SPRING 2009

UNIVERSITY OF NEW MEXICO Accreditation Self-Study Report

TABLE OF CONTENTS

Introduction	1
Criterion 1: Mission and Integrity	13
Core Component 1A: The organization's mission documents are clear and articulate publicly the organization's commitments.	14
Core Component 1B: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.	23
Core Component 1C: Understanding of and support for the mission pervade the institution Core Component 1D: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.	24 26
Core Component 1E: The organization upholds and protects its integrity.	35
Criterion 2: Preparing for the Future	41
Core Component 2A: The organization realistically prepares for a future shaped by multiple societal and economic trends.	42
Core Component 2B: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.	51
Core Component 2C: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly in forms strategies for continuous improvement.	66
Core Component 2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.	71
Criterion 3: Student Learning and Effective Teaching	77
Core Component 3A: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.	78
Core Component 3B: The organization values and supports effective teaching.	94
Core Component 3C: The organization creates effective learning environments.	100
Core Component 3D: The organization's learning resources support student learning and effective teaching.	109
Criterion 4: Acquisition, Discovery, and Application of Knowledge	117
Core Component 4A: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.	118
Core Component 4B: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.	134

Со	re Component 4C:	The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.	139
Со	re Component 4D:	The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly	145
Criterion	5: Engagement an	nd Service	150
Со	-	The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.	151
Со	re Component 5B:	The organization has the capacity and the commitment to engage with its identified constituencies and communities.	154
Со	re Component 5C:	The organization demonstrates its responsiveness to those constituencies that depend on it for service.	163
Со	re Component 5D:	Internal and external constituencies value the services the organization provides.	169

Special Emphasis: Educating Tomorrow's Demographic Today

Chapter 1: Introduction	175
Chapter 2: Preparation and Recruitment	181
Chapter 3: Enrollment and Curricula Management	189
Chapter 4: Student Support and Success Efforts	199
Chapter 5: Faculty Issues	209
Chapter 6: Outreach to the State/State Initiatives	219
Chapter 7: Future Directions	226
Institutional Snapshot	235
Federal Compliance	281

Glossary	285

UNIVERSITY OF NEW MEXICO

HIGHER LEARNING COMMISSION ACCREDITATION SELF-STUDY ACKNOWLEDGEMENTS

The University of New Mexico is the multi-dimensional "self" of the following pages. Those who did the actual "study" are listed below. We are profoundly grateful for their willingness to return our calls.

Wynn Goering Nancy Middlebrook

HLC Steering Committee:

Wynn Goering (Chair), Nancy Middlebrook, (Vice Chair and Self-Study Coordinator), Breda Bova, Mark Chisholm, Brenda Claiborne, Finnie Coleman, Mike Dougher, Sandra Ferketich, Richard Holder, Jack McIver, Cedric Page, Curt Porter, Suellyn Scarnecchia, Antoinette Sedillo Lopez, Amy Wohlert, Peter White, and Terry Yates **Ex-Officio Members:** Deced Decembersek Viele Florer, Sugarne Ortege, and John Tratter

Reed Dasenbrock, Viola Florez, Suzanne Ortega, and John Trotter **Committee Support and Major Contributors:** Karla Crawford, Jennifer Love, and Jessica Ramos

Special Emphasis Committee:

Antoinette Sedillo Lopez (Chair), Andres Armijo (Vice-Chair), Pam Agoyo, Dely Alcantara, Terry Babbitt, Finnie Coleman, Charles Fledderman, Reinaldo Garcia, Manuel García y Griego, Tim Gutierrez, Marie Lobo, Rita Martinez Purson, Christopher Ramirez, Rich Santos, Valentin Varela, and Peter White **Committee Support and Major Contributors:** Jozi DeLeon, Felicia Herrera, Jennifer Love, and Jessica Ramos

Criterion 1 Committee:

Richard Holder (Chair), Suellyn Scarnecchia (Chair), Jackie Hood (Vice Chair), Patrick Apodaca, Sandra Begay-Campbell, Christine Chavez, Jeremy LaFaver, Alice Letteney, Ava Lovell, and Jack McIver **Committee Support and Major Contributors:** Sandra Bauman and Bonnie Leigh Reifsteck

Criterion 2 Committee:

Curt Porter (Chair), Melissa Vargas (Vice Chair), Dennis Cruz, Jeronimo Dominguez, Robert Katz, Kim Kloeppel, John Maes, Denise Montoya, Alistair Preston, Carolyn Thompson, Denise Wallen, and Mary Vosevich **Committee Support and Major Contributors** Jane McGuire and Alex Paramo

Criterion 3 Committee

Brenda Claiborne, (Chair), Fran Wilkinson, (Vice Chair), Ellen Cosgrove, Jim Gilroy, Richard Howell, Wendy Kappy, Marsha Lichtenstien, Vicky Morris-Dueer, Joel Nossoff, Karen Olson, Mark Ondrias, Chuck Paine, Tom Root, and Gary Smith

Committee Support and Major Contributors:

Sterling Coke, Brisha Cruz, Erin Lebacqz, Linda Skye, and all members of the College and Branch Assessment Review Committees

Criterion 4 Committee

Mike Dougher (Co-Chair), Jack McIver (Co-Chair), Kevin Malloy (Vice Chair), Claudia Barreto, Jason Blankenship, Barney Maccabe, Christopher Mead, John Pieper, Virginia Scharff, Tim Ward, and Terry Yates **Committee Support and Major Contributors:** Brisha Cruz, William Gannon, and Juliette Lagasse-Martinez

Criterion 5 Committee

Breda Bova (Chair), Rita Martinez Purson (Vice Chair), Connie Beimer, Diana Dorn-Jones, Art Kaufman, Marjorie Krebs, Anne Madsen, Veronica Mendez-Cruz, Beth Miller, Paul Nathanson, Carlos Romero, Ric Richardson, Janice Ruggiero, Moneka Stevens, Angie Vachio, Amy Werner, and Dan Young **Committee Support and Major Contributors:**

Pug Burge, Felicia Herrera, Michael Morris, and Tracy West

Institutional Change Request:

Jeronimo Dominguez, Debby Knotts, Veronica Sanchez, and the NMEL Staff

Institutional Snapshot:

Office of Institutional Research: Stacy Amadeo, Carol Bernhard, Mark Chisholm, Connie Dennison, and Vicky Morris-Dueer Registrar's Office: Jep Choate and Lois Greisbaum Office of Graduate Studies: Ric Speed Anderson Schools of Management: Josh Saiz School of Medicine: Marlene Ballejos College of Pharmacy: Donald Godwin and Krystal Weaver School of Law: Susan Mitchell Controller's Office: Elizabeth Metzger Financial Aid: Ron Martinez and Brian Malone Provost's Office: Curt Porter

Accreditation Website Development and Overall Support for the Self-Study Process

Bessie Gallegos, Amir Jahromi, Katherine Padilla, Alex Paramo, Selena Salazar, and Melanie Vigil

Self-Study Editing and Design:

Alison Fields, Pamela Herrington, and Ken Marold

College, Branch, and Unit Contacts:

Anderson Schools of Management: Laurie Schatzberg and Doug Thomas Architecture and Planning: Lisa Stewart Arts and Sciences: Mark Ondrias and Chuck Paine Continuing Education: Martha Binford and Sherry Tenclay Education: Richard Howell and Diane Gwinn **Engineering: Charles Fledderman** Fine Arts: Holly Barnett-Sanchez Graduate Studies: Barbara Carver and Charles Fledderman Law: Peggy Lovato Library: Fran Wilkinson Medicine: Ellen Cosgrove Nursing: Gail Mars and Frank Romero Pharmacy: Karen Dominguez and Krystal Weaver University College: Finnie Coleman and Peter White Gallup: Robert Hoffman and Christine Marlow Los Alamos: Kay Willerton Taos: Jean Ellis-Sankari and Jim Gilroy Valencia: Reinaldo Garcia Business and Finance Administration: Andrew Cullen and Kathy Jacques Health Sciences: Pug Burge and Patrice Martin Student Affairs: Kim Kloeppel

Consultant:

Marlene Strathe (Provost and Senior Vice President, Oklahoma State University)

Photographs:

Erik Stenbakken

UNIVERSITY OF NEW MEXICO HLC SELF-STUDY 2008-09

INTRODUCTION

The University of New Mexico (UNM) is one of 27 institutions of higher learning in the State of New Mexico. UNM has been continuously accredited since 1922, with a main campus in Albuquerque and branch campuses in Gallup, Los Alamos, Taos, and Valencia County. It is the only university in New Mexico classified as Carnegie RU/VH Research Institution and one of only two such universities in the United States federally designated as an Hispanic Serving Institution. UNM enrolls approximately half of New Mexico's baccalaureate students and offers a wide variety of graduate and professional programs, including the state's only schools of architecture, law, medicine, and pharmacy.

HISTORICAL OVERVIEW OF THE UNIVERSITY OF NEW MEXICO

The University of New Mexico was founded by an act of the Territorial Legislature in 1889, a full 23 years before New Mexico became a state.¹ Written into the constitution of the State, and specified by statute, UNM "is intended to be the State University."² In 1889 a wealthy patron donated 20 acres located on a mesa two miles east of the Rio Grande river and the village of Albuquerque, on which the campus's first building was built of red brick. UNM's first regular class matriculated in the Fall of 1892, and the first graduating class of six students were presented with their degrees in 1894.

UNM's distinctive campus design began to take shape in the first decade of the 20th century. George William Tight, the University's third president, personally planted trees, constructed buildings, dug a well, and built irrigation ditches. His greatest achievement was putting into practice his conviction that the University should reflect its southwestern environment, and he set about creating a campus with an architectural style inspired by that of the Pueblo Indian people of the region. Hodgin Hall, the former red brick building, was remodeled into the Pueblo style in 1909 and each building since has continued that design principle.

In 1912, New Mexico became the 47th state. The acreage and physical plant of the University expanded greatly and more efforts were put forth to publicize and promote the University. Within four years, the enrollment increased from 78 to 227 students. In 1915, the requirements for a Master's degree were first stated, and two years later the first Master's degrees were awarded in chemistry and Latin. By the end of World War I the enrollment had climbed to 348, and the University levied its first tuition of \$5.00.

Catalyzed in 1944 by the G.I. Bill, which made higher education accessible to persons of all economic classes, the University expanded rapidly, adding colleges and courses of study, and increasing space. Enrollment shot 1. See http://elibrary.unm.edu/unmarchv/ History/act.php for the text of the Act.

2. N.M. Stat. Ann. 21-7-1, 1978

from just 924 in Fall 1946 to 4,921 in Fall 1949. In 1947, the first doctoral candidates received their degrees and the University began offering legal education. UNM began its presence in Los Alamos in 1956, with the establishment of the UNM-Los Alamos Center for Graduate Studies and in Gallup in 1957. UNM's first branch community college campus opened in Gallup in 1968. The School of Medicine was created in 1961, and began a partnership with the Bernalillo County Medical Center in 1968. UNM's total enrollment, system-wide, first topped 10,000 in 1964 and 20,000 in 1972.

Like other American campuses, UNM was rocked by student protests in the early 1970s. The most newsworthy moment in the University's colorful history was the afternoon of May 8, 1970, when New Mexico's Governor Dave Cargo authorized National Guard troops with drawn bayonets to evict students occupying the Student Union Building. Miraculously, no one was seriously hurt despite 10 reported stabbing incidents. One University official who was <u>not</u> consulted in advance of this action was UNM President Ferrel Heady, whom University historians credit with calm and courageous leadership during those years that averted a number of other potential confrontations.

Later in the decade, President William "Bud" Davis exhibited another kind of vital leadership when, after voters defeated a proposal to establish a community college in Albuquerque, he created a "General College" on UNM's main campus to offer associate degrees and basic skills education. UNM closed the College in 1987, after the state legislature expanded the mission of the Albuquerque Technical and Vocational Institute; but the establishment of branch campuses in Los Alamos (1980) and Valencia County (1981) also underscored this profound commitment to educational access at the state's flagship institution.

In 1979, UNM took over the ownership of the Bernalillo County Medical Center, which it had been managing for the past decade, and renamed it the University of New Mexico Hospital (UNMH). The management of Carrie Tingley Children's Hospital was added in 1981, the same year Bernalillo County voters authorized an eight-year mil levy to support hospital operations.³ Propelled by an additional decade of rapid growth, the UNM Health Sciences Center was established in 1994, making it the largest academic health complex in the state made up of the College of Nursing, College of Pharmacy, School of Medicine, Health Sciences Library and Informatics Center, UNM Hospitals, and UNM Cancer Research and Treatment Center.

During the administration of President Richard Peck (1990-1998), UNM's priorities included the recruitment of more female and minority faculty members, improving undergraduate education, making UNM a model of diversity for American higher education, and the expansion of existing programs in Latin America through a new hemispheric initiative. The University continued to expand its branch operations with the acquisition of the Taos Education Center (now a branch community college). Peck also championed the significant increase in research activities that made UNM's the fastest growing research portfolio among the nation's public "Carnegie I" institutions.

3. The levy has been renewed every eight years since, most recently in November 2008.

SIGNIFICANT EVENTS SINCE THE LAST ACCREDITATION VISIT

On September 11, 1997, the Steering Committee for the University of New Mexico's 1999 Higher Learning Commission Self-Study met for the first time. They set about their task in an atmosphere of considerable uncertainty.

Scarcely a month earlier President Peck had announced his decision to retire at the end of the academic year, his eighth at UNM. Peck's tenure had provided stability in University leadership that the previous decade, which included parts of four presidential terms, had lacked. The anxiety of a presidential search and the inevitable turnover that would accompany it was much on the minds of other campus administrators, faculty, and staff.

Equally unnerving, albeit in a very different way, was the dramatic change in University enrollment that was beginning to unfold. After a long period of decline in the percentage of its so-called "traditional" undergraduate students, UNM's Fall 1997 freshman class had jumped a startling 30% from its prior year level – from 1,660 to 2,162. A statewide "Student Success Scholarship," authorized by the legislature and funded by a newly-created New Mexico Lottery, appeared to be fueling the growth. But whatever the cause, the immediate effect on campus was the chaos of trying to accommodate the academic and student service needs of over 500 new and unanticipated students.

Neither the UNM Steering Committee nor the HLC Site Team foresaw the ways that continuing enrollment growth would shape the University of New Mexico's challenges during the next review cycle. The spike in freshman class size was neither an anomaly nor a one-time adjustment, but an evolution with far-reaching effects.

From 1998 to 2003, the growth in UNM's freshman class exceeded 80% and created a series of financial and management challenges in the provision of basic student and academic services. Because New Mexico's higher education funding mechanism is based on prior year enrollments rather than projections, significant annual growth puts institutions in positions of acute underfunding relative to their actual student demand. The operational consequences were pressures on classroom space, student housing and other student services, the need to hire more part-time faculty, and overall budget constraints. At the same time UNM also responded in a strategic way by developing significant new freshman programs in University College that actually improved student academic success during the same period. In an effort to provide expanded access to students, the University's first online course was created in 1997 (EECE 238/Computer Logic Design). In 1999, UNM's Extended University was created to coordinate all distance education offerings including, online delivery. During that year, an internet pilot project was commissioned to create a series of online courses and deliver them through an externally hosted system. In 2003, UNM-Taos officially became a branch campus.

A subtle but more profound effect of this growth became apparent in the second half of the review decade, and that was the attendant increase in the percentage of Hispanic, American Indian, and African American students at UNM. With its relatively modest admissions standards, the University had always been more accessible than its peers to students traditionally underrepresented in higher education; but now the Lottery Scholarship was now making it more affordable to them as well. Consequently, though the actual numbers of first-time freshman reached a plateau of around 3,000 in 2003, the numbers of underrepresented populations continued to climb throughout the period. A milestone was reached in Fall 2006, when for the first time on a flagship university campus anywhere in the United States, a freshman class contained a higher percentage of traditionally underrepresented students than that of their white non-Hispanic colleagues.

The University of New Mexico's growing awareness and understanding of this distinctive student body, along with the attendant responsibility to ensure its success, set the stage in 2007 for its next Self-Study and review by the Higher Learning Commission. With the support of UNM's 20th President, David Schmidly, UNM has eagerly embraced the opportunity presented by the Commission to engage in a "Special Emphasis" self-study process, and developed a Memorandum of Agreement with the HLC that identifies "Educating Tomorrow's Demographic Today" as the focus of its 2009 report. By way of prologue to that work, however, we begin here with our formal response to the challenges articulated by 1999 HLC Site Visit report.

RESPONSE TO CHALLENGES IDENTIFIED IN THE "1999 REPORT OF A VISIT"

1. Despite positive and vigorous leadership from administrators in interim positions, the University is not positioned to make longterm commitments to planning and other initiatives and to respond to certain challenges while the issue of permanent executive leadership is unresolved.

In the period following the 1999 review, UNM's response to this concern the creation of mechanisms for long-term strategic, financial, and academic planning, including implementation and evaluation, that can effectively bridge administrative changes. UNM embarked on a broad and ambitious strategic planning process in 2000 that resulted in a new strategic plan approved by the UNM Board of Regents in 2001. As called for in the plan, a major report on the progress of its implementation was completed in the early spring of 2006, followed by a set of recommendations for updating the plan in the fall of 2006.

In 2007, a new environmental plan for the University was commissioned by UNM's current president, David Schmidly. Based in part on its findings, a revised mission, vision, and strategic framework was adopted in Spring 2008. Administrative and academic units now participate in a campus-wide engagement and action planning process to align with the strategic framework. In addition to the strategic planning efforts, dashboards of regularly updated data for significant outcome measures were developed to assist with academic and resource planning for academic and student affairs areas. In addition, academic "ledgers" were developed in 2007 to provide baseline information and trend data as another tool for strategic management planning at the University, college, and department level. The Office of the Provost has been working to further integrate academic, facilities, resource, budget, and strategic planning efforts with the colleges. Over the years, the University has developed a coherent and comprehensive strategic infrastructure that enhances the effectiveness of its leaders and keeps important initiatives on track across changes in leadership.

2. A policy and procedures for conflict resolution for faculty issues unrelated to personnel decisions should be developed with mutual consultation among faculty and academic administrators and put in place to meet the deadline imposed by a recent court decision.

In 1999, the University established a Faculty Dispute Resolution Office (FDR). The Faculty Dispute Resolution program provides mediation and conflict resolution services to UNM faculty who are experiencing workplace conflicts. The services are available to all UNM faculty (full-time and part-time at all campuses), and to all faculty administrators (department chairpersons, deans, provosts, vice-presidents). FDR also provides consultations for administrators and facilitation services for faculty groups, offers in-service workshops for its mediators and interested faculty, and distributes a newsletter twice a year to all UNM faculty at all campuses.

The long-term vision for FDR is a widespread network of mediation-trained faculty committed to constructive conflict management. Over 100 faculty members have completed the professional mediation training (offered as a faculty benefit), and with the average turnover in faculty appointments FDR maintains a steady-state of over 80 faculty with mediation training. FDR has also provided advanced mediation training, facilitation training, and training for coaching faculty to have respectful conversations with each other. FDR's director and the mediation-trained faculty are now well-recognized campus resources, providing confidential consultations, mediation services, and continuing education in dispute resolution and prevention techniques.

UNM's staff have mediation services available to them through parallel dispute resolution services, and the faculty and staff offices work well together, collaborating to co-mediate faculty-staff disputes. FDR, along with the (staff) Dispute Resolution Department, also provides mentoring for graduate student mediators. Mediation is also available for disputes between faculty and graduate students. The UNM Graduate and Professional Student Association (GPSA) has recently developed mediation services and training, modeled after the Faculty Dispute Resolution and the (staff) Dispute Resolution Department programs. Faculty Dispute Resolution continues to play a leading role in assisting UNM faculty and administrators to resolve their disputes at the lowest possible level and to contribute to a campus where constructive conflict resolution is modeled and honored.

3. Institutional constituencies report a history of decentralization and inadequate communication within the institution, resulting in a lack of understanding of institutional goals, priorities, and decisions and a perceived inequity of support in such matters as equipment and other resources. This is particularly evident in a lack of connection between academic and student affairs that hinders effective coordination in areas of common institutional concern, such as retention of students and faculty.

Across several changes in top administration over the past decade, efforts have been made to address decentralization and communication. The University's strategic, resource, and budget planning efforts have engaged many members from the University community and created a broader awareness of institutional goals. In 2007, the University completed a multiyear implementation project for an Enterprise Resource Planning (ERP) system that includes finance, student and academic records, student financial aid, human resources, and budgeting. The universal impact of this system on the University's operations has, of necessity, created a new culture of interaction among all of the University's constituents.

Relations between the branch campuses and the main campus have been significantly improved by bringing individuals from branch and main campuses together for retreats and workshops to resolve common issues. In 2000, the Branch Campus Directors were assigned to directly report to the Provost. The Directors were included as part of the Provost's Staff and the Branch Campus Deans of instruction were added as members to the Deans Council. The Branch Campus Directors now report directly to the Vice President for Rio Rancho Operations and Branch Academic Affairs, and are included as members on the President's Executive Cabinet. The Branch Instructional Deans continue to serve and participate as members on the Deans Council.

In 2004, the Division of Student Affairs was made a part of Academic Affairs as part of a major organizational restructuring. Relationships between academic affairs and student affairs have been also been improved through collaborative efforts, such as the Enrollment Management Team and the Accessibility Advisory Committee, that include key individuals from both academic and student affairs. Additionally, President Schmidly's Executive Cabinet now includes representation from all vice presidential areas and the branches and meets once a month with the Faculty Senate President, Staff Council President, Associated Students of UNM (ASUNM) President (undergraduate student association), and the Graduate and Professional Student Association President.

4. The planned program for the assessment of student academic achievement has not been implemented consistently and effectively throughout the institution including the branch campuses and is behind schedule in yielding useful results for program improvement and budget decisions, especially at the Taos Education Center.

In 1999, every academic program at UNM was mandated to implement assessments of student learning, with the method left to the programs' discretion. Some developed useful assessments that have persisted and are regularly used to plan curricular and instructional improvements. Lacking central administrative resources and oversight, however, the programs with less useful methods did not receive feedback needed to improve their methods and some abandoned their efforts. Thus in 2006, a full-time Outcomes Assessment Planning Manager position was added to the Provost's staff, resulting in a far more productive environment for assessment planning and implementation across the campus. This individual serves as a resource for assessment programs, projects, and services related to student learning outcomes, and serves as the University's point of contact for external assessment reporting.

Coordinated by the Outcomes Assessment Planning Manager, a Provost's Committee on Assessment has been established to develop a long-term assessment plan and to provide guidance for student outcomes assessment for all academic units including the branch campuses and health sciences. Each academic program is now responsible for submitting an annual report of their student outcomes measures to an Assessment Review Committee (CARC) at the college level. In addition, the Student Affairs area has worked on developing assessments for measuring the effectiveness of programs offered to students and the impact on the student's educational experience. Assessment of student learning is a perennial topic for faculty development workshops, new faculty orientations, teaching assistant training programs, and consultations with individual faculty.

In addition to program assessment, competencies and student learning outcomes have been established for UNM's general education core courses. The competencies align with competencies established at the state level for all New Mexico public institutions of higher learning. UNM is required to provide annual reports regarding assessment measures for courses included in the general education core to the State.

UNM's dashboards and academic ledgers provide the means to quickly convey the status and progress toward a variety of important University-wide goals, including student achievement measures such as GPA, state lottery scholarship achievement, retention rates, and graduation rates. The Academic Program Review (APR) process in which every undergraduate and graduate program is reviewed on a regular cycle of approximately eight years, also requires units to include statements of student performance expectations and student outcomes measures as part of the unit's self-study. Most recently, the University has signed up as a member of the Voluntary System of Accountability (VSA) project, which entails the publication of a variety of student learning outcome measures beginning in Fall 2008.

5. Compensation for faculty, staff, and graduate assistants lags significantly behind that at peer institutions. A realistic plan is needed to address this issue and to improve recruitment and retention of faculty and staff. This situation is exacerbated by many aspects of UNMpact such as grievance procedures, lack of clarity, and lack of fit for branch campus employees.

Average Faculty/Staff Salary Allocations 1998-99 through 2008-09			
Year	Faculty	Staff	Legislative Funding Salaries & Benefits
2008-09	3.0% + .75% ERA*	2.0% + .75% ERA; Staff < \$30,000 @ 5.0% and 9.00/ hr.	2.0% + .75% ERA
2007-08	5.0% + .75% ERA	5.0% + .75% ERA	5.0% + .75% ERA
2006-07	4.25% + .75% ERA	4.25% + .75% ERA	4.5% + .75% ERA
2005-06	3.25% + .75% ERA	3.25% + .75% ERA	2.0% + .75% ERA
2004-05	5.0%	5.0%	2.0%
2003-04	3.0%	2.0% + \$350 flat amount to offset cost of living	3.0% Faculty; 2.5% Staff
2002-03	Same as Staff	\$300 for staff earning < \$25,000 to offset increased cost of health insurance & the cost of living; an increase to minimum wage of \$7.00/hr.	0.0%
2001-02	6.5%	6.5%	7.0% Faculty; 6.5% Staff
2000-01	3.5%	3.5%	3.0%
1999-00	4.5%	4.5%	5.0% Faculty; 4.0% Staff
1998-99	5.5%	4.0% + additional 1.5% across-the-board for staff employed > 3 years and salary in 1st quarter of pay range	4.5%

*ERA - employee retirement account

Source: Operating and Capital Budget Plan, 2008-09, and UNM Human Resources

As for many institutions, reaching desired levels of compensation for faculty, staff, and graduate assistants remains a challenge. Rising costs of items such as health insurance and parking, as well as the steady increase of the cost of living have added to the challenge. The pool of salary money for compensation increases is largely dictated by the State in its budget process. Therefore, UNM continues to make compensation for its employees a yearly legislative priority. A summary of the UNM's salary allocations since the last site visit can be seen on page eight.

Staff salary comparisons are made locally, regionally, or nationally depending upon the nature and scope of the competitive job market in each case, while faculty, dean, and executive administrators are compared nationally. A market benchmarking study for faculty and a position classification review for staff are being undertaken in 2008-09.

Average salary for teaching assistants and research assistants varies by assignment, program, and student level, ranging from approximately \$5,000 to \$29,300 per academic year and averaging around \$13,250 (based upon 06-07AY). Since the last visit, several efforts have been undertaken to improve the assistantship packages for UNM graduate students. As a result, most types of student contracts now include tuition remission and health insurance. While many programs with limited access to grant funding would like to increase the number of state-funded teaching assistantships, the variation among programs in the stipend amount reflects each program's assessment of the level required for successful recruitment and retention. As part of an overall enrollment management, resource, and budgeting strategy, the University was able to increase graduate assistant salaries by 9% for the 2007-08 FY. This was especially significant given that the increases for staff and faculty were an average of 2% and 3% respectively.

Since the last accreditation, there have been many efforts to improve the recruitment of faculty and staff. In 2003, the University created an "Ejobs" system which allowed applicants for staff positions to search for jobs, be notified about new positions of interest, and submit electronic applications. In 2008, as part over the overall ERP implementation strategy, UNM began implementing a new applicant tracking and employment system from PeopleAdmin. This new system, called 'UNM Jobs," will now include all staff, faculty, administrative, and most student positions (except GA/TA/RA's). Scheduled to be fully implemented in early 2009, UNM Jobs will allow all applicants to submit application materials electronically and will provide more robust tracking, management, and reporting tools for applicants, search committee members, hiring officers, and HR staff.

A new "Human Resources Service Center" was also opened in 2004 to assist with recruitment and other human resource needs. Additional FTE's were added to the department to assist with staff recruitment and a Compensation Specialist position was added to work to assist staff and managers in market level analyses, job classifications, upgrades, and career ladders. For faculty and senior administrators, efforts to recruit nationally have been put in place and central support for conducting the searches is provided by Human Resources (for staff and administrative positions) and Office of Equal Opportunity (for faculty positions). The hiring processes have been refined and streamlined.

In 2003, a report was prepared for the UNM Board of Regents to address the results of UNMpact (the project started in 1994 to study UNM's classification and compensation program) which subsequently resulted in changes to the classification and compensation structure for staff. In addition to the market studies that are routinely conducted, Human Resources has undertaken several special salary studies to adjust job grades, salary structures, job classifications, and job titles. Human Resources personnel have also worked with the branch campuses on reclassifications, development of appropriate job titles and descriptions, and upgrades to staff positions to be consistent with market pricing. Efforts to create and promote career ladders, opportunities for career advancement, and professional development opportunities for staff have also been enhanced. The University also revised its performance evaluation system in 2000. This system is used on every campus and is linked to merit salary increases.

6. Main campus facilities and utilities are in sufficiently bad repair to jeopardize success in teaching and research and undermine safety on the main campus. Resources need to be identified to address these critical needs. Educational technologies are inadequate for a campus wishing to maintain a major research presence and move forward on the educational front. Facilities for health care programs at UNM-Gallup are also in critical need of improvement.

UNM has undergone a significant series of upgrades and renovations to improve facilities and contribute to the teaching and research mission of the University since the last accreditation visit. In recognition of the need to repair, improve, and upgrade energy utility systems and domestic water systems, UNM created LoboEnergy, Inc. in 1998. This organization was responsible for developing and implementing a business plan which identified necessary improvements, economic resources, and created integrated projects needed to renovate and reconstruct utility systems. In addition, the University has embarked on a number of capital improvement projects impacting every campus. Recent major new building and renovation projects include the Anderson School of Management, George Pearl Hall (Architecture and Planning), Centennial Engineering Center, UNM Business Center, Communications and Journalism, Science and Mathematics Learning Center, Castetter Hall (Biology), College of Education, the Hart addition to the Law School, Cancer Research and Treatment Center, and Domenici Center for Health Sciences Education.

