

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

University of New Mexico
Albuquerque, New Mexico
April 6 – 8, 2009

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The April, 2009 visit to the University of New Mexico (UNM) is for a ten-year comprehensive visit. UNM invited the HLC Team to also assess a Change Request along with a Special Emphasis Request (see I.C).

B. Organizational Context

The University of New Mexico is a comprehensive, urban public university and only one of two flagship, research intensive universities in the United States federally designated as an Hispanic Serving Institution. Of the 26 colleges and universities in New Mexico, UNM enrolls nearly half of New Mexico's baccalaureate students and is the state's exclusive provider of graduate programming in law, medicine, architecture and pharmacy. UNM is recognized by the Carnegie classification as a Research University/Very High Research institution while also committed to citizens in communities through its four branch campuses in Gallup, Los Alamos, Taos, and Valencia County. Governed by the University of New Mexico Board of Regents, the seven members of this body are appointed by the Governor with the consent of the Senate for terms of six years with the exception of the student regent who serves for two years.

Founded in 1889 by an act of the Territory, the University of New Mexico superseded statehood by 23 years. The first class began in Fall 1892 with the first graduating class receiving degrees in 1894. Accreditation was first awarded in 1922 and UNM has earned continual accreditation since that time. The last comprehensive visit was in 1999 when UNM was awarded continued accreditation.

C. Unique Aspects of Visit

In the Fall of 2006, the University of New Mexico was the first flagship university in the country to host a freshman class with a higher percentage of traditionally underrepresented than white students. Therefore, in addition to the comprehensive visit, the University of New Mexico requested the HLC Team review and provide feedback on a Special Emphasis of the self-study centered on *Educating Tomorrow's Demographic Today*, with the focus on minority student achievement. Additionally, UNM has submitted a Change Request for the approval of the authorization to offer online degrees without HLC prior approval of each additional degree offering.

Due to the complex, research-extensive structure of UNM that includes Health Sciences, Law, and four branch campuses in addition to the expanded scope of the review, the HLC Visiting Team was comprised of a large team of 15

members. One week prior to the visit, one team member was restricted from travel for health reasons and unable to participate in the site visit.

D. Sites or Branch Campuses Visited

While UNM hosts 4 branch campuses, Gallup and Taos were the two representative campuses visited. Gallup was selected due to its rural location and predominantly Native American population and Taos since it is the newest of the branch campuses and serves a distinctive market. Two Team members visited each campus for approximately 3.5 hours per location. A UNM donor graciously provided a plane to fly the Team members to each site, saving travel time while expanding visit time.

E. Distance Education Reviewed

UNM prepared a change request to seek “blanket” approval to offer distance education degrees. To this end, distance education was reviewed through interviews with Extended University staff, the primary unit charged with distance education management, as well as discussions with Colleges across UNM. This primarily included Nursing, Architecture and Planning, and Education, as well as branch campuses. Team members had access to online courses (excluding student work) prior to the visit.

F. Interactions with Constituencies

Meetings and Interviews

- a. President *
- b. Executive Cabinet (* individual members of Executive Cabinet)
- c. Chief Information Officer*
- d. Provost*, Vice Provost for Academic Affairs*, Deputy Provost*,
- e. Faculty Representatives – 66+; Taos – 15; Gallup 15 attendees
- f. Community Members – 10; Gallup – 17; Taos 25 attendees
- g. Students - main, branch campuses, students of color
- h. Vice President of Equity and Inclusion*, Directors of Ethnic Programs
- i. Board of Regents
- j. Extended University Vice Provost* and Directors
- k. NMEL New Media Extended Learning and Support Staff 14 attendees
- l. Colleges: Pharmacy, Medicine, Law, Nursing, Education, Architecture and Planning, Anderson School of Management, Arts & Sciences, Continuing Education, Engineering, Libraries, Fine Arts, Public Administration, University College
- m. Branch Campus Directors, Instructional Deans – 8 attendees
- n. Consultant to the President for Strategy and Goals*

- o. Academic Deans Council
- p. Vice President Research, Research Compliance and Leadership
- q. Associate Deans
- r. Graduate School Dean
- s. Athletics – 10 attendees
- t. Director of Government Affairs
- u. Vice-President for Human Resources and Deputy Provost
- v. Outcomes Assessment Committee – 10 attendees
- w. Enrollment Management Team – 8 attendees
- x. Faculty Development Group, OSET
- y. Director and Staff University Honors
- z. Student Life and Organizations – 7 attendees
- aa. Parent Outreach
- bb. Centers for Outreach, Engagement and Service Learning -15 attendees
- cc. Registrar and Associate Registrars
- dd. Legal Counsel and Grievance Review
- ee. University Communications and Marketing - 4 attendees
- ff. Institutional Support Services (facilities and real estate management) 10 attendees
- gg. Housing and Resident Life – 6 attendees
- hh. University College Advising Center Staff – 7 attendees
- ii. Director of Internal Audit
- jj. Director of the Accessibility Resources Center
- kk. Executive Vice President of Administration*, Vice President Finance, Controller, Associate Vice-President Budget and Planning, Chief Budget Officer for Health Sciences
- ll. Provost Committee for Advisement
- mm. Open Meeting (Staff) – 22 attendees
- nn. Staff Council – 6 attendees
- oo. Health Sciences Executive Vice-President and HSC – 12 attendees
- pp. University Library – 6 attendees
- qq. Office of International Students, McNair Scholars, Title V -13 attendees
- rr. Branch Campus Leadership Teams - Taos – 18 and Gallup – 6 attendees

