtailed by:

- Increasing the ratio of non-supported or minimally supported events to fully supported events.
- Reducing the reliance of the faculty on the in-house production season as the primary location for faculty creative activity.
- Devising a system for awarding reduced teaching loads to individuals engaged in significant projects.

Richard M. Isackes  
Chair, Department of Theatre and Dance  
Holder, Joanne Sharp Crosby Endowed Chair in Theatre Design and Technology
Appendix V

Annual Report

Graduate Programs in Theatre and Dance at the University of New Mexico
Submitted 2 September 2003 by Professor Henry Bial, Director of Graduate Studies

Statistics:
• Degrees Awarded: 02-03
  o MFA in Dramatic Writing: none
• MFA in Choreography: none
• MA in Theatre and Dance
  o emphasis in Directing: 2
  o emphasis in Theatre Education and outreach: none
  o emphasis in Dance History and Criticism: 1
  o emphasis in Choreography: none

• Students enrolled as of 9/1/03: 37 total (see attached roster)
• Students receiving Financial Aid: 12
• Students receiving full-funding: 1

Discussion:
The Graduate Program looks forward to a good year in 03-04. We are bringing the new MFA in Dance on-line, and while there are a few kinks to be worked out, the presence of Donna Jewell as Head-of-Dance augurs well for the future of the program. The Dramatic Writing Program continues to develop well. The Theatre Education and Outreach Program did not admit any new students for Fall 03, but we have several potential students applying for Spring 04. The Directing Program welcomes three new students this year, but is suspending future admissions to the program pending discussions about the future of the emphasis in directing in light of the External Review, the loss of Professor David Jones, and other concerns. Dance History and Criticism continues to grow, with 2 promising admits for Fall 03.

Issues facing the Graduate Program
The most important issue for our graduate programs is support for scholarships and fellowships to recruit and retain a diverse and talented group of students. We hope to improve this situation in our fund-raising initiatives. Other issues of concern to the graduate program include:

• Maintenance and safety in performance spaces
  Top funding priorities are:
  o Acquisition, storage and maintenance of safe, portable dance floors
  o Bring Carlisle Performance Space up to code for ticket-buying public
    • May include additional staff support for production activity
  o Upgrade seats and seating systems in Theatre X and Rodey Theatre.
  o Expand rehearsal/studio space.
    • In order to recruit and retain top graduate students in Directing and Choreography, we must be able to offer facilities comparable to those at other top-ranked programs.
- Currently, ALL our rehearsal spaces double as undergraduate classrooms, some of which are more suitable to lecture classes than physical work...
  - Upgrade and maintain lighting and other mechanical equipment in Rodey Theatre.

- Recommendations from our recent External Review Graduate Review:
  - Eliminate the MA with emphasis in Directing
    - Faculty has agreed to phase out MA, time frame not yet determined, because:
      - Faculty has agreed to study the feasibility of creating an MFA program in Directing (Denise Schulz to lead this effort), with goal of having such a program approved and on-line within 5 years.
      - Progress of the proposed MFA will determine time frame for phase-out of the existing MA
    - Faculty has temporarily suspended admissions to the MA with emphasis in Directing, pending outcome of the above decision.
  - Eliminate the MA with emphasis in Theatre Education and Outreach
    - Faculty has agreed to phase out MA, if and only if we are able to replace it with an MFA program in Theatre Education/Outreach/Community-Based Performance/Applied Theatre
    - Susan Pearson-Davis and Henry Bial to begin study of existing MFA programs which might serve as potential models
      - This study partially supported by PLACE Grant from CFA.
  - Eliminate the MA with emphasis in Dance History/Criticism
    - Faculty feels this recommendation is not appropriate, due to:
      - Current state of the profession
      - Needs of New Mexico residents for Dance education
      - Possibility to feed students into proposed College-wide interdisciplinary PhD program
      - Expertise of current faculty
    - Faculty agrees to revisit this recommendation in five years time
  - Shift all MFA programs to periodically-staggered admissions
    - i.e. admit classes in each area every third year – dramatic writing one year, dance the next, etc.
    - Faculty agrees that this model has benefits in terms of maintaining SCH and reducing graduate faculty workload (thereby allowing us to offer these various graduate degrees without increasing the full-time faculty).
      - This model has been successfully adopted at UT-Austin and other peer institutions
      - This model effectively eliminates the possibility of pursuing the graduate degree as a part-time student
        - Currently, many if not most of our grad students are part-time
As we are the only graduate performing arts program in New Mexico, elimination of part-time study means denying opportunities to students who, for financial reasons, cannot enroll full-time or relocate.

To adopt this model and still serve the resident population, new sources of graduate funding (i.e. full fellowship support) will be necessary.

- The External Review team praised our present curricula and instruction, but recommended that we provide more graduate-only courses (as opposed to “slash” 400/500-level courses).
  - We are working to revise the existing course rotation to facilitate this.
  - The proposed periodic admissions plan would further help address this issue.

- Improved tracking and advising of graduate students from initial inquiry through admission, coursework, and graduation.
  - These and related administrative tasks have been shifted from the desk of the Department Administrator to the Director of Graduate Studies, which seems to have improved the situation somewhat.

- Improved tracking and communication with graduate students after graduation.
  - Fundraising possibilities
  - Professional networking for current students

- Attract more well-known guest artists.
  - Offset remote location for recruitment and retention purposes.
  - Will require significant fundraising initiative.

New degrees are the subject of great discussion. It will take five years for us to really know whether the switch to MFAs outlined above is reasonable and appropriate given the unique economic and institutional conditions under which we operate.

- The success of the MFA in Dramatic Writing is encouraging in this regard.
  - Inquiries and applications have increased every year since the program’s inception.
  - Awards received by Dramatic Writing students [Can Jim please provide list?] testify to strength of curriculum.
  - Forthcoming faculty publication [Jim & Digby’s book] should enhance this even further.

- New degrees in Dance will be contingent on our ability to replace recently-departed and soon-to-depart faculty.
For example, during the retreat, the dance faculty discussed profound issues of learning about dance and how we, in this very isolated area, need to provide leadership in teaching dance.

As we stand now, we are functioning well with the graduate students we have. It is imperative for us to be planning for new faculty lines, as the population grows and demands increase. Anticipated needs:

1. New line in Chicano Theatre
2. New lines in Flamenco and Dance Ethnology and Dance Education.
   - Current search in Dance may address one of these needs

*We urge the College to consider splitting existing lines as faculty retire. With several senior faculty nearing retirement, it seems that by replacing them at the assistant or associate level we should be able to increase the size of the full-time faculty without breaking the bank.*

3. Funding for graduate students
   - Fellowships
   - Assistantships
     - Explore possibilities for MFA students to teach in Freshman English program (negotiations underway)

4. Funding for Guest Artists (as noted above)
5. Recruitment initiatives for underrepresented students
   - In the absence of new funding, we are trying to arrange schedules and course loads to give faculty more time for recruitment efforts.

**Graduate student placement:**

We have a strong record in preparing students for careers in theatre and dance. Alumnae are teaching, directing, choreographing, having their own companies, etc. A small but consistent number of students go on to highly-regarded PhD programs in Theatre, Dance and Performance Studies. However, we would like to develop a more systematic way to assist graduates in finding jobs. Possible initiatives include:

- Using Guest Artists as a networking opportunity
- Showcasing students’ work beyond Albuquerque

Recent placement highlights:

- Jeanette Marie Sanchez (MA 03) has been accepted to the PhD program in Theatre History at the University of Washington.
- Cathi McIntosh (MA 02) is teaching theatre classes at Eastern NM U - Ruidoso Campus
- Cynthia Valerio (MA 02) is teaching theatre classes at NMSU - Alamogordo Campus
- Susan Erickson (MFA 01) is teaching playwriting at TVI.
Theatre and Dance Department
GRADUATE STATISTICS

ENROLLMENT AND DEGREES GRANTED

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E = Enrollment
G = Graduates

Sources: HEADS Reports (98-02)
Dir. of Grad Studies (02-03)
### Applicants

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*A = Applicants
*I = Invited to Program*
The Writing Program presented Words Afire III – our three week new works festival November 6 – 24. The festival produced nine productions in three weeks in four venues creating 29 performances using over 149 students/participants, presenting 3 full length plays, 15 short plays, and 3 monologues. We added a new feature in this year’s festival – student films from the Media Arts Program. We presented 15 short films in two different bills. We presented work in Theatre X, Tricklock Theatre, The Vortex Theatre, and the National Hispanic Cultural Center. Faculty joined us again this year with Richard Hess designing at the National Hispanic Cultural Center and David Jones mentoring directors from his directing class assigned to the festival, and part-time faculty Susan Erickson who mentored directors and writers. We presented 21 writer’s works directed by 17 directors. From the 80 plus actors in our department who auditioned we cast 81. The final festival numbers are: attendance 1357 and income $5484.

The Festival received write ups from the Crosswinds Weekly, The Albuquerque Journal, The Tribune, The Lobo, The Campus News, The Alibi, ABQ Arts, plus radio interviews aired on KUNM. We received three reviews two from Ann Ryan of the Journal, and one of the Lobo. The festival appears to have gained a following in the community.

We entered three short plays, and two full-length plays for various awards for the American College Theatre Festival. Two ACTF Respondents came to the
Festival. Joel Murray from UTEP, ACTF Regional Vice Chair of Playwriting and Guillermo Reyes from Arizona State University.

We performed for the second year at the National Hispanic Cultural Center. We performed in their 93-seat lecture hall which we adapt to a stage. We presented recent alum Nick Lopez’s Badlandz directed by alum Miguel Martinez. The center is underway with construction on a state-of-the-art 700 seat theatre, funded by Roy Disney. Reeve Love and Joseph Wasson who oversee the performance area at the Cultural Center are supportive of our festival and have spoken of the annual festival’s play moving into the new theatre once it is opened.

The festival was, in terms of numbers of plays and participants, the largest we have presented. Our plans for the future is to have a smaller festival with a greater focus on the quality of the writing selections. The Acting/Directing faculty have begun a discussion with us on their desire to work with the festival to mentor the actors who are working with both new directors and new writers. In the coming year we will have at least four MFA writers will need to present their thesis plays which will put a greater emphasis on full length works. These plays will not all be presented in the festival but some will. Because of the season scheduling this coming academic year, Rodey is open during the time of the festival. Thus, we will explore producing some of the festival in Rodey next year. We plan to continue our working relationship with Tricklock and and the NHCC.

This was the first year for including student films from Media Arts. It is accurate to say that we scheduled too many showings of the films and the selection of the films worked against the success of this new element. We’ll talk with Media Arts about how it can be successful for the future.
UNM Summer Theatre & Dance Academy

2002 Final Report
This year's session, while not without its challenges, was an undeniable success. The format of the Academy, consisting of three sessions, Middle School Theatre, with High School Theatre, and a combined Middle and High Dance sessions running concurrently, worked especially well. The final performances were of excellent quality, played to full houses in Rodey Theatre. The overall impression of the staff and myself is that every student thoroughly enjoyed him- or herself.

Here are two testimonials from satisfied parents:

Dear Kevin:

My name is Michele Becknell. I am Jared Becknell's mother. I just wanted to send you a note to tell you what a terrific job you and your associates did on the Summer Theatre & Dance Academy. I know a lot of hard work and dedication went into this year's production. My husband and I both felt there was a tremendous improvement in all the children's stage presence, delivery and projection.

I know it was a real confidence builder for Jared and he had a lot of fun. He said it was the greatest experience of his life.

Thank you again. Be sure to let us know if you intend to continue this wonderful program.

Sincerely,
Michele Becknell

---

Dear Kevin,

I just wanted to let you know how impressed my husband and I were with the summer program and performance. My son had a wonderful time, made some friends and I thought he did rather well. But of course I am biased. We definitely plan on participating next year and I was wondering if you had any info on youth drama programs that run year around in Albuquerque or Rio Rancho?

Thanx again for a job well done.

Sincerely, 
Marilee Morgan

---
Most noteworthy is that we had no trouble at all reaching our target enrollment, which is near our current maximum capacity. This ensured a comfortable surplus in our budget, which will in turn allow us to offer more scholarships as well as to hire more staff, in particular someone who can manage the daily operations of the Academy. This is important for two reasons: first to enable smooth operations with the Middle School kids, who are extremely challenging. I would say that we had a bare minimal staff for that session and could have easily used more staff. The other benefit would be the hiring of the above mentioned person to manage daily operations. This is essential in preventing burnout of the program's director, who works extremely long hours in preparing and managing this program. Fortunately it appears that both of these will be easy to implement.

There are two areas which proved problematic. The first was the hiring of Spider Duncan Christopher, a professional acting teacher from NYC who was recommended to us by Kristen Loree. He was hired to teach the Middle School Theatre session, and assured me in a series of phone interviews that he was quite capable of working with that age group. Unfortunately this was not at all the case. To be brief, he was distinctly incapable of engaging the kids at all. To be frank, he was both boring and short-tempered, a problematic combination. A group of kids approached me in confidence to complain of their extreme discomfort, I came to observe his workshop. When he put the kids, some of them 10 and 11, through an exercise that was psychologically tormenting, and leaving some of them in tears. I felt that I had no other choice than to fire him, which I did at the end of the class.

Fortunately we all recovered quickly from this interlude, which did not affect the rest of the session. I'm not sure how this situation could have been avoided, as I have every reason to trust a recommendation from Kristen Loree. I will certainly be more rigorous in establishing a potential teacher's capability of working with this age group.

The other issue, partially related to the above incident, is that I had several heartfelt entreaties from parents of child 10 and 11 requesting that I make an exception to our minimal age requirement. I did, but it was clear from the outset that they were far too young mix with the 13 and 14 year old. I will not allow this in the future.

Some areas that we might look at for the future are:

1. Outreach. This program could be designed so that it is mobile, allowing us to take it to rural New Mexico. I have had two such requests from rural communities.

2. At risk populations. We could make an effort to include such populations.

3. Residential camp. We receive many inquiries from out of state, and, unless these students have friends or family here, are unable to attend.
4. Elementary aged students. The program could be expanded to include this age group, though this would require that the program run longer, due to space limitations. This would also require modifications to the program.

In conclusion, I would call this program an unqualified success, one that serves as an excellent recruitment tool, and that also brings renown and distinction to the Department and the University.

Kevin Paul
UNM Summer Theatre & Dance Academy
Executive Director
High School Dance Festival  February 22, 2003

As first time coordinator of UNM's High School Dance Festival this spring, the most memorable lesson I've learned is the importance of first hand, personal contact with high school dance teachers and sponsors to ensure attendance and to allow the event to run smoothly and successfully for all.

The initial mailing was sent out to a list of high schools and dance studios in New Mexico and Texas. This list was retrieved from a database that, I discovered, had not been updated for some time. Consequently, many of the envelopes were returned-to-sender because of unknown forwarding addresses, studios that had been shut down, or incorrect addresses. I decided to update the database, and delete those entries that are no longer applicable. Then, as time progressed and we still had not received a single registration form, I began making phone calls. Because time was growing short I decided to focus primarily on high schools in the New Mexico area, rather than studios or high schools in neighboring states. My goal was to establish personal contact with at least one dance contact at each school and to tell him/her personally about the festival. Though it was difficult to speak directly with each dance contact, and I found out that a significant number of high schools in New Mexico do not have a dance program, this proved to be the most successful part of the recruiting process. I was able to secure attendance from four schools and to speak with a few teachers who said they'd be sure to attend the following year. I was also able to identify the appropriate individuals to contact for next year's festival, and to ensure they knew about UNM, the dance program, and the festival.
This kind of personal contact is so important, not only for festivals, but to promote our program and to recruit potential undergraduates. It would benefit the dance program to have a position entirely devoted to high school recruiting, outreach, and high school festival coordination. Part of what I learned is how time consuming the process is and how much need there is for year long, steady, consistent contact with these high schools.

The day of the festival went very smoothly and the kids had a lot of fun. We offered Ballet, Flamenco, Modern, Tap, and a shared African dance class in the afternoon. In addition, the students performed their own choreography in an hour long sharing session. We also led a question/answer session about college, becoming a dance major, what to look for, what to consider, what, realistically, life is like as a dance major in college, and at UNM specifically. I decided to split the group up into levels of beginning/intermediate and intermediate/advanced for the four technique classes, at the request of instructors. This seemed to go well for everyone involved. The students seemed especially excited to take Bill Evans' tap class. I overheard some students expressing interest in Jazz. One of the challenges is to decide which four technique classes are the most appropriate and would appeal most to the students' taste. It is impossible to please everyone, but the majority seemed content. The African dance session was taught by a visiting guest artist originally from the Congo, Mabiba. It was wonderful to end the day with such a high energy, joyful dance form accompanied by strong, live drumming. The students left smiling.
Let me start off by saying that this year's festival was a resounding success. It returned after a hiatus of 2 1/2 years (though we did present an abbreviated version of it a year ago). It also returned to its traditional slot during winter break, after hosting the last festival in the Fall of 2000.

The festival was attended by approximately 420 students from 19 high schools from Albuquerque, around the state, and one from El Paso. We had a few new schools, including East Mountain High School and the Public Academy for the Performing Arts. I have had several phone calls and e-mails from teachers, parents and students, praising the festival and our work. Clearly many students were highly inspired to further pursue the performing arts, and in particular here in our department at UNM.

Nine schools performed one-act plays, and a number of students performed short monologues. There were ten schools scheduled to perform, but West Mesa HS dropped out after tech rehearsal. In my opinion their excuse was lame, and I was informed by Denise that the teacher is a (poorly performing and not well-liked) graduate of our program. This was a problem, but was neatly solved by hiring the comedy duo Sabotage to perform in their place. They were a great hit with the kids, as were our guest performers, Gruvekompaniet. I was able to hire them thanks to Tricklock, who brought them here for the Revolutions festival. The kids loved their performance The Birds, performed on stilts with masks. I'm fairly certain the kids had never seen anything like it and were, to use the vernacular, blown away. They also taught an intensive workshop in commedia dell'arte to a select group of kids who themselves performed.

The workshops were diverse and varied, taught by our faculty, grad students, a few undergrads, as well as professionals from the community. With one exception the workshops, to my knowledge, were also a great success. That one exception was an advanced workshop called Tech Shadows, wherein a select group of "techies" shadow the tech crew and help out as needed. It turned out that my tech crew, while admirably executing their tech crew duties, were unprepared for the shadows, who spent a lot of time hanging out and doing nothing. This is unfortunate, but the students did not seem terribly disappointed or shortchanged. I did make several attempts to offer them something else to do, but they were apparently content to hang out.

One interesting event to note is that PAPA performed a student written piece about being gay. It was very honest and heartfelt and, when one boy declared his feelings for another, elicited a roar of approval from (most) of the audience. While I knew the general theme of the piece ahead of time, what I didn't know is that the piece also contained a full-on kiss. This elicited an even louder roar of approval from the crowd, and caused about 20 students to leave the theatre in obvious disgust. I nearly spoke, but decided instead to wait and see if anyone sought me out to complain formally. No one did. I expected some fallout in the form of phone calls from teachers and parents, but have had none.
The only real problem was that Friday afternoon's performances ran quite long, and the advanced workshop showcases (Musical Theatre, Playwriting, and Commedia) were finally held when 80% of the students had left. This is quite unfortunate, though the audience that remained was loudly enthusiastic and no one suffered for lack of applause. I have identified the main source of the delays and will take measures to prevent it from happening in the future.

Speaking of the future, I'm not sure about next year's festival. There was an extra week in the winter break schedule this year, enabling us to host the festival. Usually this is not the case, and for some reason we have to defer to the All-State Band Festival, which also takes place during winter break. Why we have deferred to them in the past is unclear to me, but I intend to find out. As an alternative in 2000, we held the festival during Fall break, but since that time our fall break has coincided with the APS fall break. This does not work because APS schools make up roughly 50% of our attendees. Another option is spring break, a time that Denise dislikes because she is certain we will have great difficulty in getting our faculty and students to work. She is probably right. The upshot if all this is that I haven't yet determined when we can hold next year's festival.

Lastly there is the issue of funds. Because I do the work of three or four people, and because I am paid from a different budget, the festival generated a surplus of approximately $3500. Remember that we were given $5500 from CFA Outreach. I suggest that we use part of the funds, say $1000 toward the deficit in the old High School Theatre Festival Account. I suggest that we move $1000 to the Summer Academy account, and that we keep the remaining $1500 in the account as start-up money for next year. My intention is to hire a grad student next year to organize the festival under my direction.

In conclusion, I am pleased proud to have hosted such a successful event, one that can only reflect well on us and serve us in the long run. I'd love to be able to track incoming freshmen for the next few years to see how many of them attended the festival.
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Note: $12896. Total ticket sales; Theatre Dept.'s proceeds yet to be determined (?)
<table>
<thead>
<tr>
<th>X PRODUCTION</th>
<th>Season</th>
<th>YEAR</th>
<th>Performance Dates</th>
<th>Total Ticket Sales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mikado Grandtotal</td>
<td>Fall</td>
<td>2002</td>
<td>635</td>
<td>$3,372.00</td>
</tr>
<tr>
<td>Each Day Grandtotal</td>
<td>Fall</td>
<td>2002</td>
<td>117</td>
<td>$577.00</td>
</tr>
<tr>
<td>Gawain Grandtotal</td>
<td>Fall</td>
<td>2002</td>
<td>477</td>
<td>$2,347.00</td>
</tr>
<tr>
<td>Only Drunks Grandtotal</td>
<td>Fall</td>
<td>2002</td>
<td>176</td>
<td>$911.00</td>
</tr>
<tr>
<td>Words Afire Grandtotal</td>
<td>Fall</td>
<td>2002</td>
<td>662</td>
<td>$2,752.00</td>
</tr>
<tr>
<td>Nocturne Grandtotal</td>
<td>Spring</td>
<td>2003</td>
<td>206</td>
<td>$983.00</td>
</tr>
<tr>
<td>Collected Stories Grandtotal</td>
<td>Spring</td>
<td>2003</td>
<td>230</td>
<td>$1,034.00</td>
</tr>
<tr>
<td>Los Vendidos &amp; Chamber Music</td>
<td>Spring</td>
<td>2003</td>
<td>254</td>
<td>$1,177.00</td>
</tr>
<tr>
<td>Theatre X Season Totals '02-'03</td>
<td>02-03</td>
<td></td>
<td>2757</td>
<td>$13,153.00</td>
</tr>
</tbody>
</table>
Appendix X

Higher Education Arts Data Services

ANNUAL REPORT FORM FOR DEGREE-GRANTING DANCE UNITS

2002-2003 ACADEMIC YEAR

This document also serves as the Annual Report Form for institutional members of the
National Association of Schools of Dance

Name and Title of Person Completing Survey

LINDA SKY, DEPT. ADMIN. II

Name and Title of Dance Executive/Representative to NASD

UNWIN BERNALUM, CHAIR

Name of Institution (please do not abbreviate)

UNIVERSITY OF NEW MEXICO

Name of Unit (please use full designation)

THEATRE & DANCE DEPT

Street Address and/or P. O. Box

MSC 06-2570, UNIVERSITY OF NEW MEXICO

City or Town

ALBUQUERQUE

State Zip Code Telephone (with area code)

NM 87108 (505) 277-4332

Facsimile (with area code) E-Mail (if available)

(505) 277-8921 theatre@unn.mn.edu

GENERAL INFORMATION

This questionnaire is seeking data about aspects of the dance program at your institution. Composite and comparative data will be published and distributed by HEADS to allow dance units to compare themselves with other dance units of similar size and type. It is extremely important that the questionnaire be completed as accurately as possible. Please estimate only if you cannot obtain access to exact numbers. Specific instructions precede each section. If you have any questions about completing the questionnaire, please call 703-437-0700, ext. 22.

Most information in the questionnaire covers the 2002-2003 academic year and the fiscal year that coincides with it.

CONFIDENTIALITY

SIGNATURE REQUIRED. Most answers provided in the questionnaire will remain completely confidential. However, some statistics, because of their public nature, may be released by HEADS for general information. Unless otherwise advised, HEADS may release the following data by institution: Enrollment, Major Areas Offered, Degrees Awarded, Faculty Numbers, Renovation, and New Construction. Please sign on the appropriate line below.

I hereby APPROVE release of the data in the manner outlined above.

Signature of the Dance Executive

I DO NOT APPROVE release of the data in the manner outlined above.

Signature of the Dance Executive

PLEASE NOTE: 1) A copy of your completed survey should be retained for your records. 2) Copies of HEADS reports are required components of the Self-Study prepared by Institutions in conjunction with NASD reviews for Membership and renewal of Membership. 3) The original survey must be returned to the HEADS Office—please do not fax or send photocopied or retyped versions of this report.

This questionnaire must be returned by October 15, 2002:

HIGHER EDUCATION ARTS DATA SERVICES

11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190

If you have questions, please contact the HEADS office at (703) 437-0700, ext. 22.
HEADS PARTICIPATION

To assist the HEADS office and facilitate the processing of your Annual Report, please check the appropriate box below, giving careful attention to the information set forth in each category.

- **Member — no fee required.** We are an NASD accredited institution. We understand that filling out and returning this Annual Report form is a requirement of Membership in NASD and that failure to submit this report will cause our Membership status to be reviewed by the Commission on Accreditation. We further understand that a copy of the compiled 2002-2003 Data Summaries will be forwarded to us upon publication for no additional fee. This is a benefit of Membership in NASD and is covered by our Annual Membership dues.

- **Non-Member Participant — $75.00 fee* required.** We are not an NASD accredited member institution, but wish to participate in HEADS this year. We have filled out the Annual Report form and are returning it to the HEADS office with a check in the amount of $75.00 payable to HEADS. We understand that a copy of the compiled 2002-2003 Data Summaries will be forwarded to us upon publication. The $75.00 fee* for non-member participants covers the cost of our copy of the 2002-2003 compiled Data Summaries.

- **Non-Member Non-Participant — $135.00 fee* required.** We are not an NASD accredited member institution and do not wish to participate in HEADS this year, but do wish to receive a copy of the 2002-2003 compiled Data Summaries. We have returned our Annual Report form with only the top half of the cover page completed and a check in the amount of $135.00 payable to HEADS. We understand that a copy of the 2002-2003 compiled Data Summaries will be forwarded to us upon publication. The $135.00 fee* for non-participants covers the cost of our copy of the 2002-2003 compiled Data Summaries.

*PLEASE NOTE:

Checks must be made payable to "Higher Education Arts Data Services" or "HEADS."
Section 1: General Institutional Information

1. Is your institution private or public? (Please check only one.)
   a. Private  
   b. Public  

2. What is the total institutional enrollment (number of individuals, i.e. head count) for Fall, 2002? Include only local campus, not system-wide enrollment. (Please check only one.)
   a. 1-500  
   b. 501-1,000  
   c. 1,001-2,500  
   d. 2,501-5,000  
   e. 5,001-10,000  
   f. 10,001-15,000  
   g. 15,001-20,000  
   h. 20,001-25,000  
   i. 25,001-30,000  
   j. 30,001-35,000  
   k. 35,001-40,000  
   l. 40,001 plus  

3. Which is the highest program level offered in dance at your institution? (Please check only one.)
   a. Associate Degree  
   b. Baccalaureate Degree  
   c. Master's Degree (non-MFA)  
   d. Master of Fine Arts Degree  
   e. Doctoral Degree  

4. Which is the highest program level offered in any unit at your institution? (Please check only one.)
   a. Associate Degree  
   b. Baccalaureate Degree  
   c. Master's Degree (non-MFA)  
   d. Master of Fine Arts Degree  
   e. Doctoral Degree  

5. Is your institution an accredited member of NASD? (Please check only one.)
   a. Member  
   b. Non-Member  

6. Is your institution involved with either of the following during the 2002-2003 academic year? (Check all that apply. If your institution is not involved with either, please leave blank.)
   a. Building a new dance facility  
   b. Renovating the dance facility  

HEADS 2002-2003 Annual Report Form
Degree-Granting Dance Units
**Section II: Dance Enrollment**

**INSTRUCTIONS**

In Section II, provide the actual number (i.e. head count) of dance major students only who are enrolled in or have graduated from your dance deprograms.

In columns (a) and (b), please provide data on the number of dance majors enrolled in the Summer of 2002 and the Fall of 2002 respectively.

**Definition:** A “dance major” is defined as (1) a full-time student declared as a dance major, (2) a currently enrolled part-time student declared as a dance major, or (3) a currently enrolled student participating in the academic and studio courses prerequisite to future declaration of a dance major. Students listed in (3) above should be included in the category “Other.” If students have double majors or similar arrangements, either (1) enter them in only one category based on your judgment, or (2) enter them in the “Other” category.

In column (c), record the number of degrees awarded in the various areas of dance during the period July 1, 2001 through June 30, 2002.

It is imperative that the totals provided equal the sum of enrollments listed in each specific major area. Please enter each individual in only one category. All individuals entered in any category must be dance majors as defined above. These data are used throughout the compilation process to place institutions in appropriate categories. Therefore, it is imperative that figures be entered accurately. If exact figures are not available, please estimate.

**A. ASSOCIATE DEGREES**

<table>
<thead>
<tr>
<th>(a) Dance Major Enrollment Summer 2002</th>
<th>(b) Dance Major Enrollment Fall 2002</th>
<th>(c) Number of Degrees Awarded to Dance Majors July 1, 2001 through June 30, 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Associate of Fine Arts Degree Programs or equivalent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Enter only number of major students enrolled in dance programs with at least 65% dance content.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Dance Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL (Section II.A.1. only)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Associate Degree Programs in Dance Education, Pre-Dance Therapy, or Dance Combined with an Outside Field**

(Enter only number of major students enrolled in dance degree programs with at least 50% dance content.)

| Dance Education | | |
| Pre-Dance Therapy | | |
| Other (Please specify) | | |
| Other (Please specify) | | |
| TOTAL (Section II.A.2. only) | | |

HEADS 2002-2003 Annual Report Form
### A. ASSOCIATE DEGREES (continued)

<table>
<thead>
<tr>
<th>(a) Dance Major Enrollment Summer 2002</th>
<th>(b) Dance Major Enrollment Fall 2002</th>
<th>(c) Number of Degrees Awarded to Dance Majors July 1, 2001 through June 30, 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Major</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Section II.A.3. only*

### B. BACCALAUREATE DEGREES

#### 1. Bachelor of Fine Arts Degree Programs or Equivalent

(Enter only number of major students enrolled in dance degree programs with at least 65% dance content.)

| Ballet                               |                                      |                                                                             |
|--------------------------------------|--------------------------------------|                                                                             |
| Choreography                         |                                      |                                                                             |
| Choreography/Performance             |                                      |                                                                             |
| Dance Production                     |                                      |                                                                             |
| Dance Studies                        |                                      |                                                                             |
| Modern Dance                         |                                      |                                                                             |
| Musical Dance/Dance                  |                                      |                                                                             |
| Performance                          |                                      |                                                                             |
| General Major                        |                                      |                                                                             |
| Other (Please specify)               |                                      |                                                                             |
| Other (Please specify)               |                                      |                                                                             |
| TOTAL                                |                                      |                                                                             |

*Section II.B.1. only*
2. Baccalaureate Degree Programs in Dance Education, Pre-Dance Therapy, and Dance Combined with an Outside Field
(Enter only number of major students enrolled in dance degree programs with at least 50% dance content.)

<table>
<thead>
<tr>
<th>Dance Education</th>
<th>Pre-Dance Therapy</th>
<th>Other (Please specify)</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL
(Section II.B.2. only)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Baccalaureate Liberal Arts Degree Programs in Dance (B.A., B.S.)
(Enter only number of major students enrolled in dance degree programs with at least 30% dance content.)

<table>
<thead>
<tr>
<th>Ballet</th>
<th>Modern Dance</th>
<th>General Major</th>
<th>Other (Please specify)</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

TOTAL
(Section II.B.3. only)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### C. MASTER OF ARTS OR MASTER OF SCIENCE DEGREE PROGRAMS IN DANCE

<table>
<thead>
<tr>
<th>Specific Initial Master's Degree Programs (M.A., M.S.)</th>
<th>(a) Dance Major Enrollment Summer 2002</th>
<th>(b) Dance Major Enrollment Fall 2002</th>
<th>(c) Number of Degrees Awarded to Dance Majors July 1, 2001 through June 30, 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance Studies</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Dance Therapy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td>1</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Choreography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hist/Crit</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL (Section II.C. only)</td>
<td>3</td>
<td>14</td>
<td>4</td>
</tr>
</tbody>
</table>

### D. TERMINAL GRADUATE DEGREE PROGRAMS

**Master of Fine Arts Degree Programs or Equivalent**

(Enter only number of major students enrolled in dance degree programs requiring at least two years of full-time graduate study and course work in the major area and directly supportive courses.)

| Performance                                      |                                       |                                     |                                                                                  |
| Ballet                                           |                                       |                                     |                                                                                  |
| Choreography                                     |                                       |                                     |                                                                                  |
| Choreography/Performance                         |                                       |                                     |                                                                                  |
| Dance Production                                 |                                       |                                     |                                                                                  |
| Modern Dance                                     |                                       |                                     |                                                                                  |
| Musical Dance/Dance                              |                                       |                                     |                                                                                  |
| Other (Please specify)                           |                                       |                                     |                                                                                  |
| Other (Please specify)                           |                                       |                                     |                                                                                  |
| TOTAL (Section II.D.1. only)                     |                                       |                                     |                                                                                  |
D. TERMINAL GRADUATE DEGREE PROGRAMS (continued)

2. Doctoral Degree Programs in Dance

(Enter only number of major students enrolled in dance degree programs.)

Dance Education
Dance Studies
Dance Therapy
Other (Please specify)

TOTAL
(Section II.D.2. only)

E. GRAND TOTAL DANCE MAJOR ENROLLMENT

(Sum of Sections II.A.1., II.A.2., II.A.3., II.B.1., II.B.2., II.B.3., II.C., II.D.1., and II.D.2.)

Please provide the aggregate number of nonduplicated dance major students listed in II.A.-D. above. The combined totals of each section MUST equal the grand total.

E67

29

68

7

F. ETHNIC BREAKDOWN OF STUDENTS

*NOTE: The HEADS office has received a number of requests that sections of this survey seeking ethnic data be made consistent with the National Center for Education Statistics' IPEDS surveys. Approval for this change has been secured; however, it is necessary to delay implementation of the change in the survey form pending parallel changes being made in HEADS computer software. We appreciate your patience and continued willingness to work with the current ethnic categories.*

For each degree level, please indicate the number of students presently enrolled in the following categories.

<table>
<thead>
<tr>
<th>Associate Degrees:</th>
<th>BLACK NON-HISPANIC</th>
<th>AMERICAN INDIAN/ALASKAN NATIVE</th>
<th>ASIAN/PACIFIC ISLANDER</th>
<th>HISPANIC</th>
<th>WHITE NON-HISPANIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a) Male</td>
<td>(c) (d) Male</td>
<td>(e) (j) Male</td>
<td>(g) Male</td>
<td>(i) Male</td>
</tr>
<tr>
<td></td>
<td>(b) Female</td>
<td>(d) Female</td>
<td>(f) Female</td>
<td>(h) Female</td>
<td>(j) Female</td>
</tr>
<tr>
<td>Professional</td>
<td>(01)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>(02)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Baccalaureate Degrees:
|                    |                    |                                |                        |          |                    |
| Professional       | (03)               |                                |                        |          |                    |
| Liberal Arts       | (04)               |                                |                        |          |                    |
| Master's Degrees:
| Initial            | (05)               |                                |                        |          |                    |
| Terminal           | (06)               |                                |                        |          |                    |
Section III: Total Instructional Service

(IN SEMESTER CREDIT HOURS OR QUARTER HOURS)

INSTRUCTIONS

The information requested in this section is vital to the HEADS database. The answer to question III.C. is of particular importance, providing the database with information used in many of the ratios calculated from the data. Its exclusion limits the value of much of the other data submitted. If the figures are unknown to you, your registrar may be able to provide them. If not, multiply the semester credit hours (or quarter hours) allotted for each course by the number of students enrolled and total the figures for all courses offered.

If your institution computes credits in quarter hours, please place figures in column (a). If your institution uses semester credit hours, please place the figures in column (b).

In question III.D., please provide the number of students (headcount, i.e. nonduplicated) involved in the curricular activities of the dance unit in any way. An approximation of this figure would be useful to the database even if exact figures are not available.

DEFINITION: For the purposes of this section of the survey, an academic year should include all instructional periods except summer. Please be sure to exclude summer sessions from all calculations in this section.

A. What is the projected total number of semester credit hours OR quarter hours generated in dance courses offered during the 2002-2003 academic year (excluding summer) by non-dance major students? (Please answer only one.) EXAMPLE: If your unit offers three courses to non-majors worth three credits to each student, and there are twelve students in each class, the answer would be 108 (3 x 3 x 12).

<table>
<thead>
<tr>
<th>Quarter Hours</th>
<th>OR</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1230</td>
</tr>
</tbody>
</table>

B. What is the projected total number of semester credit hours OR quarter hours generated in dance courses offered during the 2002-2003 academic year (excluding summer) by dance major students? (Please answer only one.) EXAMPLE: If your unit has twenty-five full-time dance majors each taking twelve credits of dance courses during the academic year, the answer would be 300 (25 x 12).

<table>
<thead>
<tr>
<th>Quarter Hours</th>
<th>OR</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3928</td>
</tr>
</tbody>
</table>

C. What is the projected total number of semester credit hours OR quarter hours generated in dance courses offered during the 2002-2003 academic year (excluding summer)? (Please answer only one.) This figure is derived by adding the answers to A and B above.

<table>
<thead>
<tr>
<th>Quarter Hours</th>
<th>OR</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5158</td>
</tr>
</tbody>
</table>

D. What is the projected number of students (headcount, i.e. nonduplicated) involved in any curricular aspect of the dance unit during the 2002-2003 academic year (excluding summer)? Please approximate this figure if you do not have access to an exact answer.

778
Section IV: Dance Faculty and Instructional Staff

Please complete each applicable section of each chart. Data cannot be processed unless all information is provided.

A. FULL-TIME FACULTY: 2002-2003 DATA ONLY

INSTRUCTIONS

Two charts are provided for full-time dance faculty: one for male faculty and one for female faculty. Only information regarding full-time faculty should be entered in these charts. Do not include part-time faculty data in Sections IV.A.1. and IV.A.2. (specific information covering part-time faculty is requested in Section IV.B.). Please provide information about full-time faculty by gender. Institutions unable to do so should check the box marked "We are unable to provide faculty data by gender and are providing combined faculty data" and enter the total figures in the "Male" chart.

PLEASE NOTE

The charts in Section IV.A. should include all full-time individuals with faculty status. The intent of the data in this section is to develop average full-time faculty salaries. Salary figures should be based on a nine-month academic year, exclusive of benefits.

Do not include in Sections IV.A.1. or IV.A.2. any information about the dance executive or other administrators who will be recorded in Section V. of the survey (i.e., Deans, Chairs, and Directors, and Assistant/Associate Deans, Chairs, and Directors). Salaries and other specific data regarding the dance executive(s) and assistant/associate dance executive(s) are requested in Section V.

Do not include individuals who are not full-time faculty members. Do not include faculty members on sabbatical, nor those in early retirement programs and therefore not teaching full-time and/or not receiving a full-time salary.

RANKS

The various ranks of the professoriate are consistent with those of "A Common Language for Postsecondary Accreditation," a joint project of COPA and NCHEMS. If your rankings are not consistent with those listed, please check with your research office to determine institutional policy in relation to these common ranks.

NUMBER – Column (a)

In column (a), record the number of individuals in each rank. Total the column.

HIGHEST DEGREE EARNED – Columns (b) through (g)

In columns (b) through (g), record the number of individuals in that particular rank who have earned the highest degree indicated. Total the column. The total of columns (b) through (g) must equal column (a).

LENGTH OF SERVICE AT THE INSTITUTION – Columns (h) through (j)

In columns (h) through (j), record the number of individuals in that particular rank who have served continuously at your institution for the number of years indicated. Total the column. The total of columns (h) through (j) must equal column (a).

SALARIES FOR 2002-2003 – Columns (k) through (m)

Please note: actual salary figures are requested in columns (k) and (l), not the general salary range for dance faculty at that rank.

In column (k), please provide the lowest individual salary for a faculty member in that rank (salary based on a nine-month academic year appointment, exclusive of benefits).

In column (l), please provide the highest individual salary for a faculty member in that rank (salary based on a nine-month academic year appointment, exclusive of benefits).

In column (m), please provide the total salary expenditures (salary based on a nine-month academic year appointment, exclusive of benefits) for all individuals recorded in column (a). Salary data should be budget figures for the 2002-2003 academic year only. In order for HEADS to utilize the data, lowest, highest, and total salary expenditure figures must be filled in, even if there is only one faculty member in a category.

TENURE – Column (n)

In column (n), please record the number of individuals in each rank who have tenure. If there is no tenure system at your institution, check the box provided.
1. Full-Time Faculty: Male (2002-2003 Data Only)
(Please read detailed instructions on page 9 before completing this section.)