The University has made significant investments in educational and business technology including upgrading equipment and infrastructure, purchasing, implementing, and upgrading a learning management system (WebCT VISTA) and an ERP system (SungardSCT Banner). In 2006, the UNM Libraries received \$1.5 million funding for compact shelving and improvements. Later that year, Zimmerman Library (the main library facility) experienced a fire that started in the basement area. The following year, as renovations to the damaged areas were almost complete, the basement of the library flooded. As a result of the fire, the library now has a new stateof-the-art fire protection system in place and the space in the Zimmerman basement has been remodeled to be more student friendly. Both the fire and flood demonstrated the value of the University's emergency response plan and also helped to refine emergency management processes and procedures.

During 2005, UNM was approved for a \$125 million bond issue to meet critical needs in information technology, new and modernized classrooms and laboratories, medical teaching and patient care facilities, and faculty office and administrative space. In 2007, UNM was approved for another \$142 million bond issue. Projects funded by this bond issue include the purchase and upgrade of several facilities, purchase of a second cogeneration unit for steam and electricity, construction of new parking structures, upgraded campus signage and way-finding, and classroom modernization. The 2007 bond issue also provides funding for several new construction and renovation projects including health sciences and main campus academic buildings, a health policy center, gallery and institute space, and athletic facilities.

At UNM-Gallup, a new facility to house health care related programs was completed in 2001, with a second scheduled for completion in 2009. Over the past decade, UNM-Gallup, UNM-Los Alamos, UNM-Taos, and UNM-Valencia have received substantial funding (over \$12.4 million) from the state and local sources for new building projects, renovations, and infrastructure improvements to support the educational mission of their respective communities.

7. The ratio of part-time and non-permanent (non-tenure stream) faculty to "permanent" faculty lines (tenure-stream faculty) is a concern in different ways on both main and branch campuses. A decline in tenure-stream faculty causes concern among main campus faculty, and limited numbers of full-time faculty on branch campuses could jeopardize compliance with general institutional requirements.

The issue of part-time and non-permanent faculty is a pervasive issue across higher education. In an effort to address issues with part-time and non-tenured faculty (UNM refers to these faculty as "contingent"), a University task force was assembled in 2003 to help provide improved services and benefits for the contingent faculty. They began by commissioning a survey to inform the conversation about the role of contingent faculty at UNM and to understand the issues and perspectives of the contingent faculty themselves. One immediate action stemming from that survey was a recommendation to extend "no-cost" benefits to contingent faculty. Previously, contingent faculty had limited access to University facilities and privileges were only offered on a semester basis dependent on whether or not the person was contacted to teach. However, contingent faculty now have continual access to e-mail, library privileges, parking, and use of other UNM facilities such as Johnson Gym. The University also explored options to provide insurance benefits, because most contingent faculty working at UNM hold less than a .5 FTE assignment and therefore do not qualify for the state insurance pool. However, the costs of other privatized insurance sources were deemed to be prohibitive to both the University and contingent faculty members.

At the state level, the New Mexico Legislature passed a Memorial in 2005 that directed the New Mexico Higher Education Department to set up a state-wide task force to look into the status of contingent faculty. UNM has actively participated in this task-force and continues to provide information for reporting purposes. The state task force developed a set of "best practices" based upon models from other institutions. Since then, legislation that would provide regulations and benefits for contingent faculty has been introduced each year, but none have passed as of this writing.

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.

INTRODUCTION

In 1895, less than a year after producing its first graduating class of six students, the University of New Mexico was subjected to its first official "audit." The Select Committee to Investigate the University of New Mexico, appointed by the territorial legislature, found that UNM's finances were sound; that it had been faithful to its admission standards; and that therefore it should remain "the chief educational institution of New Mexico."⁴

Adherence to the mission and integrity, with respect to its primary stakeholders, remain bedrock principles for the University of New Mexico. UNM's mission and strategic plan documents, developed by faculty, staff, administration, and students and approved by the University's board of regents, attest to that and to the richness, scope, and diversity of those groups. We maintain that common vision through structures and processes that invite broad-based participation in the life of our institution, as the public university that continues to be "the chief educational institution of New Mexico." 4. Cited by Michael Welsh, <u>History of the</u> <u>University of New Mexico</u> (University of New Mexico Archives), p. 27; and William E. Davis, <u>Miracle on the Mesa: A History of</u> <u>the University of New Mexico</u> 1889-2003 (Albuquerque: University of New Mexico Press, 2006), p. 29.



CORE COMPONENT 1A: THE ORGANIZATION'S MISSION DOCUMENTS ARE CLEAR AND ARTICULATE PUBLICLY THE ORGANIZATION'S COMMITMENTS.

The mission documents of the University of New Mexico consistently reflect its complex and ambitious commitments. Currently the University is guided by *The University of New Mexico Strategic Framework for 2008 and Beyond (Strategic Framework)*, a document that concisely sets out the organizational mission, vision, values, strategies, priorities, and goals. It is linked to a set of goals published by the president and the regents for his tenure at the University. Both the *Strategic Framework* and the president's goals build on *The Strategic Plan of the University of New Mexico (Strategic Plan)*, which was the product of a lengthy, campus-wide planning process and adopted by the University in December 2001.⁵

Throughout the institution's history, there has always been a commitment to teaching, research, and service to the larger community. The mission and vision statements of the University have been periodically updated to include the educational, research, and services areas of strength, but the spirit of the overall mission and vision has remained relatively unchanged. The most recent update of UNM's institutional mission and vision statement occurred in April 2008 with the rollout of the *Strategic Framework* to the University community. It articulates the University's mission, vision, and core values as follows:⁶

MISSION

The mission of the University of New Mexico is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in **teaching, research, patient care,** and **community service.**

UNM's ongoing commitment to these **cornerstones of purpose** serves to:

- Educate and encourage students to develop the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, contribute to the state and national economies, and lead satisfying lives.
- Discover and disseminate new knowledge and creative endeavors that will enhance the overall well-being of society.
- Deliver health care of the highest quality to all who depend on us to keep them healthy or restore them to wellness.
- Actively support social, cultural, and economic development in our communities to enhance the quality of life for all New Mexicans.

5. The process description and documentation for the 2001 *Strategic Plan* can be found at http://www.unm. edu/~unmstrat/. The process description and documentation for the 2008 *Strategic Framework* can be found at http://www. unm.edu/president/strategic_planning/.

6. Strategic Framework for 2008 and Beyond (http://www.unm.edu/president/ documents/Strategic_Framework.pdf)

VISION

UNM's vision describes the future state to which we, as an institution, aspire. Our aim is for this to be a vision that is "alive," serving to inform and align all of our goals, activities, decisions, and resources, as well as inspiring and encouraging initiative, innovation, and collaboration. We aspire to a future in which we are known for:

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

Student Success through Collaboration – We are seen as committed partners with those whose mission it is to educate New Mexico's citizens, helping to assure that each individual has the opportunity and resources to develop the confidence and skills that open the door to higher learning.

Vital Academic Climate – We are known for our dynamic, interactive, and passionate academic climate, punctuated by the virtue of academic freedom that is a hallmark of all the world's great universities.

Excellence through Relevance – We are seen as the University of choice for the brightest students, offering nationally-recognized programs at the undergraduate, graduate, and professional levels that will remain relevant throughout the 21st century and beyond.

Research for a Better World – We utilize the geography of our southwestern landscape and culture, as well as our expansive international connections, as important platforms for research that lead to economic development and improved quality of life; from sources of sustainable energy to cures for disease; from state-of the art digital and film technologies to nano-technologies.

Health and Wellness Leadership – We are an unmatched health and wellness resource in New Mexico, ensuring access to all, providing state-of-the-art facilities and care, and engaging in research that leads to new ways to preserve wellness, as well as treat and cure disease.

International Engagement – We recognize and maximize the value of our location in the United States and the western hemisphere and are seen as a hub for international initiatives that touch all parts of the globe.

STRANDS OF PRIORITY

Four "strands of priority" have been identified that connect and align UNM's mission vision, values, and strategies: *Student Success, Systematic Excellence, Healthy Communities, and Economic and Community Development*

CORE VALUES

Excellence demonstrated by our people, programs, and outcomes, as well as by the quality of our decisions and actions.

Access with Support to Succeed that gives all who desire the opportunity to take full advantage of the wealth of resources at UNM and to be fully included in the UNM community.

Integrity that holds us accountable to our students, the community, and all who serve UNM's mission, to manage our resources wisely and keep our promises.

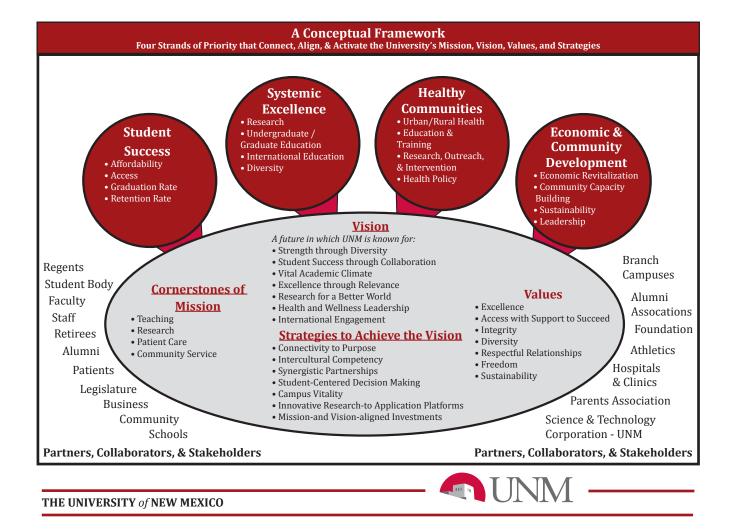
Diversity that enlivens and strengthens our University, our community, and our society.

Respectful Relationships that build trust, inspire collaboration, and ensure the teamwork that is essential to UNM's success.

Freedom of speech, inquiry, pursuit of ideas, and creative activity.

Sustainability so that as we meet the needs of the present, we are not compromising the well being of future generations.

The conceptual framework for UNM's strategic planning efforts is highlighted in the graph on the following page:



DEVELOPING A MISSION RESPONSIVE PLANNING CULTURE

In the fall of 2000, in response to HLC concerns about the University's ability "to make long-term commitments to planning," UNM embarked on a highly collaborative strategic planning process. Led by the Provost, a campus-wide committee coordinated the effort, organized into several subcommittees and held public forums involving hundreds of people. This massive effort resulted in the *Strategic Plan*, adopted by the UNM Board of Regents in December 2001.

The 2001 plan articulated a three-part vision: "(1) to offer New Mexicans access to a comprehensive array of high quality educational, research, and service programs; (2) to serve as a significant knowledge resource for New Mexico, the nation, and the world: and (3) to foster programs of international prominence that will place UNM among America's most distinguished public research universities." It featured a narrative mission and vision statement, a codification of University values, and a commitment to six "strategic directions" as follows:

Vital Academic Climate: Foster a vital climate of academic excel lence that actively engages all elements of our community in an exciting intellectual, social, and cultural life.

Public Responsibility: Apply the University's education, research, and service capabilities to advancing the interests and aspirations of New Mexico and its people.

Diversity: Value and benefit from the creativity, innovation, insight, and excitement generated by the many dimensions of diversity that are the essence of the University and the State.

Areas of Marked Distinction: Provide an environment that cultivates and supports activities of national and global distinction and impact.

Planning: Draw strategically on UNM's resources, building integrated, coherent, disciplined activities to pursue our collective vision as an educational institution.

Resources: Foster the responsible, effective, strategic, accountable cultivation of human, financial, intellectual, and physical resources.

Each of these strategic directions carried with it a set of related objectives and tactics for achieving them. Colleges, schools, and other academic units were then directed to create their own plans aligned with the overall plan. In this way, the *Plan* was designed not only to articulate publicly the University's values and commitments, but to serve at the same time as a system-wide workplan.

The *Strategic Plan* was published on UNM's website (http://www. unm.edu/~unmstrat/), and printed and distributed in a variety of formats, from wallet-sized abridgements to spiral bound versions of the entire document. The mission and vision statements were also included in the University's catalog, various policy manuals, and other documents. The *Plan* itself was reviewed in Fall 2005 and amended in January 2006, with a view toward making it more strategic and less tactical. In 2007, a new round of strategic planning was initiated to update, revise, and to better integrate the planning efforts occurring at all levels of the University. As part of the process, the President's Strategy Office was created in October 2007 to facilitate the strategic planning efforts.

UNM's present set of primary mission documents is *The University* of New Mexico Strategic Framework for 2008 and Beyond (Strategic Framework), initiated by President David Schmidly upon his arrival in Fall 2007. Partially in response to criticisms of the earlier plan, which was deemed to be "too tactical," the *Strategic Framework* is more goal-directed. Individual schools, colleges, and other units of the University are expected to direct their planning efforts to the goals articulated in the central document rather than on objectives or tactics. Leaders of those units are to be evaluated on their attainments of the designated goals, just as the president will be evaluated on the goals outlined for him by the Board of Regents. Thus, rather than focusing on a work plan that sets out a large number of tactical activities, the current administration is setting broader goals with explicit accountability assigned to members of the University leadership team.

The *Strategic Framework* ends with the "Regents' Goals for the President: A Roadmap for Success,"⁷ that includes detailed metrics for each goal. The Regents work with the President to set priorities for the academic year and the President and Executive Cabinet then develop a set of goals which are approved by the Regents. The Regents then evaluate the President using these goals on a yearly basis.

The *Framework* requires careful alignment of goals from the President through all levels of management, and accountability for progress beginning with the President himself. In addition, President Schmidly is leading the University in establishing a set of yearly objectives that will be the key area of focus for the academic year, called "Adelante" objectives.⁸

The initial publication of the *Strategic Framework* was facilitated by a variety of broadcast technologies, some of which were literally unknown to the developers of the earlier *Strategic Plan*. President Schmidly provided updates for the development of the *Framework* via weekly campus-wide emails, one of his primary modes of internal communication. The *Framework* itself was formally introduced through a campus webcast in April 2008, followed by a "Town Hall" meeting that was simultaneously broadcast through streaming audio. Feature stories in the more traditional media of the student newspaper (The Daily Lobo) and employee newsletter (UNM Today) also contributed to broad institutional awareness of these initiatives. 7. Strategic Framework for 2008 and Beyond (http://www.unm.edu/president/ documents/Strategic_Framework.pdf), pp. 7-10.

8. "Adelante" is the Spanish word for "moving forward." The current set of "Adelante" objectives can be found at http://www.unm.edu/president/ documents/Top_12_2009_Objectives_ rev8-12-08.pdf

2001 UNM Strategic Plan	2008 UNM Strategic Framework
Mission	Mission
$\overline{\Box}$	$\overline{\Box}$
Vision	Vision
$\overline{\Box}$	$\overline{\Box}$
Statement of Values	Core Values
$\overline{\Box}$	\Box
Strategic Directions	Institution-wide Strategies
$\overline{\mathbf{v}}$	$\overline{\Box}$
Strategic Objectives	Strands of Priority (Student Success, Systemic Excellence, Healthy Communities, Economic and Community Development)
Tactics (to accomplish each objective)	Regents' Goals for the President
$\overline{\mathbf{V}}$	$\overline{\Box}$
Alignment of Administrative Unit Strategic Plans with the strategic directions, objectives and tactics (at the Vice President, College/School, and Departmental levels)	"Adelante" Objectives (yearly objectives) Alignment of Administrative Unit Strategic Plans and Goals (at the Vice President, College/School, and Departmental levels)

After the initial rollout of the *Strategic Framework*, department leaders were asked to engage their departments in a strategic discussion using the following questions as a guide:

- How do we, in the course of our work at UNM, contribute to carrying out the mission and achieving the vision?
- How can we most effectively demonstrate and live the UNM values?
- How can we further align ourselves and our activities to move UNM from good to great?

Departments were encouraged to provide examples and feedback to the President's Strategy Office. Another Town Hall meeting was held to further discuss ways to engage the campus community and to highlight several departments' efforts in contributing to the mission and vision of the University. Over 90 departments submitted examples.

Though it is too soon to assess the strategic effectiveness of the *Framework*, it is clear that President Schmidly's aggressive use of communication formats and technologies has helped to foster wide-spread awareness of its major thrusts and themes at UNM. The next printing of the catalog will reflect the revised vision and mission statements of the University. Policy manuals and other documents are being updated.

A diagram highlighting the elements of the former *Strategic Plan* and the current *Strategic Framework* follows:

MISSION-SPECIFIC DOCUMENTS

The scope of the University's structures and operations requires some units to have mission documents specific to their activities. The Health Sciences Center, for example, which includes the College of Nursing, College of Pharmacy, School of Medicine, UNM Hospitals, and the UNM Cancer Research and Treatment Center, is guided by its own set of core values, vision, and mission "to provide added value to health care through leadership in: providing innovative, collaborative education; advancing the frontiers of science through research critical to the future of health care; delivering health care services that are at the forefront of science; and facilitating partnerships with public and private biomedical and health enterprises."

Likewise, UNM's four branch campuses, which provide two-year educational programming to communities across the state, each have mission documents specific to their individual locations and stakeholders. The mission of UNM-Gallup, located near the homelands of the Navajo and Zuni populations, is "to develop life-long learners in a context that is responsive to the cultures of this region." UNM-Taos, serving a community in northern New Mexico with two long-established cultures (Hispanic and Taos Pueblo) and a global reputation in fine arts, "strives to enhance sustainability, foster spirituality and compassion, nurture creativity, ignite learning, embody integrity, engage community, celebrate diversity, honor tradition, [and] respect and empower each other."

Because each of these entities has its own distinctive stakeholders, activities, and funding streams, it is imperative that they also have control of the articulation of their missions. The attendant challenge for the University is to manage these multiple missions in such a way that they retain the requisite independence while still adding value to the whole.

CORE COMPONENT 1B: IN ITS MISSION DOCUMENTS, THE ORGANIZATION RECOGNIZES THE DIVERSITY OF ITS LEARNERS, OTHER CONSTITUENCIES, AND THE GREATER SOCIETY IT SERVES.

The University of New Mexico in Albuquerque is the nation's only flagship institution in which students from traditionally underrepresented minority groups outnumber their Anglo peers – making the campus four times as diverse, by that measure, as the national average for similar institutions.⁹ UNM is one of the largest Hispanic Serving Institutions (HSI's) in the nation, and one of only two HSI's to also be designated a Very High Research University (RU/VH) in the new Carnegie Classification system. The University's schools of engineering, law, management, and medicine have all been ranked among the nation's best settings for Latinos to study those respective disciplines. Diversity is central to UNM's identity as an institution and to this self-study, as reflected in the Special Emphasis on "Educating Tomorrow's Demographic Today: The First Majority-Minority Flagship University."

Diversity permeates UNM's mission documents as a University value and asset. In the *Strategic Framework*, "Strength Through Diversity" is articulated as a "unique strategic advantage . . . providing the environment in which our students learn with one another to generate knowledge that helps the world's people leverage and celebrate the value of difference." It appears in the core values as "Diversity that enlivens and strengthens our University, our community, and our society;" and as a strategic goal to "actively deepen and share our understanding of the diverse cultures that come together at the University of New Mexico and the value they add to society."

To these more traditional mission documents, a formal "Diversity Plan" and "Diversity Scorecard" have been developed by the newly-formed Office for Equity and Inclusion. This division, led by a Vice President who reports to the Provost and is a member of the President's Executive Cabinet, is explicitly charged to "develop and execute a plan to ensure that UNM is able to recruit and retain diverse and talented leaders, faculty, staff, and students that reflect the diversity of the state of New Mexico." In 2007, an ad-hoc Diversity Steering Committee was organized by the Vice President for Equity and Inclusion to provide guidance in institutional-wide data collection and analysis, to synthesize issues and recommendations into overarching goals and strategies for the plan, and to recommend a structure of accountabilities for the implementation of the diversity plan and report card.

As a result of the work of the Office of Equity and Inclusion and the Diversity Steering Committee, the Diversity Plan was developed to guide the University in responding to future issues related to serving minority students, hiring faculty, staff, and administration, and the alignment of curriculum. The Diversity Scorecard serves as a tool to benchmark key goals and compare UNM to other major universities. It establishes high standards in key areas such as retention/graduation rates of minority students, minority faculty hires, and a staff and administration that mirrors UNM's students. 9. Underrepresented Minorities Share of Undergraduate Enrollments at State Flagship Universities, 1991 and 2002, <u>Postsecondary</u> Education Opportunity, August 2004. **CORE COMPONENT 1C:** UNDERSTANDING OF AND SUPPORT FOR THE MISSION PERVADE THE INSTITUTION.

Of necessity there is a generic quality to the formal statement of mission of an institution like UNM: "teaching, research, patient care, and community service." Beneath these conventions, though, lies a pervasive sense of the true "mission" of the University, expressed simply as a responsibility to the unique cultures and citizens of New Mexico. The special emphasis of this self-study is one indicator of that. Attendant to that is the fact that the University's requirements for admission have not changed substantially in over 25 years – a mark of the tenacious dedication to "access" that has been part and parcel of UNM's diversity.

UNM's dedication to serving New Mexico is manifest as well in the missions of its branch campuses and, indeed, its Health Sciences Center, which provided \$152 million worth of uncompensated care to New Mexico citizens in FY 07. But perhaps the best indicator of the pervasive acceptance of UNM's true mission is the profile common to many of UNM's most prominent leaders:

- F. Chris Garcia, an Albuquerque native, is a graduate of UNM who has served his alma mater as a faculty member, dean, vice president for academic affairs, provost, and finally as the University's first Hispanic president from 2002-2003. A prominent researcher in political science, he championed many student success initiatives in his leadership roles.
- Philip Eaton, a graduate of two distinguished Midwestern universities (Wooster College and the University of Chicago) made his way west to join UNM's fledgling medical school faculty in 1968. After 30 years of distinguished service to the School he was named the first Vice President for Health Sciences at the University in 1998 and served in that role until his retirement in 2004. Eaton's nationally-recognized research in endocrinology and diabetes serves a critical healthcare need in many of New Mexico's indigenous populations.
- Antoinette Sedillo Lopez, raised in Los Chavez, New Mexico, received her undergraduate degree at UNM and went on to successfully graduate from ULCA with her law degree. After a short stint clerking for the U.S. Court of Appeals in Washington, D.C., she moved back to New Mexico to pursue her law career. In 1986, she joined the faculty of the UNM Law School as an associate professor and moved through the ranks to become the Director of the Clinical Law Program. Under her guidance the clinical education program is ranked as one of the best in the nation.

- Terry Yates arrived at UNM in 1978 as an assistant professor biology; rose to international prominence as a mammalian biologist; and ultimately served as UNM's chief executive in the Office of Research from 1998 to 2007. In 1993, during an outbreak of a deadly respiratory disease in the southwest, he led the effort to find the source and for the first time pinpoint a species of deer mice as the carriers of "hantavirus" – a feat identified by the National Science Foundation as one of 50 funded projects with the greatest impact on the lives of Americans.
- Reinaldo A.Z. Garcia joined the faculty at UNM-Valencia in 1989, only eight years after the satellite center became a formal branch campus of the University. While rising through the faculty ranks to become a full professor of Computer Information Systems, he also served as Chair of the Business and Technology Division and Director of Instruction before beginning his current tenure as Dean of Instruction in 1996. An immigrant of the Cuban revolution, his leadership has been instrumental in promoting diversity and shaping the Valencia Branch Campus over the past 20 years.
- Viola Florez, a native of Blanco, New Mexico (population 691), built a distinguished career in Texas higher education before returning to her home state as Dean of UNM's College of Education in 1997. In ten years as dean, she became one of New Mexico's most respected voices on public education, while simultaneously bringing up her college national rankings for its research efforts. She most recently served UNM as its interim provost and executive vice president for academic affairs in 2007-2008 and is now holds the University's Public Service Company of New Mexico (PNM) Endowed Chair for K-12 Initiatives.

The characteristics common to these and scores of other leadership resumes across the University – loyalty, persistence, dedication to local needs, and aspiration to national significance – are signifiers of the qualities broadly understood and valued by the University of New Mexico. **CORE COMPONENT 1D:** THE ORGANIZATION'S GOVERNANCE AND AD-MINISTRATIVE STRUCTURES PROMOTE EFFECTIVE LEADERSHIP AND SUP-PORT COLLABORATIVE PROCESSES THAT ENABLE THE ORGANIZATION TO FULFILL ITS MISSION.

"Shared governance" is a staple of virtually all institutions of higher learning in the United States. The structures and processes of shared governance at UNM reflect the distinctive qualities of the University's major stakeholder groups: students, staff, faculty, administration, board, and ultimately the citizens and elected representatives of the state of New Mexico.

New Mexico Higher Education and the UNM Board of Regents

As noted earlier, UNM was originally established as "the chief higher education institution in New Mexico." Today it is one of seven campuses in the state that offer four-year degrees, and one of three with significant research missions. Each of New Mexico's four-year universities was established by constitutional charter and has its own governing board.

UNM is governed by a seven-member Board of Regents appointed by the Governor.¹⁰ Six members serve six-year terms with eligibility for renewal; the seventh is chosen from the UNM student body to serve for a two-year term. By statute, regents cannot be removed for any cause save incompetence or malfeasance, and no more than four may belong to the same political party. The Governor and the Secretary of Higher Education are ex-officio, non-voting members; and representatives of the Faculty Senate, Staff Council, Associated [undergraduate] Students of UNM (ASUNM), Graduate and Professional Student Association (GPSA), the Alumni Association, the Retiree Association, the Parent Association, and the UNM Foundation are all designated as non-voting advisors.¹¹

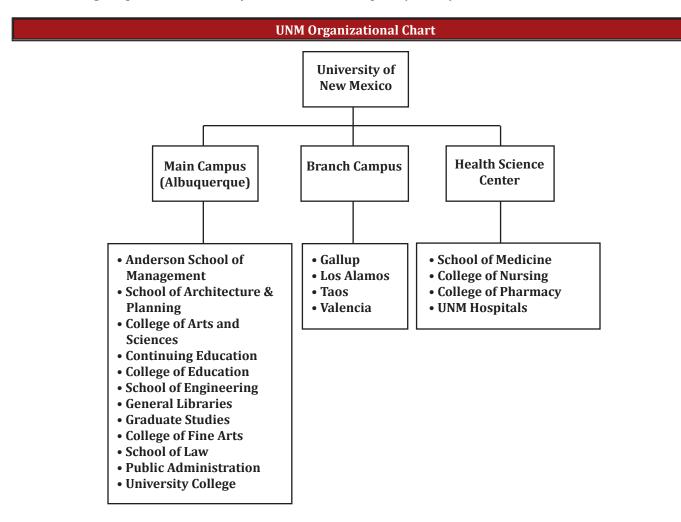
Since 2003, through a series of structural changes, the Board of Regents has sought to increase the level of collaboration between these stakeholder groups by adding voting faculty, staff and students to key Board subcommittees. The Provost and Executive Vice President (EVP) for Academic Affairs, the EVP for Business and Administration, and the EVP for Health Sciences provide administrative leadership, respectively, for these groups.

UNIVERSITY STRUCTURE

The University of New Mexico is a complex institution that hosts a well-rounded a set of associate, baccalaureate, graduate, and professional degree programs and certificates. The "Main Campus," located in Albuquerque, New Mexico, offers an array of undergraduate, graduate, and professional degree programs. It also houses the UNM Continuing Education Program and a distance learning program that provides access to courses on-site through a number of technologies throughout the state. UNM offers

10. Regents' Policy Manual (RPM) 1.2 -Structure of the Board of Regents (http:// www.unm.edu/~brpm/r12.htm)

11. RPM 1.7 - Advisors to the Board of Regents (http://www.unm.edu/~brpm/r17. htm) courses at centers located in Farmington, Gallup, Kirtland Air Force Base, Los Alamos, Santa Fe, Taos, Valencia, and Rio Rancho (UNM West). UNM has four branch campuses that have a two-year degree community college mission and offer a range of associate of arts, associate of science, and associate of applied science degrees. UNM also has a Health Sciences Center that includes a number of undergraduate, graduate, professional medical and health related programs (many of which are the only offered in the state), and a teaching hospital, the University of New Mexico Hospital (UNMH).



