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Annual Report of the University, 2009-2010, Volumes 1-4

University of New Mexico

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THE UNIVERSITY OF NEW MEXICO

2009-2010

ANNUAL REPORTS

Volume I
## ANNUAL REPORTS
### 2009-2010
#### VOLUME I

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Division of Enrollment Management

2009-10 Annual Report

Submitted by Terry Babbitt
SUMMARY:
The enrollment management division outlined an ambitious set of goals for academic year 2009/2010. Many of the goals have been completed, some are in progress to be completed by the beginning of this fall, and some have been quite challenging to meet. Attached please find our detailed Work Plan that identifies each goal and below is a summary of some of our initiatives.

The move to the SSSC building provided us a venue to harmonize our back office operations and it allowed enrollment management staff to move out of working in silos and instead commence with the process of cross-training to assist with whatever tasks were asked of them. We were able to manage the three One-Stop operations successfully, utilizing all of our resources and minimizing costs to the division and the university. Also, for two years in a row, we reduced our operating budget successfully through the use of exceptional managerial persistence in making sure that every dollar that was spent was spent wisely to meet our goals. We anticipate by the end of the fiscal year that we will have saved over $943,000 in salary and operating expenses. This will allow us to address some of our longstanding goals of producing an online catalog, predictive modeling, transfer and international brochures, and upgrade some of our desktop computers.

The division was most effective in its implementation of its three One-Stop centers. The test to this new concept came during our peak registration period in the fall 2009 and in spring 2010. Lines in the two physical locations were non-existent and the most a student had to wait was 5 minutes. This is unlike in the past, where the lines were unmanageable and students often left without being serviced. The One-Stop Communication Center was quite successful compared to past performance in answering phones. However, much needs to be improved in the communications center to bring a much quicker level of service to those that call. For those who we serve by either answering the phones or in person, currently the level of satisfaction is at 94%. We continue to monitor daily our student satisfaction surveys enabling us to respond quickly to their respective needs.

We were challenged this year with several key personnel issues which took a lot of energy to resolve while sustaining the level of service goal that we set for each of the units. Some of the personnel issues have been resolved and some are still pending. Overall the majority of our staff is working diligently and with purpose. Those that were concerned about the move to the SSSC no longer have an issue; in fact, most employees love the new environment and see the great gains that we have had with the facility and space that we were blessed with.

I am extremely appreciative of the enormous amount of work that the staff has taken on and completed successfully. If it wasn’t for them, we would not have been successful in our endeavors. I will be remiss if I did not also mention the great collaboration that we have had with
Jennifer Gomez-Chavez and her staff that have allowed us to partner, conceptualize and implement Lobo Trax (Degree Audit upgrade).

I love forward to discussing this report with you.

Respectfully submitted,

Carmen Alvarez Brown

2009-10 Goals and Objectives

To continue to improve operational efficiency through the use of technology and application of the best business practices for the purpose of improving the University’s graduation and retention rate.

✓ Update and upgrade the degree audit program reflecting 2009-10 catalogue.
  o Completed undergraduate coding August 31, 2009
  o Finalize plan to complete graduate degree audit August 31, 2010
  o Upgraded to interactive degree audit February 22, 2010, several months ahead of our target date

• Introduce multi-term registration.
  o Met with each academic departments and deans.
  o Committee on multi-term registration was established.
  o Multi-term project was moved from fast track for implementation due to issues that were raised by Arts and Sciences.
  o Report on multi-term registration and challenges are being finalized to be submitted to the Provost Office by March 2010.

• Implement new class scheduler.
  o Project was completed September 30, 2009. However, it was not completed as robust as it should to be able to provide greater service to all those in the academic enterprise. We are hoping to add to the functionality of the class scheduler by having a total campus-wide classroom inventory available by June 2010.

• Implement Banner 8 and adapting best business processes allowing the University community more flexibility with student database maintenance.
• All units’ business process consulting July 2009.
• All units testing fall 2009.
• Go “live” March 2010.

• **Enhance OCR by initiating supplemental transcript processes.**

• **Improve self service for students.**
  
  o Admissions priority and completion date: Status check for paper applicants completed September 2009.
  o Financial Aid is completed.
  o Registration priority and completion date: Print unofficial transcripts from LoboWeb (date to be determined).

• **Implement electronic transfer of records.**
  
  o Project is out of scope due to personnel issues and is currently being re-evaluated to move on track for the following year 2010/2011.

• **Move the University catalog to an online edit program allowing for a more efficient and effective way to design a yearly catalog.**
  
  o Proposals are being read and voted on. A vendor will be selected within the next several weeks.

• **Automatic packaging of TEACH grants**
  
  o Completed December 2009.

**To continue to improve our communications to all we serve.**

✓ **Redesign the University’s search piece and view book.**
  
  o Search piece delivered August 2009.
  o Viewbook delivered December 2009.
  o Assisted with the coordination of email blasts for perspective graduate students.

✓ **Enhance communication plan to students.**
  
  o All units submitted communication binders August 2009
Admissions outstanding student plan was drafted August 2009 and currently under review for further enhancement
Admissions juniors and sophomores prospects currently being developed for May 2010 implementation

- Minimize wait times on queues to less than three minutes at the Communication Center.
  - We have achieved this goal often but we are still challenged during peak periods to meet industry standards on communication center wait time.

✓ Continue to improve our divisional website.
  - Divisional website completed August 2009.
  - Unit upgrades ongoing with new/consistent look, all divisional units have been upgraded except for scholarships and registration. We anticipate this project to be completed by June 2010.

✓ Enhance communication to outstanding students by way of implementing Hobson’s CRM.
  - The division purchased a CRM (Customer Relationship Management) program that has allowed for consistent communication to prospects and inquiries.
  - Set backs were encountered during implementation due to personnel changes.
  - Reformatted some of the coding that was done at the initial design.
  - CRM is 90% completed and rolled out.

To continue to provide exemplary service and achieve a 90 percent satisfactory rate or better on our service surveys.

✓ Work closely with One-Stop services and the Communications Center to allow for adequate personnel support at all times.
  - Unit directors will submit monthly updates on management leave schedules and processing staff lunch schedules as well as master calendar additions.

✓ Continue cross-training of all staff and greater integration into the One-Stop environments at both Main Campus and SSSC.
  - All units will continue advanced cross-training of staff with second-level training completed for all staff and third-level completed for select staff by March 2010.
• Operational data reports from all units are reviewed at weekly enrollment management meetings to assure that we are meeting our service goal.

Further enhance the University’s presence in primary and secondary markets.

✓ Work with American Indian Pueblos to establish greater communication and linkage to the University.
  o A letter from the Vice President was sent out to all Governors volunteering our enrollment services to them, families and constituents.

✓ Reach out to community colleges specifically those in our secondary market and establish articulation agreements with those community colleges that could be great feeders to UNM.
  o Expand our secondary market outreach focusing heavily on El Paso, TX, Phoenix, AZ, Denver, CO, large metropolitan areas in Texas and strategic areas in California, and Florida.

✓ Work closely with our branch campuses to promote educational opportunities beyond two years.
  o All units participate in scheduled joint meetings with branches to explore opportunities in fall 2009.
  o Recruitment efforts have been enhanced at all branches.
  o Two new recruiters for transfer recruitment have been hired that will focus heavily on our branch campuses, CNM, and selected community colleges across the USA with large percentage of international students.

✓ Work closely with the University’s distance learning division in support of the institutional enrollment goals.
  o Divisional directors met with Extended University staff in fall 2009.
  o Vice President had several follow-up meeting with Vice Provost Jerry Dominguez or his designee.

✓ Increase the number of Veterans enrolled by 25%.
  o We have made significant gains in reaching out to Veterans and we surpassed the enrollment goal that we set by 5%.
Enrollment Plan

• Work closely with all stakeholders to produce a state-of-the-art five-year enrollment plan.
  o Associate Vice President for Enrollment Management drafted a preliminary plan. Plan has not been disseminated. This plan is still being finalized.

Community Outreach

• Continue to provide support to our community for the purpose of access and success for all future students.
  o ENLACE will report on all activities including number of students reached and quantifiable results. This is ongoing and ENLACE currently serves nearly 6,000 students statewide.

• Work closely with parents in the nurturing and recruitment of future students.
  o ENLACE and UNM parent groups will establish a communication strategy with plan included in binder by June 30, 2010. ENLACE currently has over 30,000 contacts with families.

• Build coalitions and partnerships in our community.
  o ENLACE will create a brief report identifying groups with whom they have collaborated and a summary description of the nature of the work including objectives by the end of the fiscal year.

• Work with all pre collegiate programs and special programs to ensure that all students participating in the programs are part of our prospect database.
  o ENLACE will report on total number of prospects created in the UNM database by August 1, 2010 and will begin analyzing how many of these prospects attend UNM.

Scholarships

Re-engineer the scholarship process for the purpose of making it more efficient and effective in the recruitment of students.
Several meetings were held throughout the year with some of the stakeholders. There has been great progress in this but there is still much to be done.

Among our progress we have streamlined the application process for Amigo Scholarship, consolidated old outstanding scholarship debt, working with Provost budget office and university budget office to resolve this issue. Re-engineering the application and selection process is underway to maximize recruitment value, timeliness, and staff efficiency. The director made some changes for FY10 but opted to delay a complete restructure until appropriate communication was completed with the Foundation and other stakeholders.

Create a zero error expectation among all staff

- Directors and Associates to closely monitor daily reports and student surveys to address errors, workflow glitches and service level performance.
  - We are paying closer attention to duplicate clean up on a daily basis which allows for less error and inconsistency of our work.

- Both Associate Vice President for Enrollment Management and the Director of Enrollment Development and Initiatives (One-Stop) have been assigned to lead the divisional training initiative.
  - Among the training the division has had this year:
    - Successful Customer Relations course by EOD, March 2009. Cross training for One-Stop and Communication Center Staff
      - November 17, 2009 – Financial Aid
      - November 18, 2009 – Registration
      - November 19, 2009 – Admissions
  - Recruiter training on Financial Aid & Registration, December 17, 2009
  - Challenging Customer Service Situations course by EOD, March 2010

Goals set by Provost Ortega for 2009 – 2010

1) Consolidate changes made over the last year.

We have made significant gains in the integration of our business processes. We continue to address areas where we need to realign further.

2) Develop a strategy for letting the broader campus and local community know about progress that enrollment management is making to serve students and promote and reward the staff who making it possible.
Several strategies were developed this year to meet this goal. Among them was a designed and implemented website for enrollment management. A newsletter was developed and it was our hope to have this newsletter to go out once every term. It has been difficult to keep up due to the departure of the Operations Manager. We hope to continue with that at least two newsletters a year.

Our student satisfaction survey outcomes are posted on our website and some of the positive comments that students made of our services, are available for viewing.

There has been a significant in staff promotions and upgrades. However, we have not been able to find a way to properly promote these promotions.

3) Make measurable and substantial progress in implementing the degree audit system and multi-term registration.

✓ The degree audit upgrade is up and running. However, multi-term registration has been challenging to say the least. We will continue to engage all stakeholders in an effort that we can convey the benefit of multi-term not only to students, but to faculty as well.

4) Get faculty and dean buy-in and finalize our five year enrollment plan.

A five year enrollment plan summary has been developed. Associate Vice President, Terry Babbitt has consulted with the academic enterprise. We are still developing a comprehensive enrollment plan that will include strategies at the undergraduate and graduate level. Admissions recruitment plan, departmental recruitment plan, the ethnic centers recruitment plan, and hopefully we will also house a retention plan. It is our goal to have this plan completed by fall 2010.

Executive Summary of the Enrollment Management Re-engineering

Enrollment Management was introduced in higher education over 30 years ago. The term refers to the capability of colleges and universities to exert systematic influence over the number and characteristics of new students and to influence the persistence of current students to continue their enrollment through graduation. Tactics to impact student college choice, facilitate transition to college, increase retention, and improve student success are developed through strategic planning and based on institutional research.1 Nearly three decades later the University of New Mexico adopted this concept.

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The essential premise of this advent is to achieve greater efficiency through consolidating, incorporating, restructuring, and realigning critical functions to better serve future and current students in meeting their educational goals and aspirations. The division also provides strategic support to all academic stakeholders in planning and executing tactics to shape enrollment and meet enrollment goals.

Extensive re-engineering of processes and consolidation of services began aggressively in the fall of 2008 with Admissions, Recruitment and telephone operations being the initial focus. The admissions process was realigned to provide more efficiency in processing and reduce bureaucratic paperwork. For the first time in the history of the University, students were informed of their admission decisions within 24 hours of the submission of appropriate paperwork. Previously, it could take several months to inform students of their admission status. A new communication plan was developed and the recruitment plan was modified to further support the University’s enrollment goals. This plan focused on the recruitment of academically talented students from out-of-state and within New Mexico and established recruitment strategies for transfer students.

A Communication Center was established to accommodate all incoming calls for the Division and introduce online chatting as a new way to support customer service. Students are now able to communicate via phone or internet. The Center was established by deploying existing personnel lines from the various units in the division. The Center has been very productive and receives over 140,000 phone calls a year and 20,000 live chats. We are able to quickly answer student inquiries and provide them an answer, resolution to the problem, or referral expediently and faster than ever before. We also take great pride in measuring our service performance and disseminate surveys to all who engage us. It is our divisional goal to have a 90% or better satisfaction rate in our survey responses. Our current satisfaction level as of October 2010 is at 93%.

The re-engineering of Financial Aid began shortly after the Admissions process was revitalized. Long lines of students have been banished and traded in for quick and accurate service. Students no longer wait hours in line to find out whether they have been awarded financial support. Graduate students that have been provisionally admitted are now able to receive financial aid just like the undergraduate students with the same admission status. This procedural change has helped large numbers of graduate students receive aid much earlier in the academic cycle. Scholarship allocations have been consolidated and are being awarded with greater efficiency and in support of the University’s goals to recruit higher quality students. Strategies to compress scholarship maintenance requirements and appeals procedures have been revised to be efficient and student friendly.

Most recently, the re-engineering of the Registrar’s Office began; the Registrar’s Office is now able to provide quicker service time for transcript requests, change of name, registration processes etc. Additionally, several issues have been identified and addressed in the graduation process. The Degree Audit (LOBO Trax) has been updated with all respective Deans signing affirmation of its accuracy as the academic contract. This tool provides the scholastic road map for students and is essential to assist them in their degree completion.
The introduction and application of 21st Century Technology was instrumental in providing greater efficiency of service for all EM units. Business processes have been adapted to better make use of the newest technology. An example of this is utilizing the scanning/imaging process as a tool to move work electronically with high accountability; adopting on-line forms instead of using paper; and embracing the latest customer service tools in the virtual and telecommunication environment.

During the last two and a half years, the Enrollment Management staff and processes have been realigned for greater efficiency of practices. The Division undertook major projects that included the move to the SSSC Building, the establishment of three One-Stop operations, and the reduction and pullbacks of budget based on the economic climate. Each major initiative was completed on time and has paid large dividends to the institution. These achievements were possible due to a focus on process improvement from both efficiency and production perspectives. Persistent efforts brought all personnel back to one overarching objective: generate more production with the least amount of resources. This fundamental strategy facilitated better service and outcomes and preserved funds to accommodate critical projects and budgetary reductions.

Enrollment Management is a perpetual process charged with assisting the University in meeting its enrollment goals and opportunities. A primary directive for Enrollment Management at UNM has been to increase enrollments above 3% annually to allow extra workload funding from the state. Increasing enrollments depend on a number of variables outside of the enrollment management organization. Academic departments first and foremost must provide quality classes and instruction. Dedicated support organizations, external marketing, alumni groups and many more entities contribute to enrollment growth. The economy certainly plays a role and UNM, like all higher education institutions, has benefitted from the downturn but we have also been opportunistic in building sustainable out-of-state markets during this time that are not attributable to poor economic conditions. Enrollment highlights are displayed in the following figure.

*Figure 1. Enrollment gains in key areas.*

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<td>New Freshman</td>
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<tr>
<td>New Transfer Students</td>
<td>24%</td>
</tr>
<tr>
<td>Returning Students</td>
<td>9%</td>
</tr>
<tr>
<td>Non-resident Students</td>
<td>22%</td>
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Source: 2007 and 2010 Registration Reports

Enrollment Management has been able to improve performance with less staff as reflected in the below graph indicating growth in admissions and financial aid applications with less available personnel. It is important to note that while the division has been more productive with fewer employees, the staff has

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been recognized in their efforts. Since 2008 approximately 45 employees in the division (40%) have been promoted, provided a career ladder, or reclassified to higher positions.

Figure 2. Admissions and financial aid applications with total staff available.

The cost of student recruitment can be compared nationally and is regularly benchmarked. UNM's cost per student recruited has decreased 22% since 2007. In 2007 we were 2% higher than the cost per student at the largest institutions and in 2009 we were 26% below. The illustration below reinforces the success of our restructuring by highlighting improvements in efficiency.

Figure 3. Cost of recruiting a student.

Cost to Recruit Students Based on National Norms*

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<tr>
<th>Year</th>
<th>2-Year Public Median Cost</th>
<th>4-Year Public Median Cost</th>
<th>4-Year Private Median Cost</th>
<th>Largest 4-Year Public Median Cost</th>
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<td>$461</td>
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<td>2007</td>
<td>$121</td>
<td>$398</td>
<td>$1,941</td>
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Improving Efficiency and Service

In an effort to improve efficiencies and services to students, it was critical that an adequate space be identified or remodeled. The area that housed the various functions of Enrollment Management at main campus was inadequate to carry out the mission of the Division. We had space that was poorly laid out and insufficient to help the University meet enrollment goals. We were quite excited when the former Lockheed Martin building was made available to us. While undertaking this move at such an early stage of our development was risky and challenging, we felt that it was best for the University and the Division. As a consequence of this major move, we were able to release significant square footage of space on Main Campus and we were able to restructure our back end operations by utilizing a space that was more conducive to improving the efficiency of our processes. We were also able to open two physical One-Stop operations and one virtual One-Stop to support campus enrollment services.

The move was made amongst some discontent originating from within the organization. Opposition largely emanated from staff who could not envision a different model other than the one that had been their existence for many years. A One-Stop space in Mesa Vista Hall was renovated with a design that was warm and inviting but promoted very quick service with no waiting in lines. Despite the challenges, within four months of planning, the university had an enrollment service facility on Main Campus that was efficient and utilized one quarter of the space the divisional units had previously occupied on prime campus real estate. In the new Student Support and Services Center, employees adjusted quickly for the most part. The advantages of a beautiful facility, convenient parking, and no distractions won most of the staff over. On Main Campus, the move made 22,000 square feet available for academic advising and student support space.

This move allowed a physical setting that was conducive to all of the re-engineering efforts that were underway or about to be started. The proximity and openness allowed for better supervision and monitoring of staff as well as an opportunity for cross-training and sharing of resources. The inability for students to communicate effectively with enrollment services also took a tremendous leap forward with space for a centralized communication center where phones and electronic chat were made available. This student support initiative was created with staff from enrollment units who were cross-trained to establish short wait times and informed service compared to past experiences of high phone abandon rates and poor or nonexistent response. The idea of funneling students to an easy-to-use “One-Stop” system carries over to in-person customer service as well. The Main Campus One-Stop is now void of “bus station” seating and emphasizes no numbers, no lines, and no waiting. In addition to the virtual and Main Campus enrollment service centers, the South Campus location has also added value and convenience for those wishing to avoid parking and access challenges. Surveys indicate students utilizing the One-Stops are experiencing over a 90% satisfactory rate.

The geographical proximity also made it possible to consolidate services such as administrative support, information technology, human resources, and fiscal management from resources in all three units to just the vice president’s area. The result was less infrastructure expense, centrality of policy and procedures, and congruence of goals and objectives. Instead of all units having network administrators, human resources professionals, fiscal officers, and administrative support, the services were centralized with less staff allocated to perform those functions.
Current projects that are designed to support goals of more students graduating and graduating on time include an academic planning agenda. The academic planning project includes enhancements and updating of the degree audit system, the “roadmap” a student needs to graduate on time; improvements to course planning and scheduling; introduction of an on-line catalog; and ability for students to plan course enrollment multiple semesters in the future. The degree audit system must serve as a contract between the academic department and the student to be an optimum advising and planning tool. This data helps determine course demand required to get students through the graduation path that can be riddled with obstacles. The on-line catalog will save printing costs, help improve curriculum change efficiencies, and better inform students with real time information. Multi-term registration allows a student to plan for more than one semester at a time. This takes out the chaos of last minute schedule shuffling and altering work arrangements.

Cross-training staff is also a current priority. The objective is for similar employee roles to share knowledge and experience about the processes of admitting a student, verifying financial aid documents, or ordering a transcript. Training the units to support each other and address peaks and valleys of work load with appropriate human resources is underway.

Cost Savings

In 2007 when the division was formed, each administrative office brought their base budget allocation and in addition, $450,000 was appropriated for increasing recruitment efforts, system enhancements, and administrative costs. Since the initial 2008 budget year, the divisional budgetary net allocation has been reduced from $6.5 million to an anticipated $5.6 million in fiscal year 2012. This is a 14% cut in net allocation.

The Division has been able to sustain the University’s budget cutbacks mostly due to the early re-engineering and restructuring initiatives. Annual carry forward has averaged approximately $1,000,000 a year in fiscal years 2008, 2009, and 2010. We have been able to consolidate processes and positions, specifically, in the administrative support area. Rather than each unit having an administrative assistant, operations specialist, and several LAN administrators, all of these functions and others were consolidated into one administrative support unit resulting in reduced overall staff.
The main objectives of the unit; success metrics; and customer satisfaction

Enrollment Management as a division is responsible for recruitment, admission, financial aid delivery, registration, record maintenance, and graduation for the student constituency and the faculty and staff in academic and student support roles. The mission and values revolve around this purpose.

Mission Statement

- To contribute to the mission of the University by harmonizing all essential operations that support student affinity to the University and to support the academic enterprise in meeting the institutional enrollment goals.

Vision Statement

- To be known as a premier institution delivering exemplary customer service to all we serve.

Core Values

- First class team driven by mission, goals and mutual respect.
- Personal best – do it right and do it now – quality work, quickly done.
- Positive and effective communication (honest and straightforward with each other and those we serve).
- We will make a difference with all we serve and we will help all students reach their full potential and possibilities.
- We will listen to all our students, faculty and staff – we will have the courage to change what needs to be changed, whether it is behavior, rules, regulations or processes.
The primary responsibility of the Division of Enrollment Management is to plan and implement strategy to meet university enrollment goals. These goals include new students of various categories and levels, continuing students, stop-out students, course loads etc. In recent years, the university's primary enrollment goal has been to increase student credit hours 3% or more to receive workload dollars in the state “base plus” funding formula. UNM had only accomplished this feat once in 2003 but has exceeded the 3% band in 2008-09, 2009-10 and likely in 2010-11. Exceeding the 3% band generates several million dollars of extra funding for the university.

Figure 5. Unrestricted credit hours generated on an annual basis.

One of the most challenging enrollment goals an institution faces is increasing the number of National Scholars who attend. Historically, a contingent of these students bring high academic profiles, prestige, and national press that play a significant role in lifting institutional academic reputation. These students score in the 95th to 97th percentile and above on college admission tests such as the ACT and SAT. EM was assigned the goal to increase enrollment of these high achieving students. The results have been very successful with another annual increase of 86% from 2009 to 2010 (71 to 132).

Figure 6. National Scholars enrollment since 2007.
chatting with the communication center. Thousands of student responses have been received with over 90% satisfied with our services, staff and facilities. Many students very much appreciate the convenience of chatting and the quick service at the One-Stop without waiting in line. Typical complaints include concerns about financial aid packages, payment processes and transaction holds.

Centrality to core institutional values, including diversity, student success, healthy communities, systemic excellence, and economic and community development

The Division of Enrollment Management is a cornerstone for the key institutional values of diversity and student success. When planning to meet enrollment goals, these two keystones are ever present variables that require methodical strategy to successfully integrate into quantitative results. Enrollment Management is a steadfast supporter of the institutional philosophy that places a high worth on diversity of all types well beyond ethnicity. Ethnicity is a primary standard and EM has worked to ensure ethnic enrollments are strong. Official Enrollment Report information indicates substantial growth in all categories over the last several years.

Figure 7. Main Campus Enrollment by ethnicity in 2007 and 2009.
Student success is also influenced by EM strategies and policies when determining recruitment priorities, applying requirement standards, delivering financial aid, and promoting academic planning through course offerings and degree audit capabilities.

**Demand for services**

The units in Enrollment Management provide services to a similar number of students, faculty, and staff compared to other flagship institutions. The production of the division is benchmarked throughout other sections of the study. Also mentioned previously are the service expectations and metrics EM uses to evaluate the quality of output. The satisfaction rates are over 90% and each unsatisfactory concern is addressed personally, tabulated and used to create new work plans addressing common issues.
Relationship to other academic or administrative units and major collaborative initiatives

Enrollment Management has a collaborative relationship with virtually all of the other divisions of the University. The relationship is best described in a matrix that describes the integration of projects and information sharing.
Evidence of entrepreneurship

Entrepreneurs by definition manage an enterprise with considerable initiative and risk. Within one year of the creation of the Division of Enrollment Management, complete re-engineering of core functions was underway; the transition to a state-of-the-art building with efficient space configuration was planned and implemented; staff positions from several units were consolidated to create customer friendly services in multiple live and virtual settings; and positions were reclassified and upgraded to emphasize less upper level management and more production and service roles.

Most of the activity in enrollment management has been driven by an entrepreneurial spirit as evidenced throughout the self study by efficiency and service improvements during periods of increased productivity.

Opportunities for greater collaboration

There are certain linkages that enrollment management has with other units where improved coordination or consolidation could benefit the institution. In Student Affairs, New Student Orientation and Career Services are crucial to the effective recruitment and yield rates of new students at all undergraduate levels. A successful orientation must complete the relationship enrollment offices have been building with prospective students for years. There must be a strong sense of continuity in message, brand and service so the students are not confused when completing orientation. Even small disjunctions can cause a student or family member to second guess their decision and this late indecisiveness can be devastating to anticipated yield rates. Career Services has a growing role in communicating to prospects about available services, earning potential and employment rates. This information is being sought by consumer savvy transfers and even traditional beginning freshmen.
Information Technology is also a realm where significant crossover takes place on major projects and day-to-day operations. The EM Division has a staff of local area network administrators who support servers, certain applications and desk top hardware and software. We have already reduced in this area due to the EM consolidation of offices. However, much more could be done if the University was to adopt a consolidated approach to IT services, specifically, in the area of server and desktop support. There is also a potential increase in productivity and efficiency of the IT technical employees that support the student information system. Many projects that would advance efficiency and service for students are dependent on these resources and often enrollment management priorities are set aside for other urgent University needs. Enrollment Management should be able to prioritize student systems initiatives that will most benefit our student body. We are confident that we will realize a more efficient process with more student-oriented results by allowing EM to determine where to allocate project resource.

Improving admitted student yield rates at UNM is a primary enrollment goal. Currently, the rates at which admitted students enroll are lower than they should be. Increasing the performance of this critical metric of the enrollment funnel is instrumental in managing enrollments and obtaining the best value per student recruited. This measure is generally considered an important vital sign of the public's perception of the institution. To increase these rates, university entities beyond the admissions office must develop relationships with admitted students to strengthen the student-institutional connection and improve the likelihood to enroll. A specific example that needs to be implemented is enhancing the role of ethnic centers in impacting yield rates. These centers can effectively focus on admitted students in the spring semester and develop a variety of outreach efforts to help students identify UNM as a community they would like to call home. Campus visitation events, calling campaigns, electronic communications, visits to communities and other strategies are all proven tactics to increase admitted student matriculation.

**Technological or other improvements that could generate savings**

Each unit has projects designed to improve efficiency and deliver better service to students, faculty and staff. From a divisional perspective, two things stand out among the projects. One is to quickly expand the electronic exchange of records project to include Albuquerque Public Schools and other large feeder institutions. This project eliminates much manual work that impacts all areas of enrollment services.

Second is the adoption of an efficient, robust, and intuitive reporting tool that can accommodate the production of several standard reports. The tool should allow for easy access and training; it should be flexible for adjustments and versatile to accommodate a wide range of needs. It should be available to meet 90% of the ad hoc requests from campus constituencies as well as specialized strategic applications specific to individual organizations.
The Division of Enrollment Management is committed to full application of 21st Century technology to all we do. However, it takes collaboration and support from IT to make this a reality. The technological needs of the Division must be congruent with the priorities for the IT student system support staff.

Efficiencies that could be gained by consolidating with related entities

The Division of Enrollment Management was created from core enrollment units that existed in Student Affairs and Academic Affairs. This consolidation of enrollment functions is what has allowed UNM to improve service to students; grow enrollments faster than our peers; establish strong non-resident enrollments in key markets; and attain national prominence by recruiting more National Merit Scholars. There is still much to be improved in the areas that are traditionally part of the enrollment management organization including new student orientation, retention, enrollment research, publications, advising and career planning.

Additionally, there are emerging national models that consolidate student support service areas under the enrollment management leadership. This trend warrants serious consideration for all higher education institutions that realize retention begins with recruitment and continues with orientation, advisement, the teaching and learning environment, student academic and social support, and career planning. Current best practices integrate retention strategies across the entire continuum of student transition from prospect to graduate. This allows the data driven principles and concepts of recruitment and retention to be applied not only through enrollment functions, but student support roles as well. Many of the old models of consolidation had the opposite approach of enrollment management entities reporting to student affairs leadership. This approach has given way to institutional desires for accountability, efficiency and data-based strategy development that has been foundational for enrollment management for decades.

The Division of Enrollment Management is committed to supporting the university goals of integrating comprehensive student success strategies from recruitment to degree completion. Students should be targeted early as an appropriate fit; exposed to institutional values and strengths through recruitment; provided effective orientation to transition into the university community; offered meaningful programming and experiences that engage and build affinity for the institution; supported for academic and career pursuits; and introduced to meaningful post graduate and alumni involvement. The delivery of this stratagem by enrollment professionals allows their strengths to be utilized as critical retention tools such as extensive communication capabilities, data-driven goals and outcomes, extensive planning exercises, excellent customer service, and high levels of production and accountability.

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Figure 10. Enrollment Management budget components.

**EM Current Allocation and Reductions Since 2008**

- Reductions, $840,344
- Administration, $362,972
- Divisional Support, $254,277
- Marketing and Communication, $114,963
- IT, $197,523
- Veterans Outreach, $112,629
- Communication Center, $477,708
- Financial Aid, $1,436,349
- Registrar, $2,312,588
THE UNIVERSITY OF NEW MEXICO
DIVISION OF ENROLLMENT MANAGEMENT

OFFICE OF ADMISSIONS

ANNUAL REPORT

For the Period From July 1, 2009 to June 30, 2010

Matthew Hulett
Director, Office of Admissions
September 2010
ADMISSIONS & RECRUITMENT SERVICES

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Departmental Mission
Assessment of 2009-10 Strategic Plan Department Goals
Enrollment Goals and Results
Significant Developments 2009-2010
Scan and Mail
Proposed Strategic Department Goals for 2010-11
DEPARTMENTAL MISSION

• To recruit, evaluate, and admit qualified students to UNM, including beginning freshman, transfer, returning, non-degree, international, and graduate applicants;

• To provide information about UNM admission requirements, policies, and academic preparation to our internal and external constituents;

• To provide guidance for academic success and, as necessary, advise students about appropriate alternative options to help them meet their academic goals.

We do this through teamwork by providing individualized quality service to our constituents. We are committed to creativity and flexibility in working in an ever-changing environment. We strive to provide service in a way that exceeds our constituents’ expectations.

Main Functions:

1. Foster relationships with New Mexico high school counselors and collaborate with two- and four-year institutions and UNM Branch Campuses to facilitate enrollment of qualified students.

2. Facilitate the matriculation of students between New Mexico high schools and the university.

3. Represent the university and its academic programs in the development of statewide and out-of-state freshman, transfer and articulation initiatives.

4. Execute the university’s admission and enrollment regulations, as well as INS regulations, governing international students.

5. Review and evaluate applications and credentials for approximately 20,000 applicants per year.
I. ASSESSMENT OF 2009-10 STRATEGIC PLAN DEPARTMENT GOALS

1. Support university new student enrollment goals
   a. Improve quality and quantity of prospective student communications
      *Continued development and expansion of communication plan to deliver improved email communications. Contracted with design group to enhance publications and messaging.*
   b. Enhance out-of-state recruitment
      *Increased the number of out-of-state contacts, as well as the frequency of communication to those contacts. Placed recruitment staff in emerging markets.*
   c. Re-engineered prospective student campus visit experience
      *Revitalized tour route, improved communications with participants and strengthened tour guide training.*
   d. Implement efficient processing changes
      *Reorganized personnel for more efficient work structure; Improved web application and backend processes. The result was a much quicker application to decision response time.*
   e. Develop improved organizational structure
      *We continued to integrate recruitment and processing personnel to facilitate a better understanding of both components. Efficiency has been gained in the processing area while recruitment staff became more responsive.*

2. Cross-Training for all staff
   a. Prepare for consolidated enrollment services concept
      *Admissions Office continues to actively trained division staff to respond to initial admission inquires while receiving similar training from divisional units. Admissions deployed staff to support and assist other units during times of peak demand.*

3. Integrate training and meetings
   a. Entire office participation in appropriate meetings and training sessions
      *The entire office approaches goals and objectives as a team.*
ENROLLMENT GOALS AND RESULTS

- Broke the funding formula 3% "enrollment band" in 2010.
- Increased Fall 2010 new freshmen by 5.72%.
- Increased Spring 2010 undergraduate enrollment by 7.07%.
- Increased National Scholars from 73 in 2009 and 132 in 2010.
- Overall enrollment for Fall 2010 increased 5.32%, including 5.72% for new freshmen, and 8.4% for new transfers from New Mexico.
- Branches did very well with large enrollment and student credit hour increases.

REGISTRATION STATISTICS – FALL 2010

<table>
<thead>
<tr>
<th>STATUS</th>
<th>HEADCOUNT</th>
<th>CHANGE</th>
<th>%CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>RETURNING</td>
<td>19,088</td>
<td>20,262</td>
<td>1,174</td>
</tr>
<tr>
<td>READMIT</td>
<td>1,679</td>
<td>1,627</td>
<td>(52)</td>
</tr>
<tr>
<td>NEW BEGINNING FRESHMEN*</td>
<td>3,409</td>
<td>3,604</td>
<td>195</td>
</tr>
<tr>
<td>NEW BEGINNING OTHER</td>
<td>72</td>
<td>143</td>
<td>71</td>
</tr>
<tr>
<td>UNDERGRAD TRANSFERS*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from New Mexico</td>
<td>892</td>
<td>968</td>
<td>75</td>
</tr>
<tr>
<td>from outside New Mexico</td>
<td>400</td>
<td>380</td>
<td>(20)</td>
</tr>
<tr>
<td>NEW NONDEGREE</td>
<td>429</td>
<td>524</td>
<td>95</td>
</tr>
<tr>
<td>NEW GRADUATE</td>
<td>1,121</td>
<td>1,013</td>
<td>(108)</td>
</tr>
<tr>
<td>NEW FIRST PROFESSIONAL</td>
<td>213</td>
<td>236</td>
<td>23</td>
</tr>
<tr>
<td>TOTAL HEADCOUNT*</td>
<td>27,304</td>
<td>28,757</td>
<td>1,453</td>
</tr>
</tbody>
</table>

| STUDENT CREDIT HOURS*         |                 |        |         |         |
| Fall 2009                     | 317,377         | 335,470| 18,093  | 5.70%   |

HEADCOUNT GOALS (+2.4) 27,950
CREDIT HOUR GOALS (+2.8%) 322,258

* Record Highs
SIGNIFICANT DEVELOPMENTS
Fall 2010

- The Fall 2010 beginning freshman enrollment at the University was 3,604, a 5.72% increase from the previous fall semester. The University of New Mexico continued to offer the Bridge to Success Scholarship to entering freshmen for Fall 2010.

- In addition to the day-to-day student contact and evaluation of credentials, the Freshman Admissions and Recruitment team coordinated numerous programs and projects that have university-wide impact:
  - The staff coordinated several recruitment events. Our annual Senior Day event for high school seniors and families was revamped to feature more academic choices for participants and a comprehensive financial aid presentation. In addition to college open house options, tours of campus and residence halls, lunch and an informational presentation detailing UNM and admission requirements were provided. On-site admission decisions were offered to participants who brought their application credentials.
  - A similar event for high school juniors and their families was held in the spring to encourage prospective student to consider UNM earlier in their high school careers.

- Budgetary cuts eliminated certain positions and the office had to restructure with less personnel. Despite these challenges, the office successfully maintained service levels.

- Collaborating in the UNM/CNM Gateway Program – Students in this partnership program have the advantages of taking classes at CNM while at the same time enjoying some of the benefits of being part of the UNM community.

- Brochures & Publication Redesign – Many of our standard brochures and publications now have an improved look to make them more appealing for students.

International Admissions

The University of New Mexico continually seeks to foster a global perspective across the entire spectrum of academic, cultural, and social life, and be a “University for the Americas.” Through involvement in the various dimensions of educational and cultural exchange, the University endeavors to strengthen communication and mutual understanding on an international level. It is the mission of International Admissions to support this commitment, while carrying out the
policies of the Office of Admissions and the Office of International Programs and Services (OIPS).

International Admissions processes all prospective, non-citizen graduate and undergraduate students applying to the University of New Mexico. Every case involving transfer of credit requires the staff to do extensive research to determine comparable course content and level. They also work with U.S. and foreign organizations involved in international educational exchange.

The Admissions Office invested in additional marketing for international students through online and print publications designed to attract additional interest in UNM.

**Branch Campus and Community College Recruitment**

- Held on-site Admissions and Advisement sessions twice a year at each Branch campus with admission personnel and advisors from various colleges available to students.
- Assigned staff specifically to recruit students from branch and community college campuses.
- Developed a communication plan for transfer student recruitment
- Continued efforts to encourage articulation of coursework and application of technical credit where appropriate.

**Graduate Admission**

The University transferred the responsibility for graduate student admission to the Admissions Office beginning April 2006. Since then the application and credential processing functions of graduate students has been merged with the undergraduate process, resulting in a more consistent flow of work. Efforts to improve the over-all experience will continue as Admissions works with the Office of Graduate Studies and the departments.

The Admissions Office recently implemented a mechanism to keep the Office of Graduate Studies informed of all eligible applicants to each of the graduate programs. This mechanism has improved response times and speed of review for applicants.

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**PROPOSED DEPARTMENT GOALS FOR 2010-11**

1. To continue to improve operational efficiency through the use of technology and application of the best business practices for the purpose of improving the University’s graduation and retention rate.
a. Implement XML transcript processes between UNM and CNM to improve efficiency and speed of reviewing transcripts from CNM.

b. Implement web application for international applicants.

2. To continue to improve our communications to all we serve.
   a. Redesign scholarship brochure and move to web.
   b. Develop a high quality recruitment oriented video.
   c. Enhance post-admission communications to improve enrollment of admitted students.
      i. Redesign “next steps” and “top reasons” publications.

3. To continue to provide exemplary service and achieve a 90 percent satisfactory rate or better on our service surveys.
   a. Work closely with One-Stop services and the Communications Center to allow for appropriate human resource support at all times.
      i. Submit monthly updates on management leave schedules and processing staff lunch schedules as well as master calendar additions.
   b. Continue cross-training of all staff and greater integration into the One-Stop environments at both Main Campus and SSSC.
      i. Continue advanced cross-training of staff with second-level training completed for all staff and third-level completed for select staff.
   c. Submit operational data reports at management meetings

4. Further enhance the University’s presence in primary and secondary markets.
   a. Reach out to community colleges, specifically those in our secondary market and establish articulation agreements with those community colleges that could be feeders to UNM.
      i. Identify secondary markets such as El Paso, TX; Phoenix, AZ; Denver, CO, large metropolitan areas in Texas, and strategic areas in California, Florida, and Texas among others.
   b. Work closely with our branch campuses to promote educational opportunities beyond two years.
      i. Participate in scheduled joint meetings with branches to explore opportunities in fall 2010.
c. Work closely with the University’s distance learning division in support of the institutional enrollment goals.

   i. Incorporate strategy based on collaboration with Extended University by 05.2010.

5. Create a zero error expectation among all staff.

   a. Closely monitor daily reports for the purpose of addressing errors and workflow delay immediately.

   b. Clean up duplicates on a daily basis.

   c. Train staff to produce an error free process when using students records that have been suspended in Banner.
THE UNIVERSITY OF NEW MEXICO
DIVISION OF ENROLLMENT MANAGEMENT

COMMUNICATIONS CENTER
ANNUAL REPORT
JULY 1, 2009 TO JUNE 30, 2010

ALEX GONZALEZ, DIRECTOR
November 22, 2010
Overview

The basic premise of the Communication Center is to streamline student service delivery. This involves streamlining the registration process, to stopping the student runaround and providing individualized service through a one-stop environment. The Center handles all incoming calls for the Office of Admissions & Recruitment, Registrar’s and Financial Aid. It also provides services to students that wish to engage us using the Internet (Chat).

Vision

Students will experience UNM as a friendlier, accessible, and helpful place to be. Students will also receive responsive services using current technology, which is consistent with the service experience and culture of the incoming generation of students.

Solutions

- We will improve customer service by ensuring all calls are answered appropriately
- Students will be able to conduct business relating to the various offices online.
- No more unanswered phone calls in the Enrollment offices.
- No need to wait in long lines to see an Enrollment Service representative.

Significant Developments during the academic year

- Posted revised Chat icon/image on all EM websites.
- Increased Communication center staff support by implementing back office support from 11am-2pm during peak times.
- Established weekly team meetings.
- Updated and published warm transfer lists for all departments.
- Adjusted employee lunch schedules to 15 minute intervals to allow for a decrease in back-office support during 11:00am-2:00pm.
- Staff cross training continued in the areas of Scholarships, Records, Financial Aid and Admissions.
- Updated standard text and use of hot keys in response to chats and AAQ’s.
- Cross referenced FAQ’s to Fastinfo/Studentinfo Knowledge base answers.
- Commenced discussions with RightNow to implement use of surveys.
- Installed TV monitor with GNAVPro to display incoming call activity.
Data

Phone Calls

<table>
<thead>
<tr>
<th>Department</th>
<th># of calls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>44,907</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>37,079</td>
</tr>
<tr>
<td>Registrar</td>
<td>30,395</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>112,381</strong></td>
</tr>
</tbody>
</table>

Chat

<table>
<thead>
<tr>
<th>Department</th>
<th># of chats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions- International</td>
<td>348</td>
</tr>
<tr>
<td>Admissions/Recruitment</td>
<td>1883</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>10,699</td>
</tr>
<tr>
<td>Registration</td>
<td>5240</td>
</tr>
<tr>
<td>Scholarships</td>
<td>712</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18,882</strong></td>
</tr>
</tbody>
</table>

AAQ (Ask a Question)

<table>
<thead>
<tr>
<th>Department</th>
<th># of AAQ's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions-International</td>
<td>78</td>
</tr>
<tr>
<td>Admissions/Recruitment</td>
<td>413</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>1602</td>
</tr>
<tr>
<td>Registration</td>
<td>830</td>
</tr>
<tr>
<td>Scholarships</td>
<td>401</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,324</strong></td>
</tr>
</tbody>
</table>

Significant Plans and recommendations for the near future

- Provide technology upgrades including summary page.
- Minimize wait times on queue to less than three minutes at the Communication Center.
- Continue to improve our divisional website.
- Work closely with all units to plan for appropriate human resource support at all times.
- Submit operational data reports at management meetings.
- Work closely with the University's distance learning division in support of the institutional enrollment goals.
- Continue cross training of staff.
- Continue to provide exemplary service and achieve a 90% satisfactory rate or better on our service surveys.

Appointments to Faculty/staff

Hired four temporary employees to assist during peak times. As a result, hired one of the temporary employees to full time term positions. (Jose Ledesma)

Publications of the division; publications of individual faculty/staff

None

Outside professional activities of staff members

Staff Members:
Anthony Gallegos
Alex Gonzalez
Rebecca Granato
Amanda Graham
Sheri Granger- Temp. Employee
Stephanie Gutierrez
Amy Henne- Temp. Employee
Jose Ledesma- Temp. Employee
Norman Lieber
Roxanne Roessner
Phillip Rogers-Temp. Employee
Geraldine Salcido
Tara Solt
Christina Villalobos

Training:
Customer Service Training: Dealing with Irate Customers
Admissions, Financial Aid and Records/Registration cross training
Learning Central Cross Training
Outside sponsored research

None
THE UNIVERSITY OF NEW MEXICO
DIVISION OF ENROLLMENT MANAGEMENT

ENLACE
Increasing Access and Success in Education

ENLACE NEW MEXICO
ANNUAL REPORT
JULY 1, 2009 TO JUNE 30, 2010

DR. TERRY BABBITT, PRINCIPAL INVESTIGATOR
DR. LAWRENCE ROYBAL, EXECUTIVE DIRECTOR
NOVEMBER, 2010
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  - Core Values ................................................................................................. 2  
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Project Summary and Goals

Historically, affirmative action policies have evolved from initial programs aimed at providing equal educational opportunities to all students, to the legitimacy of programs that are aimed at achieving diversity in higher education. In June 2003, a U.S. Supreme Court ruling on affirmative action pushed higher education across the threshold toward creating a new paradigm for diversity in the 21st century. The court clearly stated that affirmative action is still viable but that our institutions must reconsider our traditional concepts for building diversity in the next few decades. This shift in historical context of diversity in our society has led to an important objective: If a diverse student body is an essential factor in a quality higher education, then it is imperative that elementary, secondary, undergraduate, graduate and professional schools fulfill their missions to successfully educate a diverse population. In New Mexico, the success of graduate programs depends on the state’s P-12 schools, the community, and institutions of higher education, and their shared task of educating all students. Further, when the lens is broadened to view the entire P-20 educational pipeline, it becomes apparent that the loss of students from elementary school to high school is enormous, constricting the number of students who go on to college. Not only are these of concern to what is happening in terms of their academic education but also in terms of the communities that are affected to make critical decisions and become and stay involved in the political and policy world that affects them.

Guiding Principles

ENgaging LAtino Communities for Education New Mexico (ENLACE NM) is a statewide collaboration of gente who represent the voices of underrepresented children and families—people who have historically not had a say in policy initiatives that directly impact them and their communities. Therefore, they and others from our community are at the forefront of this initiative. We have developed this collaboration based on a process that empowers these communities to find their voice in the pursuit of social justice and educational access, equity and success.

Core Values

- **Inclusivity**: We believe that a Latino-focused educational initiative will create a world-class educational system for all students. Every student must experience the opportunity and support necessary to achieve academic success.
- **Transparency**: We believe that remaining responsive and responsible to students, parents, educators and communities is imperative to educational success for students in New Mexico.
- **Cultural Humility**: We believe that our work recognizes, validates and embraces the core cultural values of our stakeholders—the strength of familia, the bonds of comunidad and the mutuality of respeto.
- **Bottom-Up Change**: We believe students, parents, educators, and communities themselves must define the programmatic and policy issues necessary to affect systematic change. Policy recommendations will reflect best practices and lead to institutionalized programmatic innovations that will be assessed through qualitative and quantitative research.
As a collaborative, we realize that to truly transform New Mexico’s educational system, all corners of the state must be represented. Statewide coordination and a common agenda will bring a deeper recognition of the necessity for a seamless P-20 system and the basis for social improvement and the advancement of New Mexico's human capital. A broader collaborative will generate strategies for addressing concerns in a strategic and focused way through a well-informed process. This process will lead to closer ties with more communities and will provide a way for our communities’ voices to speak as one. New Mexico is regularly listed at the bottom of national rankings for child poverty, low graduation rates, and lack of economic opportunity. New Mexico is depicted as a state that does not recognize the assets that Latinos, who represent 42% of the population, provide. With our statewide work, we as a collaborative team will bring about educational reform that, in turn, puts New Mexico on the map in a way that truly represents the strengths that this state and our citizens possess. ENLACE rejects the language of educational deficits and focuses on the strengths and potential of the students. Our work has profound implications for the future of New Mexico and its youth and will serve as a national model for other states and communities.

Framework

Our work is based on a framework for success that addresses the following interdependent components in the public education system:

- **Families and Community**: Generate a new culture within participating educational institutions, and accompanying procedures, that value and respect community and family involvement as a key factor in contributing to the academic success of Latino youth.
- **Educators**: Enhance the professional development of current and potential educators in a manner that encourages respect for Latino culture, history, and language; instills high academic expectations for Latino youth; results in the production and use of culturally relevant curricula; and increases role models and mentors for Latino youth.
- **Standards and Assessment**: Create strong accountability systems that focus on improving Latino academic performance, retention, and graduation, and that facilitate a seamless pathway to college. Institute fair and ongoing assessment that is culturally and linguistically appropriate.
- **Funding**: Mandate equitable funding across all districts and within districts; fund outcome-based programs that incorporate genuine community involvement; and provide appropriate financial and other support services that ensure that postsecondary education is accessible to Latino youth.
- **Policies**: Identify the best-methods and lessons-learned and convert them into legislation, regulations, policy, programs and practices that institutionalize and systematize the innovations that have been developed by ENLACE.

With regard to these target areas, ENLACE New Mexico has worked to raise awareness about the inequities in the current system, provided information on the types of alternative models and approaches that can utilized, explored how to institutionalize effective models and ideas, and used research to contribute to the continuous improvement of changes that are made.
Because of the diverse representation characterizing ENLACE partnerships, the Collaborative’s views of statewide issues are well rounded. While some of the partners are more experienced in developing policy, the ENLACE New Mexico Collaborative takes pride in integrating community voices to develop its policy recommendations. ENLACE creates an opportunity for parents and families, many without strong English language skills or educational achievement themselves, to gain confidence in their capabilities to serve as advocates for their own children, as well as assume leadership roles promoting the betterment of children in their communities. Moreover, as students feel their opinions are listened to with respect and help shape the final recommendations for changes in state policy, their commitment to support those efforts intensifies.

ENLACE has played a critical role in placing the issue of Latino and other minority students’ academic success on local, state and national policy agendas. We are committed to continuing to work toward systemic change by improving the capacity of our partners to serve as informed advocates, enhancing our ability to produce and disseminate concrete evidence and information about best practices and outcome-based results, and to build broad bases of support that will ensure that policies are adopted and implemented based on communities to become a statewide movement for transformational change.

In the future, we see New Mexico as a state with:

- An excellent public education system, which is vital to the quality of life of all New Mexico citizens and communities and fundamental to preserving a strong democratic society now and in the future.
- Public schools that are held to high standards of accountability at both the state and federal levels. Education policies are formulated to assure that all New Mexico children learn to their fullest potential; and continually strive for improvement and progress with an understanding of the need for commitment to the highest standards of student achievement.
- Students who are engaged in the educational process and take responsibility for their own education; helping to improve systems for others; and mentoring, tutoring, and/or otherwise supporting higher educational achievement among their peers, parents and community members. Students are supported in their efforts to enter and complete college through sustainable partnerships among higher education institutions, P-12 schools and local communities.
- Hispanic-serving institutions and other institutions acting in partnership with Latino communities to articulate and implement comprehensive plans aimed at strengthening the educational pipeline, decreasing high school dropout rates and increasing college completion rates. Latino faculty and students’ leadership roles and capacity are expanded in the process of developing and implementing plans in sustaining partnerships.
- Latino organizations, communities and students represented substantively in decision-making, in the formation of plans, in the implementation of creative educational models and in the governance process.
- Innovative plans, based on the objectives of ENLACE, promoting a sense of communal responsibility for greater academic access and success for Latino/a youth.
• Models and information about university/P-12/community/business partnerships reaching a variety of local, state and national audiences, including policy and other decision makers, colleges, universities, school districts.

If current demographic changes continue, in twenty years the majority of students in public schools will be Latino. We must create schools that reflect the variety of Latino histories, narratives and aspirations. We must produce educators who will respect and develop this ethnic diversity as part of New Mexico’s cultural capital. If New Mexico can rise to this challenge, we will serve as a model for the region, the nation, and the globe.

**Proposed Strategic Goals for 2008 – 2013**

Through a series of statewide meetings, ENLACE has developed a comprehensive strategic plan focusing on the upcoming five years. Three broad action items were developed along with several more core action strategies, determined by focus groups consisting of students, family members and the leadership team, each of which align with the broader items. The overarching action items include: sustainability, policy development and student success, each of the focus group strategies fall into one of the three overarching action items.

Through a series of statewide meetings, ENLACE developed a comprehensive strategic plan focusing on the upcoming five years. Four broad action items were developed along with several more core action strategies, determined by focus groups consisting of students, family and community members and an ENLACE leadership team. The overarching action items include: academic achievement, policy development, partnerships, and sustainability. The following goals correspond to the action items as listed above. Academic achievement: increase student access and success as well as family involvement, policy development: support policies that work for New Mexico communities, partnerships: develop and sustain a strong network of support, and sustainability: enhance education and community systems.

This five-year strategic plan guides ENLACE as it seeks to further its mission to increase retention and graduation rates, while smoothing transitions in the P-20 pipeline. This strategic plan outlines the work that ENLACE does and will continue to do in reaching the goals reported to HED below.

The following chart lists each overarching action items and the corresponding goals:
<table>
<thead>
<tr>
<th>Core Action Strategy</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Achievement</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Student Support** | • Provide additional tutoring for elementary, middle school, high school and college students  
• Increase collaboration and partnerships to enhance support programs  
• Increase access to rigorous curriculum including enriched, honors, advanced placement, and dual credit courses  
• Expand P-20 mentoring, including community and peer mentors  
• Ensure leadership and career pathways as well as job skills |
| **Family Support:** | • Support family involvement initiatives including family and community centers especially within hard-to-reach populations  
• Increase family awareness regarding educational institutions and how to finance college  
• Provide and support educational programs including GED and ESL classes |
| **Teacher Support:** | • Increase support to enhance educational expectations  
• Increase cultural competency and sensitivity training  
• Promote advanced placement and dual credit opportunities  
• Expand training for Teachers of English to Speakers of Other Languages (TESOL) |
| **Policy Development** | • Develop legislative and policy priorities directly from community and stakeholders  
• Create programmatic and policy agenda utilizing data and best practices  
• Disseminate information and resources to constituents via mailing lists and community forums.  
• Conduct policy forums that improve civic engagement and community knowledge  
• Increase policy involvement at local, state, national, and global levels  
• Support policy initiatives that seek to empower communities and create better educational outcomes for all students |
| **Partnerships** | • Further collaboration between students, families, schools, and communities to build capacity  
• Continue to build partnerships with programs throughout the P-20 education pipeline  
• Link the unique services we provide to organizations with similar missions  
• Identify additional programs that enhance services to students, families, and communities |
| **Sustainability** | • Maintain current legislative efforts for funding and support  
• Increase foundational support through partnering institutions  
• Seek leveraging opportunities with a variety of partners  
• Expand funding sources for policy and program initiatives |


**Significant Developments**

As a collaborative, ENLACE has required that we set aside our individual interests for the good of the whole, something that has challenged our teamwork and stretched our creativity. Through commitments, collaboration, and sharing of resources, we have accomplished much in the last several years:

- The ENLACE Family center model has been funded for statewide dissemination by the state legislature in recognition of the fundamental importance of parents and families in their children’s education.
- ENLACE worked with state legislators to create changes in the way school districts track graduation rates as a means for improving accountability, and to require the inclusion of multicultural content in 10% of all instructional materials on the approved state textbook lists.
- ENLACE representatives have provided testimony and briefings to key state and national legislators and policy groups, hosted national conferences, and served on the Governor’s Education Transition Team and Education Task Force. ENLACE has earned a reputation as the voice for educational reform in New Mexico.
- As a result of our activities, ENLACE students’ attendance rates, grade point averages, and persistence's and graduation rates have shown measurable increases. Most importantly, students and families have begun to understand that college, for them, is a reality.
- ENLACE helped bring a dialogue regarding school counselors and the counselor-student ratio to the state level. Through the New Mexico School Counselor Task Force that met for over a year, recommendations were made to the state and a report was disseminated to key public and higher education officials to increase quality school counseling and Next Step Plans for students.

**Public Policy & Legislative Initiatives**

The 2010 Legislative Session proved to be a very contentious one for the State of New Mexico. Many programs received cuts in funding and harsher scrutiny on programmatic results. Given the difficult economic times, ENLACE received relatively low cuts in funding. For the fiscal year 2010 - 2011 the legislature, through the New Mexico Higher Education Department, allotted ENLACE $1,032,300. However, like previous years, the funds were equally distributed to the five ENLACE regions for $200,000 to each region and the remaining $32,300 went to the ENLACE Statewide Office.

For the fiscal year 2009 - 2010 the legislature allotted ENLACE $1,147,300. The funds were equally distributed to the five ENLACE regions. As in the 2008-2009 fiscal year, the regions then voted to fund the ENLACE State Office at an amount of $147,300, leaving each region with a total budget of $200,000.

ENLACE had great success during the 2008 legislative session. The New Mexico Higher Education Department (HED) allotted ENLACE $1,147,300 for the fiscal year 2008 – 2009. The
funds were distributed equally to all five regions, per a decision by the Statewide Executive Team. In previous years, the ENLACE Statewide Office was funded solely by the W.K. Kellogg Foundation. Therefore, the 2008-2009 fiscal year was the first that the Collaborative was reliant on state funding solely.

Below is an outline of the issues and priorities that the ENLACE community agreed upon for the 2010 legislative session.

ENLACE New Mexico Statewide Collaborative
During difficult economic times, ENLACE stakeholders understand the need for the state to curtail spending and do what is best for all New Mexican families. Because education is one of the best predictors for economic recovery, even in economic hard-times, it is essential to continue investing in education. Therefore, during this difficult legislative session, ENLACE sought to maintain current funding in order to sustain programmatic levels across the state, providing a continuity of services to New Mexico’s students, families, and communities.

ENLACE Mentoring & Tutoring Initiatives
ENLACE’s culturally relevant mentoring and tutoring programs promote academic and personal success among middle and high school students. Programs focus primarily on students from diverse economic and cultural backgrounds. Without the leadership and support of Representative Janice Arnold-Jones and Senator Cisco McSorley these initiatives would not have such high rates of success.

Family Involvement
The ability for students to succeed in their education depends greatly on their families’ level of involvement. ENLACE remains dedicated to the core mission of providing avenues of engagement, involvement, and growth for families across New Mexico. This effort includes the support of the Family and Youth Resource Act, Title I, and the New Mexico Public Education Departments creation of the Parental Leadership & Community Partnership Institute, a statewide initiative to increase parental involvement within the hardest to reach populations.

School Counseling Improved Student Advisement Plan
Throughout 2009 the New Mexico School Counselor Task Force met to build consensus on critical issues relating to school counseling and to develop policy recommendations for the New Mexico Legislature, which became a report to the New Mexico Public Education Department. School counseling and these recommendations will remain legislative priorities for ENLACE.

ENLACE’s Ongoing Legislative Focus Areas include:

- **Bilingual Education**: expanding effective bilingual speakers will improve classroom teaching and enhance workplaces for New Mexico’s communities.
- **Curriculum**: Legislation that seeks to enhance dual credit, advanced placement and culturally sensitive curriculum will continue to be a focus of ENLACE’s.
- **Financial Literacy**: ENLACE will remain committed to both education and promoting programs that teach students and families about financial institutions, how to manage and financing college.
- **Health & Law Career Pipeline Programs**: Increasing the diversity in the legal and medical
professions will make New Mexico healthier and expand justice.

- **Lottery Scholarship**: Ensuring that every New Mexico high school graduate has the financial assistance they need to attend college is one of ENLACE’s priorities.
- **Professional & Leadership Development**: The ENLACE community believes that ongoing professional and leadership development plays an important role in the improvement of students’ educational experiences and created an informed populace.
- **Public School Funding Formula**: Funding formula reform will decrease educational inequalities and improve outcomes.
- **Service Learning**: Linking classroom learning with practical experience enhances educational experiences as well as increases career awareness and civic engagement.
- **Small School Initiative**: ENLACE supports Think New Mexico in championing legislations to expand the number of small schools.
- **Youth Entrepreneurship**: ENLACE supports legislation that expose youth to the skills of creating and managing small businesses, the engine of global economy.

ENLACE leaders and participants have actively worked to inform, influence, and change education policies to better serve New Mexico’s students, with special emphasis on underrepresented students. This has required identifying effective strategies for supporting Latino and other minority students’ education and then engaging in policy discussions to advocate for replication of these strategies to impact an increasing number of students and to sustain the work begun at the local community levels. Additionally, ENLACE continues to develop and maintain relationships with policy makers across the state.

Another successful measure of the 2010 Legislative Session was ‘Virtual ENLACE Day.’ Each year ENLACE organizes its annual legislative day, ENLACE Day at the New Mexico Legislature, where community members, families and students convene at the New Mexico Legislature to advocate on behalf of ENLACE, to learn about the legislative process, and to share their personal experiences and successes with ENLACE programs. Because of the need to limit spending, ENLACE created the first live webcast of the event from the State Capitol. ENLACE students served as the primary leaders and used their expertise in technology to create a live webcast that included a press conference, a panel of legislators, community members, parents and students. Hundreds of people tuned in to see their ENLACE colleagues in action. In addition, ENLACE organized a 4-language postcard for the writing campaign, ‘Voices From My Community’, so that every representative and senator would receive a personal message from ENLACE students and parents sharing their stories and requesting ongoing support for ENLACE and education. The postcards were all hand delivered by the ENLACE Legislative Student Interns. ENLACE also partnered with the U.S. Census Bureau to increase awareness for their ‘Census in the Schools’ campaign and was recognized before the House of Representatives and Senate.

**ENLACE New Mexico Accomplishments**

To accurately measure student achievement it is imperative to measure factors not only relating to academic success, but also to familial support as well as emotional, mental and physical wellness. While academic achievement is necessary for a student to succeed in seeking a higher
degree, it is not sufficient. Students need a more holistic measure of achievement. Therefore, ENLACE makes certain to track non-academic measures, for example, contact hours and participant levels in ENLACE programs, along with academic measure, including student GPAs, attendance rates and graduation rates.

To get an understanding of the impact ENLACE programs have on students, each program or initiative has been categorized into one of two areas: direct service or indirect service. A direct service program is one that maintains consistent contact with a student over the school year. A degree of academic gains for the student can be traced back to the student's involvement in the ENLACE direct service program. Indirect service programs are those that do not have consistent interaction with the student. For example, a student attended a workshop on paying for college. Any gains in the student's academic career are not traced back to their involvement in ENLACE indirect programs.

In 2009-2010, more than 2,600 students participated in ENLACE's direct service programs and over 5,700 students were served through indirect services. During this academic year, 227 seniors were enrolled in ENLACE direct service programs across the state. Of the 227 seniors, 215 graduated from high school, resulting in a 94.7% graduation rate. Family Centers and family involvement initiatives drew in over 37,100 contacts, not including student participants, who are included in the indirect services above. When we also account for student visits to Family Centers, the number increases to 62,061 contacts. Family Center liaisons also conducted or organized over 1,010 workshops and recruited over 210 volunteers. Moreover, 102 teachers went through AVID Professional Development, sponsored by ENLACE.

Collaboration & Partnerships

The partnerships ENLACE has established have fostered the belief that broader systems impact is created through leveraging all resources, not simply funding, while holding all stakeholders accountable. These partnerships serve as a vehicle for change. ENLACE forges partnerships between educational institutions and students, families, educators and community leaders. These partnerships include preschools through high schools, community colleges and universities. Because of their high enrollments of Hispanic and low-income students, efforts are centered on public institutions of higher education that are designated Hispanic-Serving Institutions.

The nature in which ENLACE partners with particular organizations says much about the strength and integrity of community partnerships. Partnerships are formed with various organizations that have similar missions and values because there is a common understanding that the challenges are greater than our programs alone and united advocacy is necessary for bottom up change. Although ENLACE prides itself on its positive student outcomes we believe the broader systems impact comes into play when we not only develop our students but also our communities. This is accomplished through civic engagement, parental involvement, leadership development and pipeline programs at a grassroots level.

ENLACE is leveraging its resources to impact a greater community through relationships established with UNM, including the College Enrichment and Outreach Program (CEOP), Title
V Educational Initiatives, Mentoring Institute, El Centro de la Raza, Family Development Center, Comadre a Comadre, Latin American Network in Government and Public Policy, Southwest Hispanic Research Institute (SHRI), Parent Relations, Project for New Mexico Graduate Students of Color (PNMGC), the Health Sciences Center and the School of Law. A specific example of ENLACE leveraging its resources to impact a greater community is the Los Compañeros mentors collaborating with the College Enrichment Program (CEP) at the University of New Mexico to orient and develop incoming University freshman. These mentors have the leadership skills and passion for education to influence anyone from middle and high school students to legislators. In return, the mentors are exposed to professionals who, in many cases, become mentors and role models to undergraduate and professional students, creating a web of opportunities. ENLACE’s involvement with think tanks and committees have had favorable outcomes in regard to educational reform and policy development.

Successful Project Activities and Partnership Efforts

ENLACE New Mexico has evolved and changed with the goal of meeting the needs of students and families to improve academic achievement and graduation rates as well as education on health and well being that has large effects on New Mexico’s communities. The ENLACE Collaborative’s “bottom up” work has far exceeded program expectations in terms effectively meeting this policy goal. Consider that many Latino and other underserved parents and family members do not know how to navigate urban and rural school systems. School personnel, including classroom teachers, are often inaccessible; they neither speak Spanish nor share the cultural backgrounds of the majority of the students. Consequently, parents and students feel alienated from the school. The ENLACE New Mexico Collaborative was specifically designed to address the problem through policy development. The Collaborative creates a sense of value, purpose and ownership among parents of students in the targeted schools and surrounding neighborhoods. In fact, bilingual English-Spanish communication is one of the most prominent quality indicators offered by parent volunteers in the ENLACE movement. Moreover, ENLACE New Mexico is an oasis for many Latino and other minority and underprivileged students. Equally important, we address the need for many policies and services that are bilingual and geared toward immigrants. Parents import into the schools a set of competencies and skills that help students feel more at ease. In addition, evaluation findings revealed 1) increases in frequency of communication between families and schools; 2) increases in the quality of the relationship established between families and schools; and 3) increases in the involvement of parents in supporting students’ learning and policy work.

National Networks and Partnerships

Sharing ENLACE models and best practices at a national level has been an important focus. ENLACE leadership and staff have partnered with many national organizations to share ENLACE information and have brought national partners to visit ENLACE sites. The efficacy of these efforts is best measured through the program audit done by Excelencia in Education. Excelencia in Education is a 501(c)(3) organization, based in Washington, D.C., which aims to accelerate higher education success for Latino students by providing data-driven analysis of the educational status of Latino students, and by promoting education policies and institutional practices that support their academic achievement. Excelencia is building a network of results-oriented educators and policymakers to address the U.S. economy’s need for a highly educated

ENLACE leadership, staff and volunteers have traveled to Denver, Chicago, Orlando, Sacramento, San Antonio, and Washington D.C. to take part in presentations of ENLACE models and best practices. With each connection, it became more apparent that national partnerships are necessary for ENLACE to have the impact it wishes. These national partnerships accomplish the following:

- Demonstrate ENLACE New Mexico's dedication to educational reform, at the state and national levels;
- Provide information on local policies and practices;
- Establish and strengthen working relationships with national allies;
- Network with political leadership from across the country

**ENLACE’s Work Plan as Part of UNM Division of Enrollment Management**

- Continue to provide support to our community for the purpose of access and success for all future students. Generate monthly report in these efforts.
- Work closely with parents in the nurturing and recruitment of future students.
- Establish a communication strategy with plan to integrate all ENLACE students and build every ENLACE student as a prospect in our University recruitment database. A special code needs to be identified, and final business plans and procedures need to be outlined in concert with the recruitment cycle.
- Build coalitions and partnerships in our community. Coordinate with a variety of partners to execute special presentations targeted toward community outreach.
- Work with all pre-collegiate programs and special programs to ensure that all students participating in the programs are part of our prospect database.
- Report on total number of prospects created in the UNM database and begin analyzing how many prospects attended UNM.

**Publications**

- Excelencia in Education Report (January 2009)
- Family and Youth Resource Act Progress Reports to Public Education Department (January, May 2009)
- New Mexico School Counselor Final Report to Public Education Department (November 2009)
- ENLACE Policy Agenda (January 2010)
- Strategic Plan Brochure (August 2010)
- Progress Report to New Mexico Higher Education Department (January 2010)
- Secondary Progress Report to New Mexico Higher Education Department (June 2010)
- Annual Report to New Mexico Higher Education Department (September 2010)
- ENLACE Annual Report to UNM (November 2009)
- ENLACE Annual Report to UNM (November 2010)
**Staff Development**

Lawrence Roybal, PhD, Executive Director
Rosemarie Romero, Program Manager
Diana Montoya-Boyer, Community Relations Manager
Josh Corbin, Education Specialist
Cynthia Sanchez, Education Support Coordinator
Christina Tapia, Education Support Coordinator
Mary Jessa Bunker, Educational Site Coordinator
Maria Molina, Education Associate
Alma Alvarez, Education Associate

The above staff members were active in the following community organizations:

- Abriendo Puertas
- Albuquerque Hispano Chamber of Commerce
- Albuquerque Partnership
- American Bar Association
- AmeriCorps
- Appleseed Foundation
- Association of Community Colleges
- Bank of America Foundation
- Celebra la Ciencia
- Center for the Education and Study of Diverse Populations (CESDP)
- Children Youth and Families Department (CYFD)
- Citi Foundation
- Citizen Schools
- Comadre a Comadre
- Community Science Connections
- Conoco Phillips Foundation
- Daniels Fund
- De Colores, Inc.
- El Centro de Igualdad y Derechos
- ENLACE Communitario
- Encuentro
- Excelenia in Education
- Family Leadership Institute (FLI)
- Family Parent Advocacy Council
- GEAR-UP
- Grandparents Raising Grandchildren
- Hispanic Association of Colleges and Universities (HACU)
- Hispanic Heritage Celebration Committee
- Hispanic Statement of Cooperation (HSOC)
- Hispano Round Table of New Mexico (HRT)
- Juvenile Detention Centers
- La Plazita
- Latino/Hispano Education Improvement Task Force
- League of United Latin American Citizens (LULAC)
- LULAC National Education Service Centers (LNESC)
- MANA de Albuquerque
- Mathematics, Engineering, Science & Achievement (MESA)
- Nation Association of Latino Elected and Appointed Officials (NALEO)
- National Council for Community and Education Partnerships (NCCEP)
- National Hispanic Caucus
- National Hispanic Institute (NHI)
- New Mexico Economic Development Foundation
- New Mexico Educators Federal Credit Union (NMEFCU)
- New Mexico Family/Parent Involvement Advisory Council
- New Mexico Hispanic Bar Association
- Outcomes, Inc.
- Parent Teacher Association (PTA)
- Parent Teacher Organization (PTO)
- Parents Reaching Out (PRO)
- Qwest Foundation
- Rural Education of New Mexico
- Self Reliance Foundation
- SER de New Mexico
- Somos Un Pueblo Unido
Southwest Creations
SouthWest Organizing Project (SWOP)
SPARX/Lorenzo Antonio Foundation
Think New Mexico
Upward Bound
W.K. Kellogg Foundation
Wells Fargo Foundation
Youth Development Incorporated (YDI)
2nd Judicial District Pro Bono Committee

2009-2010 Personnel Changes

HIRED: N/A
RETIRED: N/A
RECLASSIFIED: N/A
RESIGNED: Brenda Chavez
THE UNIVERSITY OF NEW MEXICO
DIVISION OF ENROLLMENT MANAGEMENT

INFORMATION TECHNOLOGY GROUP
ANNUAL REPORT
JULY 1, 2009 TO JUNE 30, 2010

MICHAEL SCHEIN, MANAGER
OCTOBER, 2010
Mission Statement

The Enrollment Management Information Technology (EM IT) team is responsible for the implementation and support of computer based information systems within the division. Software applications, computer hardware, desktop support and security are the main responsibilities of EM IT. Staff, internal and external to the division, rely on these systems to effectively do their jobs. We measure success by providing prompt and professional service with minimal downtime. Our goal is to effectively support staff, so they may efficiently serve the student population. Central to this goal is a reliable desktop PC, systems that have a high percentage of availability, and a secure environment.

Solutions

- Prompt and effective resolution to system issues.
- Industry standard or better system availability to ensure high levels of staff productivity.
- Systems Analysis to offer solutions to complex business needs.

Significant Developments

- Singularity Mass Access online forms.
  Online PDF forms were made available to students during the fall of 2009. Every form that is submitted online results in one less document that needs to be delivered, sorted, and scanned. Forms are routed via workflows to the staff resulting in greater productivity.

- File and Print services for the division.
  A shared file server was configured for all Enrollment Management documents by moving to a campus wide active directory domain.

- Physically moved servers to the SSSC.
  File, web, database, and application servers were moved from the main campus location to the SSSC. Hardware was consolidated for greater efficiency.

- Cross training for all staff.
  IT staff have been cross trained for backup, and improved service.

- RightNow CRM ticketing system.
  Users can submit all desktop, application, web, and security issues to EM IT. This system enables EM IT to track tickets and ensure quality service.
• Setup and configure a Singularity test system. Significant testing of all aspects of the newest release of the document imaging system was performed in preparation for the upgrade to 7.0.6.

Data

RightNow CRM Incidents (July 1, 2009 to June 30, 2010)

<table>
<thead>
<tr>
<th>Category</th>
<th>Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desktop Support</td>
<td>981</td>
</tr>
<tr>
<td>STARRS</td>
<td>340</td>
</tr>
<tr>
<td>Total</td>
<td>2245</td>
</tr>
</tbody>
</table>

Downtimes for our server systems are .05% per year, with 0.1% and below considered acceptable for e-commerce and other industrial use. We achieve these excellent results by closely monitoring our servers and making configuration changes to avoid issues. Redundancy is built into our systems to mitigate any hardware failures.

Desktop systems have similar high levels of availability. Spare machines, imaging technology, proactive virus detection software, and a secure environment ensure that users have a reliable PC.

Significant Plans and recommendations for the near future

• Provide training for 400+ users on Singularity 7.0.6.
• Upgrade Singularity document imaging system to 7.0.6.
• Implement digitally signed online forms.
• Server virtualization.
• Restructure Onestop remote support.
• Extend system fault tolerance further with the addition of redundant servers.
• Continue to provide exemplary service with minimal downtime.
Appointments to Faculty/staff

Andrew Trever, LAN Administrator, October 2009
Anthony Gallegos, Business Analyst, September 2009

Separation of faculty/staff

Raul Rico, LAN Administrator, July 2009

Publications of the division; publications of individual faculty/staff

None

Outside professional activities of staff members

EAST
IT Agents
EM Cross Training
Banner Training

Outside sponsored research

None
THE UNIVERSITY OF NEW MEXICO
DIVISION OF ENROLLMENT MANAGEMENT

VETERANS RESOURCE CENTER

ANNUAL REPORT

July 1, 2009 – June 30, 2010

Elise Wheeler,
Director, Veterans Resource Center
October 2010
MISSION

The mission of the Veterans Resource Center is to serve those members of the military and their dependents who have and are serving us so faithfully. We are committed to helping them achieve their life goals by enabling a full network of services, academic and outside veteran services.

OVER ARCHING GOALS OF THE CENTER

- To make the University of New Mexico known as the premier veteran friendly institution in a veteran friendly state.
- To increase the admission, retention and graduation rates of veterans.
- To make the Veterans Resource Center an accessible resource to all of New Mexico’s veterans.
- To ensure that the Veterans Resource Center is effectively and efficiently meeting the needs of New Mexico’s veterans and their dependents.
- To increase access to higher education for veterans and their families.
- To remove social, physical, and psychological barriers through a strong and vibrant network with New Mexico’s vast veteran services, other higher education institutions and internal UNM organizations.

ASSESSMENT OF DEPARTMENTAL GOALS 2009 - 2010

1. Implement Communication strategy into Hobsons. -- COMPLETE
   a. Weekly communications go out to all new applicants who checked that they are Veterans, Active Duty, or Dependents of Veterans. These communications highlight their Federal and State Education benefits and that the VRC will assist.
2. Develop methodology to batch upload Veteran Data from VRC Data Base – COMPLETE
   a. Through outreach, many contacts that are potentially ready to attend school are made and tracked through a VRC specific Data Base. We have the capability to upload those into Hobson’s to do Ad Hoc communications.
3. Develop Ad Hoc communications to insert into Hobsons notifying them of news that may entice them to pursue and education -- COMPLETE
4. Enhance recruitment efforts to Veterans so that the University can enjoy a 25% increase in Veterans and Dependents joining the UNM family from previous years.
   a. The VRC performs many outreaches throughout the year to assist Veterans in Transition, of which education is its main focus. UNM’s Veteran/Dependent population increased 33% from the School Year 2008-2009 to 2009-2010. It is currently at an additional 22% increase from Fall 2009 to Fall 2010. With continued emphasis on outreach and Veteran Services at UNM, we expect this trend to continue.
Ethnic Veteran and ensure they know that the VRC is a resource for them.

- Key team member on the State Wide implementation of Senate Bill 136 with New Mexico Higher Education Department and New Mexico Department of Veteran Services.
- Briefed New Mexico Legislative Committee on the issues facing veterans in academia.

Goals for 2010 - 2011

1. Implement Communication strategy into Hobsons.
2. Enhance recruitment efforts to Veterans so that the University can enjoy a 25% increase in Veterans joining the UNM family from previous years.
3. Utilize IT to reduce storage requirements and reuse office supplies for inactive VA Files.
4. Reduce use of paper and mailing costs within the Veterans Organization by utilizing online technology for VA benefits, transcripts, parent letters, etc.
5. Develop a Peer Mentoring Program for Veterans.
6. Get a Veterans House/Lounge and relocate all services there.
7. Enhance the Veterans Resource Center website for better customer service.
SIGNIFICANT ACTIVITIES

- The Veterans Resource Center officially opened its doors on April 15, 2009.
- Developed network services for Veterans available through the VRC are for all UNM and CNM veterans:
  - Work Force Solutions – Assist Veterans and qualified dependents in finding jobs.
  - Disabled American Veterans – Assist Veterans with their disability claims.
  - Home Base – VA psychologist lead group to help Veterans transition into academia
  - Personal counseling on the Pros and Cons of the different GI Bills that a Veteran is entitled to use. This is not limited to people going to UNM and CNM, we work with anyone who asks for assistance.
- Outreach has been a priority for this office due to our direction from President Schmidly. The VRC monthly attends the Transition Assistance Program at Kirtland AFB. Due to the MOU with NM Department of Veteran Service and Work Force Solution the VRC is also present at most Job Fairs and conferences where Veterans are highlighted.
- Partnered with Distance Education on how to reach the Veteran Population. Presented ideas and overview of the Federal Education Benefits, GI Bills, and impact to their staff. Worked with UNM Farmington on advertisements
- Guest presenter at many staff and faculty meetings and functions to help them understand the
Office of Equity and Inclusion
Annual Report FY10

July 1, 2009 – June 30, 2010

Submitted by

Jozi De Leon, Ph.D.
Vice President for Equity and Inclusion

UNM Core Value: **Strength through Diversity**

*We lift up our diversity as the unique strategic advantage it is, providing the environment in which our students learn with one another to generate new knowledge that helps the world’s people leverage and celebrate the value of difference.*

Introduction

As budgetary constraints continue to impact the University, the VP for the Office for Equity and Inclusion made a decision to eliminate its only permanent full-time staff position, the program specialist position, previously held by Dr. Azul La Luz. Budgets cuts have also impacted OEI’s ability to fund as many projects as were funded the prior year. The units (El Centro de la Raza, African American Student Services and American Indian Student Services, Lesbian, Gay, Bisexual, Transgender and Questioning Resource Center and Office of Equal Opportunity) that report to the Office for Equity and Inclusion have also made some adjustments in their activities. Despite these adjustments, all units have strengthened their focus on critical matters impacting the groups they serve. In some cases, roles and responsibilities have been redefined. All student service programs have implemented Advisortrac and are more focused on the impact of their activities on student retention and graduation. Over the next few years their ability to track students will be instrumental in demonstrating the success of students using the Ethnic Student Services Centers. This longstanding goal of the VP for Equity and Inclusion has finally been realized through the development of assessment plans and measurable outcomes.

The Office for Equity and Inclusion has been involved in activities that focused on developing a healthier campus climate, addressing faculty and student recruitment and retention, and developing accountability measures. With the addition of the LGBTQ Resource Center this past year, efforts to support the center and the population it serves have been critical.

**Main Objectives of Unit**

Diversity is a core mission of the university in its responsiveness to its diverse student population and service to New Mexico as minority/majority state. By addressing diversity, equity and inclusion, we ensure student success, healthy communities, systemic excellence, and economic and community development.
Office for Equity and Inclusion
Mission

The UNM Office for Equity and Inclusion supports system-wide diversity initiatives to enhance student recruitment and retention, academic excellence, employee diversity and a campus climate that embraces its diversity as an asset.

Office for Equity and Inclusion
Vision

The UNM Office for Equity and Inclusion will advance and sustain a university environment that values differences and inclusiveness for all members of the UNM community and will promote diversity as an essential element in fulfilling the University’s mission of student success, teaching, scholarship, public service and community engagement.

Diversity Plan Goals

- Goal 1: Building minority student success in undergraduate and graduate programs
- Goal 2: Recruitment and retention of minority and female faculty
- Goal 3: Faculty development to support diversity, equity and inclusion
- Goal 4: Diversity and inclusion development for staff and students
- Goal 5: Leadership and management development
- Goal 6: Promote a healthy and inclusive campus climate
- Goal 7: Develop marketing, outreach, and communications strategy
- Goal 8: Develop a structure for implementation and continuous quality improvement

UNM’s 2008 Higher Learning Commission Accreditation Report included a special emphasis on Diversity. All accrediting bodies now have a focus on diversity and require universities to explicitly articulate their plans to assess their responsiveness to increasingly diverse campuses.

National Perspective

The most progressive institutions of higher education in the country have established an office or department to address diversity, equity and inclusion on their campus and to ensure that a centralized and strategic effort to address diversity are led by a single entity that coordinates efforts across campus. This approach ensures a well-planned approach that minimizes diversity efforts that are isolated and disconnected or have little or no impact on the institution’s overall effectiveness in addressing diversity. This national focus on diversity in higher education is evidenced by the establishment of the Association of Public and Land Grant Universities’ (APLU) Commission on Access, Diversity and Excellence (CADE), the National Association of Diversity Officers in Higher Education (NADOHE), and the public stance and commitment articulated by the Association of American Colleges and Universities (AAC&U).

New Mexico is one of the few states in the country that has a single Chief Diversity Officer in its institutions of higher education. Most states with large traditionally underrepresented populations have a CDO in each of its major institutions of higher education. This is true of California, Arizona, Florida, Texas, Tennessee, North Carolina, Illinois, Minnesota and others. While budgets and staff for the operation of the CDO’s office vary from state to state, the major universities have far more robust staff and operational budgets than UNM’s Office for Equity and Inclusion (personal conversation with CDO’s belonging to the National Association for Diversity Officers in Higher Education).

National Recognition and Honors

The Vice President for Equity and Inclusion is a recognized national leader on diversity, equity and inclusion. Her credentials are extensive and her passion and commitment to diversity work has resulted
in her selection to serve on two national boards, the National Association of Diversity Officers in Higher Education (NADOHE) established through the American Council on Education (ACE) and the Commission on Access, Diversity and Excellence recently re-envisioned by the Association of Public and Land Grant Universities (APLU).

In addition, Minority Access, Inc. has recognized the University of New Mexico, through the work of the Office for Equity and Inclusion, for the last three years. This includes 2007-2008, 2008-2009, and 2009-2010.

Evaluation, Outcomes and Data

Since the permanent VP for Equity and Inclusion was named in 2008, the Office for Equity and Inclusion has utilized a multi-faceted approach in evaluating OEI and university progress on outcomes related to diversity, equity and inclusion. OEI has documented its activities targeting each one of the goals included in the diversity plan. We have developed a strategic action plan with measureable outcomes to ensure that OEI meets its goals. We also regularly evaluate and assess (i.e. survey) OEI activities (i.e. Stop the Hate trainings) to ensure that they are effective in supporting OEI's mission and goals.

In addition, a Diversity Report Card was instituted to report on ethnic, racial and gender diversity across faculty, staff and students at the University across five-year periods. The Diversity Report Card is critical in detailing the demographic diversity at UNM and the need for the services provided by the Office for Equity and Inclusion. Two sets of diversity report cards have been published to date (Appendix D and E). This coming year, an Equity Scorecard will be implemented that will begin to evaluate university-wide progress on the goals included in the diversity plan and additional goals identified through a campus climate survey that will be distributed in late fall 2010 or early spring 2011. See Appendix A for specific progress activities and data collected to date.

The units reporting to the Office for Equity and Inclusion have been directed to develop their own evaluation plans and measurable outcomes. Much assistance has been provided to these units to ensure that accountability measures are in place.

Staff

The work of the Office for Equity and Inclusion cuts across all sectors of the University and includes academic affairs, student services, staff services and campus outreach and partnerships in creating an inclusive campus climate. The effort required to create institutional transformation in addressing diversity is extensive.

The Office for Equity and Inclusion has been staffed by the Vice President for Equity and Inclusion, the Unit Administrator, .33 FTE staff data analyst, and one to two (1-2) Project Assistants (graduate students) in the past two years. This year, OEI was able to hire two full-time staff members to work on projects that were a priority for the Provost. These priority areas include underrepresented faculty recruitment and retention and African American student recruitment and retention. A half-time staff position is shared with Title V. In addition, four (4) graduate student project assistants and an undergraduate research assistant were hired to complete various projects. Appendix B details staff assignments, expected outcomes and timelines. Appendix C includes staff roles/responsibilities and FTE.

Entrepreneurship and Development

OEI has been working with the UNM foundation to create funding priorities and a strategy to identify funding sources. In addition, the Office for Equity and Inclusion wrote two grants in 2009. While they did not get funded, they will be resubmitted to other funding agencies. Lorena Blanco-Silva will attended a
grant-writing workshop to sharpen her skills in identifying grant opportunities for OEI and the units that report to it. Last spring, OEI held its First Annual Diversity Celebration and Fundraising Dinner. A silent auction was held in conjunction with the dinner. This year, the second annual Diversity Celebration and Fundraising Dinner is being planned for March 25, 2011. Ms. Blanco-Silva has been contacting potential corporate sponsors. She was the development officer for the Hispanic Association for Colleges and Universities and has numerous partnerships that she can refer to in her efforts. We expect that this year’s fundraising event will build our outreach and partnerships which will yield greater returns in the future. We are also working with the UNM Alumni Association to establish alumni of color groups which we hope will add to our fundraising efforts in the future.

OEI and Branch Campuses
During the course of the year, the VP for Equity and Inclusion visited the branch campuses and met with faculty and staff. In addition, the VP delivered the commencement address for the UNM-Taos campus. During the year, she has interacted with the branch campuses directors at meetings and about issues specific to their campuses. The Director of the UNM-Los Alamos campus was invited to participate on the Race and Ethnicity Compliance Project and served as a representative for the branch campuses. In addition, the following have been key focal areas in OEI’s work with the branches:

- Identified some common issues across campuses — recruitment of underrepresented faculty, success of underrepresented students, over-representation of minorities in staff positions with no opportunity to move into teaching and decision-making positions, lack of any effort on campus to address diversity;
- Working collaboratively on common goals to address diversity and establishing their own Diversity Councils;
- Providing diversity training and other assistance;
- Developing opportunities for transition of students from branch campuses to bachelor’s or graduate programs.

Student-Focused Activities
Student-focused activities have been central to the work of the Office of Equity and Inclusion. There is a strong and continuous connection to several student organizations. In addition students from underrepresented groups are provided support through the ethnic student services. Some of the student-focused areas have included the following:

- Working closely with ethnic student services programs to address student retention and student success;
- Seeking sources of funding to assist ethnic student services programs in enhancing their programs;
- Working closely with student groups, GPSA and PNMG;
- Met and established a connection with the Queer Straight Alliance
- Worked with students to establish the Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Resource Center;
- Worked closely with the Black Graduate Professional Student Association.

Creating Inclusive Excellence
Creating inclusive excellence includes students, staff and faculty. The VP for Equity and Inclusion set up luncheon discussions with faculty, staff and students to discuss issues and matters of interest to them in advancing inclusive excellence. In addition, the largest number of scholars from underrepresented groups were recruited to UNM.
• 2009 American Indian Scholars
  – 7 Total
• National Hispanic Merit Scholars
  – 55 Total for 2009
  – 24 Total for 2008

The Diversity Showcase was established to highlight programs that are focused on diversity. Approximately 20 programs and organization from across campus participated.

The Office for Equity and Inclusion created the Diversity Post Doctoral Fellowship and advertised for these post doctorates nationally. A total of 35 applications were reviewed by a faculty committee and three individuals were selected, Dr. Olivia Navarro-Farr (Anthropology), Dr. Jessican Metcalf (Anthropology and Native American Studies), and Dr. Charles Becknell (Language, Literacy and Socio-cultural Studies and Africana Studies).

Faculty-Focused Activities

Most of the faculty activities involved working with faculty committees or working with faculty groups to sponsor faculty professional development opportunities in diversity areas. Some of these included the following:

• Co-chairing Title V Steering Committee
• Meeting with faculty groups
• Sponsorship of Dr. Laura Rendon
• Sponsorship of Faculty Workshop Series – Spring 09

In addition, training occurred on a Search Manual focused on the recruitment and retention of underrepresented faculty which was developed the previous year.

Faculty Recruitment and Retention 2008 – 2009

Faculty recruitment and retention activities involved the hiring of a total of eight (8) underrepresented faculty and one (1) gender equity hire. In addition, three Diversity Post Doctoral Fellowships were established and the NM Higher Education Department Minority Loan for Service Program was placed under OEI. A female/Hispanic doctoral student is studying in California and will return to UNM as a tenure-track faculty member when she completes her doctoral degree.

<table>
<thead>
<tr>
<th>Faculty Ethnicity/Gender</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>African American/Female</td>
<td>Architecture</td>
</tr>
<tr>
<td>White/Female</td>
<td>Electrical Engineering</td>
</tr>
<tr>
<td>Hispanic/Male</td>
<td>Psychology</td>
</tr>
<tr>
<td>Native American/Female</td>
<td>American Studies</td>
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<tr>
<td>Hispanic/Female</td>
<td>Sociology</td>
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<tr>
<td>Hispanic/Female</td>
<td>Computer Science</td>
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<tr>
<td>Hispanic/Male</td>
<td>Business Administration</td>
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<tr>
<td>Hispanic/Male</td>
<td>Spanish &amp; Portuguese</td>
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<tr>
<td>Hispanic/Male</td>
<td>Architecture</td>
</tr>
<tr>
<td>Hispanic/Female</td>
<td>Diversity Post Doc: Anthropology</td>
</tr>
</tbody>
</table>
Activities to Address Campus Climate

The Office of Equity and Inclusion has worked collaboratively with several entities across campus to deliver symposia or presentations focusing on diversity. In addition, the following activities addressed campus climate:

- The office funded special projects, totaling $35,197.54 in FY09
- First Annual Diversity Celebration and Fundraising Dinner in Spring 2010
- First Annual Diversity Showcase in Spring 2010
- Developed Hate Incidence Reporting Procedures Document
- Hate Acts Train the Trainers for Intake Centers
- Worked with students to establish first LGBTQ Resource Center at UNM

In addition, the VP has met individually with deans and other groups on campus.

Communication and Outreach Activities

Most communication has been accomplished by meeting with various groups on campus. In addition, the VP for Equity and Inclusion has met with various community groups as well. The VP was a member of the NM Mesa Board and the Ralph J. Bunche Board. Through her involvement with these boards, she is able to connect with individuals from the community and the public schools. This has increased awareness of the work of the Office for Equity and Inclusion. In addition, the Vice President for Equity and Inclusion has been elected to two national boards, the National Association for Diversity Officers in Higher Education (NADOHE) and the Commission on Access Diversity and Excellence (CADE) through the Association for Public and Land Grant Universities (APLU).

Additional activities that have been accomplished include:

- Provided Outreach to branch campuses
- Meet with external organizations
- NM Mesa Board
- Ralph J. Bunche Academy Board

Implementation and Accountability

- Provost's Diversity Council
- Division for Equity and Inclusion Advisory Council
- Diversity Report Card (included as appendix)
- Moving toward Equity Scorecard model
- Bi-weekly reporting to Provost
- Reporting to Board of Regents
- Report to President’s Strategic Advisory Team (included in appendix)
- OEI Staff Assignments, Expected Outcomes and Timelines (included in appendix)
Appendix A
Progress and Data Collection

Student-Focused Activities
• Change in Organizational Structure
• Working closely with ethnic student services programs
• Seeking sources of funding to assist ethnic student services programs in enhancing their initiatives
• Working closely with student groups, i.e., BGPSA, GPSA, BSU and PNMGC

Creating Inclusive Excellence
• 2009 American Indian Scholars
  – 7 Total
• National Hispanic Merit Scholars
  – 55 Total for 2009
  – 24 Total for 2008

Activities to Address Campus Climate
• Sponsored Civil Rights, Immigration and Power Lines Symposia
• Collaboration on Special Initiatives throughout the year
• The office funded special projects, totaling $35,197.54 in FY09
• First Annual Diversity Celebration and Fundraising Dinner in Spring 2010
• First Annual Diversity Showcase in Spring 2010
• Developed Hate Incidence Reporting Procedures Document
• Hate Acts Train the Trainers for Intake Centers
• Worked with students to establish first LGBTQ Resource Center at UNM

Communication and Outreach Activities
• Initiated 100 internal and external outreach activities in 2009
• Outreach to branch campuses (visited UNM-Taos, UNM-LA, UNM-Valencia with Provost)
• Outreach to community organizations
• Work with Ethnic Program Directors to increase outreach

Accountability
• Provost's Diversity Council
• Division for Equity and Inclusion Advisory Council
• Diversity Report Card – 2008 & 2009 (included in this appendix)
• Moving toward Equity Scorecard model
• Bi-weekly reporting to Provost
• Reporting to Board of Regents
Faculty Recruitment and Retention (2010-2011)

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<th>Faculty Ethnicity/Gender</th>
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<td>Hispanic/Male</td>
<td>Architecture</td>
</tr>
<tr>
<td>Hispanic/Female</td>
<td>Diversity Post Doc: Anthropology</td>
</tr>
<tr>
<td>African American/Male</td>
<td>Diversity Post Doc: Africana Studies &amp; LLSS</td>
</tr>
<tr>
<td>Native American/Female</td>
<td>Diversity Post Doc: Native American Studies &amp; Anthropology</td>
</tr>
<tr>
<td>Hispanic/Female</td>
<td>NMHED Minority Loan for Service: Department TBD</td>
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Faculty Recruitment and Retention (2009-2010)

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<thead>
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<th>Faculty Ethnicity/Gender</th>
<th>Department</th>
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<tr>
<td>African American/Male</td>
<td>Engineering</td>
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<tr>
<td>Native American/Female</td>
<td>Sports Administration</td>
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<tr>
<td>African American/Female</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>African American/Female</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>Native American/Male</td>
<td>American Indian Studies</td>
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<tr>
<td>*Native American/Male</td>
<td>American Studies</td>
</tr>
<tr>
<td>Native American/Male</td>
<td>American Indian Studies</td>
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*Recruited, but unable to secure

Faculty-Focused Activities

- Title V – Co-chair Steering Committee
- Developed Recruitment and Retention Toolkit
- Meetings with faculty groups
- Sponsored presentations and workshops
- Faculty Workshop Series – Spring 09
- Work with Alliance for Faculty Diversity
On the Horizon for 2010-2011

- Established the Office for Equity & Inclusion (OEI) Undergraduate Student Fellowship (Fall 2010)
- 2nd Annual Diversity Banquet and Luminaria Awards 2011 (March 25, 2011)
- Diversity Showcase (Week of March 21, 2011)
- UNM's Diversity Legacy Project (Spring 2011)
- Paul Gorski Collaborative with APS (November 2, 2010)
- Working with Faculty Senate and Core Curriculum Committee on diversity/globalization course requirement in core curriculum
- Campus Climate Survey, Spring 2011
- Transfer Study and Transfer Initiative
- Underrepresented Faculty Recruitment and Retention Study (2010-2011)
- Underrepresented Faculty Recruitment and Retention Programming (2010-2011)
- Faculty Exit Survey (Fall 2010)
- Revision of Diversity Plan
- African American Recruitment and Retention Initiative (2010-2011)
- Stop the Hate Implementation (Hate/Bias Incident Reporting Plan) (2010-2011)
- White Privilege Conference
- Community Development
- Long-Term Fundraising
- Connecting with Alumni
- Statewide Dialogue - “Addressing Diversity in Higher Education: The Role of New Mexico Colleges and Universities"
- Diversity Report Card
- Equity Scorecard
- UNM LGBTQ Resource Center
- UMM Branch Campus Initiative
- Access & Success for Undocumented Immigrant Students & Families
## Appendix B
### Staff assignments, Expected Outcomes and Timelines

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Office for Equity &amp; Inclusion (OEI) Undergraduate Student Fellowship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible</td>
<td>Christopher Ramírez</td>
</tr>
<tr>
<td>Project Description</td>
<td>The 2010-2011 OEI Fellowship seeks to provide diversity and leadership experiences for undergraduate students with the Office for Equity &amp; Inclusion, and the opportunity to assist on specific projects as determined by the Vice President for Equity &amp; Inclusion.</td>
</tr>
<tr>
<td>Collaborators</td>
<td>African American Student Services, American Indian Student Services, El Centro de la Raza and UNM LGBTQ Resource Center</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>The 2010-2011 OEI Fellowship will include participation in implementing special projects and guidance from the Vice President and other mentors. The projects include educational and social activities (i.e. Stop the Hate, UNM Diversity Showcase, student access and success as well as other campus lectures/events), as well as recruitment and retention of underrepresented students. Each OEI department (African American Student Services, American Indian Student Services, El Centro de la Raza, LGBTQ Resource Center and Office for Equal Opportunity) will have the opportunity to nominate one student to participate in the 2010-2011 OEI Fellowship. Students not affiliated with an OEI unit are encouraged to apply with a nomination from another campus or community mentor or supervisor.</td>
</tr>
<tr>
<td>Targeted Participants</td>
<td>OEI Undergraduate Student Fellows</td>
</tr>
<tr>
<td>Timeline</td>
<td>August 2010-May 2011</td>
</tr>
<tr>
<td>Project Title</td>
<td><strong>2nd Annual Diversity Banquet and Luminaria Awards</strong></td>
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<tr>
<td>Person Responsible</td>
<td>Lorena Blanco-Silva</td>
</tr>
<tr>
<td>Project Description</td>
<td>The Luminaria Awards will recognize individuals or organizations that have &quot;lit the path in areas of diversity, equity, inclusion or social justice&quot;. Their commitment can be evident in recruitment and retention of underrepresented groups, teaching, research and/or service, multicultural or cultural programming, creating cultural competence, social justice activities, community outreach or other similar activities. The 2(^{nd}) Annual Diversity Celebration and Fundraising Dinner will be held on March 25, 2011.</td>
</tr>
<tr>
<td>Collaborators</td>
<td>UNM staff, faculty and students, national and local community, foundations and corporations.</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>The 2(^{nd}) Annual Diversity Banquet and Luminaria Awards is the Office for Equity and Inclusion's Initiative to raise funds for continued operating costs for the Office for Equity and Inclusion. Additionally, we will showcase the initiatives currently underway at UNM and throughout the community as well as the people doing great work around diversity and inclusion.</td>
</tr>
<tr>
<td>Targeted Participants</td>
<td>UNM staff, faculty and students</td>
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<tr>
<td>Timeline</td>
<td>On-Going</td>
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<table>
<thead>
<tr>
<th>Project Title</th>
<th><strong>Diversity Showcase</strong></th>
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</thead>
<tbody>
<tr>
<td>Person Responsible</td>
<td>Lorena Blanco-Silva</td>
</tr>
<tr>
<td>Project Description</td>
<td>Coordinate activities for 2011 Diversity Showcase culminating in the 2(^{nd}) Annual Diversity Celebration Dinner and Presidential Luminaria Awards on 3/25/11</td>
</tr>
<tr>
<td>Collaborators</td>
<td>OEI Staff, OEI Unit, Community Members, Alumni</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>Bring awareness to diversity initiatives on campus to internal and external customers. Leverage best practices for increased funding to the University by the State Legislature. Gather data and publish the 2011 Best Practices Brochure.</td>
</tr>
<tr>
<td>Targeted Participants</td>
<td>OEI Staff, OEI Unit, Community Members, Alumni</td>
</tr>
<tr>
<td>Timeline</td>
<td>Assemble committee to coordinate activities surrounding 2011 Showcase – November 2011 Develop Budget – November 2011</td>
</tr>
<tr>
<td>Project Title</td>
<td>UNM's Diversity Legacy Project</td>
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<tr>
<td>Person Responsible</td>
<td>Lorena Blanco-Silva</td>
</tr>
<tr>
<td>Project Description</td>
<td>The Office for Equity and Inclusion will work with the Julian Samora Legacy Project to produce a short film highlighting the legacy of diversity at UNM. We will research and highlight the strides the University has made in implementing strategies for the recruitment and retention of underrepresented students and staff from the creation of the Ethnic Centers to the establishment of the Office for Equity and Inclusion.</td>
</tr>
<tr>
<td>Collaborators</td>
<td>OEI Staff, Julian Samora Legacy Project</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>The video will be used to showcase the best practices being used at UNM. The audience is internal and external customers including those responsible for funding from the state legislature to potential corporate and foundation funders. It will serve to establish UNM as a leading institution, which deals with diverse populations.</td>
</tr>
<tr>
<td>Targeted Participants</td>
<td>UNM staff, faculty and students and community members</td>
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<tr>
<td>Timeline</td>
<td>November 2010-March 2011</td>
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<tr>
<td>Project Title</td>
<td>Campus Climate Survey</td>
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<tr>
<td>Person Responsible</td>
<td>Sonja Robinson</td>
</tr>
<tr>
<td>Project Description</td>
<td>The campus climate survey will be sent to the students, staff, and faculty populations of the UNM campus. Three different survey instruments will be used in an effort to help OEI examine and report out about the experiences of UNM constituencies in the following areas: academic and social support; value and perception of diversity; academic, professional, and social preparation; campus engagement; sense of belonging; general awareness and responsiveness; and intergroup relations/cultural competencies.</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>Given the very nature of the project, we understand that this initial survey will not be as comprehensive as we would like. The expectations for the survey results are that responses will cover broad areas of analysis and will help provide guidelines and direction for further study and investigation regarding the OEI and the University’s diversity goals and initiatives. We expect that a following project will be the use of focus groups and small group forums to expand on the information gathered from the survey. In addition, it is expected that some of the results will be used to inform the creation of the Equity Score Card (ESC).</td>
</tr>
<tr>
<td>Targeted Participants</td>
<td>UNM Community: Students, Staff, Faculty</td>
</tr>
<tr>
<td>Timeline</td>
<td>October 2010 – Survey instruments approved by OEI November 2010 – Survey's sent out to groups November 2010 (end) – Results collected December 2010 – Preliminary Data analysis Spring 2010 – Relevant results will be implemented into ESC</td>
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<tr>
<td>Project Title</td>
<td>Transfer Study and Transfer Initiative</td>
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<tr>
<td>Person Responsible</td>
<td>Dr. Joy Griffin</td>
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| Project Description     | • Internal scan: UNM and UNM Branch Campus Transfer Process  
                           | • Advisor and Student Focus Groups on Transfer Students  
                           | • Transfer Student Survey (Ethnicity by Student Classification by Gender) N = 891  
                           | • Formation of Internal Management Committee for Transfer Students  
                           |   • Transfer Checklist  
                           |   • Best Practices Review  
                           |   • Transfer Class  
                           | • Strategic planning of interventions based on Transfer Student Survey research  
                           | • Best Practices for Transfer Research Review and Assessment of UNM Internal Best Practices  
                           | • Action plan development to assist (SIPI) |
| Expected Outcomes       | Increase numbers of ethnic minority transfer students and increased academic success. |
| Targeted Participants   | Transfer Students, UNM and UNM Branch Campuses, Central New Mexico Community College, and other state higher education institutions |
| Timeline                | • Internal scan: UNM and UNM Branch Campus Transfer Process (12/20/10)  
                           | • Advisor and Student Focus Groups on Transfer Students  
                           |   • Student Survey (10/18/10)  
                           |   • Advisor Focus Groups (10/31/10)  
                           |   • Student Focus Groups (12/14/10)  
                           | • Transfer Student Survey (Ethnicity by Student Classification by Gender) N = 891  
                           |   • Survey Administration (10/18/10)  
                           |   • Analysis (11/30/10)  
                           | • Formation of Internal Management Committee for Transfer Students  
                           |   • Committee Formation (10/31/10)  
                           |   • Transfer Checklist (11/30/10)  
                           |   • Best Practices Review (On-going)  
                           |   • Transfer Class (11/16/10)  
<pre><code>                       | • Strategic planning of interventions based on Transfer Student Survey research (12/20/10) |
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<table>
<thead>
<tr>
<th>Project Title</th>
<th>Underrepresented Faculty(^1) Recruitment and Retention Study</th>
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<tbody>
<tr>
<td>Person Responsible</td>
<td>Dr. Chalane Lechuga</td>
</tr>
<tr>
<td>Project Description</td>
<td>There are several goals of the underrepresented faculty recruitment and retention study. These include an assessment of the number of underrepresented faculty at UNM from 2000 to 2009, an analysis of the tenure-track trajectories of new faculty hires during this same period, and an exploration of the experiences of underrepresented faculty on main campus. This study will occur in two phases, a quantitative analysis of the tenure-track trajectories of new faculty hires on main campus from 2000-2009, and a qualitative assessment of the experiences of underrepresented faculty.</td>
</tr>
</tbody>
</table>
| Collaborators | Title V Faculty Committee  
Project for New Mexico Graduates of Color (PNMGC)  
Faculty Senate President |
| Expected Outcomes | This study will allow us to see changes in the number of underrepresented tenure-track faculty on main campus, in addition to comparing the tenure-track trajectories of new faculty hires from 2000 to 2009. The study will also describe the experiences of underrepresented faculty and present suggestions for enhancing the recruitment and retention of underrepresented faculty. |
| Targeted Participants | Underrepresented Faculty on Main Campus, Office of the Provost, and The University Community |
| Timeline | **Tenure-Track Trajectory Analysis**  
10/31/10 Literature Review  
10/31/10 Tenure-Track Trajectory Methodology  
11/30/10 Collect Data  
12/30/10 Data Analysis  
01/31/11 Report  
**Qualitative Assessment of the Experiences of Underrepresented Faculty**  
1/30/11 Develop Interview Guide  
2/28/11 Complete draft of IRB Application  
3/31/11 IRB Approval  
5/30/11 Data Collection: One-on-One Interviews  
6/30/11 Data Analysis: Transcription of Interviews  
6/30/11 Data Analysis: Code Interviews for Themes  
8/01/11 Report |

\(^1\) Underrepresented faculty includes those that have identified as Hispanic, African American, or American Indian
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Underrepresented Faculty Recruitment and Retention Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible</td>
<td>Lorena Blanco-Silva</td>
</tr>
<tr>
<td>Project Description</td>
<td>Along with OEI staff and members of the Faculty Committee, develop strategies to impact the increased recruitment and retention of underrepresented staff at the University of New Mexico. We will address issues surrounding the attrition levels and look to provide additional resources to recruit additional underrepresented staff.</td>
</tr>
<tr>
<td>Collaborators</td>
<td>Dr. Chalane Lechuga, OEI Staff, UNM Faculty and Community</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>The increased recruitment and retention of underrepresented faculty at the University of New Mexico</td>
</tr>
<tr>
<td>Targeted Participants</td>
<td>Faculty, staff and students</td>
</tr>
<tr>
<td>Timeline</td>
<td>On-going</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Underrepresented Faculty Recruitment and Retention Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible</td>
<td>Rita Abeyta</td>
</tr>
<tr>
<td>Project Description</td>
<td>Work with OEI staff to start gathering faculty data for the last ten years in regards to tenure/promotion, retention and recruitment data as it relates to underrepresented faculty. In this case, underrepresented faculty include Hispanic, African American and American Indian.</td>
</tr>
<tr>
<td>Collaborators</td>
<td>Office of Institutional Research</td>
</tr>
<tr>
<td></td>
<td>OEI Staff</td>
</tr>
<tr>
<td></td>
<td>Faculty Contracts</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>Provide the raw data on faculty related to promotion, tenure and retention for the last 10 years.</td>
</tr>
<tr>
<td>Targeted Participants</td>
<td>Faculty</td>
</tr>
<tr>
<td></td>
<td>Provost Office</td>
</tr>
<tr>
<td>Timeline</td>
<td>Data for this report is captured at the end of October on a yearly basis. Data integrity initiatives are done throughout the year. The faculty retention data will probably not be available until the spring semester.</td>
</tr>
<tr>
<td>Project Title</td>
<td>Faculty Exit Survey</td>
</tr>
<tr>
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</tr>
<tr>
<td>Person Responsible</td>
<td>Dr. Chalane Lechuga</td>
</tr>
<tr>
<td>Project Description</td>
<td>The goal of this project is to develop a comprehensive exit survey for resigning faculty. The survey will allow faculty members to provide feedback on their experiences in the following areas: the university and respective college, departmental life, individual considerations (i.e. teaching assignments, salary, equity, etc.), support services and resources (i.e. professional development support), connections to the local community, and reason(s) for leaving the university. To date, there is no campus-wide exit survey for resigning faculty.</td>
</tr>
<tr>
<td>Collaborators</td>
<td>Office for Equal Opportunity, Title V Faculty Committee, and the Office of the Provost</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>We examined the faculty exit process at nearby higher education institutions and then at our eighteen peer institutions, as defined by UNM's Office for Institutional Research. We found that the exit process varied by institution and that many institutions, like UNM, are in the process of developing an exit survey and interview process. The draft survey reflects the review process and contains questions relevant to institutional values and governance, as well as college and departmental values and governance. The format allows the university to collect information on the level of importance and satisfaction in a given area. This format enhances the value of the data to identify areas of success, as well as areas of needed improvement. The instrument also has sections where exiting faculty can provide comments that they feel will be of value to the institution. It also allows the university to collect data on the exiting faculty's new position, which will provide another dimension in assessing the university's values and governance.</td>
</tr>
</tbody>
</table>
| Targeted Participants | Resigning Faculty  
The University Community                                                      |
| Timeline            | 9/30/10 First draft of survey  
10/5/10 Share with Title V Committee  
10/22/10 Finalize feedback from Title V Committee  
10/29/10 Final feedback from constituents  
10/31/10 Final draft of survey  
11/1/10 Final version of survey provided to Faculty Contracts to administer to resigning Faculty |
<table>
<thead>
<tr>
<th>Project Title</th>
<th>African American Recruitment and Retention Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible</td>
<td>Dr. Belinda Deneen Wallace</td>
</tr>
<tr>
<td>Project Description</td>
<td>The University of New Mexico's Office for Equity and Inclusion strongly reaffirms its dedication to African American students and prospective students and this dedication is expressed in words, deeds, policies and practices. The Office for Equity and Inclusion will develop a strategic outline that will identify and/or create services, programming and support specifically designed to meet the needs of African American students. This strategic outline will also focus on improving the campus climate for African American students by fostering a supportive environment predicated on respect, understanding and value. To this end, the strategic outline incorporates objectives designed to improve the college climate and thus enhance the college experience for African American students.</td>
</tr>
<tr>
<td>Collaborators</td>
<td>African American Student Services (and other appropriate campus entities)</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>Significant increases in enrollment, retention and graduation rates for African American students An enhanced college experience for African American students</td>
</tr>
<tr>
<td>Targeted Participants</td>
<td>Prospective African American students Currently enrolled African American students</td>
</tr>
<tr>
<td>Timeline</td>
<td>October 2010 – Strategic Outline presented to VP-OEI October - November 2010 – Collaboration of OEI’s “Strategic Outline” with the “African American Student Services Recruitment Initiatives for Undergraduate and Graduate Students” to create a comprehensive recruitment and retention plan December 2010 – Comprehensive plan presented</td>
</tr>
<tr>
<td><strong>Project Title</strong></td>
<td><strong>Stop the Hate Implementation (Hate/Bias Incident Reporting)</strong></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Person Responsible</strong></td>
<td>Lorena Blanco-Silva</td>
</tr>
<tr>
<td><strong>Project Description</strong></td>
<td>Implement the national Stop The Hate model at the University of New Mexico. Stop the Hate is a national initiative through Campus Pride, which supports colleges and universities in preventing and combating hate on campus as well as fostering the development of community. The national program serves as the premiere source of anti-hate educational resources for higher education institutions and campus communities. Develop intake centers throughout campus with trained intake specialists for Hate/Bias Incident Reporting.</td>
</tr>
<tr>
<td><strong>Collaborators</strong></td>
<td>UNM staff, faculty and students</td>
</tr>
<tr>
<td><strong>Expected Outcomes</strong></td>
<td>The establishment of a zero-tolerance policy at UNM in regard to Hate/Bias incidents. Implement diversity and cultural sensitivity across campus.</td>
</tr>
<tr>
<td><strong>Targeted Participants</strong></td>
<td>UNM staff, faculty and students</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>On-going informational sessions to inform the university community about the initiative, additional trainings to train additional intake specialists.</td>
</tr>
<tr>
<td>Project Title</td>
<td>White Privilege Conference</td>
</tr>
<tr>
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<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Person Responsible</td>
<td>Jordon Johnson</td>
</tr>
<tr>
<td>Project Description</td>
<td>The goal of this project is to raise awareness and examine the concepts of privilege and oppression as well as offer solutions and team-building strategies to work toward a more equitable world. The conference attracts students, professionals, activist, parents, and community leaders/members from diverse perspectives. It is a conference that is based in being attentive to the educational system. The goal is to host this national conference in 2012 and create a sustainable coalition focused on these concepts in relation to higher education.</td>
</tr>
</tbody>
</table>
| Collaborators (Potential) | Office of the Provost  
Institute for Social Justice and Race  
College of Education  
El Centro de la Raza  
Robert Wood Johnson Center for Health Equity  
Office of Diversity  
Advocates for Equity  
New Mexico Health Equity Work Group  
New Mexico Forum for Youth  
Farmington Indian Intertribal Organization  
Projects for New Mexico Graduates of Color  
University of New Mexico Hospital Diversity, Equity, and Inclusion |
| Expected Outcomes    | Build community partnerships  
Engage university & others in discussion about race, ethnicity and white privilege  
Create university presence at WP Conference |
| Targeted Participants| The University of New Mexico Community  
New Mexico State University  
New Mexico Highlands University  
All New Mexico higher education institutions  
Albuquerque Public Schools  
Albuquerque Charter Schools  
All New Mexico public, charter, and privates schools  
New Mexico community members, activist, non-profit sectors, and businesses  
Regional and National educational affiliations |
| Timeline             | 12/1/10  
Memorandum of Understanding |
<table>
<thead>
<tr>
<th>Project Title</th>
<th>Community Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible</td>
<td>Lorena Blanco-Silva</td>
</tr>
<tr>
<td>Project Description</td>
<td>Participate in community groups to develop funding prospects and represent OEI at community-based events.</td>
</tr>
<tr>
<td>Collaborators</td>
<td>Community groups</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>Build awareness of UNM's Office for Equity and Inclusion and develop relationships within the community for potential funding opportunities and partnership opportunities.</td>
</tr>
<tr>
<td>Targeted Participants</td>
<td>Community groups</td>
</tr>
<tr>
<td>Timeline</td>
<td>On-going</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Long-Term Fundraising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible</td>
<td>Lorena Blanco-Silva</td>
</tr>
<tr>
<td>Project Description</td>
<td>Raise funds and support for the Office for Equity and Inclusion. Create strategic plan in collaboration with OEI Unit to establish funding priorities. Develop fundraising plan to secure funding through the support of individuals, foundations and corporations.</td>
</tr>
<tr>
<td>Collaborators</td>
<td>OEI Staff, UNM partners, local and national community members, foundations</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>To raise funds and provide sustainable resources to the Office of Equity and Inclusion to grow and expand their programs and services to enhance student recruitment and retention, academic excellence, employee diversity and a campus climate that embraces its diversity as an asset.</td>
</tr>
<tr>
<td>Targeted Participants</td>
<td>Individuals (alumni), corporations, foundations, community partners</td>
</tr>
<tr>
<td>Timeline</td>
<td>On-going research of potential donors, solicitations and cultivation of donors</td>
</tr>
<tr>
<td>Project Title</td>
<td>Connecting with Alumni</td>
</tr>
<tr>
<td>-----------------------</td>
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</tr>
<tr>
<td>Person Responsible</td>
<td>Lorena Blanco-Silva</td>
</tr>
<tr>
<td>Project Description</td>
<td>Create plan to reach out to alumni of underrepresented groups to develop funding base and list for participation in OEI Alumni events.</td>
</tr>
<tr>
<td>Collaborators</td>
<td>Alumni, Alumni Association and Foundation</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>Build financial support for the Office for Equity and Inclusion by cultivating alumni relationships. Studies show the largest donations made to universities are through individuals and not corporations.</td>
</tr>
<tr>
<td>Targeted Participants</td>
<td>UNM Alumni</td>
</tr>
<tr>
<td>Timeline</td>
<td>Winter 2010, create database of underrepresented Alumni, and solicit participation and/or donations for OEI.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Diversity Report Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible</td>
<td>Rita Abeyta</td>
</tr>
<tr>
<td>Project Description</td>
<td>The Diversity Report Card is published each year by the Office for Equity &amp; Inclusion. This report is specific to diversity for students, faculty and staff for main campus, Health Sciences Center and branch campuses. I help to provide the initial raw data that is used in this report.</td>
</tr>
<tr>
<td>Collaborators</td>
<td>Office of Institutional Research OEI Staff</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>Provide the raw data on diversity for all campuses that relates to students, faculty and staff.</td>
</tr>
<tr>
<td>Targeted Participants</td>
<td>Faculty, staff and students at all UNM campuses.</td>
</tr>
<tr>
<td>Timeline</td>
<td>Data for this report is captured at the end of October on a yearly basis. Data integrity initiatives are done throughout the year. The Diversity Card will probably not be available until the spring semester.</td>
</tr>
<tr>
<td><strong>Project Title</strong></td>
<td><strong>Diversity Report Card (DRC)</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Person Responsible</strong></td>
<td>Veronique Richardson</td>
</tr>
<tr>
<td><strong>Project Description</strong></td>
<td>It is important to track and report demographic data of enrollment, graduation and retention of UNM students, faculty and staff in order to address and engage OEI and the respective students, faculty and staff in diversity initiatives and goals on UNM's campus. The UNM DRC reports and analyzes representational diversity data to create an institutional snapshot of the students we serve and the faculty and staff composition. Additionally the branch campuses are provided a comprehensive pamphlet that presents their own individual representational diversity data to better understand the progress of their own diversity initiatives and measures.</td>
</tr>
<tr>
<td><strong>Expected Outcomes</strong></td>
<td>The DRC is expected to inform the UNM community in an accessible and straightforward manner, using tables and graphs, of the representational diversity data in order to support, assist, and further OEI's and the university's diversity initiatives. Highlighting some of the ethnic and racial disparities will also assist in creating a space in which to address some of the issues behind the data. For example, the demographic data may demonstrate the need to focus on recruitment and retention efforts of underrepresented faculty.</td>
</tr>
<tr>
<td><strong>Targeted Participants</strong></td>
<td>UNM community: Students, Faculty &amp; Staff</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>End of Fall 2010 Semester – Some information is dependent on the completion of the 2010 OIR Factbook. Middle of Spring Semester 2011 – Complete publication</td>
</tr>
<tr>
<td>Project Title</td>
<td>Equity Score Card (ESC)</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Persons Responsible</td>
<td>Sonja Robinson &amp; Veronique Richardson</td>
</tr>
<tr>
<td>Project Description</td>
<td>With a focus on equity, the equity score card uses demographic racial and ethnic data to report the current state of equity at the university based on four specific areas, Access, Retention, Student Success, and Campus Climate. In measuring the university's progress, the ESC will look at the relevant benchmarks set by the university and will use collected data from various sources to measure and assess the achievement of those goals. The ESC will accompany the information provided by the DRC, but will further analyze the effectiveness of, or the need for, diversity measures and initiatives on campus. Furthermore the ESC can better strategize and better build support networks for the university's diversity initiatives.</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>The data collected in relation to the specific areas that the ESC focuses on is intended to create a space to analyze and address the achievement gap that exists at the university. This in turn will assist the university to develop support services necessary to maintain equal access and equal success to its students, faculty and staff. It is also expected that some of the results from the Campus Climate Survey will be used to inform portions of the ESC.</td>
</tr>
<tr>
<td>Targeted Participants</td>
<td>UNM community: Students, Faculty and Staff</td>
</tr>
<tr>
<td>Timeline</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Project Title</td>
<td><strong>Equity Score Card</strong></td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td>Person Responsible</td>
<td>Rita Abeyta</td>
</tr>
<tr>
<td>Project Description</td>
<td>Create the Equity Score Card that will be published each year by the Office of Equity &amp; Inclusion. This report will have some more detail data that is related specifically to ethnic students, faculty and staff for main campus, Health Sciences Center and branch campuses. I help to provide the raw data that is used in this report.</td>
</tr>
</tbody>
</table>
| Collaborators    | Office of Institutional Research  
OEI Staff             |
| Expected Outcomes| Provide the raw data on ethnic students, faculty and staff for all campuses. |
| Targeted Participants | Faculty, staff and students at all UNM campuses. |
| Timeline         | Data for this report is captured at the end of October on a yearly basis. Data integrity initiatives are done throughout the year. The Equity Score Card will probably not be available until the spring semester. |

<table>
<thead>
<tr>
<th>Project Title</th>
<th><strong>AdvisorTrac</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible</td>
<td>Rita Abeyta</td>
</tr>
<tr>
<td>Project Description</td>
<td>AdvisorTrac is a software application tool that has been utilized by College of Arts &amp; Sciences and University College to track advising sessions with their students. The ethnic student service centers on campus also needed similar tracking capabilities. AdvisorTrac was implemented in February 2010 for the ethnic student service centers (African American Student Services, American Indian Student Services and El Centro).</td>
</tr>
</tbody>
</table>
| Collaborators    | Vanessa Harris –Director UC Advisement Center  
Stephanie Hands – Director Academic Advisement Arts & Sciences |
<p>| Expected Outcomes| Ensure that the student service centers are able to collect and report on the data related to the services provided by their offices to their students. Provide training to the student service centers as needed. Meet with representatives on a monthly basis to ensure their data needs are met. Meet with Vanessa Harris and Stephanie Hands on a monthly basis to continue to make sure the ethnic student service center needs are met. |
| Targeted Participants | Staff at the student service centers. |
| Timeline         | On-going |</p>
<table>
<thead>
<tr>
<th>Project Title</th>
<th>UNM LGBTQ Resource Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible</td>
<td>Jordon Johnson, Christopher Ramirez, Sonja Robinson, and Chalane Lechuga</td>
</tr>
<tr>
<td>Project Description</td>
<td>This project includes assisting with the opening and operations of the Center as well as hiring a project coordinator for the Center. The Center provides services for the university community as well as the broader local community.</td>
</tr>
<tr>
<td>Collaborators</td>
<td>American Indian Student Services, African American Student Services, El Centro de la Raza, Equality New Mexico, Transgender Resource Center of New Mexico, Young Women United, PFLAG Albuquerque, New Mexico GSA Network, Department of Health, First Nations Community Health Network, MPower, University of New Mexico Hospital Diversity, Equity, and Inclusion</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>Opening the Center, Intake and Assessment, Programming, and Technical Support</td>
</tr>
<tr>
<td>Targeted Participants</td>
<td>The University of New Mexico students, faculty and staff and Local and statewide LGBTQ community members</td>
</tr>
<tr>
<td>Timeline</td>
<td>August 2010 – Opening of LGBTQ Resource Center - completed, September 2010 – Project Coordinator hired – completed</td>
</tr>
<tr>
<td>Project Title</td>
<td>UNM LGBTQ Resource Center Safe Zone Training and Bullying Training</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>Person Responsible</td>
<td>Christopher Ramírez</td>
</tr>
<tr>
<td>Project Description</td>
<td>Support the UNM LGBTQ Resource Center's mission to “provide services to UNM faculty, staff and students of all gender identities and sexual orientations through advocacy, education, safety and support” by identifying, training and supporting allies across the UNM campus and the larger community.</td>
</tr>
<tr>
<td>Collaborators</td>
<td>Various UNM and community partners</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>Build visibility for the UNM LGBTQ Resource Center Change the campus (and community) climate for LGBTQQIA faculty, students and staff Network with other campus departments, student clubs and community organizations Trainings facilitated for UNM faculty, staff and students and community</td>
</tr>
<tr>
<td>Targeted Participants</td>
<td>UNM faculty, staff and students as well as community partners</td>
</tr>
<tr>
<td>Timeline</td>
<td>August 2010-May 2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Title</th>
<th>UNM Branch Campus Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible</td>
<td>Jordon Johnson</td>
</tr>
<tr>
<td>Project Description</td>
<td>The goal of this project is to connect with our branch campus regarding issues of equity and inclusion. At this time, the project will provide a campus climate survey and possibly a needs assessment for students. The branch campuses provide an excellent opportunity for students in the surrounding community to access an education.</td>
</tr>
<tr>
<td>Collaborators</td>
<td>Office of Diversity, UNM Gallup, UNM Zuni Campus UNM Valencia, UNM Taos, and UNM Los Alamos</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>Develop student support services Create a sustainable transfer of support system when coming to main campus</td>
</tr>
<tr>
<td>Targeted Participants</td>
<td>The University of New Mexico students, faculty and staff</td>
</tr>
<tr>
<td>Timeline</td>
<td>November 2010 – Create a climate survey for students December 2010 – Survey sent to students December 2010 – Results collected January 2011 – Preliminary Data analysis</td>
</tr>
<tr>
<td><strong>Project Title</strong></td>
<td><strong>Access &amp; Success for Undocumented Immigrant Students &amp; Families</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Person Responsible</strong></td>
<td>Christopher Ramirez</td>
</tr>
<tr>
<td><strong>Project Description</strong></td>
<td>Since SB582 was passed in 2005, undocumented students in New Mexico have been able to access in-state tuition and state funding (Lottery Scholarship). UNM has provided access and support for students since the mid-1990s through El Centro de la Raza, Office of Admissions, Office of Financial Aid and Office of Student Affairs. As a continuation, the Office for Equity &amp; Inclusion will work with these departments as well as other campus and community partners to provide information, networking opportunities and skill-building on campus and in the community. This project also connects UNM with other colleges and universities across the state as well as K-12 school districts and community organizations.</td>
</tr>
<tr>
<td><strong>Collaborators</strong></td>
<td>Coalition for Immigration, Race &amp; Social Justice; ENLACE; El Centro de Igualdad y Derechos; El Centro de la Raza; Latino/Hispano Education Improvement Taskforce; New Mexico Network for Advocacy, Policy and Services for Undocumented Students (NMNAPSUS); NM Higher Education Department; NM Public Education Department; and Somos un Pueblo Unido</td>
</tr>
<tr>
<td><strong>Expected Outcomes</strong></td>
<td>Increased awareness of the needs of undocumented students and families for campus and community partners including UNM faculty and staff; Increased awareness of the rights and responsibilities of undocumented students and families to be able to access higher education</td>
</tr>
<tr>
<td><strong>Targeted Participants</strong></td>
<td>K-12 undocumented students and their families; K-12 teachers and staff; college faculty and staff; public agency (HED/PED) staff; and community organization staff</td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>August 2010-May 2011</td>
</tr>
</tbody>
</table>
Appendix C
Staff Roles/Responsibilities and FTE

Dr. Jozi De Leon, Vice President for Equity and Inclusion, 1 FTE, oversees university-wide diversity efforts, collaboration, outreach and planning. In addition, she supervises the five units that report to her and the daily operations of the Office for Equity and Inclusion.

Rebecca Rendon de Gonzales, Unit Administrator, 1 FTE, oversees budgets for all units reporting to OEI, manages office operations, and provides support to the VP.

Rita Abeyta, Data Analyst, .33 FTE, assists with data collection, reporting and analysis for the Diversity Report Card and other data needs.

Dr. Chalane Lechuga, Special Assistant on Faculty Recruitment and Retention Evaluation and Research, 1 FTE, responsible for completing a 10-year review of recruitment and retention of underrepresented faculty, assists with overall evaluation of OEI and the units reporting to it.

Dr. Belinda Wallace, Special Assistant on African American Recruitment and Retention, 1 FTE, responsible for working collaboratively across campus to address African American Recruitment and Retention. The critical nature of her position resulted from recommendations made by the HLC Accreditation Evaluation.

Lorena Blanco-Silva, .50 FTE (a shared position with Title V), responsible for planning and development for the Diversity Celebration Event and coordinates collaborative opportunities with other entities on campus.

Veronique Richardson, 10 hours per week, project assistant responsible for Diversity Report Card, Equity Scorecard and assisting with Campus Climate Survey.

Sonja Robinson, MBA, 20 hour per week, project assistant responsible for website, facebook, communication plan, and assists with Campus Climate Survey.

Christopher Ramirez, 20 hours a week, project assistant responsible for partnerships and outreach within the university and the external community. Also, oversees OEI Fellows program and assists with LGBTQ activities.

Jordon Johnson, MA, MSW, 20 hours per week, project assistant responsible for outreach to branch campuses, coordination of UNM's role with the White Privilege Conference, assists with LGBTQ activities and other duties as assigned.

Christina Reynoso, 20 hours a week, undergraduate research assistant, provides support to all staff.
Diversity Report Card

A report on the demographics of the students, faculty and staff of the University of New Mexico

Dr. Jozi De Leon, VP for Equity and Inclusion
Introduction

The Office of Equity and Inclusion (OEI) is responsible for tracking the University's progress on several diversity measures. These include student enrollment numbers and percentages of undergraduate and graduate students enrolled from all ethnic/racial groups and gender. Since student retention efforts are clearly at the top of the university's priorities, student second-year retention and graduation rates are also reported. Several measures that address the ethnic/racial representation of faculty and staff are addressed in the second half of the report.

This is the first Diversity Report Card compiled by the Office of Equity and Inclusion (OEI). It analyzes 2007 data and reports a number of baseline indicators of representational diversity at the University of New Mexico. These data will be used to determine our progress in the increase of members from underrepresented groups in our student population as well as faculty and staff.

Representational diversity data is the easiest to capture, however, the Office of Equity and Inclusion is involved in a number of activities that impact diversity at a much broader level. Accountability measures for these activities will be captured and reported in future Diversity Report Cards and other reports.
Student Enrollment
Before reviewing the student enrollment demographics at the University of New Mexico (UNM), it is helpful to note the overall demographics of the state of New Mexico. New Mexico is a "minority majority" state as you can see in the chart below. Also important to note is the large percentage of the population that is American Indian compared to the national average of 1%. It is this diverse and unique state—New Mexico—that UNM seeks both to serve and to represent.

![New Mexico State Demographics Chart]

Student enrollment is a snapshot of the university demographics as a whole. The university community is quite diverse, but it does not reflect the demographics of the state of New Mexico – a minority majority state. Following the University-wide statistics are the enrollment statistics for the branches: Gallup, Los Alamos, Taos and Valencia.

### Total Fall Enrollment (Main, HSC, Branches, and Extended University; Full and Part Time)

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
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<td>13,162</td>
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<td>732</td>
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<td>3,938</td>
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<td>3,791</td>
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<tr>
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<td>958</td>
<td>999</td>
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<td>9,977</td>
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<td>9,998</td>
<td>10,154</td>
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<tr>
<td>White, non-Hispanic</td>
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<td>14,636</td>
<td>14,315</td>
<td>14,345</td>
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<tr>
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<td>950</td>
<td>936</td>
<td>903</td>
<td>890</td>
<td>927</td>
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<td>1,903</td>
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<td>32,696</td>
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<td>32,915</td>
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<td>32,086</td>
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</table>

![University-Wide Total Fall Enrollment](image.png)
Undergraduate Students, Main Campus

<table>
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<tr>
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<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
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<tbody>
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<td><strong>Females</strong></td>
<td></td>
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<tr>
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<td>10,730</td>
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<td></td>
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<td>58%</td>
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<td>57%</td>
<td>57%</td>
</tr>
<tr>
<td><strong>Males</strong></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>7,447</td>
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<td>7,657</td>
<td>7,740</td>
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<td>42%</td>
<td>42%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
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<tr>
<td></td>
<td>481</td>
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<td>554</td>
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<td>3%</td>
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</tr>
<tr>
<td><strong>American Indian</strong></td>
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</tr>
<tr>
<td></td>
<td>1,128</td>
<td>1,183</td>
<td>1,192</td>
<td>1,189</td>
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<tr>
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<td>7%</td>
<td>6%</td>
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</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
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<td>592</td>
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<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
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<tr>
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<td>35%</td>
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<td>35%</td>
</tr>
<tr>
<td><strong>White, non-Hispanic</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>8,274</td>
<td>8,269</td>
<td>8,417</td>
<td>8,387</td>
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<tr>
<td></td>
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</tr>
<tr>
<td><strong>International</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>129</td>
<td>109</td>
<td>127</td>
<td>149</td>
<td>159</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>No Response</strong></td>
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</tr>
<tr>
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<td>1,092</td>
<td>1,113</td>
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<td></td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17,545</td>
<td>18,027</td>
<td>18,387</td>
<td>18,199</td>
<td>18,259</td>
</tr>
</tbody>
</table>

Undergraduate Students: Ethnicity

2007

- African American/ Black
- American Indian
- Asian/Pacific Islander
- Hispanic
- White
- International
- No Response
Student Enrollment in Graduate Programs
Graduate students enrolled in main campus programs such as humanities are presented in the chart below.

### Graduate Students, Main Campus (Excluding Law, HSC)

<table>
<thead>
<tr>
<th>Category</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>2,557</td>
<td>2,712</td>
<td>2,600</td>
<td>2,513</td>
<td>2,473</td>
</tr>
<tr>
<td></td>
<td>58%</td>
<td>59%</td>
<td>59%</td>
<td>58%</td>
<td>58%</td>
</tr>
<tr>
<td>Males</td>
<td>1,877</td>
<td>1,898</td>
<td>1,838</td>
<td>1,853</td>
<td>1,816</td>
</tr>
<tr>
<td></td>
<td>42%</td>
<td>41%</td>
<td>41%</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>African American</td>
<td>77</td>
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<td>70</td>
<td>81</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
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<td>194</td>
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</tr>
<tr>
<td></td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>101</td>
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<td>101</td>
<td>108</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>773</td>
<td>776</td>
<td>775</td>
<td>787</td>
</tr>
<tr>
<td></td>
<td>17%</td>
<td>17%</td>
<td>17%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>2,475</td>
<td>2,564</td>
<td>2,307</td>
<td>2,430</td>
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</tr>
<tr>
<td></td>
<td>56%</td>
<td>56%</td>
<td>52%</td>
<td>56%</td>
<td>55%</td>
</tr>
<tr>
<td>International</td>
<td>654</td>
<td>639</td>
<td>601</td>
<td>554</td>
<td>556</td>
</tr>
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<td></td>
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<td>14%</td>
<td>14%</td>
<td>13%</td>
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</tr>
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<td>404</td>
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<td>6%</td>
<td>9%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>4,434</td>
<td>4,610</td>
<td>4,438</td>
<td>4,366</td>
<td>4,289</td>
</tr>
</tbody>
</table>

![Graduate Students, Main Campus Chart]
The difference between undergraduate and graduate enrollment by ethnicity is presented below. One immediately noticeable disparity is that of Hispanic students, representing 35% of all undergraduate students and only 18% of all graduate students. Also important to note is that while there are very few international undergraduate students, they make up 13% of graduate students.
The other graduate programs include Anderson School of Management, the UNM School of Law, the Medical School and the PharmD program. The demographics of these programs are presented below.

### Anderson School of Management

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Females</strong></td>
<td>219</td>
<td>203</td>
<td>197</td>
<td>217</td>
<td>215</td>
</tr>
<tr>
<td></td>
<td>43%</td>
<td>43%</td>
<td>42%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td><strong>Males</strong></td>
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<td>271</td>
<td>269</td>
<td>252</td>
<td>251</td>
</tr>
<tr>
<td></td>
<td>57%</td>
<td>57%</td>
<td>58%</td>
<td>54%</td>
<td>54%</td>
</tr>
<tr>
<td>非洲裔美国人</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>美洲原住民</td>
<td>15</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
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<td>3%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>亚洲/太平洋岛裔</td>
<td>26</td>
<td>12</td>
<td>17</td>
<td>25</td>
<td>30</td>
</tr>
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<td></td>
<td>5%</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>西班牙裔</td>
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<td>83</td>
<td>93</td>
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<td>114</td>
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<td>18%</td>
<td>20%</td>
<td>23%</td>
<td>24%</td>
</tr>
<tr>
<td>白种非西班牙裔</td>
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<td>271</td>
<td>254</td>
</tr>
<tr>
<td></td>
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<td>60%</td>
<td>57%</td>
<td>58%</td>
<td>55%</td>
</tr>
<tr>
<td>国际生</td>
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<td>36</td>
<td>35</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>无响应</td>
<td>26</td>
<td>43</td>
<td>49</td>
<td>23</td>
<td>22</td>
</tr>
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<td>511</td>
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### School of Law

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<th>2005</th>
<th>2006</th>
<th>2007</th>
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</thead>
<tbody>
<tr>
<td><strong>Females</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>6</td>
<td>10</td>
<td>13</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>American Indian</td>
<td>26</td>
<td>34</td>
<td>36</td>
<td>33</td>
<td>29</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>72</td>
<td>76</td>
<td>88</td>
<td>93</td>
<td>106</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>197</td>
<td>205</td>
<td>183</td>
<td>162</td>
<td>162</td>
</tr>
<tr>
<td>International</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>12</td>
<td>10</td>
<td>33</td>
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</tr>
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<td>319</td>
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<td>361</td>
<td>344</td>
<td>344</td>
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### Law School Students

![Graph showing law school students by gender and ethnicity from 2003 to 2007]
### UNM Diversity Report Card 2007-08

#### School of Medicine

<table>
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<tr>
<th></th>
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<th>2006</th>
<th>2007</th>
</tr>
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<td>172</td>
<td>166</td>
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<td></td>
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<td>61%</td>
<td>59%</td>
<td>54%</td>
<td>53%</td>
</tr>
<tr>
<td><strong>Males</strong></td>
<td>128</td>
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<td>120</td>
<td>140</td>
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<tr>
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<td>39%</td>
<td>41%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td><strong>African American</strong></td>
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<td>3</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
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<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>American Indian</strong></td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>10</td>
<td>11</td>
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<tr>
<td></td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
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</tr>
<tr>
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<td>7%</td>
<td>7%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>76</td>
<td>78</td>
<td>81</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>26%</td>
<td>28%</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td><strong>White, non-Hispanic</strong></td>
<td>181</td>
<td>174</td>
<td>173</td>
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<td>176</td>
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<td>58%</td>
<td>59%</td>
<td>60%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>International</strong></td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
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#### Medical School Students

![Medical School Students Graph](image)
### PharmD Program

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### PharmD Students

![Graph showing number of PharmD students by gender and race/ethnicity from 2003 to 2007]
Student Enrollment at the Branch Campuses
There are four campuses located throughout New Mexico. Each campus is responsive to the unique needs and demographics of the community they serve. The campuses include Gallup, Los Alamos, Taos and Valencia.

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**Gallup**

- **Females**: 1,784
- **Males**: 903
- **African American**: 13
- **American Indian**: 276
- **Asian/Pacific Islander**: 24
- **Hispanic**: 267
- **White, non-Hispanic**: 250
- **International**: 19
- **No Response**: 39

---

UNM Diversity Report Card 2007-08

12
### Los Alamos

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### Los Alamos

![Bar chart showing trends in diversity from 2003 to 2007](chart.png)
### Taos

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![Taos Chart](chart.png)

**UNM Diversity Report Card 2007-08**
## Valencia

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<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,728</td>
<td>1,745</td>
<td>1,674</td>
<td>1,636</td>
<td>1,807</td>
</tr>
</tbody>
</table>

### Valencia

![Bar chart showing enrollment trends by category from 2003 to 2007](chart.png)
Freshmen Retention

Freshmen retention is a primary indicator of student success. High retention is reflective of the students' needs being met and their successes driving their commitment. The measurement presented below is the percentage of entering cohorts enrolled for their third semester. For example, the 2007 entering cohort retention is the percentage that enrolled for fall 2008. The total number of the cohort entering each year is presented above the retention rate of that cohort. Note that this includes full-time freshmen only.

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>1,663</td>
<td>1,720</td>
<td>1,721</td>
<td>1,620</td>
<td>1,639</td>
</tr>
<tr>
<td></td>
<td>78%</td>
<td>79%</td>
<td>76%</td>
<td>78%</td>
<td>79%</td>
</tr>
<tr>
<td>Males</td>
<td>1,281</td>
<td>1,303</td>
<td>1,296</td>
<td>1,339</td>
<td>1,216</td>
</tr>
<tr>
<td></td>
<td>71%</td>
<td>72%</td>
<td>72%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>African American</td>
<td>91</td>
<td>108</td>
<td>81</td>
<td>107</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>78%</td>
<td>81%</td>
<td>78%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>American Indian</td>
<td>142</td>
<td>180</td>
<td>136</td>
<td>160</td>
<td>167</td>
</tr>
<tr>
<td></td>
<td>63%</td>
<td>66%</td>
<td>55%</td>
<td>66%</td>
<td>69%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>102</td>
<td>95</td>
<td>115</td>
<td>133</td>
<td>122</td>
</tr>
<tr>
<td></td>
<td>83%</td>
<td>81%</td>
<td>80%</td>
<td>85%</td>
<td>84%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,101</td>
<td>1,134</td>
<td>1,160</td>
<td>1,082</td>
<td>1,072</td>
</tr>
<tr>
<td></td>
<td>74%</td>
<td>76%</td>
<td>73%</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1,353</td>
<td>1,328</td>
<td>1,390</td>
<td>1,360</td>
<td>1,285</td>
</tr>
<tr>
<td></td>
<td>76%</td>
<td>77%</td>
<td>76%</td>
<td>77%</td>
<td>79%</td>
</tr>
</tbody>
</table>
Student Graduation
Another indicator of student success is the rate of student graduation. The measurement presented below is the percentage of the cohort of freshmen entering in 1999-2002 who had graduated by the end of six years. For example, the graduation rate for the 2002 entering freshmen cohort is the percentage who had graduated\(^2\) by spring, 2008.

<table>
<thead>
<tr>
<th>Graduation Rate</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>44%</td>
<td>45%</td>
<td>47%</td>
<td>48%</td>
</tr>
<tr>
<td>Males</td>
<td>36%</td>
<td>39%</td>
<td>39%</td>
<td>38%</td>
</tr>
<tr>
<td>African American</td>
<td>26%</td>
<td>30%</td>
<td>30%</td>
<td>34%</td>
</tr>
<tr>
<td>American Indian</td>
<td>29%</td>
<td>27%</td>
<td>21%</td>
<td>29%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>48%</td>
<td>42%</td>
<td>45%</td>
<td>47%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>39%</td>
<td>41%</td>
<td>40%</td>
<td>41%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>44%</td>
<td>47%</td>
<td>50%</td>
<td>47%</td>
</tr>
</tbody>
</table>

Graduation rates include those students who entered the PharmD program.
Staff Demographics

The data presented below comes from the Affirmative Action Plan data, and represents the disparity between the demographics of each staff group. The Executive/Administrative level includes executive, administrative and managerial positions with occupational responsibilities related to management policies or the general business of the institution or a division. This staff group is 2% African American, 2% American Indian, 2% Asian/Pacific Islander, 21% Hispanic and 73% white.

The Professional group includes those who work perhaps in health care, technical, student or administrative support and who have advanced knowledge or education in their field. At the Professional level, of the 1863 staff members 33% represent minority groups.

Clerical/Secretarial includes staff associated with office or administrative duties including bookkeepers, librarians, etc. Of the Clerical/Secretarial staff group, the percentage of African American, American Indian, Asian/Pacific Islander and Hispanic together increases to 44% of the group.

Skilled Craft Workers include those who require special manual skills and knowledge, including mechanics, electricians, etc. Of the 83 Skilled Craft Workers, only one is a woman.

Service Workers include cafeteria workers, laborers, security, etc. Of Service Workers the majority (58%) are Hispanic. Thus, the All Staff: Ethnicity chart below masks difference in the ethnic makeup of the different staff group. Gender disparities by group are displayed below in Staff Group: Gender.

<table>
<thead>
<tr>
<th>Staff by Group</th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
<th>African American</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive/Administr.</td>
<td>699</td>
<td>381</td>
<td>318</td>
<td>13</td>
<td>2</td>
<td>15</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Professional</td>
<td>1,863</td>
<td>1,241</td>
<td>622</td>
<td>36</td>
<td>2</td>
<td>48</td>
<td>3</td>
<td>73</td>
</tr>
<tr>
<td>Clerical/Secretarial</td>
<td>1,468</td>
<td>1,280</td>
<td>188</td>
<td>44</td>
<td>3</td>
<td>127</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Technical/Paraprof.</td>
<td>664</td>
<td>384</td>
<td>280</td>
<td>9</td>
<td>1</td>
<td>33</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Skilled Craft Worker</td>
<td>83</td>
<td>1</td>
<td>82</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Service Worker</td>
<td>556</td>
<td>254</td>
<td>302</td>
<td>11</td>
<td>2</td>
<td>44</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Total Staff</td>
<td>5,333</td>
<td>3,541</td>
<td>1,792</td>
<td>113</td>
<td>2</td>
<td>269</td>
<td>5</td>
<td>125</td>
</tr>
</tbody>
</table>

Gender: Male 55%, Female 45%
UNM Diversity Report Card 2007-08

All Staff: Ethnicity

- White (non-minority) 57%
- Hispanic 34%
- American Indian
- African American
- American/Black
- Asian

Staff Group by Minority Status

- White (non-minority)
- Minority

Staff Group by Gender

- Female
- Male
Faculty Demographics

Minority faculty presence is the indicator for OEI's Goal 2; however, it is also critical to our other goals. Student success and campus climate are tied to the presence of minority faculty within the university community. Below are the data representing tenure/tenure track, non-tenure track and temporary faculty for the years 2003-2007 for all of UNM faculty. Below the total faculty data, the faculty data for each campus is presented.

Tenure, Tenure-Track Faculty Demographics

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>437</td>
<td>437</td>
<td>440</td>
<td>449</td>
<td>473</td>
</tr>
<tr>
<td></td>
<td>38%</td>
<td>39%</td>
<td>39%</td>
<td>40%</td>
<td>42%</td>
</tr>
<tr>
<td>Male</td>
<td>711</td>
<td>696</td>
<td>689</td>
<td>665</td>
<td>653</td>
</tr>
<tr>
<td></td>
<td>62%</td>
<td>61%</td>
<td>61%</td>
<td>60%</td>
<td>58%</td>
</tr>
<tr>
<td>African American</td>
<td>10</td>
<td>9</td>
<td>13</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>25</td>
<td>26</td>
<td>30</td>
<td>29</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>71</td>
<td>74</td>
<td>76</td>
<td>79</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>111</td>
<td>109</td>
<td>116</td>
<td>119</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>White</td>
<td>922</td>
<td>907</td>
<td>882</td>
<td>860</td>
<td>856</td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td>80%</td>
<td>78%</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>No Response</td>
<td>9</td>
<td>8</td>
<td>12</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>1,148</td>
<td>1,133</td>
<td>1,129</td>
<td>1,114</td>
<td>1,126</td>
</tr>
</tbody>
</table>

Tenure, Tenure-Track Faculty: Ethnicity

- African American
- American Indian
- Asian/Pacific Islander
- Hispanic
- White
- No Response
Tenure, Tenure-Track Faculty: Gender

- Female
- Male

Tenure/Tenure-track Faculty Ethnicity (2007)

- White
- Hispanic
- Asian/Pacific Islander
- American Indian
- African American
- No Response
### Non-Tenure-Track Faculty Demographics

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>348</td>
<td>372</td>
<td>392</td>
<td>410</td>
<td>448</td>
</tr>
<tr>
<td></td>
<td>48%</td>
<td>48%</td>
<td>49%</td>
<td>49%</td>
<td>50%</td>
</tr>
<tr>
<td>Male</td>
<td>383</td>
<td>407</td>
<td>409</td>
<td>419</td>
<td>446</td>
</tr>
<tr>
<td></td>
<td>52%</td>
<td>52%</td>
<td>51%</td>
<td>51%</td>
<td>50%</td>
</tr>
<tr>
<td>African American</td>
<td>16</td>
<td>14</td>
<td>18</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>21</td>
<td>17</td>
<td>22</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>44</td>
<td>46</td>
<td>53</td>
<td>59</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>74</td>
<td>91</td>
<td>77</td>
<td>80</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>12%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>White</td>
<td>562</td>
<td>600</td>
<td>620</td>
<td>632</td>
<td>675</td>
</tr>
<tr>
<td></td>
<td>77%</td>
<td>77%</td>
<td>77%</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>No Response</td>
<td>14</td>
<td>11</td>
<td>11</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>731</td>
<td>779</td>
<td>801</td>
<td>829</td>
<td>894</td>
</tr>
</tbody>
</table>

### Non-Tenure-Track Faculty: Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>17</td>
<td>23</td>
<td>68</td>
<td>87</td>
<td>24</td>
</tr>
<tr>
<td>American Indian</td>
<td>14</td>
<td>11</td>
<td>11</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>44</td>
<td>46</td>
<td>53</td>
<td>59</td>
<td>68</td>
</tr>
<tr>
<td>Hispanic</td>
<td>74</td>
<td>91</td>
<td>77</td>
<td>80</td>
<td>87</td>
</tr>
<tr>
<td>White</td>
<td>562</td>
<td>600</td>
<td>620</td>
<td>632</td>
<td>675</td>
</tr>
<tr>
<td>No Response</td>
<td>14</td>
<td>11</td>
<td>11</td>
<td>17</td>
<td>24</td>
</tr>
</tbody>
</table>

22
Non-Tenure Track by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>583</td>
<td>614</td>
<td>634</td>
<td>598</td>
<td>667</td>
<td>586</td>
<td>683</td>
<td>595</td>
<td>673</td>
<td>613</td>
</tr>
<tr>
<td>2004</td>
<td>49%</td>
<td>51%</td>
<td>49%</td>
<td>49%</td>
<td>51%</td>
<td>47%</td>
<td>53%</td>
<td>47%</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>2005</td>
<td>53%</td>
<td>47%</td>
<td>53%</td>
<td>47%</td>
<td>53%</td>
<td>47%</td>
<td>53%</td>
<td>47%</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>2006</td>
<td>53%</td>
<td>47%</td>
<td>53%</td>
<td>47%</td>
<td>53%</td>
<td>47%</td>
<td>53%</td>
<td>47%</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>2007</td>
<td>52%</td>
<td>48%</td>
<td>52%</td>
<td>48%</td>
<td>52%</td>
<td>48%</td>
<td>52%</td>
<td>48%</td>
<td>52%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Temporary Faculty Demographics

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>18</td>
<td>19</td>
<td>23</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>American Indian</td>
<td>34</td>
<td>31</td>
<td>44</td>
<td>38</td>
<td>42</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>56</td>
<td>63</td>
<td>66</td>
<td>73</td>
<td>75</td>
</tr>
<tr>
<td>Hispanic</td>
<td>161</td>
<td>163</td>
<td>171</td>
<td>192</td>
<td>188</td>
</tr>
<tr>
<td>White</td>
<td>899</td>
<td>931</td>
<td>921</td>
<td>920</td>
<td>891</td>
</tr>
<tr>
<td>No Response</td>
<td>29</td>
<td>25</td>
<td>28</td>
<td>36</td>
<td>72</td>
</tr>
<tr>
<td>Total</td>
<td>1,197</td>
<td>1,232</td>
<td>1,253</td>
<td>1,278</td>
<td>1,286</td>
</tr>
</tbody>
</table>
Temporary Faculty Demographics: Ethnicity

Temporary Faculty: Gender
Faculty Demographics at Each Campus

Main campus demographics are presented first, followed by the faculty demographics for Gallup, Los Alamos, Taos, Valencia, and then for those four branch campuses combined.

### Total Tenure, Tenure-Track Faculty at Main Campus

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>320</td>
<td>319</td>
<td>324</td>
<td>330</td>
<td>359</td>
</tr>
<tr>
<td></td>
<td>38%</td>
<td>39%</td>
<td>39%</td>
<td>41%</td>
<td>43%</td>
</tr>
<tr>
<td>Male</td>
<td>514</td>
<td>501</td>
<td>501</td>
<td>481</td>
<td>471</td>
</tr>
<tr>
<td></td>
<td>62%</td>
<td>61%</td>
<td>61%</td>
<td>59%</td>
<td>57%</td>
</tr>
<tr>
<td>African American</td>
<td>9</td>
<td>8</td>
<td>11</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>American Indian</td>
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### Total Non-Tenure-Track Faculty at Main Campus

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## UNM Diversity Report Card 2007-08

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### Total Temporary Faculty at Main Campus

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### Main Campus Faculty

- **2003**: 920 females, 992 males
- **2004**: 33 females, 45 males
- **2005**: 130 African American, 144 American Indian
- **2006**: 50 White, 50 No Response
- **2007**: 1411
At each branch campus, faculty demographics are different; however the majority of faculty members at each campus is white.

### Gallup: Total Tenure-Track Faculty

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### Gallup: Total Non Tenure-Track Faculty

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UNM Diversity Report Card 2007-08

### No Response

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### Gallup: Total Temporary Faculty

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### All Gallup Faculty

Bar chart showing the distribution of faculty by gender, race, and response for each year 2003 to 2007.
### Los Alamos: Total Tenure-Track Faculty

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### Los Alamos: Total Non Tenure-Track Faculty

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### Los Alamos: Total Temporary Faculty

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### Taos: Total Non Tenure-Track Faculty

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### All Taos Faculty

![Bar chart showing the distribution of total faculty across all categories from 2003 to 2007.](chart.png)
### Valencia: Total Tenure-Track Faculty

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### Valencia: Total Non Tenure-Track Faculty

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### Valencia: Total Temporary Faculty

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### All Valencia Faculty

![Chart showing distribution of faculty by category and year from 2003 to 2007]
The branch campuses taken together have a more diverse faculty than Main Campus alone. Below are the demographics of the branch faculty taken together.

### Total Tenure, Tenure-Track Faculty at the Branches

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<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>66</td>
<td>68</td>
<td>58</td>
<td>66</td>
</tr>
</tbody>
</table>

---

![Bar chart showing the distribution of total non-tenure-track faculty by gender and race from 2003 to 2007.](chart.png)
### Total Temporary Faculty at the Branches

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td>190</td>
<td>205</td>
<td>226</td>
<td>226</td>
<td>208</td>
</tr>
<tr>
<td></td>
<td>53%</td>
<td>56%</td>
<td>56%</td>
<td>55%</td>
<td>55%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>166</td>
<td>159</td>
<td>176</td>
<td>183</td>
<td>168</td>
</tr>
<tr>
<td></td>
<td>47%</td>
<td>44%</td>
<td>44%</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>7</td>
<td>9</td>
<td>8</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>American Indian</strong></td>
<td>22</td>
<td>21</td>
<td>32</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>6%</td>
<td>8%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
<td>5</td>
<td>6</td>
<td>9</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>76</td>
<td>72</td>
<td>85</td>
<td>89</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>21%</td>
<td>20%</td>
<td>21%</td>
<td>22%</td>
<td>19%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>233</td>
<td>244</td>
<td>257</td>
<td>264</td>
<td>238</td>
</tr>
<tr>
<td></td>
<td>65%</td>
<td>67%</td>
<td>64%</td>
<td>65%</td>
<td>63%</td>
</tr>
<tr>
<td><strong>No Response</strong></td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>356</td>
<td>364</td>
<td>402</td>
<td>409</td>
<td>376</td>
</tr>
</tbody>
</table>

![Graph showing the total temporary faculty at the branches for different years and categories](image-url)
Summary

Females continue to outnumber males in both undergraduate and graduate programs. Females also seem to be attending in higher numbers at all of the branch campuses. In addition, all ethnic groups have increased between 2003 and 2007 but the number of White, non-Hispanics has decreased since 2005. UNM-main campus, UNM-Gallup, UNM-Taos, and UNM-Valencia continue to have a minority-majority student population.

Third semester retention rates for all groups are between 69% and 84%, however, graduation rates fall-off considerably and are between 29% and 47%. American Indian students demonstrate the lowest graduation rate. These figures indicate that greater retention efforts need to be made between the second year and graduation.

Staff demographic data indicate that White, non-Hispanics are representative across all staff positions with the highest percentage apparent in Executive/Administrative positions and the lowest percentage in Service Worker roles. Hispanics are the next largest ethnic group represented across professions. A small percentage of Hispanics hold Executive/Administrative positions and the highest percentage are in service worker jobs. They are represented almost equally across Professional, Clerical/Secretarial, Technical/Paraprofessional and Skilled Craft Worker positions. The University hires small numbers African-Americans, American Indians and Asians in staff positions.

Seventy-three percent of UNM’s faculty are White, non-Hispanic. Fifty-eight percent of the total tenure-track faculty are male and 42% are female. African-American and American Indian tenure-track faculty are represented at 2%, Asian/Pacific Islanders at 7% and Hispanics make up 11% of the faculty numbers. When non-tenure-track data are examined, male and female representation is equal. The percentages across ethnic/racial groups are fairly consistent with those of tenure-track faculty.

The data analyzed in this report indicates that the goals of the Three-year Diversity Plan are extremely important in improving our progress to diversify our faculty and staff as well as improve the success of all of our students, especially those from underrepresented groups.
2008 - 2009 Diversity Report Card: A report on the demographics of the students, faculty and staff of the University of New Mexico
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Introduction

The Office for Equity and Inclusion (OEI) is responsible for tracking the University of New Mexico’s progress on several diversity measures. These include student enrollment numbers and percentages of undergraduate and graduate students enrolled from all ethnic/racial groups and gender. Since student retention efforts are clearly at the top of the University’s priorities, student second-year retention and graduation rates are also reported. Several measures that address the ethnic/racial representation of faculty and staff are addressed in the second half of the report.

The Office for Equity and Inclusion compiled baseline data for the Diversity Report Card (DRC) in 2007. The 2008-2009 Diversity Report Card is the first published report card for the University of New Mexico. The DRC analyzes and reports representational diversity at the institution over the course of the last five years, 2004-2008. It was important to examine representational diversity data to create an institutional snapshot of the students we serve and the faculty and staff composition. The upcoming 2009-2010 Diversity Report Card will transition into an Equity Scorecard that will enable the Institution to monitor its progress in meeting its diversity goals.
Student Enrollment

Before reviewing the student enrollment demographics at the University of New Mexico (UNM), it is helpful to note the overall demographics of the state of New Mexico. New Mexico is a "minority majority" state as you can see in the chart below. Also important to note is the large percentage of the population that is American Indian compared to the national average of 1%. It is this diverse and unique state — New Mexico — that UNM seeks both to serve and to represent.

Student enrollment is a snapshot of the university demographics as a whole. The university community is quite diverse, but it does not reflect the demographics of the state of New Mexico — a minority majority state. Following the University-wide statistics are the enrollment statistics for the branches: Gallup, Los Alamos, Taos and Valencia.

Graph 1. New Mexico State Demographics

Table 1. Total Fall Enrollment

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td>19,909</td>
<td>19,753</td>
<td>19,219</td>
<td>18,924</td>
<td>19,098</td>
</tr>
<tr>
<td></td>
<td>60%</td>
<td>60%</td>
<td>59%</td>
<td>59%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>13,355</td>
<td>13,162</td>
<td>13,128</td>
<td>13,162</td>
<td>13,634</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>40%</td>
<td>41%</td>
<td>41%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>African American/ Black</strong></td>
<td>703</td>
<td>732</td>
<td>755</td>
<td>799</td>
<td>823</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>American Indian</strong></td>
<td>4,163</td>
<td>3,938</td>
<td>3,830</td>
<td>3,791</td>
<td>4,036</td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
<td>946</td>
<td>958</td>
<td>999</td>
<td>1,046</td>
<td>1,068</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>9,977</td>
<td>10,055</td>
<td>9,998</td>
<td>10,154</td>
<td>10,544</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>31%</td>
<td>31%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>14,636</td>
<td>14,315</td>
<td>14,345</td>
<td>14,050</td>
<td>14,074</td>
</tr>
<tr>
<td></td>
<td>44%</td>
<td>43%</td>
<td>44%</td>
<td>44%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>International</strong></td>
<td>936</td>
<td>903</td>
<td>890</td>
<td>927</td>
<td>971</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>No Response</strong></td>
<td>1,903</td>
<td>2,014</td>
<td>1,530</td>
<td>1,319</td>
<td>1,216</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>33,264</td>
<td>32,915</td>
<td>32,347</td>
<td>32,086</td>
<td>32,732</td>
</tr>
</tbody>
</table>

Graph 2. University-Wide Total Fall Enrollment
### Table 2. Undergraduate Students, Main Campus

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Females</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10,429</td>
<td>10,730</td>
<td>10,446</td>
<td>10,401</td>
<td>10,325</td>
<td></td>
</tr>
<tr>
<td>58%</td>
<td>58%</td>
<td>57%</td>
<td>57%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td><strong>Males</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7,598</td>
<td>7,657</td>
<td>7,741</td>
<td>7,848</td>
<td>8,069</td>
<td></td>
</tr>
<tr>
<td>42%</td>
<td>42%</td>
<td>43%</td>
<td>43%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>524</td>
<td>554</td>
<td>564</td>
<td>583</td>
<td>599</td>
</tr>
<tr>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td><strong>American Indian</strong></td>
<td>1,183</td>
<td>1,192</td>
<td>1,189</td>
<td>1,206</td>
<td>1,231</td>
</tr>
<tr>
<td>7%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
<td>592</td>
<td>630</td>
<td>681</td>
<td>711</td>
<td>732</td>
</tr>
<tr>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>6,258</td>
<td>6,354</td>
<td>6,357</td>
<td>6,470</td>
<td>6,687</td>
</tr>
<tr>
<td>35%</td>
<td>35%</td>
<td>35%</td>
<td>35%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td><strong>White, non-Hispanic</strong></td>
<td>8,269</td>
<td>8,417</td>
<td>8,389</td>
<td>8,355</td>
<td>8,258</td>
</tr>
<tr>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td><strong>International</strong></td>
<td>109</td>
<td>127</td>
<td>149</td>
<td>159</td>
<td>198</td>
</tr>
<tr>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td><strong>No Response</strong></td>
<td>1,092</td>
<td>1,113</td>
<td>858</td>
<td>765</td>
<td>689</td>
</tr>
<tr>
<td>6%</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18,027</td>
<td>18,387</td>
<td>18,187</td>
<td>18,249</td>
<td>18,394</td>
</tr>
</tbody>
</table>

**Graph 3. Undergraduate Students, Main Campus**

```
\begin{figure}
\centering
\includegraphics[width=\textwidth]{undergraduate_students_main_campus.png}
\caption{Undergraduate Students, Main Campus}
\end{figure}
```
Graph 4. Undergraduate Students, Main Campus, 2008

Undergraduate Students, Main Campus, 2008

- African American/Black 4%
- American Indian 1%
- Asian/Pacific Islander 3%
- Hispanic 7%
- White, non-Hispanic 45%
- International 36%
- No Response
Student Enrollment in Graduate Programs
The demographics of all UNM graduate students from all programs together are presented below followed by the demographics of each graduate school individually.

Table 3. Graduate Students Total

<table>
<thead>
<tr>
<th>Graduate Students Total</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>3,492</td>
<td>3,372</td>
<td>3,303</td>
<td>3,246</td>
<td>3,215</td>
</tr>
<tr>
<td>Males</td>
<td>2,573</td>
<td>2,550</td>
<td>2,541</td>
<td>2,517</td>
<td>2,496</td>
</tr>
<tr>
<td>African American</td>
<td>105</td>
<td>92</td>
<td>110</td>
<td>122</td>
<td>124</td>
</tr>
<tr>
<td>American Indian</td>
<td>239</td>
<td>247</td>
<td>261</td>
<td>272</td>
<td>289</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>217</td>
<td>189</td>
<td>197</td>
<td>208</td>
<td>208</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,114</td>
<td>1,147</td>
<td>1,164</td>
<td>1,191</td>
<td>1,157</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>3,363</td>
<td>3,093</td>
<td>3,211</td>
<td>3,111</td>
<td>3,088</td>
</tr>
<tr>
<td>International</td>
<td>682</td>
<td>641</td>
<td>594</td>
<td>585</td>
<td>596</td>
</tr>
<tr>
<td>No Response</td>
<td>345</td>
<td>513</td>
<td>307</td>
<td>274</td>
<td>249</td>
</tr>
<tr>
<td>Total</td>
<td>6,065</td>
<td>5,922</td>
<td>5,844</td>
<td>5,763</td>
<td>5,711</td>
</tr>
</tbody>
</table>
The difference between undergraduate and graduate enrollment by ethnicity is presented below. One immediately noticeable disparity is that of Hispanic students, representing 36% of all undergraduate students and only 20% of all graduate students. Also important to note is that while there are very few international undergraduate students, they make up 10% of graduate students.
Graph 7. Undergraduate/Graduate Student Enrollment by Ethnicity, 2008

Graduate students enrolled in main campus programs such as humanities are presented in the chart below.

Table 4. Graduate Students, Main Campus

<table>
<thead>
<tr>
<th>Graduate Students, Main Campus</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>82</td>
<td>70</td>
<td>81</td>
<td>92</td>
<td>93</td>
</tr>
<tr>
<td>American Indian</td>
<td>169</td>
<td>179</td>
<td>194</td>
<td>199</td>
<td>219</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>112</td>
<td>101</td>
<td>108</td>
<td>110</td>
<td>117</td>
</tr>
<tr>
<td>Hispanic</td>
<td>773</td>
<td>776</td>
<td>775</td>
<td>787</td>
<td>748</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>2,564</td>
<td>2,307</td>
<td>2,430</td>
<td>2,350</td>
<td>2,304</td>
</tr>
<tr>
<td>International</td>
<td>639</td>
<td>601</td>
<td>554</td>
<td>556</td>
<td>567</td>
</tr>
<tr>
<td>No Response</td>
<td>271</td>
<td>404</td>
<td>224</td>
<td>195</td>
<td>183</td>
</tr>
</tbody>
</table>
The other graduate programs include Anderson School of Management, the UNM School of Law, the Medical School and the PharmD program. The demographics of these programs are presented below.

**Table 5. Anderson School of Management**

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>203</td>
<td>197</td>
<td>217</td>
<td>215</td>
<td>236</td>
</tr>
<tr>
<td></td>
<td>43%</td>
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Graph 10. School of Law Students

![Graph showing School of Law Students]  

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Graph 11. Medical School Students

Medical School Students

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Student Enrollment at the Branch Campuses
There are four branch campuses located throughout New Mexico. Each campus is responsive to the unique needs and demographics of the community they serve. The campuses include Gallup, Los Alamos, Taos and Valencia.

Table 9. Gallup

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<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>521</td>
<td>646</td>
<td>638</td>
<td>562</td>
<td>741</td>
</tr>
<tr>
<td></td>
<td>46%</td>
<td>49%</td>
<td>47%</td>
<td>47%</td>
<td>52%</td>
</tr>
<tr>
<td><strong>White, non-Hispanic</strong></td>
<td>421</td>
<td>475</td>
<td>508</td>
<td>440</td>
<td>483</td>
</tr>
<tr>
<td></td>
<td>38%</td>
<td>36%</td>
<td>38%</td>
<td>37%</td>
<td>34%</td>
</tr>
<tr>
<td><strong>International</strong></td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>No Response</strong></td>
<td>84</td>
<td>90</td>
<td>100</td>
<td>88</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,121</td>
<td>1,307</td>
<td>1,353</td>
<td>1,193</td>
<td>1,416</td>
</tr>
</tbody>
</table>

Graph 15. Taos

![Graph showing enrollment trends for Taos Campus from 2004 to 2008](image-url)
Table 12. Valencia

<table>
<thead>
<tr>
<th></th>
<th>2,004</th>
<th>2,005</th>
<th>2,006</th>
<th>2,007</th>
<th>2,008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Females</strong></td>
<td>1,229</td>
<td>1,171</td>
<td>1,110</td>
<td>1,206</td>
<td>1,309</td>
</tr>
<tr>
<td></td>
<td>70%</td>
<td>70%</td>
<td>68%</td>
<td>67%</td>
<td>66%</td>
</tr>
<tr>
<td><strong>Males</strong></td>
<td>516</td>
<td>503</td>
<td>526</td>
<td>601</td>
<td>679</td>
</tr>
<tr>
<td></td>
<td>30%</td>
<td>30%</td>
<td>32%</td>
<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>19</td>
<td>20</td>
<td>17</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>American Indian</strong></td>
<td>57</td>
<td>58</td>
<td>45</td>
<td>61</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
<td>14</td>
<td>17</td>
<td>20</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>955</td>
<td>952</td>
<td>928</td>
<td>1,056</td>
<td>1,127</td>
</tr>
<tr>
<td></td>
<td>55%</td>
<td>57%</td>
<td>57%</td>
<td>58%</td>
<td>57%</td>
</tr>
<tr>
<td><strong>White, non-Hispanic</strong></td>
<td>629</td>
<td>552</td>
<td>573</td>
<td>597</td>
<td>661</td>
</tr>
<tr>
<td></td>
<td>36%</td>
<td>33%</td>
<td>35%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td><strong>International</strong></td>
<td>13</td>
<td>15</td>
<td>10</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>No Response</strong></td>
<td>58</td>
<td>60</td>
<td>43</td>
<td>42</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,745</td>
<td>1,674</td>
<td>1,636</td>
<td>1,807</td>
<td>1,988</td>
</tr>
</tbody>
</table>

Graph 16. Valencia
Freshmen Retention

Freshmen retention is a primary indicator of student success. High retention is reflective of the students’ needs being met and their successes driving their commitment. The measurement presented below is the percentage of entering cohorts enrolled for their third semester. For example, the 2007 entering cohort retention is the percentage that enrolled for fall 2008. The total number of the cohort entering each year is presented above the retention rate of that cohort. Note that this includes full-time freshmen only.

Table 13. Freshman Retention

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Females</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,663</td>
<td>1,720</td>
<td>1,721</td>
<td>1,620</td>
<td>1,639</td>
<td></td>
</tr>
<tr>
<td>78%</td>
<td>79%</td>
<td>76%</td>
<td>78%</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td><strong>Males</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,281</td>
<td>1,303</td>
<td>1,296</td>
<td>1,339</td>
<td>1,216</td>
<td></td>
</tr>
<tr>
<td>71%</td>
<td>72%</td>
<td>72%</td>
<td>75%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>108</td>
<td>81</td>
<td>107</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>78%</td>
<td>81%</td>
<td>78%</td>
<td>75%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td><strong>American Indian</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>142</td>
<td>180</td>
<td>136</td>
<td>160</td>
<td>167</td>
<td></td>
</tr>
<tr>
<td>63%</td>
<td>66%</td>
<td>55%</td>
<td>66%</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>95</td>
<td>115</td>
<td>133</td>
<td>122</td>
<td></td>
</tr>
<tr>
<td>83%</td>
<td>81%</td>
<td>80%</td>
<td>85%</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,101</td>
<td>1,134</td>
<td>1,160</td>
<td>1,082</td>
<td>1,072</td>
<td></td>
</tr>
<tr>
<td>74%</td>
<td>76%</td>
<td>73%</td>
<td>77%</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td><strong>White, non-Hispanic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,353</td>
<td>1,328</td>
<td>1,390</td>
<td>1,360</td>
<td>1,285</td>
<td></td>
</tr>
<tr>
<td>76%</td>
<td>77%</td>
<td>76%</td>
<td>77%</td>
<td>79%</td>
<td></td>
</tr>
</tbody>
</table>
Student Graduation

Another indicator of student success is the rate of student graduation. The measurement presented below is the percentage of the cohort of freshmen entering in 1999-2002 who had graduated by the end of six years. For example, the graduation rate for the 2002 entering freshmen cohort is the percentage who had graduated by spring, 2008.

Table 14. Graduation Rate

<table>
<thead>
<tr>
<th>Graduation Rate</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>44%</td>
<td>45%</td>
<td>47%</td>
<td>48%</td>
</tr>
<tr>
<td>Males</td>
<td>36%</td>
<td>39%</td>
<td>39%</td>
<td>38%</td>
</tr>
<tr>
<td>African American</td>
<td>26%</td>
<td>30%</td>
<td>30%</td>
<td>34%</td>
</tr>
<tr>
<td>American Indian</td>
<td>29%</td>
<td>27%</td>
<td>21%</td>
<td>29%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>48%</td>
<td>42%</td>
<td>45%</td>
<td>47%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>39%</td>
<td>41%</td>
<td>40%</td>
<td>41%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>44%</td>
<td>47%</td>
<td>50%</td>
<td>47%</td>
</tr>
</tbody>
</table>

2 Graduation rates include those students who entered the PharmD program.
Graph 18. Graduation Rate

Graduation Rate (with 2002-2008 rate labeled)
Degrees Awarded
The following demographic information represents the degrees awarded on Main Campus including degrees awarded by the HSC.

Table 15. Bachelors Degrees

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>62</td>
<td>62</td>
<td>65</td>
<td>66</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>American Indian</td>
<td>145</td>
<td>168</td>
<td>169</td>
<td>172</td>
<td>179</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>90</td>
<td>81</td>
<td>75</td>
<td>93</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>872</td>
<td>933</td>
<td>911</td>
<td>968</td>
<td>1003</td>
</tr>
<tr>
<td></td>
<td>31%</td>
<td>33%</td>
<td>32%</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1,505</td>
<td>1,406</td>
<td>1,482</td>
<td>1,501</td>
<td>1,487</td>
</tr>
<tr>
<td></td>
<td>54%</td>
<td>50%</td>
<td>51%</td>
<td>50%</td>
<td>49%</td>
</tr>
<tr>
<td>International</td>
<td>28</td>
<td>30</td>
<td>22</td>
<td>34</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>No Response</td>
<td>75</td>
<td>138</td>
<td>166</td>
<td>165</td>
<td>170</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>2,777</td>
<td>2,818</td>
<td>2,890</td>
<td>2,999</td>
<td>3,052</td>
</tr>
</tbody>
</table>

Graph 19. Bachelors Degrees
### Table 16. Masters Degrees

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>11</td>
<td>22</td>
<td>19</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>33</td>
<td>41</td>
<td>41</td>
<td>40</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>29</td>
<td>31</td>
<td>33</td>
<td>29</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>222</td>
<td>240</td>
<td>263</td>
<td>230</td>
<td>227</td>
</tr>
<tr>
<td></td>
<td>21%</td>
<td>20%</td>
<td>22%</td>
<td>21%</td>
<td>20%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>604</td>
<td>683</td>
<td>651</td>
<td>626</td>
<td>622</td>
</tr>
<tr>
<td></td>
<td>56%</td>
<td>57%</td>
<td>54%</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>International</td>
<td>127</td>
<td>136</td>
<td>141</td>
<td>100</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>12%</td>
<td>11%</td>
<td>12%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>No Response</td>
<td>47</td>
<td>44</td>
<td>67</td>
<td>73</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>4%</td>
<td>6%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>1,073</td>
<td>1,197</td>
<td>1,215</td>
<td>1,110</td>
<td>1,110</td>
</tr>
</tbody>
</table>

### Graph 20. Masters Degrees

![Masters Degrees Graph](image-url)
Table 17. Doctorate Degrees

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African American</strong></td>
<td>9</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>0%</td>
<td>1%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>American Indian</strong></td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>5%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>20</td>
<td>25</td>
<td>16</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>12%</td>
<td>9%</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td><strong>White, non-Hispanic</strong></td>
<td>116</td>
<td>116</td>
<td>91</td>
<td>106</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>59%</td>
<td>57%</td>
<td>50%</td>
<td>57%</td>
<td>55%</td>
</tr>
<tr>
<td><strong>International</strong></td>
<td>38</td>
<td>44</td>
<td>51</td>
<td>38</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>19%</td>
<td>21%</td>
<td>28%</td>
<td>21%</td>
<td>28%</td>
</tr>
<tr>
<td><strong>No Response</strong></td>
<td>5</td>
<td>12</td>
<td>10</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>6%</td>
<td>6%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>195</td>
<td>205</td>
<td>181</td>
<td>185</td>
<td>166</td>
</tr>
</tbody>
</table>

Graph 21. Doctorate Degrees
Staff Demographics

The data presented below comes from the Affirmative Action Plan data, and represents the disparity between the demographics of each staff group. The Executive/Administrative level includes executive, administrative and managerial positions with occupational responsibilities related to management policies or the general business of the institution or a division. This staff group is 2% African American, 2% American Indian, 2% Asian/Pacific Islander, 24% Hispanic and 70% white.

The Professional group includes those who work perhaps in health care, technical, student or administrative support and who have advanced knowledge or education in their field. At the Professional level, of the 1,916 staff members 34% represent minority groups.

Clerical/Secretarial includes staff associated with office or administrative duties including bookkeepers, librarians, etc. Of the Clerical/Secretarial staff group, the percentage of African American, American Indian, Asian/Pacific Islander and Hispanic together increases to 56% of the group.

Skilled Craft Workers include those who require special manual skills and knowledge, including mechanics, electricians, etc. Of the 92 Skilled Craft Workers, only two are women.

Service Workers include cafeteria workers, laborers, security, etc. Of Service Workers, the majority (61%) are Hispanic. Thus, the All Staff Ethnicity chart below masks difference in the ethnic makeup of the different staff group. Gender disparities by group are displayed below in Staff Group: Gender.

Table 18. Staff by Group

<table>
<thead>
<tr>
<th>Staff Group</th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
<th>African American</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exec/Admn (Faculty)</td>
<td>68</td>
<td>30</td>
<td>38</td>
<td>56%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td>16%</td>
</tr>
<tr>
<td>Exec/Admn (Staff)</td>
<td>644</td>
<td>354</td>
<td>290</td>
<td>45%</td>
<td>14%</td>
<td>13%</td>
<td>14%</td>
<td>24%</td>
</tr>
<tr>
<td>Professional</td>
<td>1,916</td>
<td>1,266</td>
<td>650</td>
<td>34%</td>
<td>46%</td>
<td>62%</td>
<td>71%</td>
<td>476</td>
</tr>
<tr>
<td>Clerical/Secretarial</td>
<td>1,400</td>
<td>1,212</td>
<td>188</td>
<td>87%</td>
<td>32%</td>
<td>115%</td>
<td>16%</td>
<td>625</td>
</tr>
<tr>
<td>Technical/Paraprof.</td>
<td>671</td>
<td>396</td>
<td>275</td>
<td>59%</td>
<td>41%</td>
<td>6%</td>
<td>34%</td>
<td>237</td>
</tr>
<tr>
<td>Skilled Craft Worker</td>
<td>92</td>
<td>2</td>
<td>90</td>
<td>98%</td>
<td>0%</td>
<td>1%</td>
<td>0%</td>
<td>41</td>
</tr>
<tr>
<td>Service Worker</td>
<td>600</td>
<td>284</td>
<td>316</td>
<td>33%</td>
<td>14%</td>
<td>45%</td>
<td>5%</td>
<td>367</td>
</tr>
<tr>
<td>Total Staff</td>
<td>5,323</td>
<td>3,514</td>
<td>1,809</td>
<td>34%</td>
<td>112%</td>
<td>270%</td>
<td>130%</td>
<td>1,899</td>
</tr>
</tbody>
</table>
Graph 22. All Staff: Ethnicity

![All Staff: Ethnicity Pie Chart]

Graph 23. Staff Group by Minority Status

<table>
<thead>
<tr>
<th>Staff Group</th>
<th>White (non-minority)</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive/Admin. (Faculty)</td>
<td>52</td>
<td>16</td>
</tr>
<tr>
<td>Executive/Admin. (Staff)</td>
<td>450</td>
<td>194</td>
</tr>
<tr>
<td>Professional</td>
<td>1361</td>
<td>535</td>
</tr>
<tr>
<td>Clerical/secretarial</td>
<td>612</td>
<td>266</td>
</tr>
<tr>
<td>Technical/ Parapro.</td>
<td>370</td>
<td>301</td>
</tr>
<tr>
<td>Skilled Craft Worker</td>
<td>50</td>
<td>42</td>
</tr>
<tr>
<td>Service Worker</td>
<td>169</td>
<td>431</td>
</tr>
<tr>
<td>Total Staff</td>
<td>2912</td>
<td>2411</td>
</tr>
</tbody>
</table>
### Graph 24. Staff Group by Gender

#### Staff Group by Gender

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive/Admin. (Faculty)</td>
<td></td>
<td>120</td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td>650</td>
</tr>
<tr>
<td>Technical/ Parapro.</td>
<td>60</td>
<td>375</td>
</tr>
<tr>
<td>Service Worker</td>
<td>815</td>
<td>1809</td>
</tr>
</tbody>
</table>
Faculty Demographics

Minority faculty presence is the indicator for OEI's Goal 2; however, it is also critical to our other goals. Student success and campus climate are tied to the presence of minority faculty within the university community. Below are the data representing tenure/tenure track, non-tenure track and temporary faculty for the years 2004-2008 for all UNM faculty. Below the total faculty data is presented followed by the faculty data for each campus.

Table 19. Tenure, Tenure-Track Faculty Demographics

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>437</td>
<td>440</td>
<td>449</td>
<td>473</td>
<td>471</td>
</tr>
<tr>
<td></td>
<td>39%</td>
<td>39%</td>
<td>40%</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>696</td>
<td>689</td>
<td>665</td>
<td>655</td>
<td>649</td>
</tr>
<tr>
<td></td>
<td>61%</td>
<td>61%</td>
<td>60%</td>
<td>58%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>13</td>
<td>12</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>American Indian</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>30</td>
<td>29</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Asian/ Pacific Islander</strong></td>
<td>74</td>
<td>76</td>
<td>79</td>
<td>86</td>
<td>92</td>
</tr>
<tr>
<td></td>
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<td>7%</td>
<td>7%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>109</td>
<td>116</td>
<td>119</td>
<td>126</td>
<td>131</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>10%</td>
<td>11%</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>907</td>
<td>882</td>
<td>860</td>
<td>856</td>
<td>833</td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td>78%</td>
<td>77%</td>
<td>76%</td>
<td>74%</td>
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<td><strong>No Response</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>12</td>
<td>15</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,133</td>
<td>1,129</td>
<td>1,114</td>
<td>1,128</td>
<td>1,120</td>
</tr>
</tbody>
</table>
Graph 25. Tenure, Tenure-Track Faculty: Ethnicity

Tenure, Tenure-Track Faculty: Ethnicity

Graph 26. Tenure, Tenure-Track Faculty: Gender
Graph 27. Tenure, Tenure-Track Faculty, 2008

Tenure, Tenure-Track Faculty, 2008

- White
- Hispanic
- Asian/Pacific Islander
- American Indian
- African American
- No Response

Table 20. Non-Tenure-Track Faculty Demographics

<table>
<thead>
<tr>
<th>Non-Tenure-Track Faculty Demographics</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>372</td>
<td>392</td>
<td>410</td>
<td>448</td>
<td>482</td>
</tr>
<tr>
<td>Hispanic</td>
<td>48%</td>
<td>49%</td>
<td>49%</td>
<td>50%</td>
<td>53%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>407</td>
<td>409</td>
<td>419</td>
<td>446</td>
<td>436</td>
</tr>
<tr>
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<td>52%</td>
<td>51%</td>
<td>51%</td>
<td>50%</td>
<td>47%</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>14</td>
<td>18</td>
<td>21</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>17</td>
<td>22</td>
<td>20</td>
<td>23</td>
<td>19</td>
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<tr>
<td>American Indian</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>46</td>
<td>53</td>
<td>59</td>
<td>66</td>
<td>65</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>91</td>
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<td>87</td>
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<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>9%</td>
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<tr>
<td>Non-Tenure-Track Faculty Demographics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>600</td>
<td>620</td>
<td>632</td>
<td>675</td>
<td>704</td>
</tr>
<tr>
<td>Hispanic</td>
<td>77%</td>
<td>77%</td>
<td>76%</td>
<td>76%</td>
<td>77%</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>11</td>
<td>17</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Graph 28. Non-Tenure-Track Faculty: Ethnicity

Non-Tenure-Track Faculty: Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>19</td>
<td>19</td>
<td>65</td>
<td>84</td>
<td>27</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td></td>
<td></td>
<td>50</td>
<td>704</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>704</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Graph 29. Non-Tenure Track by Gender

Non-Tenure Track by Gender

<table>
<thead>
<tr>
<th>Year</th>
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<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>340</td>
<td>340</td>
</tr>
<tr>
<td>2005</td>
<td>360</td>
<td>330</td>
</tr>
<tr>
<td>2006</td>
<td>380</td>
<td>350</td>
</tr>
<tr>
<td>2007</td>
<td>400</td>
<td>370</td>
</tr>
<tr>
<td>2008</td>
<td>420</td>
<td>390</td>
</tr>
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</table>
### Table 21. Temporary Faculty Demographics

<table>
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<tr>
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<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td>634</td>
<td>667</td>
<td>683</td>
<td>673</td>
<td>808</td>
</tr>
<tr>
<td></td>
<td>51%</td>
<td>53%</td>
<td>53%</td>
<td>52%</td>
<td>57%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>598</td>
<td>586</td>
<td>595</td>
<td>613</td>
<td>608</td>
</tr>
<tr>
<td></td>
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<td>47%</td>
<td>47%</td>
<td>48%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>19</td>
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<td>19</td>
<td>18</td>
<td>13</td>
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<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>American Indian</strong></td>
<td>31</td>
<td>44</td>
<td>38</td>
<td>42</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Asian/ Pacific Islander</strong></td>
<td>63</td>
<td>66</td>
<td>73</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>163</td>
<td>171</td>
<td>192</td>
<td>188</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>13%</td>
<td>14%</td>
<td>15%</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>931</td>
<td>921</td>
<td>920</td>
<td>891</td>
<td>959</td>
</tr>
<tr>
<td></td>
<td>76%</td>
<td>74%</td>
<td>72%</td>
<td>69%</td>
<td>68%</td>
</tr>
<tr>
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<td>25</td>
<td>28</td>
<td>36</td>
<td>72</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,232</td>
<td>1,253</td>
<td>1,278</td>
<td>1,286</td>
<td>1,416</td>
</tr>
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</table>
Graph 30. Temporary Faculty Demographics: Ethnicity

Temporary Faculty Demographics: Ethnicity

- African American
- American Indian
- Asian/Pacific Islander
- Hispanic
- White
- No Response

Graph 31. Temporary Faculty: Gender

Temporary Faculty: Gender

- Female
- Male

- 2004
- 2005
- 2006
- 2007
- 2008
Faculty Demographics at Main Campus

Main campus demographics are presented first, followed by the faculty demographics for Gallup, Los Alamos, Taos, Valencia, and then for those four branch campuses combined. Main Campus faculty does not include faculty at the School of Medicine.

Table 22. Total Tenure, Tenure-Track Faculty, Main Campus

<table>
<thead>
<tr>
<th>Total Tenure, Tenure-Track Faculty, Main Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>African American</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>American Indian</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Asian/ Pacific Islander</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
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<tr>
<td></td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>No Response</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Table 23. Total Non-Tenure-Track Faculty, Main Campus

<table>
<thead>
<tr>
<th>Total Non-Tenure-Track Faculty, Main Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>African American</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>American Indian</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Asian/ Pacific Islander</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>White</td>
</tr>
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</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Table 24. Total Temporary Faculty, Main Campus

<table>
<thead>
<tr>
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<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>379</td>
<td>390</td>
<td>418</td>
<td>420</td>
<td>517</td>
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<tr>
<td></td>
<td>50%</td>
<td>53%</td>
<td>55%</td>
<td>53%</td>
<td>56%</td>
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Graph 32. Main Campus Faculty Total

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Main Campus Faculty Total
Faculty Demographics at Each Branch Campus

At each branch campus, faculty demographics are different; however, the majority of faculty members at each campus is white.