Check here, if appropriate: [ ]

We are unable to provide faculty data by gender and are providing combined faculty data. This is recorded in the “Full-Time Faculty: Male” chart only.

SPECIAL NOTE: Please do not include salary or other data regarding dance executives in this chart. Section V. requests specific data for dance administrators.

CONFIDENTIALITY. Please note that salary information is released by HEADS only in the form of composite data. Salary figures provided by individual institutions are held strictly confidential. Institutions are asked to furnish complete information to ensure that all participating institutions receive true averages in the published results of this survey.

### SALARIES

<table>
<thead>
<tr>
<th>Highest Degree Earned</th>
<th>Length of Service at Institution</th>
<th>Total Salary Expenditure</th>
<th>Number With Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Mast.</td>
<td>non-</td>
<td>MFA</td>
</tr>
<tr>
<td>Ex. Example</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

- Full Professors
- Associate Professors
- Instructors
- Lecturers
- Unranked
- Visiting

**Sum of (b) through (g) must equal (a).**

1 Salary figures should be based on a nine-month academic year, exclusive of benefits.

2 If a tenure system does not exist, check here: [ ]

**REMINDERS**

* Please ensure that the total in column (a) equals the totals in columns (b) through (g).
* Please ensure that the total in column (a) equals the totals in columns (h) through (j).
* Do not include part-time faculty salaries in this chart (see Section IV.B. for part-time faculty).
* Do not include partial salaries for faculty in early retirement programs or on sabbatical.
### Full-Time Faculty: Female (2002-2003 Data Only)

(Please read detailed instructions on page 9 before completing this section.)

Check here, if appropriate: 

We are unable to provide faculty data by gender and are providing combined faculty data. This is in the “Full-Time Faculty: Male” chart only.

---

**SPECIAL NOTE:** Please do not include salary or other data regarding dance executives in this chart. Section V. requests specific data for dance administrators.

**CONFIDENTIALITY:** Please note that salary information is released by HEADS only in the form of composite data. Salary figures provided by individual institutions are held strictly confidential. Institutions are asked to furnish complete information to ensure that all participating institutions receive true averages in the published results of this survey.

---

### SALARIES

<table>
<thead>
<tr>
<th>Highest Degree Earned</th>
<th>Length of Service at Institution</th>
<th>Lowest Individual Salary</th>
<th>Highest Individual Salary</th>
<th>Total Salary Expenditure</th>
<th>Number With Tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-4</td>
<td>5-9</td>
<td>10+</td>
<td>Mast.</td>
<td>Doct.</td>
</tr>
<tr>
<td><strong>Example</strong></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty</th>
<th>(b)</th>
<th>(c)</th>
<th>(d)</th>
<th>(e)</th>
<th>(f)</th>
<th>(g)</th>
<th>(h)</th>
<th>(i)</th>
<th>(j)</th>
<th>(k)</th>
<th>(l)</th>
<th>(m)</th>
<th>(n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Professors</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60,486</td>
<td>63,507</td>
<td>123,993</td>
<td>2</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>46,142</td>
<td>46,142</td>
<td>46,142</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Instructors</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Lecturers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Unranked</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Visiting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

<table>
<thead>
<tr>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
<th>(d)</th>
<th>(e)</th>
<th>(f)</th>
<th>(g)</th>
<th>(h)</th>
<th>(i)</th>
<th>(j)</th>
<th>(k)</th>
<th>(l)</th>
<th>(m)</th>
<th>(n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>170,135</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Sum of (b) through (g) must equal (a). Sum of (h) through (j) must equal (a).

---

1 Salary figures should be based on a nine-month academic year, exclusive of benefits.

2 If a tenure system does not exist, check here: 

---

**REMINDERS**

- Please ensure that the total in column (a) equals the totals in columns (b) through (g).
- Please ensure that the total in column (a) equals the totals in columns (b) through (j).
- Do not include part-time faculty salaries in this chart (see Section IV.B. for part-time faculty).
- Do not include partial salaries for faculty in early retirement programs or on sabbatical.
3. Ethnic Breakdown of Full-Time Faculty

For each faculty rank, please indicate the total number of full-time faculty in each category. Please note that dance executive(s) entered in Sections V.A. and V.B. who have teaching responsibilities should also be counted below (Section IV.A.3).

<table>
<thead>
<tr>
<th>Category</th>
<th>BLACK NON-HISPANIC</th>
<th>AMERICAN INDIAN/ALASKAN NATIVE</th>
<th>ASIAN/PACIFIC ISLANDER</th>
<th>HISPANIC</th>
<th>WHITE NON-HISPANIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a) Male</td>
<td>(c) Male</td>
<td>(e) Male</td>
<td>(g) Male</td>
<td>(i) Male</td>
</tr>
<tr>
<td></td>
<td>(b) Female</td>
<td>(d) Female</td>
<td>(f) Female</td>
<td>(h) Female</td>
<td>(j) Female</td>
</tr>
<tr>
<td>Full Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unranked</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visiting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. PART-TIME INSTRUCTIONAL STAFF FOR DEGREE PROGRAMS ONLY

INSTRUCTIONS

For the purposes of this survey, three categories of part-time instructions have been developed.

(i) WITH FACULTY STATUS
   Individuals who hold faculty rank and are considered faculty members by the institution. They are employed on an ongoing basis to perform assigned duties for which the individual receives salaries and wages.

(ii) ADJUNCT FACULTY AND TEACHING ASSOCIATES
   Individuals without faculty rank who teach at the institution and are not graduate students. They serve in a temporary or auxiliary capacity.

(iii) GRADUATE TEACHING ASSISTANTS AND ASSOCIATES
   Graduate students who teach at the institution.

It is requested that institutions provide part-time dance instruction data by gender. However, institutions unable to do so should check the box marked "We are unable to provide data by gender and are providing combined data" and enter figures in the "Male" chart. It is extremely important that the box be checked if male/female salary figures are combined.

Columns (a), (b), and (c) must all be filled out for each applicable section. Incomplete information cannot be processed by the HEADS system.

In column (a), please record the number of individuals. In column (b), please record the full-time equivalence of the individuals in column (a) based on your institutional definition of full-time equivalence. (Note: A full-time equivalent personnel resource is the equivalent of one employee who is deemed to be carrying a full-load in accordance with an institutionally agreed upon convention for converting numbers of specific employees to an equivalent number of full-time employees. To determine the full-time equivalence, add the teaching loads of the individuals included in column (a) and divide by the definition of a full teaching load at your institution. In column (c), please provide the total salary figure for all individuals in column (a).

In this section, please include only those part-time instructors who teach courses related to the degree programs at your institution. Do not include continuing education or preparatory department instructors unless they are teaching in the degree-granting program.
1. Part-Time Dance Instruction: Male

Check here if appropriate: [X]

We are unable to provide faculty data by gender and are providing combined faculty data. This is recorded in the “Part-Time Dance Instruction: Male” chart only.

<table>
<thead>
<tr>
<th>(a) Actual Number of Individuals</th>
<th>(b) Full-Time Faculty Equivalence</th>
<th>(c) Total Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) With Faculty Status</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>(ii) Adjunct Faculty and Teaching Associates</td>
<td>26</td>
<td>7.2</td>
</tr>
<tr>
<td>(iii) Graduate Teaching Assistants/Associates</td>
<td>2</td>
<td>.50</td>
</tr>
</tbody>
</table>

2. Part-Time Dance Instruction: Female

<table>
<thead>
<tr>
<th>(a) Actual Number of Individuals</th>
<th>(b) Full-Time Faculty Equivalence</th>
<th>(c) Total Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) With Faculty Status</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>(ii) Adjunct Faculty and Teaching Associates</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>(iii) Graduate Teaching Assistants/Associates</td>
<td></td>
<td>$</td>
</tr>
</tbody>
</table>
Section V: Dance Administrative Personnel and Procedures

A. DANCE EXECUTIVE

For the purposes of this survey, the "Dance Executive" is defined as the chief academic administrator of the dance unit (e.g., coordinator of the dance program, chair of the dance department, director of the school of dance. In an independent school, this individual is the chief academic officer).

Information provided in Section V.A. must not be duplicated in Section IV.A.1. or IV.A.2. of "Dance Faculty and Instructional Staff."

1. Is the dance executive appointed by the administration? NO □ YES X

2. Is the dance executive elected by faculty? NO □ YES X

3. Is the dance executive subject to formal review by faculty? NO □ YES X

4. How often is the dance executive subject for formal review by faculty? NOT APPLICABLE □ EVERY 1 YEARS

5. What percentage (estimated) of the dance executive's time is assigned to the following duties? (Percentages must total 100%. The figure is not assigned F.T.E., but actual time spent.)

   a. Teaching
      20 %

   b. Research/Creative Activities
      20 %

   c. Administrative Matters
      40 %

   d. Service (to professional organizations and community)
      10 %

   e. Fundraising
      10 %

TOTAL MUST EQUAL 100%

6. What is the dance executive's title? CHAIR

7. What is the dance executive's salary for 2002-2003 (exclusive of benefits)? $66,507

8. Upon how many months is the dance executive's salary based? 9 or 10 months X 11 or 12 months □

9. Is the dance executive male or female? MALE □ FEMALE X
B. ASSISTANT OR ASSOCIATE DANCE EXECUTIVE

Definition: For the purposes of this survey, the Assistant or Associate Dance Executive is defined as the assistant or associate chief academic administrator of the dance unit, e.g., assistant or associate coordinator of the dance program, assistant or associate chair of the dance department, assistant or associate director of the school of dance. In an independent school, these individuals are assistant or associate chief academic officers.

Information provided in Section V.B. must not be duplicated in Section IV.A. 1. or IV.A. 2. of "Dance Faculty and Instructional Staff." Please ensure that all individuals are counted only once.

For those institutions with more than one Assistant or Associate Dance Executive, six columns (a, b, c, d, e, and f) are provided in Questions 2 through 6 for reporting each individual separately. Do not include clerical/secretarial/administrative staff in this category.

1. Does your institution have assistant or associate dance executives? If no, proceed to Section C. If yes, answer questions 2 through 6.

(Questions 2 through 6 are repeated on next page in the event that additional space is needed).

2. What are the titles of the assistant or associate dance executives?

(a)  

(b)  

(c)  

3. What percentage (estimated) of the assistant or associate dance executives' time is assigned to the following duties?

<table>
<thead>
<tr>
<th>Duty</th>
<th>Column (a)</th>
<th>Column (b)</th>
<th>Column (c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teaching</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>b. Research/Creative Activities</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>c. Administrative Matters</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>d. Service (to professional organizations and community)</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>e. Fundraising</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

TOTAL(S) MUST EQUAL 100% 100% 100%

4. What are the assistant or associate dance executives' salaries for 2002-2003 (exclusive of benefits)?

(a) $  

(b) $  

(c) $  

5. Upon how many months are the assistant or associate dance executives' salaries based?

- 9 or 10 months
- 11 or 12 months

(a)  

(b)  

(c)  

6. Are the assistant or associate dance executives male or female?

- MALE
- FEMALE

(a)  

(b)  

(c)  

(Section V.B. continues on next page)
B. ASSISTANT OR ASSOCIATE DANCE EXECUTIVE (continued from previous page)

(Questions 2 through 6 from previous page are repeated in the event that additional space is needed).

2. What are the titles of the assistant or associate dance executives?

(d)  
(e)  
(f)  

3. What percentage (estimated) of the assistant or associate dance executives' time is assigned to the following duties?

a. Teaching

(b) Research/Creative Activities

(c) Administrative Matters

d. Service (to professional organizations and community)

e. Fundraising

TOTAL(S) MUST EQUAL 100%  100%  100%

4. What are the assistant or associate dance executives' salaries for 2002-2003 (exclusive of benefits)?

(d)  
(e)  
(f)  

5. Upon how many months are the assistant or associate dance executives' salaries based?

9 or 10 months

11 or 12 months

6. Are the assistant or associate dance executives male or female?

MALE

FEMALE  

HEADS 2002-2003 Annual Report Form
C. OTHER PERSONNEL ASSIGNMENTS (Including student help)

Definition: Full-time equivalence for individuals in this section should be based on a 40-hour work week. Example: If there are three full-time secretaries and one part-time secretary for 10 hours a week in the dance unit, the answer to (a) would be 3.25 F.T.E. Units (3 + 1/4 of full-time).

Please provide answers to both “a” (FTE) and “b” (total salary expenditures) in each of the three categories below. Incomplete data cannot be used by the HEADS system.

1. Secretarial/Clerical Assistance
   a. How much staff time in the dance unit is allotted for secretarial and clerical assistance? One F.T.E. unit is equivalent to a 40-hour week.)
   
   \[1.03\] FTE Units
   
   b. What are the total salary expenditures (exclusive of benefits) for secretarial and clerical assistance?
   
   \[21,547\]

2. Library Staff
   a. How much staff time is allotted for library personnel dealing with dance holdings, regardless of budget source? (One F.T.E. unit is equivalent to a 40-hour week.)

   Branch Dance Library
   
   Main Library
   
   Other Library
   
   b. What are the total salary expenditures (exclusive of benefits) for dance library staff?

   

3. Professional/Technical Staff
   a. How much staff time in the dance unit is allotted for professional/technical staff not covered in Sections V.A., V.B., V.C.1., or V.C.2. above? (One F.T.E. unit is equivalent to a 40-hour week.) This section should include admissions staff, production staff, technical staff, etc.

   \[1.42\] FTE Units
   
   b. What are the total salary expenditures (exclusive of benefits) for professional/technical staff?

   \[35,861\]
**Section VI: Expenditures and Income**

**SPECIFIC INSTRUCTIONAL, OPERATIONAL, AND PRODUCTION BUDGET**

This section seeks information on the budget of the dance unit for the fiscal year related to the 2002-2003 academic year. Please use the categories provided as appropriate. You may use "All Other Expenses" for those that do not fit into any categories listed.

It is important to include all budgeted expenses under the direct control of the dance unit in some section of the questionnaire. If budgeted expenses for a particular category are not under the direct control of the dance unit, but are related to the operation of the dance unit, place a check in the N/I column: no dollar amount is required in the N/I column. If no budgeted expenses exist in a particular category, regardless of budget source, place "N/A" in the box.

Before placing dollar amounts in any category, please ensure that the budgeted expense category is under the direct control of the dance unit. Do not report personnel expenditures already reported in a previous section.

Please round off all figures and be sure to add the total of items a through o.

### 1. Instructional and Operational Budget Figures Administered by the Dance Unit

(for the entire fiscal year related to the 2002-2003 academic year. Do not include production expenses, which should be recorded in Section VI.A.2.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget 2002-2003</th>
<th>N/I</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Faculty and Professional Travel (to meetings, etc.)</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>b. Instructional Supplies</td>
<td>$7,000</td>
<td></td>
</tr>
<tr>
<td>c. Library (books, periodicals, scores, films, videos)</td>
<td>$6,000</td>
<td></td>
</tr>
<tr>
<td>d. Office Supplies</td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>e. Postage</td>
<td>$1,500</td>
<td></td>
</tr>
<tr>
<td>f. Printing/Duplication</td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>g. Student Recruitment</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>h. Undergraduate Scholarships (administered by dance unit) including tuition remission</td>
<td>$8,500</td>
<td></td>
</tr>
<tr>
<td>i. Graduate Scholarships (administered by dance unit) including fellowships/assistantships/tuition remission not already reported in a previous section</td>
<td>$32,000</td>
<td></td>
</tr>
<tr>
<td>j. Student Wages</td>
<td>$9,000</td>
<td></td>
</tr>
<tr>
<td>k. Short-Term Visiting Artists/Lecturers, etc. (less than one semester)</td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>l. Telephone/Fax/Electronic Communications</td>
<td>$4,000</td>
<td></td>
</tr>
<tr>
<td>m. Technical Services (nonproduction)</td>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td>n. Public Relations and Fundraising (nonproduction)</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>o. All Other Expenses (Instructional and Operational)</td>
<td>$3,000</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL INSTRUCTIONAL AND OPERATIONAL BUDGET**

(Total of VI.A.1., a. through o. above) $94,600
2. Production Budget (This category includes all production budget figures of the dance unit. Separate figures are requested for the Summer of 2001 and the 2002-2003 academic year. Do not include instructional expenses; these should be recorded in Section VI.A.1.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Summer 2001</th>
<th>N/I</th>
<th>Academic Year 2002-2003</th>
<th>N/I</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Costumes</td>
<td></td>
<td></td>
<td>$3,600</td>
<td></td>
</tr>
<tr>
<td>b. Crews (in addition to salaried technical staff)</td>
<td></td>
<td></td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>c. Equipment Rental</td>
<td></td>
<td></td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>d. Film/Video Expense</td>
<td></td>
<td></td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>e. Lighting</td>
<td></td>
<td></td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>f. Makeup</td>
<td></td>
<td></td>
<td>$250</td>
<td></td>
</tr>
<tr>
<td>g. Performers</td>
<td></td>
<td></td>
<td>$1,500</td>
<td></td>
</tr>
<tr>
<td>h. Programs</td>
<td></td>
<td></td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>i. Properties</td>
<td></td>
<td></td>
<td>$700</td>
<td></td>
</tr>
<tr>
<td>j. Publicity</td>
<td></td>
<td></td>
<td>$3,000</td>
<td></td>
</tr>
<tr>
<td>k. Royalties</td>
<td></td>
<td></td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>l. Salaries for Periodic Personnel</td>
<td></td>
<td></td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>m. Salaries for Technical Crew</td>
<td></td>
<td></td>
<td>$10,000</td>
<td></td>
</tr>
<tr>
<td>n. Scenery</td>
<td></td>
<td></td>
<td>$7,000</td>
<td></td>
</tr>
<tr>
<td>o. Sound</td>
<td></td>
<td></td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>p. Tickets</td>
<td></td>
<td></td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>q. Travel/Tours</td>
<td></td>
<td></td>
<td>$3,000</td>
<td></td>
</tr>
<tr>
<td>r. All Other Expenses (Production)</td>
<td></td>
<td></td>
<td>$0</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL PRODUCTION BUDGET (Total of VI.A.2., a. through r. above)

$0

$34,650
B. EQUIPMENT AND BUILDING BUDGET

1. Equipment
   a. Purchases
   b. Leases and Rentals
   c. Repair

2. Building
   b. Leases and Rentals
   c. New Construction *(Please describe)*

TOTAL EQUIPMENT AND BUILDING BUDGET
(Total of VI.B.1. a.–c. and VI.B.2. a.–c. above only)

C. BENEFITS

Please provide a total figure for benefits to all individuals recorded in Sections IV. and V. of this survey form regardless of budget source. (If you do not know this figure, please estimate based on the benefits package at your institution.) Benefits include, but are not limited to, FICA, Health Insurance, Disability Insurance, Life Insurance, Retirement Plans, etc., paid for by the institution.
D. SPECIFIC SOURCES OF INCOME BUDGETED FOR THE DANCE UNIT IN 2002-2003

This section seeks information on several specific types of income sources of the dance unit for the fiscal year related to the 2002-2003 academic year. Please use the categories provided as appropriate. Include only budgeted income expected during the fiscal year in question. For example, a three-year grant from a state arts agency would be recorded as including only that amount allocated in the 2002-2003 fiscal year.

Note: It is not intended that the total income of the dance unit will be accounted for in this section; only income from the following categories should be included.

The figures should include only income derived specifically for the dance unit.

1. Public Grants (special grants to the dance unit from national, state, or local governmental arts funding sources) $75,000

2. Foundation/Corporation Support (special grants to the dance unit from private foundations or corporations) $0

3. Private Gifts (gifts from individuals given directly to the dance unit) $6,000

4. Ticket Sales, Commissions, Rentals, etc. (earned income of the dance unit related to performance) $30,000

Please do not include income figures reported above (VI.D.) in grand total annual budget below (VI.E.).

E. GRAND TOTAL ANNUAL BUDGET OF THE DANCE UNIT IN 2002-2003

This figure should include monies that are directly controlled by the dance unit. It must include faculty and staff salaries (including benefits), and operational budgets (sum of expenses from Sections IV, V, and VI). $883,576
Section VII. Demographic Survey of Master of Fine Arts and Doctoral Degree Students*

*NOTE: The HEADS office has received a number of requests that sections of this survey seeking ethnic data be made consistent with the National Center for Education Statistics IPEDS surveys. Approval for this change has been secured; however, it is necessary to delay implementation of the change in the survey form pending parallel changes being made in HEADS computer software. We appreciate your patience and continued willingness to work with the current ethnic categories.

Only institutions granting Master of Fine Arts degrees should complete Section VII.A.

A. MASTER OF FINE ARTS DEGREE STUDENTS WHO GRADUATED IN 2001-2002

For each major area, please indicate the number of Master of Fine Arts degree students who graduated in 2001-2002. Every MFA degree student who graduated should be included in one of the categories below.

<table>
<thead>
<tr>
<th>Major Area</th>
<th>Black Non-Hispanic (Male)</th>
<th>Black Non-Hispanic (Female)</th>
<th>American Indian/Alaskan Native (Male)</th>
<th>American Indian/Alaskan Native (Female)</th>
<th>Asian/Pacific Islander (Male)</th>
<th>Asian/Pacific Islander (Female)</th>
<th>Hispanic (Male)</th>
<th>Hispanic (Female)</th>
<th>White Non-Hispanic (Male)</th>
<th>White Non-Hispanic (Female)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
<td>(d)</td>
<td>(e)</td>
<td>(f)</td>
<td>(g)</td>
<td>(h)</td>
<td>(i)</td>
<td>(j)</td>
</tr>
<tr>
<td>Ballet</td>
<td>(01)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choreography</td>
<td>(02)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choreo./Performance</td>
<td>(03)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance Production</td>
<td>(04)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern Dance</td>
<td>(05)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musical Theatre/Dance</td>
<td>(06)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td>(07)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td>(08)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td>(09)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td>(10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>(11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. MASTER OF FINE ARTS DEGREE CANDIDATES WHO DID NOT GRADUATE IN 2001-2002

For each major area, please indicate the number of Master of Fine Arts degree students enrolled in 2001-2002 who did not graduate. Every MFA degree candidate enrolled who did not graduate in 2001-2002 should be included in one of the categories below.

<table>
<thead>
<tr>
<th>Major Area</th>
<th>Blacks Non-Hispanic</th>
<th>American Indian/Alaskan Native</th>
<th>Asian/Pacific Islander</th>
<th>Hispanic</th>
<th>White Non-Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>(a) Male (b) Female</td>
<td>(c) Male (d) Female</td>
<td>(e) Male (f) Female</td>
<td>(g) Male (h) Female</td>
<td>(i) Male (j) Female</td>
</tr>
<tr>
<td>Ballet</td>
<td>(01)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choreography</td>
<td>(02)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choreo./Performance</td>
<td>(03)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance Production</td>
<td>(04)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern Dance</td>
<td>(05)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musical Theatre/Dance</td>
<td>(06)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other (Please specify)          | (08)                |                                |                        |          |                   |
Other (Please specify)           | (09)                |                                |                        |          |                   |
Other (Please specify)           | (10)                |                                |                        |          |                   |

TOTAL                           | (11)                |                                |                        |          |                   |
SECTION VII. DEMOGRAPHIC SURVEY (continued)

— Only institutions granting doctoral degrees should complete Section VII.C. —

C. DOCTORAL DEGREE STUDENTS WHO GRADUATED IN 2001-2002

For each major area, please indicate the number of doctoral degree students who graduated in 2001-2002. Every doctoral degree student who graduated should be included in one of the categories below.

<table>
<thead>
<tr>
<th></th>
<th>BLACK NON-HISPANIC</th>
<th>AMERICAN INDIAN/ALASKAN NATIVE</th>
<th>ASIAN/PACIFIC ISLANDER</th>
<th>HISPANIC</th>
<th>WHITE NON-HISPANIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Male</td>
<td></td>
<td>(c) Male</td>
<td>(e) Male</td>
<td>(g) Male</td>
<td>(i) Male</td>
</tr>
<tr>
<td>(b) Female</td>
<td></td>
<td>(d) Female</td>
<td>(f) Female</td>
<td>(h) Female</td>
<td>(j) Female</td>
</tr>
<tr>
<td>Dance Education</td>
<td>(01)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance Studies</td>
<td>(02)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance Therapy</td>
<td>(03)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td>(04)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td>(05)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td>(06)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>(07)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION VII. DEMOGRAPHIC SURVEY (continued)

Only institutions granting doctoral degrees should complete Section VII.D.

D. DOCTORAL DEGREE CANDIDATES WHO DID NOT GRADUATE IN 2001-2002

For each major area, please indicate the number of doctoral degree students enrolled in 2001-2002 who did not graduate. Every doctoral degree candidate enrolled who did not graduate in 2001-2002 should be included in one of the categories below.

<table>
<thead>
<tr>
<th>BLACK NON-HISPANIC</th>
<th>AMERICAN INDIAN/ALASKAN NATIVE</th>
<th>ASIAN/PACIFIC ISLANDER</th>
<th>HISPANIC</th>
<th>WHITE NON-HISPANIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Male</td>
<td>(c) Male</td>
<td>(e) Male</td>
<td>(g) Male</td>
<td>(i) Male</td>
</tr>
<tr>
<td>Female</td>
<td>(d) Female</td>
<td>(f) Female</td>
<td>(h) Female</td>
<td>(j) Female</td>
</tr>
</tbody>
</table>

Dance Education

Dance Studies

Dance Therapy

Other (Please specify)

Other (Please specify)

Other (Please specify)

TOTAL

[Grid for data entry]
This questionnaire is seeking data about aspects of the theatre program at your institution. Composite and comparative data will be published and distributed by HEADS to allow theatre units to compare themselves with other theatre units of similar size and type. It is extremely important that the questionnaire be completed as accurately as possible. Please estimate only if you cannot obtain access to exact numbers. Specific instructions precede each section. If you have any questions about completing the questionnaire, please call 703-437-0700, ext. 22.

Most information in the questionnaire covers the 2002-2003 academic year and the fiscal year that coincides with it.

CONFIDENTIALITY

SIGNATURE REQUIRED. Most answers provided in the questionnaire will remain completely confidential. However, some statistics, because of their public nature, may be released by HEADS for general information. Unless otherwise advised, HEADS may release the following data by institution: Enrollment, Major Areas Offered, Degrees Awarded, Faculty Numbers, Renovation, and New Construction. Please sign on the appropriate line below.

I hereby APPROVE release of the data in the manner outlined above. ____________________________

Signature of the Theatre Executive

I DO NOT APPROVE release of the data in the manner outlined above. ____________________________

Signature of the Theatre Executive

PLEASE NOTE: 1) A copy of your completed survey should be retained for your records. 2) Copies of HEADS reports are required components of the Self-Study prepared by institutions in conjunction with NAST reviews for Membership and renewal of Membership. 3) The original survey must be returned to the HEADS Office—please do not fax or send photocopied or retyped versions of this report.
HEADS PARTICIPATION

To assist the HEADS office and facilitate the processing of your Annual Report, please check the appropriate box below, giving careful attention to the information set forth in each category.

- **Member** — no fee required. We are an NAST accredited institution. We understand that filling out and returning this Annual Report form is a requirement of Membership in NAST and that failure to submit this report will cause our Membership status to be reviewed by the Commission on Accreditation. We further understand that a copy of the compiled 2002-2003 Data Summaries will be forwarded to us upon publication for no additional fee. This is a benefit of Membership in NAST and is covered by our Annual Membership dues.

- **Non-Member Participant** — $75.00 fee* required. We are not an NAST accredited member institution, but wish to participate in HEADS this year. We have filled out the Annual Report form and are returning it to the HEADS office with a check in the amount of $75.00 payable to HEADS. We understand that a copy of the compiled 2002-2003 Data Summaries will be forwarded to us upon publication. The $75.00 fee* for non-member participants covers the cost of our copy of the 2002-2003 compiled Data Summaries.

- **Non-Member Non-Participant** — $135.00 fee* required. We are not an NAST accredited member institution and do not wish to participate in HEADS this year, but do wish to receive a copy of the 2002-2003 compiled Data Summaries. We have returned our Annual Report form with only the top half of the cover page completed and a check in the amount of $135.00 payable to HEADS. We understand that a copy of the 2002-2003 compiled Data Summaries will be forwarded to us upon publication. The $135.00 fee* for non-participants covers the cost of our copy of the 2002-2003 compiled Data Summaries.

*PLEASE NOTE:

**Checks must be made payable to "Higher Education Arts Data Services" or "HEADS."**
Section I: General Institutional Information

Is your institution private or public? (Please check only one.)

a. Private

b. Public

2. What is the total institutional enrollment (number of individuals, i.e. head count) for Fall, 2002? Include only local campus, not system-wide enrollment. (Please check only one.)

a. 1-500
b. 501-1,000
c. 1,001-2,500
d. 2,501-5,000
e. 5,001-10,000
f. 10,001-15,000
g. 15,001-20,000
h. 20,001-25,000
i. 25,001-30,000
j. 30,001-35,000
k. 35,001-40,000
l. 40,001 plus

3. Which is the highest program level offered in theatre at your institution? (Please check only one.)

a. Associate Degree
b. Baccalaureate Degree
c. Master's Degree (non-MFA)
d. Master of Fine Arts Degree
e. Doctoral Degree

4. Which is the highest program level offered in any unit at your institution? (Please check only one.)

a. Associate Degree
b. Baccalaureate Degree
c. Master's Degree (non-MFA)
d. Master of Fine Arts Degree
e. Doctoral Degree

5. Is your institution an accredited member of NAST? (Please check only one.)

a. Member
b. Non-Member

6. Is your institution involved with either of the following during the 2002-2003 academic year? (Check all that apply. If your institution is not involved with either, please leave blank.)

a. Building a new theatre facility
b. Renovating the theatre facility
INSTRUCTIONS

In Section II, provide the actual number (i.e., head count) of theatre major students only who are enrolled in or have graduated from your theatre degree programs.

In columns (a) and (b), please provide data on the number of theatre majors enrolled in the Summer of 2002 and the Fall of 2002 respectively.

Definition: A "theatre major" is defined as (1) a full-time student declared as a theatre major, (2) a currently enrolled part-time student declared as a theatre major, or (3) a currently enrolled student participating in the academic and studio courses prerequisite to future declaration of a theatre major. Students listed in (3) above should be included in the category "Other." If students have double majors or similar arrangements, either (1) enter them in only one category based on your judgment, or (2) enter them in the "Other" category.

In column (c), record the number of degrees awarded in the various areas of theatre during the period July 1, 2001 through June 30, 2002.

It is imperative that the totals provided equal the sum of enrollments listed in each specific major area. All individuals entered in any category must be theatre majors as defined above. These data are used throughout the compilation process to place institutions in appropriate categories. Therefore, it is imperative that figures be entered accurately. If exact figures are not available, please estimate.

### A. ASSOCIATE DEGREES

<table>
<thead>
<tr>
<th>(a) Theatre Major Enrollment</th>
<th>(b) Theatre Major Enrollment</th>
<th>(c) Number of Degrees Awarded to Theatre Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2002</td>
<td>Fall 2002</td>
<td>July 1, 2001 through June 30, 2002</td>
</tr>
</tbody>
</table>

1. **Associate of Fine Arts Degree Programs or equivalent**
   - (Enter only number of major students enrolled in theatre programs with at least 65% theatre content)
   - Performance
   - Design/Technology
   - Film/Video Production
   - General Speech/Theatre Major
   - Other (Please specify)
   - **TOTAL**
   
2. **Associate Degree Programs in Theatre Education and Speech Education**
   - (Enter only number of major students enrolled in theatre degree programs with at least 50% theatre content)
   - Theatre Education
   - Speech Education
   - Speech/Theatre Education
   - Other (Please specify)
   - **TOTAL**

(Section II.A.1. only)
A. ASSOCIATE DEGREES (continued)

3. Associate Liberal Arts Degree Programs in Theatre
   (Enter only number of major students enrolled in theatre degree programs with 33%-49% theatre content.)

<table>
<thead>
<tr>
<th>Performance</th>
<th>Summer 2002</th>
<th>Fall 2002</th>
<th>Awarded to Theatre Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design/Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film/Video Production</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech/Theatre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Major</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Section II.A.3. only)

B. BACCALAUREATE DEGREES

1. Bachelor of Fine Arts Degree Programs or Equivalent
   (Enter only number of major students enrolled in theatre degree programs with at least 65% theatre content.)

<table>
<thead>
<tr>
<th>Acting</th>
<th>0</th>
<th>1</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting/Directing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children's Theatre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costume Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film/Video Production</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lighting Design</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(continued on next page)
### B. BACCALAUREATE DEGREES (continued)

#### (a) Theatre Major Enrollment

<table>
<thead>
<tr>
<th>Summer 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical Theatre</td>
</tr>
<tr>
<td>Performance</td>
</tr>
<tr>
<td>Playwriting</td>
</tr>
<tr>
<td>Production</td>
</tr>
<tr>
<td>Scenery Design</td>
</tr>
<tr>
<td>Technical Design</td>
</tr>
<tr>
<td>Theatre Management</td>
</tr>
<tr>
<td>General Major</td>
</tr>
<tr>
<td>Other (Please specify)</td>
</tr>
<tr>
<td>TOTAL (Section II.B.1. only)</td>
</tr>
</tbody>
</table>

#### (b) Theatre Major Enrollment

<table>
<thead>
<tr>
<th>Fall 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical Theatre</td>
</tr>
<tr>
<td>Performance</td>
</tr>
<tr>
<td>Playwriting</td>
</tr>
<tr>
<td>Production</td>
</tr>
<tr>
<td>Scenery Design</td>
</tr>
<tr>
<td>Technical Design</td>
</tr>
<tr>
<td>Theatre Management</td>
</tr>
<tr>
<td>General Major</td>
</tr>
<tr>
<td>Other (Please specify)</td>
</tr>
</tbody>
</table>

#### (c) Number of Degrees Awarded to Theatre Majors

<table>
<thead>
<tr>
<th>July 1, 2001 through June 30, 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical Theatre</td>
</tr>
<tr>
<td>Performance</td>
</tr>
<tr>
<td>Playwriting</td>
</tr>
<tr>
<td>Production</td>
</tr>
<tr>
<td>Scenery Design</td>
</tr>
<tr>
<td>Technical Design</td>
</tr>
<tr>
<td>Theatre Management</td>
</tr>
<tr>
<td>General Major</td>
</tr>
<tr>
<td>Other (Please specify)</td>
</tr>
<tr>
<td>TOTAL (Section II.B.1. only)</td>
</tr>
</tbody>
</table>

### 2. Baccalaureate Degree Programs in Theatre Education, Speech Education, and Drama Therapy

(Enter only number of major students enrolled in theatre degree programs with at least 50% theatre content.)

<table>
<thead>
<tr>
<th>Theatre Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech/Theatre Education</td>
</tr>
<tr>
<td>Speech Education</td>
</tr>
<tr>
<td>Pre-Drama Therapy</td>
</tr>
<tr>
<td>Other (Please specify)</td>
</tr>
<tr>
<td>Other (Please specify)</td>
</tr>
<tr>
<td>TOTAL (Section II.B.2. only)</td>
</tr>
</tbody>
</table>
### B. BACCALAUREATE DEGREES (continued)

#### (a) Theatre Major Enrollment
- **Summer 2002**
- **Fall 2002**

<table>
<thead>
<tr>
<th>Field</th>
<th>Summer 2002</th>
<th>Fall 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design/Technology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For Performing Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Film/Video Production</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speech/Theatre</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General Major</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other (Please specify)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Majors</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>20</td>
<td>64</td>
</tr>
</tbody>
</table>

#### (c) Number of Degrees Awarded to Theatre Majors
- **July 1, 2001 through June 30, 2002**

<table>
<thead>
<tr>
<th>Field</th>
<th>Number of Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design/Technology</strong></td>
<td>0</td>
</tr>
<tr>
<td>For Performing Arts</td>
<td>4</td>
</tr>
<tr>
<td><strong>Film/Video Production</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Speech/Theatre</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>General Major</strong></td>
<td>20</td>
</tr>
</tbody>
</table>

#### C. MASTER OF ARTS OR MASTER OF SCIENCE DEGREE PROGRAMS IN THEATRE

#### Specific Initial Master’s Degree Programs (M.A., M.S.)
- **Enter only number of major students enrolled in theatre degree programs with at least 50% theatre content.**

<table>
<thead>
<tr>
<th>Field</th>
<th>Number of Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design/Technical</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Dramaturgy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Film/Video Production</strong></td>
<td></td>
</tr>
<tr>
<td><strong>General Theatre Major</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Performance</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Playwriting</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Theatre Education</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Theatre History</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Other (Please specify)</strong></td>
<td></td>
</tr>
<tr>
<td>Pre-Majors</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>14</td>
</tr>
</tbody>
</table>
### D. TERMINAL GRADUATE DEGREE PROGRAMS

#### 1. Master of Fine Arts Degree Programs or Equivalent

(Enter only number of major students enrolled in theatre degree programs requiring at least two years of full-time graduate study and course work in the major area and directly supportive courses.)

<table>
<thead>
<tr>
<th>Major</th>
<th>(a) Summer 2002</th>
<th>(b) Fall 2002</th>
<th>(c) Number of Degrees Awarded to Theatre Majors July 1, 2001 through June 30, 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acting/Directing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children's Theatre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costume Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dramaturgy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film/Video Production</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lighting Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musical Theatre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playwriting</td>
<td>0</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Production</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scenery Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Theatre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Major</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

(Section II.D.1. only)
### D. TERMINAL GRADUATE DEGREE PROGRAMS (continued)

#### 1. Doctoral Degree Programs in Theatre
(Enter only number of major students enrolled in theatre degree programs.)

<table>
<thead>
<tr>
<th>Programme</th>
<th>Summer 2002</th>
<th>Fall 2002</th>
<th>Number of Degrees Awarded to Theatre Majors July 1, 2001 through June 30, 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre Criticism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### E. GRAND TOTAL THEATRE MAJOR ENROLLMENT
(Sum of Sections II.A.1., II.A.2., II.A.3., II.B.1., II.B.2., II.B.3., II.C., II.D.1., and II.D.2.)

Please provide the aggregate number of nonduplicated theatre major students listed in II.A.-D. above. The combined totals of each section MUST equal the grand total.

- Summer 2002: 41
- Fall 2002: 16
- Total: 57

#### F. ETHNIC BREAKDOWN OF STUDENTS

*NOTE: The HEADS office has received a number of requests that sections of this survey seeking ethnic data be made consistent with the National Center for Education Statistics (IPEDS) surveys. Approval for this change has been secured; however, it is necessary to delay implementation of the change in the survey form pending parallel changes being made in HEADS computer software. We appreciate your patience and continued willingness to work with the current ethnic categories.*

For each degree level, please indicate the number of students presently enrolled in the following categories.

- **Associate Degrees:**
  - Professional
  - Liberal Arts

- **Baccalaureate Degrees:**
  - Professional
  - Liberal Arts

- **Master's Degrees:**
  - Graduate
  - Terminal
Section III: Total Instructional Service

(IN SEMESTER CREDIT HOURS OR QuARTER HOURS)

INSTRUCTIONS

The information requested in this section is vital to the HEADS database. The answer to question III.C. is of particular importance, providing the database with information used in many of the ratios calculated from the data. Its exclusion limits the value of much of the other data submitted. If the figures are unknown to you, your registrar may be able to provide them. If not, multiply the semester credit hours (or quarter hours) allotted for each course by the number of students enrolled and total the figures for all courses offered.

If your institution computes credits in quarter hours, please place figures in column (a). If your institution uses semester credit hours please place the figures in column (b).

In question III.D., please provide the number of students (headcount, i.e. nonduplicated) involved in the curricular activities of the theatre unit in any way. An approximation of this figure would be useful to the database even if exact figures are not available.

DEFINITION: For the purposes of this section of the survey, an academic year should include all instructional periods except summer. Please be sure to exclude summer sessions from all calculations in this section.

<table>
<thead>
<tr>
<th>Question</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. What is the projected total number of semester credit hours OR quarter hours generated in theatre courses offered during the 2002-2003 academic year (excluding summer) by non-theatre major students? (Please answer only one.) EXAMPLE: If your unit offers three courses to non-majors with three credits to each student, and there are twelve students in each class, the answer would be 108 (3 x 3 x 12).</td>
<td></td>
</tr>
<tr>
<td>(a) Quarter Hours: 120</td>
<td>(b) Semester Credit Hours: 768</td>
</tr>
<tr>
<td>B. What is the projected total number of semester credit hours OR quarter hours generated in theatre courses offered during the 2002-2003 academic year (excluding summer) by theatre major students? (Please answer only one.) EXAMPLE: If your unit has twenty-five full-time theatre majors each taking twelve credits of theatre courses during the academic year, the answer would be 300 (25 x 12).</td>
<td></td>
</tr>
<tr>
<td>(a) Quarter Hours: 360</td>
<td>(b) Semester Credit Hours: 4533</td>
</tr>
<tr>
<td>C. What is the projected total number of semester credit hours OR quarter hours generated in theatre courses offered during the 2002-2003 academic year (excluding summer)? (Please answer only one.) This figure is derived by adding the answers to A and B above.</td>
<td></td>
</tr>
<tr>
<td>(a) Quarter Hours: 480</td>
<td>(b) Semester Credit Hours: 5278</td>
</tr>
<tr>
<td>D. What is the projected number of students (headcount, i.e. nonduplicated) involved in any curricular aspect of the theatre unit during the 2002-2003 academic year (excluding summer)? Please approximate this figure if you do not have access to an exact answer.</td>
<td></td>
</tr>
<tr>
<td>760</td>
<td></td>
</tr>
</tbody>
</table>
Section IV: Theatre Faculty and Instructional Staff

Please complete each applicable section of each chart. Data cannot be processed unless all information is provided.