As of Fall 2008, UNM campuses served 32,732 students. The UNM Continuing Education Program served more than 34,000 students in various non-credit or certificate courses, workshops, and training sessions. UNM employed 3,457 faculty, 6,800 staff, and 5,003 students, with an additional 5,454 staff employed at UNMH.¹² UNMH Clinics routinely serve over 174,000 patients. UNMH also provides ambulatory services to over 1.8 million patients and ER /trauma/observation services to another 63,000 patients on a yearly basis.¹³

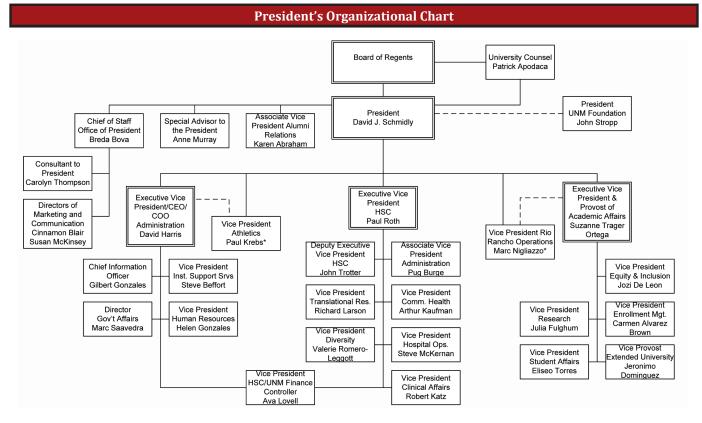
12. UNM Fact Book, p. v. (http://www.unm. edu/~oir/factbook/webpage.htm)

13. HSC Databook, 2006-07, UNM Hospital Patient Statistics (http://hsc.unm.edu/ about/databook.shtml)

PRESIDENT AND EXECUTIVE VICE-PRESIDENTS

14. RPM, 1.1- Responsibilities of the Board of Regents (http://www.unm.edu/~brpm/ r11.htm) The *Regents' Policy Manual* (RPM) specifies that the Board appoint a President and Chief Administrative Officer, who has the authority and responsibility for operations of the University.¹⁴ In the current organizational structure (shown in the following graphic) the President has three Executive Vice Presidents, including the Provost and Executive Vice President for Academic Affairs, the Executive Vice President for Business and Administration, and the Executive Vice President for Health Sciences. More detailed organizational charts for each Executive Vice President's area can be found in the *2008-2009 UNM Fact Book*.¹⁵

15. http://www.unm.edu/~oir/factbook/ webpage.htm



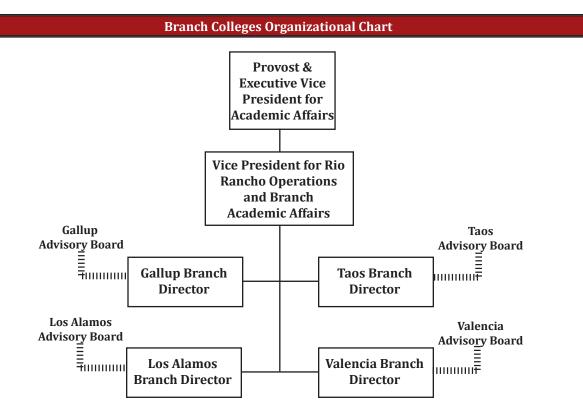
BRANCH CAMPUSES

UNM has four branch campuses located in Gallup, Los Alamos, Taos, and Valencia County. Each branch campus has a Branch Campus Director responsible for the oversight and operational management of the campus. The Branch Campus Directors report to the Vice President for Rio Rancho Operations and Branch Academic Affairs and are included as members on the President's Executive Cabinet.

As mandated by state statute, branch colleges are established to provide two-year educational programming to the citizens of the communities that they serve. According to the Branch Community College Act (section 21-14-1 NMSA 1978), branch campuses are to provide (1) the first two years of college transfer education, (2) organized career curricula of not more than two years' duration designed to prepare individuals for employment in recognized occupations, or (3) both of the above. Therefore, implicit to the mission of each UNM branch campus is the responsibility to respond specifically to the unique needs and backgrounds of the citizens of the communities in which they are located.

Branch colleges are organized by one or more school districts with local public school boards or specially elected advisory boards that serve in an advisory capacity. The Advisory Boards have three major responsibilities: (1) calling elections for local property taxes for annual operating levies and capital outlay general obligation bonds, (2) approving operating budgets, and (3) certifying the local tax levy. Funding for the branch colleges comes from direct State appropriations and community support and resources, primarily in the form of local tax levies. The Board of Regents and Advisory Boards have established operating agreements that are periodically reviewed.¹⁶

16. *RPM*, 2.14 - Branch Colleges and Offcampus Education Centers (http://www. unm.edu/~brpm/r214.htm)



CHANGING ORGANIZATIONAL STRUCTURE

With changing leadership and changing times, the organizational structure of the University has also evolved to ensure that the leadership of the University is positioned to carry forward the mission and goals of the University. Like many other institutions of higher learning, the institution as a whole has responded to national higher education trends by appointing leaders in areas such as strategic planning, assessment, enrollment management, research compliance, security/privacy, and diversity. However, the institution has also reorganized in a manner to better leverage the strengths of the institution.

One example of the adaptation of the organizational structure to better fulfill its mission involves UNM's research organizational structure. A decade ago, research activities were coordinated by an associate provost with other responsibilities which included oversight of the graduate school. However, as UNM's research activities became more prominent and the level of grants and scholarship began to significantly increase, the position was elevated to Vice Provost and oversight of the graduate school was then given to a newly hired full-time dean. The position was then elevated to Vice President for Research and Economic Development (VPR) and the VPR now is a member of the President's Executive Council. At the same time, the unit itself has undergone an internal reorganization to provide better support for the administration of sponsored research and to be more responsive to the needs of the faculty and students conducting research.

The UNM Foundation is another prominent example of organizational structure evolving to become more effective. The Foundation was established by the Board of Regents in 1979 and began operating in 1980 to develop private financial support for the University. For most of those years, the Foundation was overseen by a Vice President for Advancement and a 40-member Board of Trustees responsible for supervising its investments. In 2008, with support from the University leadership, the Foundation Board of Trustees voted to make the UNM Foundation fully independent from the University to streamline operations in preparation for the capital campaign. The Foundation continues to exist solely as the nonprofit arm of the University, but now operates independently under the leadership of its own president, governed by the board of directors.

An example of a significant organizational change resulting from a major planning effort was the creation of a Vice President for Finance position responsible for overseeing all financial services for the University. This change stemmed from recommendations from a "Rapid Redesign" process to streamline and consolidate financial operations for the University that occurred in 2005. Previously, the finances for the Health Sciences Center were handled separately from the rest of the University, though there was a nominal reporting structure in place between the health sciences finance and administration services and the Executive Vice President for Finance and Administration. As a direct result of the recommendations of the Rapid Redesign Team report, the financial organization was changed to have three Associate Vice Presidents (AVPs) that were responsible for specific areas of financial operations: a Controller and AVP for Health Sciences Center Services, a Controller and AVP for Main Campus Financial Services, and an AVP for Planning, Budget, and Analysis responsible for ensuring the coordination between the areas. In 2007, after the retirement of the AVP for Main Campus Financial Services, the organizational structure was once again revised resulting in the creation of a Vice President for Finance position that would also serve as the controller for both health sciences and main campus. This step was seen as a culmination of the consolidation of financial operations for the entire University, resulting in greater efficiencies and cost savings.

FACULTY GOVERNANCE

Faculty governance at UNM is manifested in three inter-related but distinct faculty structures: the Faculty Senate, the Committee on Governance, and the Academic Freedom and Tenure Committee. These three committees constitute the governing structures of the faculty as set forth in the Faculty Constitution and the *Faculty Handbook*.¹⁷

The UNM Faculty Senate is the instrument delegated to carry out the broad powers assigned to the Faculty by the Board of Regents and the *Faculty Constitution*. As stipulated in the *Regents' Policy Manual*, faculty members have the right of review and action in regard to the formulation of institutional aims, the creation of new colleges, schools, departments and divisions; major curricular changes; requirements to admission, graduation, honors and scholastic performance in general; approval of candidates for degrees (including honorary and posthumous degrees); policies of appointment, dismissal, and promotion in academic rank, research, and general faculty welfare.

The Faculty Senate is composed of one senator for every 30 full-time faculty members with no school, college, University Libraries, or branch campus having less than one senator. The senators are elected by the full faculty with eight senators elected at large. The President of the University, the Secretary of the University, the presidents of ASUNM and GPSA, all vice presidents and associate vice presidents of the University, all deans of schools and colleges, and all directors from branch colleges are ex-officio, non-voting members of the Faculty Senate. The officers of the Faculty Senate include an elected President, President-elect, and four members that serve on the Faculty Senate Operations Committee. The Operations Committee also includes the immediate past president of the Senate. Some 20 standing committees¹⁸ do the principal review and approval work of the Senate, especially in the academic areas for which faculty have primary responsibility.

The Committee on Governance is a standing committee of the faculty, composed of five members elected by the full faculty. The Committee can call meetings of the general faculty for the purposes of overseeing elections, recommending changes to the faculty organizational structure, and repre-

17. Faculty Constitution and Faculty Handbook (http://www.unm. edu/%7Ehandbook/)

18. Governance Structure and Committees including all Faculty Senate Committees can be found at http://www.unm. edu/%7efacsen/ senting the general faculty to the Faculty Senate. The Committee on Governance in practice assures the integrity of the *Faculty Constitution*.

The Academic Freedom and Tenure Committee (AF&T) is responsible for reviewing significant decisions affecting faculty tenure, promotion, sabbatical leave, and employment. It is the primary appeals body for disputes involving (1) violations of academic freedom, (2) improper consideration in which a decision on substantive issues was not based upon impartial professional academic judgment and resulted in prejudice to the faculty member, or (3) procedural violations of *Faculty Handbook* policies that resulted in prejudice to the faculty member. The *Handbook* follows the 1940 Statement of Principles adopted by the American Association of University Professors, and sees academic freedom as the "right of all members of the faculty and graduate students employed in teaching and research positions."¹⁹

It should also be noted that all campuses are covered by the three faculty governance committees outlined above. However, the branch campuses have additional faculty governance committees that deal with issues unique to the individual campus. For example, for courses or curricula changes for vocational or non-transferable credits, branches have a process authorized by the Office of the Provost, rather than going through the regular curricular process of the UNM Faculty Senate. These governance committees may also deal with procedural and policy issues specifically related to the individual needs of the campuses.

SUPPORT STAFF

The staff of the University includes all employees except those who are eligible to vote in faculty elections. UNM staff are formally represented in governance structures and processes by the University of New Mexico Staff Council, whose purpose is to "serve as an important source of input into the issues and decisions of the University as they relate to the general welfare of the staff of the University of New Mexico (UNM)."²⁰ The Staff Council makes recommendations to adopt or amend policies and procedures of the *UNM Business Policies and Procedures Manual (UBPPM)*. The Staff Council can make recommendations regarding conditions of employment and works toward improving wages, hours, and conditions of employment for the staff.

The Staff Council is composed of 60 elected representatives from all regular, at least half-time, permanent staff employed by the University of New Mexico. There must be representatives from each staff grade level. The Presidents, or their designees, of ASUNM, GPSA, Faculty Senate, and the Alumni Association are ex-officio members of the UNM Staff Council without vote. A senior member of the administrative staff of the President of the University is also designated as a liaison to the Staff Council. Staff Council meetings are open meetings and are available in webcast form. Staff councilors regularly communicate with their constituents through e-mails and listservs.

19. Faculty Handbook, Section 6.2.1 (http:// handbook.unm.edu/)

20. *Staff Council Bylaws* (http://www.unm. edu/~stafcom/about.shtml)

STUDENT GOVERNMENT

UNM students are formally represented in University governance by two elected bodies. The Associated Students of the University of New Mexico (ASUNM) is the governing body of the undergraduate students, composed of a president, vice president, attorney general, a 20 member senate, and various other subcommittees. Graduate and professional students are represented by the Graduate and Professional Student Association (GPSA), whose council consists of elected representatives from each department on campus.

As noted above, the presidents of ASUNM and GPSA are non-voting, advisory members of the Board of Regents. They, or their designees, are also ex-officio members of major faculty senate committees, including the Graduate, Undergraduate, and Curriculum committees, as well as the Staff Council. UNM Branches also have student government committees that work with the Branch Campus Directors on issues specific to the individual campus.

Administrative Networks

Formal structures of institutional governance embody key principles of shared governance at UNM. On a day-to-day basis, however, most of the collaborative processes of the institution are conducted through a network of administrative councils and committees.

At the highest administrative level, the President's Executive Cabinet consists of all the Executive Vice Presidents, Vice Presidents, and other key administrators of the University. It meets weekly, with additional representation from the branch campuses, Faculty Senate, Staff Council, ASUNM, and GPSA joining the group at least once a month. The "Senior Executive Team" made up of the President and the Executive Vice Presidents also meet weekly. The Dean's Council, chaired by the Provost and including the Chief Academic Officers of every UNM college and branch campus, is the principal leadership group in academic affairs. The Executive Research Advisory Committee (ERAC), chaired by the Vice President for Research, and comprised of senior faculty members, associate deans of research, representatives from business administration, the Provost and the EVP for Business and Administration, provides oversight and advice to the Office of Research, and "facilitate(s) better two-way channels of communication between research administration and the faculty, staff, and students engaged in research and scholarly activity."21

Even in the more hierarchical organization structure of healthcare, a network of "Nursing Shared Governance Councils" provides critical coordination and quality control of nursing activities across the Health Sciences Center.²² From all areas of campus, numerous other examples could be cited.

In order for shared governance to be effective, faculty government must be efficient, timely, and goal-oriented. The Faculty Senate undertook 21. Executive Research Advisory Committee Charter, 20 February 2008 (http://research. unm.edu/erac/ERAC_Charter.doc)

22. Patient Centered Performance Improvement / Patient Safety Plan, 2008 – 2009 an initiative over the 2006-07 school year to decrease inefficiencies within the committee structure. After seeking input from the faculty through a survey and retreat, several inactive committees were eliminated and some committees were combined to make more efficient use of faculty time and to provide timely response to administrators seeking opinions and decisions. A process for committee chair reports to the Faculty Senate on a regular basis was started in 2007, and communication about the Faculty Senate meetings was enhanced by having the meetings distributed through a webcast.

CORE COMPONENT 1E: THE ORGANIZATION UPHOLDS AND PROTECTS ITS INTEGRITY.

University structures, policies, and processes have been established in many areas to ensure that the value of integrity is upheld by the individuals who govern, teach, learn, and work at the University.

STRUCTURE: INTERNAL AUDIT

The UNM Department of Internal Audit occupies a unique organizational position within the University structure; reporting administratively to the president and functionally to the Board of Regents' Audit Committee. Internal Audit conducts independent, objective assurance services (audits) and consultations to determine whether the University's systems of controls, risk management, and organizational governance, as designed and represented by management, are adequate and functioning properly. The audit process and other input by UNM's governing board help promote integrity and effective administration of the University.²³

Audits may be investigative or consultative in nature, but in either case the process is similar. Administrative personnel are invited to provide written responses to all draft report recommendations. The appropriate Executive Vice President then approves internal audit report responses before submission to the Internal Audit Department. The Internal Audit Department incorporates the responses into the audit reports and submits them to the President for approval before they are presented to the Audit Committee of the Board of Regents. After approval of the audit report by the Audit Committee, the Chairman of the Audit Committee signs the report, at which time it becomes a public document. Approved audit reports are posted on the Internal Audit Department webpage for access by the public.²⁴

The Audit Committee of the UNM Board of Regents also approves the annual audit work plan submitted by the Department.²⁵ The plan approved by the Audit Committee each year is designed to provide broad audit coverage, while devoting sufficient time to major audit risk areas.

The University outsources UNM Hospital internal audit services. These reports are presented to the Clinical Operations Board for approval.

State law requires institutions of higher education to have an annual financial audit conducted, in accordance with OMB Circular A-133, by an outside public accounting firm. The external auditors are engaged by and report to the Board of Regents. External financial audits are submitted to the Office of the State Auditor for approval.²⁶

POLICIES: COMPLIANCE WITH LAWS

Policies and procedures intended to assure compliance with applicable federal and state laws comprise the first level of the University's com23. *RPM, 7.2 - Internal Auditing* (http://www.unm.edu/~brpm/r72.htm)

24. http://www.unm.edu/~iaudit

25. *RPM*, 7.3 – *Audit Committee*, http:// www.unm.edu/~brpm/r73.htm

26. UNM Financial Services Division (http://www.unm.edu/~conweb/finrep. html)

CRITERION ONE - CORE COMPONENT 1E

27. University Business and Procedures Manual [UBPPM], Sec. 2000 (http://www. unm.edu/~ubppm/ubppmanual/2000. htm)

28. UBPPM, Sec. 7200-7499 (http://www. unm.edu/~ubppm/ubppmanual/toc7000. htm)

29. UBPPM, Sec. 7700 (http://www.unm. edu/~ubppm/ubppmanual/7710.htm)

30. UBPPM, Sec. 4600 et seq. (http://www. unm.edu/~ubppm/ubppmanual/4610. htm)

31. UBPPM, Sec. 7200-7499 (http://www. unm.edu/~ubppm/ubppmanual/toc7000. htm)

32. UBPPM, Sec. 3100 (http://www.unm. edu/~ubppm/ubppmanual/3100.htm)

33. *RPM*, 2.13.3 – *Health Sciences Center Compliance Policy* (http://www.unm. edu/~brpm/r2133.htm)

34. RPM, 2.13.4 - University HIPAA Compliance Policy (http://www.unm. edu/~brpm/r2134.htm)

35. *RPM*, 4.9 – *Intercollegiate Athletics* (http://www.unm.edu/~brpm/r49.htm)

36. UBPPM, Sec. 2200 (http://www.unm. edu/~ubppm/ubppmanual/2200.htm)

37. RPM, 1.8 - Regent Code of Conduct and Conflicts of Interest Policy (http://www.unm. edu/~brpm/r18.htm) mitment to integrity in its operations. These extend to a number of areas, including accountability for transactions generally,²⁷ cash management,²⁸ property management and control,²⁹ acquisition and disposition of surplus property,³⁰ and safety, health, and environmental matters.³¹ UNM policies also ensure that its employment practices comply with federal and state personnel and equal employment laws ³² and the ADA.

UNM has adopted specific policies to promote compliance in certain activities that are subject to complex regulatory requirements. A compliance policy has been adopted for the Health Sciences Center (HSC) activities and the operation of health care programs. The HSC's Institutional Compliance Program emphasizes prevention of ethical and legal wrongdoing, focuses on training and communication between management and staff, and provides mechanisms for assuring compliance.³³ A separate HIPAA compliance policy, ³⁴ the establishment of an HSC Compliance Office, and the appointment of a Privacy Officer are an integral part of the HSC Compliance Program.

The University's policy on intercollegiate athletics emphasizes strict compliance with rules and regulations of the NCAA and the Mountain West Athletic Conference (MWC). Student-athletes are required to comply under the policy with the rules and regulations of the NCAA and MWC and are required to receive training in such regulations.³⁵

Mandatory training in critical areas is an important component of UNM's commitment to legal compliance. Examples include cash management training, principal investigator training, confidentiality of student records training, and patient training. Training is provided to educate personnel and improve their ability to make decisions in compliance with laws, regulations and policies.

UNM's Whistleblower Protection Policy³⁶ "strongly encourages" all University faculty, staff, students, and contractors, acting in good faith, to report any suspected violations of federal, state or local laws or regulations, and University policies. The Policy prohibits retaliation against a reporting individual, and describes procedures for investigating the allegations.

POLICIES: CONFLICTS OF INTEREST AND FINANCIAL DISCLOSURE

University policies applicable to its Board of Regents, faculty and employees protect the institution against conflicts of interest. Policies requiring disclosure of financial interests by members of the Board of Regents and certain officers further protect the integrity of the institution.

The Regent Code of Conduct Conflicts of Interest Policy,³⁷ as significantly revised and strengthened in 2003, states that the members of the Board of Regents are expected to perform their duties faithfully and efficiently and never to give rise to suspicion of improper conflict with the University's interests. Regents and employees may not accept favors or gratuities of significant economic value from any firm, person, or corporation that is engaged in, or attempting to engage in, business transactions with the University. Regents and employees must comply with state conflict of interest policies as well as University policies. Each Regent must file a certificate of compliance with the Code of Conduct annually and a report with the New Mexico Secretary of State concerning the Regent's financial interests pursuant to the State's Financial Disclosure Act. Vice Presidents and above are also required to file annual financial reports with certain UNM offices, which are available to the public.³⁸

All administrative employees and faculty are required by policy to avoid engaging in transactions that give rise to conflicts with the University's interests. Subject to specific University administrative policies, all employees must avoid any conflict of interest that may affect their independent judgment in the impartial performance of their duties and may not use their positions to enhance their direct or indirect financial interest or use confidential information learned as employees for anyone's private gain.³⁹

Employees are prohibited from having a financial interest in certain University transactions without appropriate waivers. The University's policies define a process by which a waiver may be granted for conflicts of interest arising from certain business transactions, including the transfer of technology developed by a University officer or employee. Such waivers may only be granted based on information submitted to support the request and determination by the President or other senior administrators that the transaction is "in the interest of the University."

POLICIES: ACADEMIC INTEGRITY

UNM's policies ensure that allegations of academic dishonesty are properly reviewed and addressed through a process that provides the accused faculty member or student the opportunity to be heard. Academic dishonesty, as applied to faculty, includes misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records. UNM's Student Handbook, *The Pathfinder*, includes an institutional Policy on Academic Dishonesty, which is incorporated in the *Regents' Policy Manual*. The Policy on Academic Dishonesty informs students what academic dishonesty is and the potential penalties such misconduct carries, which range from the faculty member lowering an assignment grade or course grade all the way to dismissal from a program or the institution.

UNM's Student Grievance Procedure includes an article on academic dishonesty that outlines the steps to determine if academic dishonesty has occurred. The Student Grievance Procedure provides for the student to have an opportunity to state his or her case for consideration, while also protecting the academic judgment of the faculty member. Faculty may elect to inform the University's Dean of Students Office about instances of academic dishonesty by students, but such notice is not required. Faculty who refer cases of academic dishonesty to the Dean of Students Office may request that the Dean establish a case file or determine if Student Code of Conduct action 38. UBPPM, Sec. 3720 (http://www.unm. edu/~ubppm/ubppmanual/3720.htm)

39. RPM, 6.4 – Employee Code of Conduct and Conflicts of Interest (http://www. unm.edu/~brpm/r64.htm); UBPPM, Sec. 3715 – Code of Conduct (http://www.unm. edu/~ubppm/ubppmanual/3715.htm) is warranted. For the period from Fall 2006 through Summer 2007, the Dean of Students Office received 37 reports of student academic dishonesty from the UNM faculty. Of these, 30 were deemed as "case file action only" per request of the faculty member and seven resulted in institutional level Student Code of Conduct Sanctions levied by the Dean of Students Office.

POLICY: RESEARCH MISCONDUCT

UNM's Research Misconduct Policy recognizes that "integrity, trust, and respect are important elements in an academic environment" and that "research misconduct threatens both to erode the public trust and to cast doubt on the credibility of all researchers."⁴⁰ The policy provides a process by which allegations of research misconduct will be investigated, including as necessary by an Investigation Committee, reviewed, and a determination made. The policy defines actions that may be taken upon a final determination of research misconduct, and requires that UNM make reasonable efforts to protect persons who, in good faith, make allegations of misconduct and persons who cooperate with an investigation.

PROCESSES: COMMUNICATION OF POLICIES FOR FAIR INTERACTION WITH INTERNAL CONSTITUENTS

The approval process for new administrative policies and changes to existing policies is designed to obtain input from individuals in areas affected by the policy. Approval for new administrative policies follow a multi-step process. The first step involves identifying the need for a new policy. The second focuses on researching, analyzing, and creating a policy draft. Next, the draft policy is evaluated and reviewed by a selected group of individuals that oversee the subject area, provide legal or audit expertise, and others who have a vested interest. It is then evaluated and reviewed by the Executive Cabinet to ensure alignment with institutional mission, goals, and objectives. The draft policy is then distributed for campus review and comment for further evaluation and to build consensus. After the reviews, the draft policy is endorsed by all affected Executive Vice Presidents and approved by the President. Once approved, the website is updated and notices are sent to the manual custodians. The campus is also notified in multiple formats including e-mail messages, UNM News Minute articles, and Campus News. The policy documentation is maintained by the UNM Policy Office. The approval process for policy changes follow a streamlined version of the new policy process. The degree to which the process is streamlined is dependent on the significance of the change being proposed. Proposed new policies and changes to existing policy are always distributed to the campus for acceptance and awareness.

The approval process for new faculty policies and changes to existing policy includes presentation and discussion with the University faculty

40. *Faculty Handbook, Policy E40* (http://handbook.unm.edu/)

and approval by vote of the faculty. Policy proposals may be formulated by or introduced to any faculty subcommittee. If approved at that level, they are forwarded to the Faculty Operations Committee and, through them, to the Faculty Senate for final faculty action. Policies that fall within the sole authority of the faculty become effective at that point; those that require institutional approval are submitted to the Board of Regents. Once approved, policies are disseminated to all faculty. The appropriate policy manuals (e.g., the Faculty Handbook) are updated and the historical record is maintained in the University Secretary's Office.

PROCESSES: COMPLAINTS AND GRIEVANCES

UNM's procedures are designed to ensure that grievances and complaints of its students, faculty, and staff are fairly considered and acted upon. For example, UNM's Policy on Academic Freedom and Tenure entitles faculty members to submit certain complaints relating to faculty tenure, promotion, sabbatical leave, and employment to the Academic Freedom and Tenure Committee (AF&T Committee) for review. The AF&T Committee consists of elected, tenured faculty members.

UNM's Student Code of Conduct sets forth the University's expectations for student behavior and informs all UNM students of what actions violate the Code of Conduct and the range of possible sanctions. The Student Grievance Procedure (and associated Graduate Student Grievance Procedure) provides procedures for resolving disputes between students and faculty or staff, as well as procedures for handling student disciplinary matters. A student who believes that he or she has been improperly treated by a faculty member or by administrative staff in connection with the academic process can utilize the academic disputes section of the Student Grievance Procedure to have his or her complaint reviewed. If the complaint cannot be resolved informally, the procedures include a formal process that results in a decision by the appropriate college dean, subject to appeal to the University Provost. The University's Office of Equal Opportunity is where students can go with a question, problem, or claim of discrimination, including sexual harassment.

All staff employees have access to grievance and dispute resolution procedures that include review by a peer panel. Grievances include complaints alleging that the employee has been adversely affected by violation of University policies and practices regarding his or her employment, sexual harassment, and discrimination.

Faculty, staff, or students adversely affected by a decision of the administration, faculty, student government, or hearing board may appeal the decision to the Board of Regents. The Board has discretion to determine whether the appeal will be considered, except for certain types of appeals from a decision of the AF&T Committee, which the Board is required to consider.⁴¹

41. *RPM 1.5 – Appeals to the Board of Regents* (http://www.unm.edu/~brpm/ r15.htm) UNM also provides confidential dispute resolution services for employees and graduate students. Offered through Faculty Dispute Resolution (FDR), the HR Dispute Resolution Department (for staff), and Graduate Student Dispute Resolution, these services provide mediation and conflict resolution services to individuals experiencing workplace conflict. Participation in any of the dispute resolution services is voluntary and is provided as a benefit. In addition, many UNM faculty, staff, and graduate students have also received training in mediation and conflict resolution and serve as trained mediators for UNM's services or in other organizations such as municipal or county court systems.

SUMMARY OBSERVATIONS

On April 30, 2008, the UNM Faculty Committee on Governance called for a special meeting of the faculty with President David Schmidly, to address "financial decision-making at the University of New Mexico." Over a quarter of UNM's voting faculty attended, voicing their concerns about the University's increasingly centralized control of financial decisions with a direct impact on its teaching and research missions. In the end, the president praised the "vigorous exchange of ideas strongly held" and readily agreed with a resolution urging a more "consultative process" for such decisions in the future.⁴²

The dilemma illustrated by this event – by no means unique to UNM – is that while integrity is an absolute value, shared governance is a moving target. The "structures and processes that involve the board, administration, faculty, staff, and students" described above, which are designed to balance the institution's commitment to academic freedom with its fiduciary responsibilities, are inevitably strained by the increasing external demands (including many statutory ones) for "accountability" in all its operations.

Over the past decade, and in response to such demands, the University of New Mexico has indeed exerted more central control over both its academic and financial affairs. The reasons are not far to seek. Federal research compliance costs have escalated ten-fold. The New Mexico Accountability in Government Act, adopted in 1999, mandated a series of benchmark reports on rates of access, transfer, persistence, and graduation, be delivered to the state Department of Finance Administration each fall, in preparation for "performance-based funding" models yet to be developed. Reporting requirements in all fields have had the inevitable effect of shifting resources from departments to the administrative offices charged with these tasks.

In light of those pressures, the University of New Mexico has done a creditable job of maintaining both its integrity and its principles of shared governance. Punctuated by "vigorous exchange(s) of ideas strongly held," the institution's processes have enabled it to improve both the quality and quantity of its mission-critical activities of student learning, research, patient care, and public service. To those accomplishments, the events of April 30, 2008 add this important insight. Increasing accountability will require not less, but more, collaboration and communication with all the University's key stake-holders in order to continue to move the University in a positive direction.

42. David Schmidly, letter to UNM Faculty, 1 May 2008.

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.

INTRODUCTION

In 1961, at the conclusion of an arduous planning effort involving faculty, regents, community, and statewide leaders, UNM President Thomas Popejoy convinced the New Mexico State Legislature to authorize the state's first medical school at the University of New Mexico. Implementation, however, was seriously constrained by the lack of accompanying resources. With an initial legislative appropriation of only \$25,000, the University was forced to hold its first medical school classes in a former Seven-Up bottling plant and adjacent mortuary building purchased for the purpose.⁴³

Contemporary planning efforts at the University of New Mexico remain a complex reconciliation of community, state, and national needs with University's capacities to meet them. In particular, rapid growth in enrollment, research, and patient care – along their with accompanying tuition, state and federal revenues and expenditures – have both invigorated and challenged the institution's ability to accomplish its mission during the past decennial cycle.

In the following narrative, we outline the long range strategic planning, combined with annual cycles of budget and resource development, that anchor UNM's facility and program development, assessment, and evaluation activities. 43. "Thomas L. Popejoy," <u>University</u> Archives Center for Southwest Research, http://elibrary.unm.edu/unmarchv/ History/university_pres/popejoy_ thomas_l.php



CORE COMPONENT 2A: THE ORGANIZATION REALISTICALLY PREPARES FOR A FUTURE SHAPED BY MULTIPLE SOCIETAL AND ECONOMIC TRENDS.

During the University of New Mexico's last accreditation visit in 1999, one of the challenges identified in the site team's report was that UNM was not in a position to make long-term commitments to planning and resource allocation due to vacancies in permanent executive administrative positions. In response, the University dedicated itself to the development of broad-based and sustained planning frameworks that have guided UNM throughout the ensuing decade. Chief among these are the *Strategic Plan* (2001-2007) and *Strategic Framework* (2008-) described in Criterion 1. Issue-specific task forces and environmental scanning related to budget planning, have also helped to focus the University on three major societal and economic trends of particular importance to the University of New Mexico.

