



COLLEGE OF
POPULATION HEALTH

2024

Impact Report

UNM HEALTH
DELIVERING MORE

Reaching New Heights

2024 Impact Report



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The UNM College of Population Health Impact Report is available digitally at <https://cutt.ly/coph-impact-report-2023>. Your comments and ideas are welcome. Please contact marketing and communications at: coph-marketing@salud.unm.edu.

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From The Dean

Dear Colleagues,

As I reflect on this past year, I am filled with a deep sense of pride for all the achievements that the UNM College of Population Health has accomplished this past academic year. One of our most significant milestones was our move in September into the College of Nursing - Public Health Excellence (CON-PHE) building. This state-of-the-art facility now provides a dynamic space for learning, research, and collaboration, bringing our faculty, staff, and students together in an environment that fosters innovation and connection. It represents a new chapter for the college as we continue to expand our impact on public health in New Mexico and beyond.

Our faculty and staff have also made remarkable strides in professional growth and development. We have welcomed 14 new staff and 21 new faculty members to our College, who bring fresh expertise and perspectives to strengthen our academic programs and research initiatives. Through professional development opportunities and continuous collaboration, our team remains committed to advancing health equity and shaping the future of public health education.



As we look ahead, I am pleased to share that we are nearing completion of our 5-year review, a process that has allowed us to reflect on our accomplishments, assess our goals, and refine our strategic priorities. This review underscores a dedication to excellence in teaching, research, and community engagement, and will guide the COPH as we continue to serve as a leader in public health.

I am genuinely grateful for the unwavering support of our students, faculty, staff, and community partners. Together, we are building a healthier and more equitable future.

Tracie C. Collins, MD, MPH, MHCDS
Dean, College of Population Health

Public Health In Action



76%

of students
are part of an
underrepresented
group



Students in the Capstone and
Practicum programs served all

33

New Mexico counties.





159
students currently
enrolled in all programs,
Fall, 2024



55
recent graduates across
all programs (FY24)





How Governance Helps Public Health

By: Sofía Olay, MPH Student & Dustin Roberto, BSPH Student

At The University of New Mexico College of Population Health (COPH), we recognize the critical role of governance in advancing public health. Our approach is guided by principles that foster a community capable of generating ideas, training the next generation, and engaging meaningfully with real world challenges.

Coherent governance in public health sets clear principles that guide our actions and decisions. It fosters an environment where evidence based practices thrive, diverse perspectives are valued, and long-term strategic thinking is prioritized. At the COPH, we emphasize the importance of careful analysis, respectful dialogue, and ethical considerations in all our endeavors. Our governance framework incorporates principles of collaboration and

professional discourse. In the context of accelerated information dissemination and heightened affective responses, we advocate for a measured approach that involves critical reflection prior to addressing a complex issue. This methodology facilitates more constructive and scientific dialogues, particularly when addressing contentious or ethically complex issues within public health.

Central to our governance philosophy is the commitment to building informed, independent views. We encourage our community to engage in thoughtful research and comprehension of complex issues. This approach guards against superficial interpretations and promotes mindful, nuanced perspectives. Disagreement often stems from

misunderstanding, and by promoting thorough investigation, we can foster more constructive dialogues.

We strive to create an environment where listening is as valued as speaking. Recognizing that many in our community may be experiencing challenges we might not fully understand, we emphasize the importance of making space for diverse feelings and experiences. This approach strengthens our collective capacity to address complex public health issues effectively.

Our governance strategy supports community engagement, interdisciplinary collaboration, and adaptive leadership.

We aim to balance immediate public health needs with sustainable, systemic change. By adhering to these governance principles, we build institutional resilience and enhance our ability to confront the public health challenges of our time.

As we navigate through modern and rapidly changing times, our commitment to sound governance reinforces our ability to fulfill our mission: improving population health through research, education, and community engagement. We invite all members of our college community to embody these principles as we work together towards a healthier, more equitable future.

We aim to balance immediate public health needs with sustainable, systemic change.



COPH Shared Governance

By: Sofía Olay, MPH Student & Dustin Roberto, BSPH Student

Shared governance (SG) has long been a cornerstone of the academic decision-making process in higher education institutions. However, as universities evolve to meet the changing needs of their communities, the concept of shared governance is also transforming. This evolution is particularly relevant for the College of Public Health (COPH), where the role of shared governance in promoting health equity and community engagement is increasingly important.