Table 25. Gallup: Total Tenure-Track Faculty

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Graph 33. All Gallup Faculty

All Gallup Faculty

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Table 26. Gallup: Total Non-Tenure-Track Faculty

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Table 27. Gallup: Total Temporary Faculty

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### Table 27. Los Alamos: Total Tenure Track Faculty

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### Table 28. Los Alamos: Total Non-Tenure-Track Faculty

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<td>103</td>
<td>124</td>
</tr>
</tbody>
</table>

Table 29. Los Alamos: Total Temporary Faculty
Graph 34. Los Alamos Total Faculty

Table 30. Taos: Total Tenure-Track Faculty

<table>
<thead>
<tr>
<th>Taos: Total Tenure-Track Faculty</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
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<td>6</td>
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<td>7</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>White</td>
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<td>1</td>
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<td>5</td>
<td>5</td>
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<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>9</td>
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<td>10</td>
</tr>
</tbody>
</table>
### Table 31. Taos: Total Non-Tenure-Track Faculty

<table>
<thead>
<tr>
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<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
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<tr>
<td><strong>Female</strong></td>
<td>5</td>
<td>4</td>
<td>50%</td>
<td>44%</td>
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</tr>
<tr>
<td><strong>Male</strong></td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
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<tr>
<td><strong>African American</strong></td>
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<td>11%</td>
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</tr>
<tr>
<td><strong>American Indian</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Asian/ Pacific</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Islander</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
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<td>1</td>
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</tr>
<tr>
<td></td>
<td>30%</td>
<td>33%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>5</td>
<td>4</td>
<td>50%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td><strong>No Response</strong></td>
<td>1</td>
<td>1</td>
<td>10%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>9</td>
<td>1</td>
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<td>0</td>
</tr>
</tbody>
</table>

### Table 32. Taos: Total Temporary Faculty

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td>48</td>
<td>49</td>
<td>50</td>
<td>53</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>56%</td>
<td>49%</td>
<td>50%</td>
<td>50%</td>
<td>54%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>37</td>
<td>50</td>
<td>51</td>
<td>52</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>44%</td>
<td>51%</td>
<td>50%</td>
<td>50%</td>
<td>46%</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>1</td>
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<td>2</td>
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<tr>
<td></td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>American Indian</strong></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td></td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Asian/ Pacific</strong></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Islander</strong></td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>25%</td>
<td>26%</td>
<td>30%</td>
<td>25%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>55</td>
<td>63</td>
<td>61</td>
<td>68</td>
<td>68</td>
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<tr>
<td></td>
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<td>61%</td>
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<td>3%</td>
<td>4%</td>
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<tr>
<td><strong>Total</strong></td>
<td>85</td>
<td>99</td>
<td>101</td>
<td>105</td>
<td>112</td>
</tr>
</tbody>
</table>
Graph 35. All Taos Faculty

All Taos Faculty

- Females: 64, 2004; 58, 2005
- Males: 58, 2004; 64, 2005
- African American: 11, 2004; 11, 2005
- American Indian: 3, 2004; 3, 2005
- Asian/Pacific Islander: 1, 2004; 1, 2005
- Hispanic: 33, 2004; 73, 2005
- White, non-Hispanic: 9, 2004; 9, 2005
- No Response: 9, 2004; 9, 2005

Table 32. Valencia: Total Tenure-Track Faculty

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>9</td>
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<td></td>
<td>60%</td>
<td>64%</td>
<td>63%</td>
<td>53%</td>
<td>53%</td>
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<tr>
<td>Male</td>
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<td>5</td>
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<td>8</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>36%</td>
<td>38%</td>
<td>47%</td>
<td>47%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>African American</th>
<th>American Indian</th>
<th>Asian/ Pacific Islander</th>
<th>Hispanic</th>
<th>White</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>14</td>
<td>16</td>
<td>17</td>
<td>17</td>
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<td>1</td>
</tr>
</tbody>
</table>

Table 33. Valencia: Total Non-Tenure-Track Faculty

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<tbody>
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<td>9</td>
<td>7</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>60%</td>
<td>69%</td>
<td>58%</td>
<td>63%</td>
<td>70%</td>
</tr>
<tr>
<td>Male</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>31%</td>
<td>42%</td>
<td>38%</td>
<td>30%</td>
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</tbody>
</table>

<table>
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<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
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<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/ Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>23%</td>
<td>33%</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>White</td>
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<td>65%</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 34. Valencia: Total Temporary Faculty

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>54</td>
<td>60</td>
<td>57</td>
<td>49</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>64%</td>
<td>62%</td>
<td>65%</td>
<td>62%</td>
<td>64%</td>
</tr>
<tr>
<td>Male</td>
<td>31</td>
<td>37</td>
<td>31</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>36%</td>
<td>38%</td>
<td>35%</td>
<td>38%</td>
<td>36%</td>
</tr>
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<td>African American</td>
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<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
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<td>24</td>
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<td>29</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>28%</td>
<td>33%</td>
<td>33%</td>
<td>34%</td>
<td>33%</td>
</tr>
<tr>
<td>White</td>
<td>59</td>
<td>57</td>
<td>55</td>
<td>46</td>
<td>53</td>
</tr>
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<td></td>
<td>69%</td>
<td>59%</td>
<td>63%</td>
<td>58%</td>
<td>58%</td>
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<tr>
<td>No Response</td>
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<td>4</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>4%</td>
<td>2%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>97</td>
<td>88</td>
<td>79</td>
<td>91</td>
</tr>
</tbody>
</table>

Graph 36. All Valencia Faculty

![All Valencia Faculty Chart]
The branch campuses taken together have a more diverse faculty than Main Campus alone. Below are the demographics of the branch faculty taken together.

### Table 35. Total Tenure, Tenure-Track Faculty at the Branches

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td>34</td>
<td>31</td>
<td>37</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>28</td>
<td>25</td>
<td>32</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>American Indian</strong></td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>50</td>
<td>43</td>
<td>48</td>
<td>46</td>
<td>45</td>
</tr>
<tr>
<td><strong>No Response</strong></td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>62</td>
<td>56</td>
<td>66</td>
<td>63</td>
<td>64</td>
</tr>
</tbody>
</table>

### Graph 37. Total Tenure, Tenure-Track Faculty at the Branches

![Graph showing total tenure, tenure-track faculty at the branches](image-url)
Table 36. Total Non-Tenure-Track Faculty at the Branches

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>36</td>
<td>38</td>
<td>33</td>
<td>39</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>55%</td>
<td>56%</td>
<td>57%</td>
<td>59%</td>
<td>63%</td>
</tr>
<tr>
<td>Male</td>
<td>30</td>
<td>30</td>
<td>25</td>
<td>27</td>
<td>25</td>
</tr>
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<td></td>
<td>45%</td>
<td>44%</td>
<td>43%</td>
<td>41%</td>
<td>37%</td>
</tr>
<tr>
<td>African American</td>
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<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>American Indian</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
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<td>1</td>
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<td></td>
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<td>0%</td>
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<td>10</td>
<td>11</td>
<td>10</td>
</tr>
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<td></td>
<td>18%</td>
<td>16%</td>
<td>17%</td>
<td>17%</td>
<td>15%</td>
</tr>
<tr>
<td>White</td>
<td>49</td>
<td>51</td>
<td>42</td>
<td>44</td>
<td>47</td>
</tr>
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<td></td>
<td>74%</td>
<td>75%</td>
<td>72%</td>
<td>67%</td>
<td>70%</td>
</tr>
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<td>1</td>
<td>3</td>
<td>3</td>
</tr>
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<td>1%</td>
<td>2%</td>
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</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>68</td>
<td>58</td>
<td>66</td>
<td>67</td>
</tr>
</tbody>
</table>

Graph 38. Total Non-Tenure Track Faculty at the Branches
Table 37. Total Temporary Faculty at the Branches

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>38</td>
<td>33</td>
<td>39</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>55%</td>
<td>56%</td>
<td>57%</td>
<td>59%</td>
<td>63%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
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<td>27</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>45%</td>
<td>44%</td>
<td>43%</td>
<td>41%</td>
<td>37%</td>
</tr>
<tr>
<td><strong>African American</strong></td>
<td></td>
<td></td>
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Graph 39. Total Temporary Faculty at the Branches
Summary

Female students continue to outnumber male students in both undergraduate and graduate programs. Females also seem to be attending in higher numbers at all of the branch campuses. In addition, all ethnic groups have increased between 2004 and 2008, but the number of White, non-Hispanics, has decreased since 2005. UNM-Main Campus, UNM-Gallup, UNM-Taos, and UNM-Valencia continue to have a minority-majority student population.

Third semester retention rates for all groups are between 69% and 84%, however, graduation rates fall-off considerably and are between 29% and 47%. American Indian students demonstrate the lowest graduation rate. These figures indicate that greater retention efforts need to be made between the second year and graduation.

Staff demographic data indicate that White, non-Hispanics, are represented across all staff positions with the highest percentage evident in Executive/Administrative (faculty) positions and the lowest percentage in Service Worker positions. Hispanics are the next largest ethnic group represented across professions. A small percentage of Hispanics hold Executive/Administrative (faculty) positions and the highest percentages are in Service Worker roles. At around 25%, Hispanics are represented almost equally within Professional and Executive/Administrative (staff) positions. In comparison, the representation of African-Americans, American Indians, and Asian-Americans is small.

Seventy-three percent of UNM’s faculty are White, non-Hispanic. Fifty-eight percent of the total tenure-track faculty are male and 42% are female. African-American and American Indian tenure-track faculty are represented at 2%, Asian/Pacific Islanders at 7% and Hispanics make up 11% of the faculty numbers. When non-tenure-track data are examined, male and female representation is equal. The percentages across ethnic/racial groups are fairly consistent with those of tenure-track faculty.

The data analyzed in this Report Card indicates that the goals of the Three-year Diversity Plan which includes the recruitment and retention of underrepresented faculty and staff are critically important to the University of New Mexico. While the representation of underrepresented students mirrors the state population, the workforce at the University does not.
Appendix F

Presentation to President's Strategic Advisory Team

Office for Equity and Inclusion
November 23, 2010

...diversity officers assist higher education to fully integrate diversity into the core of the academic mission and institutional functioning. Diversity efforts in higher education foster inclusive excellence and leverage the many dimensions of difference to positively impact work and learning environments. This requires intentional and ongoing engagement within the academic enterprise. It also includes students, faculty, staff, and administrators, as well as systems and structures such as strategic planning, curriculum, and academic and operational policies. (NADOHE, November 2010, Letter to Chronicle)

Background

The Office for Equity and Inclusion (Previously known as the Division of Institutional Diversity) was created in 2007 by President Schmidly. Establishing a unit that would focus on institution-wide diversity initiatives, equity and inclusion, provided opportunities for directed and strategic efforts in advancing the University's core value of diversity. All of our peer institutions have an Office of Diversity and define diversity to include ethnicity, race, culture, language, gender, exceptionality, sexual orientation, gender identity, and religion. In addition, an institution-wide focus on diversity corresponds with the University's mission, vision and core values in serving a minority-majority state and nationally changing demographics, while responding to our accreditation organization's (Higher Learning Commission) requirements to address institutional diversity. Institutional diversity initiatives in institutions of higher education must be inclusive in addressing faculty, staff, students, community engagement and campus climate.

Prior to the formation of the Office for Equity and Inclusion, several task forces had been charged with addressing issues and concerns voiced by faculty, staff and students about the lack of attention to UNM's diversity. The task forces included an American Indian Task Force, Hispanic Task Force, African American Task Force and Campus Climate Task Force. The concerns voiced by these groups were partially motivated by three hate/bias incidents that had occurred on and near the campus in 2006 through 2007.

In 2007, President Schmidly appointed an interim vice president for the Office of Institutional Diversity, Dr. Rita Martinez-Purson. Through her leadership a three-year diversity plan with eight goals were developed. These goals are presently being implemented by the Vice President for the Office for Equity and Inclusion. The eight goals are broad and overarching (see Self-Study). They address: recruitment and retention of faculty, staff and students; professional and leadership development in creating greater awareness and response to diversity; creating a campus climate that is equitable, inclusive and
responsive to all forms of diversity; demonstrating accountability for diversity initiatives; communicating about concerns, needs and the impact of the work being accomplished across campus; and building partnerships and collaboration within the university and externally in connecting the work to advance diversity, equity and inclusion.

In 2008, when the permanent VP for Equity and Inclusion came on board, a Diversity Plan was in place, a budget of $500,000 was made available (that sum has dwindled down to $434,709 with the budget cuts). In addition, the units that would report to OEI were also already established. This included the Office of Equal Opportunity, African American Student Services, El Centro de la Raza, and American Indian Student Services. Neither, the Women's Resource Center, which addresses gender issues, nor Accessibility Resource Center, which addresses disability or exceptionality were placed under OEI, they remain under the organizational structure of the VP for Student Affairs.

Accomplishments and Challenges 2008-2009

Early in 2008 discussions about impending budget cuts began. With the uncertainty of the budget, staff hiring was postponed until operational needs and the nature of cuts could be determined.

For one year the VP, administrative assistant and two graduate assistants began to roll out the diversity plan. This plan was broad and required the VP's attention to faculty, staff, student, campus climate, community partnerships and university-wide initiatives.

The first year, much focus was placed on the incorporation of the three Ethnic Student Services Centers and the Office of Equal Opportunity as partners in addressing diversity on the campus. The Office of Equal Opportunity would provide data and reports that would pinpoint issues that needed to be addressed. In addition, while the Ethnic Student Services Centers were direct service providers to underrepresented students, there was great opportunity for greater collaboration with the ethnic studies programs and other academic programs, with enrollment management, with programs under student affairs, and with other entities on campus and in the community. These collaborations could expand and enrich the offerings by the Ethnic Student Services Programs and become the nucleus for diversity initiatives on campus. In addition, programs existed within the Ethnic Centers that could serve as national models and receive external funding. This was especially important since the Ethnic Centers were not adequately funded through I&G and relied heavily on legislative funding. With the looming reduction in funding from the legislature, it became critical for the centers to consider other sources of funding. A consultant was hired by OEI to work closely with the Ethnic Student Services Centers to identify needs, provide information on best practices, and identify programs that could be funded. In addition, the Centers were directed to live within their budget. Previously, it was common for the Centers to request
additional funding for projects and programs from the Provost’s, VPs’ and President’s Offices. This was no longer an option as resources were drying up everywhere. The first year, the VPOEI provided them with additional funding to support their efforts. Accountability measures, expected student outcomes and an assessment plan were also required of all three Ethnic Centers. The Office of Equal Opportunity as a compliance office had accountability measures clearly delineated.

The first year the VP began building partnerships across campus and in the community, established the Diversity Advisory Council, and forging relationships with student organizations.

The second semester of the first year a program specialist was hired and she was able to bring expertise in training to her work with OEI. She provided training to various groups across campus and also focused on forging OEI’s relationship with faculty. Unfortunately, at the middle of the spring semester, she notified the VP that she was accepting a teaching position at CNM and she left at the end of the semester. This created a huge gap in building-on the momentum that had been created the first semester.

The following highlighted activities were accomplished during the year:

- **Wrote two grants** (e pluribus unum and Lumina)
- **Worked with enrollment management to establish** the first National American Indian Merit Scholars Program and to recruit more students into the Hispanic Scholars Programs
- Partnered with several entities on campus to **bring awareness and engage discussion on topics of diversity, gender equity, social justice and topics relevant to underrepresented faculty**
- Provided **outreach to branch campuses**
- **Developed the Diversity Report Card** as a reporting mechanism for race and ethnicity data on faculty, staff and students
- Established a **Hate/Bias Task Force** to develop a process for capturing and reporting hate/bias incidences on campus
- Developed the **Hate Incidence Reporting Document**
- Established a relationship with EOD to address **staff training on diversity topics**
- Researched practices by other institutions of higher education in the recruitment and retention of underrepresented faculty and established best practices
- Developed with OEO a **Faculty Hiring Toolkit** which serves as training and to inform faculty search committees about best practices in recruiting and hiring underrepresented candidates for faculty positions
- Began a **process to provide incentives for deans and department chairs in the hiring of underrepresented minorities and women** (funding was provided by a Regents’ endowment and a one-time only allocation)
• Worked with Provost and Deputy Provost on prioritizing equity and underrepresented/under-utilized minority hires in the hiring plans submitted by deans
• Faculty Recruitment and Retention Efforts resulted in the following (see insert 1):
  o 3 retention efforts for underrepresented faculty (1 NA female, 2 AA females)
  o 3 hires of underrepresented faculty (1 AA male, 2 NA males and 1 additional offer was extended for a NA male, but was not accepted)

**Accomplishments and Challenges 2009 to 2010**

In the Spring of 2010 a program specialist was hired to assist the vice president in fundraising, grant-writing, training and other initiatives. After the second wave of cuts and a forecast that additional cuts were forthcoming, the program specialist was terminated during his probationary period because there was uncertainty as to whether the Office could sustain his position. Four Graduate Assistants were hired with accommodations on a semester-by-semester basis.

During 2009 to 2010 the VP continued to work with the Ethnic Centers to make progress with accountability and reporting measures. Advisortrack was being used by the College of Arts and Sciences, Athletics Department and University College to track advising, referrals and other student support activities. The VP negotiated the use of Advisortrack for the Ethnic Student Services Centers. In addition, a graduate assistant was hired to assist with the training and **implementation of Advisortrack with the Ethnic Centers.** Year-long planning, recoding the system to fit the Ethnic Centers needs and implementation of its use required the assistance of the graduate assistant and Rita Abeyta, the part-time Applications Support Specialist that is shared between OEI, OIR, and Faculty Contracts Office. The implementation of Advisortrack was critical in establishing a common database and data reporting system for the three Ethnic Centers, since reporting was unit specific and data had been inconsistent or nonexistent.

In order to further address faculty concerns, the VP **met with the Black Faculty Alliance, the Alliance for Faculty Diversity, American Indian Faculty Council, and the Southwest Hispanic Research Institute faculty associates.** As a faculty member, the VP was invited to join SHRI as an associate. These ties have allowed for greater interaction with faculty leaders and have informed the work of the Office for Equity and Inclusion as well as established next steps. Unfortunately, these faculty meetings do not occur regularly.

As co-chair of the Title V Steering Committee, the VP **began to integrate faculty development activities more fully into the work of OEI in collaboration with**
OSET and Title V. This would ensure institutionalization of many of the activities that would otherwise end, once the Title V grant ended.

The VPOEI became part of team in assisting with the formulation of the Title V grant that would target underrepresented graduate student initiatives (grant was funded in fall 2010 and resides in OGS).

A one-day Diversity Showcase was held to highlight diversity activities and programs on campus. Approximately 20 entities from main and north campus participated. In addition, presentations by faculty were held during the course of the day. This was the first time in over a decade that such an activity was held.

The First Annual Diversity Celebration and Fundraising Dinner was held and over 300 individuals attended. The Presidential Luminaria Awards were established and awarded to faculty, staff, students and community members/organizations who had demonstrated leadership in supporting diversity, equity, inclusion or social justice at UNM. Not only was this a celebration, it also was an opportunity for the University to take note of the work and partnerships that were actively promoting our institutional value of diversity.

The Higher Learning Commission’s evaluation recommendations had indicated that a greater focus needed to be directed at the recruitment and retention of African American students at UNM. This recommendation led to the beginning of a plan that would direct these activities. The Provost’s Office, OEI, the VP for Enrollment Management and Scott Carreathers, Director of African American Student Services, began developing the plan in August.

Sponsorship and support for student, staff and faculty activities promoting diversity continued throughout the year.

At the end of the spring 2010 semester, OEI supported a student proposal to establish a Lesbian, Gay, Transgender, Bisexual and Questioning Resource Center (LGBTQRC). Given the budgetary constraints of the Office for Equity and Inclusion, the Center was to be established with student fees and was developed for presentation to the Student Fee Review Board. The students rallied for the establishment of the center and it was ultimately approved by the Board of Regents (despite concerns about SFRB supporting new initiatives). The Center was viewed as a real victory for students and through the establishment of the center, the LGBTQ faculty, staff and student population at UNM was now being served. This has brought tremendous interest and collaborative opportunities with the community.

In the summer of 2010, a day and a half training session was presented by the VP to train intake staff for the Hate/Bias Reporting Centers. The training included information on the definitions, the law and the UNM reporting procedures. Intake Centers to report any hate/bias incidence on campus had been designated in the
Hate/Bias Incidence Reporting Procedures. These included El Centro, AASS, AISS, OEO, Title V, Women's Resource Center, the Police Department, the LGBTQ Resource Center, Health Sciences Center and OEI. Staff from all of the Intake Centers was trained during the training session.

Training on the Faculty Hiring Toolkit continued through the Office of Equal Opportunity. Through more deliberate attempts at diversifying the faculty and with the incentives that were being provided the following faculty hires were made:

• 1 AA/female was hired in Architecture and Planning
• 1 female equity hire was made in electrical engineering
• 1 Hispanic/male was hired in psychology
• 1 NA/female was hired in American Studies
• 2 Hispanic females were hired, one in sociology and one in computer science
• 2 Hispanic males were hired, one in business administration and the other in Spanish & Portuguese

As a recruitment strategy for underrepresented faculty, a post-doctoral fellowship program was developed and advertised in the spring. It yielded 35 applications from across the country.

The NMHED Minority Loan for Service Program was brought under the Office for Equity and Inclusion. This allows the University to identify stellar underrepresented graduate student to go elsewhere to receive their doctorates and return to UNM as tenure-track faculty.

Accomplishments and Challenges Fall 2010

One of the greatest accomplishments of this semester has been the establishment of the Diversity Post Doctoral Fellows Program. Three Post Doctoral Fellows were selected with the assistance and collaboration of a committee appointed by Faculty Senate: Dr. Jessica Metcalf, Chippewa from North Dakota (Department of Anthropology and Native American Studies); Dr. Olivia Navarro-Farr, Mexican American from Texas (Department of Anthropology); and Dr. Charles Becknell, African American from UNM (Department of Language Literacy and Sociocultural Studies and Africana Studies). These individuals have brought tremendous energy and expertise to their academic departments. As they work on their research agenda they are mentoring students, building their academic portfolio and presenting their research.

The rest of this year's projects can be more explicitly reviewed in Appendix B of the self-study (see attached).

Pros and Cons of Merging with Enrollment Management or Student Affairs
Pros

- Application versus yield of students of color applicants could be more closely monitored and addressed through the Ethnic Centers
- Recruitment and relationship-building activities of the Ethnic Centers would be more closely aligned with the efforts of enrollment management
- There could be greater collaboration with student affairs programs that address the needs of underrepresented students such as Trio, Ron McNair, CEP, etc.
- Diversity programs that were previously initiated by Student Affairs to fill a void would become part of an institutional movement to address diversity rather than hanging in isolation and without any real ties to institutional effectiveness or institutional change toward diversity, equity, inclusion or social justice.
- Transfer initiatives to address branch campus transfer of their predominantly underrepresented students could become more targeted.
- Student focused activities could be supported through Student Affairs.
- The Office of Student Affairs' more abundant budget would greatly benefit the support of student activities tied to diversity and their impact could be monitored and evaluated over time.
- There would be greater progress overall on the recruitment and retention of underrepresented students because the focus would be deliberate and data-driven.

Cons

- Faculty, staff and university-wide diversity initiatives would be lost. In order to create inclusive excellence, CDOs must incorporate academic affairs and staff. Many of the initiatives that will support student success require knowledge of academic affairs and integration of academic affairs in those efforts, i.e., more inclusive pedagogy, cultural competence in the curriculum, research opportunities that engage the interest of students of color, research that involves communities of color, community engagement that is embedded in academic programs, etc.
- Nationally, none of the Offices of Diversity or CDOs are integrated with enrollment management or student affairs, they may be coupled with community engagement, but they are typically stand-alone units that work collaboratively across the institution and collaborate with Student Affairs and Enrollment Management on issues pertaining to students. These collaborative efforts are already occurring with Enrollment Management.
- Accreditation agencies require that diversity become firmly embedded across all sectors of the institution, not just student affairs and enrollment management. While no one can disagree that students are our primary interest, institutional valuing of diversity is much broader than those focused
on service to students because academics will impact student recruitment, retention and success, as will campus climate.

- **University-wide training and professional development opportunities around diversity would not have as broad a scope or would be non-existent in enrollment management and student affairs.** While OEI can bring such targeted training to EM or SA, the broader scope and dialogue necessary to address the myriad of topics in the diversity, equity and inclusion area could not be carried out by EM or SA because it is not part of their function.

- **The Equity Scorecard and other measures that address institutional progress toward diversity would not have a place in EM or SA.**

- **Faculty hiring efforts that focus on diversifying our faculty would not be part of the role of EM or SA.**

- **Development activities to support broad diversity initiatives would not be part of the activities for either EM or SA.**

### A Sampling of the Work that Still Needs to Be Done

- National trends indicate that institutions of higher education will continue to see an increase in minority populations (ACE, Minorities in Higher Education, 2010; also see November 21 NADOHE letter to the Chronicle). At UNM all diverse ethnic groups are increasing while White/Non-minority students are decreasing. **As an institution we will continue to be faced with creating an environment that will ensure the success of an increasingly diverse student population.** This is not exclusively the role of student affairs, but necessitates a coordinated effort with an understanding of diversity and involves academic affairs, faculty, staff and programs across the institution.

- While the undergraduate student representation is closer to the ethnic representation in the state, the graduate student numbers are much lower. A **concerted effort will need to be made to recruit more underrepresented students into graduate programs** in order build the pipeline for representation in careers (this includes faculty).

- Freshman retention rates are not bad for underrepresented students (AA 75%, Al 69%, H 76%), however, graduation rates are extremely low (AA 34%, Al 29%, H 41%). **Efforts have to be made to retain students between their 2nd and 4th years.**

- **Staff at higher ranks are not very diverse.** Seventy-three percent are White/Non-minority. This will need to be examined more closely.

- **Greater efforts will need to be made to connect underrepresented transfer students to UNM early in their programs.**

- **Extended University will need to expand degree offerings to the Branch Campuses if we are to capture place-bound underrepresented students.**

- UNM is unique as a Hispanic Serving Institution with a Research Extensive Carnegie designation and a medical and law school. **We should lead the**
country in degrees awarded to Hispanics and American Indians in many more disciplines.

- We need to continue our efforts to attract and retain underrepresented tenure-track faculty and women. We presently have 2% AA, 2% AI, 12% Hispanic, 8% Asian/PI, 74% White. There is greater gender balance, however, in some departments there is great disparity in gender representation.

- More females are non-tenure track than males. We need to examine this disparity to determine whether inequitable practices are creating this difference.

- At some institutions of higher education, greater involvement and communication about diversity work is accomplished by presidential commissions (LGBT, People of Color, Status of Women, Status of People with Disabilities). OEI needs to develop university-wide mechanisms for involvement and communication.
I. DEPARTMENT MISSION

II. 2009/10 DEPARTMENT GOALS

III. PROGRAMS AND SERVICES

IV. DIRECTOR & STAFF COMMITTEE PARTICIPATION

V. STATISTICAL OVERVIEW

VI. PROPOSED 2010/2011 DEPARTMENT GOALS
I. Department Mission

American Indian Student Services (AISS) supports the empowerment of tribal citizens and strives to enhance the quality of life in indigenous communities by producing quality academic and student support services, meaningful cultural programming, and distinctive constituent relationships. AISS provides student support services for American Indian students attending the University of New Mexico-Main Campus in an effort to ensure academic achievement and assist in the development of personal, cultural, and social success. AISS's primary focus is on directly impacting the recruitment and retention of American Indian students attending the University of New Mexico-Main Campus and providing a suite of general operating functions including, but not limited to:

- Academic Advisement
- Community & Service-Learning Opportunities
- Computer & Printing Pod
- Crisis Intervention
- Cultural Programming
- Financial Aid & Scholarship Advisement and Assistance
- Leadership Development
- LISTSERV & Social Media Announcements
- Mentorship
- Recruitment & Outreach Programs
- Social Events
- Student Advocacy
- Tutoring
- UNM Chartered Native Student Organization Support/Assistance
- Volunteerism

American Indian Student Services coordinates and leads numerous constituent initiatives through:

- Serving as a liaison for American Indian students attending local high schools and schools located on or near tribal reservations as well as prospective transfer students attending New Mexico tribal and community colleges.
- Coordinating and implementing information updates and professional development seminars for and with New Mexico Tribal Higher Education Commission Directors.
- Providing regular and meaningful consultation and collaboration with New Mexico Tribal Leaders.
- Management oversight of the awarding of the UNM-MOU Tuition Scholarship initially created in 1994 by the establishment of a Memorandum of Understanding between New Mexico Tribes and the University of New Mexico.
II. 2009/10 DEPARTMENT GOALS

- **INCREASE THE NUMBER OF PARTICIPANTS IN THE AMERICAN INDIAN SUMMER BRIDGE (AISB) PROGRAM BY A MINIMUM OF 10% FROM THE PREVIOUS YEAR.**

  **Assessment/Results:** Twenty-five applicants were provisionally accepted initially however, nine were eventually declined due to insufficient ACT and COMPASS Scores, and an additional two students ultimately determined participation would not be possible due to other commitments. The 2010 AISB cohort consisted of 14 students representing 16 tribes, and 9 New Mexico High Schools. Students were enrolled in and completed the following courses: ENGL 298: Workshops in Literature and Writing, NATV 150: Introduction to Native American Studies, Math 120: Intermediate Algebra, and Math 106: Intermediate Algebra Math Lab. The average grade point average of the 2010 cohort was 3.67.

- **INCREASE THE NUMBER OF PARTICIPANTS IN THE AISB SIDEKICKS MENTORING PROGRAM BY A MINIMUM OF 10% FROM THE PREVIOUS YEAR.**

  **Assessment/Results:** The 2009-10 Sidekicks cohort consisted of sixty-two (62) students representing 16 tribes, 5 states, 25 academic majors, 26 student organizations and ranging in age from 17 to 36. This represents a 13% increase from the previous year.

- **EXPAND COLLABORATIVE EFFORTS WITH THE CENTER FOR ACADEMIC PROGRAM SUPPORT (CAPS) TO ENHANCE EXISTING PROGRAMMATIC INITIATIVES AND DEVELOP PROFESSIONAL DEVELOPMENT OPPORTUNITIES.**

  **Assessment/Results:** A formal partnership was initiated in August 2009 and resulted in AISB serving as a satellite operation for the Center for Academic Program Support (CAPS) Writing and Navajo Language Drop-in Tutoring. The AISB computer labs provide additional support to CAPS by having Navajo Font, Navajo Diction Software, and Navajo Sentence Machine Software available as a supplemental resource. Additional Math Hard Science and Math tutoring was added in January 2010. During the 2009-10 academic year, AISB recorded 1616 student visits specifically for tutoring and study support services.

- **FILL THE EXISTING PRE-MAJOR ADVISOR VACANCY AND ESTABLISH AN EXPANDED COMPREHENSIVE ADVISEMENT PLAN FOR THE ACADEMIC YEAR.**

  **Assessment/Results:** The search process began in late July 2009 and concluded with the selected candidate assuming their duties on September 8, 2009.

- **CONTINUE FUNDRAISING EFFORTS FOR THE AISB AND AMERICAN INDIAN STUDENT RETENTION ENDOWMENT.**

  **Assessment/Results:** Profits from the 4th Annual Uniting Native Minds Golf Tournament exceed its $40,000 target goal. A total of $42,000 was added to the endowment in June 2010.

- **COLLABORATE WITH EDUCATION ASSOCIATIONS & ORGANIZATIONS TO SECURE HOSTING AND COORDINATING OPPORTUNITIES FOR NATIONAL INDIAN CONFERENCES AND/OR PROFESSIONAL DEVELOPMENT OPPORTUNITIES ON THE UNM CAMPUS.**

  **Assessment/Results:** AISB was successful in securing the organizing and host responsibilities for the 2010 College Board Native American Student Advocacy Institute on April 19-20, 2010. The initiative was designed to identify the challenges faced by American Indian students and showcase best practices across the country that demonstrate existing opportunities in the creation of new pathways for success. Over 300 attendees from 32 states comprised of researchers, policymakers, and educational practitioners; and representatives from K-12 schools, two-year colleges, tribal colleges, and four-year institutions collaborated and shared effective strategies to support American Indian students in higher education. The 2010 NASAl Conference was the largest gathering of this particular College Board effort and provided UNM significant national exposure. AISB Director Pam Agoyo served as National Co-Chair of the event and will also serve in the same capacity for the 2011 NASAl Conference at the University of Oklahoma.
• Expand Support Services and Programming for UNM Chartered American Indian Student Organizations

**Assessment/Results:** The implementation of monthly organizational and update meeting between AISS and UNM Native student chartered organizations resulted in increased opportunities to collaborate on special projects including, but not limited to: American Indian Heritage Month, American Indian Night efforts with UNM Athletics, and Nizhoni Week event. Chartered organizations include: Alpha Pi Omega, Inc. (APIO), American Indian Business Association (AIBA), American Indian Business Leaders (AIBL), American Indian Council of Architects & Engineers (AICE), American Indian Science & Engineering Society (AISES), Beta Sigma Epsilon Fraternity (BSE), Diné of UNM, Kiva Club, Native American Law School Association (NALS), Native American Studies Indigenous Research Group (NASIRG), Native Health Initiative (NHI), Society of Native American Graduate Students (SNAGS), and Society of Native American Health Professional Students (SNAPHS).

• Continued Development of Engagement with UNM American Indian Alumni

**Assessment/Results:** Approximately sixty (60) American Indian Alumni volunteered and participated in several AISS programming efforts throughout the academic year including, but not limited to: the American Indian Summer Bridge Program, Sidekicks Mentoring Program, Nizhoni Week Activities, and the Uniting Native Minds Golf Tournament.

### III. Programs and Services

**AISS Student Database & Listserv** — Tracking Native students visiting, accessing and utilizing AISS services and/or participating in cultural programming & events is critical. The maintenance of the AISS Listserv is of paramount importance as it has proven to be the most useful means of facilitating consistent communication with the UNM Native student body. Student data information profiles are updated at the start of each semester by students utilizing AISS.

**AISS Website** — Communication and outreach initiatives via the department’s website have been significantly enhanced during the course of the year. Specifically, expanding on-line applications for the American Indian Summer Bridge Program, the Sidekicks Mentoring Program, American Indian Junior Day, and the AISS Graduation Program have proven to be extremely effective in reaching a broader applicant pool and positively affecting public relations and communication operations. The completion of specialized training modules by all staff members specific to website layout, content, and security components has been invaluable to the on-going development and maintenance of site as it has created numerous opportunities to engage Higher Education entities and organizations outside UNM in collaborative efforts.

**General Scholarship Selection** — AISS manages and oversees the selection and awarding of UNM General Scholarships funded by endowments earmarked and established to support Native students. Those endowments include the: Elva Benson Memorial, Hartley B. Dean Memorial, William Denman Endowment, Mary Taylor-Dose & Daniel Dose Endowment, Esther D. Morin Endowment, Dorothy Hatch Fund, Louise E. Johnson Memorial, Grace L. Leehmuis Endowment, Marguerite Drum Memorial, Mattison Memorial, Myrtle Okey Memorial, John B. Schneid Memorial, and the Gerald Wilkinson Memorial. Ninety-Seven (97) awards totaling $166,800 were made from an applicant pool of 120 students for the 2009-10 academic year.

**UNM-MOU Tuition Waiver Awards** — AISS manages and oversees the awarding of the UNM-MOU tribal Tuition Waiver initially created by the establishment of a memorandum of understanding between the 22 New Mexico Tribes and the University of New Mexico in 1994. New Mexico Tribal Higher Education Directors and Tribal leaders nominate award recipients. AISS confirms eligibility and academic progress for award recipients.
American Indian Summer Bridge Program — Fourteen (14) students representing sixteen (16) Tribal nations and nine (9) New Mexico high schools were selected from an eligible student pool of approximately 150 to participate in the 2010 AISB Program. Changes in the academic course offerings from the previous year impacted both the recruitment cycle and the final selection of participants. All participants successfully completed the program; with the average GPA for the 2010 cohort being 3.67. Two hundred fifty-one (251) students representing forty-six (46) tribes from eleven (11) states have participated in the program since its inception in June 1999.

Sidekicks Mentoring Program — This program provides peer support for students wishing to enhance their academic success and promote service and volunteerism within UNM and local tribal communities. Participants either serve as a mentor for incoming freshman or sophomore students or as a mentee under the guidance of a student of junior, senior or graduate status. Academic enrichment activities, events and seminars; UNM and community service events; leadership development initiatives; health and wellness events; socials; and cultural programming comprise the programmatic strands Sidekicks engage in on a consistent basis. During the 2009-10 academic year, sixty-two (62) students representing twenty-six (26) UNM student organizations, twenty-five (25) academic majors, and sixteen (16) tribes participated in the program. Since the inception of the program in 2007, 235 students representing 26 tribes and 26 academic majors have completed 758 total hours of service including:

- 103 hours: Leadership Development Seminars
- 60 hours: Academic/Scholarship & Financial Aid Advisement
- 201 hours: Community Service
- 96 hours: Study Group/Tutoring Sessions
- 123 hours: Chartered Student Organization Meetings & Service
- 175 hours: Networking/Community Building

American Indian Heritage Month — November 2009 marked the inaugural establishment of this new initiative designed to present educational, social, cultural, and artistic programming to celebrate the heritage of First Americans. The month-long effort resulted in collaborations between AISS, Native American Studies, chartered UNM American Indian student organizations, and various departments campus-wide that engaged the University community in learning and discovering more about the Indigenous experience and perspective.

UNM Recognition Reception — This annual event affords AISS the opportunity to recognize and honor students selected as recipients of the Outstanding American Indian Student Service Award and the American Indian Emerging Lobo Award in conjunction with the Dean of Students UNM Recognition Reception. The awards commend UNM Native students committed to serving the community at large. Recognition is based on awardee accomplishment and achievement in the areas of: leadership; participation in campus activities and organizations; academics; and service to Native organizations and tribal communities. This year’s Annual Awards and Recognition Ceremony was held on April 15, 2010.

AISS Faculty & Staff Appreciation Award — This effort was established to recognize the positive influence of UNM Faculty and Staff members on student university experiences in the areas of: mentoring; teaching & instruction; adviseement; advocacy; research; student support; leadership and scholarship opportunities. Forty-three (43) faculty and staff members were nominated and honored at a public reception held on April 22, 2010.

AISS Transfer Student Orientation Program — An extensive support program developed for Native students transferring to the UNM-Main Campus from branch campus sites, Tribal Colleges, and other colleges and universities remains a primary focus of outreach efforts extended this important student population. AISS participates in UNM’s Transfer On-site Programs and in the Annual UNM Transfer Day
PROGRAMMING AS PART OF ITS RECRUITMENT EFFORT THROUGHOUT THE ACADEMIC YEAR TO SECURE STUDENTS' ATTENDANCE AND PARTICIPATION IN THE AISS Transfer Student Orientation Program. AISS also collaborates with the Dean of Students Office for the Transfer & Non-Traditional (TNT) Orientation Program to introduce new students to AISS services. Thirty-Four (34) students participated in 2009-10 AISS Transfer Orientation Programming.

AMERICAN INDIAN JUNIOR DAY — INVITING JUNIORS FROM ALL NEW MEXICO HIGH SCHOOLS TO THE UNM CAMPUS FOR A DAY-LONG PROGRAM DESIGNED TO INFORM AND ASSIST PROSPECTIVE STUDENTS WITH COLLEGE PREPARATION, ADMISSIONS, SCHOLARSHIP OPPORTUNITIES, AND CAMPUS LIFE/RESOURCES REMAINS A PRIORITY FOR THE DEPARTMENT. AMERICAN INDIAN JUNIOR DAY WAS HELD ON APRIL 21, 2010; WITH APPROXIMATELY 327 HIGH SCHOOL STUDENTS, 72 UNM STUDENT VOLUNTEERS, 9 UNM CHARTERED AMERICAN INDIAN STUDENT ORGANIZATIONS; AND 23 UNM DEPARTMENTS PARTICIPATING IN THE EVENT, AN ON-LINE CONFIRMATION PROCESS ESTABLISHED FOR USE BY HIGH SCHOOL PERSONNEL ON THE AISS WEBSITE FOR THE INITIATIVE THAT PROVES TO BE AN EFFECTIVE MEANS OF CONNECTING WITH A BROADER AUDIENCE AND SIGNIFICANT PARTICIPANT INCREASES.


FINANCIAL NEED ANALYSIS PROCESSING — AMERICAN INDIAN STUDENTS APPLYING FOR TRIBAL SCHOLARSHIP SUPPORT ARE REQUIRED TO COMPLETE AN ADDITIONAL PROCESS IN SECURING FINANCIAL AID RESOURCES THAT IS MANDATED FOR NO OTHER STUDENT POPULATION. WHILE AISS ESTABLISHED AN AGREEMENT WITH THE DIVISION OF ENROLLMENT MANAGEMENT (SPECIFICALLY STUDENT FINANCIAL AID) TO LEAD PROCESSING OF FINANCIAL NEED ANALYSIS (FNA) DOCUMENTS FOR ALL STUDENTS PARTICIPATING IN THE AMERICAN INDIAN SUMMER BRIDGE PROGRAM AND THE SIDEKICKS MENTORING PROGRAM, THE DEMAND FOR THE SERVICE WAS EXPANDED TO INCLUDE ALL STUDENT REQUESTS AT AISS. FOR THE 2009-10 ACADEMIC YEAR,
This included incorporating over 488 individual student financial advisement sessions and subsequent follow-up with their respective tribes.

FAFSA Friday Workshops — This effort was established to educate and support Native students in meeting UNM’s annual March 1st priority deadline for applying for federal financial aid and completing the free application for federal student aid (FAFSA). Generally, Native students at UNM tend to complete the FAFSA later than the institution’s priority deadline that has resulted in missed opportunities to secure additional resources to cover cost(s) of attendance, as well as challenges completing the financial need analysis process. While the initial plan included delivering weekly workshops from January thru March 2010; the overwhelming student response and need resulted in continuing to offer the weekly workshops thru April 16, 2010. One Hundred Forty-Seven (147) students participated in the 2010 FAFSA Friday programming — the represents 45% increase in participation rates from 2009 programming.

UNM-Tribal Memorandums of Understanding — A nearly 2 1/2 year process to revise and renegotiate the Memorandums of Understanding (MOU) originally established in December 1994 with the twenty-two tribes of New Mexico was concluded with a Signing Ceremony in May 2010. AISS lead the effort in collaboration with representatives from the UNM Office of the President, Office of the Provost, Legal Counsel, and an Executive Committee of the New Mexico Tribal Higher Education Commission. The overarching goals of the MOU’s focus on three primary areas:

- Increasing the enrollment of American Indian students
- Increasing the success rates of American Indian students
- Fostering increased visibility for the University within tribal communities

Walatowa High Charter School Early College Initiative — AISS’s commitment to incorporating UNM’s Four Strands of Priority (Student success, Systemic Excellence, Healthy Communities, and Economic & Community Development) that connect, align and activate the University’s mission, vision, values, and strategies is reflected in the Walatowa Early College Initiative. UNM is the institutional partner with Walatowa High Charter School and the Pueblo of Jemez in implementing its dual enrollment component. AISS is charged with the daily operations of the effort and leads all programming aspects including, but not limited to: orientation programming for students, parents, & tribal officials; academic advisement; establishment of steering committee standards; and participation in all professional development & training modules directed by Center for Native Education at Antioch University and the Bill & Melinda Gates Foundation.

Staff Update

- Lilian Muzame was selected as the top candidate for the Pre-Major Advisor position and began employment on September 8, 2009. Unsuccessful efforts to remedy issues regarding her citizenship/visa resulted in her vacating the position on May 31, 2010.
### COLLABORATION: UNM DEPARTMENTS/STUDENT GROUPS

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### IV. DIRECTOR COMMITTEE PARTICIPATION
- All Indian Pueblo Council Education Committee
- Arizona Tri-University Conference
- American Indian Graduate Center
- College Board — Native American Student Advocacy Institute
- Ed & Carolyn Lewis Scholarship Selection Committee
- Eight Northern Indian Pueblos Council
- Futures for Children
- National Association for Student Personnel Administrators (NASPA)
- NASPA Indigenous Peoples Knowledge Community
- NASPA Undergraduate Fellowship Program
- National Indian Education Association
- National Institute for Native Leadership in Higher Education
- New Mexico All Indian Community Foundation
- New Mexico Association of Student Affairs Professionals
- New Mexico Pathways Advisory Board
- New Mexico Statuary Hall Foundation
- New Mexico Tribal Leadership Institute (W.K. Kellogg Foundation)
- Notah Begay Foundation
DIRECTOR COMMITTEE PARTICIPATION (CONT’D)
- Office of Equity & Inclusion Bias/Hate Acts Task Force
- Office of Equity & Inclusion LGBTQ Resource Center Task Force
- UNM BA/MD Admissions Committee
- UNM Core Curriculum Task Force
- UNM Dispute Resolution: Mediation Training
- UNM Family Weekend
- UNM Freshman Learning Communities Sub-Committee
- UNM LOB Orientation – Family Connection
- UNM Homecoming Committee
- UNM Multicultural Greek Community Advisor
- UNM Presidential Scholarship Selection Committee
- UNM Regents Scholars Selection Committee
- UNM Student Affairs Summer Bridge Program Orientation
- UNM Tribal Memorandum of Understanding (MOU) Task Force
- UNM UCAC Suspension Committee
- UNM Welcome Back Days
- UNM-Gallup Educational Leadership Conference
- Walatowa High Charter School Dual-Enrollment Steering Committee

STAFF PROFESSIONAL ACTIVITIES AND COMMUNITY EFFORTS
- Acoma Pueblo College & Career Fair
- Albuquerque Public Schools College Days
- APS Indian Education College Connection Day
- Cochiti Pueblo College & Career Fair
- College Board NASAI Conference
- College Enrichment Program Orientation
- Crownpoint High School Visitation Program @ UNM
- ENIPC College Career Fair
- Isleta Pueblo Career Fair
- Laguna-Acoma High School College Fair
- Mescalero High School Visitation Program @ UNM
- NACADA Webinars
- NASPA Regional IVW Conference
- NASPA Indigenous People Knowledge Community
- NASPA Undergraduate Fellowship Program
- National Indian Education Association
- Native American Community Academy
- Native American Journalist Association Visitation @ UNM
- New Mexico Association of Student Affairs Symposium
- New Mexico Tribal Higher Education Summit
- OEI AdvisorTrac Training
- Professional & Graduate Student Orientation
- Sandia Pueblo College & Career Fair
- Santa Fe Indian School College & Career Fair
- SIPI Upward Bound Program Campus Visit to UNM
- Southwestern Indian Polytechnic Institute Career Day
- Student Fee Review Board Town Hall
- UNITY Conference Career Fair
- UNM Academic Success Symposium
- UNM Advisor Institute
- UNM Anderson School of Management Native American Career Fair
- UNM Arts & Science Suspension Committee
- UNM CNAH Summer Policy Academy
- UNM Day @ New Mexico State Legislature
- UNM Faculty of Color Awards
- UNM Family Day
- UNM Graduates of Color Leadership Retreat
STAFF PROFESSIONAL ACTIVITIES AND COMMUNITY EFFORTS (CONT’D)

- UNM Greek Week
- UNM Hanging of the Greens
- UNM-HSC Health Resource Forum
- UNM Ida Romero Selection Committee
- UNM LOBO Orientation
- UNM LOBO Trax Degree Audit Training
- UNM Mentoring Institute
- UNM New Student Orientation Leader Selection Committee
- UNM Office of Student Affairs Assessment Committee
- UNM Office of Student Affairs Fellows Program
- UNM Presidential Scholarship Selection Committee
- UNM Residence Life Campus Resource Fair
- UNM Senior Day
- UNM Staff Council: Student Success Committee
- UNM Transfer Day
- UNM Transfer Evaluation System Training
- UNM Transfer & Non-Traditional (TNT) Orientation
- UNM United Way Campaign
- UNM University College Probation & Suspension Committee
- Walatowa Early College Program

V. STATISTICAL OVERVIEW

Obtaining accurate counts of visitors (students, staff, faculty, community partners & constituents, and tribal leaders) is fairly challenging however, significant effort is devoted to this task. Front desk sign-in sheets and event rosters are the best mechanism for capturing the information although it should be noted that not everyone signs in all the time.

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VII. PROPOSED 2010/2011 STRATEGIC PLAN DEPARTMENT GOALS

- Incorporate a comprehensive initiative focusing on programming to support the academic success of UNM American Indian Graduate students.
- Increase the number of participants in the American Indian Summer Bridge Program by a minimum of 10% from the previous year.
- Expand the AISB Sidekicks Mentoring Program to include a minimum of two (2) service learning projects in tribal communities.
- Fill the existing Pre-Major Advisor Vacancy and establish an expanded comprehensive advisement plan for the academic year.
- Continue fundraising efforts for the AISB and American Indian Student Retention Endowment.
- Collaborate with education associations & organizations to secure hosting and coordinating opportunities for national Indian conferences and/or professional development opportunities on the UNM campus.
- Continued development of engagement with UNM American Indian Alumni.
AFRICAN AMERICAN STUDENT SERVICES
The Office of Equity & Inclusion
Annual Report for July 1, 2009 – June 30, 2010

Submitted by
Wm. Scott Carreathers, Director

MISSION

African American Student Services' (AASS) mission is to serve all African American Students in successfully matriculating through the university system by providing support and encouraging their academic, personal career, cultural and educational development.

The office is committed to enhancing the cultural experience and social awareness of all students, faculty, staff and administrators as the University of New Mexico, as well as alumni and members of the surrounding communities. As an integral entity serving in concert with the institution's mission, African American Student Services is strongly committed to the philosophy of equity and inclusion and to the creating of mutual opportunities of exchange. African American Student Services is in support of meeting the goals and objectives of the Division of Equity & Inclusion’s mission and the mission of the University of New Mexico.

GOALS OBJECTIVE/ASSESSMENT OF GOALS

1. AASS has and will continue to seek additional funding.

Assessment:

Recurring funding was received by way of New Mexico State Legislation. AASS, through the Development Office and the UNM Administration, will have enhanced dialogue to secure a large donation which will possibly provide for a name change.

Mr. Ed Lewis is an alumnus of the University of New Mexico and has guided the ongoing prosperity of one of the country’s largest African American multi-media organizations, Essence Communications, Inc. He is a strong advocate of civil rights and community involvement and contributes both personal time and financial support to a number of civic, educational and arts organizations. In addition, with the assistance of past donor and alumni, Marsha K. Hardeman and the UNM Development Office, we are continuing dialog with Mr. Victor McFarland, also an alumnus, for the securing of an additional large donation.

2. AASS will continue to maintain strong relationships and partnerships with organizations within the African American community.

Assessment:

AASS did collaborate with the State Office of African American Affairs and Africana Studies to continue our Annual Black Cultural Conference, our Annual Program Planning Retreat and held a Black Student
Leadership Conference, all in 2010. AASS is working with the NAACP, has established a campus chapter and did register more students as well as elect student officers. AASS has worked and will continue to work with The Sickle Cell Council of New Mexico, the Graduate Chapters of Alpha Kappa Alpha Sorority, Inc., Delta Sigma Theta Sorority, Inc., Alpha Phi Alpha Fraternity, Inc. and Omega Psi Phi, Inc. by assisting with scholarship drives and Educational Conferences.

3. AASS will assist with student awards specifically for African American students who utilize the center.

Assessment:

AASS has continued to issue student awards/scholarships to students of the center who fulfilled academic and work-related obligations in conjunction with State Legislative funding and private donation. AASS gave four student awards to students who achieved academic success in conjunction with community service. We also designated a larger portion of our existing budget for money for future scholarships for student groups as well as individual students.

4. AASS will further enhance our Tutorial Services by improving practices through professional development, attending national conferences and providing more extensive training for our tutors.

Assessment:

The Tutorial Coordinator and four tutors attended a conference in New Orleans, Louisiana on 3/28/10 entitled “Jazzed About Tutoring”. This conference addressed tutor/student practices, multi-sensory learning and enhancement of tutorial skills. All tutors attended and were required to then hold monthly workshops designed to share knowledge and to enhance student study skills and methods as well as provide more outreach to pull in more students. Tutors also created a video which was broadcast on our website which provided introduction to and background for each student tutor and what subjects they assist with.

5. AASS will continue departmental efforts of targeted recruiting by continuing to attend NSFNSS and pursue other efforts in southern New Mexico and throughout the state.

Assessment:

The Director and one staff member attended the NSFNSS College Fair in Houston, Texas and the Director attended NSFNSS College Fair in Denver, Colorado. Over 150 informational cards from each fair were delivered to the Division of Enrollment Management for follow up. With the assistance of the Vice President of Equity and Inclusion and the Provost, AASS staff created a Recruitment Plan, which will be implemented beginning in 2010-11. This plan will include more statewide recruitment efforts, stronger local recruitment efforts and an opportunity for possible student exchange programs with various black colleges.

6. AASS will create a needs assessment through Student Voice to better serve our student population by seeking to develop leadership both individually and as an African American student or group of students.

Assessment:

Through increased group and individual meetings, AASS has created a stronger core group of student leaders who now hold offices in key BSA leadership positions. We also saw an increase in student participation in our student groups and in our activities and programs. We continue to assess through various tools and measurements. We did conduct a paper survey regarding campus climate for black students.
Due to budget constraints, with direction from the Office of Equity and Inclusion, only Advisor Trac was implemented university wide and met with limited success. AASS was the pilot center for this program.

7. AASS will continue to pursue professional development by seeking out other organizations for comparisons of our services on a national level, examining different and new program possibilities.

Assessment:

As part of our efforts to reach out to other institutions, we continue dialogue with Purdue University about their Center of Excellence for Black Students by exchanging information and gathering ideas. We also continue dialogue with New Mexico State University about challenges for black students at predominantly white or Hispanic serving institutions. Due to budget limitations, we are unable to visit other institutions as part of our professional development.

PROGRAMS AND SERVICES

CONTINUING

Black Cultural Conference “Past, Present and Future” - AASS presents this annual event that will expand on a tradition of academic excellence, community empowerment, awareness and vision by celebrating the diverse cultures within the African American community. Through these events, our hope is to inspire and develop past, present and future contributors to our culture and our history. The events included The Gospel Extravaganza featuring Dr. Ralph D. West of Church Without Walls in Houston, Texas, Living Legends Awards Ceremony honoring four community legends, brought in Dunbar High School Marching Band from Dallas, Texas and held African American Student Day & Black Student Leadership Conference which included juniors and seniors from high schools statewide and college students from UNM, Highlands University and New Mexico State University. We also held an Onyx Knowledge Bowl, which featured competitions in knowledge of Black history. These events will be different every year, but follow the same cultural theme. All this was done in conjunction with African American Student Day students who are high school students visiting UNM as a prospective post secondary option.

AASS Pathways - As part of the UNM Lobo Orientation, AASS created this program to help African American students and their parents become more acclimated with AASS, current students, student organizations, Black Greeks and the Albuquerque Black community. AASS provided food for the day and a $50 book scholarship to the UNM Bookstore for each student who attended one of the six sessions of Pathways. AASS invited current student leaders, black staff, faculty and community members to join incoming freshmen students and family to help provide more targeted information about the University, AASS, Albuquerque and New Mexico. This year we had 15 students and 10 parents who attend Pathways. The program serves as an additional option for African American students and their parents to better solidify the commitment AASS has to its students and families.

D.I.V.A.S. - (Developing Intellectual Vigilant Ambitious Students) - In conjunction with Vanessa Harris and Marla Wyche-Hall, this program was developed for young African American women on the UNM campus. The program is designed to mentor students while addressing issues from everything such as dorm life, boyfriend issues, being a minority on campus, spirituality, parent issues, studying, being away from home, sexuality issues up to and including academic issues and concerns. AASS will offer resources available on campus and offer guidance
regarding budgeting, building a professional career and participating in fun activities while fostering leadership, friendship and relationship building with other students like themselves. AASS will focus on providing mentors who are professional women of color on campus and will provide workshops to address life skills that will enhance their social, cultural and professional development.

**Winter Roots Festival** – AASS organized an event that includes Kwanzaa, Christmas and other black cultural celebrations honoring the diaspora. The celebration is called Winter Roots Festival (formerly known as Kwanzaa). This ceremony was held in the Student Union Building Ballroom on Saturday, December 5, 2009 from 7:00 pm to 11:00 pm. The program included dinner, history of winter black cultural celebrations, tributes and musical and dance performances. The program ends with either a band or DJ for after dinner entertainment. This is an annual event sponsored by AASS open to all students, staff, faculty and community members.

**Awards & Recognition Ceremony** – The 15th Annual Awards and Recognition Ceremony was held at the University of New Mexico Student Union Building Ballroom on Saturday, April 17, 2010. AASS welcomed the guests, students, staff and faculty of UNM. The program is to promote and recognize academic achievements of African American students at UNM and outstanding high school students from the entire state. The event drew over 200 people to whom brunch was served. This is an annual event. Guest speaker was Arel Moodie, motivational speaker and extreme entrepreneurship.

**ZEAL** – AASS created a position of Student Recruiter/Zeal Coordinator and added a Graduate Student/Work Study position for Assistant ZEAL Coordinator. These positions afford the staff of AASS the opportunity to directly impact and assist student athletes in a more timely and efficient manner.

**MISSION:** The central mission of ZEAL (Zest for Excellence in Athletics and Learning) is to support retention and graduation rates for student athletes. In pursuit to attain our goal, ZEAL pledges to structure activities that improve the college experience while developing life skills for African American male/female athletes recruited by the University of New Mexico.

**VISION:** ZEAL, in partnership with UNM Athletic Department, will use mentors and tutors to enhance positive behavior among first generation and transfer student athletes. The ZEAL program will in its endeavors continue to promote academic excellence for student athletes, university wide.

ZEAL currently utilizes 8 mentors. ZEAL is serving 12 different student athletes from seven different states.

**RALPH J. BUNCHE SUMMER LEADERSHIP PROGRAM**

AASS, in conjunction with Ralph J. Bunche Academy, continued our Summer Leadership Program. This program consists of three components: Academics, which includes a fine arts element, Volunteerism, Community Service and Physical Education. At the center of each component is a focus on student self-discipline and self-esteem necessary for leadership distinction. The program is designed to nurture, develop and train student athletes as productive, ethical leaders who actively demonstrate self-responsibility, sportsmanship and community pride. Based on the values that build leadership while maintaining a social climate of age appropriate academics, the program will equip students with the competence and self-confidence necessary to be positive and influential contributors to society. Whether in charge of their own decisions or as a group, students will learn to characteristically make effective judgments based on solid, systematic principles.

The students were divided into two sections: Grades K-2 and 3-5. Students were engaged in academic activities that will aid in maintaining the knowledge that was gained in the previous year, in addition to laying a foundation for new knowledge for the upcoming year. The focus was on reading, math and science.
The students took part in the City's Lunch Program at the Thomas Bell Community Center, attended multiple academic and recreation field trips, performed at the Kirtland Addition Summer Reunion Picnic and volunteered their services at the Road Runner Food Bank.

Due to budget constraints, this will be our final collaborative program with Ralph J. Bunche.

UNM/AASS PARTNERSHIP FOR INTERNSHIP WITH OAAA AND CNM

UNM/AASS, The Office of African American Affairs and Central New Mexico Community College combined forces and resources for African American students to pursue internships which would encourage and assist to intern with the State of New Mexico Higher Educational Purchasing Departments and serve as a quality source for projected open positions and a more culturally diverse staff. This opportunity provided college students the chance to explore a professional career in Procurement and Materials Management. Also, an internship was provided, which benefited students who are focusing on Finance, Management or Marketing by gaining a better understanding of the nature, purpose and impact of procurement in an organizational setting. Initially, interns worked in the CNM and UNM purchasing departments. Student awards were given based on positions available, students who were qualified and based on successful completion of the internship guidelines.

TUTORIAL PROGRAM

AASS continues to provide tutoring for students which covers a wide variety of subject matters. The program provides a unique opportunity for African American students, and those who seek our services, to access qualified tutors within our program. We have also established an alliance with local middle and high school youth to provide a well rounded academic program for them and to introduce them to the possibilities of post-secondary education.

The Tutorial Program seeks to accomplish this mission by creating an environment conducive to learning, which promotes academic success through the hiring and training of qualified tutors, providing resource materials to aid students with their independent study; workshops that provide students with valuable skill sets that can be applied to their collegiate careers and their goals after graduation: a library complete with current textbooks, GRE, LSAT, MCAT, ASVAB prep books, as well as novels to read for pleasure that can be checked out; and an afterschool program with elementary school students, which provides an opportunity for our students to volunteer and help younger students in a similar way that our tutorial program helps them.

The subjects offered at AASS are as follows:

Math, which includes 100, 120 and 121 levels (equivalent to college algebra)
Calculus
Arabic
Chemistry
History
Biology
English 101 & 102
Spanish 100, 101 and 102
Sociology
Due to budget constraints, AASS will no longer offer our own Tutorial Program. We will, however, provide space for CAPS tutoring in our center for tutoring in major subjects.

**STAFF/PROFESSIONAL ACTIVITIES AND COMMUNITY INVOLVEMENT**

University College Probation & Suspension Committee  
UNM Black Graduate and Professional Student Organization  
Special Admissions Committee  
LOBOrientation – Incoming student advisement with University College  
College Enrichment Program Freshman Orientation  
Greek Mixer  
Alpha Kappa Alpha Sorority, Inc. Salute to Youth  
Staff Development & Retreat  
College Prep Program  
Alpha Phi Alpha Fraternity, Inc.  
Black Expo  
Black Political Action Committee  
Sickle Cell Annual Gala  
UNM Job Fair  
NSFNS – Houston, Texas  
NSFNS – Denver, Colorado

**CULTURAL AWARENESS PROGRAMS**

Black Cultural Conference  
Annual Welcome-Back BBQ  
Monthly Life Skills Workshops  
Winter Roots Festival  
Black History Month Activities and Programs  
The Perspective – AASS Newsletter  
Martin Luther King, Jr. Ceremony  
Black Political Action Committee  
African American Student Day - February

**LIASONS**

Albuquerque Public Schools BSU Summits  
Office of African American Affairs  
NAACP – Newly created UNM Chapter, Albuquerque, Rio Rancho and Statewide  
LOBO Network  
Recruitment Services – Recruitment meetings  
Martin Luther King Jr. State Commission  
Special Admissions Committee  
Office of Undergraduate/University College  
Black Student Union  
National Society of Black Engineers  
Powerful Movement of Educated Sisters  
Rhythm Cartel  
Black Greek Letter Organizations:  
Alpha Phi Alpha Fraternity, Inc.  
Alpha Kappa Alpha Sorority, Inc.  
Delta Sigma Theta Sorority, Inc.  
Kappa Alpha Psi Fraternity, Inc.  
Omega Psi Phi Fraternity, Inc.
Phi Beta Sigma Fraternity, Inc.
Zeta Phi Beta Sorority, Inc.
Sigma Gamma Rho Sorority, Inc.
Iota Phi Theta Fraternity, Inc.

DIRECTOR'S COMMITTEES

Lottery Scholarship Committee
Black Chamber of Commerce
Board Member for Ralph J. Bunche Charter School
Black Political Action Committee
Martin Luther King, Jr. Multicultural Council Committee
Special Admissions Committee
Sickle Cell Committee
Police Oversight Commission

LIST OF GRANT AWARDS

Recurring Legislative Funding with the help of Representatives Sheryl Williams-Stapleton.

PROPOSED DEPARTMENTAL GOALS 10-11

1. AASS will continue dialogue through UNM Development Office and UNM Administration to secure large donation which will enable a name change.
2. AASS will continue to maintain a strong relationship with the African American community.
3. AASS will continue to provide student awards and more scholarships dependent upon funding.
4. AASS will implement our Targeted Population Recruitment Plan.
5. AASS will create assessment tools, which better track our student population and usage of our center.
6. AASS will begin dialogue with other Ethnic centers, OEI and the Planning and Development Office to further explore options of shared resources and shared space.

STATISTICAL REPORT

MONTHLY TOTALS for July 1, 2009 through June 30, 2010

July
<table>
<thead>
<tr>
<th>Month</th>
<th>Total Visitors</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>296</td>
<td>172</td>
<td>124</td>
</tr>
<tr>
<td></td>
<td>583</td>
<td>315</td>
<td>268</td>
</tr>
<tr>
<td>September</td>
<td>588</td>
<td>321</td>
<td>267</td>
</tr>
<tr>
<td>October</td>
<td>519</td>
<td>272</td>
<td>247</td>
</tr>
<tr>
<td>November</td>
<td>482</td>
<td>289</td>
<td>193</td>
</tr>
<tr>
<td>December</td>
<td>407</td>
<td>277</td>
<td>130</td>
</tr>
<tr>
<td>January</td>
<td>169</td>
<td>92</td>
<td>77</td>
</tr>
<tr>
<td>Month</td>
<td>Total Visitors</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>February</td>
<td>536</td>
<td>317</td>
<td>219</td>
</tr>
<tr>
<td>March</td>
<td>604</td>
<td>323</td>
<td>281</td>
</tr>
<tr>
<td>April</td>
<td>618</td>
<td>357</td>
<td>261</td>
</tr>
<tr>
<td>May</td>
<td>548</td>
<td>299</td>
<td>249</td>
</tr>
<tr>
<td>June</td>
<td>308</td>
<td>162</td>
<td>146</td>
</tr>
</tbody>
</table>

Most students visit AASS daily but many students visit several times a day and for various reasons each day. Reasons for center visits are included below but are not necessarily limited to these particular options:

- Study
- Computer Use
- Tutoring
- Work/Meeting
- Appointment for Advisement
- Relaxation
- Visit/Other
DIVISION OF EQUITY & INCLUSION
El Centro de la Raza
Annual Report
July 1, 2009-June 30, 2010
Submitted by: Verónica Méndez-Cruz, Director

Annual Report will include:

- Departmental Vision
- Departmental Mission
- Director’s Report
- Staff contributors.
  Meriah Heredia-Griego, Senior Program Manager
  Theresa Williams, Program Coordinator
  Christopher Smith Lopez, Senior Program Advisor
  Katrina R. Herrera, Administrative Assistant
  Joaquin T. Arguello De Jesus, Senior Program Advisor
  Christopher R. Ramirez, Graduate Assistant
- Attachments
  White Paper
  40th Anniversary of El Centro de la Raza Presidential Proclamation
  Dream Conference Report

DEPARTMENTAL VISION

“El Centro de la Raza family – an ever evolving and symbiotic group of students, faculty, staff, community members and families – strives to stand together against oppression and transcend geographic and cultural communities for the achievement of collective power through life-long learning.”

DEPARTMENTAL MISSION

“Engaging the Raza Community, El Centro de la Raza provides tools for self-determination and resiliency, supports the transformation of students through knowledge, skills and responsibility and challenges self and systems to achieve social justice. Established in 1969, for students by student and community activists, El Centro continues the legacy of advocacy, holistic support and partnerships.”

DIRECTOR’S REPORT

This year El Centro de la Raza celebrated forty years at UNM, “Adelante: Celebrating 40 Years of El Centro de la Raza and Latina/o serving Programs and Creating a Vision for UNM Latina/o
Community for the Next 40 Years." Presented in a 2 day symposium format, El Centro coordinated applicable events for K-12, Parents & Family, UNM Students, and the surrounding Community. The topics covered included recruitment and retention strategies, academic research presentations, and a Legislative/Alumni/Community Reception.

El Centro de la Raza Internship Program is into its fourth year and continues to partner with the UNM service Corps represented by Dr. Kiran Katira. This program continues its focus on leadership and service learning. El Centro was able to recruit 10 undergraduates in a combination of on campus and community intern sites.

El Centro completed its second year of the Graduate Fellows Program and recruited 10 Graduate Fellows who met once a month with El Centro’s Faculty Fellows Dr. Gabriel Sanchez, Political Science and Dr. Ruth Trinidad Galvan, LLSS. The Program was run by Christopher R. Ramirez, Graduate Student.

The Amistades Peer Mentoring Program is another service program aimed at providing tools for self-determination and resiliency supports the transformation of students through knowledge, skills and responsibility and challenges self and systems to achieve social justice. The Amistades Program matches Latina/o first-year and transfer students with Latina/o returning undergraduate and graduate students over an academic year to support academic, cultural/personal and professional goals. Approximately 50 volunteer mentors were identified and matched up with an incoming freshmen student.

El Centro continues to maintain and support three departmental satellite offices. One satellite office is the CAPS office. Between July 1 2009 and June 30 2010, CAPS tutors saw 799 students at Mesa Vista Hall. Total visits to Mesa Vista Hall for the same time period were 1,696. Approximately 600 of these students, and 1,272 of these visits, took place at El Centro de la Raza. The two services provided during this time period were Writing and Spanish tutoring in Room 1157, and Math/Science tutoring in Room 1152.

In addition, Library Services and Career Services were located in the Mesa Vista Foyer for assisting students of the ethnic centers.

Director participation in the following committees:
- Core Curriculum Task Force
- Chicano Hispano Mexicanos Studies Policy Making Committee
- Advising Management Team
- Hate Crimes Training

Director presentations and attended the following conferences:
- Best Practices: Culture and Identity Diversity
- CPP Staff/Student Staff Retreat
- CAMP staff retreat
- Commission on the Status of Women Girl’s Conference
- The Latino Summit
- Women without Borders Conference
Lieutenant Governor's Statewide Graduation Summit

Special Honors and Recognitions
UNM Student Service Award “Louie”
Partnered with Dr. Peter Guarnero and his research, “Latino/Hispanic Young Men and Health Beliefs, Acculturation and Emerging Adulthood: A Mixed Methods Study.”

Committee
Advisor Management Group
CHMS Advisory Committee
Community / University Center – Focus Group
Hate Acts / Bias Incident Workgroup
NASPA 2010 National Conference, Program Reviewer
OEI Database Workgroup
OEI Fundraising Committee

COMMUNITY OUTREACH
Albuquerque Partnership General Stakeholder Committee
Albuquerque Partnership Monthly Stakeholders Meeting
Boy's Education and Learning in New Mexico Conference Panel Presenter
Citizen Schools Education Panel-Wilson Middle School
De Colores Hispanic Heritage Month Committee Member
Del Norte HS counselor & student orientation
Disciples of Chaos Performing Arts Group, Board of Director
El Centro de Igualdad Y Derechos
Excel Educational Enterprises, Inc, SPF SIG Core Committee
Footprints Ministry Inc. Core Committee
God's House Church “Amplified Youth” Committee
Highland High School – Nondiscrimination admissions policy with Counselors
Highland HS Mesa Club presentation-admissions, financial aid
Hispanic Youth Symposium Facilitator
HSC/Office of Community Affairs Leadership Tour “Highlights & History of Health & Wellness Center Collaboration in Santa Barbara Martinez Town.”
Kirtland Community Neighborhood Assoc. Member
La Luz Charter School Presentation
La Luz Elementary Students & Staff Orientation and El Centro tour
La Plazita – Cesar Chavez Service Event
La Plazita Institute, Board of Director
LA Works Internship Program
NM Health Equity Work Group
Nuestros Valores Charter School (4 presentations)
Oregon State, High School Counselor/Student Orientation
Rio Grande High School Young, Diverse Professionals Panel
Santa Fe Capital HS group visit & collaboration with Natural High Program
Santa Fe Community College collaboration
Santa Fe Ortiz Middle School: Follow up Pen Pals Project
Santa Fe Prep High School Counselor/Librarian orientation
School to World
Shadow Day-Rio Grande High School
Somos Un Pueblo Unido
South Valley Academy Mentor/Advisor
Transfer Valencia Campus Seminar and Presentation
Trumbull Community Neighborhood Assoc. Member
Underage Drinking Coalition

UNIVERSITY COLLABORATIONS

“SURVIVE” Award & Testimonial Show
Advisor’s Network
American Indian Junior Day
American Indian Student Services Social
Amistades Program Mentor
CAPS
Career Services
El Centro 40th Anniversary “Adelante”
Ethnic Center Expo Planning Committee
Library Services
LULAC Planning Committee
MexSA (Mexican Student Association)
NASIRG Indigenous Day Celebration
Omega Delta Phi Advisor Interview
Peer Mentoring for Graduates of Color – Roundtable with Faculty of Color
PNMGC – Faculty of Color Awards
Raza Excellence Committee Chair
Raza Graduation 2010
Raza Junta
Raza Student Association – Staff Advisor
School to World
SHAC (Student Health Advisory Council) Advisory Committee
Underage Drinking Town hall
University College Suspension Committee
UNM Day at the State Legislature
UNM Junior Day
UNM Marketing Committee
UNM NSO/TNT Advisement Committee
UNM OEI Finance Committee
UNM Regent Scholarship Review Committee
UNM Senior Day
UNM Service Corps Swearing-In Ceremony
The following table provides a list of the outreach initiatives documented through the El Centro evaluation process. Participants complete evaluation forms following UNM/El Centro presentations. This evaluation process began in October of 2009 and therefore did not capture data from the first quarter of the academic year. Visit Evaluations provide feedback from the teacher or sponsor pertaining to the interaction with the El Centro staff to coordinate the event. Presenter Evaluations provide feedback from all participants assessing the presenter and the information El Centro provided during the event. These events occur both on and off-campus. The number of participants for these events is also captured in the RPSP “Non-UNM Outreach” goal.

2009-2010 Evaluation Sheet Student Count

<table>
<thead>
<tr>
<th>Date</th>
<th>Organization</th>
<th>Visit Evaluations</th>
<th>Presenter Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-Oct-12</td>
<td>Youth Development Inc.</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>2009-Oct-17</td>
<td>Highland High School</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2009-Nov-12</td>
<td>Truman Middle School</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>2009-Dec-11</td>
<td>Capital High School</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>2010-Jan-22</td>
<td>Truman Middle School</td>
<td>6</td>
<td>85</td>
</tr>
<tr>
<td>2010-Feb-5</td>
<td>Capital High School</td>
<td>0</td>
<td>71</td>
</tr>
<tr>
<td>2010-Feb-26</td>
<td>Albuquerque High School</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>2010-Mar-4</td>
<td>School on Wheels</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>2010-Mar-27</td>
<td>ENLACE</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>2010-Mar-29</td>
<td>Rio Grande Shadow Day</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>2010-Mar-29</td>
<td>I Have a Dream Foundation</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>2010-Apr-12</td>
<td>Heritage Academy High</td>
<td>4</td>
<td>99</td>
</tr>
<tr>
<td>2010-Apr-28</td>
<td>Santa Fe High School</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>2010-May-6</td>
<td>Dream Conference Youth</td>
<td>15</td>
<td>0</td>
</tr>
</tbody>
</table>

**2009 - 2010 Total** 55 445
STAFF DEVELOPMENT

Accurate Time Reporting
Administrative Support
Advisor Track Training
Advisors Institute - Scholarship Training, Financial Aid Training, Advisors Summit
Alcoholics Anonymous Meeting
Assessing With Rubrics
Basics of Grant Writing
BGSA – Preparing Faculty Workshop
Big Brothers Big Sisters bake sale
Career Service Workshop
Communicating Effectively with Your Staff
Conflict Management
Conversation with Juan Sepúlveda, executive director of the White House Initiative on Educational Excellence for Hispanic Americans.
Diversity in the Workplace
Diversity in the Workplace: Creating an Environment of Respect
Essentials of Leadership
Ethics: A Framework for Ethical Decision Making-2010
Finance/Accounting
Foundations of Project Management
Hiring and Keeping the Best
Human Resource symposiums
Immigration Training (El Centro de Igualdad y Derechos)
Leader as a Role Model
Leadership Framework
Leadership Institute – Getting Started as a New Leader
Leading Productive Teams
Main Campus Budget Planner Year-End Projections Working Session
MaryAnn Romero, presentation on Immigration Law in New Mexico
Mothers against Drunk Drivers presentation
National Hispana Leadership Institute
PCard Program & Travel
Peer Mentoring for Graduates of Color – Mentor/Mentee Training
Preventing Sexual Harassment-2010
Research Service Learning Orientation
RGSA Member
Setting the Direction
Seven Habits of Highly Effective College Students
Seven Habits of Highly Effective People
Stop the Meeting Madness

FUNDING PROPOSALS

El Centro submitted application for McCune Grant (Not funded)
El Centro submitted application for Con Alma Grant (Not funded)
Assisted OEI (Office of Equity and Inclusion) with E Pluribus Unum Grant
Assisted OEI with Lumina Grant
Collaboration with UNM Foundation Office (research several potential funders)

SPECIAL PROJECTS

Advisortrac Implementation
AISS – FASFA Fridays
American Indian Junior Day
DREAM Conference May 5
El Centro 40th Anniversary Symposium - Adelante: Creating a vision for Latina/o Students, Faculty, Staff, Alumni and Community at The University of New Mexico
El Centro Database
El Centro Internship Qualitative Study
El Centro White Paper
Homecoming Rock & Run / Parent Weekend
Ida Romero Scholarship
Latino Student Needs Assessment – Pilot Survey
Program Assessment Tools
RPSP Data-tracking

MARKETING

40th Anniversary Marketing
DREAM Act Conference
El Centro de la Raza
Latino Summit
Raza Excellence
Raza Graduation
Raza Junta
RGSA
ROP/McNair

CONFERENCES ATTENDED

13th Annual MLK Jr. Youth against Violence Conference
Budget Summit
Critical Race Theory Panel Discussion
Deconstructing Anti-Affirmative Action Initiatives, SALT
DWI Resource Center “Drug Free Workplace” Conference
Governor’s Hispanic Solutions Summit
Hispanic Youth Symposium
Human Rights Conference
Mentors Conference
NASPA Student Leadership Institute
National Scholars Luncheon
NM HED Annual Meeting
ADVISEMENT

Spring AdvisorTrac Data
On February 1, 2010, El Centro began using AdvisorTrac to capture data on student admissions, academic, financial aid and career advisement sessions. Advisors and staff had to be trained on the new system and allowed time to transition from the old system. February, March and April were all transition months. It is highly likely that the following data does not completely reflect advisement activity in the center. Nonetheless, this is the data that has been captured and still provides a glimpse at El Centro's student population. In addition, the Office Management team met with approximately 30 students and provided them with advisement, mentoring and assisted them in various areas including: employment search, resume building, career/academic advisement, scholarship opportunities, student/staff employment (compensation, benefits, HR related), and mentorship. On an average students are seen for approximately 30 minutes to an hour. Several students come for mentoring on a biweekly to monthly basis. Most students come for advisement occasionally when needing assistance with a particular issue or challenge, most often for financial aid, work study, employment, scholarship problems or other random inquiries.

Gender

Between February 1, 2010 and June 30, 2010 AdvisorTrac captured 167 advisement sessions. The student population advised was 64% female and 36% male.

Table 1: Center Usage by Gender for February 1, 2010 thru June 30, 2010

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>107</td>
<td>64.1</td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td>35.9</td>
</tr>
<tr>
<td>Total</td>
<td>167</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Ethnicity

AdvisorTrac reports provide student data that is captured by the university Banner System. Unfortunately it cannot capture the demographics of individuals not in Banner. Student ethnicity
is self-identified by students upon admissions. As a result there is missing data which was not included in this table.

As expected, a large majority of the students who came in for advisement between February 1 and June 30 identified their ethnicity as Hispanic. The AdvisorTrac data base does not capture race and ethnicity data in accordance with national race and ethnicity data standards.

Table 2: Center Usage by Ethnicity for February 1, 2010 thru June 30, 2010

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefer not to specify</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>114</td>
<td>88.4</td>
</tr>
<tr>
<td>African American - Black</td>
<td>4</td>
<td>3.1</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Navajo Dine</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>White Non- Hispanic</td>
<td>5</td>
<td>3.9</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Gender and Ethnicity

A cross tabulation (table 3) of gender and ethnicity provides a more accurate picture of how many Hispanic males and females utilized El Centro's advisement services. The 2 to 1 female-to-male ratio closely reflects the all student gender data.

Table 3: Center Usage Cross tabulation by Gender and Ethnicity for February 1, 2010 thru June 30, 2010

<table>
<thead>
<tr>
<th>Gender</th>
<th>Prefer not to specify</th>
<th>Hispanic</th>
<th>African American - Black</th>
<th>Navajo Dine</th>
<th>White Non-Hispanic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1</td>
<td>76 66.7%</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>89</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>38 33.3%</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>114 100.0%</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>133</td>
</tr>
</tbody>
</table>
Student Classification

Table 6 demonstrates that 25% of advisement is to non-UNM students. Most are high school and transfer students coming to EI Centro for admissions information while the remaining 75% of advisement is with current UNM students. Freshman students make up more than 25% of all advisement sessions.

Table 6: Center Usage by Classification for February 1, 2010 thru June 30, 2010

<table>
<thead>
<tr>
<th>Classification</th>
<th>$n$</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Non-UNM</td>
<td>42</td>
<td>25.1</td>
</tr>
<tr>
<td>Freshman</td>
<td>44</td>
<td>26.3</td>
</tr>
<tr>
<td>Sophomore</td>
<td>29</td>
<td>17.4</td>
</tr>
<tr>
<td>Junior</td>
<td>28</td>
<td>16.8</td>
</tr>
<tr>
<td>Senior</td>
<td>24</td>
<td>14.4</td>
</tr>
<tr>
<td>Total</td>
<td>167</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*All students recorded in AdvisorTrack without a classification are assumed to be Non-UNM.
### Academic College

**Table 5: Center Usage by College for February 1, 2010 thru June 30, 2010**

<table>
<thead>
<tr>
<th>College</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson Schools of Management</td>
<td>4</td>
<td>2.2</td>
</tr>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>34</td>
<td>18.5</td>
</tr>
<tr>
<td>College of Education</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Main Campus</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>School of Engineering</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>Special Status</td>
<td>58</td>
<td>31.7</td>
</tr>
<tr>
<td>University College</td>
<td>80</td>
<td>43.7</td>
</tr>
<tr>
<td>--------------------</td>
<td>----</td>
<td>------</td>
</tr>
<tr>
<td>University Studies</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td>Total</td>
<td>183</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Advisement Visit Frequency

Table 7: Visits per Student for February 1, 2010 thru June 30, 2010

<table>
<thead>
<tr>
<th>Visits</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>108</td>
<td>64.7</td>
</tr>
<tr>
<td>2</td>
<td>29</td>
<td>17.4</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>11.4</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>4.2</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>1.8</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>Total</td>
<td>167</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Internal Database

These following data came from the custom internal database from FY09. The advisement data overlaps with the advisement data from AdvisorTrack between the dates of February 1, 2010 and June 30, 2010. Unlike the AdvisorTrack data, the information from this database is student reported. The information was input by students upon entrance to the center at kiosk at the front desk. This information demonstrates what type of advisement student visit El Centro for, but not necessarily the service(s) they receive. It is not uncommon for a student to come in seeking academic advisement and also receiving financial aid advisement, career advisement and personal support.

Table: Student Reported Advisement Session by Fiscal Year Quarters

<table>
<thead>
<tr>
<th></th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions</td>
<td>937</td>
<td>612</td>
<td>379</td>
<td>416</td>
<td>2344</td>
</tr>
</tbody>
</table>
CULTURAL AND STUDENT PLANNING

16 de septiembre celebration
AASS Brown Bag, Dr. Charles Becknell
AASS Brown Bag, Dr. Jamal Martin
Curanderismo Class
Dia de la Raza
Dia de los Muertos
Dr. Laura Rendon entitle “Contemplative Practice and Social Justice in the College Classroom: A Sensing Thinking Pedagogy
El Grito – Mexican Independence Day
Harvest Feast
Haunted Basement
Hispanic Heritage Month
Honoring Cesar Chavez
International Student Day
Las Posadas
NASIRG Indigenous Day Celebration
Raza Graduation
Raza Junta

TITLE V PARTNERSHIP

Title V assigned five tutor/mentors to El Centro for the academic year. These students supported the ongoing activities of El Centro such as school visits, spoke on behalf of El Centro during the SFRB Hearings, and photographed major events. This partnership will be carried on into the following year.

CAPS REPORT

CAPS tutors saw 799 students at Mesa Vista Hall. Total visits to Mesa Vista Hall for the same time period were 1,696. Approximately 600 of these students, and 1,272 of these visits, took place at El Centro. The two services provided during this time period were Writing and Spanish tutoring in Room 1157, Math/Science tutoring in Room 1152.

2009-2010 LEGISLATIVE GOALS - RPSP

I. El Centro will positively impact retention and graduation of undergraduate and graduate/professional student through academic, cultural/personal and professional activities designed to build a sense of community and a supportive environment.
<table>
<thead>
<tr>
<th>Goal/Obj.</th>
<th>Measure #</th>
<th>Performance Measure</th>
<th>Target FY10</th>
<th>Actual FY10</th>
<th>Summary of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1</td>
<td>1</td>
<td>Information and outreach to UNM students and families.</td>
<td>7500 students &amp; families</td>
<td>7364</td>
<td>98% of targeted goal met. Due to budget cuts and staff shortage, we did not exceed our goal, however we sufficiently tracked all campus student contacts through self reported staff data.</td>
</tr>
<tr>
<td>I.1</td>
<td>2</td>
<td>Advisement sessions.</td>
<td>1300 sessions</td>
<td>2344</td>
<td>180% of targeted goal met, due to the enrollment increase and demonstrated need of student advisement. The number of actual advisement sessions, exceeded our expectations.</td>
</tr>
<tr>
<td>I.1</td>
<td>3</td>
<td>Leadership development for students.</td>
<td>32 students</td>
<td>31</td>
<td>Targeted goal met. Students were involved in various leadership initiatives.</td>
</tr>
<tr>
<td>I.1</td>
<td>4</td>
<td>Students in El Centro mentoring program.</td>
<td>200 students</td>
<td>30</td>
<td>Targeted goal not met due to staff turnover. FY11 Mentoring program has been reorganized.</td>
</tr>
<tr>
<td>I.1</td>
<td>5</td>
<td>Referrals.</td>
<td>2000 student contacts</td>
<td>650</td>
<td>Targeted goal not met due to data collection limitations. El Centro is currently working on integrating a more accurate system to gather referral data.</td>
</tr>
<tr>
<td>I.1</td>
<td>6</td>
<td>Scholarships and sponsorships.</td>
<td>60 scholarships and sponsorships</td>
<td>97</td>
<td>Exceeded goal. Student emergency scholarship needs have increased tremendously, as a result we have lowered the amount per student in order to increase volume.</td>
</tr>
<tr>
<td>I.1</td>
<td>7</td>
<td>Cultural programming attendance.</td>
<td>2000 students &amp; families</td>
<td>2576</td>
<td>Exceeded goal.</td>
</tr>
</tbody>
</table>
II. El Centro will recruit Latino students and provide information to Latino students and their families about UNM and El Centro programs/activities.

<table>
<thead>
<tr>
<th>Goal/Obj. #</th>
<th>Measure #</th>
<th>Performance Measure</th>
<th>Target FY10</th>
<th>Actual FY10</th>
<th>Summary of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.1</td>
<td>1</td>
<td>Information and outreach to Non-UNM students, families and community contacts</td>
<td>1600 contacts</td>
<td>1272</td>
<td>Target goal not met due to reorganizing of K-12 recruitment efforts and staff shortage.</td>
</tr>
<tr>
<td>II.2</td>
<td>2</td>
<td>Student and family survey participants</td>
<td>1000 participants</td>
<td>25</td>
<td>Target goal was not met because the full survey has been postponed for FY11. Pilot project was successful with 25 participants.</td>
</tr>
</tbody>
</table>

III. El Centro will use program evaluation and assessment data for continuous improvement and to ensure its relevance in academic, cultural and professional aspirations of Latino students.

<table>
<thead>
<tr>
<th>Goal/Obj. #</th>
<th>Measure #</th>
<th>Performance Measure</th>
<th>Target FY10</th>
<th>Actual FY10</th>
<th>Summary of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.1</td>
<td>1</td>
<td>Program assessment participants</td>
<td>300 students</td>
<td>55 sponsors &amp; 445 students</td>
<td>Target goal exceeded due to increased requests from schools and organizations to provide culturally relevant and bilingual UNM information. This number was gathered from program evaluation forms.</td>
</tr>
</tbody>
</table>
### 2009-2010 Student Traffic Self-Check In Reasons by Visits and Walk-Ins

<table>
<thead>
<tr>
<th></th>
<th>NonUNM</th>
<th>Walk-In*</th>
<th>Study</th>
<th>Computer</th>
<th>Appt</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visits</td>
<td>0</td>
<td>124</td>
<td>110</td>
<td>92</td>
<td>102</td>
<td>428</td>
</tr>
<tr>
<td>Walk-Ins</td>
<td>0</td>
<td>480</td>
<td>130</td>
<td>2870</td>
<td>6579</td>
<td>10059</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>604</td>
<td>240</td>
<td>2962</td>
<td>6681</td>
<td>10487**</td>
</tr>
</tbody>
</table>

*Please note that this database system allowed students to "walk-in" and identify "walk-in" as a reason for their visit.

### 2009-2010 Self-reported Student Advisement Type by Visits and Walk-Ins

<table>
<thead>
<tr>
<th>Advisement</th>
<th>Visits</th>
<th>Walk-Ins</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>28</td>
<td>6971</td>
<td>6999</td>
</tr>
<tr>
<td>Career</td>
<td>341</td>
<td>1586</td>
<td>1927</td>
</tr>
<tr>
<td>FinAid</td>
<td>33</td>
<td>144</td>
<td>177</td>
</tr>
</tbody>
</table>

**Students could also select more than one reason for a visit, although the data did not allow for disaggregation.
EL CENTRO DEPARTMENTAL SCHOLARSHIPS AND SPONSORSHIPS

El Centro scholarships awarded to students totaled $58,719. This amount included emergency scholarships for students in urgent need of financial support, internship scholarships, graduate fellowship program, faculty support, Ida Romero scholarship and sponsorship for students (and student organizations) to attend, present and host various types of events, projects and conferences on and off campus. Scholarship information is posted on El Centro’s web site, which includes national, state, local and UNM scholarship information. El Centro has created a new Emergency Scholarship Application this year that is based exclusively on student financial need and is provided through Spring, Fall and Summer semesters. All scholarship and sponsorship opportunities, including internship and graduate fellowship programs, were advertised to students through our El Centro list serve, website, external community partners and Facebook.

<table>
<thead>
<tr>
<th>Scholarship/Sponsorship</th>
<th>Total</th>
<th>Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency</td>
<td>13,554.00</td>
<td>42</td>
</tr>
<tr>
<td>Internship</td>
<td>18,000.00</td>
<td>13</td>
</tr>
<tr>
<td>Ida Romero</td>
<td>2,000.00</td>
<td>2</td>
</tr>
<tr>
<td>NUFP Fellowship</td>
<td>4,750.00</td>
<td>5</td>
</tr>
<tr>
<td>Community Fellowship</td>
<td>10,280.00</td>
<td>4</td>
</tr>
<tr>
<td>Faculty Fellows</td>
<td>4,000.00</td>
<td>6</td>
</tr>
<tr>
<td>Graduate Fellowship</td>
<td>5,000.00</td>
<td>21</td>
</tr>
<tr>
<td>Ida Romero Scholarship</td>
<td>2,000.00</td>
<td>4</td>
</tr>
<tr>
<td>Sponsorships</td>
<td>1135.00</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Scholarships</strong></td>
<td><strong>58,719</strong></td>
<td><strong>103</strong></td>
</tr>
</tbody>
</table>

CONFERENCE ROOM, LOCKER, AND EQUIPMENT USAGE

<table>
<thead>
<tr>
<th></th>
<th>Spring 2010</th>
<th>Summer 2010</th>
<th>Fall 2009</th>
<th>Total Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference room Usage</td>
<td>252</td>
<td>34</td>
<td>308</td>
<td>594</td>
</tr>
</tbody>
</table>
Equipment Check Out

<table>
<thead>
<tr>
<th>Podium</th>
<th>Lcd projector</th>
<th>Lap top</th>
<th>Tripod</th>
<th>Dolly/Clicker/Recorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>18</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master key</th>
<th>Calculator</th>
<th>Sony camera</th>
<th>Walkie talkies</th>
<th>sound system</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sandwich board</th>
<th>Speakers</th>
<th>Sombreros</th>
<th>Guitar</th>
<th>Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>2</td>
<td>11</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Power cords</th>
<th>Costumes</th>
<th>Table cloths</th>
<th>Flags</th>
<th>Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>13</td>
<td>1</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>

Closing

El Centro continues to strive towards excellence. The department will be financially challenged in the upcoming year but welcomes the chance for creativity and honest assessment.
Executive Summary

The DREAM Conference was a successful event organized and provided by UNM students and many partners within the UNM community. The main purpose of this conference was to raise awareness and educate our community about the Development, Relief and Education for Alien Minors (DREAM) Act. The main target audience for this conference was high school students. This conference not only benefited high school students, but also the organizers who gained experience and perspective in the community organizing field. Without the support of many partners and their contributions, this conference would not have been possible.
Overview

The 2010 DREAM Conference took place from May 4 to May 6, 2010 bringing together the UNM community to educate high school students and community members about the Development, Relief and Education for Alien Minors (DREAM) Act. This event consisted of educative workshops and activities about the DREAM Act, its current status in Congress, and how everyone is can get involved with existing organizations working on getting the bill passed. The documentary “Papers” about undocumented students’ lives and struggles was also screened as part of the conference.

Target Audience

The target population for the DREAM Conference was students from high school through graduate school. With the help of ENLACE New Mexico and College Enrichment and Outreach Programs, more than 100 high school students attended the conference. The coalition of student organizations that planned the event also outreached to undergraduate and graduate students from across the state.

Goals & Objectives

Two of the main goals of the conference were to educate the community on the DREAM Act and to create networks. The first goal was reached as the participants attended various workshops throughout the conference. The participants gained an understanding of what the DREAM Act is, its current status, and how to organize the community around this issue. This conference also created spaces for participants to network with other students, with community members and the UNM community.

Benefits to UNM Students

The benefits of hosting the DREAM Conference to students at UNM can be summarized in three parts: organizational and managerial skills, fundraising for a non-profit cause, experience educating communities. The DREAM Conference planning committee was mostly formed by UNM students. These students gained invaluable organizational and managerial experience by planning and executing an event of this magnitude. Additionally, these students learned how to network with sponsors and navigate the processes that are essential to acquire funding to host the conference. Lastly, the students in the committee learned how to reach to different communities to provide them with educational material and the opportunity to attend educational events like the DREAM Conference.

The DREAM Conference also benefited other UNM students by providing a space for them to learn about the DREAM Act and its implications.
Participants

The DREAM Conference had two levels of student participants: students of the planning committee and conference attendants. The planning committee grew to a group of about 20 UNM students (not counting other UNM community members and outside UNM community members).

To document the conference attendants, we used a registration system through Google Docs® that we launched about a month before the conference. With this registration system, the user had the option to submit a self-registration or a group registration. At the end of the conference, we documented 65 entries: 57 self-registrations and 8 group registrations. Based on the group and self-registrations, we estimate that there were 265 participants throughout the 3 days of the conference.

Follow Up

Three main vehicles to follow up with the participants after the conference are a nationwide list serve, a statewide network of students, and a community based organization. Students that participated in the workshops were invited to join a nationwide listserv for DREAM Activists. Through this listserv, the participants will receive updates about relevant legislation, and requests to take action, such as calling congress people. Additionally, the participants were invited to join a statewide network of students called New Mexico Students in Action. This network of students has been taking strong initiatives to promote the DREAM Act in the state by organizing awareness campaigns. Lastly, the participants were able to network with Somos un Pueblo Unido. This is a community based organization whose main purpose is to defend the rights of immigrants.

Additionally, thanks to the donations from different partners, there was a surplus of funding for the conference (please refer to page 5). This surplus of money will be designated to fund scholarships for UNM students who will be eligible to apply regardless of citizenship. This initiative is aligned with the endless efforts to promote and support a rich diversity within the UNM community.
Funding and Expenditures

### Funding

<table>
<thead>
<tr>
<th>Contributors</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENLACE</td>
<td>2,000.00</td>
</tr>
<tr>
<td>El Centro</td>
<td>175.00</td>
</tr>
<tr>
<td>Dr. Torres</td>
<td>1,000.00</td>
</tr>
<tr>
<td>PNMGC</td>
<td>550.00</td>
</tr>
<tr>
<td>Dr. De Leon</td>
<td>1,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 4,725.00</strong></td>
</tr>
</tbody>
</table>

### Expenditures

<table>
<thead>
<tr>
<th>Item</th>
<th>Projected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Lunch</td>
<td>500.00</td>
<td>-</td>
</tr>
<tr>
<td>Continental Breakfast</td>
<td>300.00</td>
<td>65.00</td>
</tr>
<tr>
<td>Film</td>
<td>550.00</td>
<td>550.00</td>
</tr>
<tr>
<td>HS transportation</td>
<td>2,000.00</td>
<td>1,500.00</td>
</tr>
<tr>
<td>Advertising</td>
<td>300.00</td>
<td>-</td>
</tr>
<tr>
<td>T-Shirts</td>
<td>1,475.00</td>
<td>1,475.00</td>
</tr>
<tr>
<td>Name tags</td>
<td></td>
<td>20.00</td>
</tr>
<tr>
<td>Banners</td>
<td></td>
<td>60.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 5,125.00</strong></td>
<td><strong>$ 3,670.00</strong></td>
</tr>
</tbody>
</table>

### Surplus

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total funding</td>
<td>4,725.00</td>
</tr>
<tr>
<td>Total expenditures</td>
<td>3,670.00</td>
</tr>
<tr>
<td><strong>Surplus</strong></td>
<td><strong>$ 1,055.00</strong></td>
</tr>
</tbody>
</table>
40th Anniversary of El Centro de la Raza
Monday, October 5, 2009
By the President of the University of New Mexico

Proclamation

WHEREAS, El Centro de la Raza was founded in 1969 for students, by students and community activists, to bring together students, faculty, staff, community members and families to stand together against oppression and transcend geographic and cultural communities for the achievement of collective power through life-long learning; and

WHEREAS, El Centro de la Raza supports the transformation of students through the building of knowledge, skills, and responsibility; and

WHEREAS, mentoring programs sponsored by El Centro de la Raza provide academic, social, and cultural support to UNM’s students; and

WHEREAS, El Centro de la Raza has a rich history of working in partnership with UNM to support civic engagement and community building; and

WHEREAS, the mission and vision of El Centro de la Raza are aligned with key elements of UNM’s strategic direction, such as becoming a national leader as an Hispanic serving university; and

WHEREAS, El Centro de la Raza is committed to building on its 40-year legacy of advocacy, holistic support, and partnerships as it looks forward to the next 40 years;

Now, THEREFORE, I David J. Schmidly, President of the University of New Mexico, do hereby congratulate El Centro de la Raza on its 40th anniversary of service to students at the University of New Mexico and proclaim El Centro de la Raza a valued partner in supporting student success.

Signed, on this 5th day of October, 2009.

[Signature]
El Centro de la Raza White Paper

MSC06 3830
1 University of New Mexico
Albuquerque, NM 87131-0001
(505) 277-5020
www.unm.edu/~elcentro

El Centro de la Raza –
40 Years of Hispanic Serving Programs

Verónica Méndez-Cruz, Director

12/16/09
Introduction

El Centro de la Raza is the only office at the University of New Mexico that focuses on meeting the needs of Hispanic students and families. El Centro provides guidance and assistance to ensure that students have the tools to succeed and are able to give back to the state of New Mexico.

El Centro de la Raza serves the largest and fastest growing ethnic population at the University of New Mexico. El Centro provides support and advocacy services to over 3,000 Hispanic students and families every year. The staff of El Centro is passionate about developing and implementing innovative programs that meet the needs of Hispano/Latino communities across New Mexico.

El Centro’s Mission

Engaging the Raza community, El Centro de la Raza provides tools for self-determination and resiliency. El Centro supports the transformation of students by advocating for the development of knowledge, skills and responsibility. Challenging self and systems to achieve social justice is motivation for El Centro’s work. Established in 1969, for students by student and community activists, El Centro continues the legacy of advocacy, holistic support and partnerships.

El Centro’s Goals

1) To recruit Latino students and provide information to Latino students and their families about UNM and El Centro programs/activities.

2) To positively impact the retention and graduation of Latino students.
through academic, cultural/personal and professional activities designed to build a sense of community and a supportive environment.

3) To use program evaluation and assessment data for continuous improvement and to ensure its relevance in academic, cultural and professional aspirations of Latino students.

El Centro's Services
1) Academic, financial aid, career, and personal advising
2) Advocacy
3) Community outreach
4) Bilingual recruitment services
5) Student leadership development
6) Facilities for studying, socializing, meetings,
7) Computer pod
8) Satellite offices for the UNM Libraries, Center for Academic Support (CAPS) tutoring services and Career Services.

Statement of Need
For the past 40 years, El Centro de la Raza has been committed to the recruitment, retention, graduation and success of Hispanic students at UNM. Limited funding continues to decrease, while the student population increases. Although the number of Hispanic students enrolling at UNM has increased, access, equity and success of these students continues to be a challenge. This dynamic has put a strain on El Centro de la Raza to continue to provide quality programs and services to the students and families of New Mexico.

Funding
El Centro receives funding from various sources, all of which are legislative funding or institutional funding, in the form of Instruction and General (I&G), Student Fees or interdepartmental funds.

Figure 1 illustrates the four types of funding El Centro uses for Hispanic student retention initiatives. It is apparent that the majority of El Centro’s funding is neither reliable, nor consistent.

Senate Bills 313 and 173 granted El Centro its first bout of legislative funding in the amount of $500,000 for the 1996 fiscal year. These non-recurring monies have fluctuated throughout the past 13 years (see Figure 1). This funding once provided for operating, programming and student support costs. It is currently completely dedicated to salaries and benefits for three professional staff and an administrative assistant. There are no operating costs available through this funding source.

I&G funds support salaries for the director, a program coordinator and a telephone line. There are no operating, programming or student support costs available in I&G funding. This is the only permanent funding the department receives. I&G funds have increased by
$37,000 over 13 years, which has provided conservative, cost-of-living salary increases. This funding has never increased to compensate for legislative decreases. The department has been able to receive funding from generous campus and community partners in the form of one-time gifts (see "other revenue" in Figure 1).

The Student Fees Review Board (SFRB) grants student monies to departments through an annual student review process. El Centro’s SFRB funding is currently committed to all operating costs. This is everything from paper, equipment maintenance, computers and telephone lines to student scholarships, programming and services. El Centro must reapply for this funding annually.

**Student Enrollment**

Since 1994, Hispanic student enrollment has been on an increase (see Figure 2). Some of this can be attributed to the efforts of El Centro providing family friendly, motivational, bilingual recruitment services in the Hispanic community.

This poses a predicament; once the students are enrolled at the institution, it is the responsibility of the university to assist in their success. El Centro takes on this task as part of its mission. This requires human and fiscal resources that are becoming increasingly scarce.

**Access, Equity and Success**

Issues of access to the institution, equitable, educational resources and degree completion continue to face the Hispanic student population.

Due to the unique "minority-majority" demographics of our state, UNM has become a Hispanic enrolling institution. In the 2009 freshman cohort; Hispanics are 42.8% and White, Non-Hispanics are 38.37%. Hispanic student enrollment has seen a overall increase of 14.7% in one year as opposed to the approximately 5% decrease in the white student population (2009 UNM Official Enrollment Report – Page 12).

Still, Hispanic students fare worse than their White, Non-Hispanic counterparts in 3rd semester retention (see Figure 3) and 6-year graduation rates (see Figure 4).

![Figure 3: Retention by 3rd Semester (Hispanic vs. White, Non-Hispanic)](image)

![Figure 4: UNM 6-Year Graduation Rates (Full-Time Post-First Cohort)](image)

Overall, the university has been successful in enrolling large numbers of Hispanic students but continues to suffer shortfalls in the success of these
students. El Centro is committed to continuing its contributions to Hispanic student success, building partnerships and sustaining the community with the development of young leaders.

**Previous Options**

Although El Centro has always been fiscally conservative with funding, fully aware that the money belongs to the people of New Mexico, the current fiscal state has dramatically impacted El Centro’s ability to serve. El Centro is currently seeking supplemental grant funding to support the department. The critical nature of department finances has forced El Centro to rely on the generous contributions of other departments and organizations. The current economic strains have impacted all previous supporters and it has become much more difficult for them to lend necessary financial support.

**Praxis Solution**

El Centro recommends the following solutions:

**Reinstate Original Legislative Funding Allocation to Equal $250K**

Shaving and harvesting has decreased annual legislative funding which supports department staffing and student programming. This funding is necessary to continue the mission of El Centro de la Raza.

**Maintain Special Projects Funding**

At the bare minimum, the existing legislative special projects funding must remain in place. Any reduction in this area will result in the cutting of 1 FTE. The loss of a staff position will also require a decrease in programming due to a lack of human resource capacity.

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**Increase of I&G Funding**

An increase in the institution’s financial commitment to the retention of Hispanic students is critical to the diversity mission of the university. The institutional funding for El Centro has been minimal over the past 40 years. An increase in this funding will underscore UNM’s commitment to holistic, culturally-specific Hispanic student programming.

**Benefits**

The work of El Centro de la Raza has touched the lives of many people in the state. From mentoring, recruitment efforts and Raza Graduation to civic engagement, advocacy, student internships and emergency scholarships, El Centro is instrumental to student success, builds strategic partnerships and develops new leaders for the future of the Hispanic community.

**Students Success**

El Centro is committed to the cultural, social, academic, familial, communal and emotional experience of students. The department and its programs value the dynamic experience of Hispanic students and their families at UNM.

“El Centro is very insidious; it gets under your skin... in a good way. It becomes very central to how you relate to the campus and your community. If I could figure out how exactly it does that, I would replicate it. You don’t want to leave because it’s like a family”

— Nancy Sepulveda, UNM Recruiter and El Centro Alumnus

Research demonstrates that when students have holistic programming, services and advocacy such as El Centro, they fare better in their academics and
the campus climate is better for all students (Brown, 2008).

The success El Centro’s endeavors is evidenced by the hundreds of alumni, many of them still advocating for El Centro’s work and socially engaged in their professional and personal lives.

El Centro’s student mentorship and leadership models encourage students to take risks while providing experiential learning opportunities. These initiatives are being replicated by various universities, college, schools districts and community agencies.

According to the Office of Institutional Research, Hispanic students engaged in El Centro services fare better in 3rd semester retention (see Figure 5) and 6-year graduation (see Figure 6) than those who have not been involved with El Centro. When this is compared with legislative funding (Figure 1), it is evident that the success of Hispanic students correlates with the amount of legislative funding provided to El Centro.

![Figure 5: 3rd Semester Retention](source)

![Figure 6: 6-Year Graduation Rate](source)

Partnerships for Success

Partnerships are crucial to the success of Hispanic students. Due to limited resources in the Hispanic community, social capital plays an important role in the lives of students and families. El Centro models the crucial partnerships, collaborations and relationship building necessary for students to succeed.

"...people might view collaboration as very difficult and stepping on other people's turf, the reality is that working with them [El Centro] is very empowering. The relationship that I, along with my office, have developed with El Centro is not only of partnership but a friendship. I can trust them to look out in the best interest of my program."

-Armando A. Bustamante
Program Specialist
Title V Educational Initiatives

El Centro creates partnerships that are communally beneficial. The partnerships are critical to bridging the gaps and decreasing the barriers for Hispanic students and families.

El Centro lends support to the campus in the areas of diversity, equity and inclusion for all students and is committed to building the capacity of departments and programs to meet the needs of students and families. American Indian Student Services and African American Student Services are valued partners in this effort.
Benefits to the Community

El Centro has set out to increase the academic, social and cultural opportunities and experiences for Hispanic students with the goal of building their capacity as future community leaders.

Through its internship program, El Centro has created connections between approximately 50 students and 20 various community organizations and partners. Each of these students have developed valuable life skills and contributed to the evolvement to the organizations.

"After 8 years and over 20 interns later, the students El Centro has provided us have been by far the most capable, enthusiastic and helpful to what the NHCC tries to accomplish in preserving Hispanic culture."

- Katie Trujillo, Administrator
  History and Literary Arts
  National Hispanic Cultural Center

The success of Hispanic students has a positive impact on Hispanic communities in New Mexico. Students who get involved in El Centro programs and services identify their passions and learn how to translate them into an academic and professional career.

El Centro alumni are social workers, state legislators, community organizers, social activists, educators, lawyers and doctors who have committed their work to the success of the Hispanic community. El Centro’s modus operandi is “if you can think it, you can do it, and El Centro will be there to help you.” This sends the message that nothing is out of reach. With some hard work and support, students can be the change needed in the community.

Implementation

Reinstate Original Legislative Funding Allocation to Equal $250K

Elucidate El Centro de la Raza as a university legislative priority. Gradual increase of Legislative funding can occur over a three year period equivalent to $83,000 per year, based on program assessment and demonstration of success.

Maintain Special Projects Funding

Highlight El Centro de la Raza as a university legislative priority. El Centro will continue to demonstrate appropriate use of these funds for student success through annual reporting and the special projects evaluation process.

Increase of I&G Funding

Gradual increase of I&G funding can begin with providing 1 additional FTE in FY11 and additional funds over the following three years. This will free up operating costs in legislative funds.

Summary

El Centro de la Raza has been instrumental in the success of Hispanic students and families in New Mexico for over 40 years. The unique programs, services and environment of El Centro target the plight of Hispanic students and prepare students to be productive citizens.

The collaborative partnerships created encourage and support the cultural competence of the entire campus. El Centro is always present in the advocacy for students and families in need and plans to continue to add to the strength and development of the Hispanic community.
References


UNM Office of Enrollment Management (2009). Hispanic Student Data.
UNIVERSITY OF NEW MEXICO
Annual Report for Academic Year 2009-2010
July 1, 2009 – June 30, 2010

Submitted by:
Douglas M. Brown
Dean
The Anderson School of Management
The Anderson School of Management

The Anderson School of Management has experienced unprecedented growth in the past year with a 32% growth in the graduate programs. Significant developments in the past year are detailed below.

Anderson Significant Developments

- Anderson’s BBA graduation rate remains steady at 86%.

- Research productivity has doubled over the last four years.

- Anderson’s diversity of student body continues to increase and on the undergraduate level approximately reflects demographics in our community. Hispanic Business magazine ranks Anderson #6 in the nation in representation of Hispanic students.

- Anderson’s Marketing Department continues to win national awards, the latest being one from the FBI for the top marketing campaign in the U.S.

- The Daniels Fund recently awarded the school a $1.25 million grant to spread business ethics education throughout other institutions of higher learning throughout the state. We are working in collaboration with New Mexico State University.

- As integrity should begin at home, we have established an Honesty Task Force involving students and faculty to update standards, gain commitment to those standards, and establish consistent monitoring and enforcement. Faculty must do their part in designing tests and proctoring exams in a manner that minimizes temptation to cheat.

- Anderson is ranked #19 in the U.S. for its contributions to social responsibility, as recognized by the Aspen Institute.

- An Anderson Alumni Council has been established to improve our connection with alumni, to provide a forum for networking and idea exchange, and to cultivate relationships that should yield to increased financial contributions.

- Increase in use of on-line teaching – projected at 60% more next year.

- Establishment of a Regional Forensic Computing Lab in collaboration with the FBI. UNM is one of two universities in the U.S. to be selected. Both our accounting and
MIS faculty are involved in training Anderson students as well as law enforcement officers at all levels.

- Student services have been increased significantly – an additional advisor, 40 new internships, internships now certified for course credit, a Toastmasters chapter established, a new Career Services course launched, and free *Business Week* subscriptions for all MBA students.

- Community involvement stepped up. Among initiatives is the establishment of an Anderson Speakers Bureau.

- The Development Office exceeded their fundraising goals by 80%.

- Our international outreach continues to expand with student exchanges in Brazil, France, and Hungary. This year’s affiliation with Centro Fox is our third active program with Mexican institutions.

In the academic year 2009-2010, the leadership of the Anderson School of Management focused on preparation for the five-year maintenance of accreditation visit by the AACSB which is scheduled for Fall 2010.

The Anderson School’s programs and faculty members continued to achieve international recognition in key areas of knowledge advancement and quality education. Faculty continued to participate in and present their research at a diverse set of international conferences.

For the fifth year, Anderson managed the annual UNM Technology Business Plan competition, which supports the creation of high technology businesses. Teams from a variety of colleges competed for $40,000 in start-up funding. Anderson faculty directly mentored many of the teams participating in the competition.

Anderson’s commitment to economic development in New Mexico continued through a variety of outreach efforts. For example, Anderson and the American Indian Business Association (AIBA) sponsored the Fourth Annual Native American Career Fair which helps Anderson build bridges with the Native American business community and allows the school to identify good jobs for its students.

In 2009-2010, Anderson continued to sponsor direct engagement opportunities with and for UNM faculty, students, staff, local business leaders, the business community and leading experts in various business fields. The Distinguished CEO Lecture Series has been endowed through the support of Sonnet and Ian McKinnon. Ian McKinnon presented the inaugural lecture “Investment Applications of Behavioral Finance: Where Psychology and Economics Meet.”
Departments and student organizations sponsored numerous speakers and panel discussions throughout the year.
Statement of Mission and Goals

Mission
We seek to develop and inform business and management leaders through a balance of teaching and scholarship, and to contribute to economic development and the quality of life of our constituents.

Goals
- **Quality Education:** Provide high-quality, value added management education programs at the undergraduate and graduate levels for students who come primarily from the diverse population of New Mexico.
- **Knowledge Advancement:** Advance the knowledge and practice of management through scholarly activities.
- **Economic and Professional Development:** Promote economic development in New Mexico and continue to provide professional development opportunities for our constituents.
- **Vibrant Intellectual Atmosphere:** Foster a vibrant climate of academic excellence that actively engages all elements of the Anderson community.
- **Careers for Graduates:** Enhance the career preparedness of students by expanding quality employment opportunities for Anderson graduates through strong ties with organizational recruiters.
- **Stakeholder Relationships:** Strengthen relationships with and support to internal and external constituents to enhance Anderson's visibility and reputation.

The Anderson School comprises four departments: Accounting; Department of Organizational Studies (DOS); Finance, International, Management of Technology, and Entrepreneurship (FITE); and Marketing, Information and Decision Sciences (MIDS). The individual departments' annual reports follow.
DEPARTMENT OF ACCOUNTING (JULY 1, 2009-JUNE 30, 2010)

Chair: Craig White  Professor

Full-time faculty: Philip D. Bougen  Associate Professor
Rich Brody  Professor
Ann K. Brooks  Lecturer
Michele Chwastiak  Associate Professor
Norman Colter  Lecturer
Robert Gary  Assistant Professor
James Hansen  Assistant Professor
Reed McKnight  Assistant Professor
Leslie S. Oakes  Associate Professor
Robert J. Tepper  Lecturer
Dennis F. Togo  Professor
Craig G. White  Associate Professor
Joni Young  Professor

Part-time faculty: Dawn Addington  Julie Clover
Lisa Flores  John Christopher Fogel
Brandon Haines  Jeanine Steffy
Dennis Sterosky

SIGNIFICANT DEVELOPMENTS FOR ACADEMIC YEAR, 2009-2010
DEPARTMENT OF ACCOUNTING

The department prepared for its upcoming accreditation visit while continuing to implement its 2008 – 2011 strategic objectives. The objectives addressed during 2009-2010 and plans for the future include the following:
The current goals and progress towards completion are detailed below.

Goal 1: Continuously improve the graduate accounting concentration curriculum to include:
- Evaluate the accounting electives available to MACCT advanced track and decide whether additional course offerings are needed
- Expanding offerings in information assurance by working with the MIDS department.
- Working with the UNM Law School to expand ASM graduate student access to law school offerings and law student access to graduate accounting offerings.
Goal 1: Develop and assess the knowledge sets appropriate for our advanced track students and use this information to provide better advice regarding elective courses within the program. This goal furthers the overall ASM goal of quality education.

Progress towards Goal:

The Department regularly reviews and updates its class offerings in the graduate accounting curriculum. Examples of new courses offered and modifications to existing courses in furtherance of this goal are the following: 1) Splitting of Governmental and Not-for-Profit Accounting into separate courses, and 2) Addition of Fraud and Forensic Accounting courses.

The Department also continues to assess delivery modes across the curriculum (online versus face-to-face). The outcomes in online courses will be compared with face-to-face classroom settings to help improve both instruction modes.

The Department added the Special Topics course “Tax Penalties and Criminal Forfeitures” to address the law enforcement side of the tax law. This class provides a course to assist MACCT tax students to graduate and also counts as an Information Assurance elective. We have further special topic courses in internal auditing and tax aspects of retirement accounts under development for the Spring 2011.

Actions Items:

Over the next year, the department will continue to assess the additional online course offerings. This evaluation will include a comparison of test scores and teaching evaluations in each instructional mode. It will also include an assessment of the accomplishment of the goals of both online and face-to-face education including access and faculty coverage.

The Anderson School faculty has approved an Internship Course offering. The curriculum addition is currently going through university-level approval. The department will continue to discuss the proper approach to implement this course within the context of the accounting programs.

Goal 2: Provide faculty support to continue to enhance the Department’s national and international reputation for excellence in interdisciplinary research in accounting and taxation as well as to ensure compliance with AACSB requirements for academically qualified faculty. This goal furthers the overall ASM goals of knowledge advancement and vibrant intellectual atmosphere.

Progress towards Goal:

Faculty have been successful in publishing in high quality journals in their areas of interest. Faculty members hold leadership positions in academic and professional service. Faculty have also been speakers at national and international academic and professional conferences.
Actions Items:

The Department is utilizing KPMG funding to support faculty research agendas. These funds provide summer support to develop intellectual contributions. During the spring of 2011, the department is planning a research seminar with faculty, students, KPMG professionals, and others to present the results of the summer research work.

Faculty will continue to use their access to these funds for travel to national and international conferences.

Goal 3: Provide support for the exchange of ideas with the wider scholarly community by inviting nationally and internationally recognized scholars to the UNM campus. This goal furthers the overall ASM goals of knowledge advancement and vibrant intellectual atmosphere.

The department has sponsored talks from leading scholars on current accounting topics. For instance, Stephen Zeff, Professor at Rice University, spoke to students and external stakeholders on the progress towards International Financial Reporting Standards (IFRS).

Actions Items:

Chris Chapman, editor of Accounting, Organizations, and Society, has been invited to visit the Anderson School in January 2011. In addition, the department is working to bring Marcia Anisette, co-editor of Critical Perspectives on Accounting to campus during AY2010-2011.

Goal 4: Continue to attract national and local accounting firms to the accounting career fair to provide employment opportunities for accounting students and expand the number and type of such employers to include firms offering a variety of financial and professional services suitable for accounting and finance graduates. This goal contributes to the overall ASM goals of careers for graduates.

Progress towards Goal:
The Accounting Department is fortunate to have a diverse group of employers attend the Accounting Career Fair. Recent additions to the attendees include Fidelity Investments, Sun Healthcare, USDA Forest Service among others.

In addition, we are seeking to attract more small- to medium-size accounting firms to the career fair. The Department has sent notice out through the New Mexico Society of CPA’s newsletter providing information and inviting this group to participate in recruiting activities.

In addition, the Department is putting an emphasis on identifying part-time accounting employment and internship opportunities while students are in school. An example of internship opportunities is the “white collar” crime case assistance with the Bernalillo County Sheriff’s office.
Actions Items:

The department will continue to use its academic and community contacts to bring additional employers to the career fair. For instance, at the recent Beta Alpha Psi convention in San Jose a national government agency recruiter expressed interest in attending the event. Likewise, ALPFA has had success in interesting potential employers in recruiting at Anderson due to the diversity of the student body.

The department is also working to expand its internship opportunities. One action item will be implementation of the agreement with the Office of the State Auditor to place student interns.

**Goal 5:** Evaluate and implement alternatives to increase graduate enrollments through programs aimed at our existing undergraduate students and/or efforts to attract other students through open houses, etc.

Progress towards Goal:
This goal was partly an outgrowth of the transition period following the state of New Mexico adopting the 150-hour education requirement. The department actively worked to educate students on the new requirements and encourage students to meet the requirements through graduate study. In recent academic years, the accounting programs have experienced substantial growth in the SCH generated at the graduate level.

Actions Items:
The department currently has the capacity to accommodate the increase in graduate student credit hours. However, class sizes are growing and the external environment is dictating shifting curriculum needs. The department will continue to monitor these developments and the associated resource requirements.

**Goal 6:** Continue our ongoing evaluation of departmental learning assurance efforts and their consistency with ASM initiatives
This goal furthers the overall ASM goal of quality education.

The department continued its implementation of its learning assurance methodology. This included measurement and action on identified learning objectives in the accounting curriculum.

**Goal 7:** Evaluate and as appropriate implement alternatives to enhance the academic and career success of our students through appropriate means such as evaluation of role of the accounting lab, possible additions to the curricula and/or "remedial" workshops intend to improve skills identified as needing additional efforts based on our learning assurance efforts
This goal furthers the overall ASM goal of quality education.

Progress towards Goal:
A major initiative resulting from this assessment has been an emphasis on written assignments. This goal is also encompassed in the rubrics discussed in the learning outcomes assessment.
Actions Items:
The department is currently assessing alternative CPA exam review approaches. Outcomes may include funding for self-study software and a study lab. The objective will be to assist students in taking advantage of the opportunity to pass the exam prior to completion of the 150-hour education requirement.

Another potential area for exploration is developing opportunities for students to enhance their speaking skills. For instance, the Anderson School has established a Toastmasters chapter. This venue may foster improvement in combination with practice included in the curriculum.

Goal 8: Discuss, evaluate and, as appropriate, implement alternative means through which the accounting faculty may contribute to the ASM goal -- Promote economic development in New Mexico and continue to provide professional development opportunities for our constituents.

Progress towards Goal:
The department has had multiple discussions on its role in promoting economic development in New Mexico. The general conclusion is that our primary focus under the mission is providing quality education to students. A qualified workforce is an important factor in job growth. A recent example of this activity is a presentation to the leadership group of the Fidelity Investment service center in Albuquerque. Fidelity is bringing additional service groups to Albuquerque and is looking to the Anderson School for qualified employees.

The department also contributes to economic development through its service activities. Members of the faculty work with non-profit agencies - an important part of the New Mexico economy. Interested faculty are exploring ways to further assist this group through financial education and direct accounting help.

Action Items:
The action item is continuing to assess the environment for opportunities. The challenge is taking on additional responsibilities while continuing to meet existing obligations.

Goal 9: Maintain good relationships with external stakeholders in the professional community. This goal furthers the overall ASM goal of strengthening relationships with external stakeholders.

Progress towards Goal:
The Accounting Department puts extensive effort into maintaining good relationships with external stakeholders in the professional community. The Department assesses and accomplishes this goal in a variety of ways including the following: 1) Hosting lunches with recruiters while they are on campus interviewing students, 2) Holding two Accounting Career Fairs – Fall event associated with on campus recruiting, Spring event less formal for internship and informational purposes, 3) Participating in firm hosted faculty dinners, 4) Attending firm hosted open houses, 5) Ongoing interactions with employers through student organizations (primarily Beta Alpha Psi and ALPFA), 6) Semi-annual meetings of the Accounting Advisory Council, and 7) professional
involvement in consulting activities, New Mexico Society of CPAs, United Way, Institute of Internal Auditors among others.

Action Items:

The Department will continue to use its one-on-one direct contact with stakeholders to facilitate communication. It will also continue to employ the Accounting Advisory Council as an important mechanism to foster the community relationship.

The employer and graduate surveys afford an opportunity for alumni to stay involved with the department.

SIGNIFICANT PLANS AND RECOMMENDATIONS
DEPARTMENT OF ACCOUNTING

PLEASE SEE NARRATIVE INCLUDED IN THE ABOVE SECTION

PROMOTIONS, SABBATICALS, SEPARATIONS, AWARDS
DEPARTMENT OF ACCOUNTING

Alistair Preston – one-year leave without pay – 2009-2010

Craig White – promotion to Full Professor – 2009-2010

PUBLICATIONS
DEPARTMENT OF ACCOUNTING

Phillip D. Bougen

Referred Articles

Rich Brody

Referred Articles


Presentations


**Honors/Awards**

2009-2010: Rutledge Professorship Anderson School of Management.

**Michele Chwastiak**

**Referred Articles**


**Honors/Awards**

2009-2010: Anderson School of Management REDW Lectureship Anderson School of Management, University of New Mexico.

**Robert Gary**

**Referred Articles**


Reed McKnight

Referred Articles


Presentations

McKnight, R. & Cook, R. (2010, October). *Should Cruise Lines Take a Proactive Stand Against Child Sex Tourism?* International Society of Travel and Tourism Educators, Long Beach, California.

Robert J. Tepper

Referred Articles


Presentations


Dennis F. Togo

Referred Articles


Proceedings


Presentations

Anderson School of Management, 2009-2010, Douglas M. Brown, Dean


Craig G. White

Referred Articles


Presentations


Honors/Awards

2009-2010: Professor of Accounting Grant Thornton.

Joni J. Young

Referred Articles


Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

Chapters, Cases, Readings, Supplements


Presentations

Young, J. (2009). Success in Academia. IPA Doctoral Colloquia, Innsbruck, Austria.


SERVICE ACTIVITIES

DEPARTMENT OF ACCOUNTING

Philip Bougen
Service: Professional

Reviewer: Ad Hoc Reviewer for a Journal
2009-2010: Canadian Social Science Council

Service: University

Department Assignments
Faculty Advisor:
2009-2010: EMBA Admissions

College assignments:
Faculty Advisor:
2009-2010: Budget Review Committee

Rich Brody
Service: Professional
Service: Community

Other Community Service Activities
2009-2010: Attorney General Expert Witness (volunteer)
2009-2010: District Attorney Expert Witness (volunteer)
Service: Professional

**Academic Conference: Moderator / Facilitator**


**Member: Committee/Task Force**

2009-2010: Association of Certified Fraud Examiners, Editorial Advisory Committee (International).
2009-2010: New Mexico Society of CPAs (International).
2009-2010: Institute of Internal Auditors (International).
2009-2010: American Institute of Certified Public Accountants (International).
2009-2010: Association of Certified Fraud Examiners (International).

**Reviewer - Article / Manuscript**

2009-2010: American Accounting Association, Mid-Year AAA Auditing meeting (International).
2009-2010: American Accounting Association, Mid-Year AAA ABO meeting (International).

**Reviewer: Ad Hoc Reviewer for a Journal**

2009-2010: Managerial Auditing (International).
2009-2010: Behavioral Research in Accounting (International).
2009-2010: Advances in Accounting Behavioral Research (International).
2009-2010: Advances in Accounting (International).

Service: University

**Department Assignments**

**Chair:**
2009-2010: Search Committee Chair

**Member:**
2009-2010: Department of Accounting Search Committee

**University Assignments**

**Member:**
2009-2010: UNM Library Committee

**Other Institutional Service Activities:**
2009-2010: UNM Center for Information Assurance Research and Education: Associate Director
Ann Brooks
Service: Community

Member of a Committee
2009-2010: Title V Evaluation Team, Member of NM State Title V Evaluation Team for NM Online Project

Other Community Service Activities
2009-2010: Fuller Center, Performed feasibility study on ability to sustain a Fuller Center in Albuquerque, NM

Service: Professional

Board Member: Advisory Board
2009-2010: Institute of Management Accountants, Responsible for meeting monthly to review financials, technical meeting evaluations and suggestions and planning monthly technical meetings. (State).

2009-2010: New Mexico Educators Federal Credit Union, As a Board Member - Review and approve credit union policies and procedures; review and approve annual budget and capital expenditures; develop 2-year strategic goals; objectives and benchmarks for management; review and approve monthly financials and management reports, review and approve monthly minutes of ALM, investment and compensation committees as well as serve on board policy, compensation and supervisory committees.

As Supervisory Comm. Member - Review and supervise Internal Audit Director and internal audit outsourcing; review internal control questionnaires and standardized audit plans' prepare requests for proposals of specialized audits; review and approve audit reports; report audit results to Board of Directors; review and respond to member complaints. (State).

Officer: Organization / Association
2009-2010: Institute of Management Accountants, VP of Finance and Administration - report monthly CPE requirements and review monthly membership reports for errors and add to local listing. (State).

Reviewer: Book / Textbook

Service: University

Department Assignments

Other Institutional Service Activities:
2009-2010: Acctg Dept Meetings: Regularly attend department meetings for updates, hiring and other specific purposes.

2009-2010: ASM and Accounting Career Fairs: Regularly attend fall career fairs and started spring career fairs
College Assignments

Chair:
2009-2010: NM Business Articulation Accounting Committee: Chair the Accounting Committee which is responsible for reviewing course objectives for equivalent courses of 202, 303 and 340. Attend Articulation meeting semi-annually.

2009-2010: Co-Chair of Scholarship Committee

Member:
2009-2010: Statewide Business Articulation Group
2009-2010: Beta Alpha Psi Faculty Mentor
2009-2010: IT Committee (Task Team): Create a technology vision for the school designed to enhance the use of technology by students, faculty and staff in learning, research and operational endeavors.

Other Institutional Service Activities:
2009-2010: ASM Faculty meetings: Regularly attend ASM faculty meetings.
2009-2010: DL Faculty Liaison
2009-2010: Anderson Technology Showcase
2009-2010: Distance Learning Coordinator: Develop, design and deliver internet accounting classes using web course tools; Anderson's WebCT administrator. Integrate webcasting and video streaming in online courses.

University Assignments

Chair:
2009-2010: Faculty Senate Budget Committee

Member:
2009-2010: Extended University's DL Committee: To develop a mission, vision, strategic plan and goals for UNM's distance education.
2009-2010: Presidential Task Force: Responsible for recommending cost containment and revenue generating initiatives to the President to respond to legislative budget cuts.
2009-2010: Faculty Senate Representative

Michele Chwastiak
Service: Professional

Conference Co-Chair, NSH MBA Research Forum, National Society of Hispanic MBAs, Minneapolis, MN, October, 2009.

Member, Academy of Management, Gender and Diversity in Organizations Division, Janet Chusmir Service Award Committee, 2009, 2010.

Chair, Interactive Paper Session, Academy of Management Gender and Diversity in Organizations Division, “Work-Family Conflict”, Chicago, IL; August, 2009.

Ronald E. McNair Scholar Post-Baccalaureate Achievement and Research Opportunity Program Mentor
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

Service: University

College assignments:
(Member):
2009-2010: Anderson Search Committee: Dean Search Committee

University Assignments:
(Member):
2010: University of New Mexico E-Mail Steering Committee
2010: University of New Mexico Clauve Outstanding Senior Award Committee

Norman Colter
Service: Professional

Board of Directors: Moderate Involvement
2009-2010: Cleveland High School Boys Basketball Booster Club (International).
2009-2010: 2001- Present, Association of Latino Professionals in Finance & Accounting, Professional Chapter, Director of Student Affairs (International).

Other Professional Service Activities

Reviewer: Book / Textbook

Service: University

College Assignments
Faculty Advisor:
2009-2010: Association of Latino Professionals in Finance & Accounting

Member:
2009-2010: Anderson Scholarship Committee

Mentoring Activities:
2009-2010: KPMG Case Study Competition: Competition at the Association of Latino Professionals in Finance & Accounting annual meetings

Student Placements:
2009-2010: Attend Anderson School Career Fair and Accounting Career Fair
Robert Gary
Service: University

Department Assignments
Member:
2009-2010: UNM, Recruiting Committee

Reed McKnight
Service: University

Department Assignments
Member:
2009-2010: Accounting faculty job search committee

Leslie S. Oakes
Service: Community
Chair of a Committee
2009-2010: Healthcare for the Homeless

Other Community Service Activities
2009-2010: NGO New Mexico, working to expand health of non-profit sector in New Mexico

Service: University

Department Assignments
Member:
2009-2010: Curriculum & Programs Committee

University Assignments
Other Institutional Service Activities:
2009-2010: RW Johnson Public Health Center Advisory Board

Robert Tepper
Service: Professional

Other Professional Service Activities

2009-2010: Faculty Training for Becker CPA Review Course (International).
Service: University

College Assignments
Member:
2009-2010: ASM Library Committee

University Assignments
Member:
2009-2010: Online Education Advisory Group

Other Institutional Service Activities:
2009-2010: Lobo Reading Experience: Discussion Group Leader

Service: Community

Speech / Presentation at a Community Meeting
2009-2010: Anderson Accounting Graduate Students, CPA Exam

2009-2010: Hispanic National Bar Association, Invited - Law student symposium

Dennis F. Togo
Service: Professional

Chair: Conference / Track / Program
2009-2010: American Accounting Association Southwest Region, Program Chair (International).

Service: University

College Assignments
Chair:
2009-2010: Anderson Curriculum and Programs Committee

2009-2010: Anderson Entrance and Credits Committee

Member:
2009-2010: Anderson Dean Search Committee

Service: Community

Other Community Service Activities
2009-2010: The Church of Jesus Christ of Latter-Day Saints, Stake Financial Auditor, Albuquerque West New Mexico Stake
Craig G. White
Service: University

2009 – Ongoing: Member Faculty Senate Research Policy Committee
2009 – Ongoing: Chair Intellectual Property Policy Subcommittee

College Assignments
Faculty Advisor:
2009-2010: Beta Alpha Psi

Other Institutional Service Activities:
2009-2010: Chair, Department of Accounting

Joni J. Young
Service: Professional

Board Member: Advisory Board
2009-2010: Beta Alpha Psi Advisory Board (Local).

Board Member: PRJ Editorial Review Board
2009-2010: Contemporary Accounting Research (International).
2009-2010: Critical Perspectives on Accounting (International).
2009-2010: Accounting, Organizations and Society (International).
2009-2010: Accounting Auditing and Accountability (International).
2009-2010: Accounting and the Public Interest (International).
2009-2010: Accounting History (International).

Other Professional Service Activities
2009-2010: Interdisciplinary Perspectives in Accounting, Invited faculty participant, Innsbruck, Austria (International).
2009-2010: External Examiner, PhD student, Yasmine Chahed, London School of Economics (International).

Presentation
2009-2010: Interdisciplinary Perspectives in Accounting, July 2009 in Innsbruck, Austria (International).

Reviewer: Ad Hoc Reviewer for a Journal
2009-2010: American Accounting Association Southwest Region (Regional).
2009-2010: Accounting, Organizations and Society (International).
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

Service: University

**Department Assignments**

**Chair:**
- 2009-2010: Department of Accounting
- 2009-2010: Accounting Advisory Council

**Member:**
- 2009-2010: Faculty Search Committee

**Other Institutional Service Activities:**
- 2009-2010: MBA Open House
- 2009-2010: Albuquerque Economic Development Luncheon
- 2009-2010: Anderson Foundation Board Meetings
- 2009-2010: REDW Partners' Dinner
- 2009-2010: KPMG Events: Attendance at AED luncheons, meetings with students, and luncheons with partners.
- 2009-2010: Coordinator of Mgmt 340: Review of syllabi, exams, grading, to insure consistent delivery of course across sections
- 2009-2010: Director, Master of Accounting

**College Assignments**

**Member:**
- 2009-2010: Dean's Advisory Committee
- 2009-2010: Anderson Faculty
- 2009-2010: Anderson Leadership Council

**Other Institutional Service Activities:**
- 2009-2010: Hall of Fame Dinners
- 2009-2010: Anderson Monthly Faculty Meetings

**University Assignments**

**Member:**
- 2009-2010: Provost's Budget Parameters Group

**SPONSORED RESEARCH**

**DEPARTMENT OF ACCOUNTING**

New Mexico Small Business Assistance Program – 2009-2010 Amount – approximately, $150,000

Principal Investigators – Sul Kassicieh, Steve Walsh, Craig White

Purpose of the grant is mentoring and supervising students working with small businesses to assess market opportunities.

The grant is ongoing – renewed from year-to-year at the option of the sponsor.
DEPARTMENT OF ORGANIZATIONAL STUDIES
(JULY 1, 2009-JUNE 30, 2010)

Chair: Jacqueline N. Hood  Professor

Full-time faculty:  
Michelle Arthur  Associate Professor  
Shawn Berman  Associate Professor  
Jan Corzine  Professor Emeritus  
Ann Cunliffe  Associate Professor  
Robert DelCampo  Assistant Professor  
Maria Gondo  Assistant Professor  
Kathryn Jacobson  Assistant Professor  
Jeanne Logsdon  Professor  
Susan Michie  Visiting Professor  
Amelia Nelson  Lecturer  
Karen Patterson  Assistant Professor  
Sarah Smith  Lecturer  
Scott Taylor  Assistant Professor  
Harry Van Buren  Assistant Professor

Part-time faculty:  
David Albright  Chamiza Atencio-Pacheco  
Raymond Becich  Brian Beck  
Autumn Collins  Jens Deichmann  
Judith Espinosa  Sam Giammo  
Sitara Harvey-Cook  Randy Hill  
Ryan Jacobson  Dennis Lester  
Kelly Marino  Christopher Nguyen  
Willow Parks  Rebecca Rigney  
Karen Ross  Paul Sandoval  
Dennis Wallace

SIGNIFICANT DEVELOPMENTS FOR ACADEMIC YEAR, 2009-2010
DEPARTMENT OF ORGANIZATIONAL STUDIES

Dr. Shawn Berman served as the chair for the Professional Development Workshops for the Social Issues in Management (SIM) division of the Academy of Management and was elected to the Executive Board of SIM.

Dr. Rob Del Campo is currently the Editor-in-Chief of Administrative Sciences and continued his position as Associate Editor of the Business Journal of Hispanic Research. He is also the Consulting Editor of the Journal of Education for Business. He served as the faculty advisor to
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

the Anderson School chapter of the Society for Human Resource Management. In addition, he was the winner of the Emerald Literati Award for Outstanding Publication in Cross-Cultural Management. 2009. Dr. Del Campo was honored as the Ronald E. McNair Scholar Post-Baccalaureate Achievement and Research Opportunity Program Mentor

Dr. Jackie Hood served on the Editorial Review Board for *Equal Opportunities International*, facilitated a retreat for the New Mexico Public Accountancy Board, and served on the UNM Athletic Council and the Faculty Senate Policy Committee. She was an invited presenter for The Greater Albuquerque Chamber of Commerce Soaring to New Heights Conference, Newman Center at the University of New Mexico, Bohannan Huston, Bill Daniels Business Ethics Workshop, and presented on “Valuing Diversity” with Jewel Washington to the College of Engineering staff.

Ms. Amelia “Amie” Nelson has been appointed the Faculty Advisor for the Student Contract Management Association – UNM by the National Contract Management Association (NCMA). This student organization is one of few contract management student organizations in the nation. Ms. Nelson is also participating Member of the State of New Mexico Volunteer Association Program assisting individuals with a multitude of legal issues and concerns. Ms. Nelson presented a seminar on Creating and Marketing Small Law Firms, and has assisted several small business owners with creation and maintenance of the business ventures. Ms. Nelson and Dr. Arthur traveled to Budapest, Hungary to attend the Rezler Foundation Scholarship selection board meeting, where they selected Anderson School of Management’s first Hungarian student to study at the Anderson School of Management, UNM. This selection was made possible by the Rezler Scholarship in an effort to provide education in the areas of Alternative Dispute Resolution to Hungarian academics.

Dr. Karen Patterson served on the Strategy search committee, as a reviewer for several journals and was appointed to the board of the Journal of Management Inquiry.

Sarah Smith, Esq. and Amelia Nelson, Esq. - In the spring 2010, these Anderson instructors agreed to build and deliver (Fall 2010) the first ever on-line MGMT 308 and MGMT 310 course offerings. Smith and Nelson spent the summer of 2010 working on these new initiative.

Dr. Scott Taylor continued his position as a board member to the Center for Social and Emotional Competence. He was an invited guest presenter at the University of the Pacific’s (Stockton, CA) symposium on Social and Emotional Competence in Higher Education. He also was an invited presenter at Moss-Adams LLP’s *Forum W* and at the Native American Finance Officers Association’s (NAFOA) 27th Annual Finance Conference. He continues to serve as a review for several academic journals.

Dr. Harry Van Buren continued his service as a volunteer teacher for Junior Achievement, was elected to the Board of the International Association for Business and Society, appointed to the Editorial Board of the *Business & Society*, and was co-coordinator of the Social Issues in Management doctoral consortium at the Academy of Management Meeting.
SIGNIFICANT PLANS AND RECOMMENDATIONS
DEPARTMENT OF ORGANIZATIONAL STUDIES

The Department of Organizational Studies prepares people to lead socially responsible organizations in diverse contexts through education, scholarship, and service, by focusing on:

- Personal, professional, and organizational development
- Ethical decision-making and behavior
- Business growth and economic development

The Department and the Anderson School sponsored the Organizational Behavior Teaching Conference in June 2010. This conference is the annual conference of the Organizational Behavior Teaching Society. The Department and the Anderson School hosted over 300 participants from across the Nation. OBTS is dedicated to innovative teaching and learning in the organizational and management sciences. Its members include faculty at universities and colleges throughout the world, as well as business educators and consultants in the profit and non-profit sectors.

The Department and the Anderson School also sponsored the second bi-annual Qualitative Research in Management Conference in March 2010. There were approximately 100 conference attendees. The conference goal is to create a space where qualitative scholars doing research on and around organizations using a multiplicity of methods, voices, and ways of writing qualitative work, can exchange ideas and engage in critical discussion.

The Department intends to continue to encourage activities related to achieving recognition for the Beyond Grey Pinstripes Award. Beyond Grey Pinstripes is a biennial survey and alternative ranking of business schools. Its mission is to spotlight innovative full-time MBA programs that are integrating issues of social and environmental stewardship into curricula and research. In 2007-2008, the Anderson School of Management was ranked 18th of 112 schools surveyed and 6th for small schools.

Finally, the Department hired Dr. Maria Gondo a tenure-track faculty member in strategic management to ensure that Anderson students are able to think strategically and critically and become responsible top level decision makers.

PROMOTIONS, SABBATICALS, SEPARATIONS, AWARDS
DEPARTMENT OF ORGANIZATIONAL STUDIES

This past year Dr. Rob DelCampo and Dr. Harry Van Buren were promoted to Associate Professor at the Anderson School of Management.
Michelle Arthur

Refereed Articles


Shawn Berman

Refereed Articles


Presentations


Award

International Association of Business and Society Best Paper Award, for the organization's journal, Business and Society, for the years 2000-2010. International Association of Business and Society, 2010.
Ann Cunliffe

Refereed Articles


Book Chapters


Other Publications


Presentations


Invited Presentations


Cunliffe, A. L. (2009). Relational Leadership. INSEAD Colloquium on Developing Leaders, Fontainebleau, France


Honors and Awards
Invited Associate of the Taos Institute, 2009.
Visiting Professor, University of Hull, 2007-2010.
Visiting Professor, University of Strathclyde, UK. 2007-2010.
Visiting Professor, Leeds University Business School, Leeds University, UK. 2005-2010.

Rob DelCampo
Referred Articles


Anderson School of Management, 2009-2010, Douglas M. Brown, Dean


Other Publications


Textbook Supplements


Conference Presentations and Proceedings


Presentations

Andersen School of Management, 2009-2010, Douglas M. Brown, Dean


Jacqueline Hood

Refereed Articles


Presentations


Refereed Proceedings


Honor

2009: Advisory Professorship Anderson School of Management.
Kathryn Jacobson

Refereed Proceedings


Presentations


Honors and Awards

Award

2010: Foundation Fellowship Anderson School of Management, University of New Mexico.

Jeanne Logsdon

Refereed Articles


Honors and Awards

Award


Honor

2009: Jack and Donna Rust Professorship for Business Ethics.
Karen Patterson

Refereed Articles


Presentations


Sarah Smith

Honors and Awards

2009-2010: Rust Professor of Business Ethics
2010: Bill Daniels Business Ethics Fellow

Scott Taylor

Refereed Articles


Presentations


Anderson School of Management, 2009-2010, Douglas M. Brown, Dean


Taylor, S.N. (2009, Sept.). Developing and maintaining effective leadership. Presentation given to the Native American Finance Officers Association’s (NAFOA) 27th Annual Finance Conference. Santa Ana Pueblo, NM.

Honors and Awards

Award
2009: Foundation Fellowship Anderson School of Management, University of New Mexico.

Honor
2010: Bill Daniels Business Ethics Fellow.
2009: Nominated for the New Faculty Teaching Award University of New Mexico.

Harry Van Buren III

Refereed Articles


Proceedings


Book Chapters


Presentations

Anderson School of Management, 2009-2010, Douglas M. Brown, Dean


Awards

2009: Anderson Schools of Management Foundation Fellowship Anderson School of Management, University of New Mexico.

2010: Bill Daniels Business Ethics Fellow.


SERVICE ACTIVITIES
DEPARTMENT OF ORGANIZATIONAL STUDIES

Michelle Arthur
Service: University

College assignments:

Member:
2009-2010: Anderson Leadership Council

Shawn Berman
Service: Professional

Reviewer: Ad Hoc Reviewer for a Journal
2009: Business and Professional Ethics, Ad hoc reviewer (International).
Chair: Conference / Track / Program
2009: Academy of Management, Social Issues in Management Division, I was elected to serve as the 2010 SIM Program Chair. Election to this position also entails serving on the SIM Executive Board. (International).
2009: Academy of Management, Social Issues in Management Division, I was elected to serve as the Professional Development Workshop for the SIM Division, 2009 Academy of Management conference. Being elected to this position also entails election to the Executive Board of SIM. (International).

Service: University
Department Assignments
Member:
2009-2010: Strategy Search Committee

College assignments:
Chair:
2009-2010: Anderson Policy and Planning Committee
Faculty Advisor:
2009-2010: Net Impact Committee: I was Faculty Advisor for the Undergraduate Chapter.
Member:
2009-2010: Anderson Inaugural Non-Profit Day Planning Committee

Ann Cunliffe
Service: Professional
Chair: Conference / Track / Program
2009-2010: Academy of Management, Program Chair: Critical Management Studies Interest Group

Editor: Editor of Journal
2009: Management Learning, Editor-in-Chief
2009-2010: Associate Editor, International Journal of Qualitative Research in Organizations and Management.
2010: Guest editor, Special issue on Retelling Tales of the Field: In Search of Organizational Ethnography 20 Years On, for Organizational Research Methods.

Editorial Board Member
Human Relations (JCR 38/112)
Organization Studies (27/112)
Academy of Management Learning and Education (23/112)
Journal of Organizational Change Management (87/112)
Scandinavian Journal of Management (JCR 76/112)
Canadian Journal of Administrative Sciences, CMS Division (95/112)
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

Employee Responsibilities and Rights Journal
Organization Management Journal.

Conference Organization
Organizer of the 2010 International Qualitative Research in Management and Organization Studies Conference, University of New Mexico.
Site Co-ordinator of the 2010 OBTS Teaching Society for Management Educators Conference, University of New Mexico.

Professional Committees and Boards
2009-2010: Executive Committee, Critical Management Studies Division, Academy of Management
2009-2010: Board Member, OBTS Teaching Society for Management Educators.

Service: University

University assignments:
Assurance Of Learning - Institutional Service:
2009-2010: Internal Reviewer for Organizational Learning and Instructional Technology Program

Rob DelCampo
Service: Professional

Conference Co-Chair, NSHMBA Research Forum, National Society of Hispanic MBAs, Minneapolis, MN, October, 2009.

Member, Academy of Management, Gender and Diversity in Organizations Division, Janet Chusmir Service Award Committee, 2009, 2010.

Chair, Interactive Paper Session, Academy of Management Gender and Diversity in Organizations Division, “Work-Family Conflict”, Chicago, IL; August, 2009.

Ronald E. McNair Scholar Post-Baccalaureate Achievement and Research Opportunity Program Mentor

Service: University

College assignments:
Member:
2009-2010: Anderson Search Committee: Dean Search Committee

University Assignments

Member:
2010: University of New Mexico E-Mail Steering Committee
2010: University of New Mexico Clauve Outstanding Senior Award Committee
Jacqueline Hood

Service: Professional

Chair: Conference / Track / Program
2009-2010: Academy of Management, Chairperson for a session in the Gender and Diversity in Organizations Division

Service: University

Department assignments:

Other Institutional Service Activities:
2009-2010: Chair, Department of Organizational Studies

College assignments:

Member:
2009-2010: Anderson Leadership Council

Other Institutional Service Activities:
2009-2010: Director of the Management Development Center

University assignments:

Member:
2009-2010: Educational Leadership External Team Program Review
2009-2010: Athletic Council
2009-2010: Faculty Senate Policy Committee

Other Institutional Service Activities:
2009-2010: Marshall for Freshman Convocation
2009-2010: Marshall for UNM Graduation

Service: Community

Speech / Presentation at a Community Meeting
2009-2010: New Mexico Public Accountancy Board, Facilitator for Retreat on Technical versus Nontechnical CPE Credit
2009: University of New Mexico Staff Council, Invited Presentation on Teams and Trust
2009: Newman Center, University of New Mexico, Invited Presentation on Time Management.
2009: Bohannan Huston, Invited Presentation on Organizational Culture Factors in Mergers and Acquisitions.
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

2010: Bill Daniels Business Ethics Workshop, Invited Presentation on Teaching Business Ethics with O.C. Ferrell, Victoria Crittendon, and Diane Swanson.


Kathryn Jacobson
Service: University

Mentoring Activities:
2009: Mentored adjunct professor for Summer, 2009 MGMT 306 course
2009: Ronald E. McNair Scholar Post-Baccalaureate Achievement and Research Opportunity Program Mentor

Member:

2009: Library Committee
2009: Entrance and Credits Committee; EMBA Program

Jeanne Logsdon
Service: Professional

Reviewer - Article / Manuscript
2009-2010: Academy of Management, Social Issues in Management Division, Reviewer of manuscripts for the annual meetings (International).

Other Professional Service Activities
2009: North American Case Research Association, Reviewer of cases of annual meeting (International). Service: University

Chair: Conference / Track / Program
2010: International Symposium on Ethics, Business and Society, Session Chair, Barcelona, Spain (International).

College assignments:

Member:
2009-2010: Professorship/Lectureship Review Committee
2009-2010: Anderson School of Management Dean's Faculty Review Committee

Other Institutional Service Activities:
2009-2010: Advisor on response to Princeton Review submission for Anderson's sustainability programs
University assignments:
2009-2010: Lobo Reading Project Committee: Freshman book selection- first year this project was implemented.

Karen Patterson
Service: Professional

Review Board: 2009-2010: Journal of Management Inquiry

Reviewer - Article / Manuscript:
2009-2010: Academy of Management, Organizations and Management Theory division, Health Care Management division, Reviewer of manuscripts for the annual meetings (International).

Facilitator: Conference / Track / Program

Service: College

Search Committee: Strategy Search

Sarah Smith
Service: Professional

Presentations
2009: Role of the Committee - New Mexico Ethics in Business Awards, Screening Committee – August 2009, Albuquerque, NM
2009: Ethics awards training and presentation of student reports- New Mexico Ethics in Business Awards, Selection Committee – December 2009, Albuquerque, NM
2010: Anderson’s ethics initiatives - CFO Academy, with Dean Doug Brown, Albuquerque, NM
2010: How ethical mishaps occur and how to prevent them - the Association of Fund-Raising Professionals – March 2010, Albuquerque, NM
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

2010: Ethics education at Anderson - the Institute of Internal Auditors - June 2010, Albuquerque, NM
2010: How ethical mishaps occur and how to prevent them - the Albuquerque Chapter of Credit Unions – April 2010, Albuquerque, NM.

Service: University

**Department assignments:**

*Member*
2009: Teaching Evaluation Criteria DOS Review Committee

**College assignments:**

*Chair*
2009: Anderson Not for Profit Day: Ethics in Nonprofit Organizations

*Member*
2009-2010: Anderson Curriculum and Programs Committee

**University assignments:**

*Member*
2009-2010: Freshman Learning Communities

Service: Community

**Member of a Committee**
2009: JCC Humanitarian Awards, Pro Bono Services - Selection Process Redesign
2009: Jewish Community Center, Humanitarian Awards Process Redesign Team
2009: Samaritan Counseling Center, Steering Committee NMEBA
2009: New Mexico Ethics Alliance, Programs and Best Practices Committee
2009: New Mexico Ethics Alliance, Executive Committee

**Other Community Service Activities**
2009: Pro Bono Consultation - Florida Ethics in Business Awards Program, Pro Bono support to Sarasota Florida Samaritan Institute planning Ethics in Business Awards Program
2009: NMIDEA Conference and Dinner, Doug Brown, Keynote Speaker
2009: Samaritan Board Appreciation Reception
2009: Stephen M.R. Covey 'The Speed of Trust' Workshop
2009: New Mexico Humanitarian Awards
2009: 2009 New Mexico Summit on Global Competitiveness
2009: New Mexico Ethics in Business Awards - Steering Committee and ex officio on Nominating, Screening and Selection Committees.
2009: New Mexico Ethics Alliance – Officer, Board member and multiple committee roles.
2009: New Mexico Ethics in Business Awards – year-round responsibility to direct Anderson’s involvement in the New Mexico Ethics in Business Awards, including the efforts of student teams which each fall research the 30+ nominees for Awards. In 2010, the Bill
Daniels Ethics in Entrepreneurship Award was added to this complement of distinguished award categories, with Smith responsibility to manage this process.

2009: Ethics Best Practices in New Mexico - directs Anderson involvement in an on-going student study of ethics best practices in New Mexico businesses in a large-scale community service project.

2009: Ethics in Organizations, Freshman Learning Communities - the Jack and Donna Rust - sponsored seminar, Fall 2009, featuring extensive community outreach and notable community leaders as guest presenters.

2009: Eller International Ethics Case Competition - coached and accompanied a student team in this renowned ethics case competition held at the University of Arizona, October 2009, Tucson, Arizona.

2009: City of Albuquerque CAO David Campbell - invited his remarks to Smith’s MGMT 308 classes and, in partnership with Anderson’s Net Impact and under the auspices of the Jack and Donna Rust Professorship, sponsored his additional remarks to an evening assembly of students, staff and the invited public.

**Speech/Presentation at a Community Meeting**

2009: Association of Fundraising Professionals, Becoming a Resilient Organization: Surviving and Thriving in Tough Times

**Scott Taylor**

**Service: Professional**

*Board Member: Advisory Board*

2009-2010: University of the Pacific, Advisory Board Member for the Center for Social and Emotional Competence (National).

*Member: Committee/Task Force*

2009-2010: Organizational Behavior Teaching Society (International).

2009-2010: Society for Industrial and Organizational Psychology (International).


*Other Professional Service Activities*

2002-2010: HayGroup, Emotional Competence Inventory, Certified Executive Coach (International).

*Reviewer - Article / Manuscript*


*Reviewer - Book / Textbook*


*Reviewer: Conference Paper*

2009-2010: Academy of Management, Management Education Division (International).
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

Service: University

**College Assignments**

**Member:**
2009-2010: Information Technology (IT) committee, Budget Review Subcommittee

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**Harry Van Buren III**

Service: University

**College Assignments**

**Member:**
2009-2010: Anderson Policy & Planning Committee
DEPARTMENT OF FINANCE, INTERNATIONAL, TECHNOLOGY MANAGEMENT, AND ENTREPRENEURSHIP (FITE)
July 1, 2009 – June 30, 2010

Chair: Raul de Gouvea Neto Professor

Full-time Faculty:
- Hsuan-Chi Chen Assistant Professor
- Jim Cormier Lecturer
- Charles T. Crespy Professor
- Dante DiGregorio Associate Professor
- Sul Kassicieh Professor
- Raj Mahto Assistant Professor
- Emmanuel Morales-Camargo Assistant Professor
- John Schatzberg Professor
- Doug Thomas Associate Professor
- Gautam Vora Professor
- Steve Walsh Professor

Part-time Faculty:
- Paula Blacher Luis Brown
- Albert Cherino Jim Cormier
- Antonio Flores Chris Fogel
- George Friberg Douglas Hellie
- Howard Hickey Tom Hunsaker
- Orlando Lucero Len Malczynski
- Debbie Pierson Garrett Ray
- David Robbins Paul Sandoval
- George Sanzero Linda Shul
- Kevin Stevenson Lawrence Waldman

SIGNIFICANT DEVELOPMENTS FOR ACADEMIC YEAR, 2009-2010
DEPARTMENT OF FINANCE, INTERNATIONAL, TECHNOLOGY AND ENTREPRENEURSHIP
- 4th annual Native American Career Fair, April 2010 at the Anderson School of Management
- July 2009 – Doug Thomas took UNM students (20+) to Mexico
- June 2009 – Chuck Crespy brought CIDESI students from Mexico for summer program.
- Dante taught GMMT 328 in Rome Program
- Spring 2010 UNM Technology Business Plan Competition. The UNM Technology Business Plan Competition encourages UNM students from all UNM schools and colleges to collaborate on teams that commercialize technology products developed at UNM, Sandia National Labs, Los Alamos National Lab, or elsewhere in the state. These student-owned startup firms bring inventions from lab to market and have the potential to TBPC offers team exposure for their business and prize funding for their firm.
J.B. Tuttle, Marketing Director for Microtection, LLC. Microtection (formerly MicroHound) won the $25,000 Michael Gallegos Prize for Entrepreneurship in 2009 and is working to commercialize a portable trace explosives and narcotics detector developed at Sandia National Laboratories.

**SIGNIFICANT PLANS AND RECOMMENDATIONS**

**DEPARTMENT OF FINANCE, INTERNATIONAL, TECHNOLOGY AND ENTREPRENEURSHIP**

Annual Albuquerque Hispano Chamber of Commerce Day at Anderson – Sp 2011
Native American Career Fair – Spring 2011
WITS Conference Spring 2011
FIBEA Conference – Fall 2010
2nd Annual Non-Profit Day – Spring 2011
Spring 2011 Technology Business Plan Competition

**PROMOTIONS, SABBATICALS, SEPARATIONS, AWARDS**

**DEPARTMENT OF FINANCE, INTERNATIONAL, TECHNOLOGY AND ENTREPRENEURSHIP**

Gautam Vora – sabbatical Spring 2010
John Schatzberg – sabbatical – Spring 2010
Hsuan-Chi Chen t3 review – Spring 2010
Chuck Crespy resigned from Anderson Faculty Spring 2010

Kaye Summerhays received the Charter Bank Award of Excellence (Staff)
Steve Walsh received the Faculty Acknowledgement Award

**FITE awards**

Hsuan-Chi Chen – Outstanding Research Award
Jim Cormier – Outstanding Teaching Award
Raj Mahto – Outstanding Service Award
PUBLICATIONS

Hsuan-Chi Chen

Referred Articles


Presentations


Charles Crespy

Book Chapter

Conference Presentations

Transparency and Accountability in Sustainability Reporting: A Comparative Study”. Presented at the 37th Annual Meeting of ARNOVA; also posted on the ARNOVA Website. 2009. Co-author with Miller, V.V.


Dante Di Gregorio

Referred Publications


Presentations


Raul Gouvea

Referred Articles


**Chapters**


**Presentations**


**Sul Kassicieh**

**Referred Articles**


**Proceedings**

Presentations


Entrepreneurship Situations and Attitudes, presented at the University of Adelaide Entrepreneurship Center seminar series, Adelaide, Australia, January 2010


Honors/Awards


Raj Mahto

Referred Articles


Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

Presentations


Emmanuel Morales-Camargo

Presentations


John Schatzberg

Referred Articles


Honors/Awards

2009-2010: ASM Lectureship Anderson School of Management, University of New Mexico.
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

Doug Thomas

Referred Articles


Proceedings


Presentations


Honors/Awards

2009-2010: Outstanding Research and Teaching Award for the Dept. FITE Department.

Gautam Vora

Referred Articles


Chapters


Presentations

Steve Walsh

Referred Articles


Invited Non referred

Walsh S. (2009) forward for Overissel Success Stories, University of Twente, Enschede, Netherlands


Proceedings

Tierney R. and Walsh S. (2010), Matrix Management for enabling technology based fabrication at the interface of technology, Cairo, Egypt. IAMOT march 2010.


Walsh (2009) “Why is LIGA commercialization lagging other MEMS based manufacturing Techniques,” HARMST, Saskatoon, Canada, June 2009 (NR)


Anderson School of Management, 2009-2010, Douglas M. Brown, Dean


Chapters


Presentations


Honors/Awards
2009-2010: New Mexico Small Business Award Program.

2009-2010: Annual UNM Award UNM Faculty Acknowledge Award.
SERVICE ACTIVITIES
DEPARTMENT OF FINANCE, INTERNATIONAL, TECHNOLOGY AND ENTREPRENEURSHIP

Hsuan-Chi Chen
Service: Professional

Academic Conference: Discussant

Reviewer: Ad Hoc Reviewer for a Journal
2009-2010: Journal of Banking and Finance, reviewing the manuscript 09-1964 for Journal of Banking and Finance (International).

Service: University

Department Assignments
Member:
2009-2010: Finance Search Committee (FITE department) - Fall 2009: Interviewing candidates at the 2009 FMA conference; attending the presentation of the selected candidate; meeting with the selected candidate; participating in various meetings of the search committee

College Assignments
Member:
2009-2010: IT Committee: served as a committee member of the IT committee

Other Institutional Service Activities:
2009-2010: Anderson convocation - Fall 2009: Participating in Anderson convocation (Fall 2009)

2009-2010: Instructor for Advanced Math Skills Workshop (Anderson School of Management): Teaching basic statistics at Advanced Math Skills Workshop offered at the beginning of each semester (Fall 2009-present)

Writing Student Recommendations:
2009-2010: Writing recommendation letters for students or graduates: Writing recommendation letters for students or graduates for employment or admission into advanced degree programs; the list of 2009: Brandon Gilmore, Claudia Cano, Lillian Lam, Yang Yang, and Quyen Nguyen

University Assignments
Faculty Advisor:
2009-2010: Faculty advisor to Taiwanese Student Association at UNM (2007-present): Advising to Taiwanese Student Association at UNM (2007-present)
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

**Dante DiGregorio**

**Service: Professional**

**Board Member: PRJ Editorial Review Board**


**Member: Committee/Task Force**

2009-2010: Academy of Management, member of Entrepreneurship, International management (IM) and Business Policy and Strategy Divisions (National).

**Service: University**

**College Assignments**

**Faculty Advisor:**

2009-2010: Anderson International Student Exchange Programs: Director of the program from 2001 to present

**Member:**

2009-2010: Anderson Faculty

**University Assignments**

**Chair:**

2009-2010: UNM Study Abroad Advisory Committee
2009-2010: UNM Study Abroad Task Force, Provosts Office

**Member:**

2009-2010: Board of Directors KNME-TV: Board member
2009-2010: Steering Committee, UNM Rome Campus Initiative
2009-2010: Interdisciplinary Committee on Latin American Studies UNM: appointed by Dean of Arts & Sciences
2009-2010: Executive Committee Latin American and Iberian Institute UNM

**Other Institutional Service Activities:**

2009-2010: Co-Project Director: Co-Project Director Title VI-B grant for Business and International Education program, US Department of Education 2009-2011.

**Raul de Gouvea Neto**

**Service: Professional**

**Chair: Conference / Track / Program**

2009-2010: WITS, Co-Chair of Water, Innovation, Technology Sustainabilty Conference in Manaus Brazil - WITS (International).
Service: University

**College Assignments**
2009-2010: Anderson Leadership Council

**Suj Kassicieh**

Service: Professional

**Board Member: PRJ Editorial Review Board**

**Other Professional Service Activities**
2009-2010: International Journal of Innovation and Technology Management, Area Editor (International).

Service: University

**University Assignments**
Member:
2009-2010: UNM Committee on Governance

**Emmanuel Morales-Camargo**

Service: Community

**Positions Held in Civic Organizations**
2009-2010: New Mexico-Sonora Commission, Educational Commissioner appt. by Gov. Bill Richardson

Service: University

**Department Assignments**
Faculty Advisor:
2009-2010: Finance Concentration: Faculty advisor for finance concentration

**College Assignments**
Faculty Advisor:
2009-2010: Financial Investment Association

**Faculty Sponsor:**
2009-2010: Association for Business Research

**John Schatzberg**

Service: University

**Department Assignments**
Faculty Advisor:
2009-2010: Finance Area Student Advisor: Curriculum, Service Assignments
Content study across finance concentration courses
Long-term scheduling of finance courses
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

**College Assignments**

**Member:**
2009-2010: Anderson Curriculum and Programs Committee

**Doug Thomas**

**Service: University**

**College Assignments**

**Member:**
2009-2010: Anderson Leadership Council

**Other Institutional Service Activities:**
2009-2010: UNM-Centro Fox summer Program: Director

**University Assignments**

**Chair:**
2009-2010: UNM Writing Across the Curriculum Sub-Committee
2009-2010: University Core Curriculum Task Force: Sub Committee Chair - Writing Across the Curriculum

**Member:**
2009-2010: President's Strategic Advisory Team
2009-2010: College Academic Reporting Group Committee
2009-2010: Provost's Committee for Assessment

**Gautam Vora**

**Service: University**

**College Assignments:**

**Member:**
2009 - 2010: Dean’s Advisory Review Committee

**Steve Walsh**

**Service: Professional**

**Other Professional Service Activities**
2009-2010: Chair International Roadmap Committee MANCEF
2009-2010 - CNM college tram member for school direction initiatives and Nano Technologies or “COMS 2010” in New Mexico
2009-2010 - Local committee member for the International Commercialization Conference on Micro and Nano Technologies or “COMS 2010” in New Mexico
2009-2010 - Member Board of Northern New Mexico Connect
2009-2010 - Assisted in the development of Duke City Dozen award for Entrepreneurship for Albuquerque Chamber of Commerce
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

2009-2010 – Board Member and Co-Chair of Education committee for International Association of Management of Technology

Service: University

College assignments:

Member:
2009-2010: Policy and Planning committee
2009-2010: UNM Business Plan Competition Team Mentor

SPONSORED RESEARCH

DEPARTMENT OF FINANCE, INTERNATIONAL, TECHNOLOGY AND ENTREPRENEURSHIP

New Mexico Small Business Assistance Program – 2009-2010 Amount – approximately, $150,000
Principal Investigators – Sul Kassicieh, Steve Walsh, Craig White, Rajankumar Mahto
Purpose of the grant is mentoring and supervising students working with small businesses to assess market opportunities. The grant is ongoing – renewed from year-to-year at the option of the sponsor.

Widening the Scope of UNM’s International Business Education Programs – 2009-2010 Amount – $94,655
Principal Investigators – Dante DiGregorio, Douglas Thomas
Sponsor – Department of Education

Sustaining Rural Communities in North America via Entrepreneurship Education – 2009-2010
Amount - $31,934
Principal Investigator – Dante DiGregorio
Sponsor – East Tennessee State University
Chair: Steven A. Yourstone  

Full-time faculty:  
- Gerald Albaum  
- John D. Benavidez  
- Ranjit Bose  
- Stephen D. Burd  
- Linda Ferrell  
- O.C. Ferrell  
- Dimitri Kapelianis  
- S. Howard Kraye  
- Xin Luo  
- Mary Margaret Rogers  
- Catherine Roster  
- Laurie Schatzberg  
- Alessandro F. Seazzu  
- Douglas M. Stewart  

Associate Professor:  
- Research Professor  
- Lecturer  
- Professor  
- Associate Professor  
- Assistant Professor  
- Lecturer  
- Assistant Professor  
- Associate Professor  
- Associate Professor  
- Associate Professor  
- Associate Professor  
- Lecturer II  
- Associate Professor  

Half-time Faculty:  
- Nick Flor (IF&DM Director)  

Part-time faculty:  
- James Constand  
- John Eberly  
- David Harris  
- Peter Jurkat  
- Stacy Sacco  
- Linda Shul  

Associate Professor:  
- Linda Merewether  
- William Epler  
- Susan Hershberger  
- Elaine McGivern  
- Josh Saiz  

**Significant Developments for Academic Year, 2009-2010**  
**Department of Marketing, Information and Decision Sciences**  
Linda Ferrell and O.C. Ferrell Developed a Grant Proposal for the Daniels Fund to support business ethics education in NM-$1,250,000. Grant awarded Nov. 18, 2009.
SIGNIFICANT PLANS AND RECOMMENDATIONS
DEPARTMENT OF MARKETING, INFORMATION AND DECISION SCIENCES

The department is launching an online BBA concentration in MIS. Additional concentration courses in Operations Management at the MBA level will be moved to an online offering for fall 2011.

PROMOTIONS, SABBATICALS, SEPARATIONS, AWARDS
DEPARTMENT OF MARKETING, INFORMATION AND DECISION SCIENCES

Sabbatical: Ranjit Bose—spring semester 2010

PUBLICATIONS
DEPARTMENT OF MARKETING, INFORMATION AND DECISION SCIENCES

Gerald Albaum
Referred Articles


Proceedings


Ranjit Bose
Referred Articles

Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

Proceedings


Presentations


Honors/Awards

2009-2010: Distinguished Professor Award The Wall Street Journal-In-Education.

Steve Burd

Referred Articles


Chapters, Cases, Readings, Supplements


Linda Ferrell

Referred Articles


Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

Books


Presentations


**O.C. Ferrell**

**Refereed Articles**


**Books**


**Presentations**

Anderson School of Management, 2009-2010, Douglas M. Brown, Dean


Nick Flor
Proceedings


Chapters, Cases, Readings, Supplements


Howard Kraye
Referred Articles

Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

Honors/Awards


Xin Luo

Referred Articles


Proceedings

Yan, Ruiliang and Xin Luo, “Understanding Consumers’ Online Search and Purchase Behaviors: A Social-Psychological Perspective,” Proceedings of 2010 Joint Conference on eServices and Business Intelligence, Chengdu, China, June 4-6, 2010

Lu, Yong, Xin Luo, Xubin Cao, and Dan Yang, “The Roles of Social Capital in Virtual Communities,” Proceedings of 2010 Joint Conference on eServices and Business Intelligence, Chengdu, China, June 4-6, 2010

Zhu, Bin, Xin Luo, Jian Ma, and Michael Chau, “Finding Treasures from Your Trash,” Proceedings of 2010 Joint Conference on eServices and Business Intelligence, Chengdu, China, June 4-6, 2010

Brody, Richard, Xin Luo, and Alex Seazzu, “Electronic Discovery: A Descriptive Analysis of Technological, Legal, and Managerial Issues,” Proceedings of Annual AAA Forensic and Investigative Accounting Section Research Conference, Baton Rouge, LA, May 7-8, 2010
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean


Chapters, Cases, Readings, Supplements


Honors/Awards

Winner of Distinguished Paper (Information Systems Track), Decision Sciences Institute
Best Paper Nominee, Information Academy for Information Management (SIG-ED)

Catherine Roster

Referred Articles


Proceedings


Presentations

Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

Roster, C.A. (2010, Sept.). *Chronic Disorganization Research Updates*. Presentation to the National Study Group on Chronic Disorganization, Austin, TX.

**Honors/Awards**

2009-2010: Faculty Community Leadership Award Anderson School of Management.
2009-2010: Regents' Lectureship Award.

**Laurie Schatzberg**

**Proceedings**

Schatzberg, L. (2009). Tweet This: The Business of Social Networking. *International Academy for Information Management (AIS SIGED).*

Luo, X. & Schatzberg, L. (2009). Results of an Online Information Security Modules in a Required Introductory MIS Course. *International Academy for Information Management (AIS SIGED).*

**Books, Monographs, Compilations, Manuals**


**Presentations**


**Alessandro F. Seazzu**

**Referred Articles**


**Chapters, Cases, Readings, Supplements**

Douglas Stewart

Referred Articles


Proceedings


Steven Yourstone

Chapters, Cases, Readings, Supplements


SERVICE ACTIVITIES

DEPARTMENT OF MARKETING, INFORMATION AND DECISION SCIENCES

Gerald Albaum

Service: Professional

Chair: Conference / Track / Program

John Benavidez

Service: University

Department Assignments
Faculty Advisor:
2009-2010: UNM Collegiate Chapter of the American Marketing Association
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

Other Institutional Service Activities:
2009-2010: Marketing Management Course Coordinator

College Assignments
Writing Student Recommendations:
2009: Wrote 31 letters of recommendation for students pursuing a career of graduate education.

University Assignments
Faculty Advisor:
2009-2010: Alpha Nu Chapter of Phi Gamma Delta
Member:
2009-2010: Student Union Building Board

Other Institutional Service Activities:

Ranjit Bose
Service: Professional
Board Member: PRJ Editorial Review Board
2009-2010: Journal of International Technology and Information Management (International).

Service: University
College Assignments
Member:
2009-2010: Anderson Entrance and Credits Committee

Steve Burd
Service: Professional
Member: Committee/Task Force
2009-2010: New Mexico Telehealth Alliance, Secretary/Treasurer since May 2006 (International).

Officer: Organization / Association
2009-2010: New Mexico Telehealth Alliance, Secretary/Treasurer (International).

Reviewer: Conference Paper
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

Service: University
College Assignments
Member:
2009-2010: Anderson Curriculum and Programs Committee

Linda Ferrell
Service: Professional
Board Member: Advisory Board
2009-2010: Academy of Marketing Science, Vice President of Programs (International).
2009-2010: Cutco/Vector College Advisory Board, On the Cutco/Vector College advisory board with: Bob Peterson (University of Texas), Vicky Crittenden (Boston College), Derek Hassay (University of Calgary), Joe Hair (Kennesaw University) and Mike Williams (Central Oklahoma University) 2008-2010 (International).

Chair: Conference / Track / Program

Member: Committee/Task Force

Service: University
University Assignments
Chair:
2009-2010: UNM University Ethics Committee: Chairing University Ethics Committee

O.C. Ferrell
Service: Professional
Officer: Organization / Association
2009-2010: Academy of Marketing Science, Vice President of Publications (International).

Service: University
College Assignments
Member:
2009-2010: Deans Advisory Review Committee
2009-2010: Anderson Dean Search Committee

Nick Flor
Service: Professional
Chair: Conference / Track / Program
2009-2010: IADIS International Conference WWW/Internet, Rome, Italy (International).
Presentation
2009-2010: IADIS International Conference WWW/Internet, Rome, Italy (International).

Service: University
College Assignments
Member:
2009-2010: Anderson Dean Search Committee

University Assignments
Member:
2009-2010: Deans Search Committee: University College
2009-2010: Faculty Senate Teaching Enhancement Committee
2009-2010: Faculty Senate Undergraduate Committee

Other Institutional Service Activities:
2009-2010: Associate Director: Interdisciplinary Film & Digital Media Program
2009-2010: University Commencement Reader

Dimitri Kapelianis
Service: Professional
Member: Committee/Task Force

Reviewer: Ad Hoc Reviewer for a Journal

Service: University
Dissertation Assignments
Other Institutional Service Activities:

Howard Kraye
Service: Professional
Advisor
Xin Luo
Service: Professional

**Board Member: Advisory Board**
- 2009-2010: Journal of Internet Banking and Commerce (International)
- 2009-2010: Journal of Cases on Information Technology (International)
- 2009-2010: International Journal of E-Services and Mobile Applications (International)
- 2009-2010: International Journal of Information Technology Project Management
- 2009-2010: International Journal of E-Services and Mobile Applications
- 2009-2010: International Journal of Business Intelligence Research
- 2009-2010: International Journal of E-Finance

**Reviewer: Ad Hoc Reviewer for a Journal**
- MIS Quarterly
- European Journal of Information Systems
- Decision Support Systems
- Electronic Commerce Research and Applications
- Journal of Computer Information Systems
- Journal of Information Technology Theory and Application
- Industrial Management & Data Systems

**Reviewer: Ad Hoc Reviewer for a Conference**
- The Dewald Roode Information Security Workshop, IFIP WG 8.11 conference (2010)

**Chair: Conference / Track / Program**
- 2009-2010: Program Co-Chair for Joint Conference on eServices and Business Intelligence (International)

**Program Committee for International Conferences**
- International Conference on Accounting and Information Technology (2010)
- 5th Midwest Association for Information Systems Conference (2010)
- Financial Business Intelligence and Risk Management & Electronic Payment and Electronic Commerce

**Service: Community**
- Vice President for New Mexico Chinese School of Arts & Language

Mary Margaret Rogers
Service: Community

**Member of a Committee**
- 2009-2010: Albuquerque APICS, University liaison to Albuquerque APICS
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

Service: Professional

Board Member: PRJ Editorial Review Board

Service: University

Department Assignments

Assurance Of Learning - Institutional Service:
2009: Learning Assurances Review: Helped John Benavidez review LOA for marketing BBA and MBA core classes.

Faculty Advisor:
2009: Reviewed Peer Review Teaching Process with Steve Burd
2009: Operations area coordinator: Responsible for student advising, transfer credit evaluation, developing class schedule, managing curriculum issues, creating peer review teaching matrix, other duties as assigned by department chair
2009: Marketing Area Coordinator: Responsible for student advising, transfer credit evaluation, developing class schedule, managing curriculum issues, creating peer review teaching matrix, other duties as assigned by department chair

Other Institutional Service Activities:
2009: Spring Peer Teaching Review: Reviewed Alex Seazzu's on-line class as part of MIDS peer review of teaching
2009: Marketing/Ops Journal Lists: Responsible for assembling lists of journals ranked according to quality for the Marketing, Operations, and supply chain.
2009: Peer Review of Teaching: Reviewed Dimitri Kapelianis' class as part of MIDS peer review of teaching process,
2009: Participation in Supply Chain Class Project: April--Participated in Mr. Kraye's Supply Chain Projects class by helping students complete project (with Mr. Kraye's consent).

College Assignments

Chair:
2009-2010: Policy and Planning Committee

Faculty Advisor:
2009: MBA welcome calls
2009: Fall MBA Orientation

Member:
2009: ASM Scholarship Committee

Other Institutional Service Activities:
2009: Took visiting scholar to dinner: Took Greg Marshall to dinner after his research seminar
2009: Research Seminar: Attended Peter Jurkat's research seminar
2009: Attended farewell party for Amy Wohler
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

2009: Research Seminar: Attended Nick Flor's research presentation
2009: Research Seminar attendance: 1/28 seminar by Victoria Crittenden

**University Assignments**
Member:
2009-2010: UNM Scholarship Committee

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**Catherine Roster**

Service: Professional

**Reviewer - Book / Textbook**

Service: University

**College assignments:**
Anderson School of Management Faculty Chair

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**Laurie Schatzberg**

Service: Community

**Other Community Service Activities**

**Positions Held in Civic Organizations**
2009-2010: Juvenile Diabetes Research Foundation, International (JDRF), Board member for JDRF in NM. Significant & active involvement in planning & implementing annual Walk to Cure Diabetes; minor involvement in the annual Golf Tournament; moderate involvement in the Adult Outreach committee

Service: Professional

**Board of Directors: Substantial Involvement**
2009-2010: NMTC Women in Technology, I was on the conference committee, and chaired the scholarship nomination and selection process. I had substantial involvement in the planning, design, outreach, organization and implementation of the statewide conference, Albuquerque, New Mexico (State).

**Chair: Committee / Task Force**
2009-2010: New Mexico Technology Council - Women in Technology Celebration, Member of planning committee; chair, scholarship committee, scholarship judge, Albuquerque, New Mexico (State).

**Invited Lecture**
2009-2010: Flatworld Knowledge - webinar, One of three featured speakers for a Web2.0 textbook publisher's webinar to faculty worldwide. (International).
Reviewer - Article / Manuscript
2009-2010: International Academy for Information Management (AIS SIGED), Reviewed several manuscripts, Phoenix, Arizona (International).

Service: University

Department Assignments

Other Institutional Service Activities:
2009-2010: Sandia National Labs - Education Fair MIS rep: Participating in day-long Sandia education fair to attract their employees to our programs. Spring 2010 is the 3rd event for which I'll represent MIS.

Other Institutional Service Activities:
2009-2010: Anderson Graduation: Each academic year, I participate in at least one of Anderson's graduation events. Since 2007, I normally participate in UNM graduation every year.
2009-2010: MBA Open House: Area rep for March 2, 2010 open house recruiting MBA students.

University Assignments

Other Institutional Service Activities:
2009-2010: UNM Graduation: At least once a year, participate in UNM graduation ceremonies.

State-wide Assignments

Member:

Alessandro F. Seazzu

Service: Community

Member of a Committee
2009-2010: New Mexico Regional Computer Forensics Lab (FBI), Senior UNM representative. Member of the National Advisory Board.

Other Community Service Activities

Speech / Presentation at a Community Meeting
2009-2010: Sandia National Laboratories, IA recruiting and presentation

Service: University

College Assignments
Chair:
2009-2010: IT Committee

Faculty Sponsor:
2009: Information Assurance Student Organization
Steven Yourstone
Service: Community

Member of a Committee
2009-2010: UNMH Family Practice Clinic Community Advisory Board, Member of community advisory board along with physicians and administrators. We discuss and make recommendations for improving the quality of service at the family practice clinic.

Board of Directors
2008-present: Student Liaison to the Albuquerque Chapter of the American Production and Inventory Control Society.

Service: Professional

Reviewer - Article / Manuscript

Track Chair
Track chair for the national meetings of the Decision Sciences Institute: 2006-2009

Service: University

College Assignments
Member:
2009-2010: Anderson Leadership Council

Deans Office:
2010: Work with Dean Brown to site a new building for the Anderson School of Management.

University Assignments
UNM Faculty Senate representative. August 2009-present

Member of the UNM Faculty Senate Computer Use Committee 2010

Member of the UNM Campus Development Advisory Committee. August 2009-present

Member of the UNM Learning Environments Committee. January 2009-present

Member of the UNM Learning Environments Sub Committee on Classroom Technologies 2010

Member of the Executive Council for Interactive Film and Digital Media August 2009 –present. 2009 to the present.

Member of the Honors Residence Life Dormitory Committee. 2010

Member of the Main Campus Housing Committee. 2010
Anderson School of Management, 2009-2010, Douglas M. Brown, Dean

Member of the West Side Campus Strategic Planning Task Force 2010
THE ANNUAL REPORT OF
THE SCHOOL OF PUBLIC ADMINISTRATION
July 1, 2009 – June 30, 2010

Submitted by Angela Kamman – Administrative Officer

Director
Uday Desai

Faculty
Chih-Wei Hsieh
Constantine Hadjilambrinos (75%)
Kun Huang
Gao Liu
Bruce Perlman
Mario Rivera
Stephanie Smith
Roli Varma (70%)

1. Significant Developments During the 2009-10 Academic Year

- Bruce Perlman returned from Leave of Absence
- Development and submission of new concentration in Health Policy & Administration
- Development of five year (3+2) BA in Economics – MPA Program
- Approval of five year (3+2) BA in Economics – MPA Program
- Received approval to hire new faculty member with specialization in Native American Governance

2. Significant Plans and Recommendations for the Near Future

- Development of Masters in Health Administration degree programs
- Approval of new Health Policy & Administration Concentration
- Continued examination of SPA goals and direction.

3. Appointments, Promotions, Separations

- Kristen Cole was hired as a part time Graduate Academic Advisor
4. Publications, Outside Professional Activities, Outside Sponsored Research, Student Info

PUBLICATIONS

Dr. Uday Desai:

Publications:

Professional Activities:
• General Editor, Global Environmental Policy Series, State University of New York Press, 2005- Present.
• Member, Strategic Initiative Group 1 and 5 (SIG1 and SIG5), American Society for Public Administration, 2010-2012.

Dr. Chih-Wei Hsieh:

Paper Presentations at Professional Conferences:

Reviewer for AOM Annual Meeting, January 2010. Reviewed following Articles:
• “Goals, Planning and Performance in the U.S. Federal Government”
• “Explaining the Differences of Work Attitudes between Public and Nonprofit Managers”

Dr. Kun Huang:

Publications

• Recipient of the Beryl Radin Award for Best Article in JPART (Volume 19) 2009

Outside Professional Activities
• 2010 Presented paper, “A Study of Agency Strategic Orientation and Inter-agency Collaboration in a Mixed-Sector Behavior Health Service Network” at the 9th Annual Public Health Systems Research Interest Group Meeting, Boston, MA.
• Served as anonymous reviewer for the Public and Nonprofit Division of the 2010 Academy of Management Annual Meeting.
• Reviewed the manuscript, “Social Networks in Open Systems of Governance: the Case of an English Local Older Persons’ Care System” for *Public Management Review*.
• Reviewed the manuscript, "The Politics of Connections: Assessing the Determinants of Social Structure in Policy Networks" for *Journal of Public Administration Research and Theory*. 
• Reviewed the manuscript, "Interorganizational Trust in Community Capacity Building Network: An Exploration of Antecedents" for the Nonprofit and Voluntary Sector Quarterly.

• Reviewed the manuscript, "Moving Beyond the Boundaries of Network Research in Public Administration" for Public Administration Review.

Other Professional Activities

• Kun Huang, 2010. Agency Strategic Orientation and Inter-agency Collaboration in a Mixed Sector Behavior Health Service Network Agency.

Dr. Mario Rivera:

Book chapters published:

With James D. Ward, coauthor, “Institutional Racism, Diversity and Public Administration,” in Mitchell Rice (ed.), Diversity and Public Administration (New York: M.E. Sharpe, in press 2009, released February 2010). Note: Dr. Rice’s book is widely regarded as the leading text on diversity and equity management in public administration. Successful completion of this chapter for inclusion in the second edition followed directly upon my work bearing on diversity and equity in graduate education, as Editor-in-Chief of the Journal of Public Affairs Education (JPAE), wherein I produced two symposia on these subjects, and as a founding member of the diversity and equity committee of the National Association of Schools of Public Affairs and Administration.

Other publication activities


2. Associate editor, with Eleanor Glor, of The Innovation Journal 14 (2) 2009, issue on the topics of social invention, technological cooperation, and information asymmetry in government procurement and contracting systems.


Convention, Conference or Workshop papers presented


Other presentations of research
Contributor, with Juan de Dios Pineda, William Hume, Juan Massey, David J. Schmidly, Eliseo Torres et al., Strategic Guidelines for the Competitive and Sustainable Development of the US-Mexico Transborder Region, a Delphi Survey based, cross-border master plan (Juarez, Mexico, Woodrow Wilson International Center for Scholars Mexico Institute and El Colegio de La Frontera Norte, 2009).
Public Sector Service

1. Consulting, training, and advising
   — Program Evaluation Lead, Albuquerque Area Indian Health Board and University of New Mexico Health Sciences Center, for a Native American Research Centers for Health Program of the Indian Health Service and the National Institutes of Health—six community-based participatory research projects concerned with early substance abuse education, student recruitment into the health professions, cancer screening education, and an investigation into the causes of incarceration for Native youth (begun 2006, concluded in December 2009).
   — Facilitator/Trainer, in a Title-I-funded parental involvement program, Pajarito Elementary School, for the Central New Mexico Workforce Training Center (2009).

2. National professional association appointments
   — Appointee to the Executive Council (2005-08, with transition-out service Spring 2009) of the National Association of Schools of Public Affairs and Administration (NASPAA); Council Liaison to the Standards Committee to 2009.
   — Member, Diversity and Social Equity Committee, NASPAA (through 2009, since 2006).

State service
   — Member, Workforce Development Committee, the New Mexico Information Technology and Software Association: assessment of state’s technology education and workforce needs (since 2001).

Dr. Stephanie Smith:

Submitted articles for review to academic journals:
- “Factors in Health Initiative Success: Learning from Nepal’s Newborn Survival Initiative” submitted for review to Social Science & Medicine in March 2010. Published in December 2010 (doi:10.1016/j.socscimed.2010.11.022)

Reviewed Manuscript Submissions for:
- Social Science & Medicine
- Public Administration Review

Paper Presentations at Professional Conferences:
- “The Policy Process & India’s Maternal Mortality Crisis” at the Midwest Political Science Association Annual Conference, April 2010
- “Public Sector Governance & Social Equity: Toward a Framework of Analysis” at the American Society for Public Administration Annual Conference, April 2010
Roli Varma:

Articles:

Presentations at Conferences:
- “Indian Immigrants in the high-Tech Sector in the United states” The Energy and Resources Institute (TERI), New Delhi, India, December 18, 2009.

Public Service:
- National Center for Women in Information Technology: Member of Advisory Board 2008-2010
- Society for Social Studies of Science: Member since 1994
- International Association of Science, Technology and Society: Member since 2003

Professional Community Service:
- “Asians and information Technology” Annual Meeting of Western Social Science Association (WSSA), Albuquerque, NM: Chair April 15-18, 2009
- National Science Foundation: External Reviewer, 1 Proposal
- Hong Kong’s Research Council: External Reviewer, 3 Proposals
- International Journal of Engineering Education: Journal Reviewer, 1 Paper
- Journal of women and Minorities in Science and Engineering: Journal Reviewer, 1 Paper
- Sociological Forum: Journal Reviewer, 1 Paper
- AMCIS: Conference Reviewer, 2 Papers

Social Community Service:
- Indian Association of New Mexico: Member since 2000
OUTSIDE SPONSORED RESEARCH

The School of Public Administration received the following grants to fund faculty and graduate research during this academic year.

Global Health Advocacy & Policy Project (GHAPP)
funded by The Bill and Melinda Gates Foundation to examine factors shaping the effectiveness of global health policy communities
The grant is being administered through the Principal Investigator’s institution (American University).
Smith, Stephanie (Co-PI)
$1,098,461 (3 Years)
October 2009 and will run from summer 2010 through summer 2013

Research Allocation Committee
“Lessons from Precollege Mathematics Teaching in India”
Varma, Roli
University of New Mexico (Grant 10-05)
11/1/09 - 9/30/10
$4,000

STUDENT INFORMATION

Master of Public Administration Degree Conferred

<table>
<thead>
<tr>
<th>Summer 2009:</th>
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<tbody>
<tr>
<td>Claire E. Button</td>
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<tr>
<td>Erin Farley</td>
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<tr>
<td>Ivan Lopez</td>
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<tr>
<td>Deanna R. Miglio</td>
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<tr>
<td>April L. Singleton</td>
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<td>Margaret L. Gonzales</td>
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<th>Fall 2009:</th>
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<tbody>
<tr>
<td>Jennifer L. Belyeu</td>
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<tr>
<td>Nicole L. Collins</td>
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<tr>
<td>Robert A. Duncan</td>
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<tr>
<td>Whitney J. Green</td>
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<td>Michelle L. Lenz</td>
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<tr>
<td>Justin T. Maier</td>
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<tr>
<td>Kristin L. Michael</td>
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<tr>
<td>Barbara Mondragon</td>
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<td>Aidis M. Philipbar</td>
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<tr>
<td>Stacey F. Rouse</td>
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<tr>
<td>Erica A. Serna</td>
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<tr>
<td>Sean M. Tepfer</td>
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<tr>
<td>Thomas A. Verstynen</td>
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<tr>
<th>Spring 2010:</th>
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<tbody>
<tr>
<td>William R. Bloom</td>
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<tr>
<td>Ruth M. Dannenbaum-Zufall</td>
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<tr>
<td>Judith K. Davis</td>
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<tr>
<td>Debraha M. Driggers</td>
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<td>Noel Knille</td>
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<tr>
<td>Lawrence M. Lujan</td>
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<td>Myriam L. Munoz</td>
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<tr>
<td>Cynthia A. Padilla</td>
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<tr>
<td>Anna M. Sanchez</td>
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<tr>
<td>Toni D. Temples</td>
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<tr>
<td>Ardella L. Troy</td>
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</tbody>
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**PI ALPHA ALPHA Inductees**
2009-2010 Academic Year

<table>
<thead>
<tr>
<th>Carrie K. Colquitt</th>
<th>Horatio P. Moreno-Campos II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas R. Grover</td>
<td>Yasushi Morimoto</td>
</tr>
<tr>
<td>Maria S. Kniskern</td>
<td>Sean M. Tepfer</td>
</tr>
<tr>
<td>Michelle L. Lenz</td>
<td>Kim D. Thornton</td>
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<tr>
<td>Brian Martin</td>
<td>Jonella E. Vasquez</td>
</tr>
<tr>
<td>Kathryn M. Moore</td>
<td>Sheryl L. Wilkeson</td>
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</tbody>
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**Ferrel Heady Award for Outstanding Professional Papers**
2009 – 2010 Academic Year


Thomas Andrew Verstynen – “Pandemic Preparedness Policy in New Mexico”
School of Architecture + Planning
Annual Program Report
July 1, 2009 – June 30, 2010
Submitted by Geraldine Forbes Isais, Dean

- Landscape Architecture Program
- Architecture Program
- Community + Regional Planning Program
- Historic Preservation + Regionalism Graduate Certificate Program
- Town Design Graduate Certificate Program
1a. Brief summary of any major activities, initiatives, international programs, and curriculum changes and/or significant development in academic year.

- A visioning process was held to set the goals for the next 5 years
- The LA Program has continued to develop a process for assessing and evaluating the curriculum and student outcomes. This has already resulted in changes to the curriculum.
- The LA program collaborated with the Architecture program in the Spring 2010 Foreign Studies course. An LA and an Architecture faculty took 14 students to the Netherlands to study buildings and landscapes in that country.
- Faculty began a re-design of the history-theory sequence in the LA program. The new sequence will be implemented in 2010/11.
- Students in LA 505 Studio five, and the faculty member teaching the course went on a field trip to New York to visit the site of the Emerging New York Architects competition, as well as other works of Architecture and Landscape Architecture in the city.

1b. Significant plans and recommendations for the near future.

The MLA program, started in 2000, and completed its ninth year. We have come a long way in this time, and have built a nationally competitive program. At this time we have achieved many of the goals that we set out for ourselves at the time that the program began. We are operating at an effective level, but with a second 6 year accreditation term granted to the program, we can now begin to look to the next stages of our growth and development to position ourselves as one of the best landscape architecture programs in the country.

This will not involve a major re-structuring of the program, as that does not seem to be necessary. Rather, it will involve a number of initiatives that add value and robustness to the program. This vision was articulated in the Spring 2010 semester, and some initiatives will include:

- The assessment/evaluation process will be fully implemented.
- A more integrated recruitment strategy will be discussed and implemented.
- Continue to build the full time faculty cohort to achieve a critical mass.
- Engage Alumni more fully.
- Increase interdisciplinary collaboration both within and outside the School.
- Develop dual graduate degree in Architecture and Landscape Architecture.
- Develop regional disciplinary collaboration.
- Find funding to bring in visiting professors for one or two week periods.
2. Faculty Changes
   - Two new tenure track faculty began in fall 2009: Katya Crawford, a graduate of the MLA program at UNM, and Hyejung Chang, who received her doctorate at NC State.
   - Baker Morrow was approved as a Professor of Practice.