G. Principal Documents, Materials, and Web Pages Reviewed

- 1. Documents
 - a. Self-Study
 - b. UNM Factbook
 - c. Organizational Charts
 - d. Extended University Review Report
 - e. Extended University Self Study
 - f. Making the Grade, Annual Report 2007
 - g. Special Emphasis Agreement with the Higher Learning Commission

- h. Diversity Report Card
- i. Diversity Plan Goals (PowerPoint)
- j. Chipotle Services, Dilares, Indigenous Library Program
- k. Ambassadors Activities 2008+
- l. University Libraries and Research Support and Enhancement
- m. Undergraduate Admission Applications Comparison Report
- n. Average Salaries for UNM Branch Faculty
- o. Comparative Salaries, FT Instructional Faculty

2. Web Pages

- a. Council of University Presidents Performance Effectiveness Report
<http://www.unm.edu/%7Ecup/Reports.htm>
- b. UNM Factbook <http://www.unm.edu/~oir/factbook/webpage.htm>
- c. University Business Policies and Procedures Manual
<http://www.unm.edu/~ubppm/>
- d. Pathfinder <http://pathfinder.unm.edu/>
- e. SCT.UNM <http://www.stc.unm.edu/>
- f. UNM Financial Audits <http://www.unm.edu/~conweb/finrep.html>
- g. Faculty Handbook <http://handbook.unm.edu/>
- h. Board of Regents Policy Manual <http://www.unm.edu/~brpm/>
- i. University Business Policies and Procedures Manual
<http://www.unm.edu/~ubppm/>
- j. Institution-wide Environmental Assessment and SWOT Analysis, March 2008,
http://www.unm.edu/president/documents/Environmental_Assessment.pdf
- k. Strategic Framework document,
http://www.unm.edu/president/documents/Strategic_Framework-2008andBeyond-updated8-08.pdf
- l. State Statute and Constitution – Searchable through
<http://www.newmexico.gov/government.php>
- m. News articles from the Chronicle of Higher Education
<http://chronicle.com/>
- n. The Albuquerque Journal <http://www.abqjournal.com/>
- o. NCAA web site <http://www.ncaa.org/wps/portal>
- p. Office of Equal Opportunity <http://www.unm.edu/~oeounm>
- q. Center for Health Policy <http://center@healthpolicy.unm.edu>

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The current Self-Study process began three years prior to the 2009 visit and involved a wide range of campus representation. In Spring 2006 after

consultation with the Higher Learning Commission, UNM decided to move forward with a special emphasis request in addition to the university's comprehensive review. Provost Reed Dasenbrock presented a conceptual paper for the special emphasis topic to various groups within the university. Support for pursuing the special emphasis was garnered from the Faculty Senate, Provost's Cabinet, Executive Cabinet, Dean's Council, Branch Campus Directors, and Academic/Student Affairs and Research Committee of the Board of Regents.

In February 2007, HLC Liaison Robert Appleson visited UNM to provide advice and guidance as the university began to prepare for the reaccreditation process. The Memorandum Of Agreement for the special emphasis was submitted directly after his visit and was signed and finalized in March 2007.

By May 2007, UNM's HLC Accreditation Steering Committee was formed with the appointment of a chair and vice-chair. The other committee membership comprised the chairs of the six self-study committees (a committee was created for each of the five criteria and the special emphasis), a regional campus representative, a health sciences representative, and two deans. The Provost/Executive Vice President for Academic Affairs and the Deputy Executive Vice President for the Health Sciences Center were also included on the steering committee as ex-officio members. Over the summer, members were appointed to each of the self-study committees with over 80 people participating on the various committees.

UNM also requested that an institutional change request be considered during the University's site visit. The change being requested was to remove the stipulation that every new online program receive approval by the HLC. The approval for consideration of the change request was granted by the HLC late-Fall 2007.

In June 2008, UNM hired a consultant to review the first complete draft of the self-study document and to provide advice on improving the self-study and preparing for the site visit. Over the next four months, the self-study document was refined and updated. In November 2008, a draft was circulated and provided online to the university community for comment. After incorporating feedback and completing a final round of editing and data updates, the self-study was finalized in February 2009, six weeks prior to the visit of the team. UNM provided a hard copy of the Self-Study with Special Emphasis and Change Request to the HLC Visiting Team. Electronic versions of these documents were available in addition to electronic copies of the UNM Factbook, Faculty Handbook, Student Handbook, etc. UNM also had an institutional website posted for UNM community to facilitate communications and progress on the Self-Study and accreditation process <http://www.unm.edu/~accred/> .

In summation, a Self-Study Steering Committee held responsibility for overall coordination of the Self Study and a separate Committee was responsible for the Special Emphasis work. Each Criterion also had a Committee focused on data collection. Each College and Branch campus had representative contributors to the Self Study. The Self-Study was also made available to the campus for review and input. Paired with the Special Emphasis Request, a comprehensive portrait of the University of New Mexico was presented to the HLC Team.

B. Integrity of the Self-Study Report

The team found the self-study to be representative of the breath of UNM and its branch campuses. The self-study effectively told the UNM story with adequate links to electronic data that further described the university and its many programs. Not only was the institution charged with completing the self-study, but also added the complexity and institutional examination for a special emphasis on minority success. The one area of the self-study that was not reflective of the full scope of progress was in the area of student learning and outcomes assessment. The self-study report described an assessment timeline and plan for collecting program assessment plans and reports, but the documents were not available on the assessment website where the timeline suggested they would be found. No explanation was provided in the self-study or on the website for the absence of the documents. Clarification of the status of the work described in the timeline would have benefited the progress of the team prior to the visit (note Criterion 3).