At the COPH, the Dean’s office has been integral in making shared governance a priority. Under Dean Tracie Collins’ leadership, the emphasis on shared governance shifted from a traditional model of faculty-led decision-making to one that incorporates diverse voices

from all corners of the College, actively supporting the creation of governance structures that ensure input from faculty, staff, students, and community members alike. This has not only reinforced collaboration, but also strengthened the College’s mission to promote health equity through inclusive and transparent decision-making processes.

WHAT IS SHARED GOVERNANCE?

At its core, shared governance is a collaborative approach to decision-making that actively involves various stakeholders with an interest in the education or research processes and outcomes. It is seen as an integral component in building equitable systems that translate into improved curriculum,

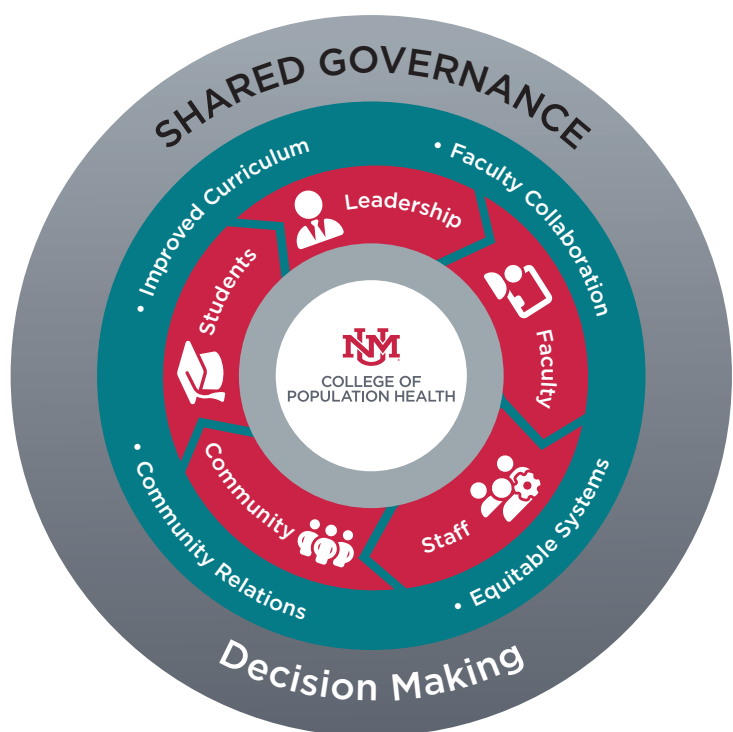
faculty collaboration, and community relations. The strength of shared governance lies in its potential to advance collaboration, streamline decision-making processes, and provide clarity in institutional operations.

One of the most innovative aspects of the evolving shared governance model is the integration of community voices. This approach involves inviting key community organizations, such as the

League of United Latin American Citizens (LULAC) and the National Association for the Advancement of Colored People (NAACP), and Indigenous People to participate in the governance process. By including these groups, institutions acknowledge the significant impact of local communities and align their decision-making with community interests.

A NEW MODEL

This circular model describes the process of shared governance emphasizing collaboration, decision making, continuity, and equality among all stakeholders. It maintains an ongoing connection between leadership, faculty, community, and students. Such a model implies a continuous and cyclical process of decision-making and collaboration, representing governance acting in sync with the institutional mission and community needs. Our circular shared governance model uniquely incorporates CPH values such as collaborative action involving community, key external systems that determine quality of life, plus the CPH workforce, positioning the institution as not merely an educational entity but a significant economic and social force within the community.



STRUCTURAL PROCESS

The Dean's office, in collaboration with the Faculty Senate and the Shared Governance Committee, has taken several steps to operationalize this expanded vision of shared governance:

1. Establishing working groups to guide policy development related to shared governance.
2. Creating committees that include representatives from various fields and levels of the institution.
3. Developing a policy on policies that formalizes collaborative decision-making procedures.
4. Forming a Diversity, Equity, Inclusion, and Accessibility (DEIA) committee to ensure inclusive practices are maintained and advanced across all institutional functions.
5. Building awareness of and commitment to addressing the impacts of institutional decisions on different groups, ensuring the College's work directly aligns with the needs of marginalized communities.