3. Staff Changes
   None

4. List of Visiting and Part-Time Faculty, Critics, and Guest Lecturers
   Jose Rivera – lecture
   Jerry Lovato, Engineer, AMAFCA
   Richard Zita, Landscape Architect, City of Albuquerque
   Colleen Frenz, Landscape Architect, City of Albuquerque
   Willie West, UNM Facilities
   Aaron Zahm, Landscape Architect
   Michael Ogden, Engineer with Natural Systems Inc.
   Norman Crowe, Lecturer, UNM SAAP
   Greg Miller, Lecturer, UNM SAAP
   Judith Wong, Project Mgr., COA Parks & Rec
   Amy Duckert, Landscape Architect
   Suzanne Mortier, UNM Landscape Architect
   Julia Mulder, Intern Landscape Architect
   Alfons Poblocki, Architect
   Kima Wakefield, Architect
   Lee Gamelsky AIA, Principal, Lee Gamelsky Architects
   Edith Katz, Principal, LOLA
   Joni Palmer, Landscape Architect
   Amos Arber, Landscape Designer
   Jeffrey Romanowski, Plant Engineer, Southside Water Reclamation
   Karen King, Architect
   Steve Borbas, Urban designer, Planner
   Kenneth Myers, Architectural Designer
   Elizabeth Reardon, ASLA
   Ken Romig, ASLA
   Jim Deflon, ASLA
   Nancy Brunswick, Cibola National Forest
   Susan Corban, Landscape Architect
   Alison Wait, Sites Southwest
   Judy Kowalski, ASLA, State Parks Department
   Faith Okuma, ASLA, Landscape Architect
   Patrick Gay, ASLA, Landscape Architect
   Rick Borkovetz, RLA, Landscape Architect
   Bob Oberdorfer, ASLA, Landscape Architect
   Bob Dean, Professional Liability Insurers
   Dennis Wilkinson, RLA, ASLA, CLARB President
   Andy Graham, Lafarge North America
   Gil Berry, FASLA, Landscape Architect
   Paul Lusk, Planner/Architect/Professor Emeritus
5. **Number of Degrees Awarded:**
   - Summer 2009 = 0
   - Fall 2009 = 1
   - Spring 2010 = 15

6. **Enrollment & Admission Statistics**
   - **Number of Applicants Admitted**
     - Fall 2009 = 35
     - Spring 2010 = 5
   - **Number of applications**
     - Fall 2009 = 51
     - Spring 2010 = 6
   - **Number of Students enrolled by degree**
     - Fall 2009 = 54
     - Spring 2010 = 57
   - **Fall and Spring and Summer Student Credit Hours Generated**
     - Summer 2009 = 30
     - Fall 2009 = 1,037
     - Spring 2010 = 735
     - Summer 2010 = 43
   - **Fall and Spring Enrollment Headcount Count (by year level)**
     - Fall 2009
       - 1st year = 13
       - 2nd year = 21
       - 3rd year = 15
     - Students not on track = 5

7. **Sponsored Projects; initiated and/or completed** (Title, PI, Funding Source, Beginning/End Date)
   - National Endowment for the Arts, Your Town grant for Taos, New Mexico 2/10/10 – 5/17/10Taos
   - National Parks Service: Historic Building Surveys – Colter Hall and Victor Hall – Grand Canyon. 9/1/08-5/31/10. Alf Simon. $90,000
• Foundation for Landscape Studies, New York, N.Y., $7,000 image subvention grant for My Kind of American Landscape. Chris Wilson

• National Parks Service: Historic Building Surveys – Cultural Landscape Inventories for three historic homesteads, Phase II, El Malpais National Monument. 8/09-12/10. Baker Morrow. $25,000

• National Parks Service: Old Santa Fe Building National Historical Landmark. 9/1/08-5/31/10. Baker Morrow. $25,000

• National Parks Service: Structural Assessment and Monitoring of Cavate B002, Bandelier National Monument UNM PI: Douglas Porter. 9/1/09-2/1/11. Douglas Porter. $35,000

• National Parks Service: BAND Graffiti Mitigation in Frijoles Canyon Cavates UNM PI: Douglas Porter. 9/1/09-2/30/11. Douglas Porter. $25,000

• National Parks Service: Cable Mountain Draw Works Stabilization – Zion National Park. UNM PI: Douglas Porter. 8/30/09-5/30/11. Douglas Porter. $69,000

8. Major and/or Refereed Faculty Publications

Alf Simon


Judith Phillips

Rewrote and partially illustrated the updated “Complete How to Guide to Xeriscaping” for the Albuquerque Bernalillo County Water Utility Authority, to be published July 2010 Cool Springs Press

Co-authored with Nan Sterman, Mary Irish and Joe Lampl: “Water Wise Plants for the Southwest”, Cool Springs Press, 2010

Kim Sorvig

Won 2nd prize in the European Association for Architecture Education Essay Competition. This is the second time Kim has won. Part of the prize is a trip to Crete to the Center for Mediterranean Architecture and the EAAE annual conference, to pick up the actual check. The topic was climate change and architecture, and Kim proposed a land ethic for architecture. The title is “The Architect’s Footprint: Toward a Critical Practice and Green History of Architecture.” He hopes to expand it into a book.


Published 4 articles and several book reviews in Landscape Architecture magazine.

Baker Morrow

:Cabeza de Vaca: The South American Expeditions, 1540-45”, has been accepted for publication by the University of New Mexico Press. It is due out in late fall. The book is a translation (84 chapters) of the great explorer’s own memoirs of his term as governor of the Rio de la Plata province a few years after he explored the American Southwest. Cabeza de Vaca and his three companions became the first Europeans and African to traverse North America from Florida to the west coast of Mexico.
350
Katya Crawford
"The Thirty Second Landscape”. Accepted for publication in Aether: The Journal of Media Geography

9. Honors, Awards, Recognition, Conferences

Faculty (University, National, or Regional)

Baker Morrow
Best of 2009 Arizona Awards
Southwest Contractor
Dilcon Community School (with Studio Southwest)
Dilcon, AZ

Engineering Excellence Awards, 2010
American Council of Engineering Companies
1-40 Widening and San Mateo Interchange (with Wilson and Company, Inc.)
Albuquerque, NM

Project of the Year, 2010
New Mexico Society of Professional Engineers
Albuquerque Chapter
Eunice Mainstreet (with Occam Consulting Engineers)
Eunice, NM

Engineering Excellence Awards, 2010
American Council of Engineering Companies
Eunice Mainstreet (with Occam Consulting Engineers)
Eunice, NM

Award of Excellence: Medical Office, 2009
NAIOP (Commercial Real Estate Developers Association)
South Valley Health Commons (with Gregory T. Hicks and Associates)
Bernalillo County, NM

Award of Excellence: Civic/Public, 2009
NAIOP (Commercial Real Estate Developers Association)
City of Albuquerque Fire Training Academy (with Studio Southwest Architects)
Albuquerque, NM

Best of 09: Healthcare, 2009
Southwest Contractor
South Valley Health Commons (with Gregory T. Hicks and Associates)
Bernalillo County, NM

Heritage Preservation Award, 2009
Cultural Properties Review Committee
The Santa Fe Plaza Cultural Landscape Report
Santa Fe, New Mexico

**Hyejung Chang**
"A conceptual framework for good place-making: A tripartite dialectic" paper accepted for The 41 Annual Conference of the Environmental Design Research Association (EDRA)
"Unsustainable aesthetics: Legislative intention and trends of landscape research" poster accepted for The 41 Annual Conference of the Environmental Design Research Association (EDRA)

"Spirituality as consummatory experience of place: The Continuity between Dewey's and Maslow's thought" paper accepted for The Second Symposium on Architecture, Culture and Spirituality (ACS)

**Chris Wilson**
Invited to speak to Urban Design Studio, School of Architecture, University of Maryland, April

Invited to speak at History Department, University of Colorado, “Kindred Cities” symposium, September

**Alf Simon / John Barney**
The Dialectical Region. Paper at CELA 2010 conference in Maastricht, Netherlands

**Judith Phillips**
Presentation and book-signing with landscape photographer Saxon Holt for The American Meadow Garden @ Bookworks

Living Green in A Dry Climate, keynote @ Western Landscape Symposium, Pueblo CO

Talk and book-signing for Water Wise Plants for the Southwest @ Bookworks
Regional Gardening Books, Creating Synergy with Place @ Mesa Library Speaker Series, Los Alamos NM

Living Green in A Dry Climate @ Statewide Master Gardeners’ Conference

Synergy Between Plants and Garden Structure @ USGBC NM’s Sustainability Week’s 2010 Green Central & Green Living Lecture Series, National Hispanic Cultural Center

**Dennis C. Wilkinson, RLA, ASLA**
February 15, 2010 / Distinguished Alumnus Award / Department of Landscape Architecture / College of Agricultural Sciences and Natural Resources / Texas Tech University

Recently appointed as the CLARB representative to the Board of Directors of LAAB. This is a three year term that will begin this fall.
Brian Verardo, ASLA, LEED AP
Recently promoted to Partner at MRWM Landscape Architects
Selected to serve on the LARE Section E (Grading and Drainage) Exam Committee for CLARB.

Major Student Honors/Recognition (National/Regional)

Wayne Grace Memorial National Student Design Competition
Katya Yushmanova

Emerging New York Architects International Design Competition
Katya Yushmanova - Third overall (13 countries – 168 entries)
Christins Guist First in student category
Maggie Ryan Honorable Mention (one of four)

Scholarship Recipients (Program and School)

<table>
<thead>
<tr>
<th>Scholarship Recipient</th>
<th>Award</th>
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<tbody>
<tr>
<td>Todd Frier</td>
<td>Frontier/Golden Pride Scholarship Award for Leadership in the LA Program</td>
</tr>
<tr>
<td>Patrick Sinnot</td>
<td>ASLA Award for 1st year student with the highest academic standing</td>
</tr>
<tr>
<td>Richard Davidson</td>
<td>ASLA Award for 2nd year student with the highest academic standing</td>
</tr>
<tr>
<td>Katya Yushmanova</td>
<td>ASLA Award for 3rd year student with the highest academic standing</td>
</tr>
<tr>
<td>Brian Henry, Adam Sullin</td>
<td>Elizabeth Reardon Award for Excellence in Construction Technology</td>
</tr>
<tr>
<td>Claire Heywood</td>
<td>Elizabeth Reardon Award in Planting Design</td>
</tr>
<tr>
<td>Windy Gay</td>
<td>Westin Solutions Inc. Award for Excellence in Design for a 1st Year Student</td>
</tr>
<tr>
<td>Richard Davidson</td>
<td>Consensus Planning Award for Excellence in Design for a 2nd Year Student</td>
</tr>
<tr>
<td>Jessica Dunn</td>
<td>Sites Southwest Award for Excellence in Design for a 3rd Year Student</td>
</tr>
<tr>
<td>Zachary Villegas</td>
<td>Bachelor of Arts in Environment, Planning and Design: LA Track</td>
</tr>
</tbody>
</table>

10. Outside professional activities of staff members.

Alf Simon
South Valley Gateway Plaza and Park. With Sites Southwest. Construction started Spring 2010

Katya Crawford
Wiseman Residence, Albuquerque, NM Fall 2009
Menicucci Residence, Albuquerque, NM Spring 2010
358
1a. Brief summary of any major activities, initiatives, international programs, and curriculum changes and/or significant development in academic year.

Developed articulations between old and new curriculums for all students. Initiated new curriculum fall 2010.

1b. Significant plans and recommendations for the near future.

Prepare for Accreditation in spring 2012.
Revise program assessment plan.

2. Faculty Changes (if any, as well as promotions and tenure)

Rana Abudaayyeh hired as Visiting Assistant Prof. for 2010-11
Geoff Adams appointed interim associated director
Tim Castillo appointed director of the ARTS Lab
Mark Childs appointed interim director, and promoted to full professor
Geraldine Forbes Isais appointed Dean
Roger Schluntz returns to faculty from Dean position
Kima Wakefield appointed Lecturer III

3. Staff Changes

None

4. List of Visiting and Part-Time Faculty, Critics, and Guest Lecturers

Adele Santos, Dean MIT, Marjorie Hooker Visiting Faculty

Mark Childs’ Seminars
Sherri Bruegeman, Albuquerque Public Art Program
Miguel Gandert, Photographer
Chris Calott, Architect
Wade Patterson, Planner
Sean Gilligan, Developer

Kramer Woodard’s Studio Fall 2009
Visiting Critics for Arch 505
Marlon Blackwell, Professor, University of Arkansas
Christopher Callot, Architect, Albuquerque
Antoine Predock, Architect, Albuquerque
Michael Young, Industrial Designer, Albuquerque
Amit Upadhye, Architect, Phoenix
Edward Fitzgerald, Architect, Albuquerque  
James Horn, Architect, Santa Fe  
Conrad Skinner, Architect, Santa Fe  

**Kramer Woodward's Studio Spring 2010**  
Visiting Critics for Arch 501  
Jason Ward, Architect, Albuquerque  
Conrad Skinner, Architect, Santa Fe  
Michael Bauer, Architect, Santa Fe  

**Karen King's Studio**  
James Horn,  
Chris Beccone  
Gregory Brooks,  
Ed Fitzgerald, AIA, Principle  
Martin Stupich  

Arch 598: fall 2009  
Will Bruder  

5. **Number of Degrees Awarded: Summer, Fall, and Spring**  

**Summer 2009**  

<table>
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<td>Graduate</td>
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<tr>
<td><strong>Total</strong></td>
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**Fall 2009**  

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<td>Graduate</td>
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**Spring 2010**  

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<tr>
<td><strong>Total</strong></td>
<td>62</td>
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</table>

**Total for 2009/2010** | 84
360
6. Enrollment & Admission Statistics
   a. Number of Applicants Admitted (by degree, Fall, Spring)

   BAA = 51 for fall

   b. Number of applications (by degree, Fall, Spring),

   BAA = 97

   c. Number of Students enrolled by degree (fall, Spring)

   BAA (Undergrads) 2008/2009

<table>
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<th>Male</th>
<th>Female</th>
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<td>30</td>
<td>25</td>
<td>55</td>
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<td>Native American</td>
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<td>6</td>
<td>9</td>
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<tr>
<td>Asian</td>
<td>0</td>
<td>3</td>
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<td>White</td>
<td>39</td>
<td>32</td>
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<td>3</td>
<td>11</td>
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<tr>
<td>Total</td>
<td>80</td>
<td>71</td>
<td>151</td>
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   BAA (Undergrads) 2009/2010

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<th>Female</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>38</td>
<td>26</td>
<td>64</td>
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<tr>
<td>Native American</td>
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<td>8</td>
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<tr>
<td>Asian</td>
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<td>6</td>
<td>8</td>
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<tr>
<td>African American</td>
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<td>2</td>
<td>4</td>
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<tr>
<td>White</td>
<td>36</td>
<td>28</td>
<td>64</td>
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<tr>
<td>Preferred not to specify</td>
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<td>5</td>
<td>11</td>
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<tr>
<td>Total</td>
<td>88</td>
<td>71</td>
<td>159</td>
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</table>

   d. Fall and Spring and Summer Student Credit Hours Generated
   e. Fall and Spring Enrollment Headcount Count (by degree and year level)

7. Sponsored Projects; initiated and/or completed (Title, PI, Funding Source, Beginning/End Date)


   New course “Greece and Turkey, 1922-Present: From Conflict to Rapprochement”, Eleni Bastea, Colorado European Union Center of Excellence, 2009 -2010.
8. **Major and/or Refereed Faculty Publications**


Childs, M. “Civic Concinnity” *Journal of Urban Design*, 2009


9. **Honors and Awards**

a. **Faculty Honors** (University, National, or Regional)

   **Kramer Woodard**
   The Jeff Harnar Award for Contemporary Architecture, 2009, (Regional)

   **Christopher Mead**
   President's Award, Bravos Awards, Albuquerque Arts Alliance (now Creative Albuquerque)

   Regents' Professorship, UNM

   Major Invited Lectures:

   "Making Modern Paris," Osher Learning Institute, UNM

b. **Major Student Honors/Recognition (National/Regional)**

2009 First Place, Antonio Vigil (Tim Castillo, Faculty Sponsor) Form Z Joint Study
Student Awards, 35° | 106° - an urban arena
Urban Design Category

2009 Honorable Mention, Emerging Mutation | em2 studio (Tim Castillo, Faculty
Sponsor) Form Z Joint Study Student Awards, Urban Furniture
Fabrication Category

**Amigo Scholarship**

- Erica Harcum
- Ethan Palmer

**International Amigo Scholarship**

- John Zamudio

**National Scholars Scholarship**

- Aaron Sarles

**Regents Scholar**

- Kaimé Ulibarri

**Presidential Scholars**

- Ariana Maes
- Anh-Tu Nguyen
- Stephanie Schneider
- Grayson Vogel

**AIA 3rd Annual National Student Design Competition, 2009** Mark Paz, 1st place winner

c. **Scholarship Recipients (Program and School)**

<table>
<thead>
<tr>
<th>Scholarship Recipient</th>
<th>Amount</th>
<th>Program and School</th>
</tr>
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<tbody>
<tr>
<td>Matthew Smilovits</td>
<td>$1,000</td>
<td>Mark Paz</td>
</tr>
<tr>
<td>Keller Travel for Graduates</td>
<td>$ 500</td>
<td>Mark Paz</td>
</tr>
<tr>
<td>Marion &amp; Kevin Ryan</td>
<td>$1,000</td>
<td>Kevin Maynard</td>
</tr>
<tr>
<td>AIA Southern Chapter</td>
<td>$ 500</td>
<td>Shane Dean</td>
</tr>
<tr>
<td>AIA Santa Fe Bradley Kidder</td>
<td>$1,000</td>
<td>Benjamin Taylor Pardue</td>
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<td>AIA Santa Fe</td>
<td>$1,000</td>
<td>Charles Giannini</td>
</tr>
<tr>
<td>AIA Albuquerque-Undergrad</td>
<td>$ 500</td>
<td>Valerie Nino</td>
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<tr>
<td>AIA Albuquerque-Grad</td>
<td>$ 500</td>
<td>Drew Fisher</td>
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<tr>
<td>AIA Albuquerque-Grad</td>
<td>$ 500</td>
<td>Owen Kramme</td>
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<tr>
<td>Don Schlegel</td>
<td>$2,000</td>
<td>Ramiro Guardiola</td>
</tr>
<tr>
<td>Charles &amp; Katherine Brown</td>
<td>$1,250</td>
<td>Luis Marquez</td>
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<tr>
<td>CSI-Albuquerque</td>
<td>$ 500</td>
<td>John White</td>
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<td>Maureen Walter</td>
<td>$1,000</td>
<td>Jessica Roybal</td>
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<td>NCA Architects</td>
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<td>Chad Harris</td>
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<tr>
<td>Project</td>
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<tr>
<td>Westwork Architects</td>
<td>$750</td>
<td>James Armand</td>
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<tr>
<td>Antoine Predock</td>
<td>$2,000</td>
<td>Frank Romero</td>
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<tr>
<td>Frontier Golden Pride</td>
<td>$2,000</td>
<td>Neil Werbelow</td>
</tr>
<tr>
<td>Kosanovich 1st place</td>
<td>$3,000</td>
<td>Matt Byers</td>
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<tr>
<td>Kosanovich 2nd place</td>
<td>$1,750</td>
<td>Christopher Price</td>
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<td>New Mexico Scholars Award</td>
<td>$3,111.12</td>
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<td>(3%)</td>
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<td>Elias Issacson</td>
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<td>Elena Agustin</td>
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<td>John Van Loh</td>
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<td></td>
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<td>John White</td>
</tr>
</tbody>
</table>
School of Architecture & Planning
Community & Regional Planning Program
Annual Report: July 1, 2009 – June 30, 2010
Submitted by: Assoc. Prof. Teresa Córdova, Director

1. **Significant developments during 2009-2010 academic year**

The CRP Program offered two Fall 2009 Intersession classes, namely CRP 165, Introduction to Community and Regional Planning, and CRP 181, Introduction to Environmental Problems, a core UNM class, as in the previous year. Offering these courses increases our offerings to undergraduate students while building interest in our Programs. These courses were offered between Jan. 4 and Jan. 15, 2010 and had enrollments of 61 and 102 respectively.

Tim Imeokparia, in collaboration with Moises Gonzales (Adjunct Faculty), offered a Summer 2010 Planning Studio focused on design concepts for a bus rapid transit corridor in Albuquerque. The studio travelled to both Denver and Phoenix to study rapid transit facilities in those cities. At the end of the eight-week summer session students, both graduate and undergraduate, presented their design concepts to MRCOG representatives who contracted the studio to produce the designs.

Tim Imeokparia, in collaboration with Moises Gonzales (Adjunct Faculty), worked with students in their Fall 2009 Advanced Planning Studio class on design concepts for the revitalization of Albuquerque’s Southeast Heights Neighborhood, the newly named International District.

CRP faculty members, Teresa Cordova, Ric Richardson, and Bill Fleming, undertook the development of online sections of three established program courses, CRP 165, CRP 265, and CRP 181, respectively. UNM Extended University paid for the course development, and all three online sections are on the Fall 2010 schedule. Part of the reason to offer these sections is to reach undergraduate students in outlying areas of New Mexico, introducing them to beginning planning courses.

1a. **Brief summary of any major activities, initiatives, international programs, and curriculum changes and/or significant development in academic year.**

The CRP Program effected changes in the degree requirements for the Bachelor of Arts in Environmental Planning and Design Program, including adding three brand new courses to the curriculum, namely CRP 330, Introduction to Urban Design, CRP 420, Urban Planning Workshop, and CRP 437/537, Urban Systems. These curriculum changes will add to the robustness of the BAEPD Program, as well as streamline the degree requirements. All changes, including the refining of the BAEPD Program title, were approved by the UNM Registrar in Spring 2010 and appear in the current catalog.

As part of the Indigenous Planning Exchange grant, a project of co-Pis Ted Jojola of the CRP Program and Susan Tiano of the Sociology Department and Latin American & Iberian Institute, two Canadian student participants, Jacob Edenloff, and Pawan Gill enrolled in CRP classes during the Spring 2010 semester. Both completed CRP coursework as part of their graduate planning degree requirements at the University of Manitoba, Canada.
1b. Significant plans and recommendations for the near future.
Build the resources of the BAEPD Program to meet the growing popularity of the major.

Rebuild the Natural Resources Program after the retirement of David Henkel.

Complete two successful searches for the replacement of the Natural Resources faculty position and to fill the new CRP/LA joint position.

2. Faculty Changes

David Henkel, Professor in the Program, retired as of June 1, 2010. At the May 2010 faculty meeting CRP faculty unanimously voted yes to confer the title of Professor Emeritus upon David.

Ted Jojola fulfilled a Visiting Distinguished Professorship in the ASU School of Planning during the Spring 2010 semester.

3. Staff Changes

Moises Gonzales was granted a Letter of Academic Title changing his appointment status to Research Assistant Professor.

4. List of Visiting and Part-Time Faculty, Critics, and Guest Lecturers

CRP Temp Part-Time Faculty:

Fall 2009
Dory Wegrzyn – CRP 462/562
Moises Gonzales (& Intersession) – CRP 486/586, CRP 521, CRP 181
Anita Miller – CRP 545

Spring 2010
Moises Gonzales – CRP 376/576
Sharon Hausam – CRP 473/573
Enrico Gradi – CRP 480
Charlie Deans – CRP 511

Summer 2010
Porus Olpadwala – CRP 536
Moises Gonzales – CRP 483/583, CRP 470 (Planning Studio)
Anita Miller guest lectured in Ric Richardson’s Spring 2010 class

Guest Lecturers in classes of Bill Fleming’s during the 2009-2010 academic year were:

<table>
<thead>
<tr>
<th>Michael Soule</th>
<th>Les McFadden</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Zeedyk</td>
<td>Jerry Holechek</td>
</tr>
<tr>
<td>Ric Richardson</td>
<td>Norion Ubechel</td>
</tr>
<tr>
<td>Eleni Bastea</td>
<td>David Groenfeldt</td>
</tr>
<tr>
<td>Marcos Roybal</td>
<td></td>
</tr>
</tbody>
</table>
Guest lecturers of Ted Jojola’s in Fall 2009 semester were:

CRP 473/573: Planning on Native American Lands:

Peter Kunstadter, Professor of Medical Anthropology, San Francisco State University.

Professor Beverly Singer (Santa Clara Pueblo), Dept. of Anthropology & Native American Studies, UNM

Professor Chun-Chieh Chi, Professor and Chair of the Institute of Ethnic Relations of the National Dong-Kwa University

Pueblo author & historian, Joe Sando (Jemez)

Brian Vallo (Acoma), former Director and Manager Haak’u Museum and Visitor’s Center

Tassie Parker (Seneca), Professor of Medical Sociology, UNM, RWJ Senior Fellow.

Yolanda Terán (Quecha), PhD candidate, UNM College of Education.

Guest lecturers of Claudia Isaac’s in Fall 2009 semester were:

CRP 570: Community Based Practice:

Tomas Garduno (SWOP)

Javier Benavidez (Martin Heinrich’s office)

Claudia Medina (Enlace Comunitario)

Kate Hildebrand (Consensus Builders)

5. **Number of Degrees Awarded**

MCRP: Summer 2009 – 2; Fall 2009 – 3; Spring 2010 – 2

BAEPD: Summer 2009 – 0; Fall 2009 – 7; Spring 2010 – 4

6. **Enrollment & Admission Statistics**

**MCRP**

Fall 2009: Applied – 59; Offered Admission – 41; Accepted Admission – 28; total graduate student enrollment – 90

Spring 2010: Applied – 3; Offered Admission – 3; Accepted Admission – 3; total graduate student enrollment – 83

**BAEPD**

Fall 2009: Applied – 7; Admitted – 7; total undergraduate enrollment – 37 (junior/senior), 16 (freshman/sophomore)


**CRP Student Credit Hours Generated**

Fall 2009: 1,163

Fall Intersession: 489

Spring 2010: 1,346

Summer 2010: 152

7. **Sponsored Projects; initiated and/or completed (Title, PI, Funding Source, Beginning/End Date)**
Awarded:
Proposal Awarded from NM ESPCoR to CRP for Year II at $38,234.
Title: “Socioeconomics and Acequia Systems,” a component of New Mexico EPSCoR RII3, “Climate Change Impacts on New Mexico’s Mountain Sources of Water.”
PI: Alexendar Fernald (NMSU), Component Team Leader; Jose Rivera (UNM), William Fleming (UNM), and Steve Guldan (NMSU), co-principal investigators.
Funding Source: National Science Foundation submitted by and awarded to New Mexico EPSCoR Director, William K. Michener (UNM).
Start and End Date: September 2008 for five year project ending August 2013 to support three CRP graduate students and five BAEPD undergraduate students under supervision of Professors Fleming and Rivera.

Awarded:
The Indigenous Planning Exchange Program (IPEX) Ted Jojola is co-PI with Susan Tiano of the Sociology Dept. and Latin American Iberian Institute. 2009-2010 was the third year of the project. Funding source is US Dept. of Education through sub-award from ASU. Third year award amount is $33,362.00.

Awarded:
Living Roof on Pearl Hall, $15,000. McCune Foundation. Bill Fleming is Principal Investigator; dates of project are 2007-2009.

8. Major and/or Refereed Faculty Publications

José Rivera:

- Book Manuscript Submitted: La Sociedad: Guardians of Hispanic Culture on the Rio Grande, accepted for publication by the University of New Mexico Press, forthcoming November 2010.

Bill Fleming:
- Aldo Leopold: Albuquerque’s First Environmental Planner. 2010 Western Planner (in press; with M. Schmader)


Ted Jojola:
“Contemporary Indigenous Architecture,” chapter in Praeger Perspectives Series; American Indians and American Popular Culture; forthcoming
**Claudia Isaac:**


**Teresa Córdova**


9. **Honors and Awards**

a. **Faculty Honors (University, National, or Regional)**

**Claudia Isaac**

- Elected Chair of Faculty Senate Graduate and Professional Committee (2009-2010 and 2010-2011)
- Invited to serve on Young Non-Profit Professionals Network Advisory Board Member, August 2010
- Invited to join New Mexico Center on Law and Poverty Board, March 2010
- Elected Chair of Albuquerque Affordable Housing Coalition May 2009
- Elected Secretary of Sawmill Community Land Trust Board June 2010
- Elected Chair of Supportive Housing Coalition Board Member, President June 2010

**Teresa Córdova**

- Sarah Belle Brown Community Service Award for Faculty, Office of the President, University of New Mexico, Recipient, 2009
- Wetmore Distinguished Practitioner Lecture, Department of Urban and Regional Planning, University of Illinois, October 2008 and Loredo Taft Lectureship on Art, College of Fine and Applied Arts, University of Illinois, October 2008
- Certification of Appreciation, South Valley Economic Development Center, May 20, 2008
b. **Major Student Honors/Recognition (National/Regional)**

c. **Scholarship Recipients (Program and School)**

   Frontier Scholarship – Dennis Fulfer  
   Charna Staten Scholarship – Megan McKenna  
   Rankin Scholarship – Norion Ubechel  
   NM 3% Award Recipients: Mona Angel, Patricia Roybal, Valerie Hermanson, Ramoncita Martinez, Steve Miller  

   **Other student scholarship recipients:**  
   Yasmin Khan  
   Marcos Roybal  
   Sandeep Sabu  
   Kendall McCall  
   Carlos Gonzales

10. **Outside professional activities of faculty**

**Ted Jojola**

- Indian Education in New Mexico, 2025, Principal Coordinator, research report on the status of best practices in Indian education for 7 statewide school districts and 2 charter schools, NM Public Education Division, Department of Indian Education, submitted 6/30/2010.

- 2009 (ongoing) Cultural Consultant & Design Facilitator, Native American Students Services Building, Northern Arizona University, Studio Ma Architects, Phoenix, AZ.

- 2009 Tribal Planning Summer Student Internship Program & Planning Information Handbook, New Mexico Indian Affairs Department.

**Claudia Isaac**

- Participatory Qualitative Research training, New Mexico Farmer’s Marketing Association – Healthy Foods Value Chain Initiative, September 2009 – January 2010. Qualitative methods consultation, facilitation of collaborative planning by project partners, and training of community based researchers for “Community Foods Action Research Project”, a USDA-funded project designed to analyse challenges and opportunities for creating a nutritious and local food “value chain” for low and moderate income residents of Santa Fe and Española, New Mexico.


- Saint Joseph’s Community Health Services, design and delivery of a curriculum around “Sector Planning For Healthy Communities”; conduct workshops in English and Spanish based on curriculum, and provide technical assistance and training of
trainers workshop for Collaborative members in anticipation of their participation in the International District Sector Plan process.

- **American Friends Service Committee (3 year project, beginning October 2009),** Ongoing external monitoring and evaluation of AFSC Albuquerque’s USDA-funded “Community Based Food Security for Albuquerque Public Schools and the South Valley” project, designed to assist South Valley farmers technological capacity to extend their growing season in order to supply the Albuquerque Public Schools’ farm to school program year-round.

- **Project Capacity Consultant, Robert Wood Johnson Foundation – Strengthening What Works Project – Technical assistance on project evaluation to Enlace Comunitario’s Intimate Partner Violence Prevention Program.** Involves consultation, technical assistance and evaluation capacity building in service of a 3 year evaluation of Enlace Comunitario’s Youth Leaders project and Adult Promotoras project designed to increase community leadership and capacity to prevent intimate partner violence.

### 11. Other Data/Information

**Claudia Isaac**

“Faculty Development for Community Engaged Scholarship”, with Matthew Borrego. UNM Health Sciences Center, CBPR Seminar Series, November 18, 2009.

“Gentrification and Race in Downtown Albuquerque”, Presented at Albuquerque White History Week, January 9, 2008 (at Out Ch’Yonda) and April 19, 2009 (at 1Kind Theatre).

**Invited Panel Presentation**

“CBPR and Health Impact Assessment in Community Based Practice” Community Based Participatory Research Series, UNM College of Medicine, April 14, 2010.

**National Professional Service**

Editorial Board Member, Journal of Planning Education and Research February 2003 to present

ACSP People of Color Interest Group, (Member and Mentorship Committee member June 2007 to present, Junior faculty mentor September 2009 to present)


ACSP Faculty Women’s Interest Group, Nominating Committee member July 2010 to present, Secretary, November 1994 to July 1996.

**Teresa Córdova**

**Invited Academic Colloquia**
“Practice, Politics and Planning,” Wetmore Distinguished Practitioner Lecture, Department of Urban and Regional Planning University of Illinois, October 2008 and Loredo Taft Lecture on Art, College of Fine and Applied Arts, University of Illinois, October 2008

Academic Conference Presentations (Partial List)

Chicana Plenary, 25 Years of Chicana Studies, 36th Annual Conference, National Association for Chicana and Chicano Studies, El Movimiento Sigue...40 Years of Scholarship and Community Activism, New Brunswick, New Jersey, April 8-12, 2009


Featured Speaker, Keynote or Plenary Addresses


Panelist, New Mexico in Focus, The Line, KNME TV, New Mexico, Feb. – Nov. 2009

Featured Presenter, Webinar, Engaging Your Elected Officials in the Fair Health Movement, hosted by the Joint Center for Political and Economic Studies, Health Policy Institute (HPI) and Place Matters Initiative, April 15, 2009


Panelist and Moderator, American Cities of the Southwest: Questions of Culture and Space, Loeb Fellowship 11th Annual Fall Field Trip, University of New Mexico, October 10, 2008

Speaker and/or Participant in Policy Meetings and Conferences (By Invitation)

Participant and Speaker, Local Policies for Transforming Communities, Praxis Project, Belmont Conference Center, Baltimore, Md., January 30-February 1, 2009


Featured in Publications

Presentations to UNM Campus\Student Groups - Non Colloquia (by invitation)

Speaker, Pechakucha, Visualizing Chicano Communities, Resource Center for Raza Planning, January 22, 2010

TV Presentations

KNME, Panelist, New Mexico in Focus, February 2009- November 2009, and occasions in 2010

Academic Boards and Committees:

National Advisory Board, Chicana/Latina Studies: the Journal of Mujeres Activas en Letras y Cambio Social (MALCS), Current

Professional Boards and Committees:

Member, Technical Standards Committee, Albuquerque Metropolitan Arroyo Flood Control Authority, 2010 -
President, Board of Directors, Praxis Project, (National Organization based in D.C.), August 2010 –
Board of Directors, Praxis Project, (National Organization based in D.C.), 2008-2010

School of Architecture and Planning
Executive Committee (2008-present)
Search Committee, Dean, 2009-2010

University Service - Committees

President’s Strategic Advisory Team, 2010 – Present
Southwest Hispanic Research Institute, Faculty Affiliate, 1991-present
Search Committee, Dean, School of Architecture and Planning 2009-2010
Hispanic/Latino Health Advisory Committee to Dr. Paul Roth, Vice President and Head of UNM Hospital
Search Committee, President of the University, 2007-2008
School of Architecture & Planning  
Historic Preservation & Regionalism Graduate Certificate Program  
Annual Report: July 1, 2009 – June 30, 2010  
Submitted by: Prof. Chris Wilson, Director

1a. Brief summary of any major activities.

Enrollments in the program remained strong at 25-26. In addition to offering the two required courses and electives during the Fall and Spring semesters, we successfully offered our sixth annual Southwest Summer Institute for Preservation and Regionalism in June, including three elective courses. We continued to develop our program for assessing student learning outcomes (SLOs).

We held our first program retreat attended by fifteen faculty, alumni, current students and community supporters. The retreat assessed the past accomplishments and limitations, and projected a five year vision for the program.

The HPR program continues as a member in the National Council of Preservation Educators, the closest to an accrediting body for preservation programs. We hosted the opening reception for the annual New Mexico Heritage Preservation Alliance conference, this year in Albuquerque, and program faculty and students attended the conference and presented two program sessions.

We submitted the final revised manuscript of *The Plazas of New Mexico*, a research project of the HPR program, and it is currently in the design phase, with projected publication next year by Trinity University Press, San Antonio.

1b. Significant plans and recommendations for the near future. Continue development of SLO program, and develop a seventh annual Southwest Summer Institute for Preservation and Regionalism in June, including three elective courses.

12. Faculty Changes none

3. Staff Changes none

4. List of Visiting and Part-Time Faculty, Critics, and Guest Lecturers:

   a. Part Time Faculty: Arnold Valdez (2 courses), Chris Calott, Jan Biella, Norman Crowe, Francisco Uviña, Chester Liebs

   b. Guest Lecturers:
      Yukio Nishimura, Professor, Dept. of Urban Engineering, Tokyo University, Japan
      Baker Morrow, Landscape Architect, Albuquerque
      Bill Dodge, Anthropologist, Van Citters Historic Preservation, Albuquerque
      Jonathan Poston, Southwest Office, National Trust for Historic Preservation (NTHP), Ft. Worth
      Alexander Hays, Public Lands Counsel, Law Department, NTHP, Denver
5. Number of Graduate Certificates Awarded: Summer, 1; Fall, 4; Spring, 3.

6. Enrollment & Admission Statistics
   a. Number of Applicants Admitted Fall, 8 (1 declined); Spring, 4.
   b. Number of applications Fall, 9; Spring, 5.
   c. Number of Students enrolled in the Certificate: Fall, 26; Spring, 25.
   d. Credit Hours Generated: (The HPR program does not have its own course prefix, and offers its courses under degree granting programs. These credit hours are for courses initiated by the HPR program.)

      Fall, 135; Spring, 126; Summer, 93.

7. Sponsored Projects; initiated and/or completed

   Graffiti Mitigation in the Frijoles Canyon Cavates, Bandelier National Monument (#35207). Douglas Porter, PI. National Park Service, Department of Interior. 9/1/09-12/31/10. Field work was successfully completed in June 2010 and final report is in preparation.

   Structural Assessment and Monitoring of Cavate B002, Bandelier National Monument (#35209). Douglas Porter, PI. National Park Service, Department of Interior. 9/1/09-2/1/11. This grant was modified to include additional lab work. Field/lab work was successfully completed summer 2010 and final report is in preparation.

   Cable Mountain Draw Works Stabilization, Zion National Park (#35136). Douglas Porter, PI. National Park Service, Department of Interior. 9/1/09-12/31/11. Field work was successfully completed in September 2010 and final report is in preparation.

8. Major and/or Refereed Faculty Publications None.

9. Honors and Awards
a. Faculty Honors None.

b. Major Student Honors/Recognition None.

c. Scholarship Recipients

NM Heritage Scholarships

Edwar Calderon
Vanessa Daniel
Allison Hagerman
Elaine Stevens
Heather Ailes
Numair Latif
Erin Ortigoza

10. Outside professional activities of staff members. None.
1a. Brief summary of any major activities, initiatives, international programs, and curriculum changes and/or significant development in academic year.

Ran a photo competition of "beautiful" infrastructure and displayed the entries.

1b. Significant plans and recommendations for the near future.

Review curriculum.

13. Faculty Changes

None

14. Staff Changes

None

15. List of Visiting and Part-Time Faculty, Critics, and Guest Lecturers

Listed under architecture program

16. Number of Degrees Awarded: Summer, Fall, and Spring: 2

6. Enrollment & Admission Statistics

Number of Applicants Admitted (by degree, Fall, Spring): 2

Number of applications (by degree, Fall, Spring): 2

Number of Students enrolled by degree (fall, Spring): 2

Fall and Spring and Summer Student Credit Hours Generated

Reported by programs

Fall and Spring Enrollment Headcount Count (by degree and year level)

2

17. Sponsored Projects; initiated and/or completed

Listed under degree programs
18. Major and/or Refereed Faculty Publications

Listed under degree programs

19. Honors and Awards
   a. Faculty Honors (University, National, or Regional)

   Listed under degree programs

   b. Major Student Honors/Recognition (National/Regional)

   c. Scholarship Recipients (Program and School)

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   Extended University
   Assessment
   Faculty Development
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   Enrollment Management Initiatives
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      Collaborations with Departments & other Advising Offices
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      College Advisement
      Improve the IT and “paperwork” protocols for Advisement
      College Advisement Center as a Venue for Academic Support
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      College of Arts & Sciences Graduate Committee
      College of Arts & Sciences Undergraduate Committee
      College of Arts & Sciences Curriculum Committee
   College Outreach Initiatives
   Current Initiatives
   College Scholarships
   College of Arts & Sciences Deans’ List

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4. Research Awards
5. Disbursements of Faculty Development Funds
6. Summer Session Allocations
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8. Degrees Awarded
9. Degrees Awarded by Department, 2009-2010
10. FTE Budgeted Faculty and GA/TAs
11. Number Tenure-Stream Faculty and Lecturers by Department

Appendix 1. By-Laws of the College
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I. Overview

The College of Arts and Sciences is both the oldest (established in 1898) and the largest College at the University of New Mexico. Its goal is to provide the classic liberal arts education to its students in academic departments disseminated across the humanities, the social sciences, the physical sciences and the mathematical sciences. The mission of the College is to guide students as they transform their own lives and prepare to make their particular contributions in the world at large. In its impressive scope, the College of Arts & Sciences offers a wide-ranging knowledge-base at the same time that it provides, through its majors, the foundation for many students to enter into more specialized and advanced training. Without diminishing the valuable offerings in the other colleges and schools, it is clear that the contributions of the College of Arts & Sciences drive a great deal of what is constitutes excellence at UNM in the areas of teaching, research, and academic service.

The faculty members in the College of Arts & Sciences have been trained in some of the best research institutions in the country and the world. They generate new knowledge in their respective disciplines and often in cross-disciplinary perspective. They disseminate the fruits of their research in top-rated journals, in specialized outlets and in books produced by premier academic publishers. Their training of students results in actively engaged junior scholars and usefully literate citizens. College faculty members well recognize the value of educating students from diverse cultural, international and socio-economic backgrounds.

The College of Arts & Sciences consists of 20 academic departments (7 humanities, 5 sciences & mathematics, 8 social sciences) and 9 interdisciplinary study
programs with their own curricula. They offer 103 degree programs: 56 undergraduate majors, 26 masters programs, 21 doctoral programs, and 10 interdisciplinary majors.

Three departments (Psychology, Communications & Journalism and Speech & Hearing) operate programs that are accredited by national associations. There are also 10 research centers and institutes and 2 museums (Table 1 lists all College centers, institutes, and museums and their chairs or directors). In 2009-10 there were 376 tenure-stream faculty members and 52 lecturers across most of the departments in the College (see Table 11). The College supported 303 administrative and research staff members. There were also approximately 50 research professors and post-doctoral appointments, 215 part-time instructors, 7 visiting professors, and close to 858 teaching and graduate assistants.

In the core areas of teaching, scholarship and service, the College of Arts and Sciences extended in 2009-2010 its tradition of excellence and outstanding productivity. Once again, the College taught more students than any other college or school in the University, generating a total of 370,986 student credit hours (SCH) during 2009-2010, an increase of 3% over 2008-2009. Although 20 departments and 9 study programs are in the College, six of them produce nearly half the total student credit hours. Mathematics and Statistics teaches the most, generating 38,390 SCH, followed by English (36,150), Psychology (34,036), Biology (26,716), Communication and Journalism (21,854), and Sociology (21,218). The College continued to serve students who were not only majoring in a degree program within the College, as approximately 75% of the courses in the University Core Curriculum were also covered by College departments.

College faculty members continued to excel in their classroom instruction and the mentoring of students. At the level of University teaching awards, Assistant
Professors Marissa Greenberg (Department of English) and Maria Lane (Department of Geography) were the recipients of the 2009-10 Outstanding New Teachers of the Year Award given by the Provost's Office of Support for Effective Teaching (OSET). Research Associate Professor Janis Anderson (Department of Psychology) won the Outstanding Online Teachers of the Year Award, also given by OSET. The College selected 3 Regents Lecturers, reserved for junior associate professors: Dr. Dinesh Loomba (Department of Physics & Astronomy), Dr. Osbjorn Pearson (Department of Anthropology), and Dr. William Pockman (Department of Biology). The College recognized two faculty members-- Timothy Graham (History) and Derek Hamilton (Psychology)-- as well as two graduate instructors-- Iliana Rucker (Communication & Journalism) and Leah Sneider (English)-- for its own Award for Teaching Excellence.

For the third consecutive year, the College acted to mentor new faculty in the College. Together with the Associate Dean for Faculty, the Dean hosted two meetings for faculty members who had been hired that year. One consisted of an informal luncheon and social at the beginning of the fall semester. A later meeting was geared more specifically to issues that the new faculty sought to bring to the Dean's attention regarding their teaching, research and service activities, as well as matters related to mid-probationary and tenure/promotion evaluations.

UNM is a Carnegie Very High Performing Research University within the United States. Accordingly, the faculty members in the College augmented their already outstanding records of publishing academic articles, books, monographs, and research reports, while the new assistant professors launched major research programs in keeping with their contractual obligations. In addition, some faculty members engaged their
creative energies in the production of performance art and creative writing. Finally, some of the researchers in the College's centers and institutes generated considerable public service contracts to various local, state, tribal and federal agencies. As section VI of this report details, faculty members in the College generated almost $43 million in new sponsored research grants, renewed research grants, and contracts, some $3 million more than the year before. The sources for these monies varied across the range of national agencies, private foundations, and various governmental bodies. The faculty members in each of the physical and mathematical science departments led the way in generating external resources for their research projects. Once again, the Long Term Ecological Research program, based in the Biology Department, was the greatest per capita generator of research monies in the College. At that, grant work in both the Social Science and Humanities departments resulted in a marked increase of sponsored research. A number of the specialized centers and institutes were also leaders in the state for bringing direct and indirect research support to the University. Faculty members and their student research assistants, who were significantly supported by faculty members' successful grant activity, disseminated the fruits of their research through a number of outlets besides publications, including national and international symposia, professional associations, and as invited guests to other high-achieving research institutions. Federal grant programs are requiring academic scientists to consider incorporating minority group students in their research activities, and faculty members in the College continued, as they had in the past, their activities in this area in such projects as the Bridge to the Doctorate, Initiative to Maximize Student Diversity, Minority Access to Research Careers Program, and Post-baccalaureate Research Education Program. Many of the
hundreds of research grants awarded to College faculty members support research laboratories, equipment and training facilities for graduate students.

As we have reported in previous years, public service has always formed a major commitment among the College's departments and other sub-units. Faculty members in the Departments of Mathematics & Statistics, English, Biology, Earth and Planetary Sciences, and Physics & Astronomy continued with their efforts to enhance the pipelines from K-12 to higher education through such programs as teacher education, student competitions, and student visitor's events. The College museums carried out their standard, high-quality, programming. The Maxwell Museum and the Museum of Southwestern Biology maintained their permanent exhibits and organized special activities, such as archaeological tours for public school students and special adult groups. The Institute for Medieval Studies put on its popular annual conference, attracting, as usual, substantial community, as well as academic, audiences. The Sustainability Studies Program focused on local food production by putting on farmer's fairs for the community at large. The Peace Studies Program held its annual Peace Studies Fair, involving extensive participation by local community service organizations. Clinical services to students and the general public continued to be provided in the Departments of Psychology and Speech & Hearing, as well as the Agora Crisis Center (suicide prevention).

Some of the major goals that were established in 2008-2009 went on as important points of activity in the College in 2009-10. Improving student success was very much tied to the budgetary pressures being imposed on the University by a declining state economy. Our work to increase faculty diversity met with considerable success as we
hired several minority faculty members including Hispanics, Native Americans, and Asian Americans. The College saw another successful drive to generate private donations. Our efforts at building leadership within the College as many more chairs and faculty participated in many of the College decision-making processes. Of course, the serious budgetary issues that impacted the College, as they did the rest of the University and higher education in the state, were cause for much concentrated planning in the Dean's office and in the departments, as described in Section III below.

II. Administration

Dr. Brenda J. Claiborne completed the third year of her regular appointment as Dean of the College. Dr. Felipe Gonzales continued as associate dean for faculty and senior associate dean. Dr. Mark Ondrias became the interim Associate Dean for Curriculum and Instruction in July 2009 following the resignation of Dr. Sherman Wilcox from that position in May 2009. Dr. Janet Cramer, associate professor of Communications & Journalism, was hired as a special assistant to the Dean in August 2009. Dr. Philip Ganderton, who had been the interim Associate Dean for Research, was given the regular appointment of Associate Dean for Research in July 2009. He remained at .5 FTE as he continued to serve as the Director of the undergraduate portion of the Combined BA/MD Program. Dr. Charles Paine continued in his role as a special assistant to the dean for outcomes assessment.

Among the office staff, Brenda Romero resigned as the dean's program planning manager in August 2009 to take a position outside the University. Sharon Winston was hired to replace Romero in November 2009. She resigned in May 2010, also to take a better paying position in the private sector. Barbara Busch, the College financial officer,
left the College in September 2009 to accept a position in the College of Education. David Naquin was hired to replace Busch in January 2009 and he departed at the end of his probationary period, April 2010. Karen Simmermacher resigned as an accountant III in November 2009 to accept a position elsewhere at UNM. Don Skaar was hired as her replacement in January 2010, departing at the end of his probationary period, March 2010. Christine Smith was hired to fill the accountant III position in May 2010. Tracy Wenzl was hired as an administrative coordinator in August 2009, and she resigned in May 2010 to become a department administrator at a higher salary. Eva Tipton-Ormand resigned as a program coordinator in April 2010 to accept a position in Clinical Psychiatry, a job that proved a better match for her career interests. Trevor Bilmes, senior fiscal services technician, resigned in May 2010 to become an accountant in one of the College departments.

Associate Dean Gonzales oversaw the College's Academic Deadline Schedule. The duties in relation to the Schedule included the processing and approving of faculty applications for sabbatical leaves and for Leaves Without Pay; recruiting as needed faculty members to fill positions on both the Senior Promotion Committee and the Junior Mid Probationary and Tenure-Promotion Committee (see Table 2), as well as advising these Committees on their responsibilities in evaluating the dossiers; reviewing each of the mid-probationary, tenure/promotion and promotion files and making a recommendation on each one to the Dean; assisting the Dean in coordinating the compiling of the College Annual Report; processing and approving the applications from the departments for research semesters for their qualified faculty members; and reviewing the annual evaluations of the faculty members in the College.
The College approved a total of 41 sabbatical applications: 17 for spring 2010 (full pay), 2 for spring-fall 2010 (2/3 pay), 12 for fall 2010 (full pay) and 10 for 2010-2011 (2/3 pay). In addition, the College granted research semesters to 5 assistant professors, all of them taken in spring 2010.

Other standard duties of the associate dean for faculty included substituting as needed for the Dean at the Provost's Dean's Council and at the President's Executive Cabinet; coordinating the College Award for Teaching Excellence (the awardees are named in the Overview section of this report); coordinating the committee that nominated the College's 3 Regents' Lecturers (the awardees are named in the Overview section above); administering the College's annual Faculty Development Fund, out of which 20 faculty projects were supported with grants ranging from $300 to $2500 in the areas of conferences, speakers, publishing/subventions, and special travel (see Table 5); and, conducting the process for selecting the members of the Faculty Senate from the College for the upcoming academic year.

In addition, Associate Dean Gonzales continued to represent the College on the Title V Educational Initiatives ("Building a Community of Engagement") Faculty Advisory Committee, attending each of the Committee's monthly meetings and participating in the organization of various campus diversity events. He also continued his role NSF NM-PAID Grant, assisting in the project's junior faculty mentoring program and in organizing the appearance of a national academic performing arts group around issues of women representation in the academy. Gonzales continued to work in developing retirement incentives for senior faculty members, and he assisted Dean Claiborne negotiate successful counter offers for 6 College faculty who had received
offers from other universities (failing to retain 1). Gonzales continued to serve as the College Hiring Co-Officer for Faculty, with oversight over the processes of Banner approvals, recruiting, and selecting new tenure-stream faculty. In 2009-10, the College had 14 new faculty hires across 12 departments (see Table 3 for listing). Finally, Associate Dean Gonzales participated in both informal and formal dispute resolution involving personnel in 2 departments.

III. Recent Major Developments in the College

In 2008-09, the College established as its major goals, based on its Strategic Plan, the areas of 1) improving student success; 2) fostering diversity within the College; 3) enhancing excellence in scholarship; 4) building a leadership team within the College; and 5) increasing private donations to the College. Other goals articulated in June 2009 for FY10 included enhancing internal and external communications, and balancing the College budget. Progress was made in each of these areas.

In the area of **student success**, the College worked to increase retention and graduation rates through 3 projects: 1) improving College and Department advisement services based on 8 identified objectives; 2) working with the Office of the Provost on a university-wide advising initiative; and 3) obtaining data on retention and graduation rates by degree program. Progress was achieved in each of these areas. In the improvement of advisement services, for example, we were able to develop a method of tracking students who are not committed to a degree in one of our programs, and to encourage them to pursue a viable “fall back” major if they are not accepted into the College of their choice. Our work with the Provost’s office on an advising initiative resulted in the spelling out of several major objectives under the university-wide advising
initiative and integrating departmental and College level advising. The acquiring of data on retention and graduation rates by degree program progressed to the slowest degree, but clear results were realized.

Also under student success, we worked to ensure that faculty and programs used outcomes assessment data to improve courses and programs. The College has continued to make significant progress in outcomes assessment. With regard to assessment of the undergraduate core curriculum, 19 of 20 A&S departments (95%) have submitted plans and reports for publication on the UNM Assessment website, and 15 of 20 (75%) are successfully “closing the loop” on assessment and using data to drive curricular changes. In terms of the assessment of programs (degree, certificate, or major), 83 of 104 (80%) of eligible programs submitted three-year assessment plans, and 44 of 104 (42%) programs had been assessed, and the results of those assessments reported.

Student success also involved continued work on the Science and Mathematics Learning Center. Although the final planning and the construction phase of the Science and Mathematics Learning Center was more time-consuming than predicted, all of the tasks this year were completed successfully, and the building put on an on-time schedule and on-budget, with a completion date of October, 2010. We collaborated with the Project Coordinator for the building and with the Chair and the Executive Committee in the Department of Mathematics and Statistics to add offices to accommodate future tenure-track faculty. In consultation with the appropriate groups, all of the exterior and interior finishes were selected, the budget was finalized, and the lab equipment selected. Plans were drawn up for moving individual faculty into their new offices.
The College office also worked with Professor Richard Howell, Dean of the College of Education, to plan a new College of Education classroom building that would be shared between the College of Arts and Sciences and the College of Education and would have teacher training as a primary goal. We based the plans on a budget of $18 million, of which the College of Education had already secured $9 million. The plans were finalized and we made presentations to HED, as well as various legislators. The legislature and HED approved $4 million (of the $9 million request) in bond funding. The proposal would go to voters in November, 2010.

With respect to fostering diversity within the College, the primary goal was to retain all minority faculty members with outside offers and to recruit at least 1 Hispanic, 1 African American, and 1 Native American faculty member. Indeed, we retained two Hispanic tenure-track/tenured faculty members who had offers elsewhere: Gabriel Melendez, in the Department of Spanish and Portuguese; and Leila Lehnen, also in the same Department. Unfortunately, there were two Hispanic faculty members who turned down our counter-offers: Rena Torres-Cacoullos, Spanish and Portuguese (who resigned to move to Penn State where she joined a larger group of colleagues with similar research interests), and Karma Chavez, Communication and Journalism, who is now at the University of Wisconsin. (Note that we offered Professor Chavez a tenure-track position for her partner as part of a counter-offer package.) We also lost one Native American faculty member who resigned without requesting a counter offer, Joy Harjo, English (see Table 3 for the full list of faculty departures.

With the assistance of the Vice President for Equity and Inclusion, the College also hired two new tenure-track Hispanic faculty: Jacob Vigil, Assistant Professor in
In addition, we hired two Native Americans faculty members: Jennifer Denetdale, Associate Professor in American Studies, and Kimberly Huyser, Assistant Professor in Sociology. Finally, the College hired an African American non-tenure track Visiting Assistant Professor in Africana Studies/History, Ms. Belinda Wallace.

In the area of student diversity, the Dean and Associate Dean for Faculty, Felipe Gonzales, conducted conversations with various individuals about how to tackle this issue but a plan was not formulated in 2009-10.

In the area of **enhancing excellence in scholarship**, a principal goal was to develop a measure of scholarly productivity that includes a quality factor. An Ad-hoc Committee on Performance Measures was formed this year to develop measures that could be applied across the College. The Committee, comprised of representative chairs and directors and headed by Associate Dean for Research, Philip Ganderton, met throughout the year and developed an overall approach for assessing quality: performance measures should be discipline-specific, and bench-marked to disciplinary standards and expectations that would include quality factors. The disparate measures then would be converted into an index (without units) and the measures aggregated across the College. While not yet implemented, this is an important step forward. The Committee hoped to begin testing the strategy the following year.

In addition, we planned to develop review policies for research centers and institutes. The Provost and Vice President for Research established a task force to review research centers and institutes across the campus and develop policies to do so. Associate Dean Ganderton participated as a member of this critical group. While waiting
for their recommendations, the College completed an important first step in reviewing its research centers and institutes, developing and implementing a process for evaluating Directors of Research Centers. Once the recommendations of the University-wide task force are complete, the College will proceed to develop review policies that are consistent with, and support, the campus policies.

In the area of building a leadership team, the College decided on developing a year-long leadership training program for chairs and directors. Two of the critical leadership training events organized this year were 1) the annual Chairs and Directors School for new chairs and directors; and, 2) the Chairs and Directors Retreat. At the Chairs and Directors School, the training section on leadership was expanded and discussion was held on leadership styles, leadership issues within a department or program, and ways in which chairs and directors can serve as college leaders. At the Retreat, two outstanding women who have served as university administrators in the past and who do leadership workshops for academics, were brought in to present their cutting-edge ideas regarding academic leadership. VP Helen Gonzales (Human Resources) was kind enough to split the cost. The workshop included training in a number of aspects of leadership, and the chairs and directors were very engaged and receptive. The College continued discussions on leadership during chair and directors monthly meetings and worked with individual chairs to meet specific leadership challenges being faced in their departments.

Two new special assistants to the Dean were created in the College. Two very dedicated and productive mid-level faculty members accepted offers to serve as special assistants on a part-time basis. Professor Janet Cramer spent the year working on
Academic Program Reviews, faculty workloads and communication plans. She also had oversight for interdisciplinary programs, attended our weekly staff meetings in the Dean's office, and assisted on a number of other projects in the Dean's office. Professor Kristin Umland (Department of Mathematics and Statistics) had been interested in mathematics education for a number of years and was already working on a number of projects with high school teachers and with the UNM College of Education. As a Special Assistant, she expanded the scope of her work (see section below on teacher training), attended weekly staff meetings, and assisted on other projects.

In the area of staff development, the College held meetings with Helen Gonzales, Departmental Administrators and Ava Lovell, to address long-standing technical and morale issues in the departments and programs. Dean Claiborne met with all of the Department Administrators in the College and explained her vision of College staffing. She then established a Task Force composed of five representative Department Administrators (who volunteered to serve), headed by herself and VP Gonzales. The goal was to improve HR processes that affect the College staff, particularly those related to UNM Jobs. The Task Force decided to focus on several issues and the group has made significant progress, particularly in relation to UNM Jobs. In our last meeting of the year with the Task Force, the members expressed their appreciation for working with them and asked to continue the group next year. VP Gonzales and Dean Claiborne readily agreed to do so. The plan calls for continued work with Ava Lovell to implement a similar Task Force for budget-related issues.

On the goal of increasing private donations, the College sought to establish a Dean's Development Council. The College chief development officer, Bill Uher, and the
Dean planned the details of establishing a development council. However, Mr. Uher was offered the position of Associate Vice President for the Foundation and left the College in early Spring. It was thus decided to “pause” this project until the Foundation hires a new development officer for the College (although it is not clear that they will).

With regard to donations, the College goal was to secure at least five new major donors with the potential to give over $500,000 and work with our development staff to secure at least two large donations. The College and its development team identified several new prospects with the potential to give over $500,000. One donor, who wishes to remain private at this time, gave $500,000 to Earth and Planetary Sciences with a condition for matching by the Foundation, and the same donor will give another $500,000 when that condition is met. Ongoing efforts with other donors continued throughout the year.

In the area of enhancing internal and external communications involving faculty and staff, a site was developed on the College webpage to contain all announcements from the President, Provost and Dean that pertain to faculty and staff. Dean Claiborne asked each unit in the College to submit a communication plan, and charged the College Ad Hoc Committee on Communication to work toward developing a College-wide Communication Plan and use the plan to develop a site on the College webpage that would serve as a communication “hub.” The Ad Hoc Committee was composed of representative chairs and directors, and was chaired by Special Assistant Janet Cramer (from the Department of Communication and Journalism) this year. The Committee reviewed the plans from the units and then prepared a composite communication plan for the College. This is an outstanding document and details plans.
for 1) horizontal and vertical communication within the College; 2) communication between the Dean, the Dean’s office and the units; and 3) among chairs and directors and their various constituents. The College planned to implement the plan the following year. Meanwhile, College personnel began to use the College website more effectively to publicize awards, events, and other honors bestowed on students and faculty, and it implemented a plan to routinely alert the staff at UNM Today to awards and events within the College.

With respect to faculty communications, the plan called for instituting College-wide faculty meetings and host “Coffee in the Dean’s Office” for faculty. Three College-wide faculty meetings were held: one in early Fall, one with the President and Provost in late Fall, and one in late Spring. A variety of issues were discussed at each meeting and a reception was held after the meeting in the Spring. In addition, the Dean attended faculty meetings in every department except Chemistry to discuss budget cuts and other issues that concerned the faculty. An email list-serve of all faculty members in the College was formed in order to better communicate with them directly. The “coffee in the dean’s office” was to be implemented the following year.

Finally in the area of communications, the College hired two undergraduate student interns; one from English and one from Communication and Journalism. Under the guidance of Special Assistant Janet Cramer, the interns interviewed department chairs and directors of programs, centers, and institutes and generated a list of story ideas that we are using to produce our next College newsletter.

With respect to balancing its budget, the College planned to work with department chairs to decrease costs, leading to a balanced College budget in FY11.
Although balancing the budget was and is an on-going process given reduced allocations, we balanced our recurring commitments with available recurring funds such that our future recurring commitments are within reason. The Dean also made significant progress this past year in communicating the budget constraints to the chairs, directors and faculty. Building on the budget presentation I prepared the previous year for chairs and directors, the budget was simplified (with help from Kate Moore) and presented to faculty in each of the departments. The Dean and associate deans also listened to the concerns of the faculty about the necessary cost-cutting measures and explained how the administration had made large cuts in their budgets in order to protect academic affairs as long as possible from the reductions. The Dean's team discussed budget challenges at every monthly Chair and Directors Council and at every monthly Chairs-only meeting. In addition, small group meetings with chairs were organized to understand their viewpoint about budget cuts. The chairs and directors submitted their 2% budget reduction plans by early March, and together the College made the final decisions about how to reduce our recurring allocation by $618,000 as soon as this target was available from the Provost’s office. The Dean also had discussions with personnel in the budget office and with Kate about how to better organize the College accounts in Banner so that the budgeting process is more transparent. The plan was to implement their suggestions the following year.

**Academic Program Reviews:**

In a unit as large as the College of Arts & Sciences, reviews of academic programs occur on a regular basis. They are critically important for maintaining the high quality expected of Carnegie High Performing Research Institutions. The quality of each
of our academic programs follows the process of evaluation established by UNM’s Academic Program Review process, in which the Dean's office in the College is intimately involved. As part of a continuing effort to keep the College closely involved with the review, Special Assistant to the Dean Janet Cramer was named to oversee the College's participation and ensure that the selection of reviewers, reporting, and budgeting were consistent with College standards and overall College plans.

Several programs have undergone the review process since new guidelines were implemented in 2008-2009 (as described in that year’s annual report). Three departments began their Academic Program Review in 2009-2010, including the completion of a self-study document and the hosting of an external site-review team. These departments were History, English, and Physics & Astronomy. In addition, an interdisciplinary degree program, Optical Science and Engineering, initiated and completed its review process in 2009-2010. These departments are in the process of writing responses to the site visit and generating action plans that will begin in 2010-2011. These plans may include such things as curriculum revision, strengthening graduate and undergraduate programs, developing or enhancing programs that reward student success in the classroom or in research, initiating development efforts, and long-range hiring plans. Four other departments continued their review process, with two of these, Anthropology and Philosophy, developing responses and action plans in consultation with the Dean’s office.

Close coordination between the Dean’s office and a department undergoing Academic Program Review ensures that departmental and College goals are aligned and that the Dean’s office can support—either financially or programmatically—a department’s action plan. Although this can extend the timeline for completion of the
review, such cooperation is essential to the College achieving its long-term goals of academic excellence.

IV. Affirmative Action/Diversity

The major activities with regard to enhancing diversity, particularly at the faculty level are described fully in Section III above. Here it can be mentioned that the College continued with efforts to enhance the cultural and gender diversity among its faculty during the 2009-10 academic year. It has become standard operating procedure for departments to insure that all faculty search committees include the OEO- required representation of female and minority group members. Departments also sent the ads for their searches to the newsletters and similar outlets that served the diversity applicant pools of their respect disciplines.

V. Research and Scholarly Activities

In addition to the 20 discipline-focused departments, 10 inter-disciplinary programs and 10 research centers and institutes that report to the Dean, there are in the College of Arts and Sciences another 10 research centers that exist in the College reporting to department Chairs. Almost every faculty member is currently undertaking research, whether it be funded by outside agencies or UNM’s Research Allocations Committee, or conducted as part of their regular responsibilities during the academic year. Within each of the three clusters—Humanities, Social Sciences and Physical Sciences—faculty undertake research singly or with collaborators. Collaborators come from within the home department, other departments in the university or from outside the university, including the National Laboratories located within New Mexico (Sandia National Laboratories and Los Alamos National Laboratory), as well as many other
universities in the US and around the world. Researchers apply their research in the classroom, using it to provide our students a state-of-the-art educational experience, to encourage both undergraduate and graduate students to undertake their own research and to participate in faculty-led research. Faculty researchers work with graduate students as instructors, mentors, advisers and ultimately as co-PIs and coauthors of research papers.

Research faculty members in the College of Arts and Sciences work with research staff and technicians in laboratories and other research facilities, and they find opportunities to work with researchers at the UNM Health Sciences Center. Although a separate entity, the Robert Wood Johnson Foundation Center for Health Policy represents a graduate (Ph.D.) student-focused program that links students and faculty in the social sciences of Economics, Political Science and Sociology with educators and researchers in the School of Medicine and particularly the Department of Family and Community Medicine. College researchers are involved in many projects and programs that span not only the departments and disciplines in the College, but also involve other researchers in the College of Education, the School of Engineering and the College of Fine Arts, among others. There is almost no area of research activity at UNM that does not involve researchers from the College of Arts and Sciences.

The Deans Office, acting as the College administration, supports research of all faculty members by first and foremost encouraging and recognizing faculty research through the appointment, promotion and annual review processes. The College provides competitive start-up packages to new faculty members and in Fiscal Year 2010 provided over $250,000 in start-up funds to faculty, which represents the College's share of about $600,000 in start-up funds provided to College faculty by the university as a whole.
Start-up support should increase significantly as the College, is able to recruit and hire new faculty once the current economic recession is over and budgets recover. The College also offers support for new faculty to encourage research and publications during the critical probationary period as researchers work toward promotion and tenure, in the form of research semesters with no teaching commitments, and reduced teaching loads when the department is able to support them. The College also encourages any faculty member to buy out of their teaching responsibilities with external grant funds, within the constraints imposed by the university's workload policy, and the needs of the department.

Researchers in the College of Arts and Sciences attracted almost $43 million in new and renewed contracts and grants to support research from external agencies in the fiscal year ending June 30, 2010. This represents a 9.4% increase over the value of new and renewed sponsored research awards in the previous year ($39.2m). The number of awards was 342 compared to 366 the previous year. A substantial proportion of College faculty received support from outside sources during the year, and these grants supported many post-doctoral students, graduate students and undergraduate students. They supported research staff and administrative staff throughout the College.

Departments accounted for nearly 70% of the $43 million in new research grants over the year while research centers and institutes in the College accounted for the other 30%. When combined, researchers in the Physical Sciences and Mathematics cluster were awarded 76% of the total value of new grant money in the last year, researchers in the Social Sciences disciplines accounted for 22% of the new grants and those in the Humanities received the remaining 2%. The largest new or renewed award during the year was almost $7 million to continue the work of the Long Term Ecological Research
(LTER) program based in the Biology Department, and there were 5 other grants of amounts over $1 million awarded to researchers in the College.

Researchers in the College were very successful in obtaining American Recovery and Reinvestment Act (ARRA) funding, with grants to researchers in Anthropology, Biology, Chemistry, Earth and Planetary Sciences, Economics and Geography and totaling many millions of dollars. Although many ARRA grants are limited to 2 years duration, they are testament to the talent and skill of College researchers.

The research centers and institutes in the College remain a strong force promoting excellence in research by providing opportunities for faculty and graduate students to work on critical projects with well developed infrastructure to support research. Combined they brought in well over $13 million in sponsored research funds to support their own activities and generate valuable Facilities and Administration (F&A) funds to the university as a whole.

The consequence of the research efforts of faculty and graduate students in the College of Arts and Sciences is the presentation of findings at scholarly meetings, the preparation and publication of articles, monographs and books, and the propagation of new ideas among colleagues and the wider regional, national and international communities. All this supports faculty, students and staff at the university to promote and maintain the reputation of the College and university as the flagship research institution in the State of New Mexico.

VI. Curriculum, Teaching and Enrollment Management

The College of Arts and Sciences is responsible for the majority of the General Education instruction for all UNM students and each year graduates more students than
any other college. Tables 8 and 9 summarize the total number of degrees awarded and degrees awarded by department. Over the past decade, the total number of full-time faculty members has not risen while the SCH production for the College has grown substantially. Thus, an ever-increasing fraction of the College’s teaching load is being born by part-time instructors and graduate students.

Despite general budget reductions in FY 10, the College continued its commitment to the classroom by maintaining its PTI instructional budget at its previous level (approximately $3 million). The highly successful Interdepartmental Teaching Assistant Program has been a major component in our PTI budget. This program simultaneously benefits both undergraduate and graduate programs by allowing Arts and Sciences departments with insufficient TA budgets to serve their graduate students by referring qualified students to departments that have sufficient support but not enough graduate students to meet their instructional needs. As in FY 2008-09, the program funded 22 TA lines, this time in three departments (English, Spanish & Portuguese, and Foreign Languages & Literatures).


Although the CCTF’s mission requires action by the Faculty Senate and other University leaders, its work represents a significant step in the direction of the University’s future curriculum development. The College of Arts and Sciences was well represented in the CCTF, with 11 of the 21 faculty members from A&S departments. Chaired by English Department Associate Professor Michelle Hall Kells, and responding to a request first by the New Mexico State Secretary of Higher Education and followed up on by the Provost, the CCTF worked throughout the year to analyze the strengths and weaknesses of the
current core curriculum. As described in its final report, the CCTF concluded that while the core curriculum "provides a broad range of courses that introduce students to a variety of disciplines," it is out of date and does not conduce to current priorities in higher education. The Spring 2010 Open Meetings included over two hundred participants (undergraduate students, faculty, staff, administrators, and graduate students) in discussion about the findings and recommendations of the task force. The final report recommended that the University focus on six priorities: 1) Develop a rationale, or explanation of purpose, for the core curriculum that is clearly presented and made available to students, faculty, advisors and administrators; 2) Support oversight of the core curriculum in a recognizable, capable and broadly representative body of faculty, staff and administrators; 3) Make faculty aware of the three existing UNM Learning Goals, which are based on LEAP’s four outcomes; 4) Create a set of Student Learning Outcomes, more specific than the general UNM Learning Goals, to guide the core curriculum with a coherent vision; 5) Build guidelines for faculty who want to propose courses for the core, explaining what is required for approval; and 6) Develop and implement a university Writing Across the Curriculum program.

**Extended University:** A&S departments significantly accelerated the growth in both the number of online courses offered (an increase of 59% over AY08-09 levels) and in total SCH production (an increase of 79% over AY08-09 levels). In addition, to help the University achieve the goal of reaching out to more New Mexicans, several departments (including American Studies, Communications & Journalism, Foreign Languages & Literatures, Psychology, and Sociology) have begun developing degree-
completion programs that can be satisfied entirely online. These efforts have paved the way for even greater acceleration in future years.

**Assessment:** Compared to the enormous progress achieved for assessment during AY08-09, assessment activities during AY09-10 remained about level. For the assessment of degree programs, while 23 of the 24 units that offer degrees or certificates completed satisfactory assessment plans for all their degrees/certificates during AY08-09, and 14 of these programs performed and submitted satisfactory reports during the current year. For the assessment of courses in the general education core curriculum, 19 of the 20 units that offer general education courses wrote satisfactory plans for at least two courses and assessed them during AY08-09, and during the current year, 25 core courses were assessed and reported on satisfactorily. The College committed itself to work toward 100% compliance and, more important, toward developing a culture of assessment across the College.

**Faculty Development:** The College of Arts & Sciences continued to support the Office of Support for Effective Teaching (OSET) through funding of the annual "Success in the Classroom: Sharing Practices that Work" conference and through its faculty, who participate in this conference and also develop and present faculty workshops on teaching with writing, improving assessment, and teaching with new media and technologies. The College contributed $500 to the 2010 "Success in the Classroom" conference, 17 College faculty and teaching assistants presented at the conference, and 56 A&S instructors at all ranks attended the conference. Three English Department faculty facilitated OSET workshops during FY 10. Arts and Sciences instructors ranging in rank from teaching assistant through full professor took advantage of faculty development programs offered
by OSET with 112 College instructors attending at least OSET event, 57 for the first time.

**Enrollment Management Initiatives:** The College continued an aggressive program of enrollment management to address increasing enrollment pressures in high demand courses. In 2009-10 we supported new intersession courses in the Fall Semester. During fall intersession, 32 courses were offered in 13 departments. These courses were well received by the students and most filled to within 90% of capacity.

**Summer Session:** A total of $772,000 was allocated to the College to support the 2010 Summer Session. Much of this funding was used to offer courses that required graduation (University Core and “gateway” courses). Offering them in the summer session has a positive effect on both graduation and retention rates. The College actively collaborated with the Office of the Provost to increase the availability of what have been traditionally high demand laboratory courses and support unique summer programs including the German Summer School in Taos, field schools in Anthropology and Geology, and the English Department’s Summer in London program. In addition, the College responded to the Provost’s initiative to return tuition revenue to departments who exceeded their student credit hour production over the previous summer. Enrollments for Summer 2010 increased, producing an additional 1,813 student credit hours, resulting in $56,000 of tuition revenue to participating departments.

**VII. Special Projects and Functions**

**Advisement Center:** The advisement and academic guidance of 8000-plus undergraduate majors and pre-majors is the most important responsibility of the College's Advisement Center. The Center (under the supervision of Mark Ondrias, as Special
Assistant to the Dean, and Stephanie Hands, Director of Advisement) not only services the entire undergraduate population of the College; it coordinates the advising activities with the individual academic programs. It admits undergraduate students to the College of Arts and Sciences and coordinates the monitoring of their academic progress, certifying their graduation and updating their intended course of study. Approximately 1400 Arts and Sciences baccalaureate graduates were certified this past academic year. The Center moved to new Facilities in the University Advisement and Enrichment Center in 2009-10. The Center was also given funding by the Provost to expand the number of full time College Advisers to ten (from 7).

Interactions with Students: The number of students enrolled in a major of the College of Arts and Sciences during 2008-2009 was: Summer 2010 – 2174, Fall 2009 – 6420, and Spring 2010 – 6378. Most of these students have direct contact with the Advising Center at least once a year. Many of them have multiple contacts per semester. The Center operates on an appointment-based system Monday through Thursday, with Friday the walk-in day, to accommodate the students’ need to seek assistance on “deadline days”. A total of 10,374 student visits to the Advisement Center occurred during 2009-2010. This does not include out of office advisement sessions or electronic communications (see below). Mandatory group advisement sessions for transferring into Arts and Sciences and graduation planning now account for almost 2600 of the student visits. These seminars are offered several times a week throughout the semester but are limited due to the lack of space/time slots to conduct them.

Contact with the undergraduate population is not limited to face to face interactions. Advisement has developed and is always looking for ways to improve other
modes of communication. Students appreciate the ability to contact their advisor via email. Advising email traffic has grown from just under 700 in 2005-06 to over 9000 for 2009-10.

The center is also responsible for evaluating and completing paperwork for all students in the college. We made a concerted effort to electronically process student requests whenever possible. Nonetheless, the Advisement Center received over 5000 individual paper requests in 2009-10. These requests had turnaround times that ranged from 24 hours to 5 business days. In an effort to streamline some of these processes, the center began requiring students attach their degree audit and highlight significant areas that are related to their request.

Collaborations with Departments and other Advising Offices: The enhancements of facilities and IT capabilities for the College Advisement Center in 2009-10 allowed us to expand our collaboration/connections with departments and programs.

Enhance the Direct Connections Between Departmental and College Advisement: All academic programs have a specific College Advisor assigned to them as a direct point of contact. This has established regular personal contact between College and Program advisors that allows for the efficient flow of information. Student “problems” can be dealt with immediately and directly. The College Center has been actively working with the Provost’s Committee on Advising and the Faculty Senate Undergraduate Committee to devise protocols for supporting Faculty advisors. In addition we piloted an initiative whereby College and departmental advisors spend 1-2 days per month at each others site. This builds a teamwork atmosphere and allows advisors to hold “joint” advising seminars where students can get one stop advising for
the College and their major. Departmental advisors will be directly included on the College Suspension and Probation Committees beginning in the 2010-2011 academic year.

**Improve the IT and “paperwork” protocols for Advisement:** College liaisons and departmental advisors have collaborated to “scrub” the degree audits for individual program so that students can determine their progress toward graduation electronically. Updating degree audits for each program is now a yearly event that is facilitated by a degree audit team from the College. The graduation certification process is being re-engineered to be more responsive to student problems at the departmental level. Graduation lists are now audited electronically and students on the list that do not meet graduation requirements are notified and urged to seek advisement.

**College Advisement Center as a Venue for Academic Support:** The College Center currently hosts CAPS walk-in labs for both Math and Writing and holds regularly scheduled seminars on “How to succeed at UNM” are hosted by the Center.

**College Academic Committees:**

**College of Arts and Sciences Graduate Committee:** This committee serves in an advisory capacity to the Dean of Arts & Sciences and the Office of Graduate Studies and represents the graduate program interests of the College. It is comprised of the Chairs of the Graduate Programs for each of the academic programs within the College. The Committee met each semester to consider topics relevant to the Graduate Programs of individual departments and the College’s working relationship with the Office of Graduate Studies. These included changes in instructional programs and
academic advisement for graduate students. 2009-10 was a quiet one for the committee. No new graduate programs were approved and there were minimal changes in administrative or academic regulations which affect graduate programs.

**College of Arts and Sciences Undergraduate Committee:** The Undergraduate Committee of the College of Arts and Sciences has several roles and responsibilities. In addition to its advisory capacity to the Dean, it is the functional arm of the College for activities related to improvements in instructional programs and academic advisement.

Each of the 20 academic departments in the College designates one faculty representative (voting faculty as defined in the Faculty Handbook) to the College of Arts and Sciences Undergraduate Committee (see Table 7). The Committee also has ex-officio members from interdisciplinary degree-granting programs and staff academic advisors within the College. Improvements in College and Departmental level advising were the focus of the year's committee discussions. The College Undergraduate Committee served as a focal point for facilitating collaborations between program level and College level advisors and addressing difficulties encountered with student registration and transfer equivalencies by improving data flow between advising offices. Several new advising initiatives were piloted in 2009-2010 (see above).

**College of Arts and Sciences Curriculum Committee:** This committee is composed of 4-6 faculty members (at least one each from Natural Sciences/Math, Social Sciences and Humanities) and is chaired by the Associate Dean for Curriculum and Instruction. It is responsible for reviewing all proposed changes in courses and programs of study within the College. The committee met regularly during the year to review
changes in individual courses or programs and make recommendations about their acceptability to the Faculty Senate Curriculum Committee. Academic Year 2009-10 was not a particularly busy one for the Curriculum Committee. Almost all catalog changes required as a part of the ongoing implementation of the BANNER were already in place and the dismal financial situation of the University system severely curtailed the creation of new courses and programs within the College.

**College Outreach Initiatives:** Outreach Activities for the College Office were coordinated by Prof. Kristen Umland (Special Assistant to the Dean). They fell under four main categories:

1. **Working with faculty and administrators in A&S and the College of Education (COE) on grant proposals** to improve the preparation and professional development of K-12 teachers and to provide workshops for teachers funded by the Pepsi funds from the Provost’s office. In 2009-10, the College with COE on an NSF Mathematics and Science (MSP) proposal, an NSF Innovative Technology Experiences for Students and Teachers (ITEST) proposal, and a USDE Teacher Quality Partnership (TQP) proposal and we began to revise the NSF MSP proposal to resubmit in October 2010. In addition we have allocated funds to support workshops for high school English teachers, middle and high school language arts teachers, high school physics teachers, and high school chemistry teachers. The following grants were submitted:

   - NSF Mathematics and Science Partnership (MSP) grant
   - USDE Teacher Quality Partnership (TQP) grant
   - NSF Innovative Technology Experiences for Students and Teachers (ITEST)
2. Working with schools, districts other IHEs, and the New Mexico Public Education Department on a variety of initiatives including the New Mexico Alliance for Mathematics Teacher Professional Development, the revision of the New Mexico Mathematics Teacher Competencies, and the updated version of New Mexico Project 2012, a strategic framework for improving math and science education across New Mexico.

- The New Mexico Alliance for Mathematics Teacher Professional Development
- The revision of the New Mexico Mathematics Teacher Competencies.

New Mexico Project 2012

3. Facilitating Faculty-initiated Workshops:

a. Wanda Martin (English) who started the A&S Teachers' Institute and continues to offer workshops for high school English teachers.

b. Jeff Saul (Physics and Astronomy) who has been involved in improving undergraduate physics education as well as offering professional development for high school physics teachers.

c. Timothy Graham (Director of the Institute for Medieval Studies) who organizes Medieval Day at the Albuquerque Academy every fall and a Spring Lecture Series for the general public.

d. Matt Nyman (Earth and Planetary Sciences) who works on numerous teacher education projects and collaborates with faculty in other departments on grant proposals with an educational component.
e. Laura Crossey (Earth and Planetary Sciences) who has had an NSF GK-12 grant as well as an NSF AMP grant with NMSU.

f. Virginia Sharff (History) who has been involved in the Teaching American History project which brings high school teachers to UNM for a Master’s degree in History.

g. Joseph Ho (Chemistry) who is working to improve introductory chemistry courses and provide professional development for high school chemistry teachers.

h. Janet Vassilev (Mathematics and Statistics) who currently runs the UNM-PNM math contest which has been going for over 40 years. Nearly 1,000 students from across NM participated in 2009-2010.

3. Faculty Development in STEM disciplines: Prof. Kristen Umland collaborated with Special Assistant to the Provost Gary Smith to organize and then moderate a STEM themed session during the February 2, 2010 Success in the Classroom conference that he has been organizing through the provost’s office for the past several years. Faculty from Biology, Chemistry E&PS, Mathematics and Statistics, Physics and Astronomy attended and made presentations. One goal for this session was to cultivate a community of interested STEM faculty to ultimately help improve our teacher preparation and professional development offerings in math and science.

In addition, several long standing department-based outreach projects continued in 2009-2010. These programs (listed below) engaged a wide cross section of the state community with College faculty, graduate students and departments. Most of these programs received both extramural and UNM funding for their initiatives.
Current Initiatives

Science Education Institute of the Southwest (SEIS): The Science Education Institute of the Southwest (SEIS) provided programs in response to the needs of New Mexico's science teachers since 2005. SEIS is a collaboration of UNM, Sandia National Laboratories, the New Mexico Museum of Natural History and Science, National Radio Astronomy Observatory and the Albuquerque BioPark.

Institute for Medieval Studies Outreach Activities: The Institute for Medieval Studies (IMS) had several outreach initiatives organized by director Professor Timothy Graham, including co-organizing Medieval Day at the Albuquerque Academy in November 2008, offering a public lecture series in April 2009, and providing presentations to high school students throughout the school year.

Ecohydrogeology in the Middle Rio Grande Environment (E-MRGE): E-MRGE is an NSF funded project overseen by principal investigators Professor Scott Collins, Biology, and Professor Laura Crossey, Earth & Planetary Sciences (E&PS). E-MRGE pairs graduate student fellows in Biology and E&PS with middle school (6th-8th grade) science teachers in the communities of Belen, Laguna Pueblo, and Socorro, New Mexico.

The Trail of Time at Grand Canyon—Geoscience Education in the National Parks: The Trail of Time is an interpretive walking timeline trail that focuses on Grand Canyon vistas and rocks to guide visitors to ponder, explore, and understand the magnitude of geologic time and the stories encoded by Grand Canyon rock layers and landscapes.
The Bosque Ecosystem Monitoring Program (BEMP): The Bosque Ecosystem Monitoring Program (BEMP) conducts long-term ecological research using volunteers (K-12 teachers and their students). BEMP monitors key indicators of structural and functional change in the Middle Rio Grande riparian forest, or "bosque."

UNM-PNM State-Wide Mathematics Contest: The UNM mathematics contest has been running since 1966 and has received support from the PNM Foundation since 1997. The contest is open to all students in grades 7 - 12 as well as students in lower grades who are taking accelerated math. The goal of the contest is to promote mathematics education in New Mexico by rewarding students, teachers, and their schools for mathematics excellence.

Add+Vantage Math Professional Development for Elementary School Teachers: Add+Vantage Math is a program to help young children who are having trouble with basic number concepts to improve their mathematical understanding. In 2008-2009, Cathy Briand of the Mathematics and Statistics Department received a grant from the New Mexico Public Education Department to train elementary teacher is these methods. It's activities were extended to 1009-10.

La Meta: Mathematics Educators Targeting Achievement: La Meta is a US Department of Education Mathematics and Science Partnership (MSP) funded project that has worked with middle-grade mathematics teachers since 2004. La Meta is a partnership between the University of New Mexico Department of Mathematics and Statistics, Central New Mexico Community College and five public school districts that serve nearly 40% of the K-12 students in New Mexico. The goal of the partnership is to improve New Mexico school children's mathematical learning and achievement.
Teaching American History (TAH): TAH is a joint project of Albuquerque Public Schools (APS) and the UNM History Department that provides professional learning opportunities for K-12 History teachers. Other partners include the Center for the Southwest, the American Institute of History Education, the Albuquerque Historical Society, and the Sandoval County Historical Society, the Center for Performance Assessment, and the City of Albuquerque Special Collections Library.

Scientific Collaboration on Research in Education (SCORE): SCORE is a joint effort of the Mind Research Network (MRN), New Mexico Mathematics Engineering and Science Achievement (NM MESA), and the UNM Mathematics and Statistics Department that presents information about the science of the mind to teachers.

College Scholarships: The College awards a variety of small scholarships to deserving students each year. In 2009-10, the College of Arts and Sciences received over 300 applications for the seven available awards (see below). Applicants were reviewed by the College Scholarship Committee (Deborah Evans; Chair, Laura Crossey, Mark Ondrias, Diane Marshall, Sherman Wilcox, and Charlie Steen). This year we added the Nathanial Pitman Weber Endowed Scholarship. This scholarship award is for outstanding undergraduate resident scholars.

In addition, we honored Lecturers or Part Time Instructors who exemplified excellence in teaching of any science/math discipline within the College at the undergraduate level by awarding them with the William P. and Heather W. Weber Award for Teaching Excellence. In summary, the College awarded 9 scholarships and awards totaling over $15,000 for the 2009-10 academic year.

Recipients: The scholarship award recipients for 2009-10 were following:
<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles E. Brown and Katherine M. Brown Scholarship</td>
<td>Megan Abrahamson</td>
</tr>
<tr>
<td>F.P. Clements Endowed Scholarship</td>
<td>Laura Fish</td>
</tr>
<tr>
<td>Ralph W. Douglass Memorial Scholarship</td>
<td>Gary Ferrell</td>
</tr>
<tr>
<td>George A. Kaseman Memorial Scholarship</td>
<td>Megan Chatterton</td>
</tr>
<tr>
<td>Nathaniel Pitman Weber Endowed Scholarship</td>
<td>Jennifer Gammage</td>
</tr>
<tr>
<td>Dr. Harry Vanderpool Endowed Scholarship</td>
<td>Aaron Wagner</td>
</tr>
<tr>
<td>Marjorie Yepsen &amp; Carleen F. Farnam Endowed Scholarship</td>
<td>Belinda Vicuna</td>
</tr>
<tr>
<td>William P. and Heather W. Weber Award for Teaching Excellence</td>
<td>Matthew Nyman</td>
</tr>
</tbody>
</table>

**Dean's List:** The College maintains a Dean's List to recognize our exceptional students. This list is displayed on the College homepage. The criteria for inclusion on the Dean's List are a semester GPA of 3.75 or higher while being enrolled for 12 or more credit hours. For AY 09-10 over 1300 students achieved this honor, over 200 of which were recognized in both semesters. Dean's List students receive a notation on their transcript and an email of appreciation and congratulations signed by the Dean.

**VIII. Development Efforts**

For the fiscal year ending June 30, 2010, the College of Arts and Sciences Development Office raised $8,513,452.79 in charitable donations from alumni, friends, corporations, and private foundations. A retired Biology faculty member gave a $2,000,000 gift for endowed support for field research in biology. This endowment's major focus is mammals. Another major gift secured was a $1,000,000 gift for graduate research in Earth and Planetary Sciences. The endowment will also fund equipment and community outreach in world of petro-geology.

Previously a team of four, the College of Arts and Sciences Development Office is currently staffed by two members. Yolanda Dominguez supports the Social Sciences, Biology, and Chemistry. She is an alumna and current graduate student at UNM. Jeff
MacNutt supports the Humanities, Science and Mathematics, Earth and Planetary Sciences, Physics and Astronomy, and Geography.

The UNM Foundation employs both Dominguez and MacNutt. Since October 1, 2008, the UNM Foundation has been a separate 501(c)3 whose mission is to raise support for UNM.

The UNM Foundation announced in 2009-10 that it would launch the public phase of a capital campaign on April 14, 2011. The theme for the campaign is, "Changing Worlds."
Name of Division: Africana Studies Program  
Period Covered: July 1, 2009-June 30, 2010  
Submitted by: Alfred Dennis Mathewson, Professor of Law and Acting Director  

SIGNIFICANT DEVELOPMENTS OF THE DIVISION  
Africana Studies made significant progress during the 2009-2010 academic year under the leadership of Acting Director Alfred Dennis Mathewson and Associate Director Sonia Gipson Rankin. Professor Mathewson assumed the position of Acting Director as of July 1, 2009, while Dr. Finnie Coleman, the Director, continued to serve as the Acting Dean of University College. Associate Director Sonia Gipson Rankin assumed her position on August 1, 2009. We emphasized excellence in student service, excellence in teaching, excellence is scholarship and research, and excellence in community outreach. The budget was stabilized under the previous Acting Director, Professor Sherri Burr. As of July 1, 2009, all but one of the major accounts reflected moderate surpluses. The I&G account showed a tiny deficit of $836. The accounts were in similar condition as of June 30, 2010. The Faculty Initiative line had a surplus of approximately $31,000. The line is intended to add permanent tenure-track faculty. We used it to hire Visiting Lecturers for the 2009-10 academic year. We raised approximately $24,000 for Black History Month programming and managed to break even. Thus, Africana Studies Program had a successful year.

Curriculum. The curriculum was planned already for summer 2010, fall 2009, and much of spring 2010, when we assumed office. We appointed a Curriculum Committee consisting of Dr. Kadisha Matthews, Chair, Dr. Jamal Martin, Dr. and Dr. Belinda Wallace. The Curriculum Committee reviewed our catalogue and our offerings and identified five areas of need: 1. Black Politics and Social Justice; 2. Cultural and Popular Culture; 3. Feminisms and Womanisms; 4. Language(s); 5. Religion, Spirituality and Syncretism. The Committee worked off the current curriculum listed in the catalogue. It also reviewed the offering history of courses listed in the catalogue to identify those in jeopardy of sun setting. It recommended that courses so identified be offered in the 2010-11 academic year. They were Emancipation and Equality and Education in Colonial West Africa.

The Program continued to offer Study Abroad opportunities with Study in Egypt in the 2009-10 winter intersession and the African Presence in Veracruz in the 2010 summer session. We successfully petitioned the Faculty Senate Curriculum Committee to reactivate Swahili 102. We decided to participate in a US Department of Defense Project Go funded program with UNM’s Army ROTC Unit to offer the course in the spring and summer of 2010 as a prelude to joining in an application for a larger grant that would enable us to offer Swahili 201 and 202 as well. The Project Go funding has dried up the future of that other funding is in limbo. However, Dr. Hugh Horan taught the special three-week intensive Introductory Swahili course this past May-June. It was reserved for current UNM ROTC Cadets from all three services, Army, Navy, and Air Force.

Likewise, the Program made concerted efforts to increase enrollment in the Program. We generated 1554 student credit hours for the 2009-10 academic year including the 2010 summer session, of which AFST was credited 825 SCH. The increases were due in part to the cross-listing of classes taught by professors in other departments and courses taught by Visiting Lecturers pursuant to the Faculty Initiative. We also experimented with offering second eight week courses during the fall semester. At the suggestion of students, we offered our gateway course Foundations of Africana Studies in both the fall and spring semesters, a practice we have continued in the 2010-11 academic year. We tried to select courses for the summer that we
The program will seek to foster a culture of excellence and graduation. In the 2010-11 year, our focus will be on excellence in all areas: excellence in student service especially to students who major and minor in our curriculum, excellence in teaching, excellence in research and scholarship, excellence in faculty development and support and excellence in community outreach.

**Administration.** The 2010-11 academic year will be another one of transition. The Acting Director has consulted the Director on developments and issues affecting the Program. Discussions continue with the Associate Director and Office Administrator about the transition.

**Curriculum.** The curriculum has been the subject of ongoing review and discussion since Dr. Coleman assumed the directorship. Shortly after he arrived, the Program changed its name to Africana Studies reflecting a philosophical direction for the Program. Founded as the Afro-American Studies Program, the name change followed a movement nationally to broaden the scope of the Program to cover the African Diaspora in addition to the African American experience nationally and locally. It is important to note that the name change did mean not the abandonment of the Program’s core mission; it meant expanding it to include a global and international focus. The name change was followed by a comprehensive review of the Program and its history in 2007. The result of the review was the 2007 Africana Studies Program Curriculum Revision Report, which redefined the program’s mission and called for the development of the major to be built around three major goals of research, writing and service. It also have identified “four categories for the major:” (1) History; (2) Education, Social, and Behavioral Science; (3) Women’s Studies; and (4) Literature and Culture and proposed the development of (1) capstone courses; (2) gateway courses; and (3) language requirements.

In last year’s Annual Report, we expressed our intent to move forward in obtaining University approval. We took no action as the temporary leadership focused on managing the Program. We did not abandon the revision. We believe that the Program is now ready to pursue approval of the revision.

**Faculty.** A search committee has been formed for a tenure-track joint appointment with the History Department. A job posting and advertisement are in the approval process. The Program continues to strengthen its relationship with affiliated faculty in other units who teach in related areas and may cross-list courses. These include Dr. Steve Bishop in Foreign Languages and Literature and Dr. Kathy Powers in Political Science. Dr. Kirsten Buick in Art History has returned. Dr. Buick and Dr. Bishop are members of the joint search committee.

**Scholarship and Research.** Africana Studies will promote and encourage scholarship and research by its faculty this year.

**Academic Advisement.** The Africana Studies Program will emphasize advisement and support for majors and minors. It will hold an Open Houses in the spring for majors and minors. An informational Open House for all interested students was held in this fall.

**Development.** Development efforts last year focused on funding Black History Month Programs. More effort needs to be made on raising fund for our scholarships. The Program necessarily must coordinate with African American Student Services to reduce unintended competition.
40\textsuperscript{th} Anniversary Programming. 2010 marks the 40\textsuperscript{th} anniversary of the founding of the Africana Studies Program and African American Student Services. The celebration will culminate with the 2011 Black History Month Kick-off Brunch. We hope to have a showing of a documentary produced by Dr. Harold Bailey and the Office of African American Affairs.

PUBLICATIONS OF THE DIVISION; PUBLICATIONS OF INDIVIDUAL FACULTY/STAFF

Dr. Steve Bishop

Dr. Maisha Baton
"Sketches", West End Press, 2009. Poetry, African American Studies. These poems reflect years of observation: checking out the street, listening to talkers, getting inside the heads of family members, and locating an aesthetic in the work of others.

Dr. Kadeshia Matthews

Dr. Sonia Rankin
"Reading it Gave Me Information, But Living It Gave Me Understanding": Using Excursions to Enhance the Classroom Experience," Office of Support for Effective Teaching, UNM Community Conference for Teachers By Teachers, Published Abstract (2010)

OUTSIDE PROFESSIONAL ACTIVITIES OF STAFF MEMBERS

Dr. Mohammad Ali
December 27, 2009 – January 12, 2010
Led a field experience Study Tour to Egypt with 14 UNM students, faculty and staff. The course was a three credit course. This past year’s program was led by Dr. Sherri Burr and Dr. Ali. It was a great success and is being followed by a two course study tour this December 2010/January 2011. This year’s program will be led Dr. Cassesia and Dr. Ali.

June, 2009
Taught an intensive Arabic Language Course for one month, three hours a day to High School students as part of the STARTALK Federal Grant for Arabic and Chinese. This is the second year in a row that we received the grant.

July 2009
STARTALK
NHLRC, National Heritage Language Resource Center, UCLA, Attended an institute on the teaching of Arabic as a foreign language to heritage students Completed the 35 hours of the institute which included the final presentation project based on innovative curricular design that included specified learning materials and assessment tools
Awarded a certificate of completion

July 5-11, 2009
Georgetown University, NCLRC, Center for Applied Linguistics, and the University of George Washington
Arabic Hands-On Institute
Attended an institute on the teaching of Arabic as a foreign language. Taught by Iman Hashim and Mohamed Issa
June 1-15, 2009
STARTALK
CLASROAD, Center for Languages, Art, and Societies of the Silk Road
Successfully completed 30 hours of online training and fulfilled the requirements established by the faculty for the program of Leading the Way in Content Based Arabic Instruction and attained a satisfactory level of proficiency in the methodologies and practice of teaching Arabic as a Foreign Language. Awarded Certificate of Completion on June 15, 2009 Scored among the top 20 in the class and was invited for a full two weeks of institute at the California State University, San Bernardino between July 13-24, 2009. Accepted an institute, STARTALK, at UCLA instead

Dr. Charles Becknell
Mentor, McNair Scholar Tim Green
Guest Lecturer. Freshmen Interest Group December 1, 2010.
Panelist. UNM Black Graduate and Professional Students and Black Student Union, Fear of the Black Professor, February, 2010.

Dr. Steve Bishop
Conferences
“Faire honte e(s)t faire la revolution”, Conseil international d’etudes francophones, New Orleans, June 2009.

Committees and Administrative Positions
Member, Athletic Council
Director of European Studies
Undergraduate Director, Department of Foreign Languages & Literatures
French Adviser, Department of Foreign Languages & Literatures
Languages Adviser, Department of Foreign Languages & Literatures
Member, International Studies Institute Executive Committee
Member, UNM Honorary Degree Committee
Member, Advisory Council, Conseil international d'études francophones
Member, Editorial Board of UnCut/Voices Press
Member, Editorial Board (African literature) of Etudes francophones

Other Service
Featured Speaker ("How to Succeed in the Classroom"), LobOrientation (15 sessions)
Departmental representative for Africana Studies and Foreign Languages and Literatures,
LobOrientation Majors Fair (15 sessions)
Faculty liaison, UNM Women's basketball team
Faculty adviser, UNM lacrosse team
Translated documents for UNM Ski and Track teams (four different students)
Article assessments for Law & Society Review and French Historical Review

Dr. Hugh Horan
Visiting Scholar Summer 2005, Oriental Institute, University of Chicago.
Frequent public speaker for OASIS (lifelong learning network underwritten by Macy's and
others), occasional public speaker for Sandia Presbyterian, Newman Center, Congregation
Albert.
"First Alternate" for a fellowship to study slavery in the context of the Civil War at the Georgia Historical Society,
National Endowment for the Humanities, Summer 2010.

Dr. Jamal Martin
Interfaith, Institute for Public Life, Albuquerque, NM
"Border Health and Cultural Competence," Office of Cultural Diversity, School of Medicine,
University of New Mexico
"Cultural Competence a Social Inoculation: Good for You, Good for Me," New Mexico Health
Resources 18th Annual Providers Retreat, Taos, NM
"Workforce Development and Health Equity in the 21st Century," Commencement Speech,
Carrington College (formerly Apollo College) Albuquerque, NM
"Refugee Health: Plight of Iraqi Refugees and Anti-Arab Discrimination in America," Center for
Rural and Community Behavioral Health, Department of Psychiatry, University of New Mexico
"Wading in the New Waters of Public Health," Session – Global Water Disasters and
Environmental Justice", 137th American Public Health Association Conference, Philadelphia, PA
"Globalization and Urban and Rural Safe Drinking Water Disparities in sub-Saharan Africa,"
Session – Public Health and Social Justice, 137th American Public Health Association
Conference, Philadelphia, PA
"Workforce Education-related Health Disparities of Boys: A Public Health Crisis," Presenter,
Governor Bill Richardson’s Higher Education Summit, New Mexico Higher Education
Department, Albuquerque, NM
"Social Justice: Advocating for Health Equity," Health Equity: Introduction to Public Health for
Medical Students, University of New Mexico School of Medicine
"Injury and Health Equity," Native American Health, New Mexico Injury Prevention Coalition,
Injury Prevention Symposium, Albuquerque, NM
"Excellence and Equity in Comprehensive School Health Education, Head to Toe Youth &
Adolescent Health Conference, New Mexico Department of Health, Albuquerque, NM

Acting Director Alfred Dennis Mathewson
Chair, Faculty Senate Athletic Council
Member, President’s Strategic Advisory Team

Dr. Kadeshia Matthews
Panel Presentation, Louisville Conference anon Literature and Culture Since 1900. "Coming of
Age: Deconstructing and Reconstructing Black Masculinity in Literature and Film." Topic:
"From the Hood to the Yard: Black Masculinity and the Promise of the South in Recent Black Film".
"Don't you explain me': Unspeakable Anger, Unspeakable Violence in Gayl Jones's Eva's Man." English Department Colloquium. University of New Mexico, December 2009.
"From the 'Hood to the Yard: Black Masculinity and the Promise of the South in Recent Black Film." Coming of Age: Deconstructing and Reconstructing Black Masculinity in Literature and Film Panel, Louisville Conference on Literature and Culture since 1900, February 2010. Panel Organizer and Presenter.
Dr. Sonia Rankin
Presentations
Keynote Speaker, UNM Undergraduate Research and Creativity Conference, Striving for Excellence in an Atmosphere of Diversity, April 2010.
Presenter. UNM's Success in the Classroom Conference, “Reading it Gave Me Information, but Living It Gave Me Understanding”: Using Excursions to Enhance the Classroom Experience, February 2010.
Guest Lecturer, Highland High School, The Civil Rights Movement in America and New Mexico, February 2010,
Panelist. UNM Black Graduate and Professional Students and Black Student Union, Fear of the Black Professor, February, 2010.
Keynote Speaker, University of New Mexico Art Museum Outstanding Speaker Series, My Black is Beautiful: The Quest to Change the Representation of Black Women in the Media, February 2010.
Keynote Speaker, University of New Mexico Students' Health Care Reform Rally, Role of Student Activism throughout History, November 2009.
Media Appearances
Other Service:
Faculty Advisor for Phi Sigma Pi, a national honor society fraternity
Faculty Mentor for Ronald McNair Scholars Program researcher
Active Member of New Mexico Bar and Vice-President of the New Mexico Black Lawyers Association
Dr. Adamasu Shunkuri
Served on Dissertation Committees for Department of Communications and Journalism
AWARDS
Dr. Jamal Martin and Dr. Kathy Powers were honored as the recipient of the 2010 Faculty of Color Award by the Project for New Mexico Graduates of Color.

Professor Alfred Mathewson, the Acting Director received three awards in the 2009-10 academic year.

2010 Keeping the Dream Alive Award, Martin Luther King Multicultural Council – in recognition of efforts to further Dr. Martin Luther King’s vision through volunteer and other activities.

2009 Business Lawyer of the Year, State Bar of New Mexico, Business Law Section – in recognition of my work in developing the UNM School of Law Business and Tax Clinic.

1990 Person of the Year, UNM Africana Studies Program – in recognition of becoming the first African American professor to earn tenure in the history of the University of New Mexico

OUTSIDE SPONSORED RESEARCH (include name of sponsor, amount, purpose, of grant, duration)

None

We did not receive grant funding for research. However, the Program has received some support for courses. As noted above, we participated in a U.S. Department of Defense Project Go grant to the UNM Army ROTC. The grant supported Dr. Hugh Horan in teaching Swahili 102 in a course overlapping spring and summer sessions. The grant further supported student immersion travel to Tanzania. Dr. Finnie Coleman, the Director of Africana Studies Program has arranged U.S. Veterans Administration funding for student travel for the course the African Presence in Mexico. Moreover, the Director or Acting Director must annually secure additional funding for Black History Month Programs from sources within and without the University.
ANNUAL REPORT OF THE DEPARTMENT OF AMERICAN STUDIES

COLLEGE OF ARTS AND SCIENCES

July 1, 2009-June 30, 2010

Prepared by Dr. Alex Lubin, Chair

The faculty in American Studies continues to operate as a committee of the whole in setting policy and implementing its curriculum for undergraduate and graduate students. During the 2009-2010 year, Professor Alex Lubin served as Chair of the Department, Professor Vera Norwood served as Graduate Director, and Professor Alyosha Goldstein served as undergraduate Director.

I. Significant Developments

The Department had a very busy year. We conducted a national search for a tenure-track faculty member in Native American Studies. This search attracted a very impressive field of candidates. We were able to successfully hire Dr. Jennifer Denetdale at the rank of Associate Professor. Dr. Denetdale will begin her position in Fall 2010.

The Department honored the career of Dr. Vera Norwood, who retired at the end of Spring 2010. Dr. Norwood built a distinguished career as a scholar, mentor and administrator. She served as Department Chair and Dean of the College of Arts and Sciences. During her tenure as Chair, Dr. Norwood helped build the faculty ranks in the Department, attracting the largest number of new faculty lines in the Department’s history. Dr. Norwood also developed an academic concentration around Environment, Science and Technology which drew interdisciplinary resources from across Colleges in the University. Because of Dr. Norwood’s outstanding contributions to the Department and our University, she was honored by the faculty as a Professor Emeritus of American Studies.
The Department has begun to work strategically to weather the decline in state appropriations to higher education. As we faced potential cuts, we were able to develop some new revenue streams by developing online courses, building our summer offerings, and scheduling more courses at UNM West. We have also worked to develop private donations to the Department. We are fostering a relationship with Shanghai International Studies University in Shanghai, China, with private donors interested in building American Studies course offerings in China.

The Department successfully competed for Fulbright Scholar in Residence Program grant. Along with the Department of Foreign Languages and Literature, the Department of American Studies will host Algerian/Moroccan author, Kebir Mustapha Ammi, beginning Fall 2011. The Fulbright SIR will contribute to the Department’s growing interests in transnational American Studies.

The Department continues to serve as one of the most diverse academic units on campus, and one of the most diverse American Studies graduate programs in the nation. In an incoming class of twelve graduate students, eight self-identity as students of color. Native American and Hispanic graduate students decide to attend our Department because of our faculty strengths as well as our Department’s participation in the Mellon foundation graduate fellowship program.

II. Significant Plans and Recommendations for the Near Future

The Department continues to work towards achieving its strategic priorities and goals, including: 1) Recruiting faculty, graduate students, and undergraduates of color; 2) Ensuring that the undergraduate and graduate programs train students in all of the areas that are important to the department and that we continue to build on the success of faculty excellence in research and publishing; 3) Recruit faculty as well as students at every level of the department and increase
administrative support staff; 4) Maintain the Department’s faculty staffing levels as well as build on our strength in the aras of Environment, Science, and Technology; 5) Build community within the Department, across campus, and outside of the University.

We continue to work with the College to recruit new faculty, particularly in areas we see as central to the University’s strategic goals. To this end, we were able to conduct a national search for a scholar in Native American Studies, and were able to hire a visiting Assistant Professor, to fill gap in our curriculum left by Dr. Norwood’s retirement.

III. Faculty Appointments

The Department hired Dr. Jennifer Denetdale (Diné) at the rank of Associate Professor.

Dr. Denetdale will offer courses in Native American studies. We also appointed Dr. David Correia as a visiting Assistant professor, to offer courses in the area of Environment, Science and Technology.

IV. Separations of Faculty

Dr. Vera Norwood retired at the end of Spring 2010.

V. Summary of Faculty Publications, Research, and Service

Dr. Amy Brandzel

Dr. Brandzel presented at two annual disciplinary conferences this year: the American Studies Association in Washington, D.C. and the National Women’s Studies Association, in Atlanta, GA. At NWSA, she gave a talk based on a forthcoming article in Feminist Studies titled, “Haunted by Citizenship: Whitenormative Citizen-Subjects and the Uses of History in Women’s Studies.” Dr. Brandzel continues to work on her monograph, Against Citizenship: Towards a Queer Politics of the Present. Dr. Brandzel has joined various university-wide organizations in hopes to participate in addressing public discussion at the University around
fairness and equity in the context of the budget crisis. Half of Dr. Branzel's service is conducted in the Women Studies program, where she holds a .50 appointment.

Dr. Alyosha Goldstein

During the fall, Dr. Goldstein gave public presentations both at UNM and at the American Studies Association annual meeting. He spoke at the *What is Ideology?* forum, organized and sponsored by UNM's Program in Comparative Literature and Cultural Studies in October. The following month he delivered "Anticolonial Affinities and the Conventions of Sovereign Power" as part of a panel he organized for the ASA in Washington, DC. In the spring Dr. Goldstein gave an invited talk in March at the University of California, Berkeley's Department of Geography Colloquium titled, "Suspect Government: Democracy, Colonialism, and the Properties of Anti-Tribalism." In April, at the Organization of American Historians conference, he presented an early draft of what will be a book chapter on "Puerto Rico and the Ends of Decolonization." At the end of May he presented a paper entitled "Sovereign Depositions: Indigenous Internationalism, Human Rights, and the Specificity of the Political" at the annual meeting of the Native American and Indigenous Studies Association. Dr. Goldstein has been invited to participate in a workshop on "Law's Imperial Fields" at the Ofiati International Institute for the Sociology of Law in Ofiati, Spain in June.

Dr. Laura Gómez

Dr. Gómez has published "What's Race Got To Do With It? Press Coverage of the Latino Electorate in the 2008 Presidential Primary Season" in the *St. John's Journal of Legal Commentary*, Volume 24 (2009), which was a special issue on the 2008 presidential election. She has also served as President of the Law and Society Association, an organization of scholars who study law in its social and cultural context. In that capacity, she has written three
presidential columns for the LSA newsletter: “Haiti in Context: Law, Race and Colonialism.” March, 2010; “A Different Kind of Generation Gap.” November, 2009; “Reflections on Wise Latinas, Judging and Affirmative Action,” August, 2009. Dr. Gómez has presented lectures at Arizona State University and St. Thomas University School of Law (Miami) on her new research on Supreme Court Justice Sotomayor. During Justice Sotomayor’s confirmation hearings before the U.S. Senate Judiciary Committee last summer, she co-authored the Hispanic National Bar Association’s brief, gave numerous interviews with newspaper and radio reporters, and co-authored two op-eds: “What the ‘Wise Latina’ Remark Meant,” CNN Politics (on-line), July 14, 2010 and “Another Proud Baby of Affirmative Action.” USA Today, July 12, 2009. The working title of the new scholarly project is “Color-Blind in One Eye: Media Representations of Justice Sotomayor during the 2009 Confirmation Hearings.” With sociologist Nancy López, her co-author and co-director of the Institute for the Study of “Race” and Social Justice, RWJF Center for Health Policy, Laura is working on a number of joint projects and pending extramural funding initiatives.

Dr. Alex Lubin

Dr. Lubin served as Department Chair. He also maintained an active research agenda. He delivered lectures at the Center for American Studies and Research at the American University of Beirut, the Geography Department at UC Berkeley, the Charles Warren History Center at Harvard University, the English Department at the University of Florida, and the Center for American Studies at Shanghai International Studies University. Dr. Lubin chaired a panel on transnational American Studies at the 2009 American Studies Association meeting, held in Washington, D.C. At UNM, he served on the Provost’s committee on setting academic priorities, as well as the search committee for the Director of UNM Press. He plans to complete

**Dr. A. Gabriel Meléndez**

Dr. Meléndez is a co-editor and contributor to *Santa Fe Nativa: Anthology of Nuevomexicano Writings* (UNM, 2009). His contribution to the volume includes a preface, a tribute poem to the Rio Grande and the translation of a number of texts about Santa Fe originally published in Spanish. A paper he prepared for ASA 2009 in Albuquerque titled, “Américo Paredes and Angélico Chávez on the Camino Real to Aztlan,” will appear this spring in the proceedings of the 6th International Conference on Chicano Literature and Culture, published by the University of Alicante, Spain. Dr. Meléndez is the Coordinator of Mellon Fellow Recipients, where he is responsible for mentoring doctoral students from six Arts and Sciences departments.

In the Spring, Dr. Meléndez attended the 7th International Conference on Chicano Literature and Culture at the University of León. He was part of the plenary titled, “Eusebio Chacón: Prospecting the Landscape of *una literatura nacional* for Mexicanos in the United States,” which centers on the writings of Eusebio Chacón (1871-1949), a central figure in the literary-arts movement sponsored by the Spanish-language press in New Mexico and Colorado. Along with Professor Francisco Lomelí, Chair of Spanish and Portuguese at the University of California at Santa Barbara Dr. Meléndez is editing “The Eusebio Chacón Reader,” a compilation of Chacón writings currently under submission for publication.

**Dr. Rebecca Schreiber**

In the fall Dr. Schreiber presented “The Circulation of Empathy: Mexican Migrants and the Documentary Structure of Feeling” at the “Feeling Photography” conference held at University of Toronto. An essay length version of this paper will appear in a collection edited by
the organizers of the conference (Elspeth Brown and Thy Phu), which will be published by Duke University Press. She also wrote a paper "Placing Pictures: Oaxaca and Migrants and the Visual Economy of Intimacy" for a panel she organized on "Visual Culture in the Americas" for the ASA’s Annual Meeting in Washington, D.C. In the spring she presented a talk "Marking Boundaries: Migrants, Minutemen and the US-Mexico Borderlands" at UC Berkeley, which was jointly sponsored by the Transnational American Studies Working Group in the English Department and the African American Studies Department.

Dr. Michael L. Trujillo

Dr. Trujillo’s first monograph, *The Land of Disenchantment: Latina/o Identities and Transformations in Northern New Mexico* was released by the University of New Mexico Press in February 2010. This spring, UCLA’s Chicano Studies Research Center Press nominated Dr. Trujillo’s article "Oñate’s Foot" for the *Aztlán* article for the 2010 Latin American Studies Association Article Award. Dr. Trujillo serves on the Mellon Doctoral Student Fellowship committee, as well as the provide service through his appointment in Chicano Studies.

Gerald Vizenor

Vizenor published the following books, essays and short stories during 2009-2010:

Vizenor presented his work at the following conferences:

- “Father Meme and Survivance,” Keynote Lecture, University of New Mexico, Gallop Campus, October 2009.
- “Native American Narratives,” Lecture at the Universitat de València, Spain, February 2009.
- “Poetry Reading,” Bilingual Readings of Quasi En Terra and Almost Ashore, Universitat de València, Spain, February 2009.
- “White Earth Reservation Constitution,” Special Lecture and Discussion, Faculty Research Seminar, Clare Hall, Clare College, Cambridge University, England, March 2009.

Vizenor also serves as a Delegate and Principal Writer, for the White Earth Reservation Constitutional Convention, Minnesota Chippewa Tribe. He prepared the proposed constitution for ratification, 2008, 2009. Vizenor serves as Series Editor for Native Traces, State University of New York Press. He is also the Series Editor for Native Storiers: A Series of American Narratives, University of Nebraska Press. He continues to serve on the faculty editorial committee for University of New Mexico Press.
DEPARTMENT OF ANTHROPOLOGY

College of Arts and Sciences

University of New Mexico

ANNUAL REPORT

JULY 1, 2009-JUNE 30, 2010

Prepared by:
Jennifer George
Department Administrator and
Michael Graves, Department Chair

November 5, 2010
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Anthropology is the most inclusive discipline in the arts and sciences encompassing the breadth of interests studied in the humanities, social and natural sciences. The field is a microcosm of disciplinary diversity encompassing much of the human experience. Anthropologists do this by virtue of the long time depth (in the millions of years), geographic span (the entire planet), and variety of peoples and environments studied.

The three subfields of Archaeology, Ethnology, and Evolutionary Anthropology provide the organizational structure by which Anthropology's breadth is expressed at the University of New Mexico. UNM Anthropologists share a common goal of assessing and refining ideas about human culture and biology in view of their roles within the discipline.

Simultaneously, these subfields encompass a variety of perspectives and methods through which the lens of culture is applied to human diversity and change in the past, present and future. This diversity strengthens the discipline providing anthropologists with several different frameworks for their studies. The Department shares a tradition of empirically based field and laboratory work across Archaeology, Ethnology, and Evolutionary Anthropology that enlivens research, reinforces commitments to diversity, and provides opportunities for students to learn in realistic settings.

The Department's subfields have identified a set of theories and methods by which its faculty will prepare students to assume their duties as citizens and to pursue professional careers. These include, among others, political economy, evolutionary, historical ecology, and critical theory approaches to anthropological data. Each subfield faculty has identified core issues and topics within which they will concentrate their efforts. There are also a number of points of articulation across the subfields (and with other disciplines) where, for the purposes of student training and faculty research, the Department will seek to reinforce studies and potential collaborations. Areas of overlap include advancing public anthropology through the Alfonso Ortiz Center; describing the interactions of land use and water and resource distributions on human communities and natural environments; studying bio-cultural evolutionary outcomes involved in different economic, social, and demographic conditions; and furthering the understanding of the transmission and expression of culture through art, music, craft, tradition, and performance. Anthropology at UNM makes good use of its geographic location—in the culturally diverse American Southwest and near an international border—to concentrate on the indigenous and Hispanic cultures of the Americas and Europe, plus areas of the Pacific and Africa.
Variety and breadth of approaches, focus and emphasis on key topics, a critical examination of the human condition past, present, and future, and regional strengths, define the characteristics of Anthropology at the University of New Mexico. These constitute a collective and dynamic vision that embraces diversity.

DEPARTMENT ACTIVITY BY SUBFIELD

Subfields

The Department maintains graduate and undergraduate programs in three subfields: Archaeology, Ethnology, and Evolutionary Anthropology. Conveners (annually elected by the subfield) call subfield meetings at least monthly.

Advisory Group

A group of senior faculty members meet regularly during the academic year to advise the Chair on matters relating to personnel, administration, and budget; make recommendations about related planning, policy, procedures, and other issues for discussion and vote by full faculty. The Advisory Group is a liaison between the Chair and the subfields and programs.

Archaeology

Focus Archaeology at UNM is a national and international leader in archeological theory and practice. Archaeology's mission is to build on existing strengths, which include unusual depth and breadth of faculty, all of whom have active, funded projects involving student researchers in the Americas, Western Europe, and in the Pacific.

Strengths Archaeologists contribute to the comparative study of agriculturally based societies and of the development of both early and more recent complex societies, often in fragile physical environments in both the New and Old Worlds and including consequential questions of culture contact. UNM Archaeology is known for its research on prehistoric foraging systems including colonization and subsequent cultural changes under both Pleistocene and early to late Holocene environmental conditions. All archaeologists are involved in on-going research on human interactions with diverse environments and adaptations to change, both cultural and non-cultural. The Archaeology program includes cutting edge field techniques and laboratory analyses. Students receive training in historical and evolutionary ecology; lithic and ceramic technology; archaeological unit definition and construction; interpretation of prehistoric style and identity; paleo-environmental reconstruction; and the study of past belief systems.

Educational Programs Undergraduates in Archaeology are taught broadly in theory, method, and the archaeological records of various world culture areas, and are afforded the opportunity to participate in research through our field schools, laboratories, and other research sites in New Mexico and elsewhere. The graduate program provides intensive education in archaeological theory and training in the methods of field and laboratory research.
Articulation  Anthropology is committed to linking its focus, strengths, and educational objectives with both Ethnology and Evolutionary Anthropology. Some points of intra-departmental articulation include contemporary and historical studies of: the political economy and challenges faced by societies and peoples of the Greater Southwest, as well as Latin America and Iberia; behavioral strategies among foraging groups and cross-disciplinary paleo-anthropology; behavioral and evolutionary ecology applications; public and community anthropology; and the material expression of cultural identity and transmission.

The Archaeology program has major areas of cross-disciplinary collaboration, including research and teaching with geologists, geospatial analysts, biologists, paleo-ecologists, soil scientists, demographers, modelers, and material scientists, at UNM and other institutions worldwide.

Faculty  The Archaeology faculty consists of 9 regular faculty members: 2 distinguished professors (Crown, Straus), 3 full professors (Dixon, Graves, and Wills), 3 associate professors (Boone, Hayashida, Ramenofsky), and 1 assistant professor (Prufer). There are 4 participating research faculty from the Maxwell Museum (Chapman, Hogan, Huckell, Phillips). Dr Ann Ramenofsky, Associate Professor, retired in June 2010. Prufer was promoted to associate professor and Boone to full professor in July 2010.

Research and Outreach Projects

The Chaco Stratigraphy Project Patricia Crown and Wirt Wills continued their archeological fieldwork at Chaco Culture National Historic Park in NM, with funding from the National Park Service. Together with 6 UNM graduate students and 2 undergraduates, they conducted site survey from May 24-June 18, 2010 and will continue with a second field session in October. Fieldwork was coordinated with an airborne lidar scan of the canyon funded by a National Science Foundation award to graduate student Wetherbee Dorshaw.

Ice Patch Archeology  James Dixon received two grants for his ongoing research in central Alaska: one each from the National Science Foundation for “Ice Patch Archeology” and from the National Park Service for “Lake Clark Ice Patch Archeology”. This funding supports 4 Anthropology PhD students: Kelley Monteleone, Michael Grooms, Nicholas Jarman, and Mark Williams who were in the field during the summer.

Ynalche Archeological Project in Peru  Frances Hayashida is in the analytical phase of the Ynalche Archeological Project in Peru; soil, botanical metallurgical and radiocarbon sample taken during 2008-2008 fieldwork are currently being analyzed by collaborators at the Universidad Peruana Cayetano Heredia, Technische Universitat Munchen, Arizona State University and the Universities of Missouri, South Carolina, Arizona and Washington.

Hidden Ridge Middle Archaic Site  Bruce Huckell did two weeks of test excavations at the Hidden Ridge Middle Archaic site (14C-dated 3500-5500 BP) in the Tonto National Forest, Arizona, funded by the National Park Service and involving two UNM graduate students in both the field and subsequent analytical components.
UNM Southwest Archaeological Field School  Bruce Huckell directed the UNM Archeological Field School at Deann’s Folsom site on the Albuquerque West Mesa for 6 weeks of excavations and survey, funded by UNM and student fees. This involved 15 UNM students and an APS middle school teacher. Finally he did a week of excavation with three UNM graduate students at the Beach Clovis Cache in North Dakota, funded by the Maxwell Museum.

Uxbenka Archaeological Project  Keith Prufer directed 4.5 months of field work at the Uxbenka Maya site in Belize, supported by the National Science Foundation and the Alphawood Foundation and involving two undergraduates (funded by NSF REU grants) and four UNM graduate students. Ongoing analytical research involves collaboration with the UNM radiogenic isotope lab, the Swiss Federal Technical Institute, the University of Oregon Archaeometry Facility, the University of California (Irvine) Keck AMS Facility, and Bruckner Scientific.

El Miron Cave (Cantabria, Spain)  Lawrence Straus, together with his Spanish co-director, completed their 14th season of excavations in El Miron Cave (Cantabria, Spain), excavating in Solutrean and Lower Magdalenian levels 14C-dated between 19,500 and 15,500 BP. In the latter they discovered the first human burial from the Magdalenian period ever to have been found in the Iberian Peninsula. The research was funded this year by the Fund for Stone Age Research (whose main contributors are Jean & Ray Auel) and the Regional Government of Cantabria and involved 3 UNM graduate students and 1 undergraduate. Analyses of materials from the site are underway in labs throughout Europe, as well as at UNM and the University of Georgia.

Hawaii Archaeological Research Project (Kohala, Hawai’i Island)  Michael Graves continued his National Endowment for the Humanities funded research project in the District of Kohala on Hawai’i Island. This work involves the integration of remote sensing, survey and mapping, and excavations of irrigated agricultural features in the smaller valleys and ridge tops in the eastern portion of the District. In January, Graves was joined by two undergraduates and four graduate students from UNM for a fieldwork program focused on the area of Waiaapuka.

PhD Alumni Professional Appointments
- Heather Richards-Rissetto, PhD 2009, Post-doctoral Research Associate, HUMlab and Department of Historical, Philosophical and Religious Studies, Umeå University, Umeå, Sweden

Ethnology

Focus  The Ethnology Program supports inquiry into sociocultural perspectives, the anthropology of language, and public anthropology. Key interests include art and visual culture, cultural revitalization, historical consciousness, language and communication, politics of identity, ritual, and tourism. There is a focus on cultural resurgence and globalization in the Americas, primarily the US Southwest and Latin America.

Strengths  Ethnological studies, which emphasize working with participant communities, include: the transformation of cultural and linguistic heritages; identities (racial, ethnic,
indigenous, religious, and gendered); inequalities and the social movements that address them (indigenous rights, human rights, democracy movements, access to health and legal rights); land, water and the politics of place; narrative and memory; expressive culture and cultural poetics; and media and representation.

**Educational Programs** Ethnology offers a broad liberal arts education in the understanding and appreciation of human cultural and linguistic diversity with regional strengths in the Americas, especially the Southwest and Latin America. Graduate and undergraduate students build a foundation for careers in a global, transnational world. Their training at all levels (BA through PhD) prepares them to research issues that confront local, national and international communities and governing bodies with respect to conflict, identity, inequality, development and cultural representation. It emphasizes rigorous and theoretically diverse approaches to sociocultural phenomena, the development of strong writing skills, and the use of a broad range of research methods including interviewing, life-history, video and photographic documentation, and participant observation.

**Articulation** Ethnology’s areas of specialization set the anthropological agenda for larger disciplinary conversations about ethnicity and race, health, the use of resources, systems of inequality, culture history, and the material manifestations of expressive culture. Work in the US Southwest and Latin America complements that of the Archaeology subfield, particularly with respect to the study and analysis of material culture, ritual theory, sociocultural theory, place and space, intellectual and cultural property rights, cultural resource management, and the representation of indigenous peoples in media, museum and public culture. Ethnology, Archaeology and Evolutionary Anthropology also share a focus on human knowledge and management of ecology and environment through history and cross-culturally as well as the dynamically changing manifestations of human diversity.

**Faculty**
The Ethnology faculty consists of 9 regular faculty members: 1 distinguished professor (Feld who has a one-half time appointment), 3 full professors (Field, Rodriguez, Weigle), 4 associate professors (Dinwoodie, Gorbet, Oakdale, and Singer who is half time in Anthropology), and 1 assistant professor (Brulotte). Dr. Sylvia Rodriguez, Professor and Director of the Ortiz Center, retired in June 2010. The program successfully recruited a new tenure track Assistant Professor, Dr. Erin Debenport who earned her PhD at the University of Chicago and has received post-doctoral appointments at UCLA and the School for Advanced Research.

**Peace Studies**
In January 2010 Professor Les Field was named the Director of Peace Studies, an interdisciplinary program in Arts and Sciences that is housed in and administered by the Anthropology Department. Peace Studies maintains a presence on campus committed to promoting peace through scholarship.

In Spring 2010 Peace Studies made major strides in organizing and promoting its curriculum when it was awarded its own catalogue and scheduling designation: PCST. Now Peace Studies
classes can appear cross-listed with other departments under its own designation and enumeration.

With co-sponsorship from the Ethnology subfield and the American Studies Department, during Spring 2010 Peace Studies organized a field school which will be launched in May 2011. It will bring up to 20 students to the West Bank, Palestine, for a study tour that will be based in a refugee camp outside of Bethlehem. Included will be interviews with Palestinian villagers and activists, photo and video documentation projects, and trips to several areas and towns.

**PhD Alumni Professional Appointments**

- Jill Ahlberg, PhD 2008, Adjunct Assistant Professor, Franklin and Marshall College
- Adriana Ramirez del Arellano, PhD 2008, Post-Doctoral Fellow, UNM-Mellon Foundation Program, University of New Mexico, Albuquerque, NM
- Sara Jamieson, PhD 2009, Part-Time Instructor of Cultural Anthropology, University of Colorado Boulder;
- Laverty, Philip, PhD 2010, Senior Benefits Analyst, U.S. Department of Defense

**Evolutionary Anthropology**

**Focus** Evolutionary Anthropology at UNM takes a broad, synthetic approach to understanding the interrelated effects of human biology and behavior in an evolutionary and cultural framework. Because of this perspective, faculty members are recognized for their research nationally and internationally and the program is highly competitive in attracting and placing graduate students. Evolutionary Anthropology faculty make use of systematic comparisons of the behavior, physiology, anatomy and genetics of great apes, human ancestors and living humans (with an emphasis on modern foragers and small scale societies) in order to understand the process of human evolution and the specific selection pressures that shaped the unique traits that characterize our species.

**Educational Program** Evolutionary Anthropology offers an educational experience recognized for its high quality, serving the needs of a general education curriculum, anthropology concentrators and graduate education. Faculty employ novel teaching methods and technologies to help students understand how and why anthropologists apply an evolutionary perspective to study the nature, causes and implications of human biological variation. Training prepares students for citizenship today with the ability to analyze the complex nature of global, national and local issues. It also provides knowledge of theory, data and methods in evolutionary anthropology to facilitate entry into graduate school or NGO employment in development, health, and social programs.

The Evolutionary Anthropology graduate program provides an in-depth education in the theory, methods and data used to test hypotheses about the nature, evolutionary causes, and scientific and social implications of human biological and behavioral variation. Areas of specialization
include human behavioral ecology, life history theory, non-human primate behavior, paleoanthropology, human biology and genetic anthropology. The Evolutionary Anthropology graduate program is uniquely configured with a focus on theoretical models based on evolutionary theory, testable predictions using empirical data sets, and high level training in skills. Faculty members place high priority in teaching each student a professional-level configuration of skills that is identified as most appropriate for the chosen dissertation project and career trajectory; such as analytic design and data analysis, endocrinology, or analysis of genetic, isotopic, geological or skeletal data.

Articulation Evolutionary Anthropology has a strong relationship with several archaeology faculty members whose research is informed by human behavioral ecology. These archaeologists are informally affiliated and collaborate in graduate training and research projects. The recent establishment of the Center for Human Evolutionary Science (CHES) formalizes a collaboration that has been in place for the last decade among Evolutionary Anthropology faculty and members of Biology and Psychology on the evolution of human behavior including shared curricula and graduate students. Current activity is focused on obtaining a training grant that would support graduate students, post doctoral fellows and research initiatives of new faculty. Evolutionary Anthropology shares with Ethnology a focus on the global problems of the 21st Century: fertility and population growth, limits on energy and food supply, global epidemics and modern, aging and degenerative diseases, intergroup conflict and genocide, and environmental protection and regeneration. Such global issues are complex problems requiring multiple approaches and interdisciplinary collaborative research. Promising collaborations include evolutionary medicine, public health and medical anthropology.

Faculty Evolutionary Anthropology was established as subfield in UNM’s Department of Anthropology in 2008 and was formed by joining the faculty of Biological Anthropology with Human Evolutionary Ecology. The subfield has a total of 9 participating faculty, including 3 full professors (Kaplan, Lancaster, Long), 2 associate professors (Pearson, Powell) and 4 assistant professors (Edgar, Hunley, Muller, Nelson) well as 1 research assistant professor. Edgar who had had been a research assistant professor joined the Department as a regular tenure track appointee in 2010.

During the year Osbjorn Pearson, Associate Professor of Anthropology in Evolutionary Anthropology was honored to be selected as Regents Lecturer for the 2010-2011 academic year. The Evolutionary Anthropology subfield also played the role of local hosts for three important meetings in Albuquerque: The annual meetings of the Human Biology Association and the American Association of Physical Anthropologists in March 2010 and the workshop, Pygmy Hunter-Gatherers and Horticulturalist Farmers in the Congo Basin, UNM Campus, February 2010.

The Hominoid Reproductive Ecology Laboratory, University of New Mexico
The Hominoid Reproductive Ecology Laboratory was established in 2008 with co-directors Drs. Martin Muller and Melissa Emery Thompson. The laboratory focuses on analysis of biomarkers of stress, reproductive function, and health, and has a particular emphasis on non-invasive
methods that allow comparisons across great apes. Our central work concerns the endocrinology of chimpanzees in the Kibale National Park in Uganda, a project for which we are currently funded by the Leakey Foundation and the National Science Foundation for studies of social and energetic stress. We are also working under a second National Science Foundation grant to study the energetics of reproduction in several populations of wild orangutans. During the year, we participated in collaborative research efforts on the reproductive health and relationship status with Dr. Steven Gangestad in UNM Psychology, on physiological correlates of risk-taking behavior with Dr. Joshua Tybur of the UNM Center on Alcoholism, Substance Abuse, and Addiction, and on the biodemography of aging in the Tsimane hunter-gatherer population with Dr. Hillard Kaplan. Collaborations outside UNM included research on feeding ecology and energetic condition in wild bonobos in collaboration with colleagues at Harvard University, and preliminary studies of energetic biomarkers in owl monkeys from the Dumond Conservancy (with Dr. Eduardo Fernandez-Duque at U Penn) and wild capuchin monkeys (with PhD student Mackenzie Bergstrom from U Calgary). The lab is also a resource for graduate and undergraduate student training in laboratory methods. Evolutionary Anthropology graduate student Erin Fitzgerald received extensive training in the laboratory during two independent research courses, and undergraduate student Kamden Cornell is initiating a laboratory-based study of the physiological correlates of risky behavior in chimpanzees.

The Kibale Chimpanzee Project, Uganda
This project is a long-term study (22+ years) focusing on the behavioral ecology and health of wild chimpanzees in the Kanyawara community of Kibale National Park, Uganda. Dr. Martin Muller is co-director of KCP, and Dr. Melissa Emery Thompson is a senior researcher with the project. KCP is currently funded by grants to UNM from the LSB Leakey Foundation and the US National Science Foundation. One UNM graduate student (Jenny Cabotage) spent the summer in Kibale collecting pilot data to develop a dissertation research project.

The Primate Enrichment Program, Rio Grande Zoo, Albuquerque
This program has been in existence since December of 2002. Initially designed to provide enrichment to all of the primates at the zoo, including ape species (Gorillas, Chimpanzees, Orangutans, and Siamangs) as well as monkey species (multiple species of Tamarins, Spider Monkeys, Capuchin Monkeys, Howler Monkeys, Wolf's Guenons, DeBrazza's Monkeys, and several species of Lorises), the program has now grown to include Cats and Carnivores, Polar Bears, and singly housed bird species (including Parrots, Cockatoos, Crows, Ravens, and Macaws). In addition to providing valuable cognitive stimulation to these species, the program has also provided quantifiable data on how the enrichment program has benefited the animals. For example, the polar bears had over 150 hours of baseline data collected before the program began providing enrichment for them. During this time stereotypical behaviors occupied more than 40% of their activity budget. The implementation of enrichment has dropped these undesirable behaviors down to less than 15% of their activity budget, while increasing investigative and play behaviors. A similar approach took place this past summer with the seals and sea lions, with enrichment scheduled to start in the fall. Additionally, the program has led to full time employment with the zoo for four of the students that volunteered with the program.

Tsimane Research Project, Bolivia
Dr. Hillard Kaplan continued his research in Bolivia with a bridge grant to continue the Tsimane Research project. With Co-PI, Michael Gurven, former UNM graduate and Associate Professor at UCSB, he has obtained a new five-year grant from the NIA to continue the Tsimane research. Four new proposals to develop new laboratory methods, to conduct research on cardiovascular disease, and to conduct research training in Bolivia have also been submitted this fall. The Tsimane research has already produced four dissertations (three from UNM) with four more to follow this coming year.

Orthodontic Web-Based Archive, United States
Dr. Heather Edgar is Principal Investigator on the National Institutes of Health Funded -Web-Based Library of Orthodontic Cases along with co-PIs, Drs. Phillip Kroth, Assistant Director of Health Sciences Informatics Program Development and Edward Harris, University of Tennessee Health Sciences Center. The grant provides $413,000 to create an on-line archive of Orthodontic cases that demonstrate the range of ethnic and individual variation in tooth shapes and occlusion health professionals are likely to encounter.

The Cultural and Biological Significance of Ethnic Substructure in New Mexican Hispanics
This project, which was initially funded by a UNM RAC grant and by the NSF in AY 2009, is a collaborative effort between two subfield faculty, Keith Hunley and Heather Edgar. The research represents a first step in understanding how New Mexicans of Spanish-speaking descent have developed as a result of interactions between history, culture, phenotype, and genetics. Currently the project is enrolling subjects, and supports one undergraduate and two graduate students.

PhD Alumni Professional Appointments
• John Steiglitz, Post-Doctoral Fellow, Department of Anthropology, University of New Mexico

Department Committees

Graduate: The committee oversees all graduate student matters, including curriculum, scheduling, allocation of GA/TA/RAships and Department-wide scholarships and fellowships, outcomes assessment and nominations for various UNM scholarships and awards. The Coordinator of Graduate Program Advisement is also a committee member.

Undergraduate: The committee oversees all undergraduate matters, including curriculum, scheduling, 101, outcomes assessment and advising. The Coordinator of Undergraduate Education Support is also a committee member.

Instructional Resources: The committee meets annually in September and periodically as needed to coordinate and oversee all matters related to the instructional use of computers, media, renewable and permanent laboratory supplies, and field equipment. It maintains an inventory of current resources and reviews and makes recommendations on all equipment expenditures (laboratory, computer, field, etc.). In consultation with the Graduate and Undergraduate Committees, the Instructional Resources Committee develops a comprehensive, visionary, long-
and short-term plan for instructional programs. This plan helps inform Department grants, equipment requests, policy and future directions. The Department Administrator and the User Support Analyst II are also committee members.

Space Committee: Established by Chair Graves in Fall 2007 to assume responsibilities for “the allocation and use of space” from the Instructional Resources Committee, the Space Committee is chaired by a member of the Advisory Group and has representatives from each of the other subfields. The committee coordinates and oversees all matters related to the allocation and use of space. It makes recommendations on office and laboratory use and prepares proposals for minor and major capital improvements. The Department Administrator is also a committee member.

Post-Tenure and Salary Review: Three senior faculty members evaluate and rank each tenure-track faculty member’s calendar-year record of teaching, scholarly work and service for the Chair’s use in post-tenure reviews and salary decisions. The Department adopted a “Merit/Productivity Scoring System” in October 1994 and this has been modified at various times since. Post-tenure review was instituted in 1996-97. Before 2007 the Post Tenure Faculty Evaluation Committee was elected by the faculty. Membership now rotates with one person appointed and one dropped each year.

Annual Review, Mid-Probationary Review, Tenure and/or Promotion Review: These committees are appointed annually or periodically as appropriate.

Non-Tenure-Track Faculty Review: Three tenured faculty members conduct annual, academic-year reviews of each continuing non-tenure-track faculty member (Lecturer III, Research, Adjunct) for the Chair’s use. The Associate/Assistant Chair chairs the committee. This was a new committee in Spring 2008.

Student Committees

Anthropology Graduate Student Union (AGSU): AGSU represents the Department’s graduate students in the Department and on campus in order to promote their academic, professional and social interests. It meets monthly as needed. There is representation from AGSU at faculty meetings, on some faculty review and hiring committees, and in the University-wide Graduate and Professional Student Association (GPSA), an independent service organization established in 1969 to serve all part-time and full-time graduate students. The GPSA budget comes from student fees. It supports various campus organizations and through its Student Research Allocation Committee (SRAC) funds student research projects (thesis and dissertation) and travel to research-associate conferences.

2010 AGSU Symposium
The University of New Mexico’s Anthropology Graduate Student Union held its 14th annual Graduate Research Symposium March 25th-27th, 2010. The symposium was advertised across disciplines at UNM, and both undergraduate and graduate students from the University Honors
Program, History, English, and Biology participated as well as students from all subfields of the Anthropology program. The symposium started Thursday evening with the Kennedy Award Lecture titled "Women's Toolkits: Technological Organization, Proscriptions and Motor Skills", given by UNM Anthropology PhD Candidate (archaeology) Susan Ruth. Friday evening began with the Butler Award Lecture by UNM Anthropology PhD Candidate (ethnology) Jara Carrington titled "Love Exiles: Binational Same Sex Couples and National Belonging in the United States" and was followed by the undergraduate and graduate student poster presentation. Friday evening ended with a special guest lecture by T.J. Ferguson, titled "Tribal Heritage Management: Emerging Trends in the Production of Knowledge". Ferguson owns and operates Anthropological Research LLC, a research company in Tucson, Arizona, where he is also a Professor of Practice in the Department of Anthropology at the University of Arizona. Saturday morning began with a "roundtable" discussion entitled "Anthropology in the Public Eye". Following the roundtable discussion, undergraduate and graduate research presentations were given for the remainder of the day. In the evening, the symposium's final event was the keynote speech, given by Dr. Barbara J. Mills, titled "The Archaeology of Social Networks in the Prehispanic Southwest". Mills is the Director of the School of Anthropology, Curator of Archaeology (ASM), and Professor of American Indian Studies at the University of Arizona.

Undergraduate Anthropology Society (UAS): UAS is open to all students regardless of concentration. Students join by being added to the UAS e-mail list. Its purpose is to promote the study, appreciation and advancement of anthropology as the science that studies humankind in all of its aspects and to foster the use of anthropological knowledge in addressing human problems and conditions. UAS encourages a multidiscipline academic approach as well as involvement in the campus and surrounding communities.

Hibben Allocation Committee

Since 2004 the Frank C. Hibben Charitable Trust has donated nearly $1,000,000 to UNM in support of Anthropology and Native American Students in the Department, the Museum and the College of Arts and Sciences. Another $156,000 will be donated in 2009-10. The Hibben Allocation Committee is chaired by the Museum Director with the Department Chair, the Dean (or designee), the Provost/Vice President for Academic Affairs (or designee) and the President (or designee) as members. The committee makes recommendations to the Trust each year on the following year's funding level and distribution for graduate student support in Anthropology. Recipients are designated annually by the Hibben Selection Committee, the Graduate Committee and one representative from the Museum appointed by the Director. Michael Graves prepared an assessment of all of the Hibben awardees to date, summarizing the students' progress towards completion of the MA and PhD.

Joint Standing Committees

Board of Archaeologists: The Board of Archaeologists is made up of Archaeology subfield faculty, the director and associate director of the Office of Contract Archaeology, and the director and archaeological curators of the Maxwell Museum of Anthropology. Constituted by UNM President William E. Davis in 1979, the Board is authorized to represent the University in
implementing and enforcing policy governing archaeological research on University lands in order to assure that University cultural resources are utilized in the most conservative and productive manner possible and to assure that information and data recovered from University cultural resources are preserved for future research. It is also charged to play a helpful role in furthering the quality of archaeological research and to make recommendations concerning permission to conduct archaeological research on University lands. The most prominent University-owned archaeological properties include the Kuaua Site presently administered by New Mexico State Monuments as the Coronado Monument, the Paa-ko Site (LA 162), and the Pottery Mound Site (LA 416). Until recently the University also owned the 9550-acre Cañada de Cochiti Grant, commonly known as the Jim Young Ranch tract, which contains over a thousand prehistoric and historical archaeological sites.

Clark Field Archive & Library (CFAL) Policy Committee: In 2007 Clark Field Archive & Library is housed in the Anthropology Building and jointly operated by the Department, Maxwell Museum and the Maxwell Museum Association (MMA) with oversight by the Policy Committee, which has representation from each of the three units. Almost all of its collections of about 12,000 books and over 25 active journal titles have been donated, with the exception of most of the journal subscriptions which are supported by the MMA and proceeds from the annual book fair. CFAL houses a complete collection of Department doctoral dissertations and masters’ theses, and an extensive collection of reprints. About half of these collections are unique on the UNM campus; the books and journals are catalogued on Libros, UNM’s computerized system. It also serves as a repository for field notes and records that have been donated to the Museum by faculty and associates. The main source of CFAL funding is the MMA’s annual Albuquerque Antiquarian Book Fair, the oldest and largest such event in the state, usually held during the first full weekend in April.

Convocation

The 12th Annual Departmental Convocation took place on Saturday, May 15, 2010 in Anthropology Lecture Hall 163 at 1:00 pm. Convocation was hosted by Dr. Michael Graves, Chair. Our special guest speaker was Dr. Lynne Sebastian, Director of Historic Preservation Programs at the Southwest Research Institute. Dr. Les Field presented the Bachelor of Arts and Bachelor of Science degrees, while Dr. Suzanne Oakdale presented the Master of Arts, Master of Science and Doctor of Philosophy degrees. She also presented the departmental awards. We held a reception for graduates and their guests on the front lawn of the Department following the convocation. Additional information regarding degrees and departmental awards can be found under the Graduates and Student Fellowships and Awards sections in this report.

Fundraising

Endowments

As was the case with most investments in 2009, the UNM Foundation reported reduced endowments. Fortunately, the Foundation maintained its level of payout to the endowment spending accounts for the year. A new fund, the Ann Ramenofsky Honors Scholarship was established in 2010 with an endowment of $15,000, much of it raised by Dr. Ramenofsky but
also with significant contributions from faculty and staff in the Department. Michael Graves has established an endowment, named in honor of his mother, Maxine Graves that will grow to $15,000 by 2012 and be used in support of undergraduate majors in Anthropology.

<table>
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<th>Anthropology Endowments, UNM Foundation</th>
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**Student and Faculty Support**

Other UNM Foundation funds include those to support the activities of the Department (Anthropology Fund), undergraduate scholarships and awards (John C. Campbell Research and Alfonso Ortiz Indigenous Undergraduate funds), graduate fellowships (Frank C. Hibben Trust fund), and faculty research (Stone Age Research, TIDES, and Lamphere funds). The Alphawood Foundation of Chicago now provides support for the archaeological field research of Keith Prufer in Belize.

**Clark Field Archive**

The Clark Field Archive & Library (CFAL) is jointly operated by the UNM Department of Anthropology, the Maxwell Museum, and the Maxwell Museum Association (MMA). CFAL collections encompass about 12,000 books and monographs, and over 110 journal titles. It also houses a complete collection of PhD dissertations and master's theses from the Anthropology Department, and an extensive collection of reprints. All these materials deal with anthropological subjects and serve the entire UNM anthropology community, including the Anthropology Department, Maxwell Museum and its Association, and the Office of Contract Archaeology.
Anthropology Annual Report
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Submitted by: Michael Graves, Department Chair;
Jennifer George, Department Administrator

Many of the materials housed in the Clark Field Archive have been donated by Department of Anthropology faculty over the years.

Almost all of CFAL's materials have been donated, with the exception of a couple dozen journal subscriptions supported by the MMA and proceeds from the annual book fair. About half the CFAL's collections are unique on the UNM campus, and many are unique in the state. CFAL collections are cataloged on LIBROS, UNM's computerized system. The catalog may be accessed at almost any computer on campus and via the Internet.

The MMA's annual Albuquerque Antiquarian Book Fair is the main source of funding for the Clark Field Archive, and is the oldest and largest such event in the state. The book fair is usually scheduled during the first full weekend in April.

Ortiz Center for Intercultural Studies

Administration and Finance
In partnership with the Anthropology Department the Ortiz Associate Director developed annual operations budgets and provided fiscal direction as it pertains to Ortiz Center endowment funds and other financial resources.

Ortiz Gathering Space in the Anthropology Department, North Corridor
Worked with UNM's Physical Planning Department to design and upgrade the North corridor in the Anthropology Department leading to the Ortiz Gathering Space in the Maxwell Museum.

Weaving Generations Together: Evolving Creativity in the Maya of Chiapas Mexico Based on the book by Guest Curator, Patricia Greenfield. The exhibition includes built-in educational family activities to enhance visitor experience by learning about the transmission of knowledge and the process of learning weaving in contemporary Maya family life in Chiapas, Mexico. Lead curator, K. Klein.

Forged in Iron: The Expressive Art of the Roof Cross Tradition in Chiapas, Mexico Based on the book Spirit of the Chiapas: the expressive Art of the Roof Cross Tradition, by Guest Curator Virginia Ann Guess, this rare exhibition featured examples of hand-crafted iron crosses, tools used by the skilled ironworkers who create them, and contemporary photographs of the region where the tradition flourishes. Lead Curator, K. Klein

Public/Community Education
Ortiz Center Passport to People Family Program
Facilitated the Ortiz Center Passport to People programs that are designed around current Maxwell exhibitions and museum collections. These family based programs are free and open to all and take place on Saturdays. Target audience: lower income families of the Albuquerque community. 3 programs, total served = 227.

Weaving Generations Together
Original research by Patricia Greenfield was supplemented by an in-depth analysis of selected Maya textiles to write label copy for the exhibition by the Lead Curator Kathryn Klein, and UNM Doctoral Candidate and Curatorial Assistant for Ethnology Collections Ruth Burgette-Jolie.

**Zuni Day School Project**
The Maxwell Museum houses a collection of children’s drawings, photographs, and writings that originated from the Zuni Day School dating from 1920s through the 1950s. The collection has been scanned into digital formats at the Maxwell and the staff of the A:shiwi A:wan museum are cataloguing all of the materials. The data in digital formats will be used on a large database for the community to have access to all of the materials at the A:shiwi A:wan museum. This collaborative project is supported by the Ortiz Center and provides the foundation for a community inspired exhibition in Zuni.

**La Ruta Maya Research Project**
The purpose of research in Mexico is to strengthen US/Mexico ties by creating a dialog with Mexican foundations, cultural institutions, and cooperatives that help to directly support local Maya people in the states of Chiapas and the Yucatan. The goal is to establish partnerships to create educational programming at the Maxwell Museum of Anthropology in association with exhibitions and the Alfonso Ortiz Center for Intercultural Studies. Programming includes K-12 and UNM student participation.

**Maya Coalition**
The coalition will support UNM departments and student participation to promote intercultural exchanges of indigenous peoples in Latin America and Native American/Hispanic communities of the US through programs in culture, language arts, and education. Current departmental participants include: Ortiz Center/Maxwell Museum staff, the Anthropology Department, LAII, the Education Department, and Chicano Studies.

**Haak’u – A Plan to Prepare: The Sky City Cultural Center and Museum Initiative**
A collaborative Ortiz project with the pueblo of Acoma to support the development of permanent exhibitions for the new facility. K. Klein serves as a Museum Advisor for the Acoma Haak’u Museum Foundation Board of Trustees.

Ethnology Curator and Associate Director of the Center, Dr. Kathryn Klein, is an Adjunct Professor in the Anthropology Department and the Department of Art and Art History.

**UNM-Mellon Foundation Program**

**Building Future Leadership for the Advancement of Native American and Latino Humanistic Social Science at the University of New Mexico**
In 2008 UNM received a $700,000 grant from the Andrew Mellon Foundation to fund a cohort-based fellowship program focused on advanced doctoral students from under-represented or disadvantaged groups who will be earning doctoral degrees in one of six social science or humanities departments at the University of New Mexico. The program’s objectives are to increase the rate at which these students complete their doctorate and enter the workforce,
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July 2009-June 2010
Submitted by: Michael Graves, Department Chair;
Jennifer George, Department Administrator

particularly as college and university faculty. The program began awarding fellowship for 2008-09 and will continue for four years, until 2012. UNM has backed this program with matching funds that total nearly $300,000.

During the Spring of 2009, the second cohort of six UNM-Mellon Fellows was selected by the Programs Advisory Board. Miguel Gandert, Professor in the Department of Communications and Journalism, agreed to Chair the Advisory Board. The Advisory Board has one member from each of the participating departments, all having interest in ethnography, qualitative research, and the Hispano and Native American cultures of the Southwest. Board members are:

- Miguel Gandert- Chair, Professor, Communications and Journalism: Photographer and Oral Historian of Chicano and Mexicano Culture and Ritual Performance
- Gabriel Melendez- Professor and Former Chair, American Studies: Southwest Studies, Ethnic and Cultural Representation in Film, Autobiography, Ethnopoetics, Ethnocritical Theory
- Beverly Singer- Associate Professor, Anthropology and Native American Studies: Native American Film and Video
- Nancy Lopez- Associate Professor and Graduate Advisor, Sociology: Race/Ethnicity, Education, Gender, Latino Studies.
- Maria Velez- Assistant Professor, Sociology: Criminology, Race/Ethnicity
- Melissa Axelrod- Professor, Linguistics: Native American Languages, Sociolinguistics
- Barbara Reyes- Assistant Professor, History: Chicano History, Southwest
- Tiffany Lee-Assistant Professor, Native American Studies

New fellows during the 2009-10 academic year were:

- Claudia Anguiano, 2 year Fellowship; Communication and Journalism. Dissertation Topic: "Latino/a Undocumented Youth Student Activism Movement for DREAM Act legislation."(Mentor: Ilia Rodriguez, Communication and Journalism).
• Stephanie Sanchez, 3 year Fellowship; Anthropology. Dissertation Topic: Women and Cultural Production: Fiestas, Families, and Foodways in San Rafael, New Mexico (Mentor: Michael Trujillo, American Studies)

Colloquia (Department, JAR, AGSU, Ortiz Center Sponsored)
Twenty talks were sponsored in Anthropology; these included the two JAR distinguished lecturers, two speakers from the AGSU symposium, the UNM-Mellon Keynote speaker, and a now established colloquium series in Anthropology.

September 27, 2009, Dr. George J. Armelagos, Professor, Department of Anthropology, Emory University. JAR XXIX Distinguished Lecture "Omnivore's Dilemma: The Evolution of the Brain and the Determinants of Food Choice"

September 28, 2009. Dr. Charles Briggs and Dr. Clara Mantini-Briggs, University of California, Berkeley, UNM-Mellon Foundation Program Keynote Address "On Vampire Bats and a Mysterious Epidemic: Joining an Indigenous Struggle or Survival and Social Justice."

October 23, 2009, Professor Kimberly Tall Bear, Environmental Sciences, Policy and Management, UC Berkeley. Troubling "Race": Cutting-Edge Research Design Across the Disciplines "DNA and the Re-Articulation of Native American Race"

October 30, 2009, Dr. Carol Worthman, Professor, Department of Anthropology, Emory University "From Molecules to Meaning: Biomarkers, biosocial research and implications for health disparities."

November 4, 2009, Dr. Lynn Morgan, Mary E. Woolley Professor, Department of Anthropology, Mount Holyoke College. "Reproductive Rights and Wrongs in Contemporary Latin America"


November 18, 2009, Dr. Michael Schillaci, Associate Professor, University of Toronto at Scarborough. "The Role of Physical Anthropology in Determining Cultural Affiliation: A Case Study from the American Southwest"

December 9, 2009, Dr. Jeffrey Hanson, Statistical Research, Inc., Albuquerque. "From Unknown to Known: The Identification of the Remains of Three Buffalo Soldiers from the Fort Craig Cemetery, Socorro County, New Mexico"

February 4, 2010, Dr. John Kantner, Director of Development, School for Advanced Research, Santa Fe, NM. "Chaco Canyon: Costly Signaling and the Evolution of Pilgrimage Centers"
February 9, 2010, Dr. Rasmi Shooongdej, Professor, Faculty of Archaeology, Silpakorn University, Bangkok, Thailand. "Contemporary Archaeology as a Global Dialogue: Reflections from Southeast Asia"

February 11, 2010, Gloria Valencia-Weber, Professor, School of Law, University of New Mexico. Cross "Cultural Research at Santa Clara Pueblo: Going Beyond the Law"

February 19, 2010, Professor William Darity, Sanford Institute of Public Policy, Duke University. "The Economics of Colorism"

March 4, 2010, Dr. Walter Mignolo, Professor, Duke University, JAR XXX Distinguished Lecture, "The Global South and World Dis/Order"

March 11, 2010, Dr. Stephen Lekson, Professor Anthropology and Curator Natural History Museum, University of Colorado "Chimney Rock and Chaco, Pinnacle Ruin and Mesa Verde: Methodologies of Regional Interaction in the Ancestral Pueblo Area"

March 12, 2010, Professor Esteban González Burchard, Biopharmaceutical Sciences and School of Medicine University of California, San Francisco. "Self-Indentified Race Versus Genetic Ancestry for Lung Function Predictions Among African Americans"

March 26, 2010, Dr. T.J. Ferguson, Professor of Practice, Department of Anthropology, University of Arizona. AGSU Symposium, "Tribal Heritage Management: Emerging Trends in the Production of Knowledge"

March 27, 2010, Dr. Barbara Mills, Director, School of Anthropology, University of Arizona, AGSU Symposium, "The Archaeology of Social Networks in the Prehispanic Southwest".

April 29, 2010, Dr. David Haig, George Putnam Professor, Department of Biology, Harvard University. "Genetic Conflicts in Human Pregnancy"

May 6, 2010, Dr. Laura Gómez and Dr. Nancy López, Department of American Studies, University of New Mexico, "The Disciplinary Politics of "Race": An Exploration of Scholarly Associations’ Approaches to Race Research in a Color-blind Era"
This period included the third year of Professor Michael Graves’ term as Chair of Anthropology. Regents Professor Marta Weigle served as Associate Chair in the year. Drs. Suzanne Oakdale and Les Field continued to serve as Graduate Director and Undergraduate Director, respectively. Keith Hunley assumes the position of Undergraduate Director in July 2010. The Advisory Group included the Associate Chair, the conveners of the three subfields (Wills, Weigle, Lancaster), and the Graduate and Undergraduate Directors.

This year saw continued change in the Department of Anthropology. We welcomed new faculty member Jeff Long (Evolutionary Archaeology), hired two assistant professors (Erin Debenport and Heather Edgar), and saw two senior faculty retire: Professor Sylvia Rodriguez and Associate Professor Ann Ramenofsky.

In an effort to place the funding for the Department of a firmer, more predictable basis, we now have a comprehensive budgeting process that includes state funds, extramural and intramural contract and grants, and UNM Foundation payouts. The annual budget for the Department in 2009-10, including all funds, was approximately $3.5 million. The Department received approximately $1.7 million in new extramural awards this year. UNM also approved an addition to the recurring allocation to support the Ortiz Center. Course fees contributed to the upgrading or creation of media systems in the Hibben Center and the Department of Anthropology. The Department began planning for new course offerings through Extended University’s On-Line Program.

The Academic Program Review for Anthropology is nearing its completion. The Department has prepared an Action Plan for the next 5 years that includes new faculty hires, strengthening support for the graduate and undergraduate programs, and planning for the renovation of key facilities (Anthropology Annex).
APPPOINTMENTS AND SEPARATIONS

APPOINTMENTS

Faculty

Erin Debenport, Assistant Professor
Heather Edgar, Assistant Professor

Staff

Joanne Kuestner, Administrative Assistant II
JoNella Vasquez, Accountant II

SEPARATIONS

Faculty

Ann Ramenofsky (retirement)
Sylvia Rodriguez (retirement)

Staff

Amy Hathaway, Accountant II
Faculty members and graduate students in Anthropology at UNM published more than 110 papers, books, articles, abstracts, and reports or developed audio or visual materials in the year reported here. This is a high level of publication, including four books, three recordings, one video documentary, with major journals represented such as Science, Current Anthropology, Journal of Theoretical Biology, Journal of Archaeological Science, American Ethnologist, Journal of Human Biology, Evolutionary Psychology, Radiocarbon, Journal of Human Evolution, World Archaeology, and Antiquity, among others. Student authors indicated it in italics.


28. **Feld, Steven.** _Klebo! Honk Horn Music From Ghana._ The La Drivers Union Por Por Group. Santa Fe: VoxLox (Producer/Recordist) CD 2009.

29. **Feld, Steven.** _Waking in Nima._ Santa Fe: VoxLox (Recordist/Composer) CD. 2010.


34. **Geib, Phil R.** Foragers and Farmers of the Northern Kayenta Region: Excavations along the Navajo Mountain Road. University of Utah Press, Salt Lake City. 2010.

35. **Geib, Phil R.,** Occupational Continuity and Change in the Four Corners Region During the Agricultural Transition. *Archaeology Southwest* 23(1):15-16. 2009


Faculty and Student grants (total $6,302,748, new grants total $1,712,366)

1. **On-Going.** National Science Foundation, Investigating the Material Culture of the Pueblo Bonito Trash Mounds, PI: Patricia Crown, 08/15/07 – 07/31/10, $328,510


4. **On-Going.** National Science Foundation, The Ynalche Project: Political Ecology of Late Prehispanic Agriculture on the North Coast of Peru, PI: Frances Hayashida, 09/01/08 – 08/31/10, $259,048.

5. **On-Going.** Yale University, Dynamics of Hunter-Gather Language Change, PI: Keith Hunley, Yale primary with NSF, UNM sub award, 11/01/08 – 02/28/12, $49,270.


7. **On-Going.** University of Southern California, Preparations of Samples for Investigation of Biological Aging Among the Tsimane, PI: Hillard Kaplan, primary with NSF, UNM sub award, 06/01/08 – 05/31/10, $153,750.

8. **On-Going.** Santa Fe Institute, The Human Life Course and Biodemography of Aging, PI: Hillard Kaplan, SFI primary with NIH/NIA, UNM & UCSB subs, 10/01/04 – 04/30/10, $1,620,770.

9. **On-Going** National Endowment for the Humanities/National Foundation on the Arts and Humanities, An Integrative Archaeological and Historical Study of the Rise to Power of Kamehameha the Great, PI: Michael Graves, 09/01/09-08/31/10, $73,969.

10. **On-Going.** Andrew Mellon Foundation, Building Future Leadership for the Advancement of Native American and Latino Humanistic Social Science at the University of New Mexico, PI: Louise Lamphere and Michael Graves, 01/01/08 – 07/31/13, $700,000.
11. **On-Going** Wenner-Gren Foundation, Dissertation Grant: Effects of Genetic Ancestry and Socio-cultural Factors on Susceptibility to Tuberculosis in Mexico. PI: Keith Hunley and Bonnie Young, 01/01/2010-01/31/2011, $12,969.


13. **New.** National Science Foundation, The Cultural and Biological Significance of Ethnic Substructure in New Mexican Hispanics, PI: Keith Hunley and H. Edgar, 05/15/10-04/30/11, $92,202.

14. **On-Going.** Boston University, Understanding the Role of Ecology in Orangutan Reproduction, PI: Melissa Thompson, BU primary with NSF, UNM sub award, 09/01/08 – 08/31/10, $50,462.

15. **New.** American Association of Physical Anthropologists, Energetics of Lactation in Chimpanzees, PI: Melissa Thompson, 06/01/09 - 06/30/10, $5,000.

16. **On-Going.** Yale University, Dynamics of Hunter-Gatherer Language Change, PI: Keith Hunley, 11/01/08-02/28/12, $49,270.

17. **New.** National Park Service, Archaeological Site Condition Assessments for FMSS and Visitor Interpretation, PI: Wirt Wills and Patricia Crown, 05/15/09 – 04/15/11, $44,000.


19. **On-Going.** National Geographic Society; A Second Cache of Clovis Artifacts near Beach, North Dakota, PI: Bruce Huckell, 07/14/08-07/13/09, $15,000

20. **New.** National Park Service, Southwestern Region, Colorado Plateau Cooperative Ecosystem Studies Unit; Archaeological Assessment of the Hidden Ridge Site in Tonto National Monument PI: Bruce Huckell, 05/15/09-01/30/11, $34,773.


23. **New** National Science Foundation, Dissertation Improvement Grant: Feeding Ecology and Life History Strategies of White-faced Capuchin Monkeys, PI: Jane Lancaster and E Eadie, 09/01/09-08/31/10, $15,000.

24. **New.** Leakey (Louis S.B.) Foundation, Dissertation Grant: Feeding Ecology and Life History Strategies of White-faced Capuchin Monkeys, PI: Jane Lancaster and J. Eadie, 01/01/10-12/31/10, $13,000.

25. **New.** National Science Foundation, Pattern and Process in Human DNA Sequence Variation, PI: Jeffrey Long, 09/01/09-08/31/12, $265,322.

26. **New.** National Science Foundation, Stress, Energetics, and the Costs of Reproduction in Wild Chimpanzees, PI: Martin Muller, 09/15/09-09/15/11, $150,000.

27. **New.** Leakey (Louis S.B.) Foundation, Causes and Consequences of Stress in Wild Female Chimpanzees, PI: Melissa Thompson, 06/01/10-12/31/12, $21,700

28. **New.** National Science Foundation, Cacao Exchange and Use in the Prehispanic American Southwest, PI: Patricia Crown, 07/01/10-07/31/12, $58,206.
29. **On-Going.** National Science Foundation, Dissertation Improvement Grant: Late Upper Paleolithic Fiber Technologies, PI: Lawrence Straus, 08/15/07-01/31/10, $14,997.

30. **On-Going.** National Science Foundation, Late Upper Paleolithic Fiber Technologies, PI: James Dixon, 07/01/08-06/30/11, $218,767.

31. **On-Going.** National Park Service, Lake Clark Ice Patch Archeology, PI: James Dixon, fund 2RB52, 08/01/08-08/01/13, $94,548.


33. **New.** National Park Service, Archaeological Assessment of the Hidden Ridge Site in Tonto National Monument, PI: Bruce Huckell, 05/01/10-05/01/11, $29,737.

34. **On-Going.** Army Corps of Engineers, Archeological Curation FY 2006, PI: David Phillips, 10/01/05-09/30/10, $29,000.

35. **On-Going.** Department of Defense, Ongoing Curation of Kirtland AFB Archaeological Documents and Collections, PI: David Phillips, 09/25/08-09/24/11, $21,000.

36. **New.** National Science Foundation, Doctoral Dissertation Improvement Grant: Exploring Migration and Social Identity in the Albuquerque Area during the Late Developmental to Coalition Period Transition, PI: Patricia Crown and Dorothy Larson, 11/15/09-10/31/11, $13,064.

37. **New.** National Science Foundation, Doctoral Dissertation Improvement Grant: The Social Value of Ornaments from Pueblo Bonito and Aztec Ruins, PI: Patricia Crown and Hannah Matson, 02/01/10-01/31/12, $14,469.

38. **On-Going.** National Science Foundation, Doctoral Dissertation Improvement Grant: Late Upper Paleolithic Bone and Fiber Technologies: A Functional Analysis of Osseous Implements from the Magdalenian of Northern Spain, PI: Lawrence Straus and Elisabeth Stone, 08/15/07 – 01/31/10, $14,997.


40. **New.** Alpha Wood Foundation, Uxbenka Archaeological Analysis. PI: Keith Prufer, 5/01/10-6/01/11, $125,000.
The Department of Anthropology provides baccalaureate degrees in both arts and sciences, along with masters and doctoral degrees. In 2009-10, 100 students graduated in Anthropology. This includes 77 who earned baccalaureate degrees, 12 earned Masters, and 11 earned the doctorate. Over the past nine years nearly 1,000 students have earned degrees in Anthropology at UNM.

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Christopher R. Huntsman (BS)
Esther E. Mares (BA)
Rayan M. McVay (BA)
Lori Otero (BS)
Marisa K. Page (BA)
Marsha H. Shorty (BA)
Starla E. Solem (BS)
Kara R. Stuve (BS)
Christopher J. Vreeland (BS)
Pieter M. Leffers (BS)
Perry Lown (BA)

Bachelor of Arts and Bachelor of Science with Honors

Fall 09
Judith A. Hartline (BS) Biological
Honors Paper: Determining the Diet of Paranthropus robustus using Dental Microwear.
Analysis Mentor: Sherry Nelson

Jana L. Morehouse (BA) Archaeology
Honors Paper: Using GIS and LiDAR to Discern Ditches: A Waiapuka Case Study.
Mentor: Michael Graves

Lillian E. Richards (BS) Archaeology
Honors Paper: Analysis of a Pit Feature and Artifacts from Settlement Group 38 at the Shed of Uxbenka, Belize. Mentor: Keith Prufer

Spring 10
Claire E. Ebert (BA) Archaeology
Honors Paper: The Social Landscape at Uxbenka: Viewshed Analysis at a Classic Period
Lowland Maya Site. Mentor: Keith Prufer

Joshua J. Vallejos (BS) Biological
Honors Paper: Microwear Analysis of Five Extant Primate Species in Kibale National Park.
Mentor: Sherry Nelson

Emily J. Wolfe (BS) Human Evolutionary Ecology
Honors Paper: Obesity and Reproductive Fitness: Will the Growth of Individuals Shrink the Population? Mentor: Jack Baker

Master of Arts and Master of Science

Summer/Fall 09
Nicholas L. Jarman (MA)
Diana Rabemold (MA) with Distinction
Anne F. Santos (MA)

Spring/Summer 10
Ralph A. Bachli (MA)
Mathew J. Barbour (MA)
Zachary E. Braun (MA)
Michael C. Grooms (MA)
Maria E. Hroncich (MA)
Amalia C. Kenward (MA)
Ryan D. O’Connor (MA)
Mark W. Oxley (MA)
Vitale Sparacello (MA)
Doctor of Philosophy

Summer/Fall 09

Kiara M. Hughes  
Dissertation: The Women Potters of Mata Ortiz  Chair: Louise Lamphere

Demelza J. Poe  
Dissertation: The Prevalence of Osteoarthritis in Wild versus Captive Great Ape Skeletons  Chair: Osbjorn Pearson

Jonathan P. Stieglitz  
Dissertation: Nuclear Family Conflict and Cooperation among Tsimane’ Forager-Horticulturists of Bolivia  Chair: Hillard Kaplan

Spring/Summer 10

Claire K. Croll  
Dissertation: Why Conical Pots? An Examination of the Relationship Among Ceramic Vessel Shape, Subsistence, and Mobility  Chair: Patricia Crown

Jennifer B. Boyd-Dyer with Distinction  
Dissertation: Colona Wares in the Western Spanish Borderlands: A Ceramic Technological Study  Chair: Ann Ramenofsky

Lucas C. Kellett with Distinction  
Dissertation: Chanka Settlement Ecology: Hilltop Sites, Land Use and Warfare in Late Prehispanic Andahuaylas, Peru  Chair: Garth Bawden, Co-Chair: James Boone

Timothy R. Petersen with Distinction  
Dissertation: Taxonomic Implications of Basicranial Variation in Australopithecus africanus  Chair: Osbjorn Pearson

Wendy E. Potter  
Dissertation: Evidence for a Change in the Rate of Aging of Osteological indicators in American Documented Skeletal Samples  Chair: Osbjorn Pearson, Co-Chair: Jane Buikstra

Heather M. Richards-Rissetto with Distinction  
Dissertation: Exploring Social Interaction at the Ancient Maya City of Copan, Honduras: A Muti-Scaler Geographic Information Systems (GIS) Analysis of Access and Visibility  Chair: James Boone, Co-Chair: Jane Buikstra, Dr. VonSchwerin

Kari L. Schleher with Distinction  
Dissertation: The Role of Standardization in Specialization of Ceramic Production at San Marcos Pueblo, New Mexico  Chair: Patricia Crown
Marco Rosas with Distinction

Dissertation: *Cerro Chepen and the Late Moche Collapse in the Jequetepeque Valley, North Coast of Peru* Chair: Garth Bawden, Co-Chair: James Boone
Undergraduate Student Awards, 2009-2010

Krisztina Kosse Memorial Scholarship
The Krisztina Kosse Memorial Scholarship is awarded annually by the Maxwell Museum of Anthropology to honor the memory of Dr. Krisztina Kosse, an archaeological scholar of the European Iron Age and for many years the Curator of Collections at the museum until her death in 1995. The scholarship is a cash award of $200 given to an outstanding senior concentrating in archaeology, preferably with a special interest in or focus on Old World complex societies. 
Recipient in 2009-2010: Shannon Bermea

Barbara MacCaulley Endowment Scholarship
The Barbara MacCaulley Endowment Scholarship is awarded annually by the Department of Anthropology to honor the memory of Barbara MacCaulley, who graduated from the university in 1951 and then pursued a career in the Foreign Service until her death in 1984. The scholarship is a variable cash award between $400 and $500 given to an outstanding undergraduate with a concentration in archaeology who is a full-time student entering their senior year with high motivation to pursue a career in archaeology. 
Recipients in 2009-2010: Samantha Doyle

John Campbell Undergraduate Research Scholarship
Dr. John Martin Campbell, former Chair of the Department of Anthropology, has established a research scholarship for undergraduates. The funding is designated to support research costs for students, including travel support for students who are attending and participating in professional meetings. 
Recipients in 2009-2010: Clayton Pilbro

Ortiz Undergraduate Indigenous Scholarships
The Indigenous Scholarships are $1500 awards to undergraduate students who are members of officially recognized indigenous groups, including Native Americans and Pacific Islanders. 
Recipients in 2009-2010: Jeremy Seaton (Spring); Garrett Briggs (Fall)

Graduate Student Awards, 2009-2010

Frieda D. Butler Award
The Frieda D. Butler Award is given annually by the department of Anthropology to honor the memory of Mrs. Butler, who established an endowment in 1975, when her grandson, Dr. Richard A. Barrett, was a member of the department faculty. In 1981 Butler's daughter Margaret A. Barrett requested that a portion of the fund's income be used for "a small award to a promising graduate student in anthropology." The Butler Award of $400-$450 is given to an outstanding master's student who has not yet taken the doctoral specials examination. The recipient delivers a public lecture during the Fall semester.
Recipient in 2009-2010: Jara Carrington

Lecture: Love Exiles: Binational Same-Sex Couples and National Belonging in the United States

Karl H. Schwerin Graduate Fellowship in Ethnology
The Karl H. Schwerin Graduate Fellowship in Ethnology is awarded annually by the Department of Anthropology. Professor Schwerin of the department faculty endowed the fellowship, which was first awarded in 1999, for an ethnology graduate student who has not yet begun dissertation research and has not received other support. The recipient of $500 is selected on the basis of scholastic ability, research potential, and financial need.
Recipient in 2009-2010: Anne F. Santos

Frank J. Broilo, Harry W. and Margaret Basehart Memorial Endowment Scholarship
The Frank J. Broilo, Harry W. and Margaret Basehart Memorial Endowment Scholarship is awarded annually by the Department of Anthropology to honor the memory of Frank J. Broilo, the first director of UNM's Office of Contract Archaeology until his death in 1979; Professor Harry W. Basehart, professor emeritus of anthropology until his death in 1988 and editor of the Department's Journal of Anthropological Research from 1962 to 1974 and 1981 to 1982; and his wife Margaret Basehart, who died in 1992. The scholarship is a cash award of $500 given to deserving graduate students who are pursuing a course of study in archaeology and ethnology. The scholarship alternates annually between archaeology and ethnology graduate students, and this academic year has been awarded to four archaeologists.
Recipients in 2009-2010: Phil Geib; Edward Jolie; Nick Jarman

James and Helen McCaig Spuhler Graduate Fellowship
James N. Spuhler, who died in 1992 at the age of 75, is considered by many in the field to be the founder of anthropological genetics. Spuhler was the first physical anthropologist to be rigorously trained in human genetics, and he was the one who inspired the consistent introduction of a full understanding of modern genetic analysis into anthropological teaching and research. His wife, Helen McCaig Spuhler, endowed the Spuhler Graduate Fellowship in Biological Anthropology through her will. This award is given annually to an outstanding graduate student in Biological Anthropology.
Recipient in 2009-2010: Jennifer Cabotage
Ruth E. Kennedy Award
The Ruth E. Kennedy Award is given annually by the Maxwell Museum of Anthropology to honor the memory of Ruth E. Kennedy, wife of Edwin L. Kennedy, a major donor to the museum. Initiated in 1981, the award recognizes Mrs. Kennedy’s abiding interest in public education. The Kennedy Award of $100 is given to an outstanding doctoral candidate chosen by the department faculty. The recipient delivers a public lecture during the Spring semester.
Recipient in 2009-2010: Sue Ruth
Lecture: Women’s Toolkits: Technological Organization, Social Context, and Motor Skills

New Mexico Folklore Scholar in Anthropology Award
The New Mexico Folklore Scholar in Anthropology Award is given annually by the Department of Anthropology to a graduate student involved in investigative research and writing in the area of New Mexico Folklore. The New Mexico Folklore Society, founded by UNM faculty members in 1931, established the New Mexico Folklore Scholars Endowment in order to make annual awards for a New Mexico Folklore scholar in Anthropology and a New Mexico Folklore scholar in English. The recipient of the $1,000 award delivers a public lecture during the spring semester. This year the award was given by the English department.

Ortiz Public Policy Fellowship
The Alfonso Ortiz Center for Intercultural Studies awarded the first Louise Lamphere Public Policy Grant in 2006-2007. Eligible candidates for this award must be in the Ethnology Program and at the stage of writing up the dissertation, and should be conducting research that is both collaborative and relevant to a policy issues. Ideally, they will also be resident in Albuquerque. Possible policy areas include, but are not limited to health care, immigration, education, labor or workplaces issues, human rights, and the environment. The grant carries a stipend of $10,000.
Recipient in 2009-2010: Lavinia Nicolae

The Frank Hibben Charitable Trust Fellowships
Frank Hibben first came to New Mexico in the mid-1930s on an expedition to collect small mammals and birds for the Cleveland Museum of Natural History. A 1933 Princeton University archaeology graduate, Hibben was so fascinated by the Native American cliff dwellings that he decided to attend graduate school at the University of New Mexico and make New Mexico his home. Dr. Hibben received a master's degree in zoology with field studies of the mountain lion from the University of New Mexico in 1936. He continued his education at Harvard, receiving his PhD in archaeology in just one year, and then returned to New Mexico to begin his teaching career at UNM. In 2002, construction was completed on the Hibben Center for Archaeological Research. The Center is the home of the Hibben Trust, a $10 million endowment which furnishes annual grants to students working in the field of archaeological research.

Hibben Recruitment Scholarships
Recipients in 2009-2010: 1st year students: Kevin Brown, Anna Cabrera, Corey Ragsdale; 2nd year students: Jennifer Cabotage, Erin Fitzgerald, Richard Begay

Hibben Recruitment Award (Maxwell):
Recipients in 2009-2010: 1st year students: Lillian Greenawald; 2nd year students: Valorie Aquino, Maria Hronchich

Hibben Doctoral Research Awards (Department):
Recipient in 2009-2010: Miria Kano

Hibben Doctoral Research Awards (Maxwell):
Recipients in 2009-2010: Dorothy Larson, Robin Cordero

Hibben Tuition Award
Recipients in 2009-2010: 3 hrs: Jennifer Cabotage, Erin Fitzgerald, Miria Kano; 6 hrs: Kevin Brown, Anna Cabrera, Valorie Aquino; 9 hrs: Lillian Greenawald, Maria Hronchich

Public Anthropology Award
Recipients in 2009-2010: Quinn Bailey, Matt Barbour, Matt Rosett, Rebecca Fowler

Graduate Dean’s Dissertation Fellowship
Provided through the Office of Graduate Studies, this $8000 award is intended to provide support to students completing their doctoral dissertations.
Recipient in 2009-2010: Paul Hooper

Binford Fellowships
Recipients in 2009-2010: Michael Gibbons, Amy Thompson, Lisa Fontes, Natalie Farrell, Elise Trott, Quinn Bailey, Natasha Toworski

Field Site Development Grants
Provides financial support for graduate field work. An award of $2000 is disbursed among successful candidates.
Recipients in 2009-2010: Erin Hegberg, Laura Noldner, Erin Tooher, Jennifer Cabotage, Caroline Gabe

Arts and Sciences Special Recruitment Award
An award of $5000 is provided to students to recruit and retain them during their doctoral coursework.
Recipient in 2009-2010: Anna Cabrera

Higher Education Development (HED) Graduate Fellowship
The Graduate Scholarship Program was created to increase graduate enrollment at public post secondary institutions, particularly among those students who are
minorities and women. The maximum award amount is $7,200 per year. This award may be renewed annually based on academic standing. Recipient must serve 10 hours per week in an unpaid internship or assistantship. Recipient must also be provided with 10 hours per week of paid internship or assistantship, including tuition waiver and health insurance. These scholarships are intended for full-time students from groups traditionally underrepresented in their field who have financial need. Recipients in 2009-2010: Carmen Mosley, Valorie Aquino, Kevin Brown, Kelly Sawyer

Graduate Student Travel Awards
The Department provides travel funding on a competitive basis to graduate students who will attend and present at professional meetings. Awards are generally $300 each. Recipients in 2009-2010: Elizabeth Stone, Miria Kano, Helen Davis, Kristen Adler, Ilse Biel, Luke Kellet, Hannah Matson, Helen Davis, Matt Rossett

Interdepartmental Teaching Assistantships
Recipients in 2009-2010: Caroline Gabe, Erin Tooher, Ethan Kalosky (English)

LAII Fellowship
Recipients in 2009-2010: Shirley Heying, Kristen Adler, Roberto Herrera, Elizabeth Eadie

Robert Wood Johnson Fellowship
Recipients in 2009-2010: Sean Bruna, Andrea Lopez

Arts and Sciences Regents Award
Recipient in 2009-2010: Emira Ibrahimpasic

Mellon Foundation Fellowships
Recipient in 2009-2010: Stephanie Sanchez (2 yrs)

3% Scholars Award
Recipients in 2009-2010: Marnie Wilson, Olga Glinski, Bonnie Young, Ruth Jolie, Amanda Veile

PIBBS/HEB Fellowship
Recipients in 2009-2010: Sarah Joyce, Catherine Mitchell
Anthropology Faculty Activities, Service, and Honors

Faculty members in Anthropology contribute to and participate in a number of professional activities at all levels: departmental, university, state, national, and international. Anthropology faculty members delivered nearly 70 presentations at meetings and colloquia in 2009-10. A partial listing of these and other activities or honors is provided below:

Brulotte, Ronda
   • Resident Scholar Review Panel, School for Advanced Research, Santa Fe, NM.
   • Proposal reviewer for National Science Foundation.
   • Chair, Ethnology Graduate Comprehensive Exams Committee; Co-Chair, Ethnology Graduate Admissions Committee; Co-Chair, Ethnology Graduate Comprehensive Exams Committee Department of Anthropology, University of New Mexico.
   • Presentation Reviewer, 14th Annual Graduate Research Symposium (AGSU), University of New Mexico.
   • Faculty Mentor, Ronald E. McNair Scholars Program, University of New Mexico.
   • Faculty Advisor, Undergraduate Anthropology Society, University of New Mexico.
   • National Endowment for the Humanities, Humanities Institute Initiative planning committee, University of New Mexico.
   • Chair, Instructional Resources Committee, Department of Anthropology, University of New Mexico.
   • Co-Chair, Anthropology Colloquia Series Committee, Department of Anthropology, University of New Mexico.
   • American Indian Student Services Outstanding Faculty and Staff Recognition 2010.
- Nomination, New Faculty Teacher of the Year, University of New Mexico 2009-2010.
- Faculty Research Grant, Latin American and Iberian Institute ($2000), University of New Mexico, 2009.

**Crown, Patricia**

8. Invited Public Talk: Arizona Archaeological and Historical Society 75 Years after Snaketown (2010)

- Research Associate, Smithsonian Institution National Museum of Natural History (2009-2010)
- National Science Foundation, panelist, Archaeology (2010)
- American Philosophical Society, Review committee, Sabbatical Fellowships (2009)
- Editorial Board, Journal of Anthropological Research
- Editorial Board, Pottery Southwest
- Society for American Archaeology, Elected Director (2009-2010)
- Outside Reviewer for Tenure/Promotion: University of Arizona, University of Delaware, Illinois State University, University of Hawaii (2009)
- Committee Member, Department of Anthropology Ethnology Search

**Dixon, James**

7. Session Chair: 2010. Contributed Papers in Paleoindian Archaeology. 75th Anniversary Meeting of the Society for American Archaeology, St. Louis, Missouri, April 14-18, 2010
   - Manuscript reviewer: Journal of Archaeological Research, American Antiquity.
   - Proposal Reviewer: National Science Foundation, National Geographic Society.
   - Member, Board of Directors, Lamb Spring Archaeological Preserve, Douglas Co., CO.
   - Chair, Hibben Allocation Committee
   - Chair, UNM Museum Council
   - Chair, Museum Studies Working Group
   - Member, A&S Dean’s budget committee
   - Examiner, Graduate Qualify Exams, Department of Anthropology, Spring 2010
   - Member, Promotion and Tenure Committee, Department of Anthropology, Dr. Keith Prufer. (2009-10)
   - Member, Board of Directors, Ortiz Center for Intercultural Studies
   - Joint Standing Committee: Board of Archaeologists
   - Member, Clark Field Archive & Library (CFAL) Policy Committee
   - Annual Faculty Review Committee, Department of Anthropology
   - Member Clark Field Library and Archive Committee
   - Member, Board of Directors, Maxwell Museum Association.
   - Member, Strategic Planning Committee, Maxwell Museum Association
   - Member, Executive Committee, Maxwell Museum Association

Dinwoodie, David


Edgar, Heather


Emery Thompson, Melissa


- Co-chair, Anthropology Colloquia Series Committee, Department of Anthropology, University of New Mexico
- Co-director, Hominoid Reproductive Ecology Laboratory, University of New Mexico
- Member, International Union for Conservation of Nature, Species Survival Commission (IUCN-SSC) Primate Specialist Group
- Member, Scientific Committee, International Primatological Society 23rd Congress, held in Kyoto, Japan
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- Member, Local Arrangements Committee, American Association of Physical Anthropologists 79th Annual Meeting, held in Albuquerque, NM
- Grant, National Science Foundation, “Stress, Energetics and the Costs of Reproduction in Wild Chimpanzees, Role: Co-PI
- Grant, National Science Foundation, “Understanding the Role of Ecology in Orangutan Reproduction, Role: local PI
- Grant, American Association of Physical Anthropologists, “Energetics of Lactation in Chimpanzees”, Role: PI
- Proposal Reviewer: National Science Foundation, Graduate Women in Science Fellowships
- Website development, Yayasan Palung Orangutan Conservation (http://www.saveGPorangutans.com)
- Website development, Gunung Palung Orangutan Project (http://people.bu.edu/orang/)
- Website development, Kibale Chimpanzee Project (http://www.fas.harvard.edu/~kibale)

Feld, Steven
1. My film "A POR POR FUNERAL FOR ASHIRIFIE" (from the Jazz Cosmopolitanism in Accra trilogy) won the Prix Bartók at the Paris International Film Festival Bilan du Film Ethnographique. (The Prix Bartók is the largest prize given annually for a music documentary film)
2. Delivered The Charles Seeger Lecture to the Society for Ethnomusicology Annual Meeting, November 2009, Mexico City. (The Seeger Lecture is the Society's highest honor and major event of the annual meeting)
3. Delivered the Keynote Address to The British Forum for Ethnomusicology Annual Meeting, April 2010, Oxford, UK. (The Keynote Lecture is the BFE's highest honor and major event of the annual meeting.)
5. Performed "Bufo Variations" with Nii Otoo Annan (Ghana) in New York at "Ear to the Earth" Festival
6. Invited Lectures at University of Oslo, University of Copenhagen, Duke University, Williams College, UCLA, Open University (UK).
- Five months field research in Accra, Ghana, continuation of a project since 2005 on Jazz Cosmopolitanism in Accra
• Tides Foundation grant ($11K) for Bosavi Digital Archive Project; work toward completion of digital archive of print, audio, video, photographic materials from 25 years reach in Bosavi, Papua New Guinea.

Field, Les
- Director, UNM Peace Studies Program
- Wenner-Gren Foundation for Anthropological Research, International Workshop Grant
- Fulbright Research/Lecturing Fellowship
- Scholar-in-Residence, University of Western Ontario, October 27-29 (Three Lectures/Workshops)

Graves, Michael
• Editorial Board Member, Asian Perspectives, University of Hawaii Press, Honolulu, HI, 2009-2010.
• Panelist, National Science Foundation, Graduate Research Fellowship Program, Arlington, VA February 2010.

Hayashida, Frances
- Director, Ynalche Archaeological Project Proposal reviewer: National Science Foundation Manuscript Reviewer: Journal of Anthropological Research, Journal of Archaeological Research, Member, Committee on the Americas, Society for American Archaeology Member, Asociación Amigos del Museo Sicán, advisory group for the Sicán National Museum, Ferreñafe, Peru.
• Member, Grants and Awards Committee, Latin American and Iberian Institute
  Led workshop on postdoctoral opportunities for Department of Anthropology
  graduate students Fall 2009
• Ongoing, National Science Foundation, --The Ynalche Project: Political
  Ecology of Late Prehispanic Agriculture on the North Coast of Peru,‖ PI:
  Frances Hayashida, fund 2RB17, 09/01/08 - 08/31/10, $259,048
• New, Graduate Recruitment Grant (proposal written on behalf of the Dept. of
  Anthropology), Office of Graduate Studies, University of New Mexico, grant
  to update web-based information on current graduate students and student
  opportunities through support of a graduate student assistant ($1500) 2010

Huckell, Bruce
1. Organized (with J. David Kilby) a Symposium at the 75th Annual Meeting of
   the Society for American Archaeology, St. Louis, Missouri (Clovis Caches:
   Windows into Early Paleoindian Technological Organization and Land Use)
   2010
2. Presented a paper in the Clovis Caches symposium (But How Do We Know
   It's Clovis? Perspectives from North Dakota on the Attribution of Caches,
   first author with J. David Kilby 2010
3. Presented a paper in the Paleoindian Studies general session at the 75th Annual
   Meeting of the Society for American Archaeology (Interstate 25 or 40?
   Variation in Folsom Mobility Patterns in the Middle Ro Grande Basin of New
   Mexico, third author with Matthew J. O’Brien and Christopher Merriman)
   2010.
4. Presented a public lecture to the Southwest Seminars Spring 2010 Ancient
   Sites, Ancient Stories Lecture Series, Santa Fe. (Boca Negra Wash Folsom
   Site: Ancient Hunters, Urban Development, and the Challenges of Site
   Preservation) 2010
5. Presented a public lecture in the Petroglyph National Monument Summer
   Evening Lecture Series (Archaeology of the Boca Negra Wash Folsom Site)
   2010.
• Reviewed article manuscripts for American Antiquity (2), Current Research in
  the Pleistocene (2).
• Grant: National Park Service, Southwestern Region, Colorado Plateau
  Cooperative Ecosystem Studies Unit; Archaeological Assessment of the
  Hidden Ridge Site in Tonto National Monument (FY10) ($29,929) (award to
  Maxwell Museum)
• Continued to serve as a member of the Anthropology Department newsletter
  committee and as Maxwell Museum representative to the Graduate
  Committee on Hibben scholarship matters
• Served as Chair and as a member of the University of New Mexico Press
  Committee
• Served as Secretary for Phi Beta Kappa, Alpha of New Mexico chapter
• Continued investigation of the Beach Clovis Cache, southwestern North
  Dakota
- Conducted archaeological test excavations at the Hidden Ridge site, Tonto National Monument, central Arizona
- Taught UNM Southwestern Archaeological Field School

**Hunley, Keith**


- The cultural and biological significance of ethnic substructure in New Mexicans Hispanics. National Science Foundation. PI: Keith Hunley. $327,703. 2010.
- Timothy Peterson. Committee member. Taxonomic implications of basicranial variation in *Australopithecus africanus*.
- Wendy Potter. Committee member. Evidence for a change in the rate of aging of osteological indicators in American documented skeletal samples
- Chair, Undergraduate Committee (2010-11)

**Kaplan, Hillard**

1. Hooper , Paul L., Hillard S. Kaplan, Jeffrey Winking, and Michael Gurven. Do parents work harder when there are more mouths to feed? Or: Sovietizing Evolutionary Economics. AGSU Graduate Research Symposium, UNM. March 27, 2010.