C. Adequacy of Progress in Addressing Previously Identified Challenges

The Team considers the response of the organization to previously identified challenges to be inadequate in regard to ongoing leadership consistency at senior levels of the university and in the adequacy of communication and coordination in areas of common institutional concern. These concerns are addressed in Criterion 1. All other issues have been adequately addressed.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

Eight comments were received by the Commission and are factored into the team's decision.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The Team reviewed the required Title IV compliance areas and student complaint information.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met

Having embraced a singular history and environment, UNM has articulated a distinctive mission that is explicitly embedded in an active and detailed planning process. Each of the principal elements in the mission finds expression in the clearly stated aspirations of the vision statement, and these, in turn, appear well aligned with four clear “strands of priority” and with seven “core values.”

Given its rich history and environment, UNM should embrace the values of diversity with particular enthusiasm—and it does. In addition to strong statements in the planning documents, there is now at UNM a new Office for Equity and Inclusion headed by a Vice President. This office has begun to implement a formal Diversity Plan and Diversity Scorecard which, together, are widely acknowledged as influential and which guide operations at all levels. The fact that the campuses chose a Special Emphasis focused on improvement of minority student achievement supports how much UNM values diversity. The students at UNM validated an environment in which they are treated fairly and diversity is valued.

Any university with both a Health Sciences Center and an extensive intercollegiate athletics program faces a significant challenge in terms of maintaining compliance with applicable regulatory requirements. UNM appears well organized to meet this challenge. Clear statements of expectations with regard both to training and to operations, appear to influence behaviors throughout the university. A distinctive “Whistleblower Protection Policy” offers encouragement and protection to those who may observe or suspect violations of applicable laws or regulations. Specifically, the policy prohibits retaliation against “whistleblowers,” makes provision for anonymous reporting, and (except for anonymous reports) guarantees whistleblowers notification when the investigation is complete. The policy has been frequently used with referrals for investigations either handled by the Internal Auditor or an appropriate other entity such as the Director of Human Resources or the office of Equal Opportunity.

2. Evidence that one or more specified Core Components need organizational attention

The institution is the midst of a near complete break down in trust between the faculty and staff and the President. The faculty voted no confidence in the Board Chair, President and Executive Vice President for Administration. The President of the Board of Regents has resigned as chair but remains on the Board. The current Board President expressed his understanding for the need to communicate with the faculty and all constituencies to rebuild a harmonious working relationship. The Board President also expressed his desire to work collaboratively and in an environment of transparency and trust.

UNM expresses commitment to the continuing review and documentation of elements essential to its integrity as an institution. A significant characteristic of this commitment may be found in the dual reporting lines of the Department of Internal Audit—"administratively" to the president of the university and "functionally" to the Board of Regents Audit Committee. The advantages of such a system might be found in an unusually strong engagement of the Regents in issues of institutional integrity. However, dual reporting lines can create organizational tensions. This tension is magnified at UNM where the Governor, who appoints members of the Board of Regents, is perceived to be publicly involved in University governance. Financial accountability is also of great interest to the Faculty and the link between financial management and commitment to mission is cited in the recent faculty vote of no confidence. However, the Faculty Constitution, Art.I, Sec. 6, Policy A50, makes it clear that the Regents have the final authority in matters involving finance, personnel and general University policy. At UNM, the Regents use of its final authority may prove intrusive.

3. Evidence that one or more specified Core Components require Commission follow-up.

The first challenge identified in the 1999 and also noted in the 1989 Report from the HLC Visits, was permanent executive leadership. In the ten years since the last visit, UNM has had six presidents and seven provosts in leadership roles and thus remains challenged with consistent leadership. President Schmidly was selected in 2007 and has commissioned a new environmental plan that has revised the mission, vision and strategic framework of UNM. At the time of the 2009 visit, President Schmidly has been in office less than 2 years and is facing challenges to overcome the pattern of inconsistent leadership that has expanded over two decades.

A third challenge cited in the 1999 report was inadequate communication and coordination in areas of common institutional concern. Beginning in 2000, UNM started putting in place strategic reporting structures to improve communications. The first action involved Branch Campus Directors reporting directly to the Provost. In 2004, Student Affairs was made part of Academic Affairs to facilitate increased communications between Student and Academic Affairs, and since 2007, the Executive Cabinet includes monthly representation of faculty, staff and students - both graduate and undergraduate. Upon the hiring of President Schmidly, the Board of Regents included as one indicator in his work plan that he adopt "Communicate" as the President's theme for 2008/09. Two months prior to the scheduled HLC team visit in April, faculty rendered a vote of No Confidence in UNM's Board of Regents President, President of UNM and Executive Vice President for Administration for perceived flaws in fiscal management. At the urging of the Governor, the President of the Board of Regents subsequently relinquished his position as chair to another board member.

Faculty and student public forums voiced perceptions to the visiting team that decisions were delivered "top-down" with little engagement from the University community. Prior to the visit, House Memorial 123 was proposed to the New Mexico 49th Legislature "*requesting the Secretary of Higher Education name a working group to develop recommendations regarding principles of shared governance in New Mexico state universities*". These actions provide just cause on the lack of institutional progress for communication and coordination in areas of common institutional concern.

There are two fundamental issues germane to the sustained effectiveness of the university and its administration. The first is that the Board of Regents should operate within the constitutional and statutory authority without intruding upon—or appearing to intrude upon—university operations. Furthermore, the Board's own policy states:

"1.1 Subject :Responsibilities of the Board of Regents

Ultimate Responsibility for the Governance of the University

The Board of Regents is responsible for the governance of the University of New Mexico. This responsibility may be exercised only by the Board as a unit; individual Regents are without power to act separately in the transaction of University business, except when one of the Board's officers is specifically authorized to act on behalf of the Board.