The CPH has embodied this expanded governance model. The composition of governance teams has become more fluid, adapting to specific issues. This flexibility allows for the inclusion of faculty, staff, students, and community members as needed, ensuring that those most affected by decisions have a voice in the process. Such incivility ensures that the institution remains aligned with both its academic goals and the diverse interests of the communities it serves.

These efforts reflect a deepened commitment to fostering an environment where collaboration is valued, and decisions reflect a wide range of perspectives. The work being done at the CPH serves as a model for other institutions that seek to enhance their governance structures in a manner that responds to both internal and external stakeholders.



THE FUTURE OF SHARED GOVERNANCE IN HIGHER EDUCATION

The creation of responsive and responsible educational institutions is essential, and by integrating diverse perspectives, colleges can more effectively fulfill their community commitments. As the challenges facing public health institutions evolve—whether addressing health disparities, community outreach, or global health threats—the necessity of shared governance becomes ever clearer.

Institutions that commit to this model, as the CPH has done, stand to benefit from a stronger connection to their communities, more robust decision-making processes, and a greater capacity

to enact meaningful change. By making shared governance a central pillar of its strategic priorities, the CPH has demonstrated a tangible commitment to equity, transparency, and accountability.

As higher education institutions focused on public health continue to evolve, so too must their approaches to governance. The expanded model of shared governance offers a pathway to community-oriented decision-making. By integrating diverse voices and recognizing the broader impact of institutional values, universities can better serve their complex roles in society. While there is still progress to be made, the commitment to shared governance represents a crucial step toward creating more responsive and responsible educational institutions.



COPH Policy on Policies

By: Sofía Olay, MPH Student & Dustin Roberto, BSPH Student

The College of population Health (COPH) has a “Policy on Policies” (PoP), which serves as guide for how COPH develops rules, processes, and procedures. The Health Sciences (HS) Policy Office has the “master” PoP. Starting with the UNM Regents Policy Manual Section 3.4. The Health Sciences Policy Office ensures that the master PoP provides system wide alignment, continuity, integrity, effectiveness and efficiency across all HS units as they develop rules and processes. Accordingly, the COPH PoP complies with the Health Sciences PoP emphasizing that our efforts to develop rules and processes align with HS, avoid conflict, and display processes for dissemination, education, management and workforce compliance.

In compliance with the COPH PoP, there are two governing bodies that review policies: The Executive Leadership Council and the Shared Governance Working Group. These teams review policies, update them when needed, and make sure COPH governance conforms to HS rules and recommendations and the COPH PoP.

The Policy on Policies framework provides a strong foundation for effective governance. This approach balances regulatory compliance with inclusive decision-making, incorporating diverse perspectives from across the organization. The consistent application of these policies ensures operational stability. Through regular reviews and updates, the policies remain relevant and

adaptable to evolving needs. Ultimately, this comprehensive and collaborative approach to policy-making fosters an environment of fairness, transparency, and responsiveness, supporting the long-term success and integrity for the CPH.

HISTORY OF SHARED GOVERNANCE IN THE COLLEGE OF POPULATION HEALTH

Discussions on shared governance (SG) began at the College at the end of 2023 when faculty expressed an interest in being part of policy development. In response, consistent with the principles of SG, the Deans' Office executed two highly collaborative college wide workshops. Partners included the CPH Faculty Council, Academic Freedom and Tenure, and Faculty Governance, the Office of the University Secretary, and Division for Equity and Inclusion. The two CPH workshops were held as part of CPH

faculty and college wide meetings in December 2023 and January 2024.

As a result, in the early spring of 2024 the Deans' Office created a Shared Governance Working Group whose charge was to:

- Develop and distinguish shared and faculty governance definitions;
- Establish core principles of SG;
- Review existing processes and assets including CPH by-laws and the cumulative knowledge and expertise represented by the Faculty Council;
- Refine the SG charge to include:
 - a. Developing recommendations for strengthened structures and processes of communication and decision-making;
 - b. Incorporating a process for redress if shared governance processes are not followed;
 - c. Maintaining iterative communication between Deans and faculty; and
 - d. Deciding if the group is ad hoc or a standing committee.

The policies are not just rules; they also provide a framework for how the whole College is run.