- Editorial Board for Human Nature, Biodemography and Social Biology, and Advances in Life Course Research
- Mentored 6 UNM students in the field in 2009-10, and four students from UCSB.
- Received an R56 grant from the National Institute on Aging, and submitted an R01 grant for five years that was approved for funding.

**Lancaster, Jane**


- Local coordinator in collaboration of Barry Hewlett of workshop, Pygmy hunter-gatherers and horticulturalist farmers in the Congo Basin, UNM Campus, February 17, 2010.


- Faculty Sponsor, Primate Enrichment Program, Rio Grande Zoo — Albuquerque, 2002 — date.

- Board Member, El Ranchito de Monocito, Tres Pedres NM. A nonprofit refuge organization dedicated to primate welfare.

- Editor, Human Nature

**Long, Jeff**


- NSF proposal #0850997 Title: Pattern and Process in Human DNA Sequence Variation. This grant was awarded in Fall 2009. Its duration is 3 years and total costs are $264,000.

- Wiley-Blackwell Sponsorship for Symposium at AAPA meeting. The American Association of Physical Anthropologists awarded $6,500 to the symposium “New Developments in the Origins and Evolution of Native American Populations” organized by me and Maria Catira Bortolini (Department of Genetics, UFRDS, Brazil). These funds supported travel for three international scholars.

- Promotion Committee for James Boone.
• Member: Ad Hoc Committee on ‘Direct to Consumer Genetic Testing’, American Society of Human Genetics.
• Member: NIH/CSR Special Emphasis Panel (Grant Review). Genes, Genomes, Genetics – J. November 2009, San Francisco.
• Member: Advisory Council for Program in Interdisciplinary Biomedical and Biological Sciences.
• Member: Transdisciplinary “Race” Working Groups – Institute for the Study of “Race” and Social Justices RWJF Center for Health Policy.
• Member: Advisory Board of Alfonso Ortiz Center for Intercultural Studies.

Muller, Martin
• Stress, energetics and the costs of reproduction in wild chimpanzees, MN Muller, M Emery Thompson & RW Wrangham. National Science Foundation, $76,605 (All UNM funding)
• Stress and the costs of reproduction in wild female chimpanzees. M Emery Thompson, MN Muller & RW Wrangham L.S.B. Leakey Foundation 2010 ($21,700)
• Member, Graduate student committee
• Consultant: Maxwell Museum: Ancestors Exhibit
• Human Biology Association. Local-area coordinator for annual meetings in Albuquerque, NM (April)
• Reviewer for: Current Biology (2 manuscripts), Hormones and Behavior (1 manuscript), Behaviour (1 manuscript), Animal Behaviour (1 article), L.S.B. Leakey Foundation (1 grant proposal)

Nelson, Sherry
1. Paleoeoecology of Oreopithecus bambolii faunas (Tuscany and Sardinia): stable isotopic analyses results; Rook and Nelson; Regional Committee on Mediterranean Neogene Stratigraphy; Italy; 2009.
2. Systematics and paleoecology of diverse species of Equidae from the Pleistocene locality of Makayuni, Northern Tanzania; Wolf, Bernor, Kaiser, Nelson, and Semprebon; Meeting of the Society of Vertebrate Paleontology; Great Britain; 2009.
3. Miocene: Dawn and demise of the apes; Seminar Series, Department of Earth and Planetary Sciences, University of New Mexico; 2009.
4. Paleoeocology of *Oreopithecus* faunas based on stable isotopic analyses; Nelson and Rook; American Association of Physical Anthropologists; Albuquerque, New Mexico; 2010.


**Oakdale, Suzanne**

2. Presentation: “Material Culture and the Creation of the Xingu National Park in Mid-Twentieth Century Brazil;” Paper discussed in the forum “Redefining Language Groups and Culture Area” at Seventh Sesquianannual Meeting of the Society for the Anthropology of Lowland South America, San Antonio, Texas, January 2009.

- “Autobiographical And Biographical Narratives In Lowland South America: Unexpected Relations Between Persons, Language, And History” Suzanne Oakdale and Magnus Course Wenner-Gren Foundation for Anthropological Research, Workshop Grant US $7,718 for a workshop to be held in September at the University of Edinburgh 2010
- “Autobiographical And Biographical Narratives In Lowland South America: Unexpected Relations Between Persons, Language, And History” Magnus Course and Suzanne Oakdale. British Academy (Small Research Grant) 2010. 3,924.00 British Pounds for a workshop to be held in September 2010 at the University of Edinburgh
- Member of a four-person group functioning as the book review editor for the *Journal of Anthropological Research*
- Member of Advisory Board for *Tipiti: Journal of the Society for the Anthropology of Lowland South America*
- At-large board member of the Society for the Anthropology of Lowland South America
- Chair, Graduate Committee

**Pearson, O.**

2. Pearson, O. M., and C. M. Stojanowski. Appendicular morphology and


Prufer, Keith


• Grant awarded: Uxbenka Archaeological Project, 2010 Alphawood Foundation, February 2010 ($123,750)
• Director, Uxbenka Archaeological Project: Fieldwork in Belize March – July 2010
• IHOPE (Integrated History and Future of People on Earth) Maya working group: Organized meetings ASU, February 2010; Amerind Foundation August 2010.

Singer, Beverly

2. Indigenous Peoples' Films and Stories, Arts and Sciences Faculty Invited Seminar Presenter, Aga Khan University, Nairobi, Kenya, August 2009.

3. Digital Tools, Strategic Alliances, and the Protection of Traditional Knowledge B. Singer, Associate Professor, Department of Anthropology and Native American Studies, University of New Mexico J. Garcia, Director, Iberoamerican Science Technology and Education Consortium, University of New Mexico, J. van der Elst, Ph.D. Candidate, Department of Anthropology, University of New Mexico. Paper accepted to International Conference on Digital Scholarship and Emerging Technologies (Organized Jointly by University of Botswana, University of Pretoria (South Africa) and Council for Scientific and Industrial Research CSIR (South Africa) from 25-27 May 2010.
• Acting Director, Native American Studies, University of New Mexico, Albuquerque, NM, August 2009-July 2010.
• Director, Institute for American Indian Research UNM
• Mellon Fellowship Mentor, Edward Jolie and Jacobo Baca, UNM Anthropology and History Departments Mellon Fellowship Recipients for Doctoral Students in Social and Humanistic Studies, 2008-Present.
• “Massai Video Archive” UNM Research Academic Proposal funded, 2009, $4,000

Straus, Lawrence
1. Delivered the Hallam L. Movius Jr. Lecture in Stone Age Prehistory at Harvard University (Peabody Museum) on the Magdalenian Culture of Europe. 2010
2. Gave talks to the Town of Ramales de la Victoria (Cantabria, Spain) and to the L.S.B. Leakey Foundation Trustees meeting in Santa Fe on excavations in El Miron Cave. 2010
3. Co-organized and chaired special INQUA-sponsored double symposium on the human responses to Younger Dryas at the Society for American Archaeology in St. Louis. 2010
• Continued to serve (15th year) as Editor-in-Chief, Book Review Editor and de facto Publisher of UNM’s Journal of Anthropological Research
• Served on editorial boards of 7 European archeology/prehistory journals and 2 monograph series.
• Co-directed 14th excavation campaign in El Miron Cave (Cantabria, Spain) with a field crew that included 4 UNM grad & undergrad students. Dug in Magdalenian and Solutrean levels; discovered the first Magdalenian human burial to be found in Iberia, dated by C14 to 15,700 BP Gave tours of the site to American Museum of Natural History group, and to Prof. Henry and Dr. Marie-Antoinette de Lumley (Institut de Paleontologie Humaine, Paris) and Monaco’s Ambassador to Spain.
• Continued to serve as member of the U.S. National Committee for INQUA (International Union for Quaternary Research), appointed by the National Academy of Sciences (3rd term) and as U.S. representative on the UISPP (International Union of Pre- and Proto-historic Sciences) Commission on the Upper Paleolithic of Europe.
• Continued to be an Associate Member of the Instituto Internacional de Investigaciones Prehistoricas, Universidad de Cantabria, Santander, Spain.
• Reviewed 24 manuscripts (for publishing houses and journals other than JAR) and grant proposals. Did Habilitation review (Full Prof.) for Universitat Tubingen (Germany), promotion review (Full Prof.) for Texas Tech U., and tenure and promotion review for Univ.of Massachusetts.
• Archeology Subfield Convener
• Member of the Anthropology Advisory Group
• Chair, Clark Field Library Committee
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Prepared by: Jennifer George, Department Administrator

- Library Liaison for Anthropology
- Anthropology French & Spanish Language Examiner
- Chair of an Anthropology promotion (to Full Prof.) review committee
- Gave three science magazine interviews (Science News (2) & Scientific American).
- Publicity spot on Asturian Paleolithic cave art for the Regional Government of Asturias (Spain) for the Expo in Shanghai, China.

Graduate and Undergraduate Student Presentations, Papers, Published Abstracts

Anthropology graduate and undergraduate students presented more than 70 research and training papers in 2009-2010 at a variety of UNM, New Mexico, national, and in some cases, international conferences and meetings.


14. Cyganik, Jagna Maria. Powwow as a contemporary hybrid ritual in the context of non-Native participation. Presented at AGSU Graduate Research Symposium, UNM. March 27, 2010


16. Kroth P, Edgar H, Harris E, Kalishman S, and Daneshvari S Ancestry Estimation in a Web-based, Searchable Database of Orthodontic Case Files for Patient Care, Education, and Research. 13th World Congress on Medical and Health Informatics Medinfo, Cape Town, South Africa. 2010


19. Ebert, Claire. The Social Landscape at Uxbenka: Viewshed Analysis at a Lowland Maya Site. Presented at AGSU Graduate Research Symposium, UNM. March 27, 2010

20. Fontes, Lisa M., Amy E. Thompson, and C.L. Kieffer Identification and Analysis of Archaeological and Ethnographic Arrow Shafts from the Maxwell Museum Collection. Presented at the Anthropology Graduate Student Union Annual Graduate Research Symposium, University of New Mexico, Albuquerque, New Mexico. 2010


33. **Hooper, Paul L.**, Hillard S. Kaplan, Jeffrey Winking, and Michael Gurven. Do parents work harder when there are more mouths to feed? Or: Sovietizing Evolutionary Economics. AGSU Graduate Research Symposium, UNM. March 27, 2010.

39. Ibrahimpasic, Emira Faith-based NGOs, Women and Islam in urban post-war Bosnia and Herzegovina” Spiritualities and Secularisms in Southeastern Europe: An Interdisciplinary Workshop Bowdoin College, Brunswick, MA October 2009.

47. **Monteleone, Kelley** and James Dixon Locating Prehistoric Submerged Archaeological Sites in Southeast, Alaska presented at the Computing Application and Archaeology (CAA) conference in Granada, Spain April 2010

48. **Monteleone, Kellley**, and James Dixon. GIS modeling to Locate Prehistoric Submerged Archaeological Sites in Southeastern, Alaska’s Alexander Archipelago” presented at the Alaskan Anthropology Association (AAA) annual meeting in Anchorage, AK (co-author Dixon) March 2010


54. **Oxley, Mark W.** Session Chair and Presenter, Archaeological Ethics in Hawaii - Society for Hawaiian Archaeology Annual Conference, University of Hawaii, Honolulu, HI October 2009.

55. **Potter, W.E.** Murder on the Mesa Brookhaven College Science Lecture Series, Dallas TX, November 2010.


59. **Saul, G.** How Family and Friends Respond to Serious Mental Illness in Rural Navajo Communities” Navajo Nation IRB Conference December 2, , Navajo Nation Museum, Window Rock, AZ. 2009


71. Worman, F. Scott. New Research on Classic Period Ancestral Pueblo Agricultural Sites on the West Mesa of Albuquerque by Robin Cordero, Alex
During the 2009-2010 publication year, Human Nature received a total of 95 submissions, an increase of 30% over the previous year. Of these 56 were rejected, 17 were accepted, 7 are under revision for resubmission and 15 are still in the review process. This gives a minimal rejection rate of 59%.


Circulation of the journal continues to grow. In 2009 Human Nature had 104 Institutional subscriptions as well as 181 online agreements (consortia, multi-site licenses, and site licenses). In total, as the result of the 181 online deals, 4,790 more institutions have exposure to Human Nature according to the following demographic breakdown:

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of Agreements</th>
<th>Institutional Exposure Type</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>0</td>
<td>Institutions with exposure via online deals</td>
<td>0</td>
</tr>
<tr>
<td>Australasia</td>
<td>53</td>
<td>Institutions with exposure via online deals</td>
<td>1,048</td>
</tr>
<tr>
<td>Americas</td>
<td>75</td>
<td>Institutions with exposure via online deals</td>
<td>994</td>
</tr>
<tr>
<td>Europe</td>
<td>53</td>
<td>Institutions with exposure via online deals</td>
<td>2,748</td>
</tr>
<tr>
<td>Grand Total</td>
<td>181</td>
<td></td>
<td>4,790</td>
</tr>
</tbody>
</table>

Springer also reports an increase in Full-Text Downloads of 79% from 19,412 in 2008 to 34,795 in 2009. The Scimago Journal Rank for Human Nature in 2009 is 19th out of 333 Social Science (miscellaneous) journals. Its SJR rating is 0.073. SJR is a measure of the journal’s relative impact on its field, based on the number of citations and number of articles per publication year as well as the ranking of the citing journals. The Journal Citation Reports ranking for 2009 is 11th out of 67 Anthropology journals and 8th out of 33 Social Science/Biomedical journals. The recently announced 5-year Impact Factor is 1.600.
DEPARTMENT OF ANTHROPOLOGY
JULY 1, 2009-JUNE 30, 2010
PUBLICAATION:
JOURNAL OF ANTHROPOLOGICAL RESEARCH (JAR)

In calendar year 2009, JAR received and reviewed 70 manuscripts. Each manuscript was read by the editor and two to four specialists. 28 manuscripts were received between January and June 2010. We have continued to note an increase in submissions from foreign authors. This brings JAR (and UNM) increased international exposure.

JAR has maintained its subscription base with ca. 1000 paying subscribers from all 50 states, Washington D.C., Puerto Rico, and Guam, plus 55 foreign countries. Free subscriptions are provided to UNM Anthropology Faculty, JAR Editorial Board, Dean of Arts & Sciences, President, Zimmerman Library, Clark Field Archive, as well as indexing agencies both in the U.S. and abroad.

Volume 65, 2009 contained 690 printed pages: 23 articles, a review essay, plus editorials, obituaries, 123 book reviews, and index. Volume 65(2) was a special issue on The Iberian Pleistocene-Holocene Transition with guest editors Steven Schmich and Sarah B. McClure.

Subscribership to JAR On-Line continued to increase from an initial 63 subscribers in 2006, to 166 currently. A pay-per-download feature for non-subscribers will be added to our electronic access.

JAR Distinguished Lectures 2009-2010

Dr. George J. Armelagos (Emory University).

Dr. Walter Mignolo (Duke University)
The Global South and World Dis/Order
March 4, 2010

Editor:
Lawrence G. Straus, Distinguished Professor

Editorial Board:
Philip K. Bock, Patricia Crown, Steven Feld, Les Field, Louise Lamphere, Carole Nagengast, and David Stuart, together with Lawrence G. Straus, now make up the Board.
Associate Editors: Steven Churchill (Duke University), John Comaroff (University of Chicago), Raymond DeMallie (Indiana University), E. Paul Durrenberger (Pennsylvania State University), Donald K. Grayson (University of Washington - Seattle), Michael Herzfeld (Harvard University), Jane Hill (University of Arizona), Barbara Mills (University of Arizona), Mary Moran (Colgate University), Jeremy A. Sabloff (Santa Fe Institute), Maureen Trudelle Schwarz (Syracuse University), Bruce Smith (Smithsonian, National Museum of Natural History), Mary C. Stiner (University of Arizona), Stephen A. Tyler (Rice University)

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Committee for Ethnology and Linguistic Anthropology: Ronda Brulotte, David Dinwoodie, and Suzanne Oakdale

Archaeology and Paleoanthropology: Lawrence G. Straus

Physical and Biological Anthropology: Osbjorn Pearson

Copy Editor: June-el Piper*

Layout: Donna Carpio*

Employees: Ann Braswell Business Manager/Book Review Copy Editor

JAR On-Line: Hosted by the Scholarly Publishing Office, University of Michigan
ANNUAL REPORT
of the
DEPARTMENT of BIOLOGY

FY 2009–10
Annual Report
by:

Richard M. Cripps, Chair
Department of Biology
The University of New Mexico
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THE UNIVERSITY OF NEW MEXICO
DEPARTMENT OF BIOLOGY

FY 2009–2010
EXECUTIVE SUMMARY

The 2009–2010 academic year was yet another tumultuous one at UNM, and Biology also shared in some of that uncertainty. An audit of the department’s payroll practices uncovered some issues that were of concern to the administration, which resulted in significant disciplinary action upon the department, to include the loss of one staff member, the suspension of another, and a third staff member receiving a written warning. Inexplicably, the Chair has still yet to hear word of his disciplinary action, an act which unfortunately underlines the different rules that are applied to faculty and staff.

Other than this bump in the road, the Biology Department once again achieved terrific success by all of the measures that can possibly be applied, as you will read of below. While we are still facing significant cuts in state support for our units, it is hoped that the department will be shown sufficient freedom to use its resources wisely, in order to build upon these impressive achievements.

2009–10 AT A GLANCE

Undergraduate Students:
1. Number of declared Biology majors ......................... 1,730
2. Number of graduated majors ................................ 207
3. Number of students enrolled in non-majors classes ....... 3,592
4. Total SCH production ........................................ 27,273
5. Number of undergraduates performing research .......... 143

Graduate Students:
6. Number of graduate students ................................ 104
7. Number of graduate degrees awarded ....................... 15

Faculty:
8. Number of faculty ............................................. 45
   Number of retirements ...................................... 0
   Number of new hires ....................................... 1
   Number of vacancies ....................................... 3
9. Number and amount of new grants generated .............. 111
   ................................................................. $22,879,807
10. Number and total amount of grants active ................. 189
    ............................................................... $56,396,057
11. Number of research papers generated by faculty .......... 106
12. Number of I&G permanent staff in Biology .................. 34
    Number of separations this year .......................... 3
    Number of hires this year .............................. 1
    Number of vacancies ................................. 6
13. Number of total staff employed by Biology ................... 143
    Number of separations this year .......................... 51
    Number of hires this year .............................. 70

STUDENTS

Undergraduate Program

Overall Demand on Biology Courses and Programs: The overall demand upon Biology courses continues to increase. Our total SCH production for the year increased slightly over last year (see Table 2), and we will be responsible for 30,000 SCH/year in the next year or so if the current trend continues. This number of SCH produced is one of the top four in the College of Arts & Sciences.

The number of declared Biology majors sky-rocketed once again, increasing by almost 20% over last year. While some of these majors are likely to be those who subsequently move on to pre-professional activities (like Nursing, Pharmacy, etc.), their existence and presence nevertheless places significant loads upon our instructors and support staff. As I pointed out last year, this large number of majors also supports strong enrollments in other departments within the college, such as Chemistry, Maths and Physics. A typical Biology major takes at least 16 credit hours of Chemistry, 8 credit hours of Physics, and 8 credit hours of Math. Thus, Biology is doing its part to make not only itself and its College look good, it is also supporting other programs that have significantly more limited numbers of majors.

We are concerned about the future rescissions that are to hit the department, and it is inevitable that these cuts will negatively impact our instruction. If we reduce the numbers of sections for a class, we will either service fewer students, or we will be forced to offer sub-par instruction to classes that have significantly increased caps. We are strongly opposed to the latter, since the effect of Cohort Crowding will negatively impact pedagogy (see http://www.nber.org/papers/w12424). Moreover, we are already working at over-capacity in many classes, given the increase in students numbers that we have recently observed, with no increase in permanent resources to compensate. Clearly, UNM is working on a budget model for the departments that is liable to fail very soon.

Therefore, it seems the most wise course, and the most practical course, to begin to reduce the number of class offerings as a result of the decreased level of state support. In fact, simple economics would dictate that this must be the case (less money in = less product out). Yet, incomprehensibly, UNM is still taking on more students, with an increase in overall enrollment more than 3% this Fall 2010. How anybody can think that this is a viable plan is unclear to me.

These concerns are all the more excruciating because we delight in instructing our students in the arcane arts of Biology, and we are thrilled that there is so much current interest in the field. This
is a time where we should be celebrating and investing in our students; however, current financial situations do not support this.

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A&amp;S</td>
<td>856</td>
<td>867</td>
<td>889</td>
<td>971</td>
<td>1050</td>
<td>905</td>
<td>1,124</td>
<td>1,102</td>
</tr>
<tr>
<td>University College</td>
<td>397</td>
<td>383</td>
<td>436</td>
<td>389</td>
<td>551</td>
<td>368</td>
<td>579</td>
<td>531</td>
</tr>
<tr>
<td>Second Major</td>
<td>9</td>
<td>21</td>
<td>15</td>
<td>20</td>
<td>15</td>
<td>7</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Total:</td>
<td>1,252</td>
<td>1,271</td>
<td>1,340</td>
<td>1,380</td>
<td>1,616</td>
<td>1,280</td>
<td>1,729</td>
<td>1,659</td>
</tr>
<tr>
<td>Graduate:</td>
<td>93</td>
<td>97</td>
<td>101</td>
<td>98</td>
<td>106</td>
<td>106</td>
<td>104</td>
<td>104</td>
</tr>
</tbody>
</table>

Table 2: Total Student Credit Hours (SCH)

<table>
<thead>
<tr>
<th>Year</th>
<th>SCH</th>
<th>Year</th>
<th>SCH</th>
<th>Year</th>
<th>SCH</th>
<th>Year</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-00</td>
<td>21,882</td>
<td>2003-04</td>
<td>22,883</td>
<td>2007-08</td>
<td>26,787</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000-01</td>
<td>21,358</td>
<td>2004-05</td>
<td>23,270</td>
<td>2008-09</td>
<td>27,441</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001-02</td>
<td>21,459</td>
<td>2005-06</td>
<td>24,155</td>
<td>2009-10</td>
<td>26,873</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002-03</td>
<td>21,832</td>
<td>2006-07</td>
<td>24,723</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Student Credit Hours by Semester

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>1,379</td>
<td>1,359</td>
<td>1,330</td>
<td>1,330</td>
<td>1,379</td>
<td>1,316</td>
</tr>
<tr>
<td>Fall</td>
<td>11,001</td>
<td>11,502</td>
<td>11,316</td>
<td>12,399</td>
<td>12,940</td>
<td>13,353</td>
</tr>
<tr>
<td>Spring</td>
<td>10,890</td>
<td>11,294</td>
<td>12,077</td>
<td>13,058</td>
<td>13,122</td>
<td>12,204</td>
</tr>
<tr>
<td>Total</td>
<td>23,270</td>
<td>24,155</td>
<td>24,723</td>
<td>26,787</td>
<td>27,441</td>
<td>26,873</td>
</tr>
</tbody>
</table>
Non-Majors Service Courses: Our non-majors service courses, as alluded to above, continue to be highly popular. These classes are exclusively taught by our skilled cadre of lecturers, and I must acknowledge that they do a terrific job—it is extremely rare to hear of a complaint about these individuals, a fact made even more impressive by the very large numbers of non-majors credit hours that we generate.

Currently, we offer five sections of classes that are taken by non-majors, that are considered “over-loads”, i.e., that are funded by the College through PTI funds and that are not part of any instructor’s regularly agreed-upon class load. We are grateful to the instructors who take on these extra duties, yet we must note that this increased load also represents more than the annual load of a regular lecturer. It would seem prudent to invest in a new lecturer, or other faculty, in order to address this.

As the rescissions become more real, I have to note with disappointment that naturally these overload classes will be some of the break points where shortfalls in funds will result in reduced classes being offered. Our current plan for the Spring of 2011 will be to cut one overload section of BioI. 123, and one overload section of BioI .237.

Concerns about Upper-level Classes: As a result of the increased enrollments over the past couple of years, we are seeing a significant increase in enrollments in our 300- and 400-level classes, to the degree that almost all of these classes were full in the 2009–2010 academic year. Of course, we are pleased that this is the case, however, as increased enrolments continue to buffet the university, this will put a greater strain upon our upper-level classes. Naturally, we will maximize the class caps in these cases, up to the point where pedagogy would begin to be negatively impacted, however,

Table 4: Number of Students Registered in Core Courses, Fall 2006–Spring 2010

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2006</th>
<th>Spg. 2007</th>
<th>Fall 2008</th>
<th>Spg. 2009</th>
<th>Fall 2009</th>
<th>Spg. 2010</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>313</td>
<td>375</td>
<td>390</td>
<td>360</td>
<td>341</td>
<td>338</td>
<td>364</td>
</tr>
<tr>
<td>202</td>
<td>223</td>
<td>241</td>
<td>254</td>
<td>279</td>
<td>259</td>
<td>221</td>
<td>212</td>
</tr>
<tr>
<td>203</td>
<td>136</td>
<td>143</td>
<td>175</td>
<td>144</td>
<td>213</td>
<td>193</td>
<td>215</td>
</tr>
<tr>
<td>204</td>
<td>92</td>
<td>127</td>
<td>137</td>
<td>166</td>
<td>174</td>
<td>189</td>
<td>176</td>
</tr>
<tr>
<td>Total</td>
<td>764</td>
<td>886</td>
<td>956</td>
<td>949</td>
<td>987</td>
<td>941</td>
<td>967</td>
</tr>
</tbody>
</table>

Table 5: Number of Students Registered in Beginning Biology Courses for Non-majors

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>527</td>
<td>556</td>
<td>609</td>
<td>585</td>
<td>584</td>
<td>542</td>
<td>519</td>
</tr>
<tr>
<td>123</td>
<td>555</td>
<td>791</td>
<td>1,028</td>
<td>987</td>
<td>1,397</td>
<td>1,172</td>
<td>1,237</td>
</tr>
</tbody>
</table>
without increased investment in research faculty, we will soon be challenged to accommodate all of
the upper-level students that will come our way.

We note with some cynicism that one of the Provost's suggestions for cost "efficiencies" is to
reduce the number of upper-level classes. We vigorously and whole-heartedly reject this ridiculous
suggestion. Based upon the above paragraph, it is natural that the enrollments in upper level classes
will increase and not decrease. Moreover, and more importantly, the upper-level classes are the
courses where deep specialization of our students occurs, and where there begins the opportunity to
enable the students to interact directly with faculty in their areas of specialized interest. To jeopard­
ize this is the worst of ideas, and would relegate the state's flagship university to the status of a
community college.

**Actions to Improve Our Undergraduate Program:** Given the current budget situation, we have
not received significant support for equipment and materials in the near future, and we hope that we
can hang on in the short term through the use our course fees. In the future, if we are required to
add extra sections and extra courses, we probably also will be required to request supply money for
those courses.

In the 2010–2011 academic year, we hope to roll out some new initiatives for our undergraduate
program that will allow increased efficiency in our instruction.

**Undergraduate Research:** This year marks the second year where we have begun to track accurate­
ly undergraduate student enrollment in research. We note parenthetically that the involvement of
undergraduates in research touches on a number of important issues that are constantly at play in the
university, and which we enumerate here: firstly, UNM is one of the few institutions in the state
where undergraduate involvement in research is possible, thus we are proud of the numbers that we
report, and we underline the uniqueness of this experience for our students; secondly, undergraduate
research experience is a common, **absolutely-required** pre-requisite for entry into the top graduate
programs in the country, thus it is critical that we continue to encourage undergraduate research;
thirdly, undergraduate research is also a component of the teaching expectation and the teaching
load of Biology faculty, and our students' achievements in research must be considered in such light;
fourthly, all undergraduate research is essentially underwritten by the faculty members of Biology,
either through provision of research resources and stipends directly from the PI's research funds, or
through support from training programs (such as UNO, MARC and IMSD) that are procured by
faculty members within biology.

This year's numbers list 143 undergraduates involved in research, somewhat down from last
year's 182, but nevertheless an impressive number for a department with only 36 active faculty. We
also report 11 instances where undergraduate research resulted in a co-authored publication in the
last year (up from nine last year). In addition, 49 students attended local or national research con­
ferences, an impressive achievement, particularly given the effort required of the PI to arrange for,
fund, and oversee this process. These numbers indicate tangible outcomes for some of our most
gifted and ambitious students.
Degrees: We list 207 Bachelor's degrees awarded over the last year. This is down from the 311 that were awarded in the previous report, yet it is nevertheless a continuing reflection of the high popularity of the Biology program. We acknowledge that a significant proportion of our graduates, and a notable fraction of our declared majors, are pre-professional students. Nevertheless, the interest in biological research has never been higher, and a great deal of this credit must go to our instructors, in both majors and non-majors courses, in extolling the fabulous world of biology. In addition, our several undergraduate and postgraduate training programs perform an outstanding job in exposing undergraduates to research opportunities. Thus, a real strength of our program is the ability to provide our students with new options once they complete their undergraduate degrees.

Table 6: Degrees Awarded in Biology (unofficial count obtained for Spring graduation; graduate degree numbers reflect those who attended the Spring departmental convocation ceremony.)

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<td>B.S.</td>
<td>186</td>
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<tr>
<td>Ph.D.</td>
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<td>11</td>
<td>14</td>
<td>21</td>
<td>8</td>
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<td>10</td>
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Graduate Program

The graduate program continues to do well in Biology. We still list more than 100 graduate students, a large majority of whom are supported either through Teaching Assistantships or through their own research funding. Fifteen graduate students received their higher degrees last year (down from more than 30 last year), and many have gone on to high-profile professional and academic positions.

The total number of graduate school applicants has dropped significantly over the last few years, yet there are two encouraging signs: firstly, the number of applicants increased slightly this year, by about 5%. We expect this trend to continue if only because of the stale state of the economy. Secondly, the quality of the core applicants to graduate school has remained high: we were certainly able to fill all of our slots from the existing applicants. Clearly, a component of the reduction in graduate school applicants has been a reduction in the number of incomplete applications.

Nevertheless, we still are not satisfied with our graduate student pool: we would like to have more applicants overall, and in particular we would like to increase the numbers of minority applicants to the program: in 2009, we had an extremely small number of Hispanic and Native American applicants, which will severely and negatively impact the diversity of our graduate program. To address these issues, in AY2009-2010, we initiated some recruiting efforts to promote our program, and in particular to encourage minority student applications. Unfortunately, these have yet to have significant effect, but it is likely that sustained efforts will be needed for some outcome to be observed. This year, we plan significant recruitment e-mailings to help increase our pool.
As we had done for the undergraduates, we have begun to monitor research productivity for our graduate population. We find that current and former Biology graduate students appeared 65 times on papers in CY2009 (70 in the previous year) for work that they performed at UNM. We also note that 22 research awards were made to current Biology graduate students during CY2009 (20 last year). The latter number could certainly be increased, nevertheless, we are enthused about the application and success of our students. Clearly, grant success in graduate school provides significant training to generate grant success for the individual as their career proceeds. We also note in particular that every student receiving full financial support for a year through grant sources generates a new slot for graduate students to be accepted into the program.

FACULTY

Composition

The composition of our faculty has increased by one person since last year. Dr. Coen Adema was hired as an invertebrate parasitologist/immunologist. This hire was supported partially through the CETI Program, and we acknowledge the impact that this program has had upon our faculty numbers. In the Fall of 2010 saw the posting for a second CETI-funded position, a Comparative Vertebrate Immunologist, with the expectation that the new individual will begin in the Fall of 2011.

As I pointed out last year, with the retirement of Professor Larry Barton in the Spring of 2008, the continued absence of Associate Professor Andreas Wagner, and the retirements of Professors Kathryn Vogel and Scott Altenbach, the Department is seriously under-staffed in key undergraduate courses, including Cell Biology (201), Microbiology (351) and General Vertebrate Zoology (386). Each of these courses are in high demand by our majors. Therefore, we are encouraged that Dr. Adema has joined the faculty, and we are excited about the possibility of a new Cell/Molecular Biologist arriving in the Fall of 2011, for whom we are now commencing the search.

Dr. Christina Takacs-Vesbach was on sabbatical leave for Fall 2009, and Drs. Donald Natvig, Howard Snell and Margaret Werner-Washburne were on sabbatical leave for Spring 2010.

Two faculty members that I know of interviewed for jobs outside of UNM in the last year. While one was unsuccessful, these actions are nevertheless reminders to us that our excellent colleagues are constantly being recruited, and that we should not take their presence here for granted. The other faculty member, Dr. Kelly Miller, received an offer of employment from Arizona State University. I am pleased to report that the department and college moved with alacrity to generate a counter-offer for Dr. Miller, and we successfully retained him.

The Biology Department was largely successful this year in terms of awards and promotions for its faculty. William Pockman received the award of Regents’ Lecturer; and Kelly Miller, Vaishali Katju, Christopher Witt and Helen Wearing successfully negotiated the mid-tenure review process.
Issues Related to Lecturers

In the Fall of 2008 the Biology Faculty strongly supported the development of a career plan for Lecturers. Accordingly, a document had been prepared by our Lecturers and was forwarded to the higher administration for further review. While some (albeit slow) movement had occurred last year on this front (it made it through Faculty Senate committees and back to the College), no further motion has been observed.

Faculty Accomplishments

Our faculty continue to excel in their jobs. Dr. William Pockman was awarded the UNM Regents’ Lecturer rank in the Spring of 2010, and Dr. Eric Charnov was honored by admission into the American Academy for Arts & Sciences. Several of our faculty gave invited plenary talks at professional meetings (Adema, Brown, Cook, Litvak, Natvig, Sinsabaugh, Smith, Turner, Waide, Werner-Washburne, Wolf); our faculty appeared 106 times in published research papers (up from 90 last year), including the prestigious journals Genome Biology, PNAS, Science, American Naturalist, Oecologia, Ecology, Journal of Virology, PLOS One, Development, Journal of Parasitology, Parasitology, PLOS Neglected Tropical Diseases, Journal of Immunology, Immunology, Nature, Ecosystems, Evolution, Proceedings of the Royal Society, and Biology Letters. We have significant representation on editorial boards for journals; and many of our faculty participate in national and international review panels for granting agencies.

Dr. Mary Anne Nelson was recipient of a Presidential (Obama, not Schmidly) Award for Excellence in Science and Engineering Mentoring, conferred at the White House (in Washington D.C., not Dallas).

Five books were published by Biology faculty over the last year.

Sponsored Research

Biology faculty were responsible for bringing in an astonishing $22.9 million of new funding in 2009–2010 (up from $6.6M last year). This represents a massive increase from last year, albeit partially due to the provision of ARRA funds to faculty. We note that the total grant portfolio for the year being reported is $56 million, down from the $58 million of last year. Clearly, we have work to do in terms of increasing our grant portfolio, which will be a goal of the next year.

We also note that, combined with the slight reduction in overall funding, the proportion of overhead that is returned to the Department and to the PI has been reduced significantly on account of the increased cut going to the Vice Provost for Research’s budget. While we acknowledge that additional funds would benefit that office, it has not been made clear to the Department nor the College—nor the PIs—how we are to accommodate significant reductions in our budget. If we have broken equipment, do we now appeal to the VPR’s Office for replacement or repair, rather than the practice of earlier years of the department covering the cost? Until it can be ascertained that the VPR can handle their budget without creating a shortfall, there will be concerns at many levels how the increased funding to the VPR will be spent in the long term.
Five-year Hiring Plan

In the Spring of 2010, yet another five-year hiring plan was provided to the College. We note with some pleasure that a Cell/Molecular hire has been supported, and that process is ongoing. We are still working with the administration to procure lines to begin replacing our senior ecologists whose retirements are upcoming.

Given the uncertainly in the retirement market right now, and give that several of our faculty are close to retirement eligibility, I worry that we will see significant faculty loss over the next five years. It will be imperative that the Chair, Dean and Provost foresee, anticipate and ultimately react to these pending actions in order that the Biology Department can sustain its position as one of the flagship department on campus, and indeed, in the state.

STAFF

The Biology I&G-funded staff are a critical component of the department that functions to support departmental business, faculty, student advisement, and other administrative needs. The department is still down several staff positions as a result of the pause and hold (i.e., hiring freeze) hitting us at just the wrong time and an inability of the department to convince the administration that these lines have to be re-filled. This action has had several negative effects, including the same level of work being spread over fewer individuals. I acknowledge the effort that this has necessitated and I thank the staff for their willingness to pitch in.

We made two new additions to our staff who work for the department: Mr. Tim Wester was hired as a pre-award accountant; he worked for us until taking a new position in the VPR’s pre-award office. Mr. Kevin Judd was hired as a term employee from F&A funds; his function is to assist the Facilities Manager, Mr. John Cox, with building upkeep and maintenance. We thank Mr. Wester for his efforts while here, and we thank Mr. Judd for his ongoing work on behalf of the department.

While we still have some staff lines to fill, including an HR representative, and some administrative assistant positions, we also have to accommodate the current rescissions that are hitting us, and those that are in the pipeline. Failing to fill vacant staff lines is one means to reach the dollar values of the cuts that we wish to make.

More broadly within the department, currently we employ more than 100 additional staff to those funded on the I&G lines. These staff work in research positions throughout the department.

PROGRAMS AND FACILITIES

The Biology Annex Analytical Laboratories

The Biology Annex Analytical Labs began in the mid-1970s. Since that time, we have evolved into a state-of-the-art laboratory, providing water, soil and plant tissue analyses for ecosystem nutrient-cycling studies to researchers at UNM, across the country, and around the world. We also provide general research support services to UNM researchers and their collaborators. Our primary users are the Departments of Biology, Earth & Planetary Sciences, Civil Engineering, and Chemistry.
On July 1, 2008, our lab director, Biology Professor Cliff Dahm, began a two-year appointment as the Science Director for the Delta Science Program in Sacramento, California. On June 30, 2010, Cliff's appointment was extended by one year so they could wrap up some unfinished business. The good news is that Cliff is back at UNM half-time.

During the past year, students involved with Biology Annex programs have continued to win awards at national and regional meetings and the Biology Departments Research Day.

This year we started a new Experimental Program to Stimulate Competitive Research (EPSCoR) project looking at water quality in the Valles Caldera Nature Preserve. The project is progressing well; however, the sites have proved to be challenging as far as instrument installations go.

For more information, please visit our website, http://bioannexlabs.unm.edu.

The Bosque Ecosystem Monitoring Program

The Bosque Ecosystem Monitoring Program (BEMP) combines long-term ecological research with community outreach by involving K-12 teachers and their students in monitoring key indicators of structural and functional change in the Middle Rio Grande riparian forest, or “bosque.” In 1997, BEMP began as a collaboration between the Department of Biology and Bosque School in Albuquerque, with fewer than 200 participants. Last year, more than 5,000 community members (students, teachers, etc.) participated in science-related outreach activities. Of these people, 2,096 were actually in the field collecting long-term data about ecosystem variables and the ecological drivers of flood, fire, river flow, climate and management. The experiences of these community members support science education reform efforts and help to increase each person’s understanding and appreciation of science in general and the Rio Grande riparian ecosystem in particular. BEMP findings derived from K-12 student-gathered data are used by government agencies to inform multi-million dollar river and riparian management decisions.

BEMP increased involvement to 5,048 this year, from a high of about 4,985 community members in FY 2008–09. Students from more than 40 schools from Rio Arriba, Sandoval, Bernalillo, Valencia, Socorro, and McKinley counties were involved with BEMP. BEMP involves traditional public, charter, parochial, private, alternative and home school students. A seminar-type student congress, in which students make presentations on their sites and projects, was held at the end of the school year.

In 2009, BEMP added its 25th site, located south of Belen, NM, and named it after Dr. Cliff Crawford, professor emeritus of the UNM Department of Biology and the founder of BEMP. Research at this site is funded by a Collaborative Forest Restoration Program grant, which is a collaborative effort among BEMP, the Middle Rio Grande Conservation District, Natural Heritage New Mexico, Hawks Aloft, and the New Mexico Interstate Steam Commission.

Funding is always a challenge, as grants are applied for on an annual basis. BEMP works with a variety of local, state, federal, and private funders (http://www.bosqueschool.org/bemp.funding partners.htm). They are working towards more stable, multi-year funding to ensure retention of their small staff and eventually to hire a post-doc.
The Center for Evolutionary and Theoretical Immunology Program

The Center for Evolutionary and Theoretical Immunology (CETI) cultivates some of the brightest minds from the fields of Biology and Computer Science. Through our interdisciplinary initiative, CETI researchers partner with both private industry and national laboratories to provide collaborative research on the evolution and diversification of immune systems across all organisms. CETI attracts some of the top research scientists from across the globe.

Initially funded in 2003 through a grant from the National Center for Research Resources (NCRR) of the National Institutes of Health (NIH), CETI has become a nationally recognized center of biomedical research excellence in evolutionary and theoretical immunology. CETI continues to earn funding from both federal grants and private donations.

To date, CETI investigators have published more than 450 scientific papers, with vital contributions to both private industry and the scientific arena, including the discovery of a novel T Cell receptor. CETI members continue to make new scientific discoveries and play an important role in advancing understanding and knowledge in areas as groundbreaking as the control of Schistosomiasis, a debilitating parasitic disease that affects more than 207 million people worldwide.

Housed within the University of New Mexico's Department of Biology, CETI contributes significantly to both the physical research facilities on campus and to the opportunities provided to young scientists who gain valuable mentoring through our programs.

Visit http://ceti.unm.edu to explore some of the amazing things CETI's more than 60 faculty, graduate students, and undergraduates are doing both in the field and in the lab, and to learn how you can support these efforts.

The FlyBase Program

The FlyBase Drosophila Genome Annotation Program at UNM includes Dr. Harriet Platero, who works to annotate various Drosophila genomes, and Jason Thomas, training director. Dr. Platero's work is overseen by Dr. William Gelbart (Harvard University) and Dr. Margaret Werner-Washburne (UNM). As part of FlyBase UNM training activities, Dr. Gelbart and Dr. Werner-Washburne co-teach Frontiers in Genomics (Bioi 402/502) each fall semester. This course brings top genome scientists to UNM in an informal, discussion setting aimed at introducing UNM students to a wider range of research opportunities. FlyBase also is initiating a Virtual Circle program that uses Web-based videocommunications to allow Native American and Pacific Islander graduate students, professionals, and community members to meet and discuss issues that impede the success of more traditional students in schools away from their communities. This year, the FlyBase Scientific Advisory Meeting will be held at UNM, bringing in more than 30 researchers from Harvard, University of Indiana, NIH, Cambridge, England, Stanford, University of California–Davis, UNM, and other major U.S. Institutions to evaluate FlyBase.

For more information, please visit http://web.me.com/fbunm/Site/Welcome.html
Initiatives to Maximize Student Diversity

The IMSD program, funded by NIGMS/NIH, is aimed at increasing diversity in the sciences, is in its sixth year in the Biology Department and its seventh year with Professor Maggie Werner-Washburne as PI. Currently, we support approximately 18 undergraduates and five graduate students. IMSD received ARRA funds to remodel a room for mentoring, to purchase computers and other lab equipment for lab courses, and support a graduate student, Santos Contreras, to assist in evaluation and data acquisition for the program. IMSD students won five oral and poster awards at the recent Society for the Advancement of Chicanos/Latinos and Native Americans in the Sciences (SACNAS) national meeting and have garnered awards at other national meetings. In the past six years, IMSD students have published more than 50 papers in peer-reviewed journals and we have produced 12 Ph.D.s at UNM and elsewhere. IMSD works closely with University of West Alabama (UWA) Genome Sciences. UWA takes four students for a long weekend visit in May and sends a faculty member to give a seminar in the spring. Last summer, three IMSD students also participated in their summer program. IMSD currently has three students in Ph.D. programs at UWA as well as students in Ph.D. programs at University of California–Los Angeles, Oregon, Berkeley, Utah, UNM, Pitt, Emory, and elsewhere. The program continues to improve in terms of helping UNM undergraduates make a successful transition to the graduate school of their choice.

Please visit http://biology.unm.edu/IMSD/home.htm for more information.

Long Term Ecological Research Network Office

Two Cooperative Agreements received from the National Science Foundation (NSF) in 2009 totaled $15,761,743, and included support for new, network-wide initiatives focused on critical environmental questions such as climate change, changes in land use and land cover, loss of biodiversity, and the impact of invasive species. A significant part of these awards will emphasize the completion of the Network Information System, management of increased numbers of Network data bases created through the EcoTrends project, the creation of new synthetic databases, and increased training opportunities for LTER information managers and scientists. The activities to be conducted under this award will have broad national impacts resulting from new synthetic research that will be stimulated by access to thousands of LTER data sets, by development of new standards of practice for ecological information management, by creation of new cyberinfrastructure tools, by increased access to data for education and underserved groups, and by collaboration with other environmental observing networks to plan a robust and efficient national cyberinfrastructure for ecological research. In addition to the Cooperative Agreements, LNO staff wrote a successful proposal to the DataNet program of NSF for $20,000,000; the goal of this proposal is to ensure preservation and access to multi-scale, multi-discipline, and multi-national science data. For more information, please see the LNO annual report in Appendix J, and visit http://lno.lternet.edu/.

Minority Access to Research Careers

The long-term goal of NIH-funded UNM Minority Access to Research Careers (MARC) U*STAR program is to increase the number of under-represented minority honor students obtaining the doctorate and entering careers in biomedical research. The immediate goal is to increase the competitiveness of our best minority students for graduate programs. The heart of this program is
the opportunity for 11 talented minority undergraduates in Biochemistry, Biology and Chemistry to receive intense research training in their junior and senior years with a faculty mentor in some area of biomedical sciences. About half of the MARC scholars work with professors on Main Campus, including one in the College of Engineering, and half in various departments at the UNM School of Medicine. A pre-MARC Student Development component addresses problems that present major obstacles to the success of UNM students, especially poor curriculum planning. The emphasis on academic and career guidance is continued as MARC students move through the program. During the first summer, the MARC scholars begin a research project and participate in many group-learning activities, capped by an end-of-summer student Research Symposium, at which all present their work. During the subsequent two academic years, the students continue their research projects 15 hours a week, participate in regular MARC meetings, and present their projects at local and regional and/or national meetings. Most become co-authors on scientific publications. In their first year as MARC scholars, the students take a three-credit class entitled “Research Ethics” and a GRE preparation class. During their second year, students take a small class that focuses on identifying an appropriate graduate program and developing a competitive application, and then apply to graduate school. As an added feature of the program, the students spend one summer at another institution (typically their second summer), where they carry out collaborative research that is related to their project.

A strong, independent evaluation component has been implemented so that the efficacy of the program can be demonstrated. These goals have not changed since submission of the original proposal. Specifically, the UNM MARC U*STAR goals are (1) to increase the academic performance and research experience of Biology, Chemistry and Biochemistry majors (B/ClBC); (2) to recruit five under-represented students per year as MARC U*STAR scholars, and prepare them for two years of post-baccalaureate study and research careers; (3) to increase the number of under-represented students as MARC scholars who are entering biomedical research careers; and (4) to identify effective strategies that can be implemented at UNM to encourage under-represented students to enter graduate research degree programs. After graduation, most MARC scholars go on to graduate school in the biomedical sciences.

The current U*STAR Program, “Undergraduate Biomedical Research Training,” is funded from June 1, 2006 to May 31, 2011, and Dr. Mary Anne Nelson serves as its Program Director. The program receives approximately $320,000 in direct costs and $25,000 for indirect costs (8% F&A) per year. The MARC Program requires students to study one summer at another research institute, known as the “Summer Research Experience”; in 2010, they studied across the U.S., from California to New York City.

For more information, please visit http://biology.unm.edu/MARC/index.html.

Molecular Biology Facility

The Molecular Biology Facility (MBF) 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, it 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, Earth & Planetary Sciences, and Chemistry, and from the Schools of Medicine and Engineering, also utilize the MBF for both research and training. Based on the data contained in our annual report (see Appendix G), 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. 352, 425, 446, 478) used the facility. The most critical role in training that the MBF plays, however, remains direct, hands-on research experience for graduate students and undergraduates working on independent projects with faculty mentors.

This year's highlights include:

1. Based on data from the Office of Research Services, there were 45 grants active this fiscal year that utilized or depended upon the MBF. These grants amounted to more than $20 million in total awards.

2. Based on a search of the ISI Web of Knowledge, there were 22 MBF-related peer-reviewed manuscripts published in fiscal year 2009-10.

3. More than 62,000 sequence, microsatellite and amplified fragment length polymorphism (AFLP) samples were run on the MBF's two ABI 3130xl Genetic Analyzers.

Major New Equipment Acquisitions

Funds from an American Recovery and Reinvestment Act (ARRA) NIH supplemental grant to the MARC program were used to renovate MBF labs in Castetter Hall 233 and 252A. These funds also were used to buy a Millipore MilliQ Water Purification System and a Labconco Centrivap Sample Drying System.

For more information, please visit http://biology.unm.edu/ghrose/home.html.

Museum of Southwestern Biology

**MSB University-wide Activities:** (1) The UNM Museum Policy Approval Process Was Completed. In December 2009 (effective January 2010), the UNM Regents approved Policy 6410, entitled “Museums and Collections,” in the University Business Policies and Procedures Manual. This policy recognizes the responsibilities and roles of University of New Mexico (UNM) museums and collections “to increase knowledge, understanding, and appreciation of the physical, cultural, and biological world by collecting, maintaining, researching, and interpreting material objects and the contextual data associated with them”. The policy clearly defines obligations of Curatorial staff, UNM Regents, the UNM President and Provost, and Cognizant Unit Heads (i.e., Deans) for adequate housing, care, dissemination and interpretation of these objects in perpetuity. It also defines standards for making these objects accessible and available to the scientific community, while preserving the integrity and quality of the specimens through active stewardship. MSB Policy is consistent with this more general guiding document. (2) Progress Was Made on a UNM Museum
Studies Program. The MSB, in collaboration with the Maxwell Museum of Anthropology, the Meteorite Museum, and the UNM Art Museums, continued to make progress on development of a graduate (M.S.-granting) Museum Studies Program. Program and curriculum forms have been reviewed by the UNM Registrar, the Office of Graduate Studies, and the Arts &Science Curriculum Committee. The Fine Arts Curriculum Committee is reviewing it and will provide comments in the fall semester of 2010. We plan to submit it for consideration to the UNM Faculty Senate in Fall 2010. The College of Arts and Sciences has contributed significant resources, including a new faculty position in addition to the new Director to coordinate this effort.

**MSB Productivity in Support of UNM’s Mission:** In 2009, the MSB made substantive contributions to the education, research, teaching, and service mission of the UNM as it was a record year for scientific productivity (published papers by MSB staff, papers by outside researchers that are supported by MSB specimens), students trained, and grant dollars in force. See the MSB Annual Report in Appendix H for full details. For more information, visit http://www.msb.unm.edu/.

**Natural Heritage New Mexico**

In 2009, the Natural Heritage New Mexico (NHNM) Division of the MSB continued to expand its conservation science activities as well as build its conservation information dissemination capacity.

With respect to research, the Zoology Group modeled landscape-scale habitat use by at-risk piñon-juniper bird species and surveyed for raptors and wetland and grassland birds. They used remote sensing and field data to survey, map, and model black-tailed and Gunnison’s prairie dog occurrence, and they assisted the National Park Service in assessing natural resources on two New Mexico parks.

For plants, NHNM is documenting the sole New Mexico population Chihuahua scurf pea (one of two recorded globally) and conducting studies on the endangered Holy Ghost Ipomopsis that includes a forest-thinning project to improve habitat for the only natural populations of this rare plant. The Conservation Ecology Group focuses on wetland/riparian research and upland dynamics and vegetation mapping.

There are six wetland research and monitoring projects along the Rio Grande and Pecos rivers; they are developing a “New Mexico Rapid Assessment Method” (NMRAM) for New Mexico’s wetlands and riparian areas with the goal of providing a tool to efficiently evaluate ecological condition and function of wetlands for conservation, restoration, and management; they are developing vegetation classifications and maps for eight national parks in the state and west Texas; they initiated a new study to evaluate and monitor the effects of planned and unplanned fires in piñon-juniper woodlands, and concluded a project on evaluating prairie chicken habitat in the context of grazing regimes.

The Conservation Data Management Group, as part of our service role to the broader public as well as for research, worked on projects to make conservation data more readily available via the web. They made improvements to the New Mexico Biodiversity Collections Consortium; worked with a number of agencies (EPA, NMDGF, USFWS, USFS, BLM, MSB) to gather, organize, and improve their access to sensitive species data and make this information easier to access by the public.
and private sectors. They added or updated almost 3,000 records to program databases, responded to 141 custom information requests (including helping several biology grad students with their projects), and provided more than 40,000 information downloads from the Web site.

For more information, visit http://nhnm.unm.edu.

Postbaccalaureate Research and Education Program

The UNM Postbaccalaureate Research and Education Program (UNM PREP) is a biomedical research training program focused upon minorities and socioeconomically under-represented individuals who plan to enter a Ph.D. program. Through a series of defined objectives, the program recruits high-quality, under-represented scholars; develops and realizes individualized training plans to provide laboratory research experience and academic training so as to improve the skill set of these scholars; provides additional training modules to develop the professional skills of these scholars; provides support and training in the successful application of these scholars to Ph.D. programs; investigates the parameters affecting graduate school retention; and uses these data to improve graduate training at UNM. It is anticipated that the results of this training will be to increase the numbers of under-represented individuals in the sciences, and to increase the research focus and awareness of reducing health disparities.

In the first year of renewal support, we have successfully supported the acceptance of four Scholars into Ph.D. programs at Northwestern University, Medical University of South Carolina, University of Nebraska–Lincoln, and The University of New Mexico. Our current group of Scholars are from different parts of the country, such as California, New Mexico, Texas, and Puerto Rico.

For more information, please visit http://biology.unm.edu/PREP/index.asp.

The Program in Interdisciplinary Biological and Biomedical Science

The Program in Interdisciplinary Biological and Biomedical Science (PiBBS) is a collaboration among the departments of Anthropology, Biology, Computer Science, Electrical and Electrical and Computer Engineering, Physics, Math and Statistics at UNM, Los Alamos National Laboratory, and the Santa Fe Institute. The impetus for PiBBS was the recognition that continued progress in fundamental problems in biology and biomedical science requires the input of new ideas, methodologies, and investigative strategies from the physical sciences, engineering, and mathematics, yet few scientists are trained or possess the necessary skills to conduct effective interdisciplinary work.

Spring 2010 brought a number of changes to PiBBS. PiBBS moved into its new location in the recently completed wing of Castetter Hall, and named the fellows for the 2010–11 academic year: Robbie Burger, Biology; Jennifer Cabotage, Anthropology; Christian Gunning, Biology; Sarah Joyce, Anthropology; Drew Levin, Computer Science; Catherine Mitchell, Anthropology; Kathrin Spendier, Physics; and Shawn Whiteman, Biology. The fellows have been very pleased with the new space, as it provides them with a common area to discuss their research with each other as well as faculty mentors.

In June, PiBBS co-director Dr. Felisa Smith, Dr. Jeffrey Long of the Anthropology Department, and two PiBBS fellows attended a National Institute of Health Conference in Washington DC. The
conference provided a tremendous opportunity for students and faculty participating in similar interdisciplinary programs to share their research as well as features of their respective training programs. Our fellows gave fantastic presentations. Among the programs there, PiBBs represented a unique approach to interdisciplinary training, as much of the presented research focused on imaging. PiBBs places emphasis on integrating approaches from the physical sciences and computer sciences to address broader biological questions.

Please visit http://biology.unm.edu/pibbs/index.shtml for more information.

Sevilleta Long Term Ecological Research Program

In 2009–10, the Sevilleta LTER Program continued all but two long-term data collection efforts (described in our renewal proposal [LTER IV] and in the 2008–09 annual report). These projects were discontinued because they were either destroyed by the 2009 wildfire of August 4-5 (small mammal exclosure study [SMES]), or they were made redundant as a consequence of the wildfire (vegetation transects across the 1995 fire boundary near Deep Well). Therefore, we are now able to focus some field crew time on one of our new emphases, the greatly expanded effort to restore Gunnison’s prairie dogs at the Sevilleta, as described in the Sevilleta LTER’s annual report (Appendix I). Please visit http://sev.lternet.edu/ for more information.

The Sustainability Studies Program

Students enrolled in the Sustainability Studies minor are educated in and experience a wide range of sustainable practices. The 2009–10 students gained knowledge in such areas as agriculture, renewable energy, solar technology, measuring and reducing their own carbon footprint, and documentary film-making.

Bruce Milne, Director of the Sustainability Studies Program, taught students enrolled in the SUST 434 (Synthesis) about the basics of making documentary films. In particular, the subjects of their documentary films were a variety of sustainable practices. This group also worked with two professional film-makers and collaborated with students from CNM’s main campus. They learned by doing and kept a notebook about the progression of making a documentary film. In doing so, they came away with the basic knowledge and capability to make their own documentary film.

Maggie Seeley, the instructor for SUST 334 (Practicum), worked with her students to create a variety of team-driven projects. For example, a group of students worked on the Bottled Water Campaign wherein they created a campaign to showcase at the Second Annual Sustainability Expo during the Spring 2010 semester. They set up a display using a variety of water bottles collected from around UNM’s campus for one week. It really showed the significance of how many water bottles are used and thrown away... not recycled! Additionally, these students worked with the UNM’s Purchasing Department and Chartwells to reduce or eliminate the purchase and use of water bottles on campus. These meetings were very productive, and both entities agreed to work to minimize and ultimately eliminate the purchase of bottled water on campus.

Jessica Rowland, the instructor for SUST 134 (Introduction), challenged students with new ways of thinking about how they live their everyday lives, including what and how they eat. In particular, they learned to eat more local foods by purchasing their food at the Coop or at locally run
grower's markets. Students experienced first-hand local agriculture as they went to and worked on several local farms, usually on a Saturday for a few hours. They also learned about measuring and identifying those areas of their carbon footprint they could reduce or eliminate. Jessica also is employed as a part-time staff member to develop the curriculum for a LOBO Grower's Market course that will be offered for the first time in Spring 2011.

Beyond instruction, the Sustainability Studies Program collaborates with a variety of campus and off-campus organizations to further the cause of raising people's awareness about how we can all make a contribution to living and working more sustainably.

For more information, please visit http://sust.unm.edu.

Undergraduate Opportunities Program

The Undergraduate Opportunities (UnO) Program, funded by the National Science Foundation (NSF-DEB 0731350), integrates research and education through seminars, laboratory and field experiences. UnO just completed a highly successful third year with 15 faculty mentors, 10 graduate student mentors, and 21 undergraduates. With a home base in UNM's Museum of Southwestern Biology (MSB), UnO aims to increase the level of participation by students historically underrepresented in advanced graduate training and research careers. Students receive one to three years of preparation and concentrated research experience in a near-peer mentorship structure: each student is assigned a faculty mentor and a graduate student mentor so that they can experience directly the excitement of scientific discovery in a research project and receive help navigating courses, professional development, and research demands. A weekly seminar class helps create a cohesive cohort, provide insight into professional ethics, hone presentation skills, and allow students to explore other aspects of the research enterprise.

Since UnO's beginning in 2007, 15 students have graduated successfully with their bachelor's degree, four have entered graduate programs, and an additional four are working in biology-related jobs. Several UnO students have won prestigious national awards for their work, including the Barry Goldwater Scholarship, Harry and Mabel Leonard Research Fellowship, James Drew Pfeiffer Memorial Scholarship, Maurice Hughes Scholarship for Excellence in Research, NSF STEM scholarship, and others. As of Fall 2010, 19 UnO students have presented their research at local, national and/or international conferences (e.g., Cambridge, UK; Yucatan, Mexico), two are co-authors on publications, and eight others have manuscripts in preparation.

For more information, please visit http://www.msb.unm.edu/mammals/URMUNO.html.

The VectorBase Program

VectorBase, a disease vector database based at Notre Dame, supports 1.5 Ph.D.-level gene annotators at UNM. Dr. Maggie Werner-Washburne is a VectorBase co-PI. Other VectorBase sites include European Bioinformatics Institute (EBI), Harvard, and Crete. Annotators are essential for every genome project. Some genes are easy to identify, but many require human beings to assemble and consider all available data to determine where a protein-encoding region stops and starts. VectorBase is funded through NIAID.
For more information, see http://www.vectorbase.org/

BUILDING ISSUES

In the last year, our building projects have been moving forward effectively. The new wing of Castetter Hall, a two-story addition, was completed in late December of 2009, and occupied in the Spring. This wing houses offices and conference space for the PIBBS program on the first floor and laboratories for the CETI program on the second floor. This building was enabled by student bond money, legislative funds, and funds supplied by President Schmidly, to all of whom we are most grateful.

This new wing also was accorded LEED Gold status in recognition of its sustainable design and functions.

A second addition to Castetter Hall, a three-story wing, currently is under construction. As it stands, our current funds are sufficient to “build-out” the second floor, but more funding is required to complete the first and third floors. Since Bond D, for which funding for this final phase was a component, did not pass (November 2010), it is not clear from where the funds will be forthcoming.

DONOR RELATIONS

2009–10 Scholarship Winners

➤ Melinda Bealmer Memorial Scholarship (awarded to graduate students to attend and present at conferences): ELIZABETH BECHAM, JORDAN OKIE and ERIC SCHAAD.

➤ Donald E. Caughran Memorial Endowed Scholarship (supports an undergraduate or a graduate student in pursuit of a degree in biology, based on scientific excellence (e.g., scholarship, academic promise, quality of ongoing or completed research) JESSICA FRIEDMAN, C. JONATHAN SCHMITT (undergraduates), CHARLES HAYES, SHANE DUBAY, BRITTANY BARKER and NATALIE WRIGHT (graduates).

➤ Cocalina Memorial Scholarship (assists undergraduate women students in their pursuit of science): GABRIELA CHACON, CASSANDRA GARNER and REBECCA ZALAR.

➤ Crawford Rio Grande Scholarship (assists graduate students conducting research related to the Rio Grande Bosque): SIERRA NETZ and TYLER PILGER.

➤ Rosalie Doolittle Scholarship (funds undergraduates pursuing studies in botany): DIANNE PATER.

➤ Thelma Evans Trust Scholarship (provides support for those pursuing a career in veterinary medicine): HAGIT SALAMON.

➤ Joseph Alvin Gaudin Jr. Scholarship (awarded to students studying mammals, in particular members of the cat family [Felidae]): KATHERINE CAUTHEN (undergraduate), CHARLES HAYES and ANDREW HOPE (graduate).

➤ Alvin R. & Caroline Grove Scholarship (awarded to graduate students who show scholastic and academic achievement in their primary research field): TREVOR KRABBENHOFT.

➤ Alvin R. & Caroline Grove Research Scholarship: MICHELLE THOMEY and WENYUN ZUO.
> **Alvin R. & Caroline Grove Summer Scholarship**: Kenneth Letendre, Mason Ryan and Susan Mirabal.
> **Dr. Lynn Hertel Graduate Research Award** (supports the research program of graduate students completing their thesis or dissertation): Sarah Koerner.
> **Maurice Hughes Scholarship**: Hallie Rane.
> **Dr. Harry Wayne Springfield Scholarship** (provides funds to conduct research in plant ecology): Michelle Thomey.

**UNM Foundation Summary**

2009-10 brought many changes to the Department's Foundation Account. Despite the continued downturn with the economy, the Foundation offices were able to award approximately 4.5% of the principal values to departments. The Department also was able to obtain some additional donors and funding this year. The Department started the year with:

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During this time, many of the endowments were re-engineered to bring maximum return for the department and divisions. While the economy played a major role in the dollar value of contributions, the Department noticed an increase in overall contributions this year. Additionally, two new endowments were established by large contributions made by donors. The department also was able to make record-high awards in the area of student scholarships, with many students benefitting from scholarships this year. The fiscal year ended with the following results:

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The department hopes to continue to work closely with the A&S Development team, primarily Bill Uher to increase donor relations.
Respectfully submitted,

Richard M. Cripps
Professor and Chairman
November 30, 2010
APPENDICES

FY 2009–10

ANNUAL REPORT

UNM DEPARTMENT

OF BIOLOGY
APPENDIX A

FACULTY LIST
Distinguished Professors

James H. Brown

Eric L. Charnov

A. Randy Thornhill

Professors

Brenda J. Claiborne
Scott L. Collins
Joseph A. Cook
Richard M. Cripps
Clifford N. Dahm
Astrid Kodric-Brown
Eric S. Loker
Timothy K. Lowrey
Diane L. Marshall
Robert D. Miller
Bruce T. Milne

Donald O. Natvig
Mary Anne Nelson
David J. Schmidly
Robert L. Sinsabaugh
Howard L. Snell
Steven A. Stricker
Eric C. Toolson
Thomas E. Turner
Robert B. Waide
Margaret Werner-Washburne

Associate Professors

Coenraad Adema
Charles Cunningham
David T. Hanson
William T. Pockman
Steven Poe

Felisa A. Smith
Cristina D. Takacs-Vesbach
Andreas Wagner (on Leave of Absence)
Blair O. Wolf

Assistant Professors

Ulfar Bergthorson
Vaishali Katju
Marcy E. Litvak
Kelly B. Miller

Helen J. Wearing (joint appointment with Math & Statistics)
Christopher C. Witt

Lecturers

Lee Couch
Cara Lea Council-Garcia
Paul Farnsworth
Christina O. Fridrick

Bruce V. Hofkin
Kelly A. Howe
Mariicken G. Shaner
James Swan
APPENDIX B

STAFF LISTS
**UNM DEPARTMENT OF BIOLOGY STAFF LISTS 2009-10**

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### SEPARATIONS

- **Arguelles**
  - Alicia
  - Sr. Research Tech/Life Sciences
- **Arzate**
  - Jasmin
  - Admin Assistant 2
- **Baca**
  - Kennedy
  - Admin Assistant 2
- **Baca Denton**
  - Michele
  - Sr. Research Tech/Life Sciences
- **Browder**
  - Amanda
  - Sr. Research Tech/Life Sciences
UNM DEPARTMENT OF BIOLOGY STAFF 2009-10

Candelaria-Ley Roxanne Sr. Student Program Advisor
Chackraborty Swagata Sr. Research Tech/Life Sciences
Chakroff Aleksandr Data Analyst
Cordova Gloria Program Manager
Downey Laura Sr. Research Engineer III
Dragoo Jerry Sr. Research Scientist II
Elwell Jennifer Sr. Research Tech/Life Sciences
Fenel Jane Field Research Tech/Life Sci
Gauntt Jana Research Tech/Life Sciences
Gauntt Jana HS Research Tech 2
George Ginger Field Research Associate Biol. Sciences
Glaser Julie Research Assistant/Staff
Gomez Celina Admin Assistant 2
Hall Justine Field Research Tech/Life Sci
Hall Justine Research Assistant
Hathaway Jennifer Research Scientist 1
Hatton Elizabeth Sr. Research Tech/Life Sciences
Hawk Andrew Field Research Tech/Life Sciences
Hicks Sarah Research Tech/Life Sciences
Hill Judson Research Scientists II
Kennedy Amanda Sr. Research Tech/Life Sciences
LeJeune Christian Research Scientist 2
Lovato Leanne Research Tech/Life Sciences
Lun Cheng Man Research Scientist I
Lun Jennifer Research Scientist I
McGann Jeanine Web Designer
Nag Kamalika Research Tech/Life Sciences
Nguyen Phuong Giang Sr. Research Tech/Life Sciences
Pointeau Virginie Field Research Tech/Life Sci
Reyes Janna Branch/Div Hr Rep
Ruby Maria Coord., Program Advisement
Sacher Sandy Field Research Tech/Life Sciences
Sais Reyes Fiscal Services Tech
Sanchez Lilliana Services Intern
Schuetz Jennifer Sr. Research Tech/Life Sciences
Shore Gregory Analyst Programmer III
Sledge David Analyst/Programmer
Soole Abby Fiscal Services Tech
Spinelli Matthew Field Research Assistant
Stewart Justin Office Assistant
Stout Barbara HS/Associate Research 2
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Faculty Committee
Assignments 2009–2010

Chairman
Richard Cripps

Associate Chairs
Tim Lowrey
Will Pockman

Director, Museum of SW Biology
Tom Turner

Graduate Student Selection
Rob Miller, Chair
Cheryl Martin
Diane Marshall
Jim Brown
Ulfar Berghorsson
Kelly Miller
Felisa Smith
BGSA, Trevor Krabbenhoft

Tenure and Promotion
Scott Collins, Chair
Sam Loker
Howard Snell
Joe Cook
Bruce Milne

Honors Program
Shannon McCoy-Hayes

Undergraduate Policy Committee
Steve Stricker, Chair
Shannon McCoy-Hayes
Eric Toolson
Jim Swan
BGSA, Roxanne Candelaria-Ley

Dept Review / Outcomes
Kelly Howe

Graduate Policy
Astrid Kodric-Brown, Chair
Vaishali Katju
Blair Wolf
Cheryl Martin
BGSA, Mason Ryan

Space/Buildings
Tim Lowrey, Chair
Sam Loker
Tom Turner
John Cox
Cheryl Martin
Roy Ricci

George Rosenberg
BGSA, Angela England

Seminars
Tina Vesbach
Lorenzo Garcia

Graduate Advisors
Ric Charnov
Don Natvig

Computers
Eric Toolson, Co-Chr
Nancy Davis, Co-Chr
BGSA, Diana Andres

Greenhouses
Diane Marshall, Chair
David Hanson
Jane Mygatt
Joy Avritt
Angela Hung

Research Day
Kelly Howe, Chair
Coen Adema
Felisa Smith
Marcy Litvak
Anne Rice
Tina Vesbach (Spring only)
BGSA, Fred Whiteman
BGSA, Brittany Barker
BGSA, Stacey Scholl

Graduation
Lee Couch, Co-Chr
Christina Fridrick, Co-Chr
Kelly Howe
Anne Rice
Heather Paulson
Lorenzo Garcia
Jim Swan

Biology Graduate Student Association
BGSA, Sally Koerner & Jen Plaut
Scott Collins, Fac sponsor

Curators
Joe Cook, Mammals
Tim Lowrey, Herbarium
Kelly Miller, Arthropods
Howard Snell, Amphibians/Reptiles
Tom Turner, Fishes
Chris Witt, Birds
Joe Cook, Genomic Res.
Sam Loker, Parasites

Museum SW Biology Exec Committee
Tom Turner, Chair
Curators, and Mike Bogan,
Bob Sinsabaugh

Scholarships
Dave Hanson, Chair
Cheryl Martin
Shannon McCoy-Hayes
Ric Charnov
Randi Thornhill
Heather Paulsen
BGSA, Jarrett Hines

Undergraduate Academic Advising
Shannon McCoy-Hayes
Marienken Shaner
Cara-Lea C-G
Kelly Miller
Eric Toolson

Pre-Vet Advising
Bruce Hofkin

Department Publicity
Chris Witt

Field Programs and Vehicles
Bob Sinsabaugh
Don Natvig

Mol. Biology Facility
Rob Miller

Microscopy Facility
Steve Stricker

Library Liaison
Felisa Smith

LTER Director
Scott Collins

LTER Network Office Director Bob Waide

Sevilleta Field Station Director
Don Natvig

IMSD Director
Maggie Werner-Washburne

CETI Director
Sam Loker
BGSA Computer Pod
BGSA, Diana Andres

Animal Care and Use
Blair Wolf

New Grad Student Orientation
Vaishali Katju (2009-10)
Helen Wearing (2009-10)

Glass Case Displays
Paul Farnsworth

Salary Committee
Don Natvig
Mary Anne Nelson
Will Pockman

Wed. Brown Bag Seminar
Astrid Kodric-Brown

Univ. & College Committees
A&S Senior Promotion
TBD by A&S

A&S Tenure and Promotion
Charlie Cunningham, Chair

A&S Undergrad Representative

Center for Research in Ecol Sci and Tech

Faculty Senate
Howard Snell

RAC Committee
Bob Waide

UNM Biosafety
Coen Adema

UNM Radiation Control Committee
Ulfar Bergthorsson

University Scholarship and Awards Committee

Executive Research Advisory Committee (ERAC)
Scott Collins

UNM Sustainability Studies Program, Director
Bruce Milne

UNM Academic
Freedom/Tenure
Charles Cunningham

UNM Committee on Governance
Tim Lowrey

UNM Admissions and Registration

BA/MD Program Liaison
Helen Wearing

PIBBS Director
Jim Brown
Felisa Smith

MARC Director
Mary Anne Nelson

SEEDS Chapter
Scott Collins

PREP Director
Richard Cripps

UNO Director
Joe Cook
APPENDIX D

GRADUATE

DEGREES AWARDED
UNM Department of Biology
Graduate Degrees Awarded by Semester, 2009–10

SUMMER 2009

M.S.

Cleavall, Lauren, “The Description of *Thermonectus nigrofasciatus* and *Rhantus binotatus* (Coleoptera: Dytiscidae) Mating Behavior.” (K.B. Miller)

Green, Laura E., “Transient De-coupling of Photosynthesis and Stomatal Conductance in Response to Leaf Primary Vein Cut in *Helianthus annus*.” (W.T. Pockman)


Ph.D.

Bickford, Christopher P., “Environmental and Physiological Regulation of Carbon Isotope Discrimination and Internal Conductance in C₃ Leaves.” (D.T. Hanson)


Van Horn, David, “Nutrient Cycling in Impacted Stream Ecosystems: From Microbes to Watersheds.” (C.N. Dahm)

FALL 2009

Ph.D.


Crawford, Dolly Lynn, “The Role of Spatial and Genetic Modeling to Biogeography.” (E.A. Smith)

Medeiros, Juliana Sibylla, “The Physiological Ecology and Evolution of Freezing Tolerance in Diploid *Larrea* sp.” (W.T. Pockman)


SPRING 2010

M.S.

Gilman, Casey Anderson, “Respiratory Physiology During Gravidity in *Crotaphytus collaris* and *Gambelia wislizenii*.” (B.O. Wolf)

Ph.D.

Edelman, Andrew, "Variation in Delayed Dispersal and Burrow Architecture of Banner-tailed Kangaroo Rats." (A. Kodric-Brown)

McIntyre, Julie Lincoln, "Habitat Features, Mammal Interactions, and Recovery Approaches Important to a Rare, New Mexican Butterfly."(A. Kodric-Brown)

SUMMER 2010

Ph.D.

Martinez, Diego, "Genome Architecture in the Fungal Kingdom." With Distinction. (M.A. Nelson)
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<td>Zuo, Wenyun</td>
<td>Brown, J.H.</td>
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APPENDIX F

COURSE FEE SUMMARY
UNM DEPARTMENT OF BIOLOGY  
Course Fees Review

Overall FY 2005/06–2009/10
The Course Fees Account was established to help departments recuperate costs associated with expensive teaching classes. Unfortunately, because funding from the Legislature is inadequate to support fully the teaching mission, the Course Fees Account passes to all students some or all of the costs associated with teaching. In FY 2006–07, when the Biology Department faced extreme deficits in the I&G account, as well as providing state-of-the-art equipment for a new basement renovation that teaches the core undergraduate laboratory classes, the decision was made to charge the following course fees:

- $5.00 for all lecture classes;
- $10.00 for all discussion classes;
- $30.00 for all lab classes;
- $75.00 for all field trip and anatomy and physiology classes.

This account must be spent on course-related supplies and is reconciled after every semester. This account also is subject to the Banner and Regent’s taxes. During this past fiscal year, the University implemented a rewards program for departments that had increased enrollment. This past year, because student enrollment and student credit hours are again on the rise, we were rewarded with an additional $4,581.25. The following table shows the revenue received for each fiscal year from courses fees.

<table>
<thead>
<tr>
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<tr>
<td>Revenue</td>
<td>$83,674.30</td>
<td>$136,079.20</td>
<td>$177,293.48</td>
<td>$192,590.00</td>
<td>$191,087.00</td>
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<tr>
<td>Banner Tax</td>
<td>$836.74</td>
<td>$1,360.79</td>
<td>$1,772.93</td>
<td>$1,925.90</td>
<td>$1,910.87</td>
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<tr>
<td>Total Revenue</td>
<td>$82,837.56</td>
<td>$134,718.41</td>
<td>$175,520.55</td>
<td>$190,644.10</td>
<td>$189,176.13</td>
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</table>

Because course demands and expenses have increased continuously, the total revenue has increased significantly over the past five years. The following table shows the percentage increase by fiscal year. However, last year was the first year that we saw a decline in course fees. While this was not a significant decline; there was a decline in funding. Additionally, student enrollment and student credit hours were again increasing. The decline is attributed to more students taking special topics and problems classes than in past years. These classes have no course fee or a very nominal one ($5.00).
The major expenses in the Course Fee Account are laboratory supplies. On average, 95.4% of all expenditures incurred in this account are related directly to lab supplies needed to teach classes. The other expenses are related to copying and general administrative costs.

The following chart shows how much money was available to spend on each student based on student data enrollment with respect to the Total Revenue from the table directly above.

<table>
<thead>
<tr>
<th>Average Student and Credit Allotments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Total Revenue</td>
</tr>
<tr>
<td>No. of Students</td>
</tr>
<tr>
<td>No. of Credit Hours</td>
</tr>
<tr>
<td>Student Allotment</td>
</tr>
<tr>
<td>Credit Allotment</td>
</tr>
</tbody>
</table>

**Note:** Notice that student enrollment continues to increase every year, as well as the number of credit hours being offered. The average student allotment support over the past five years is $13.71 which is an increase from last year, and the average credit allotment support is $5.93. While this money still does not cover all of the costs associated with teaching laboratory classes, it does help to support the teaching mission. The department expects to generate approximately $190,000 in revenue to help support the teaching mission, because enrollment continues to increase. Unfortunately, because I&G needs keep increasing and the University rescinds more and more I&G funding ($208,000), the Department relies more and more on the revenue from course fees. Because the fees are nominal, the Department does not experience a decline in enrollment. It is never the intention of the Biology Department to pass the costs of teaching to the students; however because of the demands of teaching lab courses and the significantly declining I&G budget and funds available; the Department does pass a nominal amount in comparison to many other departments on campus to the students. However, student enrollment and credit hours is not hurting.
APPENDIX G

MOLECULAR BIOLOGY

FACILITY ANNUAL REPORT
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, Earth & Planetary Sciences, and Chemistry, 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. 352, 425, 446, 478) used the facility. 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.

Highlights for the 2009-2010 fiscal year include:

1. Based on data from the Office of Research Services, there were 45 grants active this fiscal year that utilized or depended upon the MBF. These grants amounted to more than $20 million in total awards.

2. Based on a search of the ISI Web of Knowledge there were 22 MBF-related peer-reviewed manuscripts published in fiscal year 2009-2010.

3. More than 62,000 sequence, microsatellite and amplified fragment length polymorphism (AFLP) samples were run on the MBF’s two ABI 3130xl Genetic Analyzers.
MOLECULAR BIOLOGY FACILITY AT THE UNM DEPARTMENT OF BIOLOGY

STAFF

Director: Robert D. Miller

Research Scientist/Manager: George H. Rosenberg

Teaching Assistants:
Ramesh Devkota (Fall 2009 and Spring 2010)
Jennifer Hathaway (Fall 2009)
Michael Lelevier (Spring 2010)
XinXin Wang (Summer 2010),
Sierra Netz (Summer 2010)

MAJOR NEW EQUIPMENT ACQUISITIONS

Funds from an American Recovery and Reinvestment Act (ARRA) NIH supplemental grant to the MARC program were used to renovate MBF labs in CastetterHall 233 and 252A. These funds were also used to buy a Millipore MilliQ Water Purification System and a Labconco Centrivap Sample Drying System.
**USERS: 2009-2010**

**Faculty (27):**

Adema, Barton, Bergthorsson, Cook, Cripps, Cunningham, Gangestad (Psychology), Hanson, Hofkin, Hunley (Anthropology), Katju, Kodric-Brown, Loker, Lowrey, Miller R, Miller K, Natvig, Nelson, Pockman, Poe, Sinsabaugh, Smith, Stricker, Takacs-Vesbach, Turner, Werner-Washburne, Witt

**Adjunct or Part-time Faculty (7):**

Michelle Baker, Sara Brant, Jerry Dragoo, Jeff Nekola, Dianna Northup, Megan Osborne, Si-Ming Zhang

**Postdoctoral Fellows (13):**

Anton Bryantsev, Ayesha Burdett, Maria Chechenova, Ben Hanelt, Patrick Hanington, Larissa Harding, Matt Kirk, Z Li, Hong Nian, Zuly Parra, Fernando Torres-Perez, Andrea Porras-Alfaro, Bo Wang

**Graduate Students (36):**

Britney Barker, Libby Beckman, Phred Benham, Lijing Bu, Dolly Crawford, Ramesh Devkota, Shane DuBay, James Farslow, Jennifer Hathaway, Jarrett Hines Andrew Hope, Angela Hung, John Kavanaugh, Trevor Krabbenhoft, Katina Krasnec, Elisa LaBeau, Michael Lelevier, Nathan Lord, Tyanna Lovato, Jason Maleney, Juliana Mederos, Elizabeth Montana, Ginny Morris, Eugenio Nearns, Sierra Netz, Tyler Pilger, Joline Rearick, Joanna Redfern, Meghan Rogahn, Yadeeh Sawyer, Jessica Snyder, Daniella Swenton, Illanit Tal, Jason Thomas, Dave Van Horn, Xin Xin Wang

**Undergraduates (76):**

Keith Adams, Devaraj Aran, Vani Aran, David Banks-Richardson, Mathew Bergsten, Carmela Carrasco, Jesus Carrette-Lopez, Josh Castillo, Dan Colman, Victoria Corvino, Brandi Cron, Tracy Diver, William Edelman, Martha Esteve, Erin Fenton, Shannon Fitzpatrick, Caroline Franco, Margaret Garcia, Matt Garcia, Catherine Geisik, Ali Ghadimi, Ushnik Ghosh, Roberto Gomez, Matt Graus, Brita Hakkila, Laura Henderson, Sarah Hicks, Kaitlyn Hughes, Miriam Hutchinson, Carmalita Jaramillo, Alex Jenks, Jason Kimble, Thai Lee, Katie Liberatore, Oscar Maldonado, Jason Marquardt, Grace Mason, Camerin McMillan, Jasmine McNeill, Jennifer Mecklenburg, Kevin Mitchell, Elizabeth Montano, Ashley Montoya, Stephanie Moquin, Faynessa Mott, Monica Moya, Jason Mullenix, Cloyce Nelson, Phong Nguyen, Journey Nolan, Amaka Nwagbologu, Vance Oas, Kylea Odenbach, Lucy Packard, Dan Parker, Justin Pichardo, Ashton Pick, Joshua Plank, Hallie Rane, Caroline Rempe, Hagit Salamon, Alana Sharp, Jessica Smith, Kelly Spear, April Tafoya, Ashley Talbot, Phillip Tapia, Nicole Telles, Raquela Thomas, Bradley Tonnesen, Jesse Trujillo, Martha Jo Vargas, Amanda Watson, Doug Whalen, Melissa Wilson, Rebecca Zalar
Research Staff (12):

Melanie Adams, Erica Baca, Sarah Buddenborg, Swagata Chakraborty, Pauline Cupit, Michele Forys, Jana Gauntt, Mary Ann Jaramillo, Candice Lovato, George Rosenberg, Savannah Stansbury, Brad Truett

Visiting Scientists Using the Facility (12):

Amy Clement (Carleton College) working with Dr. Northup
Chao Dong (UNM Chemistry)
Jose Herrera (Truman State University) working with Dr. Sinsbaugh and Dr. Natvig
Carol Linder and Lisa Bentson (New Mexico Highlands University)
Wael Lotfy (Medical Research Institute Alexandria, Egypt) working with Dr. Loker
Marilee Morgan and Stephanie Garcia (The Mind Initiative)
Andrea Porras-Alfaro (Western Illinois University) working with Dr. Natvig
Christina Riquelme (Univ. of the Azores) working with Dr. Northup
Arjun Thapa (Chemical Engineering/UNM Lopez Lab)
Yi Zhang (Shanghai, Chinese CDC) working with Dr. Zhang
Hong Zhao (Chemistry/Dunaway-Mariano Lab)

INSTRUCTION AND TRAINING

Formal Courses that used the MBF

Biol 352 General Microbiology Lab
Biol 425 Molecular Genetics
Biol 446/546 Molecular Methods
Biol 478 Plant Physiology

Undergraduate Training Programs whose students or Fellows used the MBF

1. IMSD
2. MARC
3. UNO
4. PREP
SPONSORED PROJECTS USING THE MBF

Principal Investigator(s): Adema  
Sponsor: National Institutes of Health  
Amount: $740,000  
Title: Anti-pathogen Responses in Biomphalaria Glabrata  
Project Period: 06/19/09-05/31/11

Principal Investigator(s): Bergthorsson  
Sponsor: National Science Foundation  
Amount: $150,357  
Title: The Spontaneous Rate of Gene Duplication and Deletion in a Model Organism, Caenorhabditis Elegans  
Project Period: 03/01/10-02/28/11

Principal Investigator(s): Cook  
Sponsor: National Science Foundation  
Amount: $485,648  
Title: RCN-UBE: AIM_UP (Advancing the Integration of Museums into Undergraduate Programs)  
Project Period: 05/01/10-04/30/15

Principal Investigator(s): Cook  
Sponsor: Department of Agriculture  
Amount: $49,983  
Title: Mammal Inventory of the Tongass National Forest  
Project Period: 07/19/05-07/31/10

Principal Investigator(s): Cook  
Sponsor: National Security Technologies LLC  
Amount: $15,000  
Title: BCP-Nevada Samples  
Project Period: 06/01/07-12/15/10

Principal Investigator(s): Cook  
Sponsor: National Science Foundation  
Amount: $624,060  
Title: URM: Undergraduate Nurturing Opportunities (UNO) in the Biological Sciences in the Southwestern US  
Project Period: 09/01/07-08/31/10

Principal Investigator(s): Cook  
Sponsor: National Science Foundation  
Amount: $259,285  
Title: Collaborative Proposal - Curation, Data Basing and Integration of the Orphaned Illinois Mammal Collection.  
Project Period: 04/01/08-03/31/11
Principal Investigator(s): Cook
Sponsor: US Forest Service
Amount: $280,000
Title: ISLES - Tongass
Project Period: 09/04/08-09/30/13

Principal Investigator(s): Cook
Sponsor: US Forest Service
Amount: $55,586
Title: ISLES - Tongass
Project Period: 08/12/08-09/30/13

Principal Investigator(s): Cripps
Sponsor: National Institutes of Health
Amount: $696,639
Title: UNM PREP: Postbaccalaureate Research Education Program-Renewal
Project Period: 03/01/09-02/28/11

Principal Investigator(s): Cripps
Sponsor: Department of Health and Human Services
Amount: $39,450
Title: Genetic Regulation Of Muscle Fiber Diversity
Project Period: 05/01/01-04/30/11

Principal Investigator(s): Cripps
Sponsor: National Institute of General Medical Sciences
Amount: $58,175
Title: ARRA-Genetic Regulation of Muscle Fiber Diversity
Project Period: 08/01/09-04/30/10

Principal Investigator(s): Cripps
Sponsor: American Heart Association
Amount: $50,000
Title: The Role of Tripartite Mostif Protein Abba in the Development & Maintenance of Muscle in Drosophila
Project Period: 07/01/09-06/30/11

Principal Investigator(s): Cripps
Sponsor: National Institutes of Health
Amount: $2,219,858
Title: Genetic Regulation of Muscle Fiber Diversity
Project Period: 05/01/01-04/30/11

Principal Investigator(s): Cripps
Sponsor: National Institutes of Health
Amount: $51,756
Title: Genetic Regulation of Muscle Fiber Diversity
Project Period: 05/01/04-04/30/11
Principal Investigator(s): Cripps  
Sponsor: National Institutes of Health  
Amount: $1,278,475  
Title: Genetic Regulation of Cell Fate in the Drosophila Heart  
Project Period: 04/01/05-03/31/11

Principal Investigator(s): Cripps  
Sponsor: American Heart Association  
Amount: $198,000  
Title: Genetic Control of Muscle Remodeling in Drosophila  
Project Period: 01/01/08-12/31/10

Principal Investigator(s): Cripps  
Sponsor: March of Dimes  
Amount: $246,713  
Title: Specification and Function of the Cardiac Pacemaker  
Project Period: 06/01/08-05/31/11

Principal Investigator(s): Hanson  
Sponsor: National Science Foundation  
Amount: $360,000  
Title: Light Enhanced 13C Enrichment of Dark Respired CO2: Implications for Leaf Internal CO2 Conductance and Respiration in the Light  
Project Period: 07/01/07-07/31/10

Principal Investigator(s): Loker  
Sponsor: National Center for Research Resources  
Amount: $1,583,308  
Title: COBRE Center for Evolutionary and Theoretical Immunology  
Project Period: 07/01/09-05/31/11

Principal Investigator(s): Loker  
Sponsor: National Center for Research Resources  
Amount: $180,000  
Title: COBRE Center for Evolutionary and Theoretical Immunology  
Project Period: 07/01/09-05/31/11

Principal Investigator(s): Loker  
Sponsor: National Center for Research Resources  
Amount: $1,918,806  
Title: COBRE Center for Evolutionary and Theoretical Immunology  
Project Period: 07/01/09-05/31/11

Principal Investigator(s): Loker  
Sponsor: National Institutes of Health  
Amount: $1,626,457  
Title: Biology of Trematode-Snail Associations  
Project Period: 03/01/06-02/28/11
Principal Investigator(s): Loker
Sponsor: National Institutes of Health
Amount: $1,389,147
Title: Evo-epidemiology of Schistosoma mansoni in Western Kenya
Project Period: 04/01/04-04/30/10

Principal Investigator(s): Loker
Sponsor: National Institutes of Health
Amount: $110,280
Title: Evo-epidemiology of Schistosoma Mansoni in Children in Kenya
Project Period: 08/01/08-04/30/11

Principal Investigator(s): Loker
Sponsor: National Center for Research Resources
Amount: $301,721
Title: COBRE Center for Evolutionary and Theoretical Immunology
Project Period: 07/01/09-05/31/11

Principal Investigator(s): Miller,K
Sponsor: National Science Foundation
Amount: $269,789
Title: CAREER: Phylogenetic Revisions of South American Water Beetles (Coleoptera: Adephaga: Hydradephaga): A Model For Teach
Project Period: 03/15/09-02/28/11

Principal Investigator(s): Miller,R
Sponsor: National Science Foundation
Amount: $600,000
Title: Marsupial Immunobiology
Project Period: 05/01/07-04/30/11

Principal Investigator(s): Miller,R
Sponsor: National Science Foundation
Amount: $6,000
Title: REV Supplement: Marsupial Immunobiology
Project Period: 05/01/07-04/30/11

Principal Investigator(s): Natvig
Sponsor: US Forest Service
Amount: $61,300
Title: Does Drought Exacerbate Damage Caused by Bark-Beetle-Associated Fungi in Pinyon-Juniper Woodland Ecosystems?
Project Period: 05/05/06-05/05/11
Principal Investigator(s): Natvig  
Sponsor: US Forest Service  
Amount: $15,235  
Title: Does Drought Exacerbate Damage Caused by Bark-Beetle-Associated Fungi in Pinyon-Juniper Woodland Ecosystems?  
Project Period: 05/05/06-05/05/11

Principal Investigator(s): Northup  
Sponsor: National Science Foundation  
Amount: $19,875  
Title: Collaborative Research: Biogenic Cave Carbonates: Identifying Surface Carbon Inputs to Subsurface Ecosystems  
Project Period: 09/01/07-08/31/11

Principal Investigator(s): Northup  
Sponsor: SW Region of the National Speleological Society  
Amount: $365  
Title: Investigation of Nitrogen Cycling by Bacteria in Spider Cave, NM  
Project Period: 12/15/09-12/14/10

Principal Investigator(s): Northup  
Sponsor: Western National Parks Association  
Amount: $7,500  
Title: Characterizing Under Surveyed Microbial Mat Communities in the Lava Tubes of El Malpais National Monument  
Project Period: 01/01/10-01/01/11

Principal Investigator(s): Northup  
Sponsor: National Science Foundation  
Amount: $112,982  
Title: Collaborative Research: Biogenic Cave Carbonates: Identifying Surface Carbon Inputs to Subsurface Ecosystems  
Project Period: 09/01/07-08/31/11

Principal Investigator(s): Turner  
Sponsor: Sandia National Laboratories  
Amount: $32,238  
Title: Characterization of Algal Pigments via High Performance Liquid Chromatography  
Project Period: 01/20/10-08/31/10

Principal Investigator(s): Turner  
Sponsor: Bureau of Reclamation  
Amount: $473,218  
Title: Assessment and Monitoring of Rio Grande Silvery Minnow Genetics  
Project Period: 07/15/07-09/30/12

9
Principal Investigator(s): Turner  
Sponsor: National Science Foundation  
Amount: $344,914  
Title: Community Responses to River Drying in an Arid-Land Ecosystem: a Field and Experimental Study  
Project Period: 08/15/07-07/31/11

Principal Investigator(s): Turner  
Sponsor: National Science Foundation  
Amount: $28,500  
Title: Community Responses to River Drying in an Arid-Land Ecosystem: a Field and Experimental Study  
Project Period: 08/15/07-07/31/11

Principal Investigator(s): Werner-Washburne  
Sponsor: National Institutes of Health  
Amount: $1,281,007  
Title: Initiative to Maximize Student Diversity  
Project Period: 03/01/00-02/28/13

Principal Investigator(s): Werner-Washburne  
Sponsor: Sandia National Laboratories  
Amount: $25,000  
Title: Using Yeast GFP-Fusion Proteins for Biosensor Development  
Project Period: 03/01/10-09/30/10

Principal Investigator(s): Werner-Washburne  
Sponsor: National Science Foundation  
Amount: $590,947  
Title: The Biogenesis and Survival of Vegetative, Quiescent Yeast Cells  
Project Period: 01/22/07-03/31/11

Principal Investigator(s): Witt  
Sponsor: EPG - Sun Zia  
Amount: $170,000  
Title: Rio Grande Bird Study for the Sun ZiaZia Transmission Line Project  
Project Period: 11/20/09-05/31/10

Principal Investigator(s): Zhang  
Sponsor: National Institutes of Health  
Amount: $301,000  
Title: Molecular Studies of Immuno-Parasitology in Snails  
Project Period: 05/17/10-04/30/11
Principal Investigator(s): Zhang
Sponsor: National Institutes of Health
Amount: $1,110,750
Title: Molecular Studies of Immuno-Parasitology in Snails
Project Period: 07/01/07-06/30/11
PEER REVIEWED PUBLICATIONS WHICH UTILIZED THE FACILITY


APPENDIX H

MUSEUM OF SOUTHWESTERN BIOLOGY

SUMMARY
2009 Annual Report
Museum of Southwestern Biology

Thomas F. Turner, Director
306 CERIA, University of New Mexico Main Campus
Telephone: 277-7514; Email: turnert@unm.edu

1 September 2010
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MSB Director’s Summary – Thomas F. Turner, Director and Curator of Fishes

As of December 31st 2009, I completed two and one-half years as Director of the Museum of Southwestern Biology (MSB) and almost 12 years as Curator of Fishes. During my tenure as director, the MSB has adopted a more cohesive operational model among its 10 Divisions, as demonstrated by several major cross-divisional initiatives that are underway or planned (details provided below). Reports from individual divisions below reflect uniformly high curatorial and academic standards of the museum staff. The security of the MSB as a repository appears stronger now than when the collections were housed in Castetter Hall, and UNM as a whole has recognized the value of museums through the development of collections policy and formation of a university-wide Museum Council. However, specimen security, adequate and sufficient housing for collections, and space accommodation for future collections growth remain a major concern at the MSB. Divestment in higher education in New Mexico, which began in 2007 and became more severe in 2009, also is a threat to the security of the collections. Divestment is likely to have negative impacts on care and preservation of natural history specimens in the long term, despite the fact that UNM has ostensibly made a commitment to these specimens in perpetuity. Furthermore, divestment comes at a time when climate change and other anthropogenic disturbances are highly likely to affect natural resource management and the broader economy of New Mexico. Investment rather than divestment in natural history collections is paramount to provide a historical database to assess future changes and their effects on natural resources.

The Mission of the MSB

The MSB is a unit within the Department of Biology, and its mission is to document, act as a repository for, and interpret specimens and data that represent biological diversity in order to increase and disseminate knowledge of our natural environment. The MSB is dedicated to advancing knowledge in, and service to, the scientific fields of organismal biology, ecology, systematics, public health, and natural history and applying our resources and expertise to the service of UNM, the state of New Mexico, and to the wider regional, national, and international scientific communities. The mission of the MSB fits well into the broader mission of the UNM College of Arts and Sciences, that is, to create new knowledge through research, to broadly disseminate existing and new knowledge to students, and to train students in the evaluation and application of ideas to issues important to society at the local, state, national, and international levels.

The MSB performs educational, training, service, and curatorial roles that magnify the teaching, scholarship, and outreach missions of Biology and the College of Arts and Sciences at UNM. MSB collections of more than four million objects are worldwide in scope but many Divisions focus on the ever-changing environments in the southwestern United States. There are major collections of all vertebrate groups, invertebrates,
vascular plants, and frozen tissues. Nearly all specimen records and field data are captured electronically and many are geo-referenced and disseminated via the world-wide-web and other media. Curatorial standards and practices for the MSB are consistent with “best practices” outlined by the American Association for Museums (http://www.aam-us.org/aboutmuseums/standards/index.cfm). Full details are specified in the MSB Collection Policy (http://msb.unm.edu/policy.html).

**MSB University-Wide Activities in 2009**

*UNM Museum Policy Approval Process Completed.* In December 2009 (effective January 2010) The UNM Regents approved policy 6410 entitled “Museums and Collections” in the University Business Policies and Procedures Manual. This policy recognizes the responsibilities and roles of University of New Mexico (UNM) museums and collections “to increase knowledge, understanding, and appreciation of the physical, cultural, and biological world by collecting, maintaining, researching, and interpreting material objects and the contextual data associated with them”. The policy clearly defines obligations of Curatorial staff, UNM Regents, the UNM President and Provost, and Cognizant Unit Heads (i.e., Deans) for adequate housing, care, dissemination and interpretation of these objects in perpetuity. It also defines standards for making these objects accessible and available to the scientific community while preserving the integrity and quality of the specimens through active stewardship. MSB Policy is consistent with this more general guiding document.

*Progress on a UNM Museum Studies Program.* The MSB, in collaboration with the Maxwell Museum of Anthropology [lead], the Meteorite Museum, and the UNM Art Museums, continued to make progress on development of a graduate (MS-granting) museum studies program. Program and curriculum forms have been reviewed by the UNM Registrar, the Office of Graduate Studies, and the A&S curriculum committee. The Fine Arts curriculum committee is reviewing and will provide comments in fall semester 2010. Our plan is to submit for consideration by the UNM Faculty Senate in Fall 2010. The College of Arts and Sciences has contributed significant resources including a new faculty position in addition to the new Director to coordinate this effort.

**MSB Productivity in support of UNM’s Mission**

In 2009, the MSB made substantive contributions to the education, research, teaching, and service mission of the University of New Mexico. A 5-year compilation of metrics shows that 2009 was a record year for performance in terms of scientific productivity (published papers by MSB staff, papers by outside researchers that are supported by MSB specimens), students trained, and grant dollars in force. The metrics in the table below were counted from Divisional reports over the last five years. A description and context for each metric is listed below the table and specific details about metrics can be gleaned from Divisional reports for 2009.
Table 1. Metrics tracked over the last five years in the Museum of Southwestern Biology. These metrics were chosen by consensus at a museum-wide retreat in 2007. Numbers are compiled from divisional reports (reports for 2009 are included in this document, other annual reports are available upon request). Similar metrics are presented in the 10-year review of the MSB (also available upon request) prepared as part of the Department of Biology's self study for decadal review.

<table>
<thead>
<tr>
<th>Metric Description</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>Total Last Five Years</th>
</tr>
</thead>
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<tr>
<td>1. Collection growth (Specimens Cataloged)</td>
<td>174203</td>
<td>180545</td>
<td>392509</td>
<td>389144</td>
<td>136248</td>
<td>1272649</td>
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<tr>
<td>2. Loans Out</td>
<td>122</td>
<td>124</td>
<td>122</td>
<td>125</td>
<td>128</td>
<td>621</td>
</tr>
<tr>
<td>3. Professional Visitors to the Collections</td>
<td>761</td>
<td>637</td>
<td>795</td>
<td>795</td>
<td>953</td>
<td>3941</td>
</tr>
<tr>
<td>4. Collection Database Web Site Hits</td>
<td>51068</td>
<td>57099</td>
<td>NR</td>
<td>51287</td>
<td>319745</td>
<td>479199</td>
</tr>
<tr>
<td>5. RFIs Answered in Person</td>
<td>557</td>
<td>1316</td>
<td>1167</td>
<td>1196</td>
<td>1355</td>
<td>5591</td>
</tr>
<tr>
<td>6. Outside Publications Citing MSB Specimens</td>
<td>68</td>
<td>42</td>
<td>53</td>
<td>60</td>
<td>68</td>
<td>291</td>
</tr>
<tr>
<td>7. Peer-Reviewed Publications by Divisional Staff</td>
<td>60</td>
<td>62</td>
<td>48</td>
<td>54</td>
<td>79</td>
<td>303</td>
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<tr>
<td>8. Technical Reports</td>
<td>35</td>
<td>35</td>
<td>37</td>
<td>30</td>
<td>24</td>
<td>161</td>
</tr>
<tr>
<td>9. UNM Courses using the Collection</td>
<td>19</td>
<td>25</td>
<td>23</td>
<td>22</td>
<td>25</td>
<td>114</td>
</tr>
<tr>
<td>10. UNM Courses taught by Divisional Staff</td>
<td>19</td>
<td>23</td>
<td>21</td>
<td>22</td>
<td>24</td>
<td>109</td>
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<tr>
<td>11. Graduate Students</td>
<td>34</td>
<td>34</td>
<td>36</td>
<td>35</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>12. Graduate Theses/Dissertations</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>8</td>
<td>4</td>
<td>27</td>
</tr>
<tr>
<td>13. Undergraduate Students</td>
<td>57</td>
<td>54</td>
<td>54</td>
<td>54</td>
<td>91</td>
<td></td>
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<tr>
<td>15. Grants In Force/Total Costs</td>
<td>$6,992,011</td>
<td>$3,892,602</td>
<td>$9,825,425</td>
<td>$9,444,626</td>
<td>$11,239,035</td>
<td></td>
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<tr>
<td>16. Grants in Force/ F&amp;A</td>
<td>$690,185</td>
<td>$723,372</td>
<td>$1,186,838</td>
<td>$1,449,793</td>
<td>$2,141,328</td>
<td></td>
</tr>
<tr>
<td>NR - not reported</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Metric Descriptions**

(1) **Collection growth reported in number of specimens** - is a measure of growth and curatorial activity in the museum. The MSB exhibited a decline in the number of specimens cataloged compared to 2008. Years 2007 and 2008 were marked by all-out efforts to integrate several major orphaned collections as detailed above, and these projects were either completed or nearing completion in 2009.

(2) **Number of specimen loans made to outside researchers and institutions** - These are specimens or groups of specimens loaned in support of ongoing research that is outside the campus community at UNM. Researchers are responsible to return loans in accordance with the terms of specimen use laid out when the request for the loan is made.
A loan constitutes the total amount of specimens, data, or ancillary material sent to a researcher or institution. This metric, which is one measure of collection visibility and utility, increased slightly in 2009 indicating increased used of museum materials by outside researchers.

(3) Professional Visitors to the Collections-. This metric includes visiting scientists, seminar speakers, taxonomic professionals seeking to verify collection records or study morphological and/or molecular variability of organisms. It does not include members of the UNM Biology Department.

(4) Collection database web hits-. This metric is nearly impossible to track accurately because of wide electronic dissemination of MSB specimen and locality data. Major databases supported by the MSB are Arctos, the New Mexico Biodiversity Collections Consortium (NMBCC), and conservation databases of the New Mexico Natural Heritage Program. More broadly, MSB data are served by a number of outside entities including the Global Biodiversity Information Facility (GBIF). The wide dispersion of web hits suggests the impact of MSB specimens and records on the web will continue to increase at an exponential rate in the near term.

(5) Requests for information (RFIs) answered in person -. Natural history collections staff also perform important advisory functions as indicated by the number of requests for information. Such requests come from academic and government scientists, natural resource management agency personnel, and/or the general public. The MSB serves as a clearing house for knowledge and expertise in the natural history of the southwestern United States. In 2009, the number of RFIs increased 13%.

(6) Publications by scientists outside of the MSB -. Curatorial management does have direct impact on scholarly production through the provision of specimens and data to other researchers. In 2009, 68 publications were supported in part through materials provided by the MSB through loans and data sharing. This contribution is frequently overlooked when compiling statistics of various units, but in effect, more than doubles the scholarly contributions of the MSB as a whole. Time allocated to curatorial efforts produces scholarly contributions outside the normal reward system offered to university faculty and research staff.

(7) Publications by museum staff-. This metric includes all publications in bona fide outlets such as books, journals, compendia, and other publications. Gray literature and quasi-public reports (e.g., technical reports, agency reports – see below) are not included. There may be some overlap among divisions as curatorial staff often co-author manuscripts and these will be counted twice in overall totals. In 2009, publications in a single year reached an all-time high for the MSB.

(8) Technical reports by museum staff include reports to agencies in fulfillment of contract deliverables. Many of these reports hold primary data upon which critical management decisions are made, including endangered species status, listing decisions, biological opinions and other documents. In 2009, the number of technical reports is
down slightly (from 30 to 24), perhaps because many new grants and contracts for MSB staff do not require such reports. They may also be under-reported because such reports are not prominently featured in tenure and promotion support files.

(9) UNM courses using specimens, data, electronic archives and other resources provided by the MSB.

(10) UNM courses provided by museum staff include lecture courses taught by faculty curators and associate curators of the MSB. It also includes laboratory teaching by graduate students affiliated with the MSB.

(11) Number of graduate students mentored by MSB staff per year includes graduate students who are formally trained in curatorial practices and standards of field data collection, specimen preservation, field protocols that are consistent with institutional animal care guidelines, directly by faculty and staff of the MSB. It does not include graduate enrollment in formal courses. Graduate student participation in MSB activities is at a 5-year high (nearly doubling in 2009), which reflects the drawing power of natural history and the MSB for graduate recruitment in Biology and A&S.

(12) Number of graduate theses/dissertations is the total per year completed by graduate students mentored by MSB staff as primary advisor or co-advisor. This number fluctuates depending on overall graduate enrollments within the Biology Department.

(13) Number of undergraduate students trained in the MSB includes undergraduate students that are employed under the Federal Work-Study program or from externally funded research grants and contracts, and special education programs like Undergraduate Research Mentoring projects like UNO and UMEB. This number has nearly doubled in 2009 as a result of MSB-centered undergraduate educational programs, increased grant activity for curation and integration of orphaned collections (e.g., Fishes, Mammals, USGS), and ramping up of museum-based programs in Birds and Arthropods. A new project funded by NSF in 2010 (RCN-AIM UP!) is likely to increase opportunities for undergraduate involvement in museum activities, and expand use of museum materials in the classroom. Occasionally undergraduate students volunteer to assist with curatorial tasks.

(14) Number of grants and contracts in force includes all active grants and contracts that are available to specimen-based research and are being conducted by MSB staff. This number varies little from year to year, but overall funding has steadily increased with inclusion of new curatorial staff (Miller and Witt) and units (Division of Parasitology), along with sustained granting activity from other units.

(15) Total dollar amount of all grants and contracts in force is simply the sum value of all grants in force. Yearly expenditures are expected to be far less than totals.
(16) **Total amount of Facilities and Administration (F&A) funds from grants/contracts in force is likewise the sum of estimated F&A return to UNM. Yearly expenditures are expected to be far less than totals.**

2009 – A Snapshot of Activities in the MSB

- **Curation and integration of major federal, state, and “orphaned” university collections** into the MSB is ongoing, resulting in the addition of roughly 140,000 specimens, data, and electronic records in 2009. Externally sponsored curation activities to integrate these collections are occurring in the Division of Fishes where two major collections representing major New Mexico waterways are being fully curated and integrated with funding from the New Mexico Department of Game and Fish and the US Fish and Wildlife Service. The Division of Mammals continued integration of University of Illinois collections in 2009 sponsored by the National Science Foundation. Integration of the USGS collections, sponsored by the USGS and the MSB, into the Divisions of Amphibians and Reptiles (100% complete), Birds (100% complete), Fishes (95% complete), and Mammals (32% complete) is nearly complete. The USGS collections are projected to be fully integrated into MSB collections by the end of calendar year 2010.

- **MSB Travel to Washington DC** to meet with the US Department of Agriculture and the New Mexico congressional delegation to discuss relocation of the US National Parasite Collection to the MSB. The collection is currently housed at the USDA in a completely inadequate facility to ensure long-term security of the collections. The MSB proposed to make the collection a cornerstone of an integrative research and education program in host-parasite interactions. MSB Director Turner and Curator of Mammals Cook made presentations and aided in negotiations with agencies. UNM President David Schmidly was involved directly in negotiations with USDA and Smithsonian Officials.

- **The Department of Biology/MSB hired a part-time building management assistant** who has significant duties in CERIA (roughly 10 hours per week). Kevin Judd, the new hire, has helped with installation of insect cases on a recently funded NSF collection improvement grant to the Division of Arthropods, and other crucial infrastructure projects in the MSB.

- **An NSF-sponsored CAREER grant was awarded** to Curator of Arthropods, Kelly Miller. The Faculty Early Career Development (CAREER) Program is a National Science Foundation-wide activity that offers its most prestigious awards in support of junior faculty who exemplify the role of teacher-scholars through outstanding research, excellent education and the integration of education and research within the context of the mission of their organizations. Dr. Miller’s CAREER award is the third to be awarded to UNM Biology, the second to be awarded to a faculty curator in the MSB in the history of the award competition.
• **Building Management**—In 2009, the MSB conducted critical repairs of second floor leak associated with flooding of the men’s bathroom, and completed migration of security system from C-Cure to Lobocard with the assistance of the OVPR, the UNM Research Park, and Lobocard staff. The cost of these repairs was borne entirely by the MSB, despite the threat to the security of dry archives and other irreplaceable specimens and materials.

• **Sponsored and participated in intra- and extramural education and outreach activities** by routinely conducting tours for K-12 education, and a variety of UNM courses. The MSB played an important role in organizing Biology’s contribution to “Darwin Day” activities in celebration of naturalist Charles Darwin’s 200th birthday (coincidentally, President Abraham Lincoln’s 200th birthday). MSB personnel were directly involved in organizing and planning workshops in professional societies detailed in the body of divisional reports below.

• **Served as UNM’s primary representative to the Colorado Plateau Cooperative Ecosystems Study Unit.** This group includes federal and state partners and is designed to facilitate contracts and grants between partners. There is an important role for museums as repositories for natural history and archaeological studies on federal lands on the Colorado Plateau. A 5-year renewal of the federal charter for this group was recently signed and UNM remains a member in good standing. More information can be found on the group’s web site [http://www.cefns.nau.edu/Orgs/CPCESU/](http://www.cefns.nau.edu/Orgs/CPCESU/). The CPCESU facilitates awards, grants, and contracts to the departments of Anthropology, Architecture, Biology, Economics, the Maxwell Museum of Anthropology, and the MSB.

• **Submitted a federal priority request for renovation of CERIA 125** to alleviate fluid storage space shortfalls, comply with State and UNM Fire Codes, and provide for collection space for the newly created Division of Parasitology. This request was prepared in conjunction with members of the UNM Museum Council.

**Major Initiatives of the MSB**

At our annual retreats and at a number of MSB executive committee meetings throughout the year, we identified a number of goals, programs and key resources we will strive to accomplish over the next five years. They are:

1. **Activate and grow an internationally recognized repository and research infrastructure for host-parasite interactions:** In response to continued and unprecedented environmental change and the ongoing emergence and resurgence of infectious diseases, we have initiated the new Division of Parasitology in the Museum of Southwestern Biology. National and international research agendas aimed at elucidating the dynamic linkages between hosts, parasites, environmental change and human health will be pursued, leveraging existing strengths, strengthening intra-university relationships. We envision the Division of Parasitology along with other Divisions at the MSB as an international resource for systematics, taxonomy, identification, ecological and epidemiological research in parasitology and hosts and will diversify and leverage
UNM's continued leadership in these research arenas. The new Division of Parasitology represents the development of new capacity to address current and emerging challenges to science and society. As a recognized leader in collections-based research and biodiversity informatics, the MSB is uniquely positioned to bridge existing gaps between collection-based research and environmental and biomedical science: resources of the MSB have been critical for policy makers, natural resource managers, and government and business leaders because they support investigations and decisions related to human health, climate change, conservation, and land management. Moreover, the Division of Parasitology will move UNM to the leading edge of efforts to understand and combat emerging infectious diseases by facilitating efforts to assess the complex and dynamic linkages between hosts and parasites in a changing world. The Division of Parasitology was established in January 2008 with a substantial donation of specimens from the Rausch collection and ongoing research initiatives at UNM (e.g., Beringian Coevolution Project, Center for Evolutionary and Theoretical Immunology).

2. Develop and launch an MSB-centered Conservation Unit: a special role for Natural Heritage New Mexico. A second major area for growth in the MSB addresses a critical need for historical data in conservation of endangered species and ecosystems and natural resource management. We seek to develop a Conservation Division, which is a program charged with maximizing the visibility and utility of our extensive specimen-based databases and to enhance development of a number of initiatives at the state and federal level involved with conservation issues. There are major policy issues at stake. For example, the development of alternative energy has potentially significant impact on native plants and animals. Scoping and siting new wind and solar energy projects will depend on distributional and historical data of plants and animals. Thus, we envision the Conservation Division as a centralized, core resource that serves the UNM community at large but is based in the MSB. We will seek to obtain funding, perhaps through the UNM Foundation for a Faculty Curator and a database/collection manager for the Conservation Division.

The full-time I/T systems administrator we propose below will forge critical links between the Conservation Division and other Divisions of the MSB. One challenge is to implement and connect database systems into a seamless server for conservation and management data that will be accessible by local, state, and federal resource managers. Our plan is to leverage this full time museum-wide position through programmatic grant proposals like the proposed NSF IGERT grant.

3. Work to develop and establish integrated online database systems for all Divisions of the MSB. This will require substantial planning and collaboration among divisions and success will depend heavily on a new I/T systems administrative hire. This goal emerges naturally from the previous goal of establishing a formal informatics program in the MSB.

4. Further develop and support our undergraduate training program afforded by NSF-funded UnO - Undergraduate Research Mentoring Program. Our progress so far has been excellent, 17 undergraduate students are currently paired with faculty mentors and attending special seminars designed to help them succeed and
graduate. Fifteen students from the first and second cohorts have now graduated and are either enrolled in graduate school or are graduate-school bound, serving in the Peace Corps, or are natural resource management professionals. Details about students, research projects, and faculty mentors can be found at http://msb.unm.edu/UnO/education.html.

5. Refine, further develop, and resubmit a museum-centered interdisciplinary graduate training program through development of an NSF-IGERT proposal: In 2009, we assembled a team of faculty researchers across campus who are interested in developing a museum-centered graduate training proposal aimed at documenting and understanding how abiotic and biotic systems change from molecular to ecosystem scales. There are three major underlying research areas: (i) identifying and understanding relationships of environmental change and host-pathogen interactions focusing both on human and wildlife diseases (ii) using museum collections to uncover evolutionary and ecological change in biota that results from landscape and water use and global climate change in the American Southwest over decadal time scales and (iii) developing informatics and modeling approaches to both create and use integrated relational databases that link specimens, environmental, molecular and geographic information.

We are continuing to develop and hone our MSB-IGERT program so that it will prepare students to meet substantial environmental challenges and for the job market by providing a strong grounding in their respective disciplines but also by providing a culture and infrastructure to allow them to tackle environmental and biotic changes in novel, integrative, and multidisciplinary ways. Most importantly, through our program, students will be equipped to bring time series data to bear on evaluating and predicting responses to environmental change over decadal time scales. Use of natural history collection specimens, data and materials will undoubtedly motivate new uses and ways of integrating databases in a reciprocally illuminating process that is likely to spark renewed interest in resources available in natural history collections.

6. Continue working to revitalize the museum studies program at UNM through MSB collaborations with other UNM Museums (e.g., Maxwell, Meteorite, and UNM Art Museums). The College of Arts & Sciences has recently hired a new director in the UNM Maxwell museum who is charged with revitalizing the Museum Studies program at UNM. The College has contributed significant resources including a new faculty position in addition to the new Director to coordinate this effort.

Major Challenges to Growth and Development of the MSB

We face a number of challenges to implementation of our goals that mainly revolve around a general lack of resources for staffing and operational budgets. We address the following challenges below, and propose some solutions:

1. We Lack Critical Information Technology Support: The MSB is sorely lacking information technology support, and it is our top priority to staff an IT Technologist/Systems Administrator position to help develop, grow, and maintain our
overtaxed cyber-infrastructure (Over 300,000 web hits and data downloads in 2009). At present, our database management plan is reactive rather than proactive; we deal with problems involving data security, data backup/management, systems maintenance, IT innovation, trouble shooting viruses/worms, purchasing hardware and software in highly piecemeal fashion using private contractors that vary tremendously in quality and service.

**IT/Systems Administrator rationale and proposed solution:** So much of the potential and promise for development of the MSB relies on enhancing our visibility and accessibility through electronic media such as the world-wide-web. We have enormous potential to provide integrated databases that could serve as tools to address questions of great societal import regarding emergence of pathogens and natural resource abundance and distribution. Our progress in this area has been seriously hampered by lack of personnel in computer systems administration. At minimum, we will seek to hire one full-time IT/ Systems Administrator to manage and implement database and server systems. Our plan is to leverage this position through programmatic grant proposals like the proposed NSF IGERT grant, and UNM legislative priorities like relocation and integration of the US National Parasite collection.

2. **Critical Limitations on Fluid Collection Space:** Since the 2003 occupation of the renovated old UNM bookstore by the Museum of Southwestern Biology (MSB), all of the MSB divisions have acquired additional collections not originally factored into the estimated growth figures of 1998-99 when designing collection storage space for the Museum. Especially for invertebrates and vertebrates there have been unanticipated acquisitions of specimens. Important additions to the MSB collections include a large backlog of ethanol-preserved New Mexico insect collections taken from pitfall sampling and an increasing number of collections from South America and Africa since the hire of the Curator of Arthropods. There is also the Rausch Collections of Parasites that form the core of the Division of Parasitology. All of these collections increase the importance of the MSB as a regional, national, and international resource for scientific research in ecology, systematics, molecular systematics, population studies, and emerging disease research. Currently, there are rooms/areas within the Museum facility that have been identified as potential collections space for the Museum. These areas, if minimally renovated, would make a big difference in specimen access and if important collections could be accepted (or not) by the MSB. The UNM Fire Marshal has mandated new collection space for fluid-preserved materials in the MSB, which makes this a health and safety issue. We are currently in negotiations with the New Mexico State Fire Marshal to implement renovation of space.

**Proposed Solution:** CERIA 125 conversion from classroom space to fluid collection space: To alleviate shortfalls of fluid collections space, we propose a two phase plan. For **Phase I**, we propose that Room 125, a classroom on the lower level of CERIA Building 83, be used as a temporary storage area for select collections currently housed in the main fluid collection room, Room 145. These select collections include: large containers holding large specimens of fishes, reptiles, and mammals that are blocking the exit pathways, 165 boxes of a newly acquired collection of fishes from the New Mexico Department of Game and Fish in the main hallway of lower floor of CERIA Building 83,
and jars of specimens that must be removed from select mobile carriages so that these units can be retrofitted for pull out tank shelves. Once these collections are stored in Room 125, the reconstruction of Room 145 can begin. This phase will add 45 roll out shelves, manufactured to hold stainless steel tanks ("coffins") for large specimens of vertebrates, to the lowest shelf spaces on 3 of the mobile carriages currently holding collections specimens in jars. A stationary unit of roll out shelves and linear shelving will also be built along the south wall in the back of Room 145. **Phase II** construction will involve the complete reconstruction of Room 125 to accommodate fluid-preserved specimens. This reconstruction will involve bringing the room up to code for storage of specimens in 70% ethanol. The room is already equipped with an emergency sprinkler system. With other infrastructure in place, the renovation of the floor, walls, and HVAC system can be done in a cost effective manner.

3. **Operating Budgets for Collection Care/Improvement**: The operational budget for the Museum of Southwestern Biology is $48,000 for collections care, curation of new material, databasing, etc. This money is allocated to divisions at the beginning of the state fiscal year. There is considerable disparity among divisions in operating funds. Among the best supported divisions are Mammals, the Herbarium, Fishes, and Amphibians and Reptiles. Budget increases in these divisions have usually been negotiated as part of grant proposal packages that have a large curatorial component. The divisions of Arthropods and Birds are inadequately supported with operating budgets that are $2000 and $3000, respectively, for the entire year (not including a 1% university-imposed tax to support computerization of contract and grant accounting, etc.). Both divisions are headed up by new, highly motivated curators who are preparing research grants, and we plan to request budget increases commensurate with scholarly and curatorial activity in these divisions as a part of grant proposal packages. In general, total allocations to the MSB have remained static and have not kept pace with inflation over the last five years despite rising costs of curation, shipping, and electronic infrastructure and maintenance and additional regulatory requirements from federal, state, and UNM agencies.

4. **Uncompensated Duties for MSB Faculty Curators** – In December 2007, the entire faculty of the Biology Department ratified a document entitled "Codifying Responsibilities for MSB Curators" which lays out the expectations and duties of faculty curators in the MSB. In 2010, UNM Regents approved policy 6410. These actions constitute important recognition that curators have duties that exceed the normal responsibilities of UNM Biology Department Faculty members. MSB Director Turner has meet with the chairman of Biology and the Dean of Arts and Sciences to consider reallocation of duties and summer compensation to rectify this situation. The codification of curator duties document also requires that each faculty curator meet the general expectations of the MSB laid out there and in UNM Policy 6410. Curators are to be assessed each year by the Director in a letter to the Biology Department Chair that indicates whether faculty curators meet these standards. **We propose that faculty curators receive summer compensation of 1/9 the total value of their nine-month contracts in summer to acknowledge and support curatorial development and duties.**
APPENDIX I

SEVILLETE LTER
ANNUAL REPORT,
2009–10
The Sevilleta LTER Program addresses ecological concepts and theory through a comprehensive and interdisciplinary research program in desert grassland, shrubland, forest and riparian habitats in central New Mexico. Our focal sites are the 100,000-ha Sevilleta National Wildlife Refuge (SNWR) located about 80 kilometers south of Albuquerque (managed by the US Department of the Interior, Fish and Wildlife Service) and the Middle Rio Grande (MRG) bosque between Cochiti Dam and Elephant Butte Reservoir (Fig 1). Since its inception in 1988, the Sevilleta LTER program has conducted research at multiple ecological levels and a variety of spatial and temporal scales. Our studies are linked by an overarching theme that considers how abiotic drivers and constraints affect dynamics and stability in aridland populations, communities and ecosystems.

The Sevilleta LTER Program is a long-term, comprehensive, integrated, interdisciplinary research program addressing key hypotheses on pattern and process in aridland ecosystems. Our LTER research in central New Mexico is concentrated on studies in desert grassland and shrubland communities and piñon-juniper and riparian (‘bosque’) woodlands emphasizing transitions in space and time. Each landscape component is governed by key abiotic and biotic drivers, especially climate variability, fire, hydrologic variability, nutrient dynamics, and herbivory. The rates and intensities of these drivers are changing over time. Given the emerging research interest in ecohydrology of aridlands, our focus on the effects of biotic and abiotic drivers on spatial and temporal dynamics of these aridland ecosystems allows us to conduct long-term research that addresses important basic ecological questions and yet has significant relevance to state, regional, national, and international priorities.
The Sevilleta LTER site and its surroundings are positioned at the intersection of several major biotic zones: Chihuahuan Desert grassland and shrubland to the south, Great Plains grassland to the north and east, piñon-juniper woodland at upper elevations in the mountains, Colorado Plateau shrub-steppe to the north and west, and riparian vegetation along the middle Rio Grande Valley (Figs 1 and 2). Because of the confluence of these major biotic zones, the SNWR and the Middle Rio Grande Basin present an ideal setting to investigate how environmental change and climate variability interact to affect ecosystem dynamics at the boundaries of major biomes in southwestern North America. Moreover, the rapid growth and southern expansion of the City of Albuquerque and its suburbs increasingly will have an impact on ecosystem processes throughout the Middle Rio Grande Basin, including the SNWR, and these urban forces will interact with climatic variation to catalyze change in this aridland region.

This is the second annual report from our fourth funding cycle. LTER IV (2006-2012) builds on our prior research on patch and boundary dynamics by placing a greater emphasis on interactions among key processes and drivers of change in aridland ecosystems, in particular nitrogen (N) availability and climate dynamics. This new emphasis greatly expands the spatial and temporal scales and conceptual bases of our LTER program. Our new organizing framework is designed to integrate the
components of our research program and allow us to test important hypotheses of general ecological interest.

More specifically, Sevilleta research is designed to understand the individual and interactive effects of three key system components: abiotic pulses and constraints, ecosystem processes, and biotic responses and feedbacks (Fig 3). The main abiotic pulses and constraints are (1) seasonal, annual, and decadal variations in climate, (2) geomorphology, soil texture, structure and depth, and surface and riparian hydrology, and (3) season, periodicity, and intensity of fire. These abiotic factors affect dynamics of biogeochemical pools and cycles; water input, storage, use and loss; and patterns and controls on primary production. Biotic responses to the coupling of these abiotic factors and ecosystem processes include dynamics and stability in the distribution, abundance, and diversity of plant and animal populations and communities. Given the fundamental relationship between primary production and community structure in ecological communities, one of our core LTER activities is to link climate dynamics, disturbances, and soil structure with soil nutrient and water fluxes to better understand seasonal and annual variability in NPP and how that variability ultimately affects the dynamics, distribution and abundance of key aridland producers and consumers.

To accomplish these goals, the Sevilleta LTER program is organized into five overlapping thematic areas with designated group leaders: Climate and Abiotic Drivers (Cliff Dahm), Water Fluxes (Will Pockman), Soils and Biogeochemistry (Bob Sinsabaugh), Producer Dynamics (Esteban Muldavin), and Consumer Dynamics (Blair Wolf). These thematic areas are not mutually exclusive, but they serve as an effective mechanism to organize and synthesize our research. New and continuing research includes a variety of activities in each sub-area (Fig 3).

In 2009-2010 we continued all but two long-term data collection efforts described in our renewal proposal (LTER IV) and in the 2008-2009 annual report. These projects were discontinued because they were either destroyed by the 2009 ESA Wildfire that occurred on 4-5 August (small mammal exclosure study or SMES), or they were made redundant as a consequence of the wildfire (vegetation transects across the 1995 fire boundary near Deep Well). Therefore we are now able to focus some field crew time on one of our new emphases, the greatly expanded effort to restore Gunnison’s prairie dogs at the Sevilleta as described later in this section (see also ANPP section below).

Above-ground Net Primary Production (ANPP). Sevilleta LTER has now been non-destructively sampling ANPP on replicated 1-meter quadrats at two core vegetation sites since 1999 (12 years). A third site dominated by blue grama was added in 2002. Four additional sites with mixtures of these core vegetation types were established in 2004 following a large prescribed burn in 2003. The lightning-caused fire on McKenzie Flats in August of 2009 resulted in the burning of a significant number of the original ANPP sites. Quadrats burned by the fire were not sampled in fall of 2009 because no growth was evident. An examination of the unburned plots variability indicated that a reduced number of quadrats were still sufficient to quantify ANPP for a given area, and the burned quadrats were not replaced.

Figure 4 shows the time series of ANPP for the 11 years of quadrat sampling from the core black grama and creosote bush sites on Mckenzie Flats as well as the more recently established core
blue grama site. Note that the black grama site has had a surge in production since 2006, and we are currently exploring the underlying causal mechanisms.

Figure 4. Patterns of aboveground net primary production (ANPP) since 1999 in black grama grassland, creosote shrubland (LATR2) and blue grama grassland.

Following the 2003 prescribed fire, additional ANPP sites were established to study ANPP response, and some of these were disrupted by 2009 fire. At the core black grama control site, 18 of 40 ANPP quadrats were burned in 2009. We have added 8 new unburned permanent plots to this core area for ANPP sampling. Unfortunately the mixed blue/black grama control site established in 2003 was completely burned in 2009, so we shifted this control two km south to a comparable unburned area. And based on a variance analysis, the number of quadrats was reduced to 30 at this site. The mixed shrub plots at the transition between creosotebush and grassland were not affected by the 2009 burn. Because this is a very spatially diverse area no reduction in sampling intensity was considered and we continue to monitor ANPP in 40 permanent quadrats.

**Pinyon Juniper Net Primary Production Study.** We are now completed seven full years of sampling of aboveground herbaceous net primary production measurements stratified by slope positions of ridge, north, and south-facing, and valley bottom. The ridge and south-facing slopes tend show more production than north-facing slopes (Fig 5). This attributed to the more open tree canopies in ride and south-facing positions that allow for increased grass production. Whereas north-facing slopes are more shaded and with a different suite of species, particularly among forbs. Overall, production on all slopes is low when compared to the valley bottoms (12.8 g/m² versus 85 g/m²) where grass cover can exceed 90% and trees are few and scattered.
We have initiated tree production studies including allometric tree and bole increment measurements that will allow us to compute needle and wood production based on diameter and height measurements along with actual branch stem leader growth (pinon). We have now installed dendrochronometer bands on over 70 trees and plan to add another 30 more along with litter sampling to capture long term trends in production of needles.

Pinon-Juniper Woodland Aboveground ANPP

![Graph showing aboveground net primary production (ANPP) over years for North, Ridge, and South slopes.]

Figure 5. Herbaceous aboveground net primary production by year in pinon-juniper woodlands, stratified by slope position.

Desert Grassland and Shrubland Fire Studies (Burn X and NPP). We have now completed six years of post fire measurements on McKenzie Flats following an experimental burn conducted in 2003 (Fig 6). We used a random blocks design that was previously installed for a 1993 experimental burn (Antelope Exclosure Experiment). This allowed us to not only evaluate fire effects of the 2003 fire but also detect legacy effects of the 1993 fire. Results indicate that black grama (*Bouteloua eriopoda*), the dominant grass, had significant mortality possibly a result of conducting the fire under drought conditions. While standing biomass is approaching pre-fire conditions, recovery of black grama has been at slower pace than expected. Mortality among the Creosote bush (*Larrea tridentata*), the dominant shrub, was less than 10% with most individuals

![Example of regrowth of desert grasslands following the experimental burn of 2003.]

Figure 6. Example of regrowth of desert grasslands following the experimental burn of 2003.
re-sprouting from root crowns.

There has now been 7 years since the 2003 prescribed burn. Starting in 2004 the BurnX plots have been sampled for 1) species coverage and composition in the spring and fall, 2) grass recovery through time using annual measure of grass species, and 3) fuel load change through time.

Black grama was significantly impacted by the 2003 fire, and annual repeated measures of grass recovery indicate that it has regained about 50% of its abundance based on occupancy of square decimeters in a 3×3 decimeter sampling grid. (Fig 7). The other dominant grass, blue grama, showed no significant reduction in density as a result of the fire (this was the case for all of the other associated grasses as well).

Annual spring and fall measurement of species cover using ¼ m² quadrats on the BurnX plots have also been measured since 2004. These also show the slow recovery of black grama following the fire while the total cover of the other grasses was actually higher in the burn area than in the unburned area. Figure 8 shows the annual trends of the grasses and the forbs following the fire.
Figure 8. Percent cover of dominant grasses (A) and all grasses and forbs following the 2003 management burn at the Sevilleta.
Other continuing research activities include (1) meteorological monitoring at our seven comprehensive met stations across the Sevilleta, (2) measurement of Belowground NPP at 4 locations, and long-term vegetation and small mammal dynamics, (3) measurements in our multiple factor global change experiment that manipulates nighttime temperature, N-deposition, and winter rainfall frequency, (4) measurements in our summer monsoon rainfall manipulation experiment, (5) measurements in our rainfall manipulation experiment in piñon-juniper woodlands, (6) use of stable isotopes to understand food web dynamics, with specific focus on grasshoppers and box turtles, (7) monitoring of CO2 and H2O fluxes in riparian, grassland, shrubland, grass-shrub transition zone, piñon-juniper woodland, juniper savanna and mixed conifer forest, and (8) NutNet plots and seasonal fire experiment. Also in 2009-2010, a number of Sevilleta LTER graduate students and REU students have conducted important short-term measurements and experiments on climate, biogeochemistry and soils, water and nutrient cycling, producer, and consumer communities. Highlights of results from a subset of these activities are provided in “Findings.”

**Meteorological Network.** The Sevilleta now has 22 years of meteorological data from as many as 10 stations across the Sevilleta. This past year saw refurbishing and replacement of certain sensors acquired through a supplemental grant. Acquisition of a number of tipping bucket rain gauges fitted with HOBO dataloggers allowed establishment of seven more precipitation-measuring systems across the refuge. This allows better measurement of the spatially and temporally variable precipitation common on the Sevilleta, particularly during the monsoon portion of the year. In addition, Natural Resources Conservation Service (NRCS) installed a Soil Climate Analysis Network (SCAN) station adjacent to one of our existing met stations in the spring of 2010. While this station duplicates several of the standard meteorological variables, it will provide a more complete set of temperature and soil moisture readings than we have at any of other met stations.

**Nutrient Input Quantification.** As with the meteorological network, the nutrient input collection system continues after 22 years in place. In 2009, it was decided to reduce the size of the collection funnel from 10 ½” in diameter to 7 5/8”. This was primarily a cost cutting measure as costs of funnels have risen drastically over recent years. However, it does have the added advantage that it reduces the chances that the collection bottles will overflow with large storms during the summer.

**Prairie dog colony restoration experiment.** During a workshop at the Sevilleta Field Station in February 2010, interested scientists and Sevilleta Fish and Wildlife Service (USFWS) employees agreed to combine the prairie dog restoration effort with studying plague, predator, and climate interactions following restoration of prairie dog populations at the SEV. In addition to the restoration effort at the SEV, another site at Vermejo Ranch in Northeastern New Mexico will serve as a replicate where bison co-occur with prairie dogs. The experimental design for this expansion study is a paired plot design with four control plots and four treatment plots where prairie dogs will be released. The plots are 16 hectares and are separated by at least 250 m (Fig 9). At Vermejo Ranch, one treatment and one control plot will be established. The Sevilleta LTER hosted a workshop to develop a research plan as well as determine funding options. Initial questions from this workshop include: 1) What is the reservoir for plague populations? 2) Where does the reservoir go when it is not present in the community? 3) What is the size of the reservoir
when it is present in the community? 4) How do prairie dogs become infected over time? 5) What are the optimal climatic conditions (temperature and precipitation) for large plague and flea populations? 6) What are the temporal patterns of climate? 7) How do these climatic patterns relate to consumer population sizes? 8) How do consumer population sizes relate to plague and flea population sizes? The scientists leading this expanded study are Mike Antolin from CSU who specializes in plague dynamics, Gary Roemer from NMSU whose research focuses on consumer populations, and Ana Davidson from UNM who is an expert regarding prairie dog research. They will serve as principal investigators on an Emerging Infectious Diseases (EID) grant proposal to be submitted in December 2010.

Establishment of new study plots. Mike Friggens and Terri Koontz (SEV LTER), and Jon Erz (SEV FWS) established four of eight study plots along the base of the Los Pinos Mountains in winter/spring 2010. Prior to the construction of the artificial burrows, the area was surveyed to verify that the landscape was proper habitat for a successful prairie dog restoration. Terri Koontz with the assistance of two volunteers pounded rebar and placed marked pvc for 81 vegetation points in a 9 x 9 grid in each restoration and control plot. Jon Erz led the USFWS team in the construction of the artificial burrows. Seventy-two burrows in a bull’s eye pattern were located in each plot. This pattern is intended to facilitate prairie dogs to move to the center of plots rather than expanding into adjacent control plots. All four treatment plots now have artificial burrows (Fig 10) and are ready to receive prairie dogs. In summer 2010, approximately 300

Gunnison’s Prairie Dog Research Area at McKenzie Flats, SNWR

Legend

- Original Site A
- Prairie Dog Research Area
- Control Plot
- Treatment Plot
- Refuge Road
- ▲ Animal Drinker
- ▲ Meteorological Station
Gunnison’s prairie dogs were introduced into a subset of the treatment plots. These populations were surveyed and monitored during summer 2010 by SEV Staff, graduate students and summer REU students. A single release consisted of a maximum of 100 prairie dogs per relocation effort. Sex, weight, origin and social dynamics of each prairie dog were determined prior to release. Additionally, prairie dogs were ear tagged and blood samples were taken. In addition, this past spring we determined where active prairie dog mounds are located on the original treatment plots established in 2005.

The protocol for vegetation measurements for the existing and the expanded study can be found at the following web address:

http://tierra.unm.edu/wikis/im/index.php/Prairie_Dog_Reintroduction_Study

**Wildfire update.** As reported in our 2009 annual report, a large wildfire occurred at the Sevilleta on 4-5 August. This fire was caused by multiple dry lightening strikes, and aided by 48.3 kph winds and 38°C temperatures, which combined to create a wildfire that burned nearly 3200 ha of desert grassland at the Sevilleta. This fire burned through several of our major climate change experiments including our monsoon rainfall manipulation experiment (MRME), annual drought and rainfall augmentation plots, and our nighttime warming, winter rain, N deposition experiment (“warming”), as well as our grassland flux tower site, our grassland small mammal exclosure study (SMES), and our NutNet plots. Most of the fire damage was confined to shelter infrastructure at warming and nearly all cables to soil moisture, temperature and CO2 probes were burned. Various pieces of small equipment (radios, cables, batteries, boxes) were destroyed at most sites. A 20 passive rainout shelters were destroyed along with a water tank.

The nighttime warming experiment is functioning again. Warming shelters were completely reengineered to improve reliability. Soil moisture sensors have been purchased, but we await soil temperature, air temperature, and CO2 sensors. Nevertheless, all treatments are being imposed again. MRME has been completely rebuilt, sensors installed and all data are being recorded and transmitted via our wireless cloud. A new flux tower was installed in unburned grassland across the road from the burned area so we can monitor grassland NEE during postfire succession. This tower was relocated from an alfalfa field south of the Sevilleta. Soil moisture and CO2 sensors still need to be installed at some tower sites. Passive rainout shelters were rebuilt over the winter
and that experiment has gone swimmingly this summer. Infrastructure repairs and replacement parts for warming, drought, MRME and flux towers, plus labor costs will be covered by UNM insurance. We recently learned that the State of New Mexico would issue an insurance claim check for $120,540.36. These funds will be used to purchase and re-instrument experiments and pay for labor costs. Postfire recovery of nutrient availability, vegetation composition, ANPP, and consumer population dynamics occurred in 2010 as part of our normal LTER sampling protocols. In addition on 26 August 2009, we submitted a RAPID proposal requesting $150,055 to address some key hypotheses based on pre-fire background data related to fire effects on (1) plant-microbial coupling, (2) carbon fluxes during postfire succession, and (3) seasonal and interannual dynamics of consumer-ANPP linkages. As of 23 August 2010 the money had not hit campus, but the proposal was recommended for funding.

**Publications and Grants**

In calendar year 2010, Sevilleta LTER scientists have published one book chapter and 18 peer reviewed journal articles thus far with 12 manuscripts currently in press and several more manuscripts in review. In addition, Sevilleta scientists were actively involved in the Ecotrends project and are co-authors on numerous chapters, as well as the book itself.

The following grants were awarded in 2010:


2010 Student research and teaching improvements at the Sevilleta Field Station. NSF - $95,290. (10/1/09-9/30/10). PI: Don Natvig, CoPI: Scott Collins.


**Information Management**

Information Management. The Sevilleta has long sought a relational database system for capturing, managing and accessing metadata that will also produce EML. A solution, proposed by Inigo San Gil and Marshall White of LNO, is to use the Drupal content management system to create a website with an integrated EML editor. In 2010, Sevilleta IM Vanderbilt collaborated with Inigo and Marshall to make such a website a reality. Migrating the “old” Sevilleta website in to Drupal has been a complex process and is ongoing.
The big advance on this project in 2010 was parsing all Sevilleta EML into the MySQL backend of Drupal. Now that the metadata are in a relational database, they can be exposed in many different ways via Drupal "views", a query interface into MySQL. One view writes metadata out in a human-readable form, for instance, while another view allows users to search for Sevilleta datasets by owner, keyword, or LTER research theme.

The Drupal website represents a big step toward Sevilleta’s goal of having an information management framework where all data products are integrated. The website is also the site's metadata management system, and views have been created for entering new metadata, updating existing metadata, and downloading metadata as well as data files. Drupal preserves all versions of the metadata, another desirable feature, and supports the use of defined sets of keywords to link content. Sevilleta will adopt the LTER controlled vocabulary defined by the IM committee to improve discoverability of Sevilleta data on the site website and also across sites via the NIS.

**Outreach.** IM Vanderbilt served as the chair of the ILTER Information Management committee and is presently the acting co-chair of the LTER International Committee. She is also a member of NISAC.

SEV received funds from an international supplement to the SEV grant to support information managers and LTER graduate students to participate in a workshop in Malaysia. The workshop focused on using EML-oriented tools to analyze data collected on large forested plots that are part of the Center for Tropical Forest Science (CTFS) network and also the ILTER. This workshop is the second in a series, and was entitled “The Second Analytical Workshop on Dynamic Plot Database Application and Tool Design by Forest Research Institute Malaysia (FRIM)”. IM Vanderbilt recruited two graduate students (Matthew Vadeboncoeur (HBR) and Jennifer Holm (LUQ)) to attend the workshop. Jennifer and Matt also spent a week with Taiwan Ecological Research Network IM guru Chau-Chin Lin in Taipei before traveling to Malaysia. IMs John Porter (VCR), Eda Melendez-Colom (LUQ), Don Henshaw (AND) and Vanderbilt also attended the workshop, along with scientists from Viet Nam, Taiwan, and Malaysia.

The purpose of the workshop was to investigate tools to support data synthesis and integration, have the scientists use the tools to determine if they might be broadly applicable to synthesis research, and also to analyze data for publication. During the workshop, workflows were developed using Kepler that formatted the CTFS datasets for analysis and then piped them through scripts from the Biodiversity R module. The analyses begun in Malaysia will continue into Fall 2010 via workgroups spearheaded by the two graduate students: Matt leads the spatial analysis team, and Jennifer leads the biodiversity team. Products of this workshop are expected to be an informatics paper describing the use of Kepler, Metacat and EML as aids to data integration, a paper describing patterns of tree biodiversity relative to site characteristics from CTFS sites in Panama, Puerto Rico, Taiwan, Japan, and Malaysia, and a paper describing spatial patterns of tree species across these same sites.

Sevilleta updates meteorology data in the cross-site ClimDB database on a weekly basis. Cross-site personnel, site, and publication databases are updated at least twice a year. Sevilleta EML is harvested once a week and resides in the LNO Metacat.
EDUCATION, OUTREACH, CROSS-SITE AND NETWORK LEVEL ACTIVITIES

The SEV LTER continues its activity involvement in education and outreach through BEMP (our Schoolyard LTER), the SNWR, E-MRGE (our GK-12 program), our REU Sites program, ESA SEEDS, and our everyday classroom teaching activities. SEV scientists are also active in numerous cross-site and synthesis projects, and provide service to the LTER Network.

Schoolyard LTER. The Bosque Ecosystem Monitoring Program (BEMP) is the schoolyard portion of the Sevilleta LTER. Last year BEMP involved 5,156 community members (students, teachers, etc.) in science-related outreach activities. Of these people, 2,116 were actually in the field collecting long-term data about ecosystem variables and the ecological drivers of flood, fire, river flow, climate and management. Experiences of these community members supports science education reform efforts and helps increase each person's understanding and appreciation of science in general and the Rio Grande riparian ecosystem in particular. BEMP findings derived from K-12 student-gathered data are used by government agencies to inform multi-million dollar river and riparian management decisions. In addition to receiving funding from the LTER program, BEMP is funded by federal and state sources as well as private foundations.

Schoolyard LTER funding helped pay for bus money, teacher stipends, guest lecturers and outreach support. BEMP used LTER money to pay for K-12 classes to come to field sites, collect scientific data and learn about ecological research. After students collected data in the field, BEMP staff conducted classroom outreach, such as leaf litter identification, sorting and weighing, and graphing of data. In addition, guest lecturers were paid to present different view points on the current and historic water issues of the Middle Rio Grande to the 408/508 BEMP biology class at the University of New Mexico. Finally, two high school students were employed part-time during the summer of 2010. Attached is a photo of one student collecting groundwater chemistry data in the field.

Undergraduate education. UNM is a certified Hispanic serving institution, and the Department of Biology has over 1200 undergraduate majors of which 48% are Caucasian, 33% Hispanic, 10% Native American, 7% Asian and 2% Black. Thus, through our day-to-day activities UNM faculty regularly work with, encourage, mentor, and train a large number of minority students. In that regard, we serve the broader goal of recruiting minority students into ecological research.

In 1996, ESA established SEEDS (Strategies for Ecology Education, Development and Sustainability) to diversify and advance the profession of ecology. A key goal is to stimulate and nurture the interest of underrepresented students in ecological research. In 2005, UNM Biology established a local SEEDS Chapter (Collins is faculty rep). In November 2006, Sevilleta hosted a national SEEDS field trip and career forum. In September 2008 the Sevilleta LTER hosted a research visit and career forum for the SEEDS chapters at NAU and UTEP. In addition, in February 2009, the Sevilleta LTER hosted the annual
SEEDS Leadership Conference and we are planning another regional SEEDS workshop to be held at the Sevilleta in December 2010.

**Sevilleta REU Program.** We have just completed the third year of our first REU Sites Award. This award supported 32 undergraduate students from a total of 29 institutions. Only 2 of the 32 students were from UNM. Demographic statistics on participants and applicants are given in Table 1 and 2, respectively. Overall, 68% of the participants were female, 53% had completed either their freshman or sophomore year, and 55% of the students were members of underrepresented groups (16 out of 22 in years 2 and 3). Of these participants, 19 are still undergraduates, 9 are in or entering graduate school, and 5 are doing other things. We also used LTER supplement funds to include two REU Art students in collaboration with Catherine Harris, Assistant Professor of Fine Arts and facultymember in the Arts in Ecology Program at UNM.

Art and Ecology teaches students about engaged, ecological and experimental art. Building from Robert Smithson, Agnes Denes, Joseph Beuys and other early practitioners of Land Art and ecological art, the practices can be performance art, sculptural, planning documents, handcrafting, audio, visual pieces or other media. As a new area in the Department of Art and Art History, Art and Ecology creates a signature discipline for the University of New Mexico. Building from the successful D.H. Lawrence Summer Arts Projects, Southwest Geographic Arts and Land Arts of the American West courses, the Art and Ecology area provides a full curriculum based on the environments and communities of the southwest. The Art and Ecology Program guides students through collaborations (both interdisciplinary and cross-cultural) and the mechanisms of public process.

During 2010 we were able to fund two Art in Ecology students using a supplement to our LTER award. The response from the REU science students was both curiosity and inclusion. Art students met the same requirements as the science students in terms of expectations and products (field notebooks, leading journal club discussions, turning in graphs, helping with field and lab research, and introducing their art pieces at the end of the summer in our annual REU symposium). In addition, all ecology REU students participated in art projects over the summer led by the Art REUs, including photography with handmade pin-hole cameras and papermaking from natural materials.

**NETWORK-LEVEL INTERACTIONS**

At the Network level and beyond, SEV LTER scientists continue to be involved in a variety of cross-site and international projects. The Sevilleta Information Manager (Vanderbilt) has been active in Network level activities. She has served on the Network Information System Advisory Committee (NISAC) since 2007. She has been the Chair of the International LTER Information Management Committee since 2006, and has organized and participated in ILTER IM Workshops in China, Korea, and Taiwan. She is likely to be the next Chair of the ILTER. She is collaborating with other US Information Managers and LTER Network Office
personnel to create a series of training videos for new Information Managers, the first of which can be seen at http://www.ilternet.edu/train~g/training-online-resources-collection.

PI Collins represents the SEV on the LTER Science Council, and prior to that was an elected member of the LTER Executive Committee. Collins accidentally got himself elected to be the next Chair of the LTER Science Council and Executive Board. Collins served as PI on the NSF-funded LTER Planning Grant that over a three year period developed an ambitious funding initiative and research agenda for the LTER Network (the LTER Decadal Plan) to increase network-level research coordination, cooperation, collaboration and capability. Two papers resulted from that effort (Smith et al. 2010 Ecology and Collins et al. 2011 Frontiers in Ecology and the Environment). Finally, Sevilleta researchers are involved in numerous synthesis efforts and networks, such as Chapman conferences, PrecipNet, DireNet, TraitNet, and PDTNet (Clark et al. 2007, Cleland et al. 2008, Collins et al. 2008), and other cross site projects on compensatory dynamics (Houlahan et al. 2007), shrub encroachment (Knapp et al. 2008), and the international Nutrient Network (NutNet) to name a few. Sevilleta LTER continues to participate in the National Phenology Network.

Social-ecological research
The Sevilleta LTER Program has not had a social-ecological research component to date, but is currently expanding in that realm via three collaborative efforts:

1. The Sevilleta LTER is part of a five site social sciences funding collaboration (JOR, CAP, SGS, KNZ and SEV), "Socio-ecological gradients and land use fragmentation: a cross-site comparative analysis." The objective of this cross-site collaboration is to answer the following research question: Is the degree of land fragmentation a function of magnitude and/or rate of change of water availability, population growth, and urbanization? At each site we will investigate the role of these drivers, in addition to other proximate drivers, in the process of land fragmentation. This effort has produced one publication thus far (York et al. 2011 Urban Ecosystems).

2. Our 2009 supplement included a request for a related, site based project to be conducted by Mike Agar, Professor Emeritus, University of Maryland, currently a resident of Santa Fe, who is an expert in agent-based modeling. In this research activity Professor Agar reviewed current literature in ecological anthropology with emphases on the "new ecology," historical ecology, and political ecology. He coordinated this background work with relevant work being conducted as part of the five site cross-site project. The problem focus was land fragmentation, in part because of the ongoing supplement, mentioned above. The focal community for this supplement was Albuquerque from about 1950 to 1970. Results of this work have been presented at the 2009 LTER All Scientists Meeting and at the AAAS annual meetings in San Diego in February 2010.

3. The Sevilleta LTER Program was notified that its collaborative ULTRA-ex (Urban Long-Term Research Areas) planning proposal with two other LTER Sites, JOR and CAP will be funded in late 2010. Understanding the socio-ecological dynamics of urban areas is limited by inadequate knowledge of the type, quantity, and quality of ecosystem services delivered in metropolitan regions and how actors incorporate considerations of ecosystem services and
household preferences into management decisions. The principal question of our proposed research is to understand how decision makers respond to and make land and water use decisions based on measured and preferred ecosystem services at the wildland-rural-urban fringe in the arid Southwest. If funded, we will employ a comparative, gradient approach using the metropolitan areas of Las Cruces and Albuquerque, NM and Phoenix, AZ as case studies. Primary methods include stakeholder forums and focus groups with decision makers, hedonic modeling of houses prices and ecosystem service amenities, and biophysical modeling of ecosystem services.

Together these activities illustrate how the Sevilleta LTER and its scientists are committed to (1) conducting cutting edge research, (2) achieving the goals of the LTER Network, (3) expanding the spatial, temporal and conceptual bases of our research through the addition of new participants, and (4) furthering our education, outreach and training efforts at K-12, undergraduate, graduate, postgraduate, and informal levels.
Findings

As noted above, our research program is based on the concept of pulse dynamics in which pulses of rainfall, primarily at the event scale, stimulate biological processes from microbial metabolism through plant production and consumer population dynamics. The main components of our research are climate drivers, water in the environment, biogeochemistry and soils, producer dynamics, and consumer dynamics. In addition to some of the results presented under “Activities”, below we present highlights of some of the key results from Sevilleta research produced or published in late 2009 through August 2010.

General synthesis publications. Using data from terrestrial soils and freshwater sediments, Sinsabaugh et al. (2009 Nature) showed that heterotrophic microbial communities share a common functional stoichiometry in relation to organic nutrient acquisition. As shown Figure 1, organic nitrogen acquisition and organic phosphorous acquisition both show a 1:1 ratio with organ carbon acquisition. Essentially, microbial biomass is the basis for all detrital food webs and the elemental stoichiometry of microbes directly impacts nutrient cycling processes. Based on the activities of four extracellular enzymes associated with hydrolysis of the principle sources of C, N and P from detritus it appears that stoichiometry reflects the equilibria between elemental composition of microbial biomass and detritus, and the efficiencies of microbial nutrient uptake and growth. These enzymatic activities link stoichiometric and metabolic theories, and provide a measure of the threshold at which control of community metabolism shifts from nutrient to energy flow.

In another general synthesis, Smith et al. (2009 Ecology) developed a multi-scale model (Figure 2) for understanding comparative ecosystem dynamics under global environmental change. Ecosystem drivers can be classified generally as presses, which are chronic yet may change in strength, or pulses, which are relatively discrete events that vary in frequency, intensity and magnitude. Current ecological theory emphasizes the important of pulse disturbances as key drivers of change. However, the chronic influence of presses from elevated CO2,
increasing temperature, elevated N deposition, sea level rise, etc., are sufficient to alter community dynamics in the absence of disturbance. A hierarchy of responses may occur including ecological plasticity, genotypic change, population change, community reordering and finally, immigration and extinction dynamics. In combination, increasing (or decreasing) presses and new or altered pulse regimes may interact lead to rapid transitions and alternative stable states in some ecosystems. Because this is a comparative framework, information is gained primarily through cross-site and collaborative approaches to understanding ecosystem dynamics in response to global environmental change.

Romme et al. (2009 *Rangeland Ecology and Management*, including SEV Co-PI Este Muldavin) published an interesting invited synthesis paper in Rangeland Ecology and Management on past and present disturbance regimes, stand structure and landscape scale dynamics of pionon-juniper woodlands. The goal of this paper was to summarize information for land managers and to stimulate further research on the dynamics of this widespread forest ecosystem.

**Species responses to climate variability.**

Woody plant encroachment is affecting vegetation composition in arid grasslands worldwide and has been associated with a number of environmental drivers and feedbacks. It has been argued that the relatively abrupt character (both in space and in time) of grassland-to-shrubland transitions observed in many drylands around the world might result from positive feedbacks in the underlying ecosystem dynamics. For example, Mederios and Pockman (2010 *Journal of Arid Environments*) recently found that small (younger?) creosote plants are wiser than larger (older) plants. That is, smaller plants had higher growth rates but maintained larger safety margins from transpiration rates under water stress that could lead to hydraulic failure and death. Building on that information, D'Odorico et al. (in review, *Ecosystems*) showed that in the Chihuahuan Desert climate feedbacks could emerge from interactions between vegetation and microclimate conditions. Creosote establishment modifies surface energy fluxes, causing an increase in nighttime air temperature, particularly during wintertime. The resulting change in winter air temperature regime is important because the northern limit of the dominant shrub at the site, *Larrea tridentata*, presently occurs where minimum temperatures are sufficiently low to be a potential source of mortality. Using freezing responses from published studies in combination with the observed temperature record at the site, D'Odorico *et al.* predict that a small warming can yield meaningful changes in plant function and survival (Figure 3). Moreover, they also suggest that the effect of the change in air temperature on vegetation depends on whether plants experience drought during winter. Thus, in the Chihuahuan Desert region a positive feedback exists between shrub establishment and changes in microclimate conditions, with implications for the response of this ecosystem to regional changes in temperature and precipitation.

Also related to climate and climate change, Collins et al. (2010 *Journal of Arid Environments*) reported that nighttime warming and low level N fertilization led to rapid responses among dominant species at the Sevilleta. Specifically, blue grama increased with small additions of nitrogen but not under nighttime warming, black grama increased
production under nighttime warming but did not respond to N, and broom snakeweed, a C3 shrub, also increased under nighttime warming. These initial results changed in the third year of this long-term multifactor manipulative experiment. By year 3 black grama and blue grama were both responding to nitrogen additions, yet blue grama still showed little response to nighttime warming. The increase in the grasses negatively affected broom snakeweed in that growth of this shrub declined over the growing season.

Moving from grass-shrub interactions to piñon-juniper woodlands, Allen et al. (2010 *Journal of Arid Environments*) reported on the effects of long-term N fertilization on mycorrhizae abundance and piñon and juniper responses in relationship to drought. Fertilization led to a decrease in mycorrhizae and an increase in leaf production in piñon but not juniper. As a consequence, piñons on the fertilized plots started to suffer mortality a year earlier than piñons on control plots during the 2000-2003 drought. Thus, N enrichment and loss of ectomycorrhizae from piñon could enhance their susceptibility to future climate extremes, particularly drought.

Continuing with climate impacts on piñon-juniper woodlands, the pinon-juniper rainfall manipulation completed three years of treatment in August 2010. In two of three blocks,
those with shallowest soils and more southerly exposure, pinon mortality occurred after one year of treatment. Our recent analysis of sap flow, soil moisture and xylem hydraulic conductance data using a hydraulic model shows that the critical transpiration rates associated reached zero in April 2008 in advance of observed mortality in August 2008 (Figure 4). In contrast, critical transpiration rates in Juniper declined sharply but remained positive, allowing transpiration and carbon uptake to continue, until drought was relieved by monsoon precipitation.

During the recently completed third year of drought, imposed by fixed rainout structures that exclude roughly 45% of all precipitation, juniper individuals began to exhibit dieback and mortality. The third block, with the least slope and deepest soils, has yet to exhibit any mortality of pinon or juniper although both species exhibit treatment effects.

Figure 4. Modeled critical transpiration ($E_{crit}$) for piñon (circles) and juniper (triangles) in the drought (filled symbols) and ambient control (gray symbols) treatments. Source: Plaut et al., manuscript for submission to Plant Cell Environment.

We are in the process of establishing an additional treatment plot to assess the role of bark beetle activity in drought-induced mortality of pinon by combining the same drought treatment with regular application of pesticide to prevent bark beetle colonization of these trees.

Microbial ecology.
Communities of root-associated fungi (RAF) commonly have been studied under the auspices of arbuscular mycorrhizal fungi (AMF) or ectomycorrhizal fungi. However many studies now indicate that other groups of endophytic RAF, including dark septate
endophytes (DSE) are more abundant in some plants and environments. Herrera et al. (2010 Mycologia) used *Bouteloua gracilis*, a dominant grass at the Sevilleta, as a model system to examine whether RAF also colonize different organs within the same plant and to compare RAF communities from sites across North America, spanning the latitudinal range of *B. gracilis* from Canada to Mexico. We compared the RAF communities of organs within individual plants at one site and within plant roots among six sites. With the possible exception of one group related to genus *Paraphaeosphaeria* there was little evidence that RAF colonized vertically beyond the crowns. Furthermore, although there was some variation in the constitution of rare members of the RAF communities, several taxonomically related groups dominated the RAF community at all sites. These dominant taxa included members in the Pleosporales (related to the DSE, *Paraphaeosphaeria* spp.), Agaricales (related to *Moniliophthora* spp., or *Campanella* spp.) and Hypocreales (related to *Fusarium* spp.). AMF were notable by their near absence. Similar phylotypes from the dominant groups clustered around adjacent sites so that similarity of the RAF communities was negatively correlated to site inter-distance and the RAF communities appeared to group by country (Figure 5). These results increase the possibility that at least some of these common and widely distributed core members of the RAF community form important, intimate and long lasting relationships with grasses.

Although research has shown that RAF are necessary for plant success in harsh environments, few studies have examined RAF community variability between different plant species coexisting in arid habitats. As a follow-up to the work on *B. gracilis* RAF, Khidir et al. (2010 *Journal of Arid Environments*) compared the diversity and composition of the fungal communities colonizing dominant and important forage grasses, *Bouteloua gracilis* and *Sporobolus cryptandrus*, at the Sevilleta. A third sympatric plant, *Yucca glauca* (Agavaceae), also was analyzed. ITS rDNA from roots, collected and amplified in 2007, yielded 447 fungal sequences. Sequences obtained from all three species suggest that grasses share a core group of RAF (90% of sequences representing the orders Pleosporales, Agaricales, and Sordariales). Conversely, 57% of the fungal community within *Y. glauca* was dominated by a different RAF cohort. The two most common OTUs within the grasses are related to *Paraphaeosphaeria* sp. and *Moniliophthora* sp. (91 and 85 of 331 sequences, respectively). These same two species accounted for 58% of isolates in culture-based analysis of the same grass root tissue. The presence of these RAF in several grass species, over several years, and at several sites suggests that grasses in semiarid landscapes share a similar cohort of fungal dominants.
Ecohydrology.
During the last 150 years, land degradation across the arid and semiarid grasslands of the southwestern US has been associated with an increase in runoff and erosion, and a loss of biodiversity. Scientists at the Sevilleta LTER are investigating both the causes and consequences of land degradation in this region. Ravi et al. (2010 Geomorphology) reviewed recent contributions to the study of biotic and abiotic drivers of dryland degradation and proposed a more holistic perspective of the interactions between wind and water erosion processes in dryland systems, how these processes affect vegetation patterns and how vegetation patterns, in turn, affect these processes (Figure 6). They note that climate change may lead to increased regional aridity, which could increase the importance of abiotic processes in land degradation in the future.

In another contribution, Ravi et al. (2010 Rangeland Ecology and Management) summarize a potential form of aridland pulse dynamics. In this case, they review the concept of shrub encroachment and the development of islands of fertility. However, they also discuss how fire, through alterations in soil hydrophobicity and enhanced surface erosion, can reverse the development of fertility islands. To do so requires burning at a key transition stage before the system passes a threshold of shrub encroachment and loss of grass cover. The results have important management implications for restoring and maintaining grassland in areas where shrub encroachment is occurring.

Pockman and Small (2010 Ecosystems) found that redistribution of water following a 15mm precipitation event in the grass-shrub ecotone at Sevilleta led to enhanced infiltration and higher soil water content under grasses as well as shrubs compared to patches of unvegetated soil. However, redistribution of surface water led to a greater amount of soil water in the root volume of grasses relative to shrubs, which led to lower plant water stress in grasses compared to shrubs following this one rain event. The results suggest that redistribution and infiltration under grasses can increase their competitive ability and perhaps slow shrub encroachment by creosote into these grasslands.
Turnbull et al. (2010a, *Hydrological Processes*) investigated the runoff-driven redistribution and loss of dissolved and particulate-bound N and P that occurs during natural runoff events over a trajectory of degradation, from grassland to degraded shrubland, at the Sevilleta. Runoff-driven nutrient dynamics were monitored at four stages over a transition from grassland to shrubland, for naturally occurring rainfall events over 10 by 30 m bounded runoff plots. Results show that particulate-bound forms of N and P are responsible for most of N and P lost from the plots due to erosion occurring during runoff events. Results suggest that for high-magnitude rainfall events, the output of N and P from the plots may greatly exceed the amount of N and P input into the plots, particularly over shrub-dominated plots where erosion rates are higher. As these results only become apparent when monitoring these processes over larger hillslope plots, it is important to recognize that processes of nutrient cycling related to the islands of fertility hypothesis may have previously been overstated when observed only at smaller spatial scales. Thus, the progressive degradation of semi-arid grassland ecosystems across the south-western United States and other semi-arid ecosystems worldwide has the potential to affect N and P cycling significantly through an increase in nutrient redistribution and loss in runoff.

Building off this empirical work, Turnbull et al. (2010b *Journal of Hydrology*) evaluated Mahleran, the Model for Assessing Hillslope to Landscape Erosion Runoff, And Nutrients, against runoff and erosion data from empirical research in four plots representative of different stages of land degradation over the transition from grassland to shrubland at the Sevilleta. In addition, they developed a new particulate-bound nutrient module to include a representation of particulate-bound nutrient dynamics, which is an important form of nutrient transport in these ecosystems (see above). Understanding dynamics of both dissolved and particulate-bound nutrient dynamics during runoff events is imperative, because of their differing roles in terms of nutrient bioavailability and

![Figure 7. Monitored and modelled runoff (l), with bars showing potential uncertainty in the volume of total runoff that was monitored derived using the approach outlined in Turnbull et al. (2010a).](image)
potential implications for plant dynamics as well as their impact on shrub encroachment processes.

This model evaluation showed that the runoff and erosion components of Mahleran perform reasonably well (Figure 7), as does the new particulate-bound nutrient sub-model, though not consistently. Performance of the particulate-bound nutrient model was better for the end-member plots (pure grassland or pure shrubland), because of better parameterization data available for end-member vegetation types. Since the particulate-bound nutrient sub-model is by necessity strongly dependent on the simulated erosion rate, the performance of the particulate-bound nutrient model is dependent on the performance of the erosion component of Mahleran, so that when erosion is well represented by the model, so typically are particulate nutrient transfers. The performance of the dissolved nutrient component of Mahleran was poor in this application, which indicates that the process representation for this semi-arid environment and the parameterization of the dissolved nutrient component were inadequate. Results from the model evaluation suggest that an improved understanding of dissolved nutrient dynamics during runoff events and simulation of inter-event nutrient dynamics is required, in order to improve the level of process representation within modeling approaches and thus the ability to simulate dissolved nutrient dynamics and their subsequent effects on other ecosystem processes.

Consumers.
In work related to our plans to vastly increase prairie dog populations at the Sevilleta (see Activities), Megan Friggens and colleagues (2010) recently reported in the Journal of Wildlife Diseases on a three-year survey of fleas on rodents and in prairie dog burrows in the Valles Caldera Preserve north of the Sevilleta. This research was supported with a SEV LTER Summer Fellowship for a regional comparative study of fleas and plague including in populations from our original prairie dog restoration plots established in 2005. Overall, they found a small number of fleas and prairie dogs with evidence of plague but their results suggest that fleas in burrows can be an important reservoir for plague that can help lead to outbreaks under appropriate summer conditions. This information will contribute to the design and monitoring of disease dynamics at the Sevilleta as the current restoration efforts continue.

Robin Warne along with Alaina Pershall and Blair Wolf reported in Ecology (2010) on the impacts of interannual climate variability and its effects on C3 and C4 plants, grasshoppers, and lizards at the SEV. They found that during normal rainfall years consumers used an increasing proportion of C4 derived resources over the growing season. However, during a spring with below average precipitation consumers relied on C4 resources that were likely carried over from previous year’s production. This demonstrates the degree of diet flexibility that consumers like grasshoppers and lizards need to have to survive in this highly variable system, which has implications for community composition and structure under future patterns of climate variability. In a second paper in Physiological and Biochemical Zoology, Warne, Gilman and Wolf (2010) used stable isotopes to determine the tissue incorporation rates of carbon in two species of lizards. They found that carbon incorporation rates in various tissues were
much slower than for comparably sized endotherms.

Rominger et al. (2009 *Oecologia*) investigated whether neutral or deterministic factors structure grasshopper communities at the Sevilleta. They studied the spatial structure of a desert grassland grasshopper community to test predictions for species sorting based on niche differentiation (deterministic) and dispersal limitation (neutral). To do so, they contrasted the change in species relative abundance and community similarity along an elevation gradient (i.e., environmental gradient) against community change across a relatively homogeneous distance gradient. They found a significant decrease in pairwise community similarity along both elevation and distance gradients (Figure 8), indicating that dispersal limitation plays a role in structuring local grasshopper communities. However, the distance decay of similarity was significantly stronger across the elevational gradient, indicating that niche-based processes are important as well. To further investigate mechanisms underlying niche differentiation, Rominger et al. experimentally quantified the dietary preferences of two common species, *Psoloessa texana* and *P. delicatula*, for the grasses *Bouteloua eriopoda* and *B. gracilis*, which are the dominant plants in Sevilleta grasslands. Cover of the preferred host plant explained some of the variation in relative abundances of the two focal species, although much variance in local *Psoloessa* distribution remained unexplained. These results indicate that the composition of local communities can be influenced by both probabilistic processes and mechanisms based in the natural histories of organisms.

Finally, work by graduate student Virginia Seamster of the University of Virginia is addressing how woody plant encroachment affects foraging behavior of predators. Woody plant encroachment, or the spread of woody plants into a grassland area, is a widespread process of habitat change and some of the arid and semi-arid areas affected by woody plant encroachment are subject to strong seasonal variation in rainfall and thus in primary productivity. The primary goal of this project is to assess the consequences of both woody plant encroachment and seasonal climatic variation for the feeding ecology of a top, omnivorous predator. The specific questions being addressed are: 1) What is the base of the food chain for coyotes living in grassland vs. shrubland.
habitats in an area where woody plant encroachment has been occurring over the past century? and 2) Is there seasonal variation in the base of the coyote food chain in this same area? The hypotheses are that: 1) woody plant encroachment will lead to a shift in coyote feeding ecology such that coyotes in shrubland areas will obtain a significantly higher percentage of their food resources directly or indirectly from shrubs than coyotes in the native grassland habitat and 2) the percentage of coyote diet coming from shrubs will decrease significantly from spring to fall as grass productivity increases during the summer monsoon season. To test these hypotheses, data was collected in the spring, summer and fall of 2009 at the Sevilleta National Wildlife Refuge (NWR) and Long Term Ecological Research (LTER) site in New Mexico. Data collection consisted of scat collection along 22 one mile long, road based transects. Half of all transects were located in grassland habitat, the other half in shrubland. A subsample of each scat was collected for genetic analysis (Figure 9) and the remainder was dried for stable carbon isotope analysis. All samples were run through a species identification test and coyote samples were identified to individual using microsatellite techniques. Bone, hair and seeds were removed from a subset of the dried samples and run through stable carbon isotope analysis.

So far, 935 scat samples have been collected. Just over two thirds of the samples were from coyotes and a total of 81 individuals were identified. Preliminary stable carbon isotope data indicates that, contrary to expectations, coyotes derive roughly 50% of their food resources directly or indirectly from shrubs regardless of the habitat type ($t=0.66$, $p=0.51$; Figure 10a) and that there is no significant seasonal variation in the base of the coyote food chain in either habitat type (grassland: $F=0.45$, $p=0.64$; shrubland: $F=0.63$, $p=0.54$; Figure 10b). There is however a slight increase in the use of shrub-derived food resources from grassland to shrubland (Figure 10a) and slight decrease in shrub-derived resources from spring to summer in the shrubland habitat (Figure 10b) which does match expectations.

<table>
<thead>
<tr>
<th>% from shrubs</th>
<th>Grassland</th>
<th>Shrubland</th>
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<tbody>
<tr>
<td>Spring</td>
<td></td>
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<tr>
<td>Summer</td>
<td></td>
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<tr>
<td>Fall</td>
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</tbody>
</table>

Figure 10: Differences in % coyote diet from shrubs a) between habitats, b) among seasons.
Biosphere-Atmosphere coupling.
Phreatophytic vegetation such as salt cedar relies heavily on ground water transported from upstream sources. ET exceeds local precipitation by a factor greater than 3 at the riparian sites. Growing season ET averages 80 cm/yr at SEV, approximately 70% of the more densely vegetated BDAS (112 cm/yr). Growing season WTs at both sites average nearly 2 m depth although hydrographs at BDAS are much more variable. Unlike SEV, the WT at BDAS has a strong hydrological connection to the river. The absolute WT range at BDAS averages 2.3 m and has reached 4 m, while SEV WTs range about 0.6 m. Ratios of seasonal WT range to mean WT depth are 1.6 at BDAS and 0.3 at SEV. Total growing season ET declines with deeper mean WTs at both sites, and they are strongly correlated at BDAS, but not at SEV (Figure 11). Similar correlations were also observed at two mixed native/non-native communities along the Rio Grande with nearly identical range to depth ratios. While wet years with shallow WTs likely increase ET, pulses of extended snowmelt flooding at BDAS in two recent years did not elevate ET during inundation. In these riparian ecosystems with near-surface ground water, it appears that variability in water table depth, which exposes a greater extent of vadose zone throughout the growing season, may play a more important role than depth itself on transpiration rates by phreatophytes. The phenology of native riparian communities is dependent on

Figure 11. Mean growing season water table depth vs. total ET at Sevilleta (SEV, 2000--2009) and Bosque del Apache (BDAS 2000--2007, 2009) National Wildlife Refuges.

seasonal flooding, which has been greatly diminished by hydrologic alterations and competing allocations. Runoff managed to flood targeted restoration sites with concomitant flooding into invasive salt cedar stands would not likely result in excessive water consumption.
Southwestern North America faces an imminent transition to a warmer, more arid climate, and it is critical to understand how these changes will affect the carbon balance of southwest ecosystems. Anderson-Tiexera et al. (2010 *Global Change Biology*) test the hypothesis that differential responses of production and respiration to temperature and moisture shape the carbon balance across a range of spatio-temporal scales in ecosystems across New Mexico. They quantified net ecosystem exchange (NEE) of CO2 and carbon storage across an elevational gradient, using six eddy-covariance sites representing biomes ranging from desert to subalpine conifer forest in central New Mexico. Within sites, hotter and drier conditions were associated with an increasing advantage of respiration relative to production such that daily carbon uptake peaked at intermediate temperatures—with carbon release often occurring on the hottest days—and increased with soil moisture (Figure 12). Across sites, biotic adaptations modified but did not override the dominant effects of climate. Carbon uptake increased with decreasing temperature and increasing precipitation across the elevational gradient; NEE ranged from a source of 30 gCm-2 yr-1 in the desert grassland to a sink of -350 gCm-2 yr-1 in the subalpine conifer forest. Total aboveground carbon storage increased dramatically with elevation, ranging from 186 gCm-2 in the desert grassland to 26 600 gCm-2 in the subalpine conifer forest. These results make sense in the context of global patterns in NEE and biomass storage, which add support to the finding that increasing temperature and decreasing moisture shift the carbon balance of ecosystems in favor of respiration, such that the potential for ecosystems to sequester and store carbon is reduced under hot and/or dry conditions. This implies that projected climate change will trigger a substantial net release of carbon in these New Mexico ecosystems (-3Gt CO2 statewide by the end of the century), thereby acting as a positive feedback to climate change.

**Information management**

Vanderbilt et al. (2010 *Ecological Informatics*) discuss the significant barriers to creating and using common EML protocols and keywords in an international context. The ILTER Network has agreed to provide EML in English, but translation remains the burden of
data providers for whom English may be a second (or third, or fourth, or...) language. In many cases, there are no direct translations between languages making the use of EML challenging globally. Vanderbilt et al. lay out a roadmap (Figure 13) to address the difficulties of multilingual translation and facilitate the development of an international EML framework that will benefit data synthesis globally.

Figure 13. An example of ontology mediated translation. SERONTO is a core ontology (pink) where concept classes such as habitat, species, and climate zone are related by object properties such as hasClimateZone, hasSpecies, and hasVegZone. The Israeli (yellow) and the Austrian (blue) plant community ontologies are based on SERONTO. In this example, there is a direct mapping between the Hebrew and German common names for *Quercus robur* L. using the Flora Europaea reference list. Even though the two habitats are instances of the EUNIS “Broadleaved Deciduous and Mixed Woodland” Habitat, they are not identical because the Israeli climate zone and the Austrian climate zone are not equivalent. Additional rules in the domain ontology would be needed to determine if the data from the two sites could be integrated.
Literature cited


Introduction

The Long Term Ecological Research (LTER) Network is a group of 26 of the most intensively-studied ecosystems in the world. Since 1980, the National Science Foundation has sponsored research on long-term ecological processes that determine the dynamics of these critical ecosystems. Sites in the LTER Network include deserts, grasslands, row crop agriculture, cities, forests, wetlands, tundra, lakes, coral reefs, and open ocean. The purpose of studying these ecosystems is to provide the scientific community, policy makers, and society with the knowledge and predictive understanding necessary to conserve, protect, and manage the nation's critical ecosystems, their biodiversity, and the services they provide.

A central office (the LTER Network Office or LNO), located at the University of New Mexico, provides services to support the research and education goals of the LTER Network. An intensive three-year planning effort by the LTER Network defined a broad vision for LTER science including substantial new levels of synthesis and transdisciplinary research. Two Cooperative Agreements received from the National Science Foundation in 2009 total $15,761,743, and include support for new, network-wide initiatives focused on critical environmental questions such as climate change, changes in land use and cover, loss of biodiversity, and the impact of invasive species.

A significant part of these awards will emphasize the completion of the Network Information System, management of increased numbers of Network data bases created through the EcoTrends project, the creation of new synthetic databases, and increased training opportunities for LTER information managers and scientists. The activities to be conducted under this award will have broad national impacts resulting from new synthetic research that will be stimulated by access to thousands of LTER data sets, by development of new standards of practice for ecological information management, by creation of new cyberinfrastructure tools, by increased access to data for education and underserved groups, and by collaboration with other environmental observing networks to plan a robust and efficient national cyberinfrastructure for ecological research.

Activities of the LNO are directed at achieving five LTER Network goals:

1. Increase the pace and scope of scientific synthesis in the LTER Network
2. Support Decadal Plan cyberinfrastructure goals
3. Support Network governance and operations
4. Improve information flow within LTER and between LTER and others.
5. Create productive collaborations that improve interoperability with other networks

In addition to the Cooperative Agreements mentioned above, LNO staff wrote a successful proposal to the DataNet program of NSF for $20,000,000. The goal of this proposal is to ensure preservation and access to multi-scale, multi-discipline, and multi-national science data. The Data Observation Network for Earth (DataONE) will be the foundation of new innovative environmental science through a distributed framework and sustainable cyberinfrastructure that meets the needs of science and society for open, persistent, robust, and secure access to well-described and easily discovered Earth observational data. In negotiating this award, UNM agreed to manage the project through the Office of the Vice President for Research.
APPENDIX K

FACULTY SCHOLARLY
& PROFESSIONAL
ACTIVITIES,
CY 2009
I. TEACHING.

A. Graduate Education.

1. Master's degrees.

   a. List master's degrees awarded; include student's name, title of thesis or dissertation, semester awarded.

   CUNNINGHAM, C.

   HANSON, D.T.
   Laura Green, “Transient De-coupling of Photosynthesis and Stomatal Conductance in Response to Leaf Primary Vein Cut in *Helianthus annuus*,” Spring.

   LITVAK, M.E.
   Daniel A. Brese, Plan II, Fall.

   MARSHALL, D.I.
   Nathan Abrahamson, “Effects of Rapid Leaf Movement in Mimosa on Invertebrate Herbivores,” Spring.

   POCKMAN, W.T.
   Laura Green, “Transient De-coupling of Photosynthesis and Stomatal Conductance in Response to Leaf Primary Vein Cut in *Helianthus annuus*,” Summer.

   WEARING, H.J.

   Henry Moncada (Applied Math), Paratransgenic Vectors and Their Potential Influence on the Dynamics of Chagas Disease,” Summer.

   b. For each of your M.S. students (current and past), indicate the number of primary and the total number of middle-author papers based on work done in our graduate program that were published in the last year. We define “primary” as either first-author or senior author.
2. Doctoral degrees.

a. List doctoral degrees awarded; include student’s name, title of thesis or dissertation, semester awarded.

BROWN, J.H.
Oskar Burger, Anthropology Dept., “Ecological Constraints and Life History Trade-offs among Human Foragers and Their Prey,” with Distinction, Spring 2009 (On Committee, but not Committee Chair)

John DeLong, “Population and Community Energetics in Protists,” Spring 2009 (On Committee but not Committee Chair)

HANSON, D.T.
Christopher Bickford, “Environmental Regulation of Carbon Isotope Discrimination and Internal CO₂ Conductance in C₃ Leaves,” Summer.

KODRIC-BROWN, A.
Julie McIntyre, “Habitat Features, Mammal Interactions, and Recovery Approaches Important to a Rare, New Mexican Butterfly,” Spring.

MARSHALL, D.L.
Melanie Barnes, “The Effect of Plant Source Location on Restoration Success: A Reciprocal Transplant Experiment with Winterfat (Krascheninnikovia lantana),” Fall.

POCKMAN, W.T.
Juliana Medeiros, “The Physiological Ecology and Evolution of Freezing Tolerance in Diploid Larrea spp.,” Fall.

SMITH, F.A.

TAKACS-VESBACH, C.D.

TURNER, T.F.


WERNER-WASHBURNE, M.

Sushmita Roy, in Computer Science, with distinction, “Learning Condition-specific Networks,” Fall.

b. For any of your Ph.D. students (current and past), indicate the number of primary and the total number of middle-author papers based on work done in our graduate program that were published in the last year. We define “primary” as either first-author or senior author.

BERGTHORSSON, U.
None primary, one middle author.

BROWN, J.H.
Nine primary, three middle.
COOK, J.A.
Three.

CRIPPS, R.M.
Three.

HANSON, D.T.
Four.

KODRIC-BROWN, A.
One.

LOWREY, T.K.
One.

MILLER, K.B.
Three primary, two middle authors.

MILLER, R.D.
Seven.

NATVIG, D.O.
One.

POE, S.
One.

SINSABAUGH, R.L.
Seven.

SMITH, F.A.
One.

SNEll, H.L.
Nine.

TAKACS-VESBACH, C.D.
Two primary, one middle authors.

THORNHILL, R.
One.

K-4
TURNER, T.F.
Two.

WAIDE, R.B.
One primary, no middle-author

WERNER-WASHBURN, M.
Two primary.

c. For each of your current Ph.D. students, indicate the number of grants for which they applied, and list the number of grants awarded. Please limit your responses in this category to granting agencies outside of UNM.

BROWN, J.H.
Three awarded.

COLLINS, S.L.
One applied for, one awarded.

COOK, J.A.
Nine applied for, five awarded.

CRIPPS, R.M.
One applied for, one awarded.

HANSON, D.T.
Two applied for, none awarded.

KODRIC-BROWN, A.
Three applied for, one granted.

MILLER, K.B.
One applied, none awarded.

POE, S.
Four applied for, one awarded.

SINSABAUGH, R.L.
One applied for, none awarded.

SMITH, F.A.
Two applied for, two awarded.
SNELL, H.L.
Two applied for, one awarded.

THORNHILL, R.
One applied for, one awarded.

WAIDE, R.B.
Four applied for, one awarded.

WERNER-WASHBURNE, M.
Four applied for and awarded.

WITT, C.C.
Eight applied for, one granted.

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

ADEMA, C.M.
Spring: Biol. 582L, Parasitology, 2 students
Fall: Biol. 546L, Lab Methods in Molecular Biology, 3 students

BERGTHORSSON, U.
Spring: Biol. 537, Evolutionary Genetics, 4 students
Fall: Biol. 502, Topic: Genome Evolution, 1 student
* Biol. 510, Ecological and Evolutionary Genomics, 7 students (co-taught w/ S.L. Collins, V. Katiu, and D.O. Natvig)
* Biol. 591, Population Genetics, 6 students (co-taught w/ V. Katju)

BROWN, J.H.
Spring: Biol. 503, Seminar in Interdisciplinary Biological and Biomedical Sciences (SiBBS), 15 students
Fall: Biol. 516, Basic Graduate Ecology, 25 students

CHARNOV, E.L.
Fall: Biol. 516, Basic Graduate Ecology, 16 students
Biol. 565, Sociobiology and Evolutionary Ecology, 6 students

COLLINS, S.L.
Spring: Biol. 523, Population and Community Ecology, Arizona State University, 2 students
Fall: Biol. 510, Ecological and Evolutionary Genomics, 7 students (co-taught w/ U. Bergthorsson, V. Katiu and D.O. Natvig)
Biol. 514, Ecosystem Studies, 9 students

K-6
Biol. 516, Basic Graduate Ecology, 14 students (co-taught w/ J.H. Brown, E.A. Smith and B.O. Wolf)

COOK, J.A.
Spring: Biol. 561, Tropical Biology, 3 students

CUNNINGHAM, C.
Spring: Biol. 556, Immunology, 2 students

HANSON, D.T.
Fall: * Biol. 519, Environmental Monitoring, 5 students

KATJU, V.
Spring: Biol. 517, Basic Graduate Evolution, 14 students
Fall: * Biol. 500, New Graduate Student Seminar, 23 students
Biol. 502, Evolutionary Genetics and Genomics, 1 student
* Biol. 510, Ecological and Evolutionary Genomics, 7 students
* Biol. 591, Population Genetics, 6 students

KODRIC-BROWN, A.
Biol. 517, Basic Graduate Evolution, 15 students
Biol. 599, Master’s Thesis, 3 students
Fall: Biol. 521, Advanced Behavioral Ecology, 2 students
Biol. 502, Topic: Behavioral Problems, 3 students
Biol. 502, Topic: Graduate Ecology Seminar, 5 students

LITVAK, M.E.
Fall: Biol. 502, Topic: Global Change, 5 students

LOWREY, T.K.
Spring: Biol. 502, Topic: Plants and People, 2 students

MARSHALL, D.L.
Spring: Biol. 502, Topic: Plant Reproduction, 1 student
Fall: Biol. 502, Topic: Plant Ecology, 1 student

MILLER, R.D.
Fall: Biol. 556, Immunology, 6 students
Spring: Teaching release

MILNE, B.T.
Fall: Biol. 310, Principles of Ecology, 14 students

K-7
NATVIG, D.O.
Spring: Biol. 502, Biology of Fungi, 2 students
Fall: Biol. 546, Laboratory Methods in Molecular Biology, 3 students
      Biol. 510, Evolutionary and Ecological Genomics, 6 students

POCKMAN, W.T.
Spring: Biol. 502, Topic: Physiological Ecology, 1 student
      Biol. 571, Plant Physiological Ecology, 3 students
Fall:  Biol. 502, Topic: Physiological Ecology, 2 students

SINSABAUGH, R.L.
Fall:  Biol. 516, Graduate Ecology, 12 students
      Biol. 551, Research Problems, 2 students

SMITH, F.A.
Spring: Biol. 502, Topic: Paleocology, 4 students
      Biol. 503, Seminar in Integrative Biology and Biomedical Science (SiBBs), 4
      Biology students, ~15 graduate students, but more attended. (Gross-listed in
      five departments.)
Fall:  Biol. 516, Basic Ecology Graduate, 14 students (Co-taught with J.H. Brown,
      S.L. Collins and B.O. Wolf)

SNELL, H.L.
Fall:  Biol. 551, Research Problems, 1 student
      Biol. 599, Masters Thesis, 1 student
      Biol. 699, Dissertation, 2 students
Spring: Biol. 551, Research Problems, 1 student
        Biol. 699, Dissertation, 2 students

TOOLSON, E.C.
Spring: Biol. 545, Biology of Toxins, 2 students
Fall:  Biol. 592, Introductory Mathematical Biology, 6 students

TURNER, T.F.
Fall:  Biol. 551, Research Problems, 3 students
      Biol. 599, Masters Thesis, 1 student
      Biol. 651, Advanced Field Biology, 1 student
Spring: Biol. 502, Topic: Ecology and Evolution of Fish, 3 students
       Biol. 551, Research Problems, 1 student
       Biol. 699, Dissertation, 2 students

WEARING, H.J.
Spring: Biol. 502, Topic: Mathematical/Theoretical Ecology (cross-listed as Math
        439/679), 1 student
Fall: Biol. 500, New Graduate Student Seminar, 23 students (co-taught with V. Katju)
Biol. 502, Topic: Mathematical/Theoretical Ecology (cross-listed as Math 439/679), 3 students

WERNER-WASHBURNE, M.
Spring: Biol. 502, Topic: Teaching Discovery and Innovation, 3 students
Biol. 502, Topic: Initiatives to Maximize Student Diversity (IMSD), 1 student
Biol. 502, Topic: Frontiers in Genomics, 2 students
Fall: Teaching Release
Biol. 502, Topic: Biomedical Research, 4 students

WITT, C.C.
Spring: Biol. 502, Topic: Molecular Systematics Discussion, 3 students
*Biol. 517, Basic Graduate Evolution, 15 students
Fall: *Biol. 502, Topic: Museum Curatorial Methods, 5 students
Biol. 502, Topic: Molecular Systematics Discussion, 5 students

4. Your service on graduate student committees, not as chair, in semester oral exam was given.

ADEMA, C.M.
Michelle Archuleta, Spring

BROWN, J.H.
Oskar Burger, Department of Anthropology, Spring 2009
John Delong, Spring 2009
Shawn Whiteman, Fall 2009

COLLINS, S.L.
Two.

COOK, J.A.
Craig George, University of Alaska-Fairbanks, Spring

CUNNINGHAM, C.
Trevor J. Krabbenhoft, Fall

HANSON, D.T.
Nathan Abrahamson, Spring
Juliana Medeiros, Fall
HOFKIN, B.V.
Michelle Achuletta, Spring

KODRIC-BROWN, A.
Lauren Cleavall, Spring

LITVAK, M.E.
Sally Koerner, Spring

LOWREY, T.K.
Traci Gryzmala, M.S., Summer 2009
Julie McIntire, Ph.D., Fall 2009

MARSHALL, D.L.
Juliana Medeiros, dissertation defense, Fall.

MILLER, R.D.
Angela Hung, Fall
Wade Wilson, Spring

NATVIG, D.O.
Osorio Meirelles, Fall

POE, S.
Gino Nearns, Fall

SINSABAUGH, R.L.
Laura Green, Summer.

TAKACS-VESBACH, C.D.
Elisa Labeau and Ginny Morris

WEARING, H.J.
Osorio Meirelles, Fall

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.).
BROWN, J.H.

Joseph R. Burger:


Bill Burnside:


Ana Davidson:
Research Grant, U.S. Fish and Wildlife Service, $25,000.