EMERGING TRENDS 1: DIVERSITY

New Mexico is a state where ethnic minorities traditionally underrepresented in higher education have always comprised the majority of the citizenry. Today its flagship university (UNM) is one of only two in the nation classified both as a Carnegie Doctoral Very High Research Activity University and a Hispanic Serving Institution. Underrepresented minority students have made up the majority of UNM's entering freshman classes since 2006; and with a New Mexico high school population that is 66% non-Anglo, the trend will clearly continue for the foreseeable future. For all those reasons, diversity planning has become the University's first priority in realistically preparing for its future. It is embedded in the University's fundamental processes and structures, including the Special Emphasis of this self-study and the Office of the Vice President for Equity and Inclusion established in 2007.

Faculty and Staff. Every planning framework and exercise cited above has highlighted the need to diversify UNM's professional staff and faculty in order to best meet the needs of its diverse student body. As a result, a number of hiring guideline and policy documents have been enhanced to promote affirmative action hiring practices. Some specific examples are provided in the following paragraphs.

The UNM Faculty Hiring Guidelines outline positive steps to hire and promote qualified persons in protected groups to achieve a representation at UNM that is comparable to the labor pools from which it recruits and selects. The University recruits and hires faculty through competitive processes to attract strong and diverse pools and all search committees must be diverse including representation by one minority and one female which cannot be the same individual. Targeted recruitment must be conducted for each of the protected groups (women, Asians, African Americans, American Indians, and Hispanics) for all vacancies. Placement goals must be identified and assessed utilizing the University's most current Affirmative Action Plan. Hiring departments are also asked to conduct a second look at all applicants that self-identified in one or more of the protected groups. Since 2003, the University has seen slow but steady progress in attracting and retaining Hispanic and African American tenure/tenure track faculty but has remained relatively flat in its American Indian faculty numbers (see Special Emphasis, Chapter 5 "Faculty Issues" for more information).⁴⁴

University Business Policies and Procedures Manual (UBPPM) Recruitment and Hiring Policy #3210⁴⁵ describes recruitment and hiring policies for all staff employees. One objective noted in the policy is to achieve an excellent and balanced workforce with representation and participation from all of the diverse sectors of society. The primary objectives of the process are: recruitment of the best qualified candidates; participation of qualified candidates from underrepresented groups in applicant pools; and fair and equitable (unbiased) treatment of all candidates in the recruitment and hiring process. Since 2003, the University has successfully attracted and retained more Hispanics, but has remained relatively stable in its African American and American Indian staff numbers.⁴⁶ These statistics speak to the need for a more systematic and planned effort for the diversification of UNM's workforce, particularly in faculty and senior administration positions; and is one of the expressed priorities of the President and the Vice President for Equity and Inclusion.

In 2005, the Provost charged separate task forces to evaluate Hispanic and Native American issues on campus in an effort to better understand the professional challenges of UNM's largest minority populations. A number of their recommendations were implemented and others were used to inform the Diversity Strategic Plan and Diversity Report Card (see Special Emphasis, Chapter 7).

Students. In June of 2006, the Provost formed a task force charged with developing a set of strategies to improve degree completion at UNM. As part of that effort, an equity subcommittee was formed by the steering committee of the task force to determine how UNM can become more accessible for all students. The committee chose to focus on institutional-level strategies to improve success for all students, as opposed to common approaches which focus on the individual traits of students. The committee reviewed statistics that showed how disparities contributed to graduation rates and discussed reasons for equity disparities. The results of these deliberations converged with eight strategies that were presented by the Graduation Task Force.⁴⁷

At the same time, UNM's branch campuses have also responded to the needs of their unique ethnic populations. At UNM's Gallup branch 80% of the students served are either Navajo or Zuni, while the other three branches are all HSI's. Each has engaged in strategic planning efforts with a strong emphasis on how best to serve its minority students. Examples include:

44. UNM Fact Book, pp. 68-81, http://www. unm.edu/~oir/factbook/webpage.htm

45. UBPPM, Sec. 3210 (http://www.unm. edu/~ubppm/ubppmanual/3210.htm)

46. *UNM Fact Book*, p. 93, http://www.unm. edu/~oir/factbook/webpage.htm

47. Finishing What We Start: Improving Degree Completion at the University of New Mexico (Final Report and Recommendations) http://www.unm.edu/~acadaffr/ Supporting%20Files/Graduation%20 Task%20Force%20Recommendations_ Final 4-10-07.pdf

- working closely with area schools both private and public in establishing pathways, articulation, and developing dual enrolment programs;
- utilizing Title V funding to directly implement programming focusing on retention, persistence, and advising;
- utilizing Title V Cooperative Funding to collaborate with other branches to "Improve Rural Hispanic Student Success Through Technology;"
- utilizing Title V Cooperative Initiative Funding with other two and four year institutions for College and Career Prep Program;
- offering Workforce/Customized training classes with the caveat of enticing participants to pursue a post secondary degree; and
- hiring and assigning a Native American advisor to be housed on location (Taos Pueblo).

The schools in UNM's Health Sciences Center (Medicine, Nursing, and Pharmacy) have key elements in each of their strategic plans and other planning efforts that focus on preparing and positioning the University to respond to New Mexico's rapidly growing minority populations. For the HSC, the planning includes not only the education needs of these populations but their unique health considerations as well. The HSC also created their own position of Vice President for Diversity to aid in these efforts.

Diversity planning and preparation at UNM is not limited to undergraduate programming. The Robert Wood Johnson Center for Health Policy at UNM, established in 2007 with an \$18.5 million grant from the Robert Wood Johnson Foundation, aims to increase the number of Hispanic and Native American Ph.D. graduates in the social sciences with expertise in health policy. UNM was selected for this project because of its unique combination of graduate and professional academic programs and proximity to these minority populations. Eight million dollars of the grant has been allocated to a permanent endowment, with the remaining \$10.5 million planned for a five-year operating grant. Ultimately the Center will serve as a national resource for minority health policy research and provide a voice for Hispanics, Native Americans, and other under-represented groups in national and global health policy discussions.

EMERGING TRENDS 2: TECHNOLOGY

UNM maintains awareness of both current information technology trends and the technology demands of millennial students. UNM uses this awareness to maximize funding opportunities to invest in core IT services. The CIO has established a federation of governance that ensures alignment with institutional priorities at the highest executive levels, as well as engagement with IT service providers across departments and campuses. When central and distributed IT are aligned in this way, innovation in disciplinespecific applied technologies can be well supported by centrally provided reliable and available infrastructure. UNM successfully leverages resources to opportunistically and appropriately provide the wide range of IT services demanded in a very high research doctoral public university.

Technology Infrastructure. Information Technology Services (ITS) provides the hub of central IT infrastructure services, including networking, data center, enterprise application support, web, knowledge management, information assurance, and IT security services.

<u>Campus Connectivity</u>: In 2003 and 2004, UNM upgraded the main campus network to a 1GB building-to-building network. This upgrade allowed UNM to successfully deliver University-wide finance, student, and human resources enterprise application services. In 2008, new network connections to buildings use expanded 10GB connections and expanded wireless connectivity for classrooms and dorms. In 2007, the New Mexico Educators Federal Credit Union contributed \$750,000 to expand wireless networking, specifically for outdoor spaces at UNM's mile-square main campus.

<u>Regional Networking:</u> UNM has established a regional network aggregation point of service for higher education, K-12, and other non-profits in downtown Albuquerque. The Albuquerque GigaPop (ABQG) promotes and advocates for the cost-efficient and strategic use of statewide networking. The ABQG manages state and regional network traffic to high speed networks and promotes cost-saving peer relationships to improve traffic management across the use of commodity internet services, via the University's research and economic development connections on Internet 2 and the National Lambda Rail (NLR) networks. The Wide Area Network team supports state and regional government, higher education, and others. Specifically, the ABQG supports the Department of IT (DoIT) and peer institutions across the state to deliver high speed internet and other connectivity to rural cities, counties, schools, and libraries. Main campus wireless deployments are being brought into compliance with a collaboratively-developed wireless standard, branded as Lobo-WiFi, providing enhanced availability and capacity to the ever-increasing demand for wireless network services. Fiscal vear 2009 plans include strengthening the core network tier and deploying network access control for wireless.

<u>Hosting Services and Customer Support</u>: The ITS data center hosts servers for the University Libraries, UNM Hospital, and UNM's learning management system (WebCT), as well as administrative applications environments on many platforms. ITS manages services and communication via a University-wide portal, my.unm.edu. In addition, ITS hosts the University web sites and a production environment for departmental web sites and web applications. Significant power, cabling, and storage upgrades since 2007 ensure the reliability, usability, and availability of these essential resources. FastInfo, a Knowledge Management Q/A system, provides a single virtual location for information relating to administrative applications and business processes, student services (Student OneStop), WebCT, voice, and computing services.

Security and Information Assurance: In 2008, UNM hired an Information Assurance Director to address IT security systems, practices, and awareness. ITS provides high quality in-coming email spam filtering for approximately 70,000 @unm.edu and @salud.unm.edu email accounts. In the 2009 fiscal year, workstation management practices will be rolled out in ITS-managed environments.

In 2007, ITS began the implementation of Information Technology Infrastructure Library (ITIL) standard best practices. Service management benefits have already been realized in incident and change management; and the implementation is continuing in other ITIL areas of release, configuration, and problem management.

This robust infrastructure underpins the extension of IT to more specific applications that follow. The CIO and ITS websites provide additional information (http://cio.unm.edu), IT Strategic Plan (http://itsp.unm. edu), ITS Annual Report (http://cio.unm.edu/annualreports/), ITS services (http://its.unm.edu/).

Academic Technology. Technology is core to education today. Millennial students are tech savvy and fluent, and the internet is the medium of choice. Online course information is essential, not only for students taking classes at a distance, but for classes delivered to on-campus students. ITS and New Media and Extended Learning (NMEL) departments work together closely to ensure adequate IT infrastructure and support for students and faculty as enrollments continue to increase in web-enabled and web-delivered courses.

UNM's faculty continue to increase the use of learning management system features in the delivery of course material both in Albuquerque and on statewide UNM venues. More tutorials are available to train faculty to serve "digital native" students who expect fast, media-rich, web-delivered content. Support for faculty is also becoming available on the Web and centrally through the ITS Support Center.

Instruction is also supported by centrally and departmentally-provided computer laboratories and classrooms. Central labs and classrooms provided by ITS have consistent images and productivity software for ease of use, as well as discipline-specific software for the courses being taught in those environments. Departmental labs, such as in the business school, engineering, arts lab and the language lab deploy innovative and highly specialized technologies (see Criterion 3 for more information).

New buildings with classrooms have become operational in 2008 – Pearl Hall for Architecture and Planning and Centennial Engineering. These buildings have current technology infrastructure, including wireless networking. The Classroom Modernization effort (http://classmod.unm. edu) intends to bring all learning spaces to minimum technology standards. Funding for initial phases of the project is in place and Mitchell Hall will be brought to standard in 2009.

Statewide Learning Management System Initiative: IDEAL-NM (http://www.ideal-nm.org/) is Governor Richardson's initiative designed to leverage state resources by providing eLearning services to New Mexico P-12 schools, colleges and universities, and government entities. IDEAL-NM has provided funds to support a state-wide procurement of a single state-wide learning management system. UNM has provided leadership and has been an active participant in the selection and the support of a statewide site license.

One of IDEAL-NM's first areas of focus is to make eLearning opportunities available to rural areas, providing students an opportunity to take high school credit courses from highly qualified teachers in subject areas they might not normally have access to in their communities. The program is also encouraging institutions of higher education in the state to include their dual enrollment courses in the higher education clearing house on the IDEAL-NM website. During the initial phase, the system is being rolled out to smaller institutions and school districts in the state. Larger institutions such as UNM, New Mexico State University (NMSU), Central New Mexico Community College (CNM), and Albuquerque Public Schools (APS) will engage in IDEAL programs and services at a later date.

Research Infrastructure. As a Carnegie Very High Research Public Doctoral University, UNM requires a robust technological infrastructure to support high end research in medicine, engineering and the sciences. UNM's participation in Internet 2, the high-speed network intended to support research, has been funded by a grant since the late 1990s. Currently, UNM, along with other research institutions and the Sandia and Los Alamos National Laboratories, has been instrumental in the National Lambda Rail's (NLR) decision to run its dark fiber backbone network through the state of New Mexico.

New Mexico Computer Applications Center (NMCAC): In 2007, the New Mexico Legislature funded an initiative to support the establishment of a New Mexico Computing Applications Center intended to bring high performance computing, education (research and instruction), and business innovation together. The NMCAC enables complex simulation, rather than expensive prototyping, to bring scientific theory to practical application. In this way, a workforce is trained to use these techniques, and businesses are attracted to New Mexico to improve their products and production at advantageous costs. NMCAC is connected to UNM's Center for High Performance Computing (CHPC) via a gateway, an environment where small problems can be solved before accessing the NMCAC computing environment. The NMCAC connects higher education institutions across the state with national labs, municipalities, and small to large businesses.

Integrated Administrative Applications Enterprise Resource Planning (ERP). In 2002, UNM committed itself to a \$62.5 million bond investment to implement a University-wide common set of administrative applications (i.e., student information, fiscal and budgeting, and human resources). The University selected Sungard's Banner suite of applications. This required not only a major financial and human investment, but also an "operational culture change" in every way the University conducts business. New business rules were defined, technology systems changed, training conducted, and a multi-year rollout planned for Banner modules, called "Project LINK."

The LINK implementation sequence allowed for the best transition possible. Implementation of the finance module began in August 2002 and was fully operational by July 2004. The STAC (student/academic) modules were implemented in 2006. The HR/Payroll and Budget Planner modules came into operation in the first quarter of 2008. An applicant and employment system (UNM Jobs) will be fully implemented by early spring 2009. Advancement modules will be implemented in 2010.

The positive outcomes of these initial steps include: faster monthly and annual financial closings; increased availability of real-time data to leadership for improved decision-making and accountability; improved accessibility and security of services delivered to students via the Web; reduced processing time of services to students including re-enrollment, registration, financial aid, and student accounting; more consistent institution-wide processing of administrative and financial transactions; and improved consistency, accuracy, and availability of institutional information. Just as institutional financial practices were redesigned, UNM is now addressing new reporting needs made apparent with integrated but un-defined information in the new databases and new data warehousing technologies. Information assurance and data security are also current functional and technical foci for ERP information and reporting.

The ERP customer support model has the knowledge management system, the web, and portal interfaces for scaffolding. These interfaces maximize the Banner infrastructure and support model through other applications such as Student OneStop, the integrated web application for admissions, registration, financial aid and scholarships, and WebCT (BlackBoard).

EMERGING TRENDS 3: INTERNATIONAL EDUCATION

The 2001 *Strategic Plan* also called out the need to develop a comprehensive approach to international affairs at UNM, including instructional, research, and service programs. In addition, it stated that UNM should "provide an environment that cultivates and supports activities of national and global distinction and impact." Several factors make UNM ideally suited to emphasize international initiatives: Its location in a border state; the significant amount of international work already going on by the faculty; the Governor's and Mayor's interest in international relations with Mexico, Spain, and Latin America as well as the large number of Spanish-speaking students. Although limited resources have been a continuing challenge to pursuing an aggressive international strategy, the University has been extremely resourceful in pursuing additional funding for these programs.

In 2006, UNM successfully convinced the New Mexico Legislature for the first time ever to provide direct recurring funding for study abroad programs in the amount of \$320,000. These funds have primarily provided scholarships for undergraduates to study in various international programs. Additionally, UNM Regents have provided recurring funding out of the Regents Endowment in the amount of \$200,000. The Regents International Study Grants are available to undergraduate students earning credit for any UNM faculty-led course that occurs outside of the U.S. Other major scholarships and grant programs available to students for study abroad and are detailed on the Office of International Programs and Studies (OIPS)⁴⁸ website. The University has supported 13 Fulbright student scholars from UNM to pursue their education abroad. In addition, UNM routinely hosts Fulbright scholars from other countries and offers an "International Amigo Scholarship" to international students which waives the out-of state portion of tuition.

UNM supports programs that may consist of fieldwork within a course, a full course, or semester abroad (many of which are offered during the summer). For example, during the spring of 2008 as part of the course of study for a Tropical Biology course, students traveled to locations in Costa Rica over spring break for a field study. UNM also provided semesters in locations such as Germany, Rome, Mexico, and Central America to study topics as diverse such as law, biodiversity, strategic management, traditional Mexican medicine, art, architecture, social dynamics, and literature and drama. UNM also offers a number of summer intensive language and cultural programs for a true "immersion" experience. Many of these study abroad programs have accompanying service learning components. For example, the UNM Law School hosts a summer program in Guanjuato, Mexico which provides educational and outreach opportunities for students to Latin America.

An example of a study abroad program is the newly established UNM Rome Program. The first offering of the Rome program was designed specifically for UNM students to fulfill their core and degree requirements over 48. http://www.unm.edu/~studyabd/

a 16-week semester. Located at the International Wine Academy facility on the site of the famous Spanish Steps in the heart of Rome, the program provides courses that carry full UNM credit and are pre-approved by home departments. In addition, all students are also required to take a course in Italian language study. In addition to the 16 week semester, two-, four-, and eight-week programming during the summer or between semesters are also being planned. This program allows students to immerse themselves in the art, culture, and society of Italy while taking courses that count towards degree requirements.

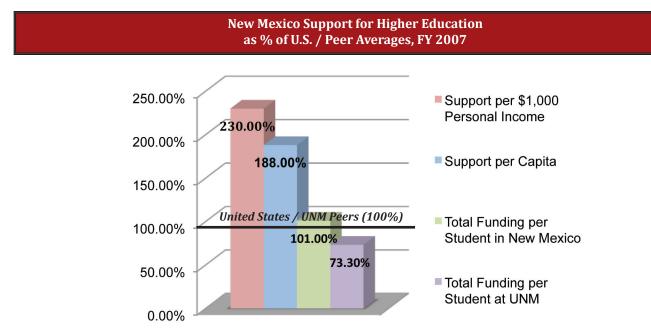
UNM also has many convenios and MOU exchange agreements with international universities (mostly from Mexico). These agreements facilitate exchanges of students or faculty and sometimes also involve providing courses during the summer or short weeks for faculty or administrators from other universities. Every year, UNM faculty are routinely the recipients of Fulbright awards averaging around three per academic year over the past decade. During the 2007-2008 academic year, a UNM research professor from the College of Education, Dr. Michael Morris, was named as a Fulbright New Century Scholar. Dr. Morris is only the second New Mexican to receive this prestigious award and the only Fulbright New Century Scholar to focus investigations in Spain.

CORE COMPONENT 2B: THE ORGANIZATION'S RESOURCE BASE SUPPORTS ITS EDUCATIONAL PROGRAMS AND ITS PLANS FOR MAINTAINING AND STRENGTHENING THEIR QUALITY IN THE FUTURE.

The resource base for the University is sound and over the past several years the University has strategically placed itself to support the educational, research, and public service components of the University through its financial, physical, and human resources.

FINANCIAL RESOURCE BASE

Context: New Mexico. Enrolling nearly 50 percent of the state's baccalaureate students and 80 percent of its graduate students, the University of New Mexico receives over one fourth of the state's higher education budget. New Mexico invests heavily in post-secondary education, ranking 1st among all states in funding for higher education per \$1,000 of personal income and 2nd in funding per capita. Yet because of its relatively low per capita income and tax base, the state's net support for its public institutions is only at the national mean. And because of the way New Mexico's higher education funding formula distributes higher education revenues, UNM is significantly underfunded compared to similar institutions.



UNIVERSITY OF NEW MEXICO SELF-STUDY 51

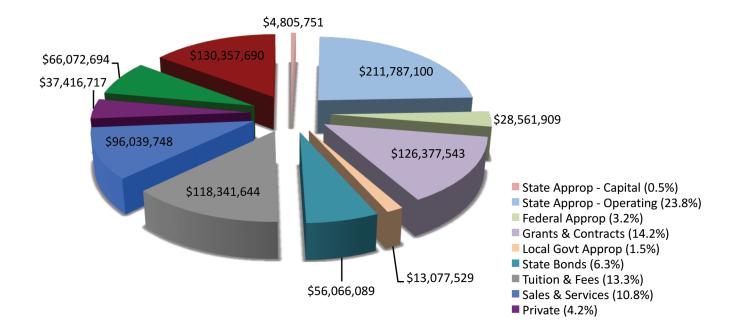
Ten Year Budget Results. The UNM budget, and state support for the budget, has grown steadily for the past ten years. The percentage of the budget supported by the State has decreased slightly, but the trend is far less marked than in most other states. For FY 1990-00, the consolidated UNM budget totaled \$1.06 billion, with \$240.8 million, or 22.7%, being derived from State appropriations. The University's \$2.03 billion budget for FY 2008-09 is supported by \$349.6 million from the State, which is 17.2% of the total. The table below details this growth.

UNM Budget					
Year	Total Budget	% Increase	State Appropriations	% of Total	
1999-00	\$1,062,657,020		\$240,786,410	22.6	
2000-01	\$1,101,543,779	3.7	\$260,293,259	23.6	
2001-02	\$1,190,373,140	8.1	\$264,581,101	22.2	
2002-03	\$1,268,925,008	6.6	\$242,880,715	20.6	
2003-04	\$1,399,388,996	10.3	\$249,210,390	17.8	
2004-05	\$1,484,511,426	6.1	\$260,299,429	19.1	
2005-06	\$1,572,310,661	5.9	\$279,881,343	20.0	
2006-07	\$1,677,951,146	6.7	\$306,544,178	18.3	
2007-08	\$1,840,710,563	9.7	\$361,293,408	19.6	
2008-09	\$2,032,218,563	10.4	\$349,619,093	17.2	

In turn, UNM is a major economic driver for Albuquerque and New Mexico, producing approximately \$5 for every \$1 appropriated by the State.

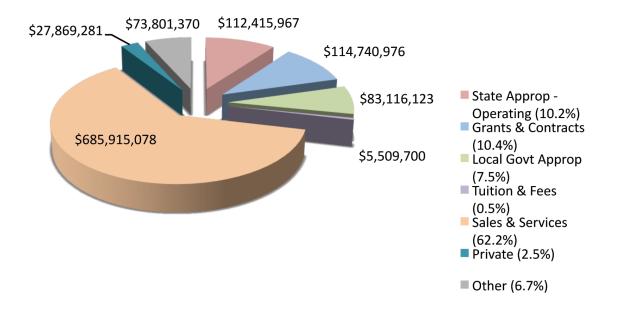
Main Campus Resource Base. The operations of UNM's flagship campus in Albuquerque are funded primarily by a combination of state and federal appropriations, contract and grant revenue, tuition and fees, sale and service, and private contributions.

UNM Main Campus Revenues FY 09 Budget	
\$888,904,414	

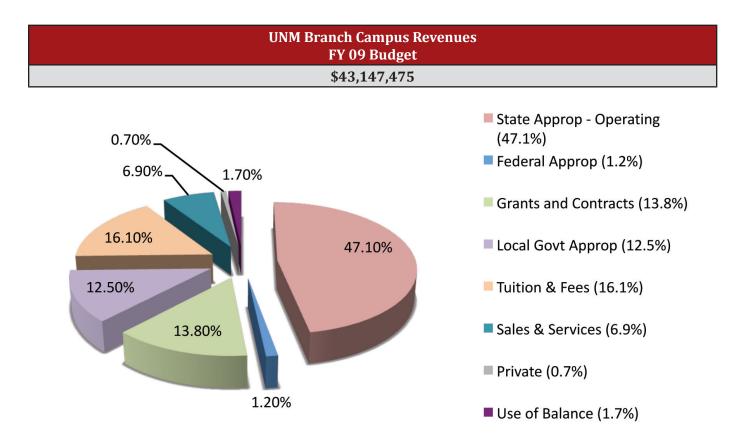


HSC Resource Base. The Health Sciences Center, which includes UNM Hospital, relies heavily on revenues generated by the services it provides.

UNM Health Sciences Center Revenues FY 09 Budget
\$1,100,166,417



Branch Campus Resource Base. At the other end of the funding spectrum, branch campuses rely most heavily on state appropriations.



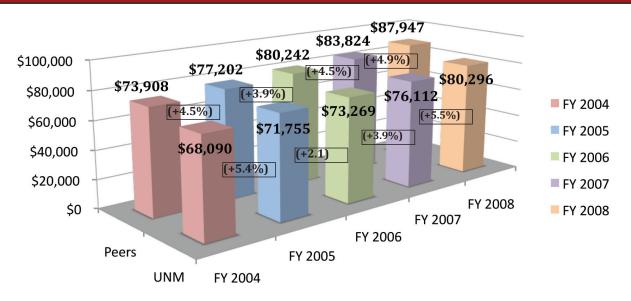
Branches contribute an amount equal to 2.891% of their I&G budgets to the main campus as an indirect cost fee for access to and services provided by the main campus. In addition to academic and student affairs oversight, administrative functions include Payroll and Human Resource support, Purchasing, Accounts Payable, Contracts and Grants, University Counsel, and ITS consultation and direction. Direct costs are charged on a prorated scale, depending on the service identified. Insurances are assessed on FTEs, square footage, and number of vehicles owned by the branches. Capital Projects are project cost fee based. Other costs include those that can be identified as a direct service or tangible goods.

Peer Comparisons. In 1990, the New Mexico Commission on Higher Education (now Higher Education Department) established sixteen-member peer comparison groups for each of New Mexico's four-year universities. UNM's peer group consists of flagship universities with similar cost structures and activities and are listed here:

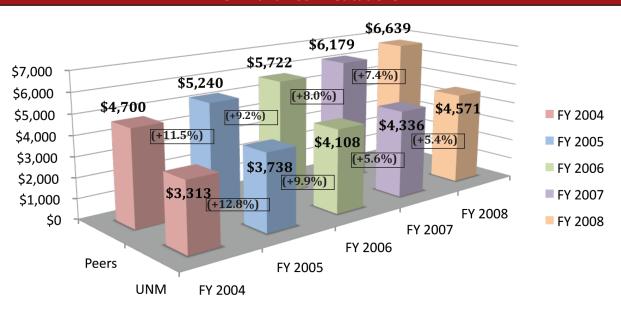
- University of Arizona
- University of Arkansas Fayetteville
- University of Colorado Boulder
- · University of Iowa
- University of Kansas Main
- University of Kentucky
- University of Missouri Columbia
- University of Nebraska Lincoln
- University of Oklahoma Norman
- University of Oregon
- University of South Carolina Columbia
- University of Tennessee Knoxville
- University of Texas Austin
- University of Utah
- University of Virginia Main
- University of Washington

Comparisons of tuition and fee rates and faculty compensation are compiled annually and reported to the State Legislature and other policy makers. Relative to its peers, UNM's ranking on these key indicators has remained relatively constant.

Weighted Average Faculty Salaries UNM and Peer Institutions



Peer Average Increase - 4.5% **UNM Average Increase - 4.2%** (excludes Branch Campus, Continuing Education, and Clinical Health Sciences)



Resident Undergraduate Tuition and Fee Rates UNM and Peer Institutions

Peer Average Increase - 10.4% UNM Average Increase - 7.6%

UNM is currently 91.3% of the peer mean in faculty salaries, which on average over the past five years has been 91.7%. UNM is 68.9% of the peer mean for resident undergraduate tuition and fees, which on average over the past five year period was around 70.6%. We are keenly aware that this combination – low salaries, combined with modest state support and very low tuition – will necessitate aggressive strategies of resource acquisition from other sources in order to maintain excellence and advance our strategic goals.

Charitable Giving. Philanthropic activity remains an area of great potential for the University of New Mexico. With a current endowment corpus of \$324 million, UNM's Foundation is far smaller than those of its flagship peers. But the gains posted in recent years, including increases in annual giving from \$40.1 million in FY 01 to \$85.5 million in FY 08 that have doubled the endowment over the same period, testify to the success of the University's stepped-up fundraising efforts. The State has played a role in this success as well, through legislation in 2002 and 2005 that allocated matching funds for faculty endowments. By raising private funds, the University was able to leverage over \$6.6 million through this program.

UNM is currently engaged in a needs assessment exercise to determine the highest private funding priorities as part of the total planning effort for a comprehensive fundraising campaign. The final campaign goal will aim to increase total private support to at least \$100 million annually. Planning efforts will focus on articulating the University's value and distinctiveness to stakeholders and community members as well as building the size and talent of the development professional staff; establishing a stakeholders' council of campaign leaders and advocates; identifying more than 3,000 new prospective major donors, engaging University leadership with potential major donors; and finally publicly launching a comprehensive fundraising campaign. Total endowment distributions to the main campus and health sci-

UNM Endowment FY 07 Spending Distribution \$12,300,000 \$123,000 Gift Annuities (1%) \$2,952,000 Student Assistance \$123,000 (42%) Building and \$1,230,000 Equipment (7%) \$5,166,000 Programs (15%) \$1,845,000 Research (10%) \$861,000 Libraries (1%) Faculty (24%)

ence center programs exceeded \$12 million in FY 07.

PHYSICAL RESOURCE BASE

The total real property base of the UNM's Albuquerque campus consists of 9 million square feet of classroom, laboratory, performance, and office space in over 1,000 buildings on 600 acres. Management and development of these assets are key to the quality of their quality academic and healthcare programs.