A. FULL-TIME FACULTY: 2002-2003 DATA ONLY

INSTRUCTIONS

Two charts are provided for full-time theatre faculty: one for male faculty and one for female faculty. Only information regarding full-time faculty should be entered in these charts. Do not include part-time faculty data in Sections IV.A.1. and IV.A.2. (specific information covering part-time faculty is requested in Section IV.B.). Please provide information about full-time faculty by gender. Institutions unable to do so should check the box marked “We are unable to provide faculty data by gender and are providing combined faculty data” and enter the total figures in the “Male” chart.

PLEASE NOTE

The charts in Section IV.A. should include all full-time individuals with faculty status. The intent of the data in this section is to develop average full-time faculty salaries. Salary figures should be based on a nine-month academic year, exclusive of benefits.

Do not include in Sections IV.A.1. or IV.A.2. any information about the theatre executive or other administrators who will be recorded in Section V. of the survey (i.e., Deans, Chairs, and Directors, and Assistant/Associate Deans, Chairs, and Directors). Salaries and other specific data regarding the theatre executive(s) and assistant/associate theatre executive(s) are requested in Section V.

Do not include individuals who are not full-time faculty members. Do not include faculty members on sabbatical, nor those in early retirement programs and therefore not teaching full-time and/or not receiving a full-time salary.

RANKS

The various ranks of the professoriate are consistent with those of “A Common Language for Postsecondary Accreditation,” a joint project of COPA and NCHEMS. If your rankings are not consistent with those listed, please check with your research office to determine institutional policy in relation to these common ranks.

NUMBER - Column (a)

In column (a), record the number of individuals in each rank. Total the column.

HIGHEST DEGREE EARNED - Columns (b) through (g)

In columns (b) through (g), record the number of individuals in that particular rank who have earned the highest degree indicated. Total the column. The total of columns (b) through (g) must equal column (a).

LENGTH OF SERVICE AT THE INSTITUTION - Columns (b) through (i)

In columns (b) through (i), record the number of individuals in that particular rank who have served continuously at your institution for the number of years indicated. Total the column. The total of columns (b) through (i) must equal column (a).

SALARIES FOR 2002-2003 - Columns (k) through (m)

Please note: actual salary figures are requested in columns (k) and (l), not the general salary range for theatre faculty at that rank.

In column (k), please provide the lowest individual salary for a faculty member in that rank (salary based on a nine-month academic year appointment, exclusive of benefits).

In column (l), please provide the highest individual salary for a faculty member in that rank (salary based on a nine-month academic year appointment, exclusive of benefits).

In column (m), please provide the total salary expenditures (salary based on a nine-month academic year appointment, exclusive of benefits) for all individuals recorded in column (a). Salary data should be budget figures for the 2002-2003 academic year only. In order for HEADS to utilize the data, lowest, highest, and total salary expenditure figures must be filled in, even if there is only one faculty member in a category.

ENURE - Column (n)

In column (n), please record the number of individuals in each rank who have tenure. If there is no tenure system at your institution, check the box provided.
1. Full-Time Faculty: Male (2002-2003 Data Only)
(Please read detailed instructions on page 9 before completing this section.)

Check here, if appropriate: ☐ We are unable to provide faculty data by gender and are providing combined faculty data. This is required in the “Full-Time Faculty: Male” chart only.

SPECIAL NOTE: Please do not include salary or other data regarding theatre executives in this chart. Section V requests specific data for theatre administrators.

CONFIDENTIALITY: Please note that salary information is released by HEADS only in the form of composite data. Salary figures provided by individual institutions are held strictly confidential. Institutions are asked to furnish complete information to ensure that all participating institutions receive true averages in the published results of this survey.

<table>
<thead>
<tr>
<th>SALARIES</th>
<th>HIGHEST DEGREE EARNED</th>
<th>LENGTH OF SERVICE AT INSTITUTION</th>
<th>LOWEST INDIVIDUAL SALARY ($)</th>
<th>HIGHEST INDIVIDUAL SALARY ($)</th>
<th>TOTAL SALARY EXPENDITURE ($)</th>
<th>NUMBER WITH TENURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE</td>
<td>example</td>
<td>example</td>
<td>example</td>
<td>example</td>
<td>example</td>
<td>example</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>3 1 1</td>
<td>2 3</td>
<td>5 9 10</td>
<td>30,500</td>
<td>4</td>
</tr>
</tbody>
</table>

| Full Professors | 3 | (b) | (c) | (d) | (e) | (f) | (g) | (h) | (i) | (j) |
| Associate Professors | 1 | (b) | (c) | (d) | (e) | (f) | (g) | (h) | (i) | (j) |
| Assistant Professors | 2 | (b) | (c) | (d) | (e) | (f) | (g) | (h) | (i) | (j) |
| Instructors | | | | | | | | | |
| Lecturers | | | | | | | | | |
| Unranked | | | | | | | | | |
| Visiting | | | | | | | | | |

| TOTAL | 7 | 2 3 2 | 1 3 4 | | | | | 371,715 |

1. Salary figures should be based on a nine-month academic year, exclusive of benefits.
2. If a tenure system does not exist, check here: ☐

REMINDERS
* Please ensure that the total in column (a) equals the totals in columns (b) through (g).
* Please ensure that the total in column (a) equals the totals in columns (b) through (j).
* Do not include part-time faculty salaries in this chart (see Section IV.B for part-time faculty).
* Do not include partial salaries for faculty in early retirement programs or on sabbatical.
2. Full-Time Faculty: Female (2002-2003 Data Only)

(Please read detailed instructions on page 9 before completing this section.)

Check here, if appropriate: □

We are unable to provide faculty data by gender and are providing combined faculty data. This is recorded in the “Full-Time Faculty: Male” chart only.

SPECIAL NOTE: Please do not include salary or other data regarding theatre executives in this chart. Section V. requests specific data for theatre administrators.

CONFIDENTIALITY: Please note that salary information is released by HEADS only in the form of composite data. Salary figures provided by individual institutions are held strictly confidential. Institutions are asked to furnish complete information to ensure that all participating institutions receive true averages in the published results of this survey.

<table>
<thead>
<tr>
<th>SALARIES¹</th>
<th>HIGHEST DEGREE EARNED</th>
<th>LENGTH OF SERVICE AT INSTITUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Mast. non-</td>
<td>1-4 yrs.</td>
</tr>
<tr>
<td>EXAMPLE</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

|        | (a)       | (b) | (c) | (d) | (e) | (f) | (g) | (h) | (i) | (j) | (k) | (l) | (m) | (n) |
|        | 2         | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   | 2   |

| Full Professors | 2 | 2 | 2 | 2 |
| Associate Professors | 1 | 1 | 1 |
| Assistant Professors | |
| Instructors | |
| Lecturers | |
| Unranked | |
| Visiting | |

| TOTAL | 3 | 3 | 3 | 3 |

Sum of (b) through (g) must equal (a).
Sum of (b) through (j) must equal (a).

¹ Salary figures should be based on a nine-month academic year, exclusive of benefits.

² If a tenure system does not exist, check here: □

REMMINDERS

• Please ensure that the total in column (a) equals the totals in columns (b) through (g).
• Please ensure that the total in column (a) equals the totals in columns (h) through (j).
• Do not include part-time faculty salaries in this chart (see Section IV.B. for part-time faculty).
• Do not include partial salaries for faculty in early retirement programs or on sabbatical.
3. Ethnic Breakdown of Full-Time Faculty

For each faculty rank, please indicate the total number of full-time faculty in each category. Please note that theatre executive(s) entered in Sections V.A. and V.B. who have teaching responsibilities should also be counted below (Section IV.A.3).

<table>
<thead>
<tr>
<th></th>
<th>BLACK NON-HISPANIC</th>
<th>AMERICAN INDIAN/ALASKAN NATIVE</th>
<th>ASIAN/PACIFIC ISLANDER</th>
<th>HISPANIC</th>
<th>WHITE NON-HISPANIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a) Male</td>
<td>(c) Male</td>
<td>(e) Male</td>
<td>(g) Male</td>
<td>(i) Male</td>
</tr>
<tr>
<td></td>
<td>(b) Female</td>
<td>(d) Female</td>
<td>(f) Female</td>
<td>(h) Female</td>
<td>(j) Female</td>
</tr>
<tr>
<td>Full Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecturers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unranked</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visiting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. PART-TIME INSTRUCTIONAL STAFF FOR DEGREE PROGRAMS ONLY

INSTRUCTIONS

For the purposes of this survey, three categories of part-time instructions have been developed.

(i) WITH FACULTY STATUS

Individuals who hold faculty rank and are considered faculty members by the institution. They are employed on an ongoing basis to perform assigned duties for which the individual receives salaries and wages.

(ii) ADJUNCT FACULTY AND TEACHING ASSOCIATES

Individuals without faculty rank who teach at the institution and are not graduate students. They serve in a temporary or auxiliary capacity.

(iii) GRADUATE TEACHING ASSISTANTS AND ASSOCIATES

Graduate students who teach at the institution.

It is requested that institutions provide part-time theatre instruction data by gender. However, institutions unable to do so should check the box marked “We are unable to provide data by gender and are providing combined data” and enter figures in the “Male” chart. It is extremely important that the box be checked if male/female salary figures are combined.

Columns (a), (b), and (c) must all be filled out for each applicable section. Incomplete information cannot be processed by the HEADS system.

In column (a), please record the number of individuals. In column (b), please record the full-time equivalence of the individuals in column (a) based on your institutional definition of full-time equivalence. (Note: A full-time equivalent personnel resource is the equivalent of one employee who is deemed to be carrying a full-load in accordance with an institutionally agreed upon convention for converting numbers of specific employees to an equivalent number of full-time employees). To determine the full-time equivalence, add the teaching loads of the individuals included in column (a) and divide by the definition of a full teaching load at your institution. In column (c), please provide the total salary figure for all individuals in column (a).

In this section, please include only those part-time instructors who teach courses related to the degree programs at your institution. Do not include continuing education or preparatory department instructors unless they are teaching in the degree-granting program.
**EXAMPLE:** The institution employs six males with faculty status. The institution’s definition of full-time is 15 semester credit hours per week. Each individual in this example teaches 4 semester credit hours per week and is paid $10,000 per year.

All applicable information in the following blocks must be filled in (see example above). This information cannot be processed if any one block in an applicable set is left blank—i.e., if columns (a) and (c) are filled in, a number representing full-time faculty equivalence (FTE) must be entered in column (b).

<table>
<thead>
<tr>
<th>(a) Actual Number of Individuals</th>
<th>(b) Full-Time Faculty Equivalence</th>
<th>(c) Total Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) With Faculty Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Adjunct Faculty and Teaching Associates</td>
<td>1.6</td>
<td>$69,000</td>
</tr>
<tr>
<td>(iii) Graduate Teaching Assistants/Associates</td>
<td>1.3</td>
<td>$57,900</td>
</tr>
</tbody>
</table>

Full-time faculty equivalent (FTE) computation: Six faculty times 4 semester credit hours per week = 24 semester credit hours per week, divided by 15 semester credit hours per week = 1.6 FTE. The information contained in this shaded box is an example only.

Please read instructions beginning on page 12 before completing this section. All applicable information in the following blocks must be filled in (see example above). This information cannot be processed if any one block in an applicable set is left blank—i.e., if columns (a) and (c) are filled in, a number representing full-time faculty equivalence (FTE) must be entered in column (b).

1. **Part-Time Theatre Instruction: Male**

   ![Check box](Image)

   We are unable to provide faculty data by gender and are providing combined faculty data. This is recorded in the “Part-Time Theatre Instruction: Male” chart only.

<table>
<thead>
<tr>
<th>(a) Actual Number of Individuals</th>
<th>(b) Full-Time Faculty Equivalence</th>
<th>(c) Total Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) With Faculty Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Adjunct Faculty and Teaching Associates</td>
<td>1.2</td>
<td>$57,900</td>
</tr>
<tr>
<td>(iii) Graduate Teaching Assistants/Associates</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Part-Time Theatre Instruction: Female**

   ![Check box](Image)

<table>
<thead>
<tr>
<th>(a) Actual Number of Individuals</th>
<th>(b) Full-Time Faculty Equivalence</th>
<th>(c) Total Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) With Faculty Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Adjunct Faculty and Teaching Associates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) Graduate Teaching Assistants/Associates</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section V: Theatre Administrative Personnel and Procedures

A. THEATRE EXECUTIVE

For the purposes of this survey, the "Theatre Executive" is defined as the chief academic administrator of the theatre unit (e.g., coordinator of the theatre program, chair of the theatre department, director of the school of theatre. In an independent school, this individual is the chief academic officer).

Information provided in Section V.A. must not be duplicated in Section IV.A.1. or IV.A.2. of "Theatre Faculty and Instructional Staff."

1. Is the theatre executive appointed by the administration? NO □ YES □
2. Is the theatre executive elected by faculty? NO □ YES □
3. Is the theatre executive subject to formal review by faculty? NO □ YES □
4. How often is the theatre executive subject for formal review by faculty? NOT APPLICABLE □ EVERY ≈ YEARS
5. What percentage (estimated) of the theatre executive's time is assigned to the following duties? (Percentages must total 100%. The figure is not assigned F.T.E., but actual time spent.)

<table>
<thead>
<tr>
<th>Duty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teaching</td>
<td>20%</td>
</tr>
<tr>
<td>b. Research/Creative Activities</td>
<td>20%</td>
</tr>
<tr>
<td>c. Administrative Matters</td>
<td>40%</td>
</tr>
<tr>
<td>d. Service (to professional organizations and community)</td>
<td>10%</td>
</tr>
<tr>
<td>e. Fundraising</td>
<td>10%</td>
</tr>
</tbody>
</table>

TOTAL MUST EQUAL 100%

6. What is the theatre executive's title? CHAIR

7. What is the theatre executive's salary for 2002-2003 (exclusive of benefits)? $66,507

8. Upon how many months is the theatre executive's salary based? 9 or 10 months □ 11 or 12 months □

9. Is the theatre executive male or female? MALE □ FEMALE □
B. ASSISTANT OR ASSOCIATE THEATRE EXECUTIVE

Definition: For the purposes of this survey, the Assistant or Associate Theatre Executive is defined as the assistant or associate chief academic administrator of the theatre unit, e.g., assistant or associate coordinator of the theatre program, assistant or associate chair of the theatre department, assistant or associate director of the school of theatre. In an independent school, these individuals are assistant or associate chief academic officers.

Information provided in Section V.B. must not be duplicated in Section IV.A.1. or IV.A.2. of "Theatre Faculty and Instructional Staff." Please ensure that all individuals are counted only once.

For those institutions with more than one Assistant or Associate Theatre Executive, six columns (a, b, c, d, e, and f) are provided in Questions 2 through 6 for reporting each individual separately. Do not include clerical/secretarial/administrative staff in this category.

1. Does your institution have assistant or associate theatre executives?  
   If no, proceed to Section C. If yes, answer questions 2 through 6.  
   (Questions 2 through 6 are repeated on next page in the event that additional space is needed).

2. What are the titles of the assistant or associate theatre executives?
   (a)  
   (b)  
   (c)  

3. What percentage (estimated) of the assistant or associate theatre executives' time is assigned to the following duties?

   a. Teaching
      (a)  
      (b)  
      (c)  

   b. Research/Creative Activities
      (a)  
      (b)  
      (c)  

   c. Administrative Matters
      (a)  
      (b)  
      (c)  

   d. Service (to professional organizations and community)
      (a)  
      (b)  
      (c)  

   e. Fundraising
      (a)  
      (b)  
      (c)  

   TOTAL(S) MUST EQUAL 100% 100% 100%

4. What are the assistant or associate theatre executives' salaries for 2002-2003 (exclusive of benefits)?
   (a)  
   (b)  
   (c)  

5. Upon how many months are the assistant or associate theatre executives' salaries based?
   9 or 10 months
      (a)  
      (b)  
      (c)  

   11 or 12 months
      (a)  
      (b)  
      (c)  

6. Are the assistant or associate theatre executives male or female?
   MALE
      (a)  
      (b)  
      (c)  

   FEMALE
      (a)  
      (b)  
      (c)  

(Section V.B. continues on next page)
B. ASSISTANT OR ASSOCIATE THEATRE EXECUTIVE (continued from previous page)

(Questions 2 through 6 from previous page are repeated in the event that additional space is needed).

2. What are the titles of the assistant or associate theatre executives?

<table>
<thead>
<tr>
<th></th>
<th>(d)</th>
<th>(e)</th>
<th>(f)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What percentage (estimated) of the assistant or associate theatre executives' time is assigned to the following duties?

<table>
<thead>
<tr>
<th></th>
<th>(d)</th>
<th>(e)</th>
<th>(f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teaching</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>b. Research/Creative Activities</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>c. Administrative Matters</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>d. Service (to professional organizations and community)</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>e. Fundraising</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

**TOTAL(S) MUST EQUAL 100%**

<table>
<thead>
<tr>
<th></th>
<th>100%</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
</table>

4. What are the assistant or associate theatre executives' salaries for 2002-2003 (exclusive of benefits)?

<table>
<thead>
<tr>
<th></th>
<th>(d)</th>
<th>(e)</th>
<th>(f)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

5. Upon how many months are the assistant or associate theatre executives' salaries based?

<table>
<thead>
<tr>
<th></th>
<th>(d)</th>
<th>(e)</th>
<th>(f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 or 10 months</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 or 12 months</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Are the assistant or associate theatre executives male or female?

<table>
<thead>
<tr>
<th></th>
<th>(d)</th>
<th>(e)</th>
<th>(f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEMALE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. OTHER PERSONNEL ASSIGNMENTS (including student help)

Definition: Full-time equivalence for individuals in this section should be based on a 40-hour work week. Example: If there are three full-time secretaries and one part-time secretary for 10 hours a week in the theatre unit, the answer to (a) would be 3.25 F.T.E. Units (3 + 1/4 of full-time).

Please provide answers to both “a” (FTE) and “b” (total salary expenditures) in each of the three categories below. Incomplete data cannot be used by the HEADS system.

1. Secretarial/Clerical Assistance
   a. How much staff time in the theatre unit is allotted for secretarial and clerical assistance? 
      One F.T.E. unit is equivalent to a 40-hour week.)
      
      FTE Units

   b. What are the total salary expenditures (exclusive of benefits) for secretarial and clerical assistance? 
      $75,284

2. Library Staff
   a. How much staff time is allotted for library personnel dealing with theatre holdings, regardless of budget source? (One F.T.E. unit is equivalent to a 40-hour week.)

      Branch Theatre Library

      Main Library

      Other Library

   b. What are the total salary expenditures (exclusive of benefits) for theatre library staff? 
      $

3. Professional/Technical Staff
   a. How much staff time in the theatre unit is allotted for professional/technical staff not covered in Sections V.A., V.B., V.C.1., or V.C.2. above? (One F.T.E. unit is equivalent to a 40-hour week.) This section should include admissions staff, production staff, technical staff, etc.

      FTE Units

   b. What are the total salary expenditures (exclusive of benefits) for professional/technical staff? 
      $72,687
Section VI: Expenditures and Income

A. SPECIFIC INSTRUCTIONAL, OPERATIONAL, AND PRODUCTION BUDGET

This section seeks information on the budget of the theatre unit for the fiscal year related to the 2002-2003 academic year. Please use the categories provided as appropriate. You may use "All Other Expenses" for those that do not fit into any categories listed.

It is important to include all budgeted expenses under the direct control of the theatre unit in some section of the questionnaire. If budgeted expenses for a particular category are not under the direct control of the theatre unit, but are related to the operation of the theatre unit, place a check in the N/I column: no dollar amount is required in the N/I column. If no budgeted expenses exist in a particular category, regardless of budget source, place "N/A" in the box.

Before placing dollar amounts in any category, please ensure that the budgeted expense category is under the direct control of the theatre unit. Do not report personnel expenditures already reported in a previous section.

Please round off all figures and be sure to add the total of items a through o.

1. Instructional and Operational Budget Figures Administered by the Theatre Unit
   (for the entire fiscal year related to the 2002-2003 academic year. Do not include production expenses, which should be recorded in Section VI.A.2.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget 2002-2003</th>
<th>N/I</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Faculty and Professional Travel (to meetings, etc.)</td>
<td>$1,500</td>
<td></td>
</tr>
<tr>
<td>b. Instructional Supplies</td>
<td>$19,000</td>
<td></td>
</tr>
<tr>
<td>c. Library (books, periodicals, scripts, films, videos)</td>
<td>$300</td>
<td></td>
</tr>
<tr>
<td>d. Office Supplies</td>
<td>$4,000</td>
<td></td>
</tr>
<tr>
<td>e. Postage</td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>f. Printing/Duplication</td>
<td>$4,000</td>
<td></td>
</tr>
<tr>
<td>g. Student Recruitment</td>
<td>$1,500</td>
<td></td>
</tr>
<tr>
<td>h. Undergraduate Scholarships (administered by theatre unit) including tuition remission</td>
<td>$6,000</td>
<td></td>
</tr>
<tr>
<td>i. Graduate Scholarships (administered by theatre unit) including fellowships/assistantships/tuition remission not already reported in a previous section</td>
<td>$32,000</td>
<td></td>
</tr>
<tr>
<td>j. Student Wages</td>
<td>$18,000</td>
<td></td>
</tr>
<tr>
<td>k. Short-Term Visiting Artists/Lecturers, etc. (less than one semester)</td>
<td>$4,000</td>
<td></td>
</tr>
<tr>
<td>l. Telephone/Fax/Electronic Communications</td>
<td>$8,000</td>
<td></td>
</tr>
<tr>
<td>m. Technical Services (nonproduction)</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>n. Public Relations and Fundraising (nonproduction)</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>o. All Other Expenses (Instructional and Operational)</td>
<td>$8,000</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL INSTRUCTIONAL AND OPERATIONAL BUDGET (Total of VI.A.1., a. through o. above) $160,300
2. **Production Budget** (This category includes all production budget figures of the theatre unit. Separate figures are requested for the Summer of 2001 and the 2002-2003 academic year. *Do not include instructional expenses; these should be recorded in Section VI.A.1.*)

<table>
<thead>
<tr>
<th>Item</th>
<th>Summer 2001</th>
<th>N/A</th>
<th>Academic Year 2002-2003</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Costumes (construction, cleaning, repair)</td>
<td>$</td>
<td></td>
<td>$ 7,300</td>
<td></td>
</tr>
<tr>
<td>b. Crews (in addition to salaried technical staff)</td>
<td>$</td>
<td></td>
<td>$ 0</td>
<td></td>
</tr>
<tr>
<td>c. Equipment Rental</td>
<td>$</td>
<td></td>
<td>$ 2,000</td>
<td></td>
</tr>
<tr>
<td>d. Film/Video Expense</td>
<td>$</td>
<td></td>
<td>$ 400</td>
<td></td>
</tr>
<tr>
<td>e. Lighting</td>
<td>$</td>
<td></td>
<td>$ 3,500</td>
<td></td>
</tr>
<tr>
<td>f. Makeup</td>
<td>$</td>
<td></td>
<td>$ 250</td>
<td></td>
</tr>
<tr>
<td>g. Performers</td>
<td>$</td>
<td></td>
<td>$ 8</td>
<td></td>
</tr>
<tr>
<td>h. Programs</td>
<td>$</td>
<td></td>
<td>$ 1,050</td>
<td></td>
</tr>
<tr>
<td>i. Properties</td>
<td>$</td>
<td></td>
<td>$ 3,000</td>
<td></td>
</tr>
<tr>
<td>j. Publicity</td>
<td>$</td>
<td></td>
<td>$ 5,000</td>
<td></td>
</tr>
<tr>
<td>k. Royalties</td>
<td>$</td>
<td></td>
<td>$ 7,500</td>
<td></td>
</tr>
<tr>
<td>l. Salaries for Periodic Personnel</td>
<td>$</td>
<td></td>
<td>$ 2,000</td>
<td></td>
</tr>
<tr>
<td>m. Salaries for Technical Crew</td>
<td>$</td>
<td></td>
<td>$ 22,400</td>
<td></td>
</tr>
<tr>
<td>n. Scenery</td>
<td>$</td>
<td></td>
<td>$ 1,000</td>
<td></td>
</tr>
<tr>
<td>o. Sound</td>
<td>$</td>
<td></td>
<td>$ 2,000</td>
<td></td>
</tr>
<tr>
<td>p. Tickets</td>
<td>$</td>
<td></td>
<td>$ 8</td>
<td></td>
</tr>
<tr>
<td>q. Travel/Tours</td>
<td>$</td>
<td></td>
<td>$ 3,500</td>
<td></td>
</tr>
<tr>
<td>r. All Other Expenses (Production)</td>
<td>$</td>
<td></td>
<td>$ 50</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL PRODUCTION BUDGET**
(Total of VI.A.2., a. through r. above)

$ 0

$ 401,650
B. EQUIPMENT AND BUILDING BUDGET

1. Equipment
   a. Purchases
   b. Leases and Rentals
   c. Repair

2. Building
   b. Leases and Rentals
   c. New Construction (Please describe)

TOTAL EQUIPMENT AND BUILDING BUDGET
(Total of VI.B.1. a.-c. and VI.B.2. a.-c. above only)

C. BENEFITS

Please provide a total figure for benefits to all individuals recorded in Sections IV. and V. of this survey form regardless of budget source. (If you do not know this figure, please estimate based on the benefits package at your institution.) Benefits include, but are not limited to, FICA, Health Insurance, Disability Insurance, Life Insurance, Retirement Plans, etc., paid for by the institution.

2002-2003 Academic Year

TOTAL

$8,500

N/I

2002-2003 Academic Year

N/I

2002-2003 Academic Year

$173,383

N/I
D. SPECIFIC SOURCES OF INCOME BUDGETED FOR THE THEATRE UNIT IN 2002-2003

This section seeks information on several specific types of income sources of the theatre unit for the fiscal year related to the 2002-2003 academic year. Please use the categories provided as appropriate. Include only budgeted income expected during the fiscal year in question. For example, a three-year grant from a state arts agency would be recorded as including only that amount allocated in the 2002-2003 fiscal year.

Note: It is not intended that the total income of the theatre unit will be accounted for in this section; only income from the following categories should be included.

The figures should include only income derived specifically for the theatre unit.

1. Public Grants (special grants to the theatre unit from national, state, or local governmental arts funding sources) $0
2. Foundation/Corporation Support (special grants to the theatre unit from private foundations or corporations) $0
3. Private Gifts (gifts from individuals given directly to the theatre unit) $3,000
4. Ticket Sales, Commissions, Rentals, etc. (earned income of the theatre unit related to performance) $60,000

Please do not include income figures reported above (VI.D.) in grand total annual budget below (VI.E.).

E. GRAND TOTAL ANNUAL BUDGET OF THE THEATRE UNIT IN 2002-2003

This figure should include monies that are directly controlled by the theatre unit. It must include faculty and staff salaries (including benefits), and operational budgets (sum of expenses from Sections IV, V, and VI).

$1,137,265
**Section VII. Demographic Survey of Master of Fine Arts and Doctoral Degree Students**

*NOTE: The HEADS office has received a number of requests that sections of this survey seeking ethnic data be made consistent with the National Center for Education Statistics IPEDS surveys. Approval for this change has been secured; however, it is necessary to delay implementation of the change in the survey form pending parallel changes being made in HEADS computer software. We appreciate your patience and continued willingness to work with the current ethnic categories.*

--- Only institutions granting Master of Fine Arts degrees should complete Section VII.A. ---

**A. MASTER OF FINE ARTS DEGREE STUDENTS WHO GRADUATED IN 2001-2002**

For each major area, please indicate the number of Master of Fine Arts degree students who graduated in 2001-2002. Every MFA degree student who graduated should be included in one of the categories below.

<table>
<thead>
<tr>
<th>Major Area</th>
<th>BLACK NON-HISPANIC</th>
<th>AMERICAN INDIAN/ALASKAN NATIVE</th>
<th>ASIAN/PACIFIC ISLANDER</th>
<th>HISPANIC</th>
<th>WHITE NON-HISPANIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a) Male</td>
<td>(c) Male</td>
<td>(e) Male</td>
<td>(g) Male</td>
<td>(i) Male</td>
</tr>
<tr>
<td></td>
<td>(b) Female</td>
<td>(d) Female</td>
<td>(f) Female</td>
<td>(h) Female</td>
<td>(j) Female</td>
</tr>
<tr>
<td>Acting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acting/Directing</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Children's Theatre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costume Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
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</tr>
<tr>
<td>Directing</td>
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<tr>
<td>Drama</td>
<td></td>
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<tr>
<td>Dramaturgy</td>
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<tr>
<td>Film/Video Production</td>
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<tr>
<td>Lighting Design</td>
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<tr>
<td>Musical Theatre</td>
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<tr>
<td>Playwriting</td>
<td></td>
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<tr>
<td>Production</td>
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<td></td>
</tr>
<tr>
<td>Scenery Design</td>
<td></td>
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</tr>
<tr>
<td>Technical Theatre</td>
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<td></td>
</tr>
<tr>
<td>Theatre Management</td>
<td></td>
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<td></td>
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<tr>
<td>General Major</td>
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</tr>
<tr>
<td>Other (Please specify)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other (Please specify)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>(20)</td>
<td>(20)</td>
<td>(20)</td>
<td>(20)</td>
<td>(20)</td>
</tr>
</tbody>
</table>
### MASTER OF FINE ARTS DEGREE CANDIDATES WHO DID NOT GRADUATE IN 2001-2002

For each major area, please indicate the number of Master of Fine Arts degree students enrolled in 2001-2002 who did not graduate. Every MFA degree candidate enrolled who did not graduate in 2001-2002 should be included in one of the categories below.

<table>
<thead>
<tr>
<th>Major Area</th>
<th>Black Hispanic (a) (b)</th>
<th>American Indian/Alaskan Native (c) (d)</th>
<th>Asian/Pacific Islander (e) (f)</th>
<th>Hispanic (g) (h)</th>
<th>White Hispanic (i) (j)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acting/Directing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children's Theatre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costume Design</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
<td></td>
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<td></td>
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C. DOCTORAL DEGREE STUDENTS WHO GRADUATED IN 2001-2002

For each major area, please indicate the number of doctoral degree students who graduated in 2001-2002. Every doctoral degree student who graduated should be included in one of the categories below.

<table>
<thead>
<tr>
<th>Theatre Criticism (01)</th>
<th>Theatre Education (02)</th>
<th>Theatre History (03)</th>
<th>Theatre Theory (04)</th>
<th>Other (Please specify) (05)</th>
<th>Other (Please specify) (06)</th>
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<th>TOTAL (08)</th>
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## VII. DEMOGRAPHIC SURVEY (continued)

**Only institutions granting doctoral degrees should complete Section VII.D.**

### v. DOCTORAL DEGREE STUDENTS WHO DID NOT GRADUATE IN 2001-2002

For each major area, please indicate the number of doctoral degree students enrolled in 2001-2002 who did not graduate. Every doctoral degree candidate enrolled who did not graduate in 2001-2002 should be included in one of the categories below.

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<th>AMERICAN INDIAN/ALASKAN NATIVE</th>
<th>ASIAN/PACIFIC ISLANDER</th>
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<th>WHITE NON-HISPANIC</th>
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Since beginning in the position of Dean of Library Services at the University of New Mexico in September 2002, I have helped to shepherd many changes in the UNMGL. The UNMGL is a vital part of the academic life of the University, and it is imperative that the Library meet the needs of its users with appropriate collections and services.

During this year the UNMGL has begun a strategic planning process by holding focus group sessions with our constituent groups: faculty, staff and students as well as library employees. The input from these groups was used by the UNMGL management team to develop a three-year strategic plan.

Several key positions needed to filled for the Library. During 2002/2003 we hired a new Director of Development; a position which had been vacant for more than one year. We also began the process for hiring a Director for the Center for Southwest Research.

Building on the progress made by Interim Dean Fran Wilkinson, the UNMGL has improved its relationship with the Student Fee Review Board and as a consequence the Library received increase funding from that group. Part of the funds will be used to purchase laptops for checkout by UNM students and faculty.

The UNMGL partnered with the Provost for Academic Affairs, Vice President for Health Sciences, and the Health Sciences Library and Informatics Center to host a half-day symposium on Scholarly Communication. This is an important topic in the academic world particularly to university libraries as they struggle to cope with the rising costs of materials with little or no budget increases. The symposium was well attended and the participants were strongly in favor of continuing the discussion at future symposia. The UNMGL will be partnering with others to host another in the 2003/2004 fiscal year.

I have worked to build relationships with our key partners in the city and state as well as provide a national and international face for the UNMGL at national and international meetings during the past year.

**Challenges**

The biggest challenges for the UNMGL in the coming year are: developing a strong fund raising plan to help fund future library needs; work on a process for funding the UNMGL's information technology infrastructure; cooperate with CIRT in installing wireless technology in all the library branches; implement the strategic plan; and collaborate with other research libraries on a statewide storage facility.
Administrative Services
Submitted by Associate Dean Frances C. Wilkinson

This fiscal year was one of transition, challenges, and opportunities. Dr. Camila A. Alire was welcomed as Dean of Library Services on September 16, 2002. The 2002/03 fiscal year was a productive one in which significant accomplishments in our strategic goals and priorities were either met or substantially advanced and new activities were initiated.

Accomplishments

Administrative Services comprises three teams reporting to the Associate Dean of Library Services: the Administrative Support Team, Budget and Cost Management, and Employee Resources. This fiscal year was one of transition for Administrative Services, as it was for the entire General Library.

The Administrative Support Team (AST) increased its support to various library departments by taking on several new tasks. AST Staff assisted with preparation and coordination of the Strategic Planning process, planning for the new Fine Arts and Design Library; assisting with migrating the library's policies, procedures, and forms to an Intranet; and began a reorganization of the filing system in the Dean's Administrative Offices.

Budget and Cost Management (BCM) continued implementing recommendations from the self-check internal audit, creating several procedures to bring the library into compliance with University policy, and began a formal financial operations audit as requested by the Dean. BCM assessed the Copy Center's financial status and subsequent attempts to decrease its deficit, and conducted copy machine cost/use ratio surveys. Once Library Administration made the decision, BCM closed the Copy Center as a revenue-producing unit on the University's ledgers and initiated tracking controls for the remaining internal costs.

Employee Resources (ER) investigated a variety of issues and concerns of employees, and worked with library managers to develop career ladders and reclassifications for staff as well as posting staff positions and assisting with faculty searches. ER partnered with UNM Employee and Organizational Development to create a General Library Orientation for General Library Student Employees. The orientation contains three parts: reading the Library Student Employee Handbook online, reading the Overview of the Library online, and attending four modules on Customer Service Training. The model program was noted in the UNM Campus News and commended by the ASUNM president.

The Associate Dean began working with the UNM Police to conduct a security audit as requested by the Dean. The audit will include personnel, customer, building, and collections security aspects. In preparation for the audit, the Chief of UNM Police gave a presentation on personal security issues and techniques to General Library employees.

Challenges

Implementation of the Strategic Plan will begin in Fall 2003. The Associate Dean and members of Administrative Services will be involved in, or taking the lead in: development of the Library's master space plan, continued planning for the new Fine Arts and Design Library, transforming the organizational culture; development of a training curriculum, and development of a staffing and recruitment plan. In addition, the financial operations and security audits will be completed, the
finance component of Project LINK will be implemented, and an orientation for Library faculty and staff will be finalized and implemented.

Collections and Technology Services
Submitted by Nancy Dennis
Director of Collections and Technology Services

Overall Accomplishments

During the fiscal year 2002/03, the collective efforts of more than 60 employees from the units within the Collections and Technology Services (CTS) division, coordinated the selection and facilitated the order and receipt of $2,012,180 of journals and serials, $1,207,481 of electronic resources and IT infrastructure and $991,792 of books and media. Catalog Services cataloged 31,864 titles (an increase of 1,300 titles) while also maintaining more than 2 million records in the LIBROS online catalog. CTS employees also provide technical support for the LIBROS online catalog, a shared catalog of 14 academic and special library collections within New Mexico. During the year, the UNM Gallup campus library joined the LIBROS consortium. Now all UNM branch campus library collections are included in LIBROS. The Library Information Technology department supports more than 500 public and employee desktop computers, coordinates the networking infrastructure in the four library buildings and manages 15 servers upon which critical applications such as electronic reserves, interlibrary loan, eLibrary web server, local databases and print and file services and the Online Archive of New Mexico function. In partnership with General Library public services departments, LIT continues to expand virtual library services available to UNM students, faculty and staff 24 hours a day, seven days a week. CTS employees contributed to two digital library grant proposals submitted to national and New Mexico state funding agencies.

Department Accomplishments

Collection Management and Resource Acquisitions

With a flat materials budget allocation, the decline in spending on print journals and books continues, resulting in the cancellation of more than $180,000 print serials. However, an increase in spending on electronic resources and infrastructure costs was planned and implemented. New ebook and ejournal packages include Evans Early American Imprints; the Association of Computing Machinery collection; BePress electronic journals; JSTOR collections for business and for language and literature and Wiley ejournals. Access to electronic books and journals was successfully negotiated for the UNM branch campus libraries. Now students and faculty from all campuses have access to more than 16 significant electronic resource packages. Three RFP’s were successfully administered and awarded.

Catalog Services

The department cataloged 31,864 titles (all languages and formats), an increase of 1,300 titles over last year. This is noteworthy because the percentage of original contributions increased by 2% while staffing remained steady. Fifty eight percent of new materials had Library of Congress
records, 31% member-input records, and 11% were original records. Department catalogers continued to apply national cataloging standards through the Program for Cooperative Cataloging (PCC). 7,172 gifts were processed and the unaccessioned gift backlog was eliminated. Receiving units received 21,115 orders. All backlogs decreased slightly. Significant projects were also undertaken, including: totally redesigning LIBROS authority control procedures; completion of the retroactive conversion of the ZIM periodicals collection; corrected cataloging/labeling problems generated by the shelf reading project and the redesign of the departmental quotas and benchmarks. The DMS unit continued to provide training and technical support for LIBROS consortium member libraries.

Library Information Technology Department

LIT provides technical support for all information technology that is implemented within the General Library. New workstation management tools were implemented increasing efficiency in managing the 180 public computers, as well as GL employee desktop computers. Hardware upgrades and software updates were completed for servers supporting the LIBROS online catalog, Docutek eReserves system and ILLiad, the web-based interlibrary loan system. ILLiad was extended to Health Sciences Library and Informatics Center (HSLIC) and New Mexico Institute of Mining and Technology. EZ Proxy, the system that facilitates remote authenticated access to electronic resources by UNM students and faculty was upgraded. Through a negotiated contract, this service will be extended to the patrons of the HSLIC in August 2003. Several library-produced databases were published on the library website using MySQL and ColdFusion which extends access to before unknown collections and resources of the GL. Several digital library projects were undertaken. Through a partnership with the Cooper Ornithological Society and UNM Biology Department faculty and GL Public Services employees, more than 50,000 articles were mounted and indexed for public use. A funding proposal to the NM State Library was approved which will fund an upgrade to the system upon which the Online Archive of New Mexico resides. Other contracted services include providing library services to the Western Governors University*. The WGU Central Library now serves 1,852 students. The WGU library team contributed to the accreditation review of WGU, which was awarded in 2003.

Overall Challenges

The materials budget is inadequate to support the programs of this research university. We are facing ongoing serials inflation that continues to be around 10% a year. The increase for FirstSearch (our core online database package) will be $40,000, or 40%, for 2003-4. Inflation on electronics is as high—or higher—than the inflation rate on serials. The General Obligation Bond will cover the expected increases in inflation for FY 2003/04 and 2004/05. However, without additional funding sources, significant serials cancellations will result in FY 2005/06.

Technology: It is imperative that the hardware platform upon which the LIBROS server runs be replaced. The server is six years old and has experienced two drive failures within the last year. Funding sources are being investigated. Desktop computers for library employees must also be

* Western Governors University is the only university in the U.S. offering competency-based, online degrees. WGU was founded by the governors of 19 western states and is the only university to be regionally accredited by four regional commissions. Additionally, WGU is a nationally accredited online university. While distance learning offers you convenience and flexibility, your online education at WGU also provides you a rigorous quality education online under the guidance of dedicated full-time faculty.
replaced. The software tools necessary for access to new vendor-supplied databases and programs require computers with faster processors and more RAM than 80% of the computers that are currently on the desks of library employees.