Davidson, A.D. 2009. Interactive Effects of Small and Large Herbivores on the Structure of Grassland Ecosystems. Invited seminar, University of North Dakota, Grand Forks ND.


Marcus Hamilton:
National Science Foundation Fellowship, $34,000+


Jordan Okie:
Student Travel Grant, National Science Foundation/International Biogeography Society, $1,400.

Okie, J.G. 2009. Shifts in metabolic scaling across major evolutionary transitions of life. Talk, Department of Biology, UNM.


Wenyun Zuo:


Collins, S.L.
Sally Koerner:
Awarded an Doctoral Dissertation Improvement Grant, National Science Foundation.
COOK, J.A.
Brittany Barker:
Two talks.

Andrew Hope:
- Poster presentation, "Holarctic Shrews Provide a Tool for Investigating Rapid Evolution in Response to Environmental Change," Darwin Day Symposium, Department of Biology, UNM, February 2009.

Jason Malaney:

Jolene Rearick:
Three-year National Science Foundation Graduate Fellowship.

CUNNINGHAM, C.
Reza Imani:
One paper published, one poster presentation.

HANSON, D.I.
Christopher Bickford:
Post-doctoral Fellowship, Landcare Research, NZ

Kathleen Chuchra-Zbytniuk:
- Grove Scholarship
- Springfield Scholarship

John DeLong:
Post-doctoral Fellowship, Yale University

Hugo Magana:
Published a sole-author paper in *Reviews in Fisheries Science*

Şusan Mirabal:
- Grove Scholarship
- Travel award to the American Society of Plant Biologists meeting

KATJU, V.
Lijing Bu:

K-14

**KODRIC-BROWN, A.**

Andrew Edelman:  
Shadle Award, American Society of Mammalogists

Daniella Swenton:  
Dissertation Improvement Grant, National Science Foundation

**LOWREY, T.K.**

Laura Boykin:  
Postdoctoral Research Appointment, Lincoln University, Christchurch, New Zealand

Joanna Redfern:  
Postdoctoral Research Appointment, Department of Biology, UNM

**MARSHALL, D.L.**

Angela England:  

**MILLER, K.B.**

Gino Nearns:  
• With Mike Medrano, travelled to Ketchikan, Alaska and Prince Rupert, British Columbia for a collecting expedition.  
• Visited the INBio collection in Costa Rica.  
• With Traci Grzymala, attended the Southwestern Branch of the Entomological Society of America (ESA) Annual Meeting in Stillwater, OK. Both presentations won awards for best student presentations in their area.  
• With Traci Grzymala, traveled to Chile for a collecting expedition.

**POE, S.**

Levi Gray:  
International field work.

Ian Latella:  
International field work; paper presented; poster presented.

Mason Ryan:  
International field work; attended workshop; Undergraduate Opportunities (UnO) mentor.
Eric Schaad:
International field work; paper presented; poster presented.

SINSABAUGH, R.L.
Jennifer Hathaway:
• Grove Summer Fellowship
• NM Space Grant Consortium

SMITH, E.A.
Dolly Crawford:
UNM Undergraduate Nurturing Opportunities (UNO) mentor for Justin Pichardo.

Crawford, Dolly. 2009. A Desert Runs Though It: Comparative Phylogeography of Three Rodent Taxa Across the Highlands of Mexico and the Southern United States. Travel grant from the International Biogeography Society, $1,300.

Ian Murray:


UNM Undergraduate Nurturing Opportunities (UNO) mentor for Justin Pichardo.

UNM undergraduate mentor for Diego Duran.

Outreach Guest Lecture, Laguna Pueblo Middle School, March 2009.


Shawn (Fred) Whiteman:
Honorable Mention for the Deevey Award (for excellence in a student presentation in paleoecology), Annual Meeting of the Ecological Society of America, Albuquerque NM, August 2009.


SNELL, H.L.
J. Tomas Giermakowski:

**TURNER, T.F.**

Kennedy, Thomas L.:

Krabbenhoft, Trevor J.:

Pilger, Tyler J.:

**WAIDE, R.B.**

Brittany Barker:

Research Project and Travel Grant (R.P.T) Office of Graduate Studies, UNM, $1,000.

Grove Summer Research Scholarship, Department of Biology, UNM, $1,000.


Mentored Vani Aran (J. Cook Lab), Biology Honors.
WERNER-WASHBUNE, M.

Sushmita Roy:
Ph.D. in Computer Sciences; Outstanding Graduate Student, Dept. of Computer Science, UNM, 2009; post-doctoral position in computational biology at MIT/Broad; fifteen papers thus far from thesis work; awarded “2009 Computing Innovation Fellow” from the Computing Research Association; attended the RECOMB Regulatory Genomics; RECOMB Systems Biology and DREAM4 Reverse Engineering Challenges, December 2-6, 2009.

WITT, C.C.

Elizabeth Beckman:
Ornithological Field Expedition to Peru, December 2009-January 2010.

Fred Benham:
Chapman Memorial Fund Grant, $2,200.
Student Membership Grant, Cooper Ornithological Society
Ornithological Field Expedition to Peru, December 2009-January 2010.

Shane Dubay:
Chapman Memorial Fund Grant, $2,200.
Ornithological Field Expedition to Peru, December 2009-January 2010.

Michael Lelevier:
Chapman Memorial Fund Grant, $2,200.
Ornithological Field Expedition to Peru, December 2009-January 2010.

Natalie Wright:
Ornithological Field Expedition to Peru, December 2009-January 2010.
Talk, “Evolution of Birds on Trinidad and Tobago,” Brown Bag Series, UNM, Fall.
Talk, “Evolution of Birds on Trinidad and Tobago,” American Ornithologists’ Union Meeting, Philadelphia PA, August.

B. Undergraduate Education.

1. Bona fide undergraduate courses taught each semester and the number of students enrolled. Indicate new course (for you) with an asterisk.

ADEMA, C.M.

Spring: Biol. 582L, Parasitology, 10 students
Fall: Biol. 546L, Lab Methods in Molecular Biology, 12 students

BERGTHORSSON, U.

Spring: Biol. 437, Evolutionary Genetics, 22 students
Fall: *Biol. 410, Ecological and Evolutionary Genomics, 4 students (co-taught w/ S.L. Collins, V. Katju, and D.O. Natvig)
      *Biol. 491, Population Genetics, 14 students (co-taught w/ V. Katju)
COLLINS, S.L.
Spring: Biol. 423, Population and Community Ecology, Arizona State University, 15 students
Fall: Biol. 410, Ecological and Evolutionary Genomics, 4 students (co-taught w/ U. Bergthorsson, V. Katju and D.O. Natvig)

COOK, J.A.
Spring: Biol. 461, Introduction to Tropical Biology, 15 students
Fall: Biol. 489, Mammalogy, 10 students

COUCH, L.
Fall: Biol. 239L, Microbiology for Health Sciences & Non-Majors, 140 students
Spring: Biol. 239L, Microbiology for Health Sciences & Non-Majors, 160 students

COUNCIL-GARCIA, C.L.
Spring: Biol. 112L, Biology for Non Majors Lab, 72 students
Biol. 124L, Biology for Health Science Majors Lab, 384 students
Biol. 201L, Cell Biology Discussion, 408 students
Biol. 202L, Genetics Lab, 216 students
Biol. 203L, Ecology and Evolution Lab, 240 students
Biol. 204L, Plant and Animal Form and Function Lab, 240 students
Summer: Biol. 124L, Biology for Health Science Majors Lab, 72 students
Biol. 201L, Cell Biology Discussion, 72 students
Biol. 202L, Genetics Lab, 48 students
Fall: Biol. 112L, Biology for Non Majors Lab, 96 students
Biol. 124L, Biology for Health Science Majors Lab, 384 students
Biol. 201L, Cell Biology Discussion, 408 students
Biol. 202L, Genetics Lab, 216 students
Biol. 203L, Ecology and Evolution Lab, 240 students
Biol. 204L, Plant and Animal Form and Function Lab, 240 students

CUNNINGHAM, C.
Spring: Biol. 456, Immunology, 93 students
Biol. 499, Undergraduate Problems, 1 student
Fall: Biol. 201, Molecular and Cell Biology, 356 students
Biol. 499, Undergraduate Problems, 1 student

FARNSWORTH, P.A.
Spring: Biol. 110, Biology for Non-majors, 282 students (2 sections)
Fall: Biol. 110, Biology for Non-majors, 247 students (2 sections)

FRIDRICK, C.O.
Spring: Biol. 123, Biology for Non-majors, 202 students (two sections)
Fall: Biol. 123, Biology for Non-majors, 250 students (three sections)
HANSON, D.T.

Fall: *Biol. 419, Environmental Monitoring, 6 students

HOFKIN, B.V.

Spring: Biol. 201, Molecular and Cell Biology, 338 (two sections; co-taught with K.A. Howe)
Biol. 450-001, General Virology, 30 students
Fall: Biol. 201, Molecular and Cell Biology, 364 students (two sections; co-taught with C. Cunningham)
Biol. 202, Genetics, 212 students (two sections; co-taught with K.A. Howe)
Biol. 371, Invertebrate Zoology 12 students
Biol. 490, Biology of Infectious Organisms, 81 students

HOWE, K.A.

Fall: Biol. 202, Genetics, 212 students (two sections; co-taught with B.V. Hofkin)
Biol. 429, Molecular Cell Biology, 20 students
Biol. 497, Principles of Gene Expression, 20 students
Spring: Biol. 123, Biology for Health-related Sciences, 132 students
Biol. 201, Molecular Cell Biology, 338 students (two sections; co-taught with B.V. Hofkin)

KATJU, V.

Spring: *Biol. 202, Genetics, 109 students
Biol. 402, Evolutionary Genetics and Genomics, 1 student
Fall: *Biol. 410, Ecological and Evolutionary Genomics, 11 students
*Biol 491, Population Genetics, 22 students

KODRIC-BROWN, A.

Spring: Biol. 455, Ethology/Animal Behavior, 46 students
Fall: Biol. 499, Undergraduate Problems, 1 student

LITVAK, M.E.

Fall: Biol. 402, Topic: Global Change, 9 students
Spring: Biol. 204, Plant and Animal Form and Function, 180 students (co-taught with E.C. Toolson)

LOKER, E.S.

Fall: Biol. 490, Biology of Infectious Organisms, 81 students

LOWREY, T.K.

Spring: Biol. 402, Plants and People, 14 students
Summer: NTSC (Natural Science) 400, Field Botany, 7 students
Fall: Biol. 463, Flora of New Mexico, 9 students
<table>
<thead>
<tr>
<th>Name</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>MARSHALL, D.L.</td>
<td>Biol. 360, General Botany, 20 students</td>
<td>Biol. 405, Entomology, 13 students</td>
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<td>Biol. 402, Topics in Plant Ecology, 1 student</td>
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<tr>
<td>MILLER, K.B.</td>
<td></td>
<td>Biol. 485, Entomology, 13 students</td>
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<td>Biol. 203, Ecology and Evolution, 202 students</td>
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<td>NATVIG, D.O.</td>
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<td>Biol. 402, Biology of Fungi, 14 students</td>
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<td>Biol. 446, Laboratory Methods in Molecular Biology, 12 students</td>
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<td>*Biol. 410, Evolutionary and Ecological Genomics, 5 students</td>
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<td>POCKMAN, W.T.</td>
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<td>Biol. 471, Plant Physiological Ecology, 4 students</td>
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<td>Biol. 204, Plant and Animal Form and Function, 176 students</td>
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<td>Biol. 499, Undergraduate Problems, 1 student</td>
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<td>POE, S.</td>
<td></td>
<td>Biol. 488, Herpetology, 19 students</td>
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<td>SHANER, M.G.</td>
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<td>Biol. 123, Biology for Health-related Sciences, 260 students</td>
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<td>Biol. 123, Biology for Health-related Sciences, 350 students</td>
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<td>SINSABAUGH, R.L.</td>
<td>Biol. 351, Microbiology, 100 students</td>
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<td>Biol. 400, Senior Honor’s Thesis, 1 student</td>
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<td>SMITH, F.A.</td>
<td>Biol. 402, Topic: Palaeoecology (TiP), 6 students</td>
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<td>SNELL, H.L.</td>
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<td>Biol. 379, Conservation Biology, 61 students</td>
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<td>Research Semester</td>
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<td>STRICKER, S.A.</td>
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<td>Biol. 412, Developmental Biology, 80 students</td>
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<td>Biol. 416, Histology, 40 students</td>
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<tr>
<td>SWAN, J.</td>
<td>Biol. 237, Human Anatomy and Physiology I, 339 students (2 sections)</td>
<td>Biol. 237, Human Anatomy and Physiology I, 79 students (2 sections)</td>
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<td></td>
<td>Biol. 238, Human Anatomy and Physiology II, 258 students (2 sections)</td>
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Biol. 238, Human Anatomy and Physiology II, 42 students (1 sections)

Fall:
Biol. 237, Human Anatomy and Physiology I, 330 students (2 sections)
Biol. 238, Human Anatomy and Physiology II, 246 students (2 sections)

TAKACS-VESBACH, C.D.

Spring: Biol. 351, General Microbiology, 116 students

THORNHILL, R.

Spring: Biol. 203-001, Ecology and Evolution, 193 students (two sections)
Biol. 402-002, Topic: Human Sexuality, 10 students

Fall: Biol. 365, Evolution of Human Sexuality, 88 students

TOOLSON, E.C.

Spring: Biol. 204, Plant and Animal Structure and Function, 175 students
Biol. 402, Topic: Ecology Seminar, 5 students
Biol. 445, Biology of Toxins, 97 students

Fall: A&S 198 (Freshman Learning Community course), Biology of Toxins, 22 students
Biol. 435, Animal Physiology, 12 students
Biol. 492, Introductory Mathematical Biology, 7 students

TURNER, T.F.

Spring: Biol. 400, Senior Honors Thesis, 1 student
Biol. 402, Topic: Ecology and Evolution of Fish, 6 students
Biol. 487, Ichthyology, 14 students

Fall: Biol. 386, General Vertebrate Zoology, 32 students
Biol. 386L, General Vertebrate Zoology Lab, 32 students
Biol. 400, Senior Honors Thesis, 2 students
Biol. 499, Undergraduate Problems, 2 students

WEARING, H.J.

Fall: *Biol. 203, Ecology and Evolution, 215 students
Biol. 402, Topic: Mathematical/Theoretical Ecology (cross-listed as Math 439/679), 1 student

Spring: Math 181 (special section), Elements of Calculus II for the Life Sciences, 18 students
*Math 316, Applied Ordinary Differential Equations, 37 students
Biol. 402, Topic: Mathematical/Theoretical Ecology (cross-listed as Math 439/679), 1 student

WERNER-WASHBURNE, M.

Spring: Biol. 402, Topic: Teaching Discovery and Innovation, 1 student
Biol. 402, Topic: Initiatives to Maximize Student Diversity (IMSD), 4 students
Biol. 402, Topic: Frontiers in Genomics, 12 students
Biol. 402, Topic: Biomedical Research II, 22 students
Fall: teaching release
   Biol. 402, Topic: Biomedical Research, 23 students

WITT, C.C.
Spring: Biol. 402, Topic: Molecular Systematics Discussion, 1 student
       Biol. 402, Topic: Avian Specimen Preparation, 3 students
       Biol. 300, Evolution, 48 students
Fall:  Biol. 486L, Ornithology, 16 students (co-taught with B.O. Wolf)
       *Biol. 402, Topic: Museum Curatorial Methods, 1 student

WOLF, B.O.
Fall:  Biol. 204L, Plant and Animal Structure and Function, 176 students (two sections; co-taught with W.T. Pockman)
       Biol. 486L, Ornithology, 16 students (co-taught with C. Witt)

2. Number of undergraduates who performed research under your supervision in the last year.

ADEMA, C.M.
Three.

BERGTHORSSON, U.
Two.

COLLINS, S.L.
One.

COOK, J.A.
Six.

CRIPPS, R.M.
Ten.

CUNNINGHAM, C.
Two.

HANSON, D.T.
Five.

HOFKIN, B.V.
One.

KATJU, V.
Three.

K-23
SWAN, J.
Two.

TAKACS-VESBACH, C.D.
Five.

THORNHILL, R.
Six.

TOOLSON, E.C.
One.

TURNER, T.F.
12.

WEARING, H.J.
Three.

WERNER-WASHBURN, M.
25.

WITT, C.C.
Nine.

WOLF, B.O.
Two.

3. Number of undergraduates who attended local or national scientific conferences in the last year.

COOK, J.A.
Eight.

CRIPPS, R.M.
Six.

CUNNINGHAM, C.
One.

HANSON, D.T.
One.
HOFKIN, B.V.
One.

KATJU, V.
One.

LOWREY, T.K.
One.

MILLER, K.B.
Three.

POE, S.
Two.

SINSABAUGH, R.L.
One.

SMITH, F.A.
Two.

STRICKER, S.A.
Three.

SWAN, J.
Four.

TAKACS-VESBACH, C.D.
Five.

TURNER, T.F.
Seven.

WEARING, H.J.
Two.

WITT, C.C.
One.
4. Number of undergraduates who received local or national awards (travel awards, scholarships, presentation awards).

CRIPPS, R.M.
Two.

HANSON, D.T.
One.

HOFKIN, B.V.
One.

KATJU, V.
One.

MILLER, K.B.
Two.

POE, S.
Two.

SMITH, F.A.
One.

SWAN, J.
One.

TAKACS-VESBACH, C.D.
Four.

TURNER, T.F.
Two.

WEARING, H.J.
One.

WITT, C.C.
One.
5. Number of undergraduates graduating with Biology Honors based upon a project under your supervision.

CUNNINGHAM, C.
One.

STRIKER, S.A.
One.

TAKACS-VESBACH, C.D.
Two.

THORNHILL, R.
Two.

TURNER, T.F.
One.

6. Number of undergraduates in your program who were co-authors on peer-reviewed papers in the last year.

COLLINS, S.L.
One.

COOK, J.A.
One.

Cripps, R.M.
Three.

CUNNINGHAM, C.
One.

SMITH, F.A.
Two.

STRIKER, S.A.
One.

THORNHILL, R.
One.
C. Teaching Awards.

BROWN, J.H.
Linnaeus Lecture, University of Uppsala, Oslo, Norway.
Alumni Distinguished Lecture, University of Kansas, KS.

HOFKIN, B.V.

D. Curriculum Development/Production of Teaching Materials.

ADEMA, C.M.
For Biol. 446L/546L:
- 10-seat loaner license Sequencher (GC codes, MI)
- effected maintenance on adjustable micropipets
- recommended to Dr. M. Warner-Washburn apply for American Recovery and Reinvestment Act (ARRA) of 2009 funds for new computers, arranged and effected set-up of these new computers.

COOK, J.A.
As Undergraduate Nurturing Opportunities (UnO) Program Director, organized and led undergraduate research program with 17 students pace in 11 different labs, taught one-credit seminar related to this grant each semester.

FARNSWORTH, P.A.
Instituted a program, using Title V funding, of Peer Learning Facilitators (PLFs), undergraduate students who assist instructors to effectively implement active learning in large-enrollment classes. PLFs work with small groups of learners to support the successful completion of in-class assignments or to lead small-group in-class discussions that actively engage students in learning. Other tasks include writing test, quiz and clicker questions, designing handouts and PowerPoint® slides on classroom materials, providing feedback on assignments to students and feedback to the instructor on areas of confusion for students, and acting as liaisons between the instructor and students. PLFs enable instructors to use active-learning techniques that would otherwise be precluded by a large class size. They also help to keep students "on task," and help facilitate learning at the individual level. Student surveys have indicated that they like the active engagement of assignments in class and the help from their PLFs. The use of active-learning techniques in my classrooms has improved student attendance, student participation, student attitudes and produced learning gains. This has resulted in a whole letter-grade improvement in average student scores.
HANSON, D.T.
Developed Biol. 419/519, Environmental Monitoring
Assisted with refining Biol. 204, Plant and Animal Form and Function

HOFKIN, B.V.
With Garland Science, co-developed a series of supplemental animations to an introductory microbiology text that I am publishing.

LOWREY, T.K.
Laboratory Manual for Field Botany, NTSC (Natural Science) 400, Field Botany.

SMITH, E.A.
Co-Director, Program in Integrative Biology and Biomedical Sciences (PIBBS); in collaboration with faculty from other departments, currently developing and implementing a series of three courses and a unified curriculum that ultimately will lead to a cross-departmental Ph.D. concentration in Integrative Biology.

SWAN, J.
Podcasts for anatomy lectures, case history development, PowerPoint® presentations.

WERNER-WASHBURN, M.
Established Biol. 299 for introducing biology majors to frontiers in biology and other important topics for undergraduate education.

E. Museum Curator, Advisor, Assistant Chair, EM Director, etc.

BROWN, J.H.
Director, Program in Interdisciplinary Biology and Biomedical Science (PIBBS)

COLLINS, S.L.
Director, Sevilleta Long Term Ecological Research (LTER) Program

COOK, J.A.
Director, Undergraduate Nurturing Opportunities (UnO) Program
Curator, Division of Mammals, Museum of Southwestern Biology
Interim Curator of Division of Genomic Resources, Museum of Southwestern Biology

CRIPPS, R.M.
Associate Chair, Department of Biology, UNM, January–June, 2009.
Chair, Department of Biology, UNM, June 2009–present.
HANSON, D.T.
Associate Curator, UNM Herbarium, Museum of Southwestern Biology

HOFKIN, B.V.
Undergraduate Pre-veterinary Advisement

LOKER, E.S.
Chair, Department of Biology, UNM, January–July, 2009.
Director, Center for Evolutionary and Theoretical Immunology (CETI)
Acting Curator, Parasite Division, Museum of Southwestern Biology, UNM

LOWREY, T.K.
Curator, UNM Herbarium, Museum of Southwestern Biology
Associate Chair, Department of Biology, UNM, June 30, 2009–present.

MILLER, K.B.
Curator, Division of Arthropods, Museum of Southwestern Biology (MSB).
Faculty Undergraduate Advisor
Biology Undergraduate Society (BUGS) Faculty Sponsor

MILLER, R.D.
Director, Molecular Biology Facility
Co-director, Center for Evolutionary and Theoretical Immunology (CETI)

MILNE, B.T.
Director, Sustainability Studies Program

NATVIG, D.O.
Director, UNM Long Term Ecological Research (LTER) Sevilleta Field Station, Socorro NM

POCKMAN, W.T.
Associate Chair, Department of Biology, UNM, July–present

POE, S.
Associate Curator, Division of Amphibians and Reptiles, Museum of Southwestern Biology, Department of Biology, UNM.
SHANER, M.G.
Undergraduate Academic Advising, Spring and Fall

SNELL, H.L.
Curator, Division of Amphibians and Reptiles, Museum of Southwestern Biology
Advisor, Conservation Biology Degree Concentration

SMITH, F.A.
Co-Director, Program in Integrative Biology and Biomedical Sciences (PIBBS); work closely with ~15 graduate students from various departments on campus.
Faculty mentor in the Undergraduate Nurturing Opportunities (UNO) Program.

STRICKER, S.A.
Associate Chair, Department of Biology, UNM, Spring.
Director, Microscopy Facility

TOOLSON, E.C.
Undergraduate Advisor

TURNER, T.F.
Director, Museum of Southwestern Biology (MSB)
Curator, Division of Fishes, Museum of Southwestern Biology

WAIDE, R.B.
Director, Center for Research Excellence in Science and Technology (CREST), UNM.

WERNER-WASHBURNE, M.
Director, Initiatives to Maximize Student Diversity (IMSD) Program

WITT, C.C.
Curator, Division of Birds, Museum of Southwestern Biology, UNM (see MSB Annual Report)

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.

ADEMA, C.M.
Devaraj Aran, UNM student, volunteer lab project mitochondrial sequencing, February 17–December 31, 2009.
Hagit Salamon, UNM student, volunteer lab project mitochondrial sequencing, February 17–December 31, 2009.

Amanda Watson, UNM student, volunteer lab project mitochondrial sequencing, February 17–December 31, 2009.

BERGTHORSSON, U.

Catherine Geisik, September–December 2009
Jason Marquardt, June–December 2009

COLLINS, S.L.

The P.I. on an Research Experiences for Undergraduates (REU) Sites award that supported 11 undergraduate students conducting independent research at the Sevilleta LTER during the summer of 2009.

COOK, J.A.

Vani Aran, Honor’s student, January 1–December 31, 2009

David Banks-Richardson, UnO Program, worked in molecular genetic lab and museum, January 1–October 1, 2009

Hiyatsi Bassett, UnO Program, museum project, June 1–December 31, 2009

Eudora Claw, UnO Program, worked in molecular genetics lab, January 1–June 1, 2009

Victoria Corvino, UnO Program, worked in museum and molecular genetics lab, January 1–December 31, 2009

Randle McCain, UnO Program, worked in museum and fieldwork in Alaska, January 1–December 31, 2009

Kelly Speer, UnO Program, worked in molecular genetics lab, January 1–December 31, 2009.

CRIPPS, R.M.

Melanie Adams, MARC, August 1, 2007–August 1, 2009

Carmelita Jaramillo, MARC, May 1–December 31, 2009

Thai Lee, IMSD, August 1, 2007–May 1, 2009

Melody Martinez, IMSD, May 1–December 31, 2009

Alex Mason, February 2–December 2009

Ashley Montoya, work-study, August 1, 2008–December 31, 2009

K-33
Faynessa Mott, student employment, January 1–December 31, 2009
Cloyce Nelson, student employment, May 1, 2008–December 31, 2009

Sandy Nguyen, work-study, August 1–December 31, 2009

CUNNINGHAM, C.
Brad Tonnessen, Biol. 400, Senior Honors Thesis, August 24–December 19, 2009

FARNSWORTH, P.A.
Mentored eight undergraduates as part of the Peer Learning Facilitator (PLF) Program.

HANSON, D.T.
Dani McCade, independent research, January 15–December 31, 2009
Nichole Neff, independent research, January 1–December 31, 2009
Dianne Pater, honors research, summer undergraduate research fellowship American Society of Plant Biologists, January 1–December 31, 2009
Rachel Powell, independent research, January 1–December 31, 2009
Nathaniel Wiest, Honors research, January 15–December 31, 2009

HOFKIN, B.V.

KATJU, V.
Hallie Rane, Undergraduate Honor’s Program & UnO Program; January 1–December 31, 2009.

KODRIC-BROWN, A.

LITVAK, M.E.

LOKER, E.S.
Jason Leonard, Biol. 499, Undergraduate Problems, Fall

Ioan Belovarski, informal advisor

K-34
LOWREY, T.K.

MARSHALL, D.L.
Lindsey Boren, Fall 2009–present.

MILLER, K.B.
- Erin Fenton, Phylogenetics of Prionine Cerambycidae (Coleoptera), August 1–December 31.
- Catherine Geisik, Phylogenetics of Embioptera, August 15–December 31.
- Emily Hodson, Museum Curatorial Techniques, January 1–December 15.
- Jessica Smith, Spiders of New Mexico, August 15–December 31.
- April Tafoya, Undergraduate Nurturing Opportunities (UNO) undergrad, Subterranean Diving Beetles, January 1–December 31.
- Rebecca Zalar, Phylogenetics of Bidessini Diving Beetles, October 1–December 31.

MILLER, R.D.

NATVIG, D.O.
Ashley, Talbot, January 1–December 31, 2009.

POCKMAN, W.T.
Trey Cole, lab research project, September 1–December 20, 2009.

POE, S.

K-35
SINSABAUGH, R.I.
Johanna Byrd and Monica Moya, Honor's thesis reader.

SMITH, F.A.
Jessica Martin, an undergraduate in biology at UNM, Spring, Summer and Fall 2009. Currently, she is working on her Honor's thesis and is a participant in the Undergraduate Nurturing Opportunities (UNO) Program.

Justin Pichardo, an undergraduate in biology at UNM, Fall 2008–Spring 2009. He is a participant in the Undergraduate Nurturing Opportunities (UNO) Program.

SNELL, H.I.

Raphaelita Bishara, Herpetology Fieldwork and Museum Collections, August 1, 2008–August 30, 2010.


Cassandra Wilson, Herpetology Fieldwork and Museum Collections, August 1, 2008–August 30, 2010.

STRICKER, S.A.


Hagit Salamon, Senior Honors, September 1, 2008–May 10, 2009.

TAKACS-VESBACH, C.D.
Carmela Carrasco, Spring, Summer and Fall, 2009
Dan Coleman, Spring, Summer and Fall, 2009
Shannon FitzPatrick, Honors, all of 2009
Stephanie Moquin, Honors, all of 2009
Ashley Reid, Spring, Summer and Fall, 2009

TOOLSON, E.C.
Dan Coleman
TURNER, T.F.

Raphaelita Bishara, Undergraduate Nurturing Opportunities (UNO) student
Nathan Daves-Brody, Research Experiences for Undergraduates (REU) student
Tracy Diver, Undergraduate Research Assistant
Jane Fencl, Honor's Thesis
Erica Johnson, Research Experiences for Undergraduates (REU) Student, Summer 2009–present
Lauren Kelbe, Undergraduate Research Assistant
Jennifer Kraus, Undergraduate Research Assistant
Corey Love, Research Experiences for Undergraduates (REU) student
Nichole Neff, Biology Honors Research
Alana Sharp, Undergraduate Research Assistant
Monica Tellez, Undergraduate Research Assistant
Jesse Trujillo, Undergraduate Nurturing Opportunities (UNO) Student, Fall 2009

WEARING, H.J.

Sandra Baldridge, Computer modeling of genetic mutations in human respiratory syncytial virus,


Alex Washburne, Mathematical modeling of lytic and lysogenic virus life cycles, January 1–
December 31, 2009.

WERNER-WASHBURNE, M.

Marissa Anderson
Eric Arellano
Taylor Canady
Robert Castillo
Daniel Chee
Giuliana DiPiazza
Cassandra Garner
Antonio Gonzales
Lory Henderson
Jason Kimble
Xavier De Leon
Melody Martinez
Monica Rose Mascarences
Dianne Pater
Rebecca Pfeiffer
LaRae Platero
Joseph Sanchez
Monica Sandoval
Anna Vestling
Eli Weber
Doug Whalen
Melissa Wilson

On the supplement:
Andrew Ah Young
Ivy Brown
Christine Chee
Pablo de la Iglesia
Anne Dodson
Billy Edelman
Margaret Garcia
Anne Hellebust
Amelia Hilgart
Thai Lee
Ari Munoz
Charles Sanchez

Benn Ediger (Univ. of Penn)
Adrienne Greene (UC–Berkeley)
Leanne Lovato (Univ. of Rochester)
WITT, C.C.

Gerald Bustos, UNM Student, DNA Sequencing of Birds of Peru, Spring.
Michael Hilchey, UNM Student, Plumage Variation in the Rosy Finch, January–December.
Matthew Jones, UNM Student, Vocalizations of Sandhill Crane Subspecies, Fall–present.
Angelica Portillo, UNM Student, Red Blood Cell Concentration in Birds, Spring.
Alessandra Quinonez, University of Peruana Cayetana-Heredia, Phylogeography of the Collared Inca Hummingbird, January–December.
C. Jonathan Schmitt, UNM Student, Phylogeography of the Tropical Andes, January–December.
Jessica Smith, UNM Student, Topics in Avian Ecotoxicology, Fall.
Sara Swiderek, UNM Student, Red Blood Cell Concentration in Birds, Summer.
Raymond Vanbuskirk, UNM Student, Plumage Variation in the Rosy Finch, January–December.
Doug Whalen, UNM Student, Avian Malaria in the Tropical Andes, January–December.
Geneva Williams, UNM Student, Heart Morphology in High altitude Birds, January–December though graduated in May.

WOLF, B.O.

Diego Duran
Justin Schmidt

G. Other Teaching Activities.

LOKER, E.S.

One-hour presentation to visiting Johns Hopkins University students, August 14, 2009

Postdoc and research faculty mentoring:
• Coenraad Adema
• Sara Brant
• Ben Hanelt
• Patrick Hanington
• Michelle Steinauer
• Bo Wang
• Si-Ming Zhang

MILLER, R.D.


Ph.D. thesis external examiner for Department of Biological Sciences, Macquarie University, Sydney, Australia: Kim Ly Chhour, Investigations into the Microbiome of the Tammar Wallaby (Macropus eugenii),” November 2009.
NATVIG, D.O.
Annette Evangelisti, Biol. 699, Dissertation (9 cr), Fall
Christopher Kitchen, Biol. 551, Research Problems, Summer (6 cr.) and Fall (12 cr.)

SWAN, J.
Coordination of Biol. 237L and 238L labs and lab T.A.s.

TAKACS-VESBACH, C.D.

TURNER, T.F.
Dissertation Outside Reviewer, Griffith University, Brisbane Australia (1)

WITT, C.C.
Spring: Guest Lecture, Biol. 461L/561, Introduction to Tropical Biology/Tropical Biology
Faculty mentor to UNM Birding Club
Coordinated and/or led six field expeditions in Peru during 2009, with 14 total participants, including both Peruvian and American students.

II. PUBLICATIONS.

A. Books Authored.

COOK, J.A.

COUNCIL-GARCIA, C.L.

CRIPPS, R.M.
Guest lecture in Ursula Shepherd’s Honors course.

FARNSWORTH, P.A.

SWAN, J.

**B. Books Edited.**

**FARNSWORTH, P.A.**

**C. Chapters in Books or Major Synthetic Reviews.**

**LOKER, E.S.**

**LOWREY, T.K.**


**MILLER, R.D.**

**WERNER-WASHBURNE, M.**
D. Articles in Refereed Journals.

ADEMA, C.M.


BERGTHORSSON, U.


BROWN, J.H.


**CHARNOV, E.L.**


**COLLINS, S.L.**


**COOK, J.A.**


**CRIPPS, R.M.**


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K-43
CUNNINGHAM, C.


HANSON, D.T.


KATJU, V.

LOKER, E.S.


**LOWREY, T.K.**


**MARSHALL, D. L.**


**MILLER, K.B.**


MILLER, R.D.


POCKMAN, W.T.


POE, S.


SINSABAUGH, R.L.


SMITH, F.A.


SNELL, H.L.


STRICKER, S.A.


TAKACS-VESBACH, C.D.


THORNHILL, R.

**TURNER, T.F.**


**WEARING, H.J.**


**WERNER-WASHBURNE, M.**


**WITT, C.C.**


WOLF, B.O.


E. Book Reviews.

COLLINS, S.L.


SNELL, H.L.


F. Articles in Non-scholarly Journals.

None.

G. Quasi-public Reports for Internal/external Circulation.

SNELL, H.L.


WAIDE, R.B.


2009 Annual Report to the Luquillo LTER Program for a subcontract with the University of Puerto Rico.

H. Abstracts (Refereed or Invited).

ADEMA, C.M.


LITVAK, M.E.


SINSABAUGH, R.L.


SMITH, E.A.


An upper limit to maximum animal body size through the Phanerozoic. 9th North American Paleontological Convention (NAPC), Cincinnati OH, June 21-26, 2009.


TURNER, T.F.


WAIDE, R.B.

biodiversity hotspot. 94th Annual Meeting of the Ecological Society of America (ESA), Albuquerque NM, August 2-7, 2009.


I. Abstracts (Contributed) (including Research Day abstracts of your students).

ADEMA, C.M.


BERGTHORSSON, U.


CUNNINGHAM, C.


HANSON, D.T.


Wiest, N.E., V.V. Kulkarny, D.T. Hanson and N.I. Perrone-Bizzozero. 2009. Increased GAP-43 Expression in the Hippocampi of Adolescent Rats after Acute Binge Drinking. 18th Annual Research Day, Department of Biology, UNM, April 10, 2009.


HOFKIN, B.V.


KATJU, V.


LOKER, E.S.


LOWREY, T.K.


MARSHALL, D.L.


MILLER, K.B.

NATVIG, D.O.


POCKMAN, W.T.


SINSABAUGH, R.L.


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SMITH, F.A.


SNELL, H.L.


STRICKER, S.A.

TURNER, T.F.


WAIDE, R.B.


WEARING, H.J.


Nonaka, E. G.D. Ebel and H.J. Wearing. 2009. Vertical and cofeeding transmission pathways are both important to maintain pathogens with short infectivity in seasonally structured tick


WERNER-WASHBURNE, M.


“From Nano to Terra: the Biological Revolution Rumbles in Yeast, a Well-behaved Organism,” Integrating Nanotechnology with Cell Biology and Neuroscience (INCBN) Integrative Graduate Education and Research Traineeship (IGERT), UNM, November 2, 2009.


WITT, C.C.


Evolution of Genome Size in Hummingbirds, American Ornithologists’ Union Meeting, Philadelphia PA, August 2009.


WOLF, B.O.


K-63


J. Other.

WITT, C.C.

Web publications:


III. RESEARCH PROJECTS OR OTHER CREATIVE WORK IN PROGRESS OR COMPLETED DURING PERIOD.

A. Grants and Contracts. Extramural and Intramural.

I. Submitted to all agencies in 2009.

ADEMA, C.M.

“Anti-pathogen-responses in Biomphalaria glabrata”; C.M. Adema; National Institutes of Health; $500,000; June 16, 2009–May 31, 2011, $250,000/year.

BERGTHORSSON, U.


“Genomic Determinants Influencing the Evolutionary Fate of Young Gene Duplicates In Caenorhabditis elegans”; V. Katju, PI, U. Bergthorsson, co-PI; National Science Foundation; $672,677, January 1, 2010–December 31, 2012.

Cripps, R.M.

“A Drosophila Model for Mammalian Muscular Dystrophy”; R.M. Cripps, PI; Muscular Dystrophy Association; $300,000, July 1, 2009–June 30, 2012, $100,000/year.
“A Drosophila Model for Mammalian Muscular Dystrophy”, R.M. Cripps, PI; Muscular Dystrophy Association; $300,000, January 1, 2010–December 31, 2012, $100,000/year.

“A Drosophila Model for Mammalian Muscular Dystrophy”; R.M. Cripps, PI; National Institutes of Health; $275,000, July 1, 2009–June 30, 2011.


“Genetic Regulation of Muscle Fiber Diversity”; R.M. Cripps, PI; National Institutes of Health; $1,250,000, May 1, 2010–May 30, 2015, $250,000/year.

CUNNINGHAM, C.

“Oysters as Environmental Biosensors”; C. Cunningham, PI; National Science Foundation; $650,000, July 1, 2009–June 30, 2012, $215,000/year.

“Oysters as Environmental Biosensors”; C. Cunningham, PI; National Science Foundation; $650,560, January 1, 2010–December 31, 2012, $215,000.


“Schistosoma mansoni Defense Genes”; E.S. Loker, PI, C. Cunningham, co-PI; National Institutes of Health; $400,000, October 1, 2009–September 30, 2011, $200,000.

“Understanding the Biology of Schistosomes in Response to Praziquantel”; C. Cunningham, PI; UNM-RAC; $4,000, April 1–June 30, 2009.

HANSON, D.T.


“Oxygen Analyzer Request”; D.T. Hanson, PI; McCune Foundation; $17,040, March 1, 2010–February 28, 2011.

K-65
HOFKIN, B.V.


"Bosque Restoration: Implications for the Transmission of Mosquito-borne Disease"; B. Hofkin and M. Dimenna, PIs; T & E Inc.; $2,210, May 1, 2010–June 1, 2011.

KATJU, V.

"The Spontaneous Rate of Gene Duplication and Deletion in Caenorhabditis elegans"; U. Bergthorsson and V. Katju, co-PIs; National Science Foundation; $504,865, January 1, 2010–December 31, 2012, $173,662/year.

"Genomic Determinants Influencing the Evolutionary Fate of Young Gene Duplicates in Caenorhabditis elegans"; V. Katju and U. Bergthorsson, co-PIs; National Science Foundation; $672,677, January 1, 2010–December 31, 2012, $231,615/year.

"Genomic Determinants Influencing the Evolutionary Fate of Young Gene Duplicates in Caenorhabditis elegans"; V. Katju, PI; Research Allocation Committee (RAC) Individual Discipline-Specific Grant, UNM; $4,000, March 1, 2009.

LOKER, E.S.

"Experimental Epidemiology of Schistosoma mansoni in western Kenya"; E.S. Loker, PI; National Institutes of Health; $1,250,000, April 1, 2009–March 31, 2014.

LOWREY, T.K.

"Integrative Graduate Education and Research Traineeship (IGERT): The Museum of Southwestern Biology as a Nexus for Interdisciplinary Graduate Research, Education and Training (MSB-IGERT)"; T.E. Turner, PI; National Science Foundation; $2,808,032, June 1, 2009–May 31, 2010.

MILLER, K.B.

"Revisionary Syntheses in Systematics (REV SYS): Multilevel Revision within the Praying Mantises (Insecta, Dictyoptera, Mantodea)"; G.J. Svenson, PI, K.B. Miller, co-PI; Division of Biological Infrastructure Grant, National Science Foundation; $641,724.

"Dissertation Research: Phylogeny of Prionine and Parandrine Longhorned Beetles (Coleoptera: Cerambycidae)"; K.B. Miller, PI, G. Nearns, co-PI; Division of Biological Infrastructure Grant, National Science Foundation; $14,612.

"Joint Research on Endemism at White Sands National Monument and the Cuatrocicnegas Protected Area"; K.B. Miller, PI, D. Lightfoot, co-PI; U.S. National Park Service; $120,000.

"Identification Resource for the Ironclad and Cylindrical Bark Beetles and the Longhorned Wood Boring Beetle Tribe Onciderini"; K.B. Miller, PI; Animal and Plant Health Inspection Service (APHIS), U.S. Department of Agriculture; $85,000.
MILLER, R.D.

“Evolution of a Novel T Cell Receptor”; R.D. Miller, PI; National Science Foundation; $700,000, May 1, 2010–April 30, 2014, $150,000/year.

NATVIG, D.O.


“Roots with a View: The Eukaryotic Microbial Metatranscriptome of Blue Grama Grass Rhizosphere Soils Shows the Way to Transformational Lignocellulose Degrading Technologies and Elucidates Carbon Flux Through Aridland Ecosystems”; A. Powell et al., Co-PIs; Joint Genome Institute.

“Student Research and Teaching Improvements at the Sevilleta Field Station”; D.O. Natvig and S.L. Collins, co-PIs; National Science Foundation; $95,200, January 1–December 31, 2010.

SINSABAUGH, R.L.


“Chemical and Microbial Mechanisms Linking Litter Quality and Decomposition Rate”; K. Treseder (UC-Irvine), R.L. Sinsabaugh and D.L. Moorhead (University of Toledo), co-PIs; EArly-concept Grants for Exploratory Research (EaGER) Program, National Science Foundation; $300,000, October 1, 2009–October 1, 2011.


SMITH, F.A.

Participating faculty in two different Integrative Graduate Education and Research Traineeship (IGERT) grants submitted to the National Science Foundation, one from the Museum of Southwestern Biology (T.E Turner, lead PI), and one from the UNM’s Department of Computer Science (S. Forest, lead PI); neither was funded, although they received great reviews.

TAKACS-VESBACH, C.D.

“Investigation of the Ecology and Evolution of a Hydrothermal Spring Community Using Environmental Metagenomics”; C.D. Takacs-Vesbach, PI; Molecular Population Studies,
Division of Environmental Biology, National Science Foundation; $408,998 (indirect), February 2009–January 2012, $128,192/year.

THORNHILL, R.

"Infectious Diseases in Relation to Cooperation, Conflict and Cultural Diversity"; R. Thornhill and C. Fincher, co-PIs; National Science Foundation; $369,000, June 1, 2010–May 31, 2012. Pending.

TOOLSON, E.C.

"Physiological Measures as Predictors of Treatment Response to Acupuncture in PTSD"; E. Perry, M. Hollifield, E.C. Toolson, PIs; re-submission, National Institutes of Health; $400,000, September 1, 2009–August 31, 2012.

TURNER, T.F.

"Genetic and Demographic Studies to Guide Conservation Management of Bonytail Chub and Razorback Sucker in Off-Channel Habitats"; T.F. Turner, PI; Arizona State University; declined, revision in progress.


"Collaborative Research: Metacommunity Dynamics and Persistence of a Highly Endangered Fish Fauna"; T.F. Turner, PI; National Science Foundation; declined, revision in progress, submission planned for July 2010.


"Dissertation Research: Reproductive Phenology and Assembly of the Rio Grande Fish Community"; T.F. Turner, PI, T. Krabbenholt, co-PI; National Science Foundation; $15,000, June 1, 2010–May 31, 2011; pending.

"Baseline Genetic Studies of the Chihuahua Chub (Gila nigrescens)"; M. Osborne, PI, T.F Turner, co-PI; N.M. Department of Game and Fish; August 30, 2009–June 30, 2010, award delayed to 2010 by contract negotiations.

"Curation of U.S.EW.S. N.M. Fish and Wildlife Conservation Office Reference Collections of Fishes"; A. Snyder, PI, T.F Turner, co-PI; U.S. Fish and Wildlife Service/Department of the Interior; $130,000, January 9, 2009–October 1, 2013, $26,000/year.

"Genetic Status of Arkansas River Shiner and Evaluation of Hybridization among Cyprinids"; M. Osborne, PI, T.F Turner, co-PI; N.M. Department of Game and Fish; $14,000, August 30, 2009–June 30, 2010, award delayed to 2010 by contract negotiations.
WAIDE, R.B.


"Long Term Ecological Research Office"; R.B. Waide, J.W. Brunt, J.R. Vande Castle, co-PIs; National Science Foundation; $100,000; August 4, 2009–April 30, 2015, $20,000/year.

WERNER-WASHBURNE, M.

"FL0seq: A Novel Approach for Sensitive, High-throughput, Cost-effective Proteomics"; M. Werner-Washburne, PI; Exceptional, Unconventional Research Enabling Knowledge Acceleration (EUREKA), National Institute of General Medical Sciences; $800,000, four years.

"VectorBase: NIAID Resource Center"; W. Gelbart and European Bioinformatics Institute, Imperial College (London), PI, M. Werner-Washburne, co-PI; NAIAD; $750,000/year estimated (pending).

"Flybase: A Drosophila Genomic and Genetic Database"; W. Gelbart (Harvard), M. Werner-Washburne, co-PI; National Human Genome Research Institute; $2,000,000, January 1, 2010–December 31, 2013, ~$460,000/year (pending).

WITT, C.C.

"The Time-course of Adaptation to High-altitude Hypoxia: A Comparative Study of Andean Birds"; C.C. Witt, PI; National Science Foundation; $634,000; declined.

"The Time-course of Adaptation to High-altitude Hypoxia: A Comparative Study of Andean Birds"; C.C. Witt, PI; National Science Foundation; $634,000; second submission, declined

"The Time-course of Adaptation to High-altitude Hypoxia: A Comparative Study of Andean Birds"; C.C. Witt, PI; RAC Large Research Grant, UNM, $8,000, November 1, 2009, declined.

"The Avian Transcriptome in High-altitude Hypoxia"; C.C. Witt, PI; Center for Evolutionary and Theoretical Immunology (CETI) seed grant proposal, October 31, 2009; declined.

"Bird Surveys on the Rio Grande for the Sunzia Transmission Line Project"; C.C. Witt, PI; Environmental Planning Group, Phoenix AZ; $170,000.

WOLF, B.O.

"Use of Wildlife Water Developments by the Bird and Bat Community on the Kofa National Wildlife Refuge, Arizona"; Arizona Game and Fish Department; $65,000, April 1, 2009–February 1, 2010.
2. Awarded with 2009 initial start date.

ADEMA, C.M.

"Anti-pathogen-responses in Biomphalaria glabrata"; C.M. Adema; National Institutes of Health; $500,000; June 16, 2009–May 31, 2011, $250,000/year.

"CETI, Schistosomiasis in Snails: Understanding the immunological Basis of Long-Term Production of Human-Infective Cercariae"; E.S. Loker, R.D. Miller, C.M. Adema (project leader); National Institutes of Health; $370,000; August 18, 2009–May 31, 2011, $170,000/year.

BROWN, J.H.

"National Institute of Biomedical Imaging and Bioengineering (NIBIB) Interfaces Initiative for Interdisciplinary Graduate Research Training"; J.H. Brown and F.A. Smith, co-PIs; National Institute of Biomedical Imaging and Bioengineering (NIBIB), T-32, National Institutes of Health; $1,736,990, April 1, 2009–March 30, 2012.

COLLINS, S.L.

"Convergence and Contingencies in Savanna Grasslands"; M. Smith, A. Knapp, S.L. Collins, J. Blair, PIs; renewal, Collaborative Research (Yale, Colorado State University, UNM, Kansas State University), National Science Foundation; $807,000 (UNM $155,038), February 1, 2009–January 31, 2012.


Long Term Ecological Research (LTER) Supplement; National Science Foundation; $145,862.

COOK, J.A.

"ISLES—Island Survey to Locate Endemics, Amendment 1"; J.A. Cook, PI; USDA Forest Service; $100,000, September 1, 2009–September 1, 2012.

CUNNINGHAM, C.

"Schistosoma mansoni Defense Genes"; E.S. Loker, PI, C. Cunningham, co-PI; National Institutes of Health; $400,000, October 1, 2009–September 30, 2011, $200,000.
“Understanding the Biology of Schistosomes in Response to Praziquantel”; C. Cunningham, PI; UNM-RAC; $4,000, April 1–June 30, 2009.

HANSON, D.T.
“Isotopic Signature of Photorespiration”; D. Pater and D.T. Hanson, PIs; Summer Undergraduate Research Fellowship, American Society of Plant Biologists; $4,000, May 1–August 30, 2009.

KATJU, V.
“Genomic Determinants Influencing the Evolutionary Fate of Young Gene Duplicates in Caenorhabditis elegans”; V. Katju, PI; Research Allocation Committee (RAC) Individual Discipline-Specific Grant, UNM; $4,000, March 1, 2009.

KODRIC-BROWN, A.

LOKER, E.S.
“COBRE: Center for Evolutionary and Theoretical Immunology”; E.S. Loker, PI; National Center for Research Resources, P20 RR018754, National Institutes of Health; $10.7M, July 1, 2009–June 30, 2014.

MILLER, K.B.
“Improvements to the Division of Arthropods Collection, Museum of Southwestern Biology,” K.B. Miller, PI, D. Lightfoot and S. Brantley, co-PIs; Division of Biological Infrastructure grant #DBI-0847847, Division of Biological Infrastructure, National Science Foundation; $453,444, 2009-2012.

“Phylogenetic Revisions of South American Water Beetles (Coleoptera: Adephaga: Hydradephaga): A Model for Teaching Systematic Biology”; K.B. Miller, PI; The Faculty Early Career Development (CAREER) grant #DEB-0845984, Division of Environmental Biology, National Science Foundation; $675,000, 2009–2014.

NATVIG, D.O.
“Roots with a View: The Eukaryotic Microbial Metatranscriptome of Blue Grama Grass Rhizosphere Soils Shows the Way to Transformational Lignocellulose Degrading Technologies and Elucidates Carbon Flux Through Aridland Ecosystems”; A. Powell et al., Co-PIs; Joint Genome Institute.

POCKMAN, W.T.
POE, S.

"Adaptation, Exaptation, and Colonization in Solitary Anolis Lizards"; S. Poe, PI; Division of Environmental Biology-0844624, National Science Foundation; $350,277, June 1, 2009–May 31, 2012, $12,000/year.

SINSABAUGH, R.L.


"Chemical and Microbial Mechanisms Linking Litter Quality and Decomposition Rate"; K. Treseder (UC–Irvine), R.L. Sinsabaugh and D.L. Moorhead (University of Toledo), co-PIs; Early-concept Grants for Exploratory Research (EaGER) Program, National Science Foundation; $300,000, October 1, 2009–October 1, 2011.

SMITH, F.A.

"Program in Interdisciplinary Biological and Biomedical Sciences (PiBBs)"; J.H. Brown, PI, F.A. Smith, co-PI; National Institute of Biomedical Imaging and Bioengineering (NIBIB) Interfaces Initiative for Interdisciplinary Graduate Research Training (T32) 1T32EB009414-01, National Institutes of Health; $963,225 (direct costs), March 1, 2009–February 2014.

TAKACS-VESTBACH, C.D.

"Continental Smokers: Evaluating Mantle Degassing, CO2 Flux, Geomicrobiology, and Water Quality in Extensional Continental Regimes"; L. Crossey, PI, C.D. Takacs-Vestbach, co-PI; Hydrological Sciences, Earth Sciences, National Science Foundation; $294,562, July 2009–June 2011, $54,551/year. NSF has indicated they wish to fund this project, but we have not received official notification.

"Collaborative Research: The Role of Snow Patches on the Spatial Distribution of Soil Microbial Communities and Biogeochemical Cycling in the Antarctic Dry Valleys"; J. Barrett, PI, M. Goossens and C.D. Takacs-Vestbach, co-PIs; Office of Polar Programs, National Science Foundation; $306,050 (UNM), July 2009–June 2012, $63,154/year.

TURNER, T.F.

"Curation of U.S.F.W.S. N.M. Fish and Wildlife Conservation Office Reference Collections of Fishes"; A. Snyder, PI, T.F. Turner, co-PI; U.S. Fish and Wildlife Service/Department of the Interior;$130,000, January 9, 2009–October 1, 2013, $26,000/year.
“Genetic Status of Arkansas River Shiner and Evaluation of Hybridization among Cyprinids”; M. Osborne, PI, T.F. Turner, co-PI; N.M. Department of Game and Fish; $14,000, August 30, 2009–June 30, 2010, award delayed to 2010 by contract negotiations.

“Baseline Genetic Studies of the Chihuahua Chub (Gila nigrescens)”; M. Osborne, PI, T.F. Turner, co-PI; N.M. Department of Game and Fish; August 30, 2009–June 30, 2010, award delayed to 2010 by contract negotiations.

WAIDE, R.B.


“Long Term Ecological Research Office”; R.B. Waide, J.W. Brunt, J.R. Vande Castle, co-PIs; National Science Foundation; $100,000; August 4, 2009–April 30, 2015, $20,000/year.


WERNER-WASHBURNE, M.


“Environmental Sensing Using Genome-scale Proteomics”; M. Werner-Washburne, PI; Sandia National Laboratory; $25,000, April 1, 2009–March 31, 2010.

Chemical Screen of TOR Pathway GFP-fusion Proteins in S. cerevisiae”; M. Werner-Washburne, PI; National Institutes of Health R03 MH086450-01; $25,000, April 1, 2009–March 31, 2010.

“UNM-IMSD (Initiatives to Maximize Student Diversity)”; M. Werner-Washburne, PI; The Minority Opportunities in Research (MORE), National Institutes of Health 5R25-GM060201; $2,400,000 (direct), March 1, 2009–February 28, 2013, ~$600,000/year (direct).

WITT, C.C.

“Bird Surveys on the Rio Grande for the Sunzia Transmission Line Project”; C.C. Witt, PI; Environmental Planning Group, Phoenix AZ; $170,000.

3. In force from previous years.

ADEMA, C.M.

BROWN, J.H.


"Program in Interdisciplinary Biological and Biomedical Sciences (PIBBS)"; J.H. Brown, PI, F.A. Smith, co-PI; Howard Hughes Medical Institute 56005678; $1,000,000, January 1, 2006–December 31, 2009.

COLLINS, S.L.


"Do Vegetation–Microclimate Feedbacks Promote Shrub Encroachment in the Southwestern United States?"; M.E. Litvak, UNM PI, W.T. Pockman, S.L. Collins UNM co-PIs, UVa PI P. D’Odorico, UVa PI, J. Fuentes, S. De Wekker, UVa co-PIs; Collaborative Research (UNM and University of Virginia), National Science Foundation; $553,989 (UNM $289,008), February 1, 2008–January 31, 2011.


COOK, J.A.


"ICIDR, Hantavirus Ecology and Disease in Chile and Panama" (2nd year); G. Mertz (School of Medicine, UNM), PI; National Institutes of Health 2 U19 AI045452-06; $800,000, August 31, 2005–April 30, 2010.

"URM: Undergraduate Nurturing Opportunities (UNO)"; JA Cook, PI; Division of Environmental Biology (DEB) 0731350, National Science Foundation; $1,010,000, August 1, 2007–August 1, 2012, $116,155/year (OH $15,000).

"ISLES—Island Survey to Locate Endemics"; J.A. Cook, PI; USDA Forest Service; $100,000, September 1, 2008–September 1, 2012, $50,000/year.

"ICIDR, Hantavirus Ecology and Disease in Chile and Panama" (2nd year); G. Mertz (School of Medicine, UNM), PI; National Institutes of Health 2 U19 AI045452-06; $800,000, August 31, 2005–April 30, 2010.

"Mongolia Vertebrate Parasite Project"; S. Gardner, PI, J.A. Cook, co-PI; Division of Environmental Biology (DEB) 0717214, National Science Foundation; $466,000, September 11, 2007–September 1, 2009, $210,000/year (grant and OH to University of Nebraska).

"Curation, Databasing, and Integration of the Orphaned Illinois Mammal Collection"; J.A. Cook, PI; DEB 0744025, National Science Foundation; $259,285, February 1, 2008–February 1, 2010.

CRIPPS, R.M.

"Genetic Regulation of Cell Fate in the Drosophila Heart"; R.M. Cripps, PI; National Heart, Lung, and Blood Institute (NHLBI), National Institutes of Health; $1,240,140, April 1, 2005–March 31, 2010, $248,000/year.

"Genetic Regulation of Muscle Fiber Diversity"; R.M. Cripps, PI; National Institute of General Medical Sciences (NIGMS), National Institutes of Health; $1,054,680, May 1, 2006–April 30, 2011, $264,000/year.

"Remodeling of the Drosophila Heart"; R.M. Cripps, PI; American Heart Association; $198,000; January 1, 2008–December 31, 2010, $66,000/year.

"Specification and Function of the Drosophila Cardiac Pacemaker"; R.M. Cripps, PI; March of Dimes Birth Defects Foundation; $270,000, May 1, 2008–April 30, 2011, $90,000/year.

HANSON, D.T.

"Light Enhanced 13C Enrichment of Dark Respired CO2: Implications for Leaf Internal CO2 Conductance and Leaf Respiration in the Light"; D.T. Hanson, N.G. McDowell, and T.
Rosenstiel (Portland State University), co-PIs; Integrative Organismal Biology Environmental and Structural Systems Cluster, National Science Foundation; $480,000 ($360,000 to UNM), August 15, 2007–June 30, 2010.

**KODRICK-BROWN, A.**


**LITVAK, M.E.**

“Quantifying the Role of Summer Vs. Winter Precipitation on Carbon Uptake of Montane Forests”; M.E. Litvak, PI; Sustainability of semi-Arid Hydrology and Riparian Areas (SAHRA), National Science Foundation; $170,000, June 2006–December 2009.


“Sevilleta Long Term Ecological Research IV: Long Term Ecological Research in a Biome Transition Zone”; S.L. Collins, PI, C.N. Dahm, W.T. Pockman, K. Vanderbilt and M.E. Litvak, co-PIs (+ 17 non-signatory co-PIs); Long Term Ecological Research (LTER) Program, Division of Environmental Biology, National Science Foundation; $5,040,000, October 1, 2006–September 30, 2011.


“Biology of Trematode–Snail Associations”; E.S. Loker, PI; National Institutes of Health; $1,125,000, March 1, 2006–February 28, 2011.
LOWREY, T.K.


MARSHALL, D.L.


MILLER, K.B.

“Survey of the Aquatic Insects of Northern Venezuela with an emphasis on Coleoptera”; A.E.Z. Short, PI, K.B. Miller, co-PI; Systematic Biology and Biodiversity Inventories grant #DEB-0816904, Division of Environmental Biology, National Science Foundation; $550,000, 2008–2011.

“Collaborative Research: Phylogeny, Behavior, and Silk Evolution of Webspinners (Embioptera), A Little-known Insect Order”; K.B. Miller, PI, C. Hayashi, J. Edgerly and M.F. Whiting, co-PIs; Systematic Biology and Biodiversity Inventories grant #DEB-0515924, Division of Environmental Biology, National Science Foundation; $481,537, (+ $5,600 Research Experiences for Undergraduates (REU) supplement, June 1, 2006; + $14,800 REU supplement, June 1, 2008), 2005–2009.

“Building Taxonomic Expertise in Cucujoidea: Monographic and Phylogenetic Studies of the Cerylonid Beetles”; J. McHugh, PI, K.B. Miller and M.F. Whiting, co-PIs; Partnerships for Enhancing Expertise in Taxonomy (PEET) grant #DEB-0329115, Division of Environmental Biology, National Science Foundation; $749,388, 2003–2009.

MILLER, R.D.

“Marsupial Immunobiology”; R.D. Miller, PI; National Science Foundation; $605,000; May 1, 2007–April 30, 2011, $150,000/year.

NATVIG, D.O.


POCKMAN, W.T.


"Hydraulic Mechanisms of Survival and Mortality During Drought in Piñon–Juniper Woodlands of Southwestern USA"; W.T. Pockman, PI; Program of Ecosystem Research (PER), DOE; $713,183; March 15, 2007–March 14, 2009, $360,000/year.

"Renovations to Increase Residence Capacity at the UNM Sevilleta Field Station"; S.L. Collins PI, M. Friggens, D.O. Natvig, T.K. Lowrey and W.T. Pockman, co-PIs; Division of Biological Infrastructure (DBI) Field Stations and Marine Labs, National Science Foundation; $250,000; September 1, 2007–August 31, 2010.


"Ecosystem Consequences of Precipitation Variability and Extremes in Semiarid Grassland and Shrubland"; W.T. Pockman, PI, S.L. Collins and E.E. Small, co-PIs; National Institute for Climate Change Research (NICCR), DOE, via Northern Arizona University; $374,829; April 1, 2008–March 31, 2011, $125,000/year.

SINSABAUGH, R.L.


"Linking Ecosystem Scale Vegetation Change to Shifts in Carbon and Water Cycling: The Consequences of Widespread Piñon Mortality in the Southwest"; M.E. Litvak (UNM PI), R.L. Sinsabaugh (UNM co-PI), N.G. McDowell (LANL PI), T. Rahn (LANL co-PI) and M. Ryan (USFS); U.S. Department of Energy Experimental Program to Stimulate Competitive Research (EPSCoR) Program; July 2008–July 2011, $450,000.

SMITH, F.A.

"Applications of Mathematics, Physics and Computer Science for Investigating the Structure and Dynamics of Complex Biological Systems"; J.H. Brown, PI, F.A. Smith, S. Forrest, V.M. Kenkre, co-PIs; Interdisciplinary Biomedical Sciences PiBs, Howard Hughes Medical Institute; $1,000,000, January 2006-December 2008; one-year, no-cost extension to December 2009.

SNELL, H.L.

"Development of a Wildlife Conservation Plan for the City of Albuquerque"; H.L. Snell and T.K. Lowrey, co-PIs; City of Albuquerque, NM; $55,000, August 2007-June 30, 2010, $15,000/year.

TAKACS-VESBACH, C.D.

"RCN: Geothermal Biology and Geochemistry in Yellowstone National Park"; W. Inskeep (Montana State University), PI, C. Takacs-Vesbach, co-PI; Research Coordination Networks, National Science Foundation; $50 (no funds for UNM), September 2004-September 2009.

TURNER, T.F.

"New Mexico Share-with-Wildlife Program: Baseline Genetic Data for the Threatened Pecos Bluntnose Shiner (Notropis simus pecosensis)"; T.F. Turner, PI, M. Osborne, co-PI; N.M. Department of Game and Fish, $24,000, January 1, 2006-June 30, 2009, $8,000/year.


"Community Responses to River Drying in an Arid-land Ecosystem: a Field and Experimental Study"; T.F. Turner, PI; National Science Foundation; Total Award: $345,000 ($115,000 F&A), August 15, 2007-July 31, 2010.

"Conservation Genetics of Zuni Bluehead Sucker"; T.F. Turner, PI; N.M. Department of Game and Fish; $15,340 ($2,557 F&A), August 1, 2008-June 30, 2009.


"Undergraduate Research Mentoring (URM): Undergraduate Nurturing Opportunities (UNO)"; J.A. Cook, PI, T.F. Turner and five others, co-PIs; National Science Foundation; $1,010,000 ($276,384 F&A), August 1, 2007-August 1, 2012.

WAIDE, R.B.

"Promoting Synthesis in the LTER Network," supplement to the Long Term Ecological Research (LTER) Network Cooperative Agreement; R.B. Waide, PI; National Science Foundation; $150,000, October 1, 2006–February 29, 2009.

“A Proposal for Travel Support to the 2006 LTER All Scientists Meeting,” supplement to the Long Term Ecological Research (LTER) Network Cooperative Agreement; R.B. Waide, PI; National Science Foundation; $293,755, May 1, 2006–February 29, 2009.

"Long Term Ecological Research in the Luquillo Experimental Forest IV”; R.B. Waide, PI; sub-award from the University of Puerto Rico–Rio Piedras, National Science Foundation; $150,000, December 1, 2006–November 30, 2012; $25,000/year.


WERNER-WASHBURNE, M.

“UNM–Initiatives to Maximize Student Diversity (IMSD)”; M. Werner-Washburne, Co-PI; National Institute of General Medical Sciences (NIGMS), National Institutes of Health; $2,000,000, February 1, 2005–January 31, 2009, $535,000/year (direct + indirect costs).

“The Biogenesis and Survival of Vegetative, Quiescent Yeast Cells”; M. Werner-Washburne, PI; Division of Molecular and Cellular Biosciences (MCB) 0645854, National Science Foundation; $660,000, March 1, 2007–February 28, 2011.

WITT, C.C.

“The Phylogenetic and Biogeographic History of High Altitude Adaptation in Hummingbirds: Selection on Hemoglobin Proteins as a Function of Oxygen Supply and Demand”; J.A. McGuire, PI, written and carried out by C.C. Witt, co-PI; DEB-0543556, National Science Foundation; $100,340 awarded in 2007 to University of California–Berkeley, no-cost extension awarded in 2009 (~$100,000 remaining).

WOLF, B.O.


“Use of Wildlife Water Developments by the Bird and Bat Community on the Kofa National Wildlife Refuge, Arizona”; B.O. Wolf, PI; Arizona Game and Fish Department, $74,9994, January 30, 2008–February 1, 2009.

B. Other.

KODRIC-BROWN, A.
Submitted an Institutional Animal Care and Use Committee (IACUC) proposal.

NATVIG, D.O.
Joint Genome Institute sequencing of *Neurospora discreta* and *Neurospora tetrasperma*, J.W. Taylor and N.L. Glass (University of California–Berkeley), D.J. Jacobson (Stanford University), and D.O. Natvig (UNM), PIs.

TURNER, T.F.
Travel Award to a national workshop, “Transforming Undergraduate Education in Biology: Mobilizing the Community for Change,” sponsored jointly by the American Association for Advancement of Science and the National Science Foundation, Washington DC, July, 15-17, 2009. Participation was by invitation only.

IV. ACTIVITIES IN LEARNED AND PROFESSIONAL SOCIETIES.

A. Invited or Plenary Talks at Professional Meetings, Workshops, Etc.

ADEMA, C.M.

BROWN, J.H.


Invited Seminar Lecture, University of Oslo, Norway, February 2009.

Graduate Student Invited Talk, University of Michigan, MI, March 2009.

Alumni Distinguished Lecture, University of Kansas, KS, April 2009.

COOK, J.A.

"A Variable Demographic History of the Holarctic Tundra Shrew (Sorex tundrensis)," 10th International Mammal Congress, Mendoza, Argentina, August 2009.


"Evolutionary Epidemiology of Andes Virus: Bayesian Analyses Reveal Increase in the Number of Infections in Rodents and Humans Congruent with Increase in HCPS Cases," Annual Meeting of the American Society of Tropical Medicine and Hygiene, Washington DC, November 2009.

LITVAK, M.E.

"Large-scale Processes," Sevilleta Long Term Ecological Research (LTER) National Science Foundation site review, Sevilleta LTER, Socorro NM, August 14, 200.


NATVIG, D.O.


SINSABAUGH, R.I.

SMITH, F.A.


TURNER, T.F.


WAIDE, R.B.
Waide, R.B. 2009. In it for the long haul: Results from the first 30 years of the LTER Network. Keynote speech, Regional Meeting of the National Council of University Research Administrators (NCURA), Santa Fe NM, April 6, 2009.

WERNER-WASHBURN, M.

WOLF, B.O.

B. Contributed Talks at Professional Meetings, Workshops, Etc.

ADEMA, C.M.


**BROWN, J.H.**


**COLLINS, S.L.**

94th Annual Meeting of the Ecological Society of America, Albuquerque NM, August 2-7, 2009. (co-author on six other presentations)

52nd International Association for Vegetation Science (IAVS) Symposium, Chania, Island of Crete, Greece, June 2009.

Israel-Jordan Long Term Ecological Research (LTER) planning meeting, Israel and Jordan, June 2009.

Fall Meeting of the American Geophysical Union (AGU), San Francisco CA, December 14-18, 2009.

2009 Long Term Ecological Research (LTER) All Scientists Meeting, Estes Park CO, September 13-17, 2009.

**COOK, J.A.**


"Spatiotemporal Demography of the Holarctic Tundra Shrew (Sorex tundrensis)," American Society of Mammalogists, Fairbanks AK, June 2009.

**CUNNINGHAM, C.**


**HANSON, D.T.**


**HOFKIN, B.V.**


KATJU, V.

"Variation in the Patterns and Features of Young Gene Duplicates in Yeast Relative to Worm: Diversity of the Duplication Process or Differing Selective Regimes or Both?", "Darwin to the Next Generation," Annual Meeting of the Society for Molecular Biology and Evolution, Iowa City IA, June 3-7, 2009.

LITVAK, M.E.


LOKER, E.S.


Lun C.M., P.C. Hanington, C.M. Adema and E.S. Loker. 2009. Characterization of the transcriptional profile of Biomphalaria glabrata after bacterial and parasite challenge. 11th Congress of...
the International Society for Developmental and Comparative Immunology, Prague, Czech Republic, June 28-4 July 4, 2009.


LOWREY, T.K.


MARSHALL, D.L.


MILLER, K.B.

MILLER, R.D.


POE, S.
Anolis Lizards as Model Colonizers, Society for the Study of Amphibians and Reptiles, Portland OR, June 1, 2009.

“Anolis Lizards as Model Colonizers, Harvard University, Cambridge, MA, September 1, 2009.

SINSABAUGH, R.L.


**SMITH, F.A.**


SNELL, H.L.


TURNER, T.F.


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WAIDE, R.B.

WEARING, H.J.

WITT, C.C.

Evolution of Genome Size in Hummingbirds, American Ornithologists’ Union Meeting, Philadelphia PA, August 2009.

WOLF, B.O.


C. Attendance at Professional Meetings, Workshops, Etc.

ADEMA, C.M.

11th ISDCI International Congress of International Society of Development and Comparative Immunology, Prague, Czech Republic, July 4, 2009.


58th Annual Meeting of the American Society of Tropical Medicine and Hygiene, Washington DC, November 18, 2009.

BERGTHORSSON, U.

Darwin to the Next Generation, Annual Meeting of the Society for Molecular Biology and Evolution, Iowa City IA, June 3-7, 2009.

BROWN, J.H.

Integrating Macroecological Pattern and Processes across Scales (IMPPS), Santa Fe NM, April 2009.

American Society of Mammalogy, Fairbanks AK, June 2009.

Program Director's Meeting, the Howard Hughes Medical Institute/National Institute of Biomedical Imaging and Bioengineering (HHMI/NIBIB), October 2009.

COLLINS, S.L.


52nd International Association for Vegetation Science (IAVS) Symposium, Chania, Island of Crete, Greece, June 2009.

Israel-Jordan Long Term Ecological Research (LTER) planning meeting, Israel and Jordan, June 2009.

Fall Meeting of the American Geophysical Union (AGU), San Francisco CA, December 14-18, 2009.

2009 Long Term Ecological Research (LTER) All Scientists Meeting, Estes Park CO, September 13-17, 2009.

COOK, J.A.

International Mammal Congress, Mendoza, Argentina, August 2009.

CRIPPS, R.M.

Annual Meeting of the Society for Developmental Biology, San Francisco CA, August 1, 2009.

CUNNINGHAM, C.
American Society of Tropical Medicine and Hygiene, Washington DC, November 18, 2009.

Triennial Meeting of the International Congress of Developmental and Comparative Immunology, Prague, Czech Republic, June 30, 2009.


FARNSWORTH, P.A.
Learning Outcomes Workshop, UNM, February 2009

Scholarly Teaching Workshop, UNM, February 2009

Freshman Learning Community Faculty Institute, The Freshman Learning Community Office, University College, UNM, May 2009

Peer Review Workshop, UNM, September 2009

Teaching across Differences Workshop, UNM, September 2009

HANSON, D.T.

HOFKIN, B.V.

KATJU, V.
Annual Meeting of the Society for Molecular Biology and Evolution, Iowa City IA, June 3-7, 2009.

Department of Biological Sciences, Wright State University, Dayton OH, September 28, 2009.

LITVAK, M.E.

Long Term Ecological Research (LTER) All Scientists Meeting, Estes Park CO, September 13-16, 2009.

Sustainability of semi-Arid Hydrology and Riparian Areas (SAHRA) Annual Meeting, National Science Foundation, Tuscon AZ, September 24, 2009.

American Geophysical Union Chapman Conference on Examining Ecohydrological Feedbacks of Landscape Change along Elevation Gradients in Semiarid Regions, Boise and Sun Valley ID, October 4-8, 2009.

Fall Meeting of the American Geophysical Union Annual Meeting, San Francisco CA, December 7-11, 2009.

LOKER, E.S.
11th Congress of the International Society for Developmental and Comparative Immunology, Prague, Czech Republic, June 28-4 July 4, 2009.


Southwest Symposium on Global Health, UNM, October 13-14, 2009.

58th Meeting of the American Society of Tropical Medicine and Hygiene, Washington DC, November 18-22, 2009.

LOWREY, T.K.

MARSHALL, D.I.

Annual Meeting of the Guild of Rocky Mountain Ecologists and Evolutionary Biologists, Boulder CO, September 15-17, 2009.

MILLER, K.B.

SINSABAUGH, R.L.
SMITH, F.A.


Annual Meeting of the American Society of Mammalogists, Fairbanks AK, June 24-28, 2009.


10th International Congress of Ecology (INTECOL), Brisbane, Australia, August 16-21, 2009.

Science Advisory Board Meeting, National Center for Ecological Analysis and Synthesis (NCEAS), Santa Barbara CA, September 2009.

Howard Hughes Directors Meeting, Washington DC, September 2009.

Annual Meeting of the Paleontological Society, held in conjunction with Geological Society of America Annual Meeting, Portland OR, October 2009.


SNELL, H.L.
Annual Meeting of the New Mexico and Arizona Chapters of The Wildlife Society, Gallup NM, February 2009.

Southwestern Partners in Amphibian and Reptile Conservation, St. George UT, September 2009.

TAKACS-VESBACH, C.D.


THORNHILL, R.


TURNER, T.F.
American Fisheries Society (Western Chapter), Albuquerque NM


WAIDE, R.B.


WEARING, H.J.


Inference For Mechanistic Models Working Group (invited), National Center for Ecological Analysis and Synthesis (NCEAS), Santa Barbara CA, January 12-16, 2009.

WITT, C.C.
American Ornithologists' Union Meeting, Philadelphia PA, August 2009.

WOLF, B.O.
Annual Meeting of the Society of Integrative and Comparative Biology, Boston MA, January 3-7, 2009.


D. Service as Editor of Scholarly Journal.

LOWREY, T.K.
Co-editor, Madrono, California Botanical Society, November 2008–present.

MILLER, K.B.
Coleoptera subject editor, Proceedings of the Entomological Society of Washington
Embioptera subject editor, Zookeys.

SINSABAUGH, R.L.
Ecological Applications, September 1, 2009–present.

Soil Biology and Biochemistry, July 1, 2004–present.

SMITH, F.A.
A subject editor, Ecology (Ecological Society of America)
An associate editor, Paleobiology (Paleontological Society)

SNELL, H.L.
Museum of Southwestern Biology Publication Series, August 1, 2007–present.

STRICKER, S.A.
Associate Editor, Molecular Reproduction and Development, August 2009–present (appointed).

E. Service on Editorial Board of Scholarly Journal.

BROWN, J.H.
Evolutionary Ecology Research
Proceedings of National Academy of Sciences

COLLINS, S.L.
BioScience

EcoTrends (an LTER/USFS/USDA effort to publish and provide access to long-term ecological data sets)

Oecologia

COOK, J.A.
CUNNINGHAM, C.
*Developmental and Comparative Immunology*

HANSON, D.T.
Vice-Chair/Chair, Gordon Research Conference on CO₂ Assimilation in Plants, August 30, 2008–August 30, 2014 (elected).

Secretary, UNM Chapter of Sigma Xi, August 1, 2008–August 1, 2011 (appointed).

LOKER, E.S.
*Journal of Helminthology*

MILLER, R.D.
*Developmental and Comparative Immunology*, January 1, 2003–December 31, 2050.


SMITH, F.A.
A subject editor, *Ecology* (Ecological Society of America)

An associate editor, *Paleobiology* (Paleontological Society)

SNELL, H.L.
Museum of Southwestern Biology Publication Series, August 1, 2007–present.

TURNER, T.F.

WOLF, B.O.
Associate Editor, *Oecologia*

**F. Service as Officer of Professional Organization (indicate whether Elected or Appointed).**

ADEMA, C.M.
Representative of the U.S. scientific community, International Society of Developmental and Comparative Immunology, July 1, 2006–July 4, 2009 (appointed).

BROWN, J.H.
Member, Board of Trustees, The Nature Conservancy Group

COLLINS, S.L.
Chair, Publications Committee, Ecological Society of America (ESA) (appointed)
COOK, J.A.
Board of Directors, American Society of Mammalogists, June 1, 2007–June 1, 2010 (elected).

LOWREY, T.K.
Member, Collections Committee, American Society of Plant Taxonomists (appointed).
Member, Board of Directors, Flora North America (elected).

POCKMAN, W.T.

SINSABAUGH, R.L.
Advisory Board, Enzyme Research Coordination Network, July 1, 2009–present (appointed).

SMITH, E.A.
Fourth term as member, Board of Directors, American Society of Mammalogists, 1999–present (elected).
Chair, Alfred Russel Wallace Award Committee, International Biogeography Society, 2006–present (appointed by last three presidents).
Ombudsperson, American Society of Mammalogists, 2002–present (appointed by last five presidents).

THORNHILL, R.
President, Human Behavior and Evolution Society, May 1, 2009–present (elected).

TURNER, T.F.
Education and Human Resources Committee, American Society of Ichthyologists and Herpetologists, 2009–2012 (appointed).

V. OTHER PROFESSIONAL ACTIVITIES.

A. Seminar Presentations, UNM and Elsewhere.

BERGTHORSSON, U.
“Gene Duplications and Deletions in Experimental Populations of C. elegans,” Department of Molecular Biology, University of Wyoming, Laramie WY.

BROWN, J.H.
Cancer Research and Treatment Center, UNM
COLLINS, S.L.
University of Arizona
University of Idaho
Washington University

HOFKIN, B.V.
"Parasitology for the New Mexico Clinician," UNM Student Health Center, UNM, February 24, 2009.

KATJU, V.
"Determinants of Gene Duplicate Evolution in Two Eukaryotes," Invited Seminar Series, Department of Biological Sciences, Wright State University, Dayton OH, September 28, 2009.


LITVAK, M.E.
Third-year review talk, Department of Biology, UNM, January 22, 2009.

Hydrology Seminar, New Mexico Tech University, Socorro NM, March 2, 2009.

LOKER, E.S.
New Mexico State University, March, 2009

Johns Hopkins University, April, 2009

MILLER, R.D.
"Atypical T-cell Receptors: What Humans and Mice Couldn't Tell Us, But the Platypus and Possum Knew All Along," Veterinary Science Faculty, University of Sydney, Sydney, Australia, March 2, 2009.

SINSABAUGH, R.I.


SMITH, E.A.
Presentation on the Program in Interdisciplinary Biological and Biomedical Science (PiBBs), Howard Hughes Medical Institute, Chevy Chase MD, September 2009.

STRICKER, S.A.

TOOLSON, E.C.
“A Mathematical Algorithm for Prediction of Treatment Outcome in Posttraumatic Stress Disorder (PTSD) Patients,” The MIND Institute, Health Sciences Center, UNM, May 18, 2009.

TURNER, T.F.
“Conservation and Management of Genetic Resources in the Federally Endangered Rio Grande Silvery Minnow,” Department of Marine Science, University Southern California, January 13, 2009 (host: Prof. Dennis Hedgecock).

“Lessons from Long-term Demographic and Genetic Monitoring of an Endangered Species,” Department of Biological Sciences, University of Alabama, Tuscaloosa AL, March 5, 2009 (host: Dr. Arthur Benke).


WERNER-WASHBURNE, M.

“What’s in a Genome? What’s in MY Genome?”, Osher Life Long Learning Institute, Division of Continuing Education, UNM, September 28, 2009.

“From Nano to Terra: the Biological Revolution Rumbles in Yeast, a Well-behaved Organism,” Integrating Nanotechnology with Cell Biology and Neuroscience (INCBN) Integrative Graduate Education and Research Traineeship (IGERT), UNM, November 2, 2009.

WITT, C.C.
“Hummingbird Evolution into the Andes,” New Mexico State University, Las Cruces NM, February 2009.


“How Small Birds Adapt to Extreme Environments,” Sigma Xi UNM Chapter, UNM, October 2009.

“High-altitude Adaptation in Andean Birds,” Department of Biology, UNM, November 2009.
B. **Testimony in a Scholarly Capacity at Hearings of Commissions, Legislative Committees, Etc.**

**COLLINS, S.I.**
Participated in the Ecological Society of America (ESA) Congressional Outreach Day: met with the staff of Congressman Heinrich and Senators Bingaman and Udall.

Also met with the staff from the Colorado delegation, Spring 2009.

C. **Presentation to General Audience in a Scholarly Capacity.**

**COLLINS, S.I.**
A seminar on climate change to members of the Contemporary Center for the Arts, Santa Fe, NM, Fall 2009.

**KATJU, V.**

**SNEILL, H.L.**

**WERNER·WASHBURNE, M.**
Osher Lifelong Learning Institute presentation, Continuing Education, UNM, September 28, 2009.

Presentation to Engaging Latino Communities for Education (ENLACE) students, October 5, 2009.

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.**

**ADEMA, C.M.**
Student scholarship proposal review, Department of Biology, UNM, May 7, 2009.

Seed grant review, Center for Evolutionary and Theoretical Immunology (CETI), Department of Biology, UNM, December 1, 2009.

**COLLINS, S.I.**
Served on a National Science Foundation panel, May and December, 2009.

**COOK, J.A.**
Grant Review Panel, National Science Foundation, March 28–April 2, 2009.

External Faculty Review, Kansas State University, July 2009.

External Faculty Review, Cornell University, November 2009.

CUNNINGHAM, C.

Ad Hoc reviewer for NSF (6 reviews)

The French National Research Agency (2 reviews)

HANSON, D.T.
Grant Reviewer, National Science Foundation, February, March and July, 2009.

Grant Reviewer, U.S.-Israel Binational Agricultural Research and Development Fund, March 2009.

LITVAK, M.E.

Ecosystems, National Science Foundation (1)

Major Research Instrumentation (MRI), National Science Foundation (1)

LOKER, E.S.

LOWREY, T.K.
Member, New Mexico Rare Plant Technical Council

Member, Systematic Biology Panel, National Science Foundation, October 2009.

POCKMAN, W.T.
Pre-Proposal Review, Cyber Enabled Discovery and Innovation Program, National Science Foundation, February 24-26, 2009.

Full Proposal Review, Cyber Enabled Discovery and Innovation, National Science Foundation, June 22-23, 2009.

SMITH, F.A.
Reviewed numerous grants (12-20) for the National Science Foundation.

Panel Member, Research Coordination Network Panel Joint Advisory Panel (joint panel from Population and Community Ecology/Ecosystems 2009) Division of Environmental Biology (DEB) Faculty Early Career Development (CAREER) Program, National Science Foundation.

Member, Science Advisory Board, National Center for Ecological Analysis and Synthesis (NCEAS). Meet twice a year to review proposals and administration of Center.

SNELL, H.L.
Member, N.M. Department of Game and Fish Species Recovery Team for Boreal Toads.

Member, N.M. Department of Game and Fish Species Recovery Team for Grey-banded Kingsnakes.

Conservation Fellow of the Saint Louis Zoo, St Louis Zoological Society.

Member of the General Assembly, Charles Darwin Foundation, Galápagos, Ecuador.

STRICKER, S.A.

Reviewed grant proposal, Wellcome Trust, UK, May 2009.
Outside reviewer for tenure decision, Virginia Commonwealth University, August 2009.

TAKACS-VESBACH, C.D.
Division of Environmental Biology panel, National Science Foundation, Fall 2009.

Committee on the Origin and Evolution of Life, National Research Council panel, National Aeronautics and Space Administration (appointed).

TURNER, T.F.
National Science Foundation proposal (1)


Stroye Award Committee (Best Student Paper Competition); Chair, Genetics, Development, and Morphology, 2009 Annual Meeting of the American Society of Ichthyologists and Herpetologists, Portland OR, July 22-27, 2009.
WAIDE, R.B.

Long Term Ecological Research (LTER) Executive Board, 2006–present.

Steering Committee, Research Coordination Network for the National Phenological Network, 2007–12.

International committee of the LTER Network, 2003–present.

Executive Advisory Board, Earth and Sky radio and online, 2006–present.

Member, Public Policy Committee of the American Institute of Biological Sciences (AIBS). The Long Term Ecological Research (LTER) Network has a seat on this committee as a member of AIBS.

Chair, the evaluation panel for projects in "Long Term Ecological Research–LTER Network Portugal," Portuguese Foundation for Science and Technology.

WITT, C.C.

WOLF, B.O.
Tenure Review Committee for Faculty at Arizona State University and N.M. State University.

E. List Journals and the Number of Papers You Refereed for Each in 2009.

ADEMA, C.M.
Advances in Parasitology (1)
Animal Biology (1)
Developmental and Comparative Immunology (1)
Fish and Shell Fish Immunology (3)
Journal for International Parasitology (1)
Journal of Parasitology (1)
Molecular and Biochemical Parasitology (1)
Parasitology Research (5)

BERGTHORSSON, U.
BMC Evolutionary Biology (4)
Proceedings of the National Academy of Sciences USA (1)
Trends in Evolutionary Biology (1)
BROWN, J.H.
Proceedings of National Academy of Sciences (200)

COLLINS, S.L.
Canadian Journal of Botany (1)
Ecological Monographs (1)
Ecology (1)
Global Change Biology (1)
Journal of Applied Ecology (1)
Journal of Arid Environments (1)
Journal of Ecology (3)
Plant Ecology (1)
PLoS One (1)
Proceedings of the National Academy of Sciences (PNAS) (1)
Quarterly Review of Biology (1)
Science (4)
Sensors (1)

COOK, J.A.
Emerging and Infectious Disease (1)
Journal of Biogeography (1)
Mammalian Species (1)

CRIPPS, R.M.
Development (1)
Developmental Dynamics (1)
PLoS Biology (1)

CUNNINGHAM, C.
Annals of Tropical Medicine and Parasitology (1)
Developmental and Comparative Immunology (8)
Federation of American Societies for Experimental Biology Journal (1)
Fish and Shellfish Immunology (2)
PLoS Neglected Tropical Diseases (1)

HANSON, D.T.
Acta Oecologia (1)
Plant, Cell, and Environment (3)
Talanta (1)

KATJU, V.
Genetics (1)
Genome Biology and Evolution (1)
Genome Research (1)
Molecular Biology and Evolution (1)
KODRICK-BROWN, A.
American Naturalist (2)
Animal Behavior (2)
Behavioral Ecology and Sociobiology (3)
Copeia (1)
Evolution (1)

LITVAK, M.E.
Ecohydrology (1)
Global Change Biology (3)
Journal of Arid Environments (1)
Journal of Geophysical Research—Biogeosciences (2)

LOWREY, T.K.
American Journal of Botany (1)
Australian Systematic Botany (1)
Molecular Phylogenetics and Evolution (1)

MARSHALL, D.L.
American Journal of Botany (1)
American Naturalist (1)
Annals of Botany (1)
Sexual Plant Reproduction (2)
Trees (1)

MILLER, K.B.
Aquatic Insects (1)
Cladistics (2)
Zootaxa (3)

MILLER, R.D.
BMC Biology (1)
Developmental and Comparative Immunology (1)
Immunogenetics (7)
Journal of Immunology (8)
Nature Mucosal Immunology (1)

POCKMAN, W.T.
Functional Ecology (1)
Journal of Arid Environments (1)
Journal of Vegetation Research (1)
Oecologia (2)
Proceedings of the National Academy of Sciences (1)
Tree Physiology (1)

K-110
I have been declining review requests since becoming the editor for two different journals.
VI. NON-TEACHING UNIVERSITY, COLLEGE AND DEPARTMENT SERVICE.

A. Symposia, Workshops, Conferences, Etc., Sponsored, Hosted, Organized.

BROWN, J.H.

POCKMAN, W.T.

Local Host Chair, Annual Meeting of the Ecological Society of America, Albuquerque NM, August 2-7, 2009.

SMITH, E.A.


Organized and conducted two meetings of the Research Coordination Network IMPPS: Integrating Macroecological Patterns and Processes. This is a group of ~15 paleontologists and
ecologists from around the world, who meet in Santa Fe, NM twice a year to work on common research projects, an edited volume to be published by the University of Chicago Press, and the development of a virtual course in Macroecology to be taught with UNM as the lead institution.


STRICKER, S.A.

Started co-organizing international symposium for 2010, University of Washington, March 2009–present.

TURNER, T.F.


WERNER-WASHBURN. E.

All-program Picnic for Clif Poodry, June 2009

Summer Research Symposium, August 2009

Biol. 502, Topic: Frontiers in Genomics (hosted speakers; see B. below).

B. Distinguished Departmental Visitors You Hosted.

ADEMA, C.M.

Hosted Dr. C.J. Bayne (CETI EAC, Professor Emeritus, Oregon State University), for joint probing BAC library (10 days in March).

BROWN, J.H.

Richard Sibly, Professor, University of Reading, Reading, U.K.

COOK, J.A.

Elena Buzan, University Primorski, Slovenia, May 17-28, 2009

CUNNINGHAM, C.

Dr. Robert Greenberg, University of Pennsylvania, Philadelphia PA, November 5, 2009

HANSON, D.T.

Nathan English, Los Alamos National Lab, Los Alamos NM, September 17, 2009

Ranjith Jaayasekera, University of Kelaniya, Dalugama, Kelaniya, Sri Lanka, August 2009

KATJU, V.

Dr. John Jaenike, University of Rochester, Rochester NY, October 28-30, 2009

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KODRIC-BROWN, A.
Susan Foster, Clark University, Worcester MA, April 28–May 1, 2009

LOKER, E.S.
Maria Costillo, New Mexico State University, November 12, 2009

Miriam Barlow, University of California–Merced, March 5, 2009

MARSHALL, D.L.
Kevin Rice, University of California–Davis, October 2009

MILLER, R.D.
Professor Max Cooper, Emory University, Atlanta GA, February 2009

Dr. Tony Papenfuss, Walter and Eliza Hall Institute, Melbourne, Australia, September 2009

Professor Jonathan Rast, University of Toronto, Toronto, Canada, December 2009

NATVIG, D.O.
Lee Taylor, Associate Professor, University of Alaska, Fairbanks AK, on his sabbatical leave, Fall 2009.

SMITH, F.A.
Dr. Maryrose Franko, Office of Grants and Special Programs, Howard Hughes Medical Institute

Dr. Richard A. Baird, Director, Division of Interdisciplinary Training, National Institute of Biomedical Imaging and Bioengineering, National Institutes of Health

Dr. Geerat Vermeji, Distinguished Professor, University of California, Davis CA

Through the Program in Integrative Biological and Biomedical Science (PIBBS), we hosted ~15 distinguished visitors through 2009.

TAKACS-VESBACH, C.D.
Dr. Suzette A. Priola, Chief, TSE/Prion Molecular Biology Section, Senior Investigator, National Institute of Allergy and Infectious Diseases, National Institutes of Health (for 18th Annual Research Day, Department of Biology, UNM, April 10, 2009).

TURNER, T.F.
Professor Chris Taylor, Texas Tech University, departmental seminar, September 24, 2009

WERNER-WASHBURN, M.
For Biol. 502, Topic: Frontiers in Genomics: George Weinstock (Washington University sequencing center), Bruce Birren (Broad Institute) and Bill Gelbart (Harvard).
WITT. C.C.
Philip Stouffer, Associate Professor, Conservation Biology Louisiana State University, March 18, 2009 (special seminar during spring break).

Dr. William Clark, independent raptor biologist, August 2009 (special seminar).

C. Committee Service.

I. Departmental committees served on in 2009 (indicate chair with asterisk).

ADEMA. C.M.
Annual Research Day Committee

BERGTHORSSON, U.
Graduate Students Selection Committee

BROWN, J.H.
Graduate Scholarship Committee
Graduate Student Selection Committee

CHARNOV, E.L.
Graduate Student Advisor
*New Department Chair Committee

COLLINS, S.L.
Faculty Advisor, Biology Graduate Student Association (BGSA), 2008-09
Chapter Faculty Advisor, SEEDS (Strategies for Ecology Education, Development and Sustainability (SEEDS, Ecological Society of America)

Tenure and Promotions Committee

*Tenure and Promotions Committee, Fall 2009

COOK, J.A.
Faculty Merit Evaluation Committee

COUCH, L.
Publicity Committee

CUNNINGHAM, C.
Biology/Chemistry Departments Synergistic Hiring Committee
*Undergraduate Policy Committee

K-115
FARNSWORTH, P.A.
*Graduation Committee (co-chair)
Graduate Scholarship Award Review Committee

FRIDRICK, C.O.
*Graduation Committee (co-chair)

HANSON, D.T.
Greenhouse Committee
*Scholarship Committee
Seminars Committee

HOFKIN, B.V.
Annual Research Day Committee
Undergraduate Pre-veterinary Advisement

HOWE, K.A.
*Annual Research Day Committee
Graduation Committee

KATJU, V.
Graduate Selection Committee, Spring
Judge, Departmental Graduate Fellowship Awards, Spring
Coordinator for New Graduate Student Orientation, Fall
Graduate Policy Committee, Fall

KODRIC-BROWN, A.
Graduate Policy Committee

LOKER, E.S.
Space Committee
Promotion and Tenure Committee

LOWREY, T.K.
Space Committee
Tenure and Promotion Committee

MARSHALL, D.L.
Annual Research Day (assisted with coordination of the silent auction)
Departmental Promotion and Tenure Committee
*Greenhouse Committee (this has been a very big service over the last year due to issues surrounding construction of the new greenhouse)
MILLER, K.B.
Annual Research Day Committee
Undergraduate Advising Committee

MILLER, R.D.
*Salary Committee

MILNE, B.T.
Graduate Student Selection Committee
Consortium of the Americas

POE, S.
Graduate Student Selection Committee

SHANER, M.G.
Undergraduate Academic Advising, Spring and Fall

SINSABAUGH, R.L.
Department Vehicle Committee
Biology Department representative to the Museum of Southwestern Biology Executive Board.

SMITH, F.A.
Graduate Student Selection Committee

SNELL, H.L.
Tenure and Promotion Committee
Publications Committee, Museum of Southwestern Biology
Executive Board, Museum of Southwestern Biology

STRICKER, S.A.
Executive Committee, Museum of Southwestern Biology, Spring
*Scholarships Committee, Spring
*Space/Buildings Committee, Spring
Undergraduate Policy Committee, Spring and *Fall

SWAN, J.
Graduation Committee
Undergraduate Policy Committee

TAKACS-VESBACH, C.D.
Annual Research Day Committee
Seminar Committee, August–December
THORNHILL, R.
Graduate Policy Committee, Spring and Fall

TOOLSON, E.C.
*Computer Committee (co-chair with Nancy Davis)
Website Redesign Committee

TURNER, T.F.
*Executive Committee, Museum of Southwestern Biology
Space Committee
Judge, Oral Presentations, Annual Research Day

WEARING, H.J.
Biology Graduate Student Orientation Committee

WERNER-WASHBURN, M.
Library Liaison

WITT, C.C.
Department Publicity Committee
Graduate Policy Committee

WOLF, B.O.
Graduate Policy Committee

2. College/University committees served on in 2009 (indicate chair with asterisk).

ADEMA, C.M.
Institutional Biosafety Committee (IBC)

BERGTHORSSON, U.
Radiation Control Committee

COLLINS, S.L.
Executive Research Advisory Committee (ERAC), 2008-10

Cripps, R.M.
College Assessment Committee

CUNNINGHAM, C.
A&S Junior Tenure and Promotion Committee
*A&S Junior Tenure and Promotion Committee
Academic Freedom and Tenure
Secretary, Faculty Senate Ethics and Advisory

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FARNSWORTH, P.A.
Faculty Senate Curriculum Committee

HOFKIN, B.V.
*University Lecturers Task Force (to develop a UNM-wide plan offering a career path for University lecturers)

KODRIC-BROWN, A.
Research Allocations Committee

LOKER, E.S.
Co-chair, Institutional Biosafety Committee, UNM

LOWREY, T.K.
Academic Freedom and Tenure Committee
Committee on Governance
Library Committee, UNM Faculty Senate
Policy Committee, UNM Faculty Senate

NATVIG, D.O.
UNM Sevilleta Field Station Renovation: (designed, organized and supervised the construction of two new residences and the renovation of the old laboratory building at the Long Term Ecological Research [LTER] Sevilleta Field Station.

POE, S.
Latin American and Iberian Institute Grants-

SHANER, M.G.
Lecturer Promotion Task Force, Spring and Fall

SMITH, E.A.
Served on ad hoc Darwin/Lincoln Celebration Task Force, UNM, October 2008–February 2009.

SNELL, H.L.
President, UNM Faculty Senate, 2008–2009
Past-President, UNM Faculty Senate, July 1, 2009–July 1, 2010
Faculty Senate Operations Committee
Provost Budget Task Force 2009
Scholarship Committee
Student Fee Review Board

TURNER, T.F.
College of Arts & Sciences (A&S) Council of Chairs and Directors

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College of A&S Ad-Hoc Communications Committee
College of A&S Student Access Committee
*UNM Science Museum Collection Management Subcommittee
UNM Museum Studies Committee
UNM Representative to the Colorado Plateau Cooperative Ecosystems Study Unit

WAIDE, R.B.
Member, Research Allocation Committee (RAC), UNM, 2000–present.

WEARING, H.J.
B.A./M.D. Curriculum Committee

WERNER-WASHBURNE, M.
Advisory Board, UNM ASSERT Post Doctoral Training Program
Chemistry Department Professor Search Committee, UNM
College of Engineering Center of Biomedical Engineering Director Search, UNM

WOLF, B.O.
Animal Care and Use Committee

D. Other.

CRIPPS, R.M.
Member, Skeletal Muscle Biology and Exercise Physiology Study Section, National Institutes of Health

Member, Basic Cell and Molecular Biology Study Section, American Heart Association Western States Affiliates.

FARNSWORTH, P.A.
Director of the campus-wide “Small Group Instructional Diagnosis (SGID) Program,” an interactive tool for assessing students’ learning. Interactive peer-consensus-weighted surveys are conducted just before the mid-point of the semester, allowing the instructor to respond and improve upon his/her instruction in the same term. A SGID evaluates how well the students are learning and if there might be better ways to help them learn during the remainder of the semester. Doing an SGID early in the semester gives sufficient time for the instructor to implement meaningful improvements to the course and his/her instruction based upon the students’ feedback. In addition, students are often impressed that their instructor is making a genuine effort to listen to their views and is seeking to make meaningful changes to improve the course and their learning. This, in turn, gives students a greater sense of participation in their own learning, a sense of contribution that often leads to added trust in the professor and a willingness to engage in the learning process. I supervise a team of Program Assistants who conduct these surveys and I write individual reports and meet with faculty to help interpret the survey results and help implement changes. Currently, I do this for all 36 of the Freshman Learning Community classes and have just helped implement this program in the Electrical and Computer Engineering Department.
LOKER, E.S.

Miscellaneous duties as department chair:
- February 5, attend Regents’ finance meeting for approval of Phase II construction
- February 9, meet with Provost to consider future of Sevilleta LTER Field Station
- February 13, Science/Math building review
- March 11, presentation to UNM Foundation and development officers group
- Early April, commence meetings associated with construction of Main Campus Animal Care Facility as part of stimulus funding proposal
- April 10, preside over Annual Research Day

MARSHALL, D.L.

Director, Departmental Outcomes Assessment

Did an item analysis of grading rubrics for four papers in Biol. 204 (Animal and Plant Form and Function) and prepared reports each semester.

Took Opinio training and prepared online exit surveys for graduate students.

Analyzed previous year’s exit surveys for graduate students.

NATVIG, D.O.

Candidate for Department of Biology Chair.

POE, S.

Hundreds of reptile and amphibian specimens deposited to Museum of Southwestern Biology.

WERNER-WASHBURNE, M.

Assisted with National Institutes of Health faculty visits for UNM Darwin Celebration at local high schools, February 2009.

WITI, C.C.

Maintained MSB’s responsibilities under a five-year Convenio that I established in 2007 between the Museum of Southwestern Biology and the Centro de Ornitologia y Biodiversidad, Lima, Peru: “Convenio de Cooperacion Inter-institucional entre “El Centro De Ornitologia y Biodiversidad” (Corbidi) Lima, Peru, y “The Museum of Southwestern Biology, University of New Mexico,” Albuquerque, Nuevo Mexico, E.E.U.U., Para Desarrollar la Investigación en las Adaptaciones de las Aves Silvestres a las Condiciones de los Altos Andes.”

VII. ADVANCED STUDY AND NEW SCHOLASTIC HONORS, FELLOWSHIPS, ETC.

CHARNOV, E.L.

Elected Fellow, American Academy of Arts and Sciences
HOFKIN, B.V.

MILLER, R.D.
Nominated for and awarded the Miegunyah Distinguished Visiting Fellowship, University of Melbourne, Australia, for the 2010 academic year.

SNELL, H.L.
President, UNM Faculty Senate

WERNER-WASHBURNE, M.
Regents' Professor, 2009–2012.


VIII. SABBATICALS, LEAVES OF ABSENCE, SUMMER TEACHING ELSEWHERE, TRAVEL, ETC., DURING THE PERIOD.

ADEMA, C.M.
For seven days in April, visited the Department of Health in Brazil for field collection of Biomphalaria.

HANSON, D.T.
Sabbatical, Spring 2009

LOKER, E.S.
Field work, Kenya, two weeks, January 2009
Collecting trip with Steve Stricker, state of Washington, August 3-7, 2009

LOWREY, T.K.
Field Botany Course for K-12 Teachers, Science Education Institute of the Southwest, Sevilleta Long Term Ecological Research (LTER) Field Station, June 2009.

POE, S.
Sabbatical, Spring 2009

SINSABAUGH, R.L.
Sabbatical Leave, Spring 2009

SNELL, H.L.
Research Semester, Fall 2009
Fieldwork in Arizona and Utah, Fall 2009

TAKACS-VESBACH, C.D.
Sabbatical (at UNM), Fall 2009.


IX. PUBLIC SERVICE.

COLLINS, S.I.
Member, Rapid Response Team—Grassland Ecosystems, Ecological Society of America, 2004–present.

COOK, J.A.

COUCH, L.
Treasurer—Placitas Homesteads Homeowners Association, Placitas NM.

First Responder/Volunteer Firefighter, Placitas Volunteer Fire Brigade, Placitas NM.

HOFKIN, B.V.
Writer, producer and host of “Today’s BioCast” on KANW, 89.1 FM, underwritten by the Department of Biology, UNM, Albuquerque, NM, January 1–December 31, 2009.

LOKER, E.S.
Contact with “Water for People,” an organization devoted to the provision of sanitation and clean water for peoples in developing countries.

LOWREY, T.K.
Plant Identification for the general public in the UNM Herbarium, Museum of Southwestern Biology.

SMITH, E.A.
Served on ad hoc Darwin/Lincoln Celebration Task Force, UNM, October 2008–February 2009.

SNELL, H.L.
Work with Environmental Health Division on Urban Bio-diversity, Albuquerque NM.

Work with Whitfield Wildlife Conservation Area, Belen NM.
Mapping Trails and Natural Resource Distributions, Manzano Mountains, Mountainair Ranger District, Cibola National Forest, Valencia and Torrence Counties.

Member, N.M. Department of Game and Fish Species Recovery Board, Santa Fe and Albuquerque NM.

THORNHILL, R.

TURNER, T.F.


WITT, C.C.
Mentor for Albuquerque Academy Intern, Nicole Gatewood, April–May 2009.

Two articles in The Albuquerque Journal, one on the front page, one on the front of the Metro Section. One on the MSB Bird collection in connection to Aldo Leopold, one featuring my research on hummingbird genome size evolution (focusing on the smallest endotherm genome ever measured that came from a Black-chinned Hummingbird in my backyard in Albuquerque!).

WERNER-WASHBURNE, M.
Involvement Cuba, NM and elsewhere, connecting with students either via UNM or Initiatives to Maximize Student Diversity (IMSD); provide outreach talks, mentoring, and other advice for students in the community.
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<td>Appendix 8. List of Incoming Graduate Students for Fall 2008/Spring 2009</td>
<td></td>
</tr>
<tr>
<td>Appendix 9. Assistantship Report by Semester</td>
<td></td>
</tr>
<tr>
<td>Appendix 10. Grant Awards to Faculty</td>
<td></td>
</tr>
<tr>
<td>Appendix 11. Departmental Seminar Schedules for Fall 2008/Spring 2009</td>
<td></td>
</tr>
</tbody>
</table>
Summary

The Department of Chemistry and Chemical Biology faced significant challenges during the 2009-2010 academic year. The continued deterioration of the research and teaching facilities compromised the ability to safely house faculty, staff and students. Despite these challenges, all research-active tenured and tenure-track faculty (9.5 FTEs) were highly productive, with considerable publication records and excellent levels of external research grant support. Several of the faculty members received significant external recognition for their research accomplishments. The department also attracted two new tenure-track assistant professors and a new instructor, which were expected to help relieve some of the pressure from the loss of more than 10 faculty members over the past five years to other institutions, retirements and to administrative positions within the university. The department served over 7,000 undergraduate and graduate students, and generated over 16,000 student credit hours. Faculty morale was quite low with several productive members actively searching for positions at other institutions. If the needs of the Department of Chemistry and Chemical Biology are not addressed in the near future, it is quite likely that the Department will lose its capacity to function as an academic unit.
I. Significant Developments in 2009-2010

There was a Moratorium on the Search for a Permanent Department Chair

After two failed chair searches, and a year under the direction of Interim Chair Professor Martin Kirk, on August 1, 2009 Dr. David Bear, Professor of Cell Biology and Physiology, who is also the Assistant Dean for Admissions in the School of Medicine, was selected to be the Interim Chair for the next two years at a 50% FTE. Dr. Bear had previously served as Director of Graduate Studies for the School of Medicine (1989-1994) and Chair of the Department of Cell Biology and Physiology (1997-2004). The goal of the interim Chair position was to stabilize the teaching and undergraduate and graduate education programs, and to focus on upgrading the research and teaching facilities to make the position more attractive for future permanent chair search. Professor Kirk served as Associate Chair during this period.

Departmental Research and Teaching Facilities Continued to be in Severe Disrepair

The two buildings that comprise “Clark Hall,” where the Department of Chemistry and Chemical Biology are located, were declared unsafe in 1988 by an external review committee, and have continued to deteriorate to the point where parts of both building are presently non-functional and uninhabitable. Abandoned research laboratories are presently being used as storerooms and makeshift work areas for administrative personnel. The restrooms are not ventilated properly and odors from the restrooms permeate the building. The completion of the remodeling of Mitchell Hall in Spring 2010 and the completion of the first phase of the Science and Math Learning Center (SMLC) in Fall 2010 are expected to bring some relief for the lower-division undergraduate courses. However, the organic chemistry instructional laboratory, which could not be accommodated in the first phase of the SMLC, has long suffered from degraded plumbing and ventilation capabilities and lack of appropriate laboratory equipment, making the facility educationally ineffective and unsafe. The research laboratories have serious electrical, plumbing and ventilation issues, and the roof above the top floor of the Riebsomer wing is in serious disrepair. Thousands of dollars of rain damage to instrumentation and walls occurred over the past summer.
Administrative Appointments Reduced the Faculty Teaching Effectiveness

Professor Stephen Cabiness was reassigned to the Water Resources program. Dr. Cabiness taught only two courses in the department, although he also maintained a small research effort. The college of Arts and Sciences provided a Visiting Assistant Professor to take on Dr. Cabiness’ teaching duties in the department, Dr. John McBride. Dr. McBride taught three courses during the Spring 2010 semester. Professor Mark Ondrias continued to be assigned to the College of Arts and Sciences as Assistant Dean, and taught only two courses in the department during the year. Associate Professor Deborah Evans was assigned to the College of Engineering as a co-director of educational efforts in the Program in Nanoscience and Microsystems (NSMS). She taught only one course for the department, which was an elective course not assigned by the Chair. Professor Richard Holder continued to serve as the Deputy Provost, and taught only two courses for the department during FY2010. Based on little or no research productivity, Drs. Ondrias and Evans should have each been teaching three 3-unit courses per semester. They continued to hold department faculty lines with no relief from the College of Arts and Sciences.

Despite the Significant Challenges Faced by the Department, There were Several Successful Faculty Searches

The Department of Chemistry and Chemical Biology had 21 tenured and tenure-track faculty members in FY2005. By Fall 2009, this number had shrunk to 13.5. Four of the 13.5 were on administrative assignments outside of the department. In Fall 2008, the College of Arts and Sciences authorized the department to carry out three faculty searches during FY2010. Dr. John McBride was recruited to the faculty in January as Visiting Assistant Professor to teach the analytical chemistry courses that were formerly taught by Professor Stephen Cabiness (see Loss of Faculty Below). Two searches for tenure-track assistant professors were also successfully completed. Dr. Charles Melancon, a post-doctoral fellow at Scripps Research Institute, and Dr. Yang Qin, a post-doctoral fellow at Brookhaven National Laboratory, were selected as the top finalists, and both accepted our letters of offer. The joined the faculty on August 1, 2010.
Restructuring of the Undergraduate Program Continued

Efforts to restructure the undergraduate program, which had been initiated in the 2007-2008 academic year, continued. But it became apparent that the plan as originally conceived at a time when more faculty were available, was no longer viable with the diminished faculty numbers. The number of students enrolled as chemistry majors rose significantly in 2008-2009 and again in 2009-2010. The number of students enrolled in a Chemistry major or minor in each semester of the 2007-2010 academic years is summarized in the following table:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Major 07-08</th>
<th>Minor 07-08</th>
<th>Major 08-09</th>
<th>Minor 08-09</th>
<th>Major 09-10</th>
<th>Minor 09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2007</td>
<td>213</td>
<td>229</td>
<td>311</td>
<td>389</td>
<td>313</td>
<td>356</td>
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<tr>
<td>Fall 2007</td>
<td>219</td>
<td>593</td>
<td>326</td>
<td>367</td>
<td>311</td>
<td>374</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>229</td>
<td>661</td>
<td>332</td>
<td>394</td>
<td>343</td>
<td>392</td>
</tr>
</tbody>
</table>

The number of students choosing to major and minor in chemistry steadily increased over the past three years.

More importantly, the Department continued to serve a vast population of undergraduate students from outside the department. The number of students who completed the service courses in the Department of Chemistry and Chemical Biology was estimated to be more than 7,000 students.

<table>
<thead>
<tr>
<th>Course</th>
<th># of Students Completing Course (Summer 2008, Fall 2008, Spring 2009)</th>
<th># of Students Completing Course (Summer 2008, Fall 2008, Spring 2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem 111 Intro Chem for Health Sciences</td>
<td>441</td>
<td>484</td>
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<tr>
<td>Chem 212 Organic &amp; Biochem for Health Sciences</td>
<td>105</td>
<td>104</td>
</tr>
<tr>
<td>Chem 121/122 Freshman Chem</td>
<td>1748</td>
<td>1988</td>
</tr>
<tr>
<td>Chem 123/124 Freshman Chem Lab</td>
<td>1748</td>
<td>1889</td>
</tr>
<tr>
<td>Chem 301/302 Organic Chem</td>
<td>1269</td>
<td>1405</td>
</tr>
<tr>
<td>Chem 303/304 Organic Chem Lab</td>
<td>802</td>
<td>819</td>
</tr>
<tr>
<td>Chem 253 Quantitative Analysis</td>
<td>151</td>
<td>135</td>
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<td>Chem 315</td>
<td>144</td>
<td>179</td>
</tr>
<tr>
<td>Physical Chem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Students Completing Courses</td>
<td>6,408</td>
<td>7,003</td>
</tr>
</tbody>
</table>
Mounting a Successful Graduate Program Continued to be a Big Challenge

The number of students enrolled in the MS and Ph.D. programs in each semester of the for the past two academic years is summarized in the following table:

<table>
<thead>
<tr>
<th>Semester</th>
<th>MS</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2008</td>
<td>4</td>
<td>50</td>
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<tr>
<td>Fall 2008</td>
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<td>48</td>
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<td>Spring 2009</td>
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<td>44</td>
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<tr>
<td>Summer 2009</td>
<td>3</td>
<td>44</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>4</td>
<td>43</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>4</td>
<td>47</td>
</tr>
</tbody>
</table>

The number of graduate students in the department remained fairly stable for the past two years, but was only two-thirds the size of the program a decade ago, even though the undergraduate student enrollment over that time doubled. Recruiting of high quality graduate students remains a considerable challenge for the Department of Chemistry and Chemical Biology with some significant obstacles to overcome. With the faculty number below critical mass, the number of graduate courses that can be successfully mounted is small. In addition, the graduate student stipend levels are well below the national average for Tier 2 institutions (approximately $2,000 to $4,000 per year lower). The teaching assistantship stipends were increased for the autumn of 2009 by approximately $2,000 to be more competitive, but at $21,000 per year plus tuition are still well below the average of $25,000.

In the last two decades many of the top chemistry department graduate programs in the US have fiercely recruited domestic students. Thus, UNM has had to accept an ever-increasing number of foreign applicants in order to keep the level of graduate students in the department at critical mass. The entering graduate student classes in the Department of Chemistry and Chemical Biology at UNM have been comprised of more than 50% foreign students for more than a decade. This presents an especially important challenge because first-year graduate students are expected to function as teaching assistants in freshman and organic chemistry laboratory courses. The head instructors have had to take significant measures to ensure the safety and educational quality of the undergraduate laboratory student population by recording laboratory demonstrations and lectures using native speakers.
Despite the competition for high quality graduate students, the Department has continued to put a significant effort into graduate recruitment under the leadership of Graduate Recruitment Committee Co-chairs, Professors Hua Guo, and Wei Wang. A number of other faculty members worked hard on this effort. It is hoped that the planned increases in faculty numbers and increasing external grant support over the next few years will provide a greater attraction for high-quality domestic and foreign students.

Faculty Awards and Recognition and Highly Significant Professional Activities

**Hua Guo:** Xth Workshop on Quantum Reactive Scattering, Dalian, China, 2009, invited talk; XXIInd Conference on Dynamics of Molecular Collisions, 2009, Snowbird, Utah, invited talk; Telluride Workshop on New Challenges for Theory in Chemical Dynamics, 2010, invited talk; Telluride Workshop on Toward Meaningful Analysis of Phosphoryl Transfers and RNA Catalysis: Experiments and Computations, 2010, invited talk; C-PCS, Los Alamos National Laboratory, 2009, invited talk; Department of Chemistry, University of Houston, 2009, invited talk; Department of Chemistry, North Texas University, 2010, invited talk; Department of Chemistry, New York University, 2010, invited talk

**Lorraine Deck:** 7 patents, one patent pending


**Martin Kirk:** External PhD Review Member, University of Calgary, 2010
College and University Service: UNM NSMS IGERT Management Team Member
Service to the profession (officer in professional society, meeting organizer, etc.) Chair, Molybdenum and Tungsten Enzyme Gordon Conference, Tuscany, ITALY.

**Wei Wang:** Selected as the President of the Chinese-American Chemistry & Chemical Biology Professors Association, June 2010 to present; Board Member, Current Organic Synthesis, September 2009 to present; Tetrahedron Letters Most Cited Paper 2006-2009 Award
Several New Staff Members were Hired to Replace Retirements

No faculty separations occurred this year. Katherine Grey (Fiscal Services Tech), Barbara Wright (Accountant III) and Faye Whittington (Administrative Assistant II), all retired from the department. Penn Rabb (Accountant III) and Fernando Santillanes (Fiscal Services Tech) were hired as replacements. An Administrative Assistant was set to be hired in August 2010.

II. Sponsored Projects

Despite the significant challenges to the Department that have been outlined above, all of the tenured and tenure-track members of the faculty of the Department of Chemistry and Chemical Biology (with the exception of Professors Mark Ondrias and Richard Holder, who were full-time administrators), maintained active research programs. The complete set of external research grants awarded during the FY2010 is contained in the Appendix 10.

III. Plans and Recommendations

As of Fall 2010, the morale in the Department of Chemistry and Chemical Biology was somewhat higher than last year due to three successful faculty searches as well as the renovation of the a small area of Clark Hall, and the impending General Obligation Bond election to provide $10 million in desperately needed renovation funds. The UNM Provost’s office provided funds for the renovation of the Departmental Offices for the Chair, Accounting Group, the Director of Chemical Education, and the Departmental Administrator. Renovation of a laboratory and adjacent research facilities (coldroom, cell culture room, and instrument room) were also accomplished. However, several faculty research laboratories in Clark Hall remain in such disrepair that they have become uninhabitable, and now serve as temporary storage rooms. If these issues are not addressed, in less than five years the undergraduate major and the graduate program will no longer be viable. If the most productive members of the faculty in the Department were to leave the institution over the next few years, it is estimated that it would take more than $20,000,000 in equipment, salary increases, and research start-up costs to rebuild the department.
The other critical issue is the safety and quality of the undergraduate student laboratories. The organic chemistry instructional laboratory has several non-repairable plumbing and ventilation problems. **The physical environment and lack of proper equipment make the undergraduate organic chemistry laboratory unsafe, and if left unaddressed this situation could result in student and instructor injuries.**

The department continued discussions on plans for several aspects of the academic mission.

1. **Reassessment of the Undergraduate Curriculum**: The Undergraduate Curriculum Committee (UCC) and the Graduate Program Steering Committee (GPSC) focused on several key issues. The UCC focused its attention on devising a strategy to offer the complete set of courses that are currently listed in the catalog. It also addressed the very high drop/withdrawal/failure (DWF) rate among freshman and organic chemistry students. The DWF rate for introductory chemistry (Chem 121/122) has averaged over 40% for the past several years. For organic chemistry, the DWF rate has been 25-30%. This attrition significantly decreases graduation rates and severely impacts those academic programs that rely on chemistry courses as prerequisites and co-requisites for their course offerings. A “parachute” course was designed for Fall 2010 that would allow students failing Chem 121 to transfer seamlessly at the beginning or the fourth week of the semester to a 12-week course designed to provide a foundation for a more successful reattempt at Chem 121 the following semester. The course was to be taught by a part-time instructor, Dr. Shelly James, who is a postdoctoral fellow in the UNM College of Pharmacy. Three undergraduate teaching assistants were assigned to the course.

2. **Graduate Student Recruitment.** The GPSC will attempt to address problems with graduate student recruitment and in the difficulties in early student assessment that leads to the failure to detect student academic difficulties in a timely and effective manner.

3. **High School Chemistry Education Initiatives.** The Department entered into a partnership with the College of Education to develop a Masters Program in Chemical Education that focuses on improving the quality of high school chemistry education. Included in this initiative was a one-week, summer workshop led by Dr. Joe Ho,
Director of Chemical Education called UChemTeach. 16 high school chemistry teachers from around the state and outside the state attended UChemTeach. Discussions focused on the challenges and approaches to teaching chemistry in high school and some hands-on teaching in the summer school freshman chemistry laboratory course.

4. **Share Facilities.** Department continued to reassess its management practices for shared facilities and develop a strategy for increasing their effectiveness for the New Mexico scientific community. In particular, it was recommended that the Mass Spectrometry/Proteomics facility undergo a significant reorganization. This facility, which only opened a few years ago to significant publicity, lost two of the three faculty members associated with the laboratory to retirement and other institutions. As of July 2010, the facility was operating at a considerable loss, and was the focus of considerable discussion by the faculty.
IV. Department of Chemistry and Chemical Biology
2009-2010 Faculty Publications

The faculty of the Department of Chemistry and Chemical Biology FY 2010 publication record continued to be among the most prolific on campus.

Stephen Cabaniss


Lorraine Deck


Deborah Evans


12
John Grey


Hua Guo

D. Xu and H. Guo, J. Am. Chem. Soc., 131, 9780 (2009), Quantum mechanical/molecular mechanical and density functional theory studies of a prototypical zinc peptidase (carboxypeptidase A) suggest a general acid-general base mechanism.


ammonia: a four-dimensional wave packet study.


Richard Kemp


Martin Kirk


Patrick Mariano


**Robert T. Paine**


Alicia Ray


Wei Wang


V. Appendices

Appendix 1 – Major Equipment Purchases

<table>
<thead>
<tr>
<th>Asset Status Desc</th>
<th>Model</th>
<th>Manufacturer</th>
<th>Sum Of Asset Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPLC System</td>
<td>N/A</td>
<td>Shimadzu</td>
<td>31,665</td>
</tr>
<tr>
<td>Chromatograph System</td>
<td>6850 Series</td>
<td>Agilent</td>
<td>47,339</td>
</tr>
<tr>
<td>FT-IR Spectrometers</td>
<td>1220007069 – Alpha</td>
<td>Bruker Optics</td>
<td>55,890</td>
</tr>
</tbody>
</table>

Appendix 2 – Number of Students Enrolled in Degree Plans – By Semester

<table>
<thead>
<tr>
<th>Semester</th>
<th>Minor</th>
<th>BA</th>
<th>BS</th>
<th>MS</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU 09</td>
<td>356</td>
<td>139</td>
<td>174</td>
<td>3</td>
<td>44</td>
</tr>
<tr>
<td>FA 09</td>
<td>374</td>
<td>143</td>
<td>168</td>
<td>4</td>
<td>43</td>
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<tr>
<td>SP 10</td>
<td>392</td>
<td>156</td>
<td>187</td>
<td>4</td>
<td>47</td>
</tr>
</tbody>
</table>

Appendix 3 – Teaching Schedules by Semester

Summer 2009 Teaching Schedule

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>DAYS</th>
<th>TIMES</th>
<th>ROOM</th>
<th>INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121 001</td>
<td>General Chem with Lab</td>
<td>MTWRF</td>
<td>1030-1130</td>
<td>DSH 123</td>
<td>Depperman, E.</td>
</tr>
<tr>
<td>CHEM 122 001</td>
<td>General Chem with Lab</td>
<td>MTWRF</td>
<td>0920-1020</td>
<td>CLARK-101</td>
<td>Depperman, E.</td>
</tr>
<tr>
<td>CHEM 253 001</td>
<td>Quant Analysis with Lab</td>
<td>MTWR</td>
<td>1250-1350</td>
<td>CLARK-101</td>
<td>Ho, K.</td>
</tr>
<tr>
<td>CHEM 301 001</td>
<td>Organic Chemistry</td>
<td>MTWR</td>
<td>1030-1130</td>
<td>CLARK 101</td>
<td>Deck, L.</td>
</tr>
<tr>
<td>CHEM 302 001</td>
<td>Organic Chemistry</td>
<td>MTWRF</td>
<td>1140-1240</td>
<td>CLARK-101</td>
<td>Deck, L.</td>
</tr>
</tbody>
</table>

Fall 2009 Teaching Schedule

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>DAYS</th>
<th>TIMES</th>
<th>ROOM</th>
<th>INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 111 001</td>
<td>Elem of Gen Chem with Lab</td>
<td>MWF</td>
<td>1000-1050</td>
<td>CLARK-101</td>
<td>Paine, R</td>
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<td>CHEM 111 002</td>
<td>Elem of Gen Chem with Lab</td>
<td>MWF</td>
<td>1300-1350</td>
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<td>Ray, A</td>
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<td>CHEM 121 001</td>
<td>General Chem with Lab</td>
<td>MWF</td>
<td>0900-0950</td>
<td>WOOD-101</td>
<td>Bellew, D</td>
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<tr>
<td>CHEM 121 002</td>
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<td>1000-1050</td>
<td>WOOD-101</td>
<td>Bellew, D</td>
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<td>CHEM 121 003</td>
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<td>1700-1750</td>
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<td>Rubie, N.</td>
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<tr>
<td>CHEM 121 004</td>
<td>General Chem with Lab</td>
<td>MWF</td>
<td>0900-0950</td>
<td>WOOD-101</td>
<td>Bellew, D</td>
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<td>MWF</td>
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<td>CHEM 122 002</td>
<td>General Chem with Lab</td>
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<tr>
<td>CHEM 131 001</td>
<td>Prin of Chemistry</td>
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<td>0900-0950</td>
<td>DSH 328</td>
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<tr>
<td>CHEM 212 001</td>
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<td>MW F</td>
<td>1600-1715</td>
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<td>DSH 120</td>
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<tr>
<td>COURSE</td>
<td>TITLE</td>
<td>TIMES</td>
<td>ROOM</td>
<td>INSTRUCTOR</td>
<td></td>
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<tr>
<td>------------</td>
<td>-------------------------</td>
<td>-------------</td>
<td>---------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>CHEM 253 001</td>
<td>Quant Analysis with Lab</td>
<td>T R</td>
<td>0930-1045</td>
<td>CLARK-101</td>
<td>Cabaniss, S</td>
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<tr>
<td>CHEM 301 001</td>
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<td>M W F</td>
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<td>CAST 100</td>
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</tr>
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<td>CHEM 301 002</td>
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<td>CHEM 301 003</td>
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<td>1700-1815</td>
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<td>CHEM 301 004</td>
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<td>M W F</td>
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<tr>
<td>CHEM 302 001</td>
<td>Organic Chemistry</td>
<td>M W F</td>
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<tr>
<td>CHEM 302 002</td>
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<td>CLARK-101</td>
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<td>CHEM 311 001</td>
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<td>CHEM 325 001</td>
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<tr>
<td>CHEM 411L 001</td>
<td>Pchem Lab</td>
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<td>1230-1520</td>
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<td>CHEM 425 001</td>
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<tr>
<td>CHEM 431 001</td>
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<td>1100-1215</td>
<td>DSH 128</td>
<td>Kemp, R</td>
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<tr>
<td>CHEM 471 001</td>
<td>T. Environ Organic Chem</td>
<td>T R</td>
<td>1530-1645</td>
<td>DSH 317</td>
<td>Cabaniss, S</td>
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<tr>
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<td>SP 10</td>
</tr>
<tr>
<td>Orner, Jonathan D.</td>
<td>BA</td>
<td>SP 10</td>
</tr>
<tr>
<td>Rebarchik, Cori J.</td>
<td>BA</td>
<td>SR 10</td>
</tr>
<tr>
<td>Sandoval, Alexis Y.</td>
<td>BS</td>
<td>SP 10</td>
</tr>
</tbody>
</table>
Appendix 6 – Masters and PhD Graduates Fall 2009 and Spring 2010

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Degree</th>
<th>Chair 1</th>
<th>Chair 2</th>
<th>Chair 3</th>
<th>Chair 4</th>
<th>Grad Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berhane</td>
<td>Abebe</td>
<td>PhD</td>
<td>Kirk</td>
<td>Pain</td>
<td>Wang</td>
<td>Barton</td>
<td>SP 2010</td>
</tr>
<tr>
<td>Corbitt</td>
<td>Thomas</td>
<td>PhD</td>
<td>Whitten</td>
<td>Fulghum</td>
<td>Cabaniss</td>
<td>Keller</td>
<td>SP 2010</td>
</tr>
<tr>
<td>Hutt</td>
<td>Ken</td>
<td>MS/CW</td>
<td>Wang</td>
<td>Deck</td>
<td>Cabaniss</td>
<td>Keller</td>
<td>SP 2010</td>
</tr>
<tr>
<td>Mousavi</td>
<td>Aliyar</td>
<td>PhD</td>
<td>Cabaniss</td>
<td>Kemp</td>
<td>Tierney</td>
<td>Crossey</td>
<td>SP 2010</td>
</tr>
<tr>
<td>Severns</td>
<td>Virginia</td>
<td>MS/CW</td>
<td>Keller</td>
<td>Evans</td>
<td>Grey</td>
<td>Cabaniss</td>
<td>SP 2010</td>
</tr>
<tr>
<td>Jiang</td>
<td>Wei</td>
<td>PhD</td>
<td>Wang</td>
<td>Mariano</td>
<td>Grey</td>
<td>Feng</td>
<td>FA 2009</td>
</tr>
<tr>
<td>Ottley</td>
<td>Anna</td>
<td>MS/Th</td>
<td>Kemp</td>
<td>Krik</td>
<td>Grey</td>
<td>Boyle</td>
<td>FA 2009</td>
</tr>
</tbody>
</table>

Appendix 7 – Graduate Recruitment Report Fall 2009

OFFERED ADMISSION – 34 Students

<table>
<thead>
<tr>
<th>Country</th>
<th>Offers</th>
<th>Accepted</th>
<th>Decline</th>
<th>No Resp</th>
</tr>
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<tbody>
<tr>
<td>China</td>
<td>22</td>
<td>9</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>India</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>USA</td>
<td>11</td>
<td>7</td>
<td>3</td>
<td>1</td>
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</tbody>
</table>

DENIED ADMISSION – 32 STUDENTS

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>10</td>
</tr>
<tr>
<td>Ghana</td>
<td>1</td>
</tr>
<tr>
<td>India</td>
<td>6</td>
</tr>
<tr>
<td>Nepal</td>
<td>4</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>5</td>
</tr>
<tr>
<td>Tanzania</td>
<td>3</td>
</tr>
<tr>
<td>Uganda</td>
<td>1</td>
</tr>
<tr>
<td>USA</td>
<td>2</td>
</tr>
</tbody>
</table>

Admission to the graduate program was only done in Fall 2009. No student were reviewed or accepted for the spring 2010 semester.
## Appendix 8 - New Graduate Students Fall 2009 and Spring 2010

<table>
<thead>
<tr>
<th>LAST</th>
<th>FIRST</th>
<th>DEGREE</th>
<th>COUNTRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryan</td>
<td>Tyrel</td>
<td>PhD</td>
<td>USA</td>
</tr>
<tr>
<td>Gao</td>
<td>Jian</td>
<td>PhD</td>
<td>China</td>
</tr>
<tr>
<td>Huang</td>
<td>Changfeng</td>
<td>PhD</td>
<td>China</td>
</tr>
<tr>
<td>Latham</td>
<td>John</td>
<td>PhD</td>
<td>USA</td>
</tr>
<tr>
<td>Li</td>
<td>Fei</td>
<td>PhD</td>
<td>China</td>
</tr>
<tr>
<td>Li</td>
<td>Xichen</td>
<td>PhD</td>
<td>China</td>
</tr>
<tr>
<td>Rothrock</td>
<td>Jason</td>
<td>PhD</td>
<td>USA</td>
</tr>
<tr>
<td>Seal</td>
<td>Kenneth</td>
<td>PhD</td>
<td>USA</td>
</tr>
<tr>
<td>Song</td>
<td>Aiguo</td>
<td>PhD</td>
<td>China</td>
</tr>
<tr>
<td>Toews</td>
<td>Sarah</td>
<td>PhD</td>
<td>USA</td>
</tr>
<tr>
<td>Varoz</td>
<td>Valerie</td>
<td>PhD</td>
<td>USA</td>
</tr>
<tr>
<td>Wang</td>
<td>Lidong</td>
<td>PhD</td>
<td>China</td>
</tr>
<tr>
<td>Wang</td>
<td>Ting</td>
<td>PhD</td>
<td>China</td>
</tr>
<tr>
<td>Xuan</td>
<td>Weimin</td>
<td>PhD</td>
<td>China</td>
</tr>
<tr>
<td>Zhu</td>
<td>Jingshu</td>
<td>PhD</td>
<td>China</td>
</tr>
<tr>
<td>Zimney</td>
<td>Lucas</td>
<td>PhD</td>
<td>USA</td>
</tr>
</tbody>
</table>

## Appendix 9 - Assistantship Report by Semester

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TA</th>
<th>RA</th>
</tr>
</thead>
<tbody>
<tr>
<td>SU 09</td>
<td>10</td>
<td>26</td>
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<tr>
<td>FA 10</td>
<td>33</td>
<td>13</td>
</tr>
<tr>
<td>SP 10</td>
<td>29</td>
<td>15</td>
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</tbody>
</table>
Appendix 10 – Chemistry and Chemical Biology Grant Awards 2009-2010

Cabaniss, Steve
University of Florida $132,288
Novel Sensor for the In Situ Measurement of Uranium Fluxes

Deck, Lorraine
Arizona State University $756
Analogues for Cancer

Deck, Lorraine
Arizona State University $756
Synthesis of Therapeutic Analogues for Cancer

Dunaway Mariano, Debra
Los Alamos National Laboratory $99,000
LANL Standard Research Contract 70137-001-08

Dunaway Mariano, Debra
NIH $975,227
Enzymes: Structure, Mechanism, Function, Inhibition

Grey, John
National Science Foundation $245,000
CAREER: Understanding Structure-Function Relationships in Polymeric Semiconductor Materials from Top-Down and Bottom-Up Perspective

Guo, Hua
NIH $75,000
AMERICAN RECOVERY AND REINVESTMENT ACT: Mechanism and Inhibition of Arginine Deiminase

Guo, Hua
National Science Foundation $134,426
Dynamic Effects in Heterogeneous Catalytic Reactions

Guo, Hua
Utah State University $55,539
Wave Packet Based Statistical Approach to Complex-Forming Reactions

Kemp, Richard
Sandia National Laboratories $14,661
Materials Synthesis

Kemp, Richard
National Science Foundation $145,000
Heteroallenes as Building Block for Synthesis and Sequestration
Kemp, Richard
Department of Energy $250,000
Direct Expoxidations Using Molecular Oxygen

Kirk, Martin
National Institute of General Medical Sciences/NIH/DHHS $290,902
Spectroscopic Studies of Molybdoenzymes for Research and Training

Kirk, Martin
National Science Foundation $193,700
Acquisition of a Low-field NMR Spectrometer for Research and Training

Mariano, Patrick
University of Maryland $24,053
Giardia Drug Targets: Structure Function and Inhibitors

Morrow, Cary
National Science Foundation $298,400
AMERICAN RECOVERY AND REINVESTMENT ACT: Acquisition and Upgrade of Two Low-field NMR Spectrometers for Research and Teaching

Paine, Robert
Washington State University $100,000
Advanced Aqueous Separation Systems for Actinide Partitioning
Paine, Robert
Department of Energy $290,000
Preorganized and Immobilized Ligands for Metal-Ion Separations

Wang, Wei
West Virginia University HSC $75,009
Phosphodiesterase-2 and Mood Disorders: Target Validation and Drug Discovery
## Appendix 11 – Departmental Seminar Schedules – Fall 2009 and Spring 2010

### Fall 2009

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Affiliation</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28, 2009</td>
<td>Professor Frank Spano</td>
<td>Department of Chemistry, Temple University</td>
<td>“The role of Intermolecular Coupling in the Photophysics of Disordered Organic Semiconductors” (Grey)</td>
</tr>
<tr>
<td>September 4, 2009</td>
<td>Professor Daniel Seidel</td>
<td>Department of Chemistry &amp; Chemical Biology, Rutgers University</td>
<td>“Enantioselective Organocatalysis and the Study of Redox Neutral Reaction Cascades” (Wang)</td>
</tr>
<tr>
<td>September 11, 2009</td>
<td>Professor Steve Koch</td>
<td>Department of Physics &amp; Astronomy, CHTM, University of New Mexico</td>
<td>“Biophysical studies of the molecular motor kinesin” (Grey)</td>
</tr>
<tr>
<td>September 18, 2009</td>
<td>Professor Don Truhlar</td>
<td>Kahn Lecture, Department of Chemistry, University of Minnesota</td>
<td>“Density functional theory: New developments” (Guo)</td>
</tr>
<tr>
<td>September 25, 2009</td>
<td>Professor Tehshik Yoon</td>
<td>Department of Chemistry, University of Wisconsin</td>
<td>“New Approaches to Redox Catalysis” (Wang)</td>
</tr>
<tr>
<td>October 2, 2009</td>
<td>Professor Oliver Monti</td>
<td>Department of Chemistry &amp; Biochemistry and Molecular Biophysics, University of Arizona</td>
<td>“Interfacial structure and Dynamics: Fundamental Insights for Interfacial Charge Transfer” (Grey)</td>
</tr>
<tr>
<td>October 9, 2009</td>
<td>Professor Paula Diaconescu</td>
<td>Department of Chemistry and Biochemistry, University of California, Los Angeles</td>
<td>“Reactions of heterocycles with electrophilic ferrocene diamide complexes” (Kemp)</td>
</tr>
<tr>
<td>October 16, 2009</td>
<td>Fall Break – No Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 23, 2009</td>
<td>Professor Larry G. Sneddon</td>
<td>Riley Schaeffer Lecture</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Speaker</td>
<td>Affiliation</td>
<td>Topic</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------</td>
<td>-------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>October 30, 2009</td>
<td>Professor Keith Lidke</td>
<td>Department of Physics &amp; Astronomy</td>
<td>&quot;Single Molecule Fluorescence Techniques for Studying Membrane Protein Distributions and Dynamics&quot;</td>
</tr>
<tr>
<td>November 6, 2009</td>
<td>Professor Peng Wu</td>
<td>Department of Biochemistry</td>
<td>&quot;Chemical Tools for Glycobiology&quot;</td>
</tr>
<tr>
<td>November 13, 2009</td>
<td>Dr. Alain Goeppert</td>
<td>University of Southern California</td>
<td>&quot;Beyond Oil and Gas: A Methanol Economy?&quot;</td>
</tr>
<tr>
<td>November 20, 2009</td>
<td>Professor Adrian Roitberg</td>
<td>Department of Chemistry</td>
<td>&quot;The role of pH in biomolecular structure and dynamics. A simulation study&quot;</td>
</tr>
<tr>
<td>November 27, 2009</td>
<td>Thanksgiving Break – No Seminar</td>
<td></td>
<td></td>
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<tr>
<td>December 4, 2009</td>
<td>Professor Christopher Chang</td>
<td>Department of Chemistry</td>
<td>&quot;Chemical Approaches to Understanding Copper and Peroxide Biology in the Brain&quot;</td>
</tr>
<tr>
<td>December 11, 2009</td>
<td>Professor Kazunori Koide</td>
<td>Department of Chemistry</td>
<td>&quot;Chemistry and biology of antitumor natural product FR901464 and its Analogs&quot;</td>
</tr>
<tr>
<td>Date</td>
<td>Speaker</td>
<td>Affiliation</td>
<td>Topic</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>January 22, 2010</td>
<td>Dr. Sergei Tretiak</td>
<td>Los Alamos National Laboratory</td>
<td>Center for Nonlinear Studies &quot;Modeling of Photoinduced Dynamics at the Nanoscale&quot; (Grey)</td>
</tr>
<tr>
<td>January 29, 2010</td>
<td>Professor Robert Bergman</td>
<td>Department of Chemistry</td>
<td>University of California, Berkeley (students)</td>
</tr>
<tr>
<td>February 5, 2010</td>
<td>Faculty Candidates</td>
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<td></td>
</tr>
<tr>
<td>February 12, 2010</td>
<td>Christine Luscombe</td>
<td>Department of Materials Science and Engineering</td>
<td>University of Washington (Grey)</td>
</tr>
<tr>
<td>February 19, 2010</td>
<td>Professor Nicos Petasis</td>
<td>Department of Chemistry</td>
<td>University of Southern California (Bellew)</td>
</tr>
<tr>
<td>February 26, 2010</td>
<td>Professor Art Utz</td>
<td>Department of Chemistry</td>
<td>Tufts University (Guo)</td>
</tr>
<tr>
<td>March 5, 2010</td>
<td>Faculty Candidates</td>
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<td></td>
</tr>
<tr>
<td>March 12, 2010</td>
<td>Professor Dong Hee Son</td>
<td>Department of Chemistry</td>
<td>Texas A&amp;M University (Grey)</td>
</tr>
<tr>
<td>March 19, 2010</td>
<td>SPRING BREAK - No Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 26, 2010</td>
<td>Professor Michael Shi</td>
<td>Department of Chemistry</td>
<td>West Virginia University (Wang)</td>
</tr>
<tr>
<td>April 2, 2010</td>
<td>Professor Stephan Link</td>
<td>Department of Chemistry</td>
<td>Rice University (Grey)</td>
</tr>
<tr>
<td>April 9, 2010</td>
<td>Professor Tim Glass</td>
<td>Department of Chemistry</td>
<td>University of Missouri</td>
</tr>
<tr>
<td>Date</td>
<td>Name and Institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 16, 2010</td>
<td>Dr. Mat Celina, Sandia National Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 23, 2010</td>
<td>Professor Shaomeng Wang, College of Pharmacy, University of Michigan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 30, 2010</td>
<td>Professor Jaron Hansen, Department of Chemistry and Biochemistry, Brigham Young University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 7, 2010</td>
<td>Professor John Asbury, Department of Chemistry, Penn State University</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annual Report

Combined BA/MD Program
College of Arts and Sciences

Fall 2009 through Summer 2010.

Philip Ganderton
Director, Undergraduate BA/MD Program
Combined BA/MD Undergraduate Program, College of Arts and Sciences

The Combined BA/MD Program is a collaboration of the College of Arts and Sciences and School of Medicine which is intended to help address the need for physicians in rural and under-served areas of New Mexico. This current year saw the admission of the 5th cohort of students to start in August of 2010. It is funded by the New Mexico State Legislature and admits and supports students who are broadly diverse and who are committed to practicing medicine in New Mexico’s medically under-served communities. The BA/MD program is an eight-year, two-stage dual degree program in which participating students first complete a Baccalaureate degree in the College of Arts and Sciences, and then complete an MD at the School of Medicine. Students admitted from high school receive a conditional admission to the School of Medicine.

Staff and faculty in the College of Arts and Sciences teach, mentor and advise students in each of the four undergraduate years of the program. The College of Arts and Sciences has primary responsibility for the curriculum, program advisement, scholarships, and other components of the undergraduate program of the BA/MD Program. The School of Medicine has primary responsibility for the recruitment and admission of high school seniors into the BA/MD program.

Administration of the BA/MD Program is a partnership between the College of Arts and Sciences and the School of Medicine. Directorial duties are shared by directors in each respective unit. In the School of Medicine, Valerie Romero-Leggott, Associate Dean, serves as the Director of the BA/MD Program. In the College of Arts and Sciences, Professor Philip Ganderton, Professor of Economics, serves as the Director of the Undergraduate BA/MD. The BA/MD Undergraduate Program reports directly to the Dean of the College of Arts and Sciences.

Major accomplishments during the fourth academic year of the undergraduate component of the program include:

The Health, Medicine, and Human Values (HMHV) Curriculum: The curriculum is well established and all 5 seminars—Seminar in Contours of Health in New Mexico (HMHV 101) offered to first year students, Literature and Medicine (HMHV 201) offered to second year students in Fall, Health Economics, Politics, and Policy (HMHV 301) offered to third year students in the Fall, Health and Cultural Diversity (HMHV 310) offered to third year students in the Spring, and Ethics, Medicine, and Health (HMHV 401) offered to final year students in the Fall—are being offered by Arts and Sciences faculty supported in some way by the Program.

Faculty Hiring and Support in the Undergraduate Program: Although we started the academic year with a full complement of faculty in the Program, two recent hires (Rao in Communications and Journalism—HMHV 310 and Katsafanas in Philosophy—HMHV 401) resigned as of June 2010. In addition Professor Howard Waitzkin of the Sociology
Department who had taught the HMHV 101 seminar three times retired after a long and illustrious career, making significant contributions to the BA/MD Program in his later years. Other College faculty served in various capacities to the program, primarily as members of Program committees such as Curriculum, Evaluation, Continuing Eligibility and Student Support.

Program Administrative Support and Advising Support: The Program continues to offer high quality advising services to students with two advisors (Karen McGillvray and Bryn McCabe-Kelly) as well as superb administrative support from staff members Joyce Krantzman and Larry Grobecker. The Program also funded a pre-health advisor in the University College advising center to provide greater advising services for all students interested in the biological and health-related sciences and post-baccalaureate programs.

The first group of students (the 2006 cohort) completed their program and graduated with Bsc and BA degrees from the College in May. Of the initial 30 students, 18 students completed the Program in four years (two students had matriculated early the previous year.) These students will begin their medical school training in summer of 2010. All Program students successfully completed their first and second years, some with supplemental study in Summer of 2008. The third cohort of 28 students was oriented and welcomed to the program through various activities in the spring and summer and began classes in Fall of 2008. One student declined to sign the commitment form required of all students, and formally withdrew from the BA/MD in Spring semester of 2008. Although other students are on leaves of absence for personal reasons, this is the only withdrawal from the program from the first two cohorts of 58 total students.
ANNUAL REPORT

Department of Communication & Journalism
AY 2009-2010 (July 1, 2009-June 30, 2010)
Glenda Balas, Chair

Significant Developments

Summary

This academic year has met with several significant achievements for the Communication and Journalism Department at UNM. The department has developed an innovative multi-media journalism emphasis by combining the print and broadcast journalism units and integrating new instruction and training in cross-platform journalistic practice. The C & J Department has also developed an online teaching initiative that has been thoughtfully and creatively designed to serve the needs of students who may not be able to attend face-to-face courses on the UNM campus. Finally, the department has successfully initiated and executed a hiring plan that will allow us to address some of the somewhat dire consequences caused by separation of six faculty members during this period. We acknowledge that the hiring of several talented lecturers will not meet long-term challenges caused by the departure of four tenure-track and tenured faculty members, one visiting assistant professor, and one lecturer II. At the same time, this hiring initiative, which has brought four talented new lecturers on board, will allow us to meet immediate needs, particularly for the undergraduate mission.

Multi-Media Journalism

Several years ago, members of the C & J advisory board, as well as contacts in the teaching and media fields, advised the department to consider integrating its print and broadcast journalism units into a single unit. After consideration of this suggestion—coupled with significant research of its ramifications for teachers and students—the C & J Department developed such a curriculum, with changes to go into effect in FY 11.

This is seen as a very important and progressive move for the journalism units of the department, as it mirrors trends in the industry. This change in curriculum and applied activities will allow C & J to adequately train all journalism students in storytelling and technology applications “across platform.” Print and broadcast students alike will receive invaluable training in video camera and editing, still photography, and writing for a range of applications (magazine, newspapers, television, web, and radio). They will also learn to gather news and evaluate its presentation in their own publications, as well as professional venues. The C & J Department is particularly gratified to be among the first departments across the country to make this innovative shift in curriculum, as it demonstrates our commitment to the standards and uses of high quality information development. We also believe these changes in curriculum and program focus will aid the department in achieving ACEJMC accreditation renewal in two years.
Online Teaching Initiative

Although several departments on campus have been engaged over the last several years in online teaching, C & J has not aggressively pursued this kind of delivery in the past. This changed significantly in FY 10, as five C & J faculty members (John Oetzel, Pam Lutgen-Sandvik, Karma Chavez, Sara McKinnon, and Judith White) elected to design and execute online classes. Not only did these faculty members teach online courses in fall and spring, but they also participated in such curriculum delivery in summer terms. This new initiative has been an important addition to the department, as it has not only encouraged faculty to participate in a venue that serves the needs of students unable to attend on-campus classes, but has also produced new revenues. The C & J Department led the departments in the College of Arts and Sciences in growth of production of online student credit hours in the summer of 2010. This growth in credit hours led to creation of new revenues for the department, due to C & J’s successful participation in the incentive plan put in place by Provost Ortega and Dean Claiborne. Importantly, C & J’s increased participation in online teaching is evidence of the department’s interest in producing “state-of-the-art” internet courses that serve the needs of New Mexicans broadly.

Hiring Plan

Much to the dismay of members of the C & J Department, several faculty members elected to separate from the university in FY 10. These decisions by faculty members to leave the department produced a significant gap in teaching and service. Swift action by the chair, however, produced a hiring plan that brought four new lecturers on line for Fall 2010. All of these new faculty members are well-trained teachers and researchers in the communication field. Two hold a Ph.D. degree, while a third is in the final stage of completing the doctorate. Todd Winge, M.A., is broadly and usefully trained in the area of multi-media journalism. As noted above, we understand that these lecturer hires cannot and should not replace the need for tenure-track and/or tenured hires in the department. At the same time, the training, accomplishments, and energy of these four individuals have met serious needs for highly qualified teachers in the department. The department also appointed a new department chair in April 2010, as Glenda Balas agreed to take on these responsibilities, beginning August 1, 2010.

Significant Plans and Recommendations

The C & J Department plans to engage in an extended endeavor to develop and promote a re-branding of the department’s image in the coming year. It is our view that although the department is a unit of great accomplishment and innovation, this achievement is not always clearly understood by other members of the national and international community of communication and journalism teachers and scholars. Our goal is to develop brainstorming sessions that help us articulate our mission our vision at the local, state, regional, national, and international levels.

The department is also interested in further developing a recruitment effort that will aid in the attraction of high ability graduate students to the department. This effort will involve an analysis of past activities and the development of activities and materials that effectively communicate the excellence, innovation, and range of offerings available through the C & J Department.
The department also plans to refine the public relations and advertising programs in ways similar to modifications made to the journalism program in FY 10. We believe that the development of a strategic communication program, achieved through blending the PR and advertising units, will serve students by training them in methods consistent with industry trends. We also anticipate cost savings to the department due to reduced numbers of courses, sections of classes, and need for part-time instruction. The department also plans to examine ways in which the media studies and public communication emphasis areas can be combined, producing a more satisfying and useful program for students and cost savings to the department.

Finally, the department plans to continue its efforts in online instruction, adding courses in CJ 130 (public speaking) next term and building on past success with other C & J courses as well. We hope to follow in the footsteps of such institutions as New York University and the University of Minnesota in offering innovative public speaking online, providing an important core course to students outside the Albuquerque area and thus allowing them to begin and sustain their undergraduate program at UNM. Fees from this online instruction will prove useful in aiding the department to maintain service in the face of an 8.2 percent budget cut in 2012.

### Appointments to Faculty/Staff

- Steven Littlejohn, Lecturer
- Shana Heinrichy, Lecturer
- Todd Winge, Lecturer
- Karen Schmidt, Lecturer

### Separations of Faculty/Staff

- Karma Chavez, Assistant Professor
- Saumya Pant, Associate Professor
- Nagesh Rao, Associate Professor
- Dennis Herrick, Lecturer II
- Ginny McDermott, Assistant Professor
- Sara McKinnon, Visiting Assistant Professor
Cannata-Winge, Karolyn


Chávez, Karma R.


Exploring The Defeat of Arizona’s Marriage Amendment and the Specter of the Immigrant as Queer. Southern Communication Journal 74.3 (2009), 314-324.


Collier, Mary Jane


Covarrubias, Patricia


Cramer, Janet M.


Foss, Karen A. Baudrillard and our destiny with the natural world: Fatal strategies for environmental communication, Environmental Communication: A Journal of Nature and Culture, 3 (2009), 298-316.


Foss, Karen A.


Lutgen-Sandvik, Pamela


McDermott, Virginia


Docan-Morgan, T. Becoming a better listener: The listening log project. Journal of the Speech and Theatre Association of Missouri, 39 (2009), 93-98.


McKinnon, Sara


Milstein, Tema


Oetzel, John G.


Rodriguez, Ilia

Diversity writing” and the Liberal Discourse on ‘Multiculturalism in U.S. Mainstream Newspapers. Howard Journal of Communications 20 (2) (2009), 167-188.


Schaefer, Richard


(Sept. 29, 2009). Perspectives on Mexican and Central American Immigration at the Inter-university and inter-profession Washington, DC Weekly Policy Salon. Work included videos and a 90-minute presentation on immigration given to university students, faculty, journalists and political staffers.

Schuetz, Janice E.


Werder, Olaf


THE ANNUAL REPORT
OF THE
DEPARTMENT OF EARTH AND
PLANETARY SCIENCES

July 1, 2009 to June 30, 2010
Department of Earth and Planetary Sciences

Annual Report

July 1, 2009 – June 30, 2010

Adrian Brearley, Interim Chair
I. GENERAL DEPARTMENTAL INFORMATION
FACULTY AND STAFF

PROFESSORS:

Yemane Asmerom, Ph.D., University of Arizona, 1988.
Adrian J. Brearley, Ph.D., University of Manchester, United Kingdom, 1984.
John W. Geissmann, 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.
Grant Meyer, Ph.D., University of New Mexico, 1993.
Jane Selverstone, Ph.D., Massachusetts Institute of Technology, 1985. (Regents Lecturer)
Gary Smith, Ph.D., Oregon State University, 1986.

ASSOCIATE PROFESSORS:

Peter Fawcett, Ph.D., Pennsylvania State University, 1994.
Tobias Fischer, Ph.D., Arizona State University, 1999.
Rhian H. Jones, Ph.D., University of Manchester, Great Britain, 1986.
Mousumi Roy, Ph.D., Massachusetts Institute of Technology, 1997.
Louis A. Scuderi, Ph.D., University of California, Los Angeles, 1984.
Gary Weissmann, Ph.D., University of California, Davis, 1999.

ASSISTANT PROFESSORS:

Joseph Galewsky, Ph.D., University of California, Santa Cruz, 1996

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.
Penny King, (Institute of Meteoritics), Ph.D., Arizona State University, 1999.
LECTURERS:

Amy Ellwein, Lecturer III (Natural Sciences Program)
Matthew Nyman, Lecturer III (Natural Sciences Program), Ph.D., Virginia Tech University
Timothy F. Wawrzyniec, Lecturer III, Ph.D., University of New Mexico
Aurora Pun, Lecturer III, Ph.D., University of New Mexico

PROFESSOR EMERITUS:

Wolfgang Elston, Ph.D., Columbia University, 1953
Rodney C. Ewing, Ph.D., Stanford University, 1974.
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.
James Connolly, Research Scientist II, M.S., University of New Mexico, 1981.
Jed Frechette, Research Scientist III, M.S., University of New Mexico, 2007.
Shenghong Huang, Research Scientist I, Ph.D., University of New Mexico, 2005.
Ying-Bing Jiang, Ph.D., Sr. Research Scientist II, Ph.D., University of New Mexico, 2005.
Alexandra Kirk, Research Scientist I, B.S. University of New Mexico, 2008.
Francis McCubbin, Senior Research Scientist III, Ph.D, Stony Brook University, 2009.
Victor Polyak, Senior Research Scientist I, Ph.D., Texas Tech University, 1998.
Ying-Bing Jiang, Ph.D. Sr. Research Scientist II, Ph.D., University of New Mexico, 2005.

POST-DOCTORAL RESEARCH SCIENTISTS:

Li Dong, Ph.D., Cornell University, 2006.
Corentin LeGuillou, Ph.D., Paris University, 2008.
Thomas Whittaker, Ph.D., University of Waikato (New Zealand), 2009.
Shaorang Yang, Ph.D., University of New Mexico, 2006.

ADJUNCT PROFESSORS:

Bruce Allen, University of New Mexico, 1993.
Warren S. Baldridge, Ph.D., Caltech University, 1978.
Mark B. E. Boslough, Ph.D. Cal Tech.
Corey Fincher, M.S., University of New Mexico, 2005
Lind Gee, Ph.D., Massachusetts Institute of Technology, 1990.
Fraser E. Goff, Ph.D., University of California, Santa Cruz, 1977.
Adrian Hartley, Ph.D., University of Aston, 1987.
Grant H. Heiken, Ph.D., University of California, Santa Barbara, 1972.
Charles Hutt, Ph.D., University of New Mexico, 1985.
Francis McCubbin, Ph.D., Stony Brook University, 2009.
Sean McKenna, Ph.D., Colorado School of Mines, 1994.
Claudia Mora, Ph.D., University of Wisconsin.
Donald Peterson, Ph.D., Stanford University, 1961.
Walter C. Riese, Ph.D., University of New Mexico, 1980.
John Shomaker, Ph.D., University of Birmingham (United Kingdom), 1995.
Aviva Sussman, Ph.D., University of Arizona, 2002.
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.
Jolante van Wijk.

STAFF:

Mary Bennett, Accountant II
Holly Buehler, Research Tech
Mabel T. Chavez, Editorial Technician
Shannon Clark, Program Coordinator, Institute of Meteoritics
Eileen Embid, Editorial Specialist
Mark Fleharty, System Administrator
Gilbert E. Griego, Harding Mine Maintenance Mechanic
Kim Gugliotta, Lab Tech
Cindy Jaramillo, Administrative Assistant III
Peter Kindilien, Systems Analyst 3
LeeAnn Lloyd, Administrative Assistant II, Institute of Meteoritics
Robert Macy, Research Engineer II
Paula Pascetti, Department Administrator
Anthony Velardez, Facilities Service Technician

VISITING SCIENTISTS:

Kent Condie, New Mexico Tech
Rhawn Denniston, Cornell College
Dr Joseph Goldstein, University of Massachusetts
Dr. Jeff Grossman, USGS, Reston
Daniel Holm, Kent State University
Morgane LeBrun, Ecole Normale Superieure de Geology, Nancy, France
Paola Manzari, Universita Italy
Leslie Melim, Western Illinois University
Roberto Molina-Garza, UNAM
Michael Petronis, New Mexico Highlands University
Ulrike Werban, UFZ-Centre for Environmental Research in Leipzig, Germany
Dr. Adrian Hartley, University of Aberdeen
Dr. Stephanie Davidson, University of Aberdeen
Dr. Sophie Leleu, University of Aberdeen
ASSOCIATE CHAIRS

A. Brearley
M. Roy

COMPUTATIONAL FACILITIES

J. Galewsky
D. Gutzler
J. Connolly
M. Roy
P. Fawcett
T. Wawrzyniec

GRADUATE COMMITTEE

P. Fawcett
J. Selverstone (sabbatical, Fall, 09)
G. Meyer
L. Scuderi
T. Fischer
R. Jones

GRADUATE ADMISSIONS COMMITTEE

G. Weissmann
M. Roy
C. Agee
L.D. McFadden
M. Elrick
L.J. Crossey

UNDERGRADUATE COMMITTEE

D. Gutzler
G. Smith
M. Nyman
M. Elrick
L.J. Crossey
A. Brearley
J. Galewsky

INSTRUMENTATION AND FACILITIES

Z. Sharp
M. Ali
Y. Asmerom (sabbatical AY 09 and 10)
C. Agee
C. Shearer
A. Brearley

FACULTY PRODUCTIVITY ASSESSMENT

J.W. Geissman
A. Brearley
K.E. Karlstrom
L. Scuderi
Z. Sharp

COLLECTIONS COMMITTEE

B. Kues
G. Smith

GRADUATE ADVISOR

P. Fawcett

UNDERGRADUATE ADVISORS

J. Galewsky (Env. Sci)
M. Elrick (E&PS)
L.J. Crossey (E&PS and Env. Sci., Also Honors Advisor)
P. Fawcett (Env. Sci. Course Equivalency checks)

1 Committee Chair underlined.
LIBRARY LIAISON

B. Kues

VEHICLES

K.E. Karlstrom
P. Pascetti
A. Velardez

SAW ROOM

T. Wawrzyniec

ALUMNI NEWSLETTER EDITOR

B. Kues

ALUMNI RELATIONS

J. Galewsky
J.W. Geissman
T. Wawrzyniec

FACULTY REPRESENTATIVE TO CASWELL SILVER BOARD

J. Galewsky
APPOINTMENTS AND SEPARATIONS

APPOINTMENTS TO FACULTY

SEPARATIONS FROM FACULTY

Jane Selverstone, Professor
Amy Ellwein, Lecturer III (Natural Sciences Program)
Timothy F. Wawrzyniec, Lecturer III

SEPARATION FROM STAFF

Holly Buehler, Research Tech
Eileen Embid, Editorial Specialist
Kim Gugliotta, Lab Tech
Alexandra Kirk, Research Scientist I
David T. Lescinsky, Research Scientist III
Sedelia Rodriguez, Research Scientist I
Shaorang Yang, Post Doctoral
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), during the academic year 2009-2010. As in previous years, this also includes, when appropriate, some relevant information for the Institute of Meteoritics and Astromaterials Institute (IOM; Professor Carl Agee, Director and Full Professor in the Department), a Category II Institute in the College of Arts and Sciences that has been closely affiliated with the Department since 1967. Most details of faculty activities (Part III), including faculty, staff, and student publications, however are derived from biographical supplements for calendar year 2009. Therefore, published papers, chapters and other documents included in the report, for example, are only for that year. Because 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 interested parties within and outside of the University, we continue to attempt to make it as complete as possible.

During academic year 2009-2010, the faculty of the Department of Earth and Planetary Sciences consisted of 21 regular tenured or tenure-track faculty, 4 Lecturers and 8 Senior Research Professors and/or Research and Research Associate Professors. In addition, 12 Ph.D.-level research scientists (five within IOM) and two M.S. level research staff member filled several non-faculty positions within the Department. Most of these individuals are scientific staff with specific responsibilities relating to analytical laboratories and departmental research activities. Also, the Department has five emeritus faculty members, four of them retain offices in Northrop Hall and are still actively engaged in scientific research. Finally, the Department has a large number of Adjunct Faculty, nearly all of whom have Ph.D.s and who are engaged in various collaborative research projects involving other faculty and staff members and graduate and undergraduate students. A few Adjunct Professors are retired, eminent scientists from other institutions who spend parts of their post-retirement, productive years of their research careers at UNM. The Department reviews its Adjunct Faculty on an annual basis, and in many cases will remove Adjuncts from its list. We have also added three Adjunct Faculty over the past year. The Department faculty is thus augmented by many Earth and Planetary scientists, with Ph.D., or Master’s degrees, who in some cases participate in teaching and advisement of graduate students, adding in important and beneficial ways to the research capabilities and scholarly reputation of the Department.

The permanent scientific staff in the Department and IOM also includes several technicians and Research Associates. The office administrative, clerical, and support staff also contribute vitally to the functioning of the Department and this cannot be overstated. Several other scientists 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 first section of this report and in the Appendix.

FACULTY AND STAFF ACCOMPLISHMENTS

Instructional Activities

1. Student enrollments

Student enrollments in Department of Earth and Planetary Sciences courses during the 2009-2010 academic years, as indicated by total student credit hours (SCH), totaled 12,206 for regular courses, and 13,500 counting Natural Sciences Program courses (see Table below). These figures represent a continued trend of accelerated growth from the 2005/06 academic year, when we saw the first year of overall student credit hour decline after six straight years of increases in SCH associated with courses offered in Earth and Planetary Sciences. These figures include academic year courses plus our two summer courses (E&PS-319L and 420L in early summer in 2009 as well as student credit hours generated by courses that are part of the now nine-year old Department degree program in Environmental Sciences (Env. Sci.). The Department’s SCH figures for the past 13 years are given below.
<table>
<thead>
<tr>
<th>Year</th>
<th>SCH</th>
<th>SCH (with Natural Sciences Program)</th>
<th>% change from previous year regular</th>
<th>Inc. N.S.P.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>5882</td>
<td>6534</td>
<td>-6.7</td>
<td>+3.7</td>
</tr>
<tr>
<td>1998-99</td>
<td>5705</td>
<td>6777</td>
<td>-3.0</td>
<td>+3.7</td>
</tr>
<tr>
<td>1999-00</td>
<td>6464</td>
<td>7580</td>
<td>+13.3</td>
<td>+11.8</td>
</tr>
<tr>
<td>2000-01</td>
<td>6752</td>
<td>7812</td>
<td>+4.5</td>
<td>+3.1</td>
</tr>
<tr>
<td>2001-02</td>
<td>7041</td>
<td>8181</td>
<td>+4.3</td>
<td>+4.7</td>
</tr>
<tr>
<td>2002-03</td>
<td>8417</td>
<td>9953</td>
<td>+19.5</td>
<td>+21.7</td>
</tr>
<tr>
<td>2003-04</td>
<td>8705</td>
<td>10,061</td>
<td>+4.4</td>
<td>+2.1</td>
</tr>
<tr>
<td>2004-05</td>
<td>8930</td>
<td>10,190</td>
<td>+2.58</td>
<td>+1.28</td>
</tr>
<tr>
<td>2005-06</td>
<td>8653</td>
<td>9977</td>
<td>-3.10</td>
<td>-2.09</td>
</tr>
<tr>
<td>2006-07</td>
<td>8813</td>
<td>10,177</td>
<td>+1.8</td>
<td>+2.0</td>
</tr>
<tr>
<td>2007-08</td>
<td>9348</td>
<td>10,444</td>
<td>+6.07</td>
<td>+2.6</td>
</tr>
<tr>
<td>2008-09</td>
<td>10,654</td>
<td>11,870</td>
<td>+13.9</td>
<td>+13.6</td>
</tr>
<tr>
<td>2009-10</td>
<td>12,206</td>
<td>13,500</td>
<td>+14.6</td>
<td>+13.7</td>
</tr>
</tbody>
</table>

Over the past ten years, there has been an overall increase of some 80% (for E&PS courses only) since academic year 1999-00 and overall E&PS SCH productivity has returned to levels last observed during the late 1980s. In fact, the numbers of students in many of our core E&PS courses is at record highs, and continues to seriously tax our teaching facilities and resources. Notably, for the past several years we have increased, based on student demand, the number of lecture sections in Env.Sci. 101 (Blue Planet) and the corresponding laboratory section Env.Sc. 102L.

In the past several annual reports, we have emphasized the considerable increases in E&PS enrollments since 1999-2000. These increases have occurred in part because of overall enrollment increases at UNM during this time period, although the rate of increase has fluctuated over the past few years. The percentage increase in SCH for Earth and Planetary Sciences is larger than the overall increases in SCH for both UNM as well as many components of the College of Arts and Sciences over this time period. The increases certainly reflect the increasing popularity of the Environmental Sciences 101 (Blue Planet) sections and associated laboratory course, Env. Sci.102L. In fact, in the context of preparing our course teaching schedule for Fall, 2009, we faced the need to add yet another additional lecture section of Env. Sci. 101, and increased the number of Env. Sci. 102L sections to twelve (all of which are presently completely full). Accordingly, in the report from four years ago, we also indicated that the Department very much appreciates receiving additional TA and GA support from the College (mainly associated with the "Success funds") to aid in the Department’s academic mission and in recognition of the need for additional TAs and related support associated with the increased enrollments and new laboratory sections. This past 2009-10 AY numbers are consistent with overall strong course enrollments over the past several years, and we believe that future increases in SCH in the Department of Earth and Planetary Sciences will reflect the general, national trend of greater interest in the Earth Sciences. The faculty does understand the importance of maintaining these enrollments, and when possible, attempting to increase them in measured and realistic ways.

2. Developments in Course Offerings

As always, the tenure-stream faculty continued to teach over 90 percent of the courses offered during academic year 2009-10. A small number of courses were taught by “Part-time Instructors”, some of whom have or have had Adjunct Faculty status (e.g., Thomas Williamson (Dinosaurs and their World)). Lecturers, of course, have a strong affiliation with the Department, and include Dr. Aurora Pun (Physical Geology, Geologic Disasters, Coordinator for our 105L sections) and Dr. Tim Wawrzyniec (Physical Geology, Petroleum Geology, and New Mexico Field Geology). Other Lecturers (Dr. Matt Nyman and Ms. Amy Ellwein) are responsible for most of the courses taught in the Natural Science Program.

Due to the budget issues facing the university, our options for offering new classes have been quite limited. Our emphasis has been on maintaining our existing classes. However, in Spring 2010, Dr. Rhian Jones added a well-subscribed graduate level course on Igneous Processes to our graduate level offerings. After an initial complete overhaul of a critical course in the undergraduate degree program, E&PS-433 (Statistics and Data Analysis), two years
ago, Drs. Dave Gutzler and Mousumi Roy continued to develop a very well-subscribed, and completely redesigned and reorganized course. They continued to co-teach the course during the 2009-10 academic year.

The Department continues 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. This program provides potential public school teachers with solid training in science and in the effective teaching of science to younger students. In 2009-2010, 17 classes were offered, producing over 1294 student credit hours, a significant contribution to the total SCH produced by the Department and a further increase on AY08-09. The continuing integration of Natural Sciences Program and geoscience education into the Department is an important goal for the Department. Dr. Matthew Nyman, Lecturer III in the Department as the Natural Science Program Director, also continued to direct the operation of this program. So far, he has been successful in many respects developing additional courses in the Natural Science Program, helping develop important new contacts and collaboration at Sandia National Laboratory with key scientists, as well as helping to acquire new funding through grant proposals.

Notably, the Department looks forward with eager anticipation to the completion of the Science and Math Learning Center in late 2010. Several members of the Department, including Professor John Geissman (Chair), Professor Les McFadden (past Chair), Professor Gary Smith (past coordinator for our Physical Geology 105L labs), Professor Grant Meyer (coordinator for our Env.Sci. 102L labs), Dr. Aurora Pun (coordinator for our Physical Geology labs), and Dr. Matt Nyman and Ms. Amy Ellwein (coordinators for our Natural Science Program lab-based courses), have been involved in the planning process for the facility. The state-of-the-art teaching facilities in the new building will house all our 100 level laboratory classes (EPS 105L, EnvSci 102L) as well as the Natural Sciences program. Professor Meyer, Dr Nyman and Dr Pun have worked extensively over the year to fully equip the new classrooms for teaching which will begin in this new facility in Spring 2011. We are indeed delighted to see this project coming to completion in such a timely fashion.

3. Summer Course Offerings

During the early part of Summer, 2010, the Department conducted its 3-week Introductory Field Geology (E&PS-319), the capstone class for all Earth and Planetary Science majors, as well as E&PS 101, and E&PS 105L. Due to limitations in summer field camp funding, the Advanced Field Geology (E&PS-420) and Field Volcanology Course (E&PS-453), which, historically, has been taught every other year, were not taught this past summer. We hope that these two classes will be offered in Summer, 2011.

4. Curriculum Changes and Outcomes Assessment

Continued plans for outcomes assessment occupied a considerable amount of time by several faculty in the Department, during the 2009-2010 academic year, in anticipation of a formal outcomes assessment program in place at UNM. The Department prepared comprehensive Goals/Objectives and corresponding Outcomes for ALL of its programs (E&PS BS, E&PS BA, Env. Sci., B.S., and Graduate Program), and has provided numerous detailed examples of specific outcome assessment plans for each of the programs. These have now been accepted with some minor revisions. The Department continues to utilize many procedures adopted during the last effort by the University to develop such programs. For example, all graduate exams are formally evaluated with specific outcomes assessment goals in mind; and we continue to offer key courses for our seniors in both the conventional Geoscience as well as the Environmental Science Programs that are designed to fulfill “capstone course” goals. The Department conducted outcomes assessment for several of its General Education (UNM core) courses during the 2009-10 academic year.

Research and Publication

The faculty, research staff and students of the Department continued their high level of productivity in research in 2009-10. Research is an essential and fundamental function of the Department of Earth and Planetary Sciences at UNM, as it should be in any academic department at a research university. As we have repeatedly noted in past annual reports, the Department’s status and respect within its discipline depends primarily on the quality and quantity of its research, and its collective ability to attract external funding for research activities as well
as high-quality graduate students in its Graduate Program, just as a university's stature depends mainly on the scholarly activities of its entire faculty and associated Research Scientists and Research Professors.

In fall 2010, the long-awaited NRC report on the rankings of graduate programs in the sciences. This report was due to be released in February, 2008, but was delayed substantially. The department showed a strong performance in the NRC rankings. Based on the R-ranking method the department ranked 61st out of the 140 ranked programs and 42nd based on the S-ranking method. It should be noted that the rankings include several programs at individual institutions, such as five separate programs at Caltech which all ranked in the top 10. The strengths of the department are highlighted by several additional categories. For example, the department ranked 39th in terms of research activity with over 90% of faculty holding research grants. Our very strong support of graduate students is demonstrated by the fact that we ranked 27th in the nation for student support and outcomes with 100% of our graduate students receiving financial support. Only 20% of this support comes as teaching assistantships. The rest of the support is from RAs on research grants or fellowships of different kinds.

We continue to strive to improve our research profile in challenging economic environment. Notably, with an essentially non-changing instructional and general (I&G) budget (thus decreasing in real dollars), overhead return funds to the Department continue to be used for a wide range of purposes to augment research activities in the Department. The 2009-10 year continued to see an array of financial crises (i.e. beginning with the late August, 2007, announcement of the very large and growing debt in the Office of the Vice Provost for Research and Economic Development, OVPRED) and a complicated array of possible responses to these financial difficulties by the Central Administration. The Department of Earth and Planetary Sciences remains very concerned about a potential loss in overhead return to the Department. Part of the reason for this concern is the fact that the (partial) salaries of several key staff in the Department are paid using overhead return funds, a practice we were instructed to carry out by a previous Dean of the College of Arts and Sciences.

Our active research programs form an essential teaching tool in keeping undergraduate and graduate 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 2009-10, members of the Department tenure-stream faculty produced over seventy publications, and these are primarily scholarly papers in refereed journals and edited volumes, but they also include geologic maps and other important publications (see section III). Most of these publications are papers published in major national and international journals (also see University of New Mexico Faculty Publications and Creative Works, 2009). Department and IOM Research Scientists, Research Professors, and graduate students collectively also published a large amount of research (see The Annual Report of the Institute of Meteoritics, 2009). Department faculty, staff and students also were included as contributing authors on over 110 abstracts of papers presented at numerous professional meetings and conferences. Although publications by Department Adjunct faculty are not formally included in this report, many Adjunct faculty 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 some of our Adjunct faculty members.

As with the past several years, graduate students and several undergraduates participated significantly in the Department's publication effort (see section IV). Many refereed papers published in 2009-10, as well as those submitted this year, had student coauthors and students also contributed to many of the published abstracts based on presentations made at professional meetings. At the Geological Society of America meeting in Portland, Oregon, over 15 students, including three undergraduates, presented their research; at the Fall American Geophysical Union meeting, in San Francisco, some 9 students, including two undergraduates, presented their research work. The Department always has a strong presence at the Fall Field Conference meeting of the New Mexico Geological Society, with several informal presentations being made by our faculty and students on the multi-day field based conference. The Department faculty continues to be strongly committed to involving students at both the graduate and undergraduate level in research (including providing financial support), to encourage them to present the results of their research through professional talks, and to publish the results of their research in appropriate venues. All of these activities will clearly play an important role in their preparation for an array of possible careers in the Earth Sciences. In a further effort to promote involvement of undergraduates in research, during AY09-10, we proposed using funds from one of
our alumni funds, the Leonard Foundation for scholarships to support undergraduates. In Fall 09, we offered five of these fellowships (Leonard Research Scholarships) worth $5000 each by application through competitive proposals. This initiative was highly successful and we were able to provide 6 scholarships (1 split between two individuals). Several of the students who received this funding were able to drop low paying jobs and carry out research which they would not have otherwise been able to do. We hope to continue this initiative for several more years.

E&PS and IOM have and continue to be very successful in acquiring substantial funding from several external agencies in support of its research and teaching mission (see section III, part 3), as our NRC ranking in this area indicates. During 2009-2010, faculty and staff were awarded 23 new contracts and grants totaling $3.8 million, to support research, equipment acquisitions and educational activities in the department and university. These new grants add to the 54 active, existing contract and grant awards totaling over $12 million. Also, research scientists and E&PS faculty in the Institute of Meteoritics were awarded over $1.5 million in funding associated with several grants, mostly associated with research supported by NASA and the NSF. During the 2009-10 year, in a combined effort with the School of Engineering, the Department was successful in obtaining funding ($550,000) from the National Science Foundation Stimulus-based Major Research Infrastructure Program for a new X-ray diffraction instrument that will be housed in the X-ray diffraction laboratory in the basement of Northrop Hall. This instrument represents a further major step forward in obtaining state-of-the-art instrumentation for nanoscience and nanotechnology research on the UNM campus and opens up substantial new research opportunities in the areas of nanocharacterization, and nanofabrication. The successful proposal with Professor Abhaya Datye, Chemical and Nuclear Engineering as Principal Investigator and coPIs Adrian Brearley (E&PS), James Connolly (E&PS) Claudia Luhrs (Mechanical Engineering) and Darren Dunphy (Center for High Technology Materials).

Professor Karl Karlstrom and Professor Laura Crossey were successful in obtaining continued NSF funding to complete the ambitious geosciences education project, ‘Trail of Time’ at the Grand Canyon. This project will be completed in Fall 2010 and will provide a much needed and comprehensive upgrade of the educational exhibits available to visitors at this unique geologic resource.

UNM scientists in other Departments or Colleges/Schools often are awarded research grants and contracts that involve the utilization of E&PS analytical facilities, including the TEM, stable isotope, radiogenic isotope, analytical chemistry, and paleomagnetism laboratories in support of the research activities associated with those awards. This represents another important avenue by which E&PS researchers contribute to research and acquire external funding for UNM.

In addition to publications and grant/contract-supported research, the E&PS faculty and research staff also pursued numerous research projects during 2009-10 that were not externally funded or published upon during the year (see Section 3). Several E&PS faculty obtain support from the UNM Research Allocations Committee on a regular basis, and these seed research funds are greatly appreciated and most well-utilized. Eventually many of these creative works do ultimately receive funding following second or even third time proposal submissions, reflecting both improvement in the focus and/or overall quality of the proposal, or the availability or increase in funding in associated areas of NSF and other funding organizations, or both. Finally, it is essential for UNM administrators to recognize that the quality and long-term scientific impacts of research conducted by faculty, staff and students in the Department are not at all necessarily directly correlated to the size of the contracts and grants that support such research. Historically, E&PS faculty have understand the importance of producing IDC funds to the university, the College and the Department, but we also understand the even greater importance in the long term of the importance of the knowledge and understanding of nature and the degree to which we can impart this to our students. We hope that the UNM administration understands this, and hope that UNM does not follow the “lead” of other institutions of higher learning that have opted to place a premium on specific types of research as well as specific funding levels insofar as tenure, promotion and other important measures of achievement are recognized in academia.

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 during 2009-2010. These activities include service on society committees and science review 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 represent an important 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 creative work of its faculty. This participation is shown 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 2009-10 as it has been in the past. For example, Dr. Karlstrom completed a four-year term as Co-Editor of the Bulletin of the Geological Society of America, an international society of over 22,000 members. In recognition of his significant contributions Dr Karlstrom received the GSA Distinguished Service award for editorships of GSA Today and GSA Bulletin (2009). In addition, Dr. Geissman is currently the Chief Science Editor for EOS, the weekly news journal of the American Geophysical Union, an international society of over 60,000 members. Collectively, faculty in Earth and Planetary Sciences hold position on 17 different Journal Editorial Boards. Also, several faculty members participated in scholarly and professional activities in numerous foreign countries. Such activities help to advance UNM's reputation nationally and internationally.

University and Public Service

Service to the College, University and to the citizens of New Mexico 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 this service that illustrate the diverse and extensive nature of such service include: (1) Giving invited specialty talks to groups in the community (e.g., Rotary Club, Science Cafes, etc.) (2) Participating in radio programs broadcasting features involving diverse topics in the Earth and Planetary Sciences (e.g., KUNM and the New Mexicans for Science and Reason Talk Radio program), including global warming and the energy crisis; (3) Giving numerous geoscience education talks to students at elementary, middle and high schools in New Mexico as part of our informal outreach endeavors; (4) Acting as judges for school science fairs, and (5) Coaching youngsters in sporting activities to help promote healthy American values.

An important activity provided by the Department to the University and the public is maintenance (without direct University support) of two public museums, one devoted to geology and specifically the geology of New Mexico (minerals, rocks, fossils) (The Caswell Silver Family Museum) and the other to astromaterials (e.g., meteorites) (Institute of Meteoritics Museum). These museums are open each weekday, are free, and are visited by thousands of school children and adults each year. They are advertised in each issue of UNM Today. 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 2009-10; and many (unrecorded) individuals also visited 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 Dr. Gary Smith at the Annual Tucson Gem and Mineral Show, the nation's largest, during the academic year 2009-10.

Another important form of service the Department provides to the University is through assistance lent to the Institute for Medieval Studies. Research and other activities conducted by the Institute 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. In 2009-10, the Department was again pleased to help support and sponsor this historically very successful and educational lecture series.

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 and continues to provide excellent oversight and maintenance of this remarkable educational resource. Over 1100 people visited the Harding property in 2009-10, and they came from all over the country (see Appendix). Among the visitors were mineralogy and field geology classes from numerous other universities (e.g., University of Colorado, Boulder, Rice University, Louisiana State University, Ohio State University, University of Missouri) in addition to students from UNM. Former UNM Professor Rod Ewing,
now at the University of Michigan, brings his Mineralogy class to the mine every Fall. The Harding Mine is extremely
very well known to geologists and amateur rock hounds and mineral collectors, and in maintaining and operating it, the
University and Department perform a very significant service for the public. The Department welcomes visitors and
voluntary contributions to help maintain this resource, but permission from the E&PS Department must be obtained
before each visit. Working with the State of New Mexico, the Department and UNM are in the process of placing
security gates on several of the mine entrances, for the sake of the safety of its visitors. The planning stage for this
work is completed and funding is in place to carry out the work during Fall 2010/Spring 2011, under the close
supervision of Mr Gilbert Griego.

GENERAL DEPARTMENTAL ACTIVITIES

Facilities

Capital Improvements

Over the past few years, a number of major and minor capital improvements have taken place in Northrop
Hall and additional upgrades are still clearly needed. However, due to the present budget situation, during 2009-2010,
we were not able to implement any significant upgrades to our facilities. Our main goal has been to prevent any
significant deterioration in our existing facilities.

However, as noted earlier a major advance in the facilities that are available to us for our teaching mission will
be the opening of the Science and Math Learning Center. This new building, initiated several years ago by former
Provost Reed Dasenbrock, will house the Department of Mathematics, and also freshman Chemistry laboratories, some
Biology laboratories, and one large lecture hall and several computer-based classrooms. The Department of Earth and
Planetary Sciences will have about 5000 square feet of space designated in this new building for the Natural Sciences
Program laboratory/classroom, office space for the Natural Sciences Program, a laboratory/classroom for the E&PS
Physical Geology lab (105L), and as a partly shared space with Biology, a laboratory/classroom for the Environmental
Science Program labs (102L). The availability of this new space will go a long way towards relieving a rapidly
increasing "space problem" in Northrop Hall that has been exacerbated over the past few years with growth of E&PS
faculty, staff and laboratories. A plan to reutilize the space (rooms 114, 117, and 126) that will be freed up by the
relocation of our 100 level teaching labs to the SMLC was developed under previous chair, Professor John Geissman in
Spring, 2009. An ad hoc Long Range Planning Committee for the Department, chaired by Dr. McFadden, provided a
report to the chair, which was then reviewed by the faculty. As of Fall 2010, following faculty approval in Spring 2009,
we plan to convert room 114 into a dedicated student computer pod, room 117 into a teaching laboratory dedicated to
our Earth History and Paleontology classes, but also that can be utilized by other courses (e.g., New Mexico Field
Geology, Structural Geology, etc.), and room 126 into a much-needed graduate student office space area. The
Department greatly appreciates the keen interest by the College of Arts and Sciences over the past two years in
fostering the development of the Science and Math Learning Center. The considerable efforts of Dean Claiborne to see
the SMLC project through to completion during very difficult economic times is greatly appreciated by the department.

In 2010-09, no institutional requests for new equipment and major capital improvements were submitted, as
no University-level funds were then available to support them.

Analytical Facilities

The Department and Institute of Meteoritics continue to maintain an array of outstanding and growing
analytical facilities necessary to advanced research in many areas of the Earth Sciences. As mentioned above, these
facilities are also utilized extensively by other departments, centers, and institutes on campus, as well as institutions
outside UNM (e.g., the National Labs). They hence represent a major educational and economic resource for UNM and
New Mexico. 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 precariously. The costs of
instructing students in the utilization of analytical facilities, service contracts and technician salaries is a persistent and
usually growing drain, particularly on PI budgets.

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Although our ability to provide matching costs for new equipment proposals has been severely impacted by
the reduction in F&A return to departments, centers and institutes on campus, limited funds were used in 2009-2010, to
help support successful cost-share proposals to acquire new equipment. As noted earlier, a proposal to the NSF Major
Research Infrastructure program for a new X-ray diffraction instrument was successful. Evaluation and selection of this
new instrument is in progress and the instrument should be installed in Spring 2011. In the previous year, 2008-2009,
cost share was also used to support the successful proposals to the Instrumentation and Facilities Program of the Earth
Sciences Division of the NSF by Dr. Zach Sharp and Dr. Joe Galewsky for a cavity ringdown laser spectrometer and by
Dr. Tobias Fischer for a highly sophisticated gas chromatograph coupled with a quadrupole mass spectrometer. Both
these instruments have now been installed and are fully functioning in Northrop Hall. The cavity ringdown laser
spectrometer instrument simultaneously measures the oxygen and hydrogen isotope composition of water vapor with
a precision equivalent to the finest conventional mass spectrometry techniques. The gas chromatograph coupled
with a quadrupole mass spectrometer in Dr. Fischer’s new lab allows the measurement of volatiles (CO₂, N₂, CH₄,
H₂S, hydrocarbons and noble gases) at concentrations in the parts per billion level. We will be able to determine
volatile concentrations in volcanic emissions, the atmosphere, water samples of natural springs and ground waters as
well as magmatic and metamorphic rocks. This laboratory is unique in that all these gases can be measured
simultaneously. Applications in the fields of volcanology, environmental and atmospheric chemistry and
biogeochemistry will open new opportunities for future research and funding.

In addition, and very importantly, IDC return funds are also used to help support salaries of very key staff
members involved in support of the laboratories, Department computer network management and essential front office
operations. Without these funds, these supported individuals may not remain with E&PS.

Computing Facilities

During 2009-10, the Department also used a substantial part of its general funding from the state to support
faculty, staff and student use of its computers and network. Funds are also used to support renewal of software
licenses critical for both research and education (e.g., ARC-GIS) as well as new software applications. This Spring,
we used funds from the College equipment allocation to purchase 12 Dell Precision T-1500 Workstations (4GB
Windows 7 64bit systems with 24” monitors). These new workstations will replace the aging computers in our
computer lab that is used extensively by undergraduate and graduate students and for classroom teaching. These
workstations were purchased in anticipation of the transition to the Active Directory system by UNM ITS, using the
Windows 7 platform. In addition, we used a modest amount of general funding to completely overhaul our
Department website. The new and vastly improved website was completed and went live in October 2009, thanks to
the considerable efforts of Mr. Jim Connolly, Computer specialist in the Department, Dr. Tim Wawrzyniec, Lecturer
III, Professor Joe Galewsky, Chair, Department Computational Facilities Committee and an outside consultant.

4. Teaching Facilities

The opening of the Science Mathematics Learning Center, as discussed above under Capital Improvements is
clearly the most significant improvement in our teaching facilities for several decades. It goes without saying that
seeing the SMLC take shape extremely rapidly over the last 18 months and now nearing the final stages of completion
has been a remarkable experience for the faculty who will teach in this facility. The entire Department of Earth and
Planetary Sciences looks forward to the completion of the project and the teaching opportunities that this will provide.
In addition, we are obviously eagerly anticipating the opportunities within Northrop Hall that the availability of three
large, currently occupied spaces will provide for our educational and research mission.
5. Departmental Seminar Series

Professional Lectures given in the Department during the 2009-2010 academic year are listed below:

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Title of Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29/09</td>
<td>John W. Geissman</td>
<td>Chair, E&amp;PS, UNM, Introduction of New and Returning Graduate Students, Faculty and Staff.</td>
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<tr>
<td>9/4/09</td>
<td></td>
<td>Zonta Fellowship Celebration</td>
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<tr>
<td>9/11/09</td>
<td>Earle Dixon</td>
<td>New Mexico Environment Department, “Uranium Legacy Sites and Environmental Investigations in the Grants Mineral Belt, New Mexico”</td>
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<tr>
<td>9/18/09</td>
<td>Brenda Buck</td>
<td>University of Nevada, Las Vegas, “Salt Heave: A New Formation Process for Patterned Ground and Model for Hyperarid Soil Formation, Atacama Desert, Chile”</td>
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<tr>
<td>9/25/09</td>
<td>Greg Tucker</td>
<td>University of Colorado, “Natural Experiments in Transient Landscape Evolution”</td>
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<tr>
<td>10/02/09</td>
<td>Alan Gillespie,</td>
<td>University of Washington, Caswell Silver Distinguished Speaker, “Central Asia Glaciation”.</td>
</tr>
<tr>
<td>10/16/09</td>
<td></td>
<td>FALL BREAK, NO COLLOQUIUM</td>
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<tr>
<td>10/27/09</td>
<td>Martin Perlmutter</td>
<td>Chevron Oil, Houston “The Influence of High Frequency Climate Variability on Paleoclimate Interpretation”</td>
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<tr>
<td>10/30/09</td>
<td>Rick Hervig</td>
<td>Arizona State University, “Fluorine in Olivines and Pyroxenes in Meteorites and the Earth”</td>
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<tr>
<td>11/06/09</td>
<td>Sherry Nelson</td>
<td>University of New Mexico, Anthropology, “Miocene: Dawn and Demise of the Apes”</td>
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<tr>
<td>11/13/09</td>
<td>Cathy Snelson</td>
<td>New Mexico Tech, “Imagining the Plumbing System of Erebus Via Controlled-Source Seismology: Initial Results.</td>
</tr>
<tr>
<td>11/27/09</td>
<td></td>
<td>THANKSGIVING HOLIDAY, NO COLLOQUIUM</td>
</tr>
<tr>
<td>Date</td>
<td>Presenter</td>
<td>Event</td>
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<tr>
<td>12/18/09</td>
<td>AGU Week</td>
<td>NO COLLOQUIUM</td>
</tr>
<tr>
<td>2/3/10</td>
<td>Bruce Hart</td>
<td>Conoco Phillips, Houston, Texas, American Association of Petroleum Geologist Distinguished Lecture, “Reservoir Scale Seismic Stratigraphy: A Call To Integration”.</td>
</tr>
<tr>
<td>2/5/10</td>
<td>Kate Giles</td>
<td>New Mexico State University, “Tracking The Migration of Salt Diapirs Using Halokinetic Sequence Stratigraphy”.</td>
</tr>
<tr>
<td>2/12/10</td>
<td>Mark Stone</td>
<td>University of New Mexico, “Civil Engineering, The Influence of Riparian Vegetation on Flood Attenuation and Risk”</td>
</tr>
<tr>
<td>2/19/10</td>
<td>Libby Anthony</td>
<td>University of Texas at El Paso, “Making a Difference One Volcano at a Time: Magma Processes and Geothermal Energy in the East Africa Rift System”</td>
</tr>
<tr>
<td>2/26/10</td>
<td>Andrew Gettelman</td>
<td>National Center for Atmospheric Research, Boulder, “Simulating Clouds In The Earth’s Climate System: How a Climate Model Deals with Clouds and Why They Matter”.</td>
</tr>
<tr>
<td>3/5/10</td>
<td>Arjun Heimsath</td>
<td>Arizona State University, “The Earth is Eroding: Quantifying Surface Processes and Why We Care”</td>
</tr>
<tr>
<td>3/12/10</td>
<td>Veronique LeRoux</td>
<td>Rice University, “Major and Trace Elements Heterogeneities In The Earth’s Mantle Perspectives From Mantle Outcrops and Transition Metal Systematic of Basalts”.</td>
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<tr>
<td>3/19/10</td>
<td></td>
<td>SPRING BREAK, NO COLLOQUIUM</td>
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<tr>
<td>3/26/10</td>
<td>Beckey Dorsey</td>
<td>MARGINS Guest Speaker, “Crustal Recycling Along An Oblique-Divergent Plate Boundary: From The Colorado Plateau To The Salton Trough and Gulf of California”.</td>
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<tr>
<td>4/2/10</td>
<td>Paul Koch</td>
<td>University of California at Santa Cruz, “Conservation Paleobiology: Using The Past To Plan For The Future”.</td>
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<tr>
<td>4/9/10</td>
<td>Ken MacLeod</td>
<td>University of Missouri, Ocean Leadership Distinguished Lecture Series, “Inoceramid Bivalves, Benthic Ecology, and Sources of Intermediate Waters in the Late Cretaceous North Atlantic”.</td>
</tr>
<tr>
<td>4/16/10</td>
<td>Mickey Fulp</td>
<td>Consulting Geologist, Geology Careers In The Exploration and Mining Industry”.</td>
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</tbody>
</table>
4/23/10 Justin Wilkinson NASA Johnson Space Center, “Mesoscale Fluvial Systems From Astronaut Imagery An Global View and An Analog For Mars”.