Bond capacity and activity. As of November 2007, Standard & Poor's (S&P) Ratings Services assigned a "AA" rating to UNM's Board of Regents subordinate-lien system improvement revenue bonds series 2007A, for \$119.9 million, and the taxable subordinate-lien system improvement revenue bonds series 2007B, for \$11.1 Million. In addition, S&P affirmed a "AA" long-term rating for UNM's senior-lien system revenue bonds (closed) and a "AA" underlying rating (SPUR) for UNM's subordinate-lien system rev-

enue bonds. Also as of November 2007, Moody's Investors Service assigned a "Aa3" rating to UNM's \$138 million of Subordinate Lien System Improvement Revenue Bonds, Series 2007A and 2007B (taxable). Moody's also affirmed the ratings on UNM's outstanding debt and that the rating outlook is stable. Both sets of ratings are reflective of the State of New Mexico's solid support for higher education, the University's status as a flagship institution in the state, balanced operations on a full accrual basis and a hospital that has recorded modest surpluses and is not a drain on the University, adequate liquidity and financial flexibility, and stable enrollments.

The bond proceeds are being used to finance the acquisition, construction (renovations and new), and equipping of capital improvements; funding a debt service reserve account; capitalized interest; and certain costs of issuance. The bonds are secured by a broad mix of pledged revenues of the University, including housing facilities, all other buildings owned or operated by the University, student tuition, and general student fees. The security for these bonds does not include hospital revenues. The largest projects funded by this borrowing include renovation of the University's basketball arena and football stadium for \$25 million, the construction of three new parking facilities for \$20 million, and the modernization of classrooms for \$12.5 million.

Facilities and Real Estate Management. At the University of New Mexico, the core mission of facility management is the reliable provision of quality facilities for academic learning, research, and health care. Ensuring superior physical environments for the pursuit of academic excellence is both a major challenge and a central component to the success of the academic enterprise. In 2007, UNM consolidated facility management services into the Office of the University Architect (OUA), Office of Planning and Space Management (OPSM), and Office of Capital Projects (OCP) – all under the Facilities and Real Estate Management (FREM) umbrella. Additionally, OCP was converted from an operationally funded department into a fee-based department. This set the stage for the delivery of more precise, professional, and flexible project management services.

Facilities Master Plan. UNM embarked upon an update to the 1996 Barton-Meyer Master Development plan in December 2006. This current master planning effort will link the strategic plan, the President's vision and goals, and UNM's financial strategies to the campuses' physical development. The outcome will be a dynamic document that guides future development of the University campuses.

In the first phase, entitled "Data Collection & Outreach," the Master Planning team engaged internal stakeholders (deans, chairs, students, and staff) through interviews. Concurrently the School of Architecture and Planning conducted a "Visioning Charrette" for the comprehensive master plan in November 2007. The charrette included the participation of nationally recognized planners, UNM faculty, and students. As the team progresses through the data gathering phase, strategies are in place to engage external stakeholders of the University, such as the neighborhood associations, the business community, the City of Albuquerque and the County of Bernalillo, before moving into the second phase, entitled "Analysis & Synthesis," of the master plan process. Late Fall 2008 was the target for final drafts of the updated plan.

Review and updates of district plans for the Health Sciences Center and Athletics Complex have commenced and will be coordinated with Science and Technology Park, commercial development ventures, and Central Campus. Master plans at Valencia and Gallup have been updated but not integrated with the main campus.

Rio Rancho. In 2006, in partnership with the New Mexico State Land Office and the City of Rio Rancho, UNM acquired 60 acres of land adjacent to its new planned City Center. Once a small farming village on Albuquerque's western flank, Rio Rancho is now the fastest-growing and third largest city in the state with a population of over 70,000. Approximately one fourth of UNM's current student body lives in closer proximity to this site than to the main campus, and the City itself projects it will reach the 100,000 mark by 2020.

Responding to this growth and educational need is UNM's expansion priority for the coming decade. Construction of a hospital and clinic on the site have already been committed by the UNM Health Sciences Center, and the University has engaged the design firm of Ayers St. Gross to create a master plan for the campus. For their part, the residents of Rio Rancho enacted a gross receipts tax in March 2008 that will provide an estimated \$2 million in annual operating funds. UNM's Vice President for Rio Rancho and Branch Campuses leads these development efforts.

Classroom Modernization Program. Two major classroom renovation programs have been undertaken during the last 10 years: one in 2001, and most recently, in 2008, a \$12.5 million bond-funded initiative to improve classrooms where freshmen and sophomores take the majority of their classes. A task force made up of representatives from the offices of Planning and Campus Development, Provost, Support for Effective Teaching, Registrar, CIO, Media Technology Services, Office of Capital Projects, and Physical Plant Department as well as representatives from the undergraduate and graduate student leadership spent several months evaluating the issues and made two significant recommendations that are detailed below:

The task force recommended the following expenditure of the classroom modernization funding:

1. Renovation of Mitchell Hall	\$9,500,000
2. Facility Upgrades to Other Centrally Scheduled Classrooms	\$400,000
3. Technology Upgrades to Other Centrally Scheduled Classrooms	\$1,100,000
4. Conversion of 50 Departmentally Controlled Classrooms to Central Scheduling (Facility & Technology Upgrades)	\$250,000
5. Contingency	\$1,250,000
Total	\$12,500,000

The second recommendation focuses on putting in place mechanisms that will ensure that the University sustains the progress and continues funding for classroom modernization efforts. As the first step, the Classroom Modernization Task Force has been made a standing committee. The charge of the newly named Learning Environments Task Force includes:

- Implementing the classroom modernization recommendations
- Developing and sustaining a campus communication plan
- Developing, implementing, and maintaining a classroom support services business plan
- Establishing classroom standards for furniture and technology
- Establishing classroom utilization metrics and analyzing classroom utilization trends
- Developing recommendations for identifying and prioritizing classrooms for future phases and funding of classroom modernization efforts
- Developing a mechanism for evaluating modernized classrooms for their value in teaching effectiveness

LoboEnergy, Inc. In recognition of the need to repair, improve, and upgrade energy utility systems and domestic water systems, UNM created LoboEnergy, Inc. in 1998. LoboEnergy is responsible for developing and implementing a business plan that identifies necessary improvements, economic resources, and integrated projects needed to renovate and reconstruct utility systems. LoboEngery projects have included the Main Campus Distribution System, the North Campus Distribution System, the Energy Management Control Systems (EMCS), Lomas Blvd Chilled Water Plant, and Ford Utilities Center. Other projects have focused on energy conservation and upgrading the electrical substation, domestic water, and lighting. Most recently in 2008, LoboEnergy entered into a contract with Energy Education, Inc. to implement an energy conservation program at UNM. It is projected that the institution could save in excess of \$50 million over the next 10 years (a 20% savings) through this program.

Lobo Development, Inc. The objective of Lobo Development Corporation (LDC) is to take appropriate action to leverage existing real property assets or secure new real property assets for the economic benefit of UNM through commercial development. UNM-held assets can be engaged by LDC, at the direction of the Regents, through lease, deed transfer, or management agreement.

Branch Campuses. Branch campus facility development is both related to, and distinct from, the main campus. Master planning is different at each campus, but undertaken with the assistance of UNM facility planning personnel. Individual projects require approval of the Board of Regents, as are requests for state capital funding. Because branches have local mil levies they may apply for local bond funding as well.

A recent example of an innovative project at one of the branch campuses is the effort to power the Taos campus with the largest photovoltaic system in the state. The groundbreaking for the 500-kilowatt solar panel system was held in August of 2008 as part of a planned 1.1-megawatt photovoltaic ground mounted system that will be distributed among several other sites. The construction of the site was completed later in the fall of 2008. The system is also tied into the conventional electric grid (through Kit Carson Electric), which serves as a backup source of power. Any excess power generated by the photovoltaic system will be fed back into the grid and available to other customers serviced by Kit Carson Electric.

HUMAN RESOURCE BASE

UNM's Human Resources (HR) Division provides a full range of human resources services, products, tools, and programs to HR's customers including University staff, faculty, retirees, applicants, and dependents. HR develops, implements, interprets, and administers human resources policies, procedures, practices, and external regulations. HR provides advice and assistance to staff, faculty, retirees, and dependents. Relevant employment laws and regulations, IRS regulations, *Board of Regents' Policy Manual*, *University Business Policies and Procedures Manual (UBPPM)*, and bargaining union contracts all guide the work of HR. HR exists to serve those who serve the mission of the University of New Mexico. In 2008, the division received "Piñon Recognition" from Quality New Mexico, an award given to organizations demonstrating organizational use of systematic processes for improved outcomes. *Hiring Policies.* UNM is committed to ensuring equal employment opportunity to all qualified individuals and to taking affirmative steps to create a workforce that reflects the diversity of the population. A diverse workforce will enhance the University's ability to fulfill its mission of education, research, and public service. The University of New Mexico competes for the best talent against external UNM organizations as well as internal organizations within the UNM community. The challenge is to recruit, hire, and retain high performers who are able to demonstrate the values of the organization. HR's compensation goal for its staff is to pay a total compensation package that is competitive with similar positions in the marketplace. In addition to competing with salary and benefits, HR ensures that it encourages and promotes employees' growth and development in their HR roles. HR promotes and cultivates an environment that enhances a competent, vibrant, and healthy workforce that seeks opportunity and achieves career progression within the University community long term.

Faculty Professional Development. UNM's faculty development efforts are centered in the Office of Support for Effective Teaching (OSET), whose structure and activities are described more thoroughly in Criterion 3B.

Part-time Contingent Faculty. Part-time contingent (adjunct) faculty are a vital part of the University's academic workforce. At UNM's branches, in particular, they teach over half the classes. Yet because they are contingency employees they are ineligible for many of the benefits and professional development opportunities available to their full-time tenure-track colleagues. Some of these issues are functions of internal constraints, like University budgets; and others are outside UNM's control. Many part-time employees, for example, are excluded from the state-run retirement program as well as the group health insurance benefits defined by external vendors. In recent legislative sessions efforts have been introduced to address these issues, but have yet to make it out of committee.

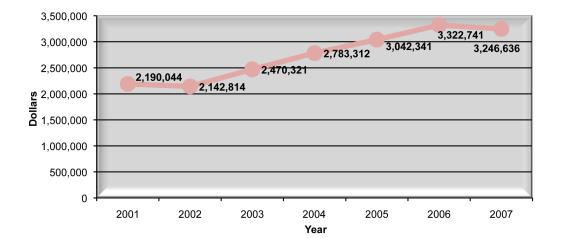
Staff Professional Development. The University encourages career development for all staff members and believes that supervisors have the responsibility to assist and guide employees in their career development efforts. The objectives of the career development programs are to provide employees with opportunities for lifelong learning and continuous self-improvement, including continuous occupational and/or professional education and training to maintain expertise; job enrichment opportunities which expand skills through learning different job duties; career ladders to provide for planned progression within the same position; and career advancement to support movement to other University positions through limited competition.

UNM Management Academy.⁴⁹ To develop effective managers within the current UNM employee body, the Management Academy offers a

49. http://www.unm.edu/~academy/

nine-month intensive management development curriculum. The program is free for UNM employees who apply and are accepted into the program. What differentiates the program from other managerial training and development opportunities is that it is specifically focused on the challenges and responsibilities of management within the University. Topics covered include essential legal, financial, and human resources issues; teamwork and team dynamics; and creative problem solving and organizational skills. Each participant is part of a project team, which researches an assigned topic and delivers a presentation. Upon completion of Management Academy requirements, participants earn a certificate that awards them minimum requirements for certain administrative management positions. Since the program's inception in 2003, more than 200 UNM employees have completed the Management Academy. 46% of these Management Academy graduates have already received promotions within UNM.

Tuition Remission. The University's Tuition Remission program also recognizes the changing requirements of the workplace and the desire of employees to advance professionally. The Program is designed to help with the cost of educational opportunities at UNM, including training programs offered by HR or other departments, academic programs offered by the University, or courses offered by UNM Continuing Education. Regular full-time employees, regular part-time employees (working at least half-time), and university retirees are eligible to use the Tuition Remission Program, subject to the restrictions stated in policy. In 2007, approximately 6,400 individuals enrolled in courses using the tuition remission benefit. Total university investment in the program has increased some 50% since 2001 to a level of \$3.3 million.



Total Yearly Dollar Amount Spent for Tuition Remission for UNM Employees and Retirees

Employee and Organizational Development. Employee and Organizational Development (EOD) offers University-wide training and development opportunities to employees, as well as organizational development consulting with clients. Training programs cover all aspects of work at the University: administrative, management/ leadership, and personal/professional. Organizational Development (OD) facilitation is scheduled after consultations and assessments of department or group's needs are completed. OD activities include assessment, team building, meeting and retreat facilitation, group process consultation, strategic planning, and coaching. EOD recently installed a Learning Management system in collaboration with University Hospital called "Learning Central." This new system has provided improved tracking and reporting of employee development. It also allows for manager notification of employee training and substantial management reporting mechanisms. **CORE COMPONENT 2C:** THE ORGANIZATION'S ONGOING EVALUATION AND ASSESSMENT PROCESSES PROVIDE RELIABLE EVIDENCE OF INSTITU-TIONAL EFFECTIVENESS THAT CLEARLY INFORMS STRATEGIES FOR CONTIN-UOUS IMPROVEMENT.

The University of New Mexico collects evidence in a variety of ways to demonstrate its institutional effectiveness to achieve continuous improvement of its goals. Assessment of teaching, learning, research, and community service is widely distributed throughout the academic colleges and administrative units of the University. This section will focus on Universitywide data collection and analysis and how the assessment process informs the planning process and strategies for continuous improvement.

PERFORMANCE EFFECTIVENESS REPORTING

UNM's Office of Institutional Research (OIR) is the unit charged with system-wide data collection, analysis and reporting to improve performance effectiveness. Housed within the Office of the Provost, OIR serves the entire University including the branch campuses. Its ongoing processes can be grouped into three broad categories: descriptive statistics, comparative dashboards, and ledgers.

Descriptive statistics encompass time series metrics on students, faculty, staff, degrees, programs, research, and finances. The data is published regularly and publicly, and helps both internal and external stakeholders to monitor trends and evaluate the performance of the University. The *UNM Fact Book*⁵⁰ is the primary compilation of data for internal use; while the Performance Effectiveness Report,⁵¹ prepared annually to fulfill the requirements of the New Mexico Accountability in Government Act, is the principal external publication. The Health Sciences also produces a "Databook" that further details information for the School of Medicine, College of Nursing, and College of Pharmacy.⁵²

Comparative dashboards draw on data from the fact books and provides it with context by comparing it with equivalent data from two comparison groups. One comparison group is the peer group developed by the New Mexico Commission on Higher Education (now the New Mexico Higher Education Department, or HED) for use in the funding formula and for making salary comparisons. These 16 institutions have a similar mix of programs, are of a similar size, and have a similar mission to UNM (see Criterion 2B). The second comparison group, a student referent group, includes institutions with student bodies more analogous to UNM's: i.e., public; similar distribution of ACT scores; an undergraduate minority population of at least 30%; and at least 10,000 full-time undergraduate students.⁵³

50. http://www.unm.edu/~oir/factbook/ webpage.htm

51. http://www.unm.edu/%7Ecup/PEP%20 2007%20Final.pdf

52. http://hsc.unm.edu/about/databook. shtml

53. UNM's Student Referent Peers include: Florida Atlantic University-Boca Raton, George Mason University, Georgia State University, New Mexico State University-Main Campus, San Diego State University, Temple University, The University of Texas at Arlington, University of California-Riverside, University of Hawaii at Manoa, University of Houston-University Park, University of Houston-University Park, University of Illinois at Chicago, University of Memphis, University of Nevada-Las Vegas, University of South Florida, Virginia Commonwealth University, and Wayne State University.

CRITERION TWO - CORE COMPONENT 2C

Several Dashboards deal with the undergraduate student population (Enrollment Profile, Student Success, and Student Experience), and there are profile categories for Graduate Education, Faculty and National Issues.⁵⁴ These Dashboards allow UNM to benchmark its performance against peer institutions and pave the way for informed goal setting and decision making.

UNM participates in a number of other benchmarking programs including the Delaware Study which enables comparative analysis of faculty teaching loads, direct instructional cost, and separately budgeted scholarly activity, all at the level of the academic discipline. UNM also participates in the Integrated Postsecondary Education Data System (IPEDS) which provides a wealth of comparative statistical data and information on postsecondary Institutions. The OIR has created a database of 250 institutions with similar profiles to UNM's from the IPEDS data base and uses this and other benchmarking data to support periodic reviews of academic programs and student services.

Ledgers focus on directly measuring effectiveness against specific goals developed within the strategic planning process of the University. Ledger data is organized by activity (enrollment, research, public service, etc.) and reported by level (university, college, or department). UNM Ledger Reports are also publicly available on UNM's website.⁵⁵

Simple descriptive data on enrollment by college furnishes a straightforward illustration of the use of routine reports for continuous improvement. For example, UNM's rapid undergraduate enrollment increases in the first five years of the decade strained many areas of academic affairs, but none more than University College (UC) where, by University policy, all new students were enrolled. Required advising of freshman completely consumed the 5.0 FTE professional staff of the UC Advisement Center, with the result that by Fall 2006, the College's enrollment of sophomores, juniors, and seniors ballooned to over 5,000 students who had <u>not</u> successfully selected a major and transitioned to any of UNM's degree-granting colleges and schools.

Recognizing this constraint, the University invested significant additional resources in new student advising, adding 5.0 additional FTE for the express purpose of "pre-major" advising, 3.0 FTE to advise new transfer students, and changing the University's policy to require advising each semester until students gain admittance to a degree-granting program. The early results of that investment were dramatic. Only a year after the implementation of the revised advising structure, the number of sophomores, juniors, and seniors in University College fell some 21.4%, and the number of upper division students dropped nearly 50%. 54. http://www.unm.edu/~acadaffr/ ProvostReports.html

55. http://www.unm.edu/~oir/Ledgers/ index.html

UNM University College Enrollments					
Total Fall 2007	Freshman	Sophomore	Junior	Senior	Total
	3,775	3,117	851	146	7,889
Declared Major Intentions					
Art and Sciences	-	1,001	220	33	1,254
Anderson Schools	-	489	183	27	699
Health Sciences	-	310	113	21	444
College of Education	-	351	134	26	511
School of Engineering	-	141	33	14	188
College of Fine Arts	-	164	52	12	228
Architecture & Planning	-	90	12	3	105
University Studies	-	25	25	4	54
Subtotal Declared Majors	-	2,571	772	140	3,483
Undecided	-	546	79	6	631
Total Fall '07 UC sophomores, juniors and seniors	-	3,117	851	146	4,114
Total Fall '06 UC sophomores, juniors and seniors	-	3,239	1,640	329	5,208

ACADEMIC PROGRAM REVIEW

As part of the institution's commitment to continuous improvement, the process for formally evaluating academic programs on the main campus has been expanded and enhanced over the past decade. Originally, a formal review process was in place for graduate programs only; but in 2002 the Provost and Faculty Senate agreed to include all undergraduate and graduate programs in the review process. The graduate program review process ceased in 2003 and a new set of Policies and Procedures for the Academic Program Review (APR) process was adopted by the Office of the Provost, Office of Graduate Studies, and the Faculty Senate Undergraduate, Graduate and Curricula Committees. The new process was implemented in 2005.⁵⁶

As part of the APR, each program is asked to prepare a self-study that describes the unit's contributions to the institution, curricula, student profile and performance, faculty, facilities and resources, comparison to peers and other programs, and the unit's plan for the future. The process also includes a site visit from a review team made of two to four reviewers from other institutions and one reviewer from UNM. After the visit, the review team provides a report and the program prepares a response to the report. Together the self-study, visit, report, and response prepare the framework for an action plan that is developed by the department and reviewed and approved by an inter-

56. APR Policies, Principles and Procedures (http://www.unm.edu/~apr/ SupportingDocuments/Academic%20 Program%20Review%20%20Manual%20 -%20%20November%202008.pdf) nal committee. A comprehensive review of the action plan occurs approximately three years following the visit.

Most programs are scheduled for a review on a seven- to eight-year cycle. However, programs with an outside accreditation are scheduled for an APR approximately one year prior to the accreditation review. APR's are conducted in the fall and spring semesters, with three to five programs scheduled for review during a particular semester. The APR process is coordinated by a staff member in the Office of the Provost, with an annual budget (approximately \$59,500 per year) to pay for expenses associated with the reviews including reviewer honoraria, travel and lodging, and other costs. As of Fall 2008, 16 programs have completed self-studies and site visits and 13 are moving forward with the new action planning process. Five programs are scheduled for review in Spring 2008. The first mid-point reviews of action plans will occur in Fall 2009. The academic program review guidelines are routinely reviewed and updated to reflect best practices for program review and to incorporate changes made based on feedback from programs/ departments, reviewers, and administrators.

HUMAN RESOURCE EVALUATION AND ASSESSMENT

Annual Performance Review. Performance review and recognition for staff at UNM is an ongoing process that seeks to contribute to positive communication, mutual respect, improved performance, individual growth, and career development. It provides greater accountability and effectiveness and fosters a culture of quality performance and continuous improvement with a focus on internal and external customer service. Ratings are also given relative to how an individual is demonstrating UNM Values. Performance review includes feedback from direct reports, peers, and/or customers that is intended to help employees improve and develop their performance.

The University is committed to recognizing and rewarding staff members who demonstrate creativity and provide exceptional contributions to the University's teaching, research, and service mission. Performance recognition can take many forms, including monetary and non-monetary. To reward employees who have demonstrated excellence as reflected in their written performance reviews, the University Board of Regents may designate funds for performance increases. In addition to pay-for-performance, there are various ways to recognize employees for their achievements. Examples include, but are not limited to, career development opportunities, certificates of appreciation, subscriptions to professional journals, and memberships in professional organizations. Other recognition programs may be informal or formal, providing personal acknowledgment in a manner commensurate with the achievement. Recognition programs may include awards that are granted for significant non-recurring tasks or accomplishments. These awards are aside from the performance review process and allow for recognition of exceptional individual or group performance throughout the year.

Organizational Effectiveness Metrics. In addition to coordinating individual employee evaluation, the Division of Human Resources also provides organizational effectiveness metrics for departments to track data on their workforce. The metrics provide summary data as well as detailed information in five categories: Workforce Demographics, Recruitment, Performance Review, Leave Usage, and Retention. They are prepared annually utilizing data extracted from the Human Resources Information System (HRIS) and other HR databases. The goal is to provide managers with information that will help guide organizational decision-making. The HR Consultants partner with UNM organizational leaders to understand individual business needs, provide solutions and alternatives rather than rule enforcement, and provide expertise and easy access to HR services.

CORE COMPONENT 2D: ALL LEVELS OF PLANNING ALIGN WITH THE ORGANIZATION'S MISSION, THEREBY ENHANCING ITS CAPACITY TO FULFILL THAT MISSION.

The matrix of planning "levels" at the University of New Mexico is multi-dimensional: organizational (departments, colleges, branches, etc), functional (budgets, facilities, infrastructure, etc.), and strategic. Alignment of all these with the mission of the institution is a multifaceted task.

PLANNING BY ORGANIZATION

Since 2001, the individual colleges, schools, and branches of UNM have been required to align their strategic plans and processes with the strategic plan of the University. Each unit, however, has the freedom to address this requirement in a manner that best suits their internal goals and objectives. Some examples of those efforts are detailed below.

The Anderson School of Management established a series of goals for the school that reflect its mission as a school of management serving the state's urban core. Anderson's overarching goals include providing quality education, advancing the knowledge and practice of management through scholarship, promoting economic development in New Mexico and providing professional opportunities for students, careers for graduates, stakeholder relationships, and creating a vibrant intellectual atmosphere.

The goals established by the College of Education (COE) in its Strategic Plan mirror the goals established by the University. COE focuses on the goals of creating a vital academic climate, increasing public responsibility, and fostering greater diversity. Within each of those goals, COE established goals specific to the College that will serve the greater goal outlined by the University. COE also established the objectives to be attained by achieving its specific goals and the methods by which those goals will be achieved.

The goals established by the Strategic Plan of the College of Fine Arts (CFA) include the addition of the goal of "Strategic Clusters." This goal addresses CFA's clustering of instructional, performance, research, and development initiatives. CFA established objectives and actions designed to achieve the goals outlined by the Strategic Plan. As such, they emphasize increasing creativity, culture, and arts education of children and the community.

The goals also address more general needs that are common to each of the colleges and schools, such as increasing scholarship and research, increasing diversity among the faculty and students, reassessing facilities, and developing community outreach programs.

The School of Medicine's planning processes involve a broad range of external constituencies and stakeholders. SOM has outlined three distinct mission areas of education, research, and clinical care. The school has also identified a set of overarching major objectives that impact each of these missions in areas such as public health, diversity, and Native American health and ethics. These cross-cutting themes have helped SOM to define how they think about health care in the New Mexico. One outcome of this was the creation of the BA/MD program, which recruits potential medical school students directly from rural New Mexico high schools with the ultimate goal of providing more health professionals to these communities.

UNM Gallup places equal value on education for personal development, employment, or transfer. The campus's overall goal is stated as: "to meet students at their level of preparation by providing a variety of instructional and supportive programs, to help them achieve their educational goals." This goal has let to a set of objectives that drive strategies for the retention and recruitment of students; resource development and planning; recruiting, retaining, and providing adequate resources for all employees (faculty, staff and administration); enhancing learning environments for students; fund raising; and communications.

Valencia's strategic action plan elements are currently centered on the theme of student success. This focus on student success is prominent in all of the campus's current strategic directions, objectives, and tactics. Though the campus is in the process of revising and updating their planning documents, this student success theme has been important to shaping the activities of the campus over the past three years.

PLANNING BY FUNCTION

Operating Budget Planning. UNM has substantially changed that way it approaches budgeting in the past four years. Beginning with its first campus-wide Budget Summit in April 2004 and continuing with the implementation of the first campus-wide budget IT system in April of 2008, the University has implemented several budgetary reforms designed to create greater accountability and transparency. Budget Summits have made the development of the budget more inclusive of all elements of the campus community. Monthly financial reporting to the Board of Regents and midyear budget hearings have created a new level of budget monitoring. Insufficient Fund Checking controls established in the accounting system have dramatically reduced departmental overspending. Regent and administrative fund balance policies have placed new emphasis on the need to create sufficient central fund balances to handle financial exigencies. Finally, the implementation of the Banner Budget Planner replaces three separate budget systems and unites into a single system for the main campus, branch campuses, and the Health Sciences Center.

Campus-wide input for budgetary decisions is provided to the Board of Regents each spring. The principal mechanism for this has been an annual "Budget Summit" comprised of delegate bodies that represent the undergraduate and graduate students, faculty, staff, deans, and alumni. In preparation for the Summit, presentations are developed and shared with the campus via the President's Budget Summit web site (http://www.unm. edu/president/budgetsummit/). The Summit focuses on two key decisions the Regents must make in early April – the increases for compensation and tuition and fees. At the Summit, the administration presents an environmental scan, an overview of state funding, an outline of required uses of funds (e.g. utility increases), and proposals for discretionary uses of any additional new monies. Each delegate body then has the opportunity to respond to the scenarios and present their own budget recommendations for consideration while formulating the final tuition and fee and budget recommendations.

Mid-Year Budget Hearings/School and College Strategy and Performance Reviews. In January 2006, UNM began conducting mid-year budget reviews focusing on Instruction and General (I&G) units, but including units from throughout the institution. The Budget Hearing Committee typically included Provost and the University Budget Director as well as key members of their staffs. Deans and Directors presented their mid-year budget results, with projections for year-end, and requests for new funding. These requests have formed the beginnings of a strategic review of University priorities. While the University Budget Office has continued these hearings for non-academic units, in 2008, the Deans began presenting their units' performance metrics and strategic plans to the President of the University, the Provost, and members of the Provost's Staff. This new arrangement for mid-year review is expected to continue in the future.

Since FY 01, the Regents have approved the expenditure of over \$114 million new dollars in the Instruction and General (I&G) budget. In addition to covering cost increases such as utility inflation and increased insurance coverage, new funds have been allocated in three general categories: strengthening core mission, improving our competitive position, and broadening access. Improving competitive position allocations include regular compensation increases as well as targeted compensation issues such as providing health insurance coverage for graduate students. Almost 55% of new monies (\$62.3 million) have been allocated in this key strategic area. Strengthening core mission received over \$15 million for such items as new faculty positions, more student advising, and additional funds for library acquisitions. Broadening access received new funds for three consecutive years, totaling \$1.5 million.

Facility Renewal and Replacement Planning. In 2001 and 2006 the State of New Mexico Higher Education Department commissioned facility condition audits of all higher education facilities that are state funded. The 2006 audit identified \$413 million in deferred maintenance projects for UNM's main campus alone. Since it has been clear from the beginning of the process that the University cannot expect to receive a buy-out of the problem solely from State government, over the past seven years UNM has employed other funding strategies as well in the form of three institutional bond issues with large components funding infrastructure and renewal projects, in addition to construction for new facilities.

Building Renewal and Replacement (BR&R) Funding. BR&R funding, part of an annual state allocation calculated on the basis of the

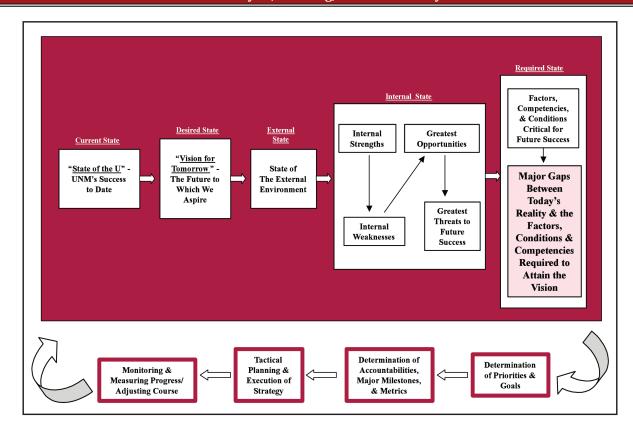
University's total classroom space, is also a primary source for facilities renewal. BR&R has never been funded at 100% of the level recommended by the formula – a fact related to the deferred maintenance noted above. The percentage has recently increased to 70% of the formula, which is a significant improvement that demonstrates an understanding of the issue at the State level. Since FY 2001, the University has received almost \$32,000,000 in BR&R funding. In FY 07 and FY 08, the legislature allocated additional one-time funding to BR&R to address the institution's most critical needs.