In FY 2003/04, the UNM Student Fee Review Board agreed to fund the purchase of 28 new laptop computers for loan to students and faculty for in-library use. In cooperation with CIRT, plans for wireless networking will be completed and implemented.

Staffing: The new technology (both in the systems we use and in the materials we acquire) require staff at higher levels than ever before. The jobs are becoming more complicated. We must continue to evaluate how we operate, and what level (both numbers and grades) of personnel is required and provide equipment and training to maintain necessary skills.

Public Services
Submitted by Johannes van Reenen
Director, Public Services

Branch Library Reports

Centennial Science & Engineering Library

Accomplishments

Excellent customer service remained the major focus of the Centennial Science and Engineering Library (CSEL) in spite of the second phase of an extensive renovation project to shore up the sagging ceiling/floor between the two levels and two faculty sabbaticals. An innovative Resource AdvisorService was developed locally and implemented, as well as the UNMGL electronic reserve service.

Lockheed Martin at Sandia Laboratories funded the first phase of a grant to expand the café area and to re-develop the reference space. The aim is to develop a collaborative learning space for science and engineering students that will allow them to form temporary communities in an area of the library that is conducive to discussion, noise tolerant, close to current scientific journal information, reference assistance, and provides cyber-café services. The renovation projects and the monograph and serials moves started in 2002 were completed.

CSEL librarians began work on the NM Virtual Center for the Environment as part of the successful EPSCOR grant (NSF’s Experimental Program to Stimulate Competitive Research) co-developed with faculty from the department of Biology.

Two Science and Engineering Liaison meetings were held to inform faculty and to ensure their input at this critical juncture in the development of scholarly publishing alternatives. The joint agreement with the Environmental Sciences Research Institute (ESRI) to teach their regional classes in CSEL continues.

CSEL continued to provide space and management services for the Digital Library Linkages Initiative of the Ibero-American Science & Technology Education Consortium (ISTEC) and the
CSEL director continued to serve as one of the four ISTEC initiative directors. These efforts augment the UNMGL's DILARES program.

The relationships built over the years with the Alliance for Innovation in Science & Technology Information (AISTI) also continued. The activation of a number of new features to the ISI™ and Inspec™ databases through the Los Alamos Technical Library were well received by patrons. We participated in the second Minority Engineering Bridge Program with the School of Engineering.

Work was completed on the Science and Engineering Resource Advisor to replace the CSEL traditional website. This innovative project generates customized web-based information for patrons by pointing to the most appropriate databases and other resources for their particular fields. Science and Engineering faculty were actively recruited to participate in e-reserves. Currently over 60 percent of paper reserves have become electronic only.

**Challenges**

Challenges for CSEL include: re-design of the CSEL reference desk and library signage in conjunction with the Cyber Café grant and the physical installation of the first phase of the designated space.

CSEL intends to develop an electronic map plotting service for the Map and Geographic Information Center (MAGIC) to fully exploit the potential of the many government maps that now arrive as electronic files. Funds will need to be raised for this project.

CSEL will apply for Phase II of the Lockheed Martin grant.

The administration will be working with UNM Physical Plant Services to solve the leak in MAGIC.

CSEL will continue to expand the existing relationships with AISTI and ISTEC to the benefit of UNMGL.

**Fine Arts Library**

**Accomplishments**

The Fine Arts Library (FAL) is committed to providing fine services and collections to patrons which includes not only student, staff, faculty but also community users. This marked the second year of planning for the much anticipated and greatly needed new Fine Arts and Design Library. Library personnel worked to gather needed data and information for the Library Program submitted in December 2002, and spent a great deal of time in the spring collecting information needed to reply to the Schematic Design phase of the project in June 2003. As the new parking structure takes shape on Redondo Drive, FAL staff look forward to the next phase, participating in review of the Design Drawings and after that, to seeing the construction of the new facility.

The FAL continues to offer instruction to classes from the College of Fine Arts and School of Architecture. Five staff participated in offering instructional sessions in both our instruction area and in Zimmerman 254.
Fine Arts selectors worked with departmental faculty in the spring of 2002 to identify journals for cancellation. We began an important new electronic subscription to the BHA (Bibliographie de L'Histoire d'Art) in partnership with the Department of Art And Art History, who paid one-half of the first year's subscription. We received several significant gifts including a large gift from the Clinton Adams estate, and other gifts from Prof. David Craven and from the UNM Art Museum.

Our circulation statistics for both general collections and reserve materials continue to rise. This is the first full year we have offered e-reserves (electronic access to course reserve materials), and the reception has been enthusiastic by faculty and students. Faculty and students have access to the materials from any computer, anytime, anywhere. Work continues on improving access to FAL materials.

The Fine Arts Cataloging Team continued to catalog both new and gift materials. Many of the materials waiting in storage in the Elks facility were selected for cataloging into the collections or deselected to the book sale.

The FAL night supervisor gained permanent status in November 2002. In February 2003 the FAL Reference and Instruction coordinator transferred to Zimmerman, although she still provides six hours of reference service to our desk. FAL staff and faculty provide service at the Zimmerman Reference desk in addition to the FAL reference desk. All FAL faculty and staff participated in the Zimmerman stacks shelf-reading project and one staff member served on the CSWR Director search committee.

**Challenges**

The greatest challenge for FAL is the space constraint in the present location while we plan the new facility. This year FAL will have to annex even more user study space in order to put up desperately needed shelving. Our creativity and communication skills are challenged in working with the FADL Design Team and UNM Facilities Planning to bring to realization a beautiful and functional new facility. FAL is also challenged to maintain excellent customer service with fewer staff.

**Parish Memorial Business Library**

**Accomplishments**

Parish Memorial Business Library continue to analyze the use of electronic resources and try to avoid too much duplication either online or print and online in order to stay within budget constraints and deal with inflation. A decision was made to cancel *Standard and Poors NetAdvantage* and subscribe to more features of Mergent Online (formerly Moody's). Parish no longer indexes New Mexico specific business periodicals for the NMBPI database as there was only one not indexed in the commercial indexes. The Department of Economics was asked to cancel the paper subscription to *Applied Economics* as it had reached $3,352. Parish added BePress electronic journals project for Economics and a few inexpensive titles in the general business area and subscribed to the JSTOR collection for business. Some print and/or microfiche subscriptions for which the library has electronic access have been cancelled. The Library continues to scale down paper collections of annual reports of the top Fortune 500, Global 500, and New Mexico companies. More Anderson School of Management (ASM) and Economics faculty are using electronic reserves.
Instruction at Parish continues to focus on orientation, research skills, and growing electronic resources. Parish faculty and staff participate in Welcome Back Daze and Anderson School of Management’s Adjunct Faculty Orientation. Parish provides orientation for new MBA and EMBA students and five staff members provide subject-specific instruction to a wide range of classes in the library, CIRT pods, and the ASM classrooms.

Parish receives small donations on an ongoing basis. The Albuquerque Human Resources Association funds six human resources journal subscriptions. Retiring professors provide a steady supply of gift books. Peter Parish’s estate made Parish Library a final gift. Staff continues to review current business reference and business titles which are added to the collection, valued at over $5,000.

Funds from the Peter Parish estate have made it possible to upgrade memory and software (WIN 98, Hotdog 6, etc.) for both staff and public PC’s, purchase a new duplex printer for patrons which is located at the Circulation desk, and purchase a new Fujitsu color or b/w, auto-document feed Scanner to process e-reserves in an efficient manner. Parish funds will also be used to purchase new security gates in the fall.

Challenges

Challenges for Parish Library include: proceeding with wireless connectivity for library users; developing a strong relationship with the new Dean of Anderson School of Management when he/she is hired to support and increase use of library resources; and work to arrange staffing schedules to keep the building open adequate hours.

Zimmerman Library

The Zimmerman Library faculty and staff continued to provide outstanding service to users during the year. Zimmerman Reference, Government Information, and Circulation work together to make Zimmerman Library a branch library for Social Sciences, Humanities, and Education. As a branch library, the faculty, staff, and student employees focus on Zimmerman collections and services, striving to serve users better.

Accomplishments

Library faculty and staff initiated and completed a project with LIT to add floor designations to the LIBROS online catalog for materials so users could more independently locate needed items. Two librarian interns were oriented and involved in numerous Zimmerman activities. Sixty-five patron computers were managed. The Library implemented a more liberal food and drink policy and moved the coffee cart to the first floor lobby. The signage and directory project was completed and provision were made for its maintenance. The rearrangement of the microfilm and newspaper collections was completed and a cross-training program for all reference and GID librarians and staff to work both desks was implemented. The first phase of a system-wide shelf reading project was competed in Zimmerman Library. The shelf-reading project will assist users in finding books and materials on the shelves by locating mis-shelved or mis-cataloged items. The Circulation bibliographic maintenance project continued to add barcodes to materials and to find mislabeled and miss-cataloged books. The implementation of electronic reserves was continued and has proven popular with both faculty and students. At
the request of students, the instruction classroom was opened for general use during the last weeks of each semester. A Zimmerman webpage was developed and launched.

**Challenges**

Zimmerman needs to continue to investigate flexibility in ensuring that the building, collections, and services meet the changing needs of our users. Advances need to be made toward the information commons concept with facility and service improvements. Collection maintenance projects need to be continued, including inventory of the book collection.

Zimmerman will continue to use LibQual+ 2003 Survey results to identify areas of customer satisfaction, strengths, and weaknesses, and identify areas for change. Which may include adjustments and adaptations of staffing to new and changing conditions and tasks in Zimmerman Library.

**Centers and Programs**

**Center for Southwest Research (CSWR)**

**Accomplishments**

The shared management system between Public Services (PS) and Collections and Technology Services (CTS) continued with the help of the CSWR Management Committee. A search for a director of the Center was started in Summer 2003.

The archives and technical services group opened several important new research collections including, New Mexico Solar Energy Association Records, National Indian Youth Council Records, Sociedad Protección Mutua de Trabajadores Unidos Records, Columbian Quincentenary collection, and Woman's Club of Albuquerque Records. An exhibit entitled, "Plastics: The Art and Science of Armand G. Winfield," displayed highlights from Winfield's collection. Digitizing of over 2000 pages from the Thomas B. Catron Land Grant Papers provided new on-line access to the documents. In addition, 124 new finding aids were published via the Online Archive of New Mexico for UNM and two other state institutions.

A proposal was forwarded to the Legislature for funding to start a Native American Special Program. The request was not funded in the 2002 session but is still active.

. The student training system was redeveloped and instituted resulting in more competent students and fewer shelving problems. CSWR employees are doing a good job in participating in the current arrangement.

CSWR hosted an open house and tour of the Center to introduce library faculty and staff to selected collections and specialized functions. The event was well received and will be repeated for a broader audience in 2003-4. Online reference requests increased dramatically due to the success of the Online Archive of New Mexico (OANM). Orientation and library instruction sessions also increased due to outreach activities. Selected CSWR collections were highlighted in a series of small exhibits.

The Political Archives section of the CSWR accepted several collections this year. These included the papers of NM Senator Manny M. Aragon and US House Member Heather Wilson.
This year the NM Congressional delegation was visited by Rose Diaz in their Washington offices where she was introduced to the office staffs, and several D.C. staff archivists visited the Political Archives to train with our staff. In addition, the Political Archives office is now working with the US and House archivists and their respective Historical Offices in Washington, D.C. Discussions with former Senator Jack Schmitt ensued regarding his collection.

**Challenges**

The most important challenge faced by the CSWR is to assure the success of the new Director when hired by familiarizing her/him with the issues and opportunities in the CSWR and developing a departmental strategic plan and priorities. The CSWR needs to work on fund raising opportunities with the new Director of Development based on the final version of the Collections Development policy and Strategic Plan.

**Division of Iberian and Latin American Resources and Services (DILARES)**

**Accomplishments**

DILARES completed a Guide to Latin American Microforms. The electronic guide covers the major collections of microforms and selected microform titles held in the UNMGL that are related to Latin America & Iberia. It also contains a list of our Latin American and Iberian newspaper holdings by country and title. This was conceived and planned by DILARES; the database was then created & developed by one of the Library Interns, with the assistance of two students, one of which is funded by the Latin American and Iberian Institute. Though it still has some revisions to undergo, it has been well received by faculty and considered a very important contribution to research for the Latin American Studies community.

The Open Doors: regional writers and scholars series has been a collaborative effort between CSWR and DILARES. Over the last fiscal year, DILARES helped coordinate many of the presentations and was responsible for the following:

Kimberle Lopez, Asst. Prof., Spanish and Portuguese Dept. Discussion of most recent work: Latin American novels of the Conquest: reinventing the New World. 9/10/02

Joint UNM/NMSU presentation with Prof. Tey Diana Rebolledo, Chair, UNM Span/Port Dept. and Prof. Ricardo Aguilar, NMSU Dept. Spanish. 11/12/02

Tom Chávez, Exec. Director National Hispanic Cultural Center. Discussion of research for recent book: Spain and the independence of the United States. 03/12/0

Joint UNM/NMSU presentation with Prof. Elizabeth Hutchison (UNM) and Prof. Inigo Garcia Bryce(NMSU). Discussion titled "Worlds of Labor in South America: Class, Gender and Political Culture". 04/21/03

Two exhibits were put up in the Herzstein Latin American Reading Room's gallery during FY 2002/2003: Considering Amazonia, Fall 2002, curated by Wendy Pedersen and Bandits & Balladeers: Brazil's Literatura de Cordel, Spring 2003, curated by Russ Davidson.
**Challenges**

DILARES challenges include developing the future management structure of DILARES and determining how the organizational structure of DILARES fits into the larger structure of UNMGL. When the current position of Curator of Latin American and Iberian Collections comes open, we will determine the important requirements for continuing this activity. Creative solutions need to be found for the ongoing challenge of obtaining additional funding sources for Latin American collections. More extensive partnerships and collaborations with community organizations and businesses, as well as within the UNM community, need to be established to explore fund-raising and growth opportunities for DILARES.

**Instruction Services**

**Accomplishments**

During the 2002-03 academic year, UNMGL Instruction Services and Reference Services faculty and staff taught 6991 students how to do library research in 430 instruction sessions. The instruction program reaches freshmen primarily via the Freshman Learning Communities and English 102; and reaches students in majors primarily via 80 courses that bring their students to the library regularly. The number of library faculty and staff teaching in the instruction program increased from 28 to 30 with continuing participation from all four UNMGL branches.

While awaiting the strategic plan, Instruction Services and Library Instruction and Reference In-service Committee (LIRIC) focused on strengthening the current instruction program.

Instruction Services worked with Employee Resources in the Library and on campus to create and fill a new Training Specialist position to coordinate freshman instruction programs. In addition, the Training Specialist used the results from the evaluation of student portfolios, a survey, and conversations with faculty to improve the English 102 program.

LIRIC developed a peer review program for library instructors. Library instructors have incorporated at least one competency into their 2003 annual goals. Each will ask a member of LIRIC to evaluate their teaching based on that competency.

Instruction Services offered in-service training to twelve library faculty and staff – including five librarians from UNM branch campus libraries – on effective pedagogy. As a result, one additional faculty member began providing library instruction in the discipline for which she selects library materials. LIRIC members took part in the in-service training program.

Instruction Services continued to maintain web pages describing its services and providing online handouts to classes. A Faculty Intern developed an online tutorial to complement and supplement classroom instruction.

An instruction task force wrote a White Paper for incoming Dean Camila Alire with recommendations on the future of Information Literacy.

**Challenges**

In the long term, the two biggest challenges for Instruction Services will be: integrating information literacy into the curriculum campus-wide, and providing staffing for the expected increase in the volume of instruction.
Access Services

Accomplishments

Access Services units in the UNMGL have successfully completed a number of major alterations in public service access venues. Electronic reserves are continuing to expand the service to our faculty and students. The Circulation sections at all four UNMGL branches continue to provide excellent e-reserve service for their faculty and students.

Challenges

There are many challenges ahead for Access Services. Space allocation in all Access Services units in the UNMGL is a major concern along with enhancing our already successful electronic access capabilities. Copy Services continues to be a major challenge for the library, and UNMGL is now in the process of finding sensible solutions that will offset lingering deficits, and hopefully show a modest profit for the Library.

Interlibrary Loan and Document Delivery Services

Accomplishments

The Interlibrary Loan and Document Delivery Department had a very productive year, continuing to work towards the goals established by the UNMGL. A total of 65,714 requests were received and processed (an increase of 5650 over the previous year). We continued to provide top service to over 400 Amigos, Bibliographical Center for Research, and Greater Western Library Alliance (GWLA) consortium member libraries. Ariel service continued to expand, as did the membership in the GWLA (now up to 34 libraries). All of this means that we can provide even faster turn-around of materials. Since our departments' stated goals include providing the best possible service to our patrons, we feel that we have achieved this during the past year.

Our most significant objective achieved during the year was to install the newest electronic delivery component to the ILLiad system, allowing direct-to-desktop delivery of scanned journal articles. Training and support was again provided to both the Health Sciences Center Library and the New Mexico Tech Library as ILLiad users on our system.

Student staffing levels were again lower than the previous year, down due to financial aid and budget constrictions, yet allocated hours were never exceeded during the year due to careful planning.

ILL Borrowing Section

The Borrowing Section received a total of 20,481 requests during the year. It successfully filled 17,830 of these, for a fill rate of 87%. Un-reimbursed invoice expenses averaged $1.68 per request, which included $7996.97 paid in copyright fees. Requests are processed the same business day, often within a few hours. With the addition of the Electronic Delivery option, photocopied articles can be delivered directly to the patron's desktop computer as a PDF file. We have signed up 59% of our patrons with this option, and this accounts for over 80% of the
articles now received. Our 5990 registered users include 2550 Graduate Students, 823 Faculty, and 563 Staff.

**ILL Lending Section**
The Lending Section received a total of 41,381 requests during the year. It successfully filled 18,012 of these from our collection, for a fill rate of 44%. Large numbers of requests continued to flow in from libraries within the state of New Mexico, including from smaller colleges and newer consortium members. Requests are processed the same business day, often within a few hours.

**Document Delivery Service**
The Document Delivery Service received a total of 1504 requests during the year. It successfully filled 1426 of these, for a fill rate of 95%. Since the UNMGL is the "Library of Record" for the Western Governor's University, all requests for library materials by WGU students are handled by the Service. WGU students can request any materials using the Web page and have it delivered either electronically to their desktop, or by UPS directly to their door. We have expanded this service to include a larger test group of Distance Education users (UNM Ph.D. candidates living in other states).

**Shipping and Receiving Division**
There was no significant change for the Shipping and Receiving Division. The Shipping and Receiving division is still responsible for all storage, retrieval, and surplusing done by the UNMGL, and did so in a timely and efficient manner throughout the year.

**Challenges**
The Interlibrary Loan and Document Delivery Departments plan to continue to upgrade the ILLiad system (to the new version 6.2), making it even more efficient. This has allowed our service to eliminate costly paperwork and outdated filing systems, as well as improve customer service with quicker fulfillment of requests. In the upcoming year we will continue to function as the primary library resource for the Western Governors University program, including fulfillment of materials requested by their distance education users. We will also continue to expand consortium membership and improve delivery systems as costs permit. As always, our high levels of public service to the University community will be maintained.
<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
<th>Status</th>
<th>Department</th>
<th>Action</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paulita Aguilar</td>
<td>Lecturer</td>
<td>Faculty</td>
<td>Public Service</td>
<td>Hire</td>
<td>7-1-02</td>
</tr>
<tr>
<td>Camila Alire</td>
<td>Dean of Lib. Serv.</td>
<td>Faculty</td>
<td>Dean's Office</td>
<td>Hire</td>
<td>9-16-02</td>
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<td>Bernadette Anglada</td>
<td>LIS III</td>
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<td>Jan D. Barnhart</td>
<td>Program Mgr.</td>
<td>Staff</td>
<td>Development</td>
<td>Retire</td>
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<td>Carol Botts</td>
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<td>Staff</td>
<td>Public Service</td>
<td>Promotion</td>
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<td>Patricia Campbell</td>
<td>Admin. Specialist</td>
<td>Staff</td>
<td>Dean's Office</td>
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<td>Laquie Campbell</td>
<td>Prof. Coord.</td>
<td>Staff</td>
<td>Dean's Office</td>
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<td>Lois Cooper</td>
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<td>Rita Critchfield</td>
<td>Operations Mgr.</td>
<td>Staff</td>
<td>Admin. Services</td>
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<td>Cristy Crowley</td>
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<td>Staff</td>
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<td>Twila Firmature</td>
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<td>Judy Hansen</td>
<td>LIS III</td>
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<td>Joe Lane</td>
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<td>Susan Magee</td>
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<td>Brenda Maier</td>
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<td>Robert L. Migneault</td>
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<td>Christine Nelson</td>
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<td>Cassandra Osterloh</td>
<td>Lecturer</td>
<td>Faculty</td>
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<td>Michael Rivera</td>
<td>Mgr. Lib. Opr.</td>
<td>Staff</td>
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<td>Frances Smith</td>
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<td>Brian Stoneburner</td>
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<td>Clara Watral</td>
<td>Sr. Prog. Mgr.</td>
<td>Staff</td>
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<td>Rob Wilberg</td>
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<td>Staff</td>
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<td>Linda Williams</td>
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<td>William Zahner</td>
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14
Faculty and Staff Outside Professional Activities

Aguilar, Paulita

Committees
Institute of Museum and Library Services Native American Enhancement Grant, reviewer.

Conferences
Amigos Conference, Dallas, TX, April 30 - May 2, 2003.

Presentations

Albillar, Orlando

Conferences
Preservation Options in a Digital World, To Film or to Scan, Northeast Document Conservation Center, Albuquerque, NM, May 20, 2003.

Alire, Camila A.

Committees
American Library Association, Endowment Trustees Committee, member.
American Library Association, Executive Board, member.
American Library Association, Finance and Audit Committee, member.
American Library Association, Presidential Task Force, member.
American Library Association, Public Relations Review, member.
Association of Research Libraries, Leadership Committee, member.
Clarion University of Pennsylvania, External Advisory Committee for the Department of Library Science, member.
Colorado Council of Academic Librarians, Statewide Academic Library Directors, member.
Colorado State University, Council of Deans, member.
Colorado State University, E-efficiency Task Force, chair.
Colorado State University, Information and Instructional Technology Planning Group, member.
Colorado State University, President's Diversity Advisory Committee, member.
Spellbinders, Board of Directors, member.
University of Denver, Library and Information Services MLS Program, chair.
University of New Mexico, Campus Compact, library liaison.
University of New Mexico, Director of Resource Management Search Committee, chair.
University of New Mexico, Faculty Dispute Resolution Advisory Board, member.
University of New Mexico, Task Force for Areas of Marked Distinction, member.

Conferences
New Mexico Library Association Annual Conference, Albuquerque, NM, April 24, 2003

Presentations
Awe, Susan

Committees
American Library Association, Business Reference & Adult Services Section, notes editor.
American Library Association, RUSA Publications Committee, chair.
Mountain Plains Library Association Nominating Committee, chair.
University of New Mexico, Committee on Scholarships, Prizes, and Loans, member.

Conferences

Baldwin, Dave

Committees
University of New Mexico, Faculty Administrative Task Force, member.
University of New Mexico, Faculty Senate Library Committee, member.
University of New Mexico General Library, Center for Southwest Research/Special Collections: Director Search, coordinator.
University of New Mexico General Library, Data and Trends Analysis Committee, chair.
University of New Mexico General Library, Information Commons Committee, chair.
University of New Mexico General Library, Joint Services Committee, member.
University of New Mexico General Library, Public Services Management Committee, member.
University of New Mexico General Library, Signage and Study Space Committee, chair.
University of New Mexico General Library, Tenure and Promotion Committee, member.

Bauman, Sara

Committees
University of New Mexico, Human Resources Network, member.
University of New Mexico, Library Staff Forum, member.

Conferences
Albuquerque, Santa Fe, Los Alamos EEO Diversity Training and Awareness Seminar, August 2002.

Bauerschmidt, Rebecca

Conferences
Preservation Options in a Digital World, To Film or to Scan, Northeast Document Conservation Center, Albuquerque, NM, May 20, 2003.

Presentations

Boling, Bruce

Conferences

Botts, Carroll
Conferences

Presentations
"Learning to Teach: Public Speaking," University of New Mexico General Library, Albuquerque, NM, August 2003.

Teaching
Art History 101: Introduction to Art, University of New Mexico Department of Art & Art History, Albuquerque, NM, fall 2003.
Art History 101: Introduction to Art, University of New Mexico Department of Art & Art History, Albuquerque, NM, spring 2003.

Bruesch, Mary

Performances

Critchfield, Rita

Committees
University of New Mexico General Library, Education and Training Advisory Committee, member.
University of New Mexico General Library, Personnel Advisory Review Committee, member.
University of New Mexico, Human Resources Network, member.

Conferences

Consulting
City of Albuquerque Employee Relations, mediator.
UNM Continuing Education, Alcohol and Substance Abuse Counselor Certificate Program, trainer.
UNM Continuing Education, facilitator.

Service
Albuquerque Metropolitan Court, volunteer mediator.
Chama Valley School District, trainer in communication and conflict skills.
UNM Communication and Journalism 330, mediation coach.
UNM Continuing Education, assistant for the training of facilitators.

Deese-Roberts, Susan

Advisory Boards
College Reading and Learning Association, executive assistant to the board and ex-officio board member.

Committees
College Reading and Learning Association 36th Annual Conference, on-site co-chair.
New Mexico Library Association Program Committee, member.

Conferences
College Reading and Learning Association, Minneapolis, MN, November 2002.
SUN Conference, UTEP, El Paso, TX, March 2003.
Presentations


Dennis, Nancy

Conferences

Internet 2 Day at the University of New Mexico, Albuquerque, NM, March 28, 2003.
Scholarly Communication and the Common Good: A Symposium for the University of New Mexico's Academic Community, Albuquerque, NM, February 27, 2003.

Grant Proposals

"Sharing the Tricentennial: 300 years of Southwest History" submitted to the Institute of Museum and Library Services, January 21, 2003, project director.

Presentations


Diaz, Rose

Committees

African American Cultural Center and Museum, honorary founding member.
Albuquerque Historical Society, Executive Board, member.
Coordinating Committee for History in Arizona, member.
Friends of the University of New Mexico Libraries, Board of Directors, member.
National Council on Public History, Membership Committee, member.
New Mexico Architectural Foundation, member.
Oral History Association, Annual Meeting Program Committee, member.
Oral History Association, first vice-president, president elect.
Oral History Association, Local, State and Regional Forum, chair.

Conferences


Presentations

Emmons, Mark

Presentations

Ferris, Kathlene

Committees
New Mexico Digital Collaborative, Steering Committee, member.
Society of Southwest Archivists, president.
Western States Digital Standards Metadata Working Group, member.

Conferences

Hanson, Mary Ellen

Consulting
Gratis, American Cheerleader Magazine, for proposed article.
Gratis, Elissa Stein (author), for proposed book "Cheerleader: Ready? Go!"
Gratis, Kimberlee Bortfield of UC Berkeley, for film documentary on cheerleading.

Ives, Peter

Committees
University of New Mexico, Faculty Senate Curriculum Committee, member.

Conferences
New Mexico Depository Librarians' Council, Santa Fe, NM, November 2002.

Kinney, Dena

Committees
American Library Association, Dance Librarians Discussion Group, member.
Association of College and Research Libraries/ American Library Association, ACRL-Arts, member.

Conferences

Lane, Joseph

Conferences

Lewis, Linda

Committees
University of New Mexico, Curricula Committee, ex-officio member.
University of New Mexico General Library, Merit Points Committee, member.
University of New Mexico General Library, Center for Southwest Research/ Special Collections: Director Search, member.
University of New Mexico, Undergraduate Committee, member.

Conferences

Presentations

Llull, Harry

Conferences

Lukes, Barbara

Performances

Magee, Susan

Committees
New Mexico Library Association, secretary.

Conferences

Massmann, Ann

Awards
Fulbright Scholar Program, Fulbright Fellowship, "Cultural and Historical Conservation/Museology" Award (declined).
Newberry Library, D'Arcy McNickle Center for American Indian History, Lannan Summer Institute, Chicago, July 2003.

Committees
Society of Southwest Archivists, elected board member.

Conferences
American Society for Ethnohistory, Quebec City, Quebec, Canada, October 2002.
Society of Southwest Archivists, Flagstaff, AZ, May 2003.

Consulting
Indian Pueblo Cultural Center Archives, Library and Archives Preservation Assessment, June 2003.

Presentations

Sabbatical
National Archives of Canada, Ottawa, ON, Inventory of Archives' Resources Pertaining to Canadian North, October-December, 2002.
Smithsonian Institution, National Museum of the American Indian, Archives, Suitland, MD, Media Archives Project, August-October, 2002.

Márquez, Teresa
Awards
University of New Mexico Regent's Lectureship, recipient.

Committees
University of New Mexico, Chicana/o Studies Steering Committee, member.
University of New Mexico, Chicana/o Studies Search Committee, chair.
University of New Mexico, Honors Council, member.
University of New Mexico, Southwest Hispanic Research Institute Membership Subcommittee, member.

Conferences
VIII Coloquio Internacional de El Camino Real de Tierra Adentro. University of New Mexico, October 10-12, 2002.

Events
"Former UNM Presidents Speak Out," University of New Mexico, November 5, 2002.
"In Honor of Rudolfo Anaya, Recipient of the National Medal of Art, 2002," University of New Mexico, November 1, 2002.

Grant Proposals
"Crossroads in UNM History: Presidential Voices and Visions," received from Professor Margaret Werner-Washburne.
"In Honor of Rudolfo Anaya, Recipient of the National Medal of Art, 2002," received from the University of New Mexico Office of the President, University College, UNM Honors Program, Office of the Vice President for Student Affairs, Provost for Academic Affairs, English Department, and College of Arts and Sciences.
"Open Doors: Regional Scholars and Writers Series," annual grant received from the University of New Mexico Chicano Studies Program and Southwest Hispanic Research Institute.
"University of New Mexico President's Forum," received from Rudolfo and Patricia Anaya, Chicano Studies, Southwest Hispanic Research Institute.
"University of New Mexico President's Forum," received from the Chicano Studies and Southwest Hispanic Research Institute.

Presentations

McLean, Clark

Conferences
Sixth World Symposium on Choral Music, Minneapolis, MN, August 2002.

Presentations

Mountain, Carolyn

Grant Proposals
"Mental Health Services & Global Trade," submitted to the National Institute of Mental Health, researcher.
Presentations

Mueller, Christine

Committees
2003 Foro Transfronterizo de Bibliotecas, Program Advisory Board, member.

Conferences
2003 Foro Transfronterizo de Bibliotecas = Transborder Library Forum, 2003 FORO College Station, TX, March 2003.

Presentations
"Catalogs without Borders: International Multilingual Cooperative Cataloging; Current Issues — Future Directions — Sharing the Challenge" 2003 Foro Transfronterizo de Bibliotecas, College Station, TX, March 2003. Co-coordinator: Elizabeth Steinhagen.

Murphy, Judith

Presentations
"Clamshell Box Making," University of New Mexico Health Sciences Library, Albuquerque, NM, July 9, 2003.
"Four-Flap Box Making," University of New Mexico Health Sciences Library, Albuquerque, NM, July 2, 2003.

Neville, Bruce D.

Committees
Conchologists of America. American Conchologist Editorial Board, member.
Conchologists of America, Journal Indexing Committee, indexer.
Greater Western Library Alliance, Bioengineering Project Implementation Team, invited member.
Institute for Natural Resources Analysis and Management, New Mexico EPSCoR Infrastructure Grant Project Executive Committee, member.
La Conchiglia, English language coordinator.
Michigan State University, Promotion and Continuing Appointment for Nancy Fleck, outside reviewer.
New Mexico Ornithological Society, elected board member.
New Mexico Ornithological Society Bulletin, editor.

Sabbatical

Northup, Diana

Consulting
Geomicrobiology Journal, Planetary and Space Science and Microbiology, manuscript reviewer.

Grants Proposals

Interviews
American Association for the Advancement of Science, Snotties, August 15, 2003.
American Society for Microbiology: Microbe World, summer 2003.
The Oklahoman, July 15, 2003.
NOVA: Mysterious Life of Caves, October 1, 2002.
Smithsonian, Subterranean Surprises, October 2002.

Presentations
"Cave Microbiology," Microbial Ecology, University of New Mexico, Albuquerque, NM, February 2003.
"Geomicrobiology of Caves," New Mexico State University Geology Department, Los Cruces, NM, April 9, 2003.

Teaching
Art History 101: Introduction to Art, University of New Mexico Department of Art & Art History, Albuquerque, NM, fall 2003.
Independent Study: Exoenzyme Production in Cave Bacteria, University of New Mexico, Albuquerque, NM, spring 2003.
Independent Study: Effects of UV Radiation on Cave Bacteria, University of New Mexico, Albuquerque, NM, summer 2003.
"Learning to Teach: Public Speaking," University of New Mexico General Library, Albuquerque, NM, August 2003.

Nudell, Eric

Conferences
Osterloh, Cassandra

Awards

Committees
American Library Association, New Members Round Table Diversity Committee, member.
American Library Association, New Members Round Table Resume Review Committee, web liaison.
Association of College & Research Libraries, Instruction Section: Emerging Technologies in Instruction, intern.

Conferences
American Association of University Professors Summer Institute, Albuquerque, NM, July 2003.

Consulting
University of New Mexico Faculty Dispute Resolution, Mediator, Albuquerque, NM, 2002-2003.

Presentations

Pedersen, Wendy

Exhibits
"Considering Amazonia," University of New Mexico, Albuquerque, NM, fall 2002.

Pistorius, Nancy

Committees
Art Libraries Society of North America, Collection Development Committee, chair.

Conferences
Art Libraries Society/Mountain West Chapter Annual Chapter Conference, Buffalo Bill Historical Center, Cody, WY, October 25-27, 2002.

Shane, Jackie

Conference Papers

Presentations

Steinhagen, Elizabeth

Advisory Boards
Cataloging and Classification Quarterly, member.
FORO, member.

Stephenson, Nina
Committees
Art Libraries Society of North America/Mountain West Chapter, NM, membership coordinator.

Conferences

van Reenen, Johann

Presentations
"Complexity, ambiguity and uncertainty in consortia and partnerships," AISTI Mini-Conference, Santa Fe, NM, October 22, 2002.
"Creating synergy between international organizations to create digital information services," Universidade Estadual de Campinas, Campinas, Brazil, March 20, 2003.
"Scholarly Publishing in the Information Age," New Mexico Council of Graduate Deans, University of New Mexico, Albuquerque, NM, November 8, 2002.

Wilkinson, Frances C.

Committees
New Mexico Preservation Alliance, member.
North American Serials Interest Group, Nominations and Elections Committee, member.
University of New Mexico Center on Aging, Advisory Committee, member.
University of New Mexico, Faculty Dispute Resolution, mediator.
University of New Mexico, Faculty and Staff Benefits Committee, member.

Conferences
Alliance for Innovation in Science and Technology Information Mini-Conference, Santa Fe, NM, October 2002.

Presentations
Faculty and Staff Publications

Alire, Camila


Awe, Susan


Baldwin, David


Benaud, Claire-Lise

"Latin America and Iberian Posters: The Sam Slick Collection at the University of New Mexico," *Collection Management*, vol. 27, no. 2 (2002), pp. 87-95.

Boling, Bruce


Botts, Carol


Cromer, Donna


Deese-Roberts, Susan

Emmons, Mark


Ives, Peter


Lewis, Linda


Mueller, Christine


Neville, Bruce D.


"Gulls I: The Basics." Fifth Annual Central New Mexico Audubon Society Birding Academy, (February 2003).


Northup, Diana


Osterloh, Cassandra


Pistorius, Nancy


Shane, Jackie


Review of "Handbook of Plant Growth: pH as the Master Variable," (September 2002).


Review of "River Town: Two Years on the Yangtze," *New Mexico Families with Children from China*, vol. 8 (April 2003), p. 2.


van Reenen, Johann


Wilkinson, Frances C.


Wyant, Mary

MEMORANDUM

TO: David E. Stuart, Associate Provost for Academic Affairs

FR: Richard S. Towne, KUNM General Manager

DT: September 26, 2003

RE: Annual Report 2002-2003 to UNM Secretary

Please review KUNM’s annual report to the University for 2002-2003. Let me know if revisions or additions are needed.

The Secretary of the University requests that you deliver two copies to her office by November 26, 2003. The third copy attached here is for your files.

Thanks in advance. If you need further information, please don’t hesitate to contact me by phone -- 277-8009 or e-mail -- gmkunm@unm.edu. I return from annual leave on October 13, 2003.
KUNM-FM completed thirty-seven years of broadcast service to central and northern New Mexico this year. Audience estimates from Arbitron showed 100,500 people tuning in to KUNM in the course of a week, up from 63,600 listeners measured six years ago. Average listening grew to just under seven hours-per-week resulting in more than 36 million hours of service provided in the year. About 45,000 people tune to KUNM for weekday morning news.

KUNM produced more than 8,500 hours of non-commercial radio programs during the year. For the seventh year in a row, KUNM finished the fiscal year with a budget surplus. Listener contributions continued to rise, accounting for fifty-two percent of KUNM cash revenues. Major gifts to KUNM played an important part in building a strategic cash reserve for the radio station. During this year, the reserve was used to expand programming staff and develop plans for a major renovation of KUNM's 10,000 square foot facility.

The FCC took no action on KUNM's 1996 power upgrade application, which is in multiple application (competing) status with a full-powered religious station from California. Under instruction from the FCC in Spring 2001, KUNM filed special settlement applications related to four licenses (main transmitter, Socorro, Las Vegas, and Taos). The FCC expects to issue settlement decisions in 2004. KUNM expects to upgrade all four facilities in the settlement. Thanks to the McCune Charitable Foundation and Lannan Foundation in Santa Fe, KUNM replaced its 17 year-old transmitter and rebuilt its 21 year-old antenna this year.

More than 250 students and volunteers produced programming for KUNM's broadcasts during the period. Personnel changes in the year include: Music Director David House took on a split assignment on September 1, 2002. He continued half-time as Music Director and moved to half-time as Unit Systems Support Analyst. Mary Pat Day resigned as Coordinator, Donor Relations on September 13, 2002 to take a prestigious seat on the Lannan Foundation Board of Directors. Erika Otsson was hired to replace her on January 6, 2003.

Marcos Martinez was hired to the newly established position of Program Director on February 24, 2003. This key staff position had been vacant since 1991 due to financial constraints. Marcos had served for twenty years as News and Public Affairs Director. A national search was launched to find a suitable replacement.

The radio station continued to produce and broadcast Native America Calling, the first-ever, national, daily call-in program about Native American issues and culture. This year, National Native News moved its production staff from Anchorage to KUNM. The national, daily 5-minute newscast is carried on about 150 public radio stations around the country. The newscast now carries a daily credit for the University of New Mexico for its support.
KUNM served the national and international non-commercial radio community by producing special programming for National Public Radio, Public Radio International, BBC, Pacifica Radio, Minnesota Public Radio, and other public radio program providers. Approximately one-third of these radio specials contained experts or spokespersons from UNM.

For the seventh year in a row, KUNM was named “Best Radio Station” in the readers’ poll conducted by the Weekly Alibi. The Associated Press named KUNM New Mexico’s "Station of the Year" for 2002 and also bestowed first, second and third-place honors for general news, and first-, second-, and third-place honors for radio documentaries. This was the third straight year for the best-in-state award by AP for KUNM.

###
Overview

LAII supports the scholarly activities of over 100 faculty members at UNM who study Latin America and Iberia, as well as initiatives of numerous other faculty who have collaborative research or training activities involving Latin American and Iberian institutions. Its primary missions are to facilitate the work of scholars who work on the region, to foment interdisciplinary research, and to make the extraordinary expertise available at UNM available to the broader public. LAII administers the Latin American Studies program, which offers the BA, MA, and Ph.D. degrees and enrolls approximately 30 undergraduate and over 90 graduate students. LAII maintains formal relationships with dozens of Latin American and several Iberian universities and research institutions, and facilitates activities as diverse as exchanges of nurses between New Mexico and Chihuahua, faculty and student educational travel to Cuba, student and faculty exchanges, sharing of library resources and technology, and artistic exhibitions. LAII excels in the production and distribution of on-line news about the region, as well as information search and online support for K-12 teachers throughout New Mexico and nationwide. It is a center of interdisciplinary intellectual activity for faculty and students interested in Latin America and Iberia, and a source of financial and logistical support for faculty and student research.