The Board's power to govern the University includes fiduciary responsibility for the assets and programs of the University, establishment of goals and policies to guide the University and oversight of the functioning of the University. *The Board vests responsibility for the operation and management of the University in the President of the University.* (Emphasis added)"

While the team recognizes the total commitment of the Regents to the success of this president and his administration, the current atmosphere at the university suggests strongly that the president's success depends critically on the Regents honoring his authority and supporting his position with regard to his operational roles. The president stated strongly during Team Visit interviews that the Board of Regents has been fully supportive of his leadership. Individual Regents provided statements of behaviors that may be deemed intrusive, such as meeting independently with the Executive Vice President of Administration on budget issues and assigning tasks to administrators, all without knowledge of the senior administration.

The second is that academic interests, represented by the office of the provost, should guide financial decisions—as opposed to allowing financial decisions to drive academic decisions. The president is the single person who can articulate and implement this empowerment of the academic leadership in the personae of the provost and deans. The resolution of these issues should address many of the points of friction that have directed expressions of no confidence: the claimed shifting of funding from Academic Affairs to competing priorities, the framing of administrative structures to reflect shifts in personnel, and the appearance of disproportionate investment in the enhancement of administrative compensation. The team regards these issues as considerably more important than those that were cited as explanations of current discords, namely, that the problem is primarily one of “communication” and a function of current economic stresses.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

Recommendation of the Team

Criterion is met; Commission follow-up recommended.

Monitoring Report due January 11, 2011

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

The institution has developed long range strategic plans which are integrated with the annual cycles of the budget and resource development. Facilities development has been well planned and the campus master plan is being updated with completion to be achieved in April of 2009. The campus facilities have made noticeable improvements since the HLC visit in 1999, most recently with the award-winning architecture of George Pearl Hall (College of Architecture) on the main campus.

The Program Review process was revised in 2005 and more recently in November 2008 to serve more effectively as a resource to units in support of obtaining specialized accreditations and to provide valuable information to support strategic management decisions. UNM is in the third year of the revised process and is in the 1st year of mid-cycle reviews. The new process has been demonstrated to better serve the hiring of faculty positions based on clear priorities and to assist in grant writing.

While state revenues have experienced the stress common to the current economic times, UNM has fared better than many other institutions and enjoys the support of a state which appreciates the value of UNM teaching, research and service. The Board of Regents also demonstrates a genuine commitment to the success of the institution and a commitment to support the current President. The Regents have set 13 goals for the President. From these goals the President has developed a strategic framework to align tactical actions with strategic objectives. These goals reflect four strategic areas, called strands of priority, which include student success, systematic excellence, healthy communities, and economic and community development. The lack of consistent leadership, coupled with financial pressures, has resulted in a tendency of university units and individuals to go directly to the legislature seeking funding for specific efforts. The Director of Government Relations has worked to keep the Deans and campus constituents informed of legislative actions and priorities and attempted to focus the university's voice in communicating with the legislature. This is necessary if university leaders are to make decisions based upon mission and identified strategic objectives.

New Mexico is a state where ethnic minorities traditionally underrepresented in higher education have always comprised the majority of the citizenry. UNM has embraced this fact and incorporated sound initiatives to meet the needs and expectations of their diverse constituents in undergraduate and graduate teaching, research, health sciences and service to the Albuquerque region and the state of New Mexico. A UNM Diversity Plan is active.

UNM – Main Campus has 1,912 total faculty, 1,165 holding doctorate or professional doctorate degrees, 503 holding Masters’ degrees or other terminal degrees, and 214 are listed as “other.” Approximately 61% of UNM-Main Campus faculty hold doctorate or professional doctorate degrees, 26% hold Masters or other terminal degrees, and 13% are listed as “other.” UNM-Main Campus has 830 faculty in tenure-track positions, approximately 43%.

UNM-SOM has 889 total faculty, 783 holding doctorate or professional doctorate degrees, 39 holding Masters’ degrees or other terminal degrees, and 67 are listed as “other.” Approximately 88% of UNM-SOM faculty hold doctorate or professional doctorate degrees, 4% hold Masters or other terminal degrees, and 8% are listed as “other.” UNM-SOM has 233 faculty in tenure-track positions, approximately 26%.

Of the 505 faculty at branch campuses, 99 hold doctorate or professional doctorate degrees, 229 hold Masters or other terminal degrees, and 177 are listed as “other.” Approximately 20% of branch campus faculty hold doctorate or professional doctorate degrees. UNM branch campuses have 63 faculty in tenure-track positions, approximately 13%.

2. Evidence that one or more specified Core Components need organizational attention

Honest communication and genuine collaboration are essential to developing and maintaining trust. While the President is attempting to address the rift which has occurred, trust once lost is difficult to regain. Development of trust and positive and productive planning will be essential if UNM is to advance in the most expeditious manner. For example, even worthy objectives can undermine an institution if they appear to have been chosen without adequate consultation with all concerned stakeholders. The Rio Rancho development may represent a missed opportunity for collaborative decision making and we suggest that respect for faculty governance henceforth should prompt thorough on-campus discussion and consideration of initiatives such as Rio Rancho that reflect a commitment of significant resources and signal new institutional directions.

UNM has set strategic objectives which, in very direct ways, will require ever increasing technology to assure success. The current capacity of the university is not sufficient to meet current needs - much less the future. UNM has recently hired a CIO to lead the effort to build the needed capacity and expertise in technology. Greater emphasis on information systems will aid in making better strategic decisions, expanding campus delivery sites, increasing research activities, and advancing distance programs and services and will require appropriate planning, management and resources. An organized and scalable technology infrastructure (including hardware, software, and personnel) is key to

UNM's ability to address instructional technology growth – for on campus as well as expanding online programming to new audiences beyond campus.