Capital Priority Setting Process. All academic and support divisions of the institution are formally polled in a recurring and annualized process to validate a five-year Capital Projects Plan. Previous capital priorities are examined to confirm their continued relevance to the institutional mission and the campus master development plan. New priorities are created and tested to reflect emerging trends in delivering higher education. The process starts at the departmental level and works up to senior levels of institutional administration for alignment with the institutions overall goals. From there the priorities are submitted for ratification by the Board of Regents and presentation to the New Mexico Higher Education Department. This process forms the basis for the University's capital outlay request before the New Mexico State Legislature and serves as a tool to strengthen UNM's relationship with lawmakers and simultaneously articulate its capital project needs.

STRATEGIC PLANNING

With the inauguration of President David Schmidly's administration in 2007, the University community has been engaged in addressing the 12 goals set by the Regents for the President. President Schmidly has developed a strategic framework for connecting and aligning University assets with input from every major unit within the University. Every major component of the strategic framework is also aligned with at least one of the 12 goals set by the regents with the majority of the Regents' goals addressing the strategic tactics needed to achieve student success, excellence, healthy communities, and economic and technology development. All members of the University from students to staff, to faculty to community stakeholders have a role to play in achieving the vision and mission. Currently all schools, colleges, centers, and major units are involved in the creation or updating of strategic plans and are aligned to the overall strategic planning process.

UNM Environmental Assessment/ SWOT Analysis, Planning, and Execution Cycle



SUMMARY OBSERVATIONS

On November 1, 2008, the University of New Mexico School of Medicine was presented with the Spencer Foreman Award for Outstanding Community Service by the Association of American Medical Colleges (AAMC) in a ceremony in Washington, D.C. The AAMC honors one organization each year that has a longstanding, major institutional commitment to addressing community needs and has developed exceptional programs that go well beyond the traditional role of academic medicine to reach communities. Noting that almost all of New Mexico's 33 counties are federally designated "health professional shortage areas," AAMC officials described UNM as being "truly on the frontier" of community service.⁵⁷ The School of Medicine was recognized particularly for integrating community service into its curriculum, incorporating community input into its planning and delivery of services, using technology to reach underserved areas of the state, and exploring the relevant causes of both health and disease in the communities it serves.

For the School that began with \$25,000 and two empty buildings, the Spencer Foreman Award represents a signature triumph of effective planning and development. At the same time, however, it illustrates the ongoing challenges faced by the School and the University; for the "frontier" conditions cited by the AAMC have many ramifications. The decentralized organization of higher education in New Mexico and at UNM remains a structural impediment to the alignment of planning at all levels. Overall scarcity of resources, as well as the great disparities between the population centers of the Rio Grande valley (Albuquerque, Las Cruces, Santa Fe) and the rest of the state, are serious constraints on the University's ability to serve its constituents, reward its faculty and staff, and compete in the increasingly global marketplace of higher education. To successfully respond to future challenges, the University of New Mexico will need both its traditional willingness to explore new frontiers and a heightened commitment to plan, assess, and evaluate those efforts.

57. 2008 Spencer Foreman Award for Outstanding Community Service, Association of American Medical Colleges, http://www.aamc.org/newsroom/awards/ unm.htm

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.

INTRODUCTION

In 1936, in the midst of the Depression, University of New Mexico President James Zimmerman determined to pursue an outrageous idea – the construction of a new, 60,000 square foot library building. As both the tallest and largest building on campus, it would signal the University's commitment to learning even in the midst of trying circumstances. Upon its completion in March 1938, a parade of students with the president and a brass band at its head, inaugurated the new building by carrying books from the old library across the campus to their new home. ⁵⁸ Today the building that bears Zimmerman's name remains the centerpiece of the UNM campus and its support of student learning.

Equally important, of course, are the processes and resources that support learning and effective teaching throughout UNM's 250 undergraduate, graduate, and professional degree programs. Since the 1999 HLC accreditation, the University has made progress, particularly over the past few years, in the four identified areas: (1) assessing student learning and teaching effectiveness and using the results for improvement; (2) providing faculty development opportunities and valuing teaching; (3) creating effective learning environments; and (4) providing resources for students. Departments, colleges, and schools across the University encourage innovative teaching, promote diversity, and measure student progress towards their educational goals. The University as a whole has made significant progress toward developing a culture of assessment, reflected in its regular annual cycle of assessing learning and assessment reporting for courses, programs, and student services. These efforts align with the strategic priority of "Student Success" outlined in UNM's Strategic Framework. We describe those structures and activities in the following narrative.

58. *History of Zimmerman Library*, http://elibrary.unm.edu/zimmerman/history.php

CORE COMPONENT 3A: THE ORGANIZATION'S GOALS FOR STUDENT LEARNING OUTCOMES ARE CLEARLY STATED FOR EACH EDUCATIONAL PRO-GRAM AND MAKE EFFECTIVE ASSESSMENT POSSIBLE.

RECENT HISTORY

In 1999, the NCA EvaluationTeam cited assessment as one of UNM's seven "representative challenges," framing the issue this way: "The planned program for the assessment of student academic achievement has not been implemented consistently and effectively throughout the institution including the branch campuses and is behind schedule in yielding useful results for program improvement and budget decisions."⁵⁹ The University has responded to the report's critique with significant, meaningful – though not always continuous – improvement in assessment.

The bulk of UNM's assessment efforts in the initial years of the review period were devoted to a state-wide collaboration to establish general education Core Curriculum learning outcomes. In 1995, in response to the Post-Secondary Education Articulation Act, the state higher education coordinating board created a 35-credit-hour common transfer curriculum that recognized the common general education elements of undergraduate degrees statewide. Statewide faculty groups in each discipline area compiled a matrix of essentially equivalent courses to facilitate student credit hour transfer. In 2004-2005 those statewide faculty groups – which included many UNM faculty – identified critical competencies to be developed through courses on the state's matrix of transferable courses in the core.

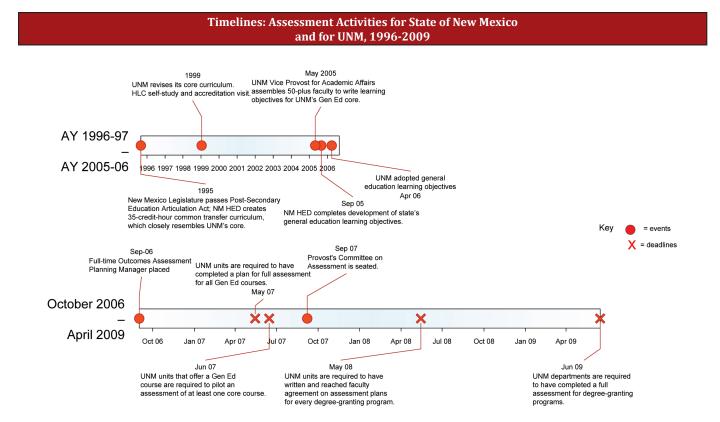
In September 2005, UNM's Vice Provost for Academic Affairs assembled over 50 faculty members from across the institution to write learning objectives for UNM's General Education Core. Many of these faculty members also participated in the statewide effort to define common competencies. Both UNM and the State Higher Education Department groups had developed their general education learning objectives by Fall 2006.

September 2006 marked the University's first full-time investment in assessment with the appointment of an Outcomes Assessment Planning Manager in the Office of the Provost. While not a member of the faculty, he is a permanent, full-time administrator who holds a Ph.D. in education and is responsible for coordinating the assessment activities for the University. Under his leadership, the Office of the Provost devised and began executing an implementation plan for assessing every course in the Core Curriculum, requiring all departments that offer a Core course to have a completed a pilot assessment by Spring 2007 and a plan for a full assessment of every Core Curriculum course completed by June 2008. A second stage of implementation involved degree-granting units: all degrees were required to have written student learning outcomes and a three-year assessment plan in place by June 2008, with at least a pilot assessment completed by June 2009.

To support faculty and help them better understand and complete the assessment process, student learning outcomes has also been part of the

59. http://www.unm.edu/advancement/ accreditation/chapter3.html work of the Office for Support of Effective Teaching (OSET), through a series of professional-development workshops about writing learning outcomes and conducting assessment. OSET also offers a "Success in the Classroom" one-day conference annually that includes topics about assessing student learning. The organization is also set to launch a series of "Using Assessment Results to Improve Learning" workshops, in a joint effort with the College of Arts and Sciences.

In September 2007, a Provost's Committee on Assessment (PCA) was appointed to provide policy direction and oversight. Equally important functions involve leadership: building capacity and fostering widespread buy-in in order to promote and sustain evidence-based improvement of student learning across all units and programs. The 12 members of this working committee are broadly representative of the entire University. Five of the members participated in the Fall 2007 HLC Commitment vs. Compliance Assessment Workshop to produce the outline of a strategic roadmap for institutional learning assessment. In the winter of 2007-2008, the PCA worked with the Provost to adopt a set of UNM Student Learning Goals based upon outcomes developed by the Liberal Education and America's Promise initiative. The PCA also created The UNM Assessment Planning and Report Process, which is an assertive implementation strategy and timeline that the University is now pursuing.



Recognizing that assessment expertise must be horizontally integrated, and that assessment capacity and leadership must span the entire University, the Provost's Committee on Assessment recommended that each college and branch campus form a College Assessment Review Committee (CARC). The CARCs are local teams of faculty that help smaller units create and implement successful strategies for assessment of student learning. The CARCs are also responsible for reviewing assessment plans and annual reports, providing feedback to the units, and reporting back to the deans, who report all assessment activities to the Provost. The reports to the Provost were done on a monthly basis for the first eight months, but have now been moved to a quarterly cycle. The overall purpose of the CARCs is not only to provide local clusters of expertise but also to enhance the level of engagement and to foster productive conversations among faculty about teaching and learning.

IMPROVING TEACHING AND LEARNING THROUGH ASSESSMENT

Assessment Philosophy: Taking a Deliberate Approach. The Office of the Provost requires every department to meet certain minimal requirements for their student learning outcomes and encourages best assessment practices but recognizes that each unit must develop its own set of learning outcomes and its own assessment practices. For instance, while the Office of the Provost requires units to assess at least some direct measures of student learning and strongly encourages units to use multiple measures, it is understood that if units are to engage in authentic assessment (focusing on what really matters to them), they must define the learning outcomes they feel are most important and use assessment practices that are meaningful to them. Ultimately, units should adhere to the best practices of assessment and should receive meaningful advice from local assessment leaders, but the units themselves must control their assessment processes.

UNM has developed a deliberate, incremental approach to implementing assessment across the University in order to encourage widespread commitment toward a sustainable program and culture of assessment. The University insists on compliance but understands the more important goal is good-faith buy-in. Although this approach inevitably results in slower implementation, with various units at various stages, we believe that this approach will lead to steadily increasing assessment know-how across the University and for developing a culture in which units continuously and earnestly carry out the full cycle of assessment – from discussing values and creating outcomes, to collecting evidence of learning and measuring it, to faculty discussing and implementing meaningful change.

The Assessment Cycle. The University encourages, and in many cases, requires all programs to follow best assessment practices and "close the assessment loop" by making methodical, meaningful changes in their

programs to improve teaching and learning. The assessment cycle begins when programs develop student learning outcomes (SLOs) that are measurable and public, and that are differentiated according to level: general-education core, other undergraduate, post-baccalaureate, or graduate programs. Though not yet universally practiced and not yet University policy, these outcomes are increasingly published in faculty syllabi, on department websites, and in customized textbooks or other department publications. The SLOs and assessment plans of units on every campus are posted on the University's assessment website; details on SLOs and plans are provided for Core Curriculum courses and degree-granting programs.

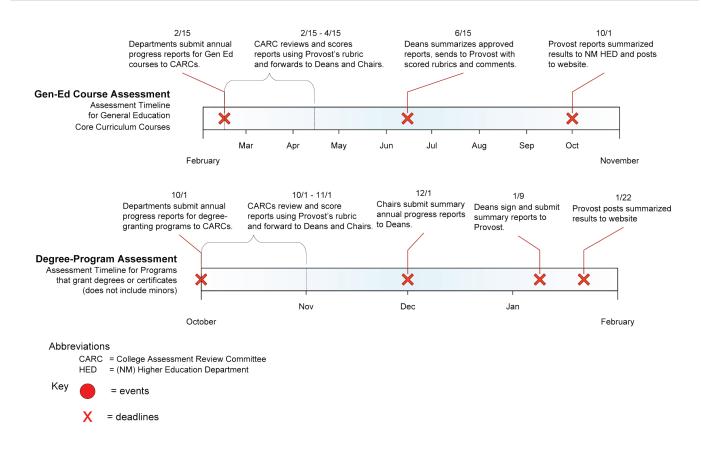
SLOs, developed specifically by the faculty who teach the courses and in the programs being assessed, then form the basis for assessment. For general-education courses and for degree-granting programs, faculty are required to meet at least yearly to revisit student learning outcomes and make changes when appropriate. Once student learning objectives have been identified and published, course curricula are geared towards these objectives and students produce evidence of their achievement in the form of course-embedded instruments and capstone projects. Faculty within departments, programs, colleges, and schools then use this evidence to measure student learning outcomes relative to stated objectives. Most often, this assessment is conducted on an annual cycle and is then published in annual reports made to department chairs, deans, and finally the Provost and President, who makes them public via the University's assessment website. In addition to required "direct measures of learning" (e.g., student writing, performances, projects, examinations), some University programs also use indirect measures, e.g., mid- and end-of-program surveys, alumni surveys, records of graduates' scores on professional exams, employer surveys, and evaluations from professionals in the field.

Faculty, staff, and administrators will have these results available to use in developing plans for improving instruction and curricula, enhancing learning environments, reallocating resources, and developing new facilities, technologies, services, and programs for students and faculty. Part of UNM's developing culture of assessment includes ensuring departments use assessment results to improve their work, including their work on assessment. To this end, the University has developed an annual reporting of assessment process, which specifically requires departments to report "use of assessment results to improve student learning." This required narrative field is a permanent part of the report template (first required in June 2008). Additionally, as part of the overall assessment strategy, a longer term goal is to post results from assessment efforts on the University's assessment website.

Protocols for reporting on assessment activities have been established. In an effort to streamline the assessment process at all levels, the University is standardizing its approach to assessment. Standardized assessment forms are currently used across departments and programs, from branch campus vocational-technical certificate programs to graduate- and professional-degree programs. On an annual basis, every general-education course and every degree-granting program must be assessed, and every department must submit reports describing those assessment activities. The College Assessment Review Committee (CARC) for each college or branch then reviews the reports and, if necessary, requests changes before submitting them to the deans, who summarizes them and submit them to the Provost. Finally, the Office of the Provost, on behalf of the institution, reports annually to the New Mexico Department of Higher Education, reporting on general education by October 1 of each year and summarizing all University assessment activities by January 22. In addition, the dean of each college or branch submits a quarterly report on assessment to the Provost (Deans reported on a monthly basis from February – September 2008). Further, because the recently revised procedures for Academic Program Review require departments to examine and report on their assessment activities, each department's assessment of student learning practices is even more deeply examined on a seven- to eight-year cycle.⁶⁰

60. http://www.unm.edu/~apr/ SupportingDocuments/Academic%20 Program%20Review%20%20Manual%20 -%20%20November%202008.pdf

Timelines: Annual Assessment and Reporting Cycles for General-Education Courses and Degree-Granting Programs



Faculty Involvement. UNM's faculty is directly involved in every aspect of student-learning assessment. Faculty determine the knowledge, skills, and values codified in student learning objectives. UNM faculty have also participated in statewide General Education Core Curriculum competencies teams, and in some cases chaired academic field committees, such as in Communications, Mathematics, Social and Behavioral Sciences, Laboratory Sciences, Humanities, and Fine Arts. UNM faculty also participated in modifying the New Mexico HED framework as pertaining to these competencies. Faculty determine what evidence will be collected and how it will be collected. Faculty are responsible for analyzing and interpreting the data and for making the changes aimed at improving teaching and learning or improving the assessment process itself. Faculty and administration work jointly to develop the assessment programs for non-curricular programs for both academic and student support services in Academic Affairs and, to a lesser extent, Student Affairs.

Assessment of General Education (Core-Curriculum) Courses. Each department that offers one or more courses in the general-education core is responsible for conducting annual outcomes assessment for each of those courses. The outcomes for each course align with the core competencies in the UNM-HED General Education Competencies⁶¹ and the UNM Student Learning Goals.⁶² For each general-education course, departments submit an annual progress report that describes their assessment methods and results, including proposed and enacted changes in teaching and curriculum that have been designed to improve teaching and learning and that have resulted from faculty's interpretation of the assessment results. The level of compliance is promising: As of October 1, 2008, 94% of all departments had piloted an assessment for at least one general-education course; 68% had filed complete general-education-assessment plans; and 68% had filed an annual progress report on general-education assessment for the 2007-2008 academic year.

UNM-Los Alamos chose to report general outcomes assessment separately from the main campus for 2007-2008. The Branch has encouraged faculty (both full-time and adjunct) to conduct course assessments for over ten years, though there were no "formal" procedures in place for collecting assessment data prior to the State reporting requirement. However, because existing course assessments were already being routinely done by faculty, they were easily matched to appropriate outcomes to the state core competencies. Therefore, the Branch was able to report outcomes for all five areas of the State General Education Core on 13 different general education core courses. The participants in this process discovered that examining the course assessment data in a larger context and aligning course assessments with the state's core competencies gave them a new perspective on student learning. As such, this has enabled them to envision new ways to improve their teaching for better outcomes. For example, an Art History professor recently implemented new exam techniques and is sharing the results from this with other faculty members. 61. http://www.unm.edu/~assess/ SupportingFiles/UNM-HED%20Gen%20 Ed%20Objectives-All%20Areas.pdf

62. http://www.unm.edu/~assess/ SupportingFiles/UNM%20Student%20 Learning%20Goals_3-08.pdf

63. See Edward M. White, *The Scoring of Portfolios: Phase 2 (College English 56:4* [June 2005]: 581-600) for a rationale and description of this assessment method. VIGNETTES: TWO GENERAL-EDUCATION PROGRAMS THAT HAVE CLOSED THE ASSESSMENT LOOP

First-Year Writing Program. The First-Year Writing Program (FYW) teaches about 3000 students each semester. English 101 and 102 are taught by faculty, graduate students, and part-time instructors, about 30 of whom are new each year and about 30 of whom have been teaching in the program for more than two years. The curriculum and placement procedures of the First-Year Writing Program (FYW) had changed very little between 1970 and 2005. Despite significant changes in national best practices for the discipline, the curriculum focused almost solely on writing essays. The Director and another English faculty embarked on a two-pronged assessment project to determine how to best bring about change. First, in Spring 2006, with an \$1800 grant from the Teaching Allocation Subcommittee of the Faculty Senate Teaching Enhancement Committee, focus groups were conducted to determine students' perceptions of the FYW. It was found that students perceived the instruction as irrelevant. That is, while most students reported that they enjoyed the classes and learned to write better essays, they did not believe that learning to write essays prepared them for their future coursework or for their professional lives. Second, a "Phase 2" portfolio-based assessment program was initiated in Fall 2006.⁶³ The assessment revealed that students were underperforming in several key areas, but most importantly they demonstrated little sense of "the rhetorical situation" - the idea that writing must change with context, the writer's purpose, audience, and disciplines. To address this situation, faculty along with about ten graduate assistants met in a series of eight meetings during Spring 2007 to determine how to interpret the results and change the curriculum. In Fall 2007, a revamped curriculum was implemented across all sections of English 101 and 102. The new curriculum uses a "genre-based" approach for teaching writing, designed to lay the foundations for a writing-across-the-curriculum program. Subsequent assessments have revealed that the program directors must continue working on gaining broader buy-in from all 80-plus teachers (some of whom have been teaching the course for a long time) to teach the prescribed curriculum. It has also revealed that while the learning outcomes need to be changed to help students better understand them, that there has been improvement in students' satisfaction with the course and the occurrence of student's rhetorical awareness. The curriculum and the assessment methods continue to be changed and refined.

Religious Studies Program. The Religious Studies program is an interdisciplinary unit within the College of Arts and Sciences. It offers a variety of undergraduate minors and majors, with courses taught

by four lecturers, part-time instructors, and associated faculty from across the University. In an effort to improve student learning and teaching effectiveness, the program's faculty participated in a workshop on "Teaching with Writing," which was designed to help faculty better use writing as a tool both for learning and for evaluating learning. Shortly after the workshop the core faculty (the two directors and four lecturers) began developing student learning outcomes and evaluative rubrics that would be used to measure how well students are mastering the SLOs in their writing assignments. The first full assessment was conducted in Spring 2008, using similar writing assignments from Week 2 and Week 12. Results showed students were making progress and were performing relatively well with argumentation skills, textual interpretation, and making distinctions. However, in the area of mechanical correctness and other surface features, though students improved in the 10-week interval, faculty felt students needed more assistance. In a series of meetings over the summer, core faculty decided that because they did not want to take a great deal of class time addressing mechanical issues they would involve and promote CAPS (the campus peer-tutoring center where the writing center resides), provide and discuss in class more model papers that illustrate the level of mechanical correctness desired (as well as other argumentative and reasoning skills), and change the grading rubric to place more weight on mechanical correctness.

Assessment of Degree-Granting Programs (Undergraduate, Graduate, and Professional). Each department or program that grants degrees or certificates at any degree level is responsible for conducting annual outcomes assessment for each of those degrees/certificates. Although faculty determine the student learning outcomes and assessment methods, oversight is provided by the College Assessment Review Committees (CARCs), whose members help departments understand and adhere to best practices in outcomes assessment.

Many departments incorporate outcomes or competencies put forth by specialized accrediting bodies, in addition to developing their own course outcomes. Specifically, departments and programs across UNM are subject to 47 specialized accrediting bodies. Further, just under half of UNM's programs of study have written learning outcomes subject to specialized accreditation guidelines and review.

All degree-granting programs were required to submit a three-year plan for assessment by May 15, 2008. The CARC for each college reviewed the plans, critiqued them, and reported back to the programs during Summer and Fall 2008. Each unit is required to have examined evidence for each program by Spring 2009. Although some programs will require more than three years to fully implement their assessment programs (e.g., those that will require a new capstone course), most units and programs should be well on their way toward a fully developed assessment program by the end of the initial three-year cycle. VIGNETTES: TWO DEGREE-GRANTING PROGRAMS THAT HAVE CLOSED THE ASSESSMENT LOOP

Signed Language Program. The Signed Language Interpreting Program uses a national interpreter written exam for partially assessing program outcomes. This exam provides scores on a range of knowledge areas (ethics, professional practices, socio-cultural context of interpreting, etc.). The program requires graduating seniors to take this examination, and the faculty annually review and interpret their scores. The scoring rubric is low/medium/high, and as a baseline standard all students are expected to pass the exam overall and to score a medium or high for all subareas. Although all the students were passing the examination as a whole, directors noticed in 2005 that scores on the socio-cultural context portions began declining, from medium to low-medium or low. The faculty met to review the curriculum, determining that for this area it had become out of date. After deciding to assign more, and more current, readings in the socio-cultural domain, the faculty jointly developed a list of readings, and these were then distributed among several courses in the interpreting curriculum. After two years, students' scores have improved and are solidly back in the medium range.

School of Medicine MD Program. UNM's School of Medicine (SOM) has one of the most well-developed and mature systems of assessment and continual quality improvement in the UNM system. In fact, in terms of its assessment program and culture of assessment, the SOM prides itself as being among the best in the country as evidenced by the multiple curricular development and assessment grants the program has received over the years.

The emphasis on measuring outcomes and using feedback to improve the curriculum is based on necessity and a culture that fosters educational scholarship. The primary care track that began in 1979 was a problem-based, small-group-focused curriculum that used active learning and that was rich in formative assessment. Beginning in 1990, a large grant from Robert Wood Johnson stimulated another burst of "hybrid" vigor in student and program assessment as the hybrid curriculum, the next major SOM curricular innovation, was designed and implemented. Its nationally recognized innovative experiential-learning curriculum is not only informed by but also driven by assessment. And in 1996, the SOM was awarded an inaugural National Board of Medical Examiners (NBME) research grant to study the outcomes of its four-year student performance assessment program. Today the, the SOM faculty meets annually for a one-day retreat to discuss the curriculum and student learning. Each retreat focuses on a particular issue for which the SOM has gathered a variety of data. Faculty discuss the data through the perspective of their own experiences with the students based on learning objectives and assessment outcomes. Issues are defined, and curricular changes are discussed resulting in planning for interventions in subsequent years.

The SOM employs a variety of assessment measures that are conducted as part of a comprehensive plan during all aspects of the curriculum. Assessment information is gathered from (in some cases) the pre-admission program, throughout four years of medical school, and into residency. Because the curriculum emphasizes integrated comprehensive student learning, students are provided with opportunities to gauge their own learning though formative assessment, through self- and peer-assessment, and through the use of rubrics and global rating scales that are used throughout the curriculum. Indirect assessment, programmatic evaluation, is conducted through a variety of regularly administered measures, including focus groups, surveys, and post-graduate follow-up information. Faculty thoughts about student performance and the curriculum are regularly solicited. The SOM directly assesses competencies codified by professional organizations. There is a variety of measures in place including Objective Structured Clinical Examinations (OSCEs), which give the students an opportunity to demonstrate their skills in a simulated clinical encounter with a simulated patient. These encounters are recorded for subsequent review by students and faculty. Students are evaluated on their ability to conduct an effective history, perform the appropriate physical examination, and demonstrate patient centered communication skills. This prepares students to succeed on objective nationally developed competency and licensure exams and, of course, ultimately in direct patient care. Students are encouraged to review their recorded encounters for the purpose of self-assessment. This promotes habits of life-long-learning through self-reflection and self-assessment of performance. Examples of this reflective learning are published in Medical Muse, "a literary journal devoted to inquiries, experiences, and meditations of the University of New Mexico Health Sciences Center community." http://hsc.unm.edu/medmuse/

Medical educators from throughout United States and the entire world, most recently China, Brazil and Thailand, have visited the SOM to learn about their educational practices and their methods for assessing learning. The SOM's assessment program includes a rich assortment of methods that require more in-depth explanation to do them justice. What follows are a few interesting examples that illustrate how the SOM employs comprehensive assessment to facilitate its mission to provide high quality health outcomes for the people of New Mexico. UNM SOM uses a rich variety of assessment methods to fulfill its obligations to the State of New Mexico. A particularly pressing problem is the lack of physicians in rural areas. The SOM responds to this need by encouraging New Mexicans from all backgrounds to apply for admission, supports the performance of all its students through medical school and encourages their return to their home community. To report these results, each year the SOM publishes a Location Report, which tracks how many SOM MD recipients and former residents practice in the state, and breaks that down by county. To increase the numbers of medical students from throughout New Mexico, even from areas where educational circumstances prevent adequate pre-baccalaureate preparation, the SOM has built on earlier grant funded programs and created the Premedical Enrichment Program (PrEP). PrEP is a post-baccalaureate curriculum offered to educationally disadvantaged New Mexicans who demonstrate exceptional non-cognitive characteristics but are not eligible for admission because of low MCAT scores. The SOM faculty and other stakeholders are keenly interested in how graduates of PrEP perform in medical school, residency, and into their independent practice. Because the SOM has instituted a robust assessment system, it seeks to confidently affirm that PrEP is highly effective in preparing students for medical school and beyond. PrEP's first class entered medical school in the fall of 2008. It is very encouraging that these educationally disadvantaged students performed above the 50th percentile on a test designed for biochemistry majors - which these students were not.

Concern about a learning gap lead to a web-based curricular intervention that uses trained or "calibrated" peer review and self-assessment to provide formative feedback for student's patient notes. The concern was generated by the observation that increasing patient care needs limited the feedback medical students were receiving from faculty on their clinical notes - at the same time that accountability was increased because writing clinical notes was added to the professional licensure examination. The curricular intervention was conducted as a formal experiment and we were able to demonstrate that medical students wrote statistically significantly better notes after three patient-notewriting assignments. Confirmed by blinded faculty raters, in 2006 this encouraging demonstration of 'evidence-based education' was awarded the T. Hale Ham Award for Research in Medical Education. Extensions of this work and collaboration with the College of Education formed the basis of a grant application and in 2008 UNM SOM was one of three medical schools in North America awarded a prestigious Stemmler Foundation Grant from the National Board of Medical Examiners. Having substantiated the original findings, over the next two years we are looking more closely to see how the various facets of the intervention contribute to its effectiveness.64

64. A Web-based Program for the Deliberate Practice and Formative Assessment of Writing Patient Notes. PA #10589, http:// www.nbme.org/research/stemmler/ current-grant-information.html

VIGNETTES: THREE PROGRAMS WITH BEST PRACTICES LEADING TO UNINTENDED GOOD CONSEQUENCES

1. Third-year medical students in the School of Medicine are tested on their clinical skills in a variety of ways, one of which is performing clinical tasks on simulation mannequins. Although the observing faculty were focusing on a variety of patient-care skills, they noticed a troubling pattern in the scoring checklists: almost all of the medical students were failing to follow safe-needle-handling-and-disposal practices. This was surprising because all students attended a practicum on needle safety—didn't they? Upon further investigation, the faculty learned from students that the lecture was optional, and these very busy medical students opted not to attend. When the few students who followed safe practices were interviewed it was discovered that they had learned safe-needle-handling from nurses they encountered on the ward. The remedy was two-fold: (1) the lecture is now required for all students, and compliance measures are in place; and (2) clinicians meet with small groups of students in the healthcare simulation lab for safe-needle-handling practice.