During the first half of FY 2002-2003, most energy at LAII was focused on preparation of the Institute’s proposal to the U.S. Department of Education for Title VI National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) Fellowship grants. LAII staff compiled extensive data on curriculum, enrollments, faculty credentials and accomplishments, library collections, spending on Latin American programs, and outreach activities, coordinating this effort with staff at NMSU’s Center for Latin American and Border Studies. The grant application was successful, resulting in grants totaling $915,000 over three years.

Beyond the Title VI application process, the LAII continued to refine its internal operations to increase efficiency, while also revising some aspects of governance to broaden faculty participation and increase transparency. We maintained a high level of activity in bringing in outside speakers, managing study abroad programs, producing news on the region and distributing electronic news bulletins. Activity in K-12 outreach increased with a series of teacher workshops, while the Reta-Net online learning community project got underway with intensive design and programming work in progress. LAII completed a rework of our online presence, now at http://laii.unm.edu, which offers a excellent interactive services including faculty expertise search functions, an events calendar to which anyone in the UNM community can post events, and full information about research and academic funding, academic programs, and program governance.
The Latin America Data Base began implementation of a $403,552 grant to develop and operate an on-line learning community of teachers nationwide who will incorporate LADB news content into K-12 curriculum.

Within UNM, LAII awarded 10 Ph.D. fellowships, 7 graduate Foreign Language and Area Studies academic year fellowships and 3 summer language fellowships, approximately 18 Field Research Grants for students per year, and research and travel grants for faculty. LAII sponsored or co-sponsored dozens of speakers, including numerous visiting scholars, activists, and policy makers from Latin America; it co-sponsored a film series organized by the Student Organization for Latin American Studies (SOLAS); it published an occasional paper series; it supported targeted library acquisitions of special collections; and it maintained and enhanced a specialized library collection of periodicals, newspaper clipping services, and reports of non-governmental organizations and social movements in Latin America. During the reporting period, LAII published three electronic weekly news bulletins through Latin America Data Base (LADB): these include NotiSur (political and economic news on South America), NotiCen, (political and economic news on Central America and the Caribbean), and SourceMex (political and economic news on Mexico). These are available free to UNM faculty, students, and staff. The full collection of LADB news stories since 1986 are full-text searchable through a user-friendly web interface, also accessible at no cost to the UNM community. LAII supports study abroad programs, including 14 semester or year-long programs and six short term (mainly summer) programs located in Latin America, as well as ten long term programs in Spain. In FY 2002-2003, a total of 22 UNM students attended semester- or year-long exchange programs, 12 foreign students came to UNM under these exchanges, and 60 UNM students participated in short term programs.

During the period, LAII continued to host the executive office of the Ibero-American Science and Technology Education Consortium (ISTEC), which promotes the diffusion of exchange of technological and scientific knowledge among universities and corporations in the US, Latin America, and Spain. ISTEC initiatives include a digital rapid document delivery network connecting research libraries throughout the hemisphere (Liblink); an advanced continuing education program that sponsors training and workshops on state-of-the-art issues in information technology; establishment of electrical engineering research and training laboratories in Latin American universities; and application of current information technology to emerging social, health, environmental, and economic programs.

LAII supports the Center for Latin American Resources and Outreach (CLARO), which maintains a lending library, speakers bureau, and other support services for K-12 teachers who want to incorporate Latin American content in the classroom.

LAII hosts the Brazilian Studies Association (BRASA), which organizes conferences and facilitates scholarly exchange among specialists on Brazil.

LAII also houses and supports the Peace Corps recruiter for New Mexico.
Policy and funding decisions at LAIT are made through a broadly participatory set of committees representing faculty, staff and students. The Faculty Concilium on Latin America and Iberia consists of all faculty members with current scholarly activities involving Latin America and Spain, currently a list of 103 faculty members. In 2001, the Concilium elected three officers, three representatives, and three alternates to serve on the LAIT Policy Committee. The Policy Committee also included appointees of each of the colleges with interests in Latin America as well as the UNM Library, and the Director and Associate Directors of LAIT. Subcommittees approved by the Policy Committee for the 2002-2003 academic year included Grants and Awards, Publications, Program, Library, and Evaluation. Officers of the Policy Committee and Faculty Concilium included President Nelson Valdés (Sociology); Vice-President Margo Milleret (Spanish and Portuguese); and Secretary Melissa Binder (Economics). Valdés resigned in December 2002 in anticipation of his taking leave from UNM, and Milleret served as acting President for the balance of the period. The Latin American Studies program is governed by an Inter-Disciplinary Committee on Latin American Studies (ICLAS), with a faculty membership appointed by the Dean of Arts and Sciences.

This committee structure was substantially changed in September 2003, and details of those changes will be incorporated into the 2003-2004 report.

Significant Developments

Success in Title VI Competition: From June of the previous period through November 2002, much of the time of the LAIT interim director and program managers was devoted to collecting data and drafting the proposal for a National Resource Center (NRC) grant, and for a Foreign Language and Area Studies fellowships (FLAS) grant from the United States Department of Education. While often viewed on campus as simply a renewal, each triennial Title VI application round is a fresh competition, and each cycle new centers are funded and some established centers lose funding. We had received feedback from US/DE that LAIT's previous application had grown somewhat stale and that we could be vulnerable. We therefore undertook a completely new proposal with a number of new initiatives. This application was successful, resulting in a new three year Title VI grant that included a $50,000 per year increase in comparison with the previous three-year award level. The scope of our FLAS award was reduced however, from five academic year fellowships to three. Guidance from our program officer indicates that a previous pattern of giving too many awards in Spanish, as opposed to Portuguese or other less commonly taught languages, was a major factor in this reduction. The Grants and Awards Committee had already adjusted its award criteria for the 2001-2002 FLAS award cycle, and we have good prospects for recovering our previous award level for these fellowships in the future.

On-Line Presence LAIT carried out a complete redesign of our web-site to make it a vital tool for communication among Latin Americanist and Iberianist faculty and students. Programming was completed during the spring and early summer of 2003 and the site fully implemented by the end of the period. Key features include an events calendar to which anyone on campus can submit a notice, news from LAIT, news from Latin America
(selected from Latin America Data Base news bulletin content), and powerful search
capabilities that enable users to identify faculty, staff, and students with expertise on any
topic or country. The most salient events announcements appear on the front page of the
site and are automatically removed after the event takes place. The site can be used to
announce fellowship and grant application deadlines, new programs, and research
funding opportunities. All information required for potential student applicants is
available through the site. The site accesses a database on faculty and graduate students
at both UNM and NMSU, that includes information about interests, country and subject
expertise, teaching fields, language skills, research, and publications. The site
significantly enhances the ability of scholars at UNM, as well as persons and groups
outside the UNM community, to make connections, identify persons with common
interests, and collaborate.

**Latin America Data Base:** In July 2002, LAIT received a $403,552 grant from the US
Department of Education to implement an on-line learning community project called
Reta-Net (Resources for Teaching about the Americas). Reta-Net will help K-12
teachers incorporate Latin American content into their classes by providing news stories
from the LADB along with suggested lesson plans for using this news in the classroom.
The Reta-Net site is interactive, allowing teachers to share their experiences with using
these materials in the classroom, exchange new and revised lesson plans, and share other
classroom resources.

LADB continues to publish three news bulletins per week, based on sources from the
region. Three highly experienced LADB staff journalists (all of whom worked for many
years in Latin America before coming to LADB) use proprietary software to collect and
organize news stories from the online services of newspapers in the region. They then
read and interpret this information and write original, synthetic stories on major trends
and developments. The result is consistently high quality reporting that is useful to
scholars, policy makers, and the business community.

The LADB website received approximately 1.75 million completed requests for pages
and over 700,000 visits lasting over 3 minutes. This represented a substantial increase
over the previous year.

**Dual Degree LAS/Education:** The LAS program, in collaboration with the College of
Education, won approval for a dual masters degree in Latin American Studies and
Education. The goal of this new program is to increase the pool of certified teachers and
educational administrators who have strong backgrounds on Latin America. Admissions
for the new program began fall 2003. Full details are available at
http://laii.unm.edu/education.php

**Revised Composition of Grants and Awards Committee:** In response to feedback from
some departments that the LAIT Grants and Awards committee appeared to give lower
priority to proposals and applications from humanities students, the LAIT Policy
Committee determined that the Grants and Awards Committee should be restructured.
Beginning in fall 2002, the committee was formed on the basis of nominations of one
faculty member from each department or program offering graduate degrees with Latin American concentrations, or degrees that are available as dual degrees with Latin American Studies. These nominations are then approved by the Policy Committee (now the Executive Committee effective September 2003).

**Closure of Office of International Technical Cooperation:** On August 30, 2002, LAII closed the Office of International Technical Cooperation (OITEC), a technical assistance and professional training project that had been in existence under various names for 35 years. The reason for closure was the termination of the state line item special appropriation for OITEC. Without that funding, it was impossible to sustain the project. Participation in OITEC programs had declined for several years, and that decline accelerated following September 11, 2001. With relatively few programs and participants, there was no realistic prospect for the program to become self-sufficient without the state subsidy. LAII has retained the records of OITEC alumni in Latin America, many of whom occupy important government and industry positions. An LAII program coordinator maintains contact with OITEC alumni and continues to respond to requests for assistance with documentation.

**Future Plans and Recommendations**

**Promotion of the use of Spanish and Portuguese Across the Area Studies Curriculum:** LAII requested and received financial support from the US Department of Education to encourage faculty to incorporate Spanish and Portuguese into their courses, particularly at the upper division undergraduate and graduate levels. This is intended to address a discrepancy between the very high language achievements of students in literature and culture courses taught by the Spanish and Portuguese department, and those of other area studies students, whose language skills are too often not sufficiently developed to function as professionals in their fields in Spanish or Portuguese. Implementation of this initiative will begin in AY 2003-2004, and the approach will be adjusted in subsequent years as needed.

**Development of programs on natural resources and conflict:** Although we have been reluctant to initiate a major new strategic direction at LAII prior to the arrival of a new director, events in Latin America point to the crucial importance of conflict of natural resources as an interdisciplinary topic of concern. Conflict in Venezuela centers on who shall control and benefit from the country’s petroleum resources; the recent ouster of the president of Bolivia was triggered largely by protests over a plan to export natural gas. Mexico faces serious future challenges because its socially redistributive approach to exploiting petroleum resources limits available capital for future investment and continued production. LAII is seeking foundation funding to host a conference and commission papers addressing the social, economic, and political dimensions of energy and natural resource policy more broadly, focusing on alternative models drawn from other world regions and resource types. This issue was brought to our attention by means of a proposal from the government of Venezuela that UNM develop a major center on energy policy in the Americas. Although we have been hesitant to proceed with this grand scheme given the political complexities and controversy that surround it, we are
interested in initiating academic debate on this topic at UNM to explore what connections can be made among faculty across disciplines.

**Increased Consortium Activity with NMSU:** LAII shares the Title VI grant with the Center for Latin American and Border Studies at NMSU under a consortium arrangement. In recent years, there has been relatively little interaction between our two faculties, largely because of the distance and travel time involved. We have committed to holding two works-in-progress symposia each year, alternating between UNM and NMSU. In Fall 2003, we were unable to proceed with an event because of the resignation of long-time CLABS Director José Garcia, followed by an internal search for a replacement that consumed several weeks. We plan two events in the spring semester.

**Strategic Development of Study Abroad Programs:** LAII has a strong interest in increasing the proportion of UNM students who participate in study abroad programs. Interim leadership at both LAII and Office of International Programs and Studies, as well as uncertainty about the architecture of international program efforts at UNM in the near future, have been obstacles to achieving quantum improvements in study abroad participation. According to participants in a Study Abroad Task Force, headed by Associate Provost Nancy Uscher and in which LAII Program Coordinator Robyn Côté participated, there are currently multiple obstacles to student participation. These include costs, fear of the unknown, the complexity and diversity of offerings, and the lack of UNM faculty involvement. LAII and OIPS, working with the division of student affairs, have managed to eliminate barriers to students obtaining financial aid for study abroad, and mechanisms for obtaining academic credit have been simplified. But for students who depend on working during the semester to earn tuition and living expenses, study abroad remains out of reach because of the impossibility in most cases of obtaining employment abroad. The result is class stratification among UNM students in which those with more financial resources are able to participate, and those without are not. Clearly some kind of financial support for lower-income students to participate in study abroad will be essential.

Fear of the unknown appears to be a factor as well, as many students lack the confidence to participate in exchanges abroad. Such barriers to individual participation are lower at universities that maintain their own campuses abroad. An alternative exists in the form of faculty-led programs, such as those developed by UNM faculty members Enrique Lamadrid, Celia López-Chávez, Margo Milleret and others. These have been highly successful and produce very favorable feedback from students. But sustainable funding for such programs is not currently available.

If we are to more effectively internationalize the UNM campus, we need a serious and sustained initiative to design and implement a study abroad promotion strategy that is within UNM’s financial means, while also seeking additional resources to make access to study abroad income-blind. What we are currently doing, though highly valuable for the small percentage of students who participate, is not sufficient to give the UNM student body as a whole a sufficiently international perspective. LAII stands ready to contribute to development of such a strategy.
Appointments to Staff

Michael Leffert, Technical Journalist (effective August 5, 2002)
LaMaia Cramer, Analyst/Programmer III (career ladder completion effective May 1, 2003)

Separations from Staff

Gladis F. Maresma, Director of OITEC (effective August 31, 2002)
Margarita Dean, Administrative Assistant II (effective July 24, 2002)
Juan F. Larrañaga, Analyst/Programmer II (effective June 30, 2003)
Theo R. Crevenna, Deputy Director (retired effective July 31, 2002, returning retiree effective August 1, 2002)

The following visiting scholar appointments were completed and terminated:

Margarita Birriell-Salcedo, terminated effective July 15, 2002
Gwendolyn Midlo, appointed effective December 1, 2002
Jalil Fallad Chavez, appointed term August 19, 2002 to May 31, 2003

Publications of the LAII:

LAII Research Paper Series, University of New Mexico

LAII Research Paper Series, University of New Mexico

Latin American Research Review
Vol. 37, No. 3, 2002

LAS Noticias Estudiantiles
Vol. 17, Issue 1, September 2002
Vol. 17, Issue 2, November 2002
Vol. 17, Issue 3, February 2003
Vol. 17, Issue 4, April 2003

ISTEC Quarterly Message
Year III, Vol. III, September 2002
Year IV, Vol. I, March 2003
Year IV, Vol. II, August 2003
Latin America Data Base,
Three electronic newsletters, weekly issues (48 wks/year)
*SourceMex* (Economic news and analysis on Mexico)
*NotiCen* (Central American and Caribbean economic and political affairs)
*NotiSur* (Latin American economic and political affairs)

**Sponsored Research:**

The Tinker Foundation
Field Research Grants for Graduate Students
$15,000
January 1, 2002 to December 31, 2002
$15,000
January 1, 2003 to December 31, 2003

US Department of Education/IEGPS
New Mexico Consortium on Latin American Studies
Comprehensive National Resource Center and Foreign Language and Area Studies Fellowship Program
$332,190
August 15, 2002 to August 14, 2003

US Department of Education
Resources for Teaching about the Americas (RetaNet): Latin American Instructional Materials and On-Line Community of Learning
$135,552
July 1, 2002 to June 30, 2003

Peace Corps, Southwest Region
Peace Corps Recruitment Strategy Contract
$16,456
October 1, 2002 to September 30, 2003

Checchi and Company
Training in Oral Skills, Course Design and Teaching Techniques for Faculty Members of Colombian Law Schools
$24,682
October 2002

National Science Foundation
Ibero-American Digital Library Joint Project Development Symposium
$24,327
March 2003 to March 2004

**LAII Field Research Awards to Individuals (Tinker Foundation Program):**

1. AVILA, Mary
MA Student, Art & Art History
"Zapata as Icon and Competing Narratives of 'La Revolucion'"
Mexico, $1,408.57

2. BATEMAN, Heather
PhD Candidate, Biology
"Impacts of Human Activity on the Biodiversity in the Galápagos"
Ecuador, $1,302

3. ENCINIAS, Mario
MA Student, History
"Towards an Understanding of Las Cofradías de Sevilla as Origin Source for Los Hermanos Penitentes of New Mexico"
Spain, $1,182

4. GARCIA, Joseph
MA Student, Latin American Studies
"The Impact of an Infrastructure Project on a Rural Village in Central Paraguay"
Paraguay, $1,321.90

5. INGRAM, Matt
MA Student, Political Science
"Judicial Reform in Brazil and Argentina: A Comparative Analysis of State-Level Reforms"
Brazil, Argentina, $2,223.82

6. JAMES, Paul
PhD Candidate, Anthropology
"The Disease Ecology of Asthma in an Indigenous Migrant Population"
Mexico, $780.10

7. JAMIESON, Sara
PhD Candidate, Anthropology
"The Effects of Urbanization on Girls' Initiation Rites and Women's Roles among the Wayu in Maracaibo, Venezuela"
Venezuela, $865.04

8. LANDAU, Jennifer
MA/JD Student, Latin American Studies and Law
"Reconfiguring the State: Neo-Liberal Reforms and the Policing of Nicaraguan Migrants in Costa Rica"
Costa Rica, $865.72

9. LEWIS, Cecil
PhD Candidate, Anthropology
"An Investigation of Genetic, Linguistic, and Geographical Distance in American Indians"
Peru, $1,020.76

10. OLTON, Elizabeth
MA Student, Art & Art History
"To Animate The Dead: The Iconography and Cosmology of Burials among the Ancient Maya"
Guatemala, Honduras, $1,401.94
11. PACILE, Al
MA Student, Latin American Studies and Community and Regional Planning
"Citizen Participation in Environmental Planning: A Qualitative Evaluation of an Environmental Management Plan, Paraty, Brazil"
Brazil, $914.40

12. RUCAS, Stacey
Ph Student, Anthropology
"Health and Behavior Among the Tsimané of Beni, Bolivia"
Bolivia, $1,285

13. SCHOLZ, James
MA Student, Latin American Studies and Community and Regional Planning
"The Effects of Government Infrastructural Support for Community-Based Sustainable Tourism Projects"
Mexico, $429.97

14. SCHWARTZ, Naomi Gabriela
PhD Candidate, Latin American Studies
"Assessing the Effects of Diaspora (Migrations) and Globalization in Otavalo, Imbabura, Ecuador"
Ecuador, $1,471.40

15. SONODA, Yuka
MA Student, Latin American Studies
"Workers' Labor History and Motivation in Oaxaca"
Mexico, $957.39

16. WALTERMIRE, Mark
PhD Student, Spanish and Portuguese
"Linguistic and Social Consequences of Dual Cultural Interaction Along the Uruguayan-Brazilian Border"
Uruguay, Brazil, $1,243

16. WEISE, Christa
PhD Candidate, Biology
"Seasonality and Vertical Stratification in Neotropical Bat Communities - Do Fruit-Eating Bats Migrate?"
Panama, $2,821.40

17. WINKING, Jeffrey
PhD Student, Anthropology
"Health and Behavior Among the Tsimané of Beni, Bolivia"
Bolivia, $1,285

Other LAII Research Grants to Individuals

Jeffrey Winking
PhD Student, Anthropology
Bolivia, $2,500 (Mellon)
Stacy Rucas  
Ph.D. Student, Anthropology  
Bolivia, $2,500 (Mellon) 

William Pockman  
Assistant Professor, Biology  
"Structural and Functional Responses of Plants to Land Use in Patagonia"  
Argentina, $1,126.90  
$1,126 (Mellon)
Office of the Registrar


Kathleen F. Sena, Registrar
Mission Statement

The Office of the Registrar is a customer-focused organization whose mission is to preserve academic integrity; ensure adherence to academic policy; safeguard the security of academic records; provide course and classroom management and provide student information and data reporting for students, faculty, staff and external constituencies of the University. The Office does this in a diverse environment utilizing advanced technology and a legacy of commitment in order to create, apply and disseminate knowledge.
Registrar's Office Functions

Athletic Admission and Eligibility
Branch Coordination
CHE Data Coordination/Reporting
Degree/Enrollment Certifications
Enrollment Reporting
FERPA/Student Right-to-Know/ADA
Grade Processing
Graduation Verification and Diploma Preparation
New Mexico Residency for In-state Tuition Purposes
PC Systems Enhancement and Maintenance
PROGRESS Degree Audit
Records (Academic History)
Registration
Schedule of Classes Classroom Scheduling and Special Events Scheduling
Staff Development, Training and Recognition
Student Information Resource
Surveys and Questionnaires and Special Request Programming
Transcripts (Official and Unofficial/Advisement)
University of Albuquerque Transcripts
University Catalog and Curriculum Management
Veteran's Office
Significant Developments

Athletic Admissions:

- During Fall 2002 and Spring 2003, 566 student athletes were certified to compete. During the same time period, 266 student athletes were admitted. (See Appendix for further details.)
- The office began utilizing the new web-based NCAA compliance assistant for Fall 2003 certifications.
- Kaari Zamora, Athletic Admissions Specialist, assisted University College Advisement Center with new student advisement during the summer orientation programs.
- Kaari worked with the Office of Admissions and their high school on-site admissions program. She provided assistance with processing and admitting beginning freshman.
- Kaari has been selected to teach a FIG course during the Fall 2003 semester.
- Kaari is now utilizing the admissions document imaging process.

Branches:

- Met on a regular basis with Branch Campus Registrars and Admissions staff to discuss current issues and provide solutions for branch campus processes and students.
- Provide on-site training for Student Information Systems for all new employees.

Catalog and Curriculum:

- Discussion continued to find processes or software to help the curriculum flow be less time consuming, difficult to manage and paper intensive.
- Provided training to departments in curriculum processes.
- 1,329 curriculum forms were processed for inclusion in 2003-2005 catalog.
- At the end of the year, final production of the 2003-2005 catalog was taking place.
- Finished catalog was 592 pages, an increase of 60 pages.
- Curriculum Terminology Task Force was created to look at standardizing terms used University-wide regarding curriculum. Four staff members are participants on this task force.

Classroom Scheduling and Classroom Maintenance:

- Created on-line Special Events function on SIS, creating the ability to track these events in a similar fashion to academic events.
- New scheduling forms were created and added to the web, improving the scheduling process and simplifying communication.
- Successfully bid and printed the Summer in the Southwest Schedule of Classes and streamlined its production.
- Continued to reduce paper reports, either eliminating or placing the reports on the web.
- Continued to improve the Operations Manual for the Scheduling Office.
- Hired an Administrative Assistant I.
- Successfully completed Scheduling Workshop, adding new information and presenters.
- Completed classroom inventories on a semester basis. Continued to supply classrooms with basic furniture and special furniture needs.
- Coordinated the upgrades of classrooms in Mitchell Hall, CA 2018, the College of Education and others.
Daily Activities and Operations:
- Encouraged staff to take advantage of educational opportunities to further educational goals for professional growth and development.
- Encouraged staff to participate in state, regional and national organizations affiliated with their areas of responsibility.
- Continued to maintain personnel computer station upgrades.
- Purchased necessary office equipment to provide better services to staff and customers.
- Maintained appropriate staffing levels to provide necessary services to our various constituencies.
- Participated at various levels with Project LINK–SCT Banner Student Systems pre-implementation.
- Incorporated information sessions as part of the staff development activities within the organization.
- Successfully upgraded all Student Record Clerks (Grade 5) to Enrollment Representatives (Grade 7).

Graduation:
- Hired a new Graduation Coordinator, Marjorie Klimt.
- Made significant progress in replacing the Form A with a web-based data gathering system, working closely with CIRT and the University Secretary’s Office.
- Continued to work closely with the PROGRESS staff to increase effectiveness and timeliness of the degree confirmation process.
- Printed approximately 3,500 diplomas.

I-TEL-UNM:
- Continued to provide nearly 24/7 access to system.
  Including over 312,000 telephone and an estimated 2,196,000 web transactions. This represents an increase of more than 50% in total transactions, a further 20% decrease in telephone transactions and a 79% increase in the number of transactions handled via the web. (See Appendix for further details.)
- Successfully upgraded the I-TEL-UNM hardware and software.
- Completed training CIRT staff on supporting and developing the I-TEL-UNM applications.
- Continued to provide the Closed Course/Opt Out reports on line for enrollment management.

Lobo Card:
- Implemented access control for CIRT building and new Child Care Facility with the assistance of Alarms and University Police.
- Moved primary system hardware to the CIRT building to provide better physical and network security.
- Responsibility for this area moved to the Auxiliary Services organizational structure during second half of year.

PROGRESS Degree Audit:
- Updated and reviewed PROGRESS degree requirements with primary colleges and departments at UNM, including North Campus.
• Processed degree checks for University graduation requirements and Core Curriculum requirements monitored by the Office of the Registrar.

• Main Campus Encoding Completed: College of Education, Architecture, Engineering and Fine Arts.

• North Campus Encoding Completed: Nursing, Physician Assistant Program, Medical Lab Sciences and Dental Hygiene.

• Completed and distributed PROGRESS Degree Audit information packets for advisors and University personnel. Packet includes: Advisor Guide for PROGRESS Degree Audit (training manual); exception-processing manual for University advisors; exception forms; brief instruction sheets and various reference materials related to PROGRESS Degree Audit.

• Completed PROGRESS Degree Audit Manual for Registrar's Office staff.

• Designed and distributed student oriented tri-fold PROGRESS Degree Audit brochure.

• Held an Open House for college advisors and University personnel who use PROGRESS Degree Audit.

• Trained college advisors and various University personnel on PROGRESS Degree Audit. Participated in Advisors Council and monthly Advisor Network group meetings to provide information and updates on PROGRESS Degree Audit.

• Streamlined PROGRESS tables, degree programs and requirements in preparation of installing DARwin.

• Consolidated Valencia branch campus degree programs and requirements.

• Prepared and provided information to Project Link regarding CAPP vs. DARS/DARwin programs.

Records:

• Purchased Hershey Business Systems Document Scanning software. Developed plan of action to scan several thousand off-line student academic records. Quality control of records shipped to vendor did not meet organization standards. Revamped plan of action to scan records in-house. Vendor software enhancements to upgrade other UNM units utilizing resource caused delay in office project.

• Scanned and converted more than 300,000 transcripts for inclusion into document imaging system for backup and retrieval.

• Actively supported Faculty Senate Admissions and Registration sub-committee for Grade Petitions.

• Trained personnel on Records Verification process. All Enrollment Representatives who process transcript requests verify off-line records associated with their assignment of the alphabet. They also assist the Records Supervisor with additional off-line verifications as time permits.

• Continue to implement online applications of necessary documents for students, including enrollment certifications. Request form for official and unofficial transcript made available via the web.

• Continued collaborative effort within the office to enhance the Registrar's Office home page.

• Continued to improve and enhance available training materials and manuals.

• Implemented instructor web class list and web grades applications.

Registration:

• Began regularly scheduled FERPA training sessions for campus constituencies, including several presentations to departments.

• Provided Schedule of Classes online with nightly updates with assistance from CIRT.
- Standardized registration forms to include student signature and financial responsibility statement.
- Provided process for students and departments to handle exceptions remotely and in compliance with University policy.

Residency:
- Approximately 525 in-state tuition residency petitions were processed for the fall and spring semesters.
- Completed a CHE Enrollment Verification Audit in the Spring Semester. No major issues with residency on main campus were identified.
- Worked with CIRT to implement automatic listing of currently enrolled students with residency status changes. This report is sent to Student Financial Aid Office. (In the past, this report was prepared manually.)
- Implemented residency email address, accessed through residency web page, to allow students to submit specific questions in regards to residency. This page is monitored daily.

Statistics:
- Hired a new Analyst Programmer II, Michael Gibson.
- The Statistics Office coordinated the CHE Enrollment Verification that took place in April 2003. A preliminary report from the CHE was received and a response addressing issues has been sent back.
- Semester-based CHE reports were created and transmitted on time.
- IPEDS reports to the Department of Education were completed and transmitted on time.
- The NCAA graduation survey was completed in Spring 2003. The six-year graduation rate for the Fall 1996 beginning freshmen cohort was 46%.
- Office personnel participated in the Data Warehouse Data Definitions group, the Banner General Area group and the Consolidated Person Area group. Staff also participated in the CHE Enrollment Verifications of Luna Vo-tech and Highlands.
- The Official Enrollment Report was expanded to include Extended Services.
- Numerous questionnaires/surveys were completed.
- The SIS training manual was updated.
- Business Security Administration responsibilities continued to increase.

Veterans Affairs:
- 605 students were certified for VA educational benefits.
- Trained immediate supervisor and new personnel regarding office functions.
Goals for 2003–2004

Strategic Directions:

• Promote the vital academic climate of the University by ensuring substantial roles for the staff in University planning, administration and governance by participating in various academic and administrative committees throughout the University. For example the Faculty Senate Admission and Registration Committee; Faculty Senate Curriculum Committee; Space Allocations; Student Area Coordinators; Academic Advisors Council; and Enrollment Management.

• Evaluate and restructure UNM’s support for graduate education and raise the effectiveness and stature of our programs by encoding all of the graduate degree programs into PROGRESS, which will help allow graduate students to make academic progress towards their degrees in a timely fashion. Complete the implementation of the graduate student’s grade point average to be reflected correctly on their academic transcript.

• Promote public responsibility by continuing to increase the public responsiveness and national stature of UNM’s professional programs by completing in a timely fashion the numerous surveys our organization receives.

• Promote service-mindedness among all University constituents by offering services during the entirety of the day and beyond through extended office hours, web-based services and various forms of University-wide communication, particularly e-mail.

• Promote and increase diversity of UNM’s faculty, staff and students to better reflect the demographic of our state by using data to help define and identify our various populations; assist with recruiting at various activities and locations; and continuing to enhance the Official Enrollment Report with important and vital information.

• Promote communication and interaction across disciplines and units by maintaining and enhancing the various forms of communication the Office of the Registrar shares with all academic and administrative departments on all campuses of UNM and to require all new hires to participate in the Civil Rights training offered by UNM.

• Continue to recognize and respect differences—creating an environment that embraces fundamental human diversity—ethnicity, gender, sexual orientation, culture, nationality, religion, age, disability and language by participating in numerous activities on campus and in the community that bring individuals together. Schedule presenters at several monthly staff training sessions within the organization to discuss and work with us on diversity and all its facets.

• Continue to excel in areas of marked distinction to create structures and processes to effectively support and provide resources by completing the conversion of DARS (Degree Audit Report System) to DARwin (web-based version) for students, faculty and staff to have academic progress information available at their fingertips.

• Develop a system for regular evaluation and accountability of services provided by the Office of the Registrar by incorporating regularly scheduled meetings between supervisors and staff regarding performance reviews.

• Incorporate a planning process within the organization by utilizing performance evaluations and the Annual Report as guides for our everyday functions and responsibilities and enhancements for services for students, faculty and staff in the future.

• Review the UNM Strategic Plan on a quarterly basis to ensure that the Office of the Registrar is aligned with the mission, values and goals of the University. Participate on various committees throughout the University to strive for constituency in all matters related to the academic expectations of students, faculty and staff.
• Enhance recruitment and retention of employees by exploring and utilizing various options available through UNM Human Resources such as eHIRE, Career Ladders, Desk Audits and Career Development opportunities.

• Create effective programs for professional development by providing opportunities for staff to participate in local, state, regional and national professional meetings that address topics related to the functions of a registrar’s office on a university campus.

• Foster a culture of recognition and reward for excellence in teaching, research, scholarship, creativity, service and leadership by following the lead presented throughout the University via approved policies and procedures.

• Improve effectiveness of enrollment management by continuing to participate in the Enrollment Management Team and by providing data necessary to various units across campus for planning purposes.

• Provide and maintain state-of-the-art computing, communications and information technology across the University by actively participating in all phases of the implementation of the enterprise wide initiative of the SCT Banner suite, providing monthly training sessions for University personnel who require access to the Student Information System to carry out their stated job responsibilities.

• Develop and sustain effective management systems and academic and student support functions by providing training and information that allows for decisions and accountability to be made at the lowest appropriate level, to balance accountability in decision-making with encouragement of appropriate risk-taking.

• Continue to review processes, policies and procedures within the organization to streamline approval process; attempt to eliminate duplication of services; and promote coordination and collaboration between administrative and academic units to foster a positive and productive student experience.

• Increase efficiency and customer focus of transactions by ensuring new staff participate in EOD’s Customer Service training and have a strong, solid base of information to help serve the student, faculty and staff appropriately.

• Improve management systems that support student services by actively participating in all phase of the implementation of the enterprise-wide initiative of the SCT Banner suite of products; complete conversion of automated degree audit process from DARS to DARwin.

Athletic Admissions:

• Comprehend and utilize the ad hoc reporting tools available on the NCAA Compliance software.

• Complete procedures manual.

• Become familiar with the new academic reform for the NCAA rules.

• Kaari Zamora will teach a Freshman Interest Group course in Fall 2003.

• Implement a smoother process for interaction between International Admissions, Athletic Admissions and the Athletic Department.

• Train Darlene Lucero on new admissions process using STARRS document imaging and new NCAA Compliance Assistant.

• Continue to assist and learn more about freshman advisement.

Catalog and Curriculum:

• Automated curriculum flow is being developed for proposed rollout in September 2003.

• Provide training for academic departments in areas related to automatic curriculum processes.

• Further investigate online catalog options for user-friendly version of the web catalog.
• Assist in rolling out standardized curriculum terminology.
• Assist in transitional projects for implementation of SCT Banner Student and Academic System.
• Produce a manual for processes in Catalog production, Schedule of Classes production and curriculum processes.

Classroom Scheduling and Maintenance:
• Seek to gain control of scheduling all departmental classroom space on campus.
• Work closely with Facility Planning in getting an accurate inventory of departmentally controlled space.
• Enable scheduling staff to create and update a web-based calendar, as needed, rather than being dependent on other staff.
• Continue to expand and improve the Scheduling Workshop.
• Assist departments in learning to change class capacities and obtain restricted call numbers.
• Participate fully in SCT Banner Student and Academic System implementation.

Daily Functions and Applications:
• Develop plan to incorporate UNM Strategic Plan into organization goals and expectations.
• Continue to provide software and hardware support as needed to maintain systems and workstations for all staff members.
• Upgrade file and print server hardware and software.
• Implement firewall software to better secure critical systems.
• Maintain full staffing for all positions within office, filling vacant positions within 30 working days.
• Encourage all office personnel to participate in educational and/or professional development opportunities.
• Continue to improve student services by reviewing processing time for necessary documents and utilizing technology to provide necessary information.
• Participate in SCT Banner Student and Academic System implementation.
• Maintain current levels of functionality and service during implementation of SCT Banner Student and Academic System implementation.
• Develop entry-level staff training notebook and procedures for new staff.
• Continue cross-training activities for all areas of the organization.
• Continue to provide Student Information System (SIS) training on a regular monthly basis.

Graduation:
• Finish web-based replacement of Form A, working with CIRT and University Secretary.
• Work with Associate Deans and University Secretary to improve the posting of honors process.
• Update the Graduation Procedures manual.
• Explore ways to reduce paper usage and costs, including diploma materials.
• Improve relations with college advisors.
• Participate in SCT Banner Student and Academic System implementation.
• All diploma printing will be done within The Office of the Registrar.
• Explore possibility of providing diplomas at commencement exercises in the future.
I-TEL-UNM:

• Add ability for students to request and print out a copy of their enrollment certifications through the National Student Clearinghouse.
• Continue working with CIRT personnel to maintain and enhance I-TEL-UNM.

PROGRESS Degree Audit:

• Encoding: graduate degree programs and branch campus programs.
• Provide training and assistance to college advisors and University personnel regarding PROGRESS Degree Audit.
• Implement DARwin, expanding the capabilities of PROGRESS Degree Audit for advisors, University personnel and students.
• Train college advisors on processing degree exceptions in DARwin.
• Change accessibility of PROGRESS Degree Audits for students—allowing students the ability to run their own current PROGRESS Degree Audits and “what-if” audits.
• Continue participation in Advisor’s Council and monthly Advisor’s meeting to provide information and updates on PROGRESS Degree Audit.

Records:

• Implement Instructor Drop process on web for faculty at all campuses.
• Complete document imaging by indexing the 300,000 scanned student academic records.
• Continue off-line record verification process to complete through the letter “J.”
• Finish folder deletion project for student admission folders five years old and later.

Registration:

• Coordinate with Admission’s and other Student Services Center offices to provide consistent and accurate information to students attempting to navigate the UNM system.
• Continue to provide and improve fast and accurate customer service.
• Continue to provide monthly FERPA training to various constituencies of the University community.

Statistics:

• Cross-train staff in Business Security Administration procedures.
• Convene a Data Reporting Workshop on an annual basis, to include main campus and branch personnel.
• Revise the Data Access and Use Agreement Form and place on web.
• Download data directly to the Official Enrollment Report.
• Include more branch data in the Official Enrollment Report.
• Update user manuals as necessary.