UNM Golden Paw

By: Sofía Olay, MPH Student & Dustin Roberto, BSPH Student

Online learning plays a key role in creating accessible, inclusive education environments. Many students face challenges that prevent them from attending in-person classes, making online courses an essential component of their educational journey. Hundreds of classes are offered online by The University of New Mexico (UNM) to help students achieve their academic goals. The UNM Center for Teaching and Learning oversees these efforts, aiming to “advance learning environments that exemplify caring, equitable and resilient approaches in order to connect our campus community”. One way to achieve this is through the Golden Paw certification, which recognizes online courses that meet best practices and standards for online learning.

Each semester, the UNM Center for Teaching and Learning invites instructors campus-wide to apply for the certification. To be eligible, instructors must have taught the course more than two semesters and agree to teach the course for three consecutive semesters after the certification is awarded. Once instructors apply, the course is reviewed by a panel to ensure accessibility, consistency, and equitable access to the material. Additionally, instructors who are awarded the certification receive design support for the course, as well as a stipend.

The certification process starts with the application and assignment of the course designer. The designer and instructor then work together to ensure the course meets the online course standards rubric.

Instructors also complete a self-study, which is submitted for review. A review board then provides feedback, enabling the instructor(s) to make changes and modifications in accordance with best practices and evidence-based learning methods. Once the review process is finished, the course is awarded a UNM Best Practice Golden Paw Seal of Approval to place in the course and is noted on the campus-wide Online Course website.

This year, the College of Population Health (COPH) is proud to receive its second Golden Paw certification, this time for the online class “Introduction to Maternal and Child Public Health” from the Online Course Advisory Council. This class, taught by co-instructors Stephanie Chambers, MPH and Pamela Sedillo, MPA, is cross listed as both an undergraduate and graduate course and is the first in a series of four courses in

Maternal and Child Health Certification. A certificate is also available for non-degree-seeking students who wish to focus on issues surrounding child welfare, public health elements throughout the life cycle, women’s health, maternal child health policy and many other topics. Chambers explained that going through the certification process not only clarifies instructional methods, but also equips instructors with strategies to enhance student engagement and participation.

The Golden Paw certification process at UNM promotes excellence in online education by ensuring courses meet high standards of quality and accessibility. This recognition of the “Introduction to Maternal and Child Public Health” course reflects the College of Population Health’s commitment to providing valuable, well-structured online learning experiences for students.

The COPH is proud to receive its second Golden Paw certification for the online class “Introduction to Maternal and Child Public Health.”



COPH 2024 DEIA Convenings

A Commitment to Co-learning and Planning

To view the Convenings go to hsc.unm.edu/population-health/about/deia/deia-convenings.html

The first COPH DEIA Committee began in September 2023. The Committee quickly realized what they did not know and decided to use 2024 as a period of learning and planning. The DEIA Committee implemented four virtual DEIA Convenings as its first major initiative. The audience for the Convenings was

broad and inclusive: the COPH and UNM-HSC workforce and students, plus the broader UNM community, as well as social service agencies, and communities external to UNM who were members of the underrepresented groups and affected by or interested in the topic.

JANUARY 2024

CULTURAL HUMILITY & NATIVE AMERICANS

Goals of the Session: The session, featuring **Norman J. Cooney, MCRP, Tribal Relations Liaison, UNM Center for Native American Health**, focused on advancing health equity and healing for American Indians and Alaska Natives (AI/AN) by fostering cultural humility, addressing population characteristics, barriers to health care access, and strategies for culturally respectful care.

Next Steps for COPH: The College of Population Health (COPH) will organize workshops to inform the COPH workforce about working within Native American settings according to regulations and research protocols. COPH will also invite subject matter experts to help increase knowledge about the history of Native Americans in New Mexico and the United States.

FEBRUARY 2024

BLACK HEALTH & SOCIAL ISSUES

Goals of the Session: The session aimed to explore health and social issues significant to the African American community, exploring the intersection of health with structural factors including social, political, and economic issues in New Mexico.

Next Steps for CPH: The College of Population Health (CPH) will examine the civic capacity of Black communities in New Mexico to organize and alter socio-political conditions and systems that should address their needs.

MARCH 2024

NEURODIVERSITY AND ACCESSIBILITY IN HIGHER EDUCATION

Goals of the Session: The session, featuring **Katie Rose Guest Pryal, JD, PhD - University of North Carolina School of Law**, focused on defining neurodiversity, understanding the prevalence of neurodivergent conditions, providing classroom accommodation examples, and outlining supportive practices for neurodiversity in higher education.