2. The capstone course in Civil Engineering, Design of Civil Engineering Systems (CE 499), affords the faculty the opportunity to directly observe and measure student performance. For their final projects, students create a design project, prepare a report, give an oral presentation, and conduct peer review of other teams' work, Faculty examine all of these student performances using a scoring rubric to asses SLOs. Broadly speaking, the faculty saw no major weaknesses, but because they had face-to-face contact with the students, they were able to converse with students about their work. During these discussions, students told the assessing faculty that they underperformed on one key measure because they were unfamiliar with Autocad software program. In response, students are now learning how to use Autocad in an earlier course.

3. The Geography Department wanted to do more than measure whether their students were attaining the learning outcomes they established; they also wanted to know whether there was a difference among the various professors' students. (This could lead to rich faculty discussions about what each professor did in his or her class, and lead to enhanced understanding about which methods are most effective for UNM students.) However, they discovered something they never anticipated looking for. Specifically, while examining how sections differed on a specific multiple-choice question, they discovered over 96% of the students in one professor's class marked the correct answer, while the percentages for the other professors were 53% and 76%. The faculty were puzzled. After considering a variety of causes for this difference, they realized that the one section took their final exam online, and this particular question could be found easily simply by Googling the question. For subsequent exams, students will not have access to the Internet.

VIGNETTE: THE COLLEGE OF EDUCATION ASSESSMENT SYSTEM

The COE Assessment System (COEAS) was developed to gather, track, and report student progress for all teacher preparation and other school personnel preparation programs in the College of Education (COE), University of New Mexico. In 2008, re-design of the COEAS has made the system able to handle data from all 38 degree and licensure programs in the College. The long-term goal of the COEAS is to provide all the programs in the COE access to a simple, easy-to-use assessment system. The design of the system embodies two major features: it is both modular and relational in design. The modularity is a basic programming feature that allows for different parts of the COEAS to be modified in response to program faculty's ongoing need to "fine tune" their assessment protocols; whereas, the ability of the system to present the data in a variety of views and to aggregate different types of institutional and internal COE data provides a rich view of available student performance data.

The purpose of the COEAS was to provide a single, relational database for COE's educational programs to capture, analyze, and display the student outcomes assessment data. It is designed to provide a stable platform on which the COE can build its variety of unit- and program assessment protocols. The primary features of the COEAS permit the creation of program-based assessments, the inputting and tracking of students, as well as the reporting of aggregated data to program faculty.

Assessment at the University Level

UNM has joined the Voluntary System of Accountability and uses the pre/post exams combined with student surveys to assess UNM students' broad learning gains. The institution has adopted University-level liberal learning goals to guide the development of student learning outcome assessment across the University's several campuses. The University's participation in the Voluntary System of Accountability will result not only in administration of a standardized assessment of general education outcomes, but also in ongoing participation in the National Survey of Student Engagement. UNM has participated in NSSE six of the last seven years. Though NSSE results are used to guide the institution's Multiple Academic Pathways to Success (MAPS) project as a part of the University's participation in

Lumina's BEAMS initiative, the opportunity exists for the institution to make more extensive use of the data. The UNM Office of Institutional Research will also use an online survey tool to develop a Survey of Graduating Seniors to explore student experiences and perceptions. The institution is also in the process of developing concepts for a centralized data collection system with a target date for an RFP by the end of the Spring 2008 semester.

Additionally, a common set of student learning outcomes has been proposed by The Provost's Committee on Assessment. As described earlier, during the winter of 2007-2008, the PCA worked with the Provost to adopt a set of UNM Student Learning Goals based upon outcomes developed by the Liberal Education and America's Promise (LEAP) initiative, and they were approved by the UNM Faculty Senate in Spring 2008. These three University-wide student learning outcomes will serve as a framework for outcomes at the program level for all UNM students:

> University of New Mexico students will develop the following aptitudes and habits of mind in the course of their general and major study at UNM: **Knowledge** of human cultures and the natural world, gained through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts; **Skills**, both intellectual and applied, demonstrated in written and oral communication, inquiry and analysis, critical and creative thinking, quantitative literacy, information literacy, performance, teamwork and problem solving; **Responsibility**, both personal and social, that will be manifested in civic knowledge and engagement, multicultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning.⁶⁵

VIGNETTE: ASSESSMENT PROVIDES A "SHOT IN THE ARM" FOR THE TAOS BRANCH CAMPUS FACULTY

Taos was approved as a Branch College in July 2003, but the faculty and staff have had difficulty envisioning themselves as a unit with a clear and compelling mission and an ethos. This is due in part to the fact that most of the faculty and students are part time. Further, because Taos is a community college, many of their courses are career-technical in nature, and are taught by community members with professional-technical backgrounds; many of the career-technical courses demonstrate mastery by portfolio products (e.g., art or woodworking). However the academic faculty (those who teach writing, history, math, and so forth) were unfamiliar with career-technical courses and their evaluation methods. This made for a divided faculty who had trouble making connections among their courses. However, the assessment mandate has required the Taos faculty to deliberate together about the mission and objectives of the Taos 65. http://www.unm.edu/~assess/ SupportingFiles/UNM%20Student%20 Learning%20Goals_3-08.pdf Campus, and more precisely what they believed students needed to know and be able to do. This has meant that each faculty member has had to consider how his or her course contributes to this mission and these learning objectives. The conversation between academic faculty and career technical faculty has helped guide the academic focus from tests to portfolios of work accomplished. Prompted by the assessment process, the conversations among faculty have helped all campus stakeholders appreciate the different matrices of mastery that faculty use to evaluate student success. The conversations around pedagogy and assessment have been informative and "a shot in the arm" for many faculty. A new energy and camaraderie is now present.

Sustainability of Assessment Efforts. During the past 30 months, UNM faculty have covered a great deal of assessment ground. In the process they have laid the foundation for a sustainable assessment culture by moving forward deliberately. The University recognizes, however, that these efforts must be encouraged and rewarded if an "assessment culture" is to flourish at UNM.

To encourage and help faculty understand best practices in assessment, the University, colleges, campuses, and departments have initiated or continued several initiatives. In addition to the Provost's assessment office and the assessment website, the Office of Support for Effective Teaching runs a full annual calendar of workshops, institutes, and brown-bag sessions on assessment issues. Since September 2006, over 20 brown bags and workshops have been offered. For the academic year 2008-09, six faculty workshops devoted specifically to assessment have been scheduled.

The University requires every unit to demonstrate and publicize steady progress and improvement. To encourage this, support and meaningful incentives for solid assessment work have been implemented, with units that avoid this important responsibility suffering negative consequences. For instance, the Vice Provost for Academic Affairs has made available \$100,000 in one-time funding for assessment startup activities. In addition, the PCA has made the following recommendations for incentivizing good assessment practice: assessment activity will become part of the routine evaluation of deans, chairs, and directors; outcomes-assessment information will become a required component of all program- and course-change request forms, and of all strategic-planning and budget decisions. In short, if a unit follows poor assessment practices, it can expect little or no new resources.

Colleges, branches, and departments are supporting assessment efforts by assigning key faculty or administrators with the responsibility of coordinating unit assessment efforts. The Outcomes Assessment Manager devotes 100% of his efforts to assessment across the University. The Dean of Arts and Sciences (which houses 119 degree-granting programs) has hired a Special Assistant to the Dean for Assessment, a tenured faculty member with expertise in assessment who devotes 50% of his time to assessment during the school year and 100% of his time during the summer. The Director of the Office of Support for Effective Teaching devotes significant effort to assessment issues. Finally, the members of the Provost's Committee on Assessment and various other experts across campus provide guidance and encouragement to faculty.

Other colleges, such as Anderson Schools of Management, the School of Law, the College of Fine Arts, and the College of Pharmacy have specifically appointed an associate dean that is responsible for the accreditation activities. UNM-Taos has appointed a faculty member as the assessment coordinator and UNM-Valencia has had a long standing assessment committee chaired by a faculty member who has been the "unofficial" point person for assessment activities for several years. Many departments have appointed assessment coordinators. UNM is slowly building a culture of assessment by engaging faculty and providing the tools and resources to support the assessment efforts.

UNM-Taos has conducted four "Writing Student Learning Outcomes" workshops and a "Using Rubrics for Grading and Assessment" workshop. These have been attended by 76 faculty members, or 70% of their entire faculty, the vast majority adjuncts. UNM-Valencia sponsored a "Branch Campus Assessment Conference" last year with 40 attendees, two annual faculty assemblies dedicated to assessment, and two presentations each semester at regular faculty meetings. At their Fall 2008 faculty orientation, UNM-Valencia conducted a workshop focused on incorporating SLOs into syllabi and curricula. They have also developed a website devoted to assessment.⁶⁶

66. http://www.unm.edu/~vic/vassess/

CORE COMPONENT 3B: THE ORGANIZATION VALUES AND SUPPORTS EF-FECTIVE TEACHING.

As the flagship public university in the state, the University recognizes that it must provide its students not only with excellence but also with access. This results in a highly diverse student body with diverse learning styles and needs. In order to help this diverse student body succeed, the University places great value on effective teaching and student learning, which is reflected in its instructional-development programs, support to instructors for innovation and course development, and recognition of outstanding teaching. These activities are primarily initiated or coordinated at high levels in the University's main-campus and branch-campus organizational structures with notable efforts also established at the department level.

INSTRUCTIONAL DEVELOPMENT

In the last decade, the University has created three offices on the Albuquerque campuses that provide professional-development opportunities in teaching effectiveness to faculty and graduate teaching assistants. The Office of Support for Effective Teaching (OSET) works with instructors on the main campuses and branches; Teaching and Educational Development (TED) provides similar opportunities for faculty in the School of Medicine; and the Teaching Assistant Resource Center (TARC) provides support for graduate teaching assistants. Instructional-development programs at the four branch campuses are sponsored through centralized teaching and learning centers at Taos and Valencia; the Dean of Instruction's Office at Gallup; and through faculty committees at Gallup, Los Alamos, Valencia. Los Alamos faculty regularly attend College Cornerstone retreats to improve their ability to teach and to better understand under prepared students. Title V grants at the Taos and Valencia campuses have permitted focused development on learning technologies and training faculty to use these technologies. The Center for Faculty Development at Taos provides yearly Teaching Effectiveness Institutes centered on a different theme or instructional objective each year (e.g., learning styles, cultural diversity, and use of PowerPoint in the classroom).

The Office of Support for Effective Teaching (OSET). Housed in the Office of the Provost, OSET provides instructional development institutes, workshops, and brown-bag discussion opportunities that are attended by more than 300 faculty members from across the University each year. OSET programs are driven by a faculty-needs assessment and informal input from faculty while also emphasizing the design and implementation of diverse learning opportunities for diverse learners. Eight to ten workshops are offered annually, including those designed specifically for new, first-time faculty. OSET programs engage instructors at all ranks (including contingent faculty) to design learner-centered courses using pedagogies supported by research into the best practices in undergraduate education. Limited oppor-

tunities for classroom observation and one-on-one faculty consultation are also available.

OSET activities, which began in 2007, are expanded from those of the preceding faculty development center (Center for Advancement in the Scholarship of Teaching and Learning, or CASTL, founded in 2000) that formerly also enclosed TARC. Approximately twice as many people participated in OSET workshops and institutes an annual basis during 2006-07, and 2007-08 than the annual tally of participants in CASTL events. Partnerships with the College of Arts and Sciences and the Title V program at UNM have allowed OSET to target initiatives in teaching with technology and enhancing learning across the diverse student body. Most notable of the partnership activities are intensive two-day course-design institutes that are offered two or three times each year and are in sufficient demand to generate a persistent waiting list for enrollment. OSET is also increasing linkage to a growing Writing across Communities program housed within the Department of English. In this program, English faculty work over extended periods with particular departments or faculty members to increase the use of writing assignments to both engage and assess student leaning that focuses on critical thinking.

Teaching and Educational Development (TED). TED workshops reach approximately 300 School of Medicine professors and clinician educators each year; this participation level has been roughly constant for the last five years. The TED programs include 14 core workshops along with department-requested training and guest presentations. A hallmark of TED initiatives is the Medical Education Scholars Program which engages eight-faculty cohorts for two-year terms to develop academic leadership skills and educational expertise. Each medical-faculty participant identifies and completes a project in an area of educational scholarship/research that meets their own career objectives and supports departmental/institutional missions.

The Teaching Assistant Resource Center (TARC). Housed within the Office of Graduate Studies, TARC offers half-semester seminar classes in effective teaching that are attended by approximately 50-60 graduate teaching assistants each year. Graduate teaching assistants are encouraged, but not required, to participate in the seminar programs offered by TARC and some departments have additional mandatory training for graduate-student instructors. Most notable among these latter examples are programs that range from pre-semester short courses to ongoing weekly seminars in the Departments of Communications and Journalism, English, Mathematics and Statistics, Philosophy, Physics and Astronomy, and Sociology. The Office of Graduate Studies is planning for expanded teaching-assistant training, including mandatory cultural-awareness and language-training programs for foreign graduate-student instructors. **Teaching Evaluation: The IDEA instrument.** The IDEA instrument is the University's new tool for student evaluation of teaching. IDEA replaced a former teaching evaluation system ICES, which had been used since the early 1980's. Due to the impending retirement of the mainframe computer that hosted ICES, the decision was made to look into more robust tools for evaluation that would provide more formative feedback to faculty. A faculty committee was formed to gather information and make recommendations regarding the appropriate tools and the University selected the IDEA instrument. After an initial pilot, system-wide implementation of the IDEA instrument for student evaluation of teaching began in Summer 2008.

IDEA offers the opportunity to enhance instruction through formative feedback. Student responses on the IDEA rating instrument provide direct self-assessment of progress on instructor-selected learning objectives and diagnostic feedback on instructors' use of pedagogy that support those objectives. The IDEA Center (Kansas State University) provides downloadable guides to inform faculty of strategies to improve the effectiveness of instruction pertinent to the selected objectives. OSET uses these guides and other resources to work with faculty individually and in small groups to make the best use of the formative feedback in the evaluations.

Support for Teaching Innovation, Course, and Curriculum Development

Awards to Faculty to Support Innovation. The Teaching Allocations Subcommittee (TAS) of the Faculty Senate Teaching Enhancement Committee allocates approximately \$35,000 in small grants to main-campus faculty each year. In recent years, as many as 12 proposals have been supported at levels up to \$5000. Most funded projects relate to enabling greater use of technology in teaching, including development of web-based learning materials, purchase of instructional DVDs, and purchase of video capture equipment. Additional support for classroom technology is provided by some colleges and departments, usually by utilizing revenues generated by student course fees.

The Scholarship in Education program at TED awards \$50,000 to \$100,000 each year to support approximately ten competitively selected projects in the scholarship of teaching and learning within the School of Medicine. Recently funded projects have included course and curriculum development, web-based instructional modules, video education, and development of assessment tools.

Support at the Branches. All four branch campuses provide competitively awarded instructional-support funds to faculty. Faculty at all of these institutions have used such funds to attend conferences and workshops focused on instructional development. For example, the Valencia campus allocates \$8500 each year for this purpose. Technology innovations are a focus of funding allocations at Los Alamos, Taos, and Valencia and are also an emphasis in Gallup's campus strategic plan. The growth of instructional technology at Taos and Valencia has been initiated with Title V funds, with Valencia providing \$100,000 annually for renewal of instructional-technology equipment. The Los Alamos campus provides stipends or release time for faculty to develop web-based and online courses, uses funds from the Los Alamos Foundation to support faculty who add service-learning components to their courses, and reimburses faculty who enroll in instructional-development courses at the branch.

Annual Conference on Teaching: "Success in the Classroom." A teaching commons is a conceptual space where those committed to learning can exchange ideas, and it is critical to the innovation of teaching and dissemination of practices that enhance student learning success. Central to building a teaching commons at UNM is an annual faculty-initiated and organized conference, "Success in the Classroom: Sharing Practices that Work." Sponsored with funds contributed at many levels, from individual academic departments to the Office of the President, the conference features a full day of presentations by faculty from all campuses who share insights into successful teaching, learning, and assessment practices. Between 100 and 200 UNM faculty, staff, and students attend each year and web-published abstracts are a permanent resource base that OSET, TED, and Freshman Learning Communities use in training and consultation with instructors.

VIGNETTE: AN EXAMPLE OF COOPERATIVE INSTRUCTIONAL CHANGE

Support for instructional change at UNM is coordinated through Office of Support for Effective Teaching (OSET), Teaching and Educational Development (TED, primarily housed in the School of Medicine), and by faculty initiative. A recent example is the partnership between OSET, Information Technology Services (ITS), Media Technology Services (MTS), the UNM Bookstore, and faculty to coordinate instruction with classroom response systems (CRS), also known as "clickers." This effort was necessary in order to facilitate cost-effective expansion of this effective technology-facilitated pedagogy. The initiative led to adoption of a preferred CRS vendor, development of on-campus technical support for faculty (ITS and MTS), pedagogy training focused on use of the technology (OSET), and cost-savings for students through changes implemented at the UNM Bookstore. The result was a nearly three-fold increase in the use of CRS in classroom instruction between 2006 and 2008 at the Main and North campuses, with expanded use at the Valencia and Gallup branch campuses expected in 2008-09.

VALUING EFFECTIVE TEACHING

The University demonstrates the value it places on effective teaching in a number of ways. First, when making personnel decisions (hiring, tenure, promotion, raise decisions), at the department and college level especially, commitment to and proof of effective teaching are strong considerations. The University also supports awards and other recognitions given for outstanding accomplishments in teaching. Many of these awards are supported by endowments established by alumni, former faculty members, and, in the case of the Teacher of the Year Awards at the Albuquerque campuses, also by a former Regent. Regrettably, a single listing of recipients of these various awards has not been maintained but it is estimated that approximately 50 UNM faculty and graduate teaching assistants receive special recognition at some level for their teaching each year. Within the limitation of this incomplete record, it appears that the number and value of awards have remained constant through the last decade.

University-level Recognition of Outstanding Teaching. Universitywide award recognition is made each spring by the Faculty Senate Teaching Enhancement Committee, with support from OSET. Each year a Presidential Teaching Fellow is selected, the highest teaching recognition at UNM, and a title which the Fellow carries for the remainder of their UNM employment, plus a modest monetary award. Each Fellow also has a two-year term of service to UNM in the support of dissemination of teaching innovation and/ or assisting in course and curriculum development. In addition, multiple awards are made in three categories: Teacher of the Year (for tenured and tenure-stream faculty and clinician educators), Adjunct Teacher or Lecturer of the Year, and Susan Deese-Roberts Outstanding Teaching Assistant. The six to 12 total recipients of these three awards receive plaques and modest monetary compensation.

The Teaching Enhancement Committee has suggested for several years that the number of awards and the low-level of monetary recognition could be expanded, as there are a large number of strong award nominations that are brought to the committee's attention each year. President Schmidly also desires to expand the recognition of teaching excellence, and proposals for expanding the teaching award opportunities are being prepared for his consideration.

Recognizing Effective Teaching at the Branches. The UNM branch campuses have their own teaching-recognition programs ranging from years-of-service awards to outstanding teaching awards whose recipients are selected by faculty committees, student groups, or both. Because the primary missions of the branch campuses lie in the areas of teaching and community service rather than scholarly research and creativity, these institutions have developed performance-appraisal criteria that are strongly weighted toward measures of teaching effectiveness. For example, UNM- Taos recently wrote and approved a Faculty Handbook of policies and procedures. Critical in this process was the establishment of criteria for tenure and reappointment based on excellence in teaching, community service, and professional development. Using these criteria, six full-time faculty have been awarded tenure in the last two years; these are the first tenured faculty at UNM-Taos, which has a total of 10 full-time faculty positions.

OPPORTUNITIES FOR IMPROVEMENT

Effective teaching is recognized by an institution not only by singling out exceptional teachers for awards but also by the importance of teaching in consideration of promotion, tenure, and salary-increase decisions. In this regard, UNM's Albuquerque campuses share with other research extensive universities a perception of inequities in recognition for achievement in teaching versus research. Furthermore, data from a recent internal report⁶⁷ show that work in and rewards for different academic activities vary by gender and ethnicity. For example, women and Hispanic faculty at UNM report more hours spent on teaching, compared with men and non-Hispanic faculty, respectively. However, the rewards for teaching, publishing, grant writing, and holding administrative posts vary substantially for men, women, and Hispanic and non-Hispanic faculty. In general, a larger portfolio of classes has a negative impact on salary. These observations have led to reconsideration of policies at the college level in order to increase equity of accomplishments in teaching (including scholarship of teaching and learning) with accomplishments in disciplinary scholarship and creative work. Possible outcomes will be creating and empowering instructional leaders, increasing support and expectations for faculty development, and more widespread mentoring of junior faculty by well-regarded senior teachers. The mentoring component could be greatly enhanced through training and certification programs that are planned through UNM's new Mentoring Institute.

67. Faculty Compensation at UNM: Is the Reward System Equitable? UNM, 2007

CORE COMPONENT 3C: THE ORGANIZATION CREATES EFFECTIVE LEARNING ENVIRONMENTS.

As higher-education research from recent decades has shown, students learn more effectively when they engage in high-quality interactions with fellow students, advising staff, the community, and faculty. With this research in mind, the University and individual departments and programs have improved their learning environments and have developed new models.

STUDENT LEARNING COMMUNITIES

Students learn by interacting not only with faculty but also with each other. To support learners from a variety of backgrounds and foster enhanced interaction among students, faculty, staff, and others, the University and many of its colleges and departments have created and participate in a variety of innovative and effective learning communities. The University has performed self-studies on these learning environments, which demonstrate that they result in increased student engagement, as described in the sections below.

Freshman Academic Choices. Freshman Academic Choices (FAC) program cluster is described in much further detail in the Special Emphasis section. However, it should be pointed out here that the FAC program has a proven success record and is part of the University's plan to increase retention. University research has shown, for example, that freshmen who take advantage of these opportunities are more likely to achieve the Lottery Success Scholarship for New Mexico Students and return to UNM for their sophomore year. Perceiving this success, the University's Graduation Task Force recommended in 2006 that the program be strengthened and expanded. Since then, the number of Freshmen Academic Choices available to entering freshmen has continued to grow: in Fall 2007, for example, the number of enrollments was 2865 (it should be noted that students may enroll in more than one FAC, so the number of actual student participants will be slightly lower than the actual enrollments). Further self-studies conducted on the University's Freshman Academic Choices have included: (1) Proposed Factors and Groups to Study for Freshman Learning Communities (FLC) Program Assessment (UC-12); (2) Freshman and Learning Communities: 2001-2004 (UC-13); (3) "Freshman Learning Communities and Student Engagement: A Qualitative Study" derived qualitative data by conducting four focus groups from the Fall 2000 and Fall 2001 FLC and concluded that the FLCs enhanced many dimensions of interaction and engagement (with faculty, fellow students, course content) and self-reported a variety of gains in learning.

Research and Service Learning Program: Service and Experiential Learning. Service learning and experiential courses put students in direct contact with the realities they are studying in coursework. By combining academic instruction ("research") with community involvement ("service"), research and service learning allows student to engage more deeply in course content, build real-world experience for their résumés, investigate career options, and better understand their community. UNM has recently increased the number of service-learning and experiential course offerings. The Research and Service Learning Program (RSLP), which began in Summer 2006, has expanded recently to include courses from multiple disciplines within Arts and Sciences, including American Studies, Anthropology, English, Theater, and many of the sciences. Although there was a decline in numbers for Fall 2008 (due to a scheduling difficulty), the RSLP will continue to build upon a solid foundation and expects continued gradual growth. Other colleges and schools such as the College of Education, College of Fine Arts, Anderson Schools of Management, and Architecture and Planning also offer both service and experiential learning classes. UNM works with community centers, non-profits, businesses, and schools from around the community in this program.

RSLP Courses								
Year	Term	# of Sections	# of Depts	# of Students				
2006	Summer	4	4	36				
2006	Fall	11	8	199				
2007	Spring	17	8	283				
2007	Summer	7	3	58				
2007	Fall	26	8	391				
2008	Spring	21	11	317				
2008	Summer	5	4	66				
2008	Fall	10	7	151				
Totals		101	53	1501				

Research opportunities for graduate students. For graduate students, the University, colleges, and departments also offer internships through the Research Opportunities Program. The Research Opportunities Program aims to increase the level of diversity among the population of students who enter Ph.D. programs to pursue careers in university teaching and research by providing research opportunities to undergraduate students that have been under-served. Similarly, many departments participate in the Ronald McNair program, which seeks to produce scholars and researchers who will more accurately reflect the growing diversity in intellectual perspectives, life experiences, and cultures in academe. *The Honors Program.* The University Honors Program, also housed within University College, provides students with another effective learning environment by offering many of the personal and intellectual advantages of a small liberal arts college within the diversity of a large research university. Honors seminars are interdisciplinary, emphasize intensive reading, writing, and discussion, and encourage reasoned self-expression and critical thinking. Students in the program take a minimum of 24 credit hours of honors courses. The program's Council Members include legislators, business owners, and faculty. The University Honors Program began in 1958 and was institutionalized in 1961; today, the program offers an average of 40 seminar courses to over 700 registered students each semester.

The Research and Creativity Symposium. The annual Research and Creativity Symposium also provides a learning venue for students by encouraging them to display their work. The Research and Creativity Symposium began in 2004 and includes undergraduates from across the disciplines. These students enter the symposium with oral presentations, poster presentations, or creative presentations, and are judged by faculty and staff members; an average of 200 students participate each year. More information about the symposium can be found in Criterion 4.

Participation in these programs is widespread among colleges and units. For example, Anderson School of Management participates in Freshman Learning Communities, Research Opportunities Program courses, and the McNair program. In Arts and Sciences, 10 departments participate to varying degrees in the Freshman Academic Choices. The English Department specifically offers 25 courses linked to courses in other disciplines in the Freshman Learning Communities; Communication and Journalism offers several linked courses as Freshman Learning Communities or other learning communities as well. The College of Education and the College of Fine Arts also participate in Freshman Learning Communities, Research Opportunities Program, and McNair.

PEER AND ONLINE TUTORING, SUPPLEMENTAL INSTRUCTION, MENTORING.

The Center for Academic Program Support. The Center for Academic Program Support (CAPS) houses four programs – Online Tutoring Services, Peer Tutoring, Supplemental Instruction, and a Writing Center. Services are open to all students enrolled in undergraduate courses and are free of charge. CAPS is funded through Academic Affairs, the Student Fee Review Board, and Summer and Evening Programs. In 2004-2005 CAPS recognized the need for additional types of services and various locations in order to attract more students. CAPS's central location has remained Zimmerman Library; however, in Fall 2005, CAPS added evening services in the Student Union Building (SUB). At the request of students, in Fall 2006, CAPS added an online writing lab (OWL) and other online services. In addition CAPS redesigned its website with recurring input from undergraduate and graduate students in an English class on "writing for the web." Under an agreement with El Centro de la Raza, CAPS opened a satellite location in Mesa Vista Hall in Spring 2006 attracting over 100 new Hispanic student-users in the first eight weeks.

In 2004, CAPS offered Supplemental Instruction (SI) for two Organic Chemistry courses. In Spring 2006, with funds from the Office of the Provost, CAPS hired additional staff to create a solid SI program to increase student success. In Spring 2008 with partial funding from Title V, CAPS offered SI for 25 UNM undergraduate courses. In Spring 2006, at the request of student users, CAPS introduced a study hall, allowing students who did not want the services of a tutor or SI leader to study in CAPS tutoring area – satisfying their request for a comfortable, somewhat controlled environment in which to study.

The various locations and additional services offered by CAPS has increased the number of student users as well as the number of services to which the individual students availed themselves as shown in the table below:

CAPS METRICS: Students Served							
Academic Year	Students Served	Total Visits	Total Contact Hours				
1999-00	3,700	21,000	23,000				
2003-04	4,000	23,000	25,000				
2006-07	4,300	31,000	31,000				
2007-08	4,889	31,524	39,480				

In 1999-2000 CAPS freshman users had an average GPA 0.28 points above the overall freshman average; in 2006-2007 CAPS freshman users had an average GPA 0.32 points above the overall freshman class. In 1999-2000, 79.8% of CAPS freshman users enrolled for a third semester compared to only 70.4% of the overall freshman cohort. In 2006-2007, 87.2% of CAPS freshman users returned for their third semester compared to only 75.8% of the overall freshman cohort. CAPS makes adjustments each semester in services and tutor training in response to these evaluations.

Title V Mentors. The Title V Peer Mentoring Program places upperclass mentors into introductory classrooms, mostly Math 120 and 121 and English 101. The mentors' services are available for all students enrolled in these classrooms free of charge. Title V is funded through a \$2.8 million grant from the U.S. Department of Education. The program started with 20 mentors two years ago and for AY 2008-09 has grown to 40 mentors, where it will stay for the next three years. The mentors are also placed in offices throughout campus, including the Arts and Sciences Advising Center, University College Advising Center, El Centro de la Raza, the Transfer team, Career Services, and the Athletic Department.

ACADEMIC ACTIVITIES AND ORGANIZATION

Students at UNM find a variety of opportunities available to them, including research internships, participation in conferences and clubs, and advising systems that provide support and mentoring.

Research Internships. Research internships are available across the College of Arts and Sciences and in the School of Medicine. Internships in Arts and Sciences are available in Anthropology, Communication and Journalism, Philosophy, Psychology, and Women's Studies; all these Departments offer undergraduate, graduate, or RA support. Internships in the School of Medicine include clinical and other research internships.