While UNM has, in most respects, managed to staff adequately in the face of financial challenges, it has not come to grips with a significant staffing shortfall in the area of student advising. UNM's advising enterprise is understaffed with pockets of specialized advising that may benefit from improved communication and organization.

3. Evidence that one or more specified Core Components require Commission follow-up.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

Recommendation of the Team

Criterion is met; no Commission follow up is required.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

Although little activity on assessment at the institutional level from 1999 to 2006 is evident, in the last 3 years the University has made significant progress in the development of a leadership team for assessment and creation of an institutional assessment plan. During this time frame, a Manager for Program Outcomes Assessment was hired and a Provost's Committee on Assessment (PCA), whose membership includes faculty representation from each college, was charged with implementing an institutional assessment plan. The PCA created a timeline for all degree programs to identify student learning outcomes, write a plan for assessing student achievement of these learning goals, and provide annual reports that describe how results of assessment have been used to guide changes for program improvement. Additionally, a College Assessment Review Committee was created in each college to review documents and provide feedback for improvement. Although the timeline and instructions for this process are available on the university's assessment website, it was not apparent prior to the visit that the process was working as planned. After meeting with

the PCA and having conversations with faculty, the team is assured that the process is being implemented and documented as planned. In addition to assistance provided by the Outcomes Assessment Planning Manager, faculty development workshops on assessment are provided by the Office of Support for Effective Teaching.

UNM is involved in an ongoing assessment and program review of its academic programs, with over 70 programs participating in the rigor of national association and society accreditation status. UNM provides an annual academic review process and has developed a series of metrics used for outcomes based decision-making for the state's higher education Performance Effectiveness Plan.

UNM provides extensive professional development opportunities and teaching support services for its faculty through the Office of Support for Effective Teaching (OSET) and the Teaching and Educational Development Program (TED). OSET offers ten to twelve workshops per year including a sequence of assessment workshops, each of which is typically attended by 15 to 20 faculty members. The "Success in the Classroom: Sharing Practices that Work" workshop is held annually. Twenty-five to 35 faculty present at this workshop each year, and 100 to 150 faculty attend. Overall, OSET notes that 300 faculty participate in its offerings each year. OSET has partnered with Arts and Sciences to target initiatives focused on teaching with technology (including a program on strategies for using WebCT) and enhancing learning across a diverse student body. It has also formed linkages with the Writing Across Communities program to increase the use of writing assignments. OSET's director is knowledgeable, well-regarded, and committed to providing professional development for faculty in improving teaching and learning.

Student evaluations of teaching are supported through IDEA, which has been well-received by faculty. Teaching recognition is supported through Teacher of the Year awards, endowment awards, the Presidential Teaching Fellow Award, and Faculty Senate Teaching Enhancement Committee Awards while branch campuses provide their own awards. Nevertheless, an internal report indicates a perception on the main campus that teaching is under-valued.

The University exhibits great strength in its development of effective learning environments, including the Freshman Academic Choices (FAC) program, which benefits from multiple course offerings in a variety of departments and significant faculty commitment. Research opportunities for undergraduate students are provided through the Research Opportunities Program (ROP), the Research and Service Learning Program (RSLP), and through departmentally based research internships, often culminating in work presented at the Annual Research and Creativity Symposium. The development of thorough assessment

plans would aid the learning communities in demonstrating their significant value in student retention.

The Center for Academic Program Support (CAPS), which is universally highly praised by students, provides online tutoring, peer tutoring, Supplemental Instruction, and a Writing Center. Title V mentors are also available. The University also supports multiple academic and other student organizations and provides student travel support for conference attendance and presentations. The University makes use of technology to enhance effective learning environments. Faculty utilize course management software supported by OSET while the New Media and Extended Learning Office (NMEL) provides support for online courses. Distance courses meet at branch campuses and other remote sites.

The University Libraries provide extensive library hours and has developed two highly effective programs, "Ask a Librarian" and "LIBXpress." The University Libraries take its services where the students are, and provides seventeen library locations (including the Health Science Library and the Fine Arts College Library). Computer labs are available in the Anderson School of Management, Technology Education Center, and the School of Architecture and Planning and UNM's Information Technology Services offers six computer labs and 11 computer classrooms. Teaching and research lab partnerships exist between the Center for Biomedical Engineering, ARTS, and the Language Learning Center, among others. An array of studios, bookstores, and performance spaces are available as well. The library, the College of Education, and some departments assess and evaluate the availability and success of their learning resources.

The University Libraries receive consistently high praise across campus from faculty and students. It has been described as the "most service-oriented unit on campus." Although the UNM Libraries rank favorably in comparison to its Association of Research Libraries peers in areas such as salary, operating and total expenditures, funding for library collections appears to be declining. Since 2005, the Faculty Senate has issued resolutions requesting that 2% of Office of Research indirect costs for sponsored programs should be directed to the library's collections budget, but it only receives \$25,000 annually. The library has been actively pursuing additional funding through student fees, profit sharing with an on-site Starbucks coffee-shop, and fundraising. The library has a dynamic faculty and staff and demonstrates cutting-edge initiatives.

2. Evidence that one or more specified Core Components need organizational attention

The new Vice President for Equity and Inclusion has been on board just long enough to begin to assess what will be needed to improve the retention of minority hires. In this role, the Vice President should be expected to come forward with what is needed to hire and retain minority faculty and the institution can then show its commitment with reference to the plan UNM administers.