Veteran Affairs:

• Continue careful maintenance of student files, complying with all federal regulations
• Continue to be available and responsive to eligible students on a daily basis, ensuring the timely receipt of VA educational monies.
Personnel Changes

Hired:

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<tr>
<td>07/29/02</td>
<td>Mannion, W.</td>
<td>User Support Analyst III</td>
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<td>08/12/02</td>
<td>Haggerty, M.</td>
<td>Student Records Clerk</td>
</tr>
<tr>
<td>08/12/02</td>
<td>Harner, J.</td>
<td>Degree Audit Analyst</td>
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<td>Baca, R.</td>
<td>Enrollment Representative</td>
</tr>
<tr>
<td>01/13/03</td>
<td>Hama, K.</td>
<td>Enrollment Representative</td>
</tr>
<tr>
<td>05/01/03</td>
<td>Gibson, M.</td>
<td>Analyst/Programmer II</td>
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Promoted/Reclassified Within Registrar's Office:

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<th>Title</th>
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<td>09/23/02</td>
<td>Pacheco, K.</td>
<td>Student Records Clerk to Admin Assistant I</td>
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<tr>
<td>10/19/02</td>
<td>Garcia, S.</td>
<td>Student Records Clerk to Enrollment Representative</td>
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<tr>
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<td>Haggerty, M.</td>
<td>Student Records Clerk to Enrollment Representative</td>
</tr>
<tr>
<td>10/19/02</td>
<td>Jackson, A.</td>
<td>Student Records Clerk to Enrollment Representative</td>
</tr>
<tr>
<td>10/19/02</td>
<td>Kuenzler, S.</td>
<td>Student Records Clerk to Admin Assistant II</td>
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<tr>
<td>10/19/02</td>
<td>McCloud, S.</td>
<td>Student Records Clerk to Enrollment Representative</td>
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<tr>
<td>10/19/02</td>
<td>Olona, M.</td>
<td>Student Records Clerk to Enrollment Representative</td>
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<tr>
<td>10/31/02</td>
<td>Reber, A.</td>
<td>Analyst/Programmer III to Assoc Registrar</td>
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<tr>
<td>02/03/03</td>
<td>Halpern, J.</td>
<td>Student Records Spec to Senior Student Records Spec</td>
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Transferred/Promoted Elsewhere at UNM:

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<tr>
<td>06/13/03</td>
<td>Kuenzler, S.</td>
<td>Admin Assistant II</td>
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Separations:

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<th>Title</th>
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<tbody>
<tr>
<td>07/12/02</td>
<td>Baca, E.</td>
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<tr>
<td>09/01/02</td>
<td>Wilson, L.</td>
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<td>Chavez, C.</td>
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<td>01/17/03</td>
<td>Utton, G.</td>
<td>Analyst/Programmer II</td>
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<tr>
<td>06/30/03</td>
<td>McCloud, S.</td>
<td>Enrollment Representative</td>
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</tbody>
</table>

Office of the Registrar
2002-2003 Annual Report
Page 12
Professional Activities

Rose Bennett, Associate Registrar
RMACRAO. Angel Fire, New Mexico. July 2002
Wayne State Site Visit. Detroit, Michigan. February 2003

Training:
Non-Traditional Student Program, Project Management

Committees:
Advisor Council, Advisor Net Working

Melinda Boyd, Student Records Clerk
NMACRAO. Albuquerque, New Mexico. June 2003

Trainings:
Civil Rights at Work at UNM

Carolyn Cantley, Administrative Assistant II
RMACRAO. Angel Fire, New Mexico. July 2002

Trainings:
Civil Rights at Work at UNM

Catherine M. Chavez, Student Records Supervisor
RMACRAO. Angel Fire, New Mexico. July 2002

Jep Choate, Associate Registrar
RMACRAO Presenter. Angel Fire, New Mexico. July 2002
NMACRAO President. 2002–2003
NMACRAO Meeting Chairman. June 2003
Wayne State Site Visit. Detroit, Michigan. February 2003

Committees:
Data Warehouse Definitions, Facilities Use, Rapid Response Team, Space Allocations, Space Planning Standards

Savanna Garcia, Student Records Clerk
Trainings:
Civil Rights at Work at UNM

Michael Gibson, Analyst Programmer II
NMACRAO. Albuquerque, New Mexico. June 2003

Trainings:
Adobe Acrobat, Corporate Time, FERPA, Mulberry I, Mulberry II, Telecom Voice Mail

Committees:
Data Processing and Priorities
Lois Griesbaum, Analyst Programmer II
RMACRAO. Angel Fire, New Mexico. July 2002
SAS Conference. Albuquerque, New Mexico. August 2002
Banner Summit. New Orleans, Louisiana. March 2003
Association of Institutional Research Conference. Tampa, Florida. May 2003
NMACRAO. Albuquerque, New Mexico. June 2003

Trainings:
Brio Explorer Training, Defensive Driving, SAS Output Using ODS

Committees:
Banner Person Area Subcommittee Chair, Banner Data Conversion, Consolidated Person Area Implementation, Curriculum Terminology, Data Processing and Priorities, Data Warehouse Definitions, Diversity Reporting, EMR Revision, SEVIS Implementation, UNM/Banner General Person Workgroup

Judi Halpern, Senior Student Records Specialist
NMACRAO. Albuquerque, New Mexico. June 2003

Trainings:
Civil Rights at Work at UNM, Customer Service: Defusing Hostility

Committees:
Registrar’s Office Retreat Planning Group

Karen Hama, Student Records Clerk
NMACRAO. Albuquerque, New Mexico. June 2003

Trainings:
Civil Rights at Work at UNM

Julie Harner, Degree Audit Analyst
Encoders Level I. Oxford, Ohio. October 2002
Encoders Level II. Oxford, Ohio. February 2003

Trainings:
Civil Rights at Work at UNM, FERPA, Mulberry II, Corporate Time, Defusing Anger, Performance Review for Staff, Conflict Management, Travel Policies and Procedures, Myers-Briggs Type in the Workplace, Purchasing and Accounts Payable Policy, UNM Mediation Training, Emotional Intelligence in the Workplace, Making Effective Presentations, Time Management

Todd Hynson, Student Records Supervisor
Trainings:
Civil Rights at Work at UNM

Committees:
Registrar’s Office Retreat Planning Group

Amelia Jackson, Student Records Clerk
NMACRAO. Albuquerque, New Mexico. June 2003

Trainings:
Civil Rights at Work at UNM, Mulberry I, Mulberry II
Darlene Lucero, Associate Registrar
Banner Summit. New Orleans, Louisiana. March 2003

Training:
Applying MS Project in Your Organization, Project Management for IT Managers and Team Members

Committees:
Campus Crawl, Curriculum Terminology Task Force, Faculty Senate Curriculum-Ex-Officio, FSCC Core Curriculum Sub-Committee, Residency Appeals, SCT Banner Fit Gap Analysis

Wayne Mannion, User Support Analyst III
Trainings:
Civil Rights at Work at UNM, Corporate Time, Mulberry I, Mulberry II

Stewart Nelson, Administrative Assistant II
NMACRAO. Albuquerque, New Mexico. June 2003

Trainings:
Civil Rights at Work at UNM, Communicating in the Workplace, Emotional Intelligence in the Workplace, Problem Solving and Decision Making

Committees:
Campus Event Coordination Committee

Gale A Owings, Administrative Assistant III
RMACRAO. Angel Fire, New Mexico. July 2002
NMACRAO. Albuquerque, New Mexico. June 2003

Committees:
Registrar’s Office Retreat Planning Group, UNM Human Resources Network Group

Kathy Pacheco, Administrative Assistant I
RMACRAO. Angel Fire, New Mexico. July 2002

Trainings:
Civil Rights at Work at UNM, Corporate Time, Mulberry II

Committees:
Campus Event Coordination Committee

Patricia Ramirez, Scheduling Coordinator
RMACRAO. Angel Fire, New Mexico. July 2002
NMACRAO. Albuquerque, New Mexico. June 2003

Trainings:
Civil Rights at Work at UNM

Committees:
Campus Event Coordination Committee
Alec Reber, Associate Registrar  
RMACRAO. Angel Fire, New Mexico. July 2002  
Wayne State Site Visit. Detroit, Michigan. February 2003  
AACRAO Annual Meeting. Washington, DC. April 2003  

Trainings:  
New Mexico Veterans Affairs Certifying Official  

Committees:  
SCT Fit-GAP Analysis–Records and Registration, Student Area Coordinators  

Kaye Reeves, Student Records Supervisor  
Trainings:  
Civil Rights at Work at UNM  

Reyna Rubio, Administrative Assistant III  
NMACRAO. Albuquerque, New Mexico. June 2003  

Trainings:  
Civil Rights at Work at UNM  

Kathleen F. Sena, Registrar  
RMACRAO President. 2002–2003  
RMACRAO. Angel Fire, New Mexico. July 2002  
SEM XII Conference. San Diego, California. November 2002  
Wayne State Site Visit. Detroit, Michigan. February 2003  
AACRAO Annual Meeting. Washington, DC. April 2003  
NMACRAO. Albuquerque, New Mexico. June 2003  

Committees:  
AACRAO Technology and Information, Faculty Senate–Admissions and Records, Rapid Response, SCT Fit Gap Analysis–Office of the Registrar, Senate Graduate Committee–Ex-Officio, Space Planning Standards Student Area Coordinators  

Annette Torres, Degree Audit Analyst  
RMACRAO. Angel Fire, New Mexico. July 2002  
Encoders Level II. Oxford, Ohio. February 2003  
NMACRAO. Albuquerque, New Mexico. June 2003  

Trainings:  
Civil Rights at Work at UNM, FERPA, Making Effective Presentations, UNM Defensive Driving  

Committees:  
Registrar’s Office Retreat Planning Group  

Constance Upton, Publication Specialist  
Trainings:  
Civil Rights at Work at UNM  

Committees:  
Curriculum Terminology Task Force, Faculty Senate Curriculum  

Glendora Utton, Analyst/Programmer II  
RMACRAO. Angel Fire, New Mexico. July 2002
Kaari Zamora, Athletic Admissions Officer

Trainings:
Civil Rights at Work at UNM, Fish! Energizing Staff and Delighting Customers

Committees:
Presidential Scholarship Review
Appendix

Residency: for in-state tuition purposes information
Fall 2002 (Petitions Processed)
- Approved: 346
- Appealed: 5
- Denied: 1
- Branch Approved (at main campus): 8
- Not processed: 2

Spring 2003 (Petitions Processed)
- Approved: 157
- Appealed: 2
- Denied: 1
- Branch Approved (at main campus): 4
- Not Processed: 0

Academic Renewal Petitions processed: 163
Grade Replacement Requests processed: 2,357
Grade Petition Requests processed: 112
- Approved: 86
- Denied: 13
- Partials: 13

University of New Mexico Transcript Requests processed
- Official: 40,567
- Unofficial: 64,645

University of Albuquerque Transcript Requests processed
- Official: 618
- Unofficial (we do not provide unofficial)

Student Athletes Certified

<table>
<thead>
<tr>
<th>MEN</th>
<th>WOMEN</th>
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<tbody>
<tr>
<td>Baseball</td>
<td>27</td>
</tr>
<tr>
<td>Basketball</td>
<td>12</td>
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<tr>
<td>Cross Country</td>
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<td>Football</td>
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<tr>
<td>Golf</td>
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<tr>
<td>Skiing</td>
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<tr>
<td>Soccer</td>
<td>30</td>
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<tr>
<td>Tennis</td>
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<td>Indoor Track</td>
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<tr>
<td>Outdoor Track</td>
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<tr>
<td>CODES</td>
<td>ALL</td>
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**First menu options:**

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<td>F-1</td>
<td>258,805</td>
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<td>Main Menu</td>
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<td>F-2</td>
<td>4,454</td>
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<td>Tuition Rates (F-2/B-1)</td>
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<td>F-3</td>
<td>17,721</td>
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<td>Credit Card Payment (F-3/B-3)</td>
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<td>F-4</td>
<td>186,928</td>
<td>176,839</td>
<td>95%</td>
<td>Admissions Status</td>
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<tr>
<td>F-5</td>
<td>181,979</td>
<td>162,894</td>
<td>90%</td>
<td>Financial Aid Status</td>
</tr>
<tr>
<td>F-6</td>
<td>409</td>
<td>-</td>
<td>0%</td>
<td>Special Use (GPSA Election)</td>
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<tr>
<td>FA1</td>
<td>18,874</td>
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<td>0%</td>
<td>Financial Aid: Year Status</td>
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<tr>
<td>FA2</td>
<td>1,307</td>
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<td>0%</td>
<td>Financial Aid: General Info</td>
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**Main menu options:**

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<tbody>
<tr>
<td>M-1</td>
<td>122,226</td>
<td>-</td>
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<td>Registration Menu</td>
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<td>M-2</td>
<td>13,385</td>
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<td>Earned Hours</td>
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<td>Bursar's Menu</td>
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<td>635,199</td>
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<td>Change PIN</td>
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<td>M-6</td>
<td>81,104</td>
<td>76,184</td>
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<td>Check Holds</td>
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<tr>
<td>M-7</td>
<td>6,074</td>
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<td>Check Course Status (M-7/R-6)</td>
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**Registration menu options:**

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<td>R-2</td>
<td>49,820</td>
<td>25,727</td>
<td>52%</td>
<td>Drop Courses</td>
</tr>
<tr>
<td>R-3</td>
<td>3,559</td>
<td>2,139</td>
<td>60%</td>
<td>Change Grade Options</td>
</tr>
<tr>
<td>R-4</td>
<td>5,837</td>
<td>4,993</td>
<td>86%</td>
<td>Change Variable Hours</td>
</tr>
<tr>
<td>R-5</td>
<td>402,683</td>
<td>354,650</td>
<td>88%</td>
<td>Schedule Verification</td>
</tr>
<tr>
<td>R-6</td>
<td>359,330</td>
<td>348,210</td>
<td>97%</td>
<td>Check Course Status (M-7/R-6)</td>
</tr>
<tr>
<td>R-7</td>
<td>8,048</td>
<td>5,840</td>
<td>73%</td>
<td>UNM Withdrawal</td>
</tr>
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**Registration transactions:**

<p>| | | | | |</p>
<table>
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<tr>
<th></th>
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<tr>
<td>ADD</td>
<td>638,257</td>
<td>496,782</td>
<td>78%</td>
<td>Courses Add attempts</td>
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<tr>
<td>DROP</td>
<td>126,813</td>
<td>122,278</td>
<td>96%</td>
<td>Courses Drop attempts</td>
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<tr>
<td>CHGRD</td>
<td>6,571</td>
<td>5,965</td>
<td>91%</td>
<td>Courses change attempts: Grade Option</td>
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<td>CHVAR</td>
<td>9,718</td>
<td>4,900</td>
<td>50%</td>
<td>Courses change attempts: Variable Hours</td>
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<tr>
<td>WITH</td>
<td>15,484</td>
<td>12,343</td>
<td>80%</td>
<td>Completed UNM Withdrawals</td>
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<tr>
<td><strong>Total</strong></td>
<td>796,843</td>
<td>642,268</td>
<td>81%</td>
<td>Total Registration transactions</td>
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**Bursar menu options:**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B-1</td>
<td>3,723</td>
<td>-</td>
<td>0%</td>
<td>Tuition Rates (F-2/B-1)</td>
</tr>
<tr>
<td>B-2</td>
<td>380,051</td>
<td>356,618</td>
<td>94%</td>
<td>Accounts Receivable Information</td>
</tr>
<tr>
<td>B-3</td>
<td>23,179</td>
<td>16,516</td>
<td>71%</td>
<td>Credit Card Payment (F-3/B-3)</td>
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**Web only transactions:**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>W-1M</td>
<td>802</td>
<td>802</td>
<td>100%</td>
<td>PROGRESS: Email request</td>
</tr>
<tr>
<td>W-1S</td>
<td>69,891</td>
<td>69,891</td>
<td>100%</td>
<td>PROGRESS: Select existing</td>
</tr>
<tr>
<td>W-IV</td>
<td>41,002</td>
<td>41,002</td>
<td>100%</td>
<td>PROGRESS: View existing</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>111,695</td>
<td>111,695</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**The number of requests, or phone call equivalents, handled by the web is estimated using the following:**

\[
\text{Estimated number of student web transactions (equivalent to a phone call)} = \frac{796,843}{472,469} \times 1,51 = 2,196,150
\]
I-TEL-UNM Usage by Month 2002-2003

<table>
<thead>
<tr>
<th>Month</th>
<th>Total Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul</td>
<td>191,879</td>
</tr>
<tr>
<td>Aug</td>
<td>356,138</td>
</tr>
<tr>
<td>Sep</td>
<td>73,885</td>
</tr>
<tr>
<td>Oct</td>
<td>58,417</td>
</tr>
<tr>
<td>Nov</td>
<td>74,352</td>
</tr>
<tr>
<td>Dec</td>
<td>424,278</td>
</tr>
<tr>
<td>Jan</td>
<td>461,582</td>
</tr>
<tr>
<td>Feb</td>
<td>82,042</td>
</tr>
<tr>
<td>Mar</td>
<td>64,204</td>
</tr>
<tr>
<td>Apr</td>
<td>138,501</td>
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<tr>
<td>May</td>
<td>476,836</td>
</tr>
<tr>
<td>Jun</td>
<td>187,574</td>
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<table>
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<tbody>
<tr>
<td>Jul</td>
<td>165,922</td>
</tr>
<tr>
<td>Aug</td>
<td>301,628</td>
</tr>
<tr>
<td>Sep</td>
<td>66,338</td>
</tr>
<tr>
<td>Oct</td>
<td>53,917</td>
</tr>
<tr>
<td>Nov</td>
<td>69,788</td>
</tr>
<tr>
<td>Dec</td>
<td>364,594</td>
</tr>
<tr>
<td>Jan</td>
<td>402,072</td>
</tr>
<tr>
<td>Feb</td>
<td>75,652</td>
</tr>
<tr>
<td>Mar</td>
<td>59,569</td>
</tr>
<tr>
<td>Apr</td>
<td>124,679</td>
</tr>
<tr>
<td>May</td>
<td>422,010</td>
</tr>
<tr>
<td>Jun</td>
<td>170,609</td>
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</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>% Web</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul</td>
<td>86%</td>
</tr>
<tr>
<td>Aug</td>
<td>85%</td>
</tr>
<tr>
<td>Sep</td>
<td>90%</td>
</tr>
<tr>
<td>Oct</td>
<td>92%</td>
</tr>
<tr>
<td>Nov</td>
<td>94%</td>
</tr>
<tr>
<td>Dec</td>
<td>86%</td>
</tr>
<tr>
<td>Jan</td>
<td>87%</td>
</tr>
<tr>
<td>Feb</td>
<td>92%</td>
</tr>
<tr>
<td>Mar</td>
<td>93%</td>
</tr>
<tr>
<td>Apr</td>
<td>90%</td>
</tr>
<tr>
<td>May</td>
<td>89%</td>
</tr>
<tr>
<td>Jun</td>
<td>91%</td>
</tr>
</tbody>
</table>
UNIVERSITY HONORS PROGRAM
ANNUAL REPORT
2002-2003
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UNIVERSITY HONORS PROGRAM
ANNUAL REPORT
July 1, 2002 to June 30, 2003

DIRECTOR'S REPORT
by Rosalie C. Otero

In the summer of 2002 the Honors Program offered one of its most popular programs, Conexiones in Mexico. Dr. Michael Thomas, UHP faculty, and Dr. Maria Dolores Gonzales, a professor in the Spanish & Portuguese Department, directed the Spanish language and Mexican culture studies program in Michoacan, Mexico. Nineteen students participated in the program. The Southwest Hispanic Research Institute (SHRI) provided resources for eight scholarships. Additional support was provided by Academic Affairs, the College of Arts & Sciences, UNM International Programs, and the Iberian/Latin American Institute.

Conexiones 2002 was very successful. It carried on the traditions of excellence and challenge established during previous programs (1985-2001). Miguel Angel Estrada and Damian Wilson, graduate students in the Spanish & Portuguese Department, assisted Dr. Gonzales in Spanish instruction, and Julia Gilroy, a senior in the Honors Program served as Dr. Thomas's Senior Teacher. The program was privileged to have Arturo Molino, a well-known poet and editor of the journal Centavo, as an instructor of the literature class. Bethzabe Lopez-Romero likewise served her tenth season as field site administrator and director of housing.

Dr. Ron Reichel taught a mini seminar on "Southwest Stories: Stones, Rivers and Abbeys." Six students participated in the course, which explored the Southwest through film, essays, and novels.

Honors students continue to bring recognition and pride to the University of New Mexico. Elizabeth Peck was awarded a prestigious Truman Fellowship. Beth is a Regents' Scholar who majored in Russian and Music. Louis Metzger, also a Regents' Scholar and majoring in Biochemistry, received a prestigious Barry M. Goldwater Scholarship. Louis was one of 300 students selected nationwide on the basis of academic merit from a field of nearly 1,100 mathematics, science and engineering students. Kathryn Allen, a Regents' Scholar received a $1,000 Award of Excellence from the UNM Chapter of Phi Kappa Phi. Kathryn majored in English with an emphasis in Creative Writing. Julian Lucero-Emmons received a Ford Motor Company/American Indian College Fund Corporate scholarship of $5,000 for the fall semester. Only 12 scholarships were awarded nationally to students attending non-tribal colleges. Other awards and honors are listed in Appendix C.

Eighty-six students graduated with University Honors (20 in December and 66 in May) after completing the required twenty-one hours in the UHP and maintaining a minimum cumulative grade point average of 3.2. The seniors graduated from six different colleges (Anderson Schools, Arts &
Sciences, Engineering, Fine Arts, Medicine [Physical Therapy] and University). Ten graduates were Regents' Scholars and thirty were Presidential & Amigo Scholars. Many of the seniors are members of the Phi Eta Sigma, Blue Key, Mortar Board, Golden Key, Phi Kappa Phi, and Phi Beta Kappa honor societies. Most of the students were employed and also volunteered their time and talents to assist various university and community organizations. The average cumulative grade point of the graduating seniors was 3.87, with thirty-four students graduating with a 3.8 or better. Geographically, forty-five students graduated from Albuquerque high schools (Albuquerque High, Albuquerque Academy, Del Norte, Eldorado, Highland, La Cueva, Manzano, Rio Grande, St. Pius X, Sandia, Valley, and West Mesa), twenty-six students graduated from other schools in New Mexico (Alamogordo, Animas, Bloomfield, Carlsbad, Clovis, Farmington, Gallup, Grants, Hobbs, Las Cruces, Las Vegas, Los Alamos, Moriarty, Peñasco, Pojoaque, Santa Fe and Tucumcari), and ten of the graduates came from out of state, representing ten states. One student was home schooled.

Eighty-three graduates took foreign language courses and twenty-two participated in international programs. Twenty seniors chose the Student-Teaching option, nine seniors chose the Thesis option and the remainder participated in a Colloquium with a Service Learning component. Nineteen seniors graduated with departmental honors. Appendix A gives additional statistics on the graduates.

The total number of students in the Honors Program in the academic year 2002-2003 was 1021 (June 02-June 03). Further statistics on UHP students may be found in Appendix B.

The 17th issue of *Scribendi: The UNM Forum for Collegiate Art & Literature* was excellent. This annual publication is managed and staffed by UHP students and affiliated with the Western Regional Honors Council (WRHC). Editor Elizabeth Peck, along with a superb staff of novice students, produced an attractive, artistic magazine. In addition to a distinguished publication, Ana Holguin, a UHP senior won the WRHC short fiction competition with her short story, "Alabare y Planchare—I Will Praise and I Will Iron." Cara McClendon, also a UHP senior, won the photography contest with "Interlude." Honors students from about 200 Western universities and colleges submitted poetry, essays, short fiction, and art. The prize-winning pieces are selected through blind-judging by WRHC faculty. Pieces for publication are selected again through blind-judging by the *Scribendi* staff. This year, besides the two winners mentioned, the magazine included work from the following UNM students: Christopher Blaz, Mario Herrerra, Cassandra Johnson, Gil Morales, Chaya Rose, Jennifer Springer, Ben Tremper, and Hannah Vaughn. Dr. Leslie Donovan is the faculty advisor for the magazine. Appendix D lists the staff as well as the students who were published in the 17th edition.

The Honors Students Advisory Council (HSAC), our UHP student organization, acts as a liaison between students and faculty and administrators. This academic year they continued to provide important services to all Honors students. The officers for 2002-2003 were Aubrie Ater, President; Kathy Graf, Vice President; Rosemary Lester, Secretary; Crystal Massoth, Treasurer; Jenny Mason, Public Relations/Historian; and Carilyn Rome, Student Representative for the UHP Council. Among their various projects, HSAC organized the twice-a-semester Preview Night and the Legacy Lecture.
Series. They participated in various volunteer activities including working with Wherry Elementary School children and the DWI Resource Center. They assisted with various recruitment activities, including the first Freshmen Orientation Day, Senior Day, African-American Day, and Transfer Day. They also sponsored and organized some social events including the 4th Annual Open Mic Night with Scribendi staff, breakfasts during Exam week, and one of the most appreciated annual events, the Faculty Appreciation Dinner. Dr. Troy Lovata is the faculty advisor for HSAC. Additional information on HSAC can be found in Appendix E.

During the 2002-2003 academic year, we were privileged to have Dr. Eileen Meehan to occupy the Garrey Carruthers Distinguished Chair in Honors. Dr. Meehan has a Ph.D. from the Institute for Communications Research, University of Illinois. Her interests are primarily on Political Economy of Media and Telecommunications, Cultural Studies and Media Arts, and News Media and History of Technology. Dr. Meehan has long been involved with interdisciplinary activities, starting with her undergraduate degree in Social Science Interdisciplinary studies and continuing to her present service as the Department of Media Arts' Advisor for undergraduate students. She was named the Outstanding Graduate Teacher and Mentor in Comparative Culture and Literary Studies at the University of Arizona and Faculty Ace in 1996. She also received the Dallas Smythe Award for Excellence in Research, Teaching and Mentoring in Political Economy in 1999.

Dr. Meehan's research examines how economic constraints and corporate interests shape the content of media, and how cultural icons and narrative structures within those mediated expressions shape our understanding of those expressions. Her most recent work is *Sex & Money: Feminism and Political Economy in Media Studies* published by the University of Minnesota Press in 2002. Dr. Meehan taught "The Disney Phenomenon: Economics, Iconography, Audiences" during the Fall semester and "Media, Culture, Money" during the Spring semester.

The University Honors Program owes much of its success to the Continuing Faculty and staff, especially Marcia Glenn, our Department Administrator; Karen Rand, our Office Manager; and Sissy Cordero, our Office Assistant. In addition, we had two work-study student assistants: Luca Taylor and Christina Chen. These exceptional persons provide continuity, community, and perspective to the UHP. Their dedication, innovative ideas, and genuine concern for the students and the Program is a solid foundation upon which we continue to provide an enhancing and challenging liberal arts education for our students. Appendix G lists the Continuing Faculty achievements.

In addition to the faculty and staff, the University Honors Council, made up of faculty from various colleges on campus, provide informed recommendations and policy decisions for the Program. They also assist with the graduating seniors’ interview process and make decisions regarding levels of honors for graduates. We are grateful for their conscientious deliberations and support of Honors as well as their generous commitment on behalf of our students. The 2002-2003 Council included Bruce Neville (Library), Harold Delaney (Psychology), Mark Peceny (Political Science), Lisa Broidy (Sociology), Enrique Lamadrid (Spanish & Portuguese), Leonard Kravitz (Physical Performance & Development), Rosalie Otero, ex officio (University Honors Program), Carilyn Rome (HSAC Representative), and Gil Morales (ASUNM Representative).
In addition to the faculty, staff, and Council, the UHP is appreciative of President F. Chris Garcia; Dean Peter White, University College; Provost Brian Foster and the Office of Academic Affairs; Vice President Eliseo Torres and the Office of Student Affairs; Associate Provost, David Stuart, Director of Evening and Weekend and Summer Programs; Karen Abraham and the Alumni Office; Vice President Judy Jones; Randy Boeglin, Dean of Students; Terry Yates, Vice Provost for Research; Tobias Duran, Director for the Center for Regional Studies; as well as Deans, Associate Deans, Chairs and Directors who continue to support the UHP. We are most grateful that they continue to support the important challenges provided by the UHP toward undergraduate education. We are also grateful to several departments at UNM for their willingness to release associated faculty to teach in the Program. Appendix F lists the associated faculty for 2002-2003. These associated and visiting faculty add dimension, breadth, and different insights which broaden and inform our students.

At the 100-level, the Ancient, Medieval, and Modern Legacies continue to serve as the core for entering students. Not only do these seminars provide a common understanding of dominant Western ideas, but they are a means by which students begin their understanding of seminar pedagogy and the UHP dynamics. Aside from the Continuing Faculty, who teach some of the sections of these seminars, we were fortunate to have many of our adjunct faculty return. These faculty are especially good because they have the experience teaching these UHP seminars.

The 200-level seminars are designed to extend the cultural limits of the Legacies and generally promote global awareness. The faculty focus on deepening the students' understanding of the diverse world in which we live. To give the reader a flavor of the seminars at this level, I am listing only a few of the faculty and innovative seminars. For a complete listing, see Appendix H. The faculty included Laurence Cole, a Professor of Obstetrics and Gynecology at the UNM Medical School, who taught, "Human Reproduction;" Sheri Metzger, who has a Ph.D. in Renaissance Literature and Shakespeare, taught "Memories of the Holocaust;" and Troy Lovata, our newest Honors faculty member with a Ph.D. in Anthropology, taught "Legacies of Ancient Technologies."

At the 300-level, there were also many outstanding, challenging seminars. Some of the visiting and adjunct faculty at the 300-level included: Eileen Meehan, scholar occupying the Garrey Carruthers Chair in Honors; Stephen Brewer, journalist and novelist; Mark Peceny, Professor of Political Science; Krishna Kandath, Professor in Communications; and Gilbert Quintero, a Research Assistant Professor in the Center for Health Promotion and Disease Prevention.

At the 400-level, seniors continued to choose among the three capstone options—Senior Colloquium, Senior Teaching, or Senior Thesis. Dr. Ursula Shepherd taught a Colloquium during the Fall entitled "Biodiversity Conservation," and during the spring, Rosalie Otero taught "Private and Public Selves," Dawn Stracener taught, "Venturing Beyond the Known," and Celia Lopez-Chavez taught, "Reflecting On and Working for Human Rights." The colloquia include a Service Learning component. A complete list of the various agencies and programs with which the students were involved as well as the distribution of the senior options can be found in Appendix A.
The UHP also continued to provide a variety of co-curricular activities. Besides the significant interaction with Dr. Eileen Meehan, our visiting scholar, students also had many opportunities to receive information and experience education outside of the seminars and classes. A complete listing of lectures, presentations, and co-sponsorships are summarized in Appendix I.

With the continued financial support of the Honors Program and the University of New Mexico Regents, Scholars' Wing, the residential program for Honors students and students on scholarships, remained an important aspect of student retention. Dr. Michael Thomas continued to serve as the faculty advisor. A more complete report of Scholars' Wing, prepared by Dr. Thomas is included in Appendix J.

The Honors Program again had the opportunity to participate in the selection, orientation, and advisement of students in the Regents' Scholars Program. Appendix K contains the Regents' Scholars Report prepared by Dr. Diane Rawls, the Faculty Coordinator for the Program.

Our second annual Awards Ceremony was held on May 15, 2003, in the Bobo Room of Hodgin Hall. The Hy and Rana Rose Adler Memorial Prize to Outstanding Freshmen in Honors went to Willa Hafich and Ambrosia Ortiz. Through the continued donations of Melinda Mullins, the daughter of Genevieve Townsend, we were able to present the Genevieve Townsend Memorial Award to an outstanding sophomore, Catherine Jaramillo. Proceeds from the Dudley and Thelma Wynn fund also allowed us to present five Outstanding Senior awards to Adam Collingsworth, Jerriene Cordova, Jeanne Louderbough, Ryan Medalie, and Gilbert Morales. The Wynn Fund also helped to subsidize the Outstanding Science/Engineering Award. This year the recipient of that award was Tina Nguyen.

In addition we also gave Outstanding HSAC Member Awards to Aubrie Ater, Suzanne Loranc, Sarah McKinney, Rina Patel, Carilyn Rome, and Crystal Massoth. Elizabeth Peck received an award for serving so admirably as the Editor of Scribendi. In addition, this year, we also presented Conexiones Achievement Awards to students who excelled in the 2002 summer Conexiones Program in Mexico. The recipients were Clover Hatcher, José Sanchez, Tina Nguyen, Julia Gilroy, Damian Wilson, and Miguel Angel Estrada. Every semester we are also able to award small scholarships to students through the Katherine Simons Endowment. A list of awards and scholarships (stipend) recipients can be found in Appendix C.

In addition, the Honors Students Enrichment Fund, established through generous contributions by John H. Morrison, Esq. and the Kirkland & Ellis Foundation, enabled the UHP to send several students to participate and present papers at the National Collegiate Honors Council Conference in Salt Lake City at the end of October. Beth Peck, the editor of Scribendi and Lindsey Lesch spoke on "The Publication Process;" Christine Probasco and Ben Baragiola presented a session with Dr. Diane Rawls and Dr. Celia Lopez-Chavez on "Student-Teaching in Honors." Dr. Leslie Donovan gave a talk on "J.R.R. Tolkien." Andrea Harbison, Aubrie Ater and Kathy Graf participated in the posters session, and I participated in Developing in Honors, as well as in a session on "Students & Faculty Scaling the Honors Peaks Together" with two colleagues from Oklahoma State University and Texas Tech. I also delivered the Presidential Speech at the luncheon.
Several students also presented at the Western Regional Honors Conference held in Reno, Nevada in April. Elizabeth Peck, Lindsey Lesch, Diana Sanchez-Bess, Elizabeth Hart, Audrey Winkless-Hall, Jennifer Mason, Stephanie Martin, and Carilyn Rome, members of the Scribendi staff, hosted a reception and readings. Jennifer Mason and Carilyn Rome presented a session on "The Mysteries of Submission." Dr. Troy Lovata gave a paper on "E-waste: Technology as a By-product of Education," and I gave a talk on "Individual and Collective Challenges for Honors Education."

The Honors faculty also presented papers at various conferences and participated in faculty development workshops. Troy Lovata gave one of the Legacy Lectures during the Fall semester on "Authentically Fake: An Accurate Account of Something That Didn't Happen," and Ursula Shepherd gave a talk on Darwin. We had a special Coffee & Conversation session with Eileen Meehan during the Fall. Mihaly Csikszentmihalyi also presented a talk during our Spring Coffee & Conversation on "The Ideal College." He came to UNM through the sponsorship of Phi Beta Kappa. Other activities by the Continuing Faculty can be found in Appendix G.

The Honors Program hosted its second annual alumni homecoming event with the generous assistance of the Alumni Office. We had an open house and reception on Friday, October 25, 5:00-8:00 p.m. Several alumni, faculty and friends dropped by. Among the visitors were Steven Archambault, Dawn Stracener, Terri Koontz, V.B. and Rini Price, Bill and Monica Pickens, Brian Eagan, Melinda Plummer, Chamiza Atencio-Pacheco, Jackie and Don Schlage, Tom Chavez, Elizabeth and Al Salinas and baby Elliot, Mae Lynn Spahr, Jean Paul Jager, Joseph Heise, and Steve Ciepiela, President of the Alumni Association.

The Honors Program is most appreciative of the generous contributions of our alumni and friends of Honors. Without their support we would be unable to provide as many diverse and worthwhile activities for our students. A complete list of UHP donors can be found in Appendix L.
Appendix A

Honors Senior Statistics
2002-2003
# APPENDIX A

## HONORS GRADUATES

### FALL 2002

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<tr>
<th>NAME</th>
<th>COLLEGE</th>
<th>MAJOR/MINOR</th>
<th>HONORS LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>José Alvarado</td>
<td>ASM</td>
<td>Internat. Business/Marketing/Econ.</td>
<td>summa cum laude</td>
</tr>
<tr>
<td>Justin Averna</td>
<td>A &amp; S</td>
<td>Biology/Chemistry</td>
<td>summa cum laude</td>
</tr>
<tr>
<td>Craig Butler</td>
<td>ASM</td>
<td>Business Administration</td>
<td>cum laude</td>
</tr>
<tr>
<td>Jason Chapman</td>
<td>A &amp; S</td>
<td>Biology &amp; Psychology</td>
<td>magna cum laude</td>
</tr>
<tr>
<td>Erin Dougherty</td>
<td>A &amp; S</td>
<td>Mass Communication/Business</td>
<td>magna cum laude</td>
</tr>
<tr>
<td>Michelle Fischer</td>
<td>A &amp; S</td>
<td>English (Prof. Writing)/Spanish</td>
<td>magna cum laude</td>
</tr>
<tr>
<td>Emily Freedman</td>
<td>A &amp; S</td>
<td>Political Science/Sociology</td>
<td>cum laude</td>
</tr>
<tr>
<td>Jocelyn Klasen</td>
<td>University</td>
<td>University Studies</td>
<td>summa cum laude</td>
</tr>
<tr>
<td>Steven Mattern</td>
<td>Engineering</td>
<td>Mechanical Engineering/Fine Arts</td>
<td>magna cum laude</td>
</tr>
<tr>
<td>Ryan Medalie</td>
<td>A &amp; S</td>
<td>English (Creative Writing)/ Mgt.</td>
<td>cum laude</td>
</tr>
<tr>
<td>Thiennga Nguyen</td>
<td>A &amp; S</td>
<td>Biology &amp; Spanish</td>
<td>summa cum laude</td>
</tr>
<tr>
<td>Grant Nichols</td>
<td>A &amp; S</td>
<td>Political Science/Biology</td>
<td>magna cum laude</td>
</tr>
<tr>
<td>Zachary Norwood</td>
<td>A &amp; S</td>
<td>Psychology &amp; English</td>
<td>magna cum laude</td>
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<tr>
<td>Amanda Parnell</td>
<td>A &amp; S</td>
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<td>magna cum laude</td>
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<tr>
<td>Mario Pereyra</td>
<td>A &amp; S</td>
<td>Biology &amp; Spanish</td>
<td>magna cum laude</td>
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<tr>
<td>Megann Sept</td>
<td>A &amp; S</td>
<td>English/Religious Studies</td>
<td>magna cum laude</td>
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<tr>
<td>Amanda Smith</td>
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<td>Psychology/Sociology</td>
<td>magna cum laude</td>
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<tr>
<td>Jacob Snavely</td>
<td>University</td>
<td>Arts and Sciences</td>
<td>cum laude</td>
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<tr>
<td>Efrain Villa</td>
<td>ASM</td>
<td>Travel &amp; Tourism/Portuguese</td>
<td>magna cum laude</td>
</tr>
<tr>
<td>Astrid Winegar</td>
<td>A &amp; S</td>
<td>English/Latin</td>
<td>summa cum laude</td>
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### Honors Graduates

**Spring 2003**

<table>
<thead>
<tr>
<th>Name</th>
<th>College</th>
<th>Major/Minor</th>
<th>Honors Level</th>
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<tbody>
<tr>
<td>Kathryn Allen</td>
<td>A &amp; S</td>
<td>Creative Writing/Psychology</td>
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<tr>
<td>Nicholas Andrews</td>
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<td>Biology/Spanish</td>
<td>magna cum laude</td>
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<tr>
<td>Ruth Aragón</td>
<td>A &amp; S</td>
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<td>summa cum laude</td>
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<tr>
<td>Erin Armendariz</td>
<td>Medicine</td>
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<td>Jeremy Armstrong</td>
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<td>Aubrie Ater</td>
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<td>Elizabeth Belitz</td>
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<td>Darrell Dinwiddie</td>
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<td>Biology &amp; Psychology</td>
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<td>cum laude</td>
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<td>Lisa Gilmore</td>
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<td>Simon Goldfine</td>
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<td>A &amp; S</td>
<td>Biochemistry</td>
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<tr>
<td>Suzanne Loranc</td>
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<td>magna cum laude</td>
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<tr>
<td>Adrian Maestas</td>
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<td>magna cum laude</td>
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<tr>
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<td>Cara McClendon</td>
<td>A &amp; S</td>
<td>Women’s Studies/Studio Art &amp; Journ. Art Studio</td>
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<tr>
<td>Jennifer McKay</td>
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<td>summa cum laude</td>
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<td>Rachael Morgan</td>
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<td>Gwyneth Moya</td>
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<td>Anastasia Nellos</td>
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<td>Rosalyn Nguyen</td>
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<td>Josh Norman</td>
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<td>Elizabeth Patrick</td>
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<td>Courtney Porreca</td>
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<td>Brian Post</td>
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<td>Computer Science/Business</td>
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<td>Sean Rigby</td>
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<td>cum laude</td>
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<td>Carilyn Rome</td>
<td>University</td>
<td>Comm., PR, and Broadcast./Soc.</td>
<td>cum laude</td>
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<td>Regina Ruiz</td>
<td>A &amp; S</td>
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<td>cum laude</td>
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<td>Ethan Ryan</td>
<td>A &amp; S</td>
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<td>magna cum laude</td>
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<td>Brianne Schneider</td>
<td>A &amp; S</td>
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<td>Jason Shaffer</td>
<td>A &amp; S</td>
<td>Economics &amp; Political Science</td>
<td>magna cum laude</td>
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<tr>
<td>Sonia Shingleton</td>
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<td>magna cum laude</td>
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<td>Tania Silva Núñez</td>
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<tr>
<td>Michael Spies</td>
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<td>magna cum laude</td>
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<td>Margaret Stevenson</td>
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<tr>
<td>Deborah Strader</td>
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<td>Simón Trujillo</td>
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<td>magna cum laude</td>
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<tr>
<td>Jeanne Louderbough</td>
<td>A &amp; S</td>
<td>Biology &amp; Spanish</td>
<td>magna cum laude</td>
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<tr>
<td>Heather Want</td>
<td>A &amp; S</td>
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<td>magna cum laude</td>
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<tr>
<td>Emma Whitley</td>
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<tr>
<td>Audrey Winkless-Hall</td>
<td>Fine Arts</td>
<td></td>
<td>magna cum laude</td>
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</table>
APPENDIX A

UHP GRADUATES PROFILE
2002-2003

SENIOR TEACHING SEMINARS

FALL 2002

Kathryn Allen, Modern Legacy
Steven Hartman, Modern Legacy
Gilbert Morales, Within and Without
Marisa Reno, Quarks, Quasars, and Quiddities
Jacob Snavely, Modern Legacy

SPRING 2003

Joel Berger, Memories of the Holocaust
David Briones, J.R.R. Tolkien
Shawn Brown, Shattered Visions
Sarah Ciccotello, Sacred Sites of Northern New Mexico
Adam Collingsworth, Islamic Middle Eastern Legacies
Jocelyn Klasen, Being an Adult
Elizabeth Peck, The Making of a Magazine (Scribendi, Part 2)
Sean Rigby, Modern Legacy
Ethan Ryan, Banned! The Legacy of Censorship
Suzette Sturtevant, Journey Through Genius
APPENDIX A

SENIOR SERVICE LEARNING PROJECTS

FALL 2002

José Alvarado
Justin Averna
Craig Butler
Jason Chapman
Emily Freedman
Andrea Harbison
S.T. Anthony Kaviratne
Steven Mattern
Ryan Medalie
Tina Nguyen
Amanda Parnell
Mario Pereyra
Megann Sept
Amanda Smith
Efrain Villa

Tutored at La Mesa Elementary School
National Parks Conservation Association
Rio Grande Nature Center
American Diabetes Association
Worked with 7th Grade Math and Science Classes
Worked with an Environmental Studies Class at Jemez Valley H.S.
Citizen's Proposal for Wilderness Areas
Sunlight Homes
Grant Writing for Nicodemus Memorial Wilderness Project
Operating Room at UNMH
Talking Talons Youth Leadership Program
Tutor at Thomas Bell Community Center
Rails, Incorporated
Transitional Living Services
1000 Friends of New Mexico

SPRING 2003

Ruth Aragon
Aubrie Ater
Elizabeth Belitz
Ana Christian
Leah Damiani
Todd Dettmer
Darrell Dinwiddie
Caitlin Fahey
Michael Greer
Jennifer Hildreth
Ana Holguin
Morgan Honeycutt
Sarah Javaheripour
Aaron Kaminsky
Jeanne Louderbough
Adrian Maestas
Rebecca Malison
Crystal Massoth
Cara McClendon
Jennifer McKay
Linda Melendres
Rachael Morgan

Resources, Inc., a Victim Assistance Unit for the APD
Wherry Elementary School
Rio Grande Nature Center
Court-Appointed Special Advocate, Children’s Court
Big Brothers & Big Sisters of America
NM Healthcare for the Homeless
Albuquerque Biological Park
Bernalillo County Family Literacy Program
Junior Achievement
Big Brothers & Big Sisters of America
Albuquerque Food Bank and Big Sister in Big Brothers & Big Sisters
Lovelace Pediatric Ward
Rape Crisis Center
Roadrunner Food Bank
Youth & Science
Hospice
Taught children about human rights at the Cesar Chavez Community Ctr.
Women’s Housing Coalition
Food Not Bombs
Albuquerque Women’s Resource Center
St. Martin’s Hospitality Center
Carrie Tingley Hospital
## APPENDIX A

### SENIOR SERVICE LEARNING PROJECTS

#### SPRING 2003

<table>
<thead>
<tr>
<th>Name</th>
<th>Project</th>
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<tr>
<td>Rosalyn Nguyen</td>
<td>Jefferson Middle School HW Club</td>
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<tr>
<td>Joshua Norman</td>
<td>Cuidando los Niños</td>
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<tr>
<td>Rina Patel</td>
<td>Carrie Tingley Children’s Hospital</td>
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<tr>
<td>Courtney Porreca</td>
<td>Albuquerque CAT Action Team</td>
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<tr>
<td>Brian Post</td>
<td>Tutor/Mentor at the Chelwood Learning Center</td>
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<tr>
<td>Carilyn Rome</td>
<td>American Civil Liberties Union</td>
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<tr>
<td>Regina Ruiz</td>
<td>Kids on the Block (teaching disabilities through puppetry)</td>
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<tr>
<td>Jason Shaffer</td>
<td>New Mexico Advocates for Children and Families</td>
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<tr>
<td>Tania Silva</td>
<td>UNM C.A.M.P Program</td>
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<tr>
<td>Michael Spies</td>
<td>NM Green Party Gubernatorial Campaign</td>
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<tr>
<td>Heather Want</td>
<td>Odyssey Hospice</td>
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<td>Emma Whitley</td>
<td>APS Homeless Literacy Project/Kids from the Block</td>
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### SENIOR THESES

#### FALL 2002

1. Erin Dougherty, *The Effect of Television on American Professional Hockey*
2. Grant Nichols, *Campaign Finance Reform and Its Potential Effects on Third-Party Candidates in U.S. House Elections*

#### SPRING 2003

1. Scott Hudson, *The Experience of Hawaii’s Japanese During World War II*
2. Dana Jackson, *Harley Davidson’s Transculturation Station*
4. Brianne Schneider, *Attitudes Toward Infant Loss Across Cultures*
APPENDIX A

SENIOR PLANS AFTER GRADUATION

Dental School
Graduate School in the UNM German Department
Medical School
Graduate School in Library Science at Pratt Institute, Brooklyn
Western New Mexico University Graduate Counseling Program
Physician Assistant School
Graduate School in Later American Literature
Denver School of Law
Law School at the University of Miami
Law School at the University of New Mexico
L.B.J. School of Public Affairs in Austin, Texas
University of Health Sciences College of Osteopathic Medicine in Missouri
Work as a tissue recovery technician and apply for medical school
Graduate School in Economics
Graduate School in Journalism at Syracuse University
Graduate School in Molecular Biology & Biochemistry
Graduate School in Public Health
Graduate School in Design
Graduate School at Michigan Technological University (Water Resources)
Graduate School in Comparative Literature/Cultural Studies Program at UNM
International Volunteer Program in South America
Internship with the State Department
Internship with Walt Disney World
Internship with Passive/Solar, Custom Home Design Company
M.B.A./Law studies
M.B.A. from Anderson Schools of Management
Dual M.D./Ph.D. Program
Missionary work in Mexico and Honduras
Master’s Degree in Fine Arts (Creative Writing)
Master’s Degree in Biosciences
Master’s Degree in Education at Loyola College in Maryland
M. Litt. Program at St. Andrews University in Scotland
Montessori Training at the Montessori Institute of San Diego
Peace Corps Volunteer
Pursue a career in Fashion Photography
Research Assistant at Sandia National Laboratories
Research Assistant at the Health Research Laboratory at LANL
Study Hispanic Culture and Spanish at the Univ. de Granada Centro de Lenguas Modernas
Study International and Constitutional Law
Teach English and study Portuguese and Capoeira in Brazil
Teaching English in South Korea
Teaching English in Spain
Work in the Teach for America Program in Washington
UNM Master’s Degree Program in Exercise Science & Sports Administration
APPENDIX A

UHP GRADUATES PROFILE
2002-2003

Gender

- Male (33) 38.4%
- Female (53) 61.6%

Ethnicity

- African American (1) 1.2%
- Asian (4) 4.7%
- Hispanic (20) 23.3%
- Other (61) 70.9%
UHP GRADUATES PROFILE
2002-2003

Gender and Ethnicity

Male
Female

Hispanic
Asian
Other
Afr. Am.