4/30/10 Mark Stone University of New Mexico, Civil Engineering, “The Influence Of Riparian Vegetation of Floods”.

Caswell Silver Undergraduate Research Symposium

5/07/10 Undergraduates Opening Comments – Dr. Laura J. Crosse, University of New Mexico, Earth and Planetary Sciences.

Presentations of Completed Research Projects

Introductions by Project Advisor

2:05 p.m. Holly Buehler “The Ongoing Avulsion Of The Taquari River: Applications of Satellite Imagery in Geomorphic Analyses” Advisor: Dr. Gary Weissmann.

2:20 p.m. Maria Lohmann “Enhanced High Altitude Tree Growth in the Western United States”. Advisor: Dr. Louis Scuderi.

2:35 p.m. April Tafoya “Searching For Subterranean Arthropods. A Comparison Between the Edwards-Trinity Aquifer of Texas and the Karst Systems of New Mexico”. Advisor: Dr. Laura J. Crosse.

2:50 p.m. Nicolas George “Paleomagnetic, Geochronologic, and Geochemical Data Suggest Simultaneous Emplacement of the Early Eocene Shonkin Sag and Square Butte Laccoliths, North-Central Montana”. Advisor: Dr. John W. Geissman.

3:05 p.m. Zachary LaPointe “Uranium-Series and Strontium Isotope Geochemistry of Lava Tube Cave Speleothems from El Malpais National Monument”. Advisor: Dr. Yemane Asmerom and Dr. Victor Polyak.


3:35 p.m. Jessica Larsen “Understanding Eruptive History and Dynamics From Study of Vent-Proximal Rhyolitic Pyroclastic Deposits, Jemez Mountains, New Mexico. Advisor: Dr. Gary A. Smith.

3:50 p.m. Emanuel Storey “A Heterogeneous Aquifer Flow Model based on High Resolution Photography and LIDAR”. Advisor: Dr. Gary Weissmann.

4:05 p.m. Zachary E. Gallegos “Using Laser Induced Breakdown Spectroscopy to Assess Geologic Samples Associated with a Complex, Terrestrial Impact Structure as an Analogue for Future Planetary Explorations”. Advisor: Dr. Horton Newsom.

Research Progress Reports

Introductions by Dr. Laura J. Crosse

4:20 p.m. Joshua Faulconer Dr. Grant Meyer, Advisor.
4:25 p.m. Nicole Thomas Dr. Tobias Fischer, Advisor
4:30 p.m.    Stephen Brown    Dr. Karl E. Karlstrom, Advisor

**Advanced Environmental Science Class Presentation**

**Introductions by Dr. Laura J. Crossey**

**Intro to Posters**

4:35 p.m.

Bobby DeFelice
Emanual Storey

Katya Hafich
Evan Locke
Susan Kutvirt
Alexandra Pickel

Anna Barbie Moreland
Lauren Massengil
Maria Lohmann

Kaitlin Hulsbos
Michael Lewis
Andy Jochems

Joshua Faulconer
Holly Buehler
Kristen Weil
Nathan Curtner

4:40 p.m.

“Estimating Evapotranspiration at the Rio Grande Bosque”.

“Water Chemistry and Buffering Capacity: A Closer Look at the Interaction Between Sulphur Creek and Redondo Creek”.

“Water Quality of the Rio Grande: A Spatiotemporal Analysis”.

“Water Quality of the Jemez River: A Salty Tale”.

“Dirty Science: Extractable Metals in Jemez River Sediments”.

5:00 - 5:30 pm

**Poster Viewing**

**ALUMNI INITIATIVES AND SUPPORT**

The Department continues to be extremely fortunate to be financially and morally supported by a large group of active and enthusiastic alumni. A key goal of the Department continues to be to enhance our outreach to our alumni, a goal that has become of even more importance during these times of serious budget crises. Alumni support is crucial to the lifeblood of an institution and makes the difference between a fair department and one that can truly compete, at all levels, with overall far better supported institutions across the nation.

The Department continues to increase and improve contacts with alumni through gatherings at professional meetings, publication of a well-circulated Department newsletter (“News from Northrop Hall”) and through many personal and professional contacts. The Department continues to work closely with College Development staff, to engage in new activities related to development, and is very pleased to have a full Development staff for the College now in place. Individually and collectively, alumni (and other supporters of the Department) 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 over 20 scholarships, funds and endowments that enable the Department to provide financial support to over fifty undergraduate and graduates each year. Financial aid provided through these resources ranges from a few hundred dollars to full three-year graduate fellowships. Many tens of thousands of dollars are provided through funds such as the Alumni Fellowship, the Albert and Mary Black Family endowments and the Ernest Rich Fund. The largest amount of funding to the Department comes from the Caswell Silver Foundation for Earth Sciences, and the Kelley, Miossec, Wanek, Rhodes, Vann and Wengerd Scholarships, discussed in more detail below.

The department has benefited in major ways over the past year from the generosity and far-sightedness of several alumni. We are particularly grateful to the Goreham Family for their very considerable support of the
department. Frank Gorham, now deceased, was a long-time supporter of the Department. One of his sons, Tim Gorham, is also a Department alumnus, and it is in part through his recent efforts that these most recent generous gifts have been provided to the Department. During AY08-09, thanks to the initiative of Tim Gorham, the Department has prepared a proposal, agreed upon by the entire faculty, to establish the Gorham Foundation Endowment to the Department, with a goal of $1M coming from the Gorham Foundation and that amount matched by other alumni and friends of the Department. The formal agreement to establish this Foundation was completed in AY09-10. A major goal of the department is to move forward to raise the matching support for the Gorham Foundation to reach the $1M goal, which will allow us to utilize these funds to the benefit of the department. This initiative will clearly require significant help and close collaboration with the UNM Foundation.

In October, 2009, the Department was also the beneficiary of a significant bequest from the Traugher Family of $115,000 to establish the Fred D. Traugher Endowment, through the UNM Foundation. This new endowment will provide scholarship support to students majoring in the earth sciences at UNM.

The Department was deeply shocked and saddened by the untimely death of one of our undergraduate majors, Ashley Forsythe in a tragic car accident in December 2009. In memory of their daughter and her love of geology, Ashley’s parents Rod and Christine Forsythe have established a fund through the UNM Foundation in her name (the Ashley Forsythe Memorial fund) to provide financial support for undergraduate students. This gesture by the Forsythe family is deeply appreciated by the department and is an apt way of remembering the significant academic achievements of their daughter. In honor of Ashley, the University Provost, Dr Suzanne Ortega and Senior Associate Dean Felipe Gonzales awarded her a Batchelor of Science degree which was presented to the Forsythe family in a ceremony in Northrop Hall on February 12th, 2010.

The endowments in the UNM Foundation associated with the Department of Earth and Planetary Sciences continue to account for a substantial percentage of all endowments in the College of Arts and Sciences. The financial aid we are able to provide our students is augmented by other scholarships and other forms of aid acquired from institutions outside the University (e.g., the Geological Society of America, the New Mexico Geological Society, American Association of Petroleum Geologists, New Mexico NASA Space Grants) and funds from the University (e.g., SRAC; tuition waivers). A full summary of scholarships and fellowships received by Earth and Planetary Sciences students is presented in Part IV of this report.

Caswell Silver Foundation

The most important source of alumni support to the Department is the Caswell Silver Foundation. Careful investments have allowed the Caswell Foundation to weather through the major downturn in the economy and stock market during the past year. Funds generated by the investments of the Foundation in 2009-10 provided full-time support, including stipend, tuition, medical insurance, and a research budget, for the Leon Silver/Vincent Kelley graduate student Amber Hawkins. The Foundation also subsidized over 70 percent of the travel expenses of faculty members participating in professional meetings. The department recognizes collectively that the Caswell Silver Graduate Fellowships as well as additional scholarship funds made possible by the Foundation (and funds from other alumni contributions) provide the opportunity to attract some of the most highly qualified, academically capable graduate students, including those from underrepresented backgrounds, to the Department.

The Caswell Silver Foundation also supports the Caswell Silver Distinguished Lecturer series, which allows the Department to bring scientists of the stature of National Academy of Sciences Members for lectures and visits with faculty and students. Visits by Distinguished Lecturers are welcomed by the Department, as they provide opportunities to interact with some of the most distinguished and influential scientists in the country as well as to inform them of our department and the research and other academic activities we are pursuing. In Spring, 2010, the Department invited Dr. Alan Gillespie, from the University of Washington, Seattle, a highly distinguished geoscientist, as its Caswell Silver Distinguished Lecturer. The faculty, staff and students of the Department are very fortunate to have the chance to hear and interact with scientists of his stature, a chance we would not have without the very generous support of the Caswell Silver Foundation.
As in previous years, the Silver Foundation made possible two $900 Meritorious Staff Awards, presented to two outstanding non-academic staff members of the Department. These awards allow the faculty to express in a tangible way their 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 2010, Commencement Ceremonies, were Mary Bennett (Departmental Accountant, Earth and Planetary Sciences) and Lee Ann Lloyd (Administrative Assistant, Institute of Meteoritics).

Another very important function supported by the Foundation is the Caswell Silver Undergraduate Research Symposium, now held during the last week of classes. The most recent, The Ninth Annual Symposium was again very well attended, attracting the participation of many undergraduate majors conducting research in diverse areas of the Earth, Environmental and Planetary sciences.

In terms of Foundation activities, the Spring meeting of the Foundation Board was held in mid-April, 2010. It comes as no surprise that last year was a difficult one for the Foundation in terms of a substantial loss of net worth and the magnitude of annual return on investments, as was the case all over the world. Mr. Alberto Gutierrez, President of Geolex, and President of the Board, as well as his colleagues on the Board have done a masterful job of avoiding the worst case situations. As a point of information, the annual budget to the Department, as a result of the financial downturn, has gone from over $125K to less than $85K. The next meeting of the Foundation Board is on March 5, 2011.

PLANS AND GOALS

The department experienced a challenging year with the announcement of four faculty retirements. Professor John Geissman announced his intention to step down as Chair on 1 August 2010. He will formally retire from UNM on 31st December 2010, to take up a position at the University of Texas, Dallas. Professor Jane Selverstone also announced her early retirement from her faculty position at the end of AY09-10. She will continue as a Research Professor in the department. In addition, two lecturers, Dr. Tim Wawrzyniec (Lecturer III) and Amy Ellwein (Lecturer III in Natural Sciences) also left the department to take up new positions in Colorado. Dr. Wawrzyniec has been appointed as the Moncrief Chair of Petroleum Geology at Western State College of Colorado in Gunnison and Ms. Ellwein has taken up a position as postdoctoral fellow at the Rocky Mountain Biological Laboratory in Crested Butte. She is also a faculty lecturer at Western State College.

The departure of each of these individuals represents a very considerable loss to the department and leaves significant gaps in our ability to teach our regular course load. We are particularly concerned about the loss of Professor Jane Selverstone from our faculty, which has left a major gap in our ability to teach our undergraduate Igneous and Metamorphic Petrology class, EPS 303/304L, a required class for our EPS majors. In view of the loss of these two highly respected senior faculty (John Geissman and Jane Selverstone) as well as our departmental chair, the faculty voted in Spring 2010 to request a search for an external chair, which was approved by Provost Suzanne Ortega with the considerable support of Dean Claiborne. The department recognizes that this is a significant opportunity to maintain our key strengths and provide new leadership in the department in economic challenging times. The search is currently in progress, with the hope of appointing a new chairperson for AY11-12.

With these loses of key department personnel, the faculty are currently in the progress of evaluating the areas of most critical scientific and teaching expertise for future faculty hires. This prioritization is, of course, dependent on the outcome of the search for an external chair. However, at present our main focuses would be faculty in the fields of petrology, hydrology or geophysics. The Department hopes that at some time in the near future that it may have an opportunity to hire another faculty member in at least one of these scientific disciplines. We consider this to be of major importance to maintain our strengths in several key areas of the earth sciences.

With the increase pressures on the state budget caused by the global economic downturn, resources to improve our teaching and research have significantly diminished. A key goal for the department is therefore to develop strategies to cope with these financial stresses and prevent an erosion of the major improvements in the quality of our teaching and research programs that we have made over the last 10 years. In these challenging times, it is clear that the paradigms for funding key aspects of the operation of the department have to be reevaluated. We are currently going
through this difficult process. In addition, we are beginning to look at additional areas where we can potentially generate new revenues to support our academic mission. We have not yet taken full advantage of the possibilities of course offerings under the auspices of UNM Extended University (EU). Dr. Aurora Pun is planning on offering our first departmental course for EU in Fall 2011, delayed from Spring 2011, due to other demands for teaching. There are clearly other areas where we can consider developing new classes that could be taught largely on-line.

Our major goal as we move towards the end of 2010 and into 2011 is to make the transition into our new teaching space in the Science and Math Learning Center. The vastly superior environment in the new building should have a major impact on the quality of teaching that we can offer in our EPS 105L, EnvSci 102L and Natural Sciences classes. The Natural Sciences program has always been at the core of the concept from which the SMLC developed. We anticipate that under the guidance of its director, Dr. Matt Nyman it will continue to flourish and provide absolutely essential pedagogical instruction to K-9 teachers in the sciences. The modest investment in the Natural Sciences program may prove, in the long run, to be one of the most significant academic activities through which the Department aids citizens in the State of New Mexico. It goes without saying that the loss of Ms. Amy Ellwein, as Lecturer III, to the program at the end of AY2009-2010 will have significant impact on the Natural Sciences program. However, we are pleased that despite the difficult budget situation for the College of Arts and Sciences, we are able to carry out a search for a Visiting Lecturer to replace Ms. Ellwein. The recruitment of a qualified individual for this position is of major importance for maintaining the momentum of this important program. There is no substitute for science literacy, and a nation with an increasing number of scientifically illiterate citizens is a nation that will inevitably decline. The Natural Sciences program provides a unique opportunity to mitigate this decline by focusing on science education in New Mexico.

With the movement of our 100 level and Natural Sciences classes to the SMLC at the end of 2010, we can turn our attention to renovation and utilization of the space that will be opened up in Northrop Hall. We understand that backfill funds may be available from the college to allow us to create teaching facilities in the department that utilize the space in ways that will enhance both our undergraduate and graduate teaching mission. In particular, our plans to reconfigure room 114 in Northrop Hall as a dedicated student computer pod will be the highest priority.

As noted earlier an important goal for the department, which has not yet received the attention that it deserves due to the budget crisis, is to raise the matching support for the Goreham Foundation. This will require a major initiative on the part of the department and the UNM Foundation. We hope to be able to move forward on this very important objective during Spring 2011.
III. ACTIVITIES OF THE FACULTY AND RESEARCH SCIENTISTS

- Activities of Full, Associate and Assistant Professors
- Activities of Research Professors
- Activities of Senior Research Scientists
1. TEACHING ACCOMPLISHMENTS OF FACULTY AND RESEARCH STAFF

Adrian Brearley, Professor

Courses taught

Spring 2009:
- Env. Sci 101 – The Blue Planet (90 enrolled)
- E&PS 699 – Dissertation (3 enrolled)

Fall 2009:
- E&PS301 – Earth Materials (24 enrolled)
- E&PS302L – Mineralogy Lab (18 enrolled)
- E&PS 491 – Problems (1 enrolled)
- E&PS 493 – Independent Study (2 enrolled)
- E&PS 699 – Dissertation (3 enrolled)

Ph.D. Student Advisement

Jana Berlin (graduated Fall, 2009)
Rena Ford
Mark Tyra
Amber Hawkins (CoAdvisor with Jane Selverstone)
Jangmi Han

M.S. Student Advisement

Chelsea Brunner
Jesi Mumphrey (coadvisor with Zach Sharp and Rhian Jones)

Visiting PhD Students Advised

Paola Manzari, University of Bari, Italy (April to July, 2009)

M.S. Thesis Committee Member

Hollis Kovach
Molly Wick
Ara Kooser
Steven Elardo

Ph.D. Thesis Committee Member

Laura Burkemper
Beth Nichols
Matt Dawson (Anthropology)
Eric Petersen (Chemical and Nuclear Engineering)
Andrew DeLaRiva (Chemical and Nuclear Engineering)

Senior Thesis

Alexandra Kirk
Undergraduate Research Advisement

Courtney Martinez  
Ian Moore  
Jane Gallegos  
Steve Candelaria

Laura J. Crossey, Professor

Courses taught

Spring 2009:  
Env., Sci. 430 – Advanced Environmental Science (11 enrolled)  
EPS 493 – Independent Study (1 enrolled)  
EPS 551 – Problems (12 enrolled)  
EPS 599 – Masters Thesis (5 enrolled)

Summer 2009:  
E&PS 420L – Advanced Field Geology, w/K. Karlstrom (3 enrolled)  
E&PS 520L – Advanced Field Geology, w/K. Karlstrom (5 enrolled)

Fall 2009:  
E&PS 101 – How Earth Works, w/K. Karlstrom (21 enrolled)  
(Freshman Learning Community)  
E&PS 533 – Geomicrobiology (14 enrolled) also with Bio 558  
E&PS 491 – Problems (1 enrolled)  
E&PS 493 – Independent Study (1 enrolled)  
E&PS 495 – Senior Thesis (2 enrolled)  
E&PS 551 – Problems (12 enrolled)  
E&PS 599 – Masters Thesis (4 enrolled)  
Professional Project - MWR PP (1 enrolled)

Ph.D. Student Advisement

Alexandra Priewisch

PhD Committee Member

Sean Connell  
Ann Ollila  
Ryan Crow  
Miguel Santistevens (Biology)  
David Van Horn (Biology)

M.S. Student Advisement

Amy Williams (graduated 2009)  
Eileen Embid (graduated 2009)  
Elizabeth Premo  
Jessica Lopez Pearce  
Ara Kooser  
Brandi Cron  
Lauren Sherson
MS Committees Member

Catrina Johnson
Sara Mustafa Chudnoff (MWR)
Kristen Mullen
Mousavi Aliyer (Chem)
Jake McDermott
Andy Darling
Owen Shufeldt

Undergraduate Sr. Thesis/Research Supervision

April Tafoya
Glenn Tortalita (w/G. Smith)
Katya Hafich

Undergraduate REU Mentoring Sevilleta LTER

Francisco Reyes (UTEP, summer 2009)
Samantha Adleberg (Brown, summer 2009)

Research Experience for Teachers RET Mentoring Sevilleta LTER

Theresa Apodaca (Sarracino Middle School, Socorro, NM, summer 2009)

Graduate Students supported with my extramural grants

Ara Kooser (MS: 0.25 FTE RA Spring 09 Summer, 09 Fall 09)
Ryan Crow (PhD: 0.5 FTE RA w/KEK; Spring 09, Summer 09, Fall 09)
Jessica Lopez Pearce (MS: GK-12 Grant Fellowship Spring 09, Summer 09)
Bethany Theiling (PhD: GK-12 Grant Fellowship Spring 09, Summer 09)
Owen Shufeldt (MS: GK-12 Grant Fellowship Spring 09, Summer 09, Fall 09)
Yadeeh Sawer (PhD, Biology: GK-12 Grant Fellowship Spring 09, Summer 09, Fall 09)
Stephanie Yurchzek (MS: GK-12 Grant Fellowship Spring 09, Summer 09, Fall 09)
Brandi Cron (MS EPS: AMP BD Grant Fellowship Spring 09, Summer 09, Fall 09)
Kareen Prade (MS EPS: AMP BD Grant Fellowship Spring 09, Summer 09, Fall 09)
Maria Leyva (MS Chem E: AMP BD Grant Fellowship Spring 09, Summer 09, Fall 09)
Angela Montoya (MS ME: AMP BD Grant Fellowship Spring 09, Summer 09, Fall 09)
Anthony Torres (MS ME: AMP BD Grant Fellowship Spring 09, Summer 09, Fall 09)
Manual Rivera (MS EE: AMP BD Grant Fellowship Spring 09, Summer 09, Fall 09)
Bayo Falase (PhD NSMS: AMP BD Grant Fellowship Spring 09, Summer 09, Fall 09)
Elaine Manzanilla (PhD Biology: AMP BD Grant Fellowship Summer 09, Fall 09)
Dan Colman (MS Biology: AMP BD Grant Fellowship Summer 09, Fall 09)
Juanita Trevino (PhD NSMS: AMP BD Grant Fellowship Summer 09, Fall 09)
Anjelica Sanchez (PhD NSMS: AMP BD Grant Fellowship Summer 09, Fall 09)
Adam Tsosie (MS NSMS: AMP BD Grant Fellowship Fall 09)

Undergraduate (10-15 hrs per week/research support, transfer scholarships)

A. Tafoya, G. Tortalita, K. Hafich, M. Kolomaznik.
Also 17 minority undergraduates from A&S and Engineering (STEM) with Alliance for Minority Participation funding.
Maya Elrick, Associate Professor

Courses taught

Spring 2009:  E&PS 201 – Earth History (40 enrolled)
             E&PS 225 – Oceanography (30 enrolled)

Fall 2009:    E&PS 304 – Sedimentology-Stratigraphy (27 enrolled)

Ph.D. Student Advisement
Bethany Theiling

M.S. Student Advisement
Stephanie Yurchyk-MS
Zachary Wallace-MS (funded with RA)

Thesis committees
John Rissetto, PhD (Anthropology)

Senior thesis advisor
Levi Lemintino

Amy Ellwein, Lecturer III, Natural Science Program

- Taught 4 sections of Environmental Science (NTSC 263L); about 80 students for the academic year.
- Rated within the top 10% of instructors and courses at the University of New Mexico on IDEA forms
- One student enrolled for problems credits (EPS 491), Spring 2010.
- This one-credit problems course for an elementary education major in the Dual Licensure Program, College of Education consists of two parts. Research project 1: participate in Project BudBurst (http://www.windows.ucar.edu/citizen_science/budburst/), which recruits citizen scientists to assist a national phenology network. When this student becomes a teacher, she can use this science project in her own classrooms. Research project 2: the preservice teacher researches the use of science notebooks in elementary classrooms, uses science notebooks with students she is student teaching, and writes a report that describes the utility of science notebooks for elementary students. The objective is to give the student a tool she can use to do authentic inquiry with her future elementary students.
- Taught 400-level NTSC field course (Watersheds and Rivers) for elementary and middle school teachers, June 2009. See publications link below for more information.

Peter J. Fawcett, Associate Professor

Courses taught

Spring 2009:  Env. Sci. 101 – The Blue Planet (155 enrolled)
             E&PS 439 – Paleoclimatology (40 enrolled)
             E&PS 599 – Thesis Research (1 enrolled)
Fall 2009:

E&PS 547 Seminar – Advanced Quaternary Paleoclimatology (9 enrolled)
Env. Sci. 101 / FLC 605 – The Blue Planet (23 enrolled)
E&PS 599 – Thesis Research (1 enrolled)

Ph.D. Student Advisement

Justin Dodd (co-advisor with Zach Sharp)

M.S. Student Advisement

Christy Laudadio (co-advisor with Louis Scuderi)
Catrina Johnson

Graduate Thesis Committees:

Ph.D.: Linda Donohoo-Hurley, John Hurley, Mel Strong, Bethany Theiling, Andrew Hope (Biology)
M.S.: Zach Wallace, Andy Yuhas

External Examiner:

Ryan Crow (PhD)

Tobias Fischer, Associate Professor

Courses taught

Spring:
E&PS 101 - Introduction to Geology
E&PS 252 - Volcanoes

Spring 2009:
E&PS 101 – How the Earth Works
E&PS 252 – Volcanoes!
E&PS 500 – level Calderas Seminar (Web broadcast with McGill, NMT)

Post-Doc supervised:

Dr. Jaime Barnes supervised with Sharp funded by L’Oreal and NSF through June 09

Ph.D. Student Advisement

J. Maarten de Moor

M.S. Student Advisement

Kareen Prade, MS funded by BRIDGE Fellowship, 2 years (funding ends Dec. 2010)
Jody Weikart, MS 1 year RA 1 year TA (left program May 2009)
Danielle Lord, MS 1 year RA, 1 year TA (funding ends May 2010)

Graduate Committees:

Kareen Prade, MS
Jody Weikart, MS
Danielle Lord, MS
J. Maarten de Moor, PhD
Euan Mitchell, PhD
Ashley Edelman, MS
Zabe Premo, MS

Exam Committees:
Euan Mitchell, PhD
Ashley Edelman, MS
Zabe Premo, MS

Joseph Galewsky, Assistant Professor

Courses taught

Spring 2009: EPS 476/576 – Physical Hydrology (14 enrolled)
Fall 2009: EnvSci 101 – The Blue Planet (205 enrolled)

Ph.D. Student Advisement
John Hurley
Leah Johnson (co-advised with Z. Sharp)

Ph.D. Committees
Brian Yanites (PhD student at U. Colorado)
Mel Strong
James Hulka
Adam Ringler

John W. Geissman, Chair and Professor

Courses taught

Spring: E&PS 490 – Presentations (18 enrolled)
E&PS 310L – New Mexico Field Geology, (23 enrolled)
E&PS 401/501 – Coordinator, Department Seminar

Summer: E&PS 319L – Introductory Field Geology (28 enrolled), (w/G. Meyer)

Fall: E&PS 490 – Presentations (16 enrolled)
E&PS 401/501 – Coordinator, Department Seminar

Ph.D. Student Advisement
Linda Donohoo-Hurley
Jenn Boyd, Anthropology (co-advised)
Sean Connell, (co-advised)

**M.S. Student Advisement**

- Travis Naibert, MS
- Jack Grow, MS
- Stephanie Mason, MS

**Exam committees**

- Danielle Lord, MS examination

**Course Development**

- Continued to modify/improve undergraduate field geology course (E&PS319L), with Professor Meyer.

**Undergraduate Research Advising**

- Nicolas George
- Nicole Wilson

**David Gutzler, Professor**

**Courses taught**

- **Spring:**
  - E&PS 433 – Data Analysis & Statistics (15 enrolled)
  - E&PS/Geog 352 – Global Climate Change (28 enrolled)
  - E&PS 495 – Senior Thesis (2 enrolled)
  - E&PS 699 – Dissertation (1 enrolled)

- **Fall:**
  - E&PS 436/536 – Climate Dynamics (24 enrolled)
  - E&PS 599 – Masters Thesis (1 enrolled)
  - E&PS 699 – Dissertation (1 enrolled)

**Ph.D. Student Advisement**

- M. Strong

**M.S. Student Advisement**

- S. Keller

**Other graduate thesis committees**

- Laudadio, M.S.
- R. Levine, M.S.
- D. Lord, M.S.
- J. Popp, M.A. (Education)
- L. Martinez, M.W.R.
- J. Dodd, Ph.D.
- J. Hurley, Ph.D.
- T. Kennedy, Ph.D. (Biology)
Supervision of undergraduate research

T. Robbins (Env. Sci., senior thesis, Spring/Summer 09)
L. Van Alst (E&PS senior thesis, Spring 09)
J. Sturgis (Env. Sci., Leonard Fellow, Fall 09)

Rhian H. Jones, Associate Professor

Courses taught

Spring 2009:
E&PS 101 – How the Earth Works: An Introduction to Geology (125 enrolled)

Fall 2009:
E&PS 519 – Igneous Systems (11 enrolled)

Ph.D. student advisement

Jana Berlin (co-advisor). Defended April 2009

M.S. student advisement

Molly Wick
Jessica Mumphrey (co-advisor)

Undergraduate students

Jacqueline Byrnes (research assistant)
Steven Candelaria (research assistant)
Linda Dreeland (senior thesis)

Committee member for

Rena Ford (Ph.D.)
Jang Mi Han (Ph.D.)
Karen Hutchins (Ph.D.)
Mark Tyra (Ph.D.)

Chelsea Brunner (M.S.)
Megan Duncan (M.S.)
Eric Tegtmeier (M.S.)

Exam committees

Leah Johnson, Ph.D.
Rebekah Levine, M.S.

Karl E. Karlstrom, Professor

Courses taught:

Spring 2009:
E&PS 307L – Structural Geology (16 enrolled)
E&PS 599 – Masters Thesis (2 enrolled)

Summer 2009:
E&PS 420L/520L – Advanced Field Geology (8 enrolled) w/L.Crossey
Fall 2009:

- E&PS 310 – New Mexico Field Geology (24 enrolled)
- E&PS 101/105 – Introduction to Geology (21 enrolled) taught as a Freshman Learning Communities Program, w/L. Crosse
- E&PS 699 – Dissertation (2 enrolled)
- E&PS 493 – Independent Study (2 enrolled)
- E&PS 491 – Problems (2 enrolled)

Ph.D. student advisement

- Tony Salem
- Ryan Crow

M.S. student advisement

- Darling, Andy (MS)
- Shufeldt, Owen (MS)
- McDermott, Jake (MS)

Committee member for:

- Eileen Embid (M.S.)
- Rob Sanders (New Mexico Tech)
- Jessica Lopez-Pierce
- Amy Williams (M.S.)
- Brandi Cron (M.S.)
- Mike Doe (Colorado School of Mines)

Undergraduate thesis advisor:

- Dylan Rose-Coss
- Thomas Sower
- Brandon Dixon
- Steve Brown

Barry S. Kues, Professor

Courses taught

**Spring 2009:**

- E&PS-101 (33 enrolled)
- E&PS-411 (10 enrolled)
- E&PS-491 (1 enrolled)

**Fall 2009:**

- E&PS-101 (142 enrolled)
- E&PS-250 (23 enrolled)

M.S. exam committees: Owen Shufeldt
Grant A. Meyer, Professor

Courses taught

Spring:
ENVS 101 – The Blue Planet

Summer:
E&PS 319 – Introductory Field Geology (J.W. Geissman)

Fall:
E&PS 481/581L – Geomorphology and Surficial Geology and Lab
E&PS 516 – Topics/Fluvial Geomorphology

Coordinator for ENVS 102L The Blue Planet Labs, Fall and Spring 2009 semesters (10 sections)

Ph.D. Student Advisement

Lyman Persico
Ben Swanson

M.S. Student Advisement

Rebekah Levine (MS)

Committee membership

Debra Bryan, Sean Connell, Amy Ellwein, Nina Lanza (PhD)
Leah Roberts, Devin Gaugler, Nick Engdahl, Ashley Edelman, Michelle Olson (MS)
Scott Worman, Anthropology (PhD)

Leslie D. McFadden, Professor

Courses Taught

Fall 2009:
E&PS 485L-585L

Spring 2009:
None (Course release associated with NSF-NM PAID Program position)

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.

Ph.D. Student Advisement

McLain, Angela (Ph.D.)
Ellwein, A. (Ph.D; co-advised with L. Scuderi)
Debra Bryan (Ph.D.)
Breecker, Dan (Ph.D., co-advised with Z. Sharp; graduated 5/2009)
M.S. Student Advisement

Devin Gaugler (M.S.)
Leah Roberts (M.S., graduated 12/2009)

Ph.D. Committees

Powers, Bob (Dept of Anthropology)
Swanson, Ben
Persico, Lyman

Matthew Nyman, Assistant Professor/Lecturer

Courses taught

Summer 2009: NTSC 400 - Earth Systems Science for Educators (taught 1 section)
Spring 2009: E&PS 491 - Two students enrolled for problems credits. Research project focused on integration of science with other disciplines in a middle school science classroom.

Taught 4 sections of NTSC 261L – Physical Science; about 80 students for the academic year. Organized and taught 1-week long and 5 1-day geology workshops for 19 Bernalillo teachers

Aurora Pun, Lecturer III

Courses taught

Spring: E&PS 101 – How Earth Works (94 enrolled)
E&PS 105L – Physical Geology Lab (124 enrolled)
Summer: E&PS 101 – How Earth Works (36 enrolled)
Fall: E&PS 101 – How Earth Works (132 enrolled)
E&PS 101 – How Earth Works (32 enrolled)
E&PS 105L – Physical Geology Lab (175 enrolled)

Mousumi Roy, Associate Professor

Courses taught

Fall: EnvSci 101 – Blue Planet (99 enrolled)
Spring: E&PS 527 – Introduction to Geophysics (5 enrolled)
E&PS 427 – Introduction to Geophysics (10 enrolled)
PHAST 327 – Intro to Geophysics (5 enrolled)
E&PS 533 – Statistics and Data Analysis in Earth Science (20 enrolled)
E&PS 551 – Problems in Geophysics (1 enrolled)
Mentoring of research

Post-docs supervised

Joya Tetreault

Ph.D Student Advisement

Adam Ringler

Undergraduate Research Advisement

Nicolas George (UNM undergraduate; provided support)
Sharon Schmidt (UNM undergraduate – Senior Thesis to be completed in 2010)

Other research group members supervised

Mark Fleharty (provided partial support for scientific programming)

Thesis/Exam Committees

PhD Defense: D. Hague, S. Meidt (both at UNM Physics and Astronomy)
PhD Exam committees: L. Hurley, A. Ringler
MS Defense: M. Halick, K. Prade

M.S. Exam committees

K. Prade
S. Mason
P. Bhattacharya

Louis A. Scuderi, Associate Professor

Courses taught:

Spring 2009: E&PS 300 – Geographic Information Systems (24 enrolled)
Fall 2009: E&PS 300 – Geographic Information Systems (23 enrolled)

Ph.D. Student Advisement

Amy Ellwein, Co-Chair of Committee, in progress. Completion expected in 2010.
Andy Yuhas, Chair of Committee. Temporarily withdrew from program and will restart Ph.D. in 2011.

M.S. Student Advisement

Christine Laudadio (graduated 2010. Co-Chair of Committee
Andrew Yuhas, M.S., 2009. Chair of Committee
Michelle Olsen, M.S. in progress. Chair of Committee
Danielle Lord, M.S., in progress, Co-Chair of Committee
Thesis Committees

Elizabeth Nichols (Ph.D.),
Ann Ollila (Ph.D.)
Anthony Salem (Ph.D.)
Audrey Al-Ali (Ph.D.) Anthropology.
Roberto A. Herrera (Ph.D.) Anthropology
Luke Kellett (Ph.D.) Anthropology
Devin Gaugler, M.S., Committee Member
Carolyn Domrose, M.S. Committee Member

Jane Selverstone, Professor

Courses taught:

Spring: E&PS 303L – Igneous and Metamorphic Petrology (25 enrolled)
E&PS 493 – Independent study (1 enrolled)
E&PS 495 – Senior thesis (1 enrolled)
E&PS 551 – Problems (fluid inclusion theory and analysis; 2 enrolled)
E&PS 599 – Masters thesis (1 enrolled)

Fall: On sabbatical
E&PS 599 – Masters thesis (1 enrolled)
E&PS 699 – Dissertation (2 enrolled)

Undergraduate students supervised

William Woodruff
Amanda Rice

Ph.D Student Advisement

Amber Hawkins-Whittaker, PhD (joint with A.J. Brearley)
Karen Michelsen, PhD

M.S. Student Advisement

Melissa Halick, MS

Thesis and dissertation committees (in addition to students listed above)

Jana Berlin, PhD
Rena Ford, PhD
Jack Grow, MS
Euan Mitchell, MS, PhD
Stephanie Moore, PhD (University of Texas at Austin)
Travis Naibert, MS
Molly Wick, MS
Amy Luther, PhD (New Mexico Tech)
Stacey Chamliss, PhD Anthropology
Connie Constan, PhD Anthropology
Exam committees (in addition to students listed above)

Zachary Wallace, MS

Zachary Sharp, Professor

Courses taught

Spring 2009:
E&PS 407 – (1 enrolled)
E&PS 505 – (8 enrolled)
Problems – (2 enrolled)

Fall 2009:
Env. Sci. 101-001 – (264 enrolled)
Env. Sci. 101-002 – (215 enrolled)
Problems – (2 enrolled)

Postdoctoral Fellow supervised

Jaime Barnes, 2007-2009

Ph.D Student Advisement

Mel Strong (Ph.D.) w/ Dave Gutzler, 2003- present
Justin Dodd (PhD) w/ Peter Fawcett, 2006 - present
Leah Johnson (PhD) w/ Joe Galewsky, 2007 - present
Maarten de Moore (PhD) w/ Tobias Fischer and Penny King, 2008 – present
Amber Hawkins (Ph.D.) w/ Jane Selverstone and Adrian Brearley, 2009 - present

M.S. Student Advisement

Melissa Halick (M.S.) w/ Jane Selverstone, 2007-2010
Jessica Mumphry (M.S.) w/ Rhian Jones and Adrian Brearley, 2009 - present

Exam Committee member

Kareen Prade (MS)
Rena Ford, (Ph.D.)
John Hurley, (Ph.D.)
Han, Jang Mi (Ph.D.)

Debra Bryan (Ph.D)
Brunner, Chelsea (M.S.)
Tyra, Mark (Ph.D.)

Gary A. Smith, Professor

Courses taught

Spring:
E&PS 333 – Environmental Geology (39 enrolled)
E&PS 493 – Independent Study (2 enrolled)
E&PS 699 – Dissertation (1 enrolled)
E&PS 599 – Master’s thesis (1 enrolled)

Fall:
E&PS 201L – Earth History (38 enrolled)
E&PS 493 – Independent Study (1 enrolled)
E&PS 699 – Dissertation (1 enrolled)
E&PS 599 – Master’s thesis (1 enrolled)
Student Advisement

Ph.D. Student Advisement

Sean Connell

Ph.D. Dissertation and/or Comprehensive Examination Committee

Maarten de Moor
Julie Sanchez (Educational Psychology)
Jennifer Boyd Esche (Anthropology)

M.S. Student Advisement

Ashley Edelman

Undergraduate Honors Students Advised

Jessica Larsen
Glenn Tortalita (co-advised with L. Crossey)

Gary Weissmann, Associate Professor

Courses taught:

Spring 2009: E&PS 443/543 – Aquifers and Reservoirs (19 enrolled in 443, 10 enrolled in 543)

Fall 2009: Env. Sci. 330 – (32 enrolled)

Ph.D. Student Advisement

Beth Nichols
Proma Bhattacharyya

M.S. Student Advisement

Nick Engdahl
Michelle Olson

Graduate Student Committees

Stephanie Yurchyk (MS), Bethany Theiling (PhD, 2nd proposal advisor), Bekah Levine (MS), Marti Frisbee (PhD-NMT), Casey Meirovitz (MS – UC Davis)

Graduate Student Exam Committees:

Undergraduate Students Advised
Holly Buehler, Emanuel Storey, Reyna Banteah, Lauren Massengill.
2. PUBLICATIONS DURING THE CALENDAR YEAR 2009-2010
(E&PS tenure-track Faculty are underlined; ** = research scientists; * = students)

Reflective Journal Papers and Chapters in Edited Volumes

Structural characterization of terrestrial microbial Mn oxides from Pina Creek, A.
Geochimica et Cosmochimica Acta 73, 889-910 (2009)

Effect of saline groundwater upwelling on iron and manganese cycling in the Rio Grande floodplain aquifer
Applied Geochemistry, v. 24, 426-437 (2009)

Degassing of mantle-derived CO₂ and ³He from springs in the southern Colorado Plateau region-flux rates, neotectonic connections and implications for groundwater systems

CREST Experiment Probes the Roots and Geologic History of the Colorado Rockies
Aster, R., MacCarthy, J., Heizler, M., Kelley, S., Karlstrom, K.E., Crossey, L.J., Dueker, K., and the CREST Team
The Outcrop, v. 38, p. 6-11 (2009)

Studies of informal geologic time learning at the 'Trail of Time' in Grand Canyon National Park

C-isotope stratigraphy and paleoenvironmental changes across OAE2 (mid-Cretaceous) from shallow-water platform carbonates of southern Mexico
Elrick, M., Molina-Garza, R., Duncan, R., and Snow, L.

The Activity Model for Inquiry: Reflective Writing Prompts, invited and peer-reviewed web contribution
*Ellwein, A.L., and Swanson, B.

Watersheds and Rivers, peer-reviewed web contribution
*Ellwein, A.L., and Swanson, B.
http://serc.carleton.edu/sp/process_of_science/courses/watershed_river.html

Remote Sensing of Playa lakes in western North America: Monitoring lake change resulting from climate variability in semi-arid regions
Scuderi, L.A., Laudadio, C.K.*, and Fawcett, P.J.

Nitrogen sources and recycling at subduction zones: Insights from the Izu-Bonin-Mariana arc
Geochemistry, Geophysics, Geosystems 11, Q02X11, doi:10.1029/2009GC0027832 (2010)
An experimental determination of chlorine isotope fractionation in acid systems and applications to volcanic fumaroles

Sharp, Z.D., Barnes, J.D., Fischer, T.P., and *Halick, M.

Variations in chlorine stable isotopes along the Central American volcanic front and backarc.

Assessing the effects of degassing and crustal contamination on the helium and carbon geochemistry of hydrothermal fluids: insights from the Southern Volcanic Zone of Chile
Chem. Geol. 266, 38-49 (2009)

Upper-mantle volatile chemistry at Oldoinyo Lengai volcano and the origin of carbonatites

A last-saturation diagnosis of subtropical water vapor response to global warming
*Hurley, J., and J. Galewsky

A last-saturation analysis of ENSO humidity variability in the subtropical Pacific
*Hurley, J., and J. Galewsky

Orographic precipitation isotope ratios in stratified atmospheric flows: Implications for paleoelevation studies,
Galewsky, J.

Demonstration of high precision continuous measurements of water isotopologues in laboratory and remote field deployments using WS-CRDS technology

Rain shadow development during the growth of mountain ranges: An atmospheric dynamics perspective,
Galewsky, J.

An integrated magnetic and geological study of cataclasite dominated pseudotachylites in the Chiapas Massif, Mexico: A snap-shot of stress orientation following slip

Geochemical identification of impactor for Lonar crater, India

GSA Geologic Time Scale: Commentary
Walker, J.D., and Geissman, J.W.
GSA Today, v. 19, no. 4, p. 60-61 (2009)
Paleomagnetism of Tertiary intrusive and volcaniclastic rocks of the Cerillos Hills and Surrounding region, Espanola basin, New Mexico, U.S.A.: Implications for vertical axis rotations associate with extension of the Rio Grande rift
Harlan, S.S., and Geissman, J. W.

Predicting future threats to the long-term survival of Gila Trout using a high-resolution simulation of climate change
T. Kennedy*, D.S. Gutzler and R.L. Leung

A US CLiVAR project to assess and compare the responses of global climate models to drought-related SST forcing patterns: Overview and results

Simulations of the 2004 North American Monsoon: NAMAP2
J. Climate, v. 22, p. 6716-6740

Cooling rates of porphyritic olivine chondrules in the Semarkona (LL3.00) ordinary chondrite: A model for diffusional equilibration of olivine during fractional crystallization
Miyamoto M., Mikouchi T., and Jones R.H.

$^{26}$Al in plagioclase-rich chondrules in carbonaceous chondrites: Evidence for an extended duration of chondrule formation
Hutcheon I.D., Marhas K.K., Krot A.N., Goswami J.N. and Jones R.H.
Geochimica et Cosmochimica Acta 73, 5080-5099 (2009)

Chemistry, petrology and bulk oxygen isotope compositions of chondrules from the Mokoia CV3 carbonaceous chondrite
Jones R.H., and Schilk A.J.
Geochimica et Cosmochimica Acta, 73, 5854-5883 (2009)

Age, provenance, and tectonic setting of Paleoproterozoic quartzite successions in the southwestern United States
Jones, J.V. III, Connelly, J.N., Karlstrom, K.E., and Williams, M.L., and Doe, M.F.

Perspectives on the architecture of continental crust from integrated field studies of exposed isobaric sections, in Miller, R., and Snoke, A., eds., Crustal cross-sections from the western North America Cordillera and elsewhere: Implications for tectonic and petrologic processes: Boulder Williams, M.L., Karlstrom, K.E., Dumond, G., and Mahan, K.H.

Quaternary Incision Rates and Drainage Evolution of the Uncompahgre and Gunnison Rivers, as calibrated by Lava Creek B Ash
Darling*, A., Karlstrom, K.E., Aslan, A., Cole, R., Bettonb, C., and Wan, E.
Rocky Mountain Geology, v. 44, p, 71-83 (2009)
How not to assemble a Precambrian supercontinent – Reply to comment by J.D.A. Piper on “Assembly, configuration, and break-up history of Rodinia: A synthesis”

Seasonal bias in the formation and stable isotope composition of pedogenic carbonate in modern soils from central New Mexico, USA
Breecker, D., Sharp Z.D., and McFadden, L.D.

Holocene fire-related alluvial-fan deposition and climate in ponderosa pine and mixed-conifer forests, Sacramento Mountains, New Mexico
Frechette, J.D.* and Meyer, G.A.

Introductory field geology at the University of New Mexico, 1984 to today: What a "long, strange trip" it continues to be
Geissman, J.W., and Meyer, G.
Geological Society of America Special Paper 461, p. 35-44 (2009)

Evidence for debris flow and shallow subsurface flow on Mars:
Icarus 205, 103-112, published online (2009)

Holocene beaver damming, fluvial geomorphology, and climate in Yellowstone National Park
Persico, L.P.*, and Meyer, G.A.

Chemical identification of comet 81P/Wild 2 dust after interacting with molten silica aerogel
F.J.M. Rietmeijer
Meteoritics and Planetary Science, 44, 1121-1132

A cometary aggregate interplanetary dust particle as an analog for comet Wild 2 grain chemistry preserved in silica-rich Stardust glass
F.J.M. Rietmeijer
Meteoritics and Planetary Science, 44, 1589-1608

Stardust glass: Indigenous and modified comet Wild 2 particles
F.J.M. Rietmeijer
Meteoritics and Planetary Science, 44, 1707-1715

The irradiation-induced olivine to amorphous pyroxene transformation preserved in an interplanetary dust particle
F.J.M. Rietmeijer
The Astrophysical Journal, 705, 791-797

Dust formation and evolution in a Ca-Fe-SiO-H_2O_2 vapor phase condensation experiments & astronomical implications
F.J.M. Rietmeijer, A. Pun* and J.A. Nuth III
Monthly Notices of the Royal Astronomical Society, 396, 402-408
A metastable aluminosilica compound for aluminum and water transport to the upper mantle
F.J.M. Rietmeijer and J.A. Nuth III

Glittery clouds in exo-planetary atmospheres?
Ch. Helling and F.J.M. Rietmeijer
International Journal of Astrobiology, 8, 3-8

Magmatism and rock uplift of the Colorado Plateau by warming of heterogeneous lithosphere
Roy, M., T.H. Jordan, and J. Pederson*
Nature 459, doi:10.1038/nature08052

P. Olson D. Bercovici, B. Buffett, R. Carlson, L. Flesch, J. Phipps Morgan, M. Roy, and D. Valencia
(http://www.geodynamics.org/cig/community/documents/archive/gwp-final)

Cracks in desert pavement rocks: Further insights into mechanical weathering by directional insolation.
Eppes, M.C., McFadden, L.D., Wegmann K.W., and Scuderi, L.A.

Fluvial form in modern continental sedimentary basins: The Distributive Fluvial System (DFS) Paradigm

Hydrological and climatic changes in deserts of China since the Late Pleistocene
Yang, X., and Scuderi, L.A.,

MODIS-derived NDVI Characterization of Drought-Induced Evergreen Die off in Western North America.
Yuhas, A.*, and Scuderi, L.A.,

The effect of aqueous and carbonic fluids on the dislocation creep strength of quartz.
Chernak, L., Hirth, G., Selverstone, J., and Tullis, J.

Atmospheric CO₂ concentrations during ancient greenhouse climates were similar to those predicted for A.D. 2100.

A laser fluorination method for oxygen isotope analysis of biogenic silica and a new oxygen isotope calibration of modern diatoms in freshwater environments
'Dodd, J.P. and Sharp, Z.D.

Non-basaltic asteroidal magmatism during the earliest stages of solar system evolution. A view from Antarctic achondrites Graves Nunatak 06128 and 06129
Geochimica et Cosmochimica Acta 74, 1172-1199 (2010)
Chlorine isotope variations along the Central American volcanic front and back arc

Stable isotope ($\delta^{18}O$, $\delta D$, $\delta^{37}Cl$) evidence for multiple fluid histories in mid-Atlantic abyssal peridotites (ODP Leg 209)
*Barnes, J.D., Paulick, H., Sharp, Z.D., Bach, W., and Beaudoin, G.
Lithos 110, 83-94 (2009)

Stratigraphic and oxygen isotope evidence for My-scale glaciation driving eustasy in the Early-Middle Devonian greenhouse world.
Elrick, M., Berkyova, S., Klapper, G., Sharp, Z.D., Joachimski, M., and Fryda, J.

Late Holocene storm-trajectory changes inferred from the oxygen isotope composition of lake diatoms, south Alaska.

An integrated approach to shallow aquifer characterization: combining geophysics and geostatistics
*Engdahl, N.B., Weissmann, G.S., and Bonal, N.D.

Exploring solute transport and streamline connectivity using lidar-based outcrop images and geostatistical representations of heterogeneity

A Cretaceous feather from the Upper Cretaceous (lower Campanian) Point Lookout Sandstone, San Juan Basin, northwestern New Mexico

Books Authored/Book Chapters

Smith, G.A. and Pun, A.

Investigating How Earth Works
Smith, G.A. and Pun, A.

Sharp, Z.D.

Petronis, M.S., Geissman, J.W., Oldow, J.S., and McIntosh, W. C.,
Geological Society of America Special Paper 447, p. 215-254


Geologic Maps


Papers in Edited Volumes

A Late Pennsylvanian marine fauna from the La Casa Member, Wild Cow Formation (Madera Group) near Abo Pass, Socorro County, New Mexico B.S. Kues Geology of the Chupadera Mesa (V.W. Lueth et al., eds.), New Mexico Geological Society, Field Conference Guidebook 60, p. 95-97.

Late Pennsylvanian invertebrate paleontology of Bruton Canyon, northern Sierra Oscura, Socorro County, New Mexico B.S. Kues Geology of the Chupadera Mesa (V.W. Lueth et al., eds.), New Mexico Geological Society, Field Conference Guidebook 60, p. 249-266.

Notes, Extended Abstracts, and Other Publications


CREST Experiment Probes the Roots and geologic History of the Colorado Rockies Aster, R., MacCarthy, J., Heizler, M., Kelley, S., Karlstrom, K.E., Crossey, L., Dueker, K., and the CREST team Outcrop, v. 58, no.1, p. 6-21 (2009)

Abstracts

Mechanisms of Aqueous Alteration of Type IIA Chondrule Glass in the CR Chondrite EET 92105: Insights from FIB/TEM Analysis
Brearley, A.J., and Burger, P.V.

Evaluation of Progressive Alteration Models for CM Chondrites: Insights from Quantitative Modal Analysis by QEMSCAN.
Brearley, A.J., Botha, P.W.S.K, and Butcher, A.R.,

Relationship Between Soluble Monocarboxylic Acids and Aliphatic Side Chains of IOM in Carbonaceous Chondrites
Huang, Y., Wang, Y., Alexandre, M.R., Brearley, A.J., and Alexander, C.M. O'D.,

Carbonate Formation Timescales Vary Between CM1 Chondrites ALH84051 and ALH84034
*Tyra, M.A., Brearley, A.J., Hutcheon, I.D., Ramon, E., Matzel, J., and Weber, P.,

Dynamic uplift of the Colorado Rockies and Western Colorado Plateau in the last 6 Ma driven by mantle flow and buoyancy: Evidence from the Colorado River region
AGU Fall Meeting (2009)

Microbial diversity, geochemistry and diel fluctuations in travertine mounds at Tierra Amarilla anticline, New Mexico
*Cron, B., Crossey, L.J., Karlstrom, K.E., Northup, D.E., and Takacs-Vesbach, C.,

Geothermal contributions to water chemistry in the Jemez River: Implications for water quality management in the Rio Grande, New Mexico
*Sherson, L.R., Crossey, L.J., Van Horn, D., Dahm, C.N., and Parmenter, R.R.,
Abstracts with Programs, Geological Society of America, 41(7):469 (2009)

‘Water’ we looking for? using water quality techniques in a GK-12 classroom to study Rio Grande salinization and explore the scientific method
*Apodaca, T., *Williams, A.J., Crossey, L.J., and Collins, S.,
Abstracts with Programs, Geological Society of America, 41(7):489 (2009)

Aqueous geochemistry of the springs and wells of the Sevilleta National Wildlife Refuge; utilizing natural tracers to identify hydrochemical flowpaths
*Williams, A.J., Crossey, L.J., Karlstrom, K.E., and Asmerom, Y.,
New Mexico Geology, 31(2):52 (2009)

Oxygen isotope trends and interpreted paleoclimate changes across the Late Cambrian positive carbon isotope excursion (SPICE event)
Elrick, M., Rieboldt, S., McKay, R., Runkel, A., and Saltzman, M.,
GSA Annual Meeting, Portland OR., Abstracts with Programs (2009)

Insights into the relationship between continental weathering and glacio-eustasy from cyclostratigraphy and Nd isotope trends
*Theiling, B.P., Elrick, M., Polyak, V., and Asmerom, Y.,
Investigating evidence of high-frequency glacial-eustasy in the Lower Mississippian Lodgepole Formation of SW Montana using oxygen isotopes of conodont apatite
*Wallace, Z.A., and *Elrick, M.,
GSA Annual Meeting, Portland OR., Abstracts with Programs (2009)

Using d18O of Conodont Apatite and Sequence Stratigraphy to Understand Early Triassic (Smithian) Sea-Level Change
*Yurchyk, S., Elrick, M., and Atudorei, V.,
American Geophysical Union (AGU) Annual Meeting in San Francisco, Abstract (2009)

Promoting earth system science literacy through pre- and in-service teacher education at the University of New Mexico
Nyman, M.W., and *Ellwein, A.L.,

Sources of sediment in the current arroyo cycle using a sediment budget for two subbasins of the Rio Puerco, New Mexico
Gellis, A.C., Pavich M.J., *Ellwein, A.L., Wieczorek, M.E., and Viger, R.J.,
Geological Society of America Abstracts with Programs, v. 41, n. 7, p. 228 (2009)

Mid-Pleistocene Orbital and Millennial Scale Climate Change in a 200 ky lacustrine sediment core from SW North America

Magnetic Mineralogy of mid-Pleistocene Sediments From the Valles Caldera, New Mexico
*Donohoo-Hurley, L.L, Geissman, J.W., and Fawcett, P.J.,

Geochemistry and Degassing Systematics of Silicate Magma at Ol Doinyo Lengai, Tanzania.
*de Moor, J.M., Fischer, T.P., King, P.L., Hilton, D.R., Barry, P.H., Sharp, Z.D., Ramirez, C., and Mangasini, F.,

Oldoinyo Lengai gas chemistry from 2005 to 2009: Insights to carbonatite-nephelinite volcanism

Helium and carbon isotope systematics of Rungwe geothermal gases and fluids; southern Tanzania
Barry, P.H., D.R., Hilton, T.P., Fischer, J.M., de Moor, F., Mangasini and C., Ramirez

Overview of chlorine stable isotopes as a fluid tracer in subduction zones
*Barnes, J.D., Sharp, Z.D., and Fischer, T.P.,
Goldschmidt Conference Davos (2009)

The Tonala shear zone and capture of the Chortis Block by the Caribbean plate system
Wawrzyniec, T.F., *Nance, J.D., Geissman, J.W., Molina-Garza, R.S., and *Grow, J.,
The Triassic/Jurassic boundary, Colorado Plateau area, USA: magnetostratigraphic correlation of the Moenave Formation with the strata from St. Audrie's Bay, UK, Morocco, and Newark/Hartford basins
*Donohoo Hurley, L., Geissman, J.W., and Lucas, S.G.,

How does the permanent record (paleomagnetic data) of crustal vertical axis rotations in the western US Cordillera compare with the growing (but short) geodetic record?
Geissman, J. W., Sussman, A., and *Mason, S.N.,

Resolving crustal vertical-axis rotation rates since the Eocene in the western United States
Sussman, A., Geissman, J. W., and Mason, S.N.,

Sussman, A., Geissman, J.W., and *Mason, S.N.,

Preliminary paleomagnetic results from outflow Eocene-Oligocene ash flow tuffs from the western margin of the San Luis Basin: Implications for the kinematic evolution of the Rio Grande rift
*Mason, S.N., Geissman, J.W., and Sussman, A.,

Paleomagnetic, geochronologic, and geochemical data suggest simultaneous emplacement of the early Eocene Shonkin Sag and Square Butte laccoliths, north-central Montana
*George, N.K., Geissman, J.W., Holm, D.K., Heizler, M., Polyak, V., Asmerom, Y., and *Naibert, T.J.,
EOS, Trans. AGU, Fall Meet. Suppl., v. 90, p. GP21B-08 (2009)

Timing, extent, and spatial progression of Neogene displacement transfer, southern Walker Lane, western Great Basin
Geissman, J.W., Oldow, J.S., Stockli, D., and *Grow, J.,

Magma flow pattern in a giant dolerite sill and implications for the Karoo mantle plume hypothesis
Lehman, A., Ferre, E., Geissman, J.W., Marsh, J., Marsh, M.C., Mare, L.P., Ranaweera, C.K., and Maes, S.M.,

Magma flow pattern inferred from magnetic fabrics in a 100 km-long dolerite dike, Karoo LIP, South Africa: Ranaweera, C., Ferre, E., Polteau, M.C., Marsh, M.C., Mare, L.P., Marsch, J., Maes, S.M., and Geissman, J.W.,

Fabrics, internal zonation, and magma flow in small gabbroic sills, Karoo, South Africa
Marsh, M.C., Ferre, E.C., Lehman, A., Ranaweera, C.K., Mare, L.P., Maes, S.M., and Geissman, J.W.,

The Colorado Plateau coring project: the timescale and tempo of biotic change of the early Mesozoic
Olsen, P.E., Kent, D.V., Mundil, R., Irmis, R., Geissman, J.W., Martz, J., and Parker, W.,
Mid-Pleistocene orbital and millennial scale climate change in a 200 ky lacustrine sediment core from SW North America

Climate change projections with observation-based interannual variability [contributed]
D.S. Gutzler
American Meteorological Society Annual Meeting, Phoenix AZ.

Forecasting the North American Monsoon [invited]
D.S. Gutzler
Border Governors Binational Drought Science Conference, San Diego CA.

The role of snowpack and vegetation in land-atmosphere feedbacks in the southwestern United States [contributed]
*S.J., Keller, and D.S. Gutzler
Ecological Society of America Annual Meeting, Albuquerque

Impact of future climate change on ecosystems in the Southwest United States [contributed]
M., Notaro, D. Gutzler, R., Thompson, J., Williams, and Z., Liu
Ecological Society of America Annual Meeting, Albuquerque

The effect of forest fires on the North American Monsoon [contributed]
*L., Van Alst and D.S. Gutzler
New Mexico Water Research Conference, Socorro NM

21st Century drought scenarios for the western U.S. [contributed]
*T.O., Robbins and D.S. Gutzler
New Mexico Water Research Conference, Socorro NM

21st Century climate change projections downscaled to climate divisions [contributed]
D.S. Gutzler
New Mexico Water Research Conference, Socorro NM

Climate change projections for the western U.S. with observation-based interannual variability [contributed]
D.S. Gutzler and *T.O., Robbins
Fifth Southwest Hydrometeorology Symposium, Albuquerque

The impact of tropical cyclones on the rainfall climatology of the North American Southwest region [contributed]
E.A., Ritchie, K., Wood, and D.S. Gutzler
Fifth Southwest Hydrometeorology Symposium, Albuquerque.

Statistics of multi-season drought [contributed]
D.S. Gutzler and D., Kann
Fifth Southwest Hydrometeorology Symposium, Albuquerque

Seasonal snowpack/streamflow relationships [contributed]
*K., Jones and D.S. Gutzler
Fifth Southwest Hydrometeorology Symposium, Albuquerque

Challenges for monitoring and predicting the North American Monsoon [contributed]
D.S. Gutzler
American Geophysical Union Fall meeting, San Francisco CA.
Identification of FeO-rich relict olivines in type IIA chondrules using Fe-Mn systematics
*Berlin J., Jones R.H., and Brearley A.J.,

Primary plagioclase in Type I chondrules in Kainsaz: Evidence for high solid densities during chondrule formation.
*Wick M.J., and Jones R.H.,
72nd Annual Meeting of the Meteoritical Society, Abstract #5315 (2009)

Plagioclase in Type 4–6 ordinary chondrites: An indicator of metamorphic processes
Jones, R.H., and Kovach H.A.,
72nd Annual Meeting of the Meteoritical Society, Abstract #5298 (2009)

Comparison Of The Modern Profiles And Discharge Of The Green And Colorado Rivers And Implications For Epeirogenic Uplift Of The Colorado Plateau And Rocky Mountains
*Darling, A., Karlstrom, K.E., and Kirby, E.,

Mantle Degassing and Travertine Deposits As Neotectonic Indicators in the Great Artesian Basin of Australia
Karlstrom, K.E., Love, A., Crossey, L.J., Priestley, S., Asmerom, Y., and Embid, E.

Transcontinental Geologic Cross Section of the North American Plate Near 36° Latitude, Part I: Western U.S., From The Pacific Oceanic Crust to the Mid-Continent
Muelberger, W.R., Karlstrom, K.E., Saleeby, J., Saleeby, Z., Denison, R.E., Martinez, C., and Hatcher, R.D., Jr.,

Transcontinental Geologic Cross Section of the North American Plate Near 36° Latitude, Part III: Atlantic Ocean Crust to the Mid-Continent
Hatcher, R.D., Jr., Muelberger, W.R., Denison, R., Keller, G.R., Martinez, C.M., Karlstrom, K.E., Saleeby, J., and Saleeby, Z.,

A Salinization Study within the San Acacia Region, Svillete National Wildlife Refuge, New Mexico
*Reyes, F., Crossey, L.J., and Karlstrom, K.E.,
Geological Society of America Abstracts with Programs (2009)

U-Series Dating, Geochemistry, and Geomorphic Studies of Travertines and Springs of the Springerville Area, East-Central Arizona, and Tectonic Implications
*Embid, E., Crossey, L.J., Karlstrom, K.E., Polyak, V.J., and Asmerom, Y.,
Geological Society of America Abstracts with Programs (2009)

The Origin of Dunite and Harzburgite Enclaves in Layered Cumulates of the Ninetyone Mile Creek Canyon Peridotite, Grand Canyon, U.S.A
Low, P.C., Seaman, S.J., Williams, M.L., and Karlstrom, K.E.,
Geological Society of America Abstracts with Programs (2009)

Dynamic Uplift of the Colorado Plateau- Rocky Mountain Region Driven By Asthenosphere-Lithosphere Interactions
Karlstrom, K.E., Van Wijk, J., Coblentz, D., and Crest, Working Group
Geological Society of America Abstracts with Programs (2009)
Geo and Thermochronological Evidence for the Emplacement And Exhumational History of the Twin Lakes Batholith: Implications for the Laramide Orogeny
Feldman, J., Heizler, M., Kelley, S., and Karlstrom, K.E.,
Geological Society of America Abstracts with Programs (2009)

Surprising Predominance of 1.84 Ga and 2.5 Ga Detrital Zircons in the 1.75 Ga Vishnu Schist, Upper Granite Gorge, Grand Canyon, Arizona
*Shouelfdt, O.P., Karlstrom, K.E., and Gehrels, G.E.,
Geological Society of America Abstracts with Programs (2009)

U-Pb Detrital Zircon Geochronology of Paleoproterozoic Orthoquartzites in the Southwestern United States: An Essential Tool for Regional Correlation, Tectonic Studies and More
Jones, J.V. I, Karlstrom, K.E., and Williams, M.L.,
Geological Society of America Abstracts with Programs (2010)

Toward A New Paradigm for the Great Artesian Basin: Hydrologic Mixing, Partitioned Sub-Basins, and Mantle Influences on Groundwater Quality
Love, A., Crossey, L.J., Karlstrom, K.E., Hilton, D.R., Wolaver, B.D., and Rousseau-Gueutin, P.,
Geological Society of America Abstracts with Programs (2009)

Travertine- Depositing Mound Springs of South Australia: Key for Characterizing Groundwater Mixing and Paleohydrology in the Great Artesian Basin
Crossey, L.J., Love, A., Karlstrom, K.E., Hilton, D.R., and Keppel, M.,
Geological Society of America Abstracts with Programs, v. 41, no.7, p. 28 (2009)

An Integrated Geochemical and Structural Study of the Sevilleta National Wildlife Refuge: Geochemistry and Salinity Sources of Waters Spanning the Rio Grande Rift, New Mexico
*Williams, A., Crossey, L.J., and Karlstrom, K.E.,
Geological Society of America Abstracts with Programs (2009)

Incision History of the Colorado River System over the last several Ma from Cosmogenic burial dating of high terrace gravels
*Darling, A.L., Karlstrom, K.E., Kirby, E., Ouimet, W.B., Aslan, A., and Granger, D.E.,
AGU Fall Meeting, T43d-2154 (2009)

Joint Inversion of Teleseismic Body Wave Residuals and Joint Inversion of Teleseismic Body Wave Residuals and Bouguer Gravity Data to Constrain the Origin of the Colorado Rockies
Maccarthy, J.K., Aster, R.C., Hansen, S.M., Stachnik, J.C., Dueker, K.G., and Karlstrom, K.E.,
AGU Fall Meeting, S13b-1745 (2009)

Tectonic, Lithologic and Climatic Controls on Stream Gradients Across the Colorado Plateau and Rocky Mountains
Ouimet, W.B., Kirby, E., and Karlstrom, K.E.,
AGU Fall Meeting, Ep41b-0607 (2009)

Biogeomorphology and soil geomorphology of small, semi-arid basins, northeastern Arizona: Influences of topoclimate and climate variation
*Roberts, I., McFadden, L.D., McAuliffe, J., Meyer, G., Scuderi, L.,

Black Mesa revisited: New OSL ages provide evidence of MIS3 and MIS2 eolian activity on Black Mesa, northeastern Arizona
*Ellwein, A., Mahan, S., and McFadden, L.D.,
Geoscience field courses for in-service teachers: reflecting on place and process

Ellwein, A.L., and Nyman, M.W.,

Promoting earth system science literacy through pre- and in-service teacher education at the University of New Mexico

Nyman, M.W., and Ellwein, A.L.,

Preliminary evidence for a debris flow gully slope-area relationship on Mars and implications for a source liquid

Lanza, N.L., G.A. Meyer, C., Okubo, H.E., Newsom, and R.C., Wiens

Controls on the geomorphic signature of Holocene climate on rivers in northern Yellowstone National Park


Climate change and local geomorphic controls on fluvial processes on small streams in northern Yellowstone

Persico, L.P., and Meyer, G.A.,

How does Holocene climate change drive wildfires, sediment delivery from hillslopes, and main channel response?

Pierce, J.L., Meyer, G.A., Nelson, N.A., Svenson, L., and Riley, K.,

Terrace records of Holocene incision, aggradation, and relationships between hillslope erosion and main channel processes in central Idaho

Pierce, J.L., Meyer, G.A., and Rittenour, T.M.,

Teaching Physical Geology with a Learning Activity Sequence Motivates Student Interest, Learning, and Success

Pun, A., and Smith, G.A.,
Geological Society of America Abstracts with Programs, v. 41, no. 7, p. 94 (2009)

Corrected chemical signatures in Stardust glass reveal Wild 2 particles that resemble matrix grains of aggregate IDPs

F.J.M. Rietmeijer
Lunar and Planetary Science, 40, #1189, Lunar and Planetary Institute, Houston

Light scattering by fluffy low-silica Al-Fe-SiO and Ca-SiO smokes obtained by non-equilibrium vapor phase condensation

Lunar and Planetary Science, 40, #1742, Lunar and Planetary Institute, Houston

Ideas on the Cenozoic evolution of the Colorado Plateau, NSF-Computational Infrastructure for Geodynamics

Roy, M.
GLADE Meeting, 2010

Explore New Mexico with EarthScope

Roy, M.
NSF Earthscope Workshop, Sept, 2009

Rio Grande Rift GPS measurements 2006-2009

H. Berglund, A. Sheehan, R. Steven Nerem, J. Choe, A.R. Lowry, M. Roy, F. Blume, M. Murray
American Geophysical Union Meeting, 2009.
Rio Grande Rift GPS measurements 2006-2008
H. Berglund, A. Sheehan, A.R. Lowry, R. S. Nerem, J. Choe, M. Roy, F. Blume

Rio Grande Rift GPS measurements 2006-2008
H.T. Berglund, A.F. Sheehan, W.M. Szuliga, M. Roy, R.S. Nerem, A.R. Lowry, and F. Blume
(In SSA 2009; abstracts of the annual meeting, Rowe,) Seismological Research Letters, 79 (2):274

Evidence for stress rotation near the West Salton detachment fault (WSDF), Salton Trough, California
Geological Society of America Abstracts with Programs, v. 41, no. 7, p. 50 (2009)

HP/UHP fluids preserved in Mn-rich garnets from Lago di Cignana, Italy
*Hawkins A.T., Selverstone J., King P.L., and Frezzotti M.L.,

Chlorine Isotopic Heterogeneity in Mantle Peridotites from the Ivrea Zone
*Halick M.A., Selverstone J., Sharp Z., and Barnes J.D.,
EOS Trans. AGU, 90(52), Fall Meet. Suppl., Abstract V31F-03 (2009)

Is low-angle normal fault slip aided by local stress rotations?
*Luther, A., Axen, G.J., Selverstone, J., and Khalsa, N.**

A review of chlorine stable isotopes as a fluid tracer in subduction zones (invited)
*Barnes, J D., Sharp, Z.D., and Fischer, T.P.,

Chlorine Stable Isotope Gas and Ash Geochemistry from the Central American Subduction System
*Barnes, J.D., Sharp, Z.D., and Fischer, T.P.,
Margins Meeting (2009)

Revised Phanerozoic atmospheric CO₂ concentrations from paleosol carbonate (invited Keynote)
*Breecker, D.O., Sharp, Z.D., McFadden, L.D., and Quade, J.

Seasonal bias in the formation and stable isotopic composition of pedogenic carbonate in modern soils from central New Mexico, USA.
*Breecker, D.O., Sharp, Z.D., and McFadden, L.D.,
(2009)

Photosynthetic discrimination drives seasonal variations in the δ¹³C value of soil-respired CO₂ in mixed C3-C4 ecosystems from central New Mexico
*Breecker, D.O., Sharp, Z.D., McFadden, L.D., and Litvak, M.E.

The role of dehydrogenation on the hydrogen contents and △D values of kaersutites
King, P.I., Guan, Y., Vennemann, T.W., Leshin, L.A. and Sharp, Z.D.,

Stable water isotopologues applied to detection of biospheric influences on CO₂ and other gases at Mauna Loa.
Noone, D.C., Galewsky, J., Sharp, Z.D., Barnes, J.E., and Worden, J.,
AGU, 90(52), Fall Meet. Suppl., Abstract: B52B-02 (2009)
Rate and $\delta^{13}C$ values of CO$_2$ produced during short-term online incubation experiments indicate two different processes with distinct carbon sources
Osuna, R., *Breecker, D.O., and Sharp, Z.D.,

Nitrogen isotope geochemistry as a volatile tracer of the deep mantle: insights from Iceland
AGU, 90(52), Fall Meet. Suppl., Abstract: D141A-1773 (2009)

Sharp, Z.D., and Draper, D.S.

Core/Mantle Partitioning of Chlorine and a New Estimate for the Hydrogen Abundance of Earth
Sharp Z.D., Draper D.S., and Agee C.B.,

The Chlorine Isotope Composition of the Moon
Sharp Z.D., Shearer C.K. Jr., and *Barnes J.D.,

Using knowledge surveys to assess student learning gains and instruction
G.A. Smith
Program, Success in the Classroom: Sharing Practices that Work, p. 13

Characterization of a volcanically impacted, overfilled continental rift basin within the southeastern Jemez Mountains, New Mexico
*A.E. Edelman and G.A. Smith
Geological Society of America Abstracts with Programs, v. 41, no. 7, p. 644

Simultaneous magmatic/hydromagmatic eruptions reveal magma interaction with heterogeneous aquifers
G.A. Smith
Geological Society of America Abstracts with Programs, v. 41, no. 7, p. 646

Using What You Already Do to Do Assessment
G.A. Smith and T. Root
Program, New Mexico Higher Education Assessment and Retention Conference, p. 4 (2009)

Distributive fluvial systems of the Chaco Plain – satellite image assessment of fluvial form and facies distributions
AGU Fall Meeting, San Francisco (2009)

Representations of aquifer analog heterogeneity for groundwater modeling from lidar imaging of outcrops
*Nichols, E.M., Weissmann, G.S., and Wawrzyniec, T.F.,
AGU Fall Meeting, San Francisco (2009)

The ongoing avulsion of the Taquari River, Geomorphic and vegetative change
*Buehler, H., Scuderi, L.A., Weissmann, G.S., and Hartley, A.J.,
AGU Fall Meeting, San Francisco (2009)

Geochemistry and the understanding of groundwater systems
Glynn, P., Plummer, N., Weissmann, G.S., and Stute, M.,
AGU Fall Meeting, San Francisco (2009)
Non-stationary hydrostratigraphic model of cross-cutting alluvial fans
Meirovitz, C., Fogg, G.E., Weissmann, G.S., LaBolle, E., Sager, J., and Roll, L.,
AGU Fall Meeting, San Francisco (2009)

Fluvial-eolian interaction in modern continental sedimentary basins
Weissmann, G.S., and Hartley, A.J.,
GSA Annual Meeting, Portland (2009)

Channel bifurcation and slope on braided distributive fluvial systems
Olson, M.E., Weissmann, G.S., Hartley, A.J., and Scuderi, L.A.,
GSA Annual Meeting, Portland (2009)

The ongoing avulsion of the Taquari River and example of nodal avulsion on a distributive fluvial system
GSA Annual Meeting, Portland (2009)

Building a 3D representation of outcrop heterogeneity from lidar imagery
Nichols, E.M., Weissmann, G.S., Wawrzyniec, T.F., and Frechette, J.,
GSA Annual Meeting, Portland (2009)

Non-stationary hydrostratigraphic model of cross-cutting alluvial fans
GSA Annual Meeting, Portland (2009)

Glacially-driven stratigraphic sequence development in the San Joaquin Valley fluvial fans and potential implications for artificial recharge projects
Weissmann, G.S.,

Causal factors of non-Fickian dispersion explored through measures of aquifer connectivity
McKenna, S.A., Klise, K.A., Tidwell, V.C., Lane, J.W., Weissmann, G.S., Wawrzyniec, T.F., and Nichols, E.M.,
IAMG 09 (International Association for Mathematical Geology) Conference, Stanford, CA. (2009)

A new view of aggradational fluvial systems – the distributary fluvial system (DFS) paradigm
Weissmann, G.S., Hartley, A.J., Nichols, G.J., Scuderi, L.A., Olson, M., Buehler, H., and Banteah, R.,
AAPG Annual Convention and Exhibition, Denver, Colorado (2009)

The influence of heterogeneity at multiple scales on groundwater flow and contaminant transport
Weissmann, G.S.,
7th Washington Hydrogeology Symposium, invited keynote address (2009)

The distributary fluvial systems (DFS) paradigm: re-evaluating fluvial facies models based on observations from modern continental sedimentary basins, Rivers to Rock Record
Weissmann, G.S., Hartley, A.J., Nichols, G.J., Scuderi, L.A., Olson, M., Buehler, H., and Banteah, R.,
Aberdeen Scotland (invited keynote address) (2009)

Sandstone body architecture in ancient distributary fluvial systems, Rivers to Rock Record
Nichols, G., Fisher, J., Hartley, A., Kape, S., and Weissmann, G.S.,
Aberdeen Scotland (2009)

Distributary fluvial systems: characteristics, distribution, and controls on development, Rivers to Rock Record
Hartley, A.J., Weissmann, G.S., Nichols, G.J., and Warwick, G.L.,
Aberdeen Scotland (2009)
Where do meanderbelts form in modern continental sedimentary basins, Rivers to Rock Record
Weissmann, G.S., Hartley, A.J., Nichols, G.J., Scuderi, L.A., Olson, M., Buehler, H., and Banteah, R.,
Aberdeen Scotland (2009)

Distributary fluvial system terminations in drylands: facies characterization in cratonic and foreland basins, Rivers to Rock Record
Davidson, S.K., Hartley, A., and Weissmann, G.S.,
Aberdeen Scotland (2009)
3. EXTERNALLY FUNDED RESEARCH GRANTS AND CONTRACTS

Awarded in January 1, 2009 – June 30, 2010

New Grants in 2009

Alliance for Minority Programs: Undergraduate Research Support at the University of New Mexico
L.J. Crossey, P.I.,
New Mexico State University/NSF
08/1/09-07/31/10: $55,000

Continental Smokers: evaluating mantle degassing, CO2 flux, geomicrobiology, and water quality in extensional continental regimes
L.J. Crossey, Pl., and K.E. Karlstrom, P.C. Takacs-Vesbach (Biology)
NSF Hydrologic Sciences, $294,561 (8/1/2009-7/31/2011)

Testing for high-frequency (10^4-10^5 yr) glacio- and thermo-eustasy in greenhouse and transitional climates using oxygen isotopes of conodont apatite
M. Elrick and Z. Sharp, PIs
National Science Foundation, $298,500, 6/09-6/12

Pathways II: Earth Science as a Pathway to Inquiry to the New Mexico Public Education Department (MNPED)
A. Ellwein and M. Nyman
$100K, July 2009

Sandia National Laboratories Cyber Grant Program
A. Ellwein and M. Nyman
$40K April 2010

A high-resolution middle Pleistocene paleoclimate record from the Valles Caldera, New Mexico
P.J. Fawcett, PI, Co-I. Z.S. Sharp, J.W. Geisssman, R. Scott Anderson (Northern Arizona University), E. Brown and J. Werne (University of Minnesota Duluth)
National Science Foundation, P2C2 Program, Sept 1, 2009 to August 31, 2011, $651,581 total; $215,925 to UNM

Acquisition of a tunable diode laser absorption spectroscopic isotope analyzer and peripheral induction furnace
Z. Sharp, PI and J. Galewsky

Cyberinfrastructure development for the western consortium of Idaho, Nevada, and New Mexico
W. Michener, PI and J. Galewsky
National Science Foundation, EPSCoR, 2009-2012; $200,000

Support for the Fifth Southwest Hydrometeorological Symposium
D. Gutzler, Pl
University Corporation for Atmospheric Research / COMET National Weather Service Partners Program
12 months, Jul 09-Jun 10 ($12K)

Early solar system materials: Chemical, petrologic and isotopic investigations
R.H. Jones, Pl
NASA/Cosmochemistry
$484,000; 4/01/2009 to 3/31/2012
R. Jones salary support: 5 months / year
Electron Microbeam Instrumentation: Development of Interpretive Material for Outreach Opportunities
R.H. Jones, PI
NASA / Education and Public Outreach
$28,970; 4/01/2009 to 3/31/2012
R. Jones salary support: 0 months

Supplement to: The Trail of Time: A Geoscience Exhibition at Grand Canyon National Park
K.E. Karlstrom and L.J. Crossey
National Science foundation Informal Science Education Program, (06/01/2006 to 05/31/2010), $200,000 to UNM

Workshop grant for the opening of the Trail of Time: A Geoscience Exhibition at Grand Canyon National Park
K.E. Karlstrom and L.J. Crossey
National Science Foundation GeoScience Education Program $50,000 to UNM (2010)

Predicting the impacts of future greenhouse warming and associated climate changes on hill slopes of drylands of the American southwest
L.D. McFadden, PI
UNM Research Allocation Grant, $4000, 5/1/09-9/30/09

Studies of the nucleation, growth, and metamorphism of refractory materials: Simple analogs of complex natural samples
F.J.M. Rietmeijer (Co-Investigator)
$477,900; April 1, 2007 to May 31, 2011

HRTEM Petrology of comet Wild 2 dust captured in STARDUST silica aerogel
F.J.M. Rietmeijer (Principal Investigator)
National Aeronautics and Space Administration
$290,450; July 1, 2007 to June 30, 2010

Collaborative Research: Evaluating the roles of melt migration and mantle flow in lithospheric evolution: the Colorado Plateau as a geodynamic laboratory for EarthScope
Pis: M. Roy, B. Holtzmann, J. Gaherty
NSF-Earthscope; $221507 to M. Roy

DTRA JUP 2010: Geographic Information Systems Mapping and Analysis of Infectious Disease Outbreaks in East Africa (Kenya, Uganda, Tanzania)
L. Scuderi, Co. Investigator
US Defense Threat Reduction Agency
$600,000 to CREATE (exact amount may increase depending on final tasking) 2010-2013

FSRG Consortium: Fluvial Systems Research Group
L. Scuderi, Co.PI., with G.S. Weissmann, (A. Hartley and G. Nichols in England) Conoco/Phillips, British Gas, Total (France), Chevron
$600,000 ($200,000 yr for a three year initial period with follow ups) 2009-2012

UNM LRAC 2010. Evaluating links between climate change and recent enhanced tree growth at upper altitude sites in the western United States
L. Scuderi, PI
University of New Mexico, Research Allocation Committee, $4,000, 2010-2011

Linked isotopic (Cl, O, H) and petrologic studies of fluid-rock interaction during the subduction cycle
J. Selverstone and Z. Sharp
National Science Foundation, $270,001; 6/1/09-5/31/12
Developing Collaborative Learning Communities in Large-Enrollment Courses to Promote the Success of First-Generation Students
G.A. Smith
Walmart Minority Student Success Initiative, Institute for Higher Education Policy
March 2010 – September 2011, $105,600

Fluvial Systems Research Group (FSRG): The Characterisation of distributive fluvial systems for hydrocarbon exploration and production – a consortium funded by BG, ConocoPhillips, and Total
A. Hartley (University of Aberdeen) G. Nichols (Royal Holloway, University of London) and L. Scuderi (UNM)
$214,270 for 3 years (2009-2012)

Grants and Awards current in the period January 1, 2009 – June 30, 2010 (continued from previous years)

Partial support for the acquisition of a Focused Ion Beam/FEGSEM for integrated mineralogical and isotopic analyses of extraterrestrial materials
A.J. Brearley (PI)
NASA Planetary Major Equipment Program
$350,000 (1 May, 2008 – 30 April 2009)

Upgrade of analytical transmission electron microscope facilities: Acquisition of an energy dispersive X-ray analysis system
A.J. Brearley (PI)
NASA Cosmochemistry Program
$20,000 (1 May 2008-30 April 2009)

Formation and alteration histories of chondritic materials
A.J. Brearley (PI) Program
NASA Cosmochemistry
$850,000 (1 April, 2006-31st March 2011).

Integrated mineralogical and isotopic studies of STARDUST cometary samples
A.J. Brearley (P.I.) – NASA Stardust Data Analysis Program
$199,000 (1 May 2007-30 April 2010)

Mechanisms and kinetics of aqueous alteration reactions in chondritic meteorites
A.J. Brearley (PI)
NASA Origins of Solar Systems program

Alliance for Minority Programs: Undergraduate Research Support at the University of New Mexico
L.J. Crossey, P.I.,
New Mexico State University/NSF, 11/1/08-10/31/09
$55,000
Track I, GK-12: Ecohydrogeology in the Middle Rio Grande Environment
L.J. Crossey, Co-I; with S. Collins (UNM, Bio)
National Science Foundation HER (0538396)
$1,664,336; 04/01/06-03/31/10

The Trail of Time: Informal Science Education initiative at Grand Canyon
L.J. Crossey, Co-I., K.E. Karlstrom, and S. Semken (ASU)
National Science Foundation Informal Science Education Program
$1,829,450; 7/31/06 to 8/1/10

Collaborative Research: Biogenic cave carbonates: Identifying surface carbon input to subsurface ecosystems
L.J. Crossey, PI., Co-I., D. Northup (Biology), M. Spilde (IOM)
National Science Foundation Low-temperature Geochemistry and Geobiology Program
$112,982; 09-1-07 to 08-31-10

Louis Stokes Alliance for Minority Participation - Bridge to the Doctorate VI
L.J. Crossey, PI
National Science Foundation Human Resources Division
$949,716; 9/1/2008-8/31/2010

Sevilla Springs
L.J. Crossey, PI., and A. Williams
Water Resources Research Institute
$5,000; 9/1/2008-8/30/2009

Middle Paleozoic climatic and sea-level changes and their influence on marine community evolution: a comparison of models from Perunica microcontinent and Laurussian continent
M. Elrick, PI., and co-PI Jiri Fryda, Czech Geological Survey
AMVIS (American Science Information Center-joint cooperative U.S.-Czech Republic)
$150,000; 2008-2012

Using oxygen isotopes from apatitic conodonts to understand the origins of Paleozoic-Triassic 3rd-order (My-scale) sea-level changes
M. Elrick and Z. Sharp, PIs
National Science Foundation
$205,183; 2005-2009

Acquisition of instrumentation for volatile analyses in Earth Sciences
T. Fischer, PI, L.J. Crossey, co-PI
National Science Foundation EAR IF
$183,318; 08/20/08 – 08/19/10

Constraining the process of volatile transfer from the subducted slab to the surface using phenocrysts of recently erupted tephras from the Izu-Bonin-Marianas arc
T. Fischer
National Science Foundation OCE MARGINS
$75,095.00; 03/28/07 – 03/27/09, extended for one year

Chlorine Isotope Geochemistry of Volcanic Systems
J. Barnes, Z. Sharp and T. Fischer
National Science Foundation EAR
$138,924.00; 05/29/07 – 05/28/09
<table>
<thead>
<tr>
<th>Title</th>
<th>Principal Investigator(s)</th>
<th>Funding Agency</th>
<th>Funding Amount</th>
<th>Project Duration</th>
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<tr>
<td>Climate change impacts on New Mexico's mountain sources of water</td>
<td>W. Michener and J. Galewsky</td>
<td>National Science Foundation EPSCoR</td>
<td>$600K; 2008-2013</td>
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<td>Collaborative research: Identification of the plate boundary between</td>
<td>W. Geissman</td>
<td>National Science Foundation, Tectonics</td>
<td>$104,473 (request, UNM component, two years)</td>
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<td>India and Indochina through integrated petrologic, structural, and</td>
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<td>paleomagnetic analyses</td>
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<td>Integrated Stratigraphic, Geomorphic, Sedimentologic, Numeric, and</td>
<td>G. Smith and J. W. Geissman</td>
<td>National Science Foundation, EAR, Geology and Paleontology</td>
<td>$147,210 (three years)</td>
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<td>Experimental Study of Hanging Wall Ramp Architecture in Continental</td>
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<td>Half Grabens</td>
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<td>Collaborative Research: Integrated Tectonic and Paleomagnetic Study</td>
<td>J. W. Geissman</td>
<td>National Science Foundation, EAR, Tectonics</td>
<td>$181,000 (three years)</td>
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<td>of the Early Cenozoic Rotation and Extrusion of Asian Crust Around the</td>
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<td>Eastern Himalayan Syntaxis</td>
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<td>A collaborative paleomagnetic, remote sensing, and field investigation</td>
<td>T. Wawrzyniec and J. W. Geissman</td>
<td>American Chemical Society, Petroleum Research Fund</td>
<td>$80,000, August 1, 2006, through August, 2008 (with one year no-cost extension)</td>
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<td>of the Neogene fragmentation of the Maya Block, with implications for</td>
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<td>the Jurassic opening of the Gulf of Mexico</td>
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<td>Constraints from magnetic fabrics and paleomagnetism in the Karoo</td>
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<td>large igneous province</td>
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<td>ICDP Workshop on the Colorado Plateau Coring Project: 100 Million</td>
<td>J. W. Geissman, G. H. Bachmann, Martin-Luther-Universität Halle-Wittenberg, R. C.</td>
<td>International Continental Drilling Program</td>
<td>$35,000, May 1, 2009, through December 1, 2009</td>
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<td>Years of Climatic, Tectonic, and Biotic Evolution in Continental</td>
<td>Blakey, Northern Arizona University, D. V. Kent, Rutgers University, W. M. Kittschen,</td>
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<td>Cores</td>
<td>Universiteit Utrecht, P. E. Olsen, Columbia University, J. Sha, Nanjing Institute of</td>
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<td>Geology and Paleontology, Nanjing, International Continental Drilling Program</td>
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<td>Collaborative Research: Terrestrial Paleoenvironmental record</td>
<td>J. W. Geissman and P. Renne (University of California, Berkeley)</td>
<td>National Science Foundation, EAR, Sedimentary Geology and Paleobiology</td>
<td>$136,967, February 1, 2008 through January 31, 2010</td>
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<td>through the Permian-Triassic transition of Texas and New Mexico</td>
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<td>Collaborative Research: A high-resolution middle Pleistocene</td>
<td>P. J. Fawcett, Z. Sharp, and J. W. Geissman</td>
<td>National Science Foundation Paleo Perspectives on Climate change (P2C2)</td>
<td>$215,925, June 1, 2009 through May 31, 2011</td>
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<td>paleoclimate record from the Valles Caldera, New Mexico</td>
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The North American Monsoon System Climate Process Team
J. Schemm, PI., NOAA; UNM co-PI., D. Gutzler
NOAA Climate Program Office/Climate Prediction Program for the Americas
36 months, June 05-June 08 + no-cost extensions, $230K/yr ($33K/yr to UNM).

The Seasonal Cycle of Drought
D. Gutzler, PI
NOAA Climate Program Office/Climate Prediction Program for the Americas
$65K; 7/07-05/09 + no-cost extension

Petrologic, Chemical and Experimental Investigations of Early Solar System Materials
R.H. Jones, PI
NASA/Cosmochemistry
$351,000; 4/01/2006 to 3/31/2010
R. Jones salary support: 4 months / year (to 3/31/2009)

Chlorine isotope distribution in chondritic meteorites: Search for multiple nebular reservoirs
Z. D. Sharp, PI, Co-Investigators, R.H. Jones and A.J. Brearley
NASA/Origins of Solar Systems
$148,061; 5/01/2008 to 4/30/2011
R. Jones salary support: 0.5 months/year

Collaborative Research: CREST: Colorado Rockies Experiment and Seismic Transects
K.E. Karlstrom, Co-PIs., K. Dueker, R. Aster, E. Kirby, L.J. Crossey and others
National Science Foundation Continental Dynamics Program
$299,457 to UNM; 01/01/2007-12/31/2011

Collaborative Research: Testing models for incision and neotectonics of the Grand Canyon region: field studies, Ar-Ar dating of Neogene basalts, and detrital zircon and monazite analysis of quartzite cobbles
K.E. Karlstrom and Co-PI., L.J. Crossey
National Science Foundation Tectonics Program
$159,964 to UNM; 7/15/07 to 6/30/10

Research Experience for Undergraduates (REU) Site: New Mexico Sevilleta LTER REU Site Program
Collins, S., P.I., McFadden, L.D., Co-P.I.,
National Science Foundation
$267,465; 4/01/08-3/30/11

Stable Isotope Profiles in Modern Desert Soils
Z. Sharp, PI., L.D. McFadden, Co-PI.
National Science Foundation
$95,007; 7/1/2007-6/30/2009

New Mexico Alliance for Faculty Diversity, Partnerships for Adaptation, Implementation and Dissemination (PAID)
T. Stirling, PI., L.D. McFadden, one of several co-P.I.s at 4 institutions
National Science Foundation
$655,400; UNM share, $77,700, 1/1 2007 – 12/31/ 2009

Phase II, Geomorphic influence of beaver on fluvial systems in northern Yellowstone
G. Meyer, PI
U.S. National Park Service – Colorado Plateau Cooperative Ecosystem Studies Unit
$4150; 9/1/2009-8/31/2010
Geomorphic influence of beaver on fluvial systems in the greater Yellowstone ecosystem
G. Meyer, PI
NSF Geomorphology and Land Use Dynamics Program, EAR 0844293
$184,986; 1/31/2009-12/31/2011

Geomorphic influence of beaver on fluvial systems in northern Yellowstone
G. Meyer, PI
U.S. National Park Service – Colorado Plateau Cooperative Ecosystem Studies Unit
$11,995; 09/1/2008-8/31/2009

Coupling of hydrologic-hydraulic models and aerial photos through time
G. Meyer, PI; and J. Coonrod, co-PI
U.S. Army Corps of Engineers – Urban Flood Demonstration Program
$100,633; 7/2006-7/2009

Studies of the nucleation, growth, and metamorphism of refractory materials: Simple analogs of complex natural samples Remove from new grants
F.J.M. Rietmeijer (Co-Investigator)
$477,900; 04/1/11 to 5/31/11

HRTEM Petrology of comet Wild 2 dust captured in STARDUST silica aerogel
F.J.M. Rietmeijer, PI Remove from new grants
National Aeronautics and Space Administration
$290,450; 07/1/07 to 6/30/10

Collaborative Research: Interpretations of seismic anisotropy in terms of the long-term tectonic history of the Western US
PIs: J. Gaherty, M. Roy, A. Lerner-Lam
National Science Foundation, Earthscope; ($118K to MR; 2006-08)

Collaborative Research: Crustal deformation measurements and a multidisciplinary geophysical investigation of the Rio Grande Rift
PIs: A. Sheehan, S. Nerem, A. Lowry, and M. Roy
National Science Foundation, EAR-Earthscope Program ($124K to MR, $605K total, July 2005-July 2011)

NSF CI 075336: CI-TEAM Implementation Project: Advancing Cyberinfrastructure-based Science through Education, Training, and Mentoring of Science Communities
L. Scuderi, Co-I., and PI. D. Pennington
National Science Foundation
$916,000; for consortium (UNM, UA, ASU, NAU) ($249,668 at UNM) 2006-2010

Collaborative research: What is the strength of low-angle normal faults?
G.J. Axen (New Mexico Tech) and J. Selverstone
National Science Foundation
$148,564; UNM component; 6/1/08-5/31/11

Integrated stratigraphic, geomorphic, sedimentologic, numeric, and experimental study of hangingwall ramp architecture in continental half grabens
G.A. Smith and J.W. Geissman
National Science Foundation
$151,966; 3/04/2-09

Collaborative Research: Intercomparison of Atmospheric Water Vapor Isotope Measurements from Mauna Loa, Hawaii and Implications for Characterizing Subtropical Humidity
Z. Sharp, PI., Co-I., J. Galewsky and D. Noone (Univ., of Colorado)
$67,413; ATM, 09/15/08, 12 months
Breath Test Surrogate for TB Drug Trials
Z. Sharp, Co-I and G. Timmins
NIH
4/09, 24 months

SGER: Chlorine Isotopes as Tracers of Subduction Zone Fluids
Z. Sharp, PI
EAR
06/01/06, 24 months, $82,163

Collaborative Research: The Nitrogen Isotope Systematics of the Icelandic Mantle
EAR
$239,340; 02/01/06, 36 months

Chlorine isotope distribution of chondritic meteorites: Search for multiple nebular reservoirs
Z. Sharp, PI., Co-I., A.J. Brearley and R. Jones
NASA
$156,128; 05/01/08, 24 months

The Department of Energy (DOE-BES): Investigation into the relationship between heterogeneity and heavy-tailed solute transport
(Principal Investigators: G.S. Weissmann, S. McKenna and V. Tidwell, Sandia National Laboratory, D. Benson, Colorado School of Mines).
$30,000; $15,000 for 2007

(Principal Investigators: G.S. Weissmann, R. Allen-King, University of Buffalo, C. Murray, Pacific Northwest National Laboratory).
$296,895; 5/2006
4. RESEARCH PROJECTS IN PROGRESS

Adrian Brearley, Professor

Manuscripts in press or submitted

Early solar system processes recorded in the matrices of two highly pristine CR3 carbonaceous chondrites, MET00426 and QUE99177.
Abreu, N.M. and Brearley, A.J. (2010)
Geochimica et Cosmochimica Acta 74, 1146-1171.

Dust particle size evolution. In ‘Protoplanetary Dust’ Edited by Daniel Apai and Dante Lauretta,

Fe/Mn Systematics of Chondrule Olivine: Fe-Mn systematics of type IIA chondrules in ordinary and carbonaceous chondrites.
Berlin, J., Jones, R.H. and Brearley, A.J. (2010)

Deciphering the Nebular And Asteroidal Record of Silicates and Organic Material in the Matrix of the Reduced CV3 Chondrite Vigarano.
Abreu, N.M. and Brearley, A.J. (2010)
Meteoritics and Planetary Science (in review)

Fluid Control on microcracking in eclogites and implications for subduction-zone seismicity.
Selverstone, J. and Brearley, A.J. (2010)
Nature Geosciences (in review).

Manuscripts in preparation

Metasomatism and metamorphism in chondritic meteorites: A review (with Sasha Krot).

A comparison of fine-grained rim compositions in the CM chondrites, Y791198 and ALH 81002 (with Lysa Chizmadia).

Chrysotile nanotubes as hosts for chlorine in serpentinites (with Jaime Barnes and Zach Sharp).

Zoning and Mn-Cr isotope systematics of carbonates in the ALH84034 CM carbonaceous chondrites: Evidence for prolonged aqueous activity on the CM2 chondrite parent body (with Ian Hutcheon).

Hydrous phases of martian origin in ALH84001.

Ubiquitous nanophase carbides in CM2 chondrites: Evidence for widespread Fischer-Tropsch catalysis reactions in the early solar system

Iron carbides in the Vigarano CV3 chondrite; Constraints on the conditions of asteroidal aqueous alteration (with Neyda Abreu).
Unfunded proposals

Experimental Constraints on the Origin of Sulfide Minerals in Chondritic Meteorites
A.J. Brearley (PI)
NASA Origins of Solar Systems Program
$495,501

Laura J. Crossey, Professor

Manuscripts accepted in press


Submitted pending 2008

New, GK-12: ENvironmental CHAnge for New Mexico Teaching (ENCHANT)
PI: w/ S. Collins (Biology), R. Kitchen (Math)
NSF Education/Human Resources, $2,975,222 (8/1/2008-7/31/2013).

Louis Stokes Alliance for Minority Participation - Bridge to the Doctorate VIII
PI
NSF Human Resources Division; 9/1/2010-8/31/2013; $949,716. [Funded]

Supplement to: The Trail of Time: A Geoscience Exhibition at Grand Canyon National Park: $200,000 (06/01/2006 to 05/31/2010); NSF Informal Science Education Program: PI Karl Karlstrom, Co-I Laura Crossey [ Funded]

Workshop grant for the opening of the Trail of Time: A Geoscience Exhibition at Grand Canyon National Park: $50,000; NSF GeoScience Education Program: PI Karl Karlstrom, Co-I Laura Crossey [ Funded]
Maya Elrick, Associate Professor

Manuscripts in preparation

Oxygen isotope trends and interpreted paleoclimate changes across the Late Cambrian positive carbon isotope excursion (SPICE event), Elrick, M., Rieboldt, S., McKay, R., Runkel, A., Saltzman, M., Geology.

Manuscripts in press or submitted

Stratigraphic and oxygen isotope evidence for My-scale glaciation driving eustasy in the Early-Middle Devonian greenhouse world
Elrick, M., S. Berkyová, G. Klapper, Z. Sharp, M. Joachimski, J. Fryda

Carbon and oxygen isotope evidence for high-frequency (104-105 yr) and My-scale glacio-eustasy in Middle Pennsylvanian cyclic carbonates (Gray Mesa Formation), central New Mexico, Elrick, M. and Scott, L.A., Palaeogeography, Palaeoclimatology, Palaeoecology (submitted).

In review

New OSL ages provide evidence of MIS3 and MIS2 eolian activity on Black Mesa, northeastern Arizona, USA
Ellwein, A.L., Mahan, S., and McFadden, L.D., Quaternary Research, accepted with revisions

Sources of sediment in the current arroyo cycle using a sediment budget for two subbasins of the Rio Puerco, New Mexico.
Gellis, A.C., Pavich M.J., Ellwein, A.L., Wieczorek, M.E., and Viger, R.J.,

Amy Ellwein, Lecturer III, Natural Science Program

Research Projects in Progress

Co-PI with Matt Nyman on an in-service K-5 teacher professional development project funded by the New Mexico Public Education Department with Bernalillo Public Schools, Pathways II: Earth Science as a Pathway to Inquiry. This highly successful one-year project is in its final stages.

Ongoing dissertation research in soil geomorphology - plan to defend in Fall 2010.

Submitted proposal

Completed pre-proposal submitted to NSF Discovery Research K12 Program; did not submit full proposal.

Unsuccessful proposal

Collaborated on proposal to NSF Research Experiences for Teachers program with Nanoscience and Microsystems (NSMS) faculty in Engineering (Dr. Abhaya Datye), Chemistry (Dr. Deborah Evans), and with Dr. Nyman; not funded.
Peter J. Fawcett, Associate Professor

Manuscripts in preparation

A reevaluation of the timing and extent of middle and late-Holocene glaciations and climatic conditions in the Sierra Nevada
Scuderi, L.A. and Fawcett, P.J.,
To be submitted Quaternary Research

Paleolimnological record of late Quaternary climate change from Laguna El Fresnal, northern Mexico
Fawcett P.J. and Castiglia, P.J.*, To be submitted to Paleolimnology.

Lacustrine and alluvial stratigraphy of Holocene pluvial Lake Palomas shorelines, El Fresnal Basin, Chihuahua, Mexico
Fawcett, P.J., and Parker, J.*, To be submitted to Quaternary Research

Journal Articles Submitted:

Coupled Warming and Aridity in the American Southwest During mid-Pleistocene Interglacials,

Tobias Fischer, Associate Professor

In press

Quantifying Inorganic Sources of geochemical energy in hydrothermal ecosystems, Yellowstone National Park, USA.

Decoupling of the He and Ne isotope systematics of the Icelandic mantle: the role of He depletion, magma mixing and degassing fractionation.

Monitoring of temporal and spatial variations in fumarole helium and carbon dioxide characteristics at Poás and Turrialba volcanoes, Costa Rica (2001-2009)
Chemical Geol. (in press)

Work in progress


Volatile in the Central American subduction zone. Collaborator is Hilton (Scripps). Funded by NSF but grant has expired. We are still working there. In progress.

Volatile in the Izu-Bonin-Marianas subduction zone. Collaborators are Hilton (Scripps) Hauri (DTM, Carnegie) and Shaw (WHOI) supported by NSF OCE work in progress but grant finished. In progress.

SO₂ flux from Anatahan Volcano, Mariana Islands as measured by MODIS (satellite based) and comparisons to ground-based measurements (with Dr. Scouderi). Supported by UNM CREATE 01/01/03 – present Manuscript in progress with student Vanessa Maier. Slow progress on manuscript because of lame co-author out in CA.

SGER: Chlorine Isotopes as Tracers of Subduction Zone Fluids (Sharp, PI; Fischer, co-PI) NSF EAR 82,163.00 06/01/06-05/31/07. Grant has expired but we are writing up papers.

Collaborative Research: The Nitrogen Isotope Systematics of the Icelandic Mantle (Fischer, PI; Sharp, Hilton co-PIs) NSF EAR-0537618 01/01/06 – 12/31/08 $239,340.00.

**Joseph Galewsky, Assistant Professor**

*In press*

An advection-condensation model for subtropical water vapor isotopic ratios
Galewsky, J. and Hurley, J.,
Journal of Geophysical Research, in press.

*Works in progress*

Static stability of the Last Glacial Maximum
Dong, L. and J. Galewsky
To be submitted to GRL during Summer 2010

A comparison of water vapor stable isotope sampling and measurement techniques
Johnson, L. Z. Sharp, J. Galewsky, D. Noone, P. Gupta,
To be submitted to RCM during Spring 2010

*Pending proposals*

Measurement of the oxygen and hydrogen isotope composition of evaporating water using a novel cavity ring-down technique
PI: Z. Sharp and J. Galewsky
NSF Atmospheric Chemistry
2010-2012; $132,700
John W. Geissman, Chair and Professor

Papers in press


Paleomagnetic evidence for rapid, high temperature formation of large-scale rheomorphic structures in the upper Pliocene Huckleberry Ridge Tuff, east-central Idaho
Geissman, J.W., Holm, D.K., Harlan, S.S., and Embree, G.,

Magnetic fabric, paleomagnetic, and 40Ar/39Ar geochronologic data bearing on the emplacement of the Philipsburg Batholith, southwest Montana fold/thrust belt
Naibert, T.J., Geissman, J.W., and Heizler, M.,
Lithosphere, in press

Magnetostratigraphy of the uppermost Triassic/lowest Jurassic Moenave Formation western USA, and Correlations with strata from the eastern USA, Morocco, and United Kingdom
Donohoo-Hurley, L.L., Geissman, J.W., and Lucas, S.G.,
Bulletin of the Geological Society of America, in press

Paleomagnetism of the Todos Santos and La Silla Formations, Chiapas: Implications for the Opening of the Gulf of Mexico, in Lawton, T.F., ed., Geosphere Special Issue: Boulder, Godinez-Urban, A., Molina-Garza, R.S., Geissman, J.W., and Wawrzyniec, T.F.,
Geological Society of America, in press.

Proposals in review

Major Research Instrumentation: Acquisition of a Magnetic Properties Measurement System (MPMS)
M. Kirk, UNM, Chemistry; J.W. Geissman, K. Malloy, UNM, Engineering; R. Duncan, UNM, Physics
National Science Foundation, Major Research Instrumentation
$315,319. September 1, 2009, through August 30, 2011

Collaborative Research: Timing, Extent, and Spatial Progression of Neogene Displacement Transfer, Southern Walker Lane, Western Nevada
J.W. Geissman, J. Oldow (University of Texas at Dallas, Danny Stockli (University of Kansas)
National Science Foundation, EAR Tectonics
$145,926, July 1, 2010 through 30 June, 2012
Collaborative Research: Geometry, kinematics, and dynamics of relay zones in extensional/transtensional settings
J.W. Geissman and A. Sussman
National Science Foundation, EAR, Tectonics
$178,000, August 1, 2009 through July 31, 2012

Track 2: Southwest Opportunities for Diversity in the Geosciences (SODiG)
J.W. Geissman and NUMEROUS additional UNM colleagues
National Science Foundation EAR-Opportunities of Enhancing Diversity
$1,993,586, September 1, 2009 through August 30, 2014

Collaborative Proposal: Evolutionary Origins of Hominidae
J.W. Geissman, N. Boaz, P. Mozley (NM Tech)
National Science Foundation, Division of Behavioral and Cognitive Sciences Human Origins
$255,036, October 1, 2009, through September 30, 2014

Manuscripts in Review

Complexities in the early Cenozoic extrusion of crustal fragments around the eastern Himalayan syntaxis
Geissman, J.W., Burchfiel, B.C., Studnicki-Gizbert, C., Akciz, S., Lianzhong, C., and Brocklehurst, S.,

Magnetostratigraphy of the Upper Triassic Chinle Group of New Mexico: Implications for regional and global correlations among Upper Triassic sequences
Zeigler, K.E., and Geissman, J.W.,
Geosphere, in review.

New paleomagnetic data bearing on the Neogene evolution of the Walker Lane belt transfer zone,
Grow, J.S., Geissman, J.W., and Oldow, J.S.,
West-central Nevada,

Timing of the end-Triassic extinctions on land
Lucas, S.G., Kozur, H., Donohoo-Hurley, L., Geissman, J.W., Weems, R.E.,
The Moenave Formation on the southern Colorado Plateau, USA, (2010)

Manuscripts in preparation

Paleomagnetism of the Spanish Peaks igneous complex, south-central Colorado: Implications for the North American mid-Cenozoic reference paleomagnetic pole
Muggleton, S. R., and Geissman, J.W.,
Journal of Geophysical Research.

Magnetic property evidence for local heterogeneity in mantle oxidation state, mantle xenoliths from the Rio Puerco volcanic necks, central New Mexico
Callahan, C.N., Geissman, J.W., Selverstone, J., and Brearley, A.J.,
Geophysical Research Letters (2009)

“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
Age and paleomagnetism of contractile structures in the Cottonwood Mountains, Death Valley area, southeast California
Snow, J.K., J.W. Geissman, and B.P. Wernicke
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)

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

Unsuccessful proposals for grants:

Collaborative Research: A high-resolution middle Pleistocene paleoclimate record (MIS 14 to 10) from the Valles Caldera, New Mexico
Peter Fawcett, John Geissman, and colleagues from Northern Arizona University and University of Minnesota, Duluth
National Science Foundation, Sedimentary Geology and Paleobiology
$170,000, August 1, 2007, through July, 2009

Collaborative Research: Paleoclimatic Reconstruction of Early Permian-Early Triassic Terrestrial Records – Implications on the Cause and Rate of the End-Permian Terrestrial Mass Extinction, Bogda Mountains, NW China
John Geissman and numerous colleagues from other institutions
National Science Foundation, EAR, Sedimentary Geology and Paleobiology
$158,530, January 1, 2009, through December 31, 2011

Collaborative Research: Walker Lane Integrated Geological and Geophysical Lithospheric Experiment (WIGGLE)
National Science Foundation, EAR, Earthscope Science Program
Danny Stockli (University of Kansas), Randy Keller (University of Oklahoma), Hersch Gilbert (Purdue University), John Geissman, John Oldow (University of Idaho)
178,000 (UNM component), January 1, 2008, through December, 2011

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)
Cenozoic intrusions (Utah, Nevada, New Mexico)
Mesozoic intrusions and fault-generated pseudotachylites (Nevada, Colorado, California, Mexico)

David Gutzler, Professor

Manuscripts in progress/in press [*student co-authors]

Climate and drought in New Mexico
D.S. Gutzler
Chapter 4 of New Mexico Water Policy and Management Issues, Brookshire et al. (eds.), in review.

Effects of climate change on mountain hydrology and water management in the upper Rio Grande watershed: Assessment methods and strategies
A. Rango, B. Hurd, D.S. Gutzler and E.R. Vivoni
Climate Research, in review.
The complex seasonal cycle of ecohydrology in the Southwest United States
M. Notaro, Z. Liu, R. Gallimore, J. Williams, D.S. Gutzler and S. Collins
J. Geophysical Research (Biogeosciences), in review.

Other scientific manuscripts

Regional hydroclimatic projections for the Southwest: A State-of-the-Art Summary
Climatic change in the Southwest: Frequently Asked Questions
D.S. Gutzler

Rhian H. Jones, Associate Professor

Manuscripts in press and in review

Feldspar in type 4-6 ordinary chondrites: A record of metamorphic processing on the H and LL
chondrite parent bodies.
*Kovach H. A. and Jones R. H.

Fe-Mn systematics of type II A chondrules in ordinary and carbonaceous chondrites.
Berlin J., Jones R. H. and Brearley A. J.

Karl E. Karlstrom, Professor

Articles published and in press for 2010:

1 first-authored paper, 1 with an MS student as first author, and 8 chapters in a monograph that is in press
for 2010. There are numerous additional articles in various stages of preparation.

Structure and 40Ar/39Ar K-feldspar thermal history of the Gold Butte block: Reevaluation of the
tilted crustal section model, in Umhoefer, P.J., Beard, L.S., and Lamb, M.A., eds., Miocene
Tectonics of the Lake Mead Region, Central Basin and Range
Karlstrom, K.E., Heizler, M., and Quigley, M.C.,

Timing and mechanisms of basement uplift and exhumation in the Colorado Plateau–Basin and
Range transition zone, Virgin Mountain anticline, Nevada-Arizona, in Umhoefer, P.J., Beard,
L.S., and Lamb, M.A., eds., Miocene Tectonics of the Lake Mead Region, Central Basin and Range
Quigley, M.C., Karlstrom, K.E., Kelley, S., and Heizler, M.,

A Geologic Overview of Eastern Grand Canyon
Timmons, J.M., and Karlstrom, K.E., eds.,

Vishnu basement rocks of the upper Granite Gorge: continent formation 1.8 to 1.6 billion years
ago, in Timmons, J.M., and Karlstrom, K.E., eds., Karlstrom, K.E., and Williams, M.L.,
A Geologic Overview of Eastern Grand Canyon: Grand Canyon Association Monograph, in


Barry S. Kues, Professor

Manuscripts in preparation

One hundred years ago: What we knew about the geology of New Mexico in 1912
B. S. Kues
For New Mexico Geological Society

A detailed study of a late Atokan (Middle Pennsylvanian) marine fauna from near Holman Hill, Mora County, New Mexico
B.S. Kues
For New Mexico Geology

A bellerophontoid-dominated gastropod assemblage from the Lahorcita Formation, Sacramento Mountains, New Mexico
B.S. Kues
For New Mexico Geology
Early Pennsylvanian (Morrowan) faunas from the Osha Canyon Formation, Nacimiento Mountains, New Mexico
B.S. Kues
For New Mexico Geology

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

Papers in revision

Upper Cretaceous (Turonian) decapod crustaceans from central New Mexico
E. K. Toolson and B.S. Kues
Journal of Paleontology

Other research

Continuing studies of Pennsylvanian-Permian strata and paleontology in NM; studies of Mississippian and Lower Permian brittle stars from south-central New Mexico; study of Atokan (Middle Pennsylvanian) invertebrate assemblages from the Sandia Formation in Jemez Mountains.

McFadden, Leslie D., Professor

Manuscripts in press or accepted for publication in refereed publications

Atmospheric CO2 concentrations during ancient greenhouse climates were similar to those predicted for A.D. 2100
Breecker, D., Sharp, Z., and McFadden, L.,

Geomorphology of the Pena Blanca Project
McFadden, L.D.
Chapter 6, in the Pena Blanca Archeology Project, New Mexico.

Cracks in desert pavement rocks: further insights into mechanical weathering by directional insolation
Eppes, M., McFadden L., Wegmann, K., and Scuderi, L.
Geomorphology.

New OSL ages provide evidence of MIS3 and MIS2 eolian activity on Black Mesa, northeastern Arizona, USA
Amy L. Ellwein A., Mahan S., McFadden L.
Quaternary Research
Manuscripts submitted or in review

- Rock type and dust influx produce nonsteady-state hillslope soils in the Sandia Mountains, New Mexico
  Persico, L.P., McFadden, L.D., Frechette, J.D., Meyer, G.A.
  Submitted to Geology.

- Seasonal variations in the δ13C value of soil respired CO2 in mixed C3-C4 ecosystems from central New Mexico
  Breecker, D. Litvak, M., Sharp, Z. and McFadden, L.
  Submitted to JGR- Biogeosciences.

Manuscripts in preparation

- Cosmogenic nuclide dating of hoodoos and the determination of climatically-sensitive erosion of bedrock slopes
  McFadden, L.D., Gosse, J., Meyer, G., McAuliffe, J., Burnett, B., Scuderi, L., Tillery, A., and Fawcett, P.
  In progress, for Geology.

Unsuccessful Proposals

- Development of a LIBS + Raman Instrument for Field-Based Geochemical Analyses
  L.D., McFadden
  National Science Foundation, $ 653,565

Currently active, unfunded research projects

- Collaborative Research: The Role of Insolation in the Breakdown of Rock, National Science Foundation, M. Eppes, P.I., L. McFadden, one of several unfunded significant collaborators, 5/1/2009 – 4/33/ 2012.

- Studies of the soils, geomorphology and Quaternary stratigraphy and ecology of the Blue Gap area and adjacent regions, Colorado Plateau, NW Arizona (with UNM colleagues G. Meyer, J. Galewsky, L. Scuderi, Tim Wawryzniec, E&PS graduate students, and J. McAuliffe, Desert Botanical Garden, Arizona).

- Studies of soil geomorphic evolution of the landscapes of selected areas of the West Mesa in the Albuquerque area and central New Mexico in association with analysis of Paleoindian and later period archaeological sites (with Dr. Bruce Huckell, UNM Anthropology Department).

- Studies of the soils and geomorphic evolution of hillslopes of the western side of the Sandia Mountains and the Sevilleta Wildlife Refuge Area, central New Mexico (with G. Meyer, Scott Collins, Z. Sharp and E&PS graduate students).

Grant A. Meyer, Professor

Manuscript peer review (with completion dates)

- The Holocene (11/2009)
- Quaternary Research (12/2009)
Papers in progress

The relation of Holocene fluvial terraces to changes in climate and sediment supply, South Fork Payette River, Idaho
Pierce, J.L., Meyer, G.A., and Rittenour, T.,
Quaternary Science Reviews, in review

Rock type and dust influx produce nonsteady-state hillslope soils in the Sandia Mountains,
Geology,
Persico, L.P., McFadden, L.D., Frechette, J.D., and Meyer, G.A.,
In review

Hydraulic, geomorphic, and geochemical processes in floodplain contamination from a mine tailings dam failure
Meyer, G.A. and Watt, P.M.,
In preparation for Environmental and Engineering Geoscience

Unsuccessful proposal

Engineered Systems and Ecosystem Response in the Middle Rio Grande
J. Coonrod, PI; G. Meyer, co-PI
NSF Coupled Natural and Human Systems, ATM 0909506, 8/15/2009-8/15/2012 ($1,477,482)

Matthew Nyman, Assistant Professor/Lecturer

Research projects in progress

Co-PI With Amy Ellwein on an in-service K-5 teacher professional development project funded by the New Mexico Public Education Department with Bernalillo Public Schools, Pathways II: Earth Science as a Pathway to Inquiry. This highly successful one-year project is in its final stages.

Submitted proposals

Pathways II: Earth Science as a Pathway to Inquiry
New Mexico Public Education Department (MNPED)
Status - awarded $100K, July 2009.

Unsuccessful proposals

Completed pre-proposal with Amy Ellwein submitted to NSF Discovery Research K12 Program, did not submit full proposal.

Collaborated with Dr Rouzbeh Allahverdi (Physics and Astronomy) on NSF career grant (unknown)

Collaborated on STAR NSF Grant with Dr. John T. McGraw (Physics and Astronomy), unfunded.
Collaborated on NSF Research Experience for Teachers grant with Amy Ellwein, Dr. Abaye Daute (School of Engineering) and Dr. Deborah Evans (Chemistry), unfunded.

**Aurora Pun, Lecturer III**

**Peer-Reviewed**

Dust formation and evolution in a Ca-Fe-SiO-H2-O2 vapour phase condensation experiments and astronomical implications

**Frans Rietmeijer, Research Professor**

**Manuscripts submitted**

Pre-accretionary and parent body histories of a cometary aggregate particle
F.J.M. Rietmeijer
Icarus

**Manuscript in preparation**

Metastable equilibrium in the in the MgO-Al2O3-SiO2 system.
F.J.M. Rietmeijer, and J.A. Nuth III

Detection of hematite and the presence of Fe-metal spheres in an interplanetary dust particle
G.M. Muñoz Caro, V. Souza-Egipsy, M.P. Valles-González and
F.J.M. Rietmeijer

**Unsupported Research**

DUSTER: The collection and analyses of solid aerosols in the stratosphere, Prof. A. Rotundi, University of Naples “Parthenope” (Italy)

**Mousumi Roy, Associate Professor**

**Publications in preparation/revisions**

Stratification of mantle fabric and anisotropy beneath strike slip plate boundaries
*Tetreault, J., M. Roy, J. Gaherty, A. *Ringler, *M. Fleharty, and L. Zhao,
In revision, Geochemistry Geophysics Geosystems, 2010.

The role of melting and melt segregation in the Cenozoic evolution of the Colorado Plateau
Roy, M. and B. Holtzman,
To be submitted to Geology in 2010

Post-Eocene erosion on the Colorado Plateau and implications for rock and surface uplift
Pederson, J., Roy, M., Kelley, S., and others
To be submitted to Tectonics in 2010
Unsuccessful proposals

Collaborative Research: Rio Grande Rift II Integrated EarthScope Experiment, EAR-EarthScope Program

Other research projects in progress

Seismic anisotropy and its relation to crust-mantle coupling in the western US (with J. Gaherty and A. Lerner-Lam, Columbia University); (NSF-Earthscope; PIs: J. Gaherty, M. Roy, A. Lerner-Lam; ($118K to MR; 2006-08)

Melting and deformation surrounding continental keels (with A. Ringler, UNM, and B. Holtzman, Columbia University); NSF proposal funded, July 2010.

3D models of strike-slip fault systems using the code GALE (with L. Moresi, S. Quennette); in progress, 2010.

Crustal deformation measurements and a multidisciplinary geophysical investigation of the Rio Grande Rift (with A. Sheehan and S. Nerem, CU Boulder; A. Lowry, Utah State); EAR-Earthscope Program PIs: A. Sheehan, S. Nerem, A. Lowry, and M. Roy ($124K to MR, $605K total, July 2005-July 2010

Exhumation and surface uplift of the Colorado Plateau based on rock cooling and erosion (with J. Pederson)

Louis A. Scuderi, Associate Professor

In press


In preparation


Climatology of Forest Boundaries at an Inverted Tree line: JB Plain, Victoria, Australia. Scuderi, L.A. To be submitted to Arctic, Antarctic and Alpine Research.
Recent change in water use efficiency and enhanced tree growth at upper altitude sites in the western United States.
Scuderi, L.A., Lohmann, M.
To be submitted to Science.

Manuscripts in Review

Field evidence for multiple factors forming the highest sand dunes on Earth.
Yang, X., Scuderi, L., Liu, T., Paillou, P., Li, H., Dong, J., Zhu, B., Jiang, W., Jochems, A., Weissmann, G.,
In review, Nature Geoscience, 2010.

Spatial and Temporal evolution of a large-scale avulsion on the Taquari River Distributive Fluvial System.
Buehler, H., Weissmann, G.S., Scuderi, L.A., Hartley, A.,

Jane Selverstone, Professor

Manuscripts in review/revision/near submission

Fluid compositional control on pre-seismic microcracking in subducting slabs,
Selverstone, J. and Brearley, AJ,
Nature Geoscience, in review.

Fault localization controlled by fluid infiltration into mylonites: Implications for the initiation and strength of low-angle normal faults.
Selverstone, J, Axen, GJ, Woodruff, W, Michelsen, K, and Luther, A,
In preparation.

Zachary Sharp, Professor

Manuscripts submitted or in press


Pending proposals

EAGER: Measurement of the Oxygen and Hydrogen Isotope Composition of Evaporating Water Using a Novel Cavity Ring-Down Technique
03/15/10; $132,700.00
Gary A. Smith, Professor

**Manuscripts in preparation**

Experimental study of interacting drainages in a sedimentary basin: surface morphology  
Sean D. Connell*, Wonsuck Kim, Chris Paola, and Gary A. Smith  
To be submitted to Journal of Sedimentary Research

Experimental study of interacting drainages in a sedimentary basin: stratigraphic architecture and sediment transport  
Sean D. Connell*, Wonsuck Kim, Gary A. Smith, and Chris Paola  
To be submitted to Journal of Sedimentary Research

Sequential downstream integration of the Rio Grande through adjacent rift basins  
Sean Connell* and Gary A. Smith  
To be submitted to Geology

Characterization of a volcanism-impacted, overfilled continental rift basin within the southeastern Jemez Mountains, New Mexico  
Ashley E. Edelman* and Gary A. Smith  
To be submitted to Basin Research

**Publications in press**

Climatic controls on nonmarine depositional sequences in the Albuquerque basin, Rio Grande rift, north-central New Mexico  
Sean Connell*, Gary A. Smith, John W. Geissman, and William C. McIntosh  
New Perspectives on the Rio Grande rift: From tectonics to groundwater, edited by Mark R. Hudson, and V.J. S. Grauch  
Geological Society of America Special Paper

Syndepositional deformation and provenance of Oligocene to Early Miocene sedimentary rocks along the western margin of the Rio Grande rift, Jemez Mountains, New Mexico  
Shari A. Kelley, Kirt A. Kempter, William C. McIntosh, Florian Maldonado, Gary A. Smith, Sean D. Connell*, Daniel J. Koning, Jennifer Whiteis  
New Perspectives on the Rio Grande rift: From tectonics to groundwater, edited by Mark R. Hudson, and V.J. S. Grauch  
Geological Society of America Special Paper

**Other publications (not peer reviewed)**

Investigating How Earth Works, Physical Geology Lab Manual  
G. A. Smith and A. Pun  
159 p., 2009

**Unsuccessful proposal**

Teacher Development for Student Success in Gateway Mathematics  
G.A. Smith  
National Institutes of Health  
October 2009-September 2010  
$179,433
Gary Weissmann, Associate Professor

Published articles in press

Anisotropic transport rates in heterogeneous porous media
Engdahl, N.B., and Weissmann, G.S.,
Water Resources Research, in press.

Distributive fluvial systems: characteristics, distribution, and controls on development
Hartley, A.J., Weissmann, G.S., Nichols, G.J., and Warwick, G.L.,
Journal of Sedimentary Research, in press.

Heterogeneity effects on river loss within a transition probability framework
Engdahl, N.B., Vogler, E.T., and Weissmann, G.S.,
Water Resources Research, in press.

Fuvial form in modern continental sedimentary basins: the distributive fluvial system (DFS) paradigm
Weissmann, G.S., Hartley, A.J., Nichols, G.J., Scuderi, L.A., Olson, M., Buehler, H., and Banteah, R.,
Geology, in press.

Stratigraphic record of drainage basin stream capture and piracy in fluvial fan deposits at the Lawrence Livermore National Laboratory, in the Livermore Basin, California, USA.
Mikesell, L.R., Weissmann, G.S., and Karachewski, J.A.,
Geomorphology, in press.

On-going research projects

Detailed aquifer characterization using lidar and high-resolution sedimentologic description.
Funded through SURP and DOE-BES grants listed above. Collaboration with Tim Wawrzyniec. Several presentations completed during 2009 and revisions of Nichols et al. and Klise et al. based on these results.

Geochemical and physical aquifer property heterogeneity: a multi-scale sedimentologic approach to reactive solute transport. Funded by DOE (listed above). We are collaborating with Richelle Allen-King (University of Buffalo) and several scientists at the Pacific Northwest National Laboratory to evaluate the influence of physical and geochemical heterogeneity on movement of a carbon tetrachloride plume at the Hanford Site, Washington.

Fluvial depositional models in active continental sedimentary basins. This research is working to change the current paradigm for fluvial facies models, proposing that the current models are flawed since they were not developed in active sedimentary basins. Collaboration with A. Hartley (University of Aberdeen), G. Nichols (Royal-Holloway, London), and L. Scuderi (UNM). We expect to submit additional proposals for this work.

Manuscripts submitted or in preparation

Alluvial facies distributions in continental sedimentary basins – distributive fluvial systems,
Weissmann, G.S., Hartley, A.J., Nichols, G.J., Scuderi, L.A., Olson, M., Buehler, H., and Massengill, L.,
Submitted to SEPM Special Publication on Rivers to Rock Record, 2009, in review.

Outcrop-based GPR tomography through braided stream deposits
5. ACTIVITIES IN PROFESSIONAL SOCIETIES

Adrian Brearley, Professor

Professional meetings attended


72nd Annual Meeting of the Meteoritical Society, July 13-18, 2009 in Nancy, France.

Presentations at professional meetings.


Presented talk ‘Matrix Olivines in the Metamorphosed CK Chondrite NWA 1628: Possible Affinities to Olivines in the Matrices of Oxidized CV3 Chondrites and Dark Inclusions’.

Coauthored talk with Jana Berlin ‘Identification of FeO-rich Relict Olivines in Type IIA Chondrules Using Fe-Mn Systematics’

Coauthored talk with Mark Tyra, ‘Carbonate Formation Timescales Vary Between CM1 Chondrites ALH84051 and ALH84034.’.

72nd Annual Meeting of the Meteoritical Society, July 13-18, 2009 in Nancy, France.

Presented talk ‘Mechanisms of Aqueous Alteration of Type IIA Chondrule Glass in the CR Chondrite EET 92105: Insights from FIB/TEM Analysis’.


Other activities

Associate Editor, Meteoritics and Planetary Science
Chair, Meteoritical Society Nominations Committee (2009)

Laura J. Crossey, Professor

Presentations at professional meetings.

Invited departmental seminar (with K. Karlstrom) at University of Montana, February 22-24.
Gave Invited Keynote Address ‘Making a World of Difference’ at NM State AMP Meeting, Las Cruces, NM, February 25.
Filming at Grand Canyon for NPS movie about Grand Canyon, February 28-March 1.
Talk at Ernie Pyle middle school to student assembly (~250 students), March 9.
NMGS meeting, April 24.
FLC institute, May 19-20.
Joint Annual Meeting with LSAMP BD Fellows, Washington, D.C., June 6-10.
Attended EarthScope science planning workshop- Salt Lake City, October 6-8.
Presenter at EarthScope Education and Outreach workshop in Albuquerque, October 25-28.
Invited talk at University of Oklahoma (with K. Karlstrom) and water/gas sampling, October 28-30.
December 13-18- AGU meeting, San Francisco, CA.

Society Committees

Association for Women Geoscientists (lecturer (since 1989))

Maya Elrick, Associate Professor

Editorial board

GSA Bulletin (2009-2011)
Geology (2006-2009)

Invited talks

Rutgers University Fall, 2009
UNM Gallup Spring Fall, 2009

Amy Ellwein, Lecturer III, Natural Science Program

Membership

Geological Society of America, the American Geophysical Union, The Society for College Science Teachers, The National Science Teachers Association, the National Association of Geoscience Teachers, the New Mexico Geological Society, and the Association for Women Geologists.

Peter J. Fawcett, Associate Professor

Professional meeting attended

American Geophysical Union, Fall Meeting, San Francisco, CA., December.

Tobias Fischer, Associate Professor

Professional societies

Associate editor of GSA Bulletin
Member of editorial board for Journal of Volcanology and Geothermal Research
Member of editorial board for Colombian Journal of Geology
Joseph Galewsky, Assistant Professor

Meetings attended

- European Geosciences Union Meeting, Vienna, April 2009
- Tri-State EPSCoR Meeting, Boise, Idaho, April 2009
- Fall American Geophysical Union Meeting, December 2009
- Fifth Symposium on Southwest Hydrometeorology, Albuquerque, September, 2009

Special sessions convened


Invited presentations at professional meetings

- Galewsky, J. Feedbacks between climate change, surface processes, and extreme convective precipitation events, AGU Fall meeting, San Francisco, December 2009.

John W. Geissman, Chair and Professor

Professional societies

- Member, Advisory Board, Building Stronger Geoscience Departments
- Member, Council of the Geological Society of America
- Chair, Publications Committee, Geological Society of America
- Associate Editor, Tectonics, 2004 to present
- Science Editor, Eos, American Geophysical Union, 2000 to present
- Member, American Geophysical Union "Committee of 50"
- University of New Mexico representative, DOSECC, Inc.
- Geoscience "consultant", Albuquerque Petroglyphs, U.S. Park Service
- Member, New Mexicans for Science and Reason, and Technical Consultant
- Member, Coalition for Excellence in Science Education
- Consultant, National Center for Science Education
- Member, Earthscope Education and Outreach Committee

David Gutzler, Professor

Session Co-chair

- American Geophysical Union Fall Meeting, San Francisco CA, Dec.
Rhian H. Jones, Associate Professor

Talks presented


Council Member, Meteoritical Society. 2007 – present. Attended council meetings in Houston, TX, March 2009 and Nancy, France, July 2009.

Professional societies

Associate Editor, "American Mineralogist", 2005 – present.

Karl E. Karlstrom, Professor

Professional societies

Geological Society of America:
Bulletin senior science editor until June, 2009 and member of the Publications Committee, fieldtrip leader, topical session convener, and invited speaker

Barry S. Kues, Professor

Professional societies

New Mexico Geological Society:
Vice President (attended four Executive Committee meetings); Publications Committee; Scholarship Committee.
Member, NMGS Foundation Board.
Attended annual Fall Field Conference, spoke at one stop during conference.

Leslie D. McFadden, Professor

Professional meetings attended

Geological Society of America Annual Fall Meetings (October, 2009)

Grant A. Meyer, Professor

Invited talks

Grant proposal review

NSF Geomorphology and Land-Use Dynamics Program, Panel Member, November 4-6, 2009
Also, reviewed 3 proposals for NSF Geomorphology and Land-Use Dynamics Program, Fall 2009

Meetings attended


Matthew Nyman, Assistant Professor/Lecturer

Membership

Geological Society of America
American Geophysical Union
Society for College Science Teachers
The National Science Teachers Association
National Association of Geoscience Teachers

Frans Rietmeijer, Research Professor

Professional papers read

"The inheritance of non-equilibrium mineral formation", The 2nd International Symposium
"Interface Mineralogy" in conjunction with the 2nd International workshop “Crystallization in the
early solar nebula 4.6 billion years ago (INVITED)

Professional meetings attended

The 2nd International Symposium “Interface Mineralogy” in conjunction with the 2nd
International workshop “Crystallization in the early solar nebula 4.6 billion years ago”

Mousumi Roy, Associate Professor

Professional meetings attended

CIG Workshop on Mantle convection and long-term tectonic modeling (Roy, Fleharty) – July
2009
AGU Fall Meeting (Roy) – Dec., 2009
CIG GLADE Meeting, La Jolla, 2010
Explore New Mexico with EarthScope, NSF Earthscope Workshop, Sept, 2009
Louis A. Scuderi, Associate Professor

Presentations at professional meetings


Jane Selverstone, Professor

Professional societies

Member, Editorial Board for Geology, Geological Society of America
Member, Committee on the Young Scientist Award, Geological Society of America 2009-2012
Member, selection committee for Dana Medal, Mineralogical Society of America
Zachary Sharp, Professor

Editorship
American Journal of Science

Boards/committees
MSA award committee

Gary A. Smith, Professor

Invited presentations

Understanding Science 101
KNME Science Café
Albuquerque, New Mexico, August 29, 2009

Strategies for Connecting Learning with Students’ Motivation
Mountain States Conference on the Teaching of Psychology
Colorado Springs, Colorado, September 26, 2009

See Saws and Ruptured Hinges: The Sedimentologic and Hydrogeologic Significance of the Ups, Downs, and Tilts of Northern Rio Grande Rift Basins
New Mexico State University, Department of Geological Sciences
Las Cruces, New Mexico, November 11, 2009

Gary Weissmann, Associate Professor

Meetings attended

7th Washington Hydrogeology Symposium, Tacoma, WA – April 2009, invited keynote speaker and workshop instructor.
American Geophysical Union, Fall Meeting – San Francisco, CA, December 2009.

Manuscript reviews conducted for

Ground Water
Vadose Journal

Proposal reviews

National Science Foundation – Hydrology division.
Associate Editor

- Journal of Sedimentary Research
- Groundwater
- Environmental Geosciences
- Sedimentary Geology
- Water Resources Research
- Journal of Sedimentary Research

Other

GSA Hydrogeology Division liaison to SEPM.
6. OTHER PROFESSIONAL ACTIVITIES

Adrian Brearley, Professor

Reviews

Reviewed scientific papers submitted to Meteoritics and Planetary Science (4), Geology (1), American Mineralogist (2)
Reviewed 4 proposals submitted to NASA Cosmochemistry Program
Reviewed 1 proposals submitted to NASA NAI DDF Program
Reviewed 1 proposal submitted to NASA Planetary Geology and Geophysics Program
Reviewed 2 proposals submitted to the NASA Laser program

Other professional activities.

Member, NASA Stardust Curation Review Committee (2009-2010)

Laura J. Crossey, Professor

Manuscripts/Reviews

Geology (1)
GSA Bulletin (4)

Proposals

National Science Foundation (5): Hydrologic Sciences, Inst. & Facilities, Low-T Geochemistry
NSF Review Panel: Hydrologic Sciences

Other professional activities

New Mexico Geological Society Foundation Board, Treasurer, 2007-2010
External Review Board, Montana State University Geomicrobiology IGERT, 2009-2010.
President-elect, New Mexico Academy of Sciences, 2009.

Maya Elrick, Associate Professor

Journal and grant reviews

(outside of Editorial board duties):
Palaeogeography, Palaeoclimatology, Palaeoecology
GSA Bulletin
NSF (2)
Amy Ellwein, Lecturer III, Natural Science Program

Reviews

Reviewed several NSF proposals submitted to the GeoEd Program
Reviewed inquiry-based web curriculum developed by US Satellite Laboratory, Inc. for high school students
Reviewed a section on soils for the textbook Earth Materials for Dr. Cornelius Klein

Other professional activities

SEIS: Founding board member of the Science Education Institute of the Southwest (SEIS). SEIS is a science education collaborative that includes personnel from UNM, Sandia National Laboratories, the New Mexico Museum of Natural History and Science, the Albuquerque BioPark, and local school districts.

Program Development:
Developed several science education professional development projects for teachers including
Summer 2009 and 2010 SEIS classes
Summer 2009 and 2010 SEIS Museum Teaching Fellowships
Summer 2009 and 2010 SEIS Science Research Fellowships

Peter J. Fawcett, Associate Professor

Reviews

Reviewed several NSF proposals submitted to the GeoEd Program
Reviewed inquiry-based web curriculum developed by US Satellite Laboratory, Inc. for high school students
Reviewed a section on soils for the textbook Earth Materials for Dr. Cornelis Klein

Tobias Fischer, Associate Professor

Reviews


Meeting organization/session chair

Session chair (‘Volcanism in the East African Rift’) at AGU Fall Meeting 2009

Off campus talks

Key note: East African Rift conference, Trieste Italy August 2009
Seminar speaker: New Mexico Tech Nov. 2009; Cascades Volcano Observatory March 2010

Mainz, Germany: public lecture on CO₂, Volcanoes and climate as part of lecture series on Earth’s climate change through time sponsored by U of Mainz and Max Planck Institute. Sept. 2009.
Joseph Galewsky, Assistant Professor

Reviews

Reviewed 2 proposals for National Science Foundation.

Off-campus talks

Invited seminar at the University of Colorado, Boulder, October 2009.

Other professional activities

Member of the Terrestrial and Cyberinfrastructure Working Groups for Community Surface Dynamics Modeling System (CSDMS), 2007-present.
Panel member, NRC Research Associateship Program, 2008-present.
2009 American Meteorological Society Summer Policy Colloquium, fully-funded participant representing minority-serving institution

John W. Geissman, Chair and Professor

Reviews of manuscripts and proposals

Reviewed proposals for National Science Foundation (14), American Chemical Society (1), The Third World Academy of Sciences (2).


Professional talks:

Earthscope Science Café, September 23rd, Deming, NM

Other professional activities

Adjunct or associate-type positions at other institutions: Adjunct Full Professor, University of Michigan, Ann Arbor
Technician (half-time), UNM Paleomagnetism and Rock Magnetism Laboratory

David Gutzler, Professor

Manuscript reviews

Grant proposal reviews (other than review panel assignments)

Grant proposal reviews (other than review panel assignments): National Science Foundation (1), NOAA (2).

Proposal review panel


Other professional activities (Invited presentations to professional audiences)

Climate change and Albuquerque’s future: Potential effects on natural resources and urban growth, New Mexico Decision Makers Conference, Albuquerque, May 21.

Climate change and New Mexico agriculture, Middle Rio Grande Council of Governments, Albuquerque, Jul 8.


World Meteorological Organization: Monsoons Panel (member).

NOAA Climate Prediction Program for the Americas: Scientific Steering Committee (member).

Tenure and Promotion review letter, University of Utah, Sep 4.

Meeting Organizer, Fifth Symposium on Southwest Hydrometeorology, Albuquerque, Sept. 30-Oct 1.

Rhian J. Jones, Associate Professor

Reviews

Manuscript for Meteoritics and Planetary Science (1)
Manuscript for Earth and Planetary Science Letters (1)
Proposals for NASA / Cosmochemistry Program (4)
Proposal for Science and Technology Facilities Council (STFC), U.K. (1)
Proposal for Leverhulme Trust, U.K. (1)

Karl E. Karlstrom, Professor

Other professional activities

Editorial Board for Precambrian Research, 1990 to present.
New Mexico Geologic Mapping Advisory Board, 1999 to present.
Science editor for Geological Society of America Bulletin – 4th year of 4-year term. This job required about 10-12 hours per week for the first half of 2009.
Aspen Anomaly workshop convener (CREST and LANL as sponsors)
Convener for Trail of Time weekly conference calls and occasional workshops
Invited speaker for several topical sessions at GSA National Meeting, Denver, Colorado and AGU meeting
Received the GSA Distinguished Service award for editorships of GSA Today and GSA Bulletin (2009)
Fellow of the Geological Society of America, 2010- present
Member of Nominating Committee for EarthScope Science Committee (2010-present)
Member of USAArray Advisory Committee (USAAC) (2010-present)
October 6-8 Attended EarthScope science planning workshop- Salt Lake City
October 25-28- co-led EarthScope Education and Outreach workshop in Albuquerque
October 28-30- Invited talk at U Oklahoma (with LJC) and water/gas sampling

Review activities

NSF proposals
Geology
GSA Bulletin
Precambrian Research

Barry S. Kues, Professor

Editorial duties

Editorial Board, New Mexico Geology.

Reviews

Reviewed: part of Master’s thesis, Ana Escalante, Autonomous University of Mexico

Other professional societies

Associate Curator, N.M. Museum of Natural History.
Research Associate, N.M. Bureau of Geology and Mineral Resources.
Hosted visits by Professors Thomas Kammer (University of West Virginia), William Ausich (Ohio State University), and doctoral student Beth Rehnburg (UWV) for Mississippian crinoid field studies (March 14-18).
Presented “Voices in Science” lecture “The top 10 most important fossil deposits in New Mexico”, N.M. Museum of Natural History and Science, July 21.

Leslie D. McFadden, Professor

Peer reviews of articles and proposals

Reviewed 1 paper for EOS
Reviewed 1 paper for Quaternary Research
Reviewed 1 paper for Geology
Reviewed 1 proposal for the Kearney Foundation

Editorial activity and other service to the profession

Reviewed Candidate in Department of Earth Sciences at the University of Nevada, Las Vegas, for promotion to full Professor.

Served as reviewer for a chapter in NSF-supported development of a new textbook in surficial processes and geomorphology.
Provided letter of support for successful candidate for the Farouk el-Baz Award for Desert Research, given by the Quaternary Geology and Geomorphology Division of the Geological Society of America.

**On-campus professional activity**

Served as Co-PI of the NSF-supported New Mexico PAID Program, UNM is part of the PAID Alliance, which includes NMSU, NMT, and LANL.

Participant, Mentoring Conference, sponsored by the UNM Mentoring Institute, October, 2009

Helped in development and review of large ADVANCE IT proposal ($4.3 million) to address issues related to STEM diversity in academia at UNM, submitted to NSF in 11/2009.

**Off-campus professional activity**

Presented lecture to the Ghost Ranch Summer Program Archaeology Class.

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**Grant A. Meyer, Professor**

**Undergraduate student mentoring**

Joshua Faulconer, research on geologic and geomorphic controls on tributary fans, Rio Chama, NM.

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**Matthew Nyman, Assistant Professor/Lecturer**

**Reviews**

Served on review panel for NSF Noyce Fellowship Proposals
Reviewed two papers for EOS
Reviewed Earth Materials textbooks for Dr. Kase Klein
Reviewed Earth Science textbook for Ms. Cynthia Brown

**Advisory Panels**

Served on NSF-funded GARNET advisory panel responsible for reviewing results and documents.
Served on advisory panel for Bernalillo County Open Space Master Naturalist program
Served on advisory panel for NCATF project in 3 high schools in Albuquerque Public School district

**Program Development**

Developed several science education professional development projects for teachers including
Summer 2009 and 2010 SEIS classes
Summer 2009 and 2010 SEIS Museum Teaching Fellowships
Summer 2009 and 2010 SEIS Science Research Fellowships

**Website development**

Developed website for Science Education Institute of the Southwest
Curriculum Development

Developed climate change curriculum for Earth System Science Education Alliance

Other professional activities

Co-Director of Science Education Institute of the Southwest (SEIS):
SEIS is a science education collaborative that includes personnel from UNM, Sandia National Laboratories, the New Mexico Museum of Natural History and Science, the Albuquerque BioPark, and local school districts.

Frans Rietmeijer, Research Professor

Peer review of scientific papers

Nature (1)
Meteoritics and Planetary Science (2)

Proposal reviews

NASA Laboratory Analyses of Returned Samples Astrobiology (LARS) Program (1)

Professional Services

Volunteer Foreign Language Editor for American Geophysical Union

Other professional activities

Member of the NASA Astrobiology Science and Technology Instrument Development and Mission Concept Studies Program Panel Review (ASTID), Washington (DC)

Mousumi Roy, Associate Professor

Invited talks

Invited talk at the CIG Workshop, La Jolla, CA, July 2010.
University of Texas at El Paso, Geoscience colloquium, Dec 2009
Explore New Mexico with EarthScope, NSF Earthscope Workshop, Sept, 2009

Other professional service

Reviewed 7 proposals for NSF
Nominated to the Executive Committee for the NSF Center for Computational Geodynamics (will stand for election, Fall 2010)
Co-Chair, Long-term tectonics working group, Computational Infrastructure for Geodynamics (CIG rotated off in Jan 2009)
CIG-NSF Committee for Future of Geodynamics, Fall 2009
Louis A. Scuderi, Associate Professor

Journal Review

Quaternary Research
Canadian Journal of Forestry
Geophysical Research Letters
Geofiska Annaler
International Journal of Remote Sensing
Remote Sensing of Environment,
Natural Hazards and Earth System Science
Earth Interactions
Swiss Journal of Geosciences
Quaternary International

Review for National Funding Organizations

National Science Foundation
Cyberinfrastructure
Earth Sciences
Environmental Biology

National Geographic Society
Grants in Research

Jane Selverstone, Professor

Manuscripts reviewed

Manuscripts reviewed (9 total): Science, Mineralogy and Petrology, Tectonics, Eos, Contributions
to Mineralogy and Petrology, Geology Journal of Mineralogical and Petrological Sciences.

Proposals reviewed

Proposals reviewed (4 total): NSF Geophysics Program, NSF Geochemistry & Petrology Program,
NSF Tectonics Program, Austrian Science Fund.

Reviewer

Member of External Review Panel, HRXCT laboratory, University of Texas, Austin.
Textbook reviewer for Oxford University Press.
External Reviewer for tenure case, New Mexico Tech.

Other professional activities

Member of Editorial Board for Geology, Journal of Metamorphic Geology.
Zachary Sharp, Professor

Reviewed papers for international refereed journals

Review approximately 1 paper per month.

Reviewed proposals

NSF (review NSF proposals for I&F and EAPSI panel. These total well over 100/year)
NASA, 3.

Invited lectures

Darwin Days Lecture, UNM
University of Alberta
Arizona State University

Conference

AGU Annual Fall Meeting
LPSC meeting
GSA Annual Meeting Portland

Gary A. Smith, Professor

Reviews


Other professional activities

Research Associate, New Mexico Bureau of Geology and Mineral Resources.

Gary Weissmann, Associate Professor

Invited presentations

Keynote address: The distributary fluvial systems (DFS) paradigm: re-evaluating fluvial facies models based on observations from modern continental sedimentary basins: Rivers to Rock Record meeting, Aberdeen Scotland, January 12-14, 2009.


Workshop: Subsurface Heterogeneity: Why it’s important, why we usually ignore it, and what to do about it: 7th Washington Hydrogeology Symposium, 4 hour workshop, April 30.

7. NON-TEACHING UNIVERSITY SERVICE

Adrian Brearley, Professor

Departmental service

Member, Faculty Senate

University service

Director, Earth and Planetary Sciences Transmission Electron Microscope, Focused Ion Beam and X-ray Diffraction Laboratories
Trained numerous users in the use the new Quanta 3D FEGSEM/FIB. Developed all procedures for use of instrument. Wrote training manuals for SEM use and TEM sample preparation.
Co-Associate Chair, Department of Earth and Planetary Sciences.
Member, Departmental Undergraduate Committee
Member – Departmental Facilities Committee

Laura J. Crossey, Professor

Department committee

Undergraduate Advisor: E&PS BS/BA, Environmental Science BS
Undergraduate Honors Advisor
Undergraduate Committee
Facilities Committee

College of Arts and Sciences

A&S Committee on Math and Science Education for Teachers

Maya Elrick, Associate Professor

Departmental committees

Undergraduate Committee
Undergraduate Scholarship Committee Chair (for D. Gutzler)
Graduate Admissions Committee

University service

STEM junior faculty mentoring (UNM PAID program)
STEM female faculty meetings/mentoring (UNM PAID program)
Amy Ellwein, Lecturer III, Natural Science Program

**University service**

Designed and planned the Natural Science Program classroom and offices for the Science and Math Learning Center with M. Nyman.

Wrote decadal report for Natural Science Program for Earth and Planetary Science faculty and Dean of College of Arts and Sciences with M. Nyman.

**Department**

Wrote 10 letters of recommendation for students as they’ve applied to the College of Education or applied for scholarships.

Peter J. Fawcett, Associate Professor

**Department**

Graduate Advisor  
Chair (Fall 09), Member (Spring 09) Graduate Committee  
Chair (Spring 09), Member (Fall 09) Faculty Awards Committee  
Member, Computer Committee  
Member, Faculty Productivity Assessment Committee  
Member, Ad Hoc Committee on Lecturer Voting Rights  
Environmental Science Course Equivalency Checks

Tobias Fischer, Associate Professor

**Departmental**

Member: Graduate committee, Awards committee, Instrumentation committee  
Coordinator, UNM-LANL Volcanology Program

**University**

Member: Research Allocations Committee (RAC)  
Member: Academic Freedom and Tenure Committee

Joseph Galewsky, Assistant Professor

**Departmental**

E&PS Computer Committee (Chair)  
E&PS Undergraduate Committee  
UNM Environmental Sciences Undergraduate Adviser  
Faculty representative to Caswell Silver Foundation Board
John W. Geissman, Chair and Professor

University service

Chair, UNM Honorary Degree Committee, 2008-09

Departmental

Department Faculty Productivity Assessment Committee

Special projects

Administrative Positions; Chair, Department of Earth and Planetary Science, July, 2007-

Other Service

Secretary, Caswell Silver Foundation Board

David Gutzler, Professor

Department service

Computer committee: Spring, Fall
Undergraduate committee: Spring, Fall (Chair)

University service

UNM Water Resources Program: Program committee, Spring, Fall.
A&S Outstanding Teaching Award selection committee, Spring.
UNMLIVE YouTube interview on climate research, Jul 17.
UNM Physics and Astronomy Dept. colloquium speaker, "The physical basis for climate change science", Aug 28.

Rhian H. Jones, Associate Professor

Departmental service

Member of Graduate Committee (Spring, Fall 2009)

Karl E. Karlstrom, Professor

Departmental

E&PS vehicle coordinator
Faculty Senate Graduate Committee
Arts and Sciences Senior Promotion and Tenure Committee
Barry Kues, Professor

Department service

Chair, Research Professor evaluation committee
Long-range planning committee
Faculty awards committee
Library Liaison
Curator of departmental fossil, mineral, rock, and thesis collections

Leslie D. McFadden, Professor

Department Service

Member, Department Graduate Applications Committee

Hosted three visiting research scientist and/or faculty members who were presenting papers or delivering lectures for classes in E&PS Department.

Hosted Dr. Evylyn Posey, who was at UNM as formal evaluator for the NSF NM PAID program

College of Arts and Sciences service

Member, Advisory Council of the Albuquerque Teachers Institute
Member, Board of Associated Scholars, Center for the Southwest

Grant A. Meyer, Professor

Departmental service

Departmental Graduate Admissions Committee Chair, Spring 2009; Graduate Committee, Fall 2009.

Matthew Nyman, Assistant Professor/Lecturer

Departmental Service

Wrote 5 letters of recommendation for students as they’ve applied to the College of Education or applied for scholarships.

Wrote professional letters of recommendation for 3 colleagues.

Nyman and Ellwein: helped design and plan the Natural Science Program classroom and offices for the Science and Math Learning Center

Wrote Decadal report for Natural Science Program for Earth and Planetary Science faculty and Dean of College of Arts and Sciences
Aurora Pun, Lecturer III

Departmental service

Participated as a Facilitator in “Technology in the Classroom” and “Teaching with Clickers” workshops organized by the Office of Support for Effective Teaching (OSET).

Mousumi Roy, Associate Professor

Department service

E&PS Search Committee for a Chair (Summer 2010)
E&PS Graduate Admissions committee (S09)
E&PS Computer Committee (all of AY 2009-2010)
E&PS Associate Chair (All AY 2009-2010)
Unix/Linux system administration – provided supervision of some system administration duties of Mark Fleharty (Fall 2009), who was hired for system administration and scientific programming by J. Galewsky since January 2010.

Louis A. Scuderi, Associate Professor

Departmental service

Director, Center for Rapid Environmental Assessment and Terrain Evaluation (CREATE), 2003-present.
Computer Committee, Current Chair, 2010-ongoing.
Field Computing Committee, Current Chair, 2009-ongoing.
Faculty Assessment Committee, Member, 2006-2009.

University committee

2009-2010: Dean’s Ad Hoc Committee on Computer Infrastructure, Committee Member.

Jane Selverstone, Professor

Departmental committees and service

Graduate advisor and chair of Graduate Committee through 6/30/09.

University committees

Arts and Sciences Tenure and Promotion Committee.
Zachary Sharp, Professor

University

Stewart Udall Scholarship
Academic Freedom and Tenure Committee

Departmental Committees

Instrumentation and Facilities (chair) (extensive work on XRF repairs)
Graduate Admissions Committee
Long Range Strategic Planning Committee

National/International

National Resource Council Postdoctoral Fellowship Committee (4 times/yr, once w/travel to Washington DC)
NSF panelist – EAR Instrumentation and Facilities (2 times/year)
Outside reviewer for promotion to Reader (England)
Tenure promotion review (Michigan)
"Canadian Foundation for Innovation" review
LANL Scientific Review Team

Gary A. Smith, Professor

Department service

Faculty Senate Teaching Enhancement Committee
Provost Committee on Learning Environments, Chair
Title V Faculty Committee, Co-chair
Mentoring Institute Advisory Committee
Office of Equity and Inclusion Advisory Committee
Undergraduate Committee, Dept. of Earth and Planetary Sciences
Collections Committee, Dept. of Earth and Planetary Sciences
Marshal, UNM General Commencement (May and December 2009)

Gary Weissmann, Associate Professor

Department committee

Hydrology Search Committee, Chair
Graduate Admissions Committee, Chair
Lecturer voting rights ad-hoc committee

University committee

Research Allocation Committee (RAC) – Fall 2006-present.
8. SCHOLASTIC HONORS AND FELLOWSHIPS

**Amy Ellwein**, Lecturer III, Natural Science Program

- Nominated for UNM’s Outstanding Lecturer of the Year, 2010
- Awarded AWG Outstanding Student Award, 2010

**Karl E. Karlstrom**, Professor

- Received the GSA Distinguished Service award for editorships of GSA Today and GSA Bulletin
- Invited to Australia in July of 2009 for research on the springs and travertines of the Great Artesian Basin as part of an Australian government grant on groundwater reserves and paleohydrology (PI Andy Love at Flinders University).

**Grant A. Meyer**, Professor

- Promotion to Full Professor, July 2009.

**Matthew Nyman**, Assistant Professor/Lecturer

- Awarded College of Arts and Science Leonard Award for Outstanding Science Teaching, 2010

**Aurora Pun**, Lecturer III

- Awarded outstanding Faculty Lecturer award for UNM.

**Zachary Sharp**, Associate Professor

- Promoted to Regents Professor (2009)
- Nominated for “Outstanding Teacher of the Year Award”
9. SABBATICALS AND TRAVEL

Adrian Brearley, Professor

Travel

- 72nd Annual Meeting of the Meteoritical Society, July 13-18, 2009 in Nancy, France.

Laura J. Crossey, Professor

Travel

- Grapevine Wash- Hualapai Limestone research, January 1-4.
- Rock collecting Colorado River research trip for Trail of Time, April 3-13.
- Trail of Time onsite evaluation, May 21-25.
- Filming for History Channel program on Rockies, July 4.
- Filming for GC National Park visitor center movie, July 5-9.
- Research in Great Artesian Basin of Australia, July 13-August 8.
- Cave research at Carlsbad, August 9-11.
- FLC institute, August 13.
- FLC fieldtrip to Sandia crest, September 1.
- FLC cave field trip, September 12.
- FLC Grand canyon fieldtrip, September 25-27.
- Helicopter rock collection at Grand Canyon for Trail of Time, October 9-11.
- GSA meeting in Portland, October 17-22.
- FLC Rio Grande field trip, November 24.
- Heavy lift helicopter rock collection, November 28-30.
- Water/Gas sampling in Death Valley, December 29-31.

Amy Ellwein, Lecturer III, Natural Science Program

Travel

- Invited speaker for an NSF-funded On the Cutting Edge workshop on Teaching the Process of Science (http://serc.carleton.edu/sp/process_of_science/workshop09/program.html) - July, 2010
- Attended and presented one talk and one poster at the 2009 Annual Geological Society of America Meeting in Portland, OR.
Peter J. Fawcett, Associate Professor

Travel

- December 2009 San Francisco CA, attend Fall AGU Meeting.

Tobias Fischer, Associate Professor

Travel

- East Africa: field work 3.5 weeks June 2009.
- Italy: Workshop Trieste Italy 1 week August 2009.
- Oregon; MARGINS workshop, 4 days, November 2009.
- Tokyo, Japan: University of Tokyo laboratory work 3 weeks Oct. 2009.
- Austin Texas: Margins workshop, 4 days Feb 2010.

John W. Geissman, Chair and Professor

Summer teaching

University of Michigan Camp Davis, Geological Sciences 440, Advanced Field Geology, July 7-August 1.

Travel:

GSA Publications Committee Meeting, Boulder, February 20-21.
Northfield Minnesota, Carleton College, Outcomes Assessment meeting, February 22-25.
University of Texas at Dallas, April 30-1 May
Council Meeting, Geological Society of America Headquarters, Boulder, May 2-3
New Mexico, southern Colorado, UNM Introductory Field Geology course, May 17-June 6.
University of Texas at Dallas, proposal preparation, June 28-July 1.
Wyoming, University of Michigan, Field Camp, July 7-August 1.
Denver Colorado, Board of Directors meeting, International Continental Drilling program, August 27-29.
University of Michigan, Alumni Advisory Board meeting, September, 24-27.
National Science Foundation, ERRA Panel meeting, October 4-8.
South Africa, field work, November 13-30.
San Francisco, AGU Fall Meeting, December 12-17.

David Gutzler, Professor

Travel

- American Meteorological Society Annual Meeting, Phoenix AZ, Jan 12-14.
- Invited presentation to Crow Canyon Archeological Assn, Cortez CO, Jan 16-17.
- Invited presentation to Gila River Forum, Silver City NM, May 27-28.
• LANL IGPP Science Panel meeting, Los Alamos NM, Jun 2-4.
• New Mexico Water Research Conference, Socorro NM, Aug 11.
• American Geophysical Union Fall Meeting, San Francisco CA, Dec 16-19.

Rhian H. Jones, Associate Professor

Travel


Karl E. Karlstrom, Professor

Travel:

• Grapevine Wash- Hualapai Limestone research, January 1-4.
• EPS 307 structural geology fieldtrip, February 7.
• Mount Taylor Quadrathalon, February 14.
• Invited departmental seminar (with LJC) at U Montana, February 22-24.
• Filming at GC for Park movie, February 28-March 1.
• talk at Ernie Pyle middle school, March 9.
• Trail of Time marker installation – Deep Time trail, March 14-22.
• Rock collecting river trip for Trail of Time, April 1-13.
• EPS 307 structure fieldtrip, April 18.
• NMGS meeting, April 24.
• Gray and Desolation canyon research, May 2-13.
• FLC institute, May 19-20.
• Trail of Time onsite evaluation, May 21-25.
• EPS 420/520 Advanced Fieldcamp, June 8-28.
• filming for History Channel program on Rockies, July 4.
• filming for Park visitor center movie, July 5-9.
• Research in Great Artesian Baisn if Australia, July 13-August 8.
• Cave research at Carlsbad, August 9-11.
• FLC institute, August 13.
• FLC fieldtrip to Sandia crest, September 1.
• NM statemap meeting, September 11.
• FLC cave field trip, September 12.
• FLC Grand canyon fieldtrip, September 25-27.
• Attended EarthScope science planning workshop- Salt Lake City, October 6-8.
• Helicopter rock collection at Grand Canyon for Trail of Time, October 9-11.
• GSA meeting in Portland, October 17-22.
• co-led EarthScope Education and Outreach workshop in Albuquerque, October 25-28.
• Invited talk at U Oklahoma (with LJC) and water/gas sampling, October 28-30.
• FLC Rio Grande field trip, November 24.
• Heavy lift helicopter rock collection, November 28-30.
• AGU meeting, December 13-18.
• Trip to Denver to see portal fabrication, December 28.
• Water/Gas sampling in Death Valley, December 29-31.
Barry S. Kues, Professor

Travel

- NMGS Executive Committee meeting, Socorro, January 16.
- Field research in Lake Valley, NM area, February 22.
- NMGS Foundation meeting, Socorro, March 13.
- Field research in southern New Mexico with T. Kammer (UWV), W. Ausich (OSU), and Beth Rehnburg, March 14-16.
- NMGS Executive Committee meeting, and annual Spring meeting, Socorro, April 23-24.
- NMGS Executive Committee meeting, Socorro, June 5.
- Field research in Mora, NM area, June 9-10.
- Field research in Mora, NM area, June 16-17.
- Field research in Alamogordo, NM area, August 5-6.
- NMGS Executive Committee meeting, Socorro, and NMGS Field Conference in Chupadera Mesa, NM area, October 7-10.
- Led a visiting University of Michigan geology class through the Jemez Mountains, Oct. 17.

Leslie D. McFadden, Professor

Travel

- Las Vegas, Nevada, gave invited talk to Department of Geosciences at UNLV, January 20-22.
- Estancia, NM, gave invited talk to the Torrance County Archeological Society, February 2.
- Espanola, NM, participant in the NM PAID Annual Department Head Retreat, May 20-22.
- Field trips to the NSF – LTER site at the Sevilleta Wildlife Refuge to review results of graduate student research, July 16, August 13.
- Field trips with visiting scientists to the Sandia Mountains associated with research, I am supervising several graduate students, September-November.
- Field work in northeast Arizona involving studies of Holocene landscape evolution, August 30 - September 1.
- Presentation to Ghost Ranch Archeology Seminar Class, Ghost Ranch, NM, August 11.
- Participation in Geological Society of America Annual Fall Meeting, Portland, OR., October 18-20.

Grant A. Meyer, Professor

Travel

- Field work in Centennial Valley, Montana, and Yellowstone National Park: Holocene beaver activity, climate change, and effects on small streams, June 30-July 9 and Aug. 9-17, 2009.
- Numerous other short field research trips to Rio Chama, Rio Grande, Llano de Albuquerque-Rio Puerco, Sandia Mountains, and etc.
- Guest lecturer in several E&PS and ENVS classes, UNM-Gallup, 2008.
Aurora Pun, Lecturer III

Travel


Frans Rietmeijer, Research Professor

Travel

The 2nd International Symposium “Interface Mineralogy” in conjunction with the 2nd International workshop “Crystallization in the early solar nebula 4.6 billion years ago”, Sendai (Japan), March 9-12.
Los Alamos National Laboratory, June 3.

Mousumi Roy, Associate Professor

Travel

• Lamont-Doherty Earth Observatory, Columbia University, June, 2008
• CIG Workshop, Pasadena, CA, July, 2009
• CIG Workshop, La Jolla, CA, July, 2010
• Fall AGU Meeting, Dec 2009

Jane Selverstone, Professor

Travel

• January 4-10: Fieldwork in the Whipple Mountains and Anza-Borrego Desert, California
• May 12-14: Meeting of External Review Panel, HRXCT laboratory, University of Texas, Austin
• July 6-20: Fieldwork in Italian Alps with grad student Amber Hawkins
• Oct 17-22: GSA meeting, Portland, OR
• Dec 15-16: AGU meeting, San Francisco, CA

Zachary Sharp, Associate Professor

Travel

Lake Baikal, Russia (5 days)
Valles Caldera (4 days)
Gary A. Smith, Professor

Travel

Attended New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM, February 27-28.

Gary Weissmann, Associate Professor

Travel

Aberdeen, Scotland (Rivers to Rock Record Conference), January, 2009.
Denver, Colorado (AAPG), June, 2009.
Sacramento, California (Groundwater Resources Association meeting), October, 2009.
Portland, Oregon (GSA), October, 2009.
San Francisco, California (AGU), December, 2009.
10. PUBLIC SERVICE

Adrian Brearley, Professor

Public service

Identified mineral samples and suspect meteorite samples for members of the public.

Laura J. Crossey, Professor

Public service

Gave several invited presentations on enhancing diversity in STEM fields
Gave numerous presentations at local middle schools on geologic topics
Filming for the geologic component of the Grand Canyon National Park visitor center documentary is under way.
Soccer Referee, USSF Grade 6, NM State Referee, NM State Cup referee, NISOA Collegiate Referee (1997-current), NM State High School Referee

Maya Elrick, Associate Professor

Community service

Geoscience education presentations in elementary schools.

Amy Ellwein, Lecturer III, Natural Science Program

Public service

Frequent science fair judge for New Mexico's K-12 schools.

Peter J. Fawcett, Associate Professor

Public service

AYSO Soccer Coach, Referee
Tobias Fischer, Associate Professor

Public service


John W. Geissman, Chair and Professor

Public service

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
Various geoscience talks to local groups
Guest speaker, NMSR Radio Show

David Gutzler, Professor

Invited presentations to nonspecialist audiences

“No one else (including nature) is going to bail us out”, New Mexico Water Dialogue, Albuquerque, Jan 15.
“21st century climate change projections for the American Southwest”, Crow Canyon Distinguished Lecturer Series, Cortez CO, Jan 16.
“Projected impact of climate change on New Mexico”, Albuquerque Rotary Club, May 18.
“Projected hydrologic effects of climate change in southwestern New Mexico” Gila River Forum, Silver City, May 28.
“Local impacts of projected climate change”, Urban Land Institute, Albuquerque, Oct 7.
“Climate change, globally and in New Mexico”, KNME Science Café presentation, Oct 17.
KUNM call-in show interviewee on sustainability, Feb 26.
Numerous interviews throughout the year for regional media regarding summer rainfall, El Niño/La Niña, drought, global warming, and other weather- and climate-related topics.

Rhian H. Jones, Associate Professor

Public service

Gave several tours of the Meteorite Museum for visiting groups.
Identified suspect meteorites and answered enquiries about meteorites for members of the public.
Karl E. Karlstrom, Professor

Public service

- We continued to make major progress in 2009 towards establishing the Trail of Time at Grand Canyon, which will be one of the world's largest geoscience exhibitions. It is scheduled to open in 2010.
- Filming and editing for the geologic component of the Grand Canyon National Park visitor center documentary is under way.
- Geotalk at Ernie Pyle middle school

Barry S. Kues, Professor

Public service

- Presented talk, “500 million years of life in central New Mexico” at Petroglyph National Monument, July 18.
- Identified geological specimens and answered geological questions for the public.
- Arranged analysis and wrote report on an unusual mineral from Afghanistan for Boyd Caddell, a consultant for the U.S. military in Afghanistan

Leslie D. McFadden, Professor

Public service

- 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 A. Meyer, Professor

Public service


Aurora Pun, Lecturer III

Public service

Mousumi Roy, Associate Professor

Public service

- Public talk on Rio Grande Rift, Friends of the Sandias, May 2010
- KUNM – Children’s Hour (on earthquakes), Jan 2010
- OASIS - Class on tectonics of the Rio Grande Rift, Jan 2010
- Spoke to K-12 teachers at the Explore New Mexico with EarthScope, NSF Earthscope Workshop, Sept, 2009
- Public talk on Rio Grande Rift, New Mexicans For Science and Reason, 2009

Jane Selverstone, Professor

Public service

- Jury duty, NM 2nd District Court, November 2-13.

Gary Weissmann, Associate Professor

Public service

- Volunteer, Monte Vista Elementary School.
A. GRADUATE PROGRAMS AND STUDENT SCHOLARSHIPS  
(Calendar Year 2009-2010)
SUMMARY OF THE GRADUATE PROGRAM

The total number of graduate students in the Department in Fall, 2009 was 55, a number that reflects a modest decrease in our previous year's number of 65 for our graduate student population. It is important in this discussion to emphasize that, beginning in the mid-1990's, the Department agreed to make certain that each and every graduate student was provided a sustainable financial aid package for a realistic time period (e.g., two years for a M.S., student, and four years for a Ph.D., student with a M.S., degree). As of Spring of 2010, again well over 50% (33 of 55) of the graduate students were women, a continuation of a trend that began during the last decade. Just less than 50 percent of the graduate students are in the doctoral program. Data summarizing our graduate program are included in the Table 2 and other lists (i.e. scholarship and award recipients) included in this section. For Spring, 2010, our total graduate student enrollment has decreased slightly.

The last several annual reports have emphasized that 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 classroom, laboratory, and field experiences, graduate students acquire the mentoring, expertise, and skills required to become successful professional scientists in many employment opportunities, including industry, environmental and geological consulting companies, government organizations, and academia. Notably, the job opportunities in the broad realm of the geosciences are excellent and continue to grow (e.g., Geologist Salaries at Record Highs, 2008, geology.com; In the Geosciences, Business is Booming, 8 August, 2008, Science), but at a somewhat reduced pace due to the economic downturn. Individualized teaching opportunities in a broad range of undergraduate level laboratory sections, and opportunities 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 the geosciences in a range of settings and situations. A long term concern of all academic departments is the potential for a healthy academic hiring market over the next several years, and what will happen to the current and immediate future crop of PhD students who aspire to employment in academia.

Considerable evidence shows that the E&PS graduate program continues to be quite strong. Again, during the 2009-2010 academic year, many of our students won prestigious national fellowships or research awards, from sources such as the Geological Society of America, American Association of Petroleum Geologists, and Sigma Xi. Of note, Ms. Nina Lanza and Ms. Ann Ollila, graduate students in the Institute of Meteoritics, received the 2009 Zonta International Amelia Earhart Fellowships. Each student received $10K fellowships. Maarten DeMoor received a highly competitive NASA Graduate Fellowship, which provides excellent funding for three years. In addition, several students received fellowships from the New Mexico NASA Space Grant Consortium. We also note here that one of our graduate students, Mel Strong, was chosen for the Outstanding Teaching Assistant Award at the University of New Mexico.

In addition, the Department again received a large number of applications to the Graduate Program (over 60), another measure of the quality of our program. At least the top half of these applicants have outstanding academic records, and ALL of them receive several competing offers from top Earth Science Departments elsewhere in the nation. Averaged over several years, our success in attracting quality students to the Department is quite good. For Fall, 2009, some 30 percent of the applicants to whom we made TA or RA offers ultimately accepted and entered our program. This is a relatively low percentage, but is a function of many factors that vary from year to year.

As might be expected from graduate students of this caliber, they have also succeeded in publishing numerous papers in many journals, some (13) 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.
TABLE I. Bachelor's, Master's and Doctoral Students Degrees, Fall, 2009–Spring, 2010.

<table>
<thead>
<tr>
<th>Degree Description</th>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doctoral Student</strong></td>
<td>2009</td>
<td>Anthony C. Salem</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>Sean D. Connell</td>
</tr>
<tr>
<td><strong>M.S. Students</strong></td>
<td>2009</td>
<td>Ashley E. Edelman</td>
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<td></td>
<td></td>
<td>Eileen H. Embid</td>
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<td></td>
<td></td>
<td>Leah M. Roberts</td>
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<tr>
<td><strong>Bachelor of Science</strong></td>
<td>2010</td>
<td>Steven A. Aumack</td>
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<tr>
<td></td>
<td></td>
<td>Bruce E. Bergeson</td>
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<td></td>
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<td>Stephen W. Brown</td>
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<td></td>
<td></td>
<td>Zachary E. Gallegos</td>
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<td></td>
<td></td>
<td>Nicolas K. George</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Andrew Grouios</td>
</tr>
<tr>
<td><strong>Bachelor of Arts</strong></td>
<td>2010</td>
<td>Jessica L. Larsen</td>
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<tr>
<td></td>
<td></td>
<td>Amada Rice</td>
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<tr>
<td><strong>Bachelor of Science in Environmental Science</strong></td>
<td>2009</td>
<td>Jacob Baggerman</td>
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<tr>
<td></td>
<td></td>
<td>Karen Balduini</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adrienne M. Voss</td>
</tr>
<tr>
<td><strong>Bachelor of Science in Environmental Science</strong></td>
<td>2010</td>
<td>Holly A. Buehler</td>
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<tr>
<td></td>
<td></td>
<td>Cesar R. Castillo</td>
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<tr>
<td></td>
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<td>DaMonique M. Guevara</td>
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<td></td>
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<td>Maria E. Lohmann</td>
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<td>Barbara C. Moreland</td>
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<td>Timotheus D. Noger</td>
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<td>James P. Sturgis</td>
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<tr>
<td></td>
<td></td>
<td>April J. Tafoya</td>
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<td></td>
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<td>Glenn L. Tortalita</td>
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<table>
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<tr>
<th>FALL 2009 GRADUATE APPLICANTS</th>
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<tbody>
<tr>
<td>(GRADUATE APPLICATION SUMMARY DATA)</td>
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<tr>
<th>APPLICANTS TOTAL</th>
<th>ADMITTED</th>
<th>% ADMITTED</th>
<th>ACCEPTED</th>
<th>% ADMITTED/ACCEPTED</th>
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</thead>
<tbody>
<tr>
<td>M.S.</td>
<td>17</td>
<td>43%</td>
<td>5</td>
<td>60%</td>
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<tr>
<td>Ph.D.</td>
<td>10</td>
<td>46%</td>
<td>4</td>
<td>38%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27</td>
<td>45%</td>
<td>9</td>
<td>55%</td>
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<tr>
<td>FEMALE APPLICANTS</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>M.S.</td>
<td>6</td>
<td>55%</td>
<td>3</td>
<td>50%</td>
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<tr>
<td>Ph.D.</td>
<td>7</td>
<td>88%</td>
<td>3</td>
<td>43%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13</td>
<td>68%</td>
<td>6</td>
<td>46%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>FALL 2010 GRADUATE APPLICANTS</th>
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<th>% ADMITTED/ACCEPTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S.</td>
<td>20</td>
<td>43%</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>Ph.D.</td>
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<td>46%</td>
<td>5</td>
<td>38%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>45%</td>
<td>18</td>
<td>55%</td>
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<td>Ph.D.</td>
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TABLE 3. Department of Earth and Planetary Sciences – Graduate Student Enrollment, Fall 2009-2010.

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<tr>
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<th>FALL 2009 GRADUATE STUDENTS</th>
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<td>FEMALE M.S.</td>
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Many Graduate and Undergraduate students were supported by scholarships, fellowships, and other awards during the 2009-2010 year in fact are mentioned in the UNM Foundation. For AY 2009-10 year, we estimate that the total value of fund awards will be well over $50,000. We made the decision to change the timing of when we award scholarships to better support students while they are actually working on their degrees. Rather than making the awards in the Spring semester, we are now making these awards for both Graduate and Undergraduate scholarships in the Fall semester, causing a gap of 18 months from the last time that scholarships were awarded. 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 traveling 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. Many students, of course are also the recipients of funds from the University, as well as prestigious research awards fund organizations like the Geological Society of America. Recipients of these awards are listed below.

Scholarships to be awarded in Fall 2010

Geology Alumni Fellowship Fund

Harry and Mabel Leonard Scholarship

General Thomas Campbell Award

James Drew Pfeiffer Memorial Award

Outstanding Student of the Year Award

Other Graduate and Undergraduate Student Awards

New Mexico Geological Society, Lucille Pipkin Book Scholarship

Chanel Dailey  Christina Batson  Alexandra Pickel

Albuquerque Gem and Mineral Club Scholarship

Amanda Rice

New Mexico Geological Society, Fall Field Conference Scholarship

Christina Batson  Chanel Dailey

Stuart A. Northrop Award

Nicolas K. George
Sherman A. Wengerd Award

Nicole Thomas

J.P. Fitzsimmons Award

Miela S. Kolomaznik

Vincent C. Kelley Outstanding Field Geologist

Stephen W. Brown

Outstanding Environmental Science Graduate

Holly A. Buehler

Roger Y. Anderson Award

Andrew P. Jochems

New Mexico Geological Society and Lucille Pipkin Senior Scholarship

Tara S. Aran
Bachelor of Science
Departmental Honors – Senior Thesis


Holly A. Buehler, summa cum laude, Spring, 2010


Jessica L. Larsen, summa cum laude, Spring, 2010 – “Understanding Eruptive History and Dynamics From Study of Vent-Proximal Rhyolitic Pyroclastic Deposits, Jemez Mountains, New Mexico” Advisor: Dr. Gary A. Smith.

Maria E. Lohmann, magna cum laude, Spring, 2010 – “Enhanced High Altitude Tree Growth in the Western United States” Advisor: Dr. Louis Scuderi.


April J. Tafoya, cumma cum laude, Spring, 2010 - “Searching for Subterranean Arthropods: A Comparison Between the Edwards-Trinity Aquifer of Texas and the Karst Systems of New Mexico” Advisor. Dr. Laura J. Crossey.
Graduate Student Scholarship and Awards

Outstanding Master of Science Student

Leah Roberts

Albert M. Kudo Outstanding Teaching Assistant

Justin Dodd
Rebekah Levine

Outstanding Teaching Assistant (University of New Mexico)

Mel Strong

Vincent C. Kelley Memorial Scholarship

John V. Hurley          Stephen Elardo

New Mexico Geological Society, Fall Field Conference Scholarship

Stephanie Mason

Outstanding Doctor of Philosophy Student

Sean D. Connell

Jean-Luc Miossec Memorial Scholarship
Rodney C. Rhodes Memorial Scholarship
Alexander and Geraldine Wanek Scholarship
Jerry Harbour Memorial Endowed Scholarship Fund
Sherman A. Wengerd Travelling Fellowship
Fred D. Traugher Memorial Endowed Scholarship
Geology Alumni Fund

The following students will receive awards from the above listed scholarships.

Laura Burkemper        Andy Darling        Ryan Crow          J. Maarten deMoor
Julian Dillon          Justin Dodd         Linda Hurley       Stephen Elardo
John Hurley            Karen Hutchins       Leah Johnson       Sarah Keller
Ara Kooser             Nina Lanza           Rebekah Levine     Stephanie Mason
Euan Mitchell          Ann Ollila           Lyman Persico      Alexandra Priewisch
Lauren Sherson         Eric Tegtmeier       Bethany Theilling  Mark Tyra
Stephanie Yurchyk
**Graduate Degrees Awarded**

The following students received M.S. and Ph.D. degrees in Earth and Planetary Sciences, Fall 2009 and Spring, 2010 (no summer degrees are listed). Thesis/dissertation titles and faculty advisors are also indicated.

**Master of Science**

**Ashley E. Edelman, Fall, 2009** – “Characterization of a Volcanically Impacted, Overfilled Continental Rift Basin Within the Southeastern Jemez Mountains, New Mexico”. Advisor: Dr. Gary A. Smith.


**Melissa A. Halick, Spring, 2010** – “Documenting Multiple Metasomatic Events Within the Finero Phlogopite Peridotite Using Chlorine Isotopes, Ivrea Zone, Italy”. Advisor: Dr. Jane Selverstone.


**Molly J. Wick, Spring 2010** – “Formation Conditions of Plagioclase-Bearing Type I Chondrules in CO Chondrites: A Study of Natural Samples and Experimental Analogs” passed with distinction. Advisor: Dr. Rhian Jones.

**Doctor of Philosophy**


**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 2009-2010:

**Ph.D.**

- Sean D. Connell – Employed as a Field Geologist and Albuquerque Office Manager for the NM Bureau of Geology and Mineral Resources, Albuquerque, NM.
- Anthony C. Salem – Employed with Shell Oil Company as a Structural Geologist for the Petroleum Industry in Houston, TX.
• Ashley E. Edelman – Employed with SRA International, Inc., as a Geologist in Arlington, VA.
• Eileen H. Embid – Working as a Geoscientist for Shoemaker and Associates in Albuquerque, NM.
• Leah M. Roberts – Ph.D. Program in the Department of Earth and Planetary Sciences, University of New Mexico, Albuquerque, NM.
• Molly J. Wick – Seeking employment.
A. DONATIONS TO DEPARTMENT  
(Calendar Year 2009-2010)
DONATIONS TO DEPARTMENT

July 1, 2009 to June 30, 2010 Fiscal Year

Geology Chair Account

John M. Lucas
William L. Chenoweth
Richard Lee Ford
Brian L. Salem
Wolfgang E. Elston
Bill P. Lovejoy
John D. Bloch
Lenore R. Pardee
Sara George
Lannois F. Neely
Sandra Feldman

Michael L. Davies
Harvey R. DuChene
Teresa Marie Royek
William C. Carrigan
David M. Devoe
Jane Pedrick Dawson
John F. Bernhagen
Paul Wayne Lambert
Anjanette Cureton
Susan A. Waller
Patrick H. Higgins

Duane M. Moore
John G. Kuhn
Cabot Oil and Gas Corp.
James L. Gooding
Michael Petronis
Lee Brouillard
ExxonMobil Foundation
Carol Jane Treadwell-Steitz
Luis Roybal
Michelle Meert

Harding Pegmatite Mine

Theodore A. Keller
Laura A. Gullimore
Yuye Wen
Tim B. Ulrich
David A. Rickard
Wolfe D. Townsend
Rima Petrossian
Calvin G. Barnes
Peter Zion Klos
Jane Corinne
Norman Roy Greiner
John H. Burris
Kay Brown

Dennis D. Small
Jack B. Tucker
Andrea Olinger
Terrance P. Felegie
Bonnie R. McMurray
William A. Moody
J.R. Morgan
Karen J. Horn
Steven L. Racicot
Justin DeMello
Daniel Kelly
Geoffrey Saunders
Richard Hunter

Stephen Norte
Joe Meert
Albuquerque Gem and Mineral Club
Peec, Inc.
Pajarito Environmental Educ., Ctr.
Los Lunas High School
Chamisa School PTO
Taos UNM Branch
Beloit College
University of Missouri
Miami University
University of Florida
University of North Carolina

Sherman & Florence Wengerd Traveling Fellowship

Harry F. Pomeroy, Jr.

Douglas Brookins Memorial Scholarship

Jeffrey Bernard West
Geology Museum and Collections

Anonymous

Rodney Charles Rhodes Memorial Fellowship

Theodore J. Bornhorst
Wolfgang E. Elston

EPS Challenge Grant Fund

Kurt J. Steffen
Leslie D. McFadden
Tobias Fischer

Memorial Fund for Ashley Forsythe

Mr. and Mrs. Rod Forsythe
Marcia Hess
Mr. and Mrs. Raymond Shelton, Jr.
Joyce Yasm
John Pierce

Frederick D. Trauger Memorial Scholarship

Frederick D. Trauger Trust

Dr. Grant Meyer Quaternary Studies Program

Richard A. Ortiz
APPENDIX I

MUSEUM AND HARDING PEGMATITE LOG

2009-2010
<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><strong>204</strong></td>
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| AUGUST, 2009 TOTAL | | | |
| 9/01/09 | SY JACKSON ELEMENTARY | 4 | 50 | 10 |
| 9/16/09 | DENNIS CHAVEZ ELEMENTARY | K-5 | 15 | 2 |
| 9/21/09 | GOOD TIME TRAVEL | | | 27 |
| 9/24/09 | SY JACKSON ELEMENTARY | 4 | 50 | 8 |
| **SEPTEMBER, 2009 TOTAL** | | | **115** | **47** |

| OCTOBER, 2009 TOTAL | | |
| 11/06/09 | MONTE VISTA ELEMENTARY | 1-2 | 22 | 4 |
| 11/18/09 | LA LUZ DEL MONTE | 7 | 56 | 10 |
| **NOVEMBER, 2009 TOTAL** | | | **78** | **14** |

| DECEMBER, 2009 TOTAL | | |
| 12/01/09 | DOUBLE EAGLE ELEMENTARY | 4 | 23 | 2 |
| 12/01/09 | ROOSEVELT ELEMENTARY | 1 | 80 | 30 |
| 12/02/09 | BOSQUE MIDDLE SCHOOL | 8 | 16 | 3 |
| 12/08/09 | BOSQUE MIDDLE SCHOOL | 8 | 16 | 3 |
| 12/09/09 | BOSQUE MIDDLE SCHOOL | 8 | 16 | 3 |
| 12/10/09 | GEORGIA O'KEEFE | 2 | 30 | 10 |
| 12/11/09 | COLORADO COLLEGE | | 23 | 2 |
| **DECEMBER, 2009 TOTAL** | | | **204** | **53** |

<p>| 1/11/10 | PERALTA ELEMENTARY | 4 | 45 | 5 |
| 1/15/10 | INFINITY HIGH SCHOOL | 9-12 | 8 | 1 |</p>
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<th># OF ADULTS</th>
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ANNUAL REPORT

Department of Economics
University of New Mexico

July 1, 2009 – June 30, 2010

Robert P. Berrens
Chair
THE ANNUAL REPORT OF
THE DEPARTMENT OF ECONOMICS
July 1, 2009 – June 30, 2010

Robert P. Berrens, Chair

1. Significant Developments During the 2009-10 Academic Year

The Department was pleased to hire a new tenure-track, Assistant Professor in August 2010; Margaret (Meg) Blume-Kohout (PhD, Pardee RAND Graduate School), specializes in microeconomics, public and econometrics, and does research in the area of Health. Meg joins the department as of the Fall 2010 semester (with a 100% tenure line), and also has an appointment as a Senior Fellow with the Robert Wood Johnson Foundation (RWJF) Center for Health Policy at UNM.

Department staff for 2009-2010 included: Michelle Durham (Department Administrator II) until her resignation in September of 2009, Maria Daw (Unit Administrator I), Shoshana Handel (Academic Advisor), and hired in May of 2010 was Mapela Motshabi-Custodio (Grants Coordinator).

A number of faculty members held administrative positions. Within the Department for 2009-2010, Robert Berrens served as the Chair, Kristine Grimsrud served as the Graduate Director, and Melissa Binder served as the Undergraduate Director. Alok Bohara was the Director of the Nepal Study Center (NSC), and David Brookshire was the Director of the Science Impact Laboratory for Policy and Economics (SILPE).

Outside of the Department, Professor Phil Ganderton served as the Associate Dean for the College of Arts and Sciences in 2009-2010, as well as the Director of the BAMD program. Other Economics faculty members who were appointed to administrative positions include Professor Richard Santos serving as Chair of Geography (2009-2010), and Professor Christine Sauer serving as the Director of the International Studies Institute (three-year term). Professor Robert O. Valdez, under a secondary appointment (0.0 FTE in Economics) served as the Executive Director of the Robert Woods Johnson Foundation Center for Health Policy. With these various administrative appointments outside of the Department, the effective size (FTE) of the Economics faculty for 2009-2010 was 13.

There were a number of significant international initiatives in the Department, including several foreign learning experiences for students. In Summer 2010, lead by Assistant Professor Matias Fontenla, a group of undergraduates traveled to Nicaragua as part of an ECON 423/428 Sustainable Development Study Abroad course. The visit helped enhance students’ knowledge of poverty, inequality, and under-development in Nicaragua. Professor Christine Sauer also led a group of students to Schloss Dyck, Germany to take an ECON 478 class at the UNM cooperative facilities there.

For 2009-2010, the Department of Economics continued recent trends in achieving record high levels of undergraduate majors (n=263) and total student credit hours (SCHs), as detailed in
Section 6 (below) of this Annual Report. Undergraduate majors have grown a net total of 144% (from 115 to 263) over the last decade. Graduate students (60) also continued to hover near record levels for the Department. Once again in the Department, SCHs were over 6,000 for both Fall and Spring Semesters. The Fall and Spring combined semester total was 12,920 SCHs, and further combined with the Summer 10 semester to total 13,727 SCHs. All of these were records for the Department.

Finally, as detailed below in Sections 3-5 of this Annual Report, faculty continued to publish significant peer-reviewed research and generate research grants (over $2 million of outside support – almost double the support from last year), and sustain important service and community engagement activities.

2. Significant Plans and Recommendations for the Near Future

Assistant Professor Matias Fontenla will be completing the Tenure and Promotion (to associate professor) review during the 2010-2011 academic year.

The Department continues with the Success Initiative including a Success Economics 106 class taught by Dr. Kate Krause, with 9 associated laboratory/recitation sessions to be taught by 3 graduate assistants, 2 of which are funded under the Success program. Dr. Melissa Binder will continue to teach the Success Economics 105 course, with similar student training and support.

The Department is continuing efforts on Outcomes Assessment under the leadership of Associate Professor Binder (Undergraduate Director) and Associate Professor Grimsrud (Graduate Director)

The Department continues to increase our connections and engagement with the RWJF Center for Health Policy. In 2009-2010, we had 4 PhD Doctoral Fellows, and 2 Dissertation Fellows in our PhD program receiving support from the Center. In addition, three faculty members (Professor Alok Bohara, Associate Professor Kate Krause, and Assistant Professor Matias Fontenla) have had research proposals funded by the Center (all with additional research assistant [RA] support for graduate students. We will continue to develop our relationships with this Center and its innovative programs).

Economics Faculty will continue to produce new knowledge and support graduate students through successful research grant application and awards. The equivalent of five (0.5 FTE) graduate students, not including those [4] supported by the RWJF Center, will be supported by funded research in Fall 2010, with a similar number expected for Spring 2011. The Department will continue to house two different centers, the Nepal Study Center (NSC) [Professor Alok Bohara, Director] and Science Impact Laboratory for Policy and Economics (SILPE) [Professor David Brookshire, Director], which both have current grant funded research for 2010-2011. Multi-year grant activities include, a joint venture research agreement with the USDA’s Forest Service’s Rocky Mountain Research Station (Professor Berrens and Associate Professor Thacher) and a EPSCOR grant with the NSF (Professor Chermak). There is also a large grant with the American Water Works Association (Associate Professor Thacher and Professor
Chermak), and a significant grant, totaling more than 1.8 million, with the MRDC, through funding from the Gates Foundation (Associate Professors Krause and Binder).