The University's structure and process for oversight of general education institution level learning goals is not clear. The institution collaborated with the state higher education department and other institutions in the state to identify core learning competencies for general education courses, to assure students' ability to transfer general education course credit among institutions. UNM has identified courses to address these competencies and linked each course to the core competencies students are expected to achieve in the course. Suggested assessment methods and a timeline for reporting results of assessment and course improvements based on results have been identified by the Outcomes Assessment Planning Manager, in collaboration with the PCA. However, it is not evident that courses are systematically completing the assessment-for-improvement process; only a few courses have reported results on the website provided for this purpose. Further, the university has not created a definitive structure for institutional leadership of the general education curriculum. The PCA is providing leadership for assuring that assessment of the core competencies occurs. However, it is not clear who has responsibility for implementation of general education policies and practices, including systematic review of the curriculum, analysis of results of assessment of student achievement of core competency goals, and use of assessment results for improving student learning (3A).

OSET would like to provide a wider array of faculty development opportunities but currently lacks the resources to do so. In meetings with team members, some faculty stated that teaching is not as heavily weighted in tenure and other performance evaluation decisions as it should be. In addition, the participating faculty stated gender and ethnic disparities exist in teaching loads and salary rewards. The team did not review any data to support or disprove this statement.

TED averages 300 participating School of Medicine faculty annually. While the Teaching Assistant Resource Center (TARC) engages 65 to 80 graduate students per year, there is no mandatory university-wide teaching assistant training.

In meetings with team members, students stated that there are not nearly enough computers available on campus for their use (500 for 18,000 students), and that this problem is magnified because many students are financially challenged and do not have access to computers in their homes.

3. Evidence that one or more specified Core Components require Commission follow-up.

The University College Advising Center is seriously understaffed with a ratio of students to advisors in the college in excess of 770:1. The nationally recommended maximum is no more than 500:1. With student success and retention stated as among top university priorities, this situation needs immediate attention, particularly with the number of "first in family" and "at risk" population served by UNM. University Colleges often address these issues through such avenues as hiring more advisors, moving students more quickly into their majors, training and assigning additional staff across campus to advise University College students, etc.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**Recommendation of the Team**

Criterion is met; Commission follow-up is recommended.

Progress report – Jan 11, 2011 with focus on improving academic advising and specifically the student-advisor ratio.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met

Acquisition, discovery, and application of knowledge at the University of New Mexico is systematic and comprehensive, as evidenced in its undergraduate and graduate curricula, quality research initiatives, grants, programs, and its teaching activities. UNM faculty successfully develop their own courses, generate exciting teaching, and embark upon ambitious research initiatives, while serving a student body with a majority of its members drawn from minority populations. The administration, students, faculty, and staff are active participants in these programs. UNM offers career-ladder programs for its staff to advance its research agenda and also offers University-wide recognition awards to reward achievements.

UNM has made significant advances in the research enterprise, both at the undergraduate and graduate levels, providing programs that serve internal and external publics with support through grants and scholarships for students and faculty. UNM maintains a well-established and successful Honors Program for undergraduate students. The university has established Freshman Learning Communities, peer-reviewed research opportunities, and programmatic areas of study focused on diversity. Programs such as the Minority Access to Research Careers (MARC), the Initiatives for Minority Student Development (IMSD), and the Museum of Southwestern Biology's Undergraduate Nurturing Opportunities (UNO) are specifically designed to provide students with research skills necessary for lifelong learning and more advanced study in their respective fields.

For graduate and post-doctoral students, UNM provides over 4,000 assistantships to enable graduate students to participate more actively in the research process. The Graduate and Professional Students Association also provides additional funds and travel to support graduate student research needs. The volunteer-based Teaching Assistant Resource Center helps graduate assistants transition into their roles as educators while instilling ownership in learning as a life-long process. The Project for New Mexico Graduates of Color (PNMGC), a student based organization, works to build community among historically underrepresented groups in graduate school.

UNM has recently restructured its Office of the Vice President of Research to better respond to the needs of its faculty and students. The recent changes include: streamlining pre and post award processes, embedding research liaisons in individual colleges, emphasizing training which improves the quality of grant applications, consolidating IRB application and compliance between the main and HSC campuses, and increasing communication and transparency between stakeholders. UNM faculty and students are encouraged to pursue sponsored programs on the main, HSC, and branch campuses, as their potential for significant research proposals at the national and international levels are observed to be substantial. Some recent examples of these awards include an award from the NSF for "Undergraduate Research and Mentoring: Undergraduate Nurturing Opportunities in Biological Sciences in Southwestern U.S" and an NIH grant for "Center for Evolutionary and Theoretical Immunology." Additionally, the services and resources provided by the University of New Mexico Libraries are highly recognized and supported by UNM faculty.

UNM encourages national participation in professional organizations as evidenced by UNM College of Pharmacy student Amy Baker who has been named vice chair of the American Society of Health-System Pharmacists (ASHP) Student Forum Executive Committee. The ASHP Student Forum Executive Committee is comprised of five students appointed by the ASHP president. The committee

directs the activities and programs of the forum, and advises ASHP staff on ways to better meet the needs of the ASHP's 10,000 plus student members.

The University of New Mexico has worked at reducing class sizes and the student to faculty ratio over the past few years. UNM demonstrates its commitment to the acquisition of breadth of knowledge and skills and the exercise of intellectual inquiry through its integration of its general education program into statewide articulation agreements and promotes interdisciplinary and continuing education opportunities. Four programs, Freshman Academic Choices (FAC) programs, Freshman Learning Communities (FLC), Living and Learning Communities (LLC), and Freshman Interest Groups (FIG) enable students to enroll in a set of courses that consist of a seminar taught in conjunction with one or more thematically related core courses. This requirement enables students to do further study in the areas included in the core curriculum.