Next Steps for CPH: CPH plans to promote a shift in faculty attitudes toward neurodiversity, host workshops with the UNM community and resource centers to address stigma, explore how to update a 2011 study on autism prevalence, and review policies on self-diagnosis and past diagnoses of neurodivergent conditions.

APRIL 2024

HISPANIC/LATINX HEALTH & SOCIAL ISSUE

Goals of the Session: The session aimed to understand health and social issues important to the Hispanic/Latinx community, focusing on health, environmental justice, and educational systems within and beyond UNM.

Next Steps for CPH: The College of Population Health (CPH) will review the curriculum for Hispanic cultural and health topics, including language, and further explore food justice and activism in New Mexico.



Bachelor of Population Health

Undergraduate Program

The UNM College of Population Health offers a Bachelor of Science in Population Health (BSPH) degree. This program gives students the skills to understand population health dynamics and promote community wellness, prevention, and health care policy change.

The UNM Bachelor of Science in Population Health degree prepares students to become a professional in population health with coursework in:

- Epidemiology
- Program planning
- Research methods
- Health care finance
- Social theory
- And more

Our students enjoy access to nationally recognized faculty with multiple opportunities for interdisciplinary

education through collaborations with UNM, New Mexico Department of Health, Academic Health Department, UNM College of Population Health Centers, and other local and national agencies.

The capstone fieldwork experience provides real-world training while in the BSPH program. Fieldwork is a valuable opportunity for students to gain experience in a professional population health setting, develop networking skills, and prepare for employment upon graduation.

With an undergraduate degree in population health from The University of New Mexico, students are ready to step onto the front lines, improving health outcomes and access for diverse and under-served populations.



Master of Public Health

Graduate Program

UNM is a leader in graduate and community-based public health education. Our students and alumni are social justice champions. We are dedicated to diversity and inclusion, with an unwavering commitment to improving the health of New Mexicans and people around the world.

The UNM Master of Public Health (MPH) helps to build critical thinking skills that draw from social science, biomedical science and clinical disciplines. Focus for these issues are in one of four concentrations:

- Community Health
- Epidemiology
- Health Systems, Services and Policy
- Public Health Clinician

The Master of Public Health Program is accredited by the Council on Education for Public Health (CEPH), an independent agency recognized by the US Department of Education.

Additionally, options are offered for dual degree programs. Students are able to combine multiple interests with options of earning:

- MPH and Master of Arts in Latin American Studies
- MPH and Doctor of Medicine
- MPH and an individual degree program requested by student

Students learn how to become public health leaders and to focus new skills to aid in policy planning and lead large-scale initiatives.



PhD in Health Equity Sciences

Graduate Program

Now more than ever, the world needs experts who are prepared to take the lead in the exciting and constantly evolving fields of public health and health care. The UNM College of Population Health offers a PhD in Health Equity Sciences which offers a foundation in leadership, analysis, and policy. Through electives of their choice, students can tailor their degree.

To promote systemic transformation, the curriculum combines conventional academic instruction with experience learning and competency development.

For candidates with an MPH from a CEPH accredited university, the PhD program is a full-time campus-based program of study that may be finished in three to four years.

This program integrates the rich history of public health, with the newer discipline

of population health, and human and social sciences to provide graduates with a rigorous competency-based doctoral degree. The advanced comprehensive training prepares scholars for leadership positions in various settings - such as local, state, federal, and global governmental and non-governmental agencies, public health and social justice organizations, health care provider organizations, and higher learning institutions.

Students enroll with a concentration that fits their professional goals and complements their degree.

- Epidemiology
- Biostatistics
- Global Health Equity and Policy
- Community Health Education
- Community Based Participatory Research



Certificates

Professional and Graduate-level Certificates

The UNM College of Population Health offers professional certificates for people without a degree, and graduate-level certificates for those wanting to add on to a current degree.

Undergraduate-level professional certificates offered by the UNM College of Population Health are credit-based courses designed for students who want to improve their career opportunities in the public health field. Enrollment requires acceptance as a non-degree UNM student. Students who successfully complete the program will be eligible for transfer credit with other institutions. They can also use their certificate as evidence of competency in certain areas of population health.