3. Publications

**Dr. Robert Berrens: (* denotes graduate student co-author)**


Book Chapter:


**Dr. Melissa Binder:**


**Dr. Alok Bohara:**


**Dr. David Brookshire:**


SAHRA -- Year 10 progress report -- 3 components-- 1)Water Leasing (C. Broadbent, D. Coursey, V. Tidwell), 2) Integrated Modeling (J. Thacher) and 3) Urban Water Demand (J. Chermak, Kate K.) -- part of the annual reporting process; Dec. 2009.

USEPA -- “Integrated Modeling and Ecosystem Valuation”, (J. Thacher, and the research team) -- part of the annual progress reporting; July 2009


**Dr. Janie Chermak:**


**Don Coes:**


**Dr. Matias Fontenla**


**Dr. Kristine Grimsrud:**


**Dr. Brady Horn**


**Dr. Kate Krause**


**Dr. Christine Sauer:**


**Dr. Jennifer Thacher:**


4. **Outside Professional Activities**

**Dr. Robert Berrens:**

Served as Associate Editor, *Water Resources Research.*

Served as Co-Editor of *Contemporary Economic Policy.*
Served as Member, Technical Advisory Panel, Collaborative Forest Restoration Program, US Department of Agriculture, Forest Service, Region 3, Albuquerque, NM.

Reviewer for Journals:

**Dr. Melissa Binder:**

Interdisciplinary Committee for Latin American Studies (ICLAS), at UNM


**Dr. Alok Bohara:**

Served as editor. *Himalayan Journal of Development and Democracy (HJDD)*, and *Liberal Democracy Nepal Bulletin (LDNB)*


Coordinated and helped organize the Fourth Annual Himalayan Policy Research Conference (37th South Asian Conference at the U. of Wisconsin), Nepal Study Center, University of New Mexico, Madison, October, 2008.

Member of the editorial board, Proceedings and Paper Abstracts of the Third Annual Himalayan Policy Research Conference (38th South Asian Conference at the U. of Wisconsin), Nepal Study Center, University of New Mexico Madison, October, 2009

**Dr. David Brookshire:**

Presentations:


Co-Organized (With Bobby Creel and Steve Piper) the “Gila Economic Forum”, Silver City, NM May 28, 2009.


USEPA workshop – “Final Indicators of Ecosystem Services for Streams”, July 13-16, 2009, Denver, CO.


Dr. Janie Chermak:

Proposal Reviews for:
The National Science Foundation
Social Sciences and Humanities Research Council of Canada

Manuscript Reviews for:
Journal of Environmental Economics and Management, Contemporary Economic Policy,
Land Economics, Economic Inquiry

“My Neighbor’s Cattle: Strategic Behavior in a Spatial-dynamic Model with an Invasive Weed,”
presented in the Agricultural Economics and Rural Sociology Seminar Series, Pennsylvania State

“Strategic Agent Behavior with an Invasive Weed,” 2009 PREISM Workshop, USDA,

“Potential Impacts of Climate Change to New Mexico,” with Kristine Grimsrud: Fifth Annual
Meeting of the Radioactive and Hazardous Materials Committee, Santa Fe, NM, November 12,
2009.

“Integration of Urban Water Demand Experiments into a DS Model,” presented at the 9th Annual
Meeting of SAHRA, an NSF funded Science and Technology Center, Tucson, AZ: September
24, 2009.

“Climate Change will Cost No Matter What,” presented at the League of Women Voter’s

“Economic Considerations of Desalination,” presented at the Middle Rio Grande Water

Dr. Don Coes:
LAII, UNM, Operations Committee.
Veteran’s Working Group, UNM, 2009-10

Dr. Matias Fontenla:
Big Brothers Big Sisters of Central New Mexico, big volunteer, Fall 2009-present
UNM Mountaineering Club, Faculty Advisor, Spring 2010 - present.
Kappa Sigma Fraternity, Faculty Advisor, Spring 2010 - present.
RWJF Center Fellowships selection committee, Spring 2009 - present.
Grants and Awards committee, Latin American and Iberian Institute, Fall 2007 - present.

Graduate Studies Committee, Dept. of Economics, Fall 2008 - present.

Latin American Studies core exam committee, Latin American and Iberian Institute, Fall 2005 -- present.

Chair, Macroeconomics core exam committee, Dept. of Economics, Fall 2009 - present.

EGSO, Economics Graduate Student Organization faculty advisor, Fall 2008 - present.

"Are Recessions Good for Everyone's Health?" RWJF workshop, Albuquerque, November 2009.

"Microfinance Repayment Rates: Evidence from Grameen Argentina". Guanajuato Workshop for Young Economists, Guanajuato, Mexico, August 2009.

"Are Recessions Good for Everyone's Health?" Western Social Sciences Association, Albuquerque, April 2009.


Dr. Kristine Grimsrud:

Journal Review:


Textbook Review

"The Economics of the Environment" by Peter Berck and Gloria Helfand, November 2008 and June 2009.

2008-2009: Economics Representative of Interdisciplinary Faculty Search Committee which recruited Assistant Professor Brady Horn, Dept. Economics, UNM

Member of the Steering Committee of the Economics Program of The Climate Leadership Initiative, University of Oregon Institute for a Sustainable Environment
Presented for the New Mexico State Legislature’s Committee on Radioactive and Hazardous Materials during their fifth meeting, Nov 12-13, 2009, regarding the costs of climate change of under a business-as-usual scenario.

Member of the Customer Advisory Committee of the Albuquerque Bernalillo County Water Utility Authority (confirmed by the board of ABWUA on January 27, 2010).

Radio interview with 7 and 8th graders at Roots and Wings Community School on the topic of sustainability and Haiti 2/27/10. Part of the series Good Seed and Bad Seed (prx.org)


Tevie, J. and K. Grimsrud "Biodiversity Risk in the U.S." Western Social Science Association Meetings, Albuquerque NM, April 15-17, 2009. Presenter: Justin Tevie


Dr. Brady Horn:

DWI Leadership Team, New Mexico

Manuscript Reviews for:
Agricultural and Resource Economics Review, Contemporary Economic Policy

Dr. Kate Krause:


College Assessment Review Committee, 2008 – 09

Feminist Research Institute, Board Member, 2009 – current

Faculty Senate Budget Committee Member (current)

Peer Reviewer in 2009 for:
Reviewer for the National Science Foundation

“TGIF: Using Friday interactive sessions in a large lecture course.” *Success in the Classroom UNM Conference*, February, 2009. (Poster Session)

**Dr. Christine Sauer:**

Liaison between UNM (Provost's Office and Accounting) and Schloss Dyck Foundation to complete paper work (incl. tax forms) and finalize arrangements for UNM payment for the 2009 UNM Summer School at Schloss Dyck, August-September 2008.

Organizer and Host, “Revolutions of 1989: From Tiananmen Square to the Berlin Wall,” ISI Fall Lecture Series with 7 events/lectures, UNM campus, November 2-9, 2009.

External Evaluator for promotion to Full Professor, University of Minnesota, Morrison, July 2009.

Session Organizer and Moderator, “Topics in International Economics,” (Featuring papers by 4 UNM graduate students), Western Social Science Association Annual Conference, Albuquerque, April 2009.

2008-2009 Outstanding Teacher of the Year Award


Supervisor for Independent Study (Econ 551), Michael Morrison, “Testing for Price Convergence in an Online Virtual Economy,” Fall 2009.

Teaching Mentor for Alejandro Prera, Econ 303, Spring 2009.

Organized and taught in 2009 UNM Summer School at Schloss Dyck, Germany, Econ/Pols 478: “1989 and its Consequences for Germany and the EU,” June 2009.

Liaison between UNM (Provost’s Office and Accounting) and Schloss Dyck, Foundation to complete paper work (incl. tax forms) and finalize arrangements for UNM payment for the 2009 UNM Summer School at Schloss Dyck, May – September 2009.

Fundraiser, “Revolutions of 1989: From Tiananmen Square to the Berlin Wall,” ISI Fall Lecture Series, $4,650 from various UNM departments/programs and other units.
Dr. Jennifer Thacher:

RWJF Center for Health Policy: Recruitment committee member; made presentation at AEA Summer Training Program (UCSB)

Research Policy Committee

Affiliated member of Water Resources Program

Water utility advisory council vice-chair: Provide economic input to ABCWUA on Citizen’s Advisory Council

Journal reviews:

Discussant: SEA, AAEA

Grant reviewer: South Asian Network for Development and Environmental Economics

Refereed


Unrefereed


Other Talks


5. Research Grants and Contracts Funded

The department received the following grants to fund faculty and graduate research during this academic year. Total of $2,049,105.

**US Forest Service**

"A Continuing Research into Understanding Behavioral and Economic Responses to Forest Restoration Programs in the Southwest"

Berrens, R., Thacher, J.

Inception to Date: $206,216

$50,000

July 2009 – June 2010

Year 4 Funding

**US Forest Service**

"Economic Analyses in Support of National Forest Planning"

Berrens, R., Thacher, J.

Inception to Date: $106,500

$22,000

July 2009 – June 2010

Year 5 Funding

**US Forest Service**

"Habitat use of Mountain Goats (Oreamnos americanus) in the Kenai Mountains, South-Central Alaska"

Bohara, A., Thacher, J.

Inception to Date: $76,891
$38,041
July 2009 – June 2010
Year 2 Funding

**USGS - SILPE**
“A Collaborative Agreement Between USGS & SILPE: A Focus on Ecosystems & Institutional Frameworks”
Brookshire, D.
Inception to date: $100,000
$100,000
May 2010 – June 2011
Year 1 Funding

**USGS**
“Carbon Sequestration Valuation Methodology Development”
Brookshire, D.
Inception to date: $230,000
$15,000
September 2009 – September 2010

**NM State Engineer’s Office**
“Water Leasing Market in Upper Mimbres Basin”
Brookshire, D.
$100,001
July 2009 – June 2010

**National Science Foundation**
“Subproject for the main EPSCOR Project”
Chermak, J.
Inception to date: $48,025
$36,250
September 2009 – August 2010
Year 2 Funding

**MDRC**
“A Demonstration of Performance Based Scholarships – University of New Mexico Site”
MDRC through the Bill and Melinda Gates Foundation (total over $1.7 million through 2011)
Krause, C., Binder, M.
Inception to Date: $1,858,517
$1,512,926
July 2009-June 2010
Year 2 Funding

**MDRC**
“Performance-Based Scholarships”
Krause, C., Binder, M.
Inception to Date: $105,280
Extended w/o new funding
July 2009-June 2010

*Children Youth and Families*
“STIMULUS: Infant and Toddler Cost Study: Childcare Workforce Study”
Krause, C., Binder, M.
Inception to Date: $174,887
$174,887
July 2009-June 2010

*American Water Works Association (AWWARF)*
“Setting Water Utility Investment Priorities: Assessing Customer Preferences and Willingness to Pay”
Thacher, J., Chermak, J., Thomson, B.
Inception to date: $324,972.00
No New Funding
July 2009-November 2010

6. **Student Information**

*Bachelor of Arts Degrees Conferred*
Bachelor of Arts degrees conferred in 2009-2010 academic year (59):

Angelo A. Arellano,
Jordan L. Barela
Jose R. Bucheli Penafiel
Alexis M. Bullington
Robert D. Cain
Robert M. Campbell
Ian H. Colburn
Clifton B. Colwell
Aaron R. Dankert
John D. Denson
Selina N Dewji
Stephanie J. Dominguez
Fadi Sel-Yassin
Mikel C. Evans
Brandi R. Ewing
Victoria A. Gammill
Luis A. Garcia Merino
Daniel J. Gonzales
Jason D. Goodman
Saul R. Griego
William H. Harrell
Nicole J. Hash
Jonathan W. Hesketh
Walter R. Hopp
Collier R. Hunter
Ryan D. Inman
Tanya S. Jeffries
Megan M. Johnsen
Susanna M. Lester
Daniel P. Lewis
Marco A. Llanos Garrido
Kim Mabry
Bryan J. Machtinger
Charles F. Manning
Trevor J. McCormick
Colin J. Mitchell
Bailey K. Montoya
Brian L. Moore
Martin J. Muldowney
Kim T. Nguyen
David S. Niemeyer
Mark A. Probasco
Alyssa M. Rivera
Theresa M. Rogers
David G. Sanchez
Fernando A. Santillanes
Penny A. Scanga
Michael A. Sherer
Braeton J. Smith
Nathan C. Stephenson
Nancy R. Storey
Darren M. Thompson
Michael K. Tsosie
Diego A. Tudela Arteaga
Thurman Tully
Derek C. Valdo
Alex J. Vogel
Robert S. White
Aaron L. Woods
Angelo A. Arellano,
Jordan L. Barela

Master of Arts Degrees Conferred

Masters of Arts degrees conferred in 2009-2010 academic year (9):
Dennis H. Barber
Leilani K. Burrows
Angely A. Carcamo Gallardo
Prodyut Das
Daniel J. Delfino
Lauren K. Moore
Tunay Oguz
Jose E. Olivares
James I. Price

Doctoral Degrees Conferred (Committee Chair)
Doctor of Philosophy degrees conferred in 2009-2010 academic year (2):

Bishwa Koirala: Chair: - Dr. Alok Bohara; Members: Robert P. Berrens, Jennifer Thacher and Wendy L. Hansen

Rohnn Sanderson: Chair - Dr. Phillip Ganderton; Members: Dr. Don Coursey, Dr. Philip Ganderton, Dr. Vince Tidwell

J. Raymond Stuart Award

Dennis Hubert Barber III
Jeff Felardo
Kathryn Overton

Graduate Student Mentor Award, Office of Graduate Studies, UNM

Heidi Pitts

Dean’s Dissertation Scholarship, Office of Graduate Studies, UNM

Hari Katuwal

Higher Education Department Graduate Scholarship, Office of Graduate Studies, UNM

Johnnita Tsabetsaye

Tom L. Popejoy Dissertation Prize, Office of Graduate Studies, UNM

Jason Hansen

Distinguished Alumnus:
David Brookshire BA: 1970 Economics, California Date University
PhD: 1976, Economics, University of New Mexico.
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University of New Mexico English Department Annual Report 2009-10
Compilation of Department Associate Chairs’ and Directors’ Reports
by Acting Chair Daniel Mueller
November 5, 2010

Overview:

The Department of English Language & Literature has two overarching rubrics: Undergraduate and Graduate Programs; and six programmatic sections: Rhetoric & Writing (RW) Core Writing, Creative Writing (CW), British/Irish Literary Studies (BILS), American Literary Studies (ALS), and Medieval Studies (MS). During Professor Gail Houston’s first year as Chair, she appointed Professor Anita Obermeier to Associate Chair for Graduate Studies, Professor Daniel Mueller to Associate Chair for Undergraduate Studies, Professor Jesse Aléman to Associate Chair for Tenure and Promotion, and Professor Wanda Martin to Associate Chair for Core Writing. In addition, Professor Julie Shigekuni served as Director of CW, Professor Scott Sanders served as Director of RW, Professor Gary Scharnhorst served as Director of ALS, and Professor Helen Damico served as Director of BILS and MS.

Assistant Professors Aeron Hunt and Marissa Greenberg earned successful mid-probationary evaluations. Associate Professor Diane Thiel and Anita Obermeier were both promoted to Full Professor. Associate Professor Wanda Martin’s case for promotion was successful at the Departmental level but unsuccessful at the College level, raising concerns in the English Department as a whole about the value of service to the University. Professor Martin served tirelessly and well for many years as the Director of Core Writing, and then as the Associate Chair for Core Writing.

The English Department suffered two separations of tenured faculty, one a blow to the RW program, the other a tragedy to the entire University community. Associate Professor Susan Roman retired after ten years of service and teaching in RW and was awarded emeritus status. Professor Hector Torres and his girlfriend American Studies Ph.D. candidate Stephania Grey were murdered at gunpoint in their home, and memorial services were held in their honor. UNM presented Professor Torres its coveted Presidential Luminaria Award posthumously.

Sabbaticals were awarded to Greg Martin (2 semesters), Michelle Hall Kells (2 semesters), Finnie Coleman (2 semesters), Susan Romano, Scott Sanders, and David Richard Jones. Diane Thiel and Feroza Jussawalla were awarded leaves of absence. Gary Harrison was appointed to Associate Dean of Graduate Studies. David Dunaway continued to divide his time between UNM and San Francisco State University. Marissa Greenberg received an NEH grant that will support her leave from teaching until Spring 11.

By far the biggest undertaking and accomplishment for the English Department last year was the completion of the Self-Study for Academic Program Review (APR), a 317-page document that describes in depth the English Department’s program, compares it to those of UNM’s peer institutions, identifies areas of excellence and concern, and forecasts future directions for each of the subgroups and the department as a whole. The Chair, with help from the Associate Chairs and Program Directors, and an extraordinary effort from Professor Lynn Beene, devoted many
hours to the drafting of this important document, which represents the concerted work of all faculty members and was read and evaluated by the four members of the APR Team (external reviewers Patricia Okker, University of Missouri; Duane Roen, Arizona State University; and Beverly Taylor, University of North Carolina at Chapel Hill; and internal reviewer John Taber, Dept. of Philosophy, University of New Mexico).

In its analysis, the APR Team called the self-study “the most comprehensive we have seen” and commended the English Department “for providing such a detailed and insightful report.” A summary of the strengths identified by the team include:

--“a faculty of dedicated and hard-working teachers” whom students describe “as approachable and encouraging and interested in them as individuals” as well as “inspiring mentors”

--“The faculty are productive scholars committed to their creative and scholarly work”

--“The department has obviously done an excellent job hiring in recent years, as evidenced by the strong group of assistant professors”

--“The department has a strong reputation for training its graduate students as teachers, a reputation that seems very much deserved”

--the department has an “exceptional record of innovative internships and community-based projects” which include “the world-class Taos Summer Writers’ Conference, the Write On Workshops, and the impressive work done with local nonprofit organizations within the grant-writing course.”

The team also identified several “Challenges and Opportunities”:

A. Though the department takes great pride in helping students to become effective writers, there do not appear to be adequate resources to sustain high levels of instruction in the Core Writing Program, which includes English 101, 102, 219, and 220. One remedy may lie in allowing students to substitute writing courses from other departments for English 102. Another option may lie in eliminating English 102 altogether and developing a “vertical program” that includes writing across the curriculum (WAC) and writing within the discipline (WID).

B. Morale among department faculty, students, and staff has been negatively affected by the following factors: 1) the loss of key faculty members through retirements, resignations, and appointments to administrative posts outside the English Department; 2) a widely held perception that the English Department isn’t valued on campus, but seen as a “service” unit rather than as a viable academic program with strong research and teaching; 3) the traumatic incidents in the Creative Writing Program in 2001-08 and the fact that a faction of faculty members continues to feel deeply hurt and concerned about these events.

C. A heavy reliance on part-time instructors (PTIs), a curriculum that requires the department “to do too much with too few faculty,” undergraduate concentrations that aren’t aligned, and a preponderance of slash courses unpopular with graduate students suggest an adherence to a “coverage” model that is outdated and fosters an environment in which programs, i.e., RW, CW, BILS, ALS, and MS, compete with one another for limited resources. In response, the English Department has committed itself to finding ways to decrease its reliance on PTIs, from converting Gaships to Taships to raising caps on Core courses, predominantly taught by PTIs, and thereby reducing the number of Core
courses offered. It has also drafted a “unified major” that emphasizes common requirements before offering three separate tracks in RW, CW, and Literary Studies.

D. The department could capitalize more on what is unique to UNM and the region. Linking the CW program, for instance, which sponsors readings by nationally and internationally renowned writers as well as readings in local coffee shops as a means of building community support, with Southwestern Studies is the type of joint venture, the team believes, that will attract donors. To this end, Professor Jesse Aléman has begun developing a Southwestern Studies concentration.

E. The department is inadequately staffed with tenure-stream faculty to “sustain all of its admirable efforts to offer first-rate courses and programs” at the graduate and undergraduate levels. RW and CW “are areas that could easily develop ever greater visibility with several key hires.” Filling the vacancy left by Hector Torres’s death is the department’s first priority. Its second priority is filling the vacancy left by RW Professor Susan Romano’s retirement. Its third priority is hiring poet Dana Levin as a permanent faculty member.

F. The department cannot continue to compensate every faculty member who assumes an administrative post with a course release each semester as well as a stipend (SAC) and meet its teaching obligations. Daniel Mueller, Associate Chair for Undergraduate Studies, taught a 2/1 load during his first term in the post, and other departmental administrators are considering doing the same.

Graduate Program
In F2009, Anita Obermeier started as Director of Graduate Studies (DGS). About a month into the Fall semester, Chair Gail Houston converted the Directorship into an Associate Chair of Graduate Studies (ACGS) position, effectively strengthening the Graduate Office’s purview over all the sub-disciplines. Working with the Graduate Committee (GC), the ACGS implemented several new initiatives and policies (below); revised the Graduate Handbook; assembled a Deadlines document for the Graduate Office; ran orientation sessions; administered graduate examinations; led workshops for job seekers; assisted in scheduling for Spring and Fall graduate courses; advised graduate students; administered the annual admissions process; in conjunction with the GC’s Scholarship Subcommitte reviewed and awarded nominations and applications for graduate travel grants, awards, and fellowships; conducted outcomes assessment and monitored the academic progress of graduate students; in collaboration with the Associate Chair of Core Writing awarded TAships and GAships; in collaboration with the Associate Chair of Undergraduate Studies decided literature course appointments for TAs and redesigned the Department’s online scholarship page and process; oversaw the ongoing processing of petitions and proposals for individual reading lists, waivers, exceptions, and independent studies; administered the S2010 Academic Progress Review; processed departmental and OGS forms required for the management of the graduate program; spearheaded the redesigning of the graduate portion of the Department’s website; facilitated a process by which graduate admissions files were available to the faculty online; and started the process to create a graduate student database.

I. Graduate Committee
Graduate Committee members, including representatives from all of the field group areas, consisted of Professors Anita Obermeier (Associate Chair), Lynn Beene, Scarlett Higgins (S2010
only), Matt Hofer (F2009) only, Dana Levin, Carmen Nocentelli, Chuck Paine, Hector Torres; Annarose Fitzgerald, PhD student, served as English Graduate Student Association (EGSA) representative; Ezra Meier, English Graduate Advisor, also served on the committee. Dan Cryer, GA for the Graduate Office, was present to take the minutes.

Graduate Committee Business. The Graduate Committee conducted regular business, including awarding RT grants, and reviewing policy and procedures. The committee approved minor policy changes that did not need to be approved through the department level (see below) and that will require minor revisions and additions to the English Department Graduate Studies Handbook. Members of the committee also participated in mock interviews for job seekers.

The Graduate Committee also heard and responded to the EGSA questionnaire about graduate students’ perception of whether or not their academic needs are being met. Both Chair Houston and ACGS Obermeier met with EGSA representatives and graduate students in general to address the concerns brought forward by the EGSA survey.

**New Policies / Procedures / Initiatives**

1. The GC drafted a document titled, “Suggested Guidelines for Writing a PhD Prospectus” to be posted on the website under graduate student resources.

2. The GC recommended that the Department not schedule graduate intersession courses.

3. The GC voted on TAship time limits. Graduate students who are awarded a TAship after their first year lose those semesters of TAship privileges. For example, an PhD student who gets a TAship in his/her second year and not his/her first will have a maximum of 8 TA semesters instead of the normal 10.

4. The ACGS created a Scholarship Subcommittee comprised of two GC members and the ACGS to vet RT grants and departmental scholarship applications. Scarlett Higgins and Carmen Nocentelli volunteered for this committee.

5. The ACGS renamed previously titled English RPT (Research, Projects, and Travel) grants as RT (Research and Travel) grants in order to distinguish them from the OGS awards by the same name.

6. The ACGS and the Associate Chair of Undergraduate Studies reworked the departmental scholarship application process and website. Applications are now accepted via email, decided by the Scholarship Subcommittee; hybrid awards are discussed by the ACGS and the Associate Chair of Undergraduate Studies.

7. The GC voted that a student’s COS must approve any individual reading list. Approval of the GC is not required. By the end of the semester before exams are taken, students will submit the individual lists and signature sheet, with signatures of approval from all COS members, to the ACGS for review.
8. With the help of programmer Sterling Coke, the Graduate office adapted and redesigned a database program originally made for the Math Department. The database went functional at the end of S2010 and has hugely simplified record keeping in the Graduate Office.

9. GC voted to include Creative Writing Internship hours into English 598. This necessitated only a minor Form A change, instead of an entirely new course as CW had requested.

10. In AY 2009-10, we saw the fruits of the first redesigned MA Literature candidates, especially their new portfolio and defense requirements. The ACGS serves on all MA Literature COSs ex officio and thus can oversee the quality of the portfolios and students.

II. Graduate Admissions
The Committee utilized the following process for reviewing applications for graduate admissions:

1. Graduate Committee collaborates with field groups for admission. As in the past, departmental field groups made selections, forwarding their rankings to the GC for further review. The GC divided into three groups with each group reading a third of all MA and PhD applications, chosen by the ACGS not to be in the GC members’ field to provide a more equitable process for each applicant; the full committee then met to compare the field group rankings with the rankings of the graduate committee members. In some cases, the graduate committee recommended changes in the priorities of the field groups, leading to further discussion and final rankings. MFA applications were reviewed by the Creative Writing faculty, with the Graduate Committee providing oversight. The graduate committee used a scoring table devised by the ACGS to rank candidates.

The major change this year was that the Graduate Office worked very hard to make the applications available online to the evaluating faculty. To this effect, Dan Cryer created an account on PBWorks, to which all faculty needing to read the applications had login access. This online access meant that faculty did not have to wait for boxes of materials while other faculty were reading them. The applications were sorted by field group, as they would be in Ezra’s boxes. We achieved this by having Dan Cryer, after FERPA training, scan all the applications in. This was a herculean effort both on Dan’s and Ezra Meier’s part, as Ezra had to vet all applications first. For next year, we want to implement an online application system to decrease this huge burden on Ezra and the office GA.

2. TAships/TA Extensions. TAships were apportioned by means of committee process, with the full graduate committee involved in discussions for all TAs. Thirteen TAships were available for incoming graduate students. The GC voted to grant extensions to all six applicants for them, for one semester each. The ACGS has scrutinized the entire process of TAship allocation to incoming students, extension requesters, and students applying in their second or more year in the program and decided that these processes are not necessarily transparent or consistent. The ACGS has written a memo over last summer to Chair Houston and Associate Chair for Core Writing Sanders outlining the issues and offering solutions to be discussed and implemented in AY2010-11.
Admissions Data
235 total applications (10 not sorted, too incomplete to know degree; 42 MA: 11 too incomplete to know concentration, 18 Lit, 8 R&W, 5 Med St; 140 MFA: 15 too incomplete to know concentration, 70 fiction, 33 CNF, 21 poetry; 42 PhD: 11 too incomplete to know, 23 Lit, 3 R&W, 5 Med St).

PhD Program in English
Total number of applications: 42
Total number offered admission: 18
Total number offered admission with TA: 9
Total number accepting admission: 10

MFA Program
Total number of applications: 140
Total number offered admission: 18
Total number offered admission with TA: 5
Total number accepting admission: 12

Master’s Program in English
Total number of applications: 42
Total number offered admission: 21
Total number offered admission with TA: 1
Total number accepting admission: 12

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Admissions' Trends

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<td>PhD/MFA/MA</td>
<td>PhD/MFA/MA</td>
<td>PhD/MFA/MA</td>
<td>PhD/MFA/MA</td>
</tr>
<tr>
<td></td>
<td>46 / 110 / 20</td>
<td>44 / 110 / 26</td>
<td>31 / 85 / 30</td>
<td>43 / 97 / 44</td>
<td>42 / 140 / 42</td>
</tr>
<tr>
<td>Number Offered Admission</td>
<td>9 / 14 / 7</td>
<td>16 / 15 / 13</td>
<td>21 / 21 / 22</td>
<td>14 / 15 / 21</td>
<td>18 / 18 / 21</td>
</tr>
<tr>
<td>Number Who</td>
<td>9 / 14 / 7</td>
<td>8 / 15 / 10</td>
<td>11 / 8 / 10</td>
<td>6 / 6 / 12</td>
<td>10 / 12 / 12</td>
</tr>
</tbody>
</table>
III. Recruitment and Retention
The GC decided not to send out posters and letters to various colleges that may be feeder schools for UNM’s MA and PhD program. This was decided after we had included questions on the annual EGSA survey that asked students to identify how they found out about UNM. Seventy-five percent responded that the web was their primary tool. The GC suggested that we would improve the graduate portion of the website to make it more user friendly in the then overall overhaul of the English Department website. Dan Cryer was troubleshooting the existing website and then acted as a liaison with Megan von Ackermann to redesign the site. The redesign, however, did not have the desired result and the ACGS will be restarting these efforts in AY2010-11. We also discussed a Facebook page, but such a page has not yet been set up. For Fall 2010, we have had our biggest application pool ever, thus proving that dropping the letter mailing campaign did not adversely affect application rates.

On August 19, 2009 the ACGS in collaboration with the Core Writing Program held an orientation and hosted a welcome reception for incoming and returning students. The ACGS and Graduate Advisor met with all new students; then new students divided into field groups and met with the department’s field group leaders for an hour. That meeting was followed by a general meeting for all new and returning graduate students (including TAs and non-TAs) to go over new policies and procedures. A reception followed.

IV. Graduate Enrollment AY2009-10

Fall 2009
Total enrollment for the graduate program in English, including new graduate students and subtracting dropped students, during Fall 2009 was 104 broken down as follows by degree program:

<table>
<thead>
<tr>
<th>Program</th>
<th>MA Program:</th>
<th>MFA Program:</th>
<th>PhD Program:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>28 (10 R&amp;W, 15 Lit, 2 Med Studies, 1 CW)</td>
<td>36 (17 fiction, 8 poetry, 11 creative nonfiction)</td>
<td>40 (25 Lit, 11 R&amp;W, 4 Med Studies)</td>
<td>104</td>
</tr>
</tbody>
</table>

Spring 2010
<table>
<thead>
<tr>
<th>Program</th>
<th>MA Program:</th>
<th>MFA Program:</th>
<th>PhD Program:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>28 (10 R&amp;W, 15 Lit, 2 Med Studies, 1 CW)</td>
<td>33 (14 fiction, 8 poetry, 11 creative nonfiction)</td>
<td>40 (25 Lit, 11 R&amp;W, 4 Med Studies)</td>
<td>101</td>
</tr>
</tbody>
</table>

Gender
- Male: 25
- Female: 79

Ethnicity (Both based on F2009)
- White: 49
- Hispanic: 13
- Native American: 5
Asian American: 2  
African American: 1  
Undeclared: 34  
International: 1 (China)

Thus, ca. 76% of the members of the graduate program are female.  
18% of our students are from ethnic minority populations.

Dropped:  
Five students have dropped from the program by not enrolling for three semesters. Dora Gerding left the MFA program after one year. Monica Garcia and Felicia Chavez left the MFA program after years. Valerie Shoudt left the program without the Lit MA after all. Adam Ruh left the program without the PhD.

V. Graduation  
In 2009-2010, we graduated a total number of 15 students as follows:

Summer 2010 Graduates  
PhD: none  
MFA: Molly Beer, Emily Morelli, Christopher Boat  
MA: Sarah Rehberg

Spring 2010 Graduates:  
PhD: Cassandra Amundson  
MFA: Daniel Darling, Lisa Gill, Erika Sanchez  
MA: Melanie Demmer, Stephanie Spong, Sarah Williams, Jeremy Zuni

Fall 2009 Graduates:  
PhD: None  
MFA: Felicia Karas, Valerie Santillanes, Rudolfo Serna  
MA: None

VI. 2009-2010 Graduate Awards and Honors  
Graduate awards are given in Spring semester; RT (Research and Travel) grants are included under section X.

English Department graduate students who received academic awards and honors in AY 2009-2010 include the following:

English Department Awards  
Arms Endowed Fellowship: Nicholas Albonico, Randall Gann, Jennifer Nader, Noreen Rivera, Stephanie Spong  
Buchanan-Arms Award: Marisa Sikes  
Hillerman/McGarrity Scholarship: Lucy Dupertuis  
Joseph C. Gallagher Award: Annarose Fitzgerald  
Mary M. McDonald: Bruce Carroll, Stacey Kikendall
Medieval Studies Awards
English Medieval Studies Travel Awards: Colleen Dunn, Doug van Benthuyisen

College/OGS/University Awards
College of Arts & Sciences TA Teaching Award: Leah Sneider

OGS Future Faculty Award: Greg Evans ($2,000)

3% Scholarships: Lisa Gill, Richard Vargas, Sarah Rehberg (S2010), Rudolfo Serna (F2009)

Feminist Research Institute, Graduate Student Paper Prize, 2nd Place ($200): Leigh Johnson

Feminist Research Institute Graduate Student Research Grants: Leigh Johnson ($350), Stacey Kikendall ($250)

National Awards
American Association of University Women (AAUW) American Dissertation Fellowship ($20,000): Leigh Johnson

VII. Graduate Program Outcomes Assessment
The following students took comprehensive examinations; the examining committees completed outcomes assessment forms for each examination. The forms are on file in the graduate office.

MFA Examinations: Richard Vargas (Su10), Linda Rickert, Sam Tetangco, Melanie Unruh (Sp10), Dan Darling, Lisa Gill, Felicia Karas, Jennifer Krohn, Emily Morelli, Erika Sanchez (F09)

PhD Examination: Katie Denton, Greg Evans, Paul Formisano, Noreen Rivera (Sp10), Christine Kozikowski (F09)

VIII. Job Placement
The ACGS along with committee members Matt Hofer, Carmen Nocentelli, Chuck Paine, and volunteers Kathleen Washburn and Scott Sanders held a weekly series of workshops for our MLA jobseekers (a number of other faculty helped with mock interviews) in F2009: Cassandra Amundsen, Kelvin Beliele, and Leah Sneider. Of this group, all three were bonafide candidates far enough along in their work to be competitive. One student cast her net very narrowly and the other delayed her dissertation defense until Fall 2010.

Kelvin Beliele Oklahoma State University (Visiting Assistant Professorship renewable)

IX. English Graduate Student Association (EGSA)
The Executive Council of the EGSA conducted a survey of all graduate students regarding their perceptions of how well the graduate program is meeting their academic needs. The results of the survey were reported to and discussed by the Graduate Committee. This second annual survey
received a much higher rate of response than in the previous year, most likely because it was also offered on the web.

EGSA ran a series of colloquia addressing academic and pedagogical issues that invited the participation of both graduate students and English Department faculty.

EGSA also planned and executed the Second Annual Awards Ceremony and Graduation Celebration in May 2010 where they handed out their own set of awards for faculty, staff, and students.

**X. Graduate Student Professional Activities**

Supported by funds the Graduate Office index, the GC Scholarship Subcommittee awarded $3712.90 in grants to support graduate student travel to deliver papers at professional conferences. The table “RT Applications: AY 2009-10” indicates the projects and the amounts funded.

<table>
<thead>
<tr>
<th>Name</th>
<th>Project</th>
<th>Date</th>
<th>Amount Req.</th>
<th>Outside Funding Req/Award</th>
<th>Awarded by Graduate Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carter, Genesea</td>
<td>Feminisms</td>
<td>10-8-2009</td>
<td>$350.00</td>
<td>$350</td>
<td>$200.00</td>
</tr>
<tr>
<td></td>
<td>Rhetorics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitzgerald, Annarose</td>
<td>PAMLA</td>
<td>11-5-2009</td>
<td>$405.00</td>
<td>SRAC $405/400</td>
<td>$0</td>
</tr>
<tr>
<td>Kikendall, Stacey</td>
<td>MMLA</td>
<td>11-12-2009</td>
<td>$232.90</td>
<td>SRAC $450</td>
<td>$232.90</td>
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<tr>
<td>Kinsey, Valerie</td>
<td>Feminisms</td>
<td>10-8-2009</td>
<td>$875</td>
<td></td>
<td>$250</td>
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<tr>
<td></td>
<td>Rhetorics</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Conference</td>
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<tr>
<td>Sneider, Leah</td>
<td>MLA</td>
<td>12-28-2009</td>
<td>$600</td>
<td>S-CAP $600/000</td>
<td>$300.00</td>
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<tr>
<td>Alexander, Kate</td>
<td>RSA</td>
<td>5-28-10</td>
<td>$900</td>
<td>RW Program</td>
<td>$500.00</td>
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<tr>
<td>Beagle, Christine</td>
<td>Gothic Congress,</td>
<td>3-24-10</td>
<td>$500</td>
<td>RPT $795/000</td>
<td>$450</td>
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<tr>
<td></td>
<td>Mexico</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Brontesma, Robin</td>
<td>Southwest</td>
<td>2-10-10</td>
<td>$150</td>
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<td></td>
<td>Popular CC</td>
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<tr>
<td>Cryer, Dan</td>
<td>RSA</td>
<td>5-28-10</td>
<td>$210</td>
<td>SRAC $337</td>
<td>$180.00</td>
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<tr>
<td>Johnson, Leigh</td>
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<td>4-7-10</td>
<td>$300</td>
<td>SRAC $453</td>
<td>$300.00</td>
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<tr>
<td>Kikendall, Stacey</td>
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<td>4-8-10</td>
<td>$181</td>
<td>SRAC $276</td>
<td>$150.00</td>
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<tr>
<td></td>
<td>Writers</td>
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<td>$508.90</td>
<td>SRAC</td>
<td>$325.00</td>
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<tr>
<td>Kozikowski, Christine</td>
<td>Medieval Congress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leahy, Elizabeth</td>
<td>RSA</td>
<td>5-28.10</td>
<td>$213</td>
<td>SRAC</td>
<td>$150</td>
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<tr>
<td>Murrah, Erin</td>
<td>CEA and NACCS</td>
<td>3-25-10</td>
<td>$170</td>
<td>S-CAP</td>
<td>$325</td>
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<tr>
<td></td>
<td>4-7-10</td>
<td></td>
<td>$250</td>
<td>$300 +500</td>
<td></td>
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<tr>
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<td>Indiana University</td>
<td>Summer</td>
<td>$850</td>
<td></td>
<td>$250</td>
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<td></td>
<td>Archives</td>
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<td></td>
<td><strong>$6786.80</strong></td>
<td></td>
<td><strong>$3712.90</strong></td>
</tr>
</tbody>
</table>

There were other applicants whose applications did not correspond to RT funding guidelines requesting $5807; they are omitted here but information can be provided upon request.

**XI. Recommendations**

1. Fully populate the Graduate Database.

2. Develop and bring online an Online Admissions process.

3. Explore better ways to integrate graduate students without TAships into the department, as that continues to be a complaint in the EGSA survey.

4. Develop further funding sources for the Graduate Office to use for graduate student travel.

5. Redesign and add more content to Graduate Website.

6. Create a student page on the Graduate Website.

7. Refine the TAship allocation processes.

8. Keep down admissions for F2011, wait-listing more students, as there is too big a backlog now of graduate students who accepted admissions for Fall 2010 without funding.

9. Re-evaluate the need for the Academic Progress Review in light of the new graduate database.

**Undergraduate Program**

Daniel Mueller completed his first term as Associate Chair for Undergraduate Studies in English (ACUGS). Working with the Undergraduate Committee (UC), Undergraduate Academic Advisor Dee Dee Lopez, and the Undergraduate Program Graduate Assistant Ashley Carlson the ACUGS oversaw all aspects of the Undergraduate Program, including reviewing and revising the concentrations and developing a draft of a “unified major,” scheduling classes, advising students, presenting the six concentrations to majors, conducting outcomes assessment on English 250, supervising TAs teaching lower division literature classes, administering the English Honors
Program, assigning TAs to Fall and Spring courses, and, in conjunction with the UC’s Scholarship Subcommittee, reviewing applications and awarded scholarships.

I. Undergraduate Committee
Daniel Mueller (Associate Chair), Barry Gaines, Sharon Oard Warner, Carolyn Woodward, Kathleen Washburn, Kadeshia Matthews, and Jack Trujillo. Academic Advisor Dee Dee Lopez attended meetings, and the Undergraduate Program GA Ashley Carlson took minutes.

II. General Summary and Achievements.
1. Large Section 250 & 294/5 trial: In Fall 2010 the English Department will offer a large section of English 250 taught by Assistant Professor Aeron Hunt and a large section of English 294/5 taught by Professor Gary Harrison. Two Teaching Assistants have been assigned to each of the two courses. Bruce Carroll and Noreen Rivera are assisting Aeron Hunt, and Stacey Kikendall and Marisa Sikes are assisting Gary Harrison. The rationale for offering large sections (60+ students) of these courses, the former a gateway course to the English major, the latter a core requirement for the University, is that it will free tenure-stream faculty to teach other courses required by our degree programs.

2. Visits to all sections of 250: The Associate Chair for Undergraduate Studies in English, Daniel Mueller, or the Undergraduate Program Teaching Assistant, Ashley Carlson, visited every section of English 250 offered Fall 09 and Spring 10 to introduce English majors to the six English concentrations, the English Honors Society Sigma Tau Delta, the Honors Program in English, and the opportunity to receive advising by faculty members. A secondary purpose of these visits was to determine anecdotally whether a majority of students registered for this course were indeed at the beginning of their majors, as hoped, or were fulfilling the requirement toward the end of their majors, as we have tried to discourage. Approximately 80% of the students surveyed were indeed registered for English 250 as the gateway course to upper division literary studies.

3. “Preview Day”: The President of Sigma Tau Delta, Tamera Martinez, and the Undergraduate Program Office hosted English Department Preview Day on April 14, 2010 from 11:30 a.m. to 1:30 p.m. All English Department faculty and teaching assistants were asked to prepare flyers, syllabi, and other handouts reflecting courses offered Fall 10. The event was publicized on the Undergraduate Listserv, in flyers and three ads that appeared in the Daily Lobo. While undergraduate attendance wasn’t as great as we had hoped, at least twenty students used the opportunity to meet with instructors and gather information pertinent to Fall 10 course offerings.

4. Initial “organic” outcomes pre-assessment of English 250: On May 4, 2010, the Undergraduate Program conducted an “organic” outcomes pre-assessment of English 250 (“Analysis of Literature”), a required course for the English major and a gateway course to upper division literary study. By “organic,” the UG Program meant “an assessment free of pre-conceived outcomes, with the simple goal of articulating the attributes of six analytical performances by students enrolled in English 250” as a means of determining the extent to which the performances conformed or deviated from the group’s expectations and as a first step toward drafting a set of usable, valuable outcomes. Participating in the pre-assessment were Teaching
Assistants assigned sections of English 250 (Noreen Rivera, Bruce Carroll, Carolyn Kuchera, and Marisa Sikes), a PTI assigned one section of English 250 (Matthew Valdiviez), the tenure-stream Professor who will teach a large section of English 250 Fall 10 (Aeron Hunt), Professor Chuck Paine (who has presented trainings on outcomes assessment for the College), the Graduate Assistant assigned to the Undergraduate Program (Ashley Carlson), and Daniel Mueller. Notes from the meeting have been kept and are available for review. A full report is forthcoming.

5. Initial Reconfiguration of Major Concentrations: One of the Academic Program Review team’s observations was that, given the decrease in our tenure-stream faculty and the increase in our student body, we should look for ways to streamline our Undergraduate course offerings and consider reconfiguring our concentrations. At present, the English Department offers undergraduate students six concentrations: English-Philosophy, Pre-Professional, Pre-Graduate, Liberal Studies, Creative Writing, and Professional Writing. To this end, the Undergraduate Committee reviewed the major requirements of a wide variety of English Departments nationwide, from Ivy League universities (Dartmouth and Harvard) to peer institutions (University of Utah, University of Texas, University of Oklahoma, UCLA) to liberal arts colleges (Oberlin, Colorado College) to universities in between (UNC-Chapel Hill). The primary attributes of the model we drafted are: 1) the elimination of the English-Philosophy concentration; 2) the collapsing of the Pre-Professional, Pre-Graduate, and Liberal Studies concentrations into a single rubric, Literary Studies, thereby reducing the number of tracks from six to three; and 3) offering a 33- to 36-credit hour Literary Studies track comprised of basic requirements and electives from six groups consisting of Medieval and Renaissance; British and Irish Literature, 1700 to the Present; American Literatures; World Literatures; Genres & Language Studies; and Theory, Criticism, and Cultural Studies. In several meetings (Executive Committee, Ad Hoc Curriculum Committee, Associate Chairs), we presented extremely rough drafts of the aforementioned model and plan to work toward an implementable, working model that is acceptable to all.

III. Identified Needs for Improvement.

1. Undergraduate Advisement: Undergraduate Academic Advisor Dee Dee Lopez continues to advise 100% of students majoring in English. While anecdotal evidence suggests that many undergraduates receive considerable advisement from Professors whose courses they are enrolled in, this advisement is largely invisible and unaccounted for. A better system to track student advisement needs to be implemented. We as a faculty need to increase our visibility and make ourselves more available to students outside the classroom, advising students not only about the concentration requirements but about the culture and discipline of the various fields and specialties within English Language and Literature that we represent.

2. Outcomes Assessment. An effort to more effectively engage in regular outcomes assessment for English 250 and upper division literature courses was piloted last year, with papers being collected in both the Fall and Spring semesters, and an assessment meeting that was held on May 4, 2010. Although this meeting marks the beginning of a potentially fruitful and consistent effort at outcomes assessment, because assessment has previously been conducted in such a haphazard manner, it remains a weakness in our program. This academic year we need to continue to diligently pursue outcomes assessment.
3. Last May six students graduated with Honors in English, one less than the year before and one more than the year before that. Currently, seven students are enrolled in the Honors Program, two who intend to graduate Fall 09 and five who intend to graduate in Spring 10. Advising them are faculty members Jack Trujillo (1), Daniel Mueller (2), Matt Hofer (1), Gail Houston (1), Julie Shigekuni (1), and Chuck Paine (1). For a decade and possibly longer, between three and eight students per year have taken advantage of the Honors Program in English when, in fact, a far greater number per year have GPAs that would entitle them to this opportunity. A larger percentage of students don’t learn about the Honors Program until too late if at all. Greater effort needs to be made to increase the enrollment in the Honors Program.

4. Sigma Tau Delta participation dropped to almost non-existent last year, and no STD members graduated. If Sigma Tau Delta is going to exist at UNM, serious changes will be necessary.

IV. Goals.
1. Advisement. During the 2009-2010 academic year, every section of English 250 was visited by either the Undergraduate Director or the Graduate Assistant to the Undergraduate Office. As this is the gateway course required of all English majors, these visits aimed to welcome majors to the English Department, and to educate them about the six major concentrations, Sigma Tau Delta, the Honors Program in English, and the availability of faculty members for advisement as the first step in a year-long effort to promote contact between undergraduates and faculty members. Continuing these course visits is a major goal, as this is an excellent way to keep students informed.

2. Outcomes Assessment. In 2009-2010, the Undergraduate Office worked to institute a clear calendar for outcomes assessment, with English 250 assessment occurring in the Spring semester, and 3xx and 4xx literature course assessment occurring in the Fall. The first round of 250 assessment occurred in Spring 2010, and the Undergraduate Office will continue to conduct assessment according to this calendar for the 2010-2011 academic year.

3. Building the Honors Program in English. The Honors Program in English has remained very small over the years despite a fairly large percentage of eligible students. In 2009-2010, Ashley Carlson, Dee Dee Lopez, and Daniel Mueller began considering ways to target students with appropriate GPAs as a means of recruiting more students into this valuable program. Efforts were made to highlight the Honors Program during 250 class visits. Nevertheless, the Program is still quite small. Anecdotal evidence suggests that most Honors students join the program after being approached by a faculty member, rather than taking the first step on their own. Therefore, we especially need to encourage faculty to approach top students about Honors more frequently, in addition to continuing our efforts to make more students aware of the existence of the program.

4. Large section (60+ students) of English 250 and English 293/4. Large sections of English 250 and English 293/4 are being offered this semester, Fall 10. The Undergraduate Committee, along with those teaching the large sections, Aeron Hunt and Gary Harrison, will assess the effectiveness of these courses in an effort to determine whether or not to make large section courses a permanent facet of the Undergraduate Program.
5. Sigma Tau Delta suffered a serious drop in participation last year. Although it is a student run organization, it seems clear that strong faculty leadership and good communication amongst undergraduates are necessary for the organization to succeed. This year, the undergraduate office needs to determine how we might foster Sigma Tau Delta. Without support for the organization, it will cease to exist at UNM.

Enrollments
The English Department database shows 706 students enrolled as English majors as of September 2010. This figure is up from the numbers reported in previous years: 605 in Fall 2009, down from 815 during Summer 2008, and up from 658 at the start of Fall 2007, 533 at the end of Spring 2006, and 506 at the end of Spring 2005. A large portion of students in the department have not declared concentrations (246). Of the 460 students who have declared a concentration, the figures are as follows:

- 127 (28%) in Creative Writing
- 126 (27%) in Liberal Arts
- 110 (24%) in Professional Writing
- 46 (10%) in Pre-Professional (formerly Pre-Law)
- 49 (11%) in Pre-Graduate
- 2 (<1%) in English-Philosophy

Graduation.
The undergraduate program graduated a total of 135 students in 2009-10: 14 in Summer ‘09, 45 in Fall ‘09, and 76 in Spring ‘10. This number is up from 120 students in 2008-09, down from 161 students in 2007-2008 and 138 students in 2006-07 and up from 105 in 2005-06 and 86 in 2004-05.

Departmental Honors.
During 2009-10, six students graduated with Honors in English (Fall: 2; Spring: 4), which is consistent with the past two years (7 in 2008-2009, 5 in 2007-2008). Three were awarded cum laude (Fall: 1; Spring: 2), one magna cum laude (Fall: 1; Spring: 0), and two summa cum laude (Fall: 0; Spring: 2).

Aaron Anderson
Fall 2009
Title of Thesis: Slumberspeak
Level of Honors: magna cum laude
Faculty Advisor: Jack Trujillo

Kristian Macaron
Fall 2009
Title of Thesis: “Blue Casket” and other stories
Level of Honors: cum laude
Faculty Advisor: Daniel Mueller

Dale Enggass
Spring 2010
Title of Thesis: “The Place in Place”: Robert Creeley’s Desert Landscapes  
Level of Honors: summa cum laude  
Faculty Advisor: Matt Hofer  

Alejandra Pires  
Spring 2010  
Title of Thesis: Pro Patria Mori  
Level of Honors: cum laude  
Faculty Advisor: Julie Shigekuni  

Kelsey Seeger  
Spring 2010  
Title of Thesis: Ursula K. Le Guin’s The Left Hand of Darkness and the Dispossessed: Lulling and Shocking Her Readers into Sociopolitical Experiments on Gender and Anarchism  
Level of Honors: cum laude  
Faculty Advisor: Daniel Mueller  

Katelyn Turnbow  
Spring 2010  
Title of Thesis: Meaningful Relations: Philosophical Hermeneutics and Interpretative Involvement in Literary Studies  
Level of Honors: summa cum laude  
Faculty Advisor: Chuck Paine  

Sigma Tau Delta.  
Sigma Tau Delta had very low participation this past year and graduated no members. Only 5 new members were enrolled. This is a significant drop from last few years, with 16 members graduating in 2009, 13 in 2008 and 20 in 2007. A major event with an author was planned, but cancelled when the author pulled out for personal reasons. Sigma Tau Delta did hold one event, an English Department Preview Day, in Spring 2010, which is described above under summary and achievements. The advisor, Marissa Greenberg, sought recruiting assistance from the national organization in her annual report. Since Professor Greenberg will be gone for most of the year working on the grant, a new STD advisor needs to be found.  

Scholarships and Awards  
In 2009-2010 we awarded 11 awards to 10 undergraduates.  

Mabel Arellanes  
Award: Dale and Ivan Melada Scholarship in Professional Writing  
Tracy Buckler  
Award: Bank of America Professional Writing Achievement Scholars  
Theodore Conway  
Award: Bank of America Professional Writing Achievement Scholars  
Ana Natalia Donaldson  
Award: Dale and Ivan Melada Scholarship in Professional Writing  
Emilee Howland-Davis
Award: Joseph B. Zavadil Memorial Scholarship
And Reba Rutz Beidleman Memorial Endowed Scholarship

Christina Klebesadel
Award: Bank of America Professional Writing Returning Student Scholar

Tamara Martinez
Awards: Irene B. Kimball Endowed Scholarship

Nathan Peebles
Award: Bank of America Professional Writing Achievement Scholars

Ryan Schaffer
Award: Hillerman/McGarrity Scholarship in Creative Writing

Jennifer Turrietta
Award: Bank of America Professional Writing Achievement Scholars

Creative Writing
Julie Shigekuni continued for a second term as Director of Creative Writing.

The creative writing program successfully completed its second year implementing several programmatic initiatives: at the undergraduate level, the 11th Week Colloquium was again held in the Fall and Spring, the Lunchtime Reading Series (held in the 8th, 10th, 12th, and 14th week of each semester) offered undergraduates the opportunity to read their works-in-progress to a public audience; at the graduate MFA level, the creative writing program hosted its 2nd Annual MFA Retreat at the Ghost Ranch Conference Center in Abiquiu, New Mexico. Undergraduates and MFAs alike benefitted from the Joseph M. Russo MFA Tutorials, which sponsored five successful tutorials in the fall and four in the spring; a second round of Hillerman/McGarrity Scholarship recipients, one MFA and one undergraduate, were named.

At a time when everyone was feeling the strain caused by a global economic downturn, the creative writing program’s MFA responded by expanding its Community Service initiative. Graduate students may now receive 3-credit hours of English 598, in partial fulfillment of the professional preparation requirement, for service work performed in local charter high schools and with seniors at Albuquerque Grand Senior Living. The creative writing program director became a sponsor of the PEN project, which supports writing projects by prisoners in the State Penitentiary in Santa Fe. UNM’s MFA was ranked the “#1 School to Attend for Service Learning” in Poets & Writers 2010 national rankings.

An expanded Reading Series headed by the program director offered public readings, co-sponsored with Bookworks, that included acclaimed authors Margaret Atwood, Graeme Gibson, Sherman Alexie, and Elizabeth Gilbert. Lori Ostlund, Amelia Gray, and May-lee Chai came to campus for readings and workshops. Following their on-campus readings and workshops, both Lori Ostlund and Amelia Gray were recognized in August 2010 on the Independent Publishers list of “20 Best Writers Under 40.”

Two curricular changes were introduced in spring 2010: reduction of MFA credit hours from 54 to 39, and implementation of English 487, a reading based genre studies course, to be added as a requirement for English majors concentrating in creative writing and offered every semester starting in Spring 2011.
The creative writing program blog (http://unmcreativewriting.wordpress.com/) and listservs for both the MFA (CWMF(AF09-L@unm.edu) and undergraduates (CWUNDERGRADS(F09-L@unm.edu) served to attract prospective students to the MFA and helped keep UNM's community of writers connected and informed.

Applications to the MFA were up by one-third, and were of a consistently higher quality than in past years. The UNM MFA ranked #78 in Poets & Writers' annual listing of Top MFA programs. Faculty readers observed an increase in the number of students who targeted UNM as their first choice MFA. According to Seth Abramson in a September 2010 Huffington Post article, the University of New Mexico's MFA is "harder to get into than Duke University's undergraduate program."

Sam Tetangco (MFA, fiction) has poetry forthcoming in Gargoyle and a short story in Tayo. A story by MFA Melanie Unruh (fiction) is forthcoming in New Ohio Review. Carmela Starace (MFA fiction) has a story in Every Day Fiction. Jennifer Simpson (MFA creative nonfiction) published fiction in the online journal Bartleby Snopes. Undergraduate creative writing major Randi Beck's first story was published in The Georgia Review.

The LOBOslam team took second place in the National Poetry Slam 2009 competition held in St. Paul, Minnesota.

UNM Alumni Paul Bogard's essay "The Path and the Pull of the Moon," which appeared in Creative Nonfiction #36, was selected by editor Robert Atwan as one of the Notable Essays of 2009 in the just published Best American Essays 2010; Molly Beer was recently selected from over 700 applicants to be one of 10 Correspondents in Fall 2010 for National Geographic's Glimpse: Your Stories From Abroad. (www.glimpse.org); Melody Gee's essay "Jack's Kitchen" has just appeared in the October 2010 issue of Copper Nickel. (www.copper-nickel.org); Chris Wrenn's essay "Breaking Line" was published in the most recent North Carolina Literary Review, issue 19, 2010. (www.ncll.ecu.edu); Laura Matter's essay "Franz Schubert Dreamt of Indians" was published in the Spring 2010 issue of The Georgia Review (www.uga.edu/garev/). UNM's Creative Nonfiction MFA concentration was ranked #14 in the nation for 2011 in the September/October 2010 issue of Poet's and Writer's Magazine. (www.pw.org)


Dana Levin completed her first year as Joseph M. Russo Endowed Chair, teaching English 522: Graduate Workshop in Poetry, and English 422: Advanced Poetry Workshop for undergraduates. Ms. Levin participated on the Graduate Committee, Chaired two dissertation committees, and
brought increased visibility to the MFA by helping students place their poems in journals and win awards such as the AROHO Poetry Prize. As a result of the overwhelmingly positive response to her teaching and presence on campus, Ms. Levin was hired for a second year. In the spring of 2010 the creative writing program faculty put forth Dana Levin as its candidate for targeted hire to replace the line vacated in 2008 by Joy Harjo. Ms. Levin's third collection of poetry, *Sky Burial*, was accepted for publication by Copper Canyon Press and is forthcoming in Spring 2011.

The department played host to two remarkable visiting writers: Mark Behr taught English 521 in Fall 2009 and English 523 in Spring 2010, and Julie Mars taught English 523 in Fall 2009 and English 521 in Spring 2010. Former Associate Professor of English at the College of Santa Fe, Mark Behr is the author, most recently, of *Kings of the Water*, a novel which has enjoyed critical acclaim from the *The Guardian* and *The New York Times*. Mr. Behr is also the author of *The Smell of Apples* and *Embrace*. Ms. Mars is the author of *The Secret Keepers*, a novel, *A Month of Sundays*, a memoir, and *Anybody, Any Minute*.

*Blue Mesa Review* completed its second year as a student-run publication under the direction of Sam Tetangco, Editor in Chief, who oversaw an editorial board of MFAs and undergraduates. *Blue Mesa Review Issue 23: The Album Issue* appeared on schedule in Spring 2010 and was celebrated with readings and other fundraising events. The editors were pleased to have re-established a working relationship with UNM Press as its distributor. Plans are underway for a revamp of the literary journal’s website (http://www.unm.edu/~bluemesa) which is scheduled to begin accepting electronic submissions in Fall 2010.

The Taos Summer Writers Conference (text forthcoming from Sharon Warner)

Finally, the program and the department lost a loved and respected emeritus faculty member Patricia Clark Smith. She taught poetry and literature at UNM for thirty-two years, from 1971 to 2003, and was renown for promoting the work of Native American writers and for her own poetry. She will be remembered by those whose lives she touched for her remarkable wisdom and generosity as a teacher.

**Rhetoric and Writing and Core Writing**

Lecturer Phil Tietjen resigned in July to enter PhD study at Penn State University. His line was not replaced. Lecturer Kyle Fiore, who had a one semester, temporary appointment in Spring 2009 to replace the remainder of the line formerly held by Lecturer Erin LeBacqz (who had resigned in August of 2008), was appointed to a full-year, temporary Lecturer line in August. In June, Dr. Fiore was re-appointed to another one-year temporary appointment for 2010-11, which by contract must be her last. We expect to search for a Lecturer to fill that line, and Dr Fiore will be encouraged to apply.

As usual, the Rhetoric and Writing faculty was active in many ways during the year involving UNM, the local community, and the national scholarly and professional community. The brief summaries offered below are partial notations of professional information collected by the department in its annual merit review process, and thus the full statement of faculty work is not repeated here.
Professor David Dunaway was again on leave in the spring term to serve as Distinguished Professor of Media Studies at San Francisco State University.

Wanda Martin organized and led the Teacher’s Institute on Writing in July and the Arts and Sciences Teachers’ Institute, which brought secondary school teachers from Albuquerque to seminars with UNM professors in June. Under her direction, Core Writing Graduate students again offered 101-102 remedial portfolio workshops during the Winter Intersession that enabled two dozen students who would otherwise have failed their fall courses to pass with a “C” and move on in their studies.

Michelle Hall Kells, although on sabbatical and engaged in wide-ranging research projects involving the writing of two books, was also Chair of the UNM Core Curriculum Task Force, which included RW faculty Chuck Paine and Wanda Martin, and graduate students Dan Cryer and Greg Evans. The Task Force was active in both the fall and spring terms, culminating with open meetings in the spring term attended by more than 200 members of the University community. The Task Force’s final report is posted on the University web site.

Chuck Paine served as a Special Assistant to the Dean throughout the year, working on outcomes assessment and online course development. Paine was also active in the profession nationally through his work as an officer of the national Council of Writing Program Administrators and their engagement with the National Survey of Student Engagement project.

Scott Sanders, in addition to his Department administrative work for RW, was an Online Course Development liaison for Extended University in Arts and Sciences. He worked with the Chairs and some faculty of American Studies, Sociology, and English to develop proposals and secure funding for 3-5 year plans leading to concentrations being offered in fully online formats. That online curriculum development was also part of his sabbatical research plan, which also included working with RW graduate student Olubunmi Oguntulu to design and post a Facebook page for the Professional Writing program as an outreach to alumni and a networking venue for current students. The Facebook page is up, and the program receives dozens of “hits” every week.

Lecturers with primary teaching responsibility in RW led many curricular efforts during the year. Valerie Thomas continued her service developing and staffing our array of online courses across Core Writing and in Professional Writing courses. She led the outcomes assessment for 219. Mike Cabot worked with 220 instructors on curricular coherence across the sections of that course and developed and led the 220 outcomes assessment. Jim Burbank began study of English 240 Grammar syllabi and initiated discussions with College of Education faculty whose students are required to take the course. Burbank also began discussions with Scott Sanders and Chuck Paine regarding eventual program-level outcomes assessment for the undergraduate Professional Writing concentration.

RW graduate students working with several of our faculty presented a Celebration of Student Writing in October; over 500 ENGL 101 students participated. In November, the Write On Workshop (WOW) was attended by more than 100 students. In April, the Earth Day Conference featured speakers and panelists drawn from the UNM community and regionally and was
attended by more than 100 participants. In May, another Write On Workshop was attended by more than 100 students.

In addition, the large task of organizing the several different sessions associated with the outcomes assessment of 101 in the fall and 102 in the spring was completed largely by the Core Writing Graduate Assistants, Genesea Carter and Mellisa Huffman.

Undergraduate Professional Writing majors and minors completed internships at dozens of local sites, including the UNM Foundation, Somos un Pueblo Unido (Santa Fe), New Mexico Ethics Alliance, Ultramain Software, Albuquerque Bio Park, 516 Arts, Center for Development and Disability, Ronald McDonald Charities, Metropolitan Court, El Centro de la Raza, Alzheimer’s Association of New Mexico, Explora, and Comcast, to name only a few.

Additionally, undergraduate and graduate students in English 419 and 519 Proposals worked as proposal writers and researchers for such organizations as the South Valley Economic Development Center, Leukemia and Lymphoma Society, Camp Rising Son, Meals on Wheels, Rio Grande Food Projects, Casa Esperanza, NM Special Olympics, and many others. Professor Martin and Lecturer Fiore are developing a database of our proposal writing partners from the past six years with the goal of making our “service learning” outreach to the community in the Proposal class and other 400-level Professional Writing courses more organized and formal.

This report offers an incomplete record of one year of work in our area, a year in which one faculty member was on a year-long sabbatical, two on semester sabbaticals (one fall and one spring), another on a semester leave (spring), one Lecturer resigned in July, and an Associate Professor resigned mid-year.

While we are proud that the Academic Program Review of our department completed last year culminated in a report that singles our RW group out for special praise for the innovative and effective nature of our work, with special mention of the Internship program and other efforts that get our faculty and students out into the local and state professional communities, we must emphasize that the APR committee also noted our threadbare faculty numbers and recommended increasing our faculty numbers before the programs described above and others must be downsized or suspended.

In the absence of any approval to date to search for fulltime replacement at any level, either tenure stream or Lecturer, we must examine what we do this year and pare it down to something that looks at least manageable, if that is possible.

We will do so noting that there is no reason to believe that the pace of RW faculty separation from UNM will decrease; in fact, it seems likely that we will lose more faculty to resignation and retirement over the current academic year (2010-11) and still more in the year to come.

Given the recent example of the Statistics faculty in Math, which was allowed to dwindle down to two before anyone in administration noticed the importance of statistics classes to curricula and programs across the campus, and the fact that our replacement needs have been prominently

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noted in the Department’s hiring requests in each of the past 5 years (with no approvals to hire resulting), we are not optimistic.

If the Department, College, and University value the programs we describe in this report, we expect that some replacement hiring of faculty in our area will be forthcoming, and we offer this report as yet another instance of our desire to alert the University community to what is at risk.

American Literary Studies

Danizete Martinez completed her dissertation on the Chicano/a grotesque under Jesse Aleman’s direction and took at job at UNM-Valencia. Kelvin Beliele completed his dissertation on the travel writings of Herman Melville, Bayard Taylor, and Charles Warren Stoddard under Scharnhorst’s direction and took at job at Oklahoma State University.

Aleman was awarded Outstanding Faculty Member by UNM's Peer Mentoring for Graduates of Color; named the department's Wertheim lecturer; named outstanding faculty member by EGSA; and was selected to deliver the 6th Annual Etulain Award in History at UNM. He delivered invited lectures at UT-Arlington and Mills College. Scharnhorst delivered an invited lecture at the Flagler Museum, Palm Beach, Florida.

Aleman presented papers at the MLA; American Comparative Literature Association conference; and the Society of Nineteenth-Century Americanists meeting. Scharnhorst presented two papers at the Sixth International Conference on the State of Mark Twain Studies at Elmira College.

Ph. D. candidates in ALS Ying Xu, Leigh Johnson, Carolyn Kuchera, and Kathryn Denton were each awarded $2500 to support their dissertation research. These funds represent the first monies available to the Department under the terms of the George and Elizabeth Arms endowment.


In addition, Scharnhorst edited volume 43 of American Literary Realism (University of Illinois Press); and the following books, all published during AY 2009-10: Mainly the Truth: Interviews with Mark Twain (Tuscaloosa: University of Alabama Press); American Literary Scholarship 2007 (Durham: Duke University Press); and Realism and Regionalism, 1865-1914 (New York: Facts on File, 2010), the latter with Tom Quirk.

Scharnhorst also published the following items during AY 2009-10:


"'I Really Have No Interest in the Indian': Sinclair Lewis Visits New Mexico in 1926," *Sinclair Lewis Society Newsletter*, 18 (Spring 2010), 1, 4, 6, 8.


**British and Irish Literary Studies (BILS)**

The internal infrastructure for BILS in 2009-2010 consists of a Director [see att. Job description] and four distinct focus groups organized according to traditional historical periods: Medieval Studies, Shakespeare and the English Renaissance, Eighteenth- and Nineteenth-Century Studies (BIEN), and Modern and Post-Modern Studies, each having an appointed or self-appointed leader: Anita Obermeier for MedStuds, Marissa Greenberg for Shakespeare and the English Renaissance, Gail Houston and Aeron Hunt for BIEN, and Lynn Beene for Modern & Post-Modern. As of the present, each focus group is responsible for setting its two- or three-year rotational curricular offerings and its comprehensives, over which the Director has oversight. In addition to setting monthly meetings, the Director holds informal meetings with the individual
groups when such matters as curricular planning and hiring arise. The structure and focus is in the process of being molded, and we feel we are still in the initial stages of development towards an organizational structure that will reflect the pivotal function BILS holds in the Department (if not in the University itself) by teaching foundational and advanced courses with a high level of expertise by its much diminished and unappreciated award-winning faculty, and by its consistent output of publications in national and international journals and in authorship of books and editions.

Accomplishments in 2009-2010.

1. Curricular and Programmatic Development:

**Programmatic Development:** The majority of Fall 2009 was spent by the individual focus groups in each group finalizing coherent statements about the definitions and focus of their individual body of literary study, and their focus, their relationship to the other focus groups in BILS, and their programmatic organization and rotation of courses. These materials were used in the preparation of the APR self-evaluation report, which was largely edited by Lynn Beene. They are now being used (with revision) for placement on the English Website.

The majority of Spring 2009 was spent in refuting the scandalous mis-representation of BILS in the APR Evaluation report, a response paper of some six pages [see attached response] by the individual focus groups and edited by Lynn Beene. The Medieval Studies Programs (Helen Damico and Anita Obermeier) wrote an additional response paper since their concerns were trans-departmental and multi-disciplinary [see attached response].

**Curricular Development: Graduate Program:** 2009-2010 showed considerable progress toward the development of a curricular template for graduate students (Ph.D. in particular) that would be flexible enough for use by each focus group. The template would be used as an advisement sheet for Ph.D. students who wished to concentrate on British and Irish Studies with an expertise in a particular historical period or genre. This template has been put into effect by the medieval and the BIEN focus groups. It still needs refining by the Modernist and the Renaissance groups, primarily in the case of the latter because of lack of faculty resources. To that end, in Spring 2010 the Renaissance group (with the consent of the entire BILS faculty) produced a hiring request that was recommended to the Chair as a first priority. This request was not honored.

**Curricular Activity in Course Offerings:** As it has been doing for many years, BILS has continued to teach the majority of the undergraduate and graduate literature courses offered by the department, a ratio of some 26 out of 33 offered in Fall 2009. Inclusive here are the three Core Curriculum Courses. This type of pressure has been placed on and accepted by the BILS faculty for many years, with no recognition of its faculty needs by any Chair or any Executive Committee. The reputation of an English Department in a flagship university like UNM rests on its having a vibrant BILS division.

Two-course Sequence offered by the Renaissance focus group. In Spring 2010, Marissa Greenberg and Carmen Nocentelli began planning a two-course sequence on the Epic as a
way of highlighting and promoting the graduate profile of Renaissance offerings in BILS. This sequence will continue to be revised in Fall 2010, and will be offered in Fall 2011 and Spring 2012.

**Curricular interrelations with other departmental units.** BIEN and the nineteenth-century American faculty continued their transcontinental colloquia series. Medieval continues its affiliation with 5 other university units and with the Institute of Medieval Studies.

2. **Conferences Sponsored:** Marisa Sikes, an ABD, Chair of the National Medieval Graduate Student Association for 2009-2010, was the coordinator of the National Conference of Vagantes, a Medieval Academy of America student organization, in March 2010, held at the University of New Mexico. Marisa Sikes and Douglas Van Benthuysen were elected to the council of Vagantes to meet in 2011 in Pittsburgh, Pennsylvania.

The Medieval Group: also hosted the annual Medieval Studies Lecture Series. Additionally, of the four speakers for the English Department Lecture Series, three were BILS faculty.

3. **Students and Student Development:** Except for the Medieval Focus Group, BILS needs to put more effort into Student Development and Recruitment. Not counting the 14 Graduate Students in the Medieval Studies Concentration track, there are 13 students who have identified themselves as BILS Ph.D. students. Of these, Ezra has broken them down as follows: 3 in Medieval, 2 in Renaissance, 4 in 19th century, and 3 in Modern.

4. **Recruitment and Promotion:** Very little has been done over the years in recruitment and promotion, initiatives that are being put into effect in Fall 2010 with movement toward developing a web presence.

5. **London Summer Program:** The London Summer Program failed to attract the required number of students, so that it was cancelled for Summer 2010. Plans for promoting the 2012 London Summer program are underway during Fall 2011.

6. **Staffing:** BILS is in dire need of faculty resources. In January 2011, there will be 1 ½ person in Renaissance, 2 ½ in 18th and 19th century [Gary Harrison is on the books as Assoc. Dean of the Graduate School], 3 ½ in Modern and Post-Modern, and 1 1/2 in Medieval. Nine faculty to teach over fifteen hundred years of literary works, necessary to uphold the reputation of an English Department in an institution that calls itself a major flagship university.

7. **Honors:** Marissa Greenberg, received two grants—RAC and the coveted year-long NEH grant. Carmen Nocentelli published an article in PMLA. Helen Damico was presented with a Festschrift: Poetry, Place, and Gender: Studies in Medieval Culture in Honor of Helen Damico. Ed. Catherine E. Karkov, Kalamazoo: MIP, 2009, in addition to publishing a co-edited volume, and a chapter in an anthology. Anita Obermeier, Mary Power, Gary Harrison, Gail Houston, Helen Damico, Marissa Greenberg, Carmen Nocentelli, and Matt Hofer presented papers at various conferences.
B. Objectives for 2010-2011
- to continue our efforts at creative reorganization of our curriculum and our efforts toward a unified British and Irish Literature presence.
- to investigate the possibilities for recruitment of students and for the promotion and visibility of the program through web initiatives for one.
- to continue our efforts to streamline the graduate program in BILS.
- to find and to continue to create further engagement with the BILS students.
- to stabilize the organization of the London Summer Program.
- to investigate means by which we may increase our faculty resources.

Medieval Studies Programs in English (MSPE)

The internal infrastructure for MSPE in 2009-2010 comprises an advisory committee comprised of Professors of the Department of English Anita Obermeier and Helen Damico, the latter functioning as Director, with special attention being given to the graduate programs, MEGSE. Dr. Obermeier serves as sponsor for the student organization, Medieval Studies Student Association, which serves all students interested in medieval studies university wide and which has been in operation since 1992 as an undergraduate student organization, but most recently has expanded its statutes to include graduate students as well. When matters concerning graduate students' comprehensives arise that may be relevant to the Department of History or curricular issues concerning university-wide medieval offerings, then Professor Tim Graham (Director of the Institute for Medieval Studies) joins Professors Damico and Obermeier in whatever deliberations are necessary. Professors Obermeier and Damico are most often in daily contact, Professors Damico, Obermeier, and Graham, weekly, and formal committee meetings are set only when such issues as catalog matters and curricular changes arise. These usually take place in October, November, and April. The informal nature of the committee (it used to meet monthly, and sometimes bi-monthly) was instituted after the major deliberations regarding renumbering of the medieval offerings were completed and only the final details of placing the renumbering into the catalog remained. These occurred primarily in Spring 2006 when the final cancellation of the undergraduate Medieval Studies Minor and hence of a minor in Medieval Studies offered by English occurred and its transfer to and installation under the IMS rubric. It was not until September 2007 that IMS began to operate the minor, at which time, the curricular efforts of the medievalist in English centered on further developing the graduate programs.

A. Accomplishments in 2009-2010.

1. Curricular and Programmatic Development:

** In 2009, after an annual review of our listings in the catalog, we adjusted two entries; we expanded our description of 450/550 Middle English Literature to reflect new courses designed by Dr. Obermeier; and added increased the maximum credits permitted to be earned by a student of 451/551 (Topics Multidisciplinary in nature) to reflect new courses offered by Dr. Damico in Old Norse language and restricted courses in publication initiatives. Dr. Damico prepared paperwork for these curricular changes, and we are awaiting the results to appear in the catalog.
** Graduate programs: The curricular offerings listed in the catalog accurately represent a vital disciplinary program in the medieval period for perspective students searching for a professionally-oriented graduate program. 2009-2010 showed considerable progress toward the web-publication initiative of Genesis A, a group project of students in Old English Literature. The projected appearance of the final project is 2011.

** Undergraduate program: After consideration of the undergraduate offerings in the context of preparing our ABDs for teaching in medieval literature, Drs. Damico and Obermeier developed criteria by which ABDs in the Medieval Studies Concentrations track would be eligible to teach 248 (Topics in Popular Medieval Literature and Studies). This would not only promote the professional profile of our students, but would also enhance our undergraduate offerings. Although we no longer have the administrative or developmental responsibilities for the undergraduate minor in Medieval Studies, we are nonetheless responsible for offering a full undergraduate course of study for students who choose the English option for the Minor in Medieval Studies, and for the undergraduates in English.

Our combined Graduate and Undergraduate offering range from four to six courses, five being the desired number in the Fall (usually one or two in OE, the rest in ME), generally following a set template. We usually offer six in the Spring inclusive of the Viking Mythology class which continues to draw its 60 plus students. Enrollments remain stable, taking the 21-day count of Fall 2009 semester: 348 Medieval Culture (29); Intro. OE Poetry [Ling & Engl] (13); undergraduate Chaucer (29); 551 Intro to Old Norse (20); 680 Seminar Malory (12); Restricted 551 Genesis (3). Enrollments for Spring 2010: 305 Viking Myth (63); 306 Arthurian Lit (30); 349 Bwfto Arthur (27); 351 Chaucer (29); 548 Beowulf (6); 581 Chaucer (6); 551 (Restricted class) Genesis A (5). Helen Damico handles scheduling of the English medieval courses.

** In 2009-2010, the restricted 551 projected web publication project on Genesis A continued with three students doing continuous work on the 2nd draft of the translation. Two students had to drop out because of other teaching commitments, but would rejoing the group in the following academic year. The restricted class of three students produced the second draft of the Biblical epic, which will continue the third revision of that draft in 2010-2011.

** Curricular interrelations with other departments continues, exclusive of the interrelations with IMS: All English undergraduate medieval courses are used by European Studies as part of their major. There is a continuation of the cross-listing of Old and Middle English language courses with the Dept. of Linguistics, and of the literature courses with Comparative Literature. The English faculty continues to be on the steering committee of IMS.

** The Committee prepared and set one Ph.D. comprehensive for Christine Kozikowski, who successfully passed the exam. The committee held examinations of two Ph.D. dissertation prospectuses, for Marisa Sikes and Christine Kozikowski. Both were granted permission to commence with the completion of their dissertations.
** Web-Initiatives: The 2009-2010 academic year saw the further development of the MEGSE Website as a research and professional development site. In addition to the Library Portal, a number of publication aids have been set up by Doug VanBenthuysen, one being an Anglo-Saxon and Old Norse keyboard. Work on completion of the Frequency Word-List in Anglo-Saxon (published in the late 40s or early 50s; eleventh printing in 1979) continues. When finished, this will go out internationally on the Anglo-Saxon List Serve.

II. Conferences Sponsored:

**Marisa Sikes, an ABD, Chair of the National Medieval Graduate Student Association for 2009-2010, was the coordinator of the National Conference of Vagantes, a Medieval Academy of America student organization, in March 2010, held at the University of New Mexico. Marisa Sikes and Douglas VanBenthuysen were elected to the council of Vagantes to meet in 2011 in Pittsburgh, Pennsylvania.

** In October 2011, the Medieval Studies Programs in English and the Institute for Medieval Studies will be hosting a conference on Medievalism, dealing with the appropriation of medieval ideas and literature by later historical periods. Dr. Obermeier will be functioning as Program Chair.

III. Students and Student Development: There are 14 students following the Medieval Studies Concentration Programs, 6 in the MA track and the remaining 9 in the Ph.D. track. In addition, there are three working on Ph.D. in medieval literature.

** Marisa Sikes was granted the Department’s Buchanan-Arms award; ** Marisa Sikes, Christine Kozikowski, Lisa Meyers, Douglas VanBenthuysen, received annual travel awards to international and national conferences for presentation of papers; ** Marisa Sikes and Douglas Van Benthuyesen were elected to the national council of Vagantes; ** Christine Kozikowski was elected to the Board of the Society for Medieval Feminist Scholarship; ** Colleen Dunn received the Medieval Studies Travel Award for Research to Collections for summer study at Cambridge University in Cambridge, England; Douglas VanBenthuysen was a participant in the Leeds International Medieval Congress in Leeds, in Leeds, England; he was granted travel monies by GSA.

- Graduate Student/Mentor Internship for Viking Mythology: This student/mentor internship continued in Spring 2010 with MA candidate Lisa Myers receiving the award.

- Graduate Fellow in Medieval Studies for the Outreach Program to the Secondary Schools was Ph.D. candidate Christine Kozikowski.

- Fellow in Digital/Website Initiative was Doug VanBenthuysen.

IV. Recruitment and Promotion:

Recruitment: The 2009-2010 academic year saw the success of the program’s publicity and promotion efforts in student recruitment: out of 12 applicants, the program selected 5 MA
and 3 Ph.D. candidates, two from New Mexico, and the rest from Canada, the East and West Coasts, the Rocky Mountain area, and the Midwest. Only three of which were given T.Aships. This brings the Medieval Studies student body to 17 students in various stages of study.

Program Visibility: We continue to operate the annual Visiting Scholar in Viking Mythology program, now in operation for over 10 years. The program has two goals: to enhance the department’s international visibility, (2) to enhance the Medieval Studies multicultural and multidisciplinary offerings on the undergraduate level, (3) to offer opportunities for individual mentorship for the Medieval Studies graduate students by internationally acclaimed scholars from other institutions. UNM English has had prominent visiting scholars the United States, England, and as far away as Sweden and New Zealand, which not only promotes the scholarly and programmatic achievements of the Medieval Studies Program internationally, but also provides our students with the opportunity to network with internationally renown scholars. Finally, the program enhances the stature of the Department of English and the University of New Mexico.

V. Staffing:

We are able to fulfill our obligations to the program and to our students only because we have had the ability and the good fortune to hire PTIs (with Ph.D.'s and publications) to handle most of the undergraduates offerings, and the Visiting Scholar in Viking Mythology, who highlights the importance English credits to undergraduate offerings. T Our main concern lies in this area of the program, however, and the need to have a third permanent faculty member is quite acute.

Professors Obermeier and Damico have continued to publish significantly during 2009-2010, as well as to maintain a high level of service to the department. Professor Obermeier was advanced to Full Professor in Spring 2010; Professor Damico was honored by a Festschrift published by a major publisher of Kalamazoo, MI: Medieval Institute Publications.

VI. Objectives for 2010-2011

- to continue our efforts at creative implementation of our digital initiatives in scholarly research with an eye toward creating a publication site in the future.
- to investigate the possibility of reviving an undergraduate medieval literature program
- to continue our efforts to streamline the graduate program in medieval literature within British/Irish Literary Studies.
- to continue our visibility efforts by attempting to establish relationships with faculty from other universities, as well as continuing our publicity efforts with the mailing of postcards to national and international institutions.
- to find and to continue to create further funding opportunities for our students.
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES
ANNUAL REPORT
JULY 1, 2009-JUNE 30, 2010
Submitted by Professor Natasha Kolchevska, Chair, November 1, 2010

MILESTONES:

Natasha Kolchevska (Russian and Department Chair) received, for the third year in a row, a teaching grant of $99k for the STARTALK program in Arabic and Chinese for high school students.

As Chair of FLL, Kolchevska applied for and received a prestigious Fulbright Scholar in Residence grant to bring a North African scholar to UNM for 2010-2011. A highly respected writer, Kebir Ammi is teaching both FLL and American Studies.

The 35th German Summer School, under the direction of Prof. Katja Schroeter, was held in Taos, New Mexico, with 54 undergraduate and graduate students.

Lorie Brau, Associate Professor of Japanese, was on sabbatical during Spring 2010. During that time she conducted research on manga in Japan and presented a paper at a conference in Australia.

FACULTY RESEARCH

FLL’s faculty understaffing (11.5 full-time tenure track faculty, down from 13.5) resulted in faculty spending more time recruiting and teaching their larger classes and less time on their own research. Faculty produced one scholarly monograph (Cyrino), one co-edited special edition of a scholarly journal (Baackmann), eight articles, encyclopedia entries and scholarly translations. In addition, FLL faculty presented regularly at international, national and regional conferences, although this was curtailed somewhat because of the 50% cut in professional travel funding.

SCHOLARLY WORK

Books/Journals authored or edited:

Cyrino, Monica

Baackmann, Susanne
(guest co-editor with David Craven) special issue on Latin America — Journal of Surrealism in the Americas, 4/5.

Garcia, Lorenzo
(submitted manuscript) Homeric Cinematography: Cinema and the Visual in Homer’s Iliad, submitted to the Center for Hellenic Studies, a division of Harvard UP Press; approx. 82,000 words.

Articles, Book Chapters, Encyclopedia Entries:

Baackmann, Susanne

Brau, Lorie

**Cyrino, Monica**


**Lorenzo Garcia**

(4 chapters plus major selection, and editorial work for textbook) submitted to Cognella Academic Press for inclusion in *Greek Civilization in Literature: From Prehistory to Classical Greece*.

**Ivanova-Sullivan, Tanya**


**Kolchevska, Natasha**


**Putnam, Walter**


**Vallury, Raji**


**Book reviews**

**Kolchevska, Natasha**


**Conference papers and invited talks:**

**Bishop, Stephen**

National conference: “Unsustainable Conflict: Child Soldiers as Cultural Critics.”


Conference on Law and Literature, New York City, April 2010.


**Lorie Brua**


Monica Cyrino


Invited talk: Invited lecture for the Dept. of Classics, Univ. of Utah, Salt Lake City, UT, April 2010.

Lorenzo F. Garcia


Tanya Ivanova-Sullivan


Carmen Nocentelli


Awards and grants:

Natasha Kolchevska received an award of $99k from the STARTALK program, funded by the National Security Agency, to conduct Summer Institutes for High School students in Arabic and Chinese. These were held during the month of June, 2009. Institute faculty taught total of 35 students in dual and concurrent enrollment programs, and received glowing reviews from the grant’s site visit team.

In cooperation with American Studies, Prof. Kolchevska applied for and received a grant of $27k in support of a Fulbright Scholar in Residence.

In addition, Prof. Kolchevska was part of an inter-departmental and inter-college team of UNM faculty that put together an NEH proposal to create a Humanities Institute at UNM.

Off-campus service to the profession:

Classics professor Lorenzo Garcia served as the state Vice President (highest state office) for the national Classics association, CAMWS. In 2009, he also served as Vice-President for the state of New Mexico for the Committee for the Promotion of Latin and as a peer reviewer for The Classical Journal. Russian professor Tania Ivanova-Sullivan completed her work as a consultant for the English-Bulgarian Mini-Dictionary.

TEACHING: EU, efficiencies, Fulbright scholar

With steadily increasing enrollments, 240 undergraduate majors and about 35 graduate students, the Department of FLL taught a broad range of undergraduate and graduate courses.
graduating 62 undergraduates in seven different language and area studies programs (Asian Studies, Classical Studies, French, German, Languages, Russian, Russian Studies) in 2009/10; this constitutes an increase of 33% in dept. graduates over the previous year. In addition, 5 MA degrees were awarded in French, German Studies and Comparative Literature/Cultural Studies.

As the result of being awarded a Fulbright Scholar in Residence grant, FLL (along with American Studies) was able to invite Kebir Ammi, a Moroccan/Algerian writer and scholar, to teach undergraduate courses in 2010/2011 in both departments.

Our newest initiative in 2009/10 was the development of a series of online courses through Extended University. As a result, 4 new courses are being offered this fall, as well as in the spring. Additional courses for next AY—including expanded summer offerings—are also currently under development.

The Department continued to work with the Dean of Students office as well as the National Security Studies Program (NSSP) at UNM to improve and expand offerings in Arabic, Russian and Communicative Studies. Not only were we able to offer additional sections of Arabic and Russian funded by these programs, but for the first time we were also able to offer intensive Arabic and develop a communication course for the Honors program.

Large enrollment Humanities Core courses such as Modern Languages 101 and Mythology 107, continued to attract hundreds of students, as did upper division core courses in Greek Civilization. Enrollments in other undergraduate and graduate courses increased, sometimes by as much as 100%. FLL continued its efforts to work as efficiently as possible, and virtually no low-enrollment courses were taught.

FLL continued to refine its assessment instruments, and faculty members Ali, Kolchevska and Peters-Newell attended national conferences and workshops for training in assessment and language teaching methodology as part of the STARTALK grant.

Once again, in December 2009/January 2010/09, Dr. Mohamed Ali took a group of FLL, Africana and Anderson School of Management students on the winter intersession Study Abroad program in Egypt.

**German Summer School:**

The 34th session of the German Summer School took place at Taos Ski Valley from June 23 to July 24, 2009. A record number of 56 students (the highest since 1999) attended this year’s program. This constitutes a 57% increase in student numbers from 2006-2007, and growth in the last two years has been at 20%+. (2007: 47 students, 2008: 49 students). Among these were 18 undergraduate and graduate students from UNM. This is the third year in a row that such a high number of students from UNM attended, and all undergraduate students from UNM declared German as their major. Given the small size of the program, this impressive number testifies to the appeal and strengths of the German program within FLL. Out-of-state participants included 13 students from our consortium partner, California State University at Long Beach, 7 students from Texas, and 6 students from Arizona, as well as smaller numbers from other universities across the country, including Haverford College in Pennsylvania. With its geographical reach and outreach programs, the GSS showcases UNM on a national level.

Since 2009 marked the anniversary of several republics in German speaking countries, this year’s program focused on the topic, “The Republic as Ideal and Reality in German speaking cultures.” Courses ranged from “The Concept of the Republic in 18th century German literature” and “The Swiss Republic as a Model for Europe” to “The Berlin Republic: Germany after the Fall of the Wall,” thus ensuring coherence of the curriculum. Three full-time faculty,
four half-time faculty, and four Teaching Assistants contributed to the success of the program. The German Summer School received financial support from UNM ($26,000) and grant money from the Max Kade Foundation ($30,000), the Goethe Institute ($3,300), the Austrian Cultural Forum ($3500), Switzerland ($4100), and the Taos Ski Valley ($3,380). The generous contributions of these supporters, UNM’s ongoing support of the GSS, and the high number of students attending ensured a balanced budget for the GSS once again.

**Graduate student news:**

Graduate enrollments continue apace in both quality and quantity. While many of our graduate students are New Mexico natives and/or UNM graduates, the Department continues to attract graduate students both nationally and internationally. In recent years, recent MA graduates have gone on to UNC-Chapel Hill: one has just passed his doctoral comps at UNC-Chapel Hill, while another finished her Ph.D. there and received a post-dissertation fellowship before she assumes a tenure-track job at Baylor University in Fall 2012. Jane Evans, another graduate student in FLL, was just awarded tenure at UTEP, and a 3rd recent PhD works as the language coordinator at Duke University. A recent MA recipient in German Studies is teaching at Caspar College in Wyoming. Other recent MA students have gone on to do PhD work at the University of Minnesota and NYU. Classics graduates have also done very well: two recent graduates are now fully employed in tenure track positions at UNM and the University of Auckland, NZ. Several recent MAs are enrolled in PhD programs (at Duke, UC Irvine, CU Boulder), and BA’s are in MA programs (at UNM, CU Boulder, NYU). Many of Classics graduates are teaching at prestigious local high schools (Bosque Prep, Cottonwood Classical, Volcano Vista), and at high schools in other states (Oregon, Colorado, California, Nevada, North Carolina).

The interdisciplinary CL/CS program remains very healthy and continues to attract new students from all over the country, which—in light of the fact that student funding is rather limited—speaks highly of this kind of academic curriculum. There are currently 15 active graduate students in CL/CS, 8 are either on the CL/CS track, and 7 have signed up under Classics. 5 additional students are due to graduate in AY 2010.

As in the previous year, the highlight of graduate student research efforts was the 2nd Annual Cultural Studies Conference. This year, the graduate students took on full responsibility for designing and organizing the event, and faculty assumed an advising position. For the students on the conference committee this kind of academic engagement was a great chance to enhance their professional skills. Dr. Neil Larson, Professor in Comparative Literature and Critical Theory from UC Davis, was keynote speaker. Because of cuts in travel funding, there were fewer participants from other graduate programs, but more UNM students. Finally, in commemoration of the tragic death of one of our graduate students, FLL created the “Stefania Gray Award,” awarded to the presenter whose paper and delivery was outstanding in terms of overall clarity of argument, theoretical focus, attention to detail, and fluidity of presentation. Advanced FLL graduate students presented not only at the CL/CS conference in Spring 2010, but also at national conferences such as the African Literature Assn. conference in Tucson, AZ, also last spring. An essay on film theory by Kayla Hill, a graduate student in the German program, was published in UNM’s *Best Student Essay* magazine. Kayla was also nominated for the “Susan Deese Outstanding TA Award for 2009/10.”

**Development activities**

Development activities were more actively pursued in 2009/10 and will be yielding significant results in 2010/11.
Outreach and public lectures (all free and open to the public):
FLL continued its tradition of sponsoring and supporting an active series of public lectures and initiatives. FLL’s signature recruiting event is the spring Language Expo, which brings about 600 high school students from the state and from El Paso to explore language learning possibilities at UNM. In Spring 2010, FLL also hosted the 2nd Tournees Film Festival, with support from the French Consulate in Los Angeles. And the CL/CS graduate student conference was open to the public and was attended by students from other departments, including Spanish and Portuguese and English.

FLL Dept Events, 2009-2010

September 2009
- 12th: “English Rakugo-Japanese Traditional Sit-Down Comedy” performance in Rodey Theater
- 22nd: “Growing up in Turbulent Times: Russia from the 1980s to the Present,” by Vladimir Ivantsov, Moscow State University, co-sponsored with ISI

October 2009
- 2nd: Mid-autumn Japanese Festival Celebration (community event)
- 21st: “Discovering Selma Meierbaum-Eisinger: Her Poetry, the Holocaust and Their Meanings Today,” public lecture, reading, and discussion by Dr. Helene Silverblatt, co-sponsored with UNM Dept. of Psychiatry

November 2009
- Revolutions of 1989: From Tiananmen Square to the Berlin Wall; co-sponsored with International Studies Institute
  (i) 4th: “Home is Where the Wall is: Ambivalence in Margarethe von Trotta’s 1994 Film The Promise,” Katja Schroeter, Associate Professor of German, UNM
  (ii) 5th: Panel Discussion on “Lives under Socialism” with UNM faculty members Sever Bordeianu (General Library), Tania Ivanova (FLL); Katja Schroeter (FLL), Erika Monahan
- 10th: CL/CS lecture: “The Black Route Southwest,” Tony Gleaton, photographer
- 21st: Public Conversation with David Abram, “Discourse of the Birds”

December 2009
- 1st: “Homeric Durability: Time and Poetics in Homer’s Iliad.” By Dr. Lorenzo Garcia Jr., Assistant Professor of Classics

March 2010
- 6th: UNM Foreign Language Expo, Albuquerque. Ortega Hall
- 8th: “Outsider Poetry in German,” Guest speaker Dr. Jenn Hoyer, U of Minnesota
- 9th: “Americans in Paris,” Prof. Walter Putnam, Public Lecture, UNM Art Museum
- 26th: Tournees French Film Festival

April 2010
- 2nd through 23rd: Tournees French Film Festival, cont.
- 5th: Presentation and reading from new book edited by Professor emeritus Peter Pabisch
• 16th-17th: Spring 2010 Second Annual Cultural Studies Graduate Student Conference UNM, Albuquerque. Keynote Speaker: Neil Larsen (UC Davis)

Other Activities:
• German Club meets every Thursday at 8pm
• French Club meets several times during Fall 2009/Spring 2010 terms.

Staff:
No major staff changes.

New or ongoing initiatives:
• Receive permission to recruit for a German tenure track position, which has been vacant for 4+ years.
• Reduce language class sizes to improve student retention and success, and to conform to guidelines set by the Assn. of Departments of Foreign Languages. Some of our beginning language classes have enrolled 30+ students per section, which is twice what the guidelines that our national language teaching association (ACTFL) recommend.
• Increase number of contact hours to 5 per week for students in beginning and intermediate levels of those languages designated as critical by the Department of Defense, Arabic, Chinese and Russian, as well as Japanese.
• Strengthen recruitment efforts for FLL graduate programs through both internal and external funding.
• Expand study abroad programs sponsored by FLL and its faculty.
• Continue to re-qualify for STARTALK grant, which offers summer institutes in the critical areas of Chinese and Arabic languages to high school students.
Developments During the Academic Year

Overview: The 2009-10 academic year was a transition period within the department. Long time chair Paul Matthews went to half time necessitating an interim chair be brought in to fill the position until a replacement could be hired. Because the department had an interim chair, planned programmatic revisions were put on hold. The department started the academic year with 6.5 FTE, and is now at 7.5 FTE. The primary goal for the department in FY 10 was to hire a new department chair. Three candidates were interviewed, and the department successfully acquired Professor Scott Freundschuh from the University of Minnesota Duluth & the National Science Foundation.

Planning and Curriculum Revision: In FY's 08 & 09 the department completed a major assessment and revision of its bachelors and masters curriculums. The department completed the implementation of these revisions in FY 10, and has plans to initiate assessment of the success of these changes. With the hiring of a new chair other planned programmatic revisions will be revisited in the coming year and changes implemented.

Speaker series: This year's public lectures were presented on the following topics:

- Dr. Carl Bauer - River Governance and Water Markets in Chile: Law, Economics, and Geography.
- Dr. Scott Freundschuh - Spatial Concept Understanding in Large-Scale, Geographic Spaces
- Catherine Page Harris - Borders and Lines: Invisible Boundaries and Their Ecologies
- Dr. Robert Hickey - Benthos and Birds: 10 Years of Collaborative Research at Roebuck Bay, Western Australia
- Dr. Eric Perramond - Political Ecologies of Cattle Ranching in Northern New Mexico.
- Dr. Jeffrey Wilson - Environmental Context in Health and Medical Research: A Case for Geographic Information Science.

Progress on Plans and Recommendations from Academic Program Review

Implementation of Program Review Recommendations: The Academic Program Review Team from FY 08 had recommendations for which the Department has nearly completed. The remaining recommendations that have yet to be implemented include (below in italics):

1) Continue the strong departmental leadership by recruiting from outside UNM a department chair with expertise in environmental management/GIScience.

The Department successfully recruited Professor Scott Freundschuh from the University of Minnesota Duluth and the National Science Foundation. Professor Freundschuh's appoint begins in FT 11.

2) Increase the technical and administrative support for the department with a second (preferably full time) office staff person, a computer lab technical person, and a person to handle undergraduate and graduate advising.
No progress was made on these three initiatives because of budgetary constraints.

3) Provide additional funding of laboratories for physical geography and GIScience in terms of equipment, software licensing and support, and additional teaching assistant positions.

No new progress on this initiative due to budgetary constraints.

Appointments of Faculty/Staff

Scott Freundschuh was appointed as Department Chair and Professor of Geography. Professor Freundschuh was at the University of Minnesota Duluth for 16 years and for the last two years was a Program Officer in Geography and Spatial Sciences and Technical Coordinator for the NSF funded Spatial Intelligence and Learning Center at the National Science Foundation. His research interests are in the field of spatial cognition. He has conducted studies on the role that sources of spatial information, such as maps and navigation play in cognition and learning, has explored the development of spatial concept understanding in small- and large-scale spaces, and has tested the use of novel map representations to perform spatial tasks such as navigation and location tasks. His work is clearly interdisciplinary, involving research relevant to behavioral geography, cognitive psychology and GIScience in general. He will be teaching courses within the GIScience curriculum.

Separations of Faculty/Staff

Olen Paul Matthews went from 1.0 FTE to 0.5 in FY 2010. Professor Matthews will continue to teach courses in the department and serve as undergraduate advisor.

Publications of the Department and Faculty

**Benson, M. H.**


**Carr, J.N.**


**Cullen, B.T.**


**Duvall, C.S.**


**Lane, K.M.D.**


Matthews, O.P.


Zandbergen, P.


Outside Professional Activities

Benson, M. H.
Benson, M.H. Geographies of Mt. Taylor: the Legal, Political and Cultural Implications of Proposed Uranium Mining Development in one of New Mexico's most Sacred Spaces. Ortiz Center Faculty Symposium, Albuquerque, NM. 16 March 2010.


Carr, J.N. Invited Reviewer, Professor Moises Gonzales’ “Human Settlements” course. School of Community and Regional Planning, University of New Mexico. Reviewed and provided feedback to final student projects - April 2010.


Editorial Board, Southwest Geographer

Editorial Board, Scottish Geographer

Board of Directors, Applied Geography Conferences

Paper Reviewer, Papers of the Applied Geography Conferences

AAG Membership Committee

IGU, Member, Commission, Marginal Regions and Marginalized Groups

Duvall, C.S.


8/2003-present, Member, Great Ape Subsection of the IUCN Species Survival Commission Primate Specialty Group
June, 2010: Reviewed a grant proposal for the National Geographic Society, Committee for Research and Exploration


Lane, K.M.D.


Member of Editorial Board, Historical Geography

Reviewed 3 manuscripts for academic journals: Geographical Review, Historical Geography (2), and one manuscript for a book chapter: Springer Press.

2009-2010, Board of Directors and Student Paper Competition Chair, Historical Geography Specialty Group of the Association of American Geographers

Matthews, O.P.


Advisory Board, Geography Annual Editions, McGraw Hill Publications

AAG committee on revising Professional ethics statement

Editorial Board: Journal of Contemporary Water Research and Education


Zandbergen, P.


Editorial Board Member, Environmental Health Insights, 2008 - present.

Panel reviewer, National Institute of Justice, 2010

Panel reviewer, National Science Foundation, 2010

Nominee, Regents' Lecturer, University of New Mexico

Nominee, Outstanding Teacher of the Year Award, University of New Mexico

Outside Sponsored Research

Benson, M. H.
Co-project investigator with Dr. Fred Ogden, Department of Civil & Architectural Engineering. "Integrated Management of Groundwater and Surface Water Resources: Investigation of Different

In. Review. Co-Project Investigator with Julie Coonrod, Civil Engineering; Susan Kelly, School of Law; Mark Stone, Civil Engineering; Cliff Dahm, Biology; Grant Meyer, Earth & Planetary Sciences. Sustainability of a System: Building Resilience in Governance and Water Regimes in the Rio Grande. National Science Foundation Water Climate and Sustainability Program Category I ($150,000) (submitted 4/15/2010).

Duvall, C.S.
June 2010: Curriculum Development Grant (Co-PI, Bruce Milne PI), $300,000, U.S. Department of Agriculture, Hispanic-Serving Institutions Education: “Collaborative for Sustainable Foodsheds”


Lane, K.M.D.

Matthews, O.P.

Zandbergen, P.
Robert Wood Johnson Foundation Center. Geographic information tools for assessing spatial relationships between food accessibility, food availability, and diet-related public health in a local community. Co-Principal Investigator. PI is Chris Duvall, Geography, University of New Mexico. 2010-2011. $19,775.


American Civil Liberties Union - Greater Miami Chapter. Availability and Spatial Distribution of Affordable Housing in Miami-Dade County and Implications of Residency Restriction Zones for Registered Sex Offenders. Principal Investigator. Co-PI is Timothy Hart, University of Nevada Las Vegas. 2008-2010. $29,500
1. Significant developments during the academic year

Faculty

Ferenc Szasz, a member of the Department since 1967, fell ill in March, 2010 and died June 20, 2010. This was utterly unexpected and is an incredible loss to the Department. He was the complete faculty member, excelling in teaching, research, and service. The paper he delivered last year for the UNM Annual Research Lecture, Abraham Lincoln and Robert Burns: Connected Lives and Legends, and his study of comics as part of American culture climaxed a varied and incredible research career. He is already missed among students, and particularly among the numerous graduate students who relied on him for guidance in their dissertation work. All of the faculty feel his absence as a colleague whose kindness and measured response to issues made the Department a more civilized place.

On a happier note, Virginia Scharff was instrumental in organizing the exhibition “Home Lands: How Women Made the West” at the Autry National Center in Los Angeles and authored the official catalog, a masterful blend of text and illustrations.

Also this spring, Timothy Graham won a Teaching Excellence Award from the College of Arts & Sciences. Sam Truett engaged in the major task of finding the funding necessary for the University to join the Newberry Consortium in American Indian Studies, housed in the D'Arcy McNickle Center for American Indian and Indigenous Studies of the Newberry Library. Professor Truett lobbied, negotiated, and cajoled various offices and divisions of the entire University and managed to obtain the cooperation of each of them. His success gives the University membership in a select group of schools with active graduate programs in the American West and Native American Studies and will benefit the entire graduate program.

Two of our assistant professors, Cathleen Cahill and Sarah Cornell, spent the year at the Clements Center at Southern Methodist University Clements. Each had received the Clements Research Fellowships for the Study of Southwestern America. Professor Cahill used the time to complete her book Federal Fathers and Mothers: The United States Indian Service, 1869-1932, forthcoming from the University of North Carolina Press.

Eliza Ferguson published Gender and Justice: Violence Intimacy, and Community in Fin-de-Siècle Paris (The Johns Hopkins University Press, Baltimore, 2010).

Eliza Ferguson also ran the UNM History Workshop this year with great success. Presenters from other universities joined members of our faculty and graduate students in offering chapters of works in progress for comment and discussion.

Barbara Reyes took sabbatical leave to work on her project on Latinas in American public service.

In a pleasant reminder of the past, former Professor John Kessel gave the graduation address to the class of 2010. He revived our fond memories of him with a talk full of wit and excellent advice for graduates.
Developments within the Department.

Undergraduate Students.

The History Department awarded 215 Baccalaureate degrees. Twelve of them earned Departmental honors.

Graduate Students

At the 2010 graduation ceremony, two students received the Master of Arts degree and three were awarded Doctor of Philosophy degrees. Five graduate students received the department's major awards. Lucinda Grinnell won the Phillips Fellowship for an advanced dissertation student. B. Erin Cole won the Woodward Fellowship that supports dissertation research on a Southwest topic. Shawn Wiemann received the William M. Dabney Scholarship in Early American History. Lucinda Grinnell and Brian Turo were awarded the Timothy D. Moy Teaching Fellowship for their excellent performance as Graduate Assistants.

2. Academic Performance Review.

In October 2009, a distinguished panel of academics spent three days reviewing every aspect of life in the Department. Paula Findlen of Stanford University, Donald Fixico of Arizona State University, and Christian Fritz of the University of New Mexico School of Law reviewed our courses and programs, interviewed undergraduate and graduate students, met with the staff, and spoke with each faculty member. The team made positive recommendations concerning our programs and recommended additions to the faculty to restore the department to levels in accord with our educational mission.


The recommendations of the Academic Performance Review team call for additions to the faculty in Medieval History, History of the Ancient World and the History of Science. The Department has presented a hiring plan to the College and hopes to implement it in the coming years.

4. Appointments to faculty and staff

None

5. Separations of faculty

Ferenc Morton Szasz.
6. Faculty Publications and Presentations at Scholarly Meetings (the department records this information by calendar year, CY 09)

Melissa Bokovoy

“Kosovo under Autonomy,” Melissa Bokovoy, Momcilo Pavlovic, and Nebojsa Vladisavljevic in Confronting The Yugoslav Controversies (Central European Studies), eds., Charles W. Ingrao and Thomas A. Emmert (Purdue University Press, 2009), 48-82. (I contributed a ¼ of the writing and did all the editing, rewriting, translated Popovic’s portion), and proofmg.


Discussant and Chair for Collaboration and Resistance during WWII in Yugoslavia, American Association for the Advancement of Slavic Studies, Boston, November 2009.

Cathleen Cahill

Review of Michael Coleman, American Indians, the Irish, and Government Schooling: A Comparative Study in New Mexico Historical Review, Volume 84, Number 4 (Fall 2009): 545–46


[Also responsible for reading and commenting on the eleven other papers included in the symposium]

Margaret Connell-Szasz

“Cultural Encounters: Native People, New Mexico, and the United States”, in Telling New Mexico, A New History, Marta Weigle, with Frances Levine and Louise Stiver (Santa Fe: Museum of New Mexico Press, 2009), 195-207.

“Native American Children,” an essay appearing in The Child, An Encyclopedia Companion, Richard A. Shweder, ed. (Chicago: University of Chicago Press, 2009), 666-669. This was one of the major entries for the encyclopedia.


Participation at professional conferences. Identify by type (papers, session chairs, comments), venue, & date.


Co-editor for University of Nebraska Press series, “Indigenous Education”

Honorary appointment: Research Fellow, School of Divinity, History and Philosophy – 1 June 2009 to 31 May 2014

Sarah Cornell

Paper, Southern Historical Association, Louisville, Kentucky, November 2009.

Paper, Rocky Mountain Council for Latin American Studies, Santa Fe, New Mexico, March 2009.

Paper, Clements Center, Southern Methodist University, November 2009.

Paper, Columbia Seminar on Early American History, Columbia University, April 2009 (nine scholars are invited to present each year).

Paper, Latin American and Iberian Studies Institute, Bard College, April 2009 (average of 4 scholars are invited to deliver papers each year)

Paper, Borderlands Lecture Series, Center for Southwest Studies, University of New Mexico, April 2009.

Short synthetic paper, Lincoln Bicentennial Roundtable, University of New Mexico, February 2009.

Paper, International Symposium on Understanding the South, Understanding America, Gainesville, Florida, January 2009 (19 scholars from various nations invited to fully funded 2-day conference, which was one part of a tripartite international symposium).

-Samuel Flagg Bemis Research Grant, Society for Historians of American Foreign Relations, 2009-2010 ($2,000) Very competitive, open to all history graduate students and junior faculty who work on any aspect of American Foreign relations. (note: award no longer exists in this form – it is now split into Bemis Dissertation Grant and William Appleman Williams Junior Faculty Grant)

-Collaborative Research Group for the Study of the Global South Fellowship, Tulane University, Spring 2009 ($3,000) Very competitive, open to scholars at all levels in all

Manuel García y Griego


American Historical Association, Pacific Section, August 2009, Albuquerque, NM. Presenter: “From Tijerina to the Land Grant Consejo”

Linda Hall

“México y Estados Unidos en la lucha por el petróleo. Una revision de los Tratados de Bucareli.” 20/10 MEMORIA DE LOS REVOLUCIONES EN MEXICO, #2 (January, 2009).


Jonathan Porter

“The Past is Present”: The Construction of Macau’s Historical Legacy
In History & Memory, vol. 21, no. 1 (Spring/Summer 2009), 63-100

Patricia Risso


Andrew Sandoval-Strausz


Virginia Scharff


Western History Association, Denver, Colorado, October 2009, paper presenter
Writing History Workshop, Yale University, December, 2009, paper presenter
Western Historians in New England, Amherst, Massachusetts, April, 2009, session convener and discussion leader (half-day session on Western Women’s History)


“The Women Jefferson Loved,” presentation to Calhoun College Fellowship, Yale University, April 2009.


Jason Smith


Shorter research publications. List the title, location, publication date, and page numbers of each article, chapter, and review essay you published during the calendar year.

Jason Scott Smith: “Obama’s New Deal?”; Essay; Rebuild America: Solving the Economic Crisis through Civic Works; Scott Myers-Lipton; Paradigm Publishers; Boulder, CO; 84-86; 2009.

Book reviews. Identify by title, location, date, and page numbers.


Public History. Exhibit/Museum Curator, Film/Documentaries, etc.

Consultant to KQED (Northern California Public Television), for National Endowment for the Humanities Planning Grant, for "The New Deal Murals of San Francisco"


Reviewed article ms. for Business History Review, April 2009.

Reviewed article ms. for Enterprise & Society, April 2009.

Outside evaluator for tenure/promotion, sociology department, San Jose State University, for promotion to full professor, Fall 2009.


Quoted in Marcia Clemmit, "Public-Works Projects: Do They Stimulate the Economy more than Tax Cuts?," CQ Researcher, February 20, 2009.


Charlie Steen

Ferenc Szasz

Article: “Pamphlets Away: The Allied Propaganda Campaign Over Japan During the Last Months of World War II.” The Journal of Popular Culture 42; No. 3 (2009) 530-540


Review of Neil Campbell, *The Rhizomatic West: Representing the American West in a Transnational global, media Age* (Lincoln: University of Nebraska Press, 2008) in Choice (February 2009) Vol 46, no 6; 190 words; 43-3046


Guest lecture for Colin Snider’s 162 evening class on subject of the Atomic Bomb; April 2009

Ran (with Margaret Connell-Szasz) a two-day conference for Teaching NM teachers; spoke on the Manhattan Project in New Mexico. Held June 10 at the National Atomic Museum

Comments on a UNM History Department Graduate Student Panel on “How to write a Meaningful Biography”

Brief talk on “Lincoln and Aesop” for the Friends of UNM Library Feb 16, 2009. Willard Room

Exhibit/Museum Curator, Film/Documentaries, etc.

The material I sent to the Weather Channel on the weather at the time of the Trinity Site explosion (July 16, 1945) was incorporated into their July 16 show, and, presumably, will be shown periodically from now on.

6. Outside professional activities of staff members.

Not applicable

7. Outside sponsored research and outside sponsored public history projects

1. Paul Hutton, Grant from the National Park Service to map Little Big Horn National Monument in historically accurate terms.

2. Andrew Sandoval Strauss. Grant from the National Endowment for the Humanities
The CSW continues to sponsor programs at UNM and to pursue partnerships with other research centers on the history and culture of the North American West. During the 2009-2010 academic year, the CSW participated in projects in collaboration with the Institute for the Student of the American West at the Autry National Center in Los Angeles, the William P. Clements Center for Southwest Studies at Southern Methodist University, the Bill Lane Center for the Study of the North American West at Stanford University, the USC-Huntington Library Center for the Study of California and the West, and the Lamar Center for Frontiers and Borders at Yale University. Director Scharff has also worked to secure further funding for the Center for the Southwest (see below, under “fundraising”).

Virginia Scharff, Director of the Center for the Southwest and Professor of History, continues to teach one course per term, to carry a substantial load of graduate advising and independent study, and to pursue an active research program. She also holds the consulting position of Women of the West Chair in the Institute for the Study of the American West at the Autry National Center of the American West in Los Angeles. In connection with this consulting, she works on publications, programs, and exhibits.

During the 2009-2010 academic year, the CSW hosted the following events:


The Center for the Southwest, along with the William P. Clements Center for Southwest Studies at Southern Methodist University and the Institute for the Study of the American West at the Autry National Center in Los Angeles, cosponsored a symposium on the history of family and kinship in the American West. Thirteen workshop participants, including such distinguished scholars as Ramon Gutierrez of the University of Chicago, Susan Johnson of the University of Wisconsin, and Margaret Jacobs of the University of Nebraska, were selected from a nationwide pool of applicants, to present work-in-progress on the topic.

The two-part symposium began October 22-24, 2009, with a meeting at the University of New Mexico, hosted by the CSW and cooperatively funded with the Clements and Autry
Centers. Participants discussed pre-circulated papers, and took part in a public forum that attracted approximately fifty members of the public. Director Scharff hosted an opening dinner for the participants and Clements and Autry staff at her house. On Friday evening, participants experienced the glories of a multi-family New Mexican legacy. We gathered at Los Poblanos, the historic landmark residence and conference center designed by architect John Gaw Meem and built by Albert and Ruth Hanna McCormick Simms. The Rembe family, current proprietors of Los Poblanos and prominent advocates of New Mexico historic preservation and sustainable development, offered a tour of the house, and we dined on fare drawn from their onsite farm.

February 27-8, 2010, the group met again at SMU, to discuss revised papers and offer another public program. The University of California Press expects to publish an edited volume based on the symposium papers, possibly including work by the participants:

Tracy Brown, Central Michigan University
Dr. Cathleen Cahill, University of New Mexico
Ramon Gutierrez, University of Chicago;
Anne Farrar Hyde, Colorado College
Margaret Jacobs, University of Nebraska Lincoln
Katrina Liane Jagodinsky, University of Arizona, PhD candidate
Susan Lee Johnson, University of Wisconsin
Pablo Mitchell, Oberlin College
Monica Perales, University of Houston
Erika Perez, University of California, Los Angeles, PhD candidate
Joaquin Rivaya-Martinez, Texas State University
Donna Schuele, University of California Irvine

Please note: The symposium’s sponsoring institutions brought vastly different resources to the table. The Autry Institute, affiliated with UCLA as well as the Autry Museum, is one of two major research centers on the region, located in the largest city in the United States. The Clements Center is housed at a well-funded private university, and itself has a multimillion-dollar endowment. The Center for the Southwest had, for the 2009-2010 year, an operating budget of $8,000. We have already received one budget cut and anticipate further reductions in 2010-11. We endeavor to make up in outside fund-raising, imagination, dedication, our connection to the longstanding and distinguished UNM programs in Western and Borderlands history, and professional connections with better funded institutions at top ranked universities, what we lack in financial resources.

Dissertation Workshop:

In partnership with the Autry Institute, the Bill Lane Center, the Lamar Center, and the Huntington-USC Center, the CSW co-sponsored a dissertation workshop for Western historians at the University of California-Davis, in June of 2010. Six doctoral candidates, selected from a pool of twenty-five applicants, presented chapters of their dissertations to a group of distinguished Western historians who offered critiques and suggestions for revision.
2009-2010 C. Ruth and Calvin P. Horn Lecture:

This lecture is funded in part by the C. Ruth and Calvin P. Horn Endowment. Dr. Stephen Aron, professor of history at UCLA and executive director of the Institute for the Study of the American West at the Autry National Center, presented “Can We All Just Get Along: In Search of an Alternative History of the American West,” on Thursday, April 22nd, at 5:30 p.m. in Lobo Rooms A&B of the UNM Student Union Building. A standing-room-only crowd of 175 community members, faculty, and students attended. Professor Aron participated in a spirited question and answer session after the lecture.

2009-2010 Richard W. Etulain Lecture:

This lecture is funded in part by the C. Ruth and Calvin P. Horn Endowment. Dr. Jesse Aleman, Associate Professor of English, gave a lecture entitled “From Union Officers to Cuban Rebels: The Story of the Brothers Cavada and their American Civil Wars,” on Thursday, February 18, at 5:30 p.m. in the UNM Student Union Building, Lobo A and B. Between 40-50 people attended this lively event.

UNM Co-sponsorship:

The CSW was a proud co-sponsor of the History Department Colloquium Lecture Series that invited faculty and graduate students of multiple disciplines. These events ranged in attendance between 25-40 people. The papers were given out two weeks ahead of time for an engaging dialogue between speaker and audience.

The Colloquium events included:

February 12- Heidi Tinsman, Department of History, UC-Irvine
February 19- Richard White, Department of History, Stanford University
February 26- Elaine Nelson, Department of History, UNM
March 4- Brian Lucero, Department of History, UNM
March 26 - Mel Yazawa, Department of History, UNM
April 16- Linda Hall, Department of History, UNM
April 23- Kelly O’Neill, Department of History, Harvard University
April 30- Maria Lane, Department of Geography, UNM

Teaching American History Grants:

The CSW has also played an ongoing role as cosponsor and Department of History liaison for each of two one-million-dollar Teaching American History grants, funded by the U.S. Department of Education, in partnership with Albuquerque area public schools. We have just learned that a third such grant has been funded, in cooperation with the Rio
Rancho school district. We continue to work to create more opportunities for advanced study in history here at UNM for public school teachers.

**PUBLICATIONS:**


**WEBSITE:**

During the 2009-2010 academic year, the CSW completely revamped its website, adding substantial new content and undertaking a full redesign. Please visit our new site at [http://centerforthesouthwest.unm.edu/](http://centerforthesouthwest.unm.edu/)

**PROFESSIONAL ACTIVITIES:**

Virginia Scharff served as co-curator for “Home Lands: How Women Made the West,” a major museum exhibition that opened at the Autry National Center of the American West in April, 2010, and travels to the Missouri History Museum in St. Louis, the Gilcrease Museum in Tulsa, and the New Mexico Museum of History in Santa Fe.

Scharff also delivered two keynote addresses, the first to an international conference on “Cultural Histories of Sociability, Spaces and Mobility,” cosponsored by the University of York and the National Railway Museum, York, England, July 2009, and the second, to the Women Writing the West Conference in Los Angeles, California (September 2009).

**PERSONNEL:**

The CSW is staffed by the Director (who receives a one-course teaching reduction each semester) and a half-time graduate assistant, who schedules and coordinates all events, carries out all clerical responsibilities, and keeps the website current. During the 2009-2010, Rebecca Vanucci served as graduate assistant in the CSW. For the 2010-2011 academic year, Rebecca Ellis will serve as graduate assistant.

**FUNDRAISING:**

Five years ago, the CSW took over administration of the Calvin Horn Lecture and endowment from the University of New Mexico Press. At that time, attendance at the
lectures had dwindled to approximately thirty people per lecture, and the endowment for the lecture had, somehow, been nearly spent dry.

Working with the Development Officer from the College of Arts and Sciences, we sought to revitalize the contact with Calvin Horn’s widow, C. Ruth Horn. Through careful cultivation and a series of successful events, we convinced Mrs. Horn to contribute anew to what is now the C. Ruth and Calvin P. Horn Endowment. Mrs. Horn has attended all the lectures, along with members of her family, and they have all expressed enthusiasm at the work we are doing.

The Horn Endowment now stands at $48,537.48, generating a spending allocation of $2,682.57 this year. This is enough to fund an honorarium and travel for the speaker, and some of the publicity for the Horn lecture, though not enough to support both the Horn and Etulain Lectures. We continue to work with A & S Development Officer Jeffrey MacNutt to further cultivation efforts with the Horn family, in hopes of securing a major gift.

HONORS AND AWARDS:

During the 2009-2010 academic year, Virginia Scharff received two departmental honors, the Marjorie Bell Chambers Award, which recognizes excellence in faculty research and teaching, and the Shoemaker Award, a competitive grant for a research or public project. The latter will provide supplementary funding for the “Legacy and Future” symposium in the spring of 2011.

FUTURE EVENTS:

The CSW continues to pursue partnerships with other programs within the University of New Mexico, as well as to seek collaborations with other research centers and cultural institutions. Director Scharff is a participant in the National Science Foundation Grant on “Women, Work, and Water,” a project exploring the application of infomatics to women’s studies teaching and research, funded through the UNM Libraries and Office of the Vice President for Research. Scharff is also a member of the team that has applied for a million-dollar challenge grant to fund a Humanities Research Institute.

Plans for the 2010-2011 academic year include: the C. Ruth and Calvin P. Horn Lecture, to be held Thursday Marcy 24, 2011, and delivered by Andrew Kirk, Professor of History and Public History Program Director at the University of Nevada, Las Vegas. In conjunction with the C. Ruth and Calvin P. Horn Lecture, the CSW will be hosting a one day symposium entitled “The Legacy and Future of Western and Borderlands History at the University of New Mexico.” The morning sessions of the symposium will include a look back at the achievements of our program (presented by Richard W. Etulain, emeritus, UNM) and a session featuring UNM alumni who have made significant contributions to the fields of Western and Borderlands history. The afternoon session will feature UNM alumni who have had distinguished careers as public historians, working in museums, government agencies, historical archives, and historic preservation.
We intend the symposium as a celebration of, and reflection on, UNM's contribution to research in these fields, and also as an opportunity to engage alumni and emeriti in a fundraising effort to support graduate research fellowships in Western and Borderlands history.

The CSW continues to cosponsor the History Department Colloquium for 2010-2011.

In November, 2010, the CSW will cosponsor, with the English Department, a lecture by Dr. Krista Comer, Professor of English at Rice University.

In April, 2011, the CSW will also cosponsor a panel discussion on "New Landscapes and New Mexico," featuring humanities scholars Chris Wilson, Miguel Gandert, and Lucy R. Lippard, in connection with an exhibit on the work of mid-twentieth-century painter Cady Wells at the UNM Art Museum.
The *New Mexico Historical Review*, a nonprofit, scholarly quarterly published at the University of New Mexico since 1929, has just issued number 4 of volume 85 and thus completed its 2010 publication year. Published at the University of New Mexico since 1929, the *Review* remains a fixture in the cultural life of New Mexico and the Greater Southwest and in the production of knowledge by scholars working at UNM and in New Mexico, the United States, and overseas. Through its employment of graduate students, the *Review* continues to participate directly in the education of UNM students, to broaden their professional horizons, and enhancing their value in the professional marketplace after graduation.

In the year 2010, the list of historians published by the *Review* represent diverse geographic locations, work in a variety of professional fields, and research on wide-ranging topics. Focusing on the history of the Greater Southwest, the *Review* published 16 research monographs ranging from the illegal Gaspar Castaño de Sosa *entrada* to the upper Rio Grande in 1590, to Confederate atrocities in Civil War New Mexico, to Pancho Villa's relationship with Mormon colonists in northern Mexico, to Albuquerque's Bosque Farms during the New Deal, to comic creator Fred Harman of Albuquerque, the creator of western hero Red Ryder. Seven authors, including the late Regents' Professor Ferenc Szasz and Dr. David Kammer, are residents of New Mexico. Nine other authors are from out of state. They include retired Professor Thomas Bowen of Wyoming and Professor James Bartek of Kentucky. Among the list of authors in 2010 are two Finnish historians, Professors Janne Lahti and Morton Lotveit, who research respectively on the Southwest
and on northern Mexico. These authors are also employed in diverse professions or fields—university teaching, independent contract history, documentary film making, ethno-historical archaeology, acoustical physics, and oil and gas exploration. The diversity of scholars represented in volume 85 suggests that the Review reaches and appeals to a broad cohort of scholars researching and writing on the history of the Greater Southwest.

The Review is one of the few state-history journals that still publishes an extensive list of book reviews in each issue. During 2010, the Review edited and ran 65 reviews of books published by university and commercial presses. This service is critical to the public announcement and scholarly assessment of the large number of titles on the Greater Southwest issued each year. In addition to informing readers about contents, book reviews become valuable items in the promotion files of scholars employed by universities, museums, state and national parks, and professional units. With journals, newspapers, and magazines steadily shrinking their review space, book publishers are grateful for the Review’s robust book-review section. Publishers represented in the 2010 Review include Penguin Press, Duke University Press, Sunstone Press, Harvard University Press, Vintage Books, Edmonton University Press, the University of New Mexico Press, among many others.

In 2010 The Review has continued its commitment to graduate education at the University of New Mexico by employing graduate students and training them in profession scholarly editing. As these young men and women pursue their course of study to earn graduate degrees, they work twenty hours per week in the Review office. Under the direction of the editor and managing editor, they copyedit manuscripts, compile maps,
tables, and illustrations, consult with authors, proofread manuscripts, page proofs, and blue lines, and perform other tasks associated with the production of scholarly monographs published by the Review. In the process, they learn valuable skills that they can incorporate into their own research and scholarship or that boost their professional value in the highly competitive marketplace after graduation. During 2010, the Review has employed seven graduate assistants. The History Department funds two graduate assistants, while the Center for Regional Studies supports five others. This educational process demonstrates the integral role of the Review in the professional education and ongoing employment of graduate students in the History Department and at the University of New Mexico.

Durwood Ball
Associate Professor and Editor
1. Significant Developments During the 2009-2010 Academic Year

The International Studies Institute was extremely pleased that its new interdisciplinary BA program in International Studies (INTS) was formally approved by the Board of Regents at the May 12, 2009 meeting. While the approval came too late for the new major/minor to be listed in the 2009-2010 catalog, the ISI actively promoted the new degree program at campus-wide information events for current and prospective UNM students and shared handouts with academic advisors in the University Advisement Center and the A&S Advisement Center. The ISI Director worked with the Registrar’s Office to finalize the 2010-2011 catalog entry for the INTS major/minor. Students started signing up for the new major in Spring 2010. According to the latest report (Fall 2010), there are now 38 declared majors in International Studies.

In November 2009, the ISI held its 7th Fall Lecture Series on “Revolutions of 1989: From Tiananmen Square to the Berlin Wall.” The week-long program consisted of 7 lectures delivered by distinguished speakers from UNM and other universities who examined the causes and consequences of the 1989 revolutions and discussed how these unparalleled events unfolded and shaped the cultural, political, and socio-economic landscapes of China and several Eastern European countries. All lectures were free and open to the public and included a Q&A session with the audience. Total attendance during the week-long program was about 455, ranging from 25 attendees on a Friday afternoon to 130 at the closing lecture. Over 50% of the audience members were UNM students.

In Spring 2010, the ISI awarded a total of 12 summer scholarships for language training, research projects, and study abroad and also named the recipient of the 2010-2011 William J. Cunningham International Public Service Scholarship. Scholarship recipients are listed in Section 6 below.

Following a competitive RFP and selection process, the 3rd UNM Summer School at Schloss Dyck took place in June/July 2010. Organized and coordinated by the ISI Director, the program “The Ministry of Illusion: From Weimar to Nuremberg” (co-taught by Professors Jason Wilby, FLL, and Antoinette Lopez, Law School) attracted a total of 14 student (6 undergraduates, 1 non-degree graduate students, 7 law students).

Other Activities/Events Organized and/or Co-Sponsored by the ISI:
- “Japanese Rakugo,” performance by Kaishi Katsura at Rodey Theater (September 2009)
- “The Obama Administration’s View of Counterterrorism,” lecture by Shari Villarosa, Department of State (September 2009)
• “Growing up in Turbulent Times – Russia from the 1980s to the Present,” lecture by Vladimir Ivantsov, St. Petersburg University (September 2009)
• Information session with Dieter Patt, Governor of Rhein-Kreis Neuss (October 2009)
• “Observation in the Flesh, Observation in the Spirit: The Duplex Sentence of Medieval Characterization,” lecture by Chauncey Wood, McMaster University (February 2010)
• Black History Month (February 2010)
• UNM World Affairs Delegation, participation in World Model United Nations Conference in Taipei, Taiwan (March 2010)
• French Film Festival (March-April 2010)
• Lecture Series “Love in the Middle Ages,” Institute for Medieval Studies (April 2010)
• “Ancient Poems and Universalist Poetics,” lecture by Geoffrey Russom, Brown University (May 2010)

In 2009-2010, the following colleagues served as Program Directors for the three area studies programs:

- Asian Studies: Lorie Brau (Fall 2009), Jonathan Porter (Spring 2010)
- European Studies: Stephen Bishop
- Russian Studies: Natasha Kolchevska

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

The ISI is planning its 2010 Fall Lecture Series on the topic of “Global Threats.” We will collaborate with several affiliated departments/programs, especially the Center for Science, Technology and Policy and the National Security Studies Program, to identify and invite outside speakers from a wide range of disciplinary and institutional backgrounds.

The ISI will co-sponsor a course buyout for Professor Eleni Bastea (School of Architecture and Planning) that allows her to offer a new course “Greece and Turkey, 1922-Present: From Conflict to Rapprochement.” This course has been designated as a European Studies Seminar for Fall 2010.

The ISI will absorb the required initial 3.2% budget cut out of its operating funds. Since the ISI has no faculty or staff lines of its own, future cuts will also have to come out of operating funds. This may affect some of our programming just as the number of students in the new International Studies major is increasing rapidly.

Tracy Wenzl, whose duties included helping the ISI with financial and other Banner transactions, left the College in April 2010 and has not yet been replaced. As a stop-gap measure, the ISI Director has made arrangements to secure the help of the Unit Administrator in the Economics Department, in return for covering some of the department’s work study expenses. However, this arrangement is not sustainable in the long run given the expected staffing situation in the Economics Department. We strongly recommend that the College provide the needed assistance through a service center.

Two years after losing its office space in the History Department (Mesa Vista Hall), the ISI continues to operate out of a storage closet and the ISI Director’s faculty office in the Economics
Department. We would welcome any space that can be allocated to us after the Math and Statistics Department has moved into its new building.

3. Publications
(Presented in the Annual Reports of the home departments of ISI-affiliated faculty.)

4. Outside Professional Activities
(Presented in the Annual Reports of the home departments of ISI-affiliated faculty.)

5. Research Grants and Contracts Funded

Schloss Dyck:
The ISI Director was successful in obtaining financial support from the Provost’s Office and the A&S Special Summer Projects Fund for the 2010 UNM Summer School at Schloss Dyck. Another grant application to the Max Kade Foundation was not funded.

ISI Support for other UNM Grant Applications:
- The ISI Director provided a letter of support for the successful UNM application to bring a Fulbright Scholar in Residence (Kebir Ammi) to UNM in 2010-2011.
- The ISI Director contributed to the group effort to develop the (pending) NEH Challenge Grant proposal to create a Humanities Institute for Research and Teaching at UNM.

6. Student Information

Bachelor of Arts Degrees Conferred in 2009-2010
Asian Studies: 2
European Studies: 5
Russian Studies: none
International Studies: not applicable (new degree)

William J. Cunningham International Public Service Scholarship
Anastasiya Zaytseva (2009-2010 award announced in March 2009)
Emily M. Gonzales (2010-2011 award announced in March 2010)

2010 ISI Summer Scholarships
BriAnna Amador
Erin Cimino
Amy Foust
Bennie Francisco Jr.
Junfu Han
Nicholas G. Ienni
Madeleine A. Ingram
Rebecca Knack
Alyssa Mauders
Hannah Peceny
Rachel Trapp
Stephanie Wimmer
Number of Interdisciplinary Majors
(including 2nd majors)

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<th>Fall 2010</th>
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<td>Russian Studies</td>
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<td>4</td>
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<tr>
<td>International Studies</td>
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Credit Hours by Course Level

All regular courses in the area studies programs (Asian/European/Russian Studies) are offered by the affiliated departments, none of which keep track of their student credit hours generated by declared (or undeclared) major. The new major/minor in International Studies did not offer any of its capstone courses (INTS 400/401/402) during the 2009-2010 academic year.

The following table lists credit hours generated by Asian Studies, where students are required to complete a senior thesis while taking Comp/Hist/Phil/Pols/Relg 453.

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Annual Report from Latin American Studies (LAS)
July 1, 2009-June 30, 2010
Kathryn McKnight, Associate Director for Academic Programs, LAII

Significant Developments of the Program

- The Interdisciplinary Committee on Latin American Studies (ICLAS) approved a new dual MA degree in Latin American Studies and Public Health (MALAS/MPH), which is in the curriculum review process, with an anticipated start date of F11.
- ICLAS also approved a new MALAS concentration in Communication, which is in effect as of F10.
- ICLAS placed a moratorium on the concentration in Human Rights for incoming students, beginning with S10, after departures of several key faculty members.
- ICLAS approved a change to the comprehensive exam policy, returning to a sit-down closed-book format, after a take-home format over the past several years resulted in lower quality exams.
- ICLAS approved a three-year student learning outcomes assessment plan, including an assessment rubric for the MA comprehensive exam and one for the research papers used to assess the BA program.
- Academic Program Review: Response to the external review and Action Plan were submitted in April, 2010.
- 16 applicants were admitted to the MA program, from a completed application pool of 47. 11 entered the singular MA program and 5 the dual degree programs.
- 6 of the admitted students received GAships through LAS.
- 14 students were awarded degrees in Latin American Studies: 5 BA majors, 6 MA/LAS, 2 MALAS/JD, and 1 PhD.

Significant plans and recommendations for the future

FY11 Developments and Plans

- R10: The Latin American & Iberian Institute secured $136,278 in Title VI-NRC funding for a Portuguese hire, as a cornerstone of the Title VI-NRC grant, and of the Brazilian Studies concentration (see below). The F10 Portuguese search is being carried out in collaboration with the Department of Spanish and Portuguese. The search is chaired by the Associate Director of the LAII, and includes an LAS faculty member from Anthropology in addition to three members of the Department of Spanish and Portuguese.
- F10: Completed first cycle of assessment of the BA/MA programs
- F10: Completed the APR process, with the Action Plan meeting with the Provost's Office
- F10: The Action Plan, LAS budgeting, and the retention of a key faculty member enable LAS to guarantee regular offering of an advanced undergraduate multidisciplinary
course, with one version each in the Humanities and Social Sciences. ICLAS has voted to require students to take one of these two courses for the major and minor.

- S11: ICLAS will make a decision on whether to reopen admissions to the PhD program in LAS for F12.
- S11: The Associate Director will develop career education events and materials for BA and MA/LAS students.
- F11: LAS faculty will offer for the first time an interdisciplinary gateway course for the MA program, to build a sense of cohort, provide students with a history of the field, as well as train students in interdisciplinary methods.

Long-term plans

- Develop Brazilian Studies concentration, building on strengths in the Departments of Spanish and Portuguese, Anthropology, Economics, History, and Geography. A third faculty member in the Portuguese section of the Department of Spanish and Portuguese is critical to the success of this plan.
- Develop 200-level introductory LAS feeder course for the major
- Increase number of graduate assistantships granted by the LAII from 13 to 17
- Continue to work with the College of Arts and Sciences on replacing LAS faculty lost over past three years in Anthropology, Art History, Political Science, Sociology, and Spanish and Portuguese, but especially in Political Science, which has 2.5 FTE LAS faculty members and Sociology, whose situation is now critical, with 75 FTE LAS faculty (Tiano and Schrank), and may not be able to sustain an LAS concentration for the MA program.

Appointments to faculty/staff

- None

Separations of faculty/staff

- None

Publications of the division; publications of individual faculty/staff

Publications of the faculty, including the Associate Director, are reported by individual academic departments to which they belong.

Outside professional activities of staff members

The outside professional activities of the Associate Director relate directly to her faculty position in the Department of Spanish and Portuguese, and thus are reported in that department's annual report, leaving only the activities of the Academic Program Manager, Amanda Wolfe, to report here.
Amanda Wolfe, Associate Director for Program Development:

Continued her responsibilities as Vice-President/President-Elect of the Consortium of Latin American Studies Programs (CLASP), a national organization comprised of more than 50 centers/institutes for Latin American Studies. In that capacity, she secured funding for the Américas Book Award, a collaboration with the US Library of Congress that recognizes U.S. books (for children and young adults) published in the previous year in English or Spanish that authentically and engagingly portray Latin America, the Caribbean, or Latinos in the United States. Wolfe also chaired a panel, "Indocumentales/Undocumentaries: The US/Mexico Interdependent Film Series," in May 2010 at Tulane University's Latin America & Outreach Meeting. Following the meeting, she wrote an overview of the session which has been circulated among meeting attendees and CLASP member institutions.

**Outside sponsored research**

- None
1. Significant developments during Academic Year 2009-2010

The Legislative Priority funding of the Navajo Language Program was converted to regular funding. This helps to support the continued development of this program, which has seen significant increases in enrollment.

2. Significant plans and recommendations for the near future

The Department has been authorized to conduct a faculty search for an Assistant Professor in the area of Sociolinguistics and Phonology, with a start date of August 2011.

3. Appointments to faculty and staff

Lorraine Begay Manavi (Lecturer II, Navajo) was appointed effective August 17, 2009. She later took a Leave Without Pay effective May 20, 2010 to August 1, 2011.

Dawn Myers (Lecturer II, Signed Language Interpreting) was appointed effective August 17, 2009.

Holly Jacobson (Associate Professor, Linguistics) was appointed effective January 1, 2010. She is on Leave Without Pay at the National Institutes of Health.

4. Separations of faculty and staff

Josephine Santiago (Lecturer II, Signed Language Interpreting) retired effective June 30, 2010.

5. Publications of faculty in Linguistics

Axelrod, Melissa
Sociopragmatic influences on the development and use of the discourse marker Vet in Ixil Maya

Bybee, Joan (emerita)


Croft, William


Syntax is more diverse, and evolutionary linguistics is already here [commentary on Evans and Levinson, “The myth of language universals: language diversity and its importance for cognitive science”]. Behavioral and Brain Sciences 32.453-54. 2009.


*Maddieson, Ian (adjunct faculty)*


Morford, Jill P.


Shaffer, Barbara


Smith, Caroline


Travis, Catherine
*Introducción a la lingüística hispánica* (2nd ed.). Cambridge: Cambridge University Press. (with José Ignacio Hualde, Antxon Olarrea, and Anna María Escobar).


Wilcox, Phyllis


Wilcox, Sherman


6. Outside professional activities of staff members

Axelrod, Melissa
Dr. Axelrod has ongoing work on language revitalization with Nanbé Pueblo. She also consulted with Pojoaque Pueblo on the submission of a grant proposal to the Documenting Endangered Languages program at the National Science Foundation.

Dr. Axelrod presented an invited colloquium on “Literacy and language revitalization” at the University of Oregon in January 2010.

Dr. Axelrod and Dr. Jordan Lachler presented a workshop on “Lexicography: How do I make a dictionary” at the Infield meeting at the University of Oregon in June 2010.

She also presented papers at the following conferences: the Panel on Metaphor and Public Discourse at the Pacific and Ancient Modern Language Association (November 2009), Southwest Texas Popular Culture and American Culture Association 31st Annual Conference (February 2010), Stabilizing Indigenous Languages Symposium (June 2010).

Croft, William
Dr. Croft was the instructor for the course “Construction grammar and typology” at the Linguistic Society of America Summer Institute, at the University of California, Berkeley, during July 2009.

He was also an instructor at the Complex Systems Summer School at the Santa Fe Institute, Santa Fe, NM.
Dr. Croft was on sabbatical during the 2009-2010 academic year. During this time, he was a Visiting Researcher at the Research Centre for Linguistic Typology, Melbourne, Australia, for May 2010.

Dr. Croft was an invited speaker at the following meetings:
- at the 33rd Child Language Research Forum, Berkeley, CA, he spoke on “Language as a process” (2009);
- at the Workshop on Noun Phrase Structure, University of Vigo, Vigo, Spain, he spoke on “A typological asymmetry in noun phrase structure” (2009);
- at the Conference on 150 Years after Darwin: From Molecular Evolution to Language, Institute for Complex Systems (IFISC), Palma de Mallorca, Spain, he spoke on “Mechanisms of variation and selection in language” (2009);
- at the 17th Annual University of Texas at Arlington Student Conference in Linguistics and TESOL, Arlington, Texas, he spoke on “Language universals without universal categories” (February 2010);
- at the Third Biennial Conference of the UK Cognitive Linguistics Association, University of Hertfordshire, Hatfield, UK, he spoke on “Grammar and verbalization: exemplar semantics” (June 2010);
- at the Workshop on Language as an Evolutionary System: An Interdisciplinary Approach, Edinburgh, UK, he spoke on “An evolutionary model—NOT an analogy!—for language change” (June 2010).

He also gave invited presentations at the Katholieke Universiteit Leuven, Leuven, Belgium (2009), and the Research Center for Linguistic Typology, LaTrobe University, Melbourne, Australia (2010).

Dr. Croft presented a paper at the 8th Meeting of the Association for Linguistic Typology, Berkeley, California, co-authored with Clayton Beckner (doctoral candidate in Linguistics), Logan Sutton (doctoral candidate in Linguistics), Jon Wilkins, Tanmoy Bhattacharya and Daniel Hruschka.

Morford, Jill
Dr. Morford was a Visiting Scholar at Research Centre 538: Multilingualism at the University of Hamburg (summer 2010). During her visit she gave an invited presentation entitled “Deaf readers are bilingual readers.”

The National Science Foundation recently funded a PIRE Center at Penn State University to support international training in bilingualism research across three domestic and seven international sites. One of PIRE’s domestic partners is the Center for Visual Language and Learning, and Dr. Morford is the primary contact person to involve deaf students from international locations to come to the US, or from the US to go to the international partner institutions for training.

Dr. Morford presented papers at the Seventh International Symposium on Bilingualism, Utrecht, Holland (July 2009), the 23rd Annual CUNY Conference on Human Sentence Processing, New York (March 2010), and the Conference on Community and School Awareness (CASA), Santa Fe (April 2010).
Shaffer, Barbara
Dr. Shaffer was appointed to the Editorial Board for the *Journal of Interpretation.*

She also serves on the Community Outreach Program for the Deaf Interpreter Advisory Board, Administrative Office of the Courts Legal Interpreting Task Force, ASL Academy Hiring Committee, and the New Mexico Mentoring Program Board.

She presented papers at the Registry of Interpreters for the Deaf Conference, Philadelphia, PA, (August 2009) and the conference on Gesture – Evolution, Brain, and Linguistic Structures, Frankfurt an der Oder, Germany (July 2010).

Smith, Caroline
Dr. Smith is a member of the Executive Council of the *Association for Laboratory Phonology.* She was co-chair of the Organizing Committee of the 12th Conference on Laboratory Phonology (held July 2010), with Ian Maddieson, Adjunct Professor.


Travis, Catherine
Dr. Catherine Travis was Distinguished Visiting Fellow at the Cairns Institute, James Cook University, Australia from May – August 2010.

Dr. Travis (together with Rena Torres-Cacoullos) was a plenary speaker at the 2nd Graduate Student Colloquium at The University of Texas – Pan-American, Edinburg. Her topic was “Code-switching and grammar: Subject expression in NM Spanish.” (November 2009)

Dr. Travis gave an invited talk (co-authored with Agripino Silveira, doctoral candidate in Linguistics) at the Round Table, Language and Culture Research Group, Cairns Institute, James Cook University. Her topic was “The breakdown of person marking in Brazilian Portuguese.” (May 2010)

Dr. Travis also presented a paper at the International Pragmatics Association Annual Conference (July 2009), a paper at the Australian Linguistic Society Annual Conference (July 2009), and two papers at the Hispanic Linguistics Symposium (October 2009).

Wilcox, Phyllis
Dr. P. Wilcox served on the Commission on Collegiate Interpreter Education, the national accreditation body for Signed Language Interpreting Programs. She was SSR Team chair for the summer 2010 and Site Visit team rater for applying program, fall 2009.
She also served multi-year terms on the Licensure Board: Signed Language Interpreting Practices Board, for the New Mexico Regulation and Licensing Department, the Post Secondary Education West Advisory Board, National Ethics Committee. Registry of Interpreters for the Deaf, and as Adjudicator on the Professional Standards Committee of the Registry of Interpreters for the Deaf.

Dr. P. Wilcox was an invited speaker at the New Mexico Certified Court Interpreters Conference in October 2009, speaking on “Keeping the Cool: Mediation Resolution and Maintenance of Certifications in the Signed language Interpreting Field.” She also spoke at the Certified Deaf Interpreter Summer Institute in Albuquerque in June 2010.

Wilcox, Sherman
Dr. S. Wilcox was an invited speaker at the conference held in Honor of Allen Gardner, Department of Psychology, University of Nevada-Reno, May, 2010. He spoke on “Hands and Faces: What a Signed Language Linguist Can Learn from Non-Human Primate Research.”

He also gave a five-day workshop on Signed Language Linguistics at the Prince Salman Center for Disability Research, Riyadh, Saudi Arabia, in June 2010.

7. Outside sponsored research

Axelrod, Melissa
“Grammar of the Nebaj Dialect of the Ixil Maya Language.” Documenting Endangered Languages project National Science Foundation (continuing).

Morford, Jill
Sub-contract for the Center for Visual Language and Visual Learning, $184,823 (FY 2010). National Science Foundation (final year of 5-year grant).

“Investigation of Augmentative & Alternative Communication for young children with severe speech and physical impairments.” Collaborator on grant from the Social Sciences and Humanities Research Council of Canada (total $162,150 Canadian). Awarded April 2010 (three year grant).

Smith, Caroline
Dissertation Improvement grant for Ana Medina-Murillo, National Science Foundation, continuing.


Travis, Catherine
8. Students’ professional activities

Fellowships and Awards

The second Joseph Greenberg Fellowship was awarded to incoming doctoral student Corrine Occhino-Kehoe.

The Robert Young Scholarship was awarded to Sheri Dixon and Miquelina Bradley.

The Phyllis Perrin Wilcox Endowed Scholarship was awarded to Bernice McCormack.

The Research and Publication Award for the Signed Language Interpreting Program was awarded to Mollie Navarre.

Motomi Kajitani received a student scholarship from the Association for Linguistic Typology to attend their 8th Biennial Conference at the University of California, Berkeley, in July 2009.

Publications and presentations at professional conferences

Beckner, Clay

(with Richard Blythe, Joan Bybee, Morten Christiansen, William Croft, Nick Ellis, John Holland, Jinyun Ke, Diane Larsen-Freeman, and Tom Schoenemann)

(with Joan Bybee)


Edmunds, Paul (Ph.D., December 2009)


Garcia, Hugo

The thetic character of exclamative sentences. Presented at the 17th Annual University of Texas at Arlington Student Conference in Linguistics and TESOL (February 2010)

Kajitani, Motomi

Sutton, Logan


9. Undergraduate and Graduate study in the Department of Linguistics

Undergraduate Students 2009-2010

111 students were registered as BA Majors in Linguistics in the Fall semester 2009.
62 students were enrolled in the BS degree in Signed Language Interpreting.

Graduate Students 2009-2010

The Department of Linguistics had 12 students in the MA program and 29 students in the PhD program. In addition, we participate in the Educational Linguistics Doctoral Program jointly administered with the College of Education.

Admissions 2009-2010

14 applicants were offered admission to the MA program; 8 enrolled.
Nine applicants were offered admission to the PhD program; all enrolled.

10. Graduates from the Department of Linguistics

Bachelor of Arts in Linguistics: 15 graduates

Bachelor of Science in Signed Language Interpretation: 13 graduates

Doctor of Philosophy in Linguistics: 3 graduates
Paul Edmunds (December 2009), Ph.D. in Linguistics with Concentration in Speech and Hearing Sciences
Dissertation title: “The relationship of lexical stress and the perception of intelligibility and nativeness of Spanish speakers of English as a second language”

Daniel Sanford (May 2010), Ph.D. in Linguistics
Dissertation title: “Figuration and Frequency: A Usage-Based Approach to Metaphor”

Paul De Palma (May 2010), Ph.D. in Linguistics with Concentration in Computational Linguistics
Dissertation title: “Syllables and Concepts in Large Vocabulary Continuous Speech Recognition”
Institute for Medieval Studies  
Annual Report  
July 1, 2009 to June 30, 2010  
Submitted by Timothy C. Graham, Director, Institute for Medieval Studies

Developments in 2009–2010

This was a highly successful year for the Institute. We celebrated the twenty-fifth anniversary of the Spring Lecture Series, which for long has been recognized as one of UNM’s major outreach initiatives to the public. The New Mexico Humanities Council awarded the Institute a grant to help fund the lecture series. To mark the anniversary, the Institute joined with University Libraries to host an exhibition that featured an associated speaker series. Our graduate students organized and hosted Vagantes, the prestigious national conference for graduate students in the field of Medieval Studies. The minor in Medieval Studies, revised and brought under the direction of the Institute in 2007, continued its upward trajectory with strong course enrollments. We held three meetings of the Medieval Work in Progress Seminar during the year and sponsored four sessions at the International Congress on Medieval Studies. The Outreach Program to New Mexico Secondary Schools was active especially during the Fall semester and the Institute published volume 19 of the AVISTA Forum Journal, an internationally circulating periodical covering the fields of medieval art, science, and technology. Friends of Medieval Studies, an initiative launched in 2007, continued to flourish—there are now more than one hundred individual and family members—and to provide an important source of funding that helps to finance the Institute’s public programs.

The theme for the silver anniversary of the Spring Lecture Series was “Love in the Middle Ages.” The Institute received a grant of $6,209 from the New Mexico Humanities Council to assist with covering the expenses of the series, for which the total budget was around $13,500. The program included six visiting speakers: Elizabeth Aubrey from the University of Iowa, George Greenia from the College of William and Mary, William Levitan from Grand Valley State University (Michigan), William Paden from Northwestern University, Bonnie Wheeler from Southern Methodist University, and Diane Wolfthal from Rice University. The topics of the individual presentations included the treatment of love in troubadour poetry, the expression of feelings of love in troubadour music, attempts to regulate transgressive love in medieval Spain, the affair between Abelard and Heloise and perceptions of Heloise across the centuries, the concept of love in the Arthurian romances, and the representation of intimacy in late medieval and early modern art. The program also included a concert of music by the UNM Early Music Ensemble (a student group led by Lecturer in Music Colleen Sheinberg). There was general agreement among faculty and students associated with the Institute, as well as among community members of the audience, that the quality of the lectures was extremely high and that as a set they complemented one another superbly—more so than in any other lecture series in recent years. While attendance was not as high as for the 2009 series—which drew the largest audiences for many years—overall attendance at the six lectures and concert totaled around twelve hundred.
Several of the speakers commented in their lectures that they felt it a great privilege to have been invited to participate in this event, which is unique in the United States in terms of its appeal to the public and its ability to attract sizeable audiences. George Greenia, who had also presented in the 2005 lecture series, made the following comments at the beginning of his presentation: "I would like to say seriously and on behalf of all the invited speakers that we are truly thrilled to be here. We travel a lot, and you may not feel it as keenly as we do but the New Mexico Spring Lecture Series is the Olympics of Medievalism. Nowhere else in the country are such large audiences drawn to a week-long academic event of the same power and prestige as Professors Helen Damico and Timothy Graham have built and sustained for this university. You are enjoying a program that requires great effort and has enjoyed enviable success, and there's not a guest speaker in its history who wouldn't love to be in the audience with you year after year." Bonnie Wheeler, a senior medievalist who has taught at Southern Methodist University since the late 1970s and has served on several national academic bodies, commented that she had never experienced better hosting anywhere than she received during this year's series.

To underline that this twenty-fifth anniversary of the series was a landmark, the Institute partnered with University Libraries to mount an exhibition that opened immediately following the lecture series. "Sacred Steps: Pilgrimage on the Camino de Santiago" has been traveling the United States for the last three years, funded by the Xacobeo Foundation of Galicia, Spain. The exhibition features thirty-two works of art—paintings and photographs—by Americans who in recent years have walked the great medieval pilgrim route to Santiago de Compostela in northwestern Spain. The exhibition was punctuated by three presentations. On the opening evening, Tony Cárdenas of UNM's Department of Spanish and Portuguese spoke on "Pearls and Perils of Pilgrimage to Santiago: A Literary Perspective." Two weeks later, Enrique Lamadrid, also of the Department of Spanish and Portuguese, offered a presentation titled "Pescador, Peregrino, Matamoros, Redentor: The Conversions of Santiago." Shortly before the exhibition closed, Santa Fe artist Kate López, whose work was featured in the exhibition and who has walked the pilgrim route nine times, gave a lecture titled "Walking the Camino with a Paintbrush." All three lectures were well attended; for the opening and closing lectures the audiences were so large that some were obliged to stand.

On March 11–13, UNM's graduate students in Medieval Studies hosted Vagantes, the national conference for graduate students who study the Middle Ages. The conference had previously met at Harvard University, the University of Toronto, Cornell University, the University of California at Los Angeles, the University of Notre Dame, Loyola University of Chicago, Ohio State University, and Florida State University. In 2008, members of UNM's Medieval Studies Student Association, led by their President, Marisa Sikes, bid to host the 2010 meeting; they then worked for two years to seek funding for the conference and set all necessary arrangements in place. The program included eight sessions featuring twenty-four papers delivered by graduate students. Three UNM students were among the presenters; five UNM students served as session presiders. At the end of the conference's first full day, the Director of the Institute delivered a keynote address titled "Antiquaries, Anglicans, and Anglo-Saxonists: Redeeming the Middle Ages in Early Modern England"; the conference ended with a second plenary lecture, delivered by Hannah Johnson of the University of Pittsburgh on the theme "Jewish History, Medieval Persecution, and Shifting Ethical Paradigms in Modern Scholarship." Participants came from Catholic University of America, the Catholic University of Louvain (Belgium), the Courtauld...
Institute of Art (United Kingdom), Florida State University, Indiana University, Loyola University of Chicago, Ohio State University, Southern Illinois University at Carbondale, the University of California at Irvine, the University of Connecticut, the University of Louisville, the University of Minnesota, the University of Notre Dame, the University of Pittsburgh, the University of Texas at Austin, the University of Wisconsin, and Western Michigan University. The conference was a major success and a tribute to the organizational skills and fundraising abilities of MSSA President Marisa Sikes and her fellow graduate students.

In terms of curricular initiatives, the Minor in Medieval Studies, revised and brought under the oversight of the Institute in 2007, continued to flourish. The gateway course for the Minor, "The Medieval World," attracted an enrollment of 87 students, the highest yet. Enrollments in electives—offered largely through the English, History, Art History, Foreign Languages, and Anthropology Departments—were robust in both the Fall and Spring semesters. While it is difficult to track the numbers of Minors within the Banner system, the Director received an increasing number of inquiries from students interested in pursuing the Minor. At the graduate level, in June the Institute once again hosted the Director’s intensive four-week summer seminar on "Paleography and Codicology." This was the third occasion on which the summer course has been open to students pursuing their degrees at other universities. On this occasion, the seminar attracted a total of twelve students: six from UNM, three from the University of Missouri, one from the University of Illinois, one from Texas A&M University, and one from Texas Tech. The Medieval Academy of America’s Committee on Centers and Regional Associations once again funded two full tuition scholarships for out-of-state participants; these went to Stephanie Chapman, an art historian from the University of Missouri, and Matthew Davis, a student of Middle English language and literature from Texas A&M University. As in 2008, the UNM Provost's office provided $5,000 for course enhancement. These funds made it possible to bring in Karen Gorst, a professional scribe from New York, to deliver two spectacular demonstrations of calligraphy and illumination, and to purchase materials including two complete parchment skins (one produced from calf; the other from goat), an expanse of calf leather of a type suitable for bookbinding, and a facsimile of an illuminated Prayerbook in the Vatican Library. These materials helped to bring to life the Director’s descriptions of the process of medieval manuscript production and will also serve for future iterations of the course.

The Institute for Medieval Studies continues to offer its Outreach Program, which provides graduate students with the opportunity to teach medieval modules in the classrooms of local high and middle schools. The Outreach Fellow for the year was Christine Kozikowski, a doctoral student in English who also served during 2008-09; she again received a teaching release from the English Department to enable her to fulfill her responsibilities as Outreach Fellow. She both taught modules herself and arranged for her fellow students to do so. During the Fall semester Ms. Kozikowski spoke on "Medieval Life" to three of Patricia Gardner’s World History classes at Albuquerque High School; she examined medieval life from the perspectives of the monk, the noble, and the commoner. She also spoke on “Courtly Love and Chaucer’s Canterbury Tales” at both Del Norte High and Highland High. She arranged for Douglas VanBenthuyesen, another doctoral student in English, to spend a full day at Manzano High offering a module on “Beowulf and Old English” to Heather Boni’s class; he also delivered the same module over three periods at Del Norte High. Medieval faculty and graduate students again played a full part in
Albuquerque Academy’s November Medieval Day, which has established itself as a rite of passage for ninth graders, who have to dress up as a medieval character for the day while attending medieval presentations throughout the day. This year there were presentations by four UNM faculty (the Director, Anita Obermeier, Tony Cárdenas, and Justine Andrews) and four current and former graduate students (Christine Kozikowski, Douglas VanBenthuyseen, Abraham Cleaver, and Amelia Ranney).

During the Spring semester Ms. Kozikowski worked with a group of four students from Albuquerque High to assist them to develop a presentation on a medieval topic (“Haloes”) for National History Day. She also developed the syllabus for a summer course she then offered at Albuquerque Academy during their three-week summer school in July. She was first invited to teach at the Academy’s summer school in 2009; it is a testimony to the success of her pedagogy that she was invited back for 2010.

In the late Fall, the Director met with Kristin Umland, the Dean’s Special Assistant on K–12 matters, to discuss whether it might be possible to find funding for the Institute to revive its annual seminars for high and middle school teachers. The last of these seminars was offered in 2005, when the Institute was still receiving significant funding from the Office of the Vice President for Research. The seminars typically attracted between forty and fifty teachers who had the opportunity to hear presentations from two invited senior scholars as well as from a UNM faculty member; the day would end with a roundtable discussion of pedagogical issues raised by the presentations. Dr. Umland informed the Director that funding was now available through the Provost’s office for initiatives involving the schools. The Institute may therefore seek to revive its outreach seminar program in future years.

Each semester the Institute holds one or two sessions of its Work in Progress Seminar, a lunchtime event that showcases the current research of faculty, graduate students, or visiting scholars. These meetings were inaugurated in 2007 and have been highly successful, usually attracting capacity or near-capacity audiences made up of a mixture of faculty, students, and members of the local community who are Friends of Medieval Studies. The seminar met once during the Fall, when the Institute Director spoke to an audience of sixty-five about his ongoing study of a manuscript that he has on loan from Japanese scholar-collector Toshiyuki Takamiya; the manuscript records the efforts of the eighteenth-century scholar William Elstob to produce a new edition of the laws of the Anglo-Saxon kings. The title of Dr. Graham’s presentation was “Anglo-Saxon Law: A Recently Rediscovered Manuscript.” At the first of two meetings held during the Spring semester, Dr. Ian C. Levy of Lexington Theological Seminary, UNM’s inaugural Visiting Chair of Catholic Studies, spoke on “The Crisis of Authority in the Medieval University.” His talk was attended by an audience of about fifty-five. At the final meeting of the year, held in May, Dr. Geoffrey Russom of Brown University, the 2010 Visiting Scholar in Medieval Scandinavian Studies, described his work in the complex field of comparative poetic meter with a presentation titled “Ancient Poems and Universalist Poetics.” The meeting was attended by thirty people.

Since 2003, the Institute for Medieval Studies has been the publisher of the *AVISTA Forum Journal*, which covers the fields of medieval science and technology. The journal is edited by Anne Van Arsdall, Research Associate of the Institute, and enjoys a wide international
circulation. Volume 19 appeared in November and was the first to include a color illustration on the cover. The issue featured eight articles: "Patronal Programming in Medieval Abbeys and Cathedrals: The Question of Symbolism," by Nigel Hiscock (Oxford Brookes University); "Now the French for the properties of a plow": Agrarian Lexis in French and English in Late Thirteenth-Century Britain," by William Sayers (Cornell University); "ReCOGnition: Medieval Gearing from Vitruvius to Print," by Steven A. Walton (Pennsylvania State University); "Langland’s Diseased Vision,” by Virginia Langum (Magdalene College, University of Cambridge); “Villard de Honnecourt and the Counterweight Trebuchet,” by William Sayers; and three articles on medieval shipbuilder Michael of Rhodes, respectively by Alan M. Stahl (Princeton University), David McGee (Canada Science and Technology Museum), and Pamela O. Long (Independent Scholar). The issue also included a full report on AVISTA-sponsored sessions at the 2009 International Congress on Medieval Studies, and abstracts of twenty-three doctoral dissertations in the field of medieval science and technology completed in 2007 and 2008. The Institute will serve as the publisher of the journal for one more year, after which it will pass to a new home and into new editorship.

Friends of Medieval Studies, an initiative launched in Spring 2007 to consolidate and formalize the Institute’s donor base, continued to expand during 2009-10. There are now more than one hundred individual and family members; the Spring Lecture Series is typically the time at which recruitment of new members is strongest. Friends also attended in quite large numbers the three meetings of the Work in Progress seminar, and many Friends attended the three presentations that accompanied the “Sacred Steps” exhibit. Donations from the Friends now total around $4,000 a year and play an important part in enabling the Institute to continue with its public programs. To show its appreciation of the Friends, the Institute held a December holiday reception in their honor at which members of Música Antigua de Albuquerque performed a concert of seasonal medieval music.

Plans for 2010–2011

The 2011 Spring Lecture Series is scheduled for April 11–14 and will be on the theme “Medieval Encounters: Cultures in Contact, Convergence, and Conflict.” The aim is to explore cultural exchanges between the Islamic and Western worlds during the Middle Ages. Individual lectures will cover such topics as the great translation movement in ninth-century Baghdad, which was responsible for preserving and transmitting to both West and East knowledge of classical Greek philosophy, science, and medicine; the knowledge of the Koran in medieval Western Europe; the impact of the Crusades on relationships between the West and Islam; and the eclectic decoration of the Alhambra palace in Granada, Spain. The speakers will include Thomas Glick (Boston University), Thomas Burman (University of Tennessee), Adnan Husain (Queen’s University), and Cynthia Robinson (Cornell University and formerly a faculty member within UNM’s Department of Art and Art History). The UNM Early Music Ensemble will once more perform during the lecture series and to assist in funding the event the Institute has again submitted a grant application to the New Mexico Humanities Council.

The Institute’s Visiting Scholar in Medieval Scandinavian Studies for Spring 2010 will be Rory McTurk, Professor Emeritus of Icelandic Studies at the University of Leeds, England. Professor
McTurk is an internationally renowned scholar specializing in Old Norse, Old English, and Middle English language and literature. He taught in the English Department at the University of Leeds from 1978 to 2007, having previously taught at the University of Lund, Sweden, and at University College London.

The Institute will sponsor six sessions—its most ever—at the 2011 International Congress on Medieval Studies. Tony Cárdenas’s three sessions on “Wronged Women: Fact or Fiction?” will include papers by Cristina González (University of California, Davis), Linda González (University of New Mexico), Mercedes Vaquero (Brown University), Yonsoo Kim (Purdue University), Angelica A. Nelson (University of New Mexico), Aaron Taylor (University of New Mexico), James W. Riddle (College of Staten Island), M. Wendy Hennequin (Tennessee State University), and Peter S. Baker (University of Virginia). Anita Obermeier is the organizer of two sessions on “New Interpretations of the Medieval Virgin Mary,” with papers by Brian Reynolds (Fu Jen Catholic University, Taipei), Judith M. Davis (Goshen College), Berkeley Becker (University of Toledo), Georgiana Donavin (Westminster College), Chelsea Lambert Skalak (University of Virginia), and Matthew J. Milliner (Princeton University). Timothy Graham’s session on “Anglo-Saxon Studies in the Sixteenth and Seventeenth Centuries” will include presentations by Emily Butler (John Carroll University), Rebecca Brackmann (Lincoln Memorial University), and Kees Dekker (Rijksuniversiteit Groningen).

Personnel

During 2009–2010, two of the Institute’s core faculty were reviewed by their departments for tenure and/or promotion. At the end of the year, Justine Andrews became Associate Professor of the History of Art and Anita Obermeier Professor of English.

Geoffrey R. Russom was the 2010 Visiting Scholar in Medieval Scandinavian Studies, jointly sponsored by the Institute and by UNM’s Department of English Language and Literature. Dr. Russom is Professor Emeritus of English at Brown University and an acknowledged expert on versification in medieval Germanic languages. While at UNM for the Spring semester, Dr. Russom taught the popular course “Viking Mythology” (English 305), which on this occasion produced an enrollment of 58 students. During his stay, Dr. Russom spoke to a meeting of the Institute’s Work in Progress Seminar.

The Institute continued to function without a staff person, as it has done since 2006. It received support for Banner financial operations from Tracy Wenzl, a staff member in the College of Arts and Sciences, who provided similar support for the College’s other interdisciplinary programs. Since Ms. Wenzl’s departure in May, however, there has been no staff member in the College office able to provide such support, and for 2010–2011 the Institute will have to rely upon History’s Departmental Administrator, Yolanda Martinez, for assistance. Given Ms. Martinez’s very full load of work from her department, this is a difficult and unsatisfactory situation. It is hoped that there will soon once again be a staff person in Arts and Sciences dedicated to supporting the interdisciplinary units. The Institute continues to depend upon its Director and its five core faculty members to fulfill every aspect of its demanding mission of curriculum delivery and public programs.
Publications, Conference Presentations, and Other Professional Activities

For the seventh consecutive year, the Institute sponsored sessions at the International Congress on Medieval Studies, which is the largest professional meeting in the world for medievalists, convening each May on the campus of Western Michigan University. The sponsorship of sessions enhances the Institute’s visibility both nationally and internationally. The Forty-Fifth International Congress met on May 13–16. Anita Obermeier organized two sessions on “Unfinished Texts.” The first session featured papers by herself on “The Unfinished Logos: Medieval Images of the Pregnant Virgin Mary”; by Timothy Graham on “The Surviving Manuscripts of William Elstob’s Planned Edition of the Anglo-Saxon Laws”; by Jonathan Herold (University of Toronto) on “Framing Deeds with Words: Reconstructing Hemming’s Cartulary”; and by Tristan Major (University of Toronto) on “Unfinished Business: Authorial Intentions behind the ‘Additional’ Saints’ Lives in the E Redaction of the South English Legendary.” The four papers in Dr. Obermeier’s second session were: Tara Foster (Northern Michigan University), “Baudoin Butor’s Unfinished Arthurian Romance”; Timothy A. Shonk (Eastern Illinois University), “Egerton 2862: A Manuscript in Progress of Circulating Romances”; Joshua R. Eyler (Columbus State University), “The Canterbury Tales: Finished or Unfinished? Understanding the Importance of the Canon’s Yeoman’s Tale”; and Sarah Baechle (University of Notre Dame and a former UNM student), “Completing the Canterbury Tales: Marginal Gloss as Narrative Device.” Tony Cárdenas also organized two sessions. The first included three papers devoted to an evaluation of an important, but neglected, historical source, Mosén Diego de Valera’s Crónica abreviada. The speakers were Wendell Smith of Dickinson College (“Diego de Valera Maps the Limits: La crónica abreviada as Cosmography”), Daniel Abeyta of UNM (“The Future: From Alfonso X’s Estoria de España to Mosén Diego de Valera’s Crónica abreviada and Beyond”), and Tony Cárdenas himself (“The Odor of Sanctity: From Alfonso X’s Estoria de España to Mosén Diego de Valera’s Crónica abreviada and Beyond”). Dr. Cárdenas’s second session, titled “The Apocalypse in the Middle Ages,” featured papers by Susan Rauch of Texas State University, San Marcos (“Apocalypse Now Y1K: What a Revelation! A Comparative-Critical Literary Analysis of an Anglo-Saxon Text Disguised as New Testament Biblical Study”), Nathaniel M. Campbell of the University of Notre Dame (“‘Lest he should come unforeseen ... ’: The Antichrist Cycle in the Hortus deliciarum”), Micah A. Erwin of the University of Texas, Austin (“‘Write Them Not’: The Depiction of Divine Concealment in Anglo-French Apocalypse Manuscripts”), and Aaron Taylor of UNM (“No Need To Worry: Thirty-One Signs that the Antichrist Came in the Fifteenth Century”).

In addition to her Institute-sponsored sessions, Anita Obermeier organized four sessions for the Consortium for the Teaching of the Middle Ages: “Teaching King Arthur and Ethnicity/Race (A Roundtable),” “Teaching with Second Life: A Virtual Reality,” “Teaching with TEAMS Texts,” and “Teaching the Crusades: Multidisciplinary and Multiethnic Perspectives.” The Institute’s Graduate Student Prize Winner for the year was Lisa Myers, a doctoral student in English, who delivered her winning paper, “A Gest of Robin Hood’ and Its Position in the Development of the Robin Hood Legend,” in a session on “History in English Literature.” The Institute covered her travel expenses and the Congress Committee at Western Michigan waived her registration and accommodation charges. At the beginning of the 2009–10 school year, the Director of the
Medieval Institute at Western Michigan kindly agreed to continue for another five years the arrangement by which our prize winner is given a privileged appearance at the Congress. Two other UNM Medieval Studies graduate students presented at the 2010 Congress. Christine Kozikowski delivered a paper titled “Gawain and the Women: Defining Self” in a session on “The Middle English Gawain Romances (excluding Sir Gawain and the Green Knight).” Donna Ray, a doctoral student in the History Department, spoke in a session dedicated to the topic of “Word and Image in the Mystical Experience”; her paper was titled “There is a threeness about you: Medieval Women Visionaries and the Trinitarian Image of God.”

During the year, Institute Director Timothy Graham published his article, “William Elstob’s Planned Edition of the Anglo-Saxon Laws: A Remnant in the Takamiya Collection,” which appeared in vol. 73 of the journal Poetica, pp. 109–41; this was a special issue of the journal dedicated to the memory of noted Cambridge medievalist Derek Brewer. His article on “Manuscript Studies” was published in the Oxford Dictionary of the Middle Ages, a definitive new reference work published in Spring 2010. Graham also published two book reviews: one of Michelle P. Brown’s Manuscripts of the Anglo-Saxon Age, in Journal of English and Germanic Philology 109 (2010): 108–10; and the other of Malcolm Parkes’s Their Hands before Our Eyes: A Closer Look at Scribes, in Speculum 85 (2010): 448–50. In August he offered the Albuquerque OASIS group a lecture on Dante’s Purgatorio and Paradiso titled “Through Purgatory to Paradise with Dante.” He gave a second OASIS lecture in November, “Sanctuaries of the Spirit: The Great Medieval Cathedrals.” Both lectures drew large audiences and were held in the main auditorium at the UNM Continuing Education Building. In February he spoke to Osher Lifelong Learning Institute, also at Continuing Education, on the theme “Time and Space in the Middle Ages.” In mid-February Graham traveled to Tempe, AZ, to lead a half-day pre-conference workshop on medieval manuscript studies at the annual meeting of the Arizona Center for Medieval and Renaissance Studies. At the end of the school year Graham received the UNM College of Arts and Sciences Award for Teaching Excellence.

Justine Andrews published four articles in the new Oxford Dictionary of the Middle Ages: “Iconography: Icons, Types of Christ and Mary,” “Iconography: Iconoclasm,” “Katholikon; naos,” and “Menologion.” In February she delivered her paper, “Post-Crusade and Post-Colonial: Latin Art in Fourteenth-Century Cyprus,” at the annual meeting of the College Art Association held in Chicago. She delivered two other papers during the Spring semester: “Armenian Frescoes in Famagusta, Cyprus,” at the meeting of the Medieval Association of the Pacific, University of Puget Sound, Tacoma, WA; and “A Kingdom or a Colony? Meaning and Identity in Late Medieval Latin Architecture on Cyprus” at a workshop in Washington, D.C., sponsored by the Council of American Overseas Research Centers.


In Spring 2010 Helen Damico was honored by a Festschrift including essays by colleagues and former students. Titled Poetry, Place, and Gender: Studies in Medieval Culture in Honor of Helen Damico, the book was edited by Catherine E. Karkov of the University of Leeds and
Leslie Donovan’s essay “Resolving Conflicts, Deciphering the Enigma: Beowulf’s Hunferth as Precursor of the English Court Fool” appeared in the Festschrift for Helen Damico. During the year Dr. Donovan also published “Many Lovely Students and One Much Too Late Night: A Report on Tolkien at Vermont 2010,” which appeared in Mythprint: The Monthly Bulletin of the Mythopoeic Society 47 (2010): 3–4. In July she delivered two presentations at the meeting of the Mythopoeic Society held in Los Angeles: “Teaching Tolkien” and “Tolkien in the Twenty-First Century.” At the National Collegiate Honors Council Conference held in Washington, DC, in October, she offered a presentation titled “All Of Us Smarter Together: Building Honors Community through Computer-Mediated Communication.” At the Tolkien in Vermont Conference held in April she spoke on “Transgressing Boundaries: The Legacy of Teaching Tolkien.” During the year Dr. Donovan was awarded an Honorary Membership of the Maia Chapter of Mortar Board.

Together with English Department doctoral candidate Marisa Sikes, Anita Obermeier published “The Wife of Bath’s Prologue and Tale” in the online Literary Encyclopedia. In October she offered a presentation on “Fertility and Sterility in the Grail Legend” in an Osher Lifelong Learning Institute course on “The Holy Grail and Arthurian Legends.” In February, she spoke on “Malaria in Chaucer’s Time” at the Sixteenth Annual Conference of the Arizona Center for Medieval and Renaissance Studies, held in Tempe, AZ. She delivered her paper “Malory’s and the Vulgate Quest’s Grail of Fertility and Sterility” at the annual meeting of the Medieval Association of the Pacific, held in March at the University of Puget Sound, WA. During the year Dr. Obermeier received the UNM Alumni Association’s Faculty Award for outstanding teaching and service to students. She became Vice-President of the Medieval Association of the Pacific and Vice-President of the Consortium for Teaching the Middle Ages.

Anne Van Arsdall, Research Associate of the Institute, delivered her paper “Evaluating the Content of Medieval Herbals” at a conference on the theme “Researching the History of Western Herbal Medicine” held during May in London, UK; the meeting was sponsored by Middlesex University Institute of Health and Social Sciences. Earlier in the year Dr. Van Arsdall received a contract from Ashgate Publishing for a forthcoming collection of essays in honor of distinguished historian of medicine John M. Riddle; she and Timothy Graham will jointly edit the book. In June Dr. Van Arsdall walked a portion of the pilgrimage route to Santiago de Compostela in Galicia, Spain, receiving a Latin certificate attesting to her completion of the pilgrimage.
Peace Studies Program Annual Report
Submitted by Program Director Les Field and Student Advisor/GA Desi Brown
(Fall 2009-Spring 2010)

I: General description of Peace Studies Program and Staff

The Peace Studies program offers a broadly conceptualized curriculum concerned with conflict, violence, and peace-making that encompasses related yet diverse fields such as mediation, restorative justice, human rights, geopolitical conflict, and the study of nonviolent social movements and strategies. The program’s past and current directors have been based in multiple disciplines including Law, American Studies and Anthropology, leaving distinct and rich legacies to the program. Peace Studies currently offers undergraduate students a 24 credit minor and a 15 credit certificate of study is available to undergraduates or non-traditional students; in that light, the program’s principle goal is to provide an organized and comprehensive curriculum based upon the yearly course offerings. Heretofore, classes taught by faculty across Arts and Sciences have composed the vast majority of the classes counted for the Peace Studies minor and certificate—such classes were not really cross-listed since Peace Studies had no class designation of its own. Specific classes are identified by the program each semester that fit the curriculum standards we require for the minor and certificate.

We have had one GA line for one class per semester, plus one PTI line per semester through Sociology taught by (now retired) sociologist Christine Rack who devoted her pedagogy to Peace Studies. Thus currently our staff/faculty are:

- Les Field: Program Director, Professor of Anthropology
- Desi Brown: PCST Student Advisor and PCST 102 Instructor through our .5 GA line
- One PTI line, which is allocated semester by semester to qualified instructors (funded by SOC until the Fall, 2010 semester)

II: Significant Developments during the Academic Year 2009-2010

Dr. Les Field, Professor of Anthropology, assumed the directorship of Peace Studies on January 1, 2010.

This year we successfully created an independent catalogue designation for Peace Studies classes (PCST), which will vastly expedite our ability to regularize and organize the Peace Studies curriculum and creates an identifying designation for our students. We have been able to add PCST 102 (Introduction to Peace Studies), PCST 240 (International Politics), PCST 221 (Global Issues) and PCST 400 (Peace Studies Internship) to the A & S class list. All of these classes have formerly been listed through other programs. In addition, following Prof. Christine Rack’s retirement, the PTI line formerly in Sociology has been permanently assigned to the Peace Studies program, which will enable us to design and list our own classes with much more facility. Paperwork has been submitted for PCST 306 (Peace and Conflict) and PCST 307 (Non-Violent Alternatives), our core seminar classes, which have also been offered in other departments in the past.

As a program, we offered PCST 102 (and its predecessor designations) both in the Fall, 2009 semester (taught by Graduate Assistant Desi Brown) and Spring 2010 semester (taught by Prof. Ken Carpenter). SOC 398 (Non-violent Alternatives) was taught by Prof. Rack in the Fall 2009 Semester and its companion seminar (renamed SOC
1136
306/PCST 306) was taught by Prof. Rack in the Spring of 2010. Program Director Les Field and Advisor Desi Brown facilitated a number of students in their internships and three scholarships were awarded (from private/non-profit sources) to qualified minors.

The 5th annual 2010 Peace Fair was led by a group of Peace Studies minors mentored by Advisor Desi Brown and was another successful event for us. Despite foiled efforts to hold the fair outdoors for the first time (there was a snow storm going on), we had several hundred people attend the various aspects of the fair that included information tables from about 40 on and off campus groups doing peace and social justice work, an open yoga session in the morning, live music, children’s events, an art show, a graffiti art contest, and two academic panel discussions on hunger issues in NM and the role of spiritual practice in promoting social change. The fair was again co-sponsored by a number of different academic programs on campus as well as off-campus non-profit groups. The Peace Fair is one of the important ways we encourage our students to be involved in interdisciplinary work on campus and in doing effective community outreach as well.

In Spring 2010, Prof Field taught a new mixed upper-level undergraduate-graduate student seminar in Peace Studies through the Anthropology Department entitled “Palestinian Memoir.” As a part of this class, Peace Studies sponsored three speakers: Ziad Abbas (Middle East Children’s Alliance based in Daheishe Refugee Camp), Muhammed Omar (independent journalist in Gaza), and Gil Hoffman (Journalist for the Jerusalem Post).

Field also helped Eleni Bastea, Professor in the School of Architecture, plan a class focused on conflict and peace-making between Greece and Turkey. This class was cross-listed with PCST to benefit our minors.

**III: Upcoming Plans**

S.O.A.P. (Students Organizing Actions for Peace). This is the undergraduate student group associated with the Peace Studies Program. This academic year was one of transition for the students, as all of the active members graduated in the spring of 2009 and most of those who would normally be involved as leaders in this group were doing their internships or working with the Peace Fair. S.O.A.P. is always the primary sponsoring student group for the Peace Fair and was involved in coordinating activities among other student groups related to social justice issues throughout the year. A core group of students has emerged as leaders for the coming Fall, 2010 - Spring 2011 academic year which will be an exciting one for all of us.

In Spring 2010, Field began organizing the first PCST field school ever under the aegis of the Departments of Anthropology and American Studies. The Field School will take place in the West Bank, Palestine in May 2011. A significant number of the interested and currently enrolling students are PCST minors.

In the future we will start to figure out what sorts of outcomes assessment of our classes will be useful. This will not be possible or make much sense until PCST has a more developed, regularized, and organized curriculum, matching what are now still mostly vague goals. With our own designation and the process of numbering specific classes now underway we have made significant progress towards curriculum development.
We have just begun identifying the courses (and more importantly the instructors) in other programs who are teaching classes that are appropriate and of interest to our minors and started meeting with these instructors on an individual basis to see how we can further facilitate coordination between our programs and students. This is an effort that will see further expansion in the next academic year and should yield great results for our program’s growth.

IV: Peace Studies Related Faculty and Student Publications

Prof. Rack co-authored a report with Niame Adele for the Academe Online Journal. She also had a paper titled “The Effect of Culturally-Based Fairness Norms on Dispute Negotiations in Mediated Small Claims Cases” published by the National Association for Community Mediation.

Advisor/GA Desi Brown had two papers presented at conferences this year: “Round and Round in the Roundhouse – The Politics of SB10” and “A Peace Studies Assault on the ‘Standardized’ U.S. Education System” both of which reflected his drive and interest in Peace Studies curriculum development.

VI: Graduates

Both our official Peace Studies Minors and Certificate candidates and our unofficial students (those who are taking classes but not declared minors yet) increased during this academic year. All of the classes we offered were filled, with students on waiting lists to get in. We graduated more minors and students who have taken Peace Studies classes this year than any other in the modern history of the Peace Studies Program.

VII: Student Awards and Fellowships

Three scholarships were given out to Simon Ejdemyr, Sarah Shadid and Robert Staszewski for their dedicated efforts towards helping the program in many ways. Simon also won a $5,000 academic/athletic presidents scholarship towards graduate school partially due to his commitment to Peace Studies.

VIII: Faculty Professional Activities

Prof. Field and Advisor/GA Brown have spent time looking at other PCST programs nationwide for ideas about how to develop our small program. They have worked with faculty colleagues in Anthropology, American Studies, Education, Geography, Physics, Religious Studies, Sustainability Studies, the Office of International Programs and in other programs to do as much as possible in offering substantive Peace Studies pedagogy alongside community outreach/integration to provide our students with a complete understanding and exposure to what Peace Studies is about. Both were actively involved in campus governance via Faculty and Graduate Student Groups. Prof. Field is an active member of the UNM AAUP as well as faculty advisor for the Committee for Peace and Justice in the Middle East. Brown is an elected officer within ASGSA (American Studies Graduate Student Association) and GPSA (Graduate Professional Student Organization). Both are members of the Peace and Justice Studies Association and Brown is active with the Albuquerque Center for Peace and Justice as a part of the program’s outreach efforts.
1. Significant developments during the academic year 2009-2010

Statistics from the Office of the Registrar for Spring 2010 indicate that the department continues to grow and attract new students. We had 184 philosophy majors across all programs and colleges.

Arts & Sciences First Major: 11 Economics-Philosophy majors, 37 English-Philosophy, 81 Philosophy.

University College First Major: 2 English-Philosophy, 28 Philosophy.

Arts & Sciences Second Major: 1 Economics-Philosophy, 1 English-Philosophy, 19 Philosophy.

University College Second Major: 4 Philosophy.

14 students graduated with B.A.'s in Philosophy in Fall, 2009, and 20 in Spring, 2010.

4 new students were admitted to the Ph.D. program (with full financial aid) and 9 to the M.A. (1 in spring).

The Department has completed major changes to its website.

Separations from staff:
- Professor Andrew Burgess retired, effective June 30, 2010.
- Assistant Professor Paul Katsafanas took a position at Boston University, leaving UNM on May 15, 2010.

Faculty

Prof. Domski was nominated for the 2010 Outstanding Teacher of the Year award.

Professor Hannan is on the Academic Freedom and Tenure Committee.

Prof. Hayes took a sabbatical leave in Fall 2009.

Professor Johnston received a remarkable and unprecedented promotion from Assistant Professor to Full Professor.

Prof. Kalar took a sabbatical leave in Spring 2010.
Assistant Prof. Livingston took a sabbatical leave in Spring 2010.

Prof. Taber was on research leave Fall 2009.

2. Conferences & Speakers

The Department sponsored its eighth annual Philosophy Student Conference on the theme “Agency, Freedom, and Ethics” in February 2010. The keynote speaker was Lanier Anderson, of Stanford University.

The Department sponsored the Southwest Seminar in Early Modern Philosophy. The seminar took place February 27, 28.

Sanem Soyarslan, Duke University
“The Distinction between Reason and Intuitive Knowledge in Spinoza’s Ethics”

Steven Nadler, University of Wisconsin, Madison
“Spinoza, Maimonides, and Prophesy”

Joel Schickel, University of Dayton
“The Modernity of Descartes’s Moral Theory”

Shelley Weinberg, University of Illinois, Urbana-Champaign
“The Metaphysical Fact of Consciousness in Locke’s Theory of Personal Identity”

Brian Chance, University of Oklahoma
“Psychologism, Sensibilism, and Kant’s Debt to Hume”

Colin Heydt, University of South Florida
“Where men judge of things by their natural, unprejudiced reason: Hume and His Contemporaries on the Virtues”

Reed Winegar, University of Pennsylvania
“Good Sense, Art, and Morality in Hume’s “Of the Standard of Taste””

The Department sponsored the Southwest Seminar in Continental Philosophy: Inaugural Meeting. The seminar took place between May 28, 29 in the departmental library and classrooms.

Featured Speakers:
Rajesh Sampath, Brandeis University
"Time, History, Eternity and Eschatology as the Basis of Pannenberg’s Theological Method."

Samantha Matherne, UC Riverside,
"'Style' and Merleau-Ponty's Account of Object Constancy."

Christopher Fox, Newman University,
"The novelty of Spirituality and the religiosity of substitution in Emmanuel Levinas."

Dorothea Olkowski, University of Colorado, Colorado Springs,
"In Search of Lost Time, Merleau-Ponty, Bergson, and the Time of Objects."

Matthew Schunke, Southern Illinois University, Edwardsville,
"Revealing Givenness: The Role of Intuition in Phenomenology of Religion."

Ben Crowe, University of Utah,
"Appropriating Schleiermacher."

Matthew Schunke, Southern Illinois University, Edwardsville,
"Revealing Givenness: The Role of Intuition in Phenomenology of Religion."

Daniel Conway, Texas A&M,
"Who is Zarathustra’s Nietzsche?"

Keynote 1: Claire Katz, Texas A&M,
"The stirrings of a stubborn and difficult freedom: Education, Assimilation, and Levinas’s response to the Principles of 1789."

Keynote Chair: Gerard Kuperus, University of San Francisco.

Marjolein Oele, University of San Francisco,
"Pathos Reviewed: Evaluating Heidegger’s Interpretation of Pathos in Aristotle."

Carl Sachs, University of North Texas, and Shane Epting, UT El Paso,
"Thinking of the Living Body in Hans Jonas and Merleau-Ponty."
Jesús Adrián Escudero, Universidad Autónoma de Barcelona,
"Heidegger and the Hermeneutical Turn of Phenomenology."

Robert Stolorow, Institute of Contemporary Psychoanalysis and UCLA School of Medicine,
"Individuality in Context: The Relationality of Finitude."

Matthew Shockey, University of Indiana, South Bend,
"On Descartes’ Uncertainty and Heidegger's Anxiety."

Rick Anthony Furtak, Colorado College,
"Kierkegaard’s Postscript and the Scandal of Modern Philosophy."

James Reid—Metropolitan State College, Denver, and the Air Force Academy,
"Wrestling with Descartes: Heidegger’s ‘Anti-Modernism.’"

John O'Connor, Colorado State University-Pueblo,
"Category Mistakes and Logical Grammar: Ryle’s Husserlian Tutelage."

Ann Murphy, Fordham University,
"Shame and the Philosophical Imaginary."

**Keynote 2:** Steven Crowell, Rice University,
"What is Ethics as First Philosophy? Levinas in a Phenomenological Context."

**Keynote Chair:** Iain Thomson, University of New Mexico.

The Department co-sponsored the Summer Seminar on Buddhism at Jemez Springs in June, together with the UNM Religious Studies Program and the Rinzai-ji Zen Center.

**Featured Speakers:**

Sarah McClintock, Religious Studies, Emory University
Noritoshi Aramaki, Buddhist Studies, Ryukoku University, Kyoto, Japan
James Austin, University of Colorado, emeritus
Harold Roth, Religious Studies, Brown University

The complete list of departmental guest speakers for the academic year of 2009-2010:
Fall 2009

Friday, October 9  Mark Wrathall, University of California, Riverside, *Guilt and the Individual*

Friday, November 13  Roy Perrett, University of Hawaii, *Memory, Doubt and the Self*

Spring 2010

Friday, February 12  Martin Hagglund, Harvard Society of Fellows, *Proust and Philosophy*. Dane Smith 120

Tuesday, March 9  Paul Guyer, University of Pennsylvania – O'NEIL MEMORIAL LECTURES IN THE HISTORY OF PHILOSOPHY, *Freedom as the Foundation of Morality: Kant's Early Efforts*, Dane Smith 123

Wednesday, March 10  Paul Guyer, University of Pennsylvania – O'NEIL MEMORIAL LECTURES IN THE HISTORY OF PHILOSOPHY, *Moral Feelings in the Metaphysics of Morals*, Dane Smith 123

Friday, April 2  Sarin Marchetti, Visiting Scholar, Columbia University, *William James on Truth and Invention in Morality*. Dane Smith 123

Friday, April 23  Christopher Framarin, University of Calgary, Relations with Brahman (God) as the Basis for an Environmental Ethic. Dane Smith 123

3. Plans and recommendations

The O'Neil Lecturer this year is the distinguished Catherine Malabou, Professor of Philosophy, University of Paris X-Nanterre. Malabou has recently collaborated on a book with our own Adrian Johnston, due out on Columbia University Press.

The Department is still in the process of proposing to the College that Philosophy 156, Reasoning and Critical Thinking, be developed as a course that will partially satisfy the university undergraduate writing requirement, possibly substituting for English 102. We would like to modify the course to meet that need, increase the number of sections offered and, correspondingly, the number of Philosophy TA's required to teach them.
4. Publications of Faculty

Kelly Becker


"Review of Quentin Smith, ed. New Essays in Epistemology," Mind, April, 2010

Andrew J. Burgess


John Bussanich


Mary Domski


Russell Goodman

Book Chapters:


Review:


Barbara Hannan

Paper forthcoming in *Philosophy*.

Richard P. Hayes

Reviews:


Adrian Johnston

Book:


Articles:

(2010). "The Right Left: Alain Badiou and the Disruption of Political Identities," *Yale French Studies: Turns to the Right?* [ed. Lawrence Schehr and Michael Johnson], no. 116/117 (I haven't received my contributor's copy, so I don't have the exact page numbers handy).


**Brent Kalar**

**Paul Livingston**


**John Taber**

**Iain Thomson**


5. Outside professional activities of staff members

Kelly Becker

"Methods and How to Individuate Them," presented at Simon Fraser University, November, 2009.

"Comment on Geoffrey Pynn’s ‘The Bayesian Explanation of Transmission Failure’," presented at the American Philosophical Association, Central Division Meeting, February, 2010.