UNM has introduced new degree programs and courses in such areas as nanoscience, health policy, and a Master's of Water Resources (MWR) program to better prepare students to live in a global, diverse, and technological society. An interdisciplinary minor and certificate program in Peace Studies involves affiliated organizations and community members and affirms UNM's commitment to establishing a just and sustainable peace. A newly created cross-schools undergraduate program in Integrated Film and Digital Media (BA IDFM) builds upon faculty research and creativity in computer visualization and art. Another example of a fertile cross-disciplinary program is the Optical Science and Engineering Program and the newly introduced graduate program in Nanoscience and Microsystems (NSMS offered by eight departments in the College of Arts and Sciences and the School of Engineering). The Health Science Center is the home of a National Cancer Institute-designated Cancer Center. The Department of Linguistics offers a concentration in Native American Languages for its BA, MA, and PhD programs and offers courses in all aspects of linguistics with a particular emphasis on languages of the Southwest.

Additionally, at UNM Health Sciences, grants and contracts awards in 2008 totaled \$134 million. The School of Medicine was awarded approximately 91% of the grant dollars in FY 08. The College of Nursing was awarded a Robert Wood Johnson Grant of \$4.8 million to increase the number of and diversity of nurses with health policy knowledge.

The university participates in the Voluntary System of Accountability, and it makes all of its documentation supporting this component publicly available through its web site, ranging from its business policies and research compliance to faculty and student governance. The UNM Faculty Handbook contains policies related to research, compliance, and conduct that set forth its expectations for

research operations and or ethics and compliance by students, faculty, and staff at UNM.

2. Evidence that one or more specified Core Components need organizational attention

While there has been a growth in total faculty lines at UNM in the past ten years, there is a decrease in the percentage of faculty holding tenure track positions. The UNM Self-Study acknowledges that approximately 45% of full-time faculty hold non-tenure track positions. This ratio is questionable for a Carnegie I Very High Research Institution. At the branch campuses, many faculty serve in non-tenure track positions that are contingently reviewed on a semester-by-semester basis; this adversely affects faculty members' ability to form connections with students and formulate consistency of curriculum. Interviews with members of the Graduate Student Association suggest that graduate teaching assistants are responsible for teaching a larger portion of the undergraduate curriculum and course load than graduate student peers at other institutions. Comparative assessment data might help to communicate more specifically whether this trend is taking place. Additionally, it appears that inadequate financial assistance is available to doctoral students conducting research. As a result, the acquisition, discovery, and application of knowledge are potentially at risk at UNM. It is recommended that UNM take action to increase the number of tenure-track faculty at the main campus and address graduate student assistant concerns, bringing these two groups in parity with peer institutions.

The University Libraries are also integral to the acquisition, discovery, and application of knowledge in a Carnegie I Very High Research institution. UNM faculty unanimously support the services and collections of the University Libraries, and the Faculty Senate issued two separate resolutions that address increased funding for collections that support the research enterprise. Although the current budget situation in the state continues to be a challenge, UNM administrators are encouraged to increase funding for library collections at the main and Health Sciences campuses in line with peer institutions, and library administrators are encouraged to continue to refocus budget priorities that reflect the changing higher education research environment.

3. Evidence that one or more specified Core Components require Commission follow-up.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

Recommendation of the Team

Criterion is met; no Commission follow-up is recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met

The mission of the University clearly states that its desire is to serve as the state's flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service. In the community service component of this mission, UNM has identified the constituents it strives to serve and has documented that both parties value the service the institution provides. Furthermore, the institution has worked through both structural and procedural mechanisms to learn what the constituents need.

While the institution does express concern over having limited resources to meet the demands of the constituent service they are currently providing, they do work very hard to be responsive to the needs that are brought to their attention. For example: the *El Centro de la Raza* student service organization continues to provide interns in community health clinics and cultural centers. Several organizations are in place to respond to the planning and development needs of local communities around the state. The branch community college campuses are also charged with responding to needs in P-12 public education and providing workforce development programs.

UNM provides educational opportunities to expanded audiences through a variety of means. Conventional classroom delivery of coursework is extended through four branch campuses located in Gallup, Los Alamos, Taos, and Valencia County. Online delivery of coursework has increased steadily with 213 sections serving 3466 student enrollments in academic year 2007-08. The office of Continuing Education offers short courses, conferences, educational travel experiences, and other programs totaling more than 800 courses per semester.

The team visited two of the branch campuses, Taos and Gallup. It found both campuses engaged with and supported by their respective communities. In general, faculty members are committed to the regional campus mission, which emphasizes teaching and community service. Both campuses value highly their affiliation with UNM, but both would welcome greater flexibility in terms of faculty hiring and program development. In addition, both would benefit from records keeping and reporting mechanisms that are capable of documenting students' accomplishment of valid educational goals short of degree completion.

There are some distinctions. Taos is at the early stage of expansion. It has opened a new campus outside of the city centre, has accommodated a significant increase in traditional students, and has demonstrated considerable responsiveness to the emerging educational needs of the community. For example, recent layoffs at nearby mines prompted programming directed to the needs of miners. The members of the faculty are unusually diverse; many present extraordinary academic credentials. Representatives of the community spoke highly of the potential for the Taos campus to become an "education destination."

Gallup is a far more mature institution, having celebrated its 40th anniversary, and enjoys a well-maintained campus and strong community support. Every bond issue offered has been passed. Its enrollment appears stable, and faculty present for the scheduled interview indicated a deep commitment to the campus and its community-based mission. But the challenges are considerable. The county is one of the nation's poorest. There are tensions among the Hispanic, Native, and Anglo communities, and 97% of entering students require some "transitional" education. The campus's identified priorities are improving reading, computer literacy, and "resiliency"—the capacity to act independently and resourcefully. Representatives of the community urged the campus to market itself more effectively so that students will regard UNM-Gallup as a first choice rather than a default.