Certificates currently being offered:

- Maternal and Child Health (MCH) Certificates

Students studying Maternal and Child Health will gain:

- The capacity to carefully assess community and individual needs, work in equitable cooperation with communities and individuals, and support the implementation of genuine change based on community partnerships to enhance lives,
- The specialized understanding of MCH and learning how to apply it to their own field of practice,
- The capacity to acquire and use the abilities required to become a top-notch MCH practitioner or researcher.



Minors

Undergraduate and Graduate

The UNM College of Population Health offers two minors in two formats tailored to undergraduate and graduate programming. The two minors are:

Minor in Population Health

Students complement an education with a basic understanding of core principles and sciences behind Population Health. A population health minor helps graduates impact the lives of people within their circle of influence in the most data-driven and positive way possible. They discover the socioeconomic, behavioral, physiological and environmental influences that impact a community to make a difference.

Minor in Maternal and Child Health (MCH)

The College of Population Health offers an MCH leadership program as an MCH minor. This allows participants to develop knowledge and skills around the health and well-being of women, children, and families. Topics include women's health, children's health, social determinants of health, equity and racism, nutrition, interdisciplinary approaches, and prevention and health promotion practices, MCH policy, research, programs and leadership.

CAPSTONE & PRACTICUM

Fieldwork FY24



STUDENT ENROLLMENT

By The Numbers

BSPH

148

Undergraduate
(Major & Minor)
Students

36

BSPH Students
Enrolled in
Capstone

MPH

56

MPH
Students

23

MPH Students
Enrolled in
Practicum

PhD

8


PhD
Health Equity
Science Students

76%

From Historically
Underrepresented
Populations

Convocation 2024



Convocation Date:
 **Friday, May 10, 2024**

23
BSPH Graduates

23
MPH Graduates

Academic Awards

BSPH

Academic Achievement Award



Lila Nezar, BS

Outstanding Student Leadership Award



Mikenzie Chessman, BS



Lizbeth Olivarez, BS

MPH

Academic Distinction Award



Brenna Banwarth-Kuhn, MD



Amy Pierce, MPH

Excellence in Public Health Award



Diana Perea, MPH

Public Health Student Association



Evelyn Byrd, MPH



Christian Ojeda, MPH

Delta Omega Gamma Epsilon



Hayley Hamilton, BS



Lizbeth Olivarez, BS



Evelyn Byrd, MPH



Christian Ojeda, MPH

Office of Interprofessional Education



Evelyn Byrd, MPH



Que Le, MPH



Christian Ojeda, MPH



Diana Perea, MPH

College of Population Health Faculty



Tracie Collins,
MD, MHCDS,
MPH
COPH Dean



Lauri Andress,
PhD, JD, MPH
Associate Dean



Elizabeth
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PhD, MS, RDN
Assistant Dean
of Research



Kenneth Ward,
PhD
Assistant Dean
of Faculty
Affairs



Laura Nellums,
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Assistant Dean
of Education



Ronald Aldrich,
MBA
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Lorenda
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Stephanie
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College of Population Health Faculty



Jonathan Eldredge, PhD
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Robert Frank, PhD
Professor Emeritus



Tameka Gillum, PhD
Associate Professor



Barbara N. Harding, PhD
Assistant Professor



Ming Ji, MSAM, MSM, PhD
Professor



Verlin Joseph, PhD, MPH
PhD Co-Director, Assistant Professor



Carmella Kahn, DrPH, MPH
Assistant Professor



Alena Kuhlemeier, PhD
Assistant Professor



Crystal Lee, PhD, MPH
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Tiffany Martinez-Durant, MS, MCHES, CPS
Lecturer II



Laura Nervi, PhD, MPH, MSSc
Associate Professor



Lexi O'Donnell, PhD
Assistant Professor



Frankie Perry, RN, MA, LFACHE
Adjunct Faculty



Claudia Pratesi, PhD
MPH Director, Assistant Professor



Rebecca Rae, MPH
Research Lecturer III

College of Population Health Faculty



Julie Reagan,
PhD, JD, MPH
Associate
Professor



**Andrew
Rowland, PhD**
Professor



**Shannon
Sanchez-
Youngman, PhD**
Assistant
Professor



**Randy
Schwartz,**
MSPH
Adjunct Faculty



**Sarah Shrum
Davis, MPH**
Adjunct Faculty



**Francisco Soto
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MPH**
Professor



**Sue Noell
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Lecturer III



**Sam Swift, PhD,
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Assistant
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Laura Tomedi,
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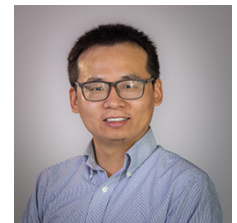
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Debra Waters
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College of Population Health Staff