Commissioned to write an entry in Oxford Bibliographies Online on 'Modal Epistemology', forthcoming.

Andrew Burgess

Delivered annual Julia Watkin Memorial Kierkegaard Lecture, St. Olaf College, "Bonhoeffer to His Fiancée: Take a Strong Dose of Kierkegaard!" Nov. 5, 2009.

As co-chair of the "Kierkegaard, Religion, and Culture Group," led the business meeting at the national convention of the American Academy of Religion, Montreal, Nov. 7-10, 2009.


Delivered paper "Genre and Voice in Kierkegaard's The Concept of Anxiety" at International and Interdisciplinary Conference, University of Vaasa, Vaasa (Finland), May 27-28, 2010.

Delivered paper "Kierkegaard's Call for Honesty" at The Sixth International Kierkegaard Conference, St. Olaf College, June 28-30, 2010.

Responded to paper "Kierkegaard's Paradoxes and Their Prophetic Influence on Central European Thought," at The Sixth International Kierkegaard Conference, St. Olaf College, June 28-30, 2010.
John Bussanich


Co-Editor, Ancient Philosophy
Board of Directors, International Society for Neoplatonic Studies
Referee, Cambridge University Press

Mary Domski

Prof. Domski was selected in April 2010 to take part in “Descartes, Galileo, Hobbes: Philosophy and Science, Politics and Religion during the Scientific Revolution”, an NEH Summer Institute for College and University Teachers that was directed by Daniel Garber (Princeton) and Roger Ariew (South Florida). The seminar took place 12 July – 6 Aug 2010 at Princeton University.

“Unity as Natural, Reason as Divine: The Beauty of Systems in Seventeenth Century Natural Philosophy”, Keynote Address for the American Society of Aesthetics, Rocky Mountain Division Meeting, 9 July 2010, Santa Fe, NM


“Newton's Empiricism in Cartesian Context: Revisiting the Argument for Space in De Gravitatione”, Newton and Empiricism Conference, Center for Philosophy of Science, University of Pittsburgh, 9-11 April 2010

“God and Nature in Seventeenth Century Science”, University of New Mexico, Chemical Engineering Seminar Series, 5 March 2010

“God and Nature in the Seventeenth Century”, Lecture for the Osher Lifelong Learning Institute, University of New Mexico, 10 Feb 2010


Co-organizer, Southwest Seminar for Early Modern Philosophy, which took place 27-28 February at UNM.

Member of the Steering Committee for HOPOS, the International Society for the History of Philosophy of Science (elected to a 3-year term in December 2008).

Russell Goodman

Nominated Fellow, Institute for Advanced Study in the Humanities, University of Edinburgh, July-August, 2009.

Panelist evaluating applications for summer institutes and seminars, National Endowment for the Humanities, April, 2010.

Reader for Contemporary pragmatism and the pluralist

Richard Hayes

“Ten Philosophical Questions To Ask About Buddhism.” A series of ten lectures given at Leiden University, The Netherlands, September through November, 2009.

“Will the marriage between Buddhism and Pragmatism last?” Delivered at International Institute for Asian Studies, November 5, 2009.

Barbara Hannan

Attended John Heil’s NEH Summer Seminar on Mind and Metaphysics at Washington University in St. Louis during summer 2009.

Adrian Johnston

Invited Lectures:
(2010). “Alain Badiou versus Slavoj Žižek: Is Lacan an Anti-philosopher?—A Debate” (moderator, with Kenneth Reinhard), Experimental Critical Theory Seminar, Department of Comparative Literature, University of California at Los Angeles, Los Angeles, California.


(2010). “‘Naturalism or anti-naturalism? No, thanks—both are worse!’: Science, Materialism, and Slavoj Žižek” (keynote address), The Theory Reading Group at Cornell University—Sixth Annual Interdisciplinary Spring Conference, “Form and Its Genesis,” Cornell University, Ithaca, New York.

(2010). “‘Naturalism or anti-naturalism? No, thanks—both are worse!’: Science, Materialism, and Slavoj Žižek” (keynote address), “Real Objects or Material Subjects?:
A Conference on Continental Metaphysics," Department of Philosophy, University of Dundee, Dundee, Scotland.


Other:
Executive committee, Affiliated Psychoanalytic Workgroups

Editorial board, International Journal of Žižek Studies
Referee for Continental Philosophy Review, Journal for Lacanian Studies, and several other journals.

Brent Kalar

"Comments on James Garrison," American Society for Aesthetics annual meeting, Denver, October 2009

"Quarrelling and Cultivation in Kant’s Theory of taste," APA Pacific Division meeting, San Francisco, April 2010.

Under contract for Brent Kalar, Key Terms in Aesthetics (Continuum, 2011)

Paul Katsafanas


"Activity and Passivity in Reflective Agency," Sixth Annual Metaethics Workshop, Univ. of Wisconsin-Madison, September 2009 and Rocky Mountain Ethics Congress, Univ. of Colorado-Boulder, August 2009

Paul Livingston

Awarded a faculty research fellowship (renewal) by the Alexander von Humboldt Foundation to conduct research at Freiburg University in Germany (June 1 - Aug. 25, 2009). Ongoing research project concerns the concepts of logos and language in the phenomenological writings of Edmund Husserl and Martin Heidegger.

John Taber

Organized, hosted, and participated in the First Annual Dharmakirti Translation Workshop, UNM Philosophy Dept. and Bodhi Manda Zen Center, Jemez Springs, Mar. 8-19, 2010. Gave presentations on Pramanavarttika 3.194-216 and Dharmakirti's sahopalambhaniyama argument. Funding for the workshop was provided by a grant from the UNM Research Allocation Committee.

Associate Editor, Journal of Indian Philosophy.

Iain Thomson


"Refuting Shapiro (and Derrida) by Understanding the Phenomenology of Heidegger's Interpretation of Van Gogh." Paper presented to the inaugural meeting of the Southwest Seminar in Continental Philosophy, UNM, Albuquerque, NM, 28 May 2010.


"Watchmen and Philosophy," virtual lecture to Jeff McLaughlin's class at Thompson Rivers University in Kamloops, British Columbia, Canada, 15 October 2009.

Co-Organizer of the first annual meeting of the Southwest Seminar in Continental Philosophy.

Member of the Program Committee for the American Philosophical Association, Pacific Division (2007—2010).
Member of editorial board, *Journal of Philosophy and Popular Culture* (2009—)


Referee for *The European Legacy*, 2009.


Referee for *Environmental Philosophy*, 2010.

Referee for *Philosophy and Technology*, 2010.

- Nominated for UNM’s Faculty Mentor Award (2010).
- Nominated for UNM Regents’ Lecturer (2010).
- Nominated for UNM’s 2009-2011 Presidential Teaching Fellow Award.

Graduate Director for Philosophy Department at UNM, June 2009—.

Chair, Graduate Admissions Committee, 2010.


UNM Susan Deese-Roberts Teaching Assistant of the Year Awards Selection Committee, 2009-2010.

*Interviews in Documentary Films*


“Being-in-the-World,” directed by Tao Raspoli (2010); winner, Best Documentary Award, Vail Film Festival, Berkeley Film Festival.

Member of the Program Committee for the American Philosophical Association, Pacific Division (2007—present).

6. **Outside Sponsored Research**

Mary Domski, as principle investigator, applied for a Grant from the National Science Foundation as a follow-up to the successful NSF funded pilot study which paired graduate students in philosophy with graduate students in engineering to train them to
team-teach courses on engineering ethics in area colleges. The new three year, $300,000 grant would put the initial pilot program into practice. Domski's proposal won the UNM limited competition in February and is under review.

Paul Livingston was awarded a faculty research fellowship (renewal) by the Alexander von Humboldt Foundation to conduct research at Freiburg University in Germany (June 1 - Aug. 25, 2009). Ongoing research project concerns the concepts of logos and language in the phenomenological writings of Edmund Husserl and Martin Heidegger.
DEPARTMENT OF PHYSICS AND ASTRONOMY  
July 1, 2009 to June 30, 2010  

Professor Bernd Bassalleck, Chair  

Significant Developments  

The most significant developments during the 09/10 academic year include our Academic Program Review (APR) during spring 2010, the unfortunate resignation of Prof. JM Geremia at the end of December, a successful faculty search for another astro-particle theorist (leading to the eventual hire of Prof. Huaiyu Duan effective August 2010), and a couple important staff changes, as outlined in more detail below. In addition, in fall 2009 Prof. Kevin Malloy joined our department from the ECE department, his faculty slot remaining with CHTM. At the end of the 09/10 academic year we had 27 tenure-stream faculty members, unchanged from 08/09, plus two Lecturers (still down from three in previous years, although in April Dr. Matt Lane signed a Lecturer III contract with a starting date of August 2011). Assistant Professors Rouzbeh Allahverdi and Keith Lidke underwent successful mid-probationary review this year, and Prof. Rich Rand was promoted to Full Professor. For other personnel changes see the separate sections below.  

As mentioned in previous annual reports, for a number of years reorganization and better functioning of the departmental office staff had been a high priority. With the hiring during 09/10 of a new accountant (Lindsay Rogash) and a new grant support person (Julie Morrison) we have now achieved our goal of an effective, well-functioning staff with high morale. Needless to say, we are very happy about this outcome and our current situation. Unfortunately the recent trend of constantly increasing demands on our departmental admin staff as well as on Chair and Associate Chairs, imposed by our upper administration, has continued unabated. This department appears to have managed and survived the 09/10 budget woes better than some others. The mid-year rescission was absorbed by our positive balance in the operating budget.  

Continued lack of recurring I&G salary support for our extremely valuable grant support staff member (Julie Morrison, who replaced Monica Fishel) and for a fraction of our Department Administrator's salary remain a serious concern. Both have had to be supported by the departmental overhead account, and securing full I&G salary support for both positions remains a top priority. Of course in the rapidly deteriorating budget climate this prospect now appears more remote than ever, but we will continue the struggle. Related is the sad fact that because of the ongoing pause & hold on staff replacements we have not been able to replace our Electronics Shop Technician John Behrendt, who retired in 2008. Damage to our research effort and to our reputation with colleagues at other institutions (incl. the National Labs) has been considerable.  

Research in the department and therefore overhead return to the department has remained relatively healthy. Throughout most of the past decade the departmental
overhead allocations typically fluctuated between about $160K and $190K. Starting in summer 2008, i.e. with FY09, OVPR has of course shifted to a different model of more "live" F&A distribution and "budget-only" initial allocations. Even more important is the reduction in overhead return to the units: the department now receives only 10.5% of total F&A generated, as opposed to the previous 13.2%. With this reduction our FY10 allocation was $138.3k, based on CY08 research expenditures. As of the writing of this report in mid-September 2010 we have not received our initial allocation for FY11, based on CY09 research expenditures. However, we expect an amount very similar to last year's. Considering the above-mentioned decrease in F&A share, these most recent amounts are more or less in line with other recent years. While federal stimulus money has helped here and there, the overall funding climate for most subfields of the physical sciences including astronomy remains challenging. The remaining problem of the debt of our Institute for Astrophysics (IfA), accumulated while reporting to Deans prior to Dean Dasenbrock, has not yet been addressed any further.

During calendar year 2008 somewhat serious planning had started for a (long overdue!) new building for our department, including an initial needs assessment, but short of actual detailed architectural planning. During 09/10 this process unfortunately stalled somewhat, at least partly due to remaining uncertainties about UNMH'S future plans for their expansion and therefore for our current real estate. The need for a new building was one of the cornerstones of our self-study report for our recent Academic Program Review (APR), and this need was strongly re-affirmed in the final report of our visiting external review team. As of summer 2010 a new building for our department seems to have made it into the top group of UNM's major capital project needs, and there may even be some hope for a push for serious planning money to be proposed to the next UNM legislative session in early 2011. One additional ingredient that had surfaced during 08/09 was a plan for a potential parking structure on the lot that currently houses our Campus Observatory. Needless to say, a new observatory would have to be built somewhere else before the current one could be demolished. There have been no new developments related to this particular project during 09/10.

Future Plans

The aforementioned APR in February 2010 focused our attention very much on writing a self-study document, in which we carefully updated our 2004 departmental Long Range Plan, a plan which had served us rather well, for instance in faculty hiring decisions. It is fair to say that our self-study was very well received, with strong, positive comments by UNM administrators as well as by our external review team. It turns out that we had already started to tackle several of the recommendations by the review team prior to receiving their report, in some cases even by the time of their site visit in February 2010. This demonstrates that we can self-assess reasonably well, and proceed to taking the requisite actions. Of course the main ticket item of the all-important new building is not something we can pull off ourselves. The draft of our departmental response to the APR team's recommendations has been with the College of A&S since mid-July, and we're awaiting their feedback prior to having the follow-on meeting with UNM administrators.
Even in the current extraordinarily difficult financial situation we are pursuing the possibility of additional faculty hires, possibly via more targets of opportunity, for instance with our National Labs. The special case of our most recent hire, Prof. Duan, is mentioned elsewhere in this report. Replacement of our third Lecturer had remained a high priority. With the hiring of Dr. Lane (for the academic year 11/12, mentioned in the first paragraph of this report) we have succeeded. His hire was part of a retention package for his wife, who is a faculty member in Geography.

Clearly, dealing with the serious, ongoing state budget shortfalls and their implications for UNM and for our department will remain a crucial issue, even more so for FY12 than ever before.

New Appointments and Separations/Retirements/Deaths

We are particularly happy and proud to have succeeded in hiring Prof. Huaiyu Duan from Los Alamos, given the difficult financial situation. He was clearly a special target of opportunity in the following sense. His entire academic year salary plus fringe benefits will be paid for his first three years by a grant from the Department of Energy Division for Nuclear Theory, as part of a Topical Collaboration in Neutrino and Nuclear Astrophysics, involving colleagues from the LANL Division of Nuclear Theory and other academic institutions. Both LANL and DOE were also instrumental in securing start-up funding for this new faculty position.

As already mentioned, Prof. JM Geremia resigned effective January 1, 2010. Our new accountant, Lindsay Rogash, started on August 24, 2009, and our new grant support coordinator, Julie Morrison, started on May 18, 2010, replacing Monica Fishel, who separated on February 28, 2010, and moved into a position with OVPR. Virginia Bird assumed her role as CQuIC (Center for Quantum Information & Control) Program Coordinator on November 16, 2009.

With tremendous sadness did this department mourn the death (Aug. 13, 2009) of Prof. Emeritus Charles Beckel, at the age of 81. He served on our faculty from 1966 to his retirement in 1994. He was a theorist working in atomic/molecular/condensed matter physics, later on also in biophysics. Those of us who overlapped with him remember him as an excellent and dedicated teacher, a most trusted and respected faculty colleague, a sharp mind, and simply a nice and compassionate person.

Graduation Statistics

Between the summer semester 09 and the spring semester 10, the department graduated 4 BS in Physics (one female among them), one BS in Physics with Optics Concentration, 4 BS in Astrophysics (one female), 2 BA in Physics & Astrophysics, 8 MS in Physics (one female), 8 MS in Optical Sciences & Engineering (all male), 10 PhD in Physics (3 women), and 5 PhD in Optical Sciences & Engineering (1 woman). The undergraduate degree numbers are typical for us, whereas the number of graduate degrees was on the high side.
Outside Sponsored Research and Publications

Research efforts in the department remain strong. For FY10 research expenditures in the department (including Institutes and Centers housed in the department, such as the Center for Quantum Information & Control, formerly the Center for Advanced Studies, the Institute for Astrophysics, the NM Center for Particle Physics, and the Consortium of the Americas for Interdisciplinary Science) amounted to $6.0M. For comparison, the corresponding amount for FY09 was $6.6M, and for FY06 it was as high as $8.0M. The reasons for this apparent decline are not immediately obvious, but we're looking into them.

The total number of awards (including continuations, renewals, increments and supplements) received in FY10 was 34. Multiple increments or supplements during the year are not counted separately. Overall grant activity has remained healthy, considering the overall funding situation for the physical sciences.

The overhead return to the department was already mentioned in the first section of this report. Total overhead generated in FY10 was $1.41M. For the previous FY09 it was $1.44M, with very similar amounts for FY07 and FY08, whereas for FY05 and FY06 that amount was around $1.6M.

Publications in refereed journals, as well as conference contributions and proceedings, invited talks, etc. by faculty members of this department are much too numerous to list here - suffice it to say that well over one hundred papers were published in refereed journals alone.

Awards, Recognitions, Special Grants or Contracts, and Special Events

During 09/10 Prof. Harjit Ahluwalia celebrated 40 years at UNM!

The UNM College of Arts and Sciences and the College of Optical Sciences at the University of Arizona established the Center for Quantum Information and Control. CQUIC was founded on a three-year, $1.26 million grant from the National Science Foundation's Physics at the Information Frontier program.

In January Prof. Seidel was elected Vice-Chair of the 4 Corners Section of the American Physical Society. In April she received a Vietnam Education Foundation fellowship for 2010-2011. This will involve lecturing on Quantum Mechanics and Particle Physics by video from UNM and on-site at the Vietnam Academy of Science and Technology in Hanoi.

Also in April graduate student Roy Keyes was announced the winner of a contest held by AMD Corporation called "What Would You Do With 48 Cores?". His entry to the
contest was based on his research in the UNM Particle Therapy Group. The prize was a 48 core AMD server worth about $8,000, and he donated the server to UNM for research by his group.

In May our main IT staff member, Tom Hess, received the 2010 Noteworthy Technical Support Person award by Sigma Xi, the Scientific Research Society.

Also in May the College of Arts & Sciences announced Prof. Dinesh Loomba as one of three Regents' Lecturers, a recognition bestowed on junior tenured faculty members for exceptional accomplishments in the areas of teaching, scholarship and leadership in university affairs and with respect to national/international professional communities. He will serve as one of the College's Regents' Lecturers for the Fall 2010-Spring 2013 term.

Special Departmental Service & Outreach Contributions

Prof. Doug Fields served as President of the Faculty Senate during 09/10, and Prof. John McGraw continued as Co-Chair of ERAC (Executive Research Advisory Committee) within OVPR.

On August 9 Prof. Trish Henning participated in "She is an Astronomer," a free public astronomy event for girls aged 8 to 18 at the Open Space Visitor Center on Albuquerque's west side.

Our Optical Science & Engineering Graduate Program participated in the State Fair's Science and Technology Day, Celebra la Ciencia, at Expo New Mexico on Sept. 18.

As in previous years, we again participated in various UNM recruitment activities such as Senior Day, Hispanic Student Day, School-to-World Day, Star Scholar’s Reception, etc. Our Campus Observatory was staffed (including one faculty member) for public night viewing every Friday evening during the academic year, weather permitting of course - a very long established tradition of our department, in collaboration with the Albuquerque Astronomical Society. In addition, we continued our tradition of Open Houses for prospective graduate students (every spring we invite the best domestic applicants, expenses paid), as well as for high school students and first or second year undergraduates already at UNM. These Open Houses include research laboratory tours and interactions with various faculty members.
I. SIGNIFICANT DEVELOPMENTS
A. UNDERGRADUATE PROGRAM
The department graduated 163 majors, including four students who received departmental honors: Levi Monagle was awarded *Summa Cum Laude*, John Cane and Skylar Hindi-Hubbard were awarded *Magna Cum Laude*, and Ashley Galloway was awarded *Cum Laude*. The annual commencement ceremony was held in Ballrooms B & C of the Student Union Building and attended by over 450 students and guests. Stuart Dyson, Investigative Reporter for Eyewitness News, KOB Channel 4, was the commencement speaker.

Senior honors student, John Cane, received the Clauve Outstanding Senior award. Junior Cara Valente-Compton received a Truman Scholarship, which is a merit-based award for juniors pursuing careers in government or public service. She was one of only 60 students from 54 institutions selected as a 2010 Truman Scholar.

B. GRADUATE PROGRAM
The department awarded the Doctor of Philosophy degree to John P. Todsen. The Master of Arts degree was awarded to Angelina Gonzalez-Aller and Rongal Nikora.

Yury Bosín co-authored (with faculty member Gregory Gleason) a chapter in the book *From Failing State to Functioning State: Pathways to Democratic Transformation in War-Torn Countries*, edited by Sabine Collmer, Elsevier 2009. He also published an article in *Central Asian Survey* (co-authored with Gleason and Reuel Hanks).

Kimberly Nolan-Garcia earned her PhD and is currently on the faculty at the Centro de Investigacion y Decencia Economicas (CIDE) in Mexico City.

Steve Samford won a Fulbright, an NSF Doctoral Dissertation Improvement Grant and an International Dissertation Research Fellowship from the Social Science Research Council. Thanks to this funding, he is doing field research in Mexico for his dissertation.

**Awards:**
Michele Leiby won the Dean’s Dissertation Fellowship.

Ron Nikora won a Robert Wood Johnson Foundation Dissertation Fellowship.

Meg Edwards, Yann Kerevel and Steve Samford won PhD fellowships from the Latin American and Iberian Institute.

Four new students were admitted to our graduate program for the 2009-2010 academic year. The department currently has 2 M.A. students and 29 Ph.D. students enrolled.

C. SPEAKERS AT PROFESSIONAL CONFERENCES
Lonna Atkeson


“Mixed Mode (Internet and Mail) Probability Samples and Survey Representativeness: The Case of New Mexico 2008,” presented at the Western Political Science Association, April 1 – 3, San Francisco, California, with Alex N. Adams.


“Affective Attributions: Shock, Anxiety and Attribution of Blame During Crisis Events,” presented at the American Political Science Association, September 2 – 5, Toronto, Canada, with Cheri Maestas.

Christopher Butler


Wendy Hansen

Timothy Krebs
“Television Advertising in Mayoral Campaigns,” presented at the annual meeting of the American Political Science Association, Toronto, ON, Canada, September 3 – 6, with David B. Holian.

Deborah McFarlane

Jillian Medeiros


“Multi-Racial and Multi-Ethnic Attitudes Toward Health are Reform Policy,” presented at the 19th meeting of the Politics of Race, Ethnicity and Immigration Colloquium (PRIEC), Stanford, Palo Alto, CA, May 7, 2010, with Gabriel R. Sanchez.


Juan Pablo Micozzi


Michael Rocca


Andrew Ross

New START, the Nuclear Posture Review and Nonproliferation,” speaker on the panel, National Security Colloquium: Opportunities and Challenges, National Security Studies Program, University of New Mexico, April 20, 2010.


Gabriel Sanchez


Christine Sierra

"How Do We Get Along? Linked Fate, Political Allies, and Issue Coalitions," co-authored with Dianne M. Pinderhughes, Pei-te Lien and Carol Hardy-Fanta, presented at the Annual Meeting of the American Political Science Association, Toronto, Ontario, Canada, September 2 – 6, 2009.

E. INTERNSHIPS
Ten outstanding undergraduates were selected as Fred Harris Congressional Interns, and sent to Washington, DC, during the academic year. Robert Alanis, Mary Carmody, Brett Crader, Jordan DiMaggio, Laura Finley, Matt Munoz, Zoe Riebli, Awesta Sarkash, Chelsea Stallings and Terri Zuniga.

Eleven undergraduate students were selected to serve one-week internships during the 2010 New Mexico Legislative session, working as junior professional staff assigned to individual legislators. Under the direction of Dr. Lonna Atkeson, the Legislative Internship Program provides a unique opportunity for our students to observe the policy-making process and for UNM to showcase our students to the Legislature.

Twenty-eight undergraduates were placed as interns in public agencies, political campaigns, office of elected officials, and voluntary organizations. Under the direction of Dr. Ellen Grigsby, the program gives students practical experience in the application of political science theories while receiving course credit.

Deborah McFarlane has two pilot projects for interns. The New Mexico Department of Health, undergraduate public health policy internships (5 students placed in summer 2010). Planned Parenthood of New Mexico, undergraduate and graduate internships in reproductive health policy (2 students placed in summer 2010).

F. SCHOLARSHIPS AND FELLOWSHIP AWARDS
The department awarded nine undergraduate scholarships and three graduate research fellowships this year.

G. RESEARCH CONTRACTS AND GRANTS
The department’s total in active and pending contracts and grants is $590,538 including on-going studies funded by the National Science Foundation, PEW Charitable Trusts, and the Robert Wood Johnson Foundation.

H. FACULTY HONORS AND APPOINTMENTS
Lonna Atkeson was awarded “Outstanding Initiative in Promoting Election Integrity” presented by Verified Voting New Mexico and United Voters of New Mexico.

Wendy Hansen was the recipient of an Office of Graduate Studies Faculty Mentor Award for exceptional service and excellence in mentoring graduate students.

Juan Pablo Micozzi was selected for Best Paper at the International Conference “El Poder Legislativo en Perspectiva Comparada,” Salamanca, Spain, December 2009.

Gabriel Sanchez received the “Luminaria” UNM Presidential Award for Commitment to Diversity. Gabriel also received the Best Paper on State Politics and Policy from the American Political Science Association.

Andrew Schrank won Best Article Award from the American Sociological Association PEWS section.

II. SIGNIFICANT PLANS
A. CURRICULUM DEVELOPMENT

B. RECRUITMENT
Political Science successfully increased the strength of its faculty minority representation with the hiring of Jillian Medeiros who joined the faculty as an Assistant Professor.

III. APPOINTMENTS TO FACULTY/STAFF
Diana Gourlay, Department Administrator
Mala Htun, Visiting Associate Professor
Jillian Medeiros, Assistant Professor, Senior Fellow of Robert Wood Johnson Foundation Center for Health Policy
Andrew Schrank, primary appointment as Associate Professor in Political Science with secondary appointment in Sociology

IV. SEPARATIONS OF FACULTY/STAFF
Gregory Gleason was on leave without pay while teaching at the George C. Marshall European Center for Security Studies near Munich, Germany.
Joann Buehler left to take a position at the College of Education.
Beth Leahy resigned to do graduate student teaching.

V. PUBLICATIONS
Atkeson, Lonna


Butler, Christopher

Grigsby, Ellen

Krebs, Timothy B.


McFarlane, Deborah

Micozzi, Juan Pablo


Peceny, Mark

Powers, Kathy

Rocca, Michael S.

Ross, Andrew


Sanchez, Gabriel R.


Schrank, Andrew


Stanley, William

VI. NOTEWORTHY OUTSIDE PROFESSIONAL ACTIVITIES OF FACULTY
Department editorial board memberships
Journal of Political Science
Journal of Politics
State Politics and Policy Quarterly
Urban Affairs Review

Served as officers or members of key committees in national or regional professional organizations
Lonna Atkeson
Director, Center for the Study of Voting, Elections and Democracy, University of New Mexico
Director, Legislative Internship Program, Fall 2005 – present.
Long Range Planning Committee, Society for Political Methodology

Ellen Grigsby
Board of Directors, Western Association of Pre-Law Advisors. 2001- Present

Deborah McFarlane
Publications Board, American Public Health Association (appointed)

Andrew Schrank
Co-chair, Economics and Politics, Latin American Studies Association (LASA)
Council member, Labor and Labor Movements, Latin American Studies Association (LASA)
Council member, SASE
Selection committee member, International Dissertation Fellowship Program, Social Science Research Council
Research Director, Dissertation Proposal Development Fund, Social Science Research Council
Faculty facilitator, International Dissertation Fellows’ Conference, Memphis, Tennessee, October 15 – 20, 2009, Social Science Research Council
Selection committee member, Dissertation Proposal Development Fund, Social Science Research Council

Selected invited presentations by faculty
Lonna Atkeson


Timothy Krebs

Andrew Ross
Invited project participant (funded), Nuclear Futures Project, a collaborative effort between the Johns Hopkins University Applied Physics Laboratory (KHU/APL), the Paul H. Nitze School of Advanced International Studies and the Zanvyl Krieger School of Arts and Sciences, October 28 – 29, September 29 – October 1, August 19 – 21, 2009 workshops. Provided a presentation on “The Role of Nuclear weapons in the Cold War” for August 19 – 21 workshop.


**Other professional activities off-campus or community and public service**

**Lonna Atkeson**
National Public Radio, All Things Considered, June 8, 2010
PBS Interview, In Focus New Mexico Politics, January 8, 2010
Grant Referee, Time Sharing Experiments for the Social Sciences
Manuscript Referee
  - American Political Science Review
  - American Journal of Political Science
  - American Politics Quarterly
  - American Politics Review
  - British Journal of Politics
  - Electoral Studies
  - Gender and Politics
  - Journal of Elections, Public Opinion and Parties
  - Journal of Politics
  - Journal of theoretical Politics

**Christopher Butler**
Reviewer
  - American Political Science Review
  - American Journal of Political Science
  - Conflict Management and Peace Science
  - International Organization
  - International Studies Quarterly
  - Political Science Quarterly
  - Legislative Studies Quarterly
  - Perspectives on Politics
  - Policy Studies Journal
  - Political Analysis
  - Political Behavior
  - Political Research Quarterly
  - Politics and Policy
  - Social Science Quarterly
  - Southeastern Political Review
  - State Politics and Policy Quarterly
  - Women and Politics

**Timothy Krebs**

**Juan Pablo Micozzi**
Reviewer
  - American Journal of Political Science
  - Legislative Studies Quarterly
  - Comparative Political Studies
  - British Journal of Political Science
  - Publius: The Journal of Federalism
  - Revista Chilena de Ciencia Política

**Mark Peceny**
Chair
University Ministry Advisory Council, St. Thomas Aquinas Newman Center
Andrew Ross
Co-organizer, “Implications of the Nuclear Posture review workshop, co-hosted by the Center for Science Technology and Policy, the New Mexico Nuclear Study Group and Sandia National Laboratories, June 2, 2010.


Christine Sierra
Film Advisory Board member, Chicanas at Stanford: Opportunity and Change in America,” CBS/KCBS, Los Angeles
Immigration Policy Roundtable, co-sponsored by the Kenan Institute for Ethics at Duke University and the Brookings Institution, invited participant
Panelist, Characters Unite National Town Hall with Tom Brokaw (moderator), sponsored by USA Television Network, Washington, DC, December 2, 2009.
Named to the Hispano Advisory Board, First Congressional District, to advise Martin Heinrich, Member of Congress, on Hispanic issues and concerns and to make policy recommendations
Manuscript Reviewer, Political Research Quarterly
American Political Science Association
Trust & Development Board of Trustees, member, 2008 – 2010
Teaching & Learning Conference Program Committee, 2008 – 2010
2009 Teaching and Learning Conference, track moderator

Media Interviews
http://newmexicoindependent.com/27531/enough-is-enough-on-credit-abuses-obama-tells-nm-audience
Interview on Immigration in New Mexico and Arizona S.B. 1070. UNM Live (Audio Podcast), University of New Mexico, May 4, 2010.
http://www.youtube.com/watch?v=JVF1-w7Aa9U


http://www.clearlynewmexico.com/?p=4293#more-4293

http://wwwtimes-standard.com/statenews/ci14770137

Also appeared in The San Jose Mercury News, March 27, 2010.


Stuart Dyson, Resignations from Gov. Richardson’s Cabinet, KOB-TV eyewitness News 4, June 17, 2010.


**Served on departmental, college, or university committees or held administrative positions outside the department**

**Lonna Atkeson**
PhD Dissertation Committee
- Kim Proctor, Janet Box-Steffensmeier ICPSR Summer Fellowship Award, 2010
- Lisa Bryant, Chair
- Yann Kerevel, Co-Chair, IFES Fellowship, Summer 2009
- Prakash Adhikari
- Justin Delacour, Chair
Undergrad Honors Thesis
- David Odegard, Chair

**Christopher Butler**
PhD Dissertation Committee
- Philip Hultquist, Chair
- Michele Leiby, Co-chair
Field Paper Advisement
- Ben Bonin, Committee member
Bachelor’s Honors Advisement
- Jessica Andrews
- Simon Ejdemyr
Faculty Senate Curricula Committee, Member
Faculty Senator
UNM Chapter of Phi Kappa Phi, President
National Study Abroad Selection Committee for Phi Kappa Phi, Chair

**Ellen Grigsby**
Pre-law Advisor
Truman Scholarship Committee

**Timothy Krebs**
Graduate Advisor
PhD Dissertation committee
  Lisa Bryant
  John Todsen

Juan Pablo Micozzi
Fellowships and Grants Committee, Latin American and Iberian Institute
Library Committee, Faculty Senate
PhD Dissertation Committee
  Yann Kerevel, co-chair
  Grant Burrier
Undergrad Honors Thesis
  Jessica Corso, thesis supervisor

Mark Peceny
PhD Dissertation Committee
  Kimberly Nolan Garcia, Chair
  Nick Rowell, Chair
  James Timberlake, Chair
  Tury Bosin, Chair
  Oraz Kichiyev, Chair
  Grant Burrier, Chair
  Albert Palma, Chair
  John Todsen
  Justin Delacour
  Philip Hultquist
  Ben Bonin
  Steve Samford

Michael Rocca
PhD Dissertation Committee, John Todsen
Bachelor’s Honors Advisement
  Anderson Hatfield, Seniors Honors Thesis on Immigration and Social Security
  Awesta Sarlasj, Senior Honors Thesis on Polarization in Congress
  Ashley Galloway, Senior Honors Thesis on Media Effects
  John Cane, Senior Honors Thesis on Political Participation
  Levi Monagle, Senior Honors Thesis on Third Parties

Andrew Schrank
Interim DGS in Sociology
LAII Executive Committee member
ICLAS member

Christine Sierra
Political Archives, Ad-Hoc Task Force, University Libraries

William Stanley
Acting Chair, Political Science
Political Science Graduate Committee
Political Science Undergraduate Committee
Interdisciplinary Committee on Latin American Studies
President’s Task Force on Faculty Retirement
PhD Dissertation Committee
  Steve Samford, Co-chair
  Meg Edwards, Chair
VII. SPONSORED RESEARCH

Wendy Hansen

Timothy Krebs
Research Allocation Committee Grant, $4,000

Jillian Medeiros
Robert Wood Johnson Foundation Center Faculty Research Grant, $10,000, An Assessment of Latino Public Opinion Toward Health Care Reform During the Congressional Debates of 2009.

Juan Pablo Micoczi
Feminist Research Institute
Faculty Field Research Grant, Latin American and Iberian Institute

VIII. OUTSIDE-SPONSORED RESEARCH

Lonna Atkeson

Andrew Ross
USAF Institute for National Security Studies, “Limited Nuclear War Revisited” ($22,000)

Andrew Schrank

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A. Departmental Administration and Structure

The Department continued with the administrative structure adopted in 1995. Jane Ellen Smith completed her second year as chair on July 31, 2010. The Department’s major administrative advisement committee, the Policy and Planning (P & P) Committee, consisted of the Department Chair, the Associate Chair for Graduate Education (Tim Goldsmith), the Associate Chair for Undergraduate Education (Gordon Hodge), and the heads of the Department’s four areas of study. The returning Area Heads were: Cognition, Brain, Behavior (Vince Clark), Evolutionary/Developmental (Steven Gangestad), Clinical (Sarah Erickson) and Health Psychology (Angela Bryan). Harold Delaney continued to represent the Quantitative Area, as it still has several graduate students finishing their degrees. CASAA’s director, Barbara McCrady, was represented on the P & P Committee as well. The remaining departmental committee assignments may be found in Appendix A.

UNM-MIND Research Network Relationship

As anticipated in last year’s report, a Memorandum of Understanding (MOU) between UNM and the Mind Research Network (MRN) was finalized and signed (July 2009) in an effort to facilitate collaborative work and enable us to recruit top researchers in the neuroscience area. One outcome of this agreement is that it basically allows the Psychology Department (and the dean) to receive some compensation from MRN for the fact that the grants of the joint MRN-UNM faculty hires primarily are run through MRN. We thank Mike Dougher and Kent Hutchison for all of their work in getting this MOU completed.

Foundation Support

The Department benefited again this year from the Quad-L Trust, which was endowed through the UNM Foundation by the late 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. Derek Hamilton serves as faculty advisor for the Quad-L Library. The main Quad-L speaker for the year was Dr. William Timberlake, Professor of Psychology and Brain Sciences, Indiana University. For the first time we welcomed a second Quad-L speaker within an academic year; a more junior researcher. This individual, Dr. Jon Maner, is an Associate Professor at Florida State (see Appendix B).

The Psychology Department also continued to reap the benefits of a trust established by the late Emeritus Professor Robert G. Grice. These funds are divided into 5 categories: (1) a library fund (to support the growth and development of our students as researchers), (2) a colloquium series (to bring in external speakers who are likely to collaborate on research projects), (3) psychology graduate student support (primarily to help cover the tuition of students who are not otherwise covered as part of their support), (4) graduate fellowships in psychology (to recruit outstanding students for the graduate program in psychology), and (5) research enhancement for faculty projects (to allow for the generation of pilot data for grant applications and to provide matching funds for grants). During this third year we accessed money in the first three
categories. The computer library that was supported by money in category #1 became functional in Spring 2009. The library houses 16 state-of-the-art computers for use by graduate students and honors students.

**Upcoming Remodel: Clinical Neuroscience Center**

Logan Hall will receive a major remodel on the second floor starting Spring 2011. The department responded to the federal request for proposals as part of the Recovery Act Limited Competition: Core Facility Renovation, Repair, and Improvement. We submitted our proposal to NIH in September 2009, and received the news in May 2010 that we were being funded – for almost $5 million. The abstract for the proposal is below:

"The University of New Mexico (UNM) requests funding to renovate the Psychology Department’s 9,363 square foot outdated neuroscience research space into a state-of-the-art Clinical Neuroscience Core (CNC) facility. Based on research interests, 72% of the department’s faculty will benefit directly from the renovation. Specific Aims are: 1) to consolidate and upgrade the clinical neuroscience research facility and thereby support the highest quality NIH-funded research. This new shared research environment will house the currently independent laboratories and contain updated equipment and IT capabilities; 2) to facilitate the development of new NIH-funded research programs and early stage investigators. The CNC will consist of renovated clinical neuroscience labs (Pediatric and Adult EEG, Transcranial Stimulation), imaging and data analysis centers with high-speed IT links to collaborating institutions such as the Mind Research Network (MRN), neuropsychological testing rooms, collaborative/computerized work areas, a server room, and secure data storage. The CNC will include the state’s only system for stereotactic transcranial magnetic stimulation (TMS) with a TMS-compatible EEG. Importantly, the CNC will support the integration of MRN’s neuroimaging and genetic data with CNC data, thereby offering researchers access to vast amounts of shared data across studies, modalities, sites, and disciplines. New opportunities for synergy and collaboration will result between seasoned and new investigators. This 26-month renovation will cost $5.5 million. UNM is one of two universities designated as both a Carnegie Research University with Very High Research Activity and a Hispanic-serving Institution. The psychology faculty and affiliated collaborators hold 27 active grants and contracts totaling $9,352,426 annually."

Although a number of faculty played critical roles in preparing this proposal, the chair wants to extend special thanks to Kent Hutchison, Vince Clark, Kent Kiehl, and Claudia Tesche.

**B. Faculty**

**Faculty Hires**

We were extremely fortunate to be able to hire Dr. Jacob M. Vigil as an Assistant Professor this past year. His first semester is Fall 2010. Dr. Vigil, a native of Albuquerque, graduated from UNM in 2001 with a bachelor’s degree in psychology. He went to graduate school at the University of Missouri - Columbia and received his Ph.D. in 2007. His first academic job was at the University of North Florida, where he served as an Assistant Professor for 3 years.
Dr. Vigil's theoretical interests lie in the evolution and development of verbal and nonverbal behaviors, emotion, stress reactions, moral systems, and pain. His applied research focuses on how biological conditions (e.g., age and sex), individual life experiences, and social situational factors affect the manner and degree to which children and adults experience pain. He also studies developmental risk factors for psychological distress among children and families that have experienced significant stressors in their lives. His research has been featured in numerous scientific journals and popular media such as Behavioral and Brain Sciences and Scientific American.

Jacob will be part of both our Evolution/Development and Health Psychology areas. His first teaching assignment will be a large undergraduate course in Human Sexuality.

We had hoped to hire a joint MRN-UNM professor this past year as well. A search was conducted and an offer was made, but the candidate accepted an offer from another university. As we prepared to make a second offer, the search was terminated due to new budgetary concerns.

Promotions

**Dr. Derek Hamilton** (Cognition, Brain, & Behavior), who was hired as an Assistant Professor in the Psychology Department in 2005, was awarded tenure and promoted to Associate Professor a year early. Dr. Hamilton’s research focuses on utilizing basic behavioral, pharmacological, anatomical, physiological, and computational methods to investigate the psychological and neurobiological foundations of learning, memory and behavior.

**Dr. Bruce Smith** (Clinical) was hired as an Assistant Professor in the Psychology Department in 2004. He was awarded tenure and promoted to Associate Professor. Dr. Smith's research and teaching focuses on the psychological factors that may increase resilience to stress and improve health and well-being. These factors include emotion regulation, mindfulness meditation, meaning and purpose in life, spirituality and religion, and the ability to find benefits in and grow through stressful experiences.

**Dr. Elizabeth Yeater** (Clinical), who was hired as an Assistant Professor in the Psychology Department in 2003, was awarded tenure and promoted to Associate Professor this year. Dr. Yeater's research program attempts to understand the processes involved in the sexual victimization of women. In short, she conducts basic research on risk factors that increase the probability that women will be assaulted, with the goal being to use this information to inform the development of programs aimed at preventing sexual victimization.

Another great year for promotions - Congratulations everyone!

Additional Significant Faculty Contributions for the Year

As part of the Psychology Department Graduation Ceremony again this year, each faculty member was recognized for at least one significant contribution to the department. In preparation, faculty were asked to specify what they believed to be their main contributions for
the year. These contributions (including the superlatives added by the chair), were recognized at the ceremony. Faculty also were encouraged to mention some of the “funnier” accomplishments/ experiences of the year as well:

Angela Bryan:
- Started work on her new $2.3 million grant: Alcohol/marijuana & risky adolescent sexual behavior: Group interventions with detained adolescents.
- Ran in the “World’s Toughest 10K” – Sandia Resort at I-25 up to the tram.

Karin Butler:
- Developed a new lab course on Human Learning and Memory.
- Successfully passed mid-probationary review.

Vince Clark:
- Discovered that a small electric current passed through the brain can double the amount of learning. The word is out – because suddenly everyone wants to be a subject in his lab’s studies.

Harold Delaney:
- Served his 25th year coordinating the Psychology Honors Program.
- He celebrated both his 40th wedding anniversary (with his wife Nancy), and the birth of his grandson, Jonah David.

Mike Dougher:
- Completed another year as UNM’s Associate Vice President for Research.
- Played a critical role in drafting an MOU between MRN and UNM that allows us to recruit excellent faculty in the neuroscience area.
- Once again was a great advocate in higher administration for Psychology.
- Greatest accomplishment? None of his graduate students got arrested this year.

Sarah Erickson:
- As our Director of Clinical Training: helped set up experiences for our graduate students to do evaluations in the prisons.
- Funny experience this year: when she was working with a student who did not do so well in a child psychology course, the student explained: “I thought I would do OK without studying….. because I was a kid once.”
Derek Hamilton:
- Won the College of Arts & Sciences Teacher of the Year award.
- During the Spring semester alone he taught more than 500 students in his two classes (Brain & Behavior and Learning & Memory).
- He went up for tenure and promotion review a year early.

Gordon Hodge:
- Was nominated for both the Teacher of the Year (TOYA) award and the online TOYA.

Barbara McCrady:
- Played a major role planning a National Institute on Drug Abuse (NIDA) Blending Conference held in ABQ in April 2010; a conference at which over 1300 people attended. She presented a keynote address on women and addictions.
- Participated in a unique panel at the Association for Behavioral and Cognitive Therapies (ABCT) that discussed the challenges women face as academic professionals. She described it as; “emotional, inspirational, and depressing to realize you were old enough to be on such a panel.”
- Greatest pleasure: rode in her 1st horse show since she was 13; won several ribbons despite the fact that her horse cried/whinnied through every event.

Theresa Moyers:
- Was chosen as a Distinguished Lecturer by Brown University’s Center on Alcohol and Addiction Studies; the tribute included her giving a colloquium and meeting with faculty in the substance abuse research center.
- Survived her first time teaching the huge (265 students) Abnormal Behavior class.

Eric Ruthruff:
- Published in 9 different journals with 19 different colleagues in the last 2 years.
- Developed a new very popular course: Belief in Weird Things.

Bruce Smith:
- Became a Robert Wood Johnson Fellow.
- Eight undergraduates from his lab were accepted into doctoral programs in psychology in the last 3 years.
- Funny event: When he was just about to receive the final word about having his tenure/promotion finalized, he felt as if he should finally take some risks - so he decided to do it in the fashion area (yes - Bruce bought something other than a polo shirt).

Claudia Tesche:
- Was instrumental in getting the Logan Hall remodel grant.
- Continuing work on her federal grant to study language and addiction.
Kamilla Venner:
- Taught 2 new courses this year: the undergraduate one (Empirically Supported Treatments for Addiction) is part of our new BAC concentration.
- Starting working with therapists from the Zuni tribe so that she can adapt two alcohol treatments to specifically fit the tribe’s unique culture/needs.

David Witherington:
- Led the effort to get a course back on the books for our graduate students on How to Teach - and taught it for the 1st time (with Steve Alley).
- Funny discussions: David’s lab, which studies babies and movement, will be moved to the basement as a result of the second floor remodel. Several discussions have focused on the issue of whether he should switch his research to babies’ fear of cockroaches, since the new basement lab setting pretty much ensures the babies will be encountering them during their crawling on a regular basis.

Elizabeth Yeater:
- Published a paper in the prestigious Journal of Consulting and Clinical Psychology; has 9 more papers in press
- Spearheaded the effort to set up a specialized Anxiety Disorder Clinic where our graduate students will treat PTSD, etc.
- Received a $20,000 grant from CASAA to study risk factors for sexual victimization.

Ron Yeo:
- Received the prestigious Earl Walker Award from the Medical School in recognition of outstanding neuroscience work (more than 100 publications) and graduate student mentoring (more than 34 PhD students).

Research Activities

The research activities of the faculty are summarized in Appendix C. We had another good year for extramural funding; approximately 6.1 million dollars (see Appendix D). We believe this is an extraordinary accomplishment, both in terms of the absolute level of funding achieved for a department of our size, and in terms of the breadth of topics under study. As far as faculty publications (Appendix E), last year the faculty had another excellent year, with faculty publishing an average of 5.1 publications per FTE (22.0) or 4.3 per voting faculty (26). 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.

Of course, none of these research activities would be possible if it were not for the dedication of the departmental faculty who serve on the time-consuming but extremely important college Institutional Review Board (IRB). Special thanks go out to several faculty who stepped down after serving many years: Tim Goldsmith, Theresa Moyers, and Kristina Ciesielski.

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, and the
real threat of losing faculty to other universities as a result. The salaries of some of our faculty are as much as 20% below national and regional norms. The fact that there have been no raises for several years does not help to remedy the situation with respect to peer institutions. It will take several successive years of salary increases before our faculty is compensated at a level comparable to their 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.

New Grants

A number of faculty received new grants during the 2009-2010 academic year. These include:

- **Angela Bryan:** (1) "Alcohol, Marijuana, and Risky Sex: Group Interventions with Detained Adolescents"; $682,596.00; received from NIAAA (5 years), and (2) "HIV Prevention with Adolescents: Neurocognitive Deficits and Treatment Response"; $125,637.00; received from NIAAA - STIMULUS (1 year)
- **Theresa Moyers:** "Using Computer Based Simulation for Motivational Interviewing"; $278,506.00; received from SIMmersion (2 years)
- **Claudia Tesche:** Network Connectivity and Dynamics in Fetal Alcohol Spectrum Disorders; $139,574.00; received from NIAAA (3 years)
- **Steve Verney:** (1) "Pilot Study at Endorphin Power Company"; $25,400.00; received from Robert Wood Johnson Foundation (1 year), (2) Cerebrovascular Disease and Consequences in the Strong Heart Study; $38,047.00; received from the National Heart Lung & Blood Institute (5 years), and (3) Director of the research core for the New Mexico Center for Advancement of Research, Engagement & Science on Health Disparities; $7.1M received from NIH (5 years)

Congratulations.....and keep 'em coming!

Teaching Awards

**Janis Anderson,** Visiting Professor, won the inaugural Outstanding Online Teacher of the Year Award for the university. Janis has been teaching online courses for us for years now, primarily Brain and Behavior (PSY 240) and Depression, Diagnosis and Treatment (PSY 450). She also has regularly offered her assistance to other faculty and graduate students who have been preparing their own online courses. Great job Janis!

**Derek Hamilton** was one of three recipients of the College of Arts and Sciences 2009-2010 Award for Teaching Excellence. It is quite unusual for an Assistant Professor to win such an award. Go Derek!

It comes as no surprise that **Steve Alley,** Psychology Department Lecturer, has earned additional teaching recognition: #2 "Best Teacher at UNM" in the Daily Lobo "Lo Mejor" best of student survey. Good for you, Steve! (and us)
Sabbaticals

Fall 2009: **Kristina Ciesielski** and **David Witherington**  
Spring 2010: **Steve Gangestad** and **Steven Verney**

Research Faculty Positions

Each year there are a number of other individuals within UNM and the professional community of Albuquerque who make major contributions to our teaching, training and research missions. Research faculty status is granted to individuals who have excellent research records, provide research opportunities for our students, and receive extramural funding. Five 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.

The department’s research faculty for 2009-2010 were: **Janis Anderson, Peder Johnson, Scott Tonigan**, and **Francesca Filbey**. The department’s policy for granting research faculty contracts was reviewed and modified in February 2010 (see Appendix F). The main revision was requiring that candidates under serious consideration give a colloquium.

Letters of Academic Title

Individuals with Letters of Academic Title typically are professionals from the community (or neighboring institutions) who make valuable contributions to the department, such as through research collaborations, teaching, or clinical supervision (see Appendix G). The individuals who received a Letter of Academic Title from our department in the last year were: **Andy Mayer** and **Eric Claus** (Mind Research Network scientists), **Tom Caudell** (Department of Electrical and Computer Engineering), **Rosalind Arden** (Department of Neurosurgery), **Josh Tybur** and **Renee Magnan** (post-docs with Angela Bryan at CASAA), **Eyal Aharoni** and **Elsa Ermer** (post-docs with Kent Kiehl at MRN), and **Regina Dickens** (BAC concentration).

Department Colloquia

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 B.
C. Graduate Education

Current Graduate Students

A total of 83 graduate students (all areas) are currently enrolled in the Department. This year, the Department awarded 10 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 H. This brings the total of Ph.D. degrees awarded by the Department to 365. In addition, the Department awarded 14 Master of Science degrees this year (see Appendix I).

Admissions

The Department received 210 highly qualified applicants to the graduate program for AY 2009-2010. The Graduate Admissions Committee, under the expert leadership of both Steve Gangestad (Fall 2010) and Ron Yeo (Spring 2010), continued its efforts to attract and select the very best applicants to our graduate program. Ron Yeo and Carol-Ann Griffin (Administrative Assistant) submitted a proposal to the Office of Graduate Studies to obtain money to enhance our recruitment efforts, and were awarded a Graduate Recruitment Grant for $3000. This money was used to provide partial travel reimbursements for potential graduate students who were invited to visit our program. These visits primarily occurred during the department’s annual Open House; a one-day event coordinated by Ron Yeo (Admissions Chair), Sarah Erickson (Director of Clinical Training), and Tonya Bryant (Student Advisor). After a full day of interviewing, visitors and their graduate student hosts were treated by the department to a New Mexican dinner at Los Equipales Restaurant. Everyone’s efforts paid off, as we were able to admit 12 highly qualified students to our program this year. These students, their areas of study, and their advisors are listed in Appendix J. The Admissions Committee is to be commended for its hard work in recruiting an impressive class of new students.

Student Funding

Fortunately, the Department was able to provide some financial support to all 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 received aid in our Department worked as graduate assistants (GAs); often referred to informally as TAs (teaching assistants). This presented somewhat of a problem, because the ratio of the number of courses needing GAs to the number of GAs funded created an excessive workload for our GAs. The Department simply has not received sufficient GA funding to cover its needs. Moreover, GA stipends are too low relative to our peer institutions. This places us at a real disadvantage in trying to compete with other institutions for recruiting the best graduate students.

Another ongoing problem is difficulty in covering tuition for our graduate students who are supported through mechanisms other than our GA budget. For example, some students are funded outside of the department on grants as research assistants, but the grants do not have
tuition built into the proposals. We are trying to remedy this for the future by making sure that all grantees know to include tuition (and health insurance) as an expense in proposals that potentially involve graduate students. In the meantime we have made every attempt to cover the outstanding tuition from our overhead account, the Grice Foundation money, and the New Mexico 3% Scholarship Program (for N.M. residents).

New Graduate Assistantships and Practicum Placements

Health Care for the Homeless funded two partial GA positions. Our students were placed in a program for males with trauma experiences and substance use problems. Elizabeth Yeater supervised.

Sarah Erickson and Dan Matthews assisted the psychologists at the VA Medical Center in formalizing their practica offerings for our graduate students in early 2009. Kathleen Padilla, a graduate of our doctoral clinical program and the interim chair at the VA, was highly supportive of this step. The VA has grown into a popular and extremely valuable practica site. The available rotations include:

Women’s Stress Disorder Treatment Team (Diane Castillo, Ph.D.)
Neuropsychology (Rex Swanda, Ph.D.)
Family Psychology (Lorraine Torres-Sena, Ph.D.)
ZIA Spinal Cord Injury (Kathleen Padilla, Ph.D.)
Substance Use Disorder Treatment Program (Lisa Arciniega, Ph.D.)
Domiciliary Residential Rehabilitation Treatment Program (June Malone, Ph.D.)
Behavioral Medicine (Eric Levensky, Ph.D.)
Substance Abuse, Trauma, and Rehabilitation Residence (Evelyn Sandeen, Ph.D.)
Men’s Outpatient PTSD (Jennifer Rielage, Ph.D.)
Psychiatric Residential Rehabilitation Treatment Program (Deborah Simon, Ph.D.)
Suicide Prevention Team (Brenda Mayne, Ph.D.)
Ward 7 Inpatient Psychiatry (Jordon Bell, Ph.D.)
Without Compensation Appointment Procedures (Cathy C’dé Baca)

Awards

Each year a small committee selects winners of two awards for clinical graduate students: the Garland Award (for work with adolescents or families), and the Rosenblum Award (for work with children or families). This year’s winners were:

Garland Awards for $1000 each (awarded Nov. 2009):
Susanne Duvall (mentor: Sarah Erickson) and Erica Montague (mentor: Sarah Erickson)

Rosenblum Award for $500 (awarded Nov. 2009): Melissa Gerstle (mentor: Sarah Erickson)

The Haught lecture award recipient was Tim Hoyt (mentor: Elizabeth Yeater)
Robert Wood Johnson offers two types of graduate student awards: Dissertation Fellowships and Doctoral Fellowships. The Dissertation Fellowships for 2009-2010 went to Julia Austin (mentor: Jane Ellen Smith) and Jen Bennett (mentor: Steve Verney). The Doctoral Fellowships were awarded to Marita Campos-Melady (mentor: Jane Ellen Smith), Yajaira Peña-Esparza (mentor: Steve Verney), and Alexis Ortiz (mentor: Bruce Smith).

Clinical Internships

The clinical students who applied for internships this past year did well. The students and their internship sites scheduled for 2009-2010 are:

- Paulette Christopher: St. Louis VA Medical Center
- Melissa Gerstle: Texas Children's Hospital
- Loren Gianini: Southwest Consortium/NMVAHC
- Paul Guinther: VA Salt Lake City Health Care System
- Kathryn Lenberg: VA Palo Alto Health Care System
- Lavina Sanders: Southern Arizona VA Healthcare
- Kathryn Wiggins: VA Puget Sound, American Lake
- Alisha Wray: Southwest Consortium/NMVAHC

Clinical students who finished their internships just recently were:

- Julia Austin: Palo Alto VA Medical Center
- Jennifer Knapp Manuel: Palo Alto VA Medical Center
- Peggy MacLean: UNMH School of Medicine: Early Childhood Track
- Rachel Freund: Albuquerque VA Medical Center
- Matt Euler: Albuquerque VA Medical Center
- Julie Steele: Medical University of South Carolina
- Tim Hoyt: Madigan Military Hospital.

The Annual Report of the Clinical Program to APA is included (Appendix K).

Graduate Association of Students in Psychology (GASP)

The department has an active/energetic graduate student organization. The 2009-2010 GASP officers were:

- President: Tessa Margett
- Vice President: Kathryn Lenberg
- Treasurer: Susan Stevens
- Secretary: Cheryl Bryan
- Librarian: Paul Guinther
- GPSA Rep.: Ben Ladd
- Clinical Area 1st & 2nd year Rep.: Brenna Greenfield
- Evolution/Development Rep.: Rachael Falcon
- Cognition, Brain, Behavior Rep.: Lora Cope
GASP co-hosted the department’s Beginning of the Year Party, and was in charge of organizing and running the Psychology Research Day (April 30, 2010). The research day activities were held in Logan Hall instead of at the SUB for the first time; a move which seemed very successful in terms of participation. Dr. Mike Dougher gave the keynote address.

Diversity Organization (DO!)

The Diversity Organization (DO!) in the department continued to hold regular meetings and sponsored several events this past year. These included hosting "diversity training" for clinical psychology students, mailing flyers about UNM’s Psychology Department to undergraduate universities in the Southwest, posting notices of cultural events on and off campus to graduate students, sponsoring a multicultural case conference, organizing a cultural pot-luck, and offering various suggestions to faculty on training issues. The faculty mentors for DO! are Steve Verney and Kamilla Venner. Graduate student council members are listed below.

Paulette Christopher - president
Lisa Hagen Glynn - vice president
Erica Nason - secretary
Brenna Greenfield - treasurer
Yajaira Peña-Esparza - social coordinator

Outcomes Assessment

As noted last year, the College of Arts and Sciences now requires each department to submit an Outcomes Assessment Report for each degree program (BA, BS, PhD). The department’s Outcomes Assessment Committee (Gordon Hodge, Tim Goldsmith, Karin Butler) met along with the chair to check on data collection and to submit a preliminary progress report. The progress report for the 2009-2010 academic year was prepared by the Outcomes Assessment Committee consisting of Gordon Hodge and Steve Verney. A brief summary of the outcomes for our graduate students follows:

(1) Students annually complete an evaluation form that lists research activities. Target: 50% of all of our graduate students will have collected data during the year. Outcome: given that virtually all of our students met this goal last year, we changed the program criterion. Instead, we are targeting the research productivity rating (e.g., exemplary, good). This year 74% of our graduate students fell within the ‘good’ or ‘exemplary’ categories. Prior to deciding on an actual target for this variable, we will review the research productivity rating system itself.

(2) Students who teach a course are formally evaluated by a faculty member. A written evaluation using rating scales (1-5) to assess various teaching characteristics (e.g., lecture organization, classroom management) is used. Target: 50% of these students will receive a mean of 3.0 or higher. Outcome: All 15 of our student instructors had means above 3.0, with an average mean of 4.5.

(3) The written paper segment of comprehensive exams is graded on a 100 point scale by committee members. Target: 50% of students will achieve a score of 80 or better. Outcome: Greater than 80% of our students this year passed their comprehensive exams. Actual grades
for some of the exams were not reported, however, and so we have developed a new system to correct this problem.

D. Undergraduate Education

Undergraduate Majors

The undergraduate education productivity of the Department's faculty and staff is enormous and among the highest in the College. As of the Spring 2010 semester, the Psychology Department had a total of almost 1200 undergraduate Psychology Majors (or 1700 if one includes individuals in University College who state that they are going to be psychology majors). A total of 274 bachelor's degrees in Psychology were awarded this past year. The Department offers a wide variety of courses, ranging from introductory psychology to advanced courses in learning and memory, cognition, 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.

Enhancing Enrollment

One of the main goals for the University again this year was to increase enrollment in courses. The Psychology Department followed through with a number of steps that were in place to accomplish this. Most faculty members were very willing to increase course cap sizes as part of this process. At the same time, we had to be careful not to compromise quality instruction.

Number of students enrolled:
Fall 2008 (4,935) + Spring 2009 (4,937) = 9,872
Fall 2009 (5,734) + Spring 2010 (5,563) = 11,297
Increase over previous year: 1,425 students

Another way in which the department made efforts to increase enrollment was by offering more online courses. Interestingly, Extended University now offers financial incentives to departments for these and other distance-education classes. In terms of our department’s recent online courses offered:

Fall 2008 (5) + Spring 2009 (4) = 9
Fall 2009 (7) + Spring 2010 (8) = 15
Increase over previous year: 6 online courses

Outcomes Assessment

The results for academic year 2009-2010 for the department’s Outcomes Assessment Report for undergraduate students follows:
(1) A comprehensive exam (similar to the ETS Major Field exam) that was developed by Harold Delaney years ago was administered as a pre-test in PSY 105 classes beginning with the Spring 2009 classes. Although our plan is to re-administer this same test to our majors once they reach the Research Methods (PSY 302) course (and have accumulated 27 hours in psychology), a direct comparison across the same students will not be possible until last Spring’s PSY 105 students take PSY 302 (typically in their junior or senior year). In the meantime we simply administered the test to a sample of PSY 302 students this past year. Target: 75% of students will receive at least a score of 50%. Outcome: Instead of looking at the percent of students achieving a score of 50% or better, we calculated the mean score for all students; which was 53.9%. This was a significant increase over the PSY 105 students’ mean of 34.1.

(2) As part of the Research Methods class, students submit written critiques of empirical papers, with the objective of learning how to acquire and interpret data. These are then scored according to an established rubric. Target: 75% of students will show acceptable performance (as outlined in the rubric; a score of 6 out of 10). Outcome: In examining the subset of students who completed all 10 papers (N=71), 100% of these students achieved an acceptable grade on their final paper (mean = 9.7).

Psychology Honors Program

The flagship for quality education in our Department remains our Psychology Honors Program, which has been in existence for over 30 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 L lists our 2009-2010 honors students along with the titles of their theses and the names of their faculty supervisors. Harold Delaney continued as the instructor for the Junior Honors Seminar, and Ronald Yeo was the Senior Honors instructor. The recipient of the Outstanding Honors Thesis award was Katherine Cauthan (mentor: Bruce Smith), and the Outstanding Honors Student was Aaron Wagner (mentor: Karin Butler). Financial support for conducting the studies ($2000) was obtained in response to Ron Yeo's proposal to the College of Arts and Sciences.

Basics in Addiction Counseling (BAC) Concentration

The BAC concentration for psychology majors received final approval in Spring 2010. The current executive board for the program consists of three departmental faculty; Kamilla Venner, Theresa Moyers, and Jane Ellen Smith, and a Program Specialist (Field Work Coordinator), Regina Dickens. Regina spent much of the year establishing relationships with local addiction treatment agencies that could provide field placements for the students in the program, and she completed a policies and procedures manual. Given that we learned last year that the state believes UNM should be paying for this Program Specialist position (since it is part of a degree-granting program), we need to find some source of funding to replace the state’s financial support.
A formal admissions process appeared necessary for acceptance into this concentration, since students in the program must complete field placements at treatment agencies. All applicants are required to be psychology majors and meet the following:

1. Are enrolled in the equivalent of the 4th semester of full-time coursework toward a college degree
2. Have a minimum cumulative GPA of 3.0 or a Psychology GPA of 3.5
3. Are committed to a career in the alcohol/drug counseling field
4. Have interpersonal skills appropriate for a counseling career
5. Have the ability to meet the program standards (with or without reasonable accommodation), and
6. Have read and acknowledged an understanding of the New Mexico Counseling and Therapy Practice Board standards for licensure.

In developing this concentration, 4 new courses were created. Three of them are 1-credit courses (see below) and one is a 3-credit course called “Evidence-Based Treatment of Addictions.” The UNM minimum requirements for a Psychology Major, the manner in which these requirements will be fulfilled for students in the BAC concentration, and additional requirements for the BAC concentration are summarized in the table:

<table>
<thead>
<tr>
<th>PSYCHOLOGY MAJOR REQUIREMENTS</th>
<th>BAC CONCENTRATION REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor in the College of Arts &amp; Sciences</td>
<td>Required</td>
</tr>
<tr>
<td>PSY 105 (3 credits) – General Psychology</td>
<td>Required</td>
</tr>
<tr>
<td>PSY 200 (3 credits) – Statistics</td>
<td>Required</td>
</tr>
<tr>
<td><strong>4 OF 6 (12 credits):</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 220 – Developmental Psychology</td>
<td>PSY 240 – Brain &amp; Behavior</td>
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<tr>
<td>PSY 240 – Brain &amp; Behavior</td>
<td></td>
</tr>
<tr>
<td>PSY 260 – Learning &amp; Memory</td>
<td>3 other 200-level courses – to be selected from 200 level courses listed</td>
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<tr>
<td>PSY 265 – Cognitive Psychology</td>
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<tr>
<td>PSY 271 – Social Psychology</td>
<td></td>
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<tr>
<td>PSY 280 – Health Psychology</td>
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<tr>
<td>PSY 302 – Research methods</td>
<td>Required</td>
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<tr>
<td><strong>4 Electives (12 credits) at 300 or 400 level</strong></td>
<td></td>
</tr>
<tr>
<td>Psychology Lab (2 credits) – 300 or 400 level (2 credits; BS only)</td>
<td>PSY 335L – Clinical Psychology Lab or PSY 480L – Health Psychology Lab or Other pre-approved laboratory experience</td>
</tr>
</tbody>
</table>

**Additional Requirements for BAC Concentration:**

- PSY 311 Clinical Evaluation in Addictions (1 credit)
- PSY 313 Case Management in Addictions (1 credit)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 312</td>
<td>Legal, Ethical and Professional Issues in Addictions (1 credit)</td>
</tr>
<tr>
<td>PSY 412</td>
<td>Applied Clinical Experience in Addictions Counseling/Field Work (9 credits total)</td>
</tr>
</tbody>
</table>

1 Students may further expand their training in addiction science by minoring in a Department within the College of Arts and Sciences that also offers relevant coursework in this field. Such possible minors include Biology, Communication & Journalism, and Sociology.

Field Work Requirement: Students in the BAC Concentration are required to obtain 500 hours of supervised clinical experience in a community agency during their last year in the program. In the semester before beginning their fieldwork, BAC students will be required to apply for the LSAA (licensed substance abuse associate) credential. Normally students will register for 3 credits of field work in 3 successive semesters, beginning with the summer prior to their senior year. Students accepted for field work will participate in a weekly seminar with the Field Work Coordinator to address specific topics required for LADAC (Licensed Alcohol/Drug Abuse Counselor) clock hours, discuss field work experiences and challenges, and discuss readings relevant to their specific field work experiences. Formal evaluations of their performance at the community agency will be required at the mid-term and end of each semester.

E. Graduation

For the 20th consecutive year, the Department hosted a spring commencement ceremony for its graduating students. The commencement address, which was delivered by Steve Alley, was entitled, "El Circulo de la Vida—The Circle of Life". Previous addresses have been delivered by Barbara McCrady, Jane Ellen Smith, David Witherington, Michael Dougher, Frank Logan, William Gordon, Samuel Roll, John Glueck, Henry Ellis, William Miller, Kristina Ciesielski, Mark McDaniel, Dennis Feeney, Richard Harris, Robert Sutherland, Harold Delaney, and Lynette Cofer. Department Administrator Trish Aragon-Mascarenas organized the ceremony, and she and her staff handled all of the arrangements. Counting the faculty, the graduates, their families and friends, almost 1000 people attended the ceremony. For the first year we held the reception after the ceremony instead of before it, in an effort to allow more time for the families and faculty to socialize.

F. Staff

The Department of Psychology continued to benefit from a highly competent support staff last year that skillfully handled the basic functions essential to the day-to-day operations of the department. Trish Aragon-Mascarenas was in her third year in her position as the Department Administrator, and once again she did an outstanding job. Stan Bennett (Department Financial Administrator), an experienced and capable administrator, handled increasingly more grants due to the joint appointments with Mind Research Network (MRN). Carol-Ann Griffin assisted Stan Bennett in accounting, finance, and grants, as well as coordinating with MRN and CASAA.
Tonya Bryant expertly advised students, managed the database for graduate admissions and active graduate students, and handled all communications with the Office of Graduate Studies (OGS). She left her position in the end of the spring of 2010. Kim Larrañaga, Administrative Assistant, helped with a variety of duties (e.g., the schedule of classes, the annual report, the distribution/tracking of tenure materials to external reviewers). Esther Golden, our very capable Administrative Assistant who runs our front desk, joined us in August 2009. The department’s core staff brought a lot of energy and enjoyment to the main office.

Our research support staff again included Gilbert Borunda (Senior Lab Animal Technician), Ector Estrada (Animal Research Coordinator), and Patrick Sharp (Research Engineer). Our veterinarian was Dr. Kevin O’Hare. The outstanding experience, skills and efforts of these individuals were invaluable and facilitated a wide range of research activities in our department.

The success of the Psychology Clinic this year was due in large measure to the administrative and interpersonal skills of Dan Matthews, who has served as the Clinic Staff Director for more than 20 years. Dan continued to be assisted in his duties by Wanda Sharts, the Administrative Assistant.

G. Space

As has been highlighted in the Department’s Annual Report for the past 19 years, our department is not well accommodated by its current space allocation. Although, thankfully, we will be receiving some major remodeling of the second floor, we still have many outstanding building needs; needs that really require a major overhaul of the rest of the building as well. Specifically, we have insufficient research laboratory space in order to function optimally, and insufficient faculty and graduate student office space. Furthermore, we have only minimal classroom space in Logan Hall despite our tremendously high teaching duties. 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 a new building or a major remodel has been acknowledged routinely on the University’s Capital Projects list.
## APPENDIX A

### COMMITTEE ASSIGNMENTS AY 2009-2010

<table>
<thead>
<tr>
<th><strong>ASSOCIATE CHAIRS</strong></th>
<th>Graduate Education</th>
<th>Goldsmith</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate Education</td>
<td>Hodge</td>
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<table>
<thead>
<tr>
<th><strong>AREAS</strong></th>
<th><strong>Clinical</strong></th>
<th>Erickson, Dougher, Ciesielski, McCrady, Moyers, B. Smith, J. Smith, Venner, Verney, Yeater, Yeo</th>
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<tbody>
<tr>
<td></td>
<td>Cognition, Brain, Behavior</td>
<td>Clark, Butler, Ciesielski, Goldsmith, Hamilton, Hodge, Kiehl, Ruthruff, Tang, Tesche, Yeo</td>
</tr>
<tr>
<td></td>
<td>Developmental/Evolution</td>
<td>Gangestad, Ciesielski, Erickson, Miller, Witherington</td>
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<td></td>
<td>Health</td>
<td>Bryan, Delaney, Erickson, B. Smith</td>
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<td>Quantitative</td>
<td>Delaney, Bryan, Gangestad, Goldsmith</td>
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<tr>
<th><strong>Policy &amp; Planning</strong></th>
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<table>
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<th><strong>Human Subjects (Department)</strong></th>
<th>Goldsmith, Butler, Hamilton, B. Smith, Witherington (Spring)</th>
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<tr>
<td><strong>Admissions</strong></td>
<td>Gangestad (Fall), Yeo (chair in Spring), Delaney, Kiehl, Tang, Verney, Yeater</td>
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<td><strong>Outcomes Assessment</strong></td>
<td>Hodge, Butler, Goldsmith</td>
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<td><strong>BAC (Basics in Addiction Counseling) Program</strong></td>
<td>J. Smith, McCrady, Venner</td>
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<tr>
<td><strong>Animal Facilities &amp; Use</strong></td>
<td>O’Hair (vet), Hamilton, Tang</td>
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<td><strong>Colloquia+ PAL</strong></td>
<td>Ruthruff, Gangestad (Fall), Miller, Yeo</td>
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<tr>
<td><strong>Computer/Web</strong></td>
<td>Tesche, Hodge, Ruthruff</td>
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<tr>
<td><strong>Awards</strong></td>
<td>Delaney, Clark, Miller, Moyers</td>
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</table>
Honors: Delaney, Clark, Miller, Moyers
Grant Writing Mentoring: Hutchison, Bryan, Clark, Kiehl
Teaching/Mentoring: Hodge (Fall), Alley, Verney, Witherington (Spring), Yeater
Library Liaison: Tang

*An underlined committee name designates the chair.
## APPENDIX B

### COLLOQUIA AY 2009-2010

<table>
<thead>
<tr>
<th>Colloquium Presented By</th>
<th>Colloquium Title/Date</th>
</tr>
</thead>
</table>
| **Arne Dietrich**, Associate Professor  
American University of Lebanon, Beirut | **“This is your brain on exercise”**  
January 29, 2010 |
| **Peter Todd**, Professor  
Department of Psychology  
Indiana University | **“Heuristics for mate choice”**  
March 26, 2010 |
| **Brooks King-Casas**, Adjunct Assistant Professor  
Baylor College of Medicine | **“Conflict-of – interest and social learning”**  
May 7, 2010 |
| **Steven Nueberg**, Professor  
Department of Psychology  
Arizona State University | **“Toward a functional, affordance-centered model of person perception, prejudices, and social interaction”**  
May 7, 2010 |
| **Quad-L Speakers**  
William Timberlake, Professor  
Psychology and Brain Sciences  
Indiana University  
Jon Maner,  
Associate Professor  
Florida State University | **“Learning and Evolutionary Ecology: What Rats and Pigeons Have Been Trying to Tell Us”**  
| **“How the mind warps: Fundamental motives and adaptive social cognition”** |
APPENDIX C

OUTSIDE-SPONSORED RESEARCH FOR 2009-2010

Angela Bryan: Principal Investigator

NIAAA/NIH—HIV Prevention with Adolescents: Neurocognitive Deficits and Treatment Response; $625,749.00; 09/30/2007-8/31/2012

NIAAA/NIH — Alcohol, Marijuana, and Risky Sex: Group Interventions with Detained Adolescents; $682,596.00; 07/01/09-06/30/2014

NIAAA/NIH — STIMULUS-HIV Prevention with Adolescents: Neurocognitive Deficits and Treatment Response; $125,637.00; 08/03/2009-06/30/2010

UC Boulder-Multi-level Analysis of Self-Regulation and Substance Abuse; $26,922.00; 05/01/2009-03/31/2010

Francesca Filbey: Principal Investigator

NIH; The Effects of CNRI on Brain Function in Cannabis Users; $107,207.00; 02/27/2010-07/31/2010.

Charles Gasparovic: Principal Investigator


Timothy Goldsmith: Principal Investigator

Federal Aviation Administration; “Structural Knowledge Analysis of Aviation Safety Reports”, $270,000.00; 4/10/07-12/30/2010.

Gordon Hodge: Principal Investigator


Kent Hutchison: Principal Investigator

NIAAA/NIH—Treatment Alcohol Dependence: Integrating Genetic & fMRI Methods; $309,930.00; 10/12/2007-04/30/2010
NIAAA/NIH—A New Pharmacotherapy for Alcohol Dependence; $339,665.00; 12/01/2005-11/30/2010

NIAAA/NIH—Sensitivity to Intravenous Ethanol: Genetic Determinants; $276,011.00; 09/25/2007-08/31/2010

Kent Kiehl: Principal Investigator

MIND Research Network – Graduate Research Assistant Support for Prof. Kent Kiehl; $26,908.00; 08/08/2007-08/31/2010

National Institute of Mental Health/NIH—Aberrant Functional Connectivity in Psychosis; $201,488.00; 07/27/2005-06/30/2010

National Institute of Mental Health/NIH—Neurocognitive Assessment of ‘Callous’ Conduct Disordered Youth; $206,338.00; 02/02/2006-12/30/2010

National Institute on Drug Abuse/NIH—Neurocognitive Changes Associated with Behavioral Treatment in Cocaine Abusers; $357,767.00; 09/30/2005-07/31/2010

NIH—Social Reasoning in Psychopathy; $51,788.00; 04/07/2010-04/06/2011.

NIH—Multimodal Imaging of Social Emotion and Decision Making in Psychopathy; $51,710.00; 08/20/2009-08/19/2010.

NIH—Neural Mechanisms of Passive Avoidance; $47,466.00; 04/01/2010-03/31/2011.

MIND Research Network; $72,111.00; 08/01/2009-05/31/2010.

MIND Research Network; $85,643.00; 08/01/2009-05/31/2010.

Barbara McCrady: Principal Investigator

Clarity; Enhance the Safety of Children; $19,735.00: 01/01/2008-09/29/2012.
Rutgers – CBT Models and Change Mechanisms; $16,699.00; 9/30/08-8/9/2013

Theresa Moyers: Principal Investigator

NIDA; Testing Theory-Based Training; $525,201.00; 07/30/2007-06/30/2011
Loyola University; “Trauma Center Brief Intervention”; $29,202.00; 8/21/2006-07/31/2012

SIMmersion; Using Computer Based Simulation Motivation Inter.; $278,506.00; 09/01/2009-08/31/2011.
J. Scott Tonigan: Principal Investigator

National Institute of Health (NIH); “AA Social Dynamics”; $133,449.00; 9/30/2006-8/31/2011.

Case Western; Helping Others; $24,382.00; 04/01/2009-04/01/2012.

Claudia Tesche: Principal Investigator

NIDA: Neuroscience of Motivation Interviewing Change Talk; $403,810.00; 06/01/2009-05/31/2011.

San Diego State University; Network Connectivity and Dynamics in Fetal Alcohol Spectrum Disorders; $139,574.00; 11/13/2009-07/31/2010.

Kamilla Venner: Principal Investigator


Steve Verney: Principal Investigator

RWJF; Pilot Study at Endorphin Power Company; $25,400.00; 09/01/2009-08/31/2010.

University of Washington; Cerebrovascular Disease and Consequences in the Strong Heart Study; $38,047.00; 08/15/2009-05/31/2010.

Elizabeth Yeater: Principal Investigator

Veterans Administration Medical Center; IPA Funding for Psychology Graduate Student Erica Nason; $10,350.00; 06/01/2008-05/31/2010

Ronald A. Yeo: Principal Investigator

MIND Research Network; Attentional Dysfunctional/Recovery in TBI; $17,238.00; 03/01/2009-02/28/2010

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### APPENDIX D

#### SUMMARY STATISTICS

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<td>8</td>
<td>6</td>
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#### Research Activities

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<td>Books, Articles, Chapters</td>
<td>93</td>
<td>109</td>
<td>123</td>
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#### General Information

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<tr>
<td>FTE Staff</td>
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<td>2,436,120</td>
<td>2,580,451</td>
<td>2,797,651</td>
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</table>
APPENDIX E

FACULTY PUBLICATIONS AY 2009-2010

BRYAN, ANGELA


**BUTLER, KARIN M.**


**CIESIELSKI, KRISTINA**


**CLARK, VINCENT P.**


DELANEY, HAROLD D.


DOUGHER, MICHAEL J.

ERICKSON, SARAH


GANGESTAD, STEVEN W.


GOLDSMITH, TIMOTHY E.


HAMILTON, DEREK


expression in the frontal cortices of rats exposed to saccharin or moderate levels of ethanol during prenatal brain development. *Behavioural Brain Research, 214*, 66-74.


**HODGE, GORDON**

**HUTCHISON, KENT**


KIEHL, KENT A.


MCCRADY, BARBARA


MILLER, GEOFFREY F.

Arden, R., Gottfredson, L., & Miller, G.F. (2009). Does a fitness factor contribute to the association between intelligence and health outcomes? Evidence from medical abnormality


**MOYERS, THERESA**


**RUTHRUFF, ERIC**


Lien, M.-C., Ruthruff, E., Kouchi, S., & Lachter, J. (2010). Even frequent and expected words are not identified without spatial attention. *Attention, Perception & Psychophysics, 72*, 973-988.


SMITH, BRUCE W.


SMITH, JANE ELLEN


TANG, AKAYSHA C.


TESCHE, CLAUDIA D.


VENNER, KAMILLA


VERNEY, STEVEN P.


YEÔ, RONALD A.


APPENDIX F

POLICY ON RESEARCH FACULTY APPOINTMENTS IN PSYCHOLOGY

Background

The University of New Mexico Faculty Handbook (Sec. 2.3.8) provides for the appointment of full-time or part-time non-tenure track research faculty at the rank of Research Assistant Professor, Research Associate Professor, and Research Professor. Within the Department of Psychology, these appointments are made for faculty whose primary relationship with the Department involves the performance of scientific research. Such involvement may be as a Principal Investigator (PI) or in other key roles in funded research.

A research faculty appointment may be through a Letter of Academic title (LAT; without salary) or by faculty contract. Research faculty are normally UNM employees, hired via faculty contract, with salary contingent upon active and continuing research support. (Instead of a Research title, Adjunct titles, e.g. Adjunct Assistant Professor, “are appropriate for persons whose primary professional responsibility is outside the University or for professional staff of the University who may teach on an occasional, limited, course-by-course basis” [Faculty Handbook, Sec. 2.3.10].) Appointments are normally made on an annual basis although appointments can be for a shorter period of time, and faculty contracts may be full-time or part-time depending upon available research support. Appointments are renewable indefinitely, and are not probationary.

By arrangement with and approval of the Chair and appropriate area head, research faculty may teach, provide clinical supervision, and/or serve on graduate student committees, but may not chair a thesis, preliminary exam, or dissertation committee. As specified in the Faculty Handbook (Sec. 3.2.8(b)), research faculty are not members of the voting faculty. Although research faculty are welcome to attend Department of Psychology faculty meetings, they do not cast votes on departmental matters. Research Faculty are not required to perform service (e.g. on committees) for the Department, College or University.

When a research faculty member who is employed by faculty contract in Psychology is awarded extramural funding, the College and Department should receive a negotiated share of Facilities and Administrative (F & A) costs associated with the award. When the grant is submitted and administered through the Department, the distribution formula is determined by the Vice President for Research and the Dean of the College of Arts and Sciences. When the grant is submitted through a Category 2 or Category 3 research Center, the F & A distribution formula is determined by the Vice President for Research and the Center Director.

Research Faculty supported by faculty contracts report to and are evaluated by the Chair of the Department of Psychology. Annual salary increases are determined by the Chair in accord with departmental procedures for merit review, and in consultation with internal funding sources from which the faculty member’s salary is paid (e.g., a Center of PI). Faculty benefits are as determined by standard University policies and procedures, and as permitted by extramural
funding sources. (Note that paid maternity leave is not an allowed benefit on grants from most federal funding sources such as the National Institutes of Health. Normal annual and sick leave benefits do apply, however).

Research faculty appointments are initiated by the Department of Psychology, in accord with University regulations. Level of appointment is recommended by the Chair and approved by the faculty. Outside letters of recommendation are not ordinarily required for research appointment or promotion, but may be required by the Chair or faculty as part of the process of review for appointment or promotion.

Individuals who hold research professorships (at the Assistant, Associate, or Full level) are ordinarily those with primary responsibility for independent research, in the role of Principal Investigator or Co-Investigator. Full-time or part-time employees who are staff members in research projects, if hired by appointment through the department, are ordinarily hired with a professional title in research (Research Associate or Senior Research Associate).

Criteria for Research Faculty Appointment
As specified in the Faculty Handbook (Sec. 3.2.8(a)), qualifications for research faculty are similar to those required of tenure-track faculty. Thus, in order for an individual to be granted a title as research faculty in psychology, he/she generally will have demonstrated the level of scholarly work normally expected for a tenure-track faculty member at the level of the appointment requested (i.e., assistant professor, associate professor, or full professor).

In the case of a candidate for a research title seeking an appointment by a faculty contract, this will be evaluated by:
- a review of the candidate’s *curriculum vitae* (c.v.)
- a colloquium
- an interview with the department chair

In the case of a candidate for a research title through a Letter of Academic Title, the candidate will only need to submit his/her c.v. for review. The faculty will then review the case and vote.

Criteria for Appointment as Research Assistant Professor. This is the normal entry-level appointment for research faculty with a doctoral degree. It is the ordinary starting appointment for faculty members with five or fewer years of research experience. As with all research faculty appointments, the faculty member’s primary expertise and duties pertain to department-related research projects.

Criteria for Appointment as Research Associate Professor. Faculty appointed as Research Associate Professor must hold a doctoral degree. They must also have a record of at least five years of productive research resulting in scholarly publications. There should be clear evidence that the faculty member has made substantive contributions to her and his area of research and scientific field. Clear external recognition of research contribution is expected, in the form of first-authored research reports in top-tank
scientific journals, peer-reviewed extramural funding (as PI), awards for excellence in research, associate editorship for scholarly journals, etc.

**Criteria for Appointment as Research Professor.** Faculty appointed as Research Professor must meet all criteria for Research Associate Professor, with at least ten years of sustained productivity in research and scientific publications. In addition to a thematic/programmatic focus, there should be clear evidence that the faculty member has made substantive contributions to her or his area of research and scientific field. Clear external recognition of research contribution is expected, in the form of first-authored research reports in top-rank scientific journals, peer-reviewed extramural funding (as PI), awards for excellence in research, associate editorship for scholarly journals, etc.

**Criteria for Professional Titles in Research**

**Criteria for Appointment as Research Associate.** This is a person with a master’s degree or equivalent, employed as a staff member in research, who is enrolled in the Office of Graduate Studies.

**Criteria for Appointment as Senior Research Associate.** This is a person with a doctoral degree or equivalent, employed as a staff member in research, who may be enrolled in the Office of Graduate Studies only by permission of the Chair of the department and the Dean of Graduate Studies.

Revised policy adopted by Psychology Faculty in February, 2010.
## APPENDIX G

### LETTERS OF ACADEMIC TITLES

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<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>ORGANIZATION</th>
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<tbody>
<tr>
<td>Eyal Aharoni</td>
<td>Research Scholar</td>
<td>MIND Research Network</td>
</tr>
<tr>
<td>Paul Amrhein</td>
<td>Adjunct Associate Professor</td>
<td>Montclair State, New Jersey</td>
</tr>
<tr>
<td>Robert Annett</td>
<td>Research Professor</td>
<td>University of New Mexico Hospital</td>
</tr>
<tr>
<td>Alfredo Aragon</td>
<td>Research Assistant Professor</td>
<td>University of New Mexico- CASAA</td>
</tr>
<tr>
<td>Lisa Arciniega</td>
<td>Clinical Associate</td>
<td>VA Medical Center</td>
</tr>
<tr>
<td>Rosalind Arden</td>
<td>Research Assistant Professor</td>
<td>Neurosurgery-UNM</td>
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<tr>
<td>Michael Bogenschutz</td>
<td>Adjunct Professor of Psychology</td>
<td>University of New Mexico, Psychiatry</td>
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<tr>
<td>Molly Brack</td>
<td>Adjunct Lecturer I</td>
<td>AGORA</td>
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<tr>
<td>Judith Brooks</td>
<td>Clinical Associate</td>
<td>VA Medical Center</td>
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<td>Diane Castillo</td>
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<td>VA Medical Center</td>
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<td>Tom Caudell</td>
<td>Research Professor</td>
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<td>Eric Claus</td>
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<td>Elizabeth Dettmer</td>
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<td>Regina Dickens</td>
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<td>Henry Ellis</td>
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<td>Elsa Ermer</td>
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<td>Brandi Fink</td>
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<td>Alyssa Forcehimes</td>
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<td>Charles Gasparovic</td>
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<td>Jessica Goodkind</td>
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<td>Alexandre Laudet</td>
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<td>Eric Levensky</td>
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<tr>
<td>Vanessa Lopez-Viets</td>
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<tr>
<td>Andy Mayer</td>
<td>Assoc. Profess. Translational Neurosci.</td>
<td>MIND Research Network</td>
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<td>Ella Nye</td>
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<td>Kathleen Padilla</td>
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<td>E. Pare-Blagoev</td>
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<td>Donald Rossi</td>
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<th>Name</th>
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<td>Mel Rutherford</td>
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<td>Evelyn Sandeen</td>
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<td>Pilar Sanjuan</td>
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<td>MIND Research Network</td>
</tr>
<tr>
<td>Brian Shelley</td>
<td>Research Assistant Professor</td>
<td>UNM Center for Life</td>
</tr>
<tr>
<td>Timothy Strongin</td>
<td>Clinical Associate</td>
<td>Saint Joseph Medical Center</td>
</tr>
<tr>
<td>Rex Swanda</td>
<td>Clinical Associate</td>
<td>VA Medical Center</td>
</tr>
<tr>
<td>Ursina Teuscher</td>
<td>Adjunct Assistant Professor of Psych</td>
<td>University of California, San Diego</td>
</tr>
<tr>
<td>Robert Thoma</td>
<td>Research Assistant Professor of Psych</td>
<td>VA Medical Center</td>
</tr>
<tr>
<td>Lorraine Torres-Sena</td>
<td>Clinical Associate</td>
<td>VA Medical Center</td>
</tr>
<tr>
<td>Josh Tybur</td>
<td>Research Assistant Professor</td>
<td>University of New Mexico- CASAA</td>
</tr>
<tr>
<td>Teddy Warner</td>
<td>Adjunct Associate Professor</td>
<td>UNM Family Community Medicine</td>
</tr>
</tbody>
</table>
## APPENDIX H
### DOCTORAL DEGREES AWARDED AY 2009-2010

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE OF DISSERTATION</th>
<th>ADVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nariman Arfai</td>
<td>&quot;Accelerating Recovery of Behavioral &amp; Cognitive Functions via Single Intracerebral Injection of Matrigel Containing Neurotrophic Factors after Somatosensory Contusion in Adult Rats&quot;</td>
<td>Vince Clark</td>
</tr>
<tr>
<td>Julia Austin</td>
<td>&quot;An Examination of Factors Associated with Obesity Treatment Adherences in a Sample Of Mexican-American Women&quot;</td>
<td>Jane Ellen Smith</td>
</tr>
<tr>
<td>Laura Dane</td>
<td>&quot;An Analysis of the Sexual Dimorphism of Hands: Attractiveness, Symmetry and Person Perception&quot;</td>
<td>Geoffrey Miller</td>
</tr>
<tr>
<td>Matthew Euler</td>
<td>&quot;Individual Variation in EEG Spectral Power Enhancement and Intelligence&quot;</td>
<td>Ronald Yeo</td>
</tr>
<tr>
<td>Brandi Fink</td>
<td>&quot;Interpersonal Variables Associated with Interpersonal Violence&quot;</td>
<td>Michael Dougher</td>
</tr>
<tr>
<td>Rachel Freund</td>
<td>&quot;An Investigation of Verbal Events as Motivating Operations: The Effects of Mood Induction on the Reinforcing Values of Consequences&quot;</td>
<td>Michael Dougher</td>
</tr>
<tr>
<td>April Lightsey</td>
<td>&quot;Neurometabolic Correlates of Cognition in Children&quot;</td>
<td>Ronald Yeo</td>
</tr>
<tr>
<td>Peggy Maclean</td>
<td>&quot;Maternal Perception of Child Vulnerability In Preschoolers Born with Very Low Birth-weight&quot;</td>
<td>Sarah Erickson</td>
</tr>
<tr>
<td>Julie Steele Seel</td>
<td>“Eliciting Abstinence and Improving Retention In a Vocational and Educational Training Program for Young People: A Pilot Study”</td>
<td>Barbara McCrady</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Ethan White</td>
<td>“Verbal Creativity, Mate Value, and Sexual Selection”</td>
<td>Michael Dougher</td>
</tr>
</tbody>
</table>
# APPENDIX I

## MASTER'S DEGREES AWARDED AY 2009-2010

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE OF THESIS</th>
<th>ADVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Browning</td>
<td>&quot;Backward Associative Strength and Illusory Recollection: Extension of the Source-Strength Effect to Item Location&quot;</td>
<td>Karin Butler</td>
</tr>
<tr>
<td>William Campbell</td>
<td>&quot;Does Clinical Distress Impact Attempts to Moderate in Problem Drinkers? Analysis of Outcomes From a Randomized Clinical Trial&quot;</td>
<td>Michael Dougher</td>
</tr>
<tr>
<td>Nicholas Gaspelin</td>
<td>&quot;Perceptual Load and the Capture of Spatial Attention By Color Singeltons&quot;</td>
<td>Eric Ruthruff</td>
</tr>
<tr>
<td>Brenna Greenfield</td>
<td>&quot;Abstinence Self-Efficacy, Mood, and Treatment Outcomes in Emerging Adults with Substance Dependence&quot;</td>
<td>Kamilla Venner</td>
</tr>
<tr>
<td>Melissa Heap</td>
<td>&quot;Fluctuating Asymmetry, Facial Masculinity, and Offspring Sex Ratio&quot;</td>
<td>Steve Gangestad</td>
</tr>
<tr>
<td>Benjamin Ladd</td>
<td>&quot;The Effects of Drinkers' Concerned Significant Others on Alcohol Cue Reactivity&quot;</td>
<td>Barbara McCrady</td>
</tr>
<tr>
<td>Samara Lloyd-Rice</td>
<td>&quot;Development of a Quantitative, Self-Report Measure of Ambivalence about Reducing Problem Drinking for Alcohol Use Disorder Treatment and Research&quot;</td>
<td>Harold Delaney</td>
</tr>
<tr>
<td>Leslie Merriman</td>
<td>&quot;Relationship Quality and Men's Oxidative Stress&quot;</td>
<td>Steve Gangestad</td>
</tr>
<tr>
<td>Mollie Monnig</td>
<td>&quot;White Matter Integrity in Alcohol Dependence and Remission Using Tract-based Spatial Statistics&quot;</td>
<td>Ronald Yeo</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Author</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Erica Montague</td>
<td>&quot;Multiple Perspectives on Functioning of Families Impacted by Pediatric Traumatic Brain Injury: Exploring Both Parental and Injured Child’s Perceptions&quot;</td>
<td>Sarah Erickson</td>
</tr>
<tr>
<td>Erica Nason</td>
<td>&quot;The Relationship Between a Sexual Victimization History and Women’s Responses to High and Low Risk Situations&quot;</td>
<td>Elizabeth Yeater</td>
</tr>
<tr>
<td>James Rice</td>
<td>&quot;Evidence for Cooperative, Sequential Interaction Between Hippocampal- and Dorsolateral Striatal-Dependent Navigation Strategies in the Morris Water Task&quot;</td>
<td>Derek Hamilton</td>
</tr>
<tr>
<td>David Stone</td>
<td>&quot;Transcranial Direct Current Stimulation Modulates Shifts in Global/Local Attention&quot;</td>
<td>Claudia Tesche</td>
</tr>
</tbody>
</table>
## APPENDIX J

### GRADUATE STUDENTS ACCEPTED FOR AY 2010-2011

<table>
<thead>
<tr>
<th>NAME</th>
<th>ADVISOR</th>
<th>AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick Coulombe</td>
<td>Jacob Vigil</td>
<td>Evolutionary</td>
</tr>
<tr>
<td>Sarah Dinces</td>
<td>Akaysha Tang</td>
<td>Cognition, Brain &amp; Behavior</td>
</tr>
<tr>
<td>Glory Emmanuel</td>
<td>Harold Delaney</td>
<td>Clinical</td>
</tr>
<tr>
<td>Julia Keller</td>
<td>Eric Ruthruff</td>
<td>Cognition, Brain &amp; Behavior</td>
</tr>
<tr>
<td>Christina Klauber</td>
<td>David Witherington</td>
<td>Developmental</td>
</tr>
<tr>
<td>Victoria O’Keefe</td>
<td>Kamilla Venner</td>
<td>Clinical</td>
</tr>
<tr>
<td>Mandy Owens</td>
<td>Barbara McCrady</td>
<td>Clinical</td>
</tr>
<tr>
<td>Jessica Pommy</td>
<td>Ronald Yeo</td>
<td>Clinical</td>
</tr>
<tr>
<td>Danielle Rudder</td>
<td>Claudia Tesche</td>
<td>Cognition, Brain &amp; Behavior</td>
</tr>
<tr>
<td>Laurie Steffen</td>
<td>Bruce Smith</td>
<td>Clinical</td>
</tr>
<tr>
<td>Courtney Stevens</td>
<td>Angela Bryan</td>
<td>Clinical</td>
</tr>
<tr>
<td>Belina Vicuña</td>
<td>Harold Delaney</td>
<td>Health</td>
</tr>
</tbody>
</table>
APPENDIX K

AMERICAN PSYCHOLOGICAL ASSOCIATION COMMISSION ON
ACCREDITATION ANNUAL REPORT

Summary Report for the Doctoral Program in Clinical Psychology at University of New Mexico
(000938)
For the Reporting Period: 9/1/2008 to 8/31/2009

Questionnaire Information

Total Number Who Applied to the Program : 189
Total Number Who Were Offered Admission to the Program : 16
Applied for an Internship for 2009 - 2010 : 9
Were placed in an Internship for 2009 - 2010 : 7
Number of Degrees Awarded in 2008-2009: 2
Average Number of Years to Complete Program: 7
Total Number of Currently Enrolled Students: 52
Number of Archived Students: 39

Student Demographic Information

African American-Black: 0
Caucasian: 41
Hispanic-Latino: 7
Asian: 0
American Indian - Alaska Native: 1
Multi-Ethnic: 3
Not Reported: 0
Canadian: 1
Male: 11
Female: 41
Minority Students: 11
Students under the Americans with Disabilities Act: 1
Foreign National Students: 1

Student Professional Activities

Member of Professional or Research Society: 28
Author or Co-Author of Papers or Workshops at Professional Meetings: 19
Author or Co-Author of Articles in Professional or Scientific Journals: 25
Involved in Grant-Supported Research: 31
Involved in Teaching: 19
Involved Part-Time in Supervised Practicum Training on or off Campus: 19

Predoctoral Education

Average GPA: 3.66
Total Number of Students Reported: 52
Average GRE scores (Verbal + Quantitative): 1309
Total Number of Students Reported: 52
Graduate Semester-hour Equivalent Credits: 5

Practicum Hours

Average Intervention and Assessment Hours: 802
Average Support Hours: 398
Average Supervision Hours: 296

Faculty Demographic Information

African American-Black: 0
Caucasian: 10
Hispanic-Latino: 0
Asian: 0
American Indian - Alaska Native: 2
Multi-Ethnic: 0
Not Reported: 0
Canadian: 0
Male: 5
Female: 7

Other Demographics
Core Program Faculty: 12
Other Program Faculty: 0
Other Contributors: 0

Faculty Professional Activities
Member of Professional or Research Society: 12
Author or Co-Author of Papers or Workshops at Professional Meetings: 12
Author or Co-Author of Articles in Professional or Scientific Journals: 12
Recipient of Grants or Contracts: 7
Involved in Undergraduate Teaching: 11
Involved in Masters Teaching: 9
Involved in Doctoral Teaching: 11
Involved in Research Supervision: 11
Involved in Professional Service Supervision: 9
Engaged in Delivery of Professional Services: 4
# APPENDIX L

**SENIOR HONOR THESES AY 2009-2010**

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>THESIS TITLE</th>
<th>FACULTY SPONSOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashley Nicole Palacios</td>
<td><em>Non-Automatic Processing of Emotional Stimuli</em></td>
<td>Eric Ruthruff, Ph.D.</td>
</tr>
<tr>
<td>Rachel Nelson</td>
<td><em>Pre-Frontal Auditory Sensory Gating Generators in Patients with Schizophrenia</em></td>
<td>Jose M. Cañive, M.D. Garrett W. Hosack</td>
</tr>
<tr>
<td>Eva A. Padilla</td>
<td><em>Distal Consequences of Neglect? Childhood Neglect Predicts Lower Adult Social Intelligence</em></td>
<td>Marianna LaNoue, Ph.D.</td>
</tr>
<tr>
<td>Jessica Pommy</td>
<td><em>Voxel-based Morphometry Identifies Smaller Gray Matter Volumes in “At Risk” Adolescents</em></td>
<td>Robert J. Thoma, Ph.D. Ronald A. Yeo, Ph.D.</td>
</tr>
<tr>
<td>Victoria Sullivan</td>
<td><em>Iconicity and Space in American Sign Language</em></td>
<td>Ronald A. Yeo, Ph.D.</td>
</tr>
<tr>
<td>Kate Cauthen</td>
<td><em>The Role of Situational Factors and Personality Traits in Predicting Altruistic</em></td>
<td>Bruce W. Smith, Ph.D.</td>
</tr>
<tr>
<td>Aaron Wagner</td>
<td><em>The Effects of Mood Induction on Categorizing Emotional Faces in Different Alexithymia Groups</em></td>
<td>Karin Butler, Ph.D.</td>
</tr>
<tr>
<td>Brook Parks</td>
<td><em>The Impact of Two Types of Anxiety On Attentional Bias Induced by Emotional Stimuli</em></td>
<td>Eric Ruthruff, Ph.D.</td>
</tr>
<tr>
<td>Daniel Crotwell</td>
<td><em>Response in Reward Areas is Associated with Level of Effort to Obtain High Calorie Foods in Obese Individuals</em></td>
<td>Francesca Filbey, Ph.D. Jane Ellen Smith, Ph.D.</td>
</tr>
<tr>
<td>Cassandra L. (Sprague) Wootten</td>
<td><em>Predicting Posttraumatic Stress Disorder Symptom Severity with Neuropsychological Measures</em></td>
<td>Robert J. Thomas, Ph.D.</td>
</tr>
</tbody>
</table>
This report focuses on the activities of the UNM Religious Studies program from the period of July 1, 2009 to June 30, 2010.

A. Significant Program Developments

1. Strong Undergraduate Program Enrollments

During the 2009-2010 academic year, the Religious Studies program offered an array of courses that fulfill both the requirements for our major as well as university core requirements. In terms of courses that serve the university core curriculum, we offered 13 sections of Living World Religions (RELG 107), 4 sections of Eastern Religions (RELG 263), and 7 sections of Western Religions (RELG 264). In other words, we offer 24 courses that meet the needs of the broader university community. In terms of courses for our majors, we offered 4 different classes that helped students fulfill their sacred scriptures requirement and 25 courses that helped students complete their requirement for upper division and seminar credits. Overall, we offered (or “offered with”) a total of 51 classes, which enrolled 2,835 students and generated over 8,500 credit hours.

2. Curricular Revisions

During the 2009-2010 academic year, we undertook a significant revision of the Religious Studies curriculum. In conjunction with one of the Religious Studies lecturers, Dr. Nepstad put forth two curricular proposals to the Religious Studies Executive Committee. After several meetings, we unanimously approved one of the proposals, which will significantly update our curricular offerings. We are now in the process of submitting this to the Arts and Sciences curriculum council.

3. Learning Outcomes Assessment

We have continued our outcomes assessment process for our core curriculum classes (RELG 107, 263, 264) with ongoing collection of assessment data and formal meetings to discuss and analyze the findings. We are now in our second year of collecting data for our program level outcomes assessment process, which focuses on student learning over the course of the major. Our faculty designed a rubric and collected data on our 400-level courses. The instructors for these classes also formally met to evaluate the data. As a result of this process, we have decided to pursue some revisions in the assessment rubric and a small committee has drafted a
proposal for a Religious Studies capstone course that is designed to help students synthesize and apply the knowledge acquired during their course of study.

4. Strengthening Faculty Support of Religious Studies

The Religious Studies Committee (RSC) is a nine-member faculty board that guides our program and makes key policy, curricular, and budget decisions. Of these nine members, seven are elected from our larger group of Associated Faculty to serve three-year terms. During the Spring 2010 semester, we held an election to replace four of the RSC members who were completing their terms of service. In contrast to the previous election - where voting rates were low and we had difficulties finding candidates to run - we were pleased to have 5 candidates on the ballot. We also saw an improved voting rate among our Associated Faculty. Our new Religious Studies Committee is comprised of the following individuals:

Justine Andrews (Art and Art History)
John Bussanich (Philosophy)
Harold Delaney (Psychology)
Lisa Gerber (Religious Studies & Philosophy)
Sharon Erickson Nepstad (Director of Religious Studies, Professor of Sociology)
Pat Risso (History)
Paul Watson (Biology)
Daniel Wolne (Religious Studies)
Franklin Yates (Part-Time Instructor Representative)

5. Visiting Professors of Roman Catholic Studies

After $2.1 million was raised for an Endowed Chair in Catholic Studies in 2008, the plan was to recruit for this position starting in January 2009. However, with the stock market decline, the endowment was depleted sufficiently that we were unable to hire a permanent faculty member for this position. As an alternative, we decided to hire visiting professors of Roman Catholic Studies until the endowment recovers. Thus in the fall of 2009, we began the search process. Four members of the UNM community served on the search committee: Richard Wood, Chair (sociology), Timothy Graham (History), Gabriel Melendez (American Studies), and John Taber (Philosophy). In addition, three individuals were appointed to the search committee by the archdiocese: Dolly Sokol (Ph.D. Organizational Education), Joanne DuPont Sandoval (Ph.D. Religious Studies), and Joel Garner (Ph.D. Theology). The search yielded 33 completed applications, from which we hired two individuals as visiting faculty. Dr. Ian Levy, Associate Professor of Historical Theology at Lexington Theological Seminary, joined us in the Spring 2010 semester. Dr. John Dadosky, Associate Professor of Theology at Regis College (University of Toronto) is with us during the 2010-2011 academic year.
B. Significant Plans and Recommendations for the Future

1. Religious Studies Events

a) Religious Studies Colloquium Series

We continued our Religious Studies Colloquium series, which is designed to showcase the diverse research interests and scholarship of our lecturers and part-time instructors. These have been very successful, drawing in a combination of students, faculty, and community members. The following is a list of colloquium presentations during the 2009-2010 academic year:

- "Liberal and Devout: The Sources of Enthusiasm and Organizational Commitment Within the Liberal Religious Niche," Kevin LaPoint, Sociology (attendance: 20)

- "Return of the Plague? Spiritual and Ethical Responses to Pandemic Influenza," Cynthia Geppert, Psychiatry, UNM Health Sciences Center and PTI for Religious Studies (Attendance 24)


- "The Eucharist in Medieval Canon Law," Ian Levy, Visiting Associate Professor of Roman Catholic Studies (Attendance 18)


b) Outside Speakers

In addition to our colloquium presentations, we brought in two outside speakers, listed below:

- Nicholas Creary, Assistant Professor of History, Ohio University, "Tolerari Potest: Religion and Racism in Africa" (attendance 14)

- David Loy, Besl Family Chair in Religion, Ethics, and Society, Xavier University, "Money, Sex, War, Karma: Notes on a Buddhist Revolution" (Attendance 56)

2. Research Activities through the Southwest Institute on Religion and Civil Society (SIRCS)

Faculty members are continuing to conduct research and write grants in connection with our research institute. Dr. Richard Wood, Director of SIRCS, in tandem with
researchers at the University of Central America in El Salvador, received a $1.5 million grant to explore Pentecostalism in Central America. Sharon Erickson Nepstad has submitted a grant proposal to the Louisville Institute to study why a growing number of Americans are choosing to have no religious affiliation.

C. Appointments to Faculty/Staff

The only appointments in Religious Studies are those of our Visiting Associate Professors of Roman Catholic Studies. As stated earlier, Dr. Ian Levy held this position in Spring 2010. Dr. John Dadosky joined us in August 2010.

D. Separation of Faculty/Staff

During the summer, we lost our .5FTE administrative assistant, Nancy Rice. Ms. Rice retired and we have not received approval to replace her during this hiring pause. This is currently the biggest challenge we face. Our program – which includes roughly 3,000 students, 50 classes, 4 lecturers, and over a dozen part-time instructors – is supported by one administrative assistant who is in the office 20 hours a week. We simply are unable to carry out all the program functions (from scheduling, financial transactions, faculty support, public event planning and so forth) with this minimal amount of staffing. As a result of this staffing situation, we fear that the mission and growth of the Religious Studies Program will suffer.

E. Faculty Publications

(Note: UNM Religious Studies faculty names are in bold)

Books


Peer-reviewed Articles


**Book Chapters**


**Book Reviews**


**Encyclopedia Articles**


**Awards**


Wolne, Daniel. Appointed as a Faculty Associate specializing in large class instruction, UNM’s Office of Support for Effective Teaching (OSET).

Sponsored Research


Forthcoming Books and Articles


Conference Presentations


Works in Progress

Candelaria, Michael. The Latino Christ. (book manuscript).

Oberst, Joachim. Between Modernism and Fascism: Heidegger’s Self-Assertion of the German Language.
Table of Contents

Section I: Significant Developments and Professional Activities
Section II: Appointments and Separations
Section III: Faculty Publications
Section IV: Contracts and Grants
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Section VI: Departmental Lectures
DEPARTMENT OF SOCIOLOGY
JULY 1, 2009 – JUNE 30, 2010

Significant Developments and Professional Activities
During the Academic Year 2009-2010

Departmental

- The department held a day-long retreat on September 11, 2009 at Hotel Albuquerque. During this time we discussed how we could strengthen our departmental academic mission, and discussed charges to our standing committees for this academic year.

Dr. Lisa Broidy

Consulting:


Presentations:

Invited Presentations:


Presentations at Professional Meetings:


Service for Professional Societies:

Community Service

- Director, New Mexico Statistical Analysis Center (NMSAC), Spring 2006-present. State Agency housed at the University of New Mexico, Institute for Social Research.
- Research Advisor and Trainer, NM Attorney General's Office, Grant to Encourage Arrests for Domestic Violence Restraining Orders.

University Service

- Director, UNM Institute for Social Research (ISR), Summer 2006-present.
- UNM Marathon Club, Faculty Advisor. Spring 2010-present.

Forthcoming publications


Papers under Review or in Preparation


Dr. Beverly Burris


Dr. Richard Coughlin

Editing

- Editorial Board, Journal of Socio-Economics
- Editorial Board, Open Journal of Political Science

Service

- Departmental service: Chair, Curriculum Committee, Department of Sociology
- University service: Retirement Incentive Task Force
Works in Progress

- The Limits of Neo-liberal Social Policy Reform: Public Opinion in Sweden in the 1990s (under review)
- "Community Mental Mental Care Reform in Sweden and the U.S" (in progress)

Dr. Robert Fiala

Department Service
- Associate Chair, Director of Graduate Program, Assessment Coordinator
  Taught additional sections of Sociology 481
- Member of exam, thesis and dissertation committees
  Details available on request

University Service
- Member, Undergraduate Committee, Arts and Sciences

Paper Presented at ASA, Atlanta, 2010

Dr. Jane Hood

Offices
- PSA: Publications Committee Member (2010-2012)

Service

Community Service:
- I continue to manage Dysnet-I a listerv for LD families and individuals, and after attending a mediated meeting on March 18, 2010 with NMPED to discuss my 2009 OCR complaint, I created and distributed a document for parents of LD students outlining the waiver process for LD students on 504 plans (Exit Exams and Graduation Options for Students with Specific Learning Disabilities: April 26 2010).

Departmental Service:
- Dept. Honors Coordinator
- Member: Undergraduate Committee
- Research and Computer Use Committee

University Service:
- Advocate for accessible parking at UNM (February 2010 to present):

Work in progress and forthcoming

- In progress: Finished revision of "Inconvenient terms" mss
- Journal article manuscript on the quantitative data analysis done for the Discipline Gap project
• Book: *Unequal Educations*. We are still working on literature review, coding, and data analysis, and hope to start writing chapters by Spring/Summer 2011.

Dr. Nancy Lopez

Presentations


• "Faculty of Color Tenure Workshop," Title V UNM, April 7, 2010

Service

• Organized & Facilitated, Speakers Series, “Troubling ‘Race’: Cutting Edge Research Design Across the Disciplines,” Institute for the Study of “Race” & Social Justice, RWJF Center for Health Policy, (ea. seminar had 75-100 participants, 105 Hibben Center, UNM)

Essays & Policy Reports:


• “Indian Education in New Mexico, 2025,” with co-principal investigators Theodore Jojola; Tiffany Lee, Carlota Bird, Mary Belgarde, Beverly Singer and Adelamar Alcantara, New Mexico Public Education Department, June 2010, 185pp.

Under review


Grant Proposals

• A Trans-disciplinary Workshop: Best Practices to Measure “Race,” $35,000, Proposal Submitted to the Russell Sage Foundation, Principal Investigators: Laura E. Gómez, J.D., Ph.D. and Nancy López, Ph.D., Co-directors, Institute for the Study of “Race” & Social Justice, Robert Wood Johnson Foundation Center for Health Policy, University of New Mexico, March 24, 2010 (not funded).

• Revisiting Race: A Trans-disciplinary Workshop for Quantitative and Qualitative Social Scientists, $50,000, Law and Society Program, Principal Investigators: Laura E. Gómez, J.D., Ph.D. and Nancy
López, Ph.D., Co-directors, Institute for the Study of “Race” & Social Justice, Robert Wood Johnson Foundation Center for Health Policy, University of New Mexico, proposal in-progress.

Dr. Christopher Lyons

Conference Presentations


Departmental Service

• Medical sociology search committee
• Research and computer use committee (and sociology speaker series)
• Criminology Task Force, member
• Graduate Committee, member
• Executive Committee, member
• Website Committee, member

Forthcoming and in process work

• Velez, Maria B. and Christopher J. Lyons. “Situating the Immigration and Crime Relationship across Multiple Neighborhood and Metropolitan Contexts.” Forthcoming book chapter.
• Lyons, Christopher J. and Aki Roberts. “Clearing Hate Crime: A Multilevel Event History Analysis of Incident and Contextual Factors.”
• Lyons, Christopher J. and Beth Hirsh. “Neighborhood Context and Perceptions of Group-level Racial Discrimination.”

Service to the Profession


Dr. Phil May
2010 Presentations

- NIDA Blending Conference, FASD Workshop, April 22, 2010
- Pediatric Grand Rounds on Fetal Alcohol Spectrum Disorders, Sanford School of Medicine, the University of South Dakota, June 17, 2010

2009 Presentations


Dr. Sharon Nepstad

Conference Presentations


Offices in Professional Societies

- Member of the Publications Committee, ASA section on Collective Behavior and Social Movements
- Member of the Outstanding Book Award Committee, ASA section on Peace, War, and Social Conflict

Service to the Profession

- Reviewer for American Sociological Review, Social Problems, Peace and Change

Awards

- Chosen as the 2009 Annual Lecturer in Religion and Peace at the Center for the Study of Religion and Conflict, Arizona State University. Presentation entitled “Peaceful Revolutions: Religion, Nonviolence, and Citizen Uprisings in the Late 20th Century.”
Departmental Service

- Member of the Graduate Committee
- Member of the Executive Committee
- Chair, Stacy Keogh's dissertation committee
- Committee Member, Elena Windsong's dissertation committee
- Panel participant for departmental colloquium on graduate research proposals

University Service

- Director, Religious Studies Program
- Committee member, Peace Studies Program
- Member of the Committee on Staff Concerns (A&S)
- Member of the IT Committee (A&S)
- Member of the Search Committee for Visiting Professor of Catholic Studies

Dr. John Roberts

Presentations


Awards

- Emerald Publishing's Outstanding Paper Award for Policing, 2010; awarded to A. Roberts & J. M. Roberts, Jr., for "Impact of network ties on change in police agency practices".

Dr. Wayne Santoro

Presentations

- I presented a paper at the 2010 Politics of Race, Immigration and Ethnicity Consortium Spring Conference, Stanford University.

Service/Departmental

- Executive Committee Member
- Honors Program Coordinator
- Undergraduate Committee
- Diversity Task Force

Forthcoming Publications

- "Generational Status and Mexican American Political-Participation" (co-authored with Gary Segura), forthcoming in Political Research Quarterly.

Papers under review

- "Cross-Cutting Solidarity Ties and Protest Participation," (co-authored with Stacy Keogh) under review at Social Forces.
In progress

- Review of the book *Replenished Ethnicity* for the journal *Social Forces* that should come out in 2010.

Professional Service


Dr. Andrew Schrank

Awards

- Best article award from the ASA PEWS section, 2009

Service

Departmental service:

- Interim Graduate Advisor, Sociology Department.

University service:

- LAII Executive Committee member; ICLAS member

Talks


Panels


• Board member: AJS, Politics & Society, Latin American Politics & Society

• Professional associations: co chair of Economics and Politics Section of LASA; council member of Labor and Labor Movements Section of LASA; council member of SASE

Professional Service

• Selection Committee member, International Dissertation Fellowship Program, 2009-10.
• Selection Committee member, Dissertation Proposal Development Fund, 2009-12.

Manuscript and Grant Reviewer

• American Journal of Sociology; American Sociological Review; Economy & Society; Globalizations; International Journal of Urban and Regional Research; International Studies Quarterly; Journal of Politics; Latin American Politics and Society; Research Policy; Cambridge University Press; Georgetown University Press; Pennsylvania State University Press; Social Science Research Council.

Editorial Activity

• American Journal of Sociology, consulting editor, 2008-
• Latin American Politics and Society, board member, 2007-
• Politics and Society, board member, 2008-
• University of New Mexico Department of Sociology: Acting Director of Graduate Studies, July 2009-
• Latin American Studies: Interdisciplinary Committee on Latin American Studies, member, 2005-
• Latin American and Iberian Institute: Executive Committee, member, 2007-
• Society for the Advancement of Socio-Economics. Executive Council, member, 2009-2012.
• Annual Meeting Program Committee 2008, member, 2007-2008
• Social Science Research Council, Selection Committee member, International Dissertation Fellowship Program, 2009-10.
• Latin American Studies Association: Organized Section on Labor, council member, 2009-

Dr. Susan Tiano

Service

• Director, Latin American and Iberian Institute (March 2009 to present)
• Evaluator, NIH-funded program, Minority Access to Research Careers (MARC), UNM, June 2006 to present
• Evaluator, NIH-funded program, Initiatives for Minority Student Development (IMSD), UNM, February 2005 to present
• Evaluator, IMSD Project, Department of Biology;
• Evaluator of MARC Program, Department of Biology, 2001 to present.
Sociology – B. Burris 2009/2010

- Executive Committee, 21 Club, 2004 to present.
- Recruitment Committee, Sociology Department, 2009-2010.

Awards

- Alumni Association’s Faculty Award, 2009

Forthcoming work

- Human Slavery in the Americas, 1st Co-editor, with Moira Murphy, in progress.

Dr. Maria Velez

Service on UNM or other committees

- Mellon Foundation Advisory Committee (2007 to present)
- Criminology Hiring Committee member
- Criminology Task Force member (2007 to present)
- Racial Equity and Inclusion Taskforce member (2009 to present)
- Southwest Hispanic Research Institute faculty member (2007 to present)

Forthcoming work


Offices held at UNM or elsewhere

- Member of the Steering Committee for Racial Democracy, Crime and Justice Network housed at The Ohio State University
- Chair, Minority Affairs Committee, American Society of Criminology

Outside Professional Activities: including conferences attended, papers presented.

- Attended the American Society of Criminology meetings in St. Louis, Missouri and presented with Christopher Lyons the following talk: “Bank Investment and Neighborhood Crime”
- Invited to present the following paper, “The Implications of a Foreign Born Community for Community Homicide Levels in Albuquerque and Chicago” at a NSF Supported Immigration Research Workshop, Social Science Research on Immigration: The Role of Transnational Migration, Communities and Policies. Conference held at Arizona State University.
- Member of the Steering Committee for Racial Democracy, Crime and Justice Network housed at The Ohio State University

Papers under review


**Dr. Howard Waitzkin**

**Awards**

• Presidential Teaching Fellow of the Year Award (Highest Teaching Award), University of New Mexico, 2010-2012.

• Distinguished Professor (Highest Faculty Rank), University of New Mexico, 2006-present.

• Who's Who in America, 1992-2010

• Who's Who in Medicine and Healthcare, 2002-2010

• Selected for listing in The Writers Directory, 1994-2009

**Service**

• Institutional coordinator for the University of New Mexico, Alliance for Health Policy and Systems Research, World Health Organization, 2000-2009.

• In the Department of Sociology, I serve on the Curriculum Committee and have worked on plans for undergraduate and graduate emphases in Medical Sociology and Health Policy.

• In 2005-2006, I served on the Committee on the Human Services and Social Policy Concentration. In 2007-2010, I served on the Search Committee for Professor of Medical Sociology under the Robert Wood Johnson Foundation Center on Health Policy. In 2008-2009 I was elected to serve on the Executive Committee. In 2009-2010, I served on the Minority Task Force.

**Outside professional activities**


• Initiator; member of leadership committee; responsible for needs assessment survey, East Mountain Health Care (a coalition to initiate a network of community-based, rural health centers, New Mexico; first health center opened in Edgewood, NM, April 2003), community advisory board member of First Choice Community Healthcare rural health center, 1999-2010.

• Institutional coordinator for the University of New Mexico, Alliance for Health Policy and Systems Research, World Health Organization, 2000-2009.

• Founder and president, Salvador Allende Program in Social Medicine (a charitable 501c3 tax-exempt organization), incorporated in New Mexico, 2005-2010.

• Initiator and coordinator, Civilian Medical Resources Network, a national network of health and mental health professionals to provide independent medical assessment and treatment for active duty members of the armed forces, in collaboration with the GI Rights Hot Line and the Military Law Task Force of the National Lawyers Guild, 2005-2010.
Dr. Richard Wood

Professional Service


- Consultant (pro-bono) for national “Congregational Studies Project” of the Engaged Scholars Network at Louisville Presbyterian Theological Seminary (Nov 16-18, 2009).

Presentations

- “American Public Catholicism: Cultural & Institutional Presence, and Future Promise,” paper presentation at a convening on Catholicism in the United States at the University of Notre Dame (September 2009).

- Organizer and Presider at special invited session on “The Role of Community Organizing in Democratic Renewal” at the annual meeting of the American Sociological Association in San Francisco (August 2009).

University Service

- President-elect (July 2009-April 2010) to President (May 2010-June 2011) of the UNM Faculty Senate.

- Co-Chairperson of the Shared Governance Task Force on Retirement Incentives, co-convened by President David Schmidly and the UNM Faculty Senate (2009-2010).

Works in progress

- Faith and the Fire of Public Life: Book manuscript on impact of public engagement on diverse religious congregations.

- Forthcoming: “Public Catholicism”: Book chapter on American Catholicism in the public arena, accepted for publication in The Future of American Catholicism, accepted for publication by Columbia University Press (eds: Timothy Matovino and Patricia Killen).

- Two chapters in edited volume on “identity and place within social movements,” one with doctoral student Stacy Keogh on Christianity in Central America and one with doctoral student Soumia Dhar on Muslim Brotherhood in Egypt.

Community presentation
• “Faith and Work in the Public University,” address to the DEI Business Forum, Albuquerque, New Mexico (September 2010).

DEPARTMENT OF SOCIOLOGY
JULY 1, 2009 – JUNE 30, 2010

Appointment and Separations

Dr. Yvonne Zylan was hired as an Associate Professor and began in August 2009.
Karen Majors, our Academic Advisor, left to take a position in the A&S Advising Office on April 30, 2010.
Kaitlin Coalson, our new Academic Advisor, began work in the department on June 21, 2010.

DEPARTMENT OF SOCIOLOGY
JULY 1, 2009 – JUNE 30, 2010

Faculty Publications

Dr. Lisa Broidy

Book Chapters


Technical Reports:


Dr. Christopher Lyons


Dr. Phil May


Dr. Sharon Nepstad

Book Contract

• Contract received from Oxford University Press for my manuscript, *Nonviolent Revolutions: Civil Resistance in the Late 20th Century*

Book Reviews


Encyclopedia Articles


Dr. Andrew Schrank

Articles:


Book chapters:


Dr. Maria Velez

Articles


Dr. Howard Waitzkin

Publications during the time period.
(* = peer reviewed, † = corresponding author)

• Jasso-Aguilar R, Waitzkin H. Corporaciones multinacionales, el estado y la medicina contemporanea (Multinational corporations, the state, and contemporary medicine). Palimpsestus (Bogotá, Colombia, special issue on Ethics, Capitalism and Health), 2009.*


• Waitzkin H, Noble M. Caring for active duty military personnel in the civilian sector. Social Medicine/Medicina Social 2009;4:56-69.* †


• Waitzkin H. Clarifying what a single-payer national health program is and is not -- and how it differs from a “public option” [“On the Other Hand” section; overall title: Selling the Obama plan: Mistakes, misunderstandings, and other misdemeanors]. American Journal of Public Health 2010;100:398-400.* †


• Waitzkin H. Medicine and Public Health, at the the End of Empire. Boulder, CO: Paradigm
Dr. Lisa Broidy

Sponsored Research Activities:


Dr. Nancy Lopez

Funded Research


Dr. Christophe Lyons

Grants

- "Criminal Justice Professionals’ Attitudes Towards Offenders: Assessing the Link Between Global Orientations and Specific Attributions." Lisa Broidy (PI) and Christopher J. Lyons. Bureau of Justice Statistics/JRSA. ($50,000)

Dr. Phil May


Dr. Susan Tiano
• Title VI NRC-FLAS, U.S. Department of Education, 2010-2014, $527,000 per year for 4 years, PI.

• LA-ENERGAIA: Energy Policy, Regulation, and Dialogue in Latin America," U.S. Department of Education, Technological Innovation and Cooperation for Foreign Information, 2009-2013, $87,000 per year for 4 years, Co-PI.

Dr. Maria Velez
• Vélez, María B. (principal investigator). April 2010. Documenting, Assessing and Enhancing the Community Work of La Plazita Institute. Proposal Submitted to the National Institute of Justice for a Criminal Justice Researcher-Practitioner Fellowship Placement Program ($600,000 over three years), decision pending

Dr. Howard Waitzkin
Funded Research:
• Program Director, National Institute of Mental Health, 1 R25 MH60288, “New Mexico Mentorship and Education Program,” $323,822 over 2 years, funded 1999-2001; refunded for $484,890 over 3 additional years, 2002-2005; assigned “high program priority” by NIMH National Advisory Mental Health Council; refunded for $1,232,029 over 5 years, 2005-2010


• Principal Investigator, UNM Research Allocations Committee, “Civilian-Sector Services for Active-Duty Military Personnel and Veterans Suffering from Trauma,” $4,000, 2009.
Principal investigator, Robert Wood Johnson Foundation Center for Health Policy, University of New Mexico, "The County as the Fundamental Unit of Health Access in the United States," $16,162, 2008-2009.

Principal investigator, Robert Wood Johnson Foundation Center for Health Policy, University of New Mexico, "Civilian-Sector Health and Mental Health Services for Active-Duty Military Personnel," $19,729, 2010-2011.

Dr. Richard Wood

Research Awards:

- "The Impact of the Pentecostal and Charismatic Movements on Local Community Organization and Civic Participation in Central America" (2010-2012 $395,292)
- Principal investigator; research grant for survey and ethnographic work and to launch a major research network in Central America, centered at the Universidad Centroamericana "Jose Simeón Cañas" (UCA) in El Salvador. Templeton Foundation and the University of Southern California's Center on Religion & Civic Culture.

DEPARTMENT OF SOCIOLOGY
JULY 1, 2009 – JUNE 30, 2010

Graduates

Summer 2009

- Criminology B.A. graduates: 9 students
- Sociology B.A. graduates: 7 students
- M.A. Graduate: Aaron Díaz
- Ph.D. Graduate: Marjorie McConnell
DEPARTMENT OF SOCIOLOGY
JULY 1, 2009 – JUNE 30, 2010

DEPARTMENTAL LECTURES AND PRESENTATIONS

Fall 2009

09/18-P. Rafael Hernandez-Arias- “Is there a Healthy Immigrant Paradox? Community Health Assets and needs Assessment of Four Chicago Communities”

10/09-Howard Waitzkin, Tenille Marley, Sonia Bettez-“The County as a fundamental Unit of Health Insurance coverage in the United States: Uneven Development, Ideology, and the Sociology of Place”

10/23-Jeff Nowacki- “Sugar, Spice, and Street Codes: The Influence of Gender, Race, and Cultural Capital on Attitudes towards Violence”

Part 2- Erin Kleymann (Separate Presentation) “Motherhood and Offending” A test of two Theoretical Explanations”

11-13-John Roberts-“Occupation and Crime: Victimization and Offending in Japan

Spring 2010


04/23/2010 Elena Windsong, PhD student in Sociology, will present, “Communities and Intersectionality.”
04/16/2010 Jody Miller, Professor, Department of Criminology and Criminal Justice University of Missouri St. Louis will present, "Why 'Beach Boys' & not 'Beach Girls'? Gender Organization and Gendered Sexual Subjectivity in Sri Lanka's Tourist Sex Industry"

03/26/2010 Dr. Sharon Nepstad, Professor of Sociology & Director of Religious Studies at the University of New Mexico: "Perceptions of Repression: How Cultural Beliefs Shaped the Effects of Protest Control in the U.S. and Swedish Plowshares Movements."

03/12/2010 The Institute for the Study of "Race" and Social Justice presents, "Self-Identified Race Versus Genetic Ancestry for Lung Function Predictions Among African Americans" by Professor Esteban González Burchard, Biopharmaceutical Sciences and School of Medicine University of California, San Francisco. This presentation begins at 2 pm and will be held in Hibben Center room 105.

03/12/2010 Warren Thompson, MA student in Sociology: "Evangelizing the State: Mennonite Brethren in Paraguayan State Reform, 2003-2008."

02/19/2010 The Institute for the Study of "Race" and Social Justice presents, "The Economics of Colorism," by Professor William Darity, Sanford Institute of Public Policy, Duke University. This presentation begins at 2 pm and will be held in Hibben Center room 105.

02/19/2010 Dr. Roberto P. Korzeniewicz, Associate Professor of Sociology at the University of Maryland: Unveiling Inequality: A World Historical Perspective. (presentation will begin at 3:30 pm)

02/12/2010 Sheryl Johnson (IRB Staff) and Scott Tonigan (IRB Chair): How to navigate the IRB process successfully

01/29/2010 Dr. Allen Whitt: A Ghost Ship, Limping Cats, the Only Person I Know in Sweden, and Other Oddities: Why Remarkable Coincidences Amaze Us, But Shouldn't.

12/11-Kevin LaPoint-"Liberal and Devout: Sources of Enthusiasms and Organizational Commitment within the Religious Niche"
Annual Report

Institute for Social Research, 2009-2010

Prepared by Dr. Lisa Broidy and Dianne Mulder
October, 2010
The Institute of Social Research is the research arm of the Sociology Department, which reports up through the College of Arts & Sciences at the University of New Mexico. Founded in September of 1987, ISR operates entirely on contracts and grants. Its mission is to conduct high quality research and evaluation that contributes to informed decision making among local, state, and federal policymakers and practitioners involved in social policy and to provide an intellectual training ground for both graduate and undergraduate students.

The Institute is home to multiple centers and state agencies that conduct basic and applied research and policy evaluation for local, state, federal, and private contractors. Our centers (described in more detail below) conduct research that inform policy and practice in the areas of criminal justice, education, substance abuse, and healthcare. In addition, two state agencies, the New Mexico Sentencing Commission and the New Mexico Statistical Analysis Center, are housed at ISR and both work closely with other ISR centers (particularly the Center for Applied Research and Analysis—CARA) whose research focuses on crime, criminal justice interventions, and statutory policy at the local and state levels. Much of the research ISR conducts is in collaboration with state and local agencies and community stakeholders. In this sense, the work conducted at the ISR advances both the research mission of the University as well as its community service and outreach goals.

Despite the recent economic downturn, ISR continues to grow. We have recurring contracts and our staff and faculty P.I.s continue to pursue and secure new lines of funding.

**Structure:**
The ISR Director (Dr. Lisa Broidy), in consultation with the Executive Committee, is responsible for the overall operation of the Institute. Executive Committee members follow:

Lisa Broidy, PhD  
Richard Boyle, PhD  
Paul Guerin, PhD  
Dianne Mulder  
Tony Ortiz, JD  
Caryl Trotter, PhD  
Howard Waitzkin, M.D., PhD
ISR Administrative Staff

Director: Dr. Lisa Broidy

Staff:
Dianne Mulder – Unit Administrator
Sean McDougle – Senior Fiscal Services Technician
Teddy Saenz – Office Administrator (on-call)
Trevor Turbov – Undergraduate Student IT worker (.75 FTE)

All ISR business operations, particularly as related to contract and grant accounting, payroll, and HR, are processed through this office. The Front Office staff also acts as the liaison between the numerous Centers operating under the ISR umbrella.

Centers:
Descriptions of the Centers operating out of the Institute for Social Research follow, along with a breakout of employees:

Albuquerque Metropolitan Central Intake
Operations Director: Dr. Caryl Trotter

Staff:
Sandra Chavez, Analyst/Programmer I
Mark Correa, Business Manager
Sara Corry, Senior Program Therapist
Rod Falanga, Analyst/Programmer 3
Silvia Gray, Administrative Assistant II
Tim S. Griffin, Substance Abuse Counselor
Troy Mantel, Office Administrator
Julie Morgan, Senior Substance Abuse Counselor
Marcia Pacheco, Senior Program Therapist
Justin Robbs, Computing Services Manager
Patricia Salazar, Administrative Assistant II
Jacque Schafer, Senior Substance Abuse Counselor
Michael Sherrie, Substance Abuse Counselor
Adrian Silva, Substance Abuse Counselor
Merle Snider, Analyst/Programmer 2
Erica Soskin, Social Worker
Carol Vigil, Senior Program Therapist

Albuquerque Metropolitan Central Intake became part of ISR effective July 1, 2007. AMCI is the result of a strategy proposed by the Target Cities Project to improve the substance abuse treatment delivery system by creating a central intake system. This method provides a way for clients needing treatment for substance abuse to be assessed and referred to treatment through a single point of entry. The City of Albuquerque is the funding agency.
New Mexico Sentencing Commission (NMSC)

Executive Director: Tony Ortiz, J.D.
Staff:
Renee Cordova - Business Manager
Michael Hall - Senior Attorney/Deputy Director
Randall Cherry - Senior Attorney (on-call)
Banyat Adipat - Technical Project Manager
Nancy Gettings - Program Coordinator
Margie Lueras - Program Coordinator (on-call)

The Sentencing Commission is funded by the state legislature to conduct research and analysis on criminal adult and juvenile justice issues. It reports annually to the legislature on the fiscal and societal impact of sentencing and the need for further reforms. In addition, the commission reviews proposed legislation that would create a new criminal offense or change a classification or range in sentence. The Sentencing Commission also includes the state's Sex Offender Management Board and Justice Information Sharing Council.

Center for Applied Research and Analysis (CARA)
Director & Principal Investigator: Dr. Paul Guenn
Staff:
Linda Freeman - Research Scientist 3
Dan Cathey - Research Scientist 3
Elizabeth Watkins - Research Assistant
Mea Ebenbichler - Research Assistant
David Scussel - Research Assistant
Ben Edwards - Graduate Student Project Assistant (.25 FTE)
Alex Adams - Graduate Student Project Assistant (.25 FTE)
Sheng-Yang Wang - International Graduate Student P.A. (.50 FTE)
Candace Chischilly - Undergraduate Research Assistant 2 (.75 FTE)
John Michel - Undergraduate Research Assistant 2 (.75 FTE)
Isaac Vallejos - Undergraduate Research Assistant 2 (.75 FTE)

CARA provides evaluation research, basic applied research, training, and technical assistance under multiple projects. The bulk of CARA's work is related to local and state level criminal justice policy. Among other things, CARA is currently involved in research on addictions treatment in the correctional setting, serious violent offender re-entry, and the impact of sentencing reform at the State level. The CARA team also provides research support for and works in close collaboration with the NMSC. CARA also works to strengthen the links between research and education at UNM by providing research experience for graduate and undergraduate students.
The NMSAC is designated by the Governor as the State's Statistical Analysis Center. The NMSAC conducts research that addresses key local and state level criminal justice policy issues. It is currently the research partner for the local Project Safe Neighborhoods Initiative, focusing on the local gang and gun violence problems. The NMSAC is also working on multiple state and federally funded projects focusing on offender re-entry. All SAC research is developed and implemented in partnership with local and State agencies and/or in collaboration with SACs around the country to facilitate multi-state analysis of broad national criminal justice issues.

New Mexico Mentorship and Education Program (MEP)
Principal Investigator: Dr. Howard Waitzkin
Staff:
Amy Whitfield – Undergraduate Program Support Staff 5 (.50 FTE)
Isaac Avilucea – Undergraduate Administrative Assistant (.50 FTE)

MEP in Mental Health Services Research is funded by the National Institute of Mental Health (NIMH) and first received funding in August of 1999. Focusing on minority mental health issues in primary care settings, especially disparities in mental health outcomes, the MEP provides an intensive, one-week annual training session, which introduces mental health services research to minority junior faculty members and graduate students. The MEP also enhances ongoing mentorship relationships with outstanding mental health researchers who serve as both advisers for the trainees' research and as role models in their career development.
Financial Growth:
ISR had a healthy financial trajectory from 1993 through 2002, during which time its total award dollars and F&A return steadily increased. In 2003, ISR revenues began to decline, as did its operating budget, which is largely driven by its F&A return. Since 2006 ISR revenues have been on the rise. Our goal is to trend over $200,000 in F&A annually.

<table>
<thead>
<tr>
<th>Calendar YEAR</th>
<th>Total Awards</th>
<th>Total F&amp;A Amount</th>
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<td>1993</td>
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<td>1994</td>
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A listing of the grants/contracts run through ISR during the 2009/2010 Fiscal Year is shown on the following page.
## ISR Account List -- Fiscal Year 2009/2010

### Unrestricted Indexes

<table>
<thead>
<tr>
<th>INDEX CODE</th>
<th>ACCOUNT NAME</th>
<th>FUND</th>
<th>P1</th>
<th>ICD</th>
<th>Agency</th>
<th>Budget</th>
<th>Start Date</th>
<th>End Date</th>
<th>POS/SPA</th>
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<tbody>
<tr>
<td>9-32903</td>
<td>School of Engineering; Saturday Math/Science Academy</td>
<td>2U0224</td>
<td>Guern</td>
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<td>UMN School of Engineering</td>
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<td>State of New Mexico</td>
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### Restricted Indexes

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<th>UNM Sub-Award</th>
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<td>Bernalillo County</td>
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<td>SAC Website Dev &amp; Video</td>
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<td>L. Blakely</td>
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<td>Bureau of Justice Statistics</td>
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<td>CASA-Treatment Sentencing &amp; Participation for DWI Off.</td>
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<td>Guern</td>
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<td>NM Traffic Safety Bureau</td>
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<td>9-31296</td>
<td>Work with Int of Public Law - Research</td>
<td>26371</td>
<td>Guern</td>
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<td>NM Courts</td>
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<td>COMSAS Research - NM Correction Dept.</td>
<td>28500</td>
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<td>State of New Mexico</td>
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<td>AMCI FY 09/10: Albuquerque Metro Central Intake</td>
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<td>City of Albuquerque</td>
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<td>Mental Health Research Grants</td>
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<td>NM Corrections Education</td>
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DEPARTMENT OF SPANISH AND PORTUGUESE

CHAIR: ENRIQUE LAMADRID

DEPARTMENT ADMINISTRATOR II: ROSARIO JOHNSON

ANNUAL REPORT

JULY 1, 2009 – JUNE 30, 2010

I. TEACHING FACULTY AND STAFF

A. TENURED AND TENURE TRACK FACULTY

Spanish

Anthony J. Cárdenas-Rotunno  Professor
Enrique Lamadrid  Professor
Tey Diana Rebolledo  Distinguished Professor
Kimberle López  Associate Professor
Miguel López  Associate Professor
Kathryn McKnight  Associate Professor
Susan Rivera  Associate Professor
Eleuterio Santiago-Díaz  Associate Professor
Anna Nogar  Assistant Professor
Mary B. Quinn  Assistant Professor
Julie Sykes  Assistant Professor
Catherine Travis  Assistant Professor
Damián V. Wilson  Lecturer III

Portuguese

Margo Milleret  Associate Professor
Leila Lehnen  Assistant Professor
### B. LECTURERS

- David Briggs
- Patricia Rosas Lopátegui
- Jeremy Lehnen
- Theodore Walker
- Verónica Plaza

### C. EMERITUS PROFESSORS

- Garland Bills
- Rubén Cobos
- Pelayo Fernández
- Rosa Fernández
- Dick Gerdes
- María Dolores Gonzales
- Erlinda Gonzales-Berry
- Tamara Holzapfel
- Raymond MacCurdy
- Alfred Rodríguez
- Jon Tolman

### D. TEACHING ASSISTANTS

#### Ph.D.

- Erin Amason Montero
  - Elena Avilés
  - Sonia Balasch
- David Briggs
  - Manuel Burgos-Trujillo
  - Verónica Calvillo
- Maria Conklin
  - Héctor Contreras-López
  - Jennifer Dumont
- Jorge Estrada
  - Lorena Galván-Valenzuela
  - Juan Carlos González
- Kiley Guyton
  - Carmen Holguín-Chaparro
  - Alena Johnson
- Cynthia Meléndrez
  - Aaron Salinger
  - Rachel Spaulding

#### M.A. Spanish

- Daniel Abeyta
  - Diana Aceves
  - Maria Ambriz
- Anna Bellum
  - Bryn Campbell
  - Sandra Cano
- Joaquín Chapar Ortiz
  - Mariana Civale
  - José Domínguez
- Fernando Garavito
  - Linda González
  - Ana Gabriela Hernández
- Nohemi Hinojosa-López
  - Leah Houle
  - Linda Lemus
- Ricardo Martínez
  - Rebecca Martínez-Gómez
  - Alex Mego-Flores
- Angelica Nelson
  - Brizelda Ramírez
  - Julie Redekopp
- Alma Robles
  - Nancy Varelas

#### M.A. Portuguese

- Felipe Amaral
  - Carla da Costa Nascimento
  - Glenia Lima
- Daniela Meireles
ARTS AND SCIENCES INTERDEPARTMENTAL TEACHING ASSISTANTS

Grant Burrier  Edwar Calderón  Angely Cárcamo-Gallardo
Rachel Droste  José Hugo García Macías  Sergio González
Jannette Herminia  Karol Ibarra Zetter  Anna Lapera
Megan McKenna  Erich Melville  Carson Morris
Whitney Purvis  Lourdes Sáez  Agripino Silveira
Victor Valdivia Ruiz  Benjamin Waddell

E. OFFICE STAFF

Rosario Johnson  Department Administrator II
Martha Hurd  Graduate Administrative Assistant II,
             Graduate Advisor
Katharine E. Merrill  Department Administrative Assistant II,
                     Undergraduate Advisor for Spanish
Vanessa Vander Galien  Language Instruction Administrative Assistant II

F. WORK STUDY STAFF

Olivia Chávez  Jonathan Ortiz

II. DEGREES AWARDED

Summer 2009

DOCTORATE IN SPANISH AND PORTUGUESE

Mary Copple - Dissertation Title:
  A Diachronic Study of the Spanish Perfect(ive): Frequency of Use and Language
  Change.

Sara Guengerich - Dissertation Title:
  Indigenous Women in Colonial Textual Discourses.

MASTER OF ARTS IN PORTUGUESE

Fernanda Bartolomei

BACHELOR OF ARTS IN SPANISH

José Dominguez  Aaron Gámez

BACHELOR OF ARTS, SECOND MAJOR IN SPANISH

Jennifer Barreras  Erica Montoya  Julio Labra
Erika Morrison

**BACHELOR OF ARTS, SECOND MAJOR IN PORTUGUESE**
José Domínguez

**Fall 2009**

**DOCTORATE IN SPANISH AND PORTUGUESE**
David Briggs - Dissertation Title: Irrational and Visionary Imagery in Cante Jondo and the Neo-Popular Poetry of Federico García Lorca and Rafael Alberti.

Damián V. Wilson - Dissertation Title: Formulaic language and adjective categories in eight centuries of the Spanish expression of 'becoming' /quedar(se)/ + ADJ

**MASTER OF ARTS IN SPANISH**
David Criddle

**BACHELOR OF ARTS IN SPANISH**
Fabian Armijo Whitney Bishop Matthew Black
Viridiana Domínguez Mayra Márquez Marisa Valdez
Dallas Weems Donald Wesley

**BACHELOR OF ARTS, SECOND MAJOR IN SPANISH**
Joela Bezzeg Trey Cole Juana de la Cruz
Leslie Dunlap Margaret Fitzgerald Ennette Gallegos
Benjamin García José Gardeazabal Lacee Gentry
Rosario Gonzales Victor Herrera Shantel Lucero
Elena Marin Benny Martínez Jared Najjar
Sarah Peceny Aracely Pozas Jessica Schreiner
Victor Serafin Braeton Smith Lisa Smith
Janelle Vigil

**BACHELOR OF ARTS IN PORTUGUESE**
Christopher Wright

**BACHELOR OF ARTS, SECOND MAJOR IN PORTUGUESE**
Matthew Black Dallas Weems
Spring 2010

**MASTER OF ARTS IN SPANISH**

Anna Bellum  Sandra Cano  Alison Grochowski
Leah Houle

**BACHELOR OF ARTS IN SPANISH**

Cheyenna Alsup  Jahan Barela  Dylan Coonce
Rene Estes-Roberts  Rachel Gonzales  Clair Hall
Eric Lucero  Freddie Sandoval  Angela Serrano
Verónica Soliz  Erin Weddington  John Wernly

**BACHELOR OF ARTS, SECOND MAJOR IN SPANISH**

Cynthia Avila  Malinda Bendall  Shauma Brown
Sarah Cordero  Dillon Fisher-Ives  Annarose García
Gabriel Gaarden  Michelle Gonzales  Itzel Gutiérrez
Iris Herrera  Zachary Lapointe  Perry Lown
Brian Malott  Danielle Márquez  Karla Mondragón
Bridget O'Hara  Haley Olsen  Jonathan Orner
Chris Ortiz y Piño  Sandra Orozco  Alicia Pompa
James Richardson  Elinor Rushforth  Isaac Salazar
Steven Salcido  Andrea Smith  Sandra Spiess
Rikki-Lee Ulibarri  Jennifer Vieth  Denise Voller

**III. DEPARTMENTAL HIGHLIGHTS**

The Department of Spanish and Portuguese, with new Chair, Enrique Lamadrid at the helm, continued its excellence in activity in all three areas of teaching, research, and service. The Portuguese Program was in full swing with retention of two faculty members. The Spanish Linguistics section added a much needed colleague in phonology combined with still another colleague in the person of the new coordinator for the Sabine Ulibarri Spanish Heritage Language Program. A new positive direction is the renewed cooperation between the Heritage Language section and Spanish as a Second Language which speaks positively for growth and efficiency in both sections.

Medical Spanish continues to show life with continued collaboration between the Department and both Latin American Studies and School of Human Medicine and efforts to broaden its courses in medical Spanish and other courses in Spanish to health sciences students. Particularly noticeable is the role the graduate students have taken on in fomenting scholarship within the Department.
The fruit of the strong teaching within the Department took the form of four finished Doctoral Dissertations, five Master of Arts degrees, and seventy-eight undergraduate degrees divided between twenty-two first majors and fifty-six second majors, the latter of which got their first degrees in Biology, Psychology, History and other fields for which the Department plays an important role in preparing graduates who pursue advanced degrees in fields many of which will be used in service to both the non-Hispanic and the Hispanic population of New Mexico. Faculty members rounded out teaching on campus by taking undergraduates to Spain on a class trip and to collaborate in research in the Biblioteca Nacional, and to Nicaragua to study, learn and do field work.

Research, too, took the form of five books (authored, co-authored, and anthologies); fifteen studies including articles and book chapters, and four book reviews. Graduate students also produced six articles accepted or published. Faculty members were invited to present fourteen times and read an additional thirty-six papers altogether. Largely under the mentorship of the faculty, graduate students themselves presented a total of twenty-nine papers at conferences, some in local others in more distant venues. In this vein, an additional number of papers were read in a Graduate initiated endeavor called "Academias Lectures Series" in which five professors and seven graduate students discussed via presentation either their research areas or experiences in field studies.

Further indication of research strength is the number of works by faculty and graduate students accepted and in press, works submitted and under consideration, and works in progress. Related to research, both faculty and graduate students were awarded travel funds and other research allocations to pursue their research. Noteworthy is the National book Festival Awarded for Children's Literature of the Library of Congress garnered by Professor Lamadrid in collaboration with Juan Estevan Arellano – native of Embudo, poet, artist, writer, and agronomist – for their Juan the Bear and the Water of Life: La acequia de Juan del Oso, beautifully illustrated by Amy Córdova.

The 16th Biennial UNM Conference on Ibero-American Culture and Society took place in February and was followed in April by a graduate initiated Primer Simposio de Literatura y Lingüística del Departamento de Español y Portugués-Primeiro Simpósio de Literatura e Linguística do Departamento de Espanhol e Português.

On different occasions, additional presentations were offered by Richard Gordon (Ohio State U.), José Luis Alonso Ponga (University of Valladolid, Spain), former graduates of the Department, Daniel J. Villa (New Mexico State U.), and Erlinda Gonzales-Berry (emeritus Oregon State U.). Three additional presentations were offered by candidates for the linguistics position: Timothy Face (U. Minnesota), Emily Anne Nava (UCLA), and Richard File-Muriel (then of U. or North Carolina-Charlotte, now of UNM).

A true research gem for the Department is the National Science Foundation Grant awarded to Catherine Travis to study code-switching in New Mexico, following in line the awards granted to now both emeriti Garland Bills and Neddy Vigil to study New Mexican Spanish. Kudos to the other linguists who received significant funds as well, Julie Sykes and Damián V. Wilson. Several other faculty members were granted awards to carry out their research.

Service took many forms both within the Department, the College, the University, the Profession, and the Community. Faculty members served on committees within the University at all three levels and in national, professional organizations. Additionally, they served as readers for University Presses and professional journals. They served as outside readers on tenure and promotion cases at other universities.
A. STAFF CHANGES

• Professor Enrique Lamadrid began serving as chair August 2009.
• Damián V. Wilson was hired as a Lecture III, and interim coordinator for the Sabine Ulibarri Spanish as a Heritage Language program, August 2009.
• Richard File-Muriel was hired as Assistant Professor of Spanish Linguistics.
• Vanessa Vander Galien stepped down as the Language Instruction Administrative Assistant II in August of 2009. Several TAs covered her responsibilities in the fall of 2009. In the spring of 2010, two temporary employees took over some of the duties. Melinda Baca began the semester and was later replaced by Louie Carrillo who continues to work for the department.

B. AWARDS

PROFESSORS

Anthony J. Cárdenas-Rotunno

Enrique Lamadrid
New Mexico Book, National Book Festival Award for Children's Literature, Library of Congress, for “Juan the Bear and the Water of Life: Al acequia de Juan del Oso”. September 26, 2009.

Julie Sykes
Mentira, the first mobile game for learning Spanish. Co-created with Chris Holden, professor in University Honors and developed with a team of graduate students. Funded in part by Interdisciplinary Research Allocation Committee Grant, University of New Mexico, $9,526.00 awarded February 2009

Catherine Travis

Damián V. Wilson
Teaching Allocation Subcommittee Grant, $5,000.00 for research and development of Spanish placement test. 2010.

GRADUATE STUDENTS

Daniel Abeyta
• Spanish and Portuguese Graduate Student Association Award, $150.00 to present at a conference. Spring 2010.
• Student Research Allocations Committee grant, $500.00, Spring 2010.
• American Association for Teachers of Spanish and Portuguese traveling scholarship, awarded $500.00, Summer 2010.

Elena Avilés
Awarded the 2009 - 2010 Susan Deese-Roberts Outstanding Teaching Assistant of the Year Award, May 6, 2010.

Sonia Balasch
• Graduate and Professional Student Association, Special Travel Award, $97.53. December 2009.
• Graduate and Professional Student Association, Student Research Allocations grant, $500.00. December 2009.
• Spanish and Portuguese Graduate Student Association Award, $375.00 to present at a conference. November 2009.
• Graduate Dean’s Fellowship, awarded $1,000.00. May 2010.

Jennifer Dumont
Spanish and Portuguese Graduate Student Association Travel Grant, $166.00. May 2010.

Alena Johnson
Awarded the Latin American and Iberian Institute Greenleaf Graduate Fellowship for $6,000.00 to work with Latin American Colonial documents.

Julie Redekopp
Spanish and Portuguese Graduate and Professional Student Association award $166.00. Spring 2010 to assist with travel.

IV. DEPARTMENTAL ACTIVITIES

A. EVENTS

Professor Tey Diana Rebolledo discussed her academic research. Sponsored by the Spanish and Portuguese Graduate Student Association. Held in the Ortega Hall Lounge.

Academias lecture series; October 1, 2009.
Ph.D. candidates Elena Aviles, Marcela Zárata and Jorge Estrada discussed their experiences in the doctoral program and their fields of study. Sponsored by the Spanish and Portuguese Graduate Student Association. Held in the Ortega Hall Lounge.

“Popular Religiosity in Spain and Latin America: An Iberian Perspective / La religiosidad popular en España y Latinoamérica: Una perspectiva Ibérica” October 2,
2009. Dr. José Luis Alonso Ponga (Chair of Anthropology for the Study of Tradition, and Director of the Center for the Study of Popular Religiosity,) University of Valladolid - Spain presented on religion in Spain and in Latin America. Sponsored by the departments of American Studies, Institute for Medieval Studies, Religious Studies, Spanish and Portuguese, Anthropology, Latin American Studies and the College of Arts and Sciences. Held in Hodgin Hall’s Bobo Room.

Daniel J. Villa presented his linguistic research on the study of how other languages have affected Spanish in the New World. Sponsored by the Department of Spanish and Portuguese and held in Dane Smith Hall, room 229.

UNM Spanish Professor Emeritus, Dr. Erlinda Gonzales-Berry, Oregon State University, gave a talk in the Sandia Room of the Student Union Building. Sponsored by the Andrew W. Mellon Foundation.

Academias lecture series; October 14, 2009.
Professor Julie Sykes and PhD candidate Verónica Calvillo discussed their research and experiences in their fields of study. Sponsored by the Spanish and Portuguese Graduate Student Association. Held in the Ortega Hall Lounge.


Organized by the Sabine Ulibarri Spanish as a Heritage Language Program, the play “La Llorona” was performed by Joe Hayes. Held in the Ortega Hall Reading Room.

Professors Mary Quinn and Kathryn McKnight discussed the challenges and rewards of academic research. Sponsored by the Spanish and Portuguese Graduate Student Association. Held in the Ortega Hall Lounge.

Presented by Richard Gordon, Professor of Lusophone and Hispanic Literatures and Cultures at The Ohio State University. Sponsored by the College of Arts and Sciences’ Faculty Development Speaker’s Fund, the Latin American and Iberian Institute, the Department of Spanish and Portuguese and the Student Organization for Latin American Studies. Held in the Ortega Hall Reading Room.

“La Vía Láctea / Infant Care Station Dedication.” November 19, 2009.
Professor Enrique Lamadrid established and dedicated the first Infant Care Station in Ortega Hall. The Department of Spanish and Portuguese provided cake and punch for the opening on the second floor of Ortega Hall, west side.
“Lexical frequency and a gradient approach to s-weakening in the Spanish of Barranquilla, Colombia” January 21, 2010.
Professor Richard File-Muriel, University of North Carolina-Charlotte, presented in connection with the department’s search for a Linguistic Professor. Held in the Ortega Hall Reading Room.

Professor Timothy Face, University of Minnesota, presented in connection with the department’s search for a Linguistic Professor. Held in the Ortega Hall Reading Room.

Professor Emily Anne Nava, University of Southern California-Los Angeles presented in connection with the department’s search for a Linguistic Professor. Held in the Ortega Hall Reading Room.

The Department of Spanish and Portuguese held its conference in the Student Union Building and at the National Hispanic Cultural Center. Five sessions were conducted with ten panels and two plenary sessions with a total of 53 presenters. Additionally, there were two keynote speakers; Anouar Majid from the University of New England, and Michelle Hamilton from the University of Minnesota. Music was provided by the Zevk Ensemble, performing music of the Morisco Diapora and Las Inditas Nuevomexicanas, performing New Mexican mestiza music. A Santa Fe Mesuem Tour wrapped up the conference. In conjunction with the conference, the Spanish and Portuguese Graduate Students Association held their fundraiser “Baile de la Conferencia: ¡¡Let’s Salsa!!” at the El Rey Theater. Music provided by Son Como Son. The conference was organized by Professor Enrique Lamadrid and Professors Anna Nogar, Mary B Quinn, and Anthony J. Cárdenas and supported by the department staff. Conference co-sponsored by: Suzanne Ortega, Office of the Provost, Regent’s Speaker Fund; the College of Arts and Sciences; the Office of the Vice President for Student Affairs; the Southwest Hispanic Research Institute; Chicano Hispano, Mexicano Studies; the Department of Spanish and Portuguese; the Spanish and Portuguese Graduate Student Association; the Latin American and Iberian Institute; and the Department of American Studies. Additional support was provided by the National Hispanic Cultural Center, the Instituto Cervantes and the Spanish Resource Center.

Spanish and Portuguese graduate students participated in the expo which was held in Ortega Hall on a Saturday from 9:00 am to 1:00 pm. Organized by Professor Marina Peters-Newell from Foreign Languages and Literature and supported by Rosario Johnson, Department Administrator for the Department of Spanish and Portuguese.

“Primer Simposio de Literatura y Lingüística del Departamento de Español y Portugués/
This was the first symposium presented by the Spanish and Portuguese Graduate Student Association. The six panels had a total of 21 panelist (the majority of whom were graduate students) presenting papers on various topics on Latin American Literature and Linguistics. The keynote speaker was author Demetria Martínez. Organized by doctoral students Marcela Patricia Zárate, Elena Avilés, Cynthia Meléndrez, and Nancy Varelas, with support from professors Tey Diana Rebolledo, Kathryn McKnight, Julie Sykes and Patricia Rosas-Lopátegui. Held in the Ortega Hall Reading Room.

“Feminine Transgressions.” April 22, 2010
Presentation of a literary critical study of prominent Mexican woman writers. Participants included graduate students Carmen Julia Holguín Chaparro, Héctor Contreras López, Elizabeth Van Orton, Ana Gabriela Hernández-González, writer Teresa Dovalpage and Professor Patricia Rosas-Lopátegui. Held in the Ortega Hall Reading Room.

“La Acequia de Juan del Oso.” April 30, 2010.
Professor Enrique Lamadrid presented the book he co-authored with Juan Estevan Arellano and Ellen Arellano. Held in the Ortega Hall Reading Room.

B. INVITED TALKS

Anthony J. Cárdenas

Leila Lehnen

Miguel López

Tey Diana Rebolledo
• “Excuse Me Tongues, Counterstories, and Hociconas.” Kansas State University, Keynote Speaker, 2009.

Julie Sykes
• “To Play or Not to Play: Digital Games and Language Learning.” University of Colorado – Boulder. February 2010.

Catherine Travis
• “The breakdown of person marking in Brazilian Portuguese.” Round Table, Language and Culture Research Group, Cairns Institute, James Cook University. May 2010 (co-authored with Agripino Silveira).
• “Code-switching and grammar: Subject expression in New Mexico Spanish.” Plenary speaker, 2nd Graduate Student Colloquium at The University of Texas – Pan-American, Edinburg. November, 2009 (co-authored with Rena Torres-Cacoullos).

Damián V. Wilson
• “Which came first, the speaker’s grammar or the linguistic form?: A ‘lay’ explanation of usage-based linguistic research.” Andrew W. Mellon Foundation. University of New Mexico, Albuquerque. November 16, 2009.
• “¡A mantener nuestro idioma!: A workshop on teaching Spanish as a Heritage Language at the college level” Metropolitan State College, Denver, Colorado. April 2, 2010.

C. FACULTY PUBLICATIONS

Anthony J. Cárdenas
Articles in Refereed Journal:

Enrique Lamadrid
Co-Authored Book:
Edited Book:
Book Chapter:
Web-based Articles:

Web-based Creative Work:

Journal Articles:

Leila Lehnen
Articles in Refereed Journals:

Kimberle López
Book Review:

Miguel López
Book Chapter:

Kathryn McKnight
Book Edited:

Book Chapters:
- “Elder, Slave, and Soldier: Maroon Voices from the Palenque del Limón, 1534.” Afro-

**Book Review:**
*Domination without Dominance: Inca-Spanish Encounters in Early Colonial Peru.*

**Margo Milleret**

**Book chapter**

**Book review**

**Anna Nogar**

**Book Review:**

**Tey Diana Rebolledo**

**Book Chapter:**

**Susan Rivera**

**Edited Anthology:**
*Luis Rosales: Antología poética*; Madrid: Editorial El País; 194 pages; (Summer 2009).

**Anthology Introduction:**

**Articles in Refereed Journal:**
"Donde la vida se doblega, nunca." *Campos de Agramante: Revista de Literatura, 12* (Fall 2009): 109-117.

**Newspaper Article:**
http://www.elcultural.es/noticias/LETRAS/252/La_diada_de_angel_Gonzalez_contesta_a_Juan_Palomo

**Eleuterio Santiago-Díaz**

**Article in Refereed Journal:**
"Desde las fronteras raciales de dos casas letradas: habla Piri Thomas" in *Revista Iberoamericana*; Juan Duchesne Winter, editor; Volume LXXV; Number 229; 1199-1221; October-December 2009. With Ilia Rodriguez.
Julie Sykes

Articles in Refereed Journals:

Catherine Travis

Textbook:
*Introducción a la lingüística hispánica* (2nd ed.). Cambridge: Cambridge University Press. (Authors: Hualde, José Ignacio, Antxon Olarrea, Anna María Escobar and Catherine E. Travis).

Article in Refereed Journal:

Book Chapter:

Damión V. Wilson

Book Chapter:
“From 'remaining' to 'becoming' in Spanish: The role of prefabs in the development of the construction quedar(se) + ADJECTIVE” in *Formulaic language: distribution and historical change*, vol. 1; Roberta Corrigan, Moravcsik Edith A., Hamid Ouali, & Kathleen M. Wheatly (eds.); Philadelphia: John Benjamins; ; 273-295; 2009.

D. GRADUATE STUDENT PUBLICATIONS

Elena Avilés

Encyclopedia Entry Forthcoming:

Sonia Balasch

Selected Conference Proceeding:

Jennifer Dumont
Article in Refereed Journal Forthcoming:
Ana Gabriela Hernández-González

Selected Essay in Book:

Poetry in Magazine:

Cynthia Meléndrez

Article in Refereed Journal:

Short Story:

**E. PAPERS READ BY FACULTY**

**Anthony J. Cardenas**


**Enrique Lamadrid**

- “The Road from the Middle East to the Southwest United States.” *National Security Colloquium: Opportunities and Challenges,* University of New Mexico, April 20, 2010.
- “Los Comanches de los Ranchos de Taos: A Hispanic Native American Cultural Tradition.” *Festival Symposium, Tortugas Pueblo.* New Mexico State University, March 6, 2010.
- “Agua y Cultura” *Taos Lecture Series,* University of New Mexico-Southern Methodist
University. September 10, 2009.

Leila Lehnen

Kimberle López
• “Globalizing Families: Outsourcing Surrogacy and International Adoption in the Twenty-First Century,” with Jennifer Sandoval, 2nd Annual Cultural Studies Conference, University of New Mexico, Albuquerque. April 16-17, 2010.

Miguel López
• “Y si yo fuera Susana San Juan de Susana Pagano y el discurso de la nación,” at XVI Mexican Conference at the University of California-Irvine, April 2010.

Kathryn McKnight

Margo Milleret

Anna Nogar
• “La décima musa errante: La iconización de Sor Juana Inés de la Cruz en Yo, la peor de Monica Lavin y Sor Juana’s Second Dream de Alicia Gaspar de Alba,” XV Congreso de la Literatura Mexicana Contemporánea. El Paso, Texas. March 4-5, 2010.
Mary B. Quinn

Tey Diana Rebolledo

Julie Sykes

Catherine Travis
• “Vamos ver: The future of first-person plural variation in Brazilian Portuguese” Australian Linguistic Society Annual Conference. Research Centre for Linguistic Typology, La Trobe University, Melbourne, Australia. July 2009 (co-author: Agripino...
S. Silveira)

Damián V. Wilson
• “Prefabs at the center for centuries; The persistence of formulaic sequences in the Spanish change-of-state construction quedar(se) + ADJECTIVE” 12th Hispanic Linguistics Symposium San Juan, Puerto Rico. October 21-24, 2009.

F. PAPERS READ BY GRADUATE STUDENTS

Daniel Abeyta

Elena Avilés
• “La Llorona como contanarrativa en la literatura chicana.” 13th Annual Spanish Graduate Conference. Arizona State University, Tempe. March 5-6, 2010.
• “Our Heritage Language Brings Us Together: Creating Student Cohesion on a Diverse Heritage Language Program.” panel presentation First International Conference on Heritage/Community Languages. University of California-Los Angeles. February 19-
21, 2010.


Sonia Balasch

- “Delimiting the domain of variation for the analysis of DOM in Spanish” Fifth International Workshop on Spanish Sociolinguistics. North Carolina State University. April 8-10, 2010

Jennifer Dumont


Ana Gabriela Hernández-González


Glenia Lima


Cynthia Meléndrez

Angelica Nelson

Julie Redekopp

Aaron Taylor

Victor Valdivia

G. OTHERS RESEARCH PROJECTS OR CREATIVE WORKS IN PROGRESS OR COMPLETED

Anthony J. Cárcenasa
Works Forthcoming:
• Article: “‘¡Dios, qué buen vassallo, si óbviese buen señor!’“: Alfonso VI en el siglo XVI” Submitted to Medievalia. Mexico, D.F.
• Book: Heroes and Anti-Heroes: A Celebration of the Cid at the University of New Mexico. Madison and New Cork: Hispanic Seminary of Medieval Studies.
• “Enrique Fi de Oliva: Premodern Kitch?” Monogrpahic Review/Revista monográfica.

Works submitted:
• Article: “Cronica del muy esforçado cavallero el Cid ruy Díaz Campeador” Submitted to PMHRS.
• Article: “(Mis)Reading the Libro de buen amor: Exemplary Ambiguity and Ambiguous Exempla.” Submitted to Romance Notes.

Works in progress:
• “And thus I returned to my estate in Córdoba’: Geography of Power and Celestial Favor in the Memorias of Leonor López de Córdoba.”
• “The Crónicas del Cid of the Biblioteca Nacional de España.”
• “The Relaciones of Leonor López de Córdoba.”
• “Corónica del muy esforçado y esclarecido Cavallero Cifar nueuamente impressa.”
• “The Memoriales of Fray Alonso de Benavides.”
• Article: “The Virgin and Dirt: Cantiga 16, the Case of the Love-Sick Knight.” Submitted to Publications of the Modern Language Association.

Enrique Lamadrid
Exhibitions & Festivals:
• “Nuestra Música Festival X” Lensic Performing Arts Center, Museum of Spanish Colonial Art, Santa Fe, New Mexico, April 26, 2010. Festival curator, producer and Master of Ceremonies.
• “Nuevo México, ¿hasta cuándo?” On tour of community museums of New Mexico with the National Hispanic Cultural Center. 2009-2010 Venues: Española-Northern New Mexico College; La Ciénega-Las Golondrinas Museum.
• “Pilgrimage to Chimayo” On tour of community museums of New Mexico with the New Mexico Humanities Council. 2010 venue: Clayton Museum.

Leila Lehnen
Work Forthcoming:
**Work Submitted:**


Kimberle López  
**Work Accepted But Not Yet Published:**  

Kathryn McKnight  
**Work Forthcoming:**  

Margo Milleret  
**Research Project:**  
“Growth of Portuguese Programs in the USA.” Designed pilot survey about Portuguese enrollments and growth of programs. IRB approval, sent out survey to over 200 participants nationwide in March of 2010. Research Assistant, Josue Aciego, awarded from the Latin American and Iberian Institute, for 2009/2010 to help with project.

Anna Nogar  
**Review Forthcoming:**  
“Escribiendo desde los marnes: Colonialismo y jesuitas en el siglo XVIII.” in *Revista de Estudios Hispánicos.* (October, 2010)  
**Work Submitted:**  
“¿Cómo se expresa ‘hamandeggs’?: Dual Translation in *La casa en Mango Street*” to *Confluencia.*  
**Works in progress:**  
• Article: “Jim Sagel and the Chicanesque: Examining the Subconscious Trope”  
• Article: “Trans-frontiera recasting of “La Decima Musa”: Sor Juana Ines de la Cruz in Alicia Gaspar de Alba’s *Sor Juana’s Second Dream* and Monica Lavin’s *Yo, la peor*”  
• Article: “Cherrie Moraga’s Conception of Motherhood in *The Hungry Woman: A Mexican Medea.*”  
• Article: “Inscribing ‘La voz de la conversión’ in Colonial Northern New Spain: Architecture, Art and Conceptual Landscape.”  
• Book: *Sor Maria de Jesus de Agreda: Spanish Nun on the New Spanish Frontier.*

Mary B. Quinn  
**Book Progress:**  
*Narrating Absence: From the Morrish Ballad to Don Quijote.*

Tey Diana Rebolledo  
**Works Accepted But Not Yet Published:**

Susan Rivera
Book in progress:
*Almanaque.* Personal papers and poetry of Ángel González.

Eleuterio Santiago Díaz
Book Forthcoming:
*Breaths.* To be published by University of New Mexico Press.

Book Edited and Submitted:
*El circo.*

Articles submitted:
“Del femicidio a la guerra: avatares de la carencia en la poesía de Carmen Julia Holguín Chaparro”.
“Rhetorical strategies of Latin American anarchists in the US in the early 20th century: A comparative analysis of Luisa Capetillo and Richard Flores Magón.”

Julie Sykes
Creative Work:
*Mentira,* the first mobile game for learning Spanish. Co-created with Chris Holden, professor in University Honors and developed with a team of graduate students. First pilot course using *Mentira* took place in the summer of 2009, two additional courses in the following fall semester with the full launch Spring 2010. (Funded in part by Interdisciplinary Research Allocation Committee Grant, University of New Mexico, $9,526.00 awarded February, 2009.)

Book in Progress:
• First year Spanish Book and Program (with Koike, D., Klee, C., Lacorte, M., Mayberry, M., & Pearson, L. [under contract]). New York: Pearson, Inc.

Articles Forthcoming:
• “Multi-user Virtual Environments: User-Driven Design and Implementation for Language Learning”. In G. Vicenti & J. Braman *Teaching Through Multi-user Virtual Environments: Applying Dynamic Elements to the Modern Classroom.*
• “Digital Games and Second Language Pragmatic Acquisition.” In *Topics in Japanese Second Language Acquisition* (preliminary title), Kazumi Hatasa (Ed.).
• “TBLT and Synthetic Immersive Environments: Design, Assessment, and Transfer” (with Holden, C. [invited]). In *Technology and tasks: Exploring technology-mediated TBLT,* Marta González Lloret and Lourdes Ortega (Eds.)

Catherine Travis
Research Grant:

Works Submitted:

Damián V. Wilson
Research Funding:
Teaching Allocation Subcommittee Grant, $5,000.00 for research and development of Spanish placement test. 2010.

Work Forthcoming:
“Prefabs at the center for centuries; The persistence of formulaic sequences in the Spanish change-of-state construction *quedar(se) + ADJECTIVE*." *Selected Proceedings of the 12th Hispanic Linguistics Symposium*. Cascadilla Proceedings Project, Somerville, Massachusetts.

H. ACTIVITIES IN LEARNED AND PROFESSIONAL SOCIETIES

Anthony J. Cárdenas
• Member of the Modern Language Association’s Medieval Spanish Executive Committee.
• Member of the Rocky Mountain Modern Language Association Executive Committee.
• Organizer of two sessions for the *International Congress on Medieval Studies: Ages*.” Western Michigan University, May 2010.
• “Mosen Diego de Valera’s *Cronica abreviada*” and “The Apocalypse in the Middle
• Member of the American Association of Teachers of Spanish and Portuguese.

Enrique Lamadrid
• Member of the Editorial Board for *Pasó por Aquí*, University of New Mexico Press.
• Member of the New Mexico Historical Review Editorial Board.
• Member of the New Mexico Historical Society Board.
• Member of the American Folklore Society.
• Member of the New Mexican Folklore Society.
• Elected Mayordomo for the Alamos de los Gallegos Acequia Association.
• Chautauqua Lecturer for the New Mexico Endowment of the Humanities.

Leila Lehnen
• Member of American Association of University Women.
• Member of Modern Language Association.
• Member of Brazilian Studies Association.
• Member of Latin American Studies Association.
• Member of American Portuguese Studies Association.

Miguel López
• Reviewed article for *Revista Canadiense de Estudios Hispánicos*.
• Reviewed article for *Mexican Studies/Estudios Mexicanos*.
• Reviewed article for *A Contracorriente*.

Kathryn McKnight
• Member of the Editorial Board for *Tulsa Studies in Women’s Literature*, 2008 – present.
• Member of the Editorial Board for *Colonial Latin American Historical Review*, 2007 – present.
• Article referee for *Colonial Latin American Historical Review*.

Margo Milleret
• Reviewer for *Hispania*.
• Reviewer for *Mountain Interstate Foreign Language Review*.
• Secretary for the Executive Committee of the American Portuguese Studies Association, 2009 - 2011.
• Guest Editor for *Portuguese Language Journal*.

Anna Nogar

Mary B. Quinn
• Evaluator for the Standard Research Grants program of the Social Sciences and Humanities Research Council of Canada.

Tey Diana Rebolloedo
• Judge for the National Association of Chicano and Chicana Studies Book Prize.
• Chair of the Nominations Committee for the Modern Language Association.
• Member on the Committee on Latino/Chicano Literature Conference, UNM.
• Member on the Carlos Fuentes Committee.

Susan Rivera
• Member of the Modern Language Association.
• Member of the American Association of Teachers of Spanish and Portuguese.
• Member of the Society of Spanish and Spanish-American Studies.

Eleuterio Santiago Diaz
• Member of the Modern Language Association
• Member of the Puerto Rican Studies Association.
• Member of the Instituto Internacional de Literatura Iberoamericana.

Julie Sykes
• Track Chair, Technology, Scholarly Resources, and Pedagogy, Latin American Studies Association.
• Reader for Computer Assisted Language Instruction Consortium (CALICO).
• Reader for Language Learning.
• Reader for Language Learning and Technology.
• Reader for Modern Language Journal.
• Co-Chair for Computer-Mediated Communication Special Interest Group for CALICO.

Catherine Travis
• Reader for Cognitive Linguistics.
• Reader for Language Variation and Change.
• Reader for Probus.
• Reviewer of research grants for Australian Research Council.

Damián V. Wilson

I. NON-TEACHING UNIVERSITY, COLLEGE, AND DEPARTMENT SERVICE

Anthony J. Cárdenas
• Study Abroad Coordinator for España Literaria V, May 17 to May 31, 2010.
• Member of David Briggs’ PhD Dissertation Committee, completed Fall 2009.
• Member of Sara Guengerich PhD Dissertation Committee, completed Summer 2009.
• Member of Damián V. Wilson’s PhD Dissertation Committee, completed Fall 2009.
• Member of Latin American and Iberian Institute Operations Committee, 2009-2010.
• Director of José Domínguez Honors Thesis. Summer 2009.
• Tenure consultant for candidate in Medieval Spanish for University of Delaware.
• Tenure consultant candidate in Medieval Spanish for Sewanee, University of the South.
• Tenure consultant candidate in Medieval Spanish for The Ohio State University.
• Tenure consultant candidate in Medieval Spanish for Purdue University.

Enrique Lamadrid
• Chair, Department of Spanish and Portuguese, August 2009 -.
• Director of Chicano, Hispanic, Mexican Studies through July 2009, consultant through October 2009.
• Member of David Briggs’ PhD Dissertation Committee, completed Fall 2009.
• Member of Elena Avilés’s PhD Comprehensive Exam Committee, Fall 2009.
• Member of Vanessa de Verich’s PhD Comprehensive Exam Committee, Fall 2009.
• Member of Dora Carega Colman’s PhD Comprehensive Exam Committee, Summer 2009.
• Director of Kathy McCully’s Independent Study course, Spring 2010.
• Mellon Fellowship Mentor for Damián V. Wilson, 2009.
• Faculty Advisor to McNair Recipient Briana Chávez.
• Faculty Advisor to McNair Recipient Shavonne Otero.
• Faculty Advisor to McNair Recipient Vanessa Padilla.
• Fulbright Sponsor for García Robles, U.S. / Mexico Fulbright.
• Fulbright Sponsor for Aaron Salinger, 2009 Fellow.
• Fulbright Sponsor for Jonathan Harell-Naranjo, 2009 Fellow.
• Fulbright Sponsor for Benjamin Waddell, 2010 Fellow.
• Fulbright Sponsor for Nathan Campbell, 2010 Fellow.
• Member of Library Committee.
• Member of Mellon Fellowship Committee.
• Member of Arts & Sciences Diversity Committee.
• Member of University Press Committee.

Leila Lehnen
• Member of Latin American and Iberian Institute Executive Committee 2009-2010.
• Member of Latin American and Iberian Institute Grants and Awards Committee 2009-2010.
• Organized The Ohio State University Professor, Richard Gordon’s presentation, “Slavery and Identity in Recent Brazilian Cinema: The Case of Aleijadinho: Paixão, Glória e Suplicio.” Fall 2009.

Kimberlé López
• Member of Vanessa de Verich’s PhD Comprehensive Exam Committee, Summer 2009.
• Chair of Jorge Estrada’s PhD Comprehensive Exam Committee, Summer 2009.
• Chair of Sonia Rodríguez-Hicks’ PhD Comprehensive Exam Committee, Summer 2009.
• Member of Bridget Mullins’ MA Exam Committee, Latin American Studies, Summer 2009.
• Member of Fernanda Bartolomei’s MA Thesis Committee, “Exílio e homosexualidade
em *Stella Manhattan* de Silviano Santiago e *El beso de la mujer araña* de Manuel Puig,” Summer 2009.


**Miguel López**

- Member of Sonia Rodríguez-Hicks’s PhD Comprehensive Exam Committee, Summer 2009.
- Member of Michael Heim MA Exam Committee, Latin American Studies, Spring 2010.
- Member of Fulbright.

**Kathryn McKnight**

- Associate Director for Academic Programs, Latin American and Iberian Institute, February 2009 – present.
- Member of Bridget Mullins’ MA Exam Committee, Latin American Studies, Summer 2009.
- “Biografía de un proyecto,” presentation to *Academias* colloquium series organized by the graduate students of the Department of Spanish and Portuguese, University of New Mexico. November 11, 2009.
- Member of the Ad Hoc Committee on Staff, College of Arts and Sciences.
- Member of the Undergraduate Committee, Department of Spanish and Portuguese.
- Member of Hispanic Linguistic Search Committee, Spanish and Portuguese.
- Founding member of the Colonial Studies Working Group, University of New Mexico, 2005 – present.

**Margo Milleret**

- Coordinator of the Portuguese Program.
- Recipient of federal funding from Latin American and Iberian Institute for Summer Service Learning in Brazil. Study abroad program to Brazil, Summer 2010.
- Chair of Fernanda Bartolomei’s MA Thesis, Portuguese, completed Summer 2009.
- Chair of Jeremy Lehnen’s PhD Dissertation Committee, Latin American Studies, completed May, 2010.
- Coordinator of Remodel for Student Services B69, Summer 2009-Spring 2010.
- Liaison with UNM Foundation for Patrick Conroy Travel Grant for Spanish and Portuguese Students.
- Member of the Office of Support for Effective Teaching’s Scholarly Teaching Community.
- Member of the Graduate committee, Spanish and Portuguese.

**Anna Nogar**

- Conference Co-organizer: The 16th Annual University of New Mexico Conference on *Ibero-American Culture and Society: Moros, Moriscos, Marranos and Mestizos; Alterity, Hybridity and Identity in Diaspora* University of New Mexico, Albuquerque.
• “Literatura peninsular y literatura chicana” presentation to Academias lecture series organized by the graduate students of the Department of Spanish and Portuguese, University of New Mexico. October 28, 2009.
• Served as judge for Poster Competition for Prof. McKnight’s Spanish American Literature Survey class.
• Oral translator for profesor José Luis Alonso Ponga’s presentation “Popular Religiosity in Spain and Latin America: An Iberian Perspective” on October 2, 2009.
• Member of Undergraduate Committee, Spanish and Portuguese.
• Member of Website Committee, Spanish and Portuguese.
• Member of LAII Interdisciplinary Committee on Latin American Studies.
• Member of LAII Operations Committee.
• Member of Feminist Research Institute.

Mary B. Quinn
• Member of the Undergraduate Committee, Spanish and Portuguese.
• Member of an MA Committee, Foreign Languages and Literatures, March 2010.
• Director of Ryan Ehgartner’s BA Honors Thesis, Spring 2010.

Tey Diana Rebolledo
• Member of Vanessa de Veritch’s Comprehensive Exam Committee, Fall 2009.
• Member of Elena Avilés’ Comprehensive Exam Committee, Fall 2009.
• Member of Jeremy Lehnen’s PhD Dissertation Committee, Latin American Studies, completed May, 2010.
• Director of Juan Carlos González-Granja’s Graduate Independent Studies course.
• Chair of the Graduate Committee, Spanish and Portuguese.

Susan Rivera
• Member of Graduate Committee, Spanish and Portuguese.
• Chair of David Briggs’ PhD Dissertation Committee, completed Fall 2009.
• Member of Latin American and Iberian Institutes Operations Committee.

Eleuterio Santiago-Díaz
• Member of Jorge Estrada’s PhD Exam Committee, Summer 2009.
• Member of Sonia Rodríguez-Hicks’ PhD Exam Committee, Summer 2009.

Julie Sykes
• Coordinator of the Spanish as a Second Language program.
• Member of the Undergraduate Committee, Spanish and Portuguese.
• Member of the Linguistics Faculty Search Committee, Spanish and Portuguese.
• Member of the Admissions Committee, Spanish and Portuguese.
• Member of the Website Committee, Spanish and Portuguese.
• Faculty Liaison for Distance Education, College of Arts and Sciences.
- Chair of the Teaching Allocations Subcommittee Grant.
- Member of the Teaching Enhancement Committee.
- Member of the Organizing Committee for Realms of Possibility: Games and Learning at UNM.

**Catherine Travis**
- Chair of Damián V. Wilson's PhD Dissertation Committee, completed Summer 2009.
- Chair of Daniel Sanford's PhD Dissertation Committee, completed Spring 2010.
- Member of Angus Grieve-Smith's PhD Dissertation Committee, Linguistics, completed Fall 2009.
- Chair of José Hugo García-Macías' MA Exam Committee, Linguistics, completed Summer 2009.
- Chair of Michael Heim's MA Exam Committee, Latin American and Iberian Institute, completed Spring 2010.
- Director of Independent Study for Victor Valdivia Ruiz, Fall 2009.
- Section Head, Hispanic Linguistics.
- Chair, Hispanic Linguistics Search Committee.
- Undergraduate Advisor, Linguistics.
- Member of Educational Linguistics.
- Member of Latin American and Iberian Institute Grants and Awards Committee.
- Coordinator of Conference Presentation Practice Talks, Linguistics.

**Damián V. Wilson**
- Coordinator of the Sabine Ulibarri Spanish as a Heritage Language program.
- Member of Graduate Committee, Spanish and Portuguese.
- Member of Admission Committee, Spanish and Portuguese.

### J. Diversity

Throughout the last academic year the Department maintained its pursuit of diversity, making efforts to attract women and minority groups. The Department issued contracts to sixty-six teaching assistants, Fulbright Fellows and lecturers; thirty eight of whom are Hispanic and one is of African descent. Our Portuguese teaching assistants are from Brazil. Women accounted for 63 percent of the total, of which twenty-four are Hispanic. The work study team was composed of two students, both of whom are Hispanic, and one is a woman.
Annual Report
Department of Speech and Hearing Sciences
July 1, 2009 – June 30, 2010

Submitted by
Philip S. Dale, Professor and Chair
Department of Speech and Hearing Sciences

I. Significant Developments

A. Accreditation

The department’s fifth annual report, covering the period April 1, 2008 – March 31, 2009, was approved by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA-CAA). The department is currently accredited for the full eight-year cycle of April 1, 2004 – March 31, 2012.

B. UNM Speech-Language-Hearing Clinic and related activities

The following chart summarizes the total number of sessions and the populations served (number of individuals) by the clinic for AY 2009-2010 (FS, SS, Summer).

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total Sessions</th>
<th>Child</th>
<th>Adult</th>
<th>White</th>
<th>Hispanic</th>
<th>Black</th>
<th>Native American</th>
<th>Asian</th>
<th>Not reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>1471</td>
<td>55</td>
<td>55</td>
<td>61</td>
<td>24</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>14</td>
</tr>
</tbody>
</table>

C. Comunidad Crecer

For 19 years, we have conducted a program in which a team of graduate students and supervisors traveled to Mexico City to Comunidad Crecer, a private school/clinic for children and young adults with multiple handicaps. The team includes speech-language pathology graduate students, occupational therapy graduate students, speech-language pathology supervisors and occupational therapy supervisors. The team is generally in Mexico City for 7-10 days, evaluating and re-evaluating 30-35 students, providing inservice presentations on a variety of topics for parents and CC staff, and holding parent conferences with results and recommendations from the evaluations. During times that the team members are not working with the children, they are taken by the parent group to museums, the pyramids of the sun and moon, a performance of the Folkloria ballet, the floating gardens, and other cultural sites. The emergence of the H1N1 flu in the spring of 2009 led us to cancel the program. We were pleased to be to resume this signature program in May, 2010. A team of five SHS graduate students and two supervisors was lead by Clinic Director Dr. Sandra Nettleton.

II. Significant Plans and Recommendations for the Near Future

A. Re-accreditation

The department has begun the lengthy process of applying for re-accreditation for the eight years 2012-2020. It is currently preparing an extensive self-study document, to be submitted by February 1, 2011. The process includes a thorough self-assessment of the program.
and the formulation of a Strategic Plan. The Plan includes revised Mission and Vision Statements, and identification of several Focus Areas for the next three years. In its present draft, the four Focus Areas are:

1. Elaborating a bilingual emphasis in our training program, to better serve the needs of New Mexico.
2. Increase Clinic revenue, to compensate for decreased state support.
3. Improve the integration of the academic and clinical curricula.
4. Improve the graduate student experience.

A site visit will be held in September-October, 2011.

B. Coping with the budget situation

In the present economic situation, our department, like others, must be more entrepreneurial, particularly in order to fund more clinical supervisors, who are the limiting resource for the size of our graduate program, which is significantly smaller now than five years ago. We are actively exploring the possibility of our clinic becoming a Medicare/Medicaid provider to accommodate clients who are covered by these programs. We are also examining the requirements to becoming a provider under various insurance programs. These are essential, because New Mexico is a state with a severe shortage of speech-language pathologists.

III. Appointments to Faculty and Staff

There were no additions to the faculty. Dawn Sandoval was hired as a temporary clinical supervisor in April 2010 while Elizabeth Meek was on leave. Tracy Wenzl joined the department as Departmental Administrator in May 2010.

IV. Separations of Faculty and Staff

Catherine Fletcher resigned as Departmental Administrator in February 2010 and has now been replaced.

V. Faculty Achievements

A. Publications

Binger, Cathy


**Dale, Philip**


**Neel, Amy**


**Palmer, Phyllis**


Patterson, Janet

Rodriguez, Barbara


B. Conference Presentations

Binger, Cathy


Neel, Amy
**Rodriguez, Barbara**

**Rodríguez, B.** (2010). Early Language and Literacy Development of Children from Diverse Backgrounds. Invited presentation to be made at the American Speech-Language and Hearing Association Annual Convention, Philadelphia, PA.

Reeves, R. K., Masiongale, T., & Rodríguez, B. (2010). Creating the Professional Future We Want Amidst Changing Demographics. Presentation to be made at the American Speech-Language and Hearing Association Annual Convention, Philadelphia, PA.


Hammer Scheffner, C., & Rodríguez, B. L. (2009). Bilingual Preschoolers' Narrative Development & First Grade Reading Outcomes. Poster presented at the American Speech-Language and Hearing Association Annual Convention, New Orleans, LA.


C. **Outside Professional Service**

**Binger, Cathy**
Consulting Editor: Augmentative and Alternative Communication, 2010-2012
Guest reviewer: Journal of Speech, Language, and Hearing Research, 2009
Guest reviewer: American Journal of Speech-Language Pathology, 2009
Reviewer: Annual Convention of the American Speech-Language Hearing Association, 2009

**Dale, Philip**
Editor, Journal of Child Language
Editorial Consultant: Developmental Science, Language and Cognitive Processes

**Neel, Amy**
Editorial Consultant: Journal of the Acoustical Society of America
Editorial Consultant: Journal of Speech, Language, and Hearing Research
Editorial Consultant: Folia Phoniatrica
Member: Motor Speech in Adults and Children Committee, 2010 American Speech-Language-Hearing Convention

**Palmer, Phyllis**
Editor: dysphagia.com
Manager: Dysphagia mail list serve
Awarded Participant in Clinical Practice Research Institute, July 2009-April 2010, American Speech-Language-Hearing Association

**Rodriguez, Barbara**
Reviewer, Panel Chairperson, Center for Early Care and Education Research: Dual Language Learners; Administration for Children and Families, Office of Planning, Research and Evaluation
Reviewer: Journal of Early Childhood Literacy
Reviewer: Language Speech and Hearing Services in the Schools
Reviewer: American Journal of Speech Language Pathology
Editor: Perspectives on Communication Sciences and Disorders in Culturally and Linguistically Diverse Population, ASHA, Special Interest Division 14
Member: Hispanic Caucus Representative, Multicultural Issues Board, ASHA
Professional Development – Presenter, City of Albuquerque, Early Head Start Programs, Second language learners, February, March, May, and June 2010

VI. Outside Sponsored Research

**Binger, Cathy**
Binger, C. Teaching Children who use AAC to Produce Rule-Based Semantic-Syntactic Relations
NIH (National Institute on Deafness and Other Communication Disorders)
January 2011 – December 2013, $300,000 direct costs; $129,844 indirect costs (under review)

**Dale, Philip**
Dale, Philip S. (PI). The efficacy of PROMPT for children with apraxia of speech. Childhood Apraxia of Speech Association of North America (CASANA)
1/1/2010 – 12/31/2010
$11,975

San Diego State University Foundation (for the CDI Advisory Board)
5/1/2010-4/30/2011
$1,523

San Diego State University Foundation (for the CDI Advisory Board)
5/1/2010-4/30/2011
Rodriguez, Barbara
Assessing Bilingual Phonological Development in Young Children
NIH/Child Development and Behavior Branch
Consortium with Temple University
Lead UNM Investigator: Barbara L. Rodriguez, Ph.D.
Principal Investigator: Carol Scheffner-Hammer, Ph.D.
$83,013

VII. Students

A. Graduates

From Fall 2009 through Summer 2010, 13 master’s students received their degrees.
21 students received the Bachelor of Arts degree majoring in Speech & Hearing Sciences.

We also have a substantial, but fluctuating number of students at any point in time who are
officially “non-degree” students. Most have undergraduate degrees in other fields who are taking
foundation courses in SHS on a part-time basis in order to apply for graduate programs. There
were approximately 40 of these students last year.

B. Applications to the Graduate Program

There were 66 applications for Fall 2010 entry into the master’s program in Speech-Language Pathology. We accepted 22 applicants, and 16 of those enrolled in the program this Fall.

C. Enrollment composition

At present, 88 undergraduate A&S students are majors in Speech & Hearing Sciences, and an additional 30 students in the major were registered in University College. The master’s degree program served 33 enrolled graduate students, including 24 White/non-Hispanic, 8 Hispanic, 1 Native American, and 1 student not reporting ethnicity."

Last year we were able to provide an ethnicity analysis of our students. However, despite
our best efforts, the University is no longer able to provide this information to us.