University resources are dedicated to an array of community engagement and public service programs that benefit both internal and external stakeholders. The Museum of Southwestern Biology houses an extensive collection of natural specimens and data. Popejoy Hall and UNM's Center for the Arts, with some 220 volunteers working 18,300 hours, presented 76 events to 212,000 patrons during 2006-97 and provided educational programs for youth, seniors, and teacher professionals. A public radio station broadcasts from the main campus and a public television station operates jointly under UNM and the city of Albuquerque.

UNM's colleges, schools, and professional programs provide numerous educational engagement opportunities for citizens. The College of Arts and

Sciences hosts a Summer Writer conference in Taos, and sponsors the African Refugee Well-Being Project. Students in the College of Nursing provide community health education and care through the Storehouse Project, while the College of Pharmacy operates a 24-hour hotline on poisons, drugs, and proper use of medication through the Poison and Drug Information Center. The School of Architecture serves non-profit, public, and low income clients from around New Mexico through the Design and Planning Assistance Center, and serves the state's traditional communities in planning and development through the Resource Center for Raza Planning.

Economic Development of the region is supported by the Anderson School of Management through the Small Business Institute. The School of Law hosts a Clinical Law Program to provide legal services to low-income populations, including Native Americans, while at the same time providing valuable experience to law students. Similarly, the Access to Justice Program provides legal services, research, and education to poor clients and community based projects. The Dean of the Law College also serves the state by fulfilling the responsibility of administratively managing the process of the selection of judges who serve the State of New Mexico.

2. Evidence that one or more specified Core Components need organizational attention

3. Evidence that one or more specified Core Components require Commission follow-up.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

Recommendation of the Team

Criterion is met; no Commission follow-up is required.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No change.

B. Nature of Organization

1. Legal status

No change.

2. Degrees awarded

No change.

C. Conditions of Affiliation

1. Stipulation on affiliation status

No change.

2. Approval of degree sites

No Change.

3. Approval of distance education degree

No change.

4. Reports required

Progress Report

Undergraduate Advising with emphasis on University College - Jan 11, 2011

Rationale and Expectations

The self-study states that, "Academic advising has historically been underfunded and indifferently managed at UNM, despite the fact that first-generation college students require disproportionately more of such services to succeed." Although a Provost's Committee on Advising was established in 2005-06 and the University has made progress in the past two years, significant issues remain evident. The number of advisors on staff in the University College Advising Center is inadequate to serve the large number of students advised through that office, resulting in unsatisfactory student-advisor ratios that are in excess of those recommended by the National Academic Advising Association (NACADA). Concerns are also evident regarding procedures (who may advise students on curricular matters); training for new staff; professional development

opportunities for staff; communication among advisors across the university; and adequate space for advisor offices and private advising conversations with students. The progress report should describe the institution's progress in addressing these concerns and improving academic advising, and should specifically report progress on improving the student-advisor ratio in University College to recommended levels.

Monitoring Report

Governance and administrative structures Due Date: January 11, 2011

Rationale and Expectations

Although the team will not infringe on the authority of the Board of Regents, the president, and the administrative team by recommending specific actions in response to the two principal concerns it has expressed, it does expect that the monitoring report will present strategies explicitly directed to the amelioration of those concerns. The strategies considered in this regard should focus (a) on seeking a clearer understanding of appropriate board roles through consultation with a recognized advisory authority, (b) on the collaborative clarification of protocols with regard to board member activity and visibility, and (c) on reconsideration of the current organization chart and executive position descriptions so as to clarify the authority of the provost and deans, as delegated by the president, to guide the pursuit of institutional authorities.

The monitoring report shall incorporate actions such as but not limited to: a) a reinstatement of orientation sessions for the Board of Regents including protocols of policy management and best practices for board membership, b) revised budgetary process(es) to ensure that the strategic and academic goals of the university are the basis for the fiscal planning and c) defined and validated means by which deans, department chairs, faculty and staff are engaged in mission critical decisions of the university.

UNM should include in the report the results of a survey and/or other assessment measures of campus constituents intended to assess perceptions of the campus climate regarding progress in shared governance and communication. If incremental progress cannot be documented by the report due date, the Commission will immediately convene a Focused Visit or may shorten the time for the next comprehensive visit.

5. Other visits scheduled

6. Organization change request

Change request for prior approval of online delivery of degree programs is not recommended.

Enrollments for distance education courses have grown from 4,621 in Annual Year 2000-2001 to 9,946 in 2008. Student credit hour production (SCH) increased from 14,143 in AY 2000-2001 to 29,744 in AY 2007-2008. Online courses have experienced a 578% increase since 2000. The development of New Media and Extended Learning (NMEL) coordinates and supports online courses and works with colleges. In 1999, UNM established the Extended University (EU) which is responsible for facilitating and coordinating distance education efforts: ITV, online and face to face.

The institution's Task Force reports, "The growth of online courses and programs requires an increase in resources to provide necessary faculty and student support to assure continuous quality and sustain growth. The infrastructure needs to be expanded as well." The lack of institutional strategic planning that incorporates academic outreach and its sustainability critically limits the scalability of EU programming. While the EU is independently employing effective course design and support strategies, UNM must endorse and integrate online growth into the overall institutional organization.

D. Commission Sanction or Adverse Action

None

E. Summary of Commission Review

Timing for next comprehensive visit (academic year - 2018-2019)

Rationale for recommendation

VI. ADDITIONAL COMMENTS AND EXPLANATIONS

UNM will need to complete a Change Request when the campus facilities are completed at Rio Rancho, if the location changes from a site to a campus with degree programs and student services.