Doreen Bird
Senior Training
& Development
Consultant



Blake Boursaw
Senior Research
Scientist 2



**Nancy Cabrera
Duran**
Academic
Advisor



**Edgar Corona
Castaneda**
Academic
Advisor



Lisa Downey
Sr. Contract &
Grant



Amber Dukes
Senior Program
Manager,
Lecturer II



Melissa Garcia
Unit
Administrator/
Dean's
Assistant



**Vanessa
Garcia-Kline**
Program
Coordinator



**Beverly
Gorman**
Program
Specialist



**Gwendolyn
(Wendy)
Griego**
Sr. Fiscal Tech



Nikki Guerrero
Administrative
Coordinator



Belkis Jacquez
CBPR Research
Scientist 3



Daniel Kinghorn
CBPR Research
Scientist 3



Shania Krawic
Sr. Contracts
& Grants
Administrator



**Proveen
Kothagundla**
CHP Research
Scientist 1

College of Population Health Staff



Sheri Lesansee
Sr. Program
Manager



**Carlos Linares
Koloffon**
Research
Scientist 2



**Rebekah
Lucero**
Financial
Analyst



Bernice Madrid
Instructional
Media Specialist



**Cynthia (Cindi)
Meche**
Marketing
Manager



Michael Miranda
Program
Coordinator,
PhD/Online



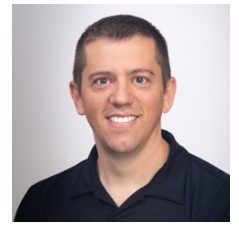
Daniel Noriega-Lucero
Manager of Academic
Advisement, Lecturer II



Amanda Ortiz
Academic
Operations
Officer



**Aanchal
Pradhan**
Training & Devt
Consultant



Javier Rios
TREE Center
Sr. Program
Manager



Daisy Rosero
Research
Scientist 2



Sandy Rotruck
Administrative
Coordinator



Alex Sanchez
IT Support Tech



Pamela Sedillo, MPA
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Academic Success,
Lecturer II



**Domineque
Tenorio**
Program
Coordinator



**Benjamin (Ben)
Vickers**
Biostatistician /
Faculty



Melody Wells
Director,
Development -
UNM Foundation



**Griffin Rinehimer
Woolery**
Administrative
Coordinator



Kimberly Wu
Program Training
& Development
Consultant, Lecturer II



Your Support Changes Lives

Good Health Starts with You

As a graduate of the College of Population Health, a community partner, donor and/or a public health practitioner yourself, you know the impact that policy has on the social determinants of health and on healthcare delivery. COPH's students and faculty make positive change happen in our state as current and future shapers of policy, driven by the needs identified by communities in New Mexico. Your support of their scholarship, through philanthropy, leads to good health for us all.

Every \$1 in scholarship that a student receives reduces their debt burden by \$5. More UNM graduates stay and work in New Mexico when they have scholarship support. Your gifts make it possible for the next generation of public health scholars to commit to building impactful public health careers in our great state.

COPH graduates go on to work in tribal, municipal and state organizations leading health assessments and designing ways to ensure more people have access to healthy air and land, good food and housing, recreation and health care. Your support ensures they can learn by working with the New Mexico Department of Health, the New Mexico Human Services Department and with research institutions state-wide while in school. You create an environment in which our students can thrive.

Whether contributing to scholarships, faculty research, or our facilities, you help create better health and wellness for New Mexicans. Thank you for partnering with us to improve health!

To make a gift to the College, visit unmfund.org or email melody.wells@unmfund.org ■

GRANTS & CONTRACTS

Newly Awarded FY24

13

Number of
Projects Awarded

\$8M+

Grand Total
Awarded

TOTAL
DONATIONS*

\$486K

Increased Donations
Year Over Year

66%

TOTAL NUMBER OF
DONATIONS*

30

1

Professorship fully funded to
support a Native American
academic working in disease
prevention research & practice

* We define donations as gifts from individuals. Grants can be from foundations or government entities. Contracts are government issued.