Colleges

A & S (66)
Univ. (8)
Fine Arts (3)
ASM (5)
Engineering (3)
Nursing (1)
UHP GRADUATES PROFILE
2002-2003

Senior Options

Thesis (9) 10.5%
Teaching (23) 26.7%

Colloquium (54) 62.8%

Departmental Honors

Yes (20) 23.3%
No (66) 76.7%
APPENDIX A

UHP GRADUATES PROFILE
2002-2003

Gender and Ethnicity

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<tr>
<th>Ethnicity</th>
<th>Male</th>
<th>Female</th>
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<td>Afr. Am.</td>
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Colleges

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<th>Nursing (1)</th>
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APPENDIX B

HONORS STUDENT STATISTICS
2002-2003
HONORS STUDENT PROFILE
2002-2003

Gender

Male (343) 33.6%
Female (678) 66.4%

Ethnicity

Hispanic (186)
Native American (13)
Asian (34)
Other/Unknown (780)

African American (8)
HONORS STUDENT PROFILE
2002-2003

Freshman Acceptances

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<td>May</td>
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<td>June</td>
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Enrollment in UNM Colleges

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APPENDIX C

HONORS STIPENDS AND AWARDS AND
STUDENT ACHIEVEMENTS
2002-2003
HONORS STIPENDS AND AWARDS
2002-2003

KATHERINE SIMONS STIPENDS:

Aubrie Ater
Ben Baragiola
Erin Barringer
Sarah Chivington-Buck
Sarah Ciccotello
Christy Clavio
Kim Deschampheleire
Ellyn Easley
Steven Emmons
Monica Gonzales
Kathryn Graf
Andrea Harbison
Mario Herrera

Alaa Ishak
Charles Kalm
Julian Lucero-Emmons
Francis Martin
Adam Martinez
Heather Messier
Heather Messier
Patrick Mullen
Jaclyn Murton
Ambrosia Ortiz
Tricia Padilla
Elizabeth Peck

Jessica Pomerantz
Samantha Porphy
Christine Prior
Christine Probascio
Carlos Quintana
Sean Rigby
Justin Roesch
Carilyn Rome
Jennifer Salaz
Greg Schneeberger
Deborah Strader
Simon Trujillo
Laura Waymire

DUDLEY AND THELMA WYNN OUTSTANDING SENIORS:

RANA ROSE ADLER AWARD:

OUTSTANDING SCIENCE AND ENGINEERING AWARD:

GENEVIEVE TOWNSEND AWARD:

SCRIBENDI AWARD:
APPENDIX C

Conexiones Mexico Awards:
- Clover Hatcher
- José Sanchez
- Thiennga Nguyen
- Julia Gilroy

Outstanding Senior HSAC Members:
- Aubrie Ater
- Suzanne Lorance
- Crystal Massoth
- Sarah McKinney
- Rina Patel
- Carilyn Rome

Ford Motor Company/American Indian College Fund:
- Julian Lucero-Emmons

Phi Beta Kappa Award of Excellence:
- Breanne Duncan

Phi Beta Kappa Chapter Award:
- Kathryn Allen

Barry M. Goldwater Scholarship:
- Louis Metzger

Harry S. Truman Scholarship:
- Elizabeth Peck

Best Student Essays:
- Jessica Pomerantz
- Efrain Villa
- Jessica Welch
## PHI BETA KAPPA

<table>
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<tr>
<td>Ruth Aragon</td>
<td>Lindsey Lesch</td>
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<tr>
<td>Ben Baragiola</td>
<td>Rachel Lime</td>
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<td>Andrea Brigman</td>
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APPENDIX C

**Clauve Outstanding Senior Awards**

Sarah McKinney  
Gil Morales  
Rosalyn Nguyen

**Lawrence T. & Wadette Abraham Scholarship**

Kevin Stevenson

**Jean Mullins Macey Scholarship**

Stephanie Ford

**Lena Clauve Memorial Scholarship**

Heather Gabel  
Rosemary Lester

**Alumni Citizenship Award**

Andrea Harbison

**Who's Who Among Students**

Jessica Bachicha  
Jacqueline Chavannes  
Brian Eagan  
Veronica Garcia  
Francine Gonzales  
Kathryn Graf  
Evan Kist  
Arthur Lapre  
Jaminelli Liwanag  
Anna Lusero  
Gil Morales  
Jennifer Onuska  
Courtney Porreca  
Christine Prior  
Brianne Schneider
Appendix D

Scribendi Statistics
2002-2003
APPENDIX D

SCRIBENDI
2002-2003

EDITOR: Elizabeth Peck
ASSISTANT EDITOR: Lindsey Lesch
FACULTY ADVISOR: Leslie Donovan
OFFICE MANAGER: Ryan Medalie
PUBLISHER: UNM University Honors Program
PRINTER: Academy Printers
STAFF: Audrey (Harkins) Winkless-Hall
       Liz Hart
       Stephanie Martin
       Jennifer Mason
       Carilyn Rome
       Diana Sanchez

UHP STUDENTS PUBLISHED:

Christopher Blaz, "Autobiography of God," Staff Choice Award
Ana Holguin, "Alabare y Planchare—I Will Praise and I Will Iron," WRHC Short Fiction Winner
Mario Herrera, "A Day in Music 'Appreciation"
Cassandra Johnson, "High Tide at Dusk" and "Ascential Light"
Cara McClendon, "In Her Wake" and "Interlude," WRHC Photography Winner
Gil Morales, "Soy De"
Jennifer Springer, "Sweethearts"
Ben Tremper, "Silver Pipes, Alb NM"
Hannah Vaughn, "Seed"
Appendix E

Information on the Honors Student Advisory Council 2002-2003
HONORS STUDENT ADVISORY COUNCIL
2002-2003

OFFICERS

Aubrie Ater, President
Kathy Graf, Vice-President
Rosemary Lesgter, Secretary
Crystal Massoth, Treasurer
Jenny Mason, Public Relations/Historian
Carilyn Rome, UHP Council Representative

DIRECTOR/ADVISOR

Dr. Troy Lovata

MEMBERS

Devaraj Aran
Aubrie Ater
Elena Bissell
Sarah Blankenship
Aaron Brooks
Allison Chavez
Lauren Clevenger
Julia Dexter
Kathy Graf
Allison Hudson
Scott Hudson
Christina Humphreys
Rosemary Lester
Jenny Mason
Crystal Massoth
Erin Murrah
Stephanie Newbeck
Ambrosia Ortiz
Josh Parsons
Elizabeth Peck
Tuhama Rihani
Carilyn Rome
Cassandra Stiller
Jessica Valdez
HSAC ACTIVITIES

- Assisting with UHP Freshman Orientation
- National Collegiate Honors Council Conference in Salt Lake City
- Western Regional Honors Council Conference in Reno, Nevada
- Volunteering at Wherry Elementary School
- Fundraiser at the Sweet Tomatoes Café to raise funds for sponsoring the play, *Rumplestiltskin*, at Wherry Elementary School
- HSAC Mentorship Bar-B-Q
- UHP information booths at numerous New Student Days (such as African American Day and Transfer Student Day)
- Volunteered at the DWI Resource Center and served as Court Monitors for DWI cases
- Sponsorship of Honors Program *Legacy Lecture Series* (set-up, cleaning up, providing refreshments, introducing the guest lecturers, etc.)
- ASUNM Poll Booths
- ASUNM Budget Meetings
- HSAC Thanksgiving Food Drive
- Christmas Party with White Elephant Gift Exchange
- Team-Building Ropes Course
- Valentine's Candy Sale at the UNM Duckpond
- Assisted with the Fall and Spring Honors Program Preview Nights
- Participated in UNM’s Spring Storm (weeding and trash pickup at Marie Hughes Elementary School in Taylor Ranch)
- International Day — where students who have been on an international exchange or are presently on an exchange from another country are brought together to share their culture and food with the audience.
- Open Mic Night
- Information booth with literature, face painting, and raffle at the UNM Fiesta on May 3rd
- Faculty Appreciation Dinner
- Bake Sales
Appendix F

UHP Associated Faculty
2002-2003
ASSOCIATED FACULTY
2002-2003

FALL 2002

Robert Anderson, Visiting Lecturer
Steve Brewer, Visiting Lecturer
Margo Chávez-Charles, Visiting Lecturer
Laurence Cole, Professor, Department of Obstetrics and Gynecology
Juliette Cunico, Visiting Lecturer
Renée Faubion, Visiting Lecturer
Basia Irland, Professor, Department of Art and Art History
Krishna Kandath, Assistant Professor, Department of Communication & Journalism
Eileen Meehan, Garrey Carruthers Distinguished Chair in Honors
Ruth Meredith, Visiting Lecturer
Sheri Metzger, Visiting Lecturer
Edwin O'Malia, Visiting Lecturer
V.B. Price, Visiting Lecturer
Gilbert Quintero, Visiting Lecturer, Prevention Research Center
Dawn Stracener, Visiting Lecturer
Michele Torino, Visiting Lecturer
ASSOCIATED FACULTY
2002-2003

SPRING 2003

Harold Delaney, Professor, Department of Psychology
Renée Faubion, Visiting Lecturer
Lee Francis, Associate Professor, Native American Studies
Frank Kelly, Professor Emeritus, Mathematics and Statistics
Michael Kent, Visiting Lecturer
Eileen Meehan, Garrey Carruthers Distinguished Chair in Honors
Ruth Meredith, Visiting Lecturer
Sheri Metzger, Visiting Lecturer
Ned O’Malia, Visiting Lecturer
V.B. Price, Visiting Lecturer
Gilbert Quintero, Visiting Lecturer, Prevention Research Center
Dawn Stracener, Visiting Lecturer
Appendix G

UHP Continuing Faculty Achievements
2002-2003
UHP CONTINUING FACULTY ACHIEVEMENTS
2002-2003

ROSALIE C. OTERO, DIRECTOR

TEACHING

Taught: Senior Colloquium "Private & Public Selves" and the Service-Learning component, Spring 2003. Directed Independent Studies: Joshua Norman, who studied in Italy, and Jessica Christiansen, who worked on special projects with Senator Bingaman.

PUBLICATIONS


PRESENTATIONS

Presenter at the Academic Symposium at Westminster College, Salt Lake City, Utah, October 19, 2002

Presenter at the National Collegiate Honors Council Conference, Salt Lake City, October 30-November 3, 2002. Presentations included:

"Internal & External Honors Program Assessment" with Brian Adler, Valdosta State and Stephan Flores, University of Idaho.

"Students and Faculty Scaling the Honors Peaks Together," with Beth Peck, UNM, and Bob Spurrier and Maggie Hill from Oklahoma State and Gary Bell and Kristen Reynolds from Texas Tech.

Presidential Address, National Collegiate Honors Council Conference, Salt Lake City, October 30-November 3, 2002

"Individual and Collective Challenges for Honors Education," presented at the Western Regional Honors Council Conference, Reno, Nevada, in April 2003

Presenter at the Albuquerque 2003 Star Scholars Program
APPENDIX G

ROSALIE C. OTERO, DIRECTOR (CONT.)

UNIVERSITY & COMMUNITY SERVICE

- Immediate Past President, National Collegiate Honors Council
- Member, 2003 Conference Planning Committee, NCHC
- Member, 2004 Conference Planning Committee, NCHC
- Member, Honors Semesters Committee, NCHC
- Ex-officio member, UHP Council
- Regents’ Scholars Task Force & Selection Committee
- Member, UNM Alumni Awards Committee
- Member, UNM Alumni Board of Directors
- Member, UNM Alumni Board of Directors Executive Committee
- Member, Freshman Learning Communities Advisory Committee
- Member, TV-I Arts & Sciences Advisory Board
- Member, Steering Committee for Chicano Studies
- Committee for WRHC fine art & photography award

OTHER

Honors Curriculum Consultant, Midwestern State University, Wichita Fall, Texas, October 27-28, 2002.
External Reviewer for the Honors Program at Northern Colorado University, May 1-3, 2003.

EDWARD DESANTIS

TEACHING


UNIVERSITY & COMMUNITY SERVICE

- Faculty Senate: Served as a Senator, representing University College, as a member of the Senate Operations Committee, and as a member of the Mediation Team, representing a faculty member in a dispute resolution with the administration

- Member of the Working Group on Public Responsibility

- Member of the Ad Hoc Emergency Response Committee, member (completed)
EDWARD DECENTIS (CONT.)

- Served on five Dissertation Committees: S. Ballati, LLSS (current); T. Black, LLSS (current); C. Connery, LLSS (current); K. Tollefson, LLSS (current); and M. Trifler-Wolfe, LLSS (completed).

- Served on two Thesis Committees: K. Mackey-Gonzalez, LLSS (completed); and A. Seiler, Foreign Languages and Literature (completed)

- Served on Tenure Committee for Prof. L. Meyer, LLSS (completed)

- Served as the Graduate Adviser for F. Reade (ongoing)

- Member of the Friends of Religious Studies (ongoing)

OTHER:

- Precinct Representative, New Mexico Democratic Party
- American Association of University Professors

LESLEY A. DONOVAN

TEACHING


- Served on Departmental Thesis/Senior Project committees for two UNM undergraduates: Astrid Winegar, “Cross-Dressing Women Characters in Shakespeare's As You Like It, the Old French Roman de Silence, and Tolkien's The Lord of the Rings,” English Department, Thesis Director, completed December 2002; Deborah Anne Strader, “Reflections of a Celtic Mutt,” UHP, Senior Project Committee Director, completed May 2003.

- Served as dissertation committee member for two UNM Ph.D. candidates: Mary Friedman-Blum, whose topic deals with the exile motif in Old English and British World War I poetry, English Department, Committee Member; Shannon McCabe in English, whose topic deals with women saints in Old English and Merovingian literature, English Department, Committee Member.
APPENDIX G

LESLEY A. DONOVAN (CONT.)

• Served as master teacher for two senior UHP Student Teachers: Elizabeth Peck for "The Making of a Magazine"; David Briones for "J.R.R. Tolkien: Writings, Myths and Sources."

PUBLICATIONS


CONFERENCE PRESENTATIONS


PROGRAM, UNIVERSITY-WIDE, AND NATIONAL SERVICE ACTIVITIES

• Legacy Coordinator, University Honors Program
  Developed and maintained Legacy Web Project at http://www.unm.edu/~legacy.
• Faculty Advisor, UHP's Scribendi
• Electronic Initiatives Coordinator, UNM's Institute for Medieval Studies
  Supervised development of the Institute's webpage (http://www.unm.edu/~medinst) and served as general editor for the Institute's new CD-ROM publication project of medieval studies teaching materials for secondary school teachers.
• Committee Member, Medieval Studies Program
• UNM Speech and Debate Students Association, Faculty Advisor
• Faculty Senate Representative, UNM Student Publications Board
• Portz Scholars and Grants Committee, National Collegiate Honors Council

AWARDS

• Awarded tenure and promoted to Associate Professor, Spring 2003
• New Mexico Daily Lobo, 2002 Lo Mejor, 3rd place Student Choice Award for best UNM teacher.
APPENDIX G

CELIÀ LÓPEZ-CHÁVEZ

TEACHING

Advisor for independent study during the Summer 2002 semester. Taught two sections of Modern Legacy and served as Senior Teaching Coordinator during the Fall 2002 semester. Taught the Senior Colloquium, Globalization and Human Rights and Evita: the Woman, the Myth, the Truth and served as Senior Teaching Coordinator during the Spring 2003 semester. Also completed preparations for the 2003 Conexiones Summer Program in Spain

RESEARCH

• Conference papers:

  “Frontera, Poesía Epica e Historias Conectadas”. San Juan (Argentina), V Congreso Argentino-Chileno de Estudios Historicos e Integracion Cultural (April 24, 2003)

UNIVERSITY, COMMUNITY, AND PROFESSIONAL SERVICE

• UHP Senior Teaching Coordinator
• Tenure committee member for Dr. Troy Lovata (2002 to present)
• UNM Regents’ Scholar Mentor (2002 to present)
• UNM International Task Force, Proposal Author (2002 to present)
• Chair, Latin American and Iberian Institute Program Committee
• Member, Latin American and Iberian Institute Policy Committee
• Manuscript reviewer for the Colonial Latin American Historical Review (Spring 2003)
• Advisory Trustee for New Mexico Women Foundation
• Spanish translation consultant for the National Hispanic Cultural Center

AWARDS

• Awarded tenure and promoted to Associate Professor, Spring 2003
TEACHING

Taught Technology and Society during the Fall 2002 semester and Monuments, Monumentality, and Memory and The Legacy of Ancient Technology during the Spring 2003 semester. I developed a Web-based course homepage for each of these classes. Directed two Senior thesis projects: Sean Murray’s study of alternative energy and the public’s reaction to technological change and Jonathon Maple’s experiments with online communities and product distribution.

RESEARCH

Articles Submitted for Publication:

“Honors and Technology”, co-authored with Cory Broehm of Prewitt Archaeological Consultants in Austin, Texas) and submitted to The Journal of the National Collegiate Honors Council

“Five New Corner Tang Bifaces from the Silo Site: A Late Archaic Mortuary Site in South Texas,” submitted to the Plains Anthropologist.


Extensive web-based entry into the Viridian Design Bio-Dog Competition, sponsored by the Global Business Network — a competition meant to explore issues of technology impacting future culture. The text and visual entry was based on research into dog domestication, the cultural interaction of people and animals, and the integration of technology into culture.

PRESENTATIONS

“Technology and Culture,” a talk presented to the UNM Scholars Wing residents at Hokona Hall in December 2002

“Electronic Waste and Technology,” a paper presented at the Western Regional Honors Conference in Reno, Nevada, April 2003

Lecture on Stone Henge Recreations and Public Archaeology presented at the UNM Department of Anthropology’s Ethnology Brown Bag Lecture Series

TROY LOVATA (CONT.)

UNIVERSITY & COMMUNITY SERVICE

- Faculty Advisor, Honors Student Advisory Council
- Faculty Advisor, UNM Chapter of the Phi Beta Kappa Honors Society
- Member, GrassRoots Recycling Network, which works with electronic waste and computer recycling
- Member, Basel Action Network, an international organization dealing with electronic waste and computer recycling within a wider monitoring of hazardous waste

DIANE N. RAWLS

TEACHING

Taught *Modern Legacy* (with student teacher Kathryn Allen), and *Keys to the Future* during the Fall 2002 semester. Taught *All the News That’s Fit to Print* and *The Best of All Possible Worlds* during the Spring 2003 semester.

PRESENTATIONS

“The Student Teaching Option within the University Honors Program at UNM”, co-presented with Celia López-Chávez and three Honors students at the National Collegiate Honors Council National Conference in Salt Lake City, November 2002.

Spoke to the Golden Key Honorary Society on national scholarships and fellowships

Keynote speaker at the Star Scholars Meeting in Gallup, NM, April 2002

UNIVERSITY & COMMUNITY SERVICE

- Served on the Regents’ Scholars Selection Committee

- Served as UNM’s faculty representative for the Marshall, Truman, Goldwater, Udall, and Jack Kent Cooke scholarships.

- Served as the UHP’s resource person for scholarships and fellowships

- Collaborated with Mark Peceny (Department of Political Science) in arranging and conducting mock interviews for the Rhodes/ Marshall scholarship candidates

- Organized informational meetings to publicize those scholarships to the university community

- Organized and participated in mock interview panels for the Truman Scholarship
RONALD REICHEL

TEACHING

Taught “Modern Legacy” (with Student Teacher Steven Hartman), “Quarks, Quasars, and Quiddities” (with Student Teacher Marissa Reno), “Senior Reading and Research”, and “Senior Honors Thesis” during the Fall 2002 semester. Taught “Modern Legacy” (with Student Teacher Sean Rigby), “Shattered Visions” (with Student Teacher Shawn Brown), “Senior Reading and Research”, and “Senior Honors Thesis” during the Spring 2003 semester.

UNIVERSITY AND COMMUNITY SERVICE

- Coordinator of the Science, Technology, and Society Program (STS) – a minor in the College of Arts and Sciences
- Coordinator of the Senior Thesis Option for the University Honors Program

URSULA L. SHEPHERD

TEACHING

Taught the Senior Colloquium, “Conservation of Biodiversity” and “Senior Service Learning” during the Fall 2002 semester. Taught “Writing the Earth” and “Modern Legacy” during the Spring 2003 semester. Also worked on preparation for the Summer Program in Australia. Taught “Biodiversity of Tropical Australia” and “Ecological Field Research Techniques”, a field-based study program in Australia, during the Summer of 2003.

PUBLICATIONS

“Effect of Cryptobiotic Crust Type on Microarthropod Assemblages in Piñon-Juniper Woodland in Central New Mexico (co-authored with S.L. Brantley), accepted for publication in Western North American Naturalist

CONFERENCE PRESENTATIONS

“Getting Undergraduate Students Started in Research: Results from a Program in Australian Biodiversity,” presented at the Ecological Society of America, Tucson, 2002

APPENDIX G

URSULA L. SHEPHERD (CONT.)


STUDENT CONFERENCE PRESENTATIONS

Co-Presenter with Andrea Harbison of presentation on the Biodiversity Program in Australia given at the National Collegiate Honors Council Conference in Salt Lake City, November 2002

DEPARTMENTAL PRESENTATIONS

“For the Love of Islands — What I Do in Research,” a presentation for the University Honors Program Coffee and Conversation meeting, Fall 2002

“Darwin’s Legacy,” UHP Legacy Lecture Series, November 2002

“A Few Secrets for Giving Professional Talks — A Guide for Students,” a presentation given at the University Honors Program New Faculty Orientation, Spring 2003

UNIVERSITY AND COMMUNITY SERVICE

- Member, Committee on Publications and Editing, International Biogeographic Society
- Member, Science and Mathematics Committee, National Collegiate Honors Council
- Member, Committee on Best Practices Manual Conference and Writing for NSF International REU Programs
- Member, UNM Study Abroad Task Force
- Mentor for Regent Scholars Lindsey Gardner and Claire Carpenter
- Member, Goldwater Scholarship Selection Committee
- Mentor, Goldwater Scholarship applicants
MICHAEL THOMAS

TEACHING

Taught the Summer 2002 Conexiones Study Program in Morelia Michoacan, Mexico. During the Fall 2002 semester, taught Modern Legacy and The Legacy of Ballads; conducted an Independent Study with two students; and was the Honors Thesis Director for Dana Jackson. During the Spring 2003 semester, taught Banned, The Legacy of Censorship (with Student Teacher Ethan Ryan) and the field-based seminar, Mar de Cortez: Culture and Environment of Baja California (A Hewlett Cluster Seminar taught as a Freshman Learning Community with Professors Enrique Lamadrid, American Studies, and Maria Dolores Gonzales, Department of Spanish and Portuguese). Also conducted independent studies with five students and continued as the Honors Thesis Director for Dana Jackson.

RESEARCH PROJECTS AND CREATIVE WORK


PRESENTATIONS/INTERVIEWS, ETC.

• Reading: “Chapter One, ‘North Dallas Forty,’” from Hat Dance at Honors Fall Graduation, December 12, 2002

• Several promotional reading/signings of Ostrich at bookstores and other commercial enterprises.

• Critique Consultant, Southwest Writer’s Conference, May 2003.

UNIVERSITY AND COMMUNITY SERVICE

• Faculty Advisor, Scholars’ Wing Program, Student Residence Center, UNM
• Member, K-12 Student Focus Committee, UNM
• Member, Selection Committee of the Regent Scholars Program, UNM.
• Member, Selection Committee for the Clauve Distinguished Senior Award, UNM
• International Initiative: Student Recruitment Program, Summer 2002, UNM
Mentor, Stephanie Ford, Regent Scholars Program, UNM
Sponsor, Jessica Welch’s paper ‘Billie Holiday’ Best Student Essays, Spring 2003, UNM

Consultant: Public Defender Department, State of New Mexico
Member, Ad Hoc Water Resources Study Committee, Socorro, New Mexico

PROFESSIONAL ORGANIZATIONS

- American Anthropological Association
- Western Writers Association
- Southwest Writers Workshop
Appendix H

Honors Seminars
2002-2003
APPENDIX H

HONORS SEMINARS
2002-2003

SUMMER 2002

Conexiones México
Southwest Stories: Stones, Rivers and Abbeys
Changing the Shape of Ourselves: Shaping the Changes in Our Future (Course offered during the Summer Academy of Excellence for Qualified High School Students)

FALL 2002

Ancient Legacy (seven sections)
Medieval Legacy (three sections)
Modern Legacy (eleven sections)
Current Issues in Human Reproduction
Evolution of the Comedy Film
Within and Without
The Legacy of Song and Story
Quarks, Quasars, and Quiddities
Keys to the Future
The Disney Phenomenon: Economics, Iconography, Audiences
Visualizing Shakespeare: Richard III, Henry V, and Hamlet
The Practical Classics in Dangerous Times
The Publication Process (Scribendi, Part I)
Organizing for Social Change
Creative Process: Meet the Authors
Art and Social Activism
Drugs, Society, and Culture
Election 2002: The Good, the Bad, and the Ugly
Technology and Society
Senior Colloquium: Biodiversity Conservation
HONORS SEMINARS
2002-2003

SPRING 2003

Medieval Legacy
Modern Legacy (two sections)
Evita: The Woman, the Myth, the Truth
The Promiscuous Object
The Novel as Social Commentary
Islamic Middle Eastern Legacies
Banned! The Legacy of Censorship
Writing the Earth
Memories of the Holocaust
Best of All Possible Worlds
The Legacy of Ancient Technology
J.R.R. Tolkien
Journey Through Genius
Hewlett Cluster: Mar de Cortez: Culture and Environment of Baja California
Media, Culture, Money
Monuments, Monumentality, and Memory
Origins: Science, Faith, and Philosophy
Freedom, Duty, and the U.S. Constitution
All the News That’s Fit to Print
Shattered Visions
The Making of a Magazine (Scribendi, Part II)
Culture, Health, and Healing
Why Be Ethical?
Native American Philosophy
Indigenous World Music
Two-Spirit Traditions and Literature
Native American Children’s Literature
Sacred Sites of Northern New Mexico
Senior Colloquium: Venturing Beyond the Known
Senior Colloquium: Private and Public Selves
Senior Colloquium: Globalization and Human Rights, or Is a Better World Possible?
Appendix I

UHP Lectures, Presentations, and Co-Sponsorships
2002-2003
LECTURES, PRESENTATIONS, AND CO-SPONSORSHIPS
2002-2003

UHP LECTURES

Visiting Authors lecturing for the University Honors Program Seminar, *Meet the Authors*, taught by Steve Brewer:

- Tony Hillerman, mystery novelist
- Sarah Lovett, suspense author
- Demetria Martinez, poet and novelist
- Max Evans, fiction and non-fiction author
- Kate Hrrsley, novelist
- Walter Jon Williams, science fiction novelist
- V.B. Price, poet, author, and journalist
- Suzy McKee Charnas, science fiction author
- Alisa Valdez-Rodriguez, novelist and journalist

*Mad Maximus: 'Gladiator' and Popular American Culture*, Monica Cyrino, UNM Classics Department, October 2, 2002, UHP Legacy Lecture Series

*Darwin's Legacy*, Ursula Shepherd, November 14, 2002, UHP Legacy Lecture Series

*The U.S. in the Middle East: Iraq, Terrorism, and the Quest for Security*, Stephen Zunes from the University of San Francisco, November 18, 2002

*The Ideal College*, Mihaly Csikszentmihalyi, February 14, 2003

*The War in Iraq, and Its Political Consequences*, Mark Peceny, Department of Political Science at UNM, February 18, 2003.

*Human Rights and the Implications of Plan Colombia in the Lives of Colombian Citizens*, Juan Carlos Vallejo (scholar from the Universidad de Medellin, Colombia), February 25, 2002

*Authentically Fake: An Accurate Account of Something That Didn’t Happen*, Troy Lovata (UHP faculty member), April 3, 2003, UHP Legacy Lecture Series

*Individual and Collective Challenges for Honors Education*, Rosalie Otero, April 12, 2003
APPENDIX I

UHP PRESENTATIONS AND DISCUSSIONS

Jim Abraham, musician, singer, and songwriter playing his songs and talking about the blues, ballads, and the song-writing process, October 1, 2002

Presentation on Graduate Programs and Fellowship Opportunities at the University of Michigan, October 4, 2002

_Telling Untold Stories in Song_, a presentation by Enrique Lamadrid and David Garcia, November 11, 2002

*What Are Computers Doing to Our Environment?* A discussion by Bradley Welch (of the Technology, Literacy, and Culture Program at the University of Texas) and David Wood (of the Madison, Wisconsin-based GrassRoots Recycling Network), November 12, 2002

Senior Honors Thesis Presentations, November 22, 2002:
  “Attitudes Toward Infant Loss Across Cultures”, Brianne Schneider
  “Campaign Finance Reform: The Potential Effects on Third Parties in Congressional Elections”, Grant Nichols
  “The Effects of Television on American Professional Hockey,” Erin Dougherty


Presentation on Electronic Waste, Troy Lovata, April 11, 2003

CO-SPONSORSHIPS

Production of *Sophocles’ King Oedipus*, presented by the University of Utah Greek Theater, October 7, 2002


_Doing Business with Barbarians_, Henry Mayr-Harting, Oxford University

_Women in Early Medieval Society: Saints, Heroes, and “Transgressors”,* Jane Tibbetts Schulenburg, University of Wisconsin - Madison

_Sutton Hoo: The Burial Rites, the Poetry, and the Politics*, Martin Carver, University of York
A Matter of Scale: On the Origins of the Tone-System of Western Music, Charles Atkinson, Ohio State University

Holy War and “The Song of Roland: Then and Now”, Eugene Vance, University of Washington

Processes of Conversation: The Early Pictish Monastery at Portmahomack, Tarbat Ness, Scotland, Martin Carver, University of York

St. Boniface and the Creation of Carolingian Europe, Henry Mayr-Harting, Oxford University

Other Events:

New Student Orientation Day for incoming Honors students (ca. 300 attendees), August 16, 2002

Representation at the “Academic and Support Services Fair” component of the New Mexico High School Senior Day at UNM, September 14, 2002

Representation at the Hispano Student Day at UNM, October 25, 2002

Representation at the African-American Student Day at UNM, November 6, 2002
Appendix J

Scholars' Wing Report
2002-2003
Since the 1991 Fall semester, the Office of Student Affairs and the University Honors Program have offered a residence hall option designed to acknowledge, reward, and enhance undergraduate academic excellence at the University of New Mexico. This option, called Scholars’ Wing, evolved in conjunction with the prestigious Regents’ Scholarship. The central idea of Scholars’ Wing was to support the Regents’ Scholars by providing a community with shared values of high academic achievement. Scholars’ Wing was designed to foster such a community. An impressive list of honors has been bestowed upon Scholars’ Wing students and alums during the twelve year tenure of the program. UNM’s recent Rhodes Scholars both lived in Scholars Wing for multiple years. This year, Scholars’ Wing resident Louis Metzger received a Goldwater Fellowship, and Elizabeth Peck, presently an “annex” Scholars’ Winger was awarded a Truman Fellowship. Many Scholars Wing graduating alums are moving on to graduate or professional schools, often with prestigious fellowships. Two of the five 2003 Clauve Outstanding Senior awards went to students who had lived several semesters as Scholars Wing students.

The task of building on the successes of the program is the responsibility of Faculty Advisor Michael Thomas in consultation with Student Affairs/Residence Life and the University Honors Program. As the program has evolved, the final report for a particular academic year has indicated directions for the year to come.

**DEMOGRAPHICS**

- SRC Component - (SRC building 88J) 25 2nd - 4th year students (10 men and 15 women)
- Hokona Component 76 students: 48 1st year students, 28 2nd - 4th year students. (45 men and 31 women)
- The number of “Annex” 2nd - 4th year students living outside of Hokona and SRC settings who are still participating in Scholars Wing activities is necessarily a “soft” number. 15 such students requested and received Noticias regularly, and up to ten such students attended each Scholars’ Wing event (Office Hour/Pizza events, outings, etc.).

Total: 101 students (55 men and 46 women) 48 1st year students, 53 2nd - 4th year students. All but eight students (all 1st year students at Hokona) have academic scholarships (Regents', Presidential, Amigo, and UNM Scholarships) and/or are students in the University Honors Program. There are 24 Regents' Scholars. The group is diverse in terms of ethnicity, and UNM major.
APPENDIX J

Facilities:

Hokona Faculty Office (#358 HOKONA): The Faculty Advisor is available weekly for eight office hours.

Hokona Computer Room/ Lounge: This facility (#360 Hokona) features a computer, a printer, and reference works. An inexpensive TV/VCR is also available. During 2002-2003, an informal group worked with Dr. Thomas to maintain and monitor the lounge equipment, particularly the computer. These students created and maintained a Scholars Wing network and decorated the lounge and maintained the plants. In addition to this main lounge (known to all as the “Entropy Lounge,” students at Hokona also had access to two furnished, enclosed, and carpeted lounges, both of which have attached kitchenettes. Plants, magazines, air filters and a microwave help make the lounges attractive places to gather.

PROGRAMS AND SERVICES

• Counseling, advisement, and academic support are available from the Faculty Advisor at Hokona Hall, in his office at the Honors Program, and during meals (he eats two or three times a week at La Posada, the student cafeteria). Most advisement is both short-term and brief. Dr. Thomas proofreads essays, examines schedules, gives advice, and helps to problem-solve in interactions that tend to be numerous, hurried, informal, and serendipitous.

• Regular Get-Togethers (featuring pizza and soft drinks) for conversation and discussion of program activities, lounge decoration parties, and/or workshops, such as “Study Skills for A Students,” “Finals Week Survival Skills,” etc. These events were usually held in one of the lounges on the 3rd Floor of Hokona. The get-togethers were immensely popular and quite successful in creating and maintaining a sense of community.

• Occasional outings provided Scholars’ Wing students with opportunities to visit cultural/educational destinations, such as the Albuquerque Zoo, The Albuquerque Biopark, The Museum of Natural History, the Hispanic Cultural Center, lectures, and Popejoy Hall drama presentations. Several hearty students joined Dr. Thomas and Honors Professor, Dr. Troy Lovata, for a Fall Semester hike from Albuquerque up the La Luz trail to Sandia Crest, a 4500-ft. ascent. The trip down, via the Sandia Peak Tram, was a perfect finale to a great day.

• Dinners for Noticias editors and contributors (one each semester)

• Continued Support for the Hokona Art Gallery: With the encouragement of the Faculty Advisor, students in 2000 established an Art Gallery and were allowed to choose and display posters and prints for the common areas of the Hall. Since 2001, student Brian Eagan has served as the “Curator.” He received a special award at the Noticias Contributors Dinner for his work in beautifying and civilizing the Hokona commons space.
Noticias: The 2002-2003 volume of the weekly newsletter reflected a rocky time for Scholars’ Wing and the society in general. Spring semester 2002 ended with great controversy surrounding Noticias. Dr. Thomas named sophomore Addie Freyweaver as the Übereditor (executive editor) for Fall 2002. Several students who had recently edited the newsletter disagreed with this appointment. The acrimony that surfaced at that time continued into the Fall semester. The situation worsened when, after an unfortunate and unrelated incident, Ms. Freyweaver elected to move out of the dorms and off campus. It was subsequently difficult for Ms. Freyweaver to provide support to students who volunteered to edit. In an unforeseen development, veteran editors, mostly male, quickly volunteered to edit all Fall editions. First-year students and women therefore had no opportunity to edit. This helped to create and perpetuate a communication gap between the first-year students and the upperclassmen on the one hand and the men and the women on the other. In November, Catherine Jaramillo became Übereditor for Spring 2003 and Fall 2003.

During the 2002-2003 year, student editors continued to approach the newsletter as a creative outlet and resisted attempts to promote continuity of form and content. The newsletter retained the rather anarchic feel of previous years. Aside from an occasional opinion essay, Dr. Thomas limited his input to articles that announced events, opportunities, and services. The newsletter primarily provided a forum for student involvement (students edit and contribute 90% of the articles, columns, cartoons, poems, banners, features, etc.). Students also use Noticias to organize group outings to arcades, films, sports events, and popular music concerts, as well as trips to neighboring cities and nature outings such as camping trips. The anticipated controversies centering on editorial practices dissipated during the course of the year. There was some debate, mostly civilized, on the topic of the war with Iraq and a general trend towards content of some substance. In spite of a decline in contributors, Noticias is very popular and is the flash point for student engagement of all sorts.

CHALLENGES AND ACCOMPLISHMENTS FOR 2002-2003

As suggested above, the challenges facing the program were articulated in the final report of the 2001-2002 academic year. Several goals were identified with the idea of fine-tuning the program. These are: (1) To implement mechanisms evolved during Spring Semester 2002, which allow Dr. Thomas to delegate more responsibilities to Residence Hall Staff and Scholars’ Wing student volunteers The goals here were: 1) To allow Dr. Thomas to devote himself more entirely to advising students and creating events in support of academic values; (2) To work through the conflicts surrounding the student volunteer staff; (3) To enhance communication and act to reform editing practices for the Noticias newsletter; and (4) To identify the factors that will allow Dr. Thomas to plan more successful outings and guest speakers.
APPENDIX J

SUMMARY: PROBLEMS AND ACCOMPLISHMENTS, 2002-2003:

This was a difficult and, hopefully, unusual year for all university students. The continued disquiet and anxiety aroused by terrorist attacks of Sept. 11, 2001 was intensified by the Sept. 2002 - March 2003 build-up to the Iraq war and the war itself. This means that the 2002-2003 year at Scholars' Wing has been unique and difficult to evaluate. In Hokona Hall, the community came together very gradually as students showed greater reserve than in previous years. It was a quiet year characterized by reserve and dedication to study and individual achievement.

The subdued nature of the 2002-2003 year provided Dr. Thomas with an opportunity to implement innovations in a gradual, nuanced way (see above). The delegation of responsibilities went very well, freeing Dr. Thomas for more one-on-one contact with students, more advisement and academic support. The mechanisms he evolved in 2001-2002 to formalize volunteer responsibilities and rewards worked, for the most part, very well. In 2003-2004, Dr. Thomas will have the chance to work with Resident Assistants who are Honors Program students and 'veterans' of Dr. Thomas' seminars. This should translate to very effective teamwork and greater opportunities for Dr. Thomas to advise, counsel, and support academic work directly. Community conflicts that carried over from Scholars Wing 2001-2002 and from the Regents' Scholars' community emerged and were successfully resolved during the 2002 Fall semester. The community moves into the 2003-2004 year with no unresolved conflicts among students or between students and Dr. Thomas or the volunteer staff.

As regards the Noticias newsletter, there was gradual progress in 2002-2003 towards better and more responsible journalism, consistency of editorial policies, and fair practices as regards issues of censorship, editorial prerogatives, and the image of the newsletter as open and welcoming to all Scholars' Wing students. In Spring 2003, V.B. Price assisted the Noticias staff in choosing three Noticias articles for recognition as the finest contributions of the semester.

Dr. Thomas hoped to identify the factors that would allow him and the RA's to plan more successful outings and guest speakers. In this endeavor, the successes were minimal. All of the programs were successful and exciting for those who elected to attend. The continuing challenge for Dr. Thomas and the volunteer staff is to more effectively plan and advertise these events.

In summary, the 2002-2003 Program saw significant progress with regards to the challenges identified in the 2001-2002 final report. In a year of high stress and social turmoil, this has to be seen as a great success.

CHALLENGE/GOALS, 2003-2004:

1. If trends in the 2002-2003 community continue, an increasing number of upperclassmen will remain connected to the Scholars' Wing community. The SRC component is filled and more upperclassmen are choosing to stay at Hokona Hall. Similarly, an increasing number of students who lived in Hokona in previous years make efforts to stay connected as 'annex' students. In 2002-2003, a major challenge will be to better support students living outside of Hokona.
APPENDIX J

2. As indicated above, the challenge as regards outings and the speakers program remains. Dr. Thomas must continue to engage the issue and come up with new approaches. He must work to create dynamic outings and bring in appealing, useful, inspiring speakers. He must also find ways to involve more students in these programs.

3. The incremental work to improve the newsletter needs to be refined and continued. Successful strategies such as formalized policies, writing prizes, and student-generated guidelines need to be tried, refined, and perfected.

4. Dr. Thomas should work with Residence Life to see that only students that have a visible commitment to high academic standards and achievement are housed in Scholars’ Wing facilities.

5. A useful and coherent Webpage would allow for enhanced communication among Scholars’ Wing students. Mechanisms need to be developed that would allow the Scholars’ Wing webmaster to post such a Webpage.

6. In 2003-2004, work to meet these challenges should produce an even more effective, united, and academically committed Scholars Wing at UNM.
INTRODUCTION

Dear Noticias Readers,

We have arranged a special edition with a distinctly chemical theme. For those who may not remember, chemistry is an exciting and multifaceted field drawing upon the knowledge of physics, mathematics, biology and alchemy. Chemistry is a distillation of the natural sciences (excuse the pun) in the context of the most convenient fundamental unit, the atom. Join us as we appreciate the beauty, romanticism, and (yes) sensuality of modern chemistry. Cheers!

Louis E. Metzger IV and Keith Hudson, Guest Editors

KEITH PERCIPITATES INTO NOTICIAS

Hello fellow Scholar's Community members. Some of you know me as that freshman ME major in 303, others know me by my HALO name “yamadda”. Now for those of you who think that is childish, think with me for a moment...all the great quotes such as “yamadda killed you” and “I hate yamadda” seem to compensate in my mind. Anyways, for those of you that don’t know me, come meet ’cause I don’t bite. I want to give a quick shout out to Louis for graciously allowing me to help him edit.

Keith Hudson, Guest Editor

FUNNY CHEMICAL #1: WELSHITE

(From http://www.bis.ac.uk/Depts/Chemistry/MOLM/silly/silymols.htm)

This wonderfully named mineral is called after the US amateur mineralogist Wilfred R. Welsh.

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LOOK FOR “FUNNY CHEMICALS” DISPERSSED THROUGHOUT THIS EDITION
NEWS FROM DR. THOMAS
Michael Thomas, PhD

UBER-EDITOR APPLICATIONS

I am, until noon, tomorrow, Nov. 15, accepting one page letters of interest as regards serving as the "Editorial Resource Person," for Spring Semester. I conceive of the position as being for two semesters. I promised last Spring that I would open the position during this semester, and so I will. I will consult with everyone interested and make my decision by Dec. 3. Students will be able to get 3 hours per semester of Honors Independent Study credit for serving in this position. I will be the professor of record. I will be considering the following factors: 1) The person's compatibility with me - in terms of schedule as well as personality. 2) The person's interest and experience in journalism and community building 3) The person's accessibility to community members in HOKONA (highest priority), SRCJ, and elsewhere. 4) The person's flexibility in terms of their capacity to meet publication deadlines in strained circumstances (It's understood that the Editorial Resource Person will edit at least once each semester and will edit all issues for which there is no volunteer editor). If you are interested send me a one page letter declaring that interest and commenting on your accessibility, flexibility, and experience. Comment on how you might work to create more week to week contiguity in NOTICIAS and wider participation in both NOTICIAS in the community at large (especially among first year students, especially on the girl's side at HOKONA). The position will be for Spring and Fall Semesters 2003.

WEBMASTER POSITION OPEN

I am looking for someone to work with Frank Hemingway and myself with the idea of training to take Frank's position as Scholars' Wing Webmaster. I can arrange for you to receive one hour of credit (University Honors) for this "training" semester, and three for the semester you actually serve as our internet resource person. Please get in touch to indicate interest before Nov. 26th. Send me a one page letter that indicates interest, notes your web/computer experience, and testifies to your flexibility. HOKONA residents are especially welcome. I will meet with Frank, our new Editorial Resource Person and whoever else has an opinion before deciding.

LEGACY LECTURE

UNM University Honors Presents: Dr Ursula Shephard, who will give a legacy lecture on Darwin tonight 11/14 at 7:00pm in the Honors forum. (This is the reason for rescheduling the Study Skills for "A" students Workshop).

FUNNY CHEMICAL #2: ARSOLE
(from http://www.biochemsoc.org/Depts/Chemistry/MOTM/silly/sillymol.htm)

Yes, believe it or not, there is actually a molecule called Arsole... and it's a ring! It is the arsenic equivalent of pyrrole, and although it is rarely found in its pure form, it is occasionally seen as a sidegroup in the form of organic arsylis. For more minformation, see the paper with probably the best title of any scientific paper I've ever come across: "Studies on the Chemistry of the Arsoles", G. Markl and H. Hauptmann, J. Organomet. Chem., 248 (1983) 269. Contrary to popular belief, however, the arsoles are not aromatic... Furthermore, the structure where arsole is fused to a benzene ring is called 'benzarsole', and apparently when it's fused to 6 benzenes is called 'sexibenzarsole', although that molecule hasn't been synthesised yet. Another well known poisonous arsenic molecule is the simple hydride, called 'arsine', with formula AsH3. Thanks to Neil Brookes and Nicholas Wellham for some of the info about these molecules. Another intriguing reference supplied by Patrick Wallace is: Gottfried Markl and Hagen Hauptmann, "Unusual Substitution in an Arsole Ring", Angew. Chem. 84, (1972) 439.

TIPS FOR MANAGING THE END OF THE SEMESTER

Brian A. Eagen, 4th year student, beagan@unm.edu

As an experienced college student, here are a few tips to help reduce end of the semester stress:

1. Stock up on supplies now! - If you currently running low on printer paper or printer toner,
you can bet they will run out just as you try to print your final essay, 10 minutes before it's due in class. The same goes for running out of exam Blue Books, or mechanical pencil lead, so it's best to stock up right now. After all, anything that can go wrong, often will go wrong during finals week. Be prepared.

2. Get some sleep! - I know, easier said than done, but really, you will learn more in class if you're not half asleep, so try to catch up on sleep, at least on the weekends.

3. Get some exercise! - A little physical activity during a busy day can be a great stress reliever, even if it's just a run to the SRC to check your mail box.

4. Get out of here! - Often, trying to do homework in your dorm room is not the most productive activity, since distractions surround you. Try working at the library or a study lounge.

Get started right now! - Procrastination can really hurt you academically, so now is the time to really start working on finishing those final research papers, projects, and reviewing your notes for the final exam. And if it seems overwhelming, remember, the only way to eat an elephant is one bite at a time.

FUNNY CHEMICAL #3: BASTARDANE
(from http://www.bbk.ac.uk/Depts/Chemistry/MOTM/silly/sillymols.htm)

This is actually a close relative of adamantane (named after '80's English pop star), and its proper name is ethano-bridged noradamantane. However because it had the unusual ethano bridge, and was therefore a variation from the standard types of structure found in the field of hydrocarbon cage rearrangements, it came to be known as bastardane - the "unwanted child". (A. Nickon and E.F. Silversmith, 'Organic Chemistry: The Name Game', Pergamon, 1987).

YES, ENOUGH IS ENOUGH
Travis Kellerman

The reaction from my first Noticias submission was unexpected to say the least. However, I realize now that my statements were an unjustified response to a previous article submitted by another resident. I had no right to personally attack someone, especially when the article I was responding to was a broad and general critique. I am personally apologizing for any embarrassment, injury to character, personal strife, or other uncomfortable circumstances I may have caused. I am admitting guilt and acknowledging my mistake. The rivalry among members of each "side" of this Scholars' Wing must come to an end. Let us make peace within our floor and perhaps learn something from this whole ugly incident. Do not blame a whole group of people for the actions of one.

( Editorial Note: Mr. Kellerman's apology is accepted. -Louis Metzger)

NEW TESTAMENT
Seamus Gentz

The Lord is inerrant; Are You? Find out!

1. Who was Joseph's father?
--Jacob
--Heli
--All of the Above

2. Jesus' "Sermon on the Mount" speech was given where?
--Obviously on a mountain
--On the plains
--All of the above

3. What were Jesus' very last words on the cross before He died?
--"My God, my God, why hast thou forsaken me?"
--"Father, unto thy hands I commend my spirit"
--"It is finished"
--All of the above

4. After the Apostle Paul's conversion to Christianity:
--He coyly waited three years to go to Jerusalem. The only apostles he met with there were Cephas and James.
--He went immediately to Jerusalem and met with ALL of the apostles.
--All of the above

5. What does the New Testament say is the key to being saved?
--By faith ONLY; not works.
--By works ONLY.
--By faith AND works.
--All of the above
ANSWERS:
All of the above (for all the questions)
Find anything contradictory? Hmm...
Ex. Question one: “and JACOB begat Joseph the husband of Mary, of whom was born Jesus.” (Matthew 1:16)
BUT...
“And Jesus being the son of Joseph, which was the son of HELL.” (Luke 3:23)

Seamus edited the longer quiz for space and content. Find the justification for the other answers and the original at: http://www.bellybowers.com/newtest.html

FUNNY CHEMICAL #4: CUMMINGTONITE
(from http://www.brls.ox.ac.uk/Depst/Chemistry/MOLpsyll/sillymols.htm)

This mineral must have the silliest name of them all. Its official name is magnesium iron silicate hydroxide, and it has the formula (Mg,Fe)₃Si₂O₇(OH)₂. It got its name from the locality where it was first found, Cummington, Massachusetts, USA. A sample of pyroxmangite, with white pieces of cummingtonite visible toward the lower left.

CHEMISTRY AND BIOCHEMISTRY PICK-UP LINES
Collected By Louis Metzger from various conversations

Quantum Chemistry

- Let me apply my operator to your Hamiltonian.
- You bump me up to such high energy states, I phosphoresce.
- Let’s find the probability of me being between your wavefunctions!
- Let’s hybridize our orbitals.
- Let’s exchange electron density.
- Be my harmonic oscillator!

Biochemistry

- I want to dock my ligand to your catalytic domain.
- Let’s get together and reduce the entropy of our surroundings!
- Let’s form a dimer and rearrange our moieties.
- I don’t want to just “hydrophobically interact” with you, I want to covalently attach!
- Let’s strip off our protons and salt-bridge our ions!
- I don’t really love you, I only want to reduce your carbonyl with my activated reductase.
- Let’s pull back the beta sheets and play with the alpha helix!

OUT-OF-CONTEXT LABORATORY/LECTURE QUOTES INVOLVING CHEMISTRY, BIOCHEMISTRY, AND BIOMEDICAL CLASSES/RESEARCH
Collected By Louis Metzger

“What do you mean those aren’t kidneys? . . . but WOW . . . those are enormous, like ten percent of its body weight” (in reference to a professor discovering that a dissected gerbil’s “kidneys” were actually its testicles).
--Professor A

“They’re all $#&*ing morons.” (In reference to the authors of several synthetic chemistry papers in the scientific literature).
--Professor A

“See this NMR spectrum; this is crappy. Now this other NMR spectrum; that’s very crappy. So you see . . . we chose to analyze the less crappy one . . . and “crappy” is a good scientific term.
--Professor A

“Little kid, do you want to see something explode? (to a mildly startled 7th-grader).
--Professor B

“I forgot where I was going again. This happens all too often nowadays.” (As the professor walks out into the hall, pauses, and returns to his/her office).
--Professor C.

“We are getting into Alzheimer’s research.”
--Professor C.
MORE NEWS FROM DR. THOMAS

Marc Fisher, Starr Vavrek, and John Macha edited the 304th "Eye of the Storm," edition of NOTICIAS. They stepped up and did the deed at a tough moment, hats off to them. This week's editor is Louis Metzger who will, no doubt, entertain us with his wry wit and challenge us to think with his political perspectives.

Next week, Beth Peck will take a break from her editorial duties at Scribendi and treat us to her skills. Send submissions to (bpeck@unm.edu) Alternately send submissions to Addie (amcsstiff@unm.edu) or me (mthomas@unm.edu).

Office Hours: For our next office hours event, I will present a workshop on "Study Skills for 'A' Students. This workshop has evolved out of the realization that many Scholars' Wing students were able to excel in high school without ever learning good study skills or habits. For this workshop I will use a problem-solving approach to help students identify and solve study related problems. If you are having problems, it is still early enough to take corrective action in most instances...but the clock is ticking. THE TIME SCHEDULE FOR THIS EVENT HAS CHANGED!! The session will be at 9:00 - 10:00 tonight, Thursday 11/14 at the Entropy lounge. There will be no pizza for this one because of the need to minimize distractions. Put it on your calender. There will be a reminder in next Thursday's edition of NOTICIAS.

To get in touch, you can try my office (#358) at HOKONA (925-3350). A better bet is my Honors Office (#17C) University College (277-4211). A sure bet is to e-mail (mthomas@unm.edu). I will be glad to set up an appointment to meet face to face. I eat several meals at LaPo each week. For your convenience, I'll locate near the salad bar on the west side.

NOTICIAS Editors for the remainder Fall Semester are:

#306 11/21 Beth Peck (bpeck@unm.edu)
#307 12/5 Addie Freyweaver and a freshman female

Prospective Editors, Please Read the section on guidelines and deadlines carefully, noting the changes and refinements.

Editors, Please Make Every Effort to solicit contributions from people who have not contributed.

We especially want to see contributions from first year students. Most of the upcoming editors have edited before. I encourage you veteran editors to include first year students in your editing process and provide some mentoring as you put the rag together.

Do Contribute. In addition to the glory of seeing your words take shape in the legendary annals of NOTICIAS, all contributors are invited to the equally legendary contributors' dinners.

Dr. Troy Lovato made a Pizza Nite visit to HOKONA. It was a great success. We had a lively conversation that was, at times, up lifting and at times, well, a typical dormitory gab session. Several years ago I frequently arranged for faculty and community guests to visit. I gradually dropped this custom because of poor turnout that was embarrassing to me and the prospective guest. I am encouraged with the response to Dr. Lovato's visit and will, probably next semester schedule more. I think the key is making it informal, not a "talk.

FUNNY CHEMICAL #7: SEXITHIOPHENE
(From http://www.bris.ac.uk/DepCG/Chemistry/NOTStally/sillymol1.htm)

This is a 'sexi' molecule - which means it has 6 sub-units, in this case of thiophene rings. Because of its conjugated system of double bonds, this organic molecule conducts electricity quite well. As a result, it is one of a number of similar molecules being studied for possible uses in organic polymer electronics. Incidentally, the Latin for 6 sub-units is quinque (pronounced 'kinky'), so by adding one subunit a quinque molecule becomes sexi...

FUNNY CHEMICAL #8: URANATE
(From http://www.bris.ac.uk/DepCG/Chemistry/NOTStally/sillymol2.htm)

The uranium oxide onion goes by the glorious name of uranate. I wonder if unwanted reactions of this ion with certain compounds is called 'involuntary uranation'...?
Related to this, uranium nitrate is also known as uranyl nitrate, which sounds like the entry fee for a toilet after 8pm...

**EDITORIAL POLICIES AND RESOURCES**

Michael Thomas Ph.D.

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NOTICIAS Editing Support: Addie will be available to all editors for advise and support. All editors, please check your e-mail address and inform us if it is wrong submissions will come to the address that we print in Noticias. Also be sure that your e-mail account, if it is not a unm account can handle at least 3 or 4 megabytes of Noticias submissions. You can use any word processing or desktop publishing program you want. All you have to do is get the hard copy to the Honors office. Our computer person, Frank Hemingway will be installing a state of the art, professional desktop publishing program on the computer in the Entropy Lounge. We will have the program for at least a month on a trial basis. Once that program is installed, we’ll be encouraging editors to try it out and see if it meets our editing needs. If, so we’ll buy it. At present the default program for editing NOTICIAS, is Microsoft Word. If you use Microsoft Word, Addie can help you. If you use another program, she may or may not be able to help. Again, feel free to use any software you want. All that the Honors office staff needs is the hard copy. The newsletter is photocopied at the University Honors Program office every Thursday. Editors must take a hard copy of the original to the Honors Office by 9:00 am on Thursday. The copies are ready by 4:00 pm Thursday and should be picked up by 4:30. Editors need to either deliver the newsletters themselves to 3rd floor Hokona (one copy per person) and SRC J (five copies per apartment). Six copies go to the SRC mail room. I need 5 copies left in my Honors mailbox to get to “Annex” people in the Scholars’Wing community who live elsewhere.

Deadlines for NOTICIAS copy:

We prefer e-mail submissions. These are best submitted as MS word 97 or Word Perfect attachments. You can also submit articles in the text of e-mail messages if you have a problem doing attachments. The deadline for e-mail submissions is noon Wednesday. You should e-mail submissions directly to the guest editor of the week, or Addie Fryeweaver (amcsift@unm.edu) or me (mthomas@unm.edu). Anything that arrives later than noon may end up waiting a week. Some submissions (caroons for example) will need to come in as hard copy. Hard copy submissions should go directly to the editor for the week or to my mailbox at the University Honors Program Office (Ground Floor, University College building) The deadline for hard copy is Tuesday 4:30 pm. NOTICIAS will not censor your contributions (the one exception here are personal insult/innuendo and/or threats).

Submission Policies:

Noticias will include all submissions from Scholars’Wing students. The fact that NOTICIAS is a newsletter and limited to ten pages (five double-sided) means that editors may have to edit some submissions for length, serialize some submissions, or reject submissions that are more appropriate to a magazine format. Article submissions should not exceed 500 words. Longer articles may be synopsized and/or excerpted and posted in their entirety on our website. All submissions must be signed. All submissions including reprinted submissions (clever stuff making the rounds on the Internet, for example) must include the name of the person who makes the submission. Contributors should not submit material that is copyrighted. Contributors should understand that they and they alone are responsible for their submissions. I (Dr. Thomas) will take no responsibility for submissions other than my own. Student editors will take no responsibility for anything they did not write themselves. Editors MUST see that all articles are attributed by name to the person who submitted those articles. Contributors can use pen-names with my (Dr. Thomas) permission only. Contributors need to have a very good reason for asking to use a pen-name. EDITORS SHOULD BE VIGILANT AND EXCLUDE ANY ARTICLE THAT FEATURES PERSONAL INSULT, INNUENDO OR THREAT. SIMILARLY, EDITORS WILL BE EXPECTED TO SHOW DISCRETION AND WILL PROVIDE ALL SUBMISSIONS THAT FEATURE VULGAR LANGUAGE WITH AN EXPLICIT “FREE SPEECH” DESIGNATION. EDITORS WHO IGNORE OR VIOLATE THESE POLICIES WILL BE BARRED FROM EDITING FOR TEN EDITIONS. EDITIONS FOUND TO CONTAIN INSULT, INNUENDO, THREAT WILL NOT BE COPIED AND/OR DISTRIBUTED. SIMILARLY, EDITIONS THAT FEATURE VULGAR LANGUAGE WITHOUT AN EXPLICIT FREE SPEECH DESIGNATION WILL NOT BE COPIED AND/OR DISTRIBUTED.
Appendix K

Regents' Scholars Report
2002-2003
The Regents’ Scholars Program has now completed its twelfth year. And again, it was very successful; the Scholars were outstanding by any measure, and they distinguished themselves in a wide variety of areas and accomplishments. A total of nine Scholars graduated in May 2003, and another five will complete their degree requirements by May 2004. There were 59 Scholars during the 2002-2003 year, and 13 new Scholars will enter UNM as freshpersons in Fall 2003 (a complete list of Scholars is attached to this report). The Scholars continue to be extremely successful in their academic endeavors; the average GPA among all the Scholars was 3.89; 30 Scholars have GPAs of higher than 4.0, and 13 of the 60 Scholars have cumulative GPAs of greater than 4.1.

To become a Regents' Scholar, students undergo a rigorous and competitive application process during their senior year of high school. They must submit a written statement of goals, show evidence of leadership and community service, have outstanding academic records, and supply at least three letters of recommendation. The applications are screened by the Scholarship Office, and this year, invitations to come to UNM for an interview were sent to approximately fifty students. In February 2003, these personal interviews were held over a two-day period, and twenty-five offers were made. It is often an extremely difficult decision for the selection committee, since all of the applicants are at the top of their classes, have very high standardized test scores, and have been very involved in extra-curricular activities at their high schools. Thus, the personal interview is of the utmost importance to the committee when deciding which candidates should be chosen. Given the success of the Program thus far, the choices made have been validated by the Scholars' academic and personal achievements.

Dr. Diane Rawls completed her tenth year as the Regents' Scholars Coordinator, working closely with the Scholars on a regular basis; she held monthly meetings, issued a monthly newsletter, and met with individual Scholars as necessary. All Scholars are matched with a faculty mentor in their major fields, and Dr. Rawls identified and assigned these faculty members for the new Scholars prior to the beginning of the Fall semester. During the year, she monitored the Scholars' progress and reviewed their schedules prior to registration. She also acted as ombudsperson when Scholars needed assistance with various UNM offices. In their graduation exit surveys, Scholars said that Dr. Rawls’ contribution to their experience at UNM was of great value. Scholars also commented positively on the activities that Dr. Rawls coordinates, and praised the sense of community she helps foster among the Scholars.

In October, the freshmen attended a Ropes Course which developed the Scholars’ group identity and helped them work together as a team; all of the attendees reportedly very favorably on the experience and said that it contributed greatly to the sense of community they all have. Scholars continue to participate in this type of course each fall.
Attendance at the Scholars' monthly meetings was generally good, depending, of course, upon the class schedules and outside commitments of the Scholars. The meetings serve as an opportunity to deal with issues and problems relating to the Program; to keep track of academic progress; and to bring Scholars together as a group. Scholars also attended dinners at the end of each semester to mark their successful completion of another term. These dinners are very popular and draw a large group of students each time.

The Scholars' newsletter *Reflexiones* was again issued each month via e-mail. It served as a means of communication between the Coordinator and the Scholars, keeping them up-to-date on events and opportunities available, and reminding them of deadlines, requirements, and changes at UNM that might affect them.

The Scholars are usually involved in a variety of activities outside their academic pursuits. Many Scholars paid visits to their hometown high schools, and promoted UNM and the Regents' Scholars Program. Regents' Scholars also attended many campus and community events; the Scholars do a wonderful job representing UNM statewide, and they are always hailed as very effective speakers by those who attend. Scholars also donate much of their free time to numerous community volunteer organizations and to political causes both on and off campus.

Several Scholars were actively involved in ASUNM; Rosalyn Nguyen served on the Presidential Search Committee; Sarah McKinney was the Executive Director of ASUNM's Special Events Committee. Several Scholars continued with the tutoring program at Jefferson Middle School, a volunteer opportunity begun by a former Regents' Scholar and overseen and coordinated the past three years by Rosalyn Nguyen. Almost all of the Scholars are also involved in individual volunteer experiences both on campus and in the local Albuquerque community. Louis Metzger founded the campus group UNM Undergraduate Biomedical Research Association, he served on the Phi Beta Kappa selection committee, and he was the student representative to the Faculty Senate's Curricula Committee. Beth Peck was the Editor of *Scribendi*, the University Honors Program's literary and arts publication, and she attended the National Collegiate Honors Conference in Salt Lake City in 2002.

This year was once again a strong year for Scholars' achievements in national competitions. Louis Metzger IV, of Albuquerque and a graduate of Cibola High School, was selected as a Goldwater Scholar for 2003-04; Elizabeth Peck, a junior from Cortez, Colorado, was awarded a Truman Scholarship. Rosalyn Nguyen was named a Clauve Outstanding Senior, and Adam Collingsworth was named an Outstanding Senior in the University Honors Program. Regents' Scholars continue to make names for themselves and for UNM on the national level with these awards, and they prove that UNM can compete with any university at this level.

Scholars have also taken advantage of UNM's study abroad opportunities; Anna Lusero and Emily Crump (both Juniors) spent the Spring semester in Mexico; Josh Alexander, a sophomore, spent the academic year on a National Student Exchange at UMass Amherst. From all reports, they all had a terrific experience and recommend this opportunity to their classmates and colleagues.
APPENDIX K

The Regents' Scholars mentorship program has proven to be immensely valuable and important to both the Scholars and their faculty mentors. Based on the Scholar's major, mentors are chosen from faculty who have received recognition in the University community for their teaching and scholarship. Contact between the mentor and Scholar varies, depending upon need and schedules. Often, mentoring occurs during office hours and in informal coffee or lunch conversations. The mentor/Scholar relationship develops over time and ultimately becomes both professional and personal. The mentor serves as a role model and advocate for the Scholar. There are many opportunities to discuss areas of mutual interest, and the Scholar is challenged by the ongoing interaction with an experienced professor. Often, the Scholars are given opportunities such as internships and work situations, and they receive a perspective on the University community and on the world of scholarship and research, an invaluable opportunity that most undergraduates do not get. In fact, several mentors whose Scholars graduated have volunteered to continue as mentors to new Scholars, thus validating the program. (list of mentors attached to this report).

When asked about the value of the Regents' Scholarship, the Scholars, obviously, welcome the financial freedom that the scholarship provides them, and the fact that they can devote themselves to other areas instead of having to work to pay their bills. They almost always also comment on the sense of community that exists among the Scholars; these students form lifelong friendships with each other, and they share strong bonds in the activities they pursue, their major areas of study, and their future plans. For some Scholars, this aspect of the scholarship is of great importance; it has contributed greatly to their college years, and they are grateful that UNM and the scholarship provided them with these experiences. Many of them also comment on the diversity they found at the university, both among students and among the faculty. They all greatly appreciate the assistance and attention they are given as Regents' Scholars, and I think that all of them are glad that they elected to come to UNM instead of going elsewhere. These students are the type who are offered admission to many of the top-ranking schools in the country, and without the Regents' Scholarship, many said they would have gone to another school.

I would also like to mention the plans of some of the graduating seniors; as I said earlier, they are truly a remarkable group, and I am sure that they will go on to great things, which will benefit their communities and their professions. Rosalyn Nguyen will be attending UNM’s School of Law in the fall, and she will concurrently complete an M.B.A. in the Anderson Schools of Management. Both Brian Post and Simon Goldfine will also be at UNM in the fall to complete their M.B.A. degrees. Breanne Duncan will be attending graduate school in Computer Science at Harvard. Sarah McKinney has been accepted into “Teach for America”, and she will start her teaching career in an elementary school in Washington, D.C. this fall.

The Regents' Scholars Program owes its continued success to many people: thanks go to the Board of Regents, of course, for creating the Scholarship, and to President F. Chris Garcia for his support. Thanks also to the Vice-President for Student Affairs, Dr. Eliseo Torres, whose assistance and support are indispensable to the Program. And a very large thank you to Scott
Alley, from UNM's Public Affairs Office, who oversees and organizes the social events for the Scholars each year; her contribution to the Scholars Program is immeasurable. Alex Gonzalez, Robert Romero, and Sandra Bernard of the UNM Scholarship Office spent untold hours working on the Scholarship, screening applications, and assisting with interviews. Many faculty, students and staff participate in the selection process each year, and in the interviewing of candidates. The University Honors Program is also a vital component in the success of the Program; thanks to the assistance of Marcia Glenn, Karen Rand and Sissy Cordero, the bureaucracy runs smoothly and efficiently. Dr. Rosalie Otero, Director of the Honors Program, serves on the Regents' Scholars Task Force, participates in the selection of Scholars and supports the efforts of all of the Scholars during their time at UNM. The Regents' Scholars are an exceptional group of young people, and it is to UNM's credit that this scholarship has enabled these outstanding students to study here.
### Regents' Scholars Mentors 2002-2003

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<td>Steve Abcouwer</td>
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<td>William Anderson</td>
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<td>David Bear</td>
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<td>John Caffo</td>
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<td>Tim Canova</td>
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<td>Harold Delany</td>
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<td>Dan Feller</td>
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<td>Charles Fleddermann</td>
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<td>Stephanie Forrest</td>
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<td>Diane Goade</td>
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<td>Fred Harris</td>
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<td>David Kauffman</td>
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<td>Elizabeth Keefe</td>
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<td>Rob Miller</td>
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<td>Mary Ann Nelson</td>
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<td>Vera Norwood</td>
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<td>Mark Ondrias</td>
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<td>Mark Peceny</td>
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<td>Diane Rawls</td>
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<td>Henry Shapiro</td>
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<td>Ursula Shepherd</td>
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<td>Leslie Umphrey</td>
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<td>David Vanderjagt</td>
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<td>Sharon Warner</td>
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## SCHOLARS 1999-2003

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<th>NAME</th>
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<tr>
<td>Amber Abercrombie</td>
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<td>Joshua Alexander</td>
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<td>Kathryn Allen</td>
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<td>Eva Angeli</td>
<td>St. Pius X High School</td>
<td>French</td>
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<td>Ruth Aragon</td>
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<td>Carlee Ashlee</td>
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<td>Louis Metzger</td>
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<tr>
<td>Emiliano Valles</td>
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REGENTS' SCHOLARS STUDENT PROFILE
2002-2003

Gender

Male (22)
37.3%

Female (37)
62.7%

Ethnicity

Hispanic (16)
27.1%

Asian (3)
5.1%

Other (40)
67.8%
REGENTS' SCHOLARS STUDENT PROFILE
2002-2003

Cum GPA

Freshmen (3.98) Sophomores (3.87) Juniors (3.92) Seniors (3.99)

Colleges

A & S (34) Fine Arts (2) Engineering (10) Undecided (5) ASM (1) Pharmacy (4) Education (2) Architecture (1)
Appendix L

List of Donors to
the University Honors Program
2002-2003
UHP DONORS
2002-2003

Dorothy Amsden
Myra Baker
Arthur Berkson
Ian Bezpaiko
Louise Broadbent
James Brown
Kimberly Broxterman
Andrew Bryan
Robert Buergi
Craig Butler
Gloria Cantwell
Susan Colvin
Brian Cosbey
Thomas Cytron-Hysom
Anton Daughters
Julia Delamar
Barbara Dupre
Pamela Ehlers
Rosalia Feinstein
James Flagstead
Laura Franklin
Christina and Todd Funkhouser
Joan Gentry
Rachel Gersh
Diane Glover
Vernon Glover
Gail Gottlieb
Sherisse Hughes
Sharon Irish
Summers Kalishman
Jocelyne Klasen
Miriam Knoepfler
Richard Koshak
Rebecca Kush
Phyllis Laman
Katharine Lozano
Jill Maggs
Amy Lynn Marks
Cyrus Martinez
Quirinita & Horacio Martinez
Carol Menzel
Norman Myer, Jr.
James Miera
Michael Minturn
David Modrall
Lesley and Greg Molecke
Manuel Montoya
Sean Moore
John Morrison
Baker Morrow
Melinda Mullins
Charles Noe
Ashlee Othick
Marie Penhurst-Gersten
William Pickens
John Porter
Shirley Rawls
Andrea Roth
Jackie Schlegel
Lela Sherdon
Connie Shillingburg
Ann Speed
Linda Srote
Sharon Streng
Christy Tarleton
Mitch Teberg
Khoi Tran
Sara Traub
Amber Arave Travis
Imesh Vaidya
Belen Villarreal
Stephen White
Astrid Winegar
Sharon Wirth
Significant Developments

- Director Campana was on sabbatical for most of the year; Dr. Michele Minnis appointed Acting Director
- Raised over $20,000 from private sources for the WR 573 summer course
- Developing, with Escuela Agrícola Panamericana (Zamorano) in Honduras, through USAID funding: 1) a 12-module "diplomado" program in Integrated Water Resources Management for Latin American water professionals; and 2) a Central American Water Resources Development Center
- Managing a river basin monitoring project in the South Caucasus for NATO and OSCE (Organization for Security and Cooperation in Europe)
- Enrolled 55 students in the Master of Water Resources (MWR) degree program, the most ever
- Obtained funding from USDA for internships for MWR students from underrepresented groups
- Conducted the summer capstone field class, WR 573, in Honduras for the third year in a row
- Obtained first-ever summer support ($4,500) for the Director's position
- Two MWR students, Kathy Brown and Anders Lundahl, each received the maximum $5,000 from the GPSA to support their research. These awards are firsts for MWR students.
- MWR student Cody Stropki was accepted into the University of Arizona's Watershed Management PhD program with financial aid

Other Developments

- Admitted 22 students to the Master of Water Resources (MWR) degree program; 16 matriculated
- Graduated 8 MWR students
- Hosted an Assembly for Water Planning in the Middle Rio Grande Basin, at UNM, June 2003
- Courses (4, plus Problems and Professional Project) generated 275 SCHs
- Director Campana attended 3rd World Water Forum in Kyoto-Osaka, Japan and presented invited paper

Significant Plans and Recommendations for the Near Future

- Increase Administrative Assistant II position from 0.50 to 1.00 FTE
- Provide an additional $3,000 of permanent summer support for the Director's position, for a total of $7,500, equal to that received by a College of A & S chair
- Submit Form D for an interdisciplinary doctoral degree in Water Resources
- Continue private fundraising for the summer class in Honduras and for the WRP in general
- Involve HSC academic units (e.g., MPH Program) in MWR program
- Proceed with plans to develop an International Rural Water Institute

Appointments to Faculty
Dr. Michele Minnis, Acting Director (0.50 FTE), July 1, 2002

Separations from Faculty
Dr. Michele Minnis, Acting Director (0.50 FTE), June 30, 2003

Publications of the Division

Publications of Faculty
Michael E. Campana

Refereed Articles

Outside Professional Activities of Faculty
Michael E. Campana

Professional Society Activities
♦ Organizing Committee, Joint UCOWR-NGWA-EWRI/ASCE-USACE Meeting on Integrated Transboundary Water Management, Traverse City, MI, July 2002
♦ Presented paper at the aforementioned conference
♦ Chair, Association of Ground Water Scientists and Engineers
♦ Board of Directors and Vice President, National Ground Water Association
♦ Publishing Oversight Committee, National Ground Water Association
♦ UNM Voting Delegate, Commission on Food, Energy and Renewable Resources, National Association of State Universities and Land-Grant Colleges (NASULGC)
♦ Lead UNM Delegate, Universities Council on Water Resources
♦ Co-convenor, Transboundary Groundwater Resources Symposium, IAH Annual Meeting, Zacatecas, Mexico, 2004
♦ Board of Directors, Universities Council on Water Resources
♦ Vice President of Academic Affairs, American Institute of Hydrology

Editing and Reviewing
♦ Manuscript reviewer for: Ground Water (4); Hydrological Processes (1); Water Resources Research (2); Journal of Hydrology (2)
♦ Proposal reviewer for National Science Foundation (1); Civilian Research and Development Foundation (3)
♦ Guest Editor, “Transboundary Ground Water Resources”, J. of Ground Water

Miscellaneous Professional Activities
♦ Participant, International Atomic Energy Agency Coordinated Research Programme on Isotope response to the dynamic changes in groundwater systems due to long-term exploitation
♦ Presented invited paper on arsenic contamination at 3rd World Water Forum, Kyoto-Osaka, Japan
♦ Invited speaker, Transboundary Water Issues in the South Caucasus, Tbilisi, Georgia, November 2003
♦ Advisory Board, Utton Transboundary Resources Center, UNM School of Law

Michele Minnis

Professional Society Activities
Computer Support for Collaborative Learning (CSCL): member of volunteer CSCL Community Steering Committee for the creation of a new organization, “International Society for the Learning Sciences” (ISLS) http://www.isls.org/organization

Miscellaneous Professional Activities
Conference Presentations—October 9 and 11, 2002
"Interstate Waters: Crossing Boundaries for Sustainable Solutions," Snowbird, Utah, October 9–12, 2002, the by-invitation, inaugural conference of the Utton Center for Transboundary Resources, UNM School of Law. Conference planner and co-author and co-presenter of the focal document for conference discussions, an 8-page newsletter depicting a complex hypothetical community and its transboundary water issues.

Professional Presentations
United State Department of Agriculture (USDA), New Mexico HSI Workshop, October 4, 2002
"Hispanic-Serving Institutions (HSI) Grant and Funding Opportunities Workshop." Presented the Master of Water Resources Program Curriculum and the program’s fieldwork in Honduras and made a progress report on WRP professional internships and related USDA-funded program activities.

Outside Sponsored Research
Michael E. Campana and/or Michele Minnis

New
♦ South Caucasus River Monitoring. North Atlantic Treaty Organization (NATO) and Organization for Security and Cooperation in Europe (OSCE); $24,000 (UNM share); 10/1/02 – 9/30/05. Total contract is 500,000 euros among six countries: Norway, Belgium, Georgia, Azerbaijan, Armenia and USA (manager). (Campana).
♦ Towards the Establishment of a Central American Water Resources Development Center. Associated Liaison Office – U.S. Agency for International Development; $100,000; 10/1/02 – 9/30/05. Establishment of a CAWRDC and a 12-month “Diploma” program. (Campana and Minnis)
♦ Student Recruitment, Retention and Experiential Learning in Water Resources. U.S. Department of Agriculture; $150,000; 10/1/02 – 9/30/04. Funded internships for students from underrepresented groups. (Campana and Minnis).

Continuing from previous years
♦ An integrated GIS framework for water reallocation and decision-making in the Upper Rio Grande Valley. U.S. Environmental Protection Agency (co-PI with O.P. Matthews, D. Brookshire, L. Scuderi); $410,000; 6/1/00 – 5/31/03. Development of a model to assess water allocation and availability.
♦ A quantitative assessment of the economic and institutional impacts of climate change on the Upper Rio Grande Valley using an integrated GIS framework. National Science Foundation (co-PI with L. Scuderi, O.P. Matthews, D. Brookshire and J. Chermak); $675,000; 6/1/00-5/31/03. Development of a model to assess water allocation and availability, especially in response to climate change.