Support for Travel to Conferences. Students are able to participate in conferences, clubs, and other opportunities for academic and quasi-academic collaboration as well. For example, the following departments in Arts and Sciences provide opportunities for travel support or participation in conferences: Communication and Journalism, Linguistics, Women's Studies, Chemistry, Math and Statistics, and Sociology. The College of Education also helps students attend undergraduate and graduate conferences.

Other Academic Organizations. Students across disciplines at UNM also have numerous student clubs and other groups available to them. For example, the College of Nursing has an active Student Nurses Association; this organization supports its students in preparing and attending presentations, and mandates membership in the National Student Nurse's Association as well. Graduate students in the College of Nursing join the Graduate Student Nurses Association. Similarly, the College of Fine Arts provides undergraduate and graduate art student groups, and student organizations exist throughout Arts and Sciences. In addition, Anderson School of Management offers "Club Daze" gatherings, at which the school's many student organizations recruit new members. Club Daze began in 2002, when students at the Anderson School of Management could choose among 14 different student organizations. The school still offers this event annually as a part of their back-to-school events and services.

Student organizations are not limited to the academic sphere at UNM. Additional organizations include ethnic and cultural, service, professional, military, religious, sports and recreation, political, and special interest organizations. In a Spring 2008 survey, UNM students were asked their participation in student clubs and organizations. In general, students self-reported that participation results in greater gains and engagements. Students self-reported that campus activities resulted in: "experience relevant to my major" (58% strongly agreed); better "connect[ion] with staff members" (70% strongly agreed); better "connect[ion] with faculty" (58% strongly agreed); and "learn[ing] to balance social activities with academic obligations" (81% strongly agreed).

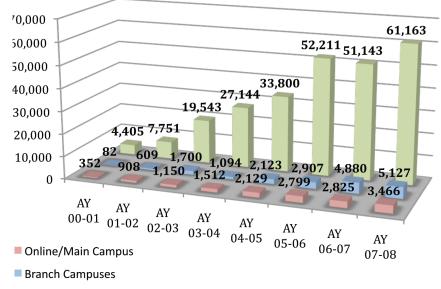
COURSE MANAGEMENT TECHNOLOGY AND DISTANCE LEARNING

An increasing number of UNM's faculty use course-management software to increase the range and enhance the quality of student-faculty and student-student interaction. This technology also helps the University respond to the diverse needs of its students by affording the opportunities to create courses that use fully online instruction, traditional classroom-based instruction that is enhanced with WebCT, and hybrid models that combine fully online with enhancement.

New Media and Extended Learning (NMEL) provides support to teachers and students working in an all three models. NMEL develops interactive websites for instructors, using WebCT software, and trains instructors in teaching in this venue. NMEL's Course Development group offers both technical and instructional design services to faculty teaching online courses. They also help to improve the quality of the courses through the development of templates. Examples of templates developed include student surveys, tutorials, and customized look and feel. NMEL also works with faculty to plan face-to-face orientation sessions that allow distance students a chance to meet with their instructors and each other, while at the same time increasing their comfort level with the WebCT technology. The group provides one faculty orientation and an average of four open labs per semester. Faculty teaching online courses have one-on-one access to course designers as often as needed. In addition, NMEL provides similar instruction and support for faculty who teach web-enhanced and hybrid courses. All three models are offered in many departments within the College of Arts and Sciences, the College of Education, the College of Nursing, and the School of Engineering.

The utilization of WebCT at UNM continually increases. For example, from the 2000-2001 academic year to the 2003-2004 academic year, there was a fivefold increase of WebCT fully online courses (18 to 98) and a tenfold increase in overall WebCT utilization (4,487 to 28,238 student seats). In the years since, online courses have grown even more; during academic year 2007-2008, 213 online sections were offered, with 3466 student enrollments. The growth in WebCT usage is demonstrated in the following graph (showing total overall usage) and table (showing unduplicated counts).⁶⁸

68. Extended University Distance Education Programs & Services Self-Study, May 2008, Narative Notebook 1, NMEL Technology Overview, pg. 7.



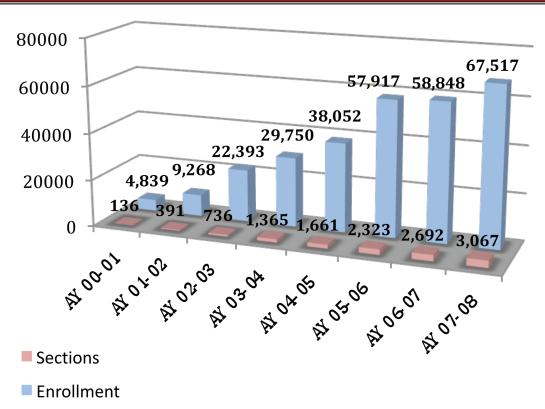
Growth in UNM WebCT Usage: Enrollment Data: 2/20/08

Main Campus

Fall 2006 (end of semester)	Online	Hybrid	Enhanced	Total: Unduplicated	Total
Students: unduplicated	1,015	702	16,105	16,852	
Enrollments	1,278	727	29,140		31,145
Instructors: unduplicated	66	14	519	564	
Sections	96	25	1,231		1,352
Fall 2007 (end of semester)	Online	Hybrid	Enhanced	Total: Unduplicated	Total
Students: unduplicated	1,178	767	16,961	17,850	
Enrollments	1,448	787	29,189		31,424
Instructors: unduplicated	64	14	501	544	
Sections	95	27	1,226		1,348
Fall 2008 (as of 9/8/08)	Online	Hybrid	Enhanced	Total: Unduplicated	Total
Students: unduplicated	1,590	977	18,264	20,831	
Enrollments	1,973	998	38,571		41,542
Instructors: unduplicated	91	19	642	703	
Sections	134	32	1,604		1,770

Online Instruction and Distance Courses. Online courses meet virtually, mediated by WebCT. Physically, these classes meet rarely if ever, but they meet virtually in a variety of activities, including synchronous and asynchronous discussions, peer evaluations, video lectures, and others. Distance courses, rather than being offered online, meet at branch campuses or other remote sites; departments and faculty within the Anderson School of Management, Arts and Sciences, the College of Nursing, Family and Community Medicine, the Health Science Library and Informatics Center, and the School of Engineering offer such courses. Together, online and distance learning opportunities provide students from various backgrounds – geographic and otherwise – with courses that meet their specific learning needs. Thus, UNM is better able to serve not only its immediately surrounding area, but more remote and/or rural parts of the state as well.

WebCT-enhanced Instruction. Many programs and departments that offer these learning experiences also enhance their "traditional" courses with web or video support – as do other departments. In fact, most colleges, schools, and departments include courses that are web or video enhanced. The University first started using WebCT to enhance its courses in 1997. Since that time, the number of classes using WebCT enhancement has grown to over 3,067 sections with 67,517 enrollments.



Growth in UNM WebCT Usage: Enrollment Data: 2/20/08

Faculty from Anderson School of Management; the Colleges of Education, Fine Arts, and Nursing; the Schools of Architecture and Planning, Law, and Pharmacy; and Continuing Education regularly use web or video to help reach all students. In the College of Arts and Sciences, 11 different departments or programs provide some level of web-and or video-enhanced coursework. Additional courses are also supported by the use of computer labs, used specifically to enhance the curriculum or course material. The College of Education; Continuing Education; and the Schools of Architecture and Planning, Medicine/Health Sciences Center, and Pharmacy regularly use computer labs for this purpose. In Arts and Sciences, eight departments or programs report having and using computer-based laboratories as part of their ongoing sequence of courses.

Hybrid classes (combined online and face-to-face). Some students' learning styles and needs may require that they enroll in courses with an online component, but also have the opportunity to meet with an instructor. For these students, the University now offers courses dubbed "hybrids." Hybrid courses meet once a week with the instructor; the remainder of the class is conducted online. The hybrid program began two years ago and has grown to include classes from many departments and programs. These courses are available through the College of Arts and Sciences, the College of Education, and the College of Pharmacy.

CORE COMPONENT 3D: THE ORGANIZATION'S LEARNING RESOURCES SUPPORT STUDENT LEARNING AND EFFECTIVE TEACHING.

The University abounds with resources that support student learning and effective teaching. Major academic support programs have been described above in Core Component 3C; this section focuses on facilities and the assessment of their effectiveness.

FACILITIES

Libraries. The research, study, and educational materials needs of all UNM disciplines are met through the individual and shared collections of the 17 libraries currently situated on and adjacent to the main campus. Main campus libraries (University Libraries) include Centennial Science and Engineering Library, Fine Arts and Design Library, Parrish Library, and Zimmerman Library. Additionally, north campus libraries include the Law Library and the Health Sciences Library and Informatics Center. Four branch campus libraries serve the needs of UNM students and faculty living in those areas of the state (Gallup, Los Alamos, Taos, and Valencia County). Those libraries' physical collections are greatly expanded by their linkage to the main campus library system, efforts to create UNM-wide licenses to electronic resources, and access to a robust InterLibrary Loan Program. Special collections relative to this region of the U.S. and its populations continue to be developed, preserved, digitized (when possible), and catalogued for use, such as the Center for Southwest Research and the Indigenous Nations Library Program. Many departments collect and maintain collections unique to their disciplines such as the Bunting Visual Resources Library in Fine Arts and the Tireman Library in the College of Education.

Libraries provide individual and group study spaces and rooms including the equipment needed to explore ideas, and departments have carved out space for reading rooms where both students and faculty converge. For example, the Spanish Language Department hosts a brown-bag lunch hour where students from various levels and faculty merge in conversation, creating opportunities for language practice and exploration. The Indigenous Nations Library Program provides quiet reading and study space to Native American students seeking familiar ground. Similarly, the Herzstein Latin American Reading Room, provided by the Division of Latin American and Iberian Resources and Services (DILARES), also provides quiet reading and study space for students as well as a meeting space. The Interpreting Services for the Deaf program provides immersion study space where American Sign Language (ASL) is the predominant language used.

UNM departments provide access to their learning resources through extending the hours that physical resources are made available for student and/or faculty use to the maximum degree that staffing permits. For instance, the advanced computer lab and student technology support center in the Anderson School of Management are open Monday-Thursday, 8am8pm, Fridays, 8am-5pm, and Saturdays, 12pm-5pm. The hours are evaluated based on input from students and adjusted based on class schedules and student needs. Laptops are available for check-out to Anderson students Monday-Thursday, 8am-6pm and Fridays, 8am-3pm. The Health Sciences Library is open 360 days a year with late evening hours five days a week. The Bunting Visual Resources Library in the Fine Arts College contains over 363,000 graphic images that, as of 2008, are available to their students from any remote location. The Technology Education Center managed by the College of Education offers centralized access to high quality computing and printing which includes large format services.

Library facilities are open over 100 hours per week when calculated as unduplicated open hours among all 17 facilities. Library electronic services are available to students and faculty 24/7 with Parrish Library planning a 24/5 schedule (open all night Sundays through Thursdays) starting in Fall 2008. In addition, libraries serve students with disabilities by providing unique equipment and services such as those found the Alice Clark Room in Zimmerman Library. University Libraries have also redesigned their web services in response to student feedback.

In Fall 2008, two new library services were rolled out to provide more accessibility options to customers. One service, called "Ask a Librarian," provides one-stop access through a common phone number, e-mail address, and chat line for all library customer services. "Ask a Librarian" has received positive feedback and high usage rates during its initial implementation phase. Another new service is "LIBXpress." Designed to save research time and trips to the library, "LIBXpress" provides an online mechanism for UNM students, faculty, and staff to request an electronic copy of a locally held journal article or chapter of a book. After the request is made, a librarian locates the requested information and sends an electronic copy to the requestor in as little as two business days.

Funding remains a core challenge for UNM's library system. The Health Sciences Library and Informatics Center ranks sixth from the bottom (of 120) for electronic journals and 9th from the bottom in total serial titles. In 1999, in ACRL rankings based primarily on budget allocations, UNM libraries ranked 55th out of 113 member libraries; six years later, UNM ranked 86th.

UNM's Student Fee Review Board provides an annual augmentation to University Libraries budget support. The Libraries use the funds to purchase and renew materials in order to minimize the cancellation of journals, electronic resources, or book purchases as well as to facilitate access to these materials.

Teaching and Research Labs. Teaching and research laboratories, clinics, and shops exist throughout the system including those whose purpose focuses on research, instruction, design, fabrication, experiments, scientific study, practicum work, and testing. Several of these resources are shared across disciplines such as the Center for Biomedical Engineering, the ARTS (Arts, Research, Technology, and Science) Lab, and the Language Learning Center. Some clinics and labs have robust programs due to carefully established partnerships, such as the Speech-Language-Hearing Center and the Manufacturing Training and Tech Center. The Civil Engineering department maintains 11 laboratories and their accompanying testing, measuring, and identifying equipment. Labs include Fluids/Hydraulics Mechanics, Soil Mechanics, Computing, Materials, and Surveying and Measurements.

Computer Labs. Six computer labs and eleven computer classrooms on the main campus are managed for student and faculty study and research by UNM's Information Technology Services (ITS). Additionally, the University Libraries maintain over 350 computer stations (including a Laptops-for-Loan Program) that are also available to the general campus community and located on the main campus. Evidence of the existence in most UNM departments of small to large, simple to advanced, and physical to virtual computer labs and computer classrooms was reported throughout the five campuses. These labs are outfitted with software applications that match the needs of users, the curriculum, the platform, and the field of study. New computer labs continue to be added every year. For example, the School of Architecture and Planning recently occupied the newly opened George Pearl Hall which includes a computer lab with 30 workstations using the latest software and hardware to support their curriculum.

Student Practice and Production Spaces. Studios for rehearsals, staging, fabrication, and production are maintained within departments where students and faculty produce, create, or perform their particular craft. These spaces typically contain unique and highly sophisticated equipment and materials as integral components of the teaching and learning that takes place there. For instance, the departments of Art, Theatre, Dance, Music, and Cinematic Arts each maintain multiple studios that serve their students and faculty. Additionally, the Center for High Performance Computing and the ARTS Lab (Art, Research, Technology, and Science Lab) each collaborate on arts-related projects pushing the boundaries of the typical performance or production studio.

Campus Bookstores. UNM maintains an extensively stocked and staffed bookstore on the main campus. Additionally, a bookstore is located at the Health Sciences Center campus and at each of the four branch campuses. Various outlets that provide discipline-specific materials are managed by departments, providing students and faculty with easy access and competitive prices such as the Art and Art History Paper Store.

Performance Spaces and Museums. As a result of the educational excellence of the art and performance art departments at UNM, campus communities and the citizens of New Mexico enjoy a rich variety of art exhibitions, installations, and performances. The main campus boasts six per-

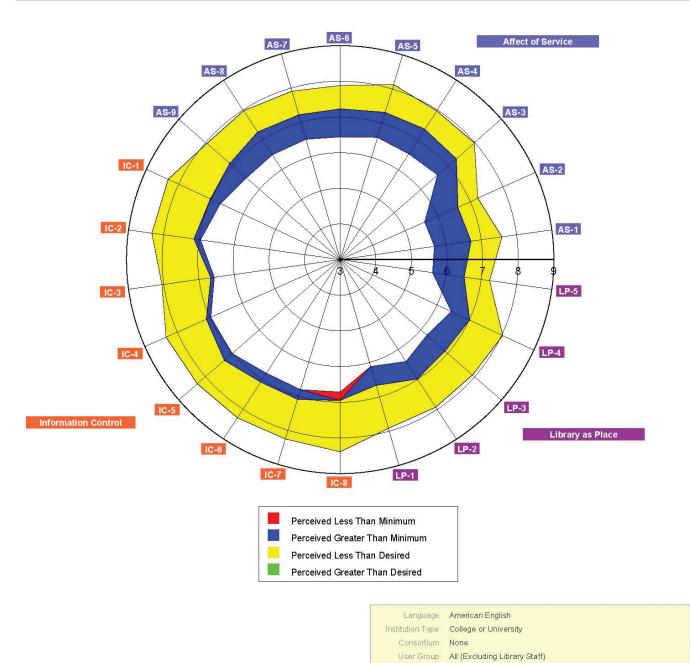
formance venues including the Keller Music Hall and Popejoy Theatre, each with year-round event schedules. The art, history, and natural environment are showcased in more than ten museums and galleries at UNM including the UNM Art Gallery, the Maxwell Museum of Anthropology, the Tamarind Print Gallery, and the Geology Museum. These collections are used as teaching tools across many disciplines.

Other Specialized Facilities. The survey also resulted in reports of many specialized facilities in various departments used to augment the curriculum. Examples include the observatory managed by the Physics and Astronomy Department, the Domenici Center available to all north campus medical departments, simulated patient care rooms and simulation manikins used by students and faculty in the College of Nursing and the nursing program at UNM-Gallup.

EFFECTIVENESS AND ASSESSMENT OF LEARNING ENVIRONMENTS

University Libraries. Since 2001, the University Libraries (UL) have administered annual surveys (LibQUAL+®) regarding their services, spaces, and collections. Starting in 2007, the libraries participate in this survey biannually. In 2006, they received 509 responses: 56% from undergraduates, 29% from graduates, 14% from faculty, and 1% from staff. The graph below shows the most recent summary results from a total of 22 core component questions. The shaded areas in blue and yellow show where the respondents rated the core component between their minimum and their desired levels, with the blue area as the amount that levels exceed the minimum. The red indicates areas where the respondents' perceptions fall below their minimum expectation levels, which indicate areas of concern for the library. The data from this latest LibQUAL+ shows that the Libraries' core components received good ratings in all but one area – number of print and/or electronic journals.





In response to the survey results, library services have been added or improved such as InterLibrary Loan, the Laptops-for-Loan Program, and targeted electronic journals. In 2003, the UL created the Online Archive of New Mexico, began offering Electronic Course Reserves services, and in 2004 expanded the online archive with a major project called the *Rocky Mountain* Online Archive. In response to the 2006-07 survey and other input, the UL initiated a Print to Electronic Program evaluating the current print journal collection to determine which can or cannot be transferred to electronic access, and now purchases most new journals solely in electronic format. Additionally, UL administration undergoes a complete process of strategic planning every three years. The process is largely informed by UNM's stated strategic goals and also by focus group meetings with faculty, students, staff, and library employees. The UL has also conducted two in-depth Space Studies in order to continually enhance, reapportion, and upgrade library facilities based on the results. The studies rely heavily on input from the campus constituencies.

Center for Academic Program Support. CAPS collects student user evaluations of services, tutors, and instruction leaders. CAPS also assesses the use of its spaces regularly to determine periods of highest use and adjusts availability of tutoring sessions and tutors for drop-ins accordingly.

College of Education. The development of new tools and data bases in the College of Education promises to increase access to data on student learning. The college evaluates its resources in a continuous manner and uses specific reporting events as a means of testing the allocation and management of resources. The development of a COE Web Portal is underway as of 2008. It will feature both institutional as well as assessment and evaluative data from a wide variety of sources. To date, the reports indicate that the area of greatest need is in field placements that provide venues for learning.

College of Arts and Sciences. The Anthropology department has established a Space Committee to evaluate current teaching laboratories and to identify additional space and how best to utilize it. They also conduct an evaluation of student learning outcomes based on availability of laboratories as an element with each course. Staffing effectiveness is evaluated using UNM's performance evaluation procedures.

The Chemistry/Biological Chemistry Department employs research scientists who oversee NMR Lab facility and the X-Ray Crystallography Lab. Both provide instruction to faculty and students on use of the labs. The department analyzes the 21-day enrollment reports to determine enrollment trends. Informal collection of student demands results in added courses. Staffing effectiveness is evaluated using UNM's performance evaluation procedures. Anderson School of Management. ASM's IS department uses databases to track student and/or faculty use of their virtual computer lab, their student tech support center, an advanced computer lab, and the Anderson mobile initiative. Current staffing for these services is monitored and measured by the availability of services and the response time to support requests.

Health Sciences. Health Sciences Library and Informatics Center has established a culture of assessment by developing a regular pattern of measures to inform planning for education in the future. Assessment components include a biannual administration of the national LibQUAL survey and of the technology survey (currently piloting a national TechQUAL survey). HSLIC also has established a program of dashboard creation and monitoring.

The Radiologic Sciences Program made revisions to the clinical site component of the program based on student evaluations, clinical assessments, community needs assessments, and City and Statewide meetings to bring together a consensus of where this field is growing and changing.

UNM-Valencia. The Valencia campus assesses lab use effectiveness via enrollment data. Informal surveys are used with faculty and staff and formal/informal consultation of faculty and staff is also used to assess effectiveness of the resources on this campus. Student demands for resources are determined by analyzing enrollment data, faculty feedback, student government input, and bi-annual CSSE data.

SUMMARY OBSERVATIONS

In the late hours of April 30, 2006, a fire broke out in the basement of the 70-year-old Zimmerman Library. The entire building had to be closed for two months, necessitating a massive reorganization of basic services provided to students and faculty during the last weeks of the spring and first weeks of the summer terms. In the end, it was two years before the fully reconstructed and renovated space reopened with 10 new group study rooms, 20 new computers, a 40-seat computer classroom, six new microform reader-printers with attached scanners, and state of the art compact shelving.

The Zimmerman fire highlighted the best qualities of the University of New Mexico community: a readiness to come together for common purpose; an ability to transform an unwanted event into an opportunity for improvement; and a readiness to keep student needs at the forefront of a complex undertaking. To these we can add specific components of excellence: a history and awareness of diversity; a well-developed web learning infrastructure; a solid culture of assessment in the School of Medicine; and a proven suite of focused learning environments, especially in the freshman year.

Those same qualities will be required to sustain progress and surmount the University' remaining assessment challenges. UNM still needs to increase the number of departments that use full-cycle assessment, by developing more institutional know-how about assessment across all campuses. To continue to improve the quality of education at UNM, hiring, promotion, and tenure policies should be examined with regard to the equity of accomplishments in teaching (including scholarship of teaching and learning) with accomplishments in disciplinary scholarship and creative work. And in the end, the budgetary issues will not go away; support for library collections and services, as well as instructional-development programs, needs to be increased so that their reach approximates those of other research universities.

CRITERION FOUR ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

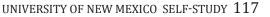
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

INTRODUCTION

Almost before it had students, UNM had a research mission with direct and immediate social relevance. In the Fall of 1897 President Clarence Herrick "approached the Board of Regents with a request [to establish] a joint laboratory with the New Mexico Territorial Board of Health for research relating to tuberculosis... By the Spring of 1898 the work of this project had grown to such an extent that Herrick requested permission to publish a bulletin to report the ongoing research."⁶⁹

As a Carnegie-designated "Very High Research" institution today, UNM remains committed to the educational expression of its research identity. From initiatives in undergraduate research, to cultural and intellectual programming for the campus and community, to structures that support responsible applications of knowledge and discovery in the marketplace, UNM seeks to be the "intellectual ecosystem" envisioned in the landmark Boyer Commission "Blueprint for America's Research Universities."⁷⁰ The chief components of that ecosystem are presented below. 69. Davis, Miracle on the Mesa, p. 43.

70. The Boyer Commission on Educating Undergraduates in the Research University, Reinventing Undergraduate Education: A Blueprint for America's Research Universities, 1998, p. 9.





CORE COMPONENT 4A: THE ORGANIZATION DEMONSTRATES, THROUGH THE ACTIONS OF ITS BOARD, ADMINISTRATORS, STUDENTS, FACULTY, AND STAFF, THAT IT VALUES A LIFE OF LEARNING.

The University of New Mexico demonstrates its commitment to a life of learning in myriad ways. As the flagship public university in the state, UNM aspires to provide innovative and multiple opportunities for learning, incentives for achievement, and state-of-the-art facilities and equipment for students, staff, and faculty. Across the University's main campus, multidisciplinary research centers and institutes provide for conversation and creativity across disciplinary boundaries. In addition to career and college transfer programs, UNM branches provide opportunities for life-long learning through their community education programs. UNM is a center of cultural and intellectual activity throughout the communities in which the campuses are located.

STUDENTS

The University offers enrichment opportunities to students at every level. The Freshman Learning Communities and the demanding courses in the Honors Program provide students with innovative curricula designed to inspire critical thinking. Each of the University's college's offers scholarships and fellowships to undergraduates, and many departments sponsor undergraduate awards and prizes, as well as scholarships. New Mexico State Lottery Scholarships and Dependent Education Scholarships enable UNM to attract New Mexico high school students who might not otherwise be able to afford a research university education. Through such programs as the Initiatives to Maximize Student Diversity, Minority Access to Research Careers, the National Institutes of Health-sponsored Post-Baccalaureate Research Program, and the Ronald E. McNair Scholars Program, UNM particularly supports opportunities for minority undergraduates who wish to pursue research and enter technical fields. In addition, UNM has several field study facilities such as Sevilleta (located at the Sevilleta National Wildlife Refuge approximately 50 miles south of Albuquerque, NM) that provide students with first hand experiences in environmental sciences.

UNM undergraduates have demonstrated their own commitment to learning, seeking out research opportunities and winning such prestigious awards as the Truman, Goldwater, and Marshall scholarships. In the past five years, UNM has produced 13 Fulbright Scholars that have gone on to study in a number of different countries. As of Fall 2008, UNM's freshman class included 15 National Merit Scholars and 24 National Hispanic Scholars, representing a significant increase in these scholars from past years. In addition, there are a number of opportunities across campus for undergraduates to get involved in research activities under the direct supervision of faculty researchers. Such programs as the Minority Access to Research Careers (MARC), the Initiatives for Minority Student Development (IMSD), the McNair Scholars program, the Post-Baccalaureate Research and Education Program (PREP), and the Museum of Southwestern Biology's Undergraduate Nurturing Opportunities (UNO) program, among others, are specifically designed to provide undergraduates with the research skills necessary for lifelong learning and more advanced study in their respective fields.

The effectiveness of these programs notwithstanding, as the state's leading research institution, UNM could and should expand its undergraduate research opportunities and integrate these opportunities more formally into its educational programs. This is one of the key areas of priority for the Office of Research as it restructures to better respond to the needs of faculty and students.

Graduate and professional students at the University of New Mexico enjoy even greater support for their entry into a life of learning. Academic departments offer support packages for graduate assistants, both in teaching and research. Graduate students who hold an assistantship (graduate, teaching, research, or project) are all eligible for tuition waivers and graduate student employee health insurance. Approximately 4000 students hold some form of assistantship each semester. In addition, many graduate students are supported by national fellowships from organizations such as the National Science Foundation, Mellon Foundation, and Sloan Foundation. Departments and colleges award endowed fellowships, and many offer research scholarships and awards of merit for both short- and long-term research projects. The state also provides funding of approximately \$1.5 million available to graduate students including Higher Education Department (NMHED) Fellowships, New Mexico Scholars (also know as 3% scholarships), and Regents' scholarships. UNM has listed as one of its priorities to increase the number and amount of graduate assistantships, internal fellowship support, and providing assistance to graduate students applying for outside fellowships.

The Graduate and Professional Students Association (GPSA) supports graduate research and professional advancement through many ways. The support of research is a significant priority for GPSA. For example, GPSA provides resources for student researchers through the award of Student Research Allocation Committee (SRAC) grants, Specialized Travel Grants, and Graduate Research and Development Grants, funding research relevant to the completion of a degree, other research, and travel. GPSA also offers Projects Funds for departmental or individual projects beneficial to the department or the University community. In Fall 2008, GPSA also introduced an Ad Hoc Committee that aims to help improve and enhance the quality of graduate student research. The primary purpose of this committee is to provide opportunities for experienced graduate students to work with student researchers to review research project designs and procedures. Its secondary purposes are twofold: (1) to track research outcomes specifically for the grants allocated by the GPSA; and (2) to provide a mechanism to share experiences, both successful and unsuccessful, to help other students learn from challenges previously faced by experienced student researchers.

The Office of Graduate Studies (OGS) provides support and assistance to prospective and current students as they progress through their curriculum of study. Other organizations and resources available to all graduate students designed to provide information, workshops, and support include the following:

The Project for New Mexico Graduates of Color (PNMGC), founded during the 2002-03 academic year, is a student based organization that is working to build community among historically underrepresented groups in graduate school. The mission of PNMGC is to increase the retention of students of color through providing academic, social, cultural and emotional support, and to ultimately build a more diverse population within the University of New Mexico graduate and professional programs. To that end, the project has established a mentoring program and provides a variety of special programming opportunities such as facilitating undergraduate outreach initiatives; dissertation, thesis and comprehensive exam workshops; monthly social hours; monthly brown bag lunches; end of the year social events; and the sponsoring and promotion of various cultural events.

The Society for Native American Graduate Students (SNAGS) was established to better represent growing concerns and interests of graduate students at UNM. The goals of the organization are to provide a network of graduate students with faculty members among the American Indian population on campus and surrounding communities; promote professional, scholastic and social activities among its members; promote cooperation and communication between students and faculty; represent the views of Native and non-Native graduate students at UNM; provide support across the disciplines for those working on dissertation, thesis, or research; promote issues of professionalism for those who plan to pursue a career in academia, utilize Native American faculty for guidance, lectures, or meeting one-on-one; promote and maintain the prestige and high standing of UNM; encourage and promote the representation of New Mexico's cultural and ethnic diversity at UNM; and mentor and meet with Native and non-Native graduate students who are new to UNM.

The Office of Graduate Studies partners with Career Services to provide assistance and career guidance to graduate students. Some of these services include: researching employment opportunities for post graduate, internships, fellowships in academic, private, or public sectors; assistance with writing resumes or curriculum vitae; providing information on job search strategies and resources; assistance with professional writing such as cover letters, letters of intent, personal statements; providing workshops; hosting career fairs, and providing guidance for career development and assessment. Graduate students are provided with the same ethics training provided to faculty and staff researchers through the Office of Research Ethics and Compliance Services.

The Teaching Assistant Resource Center (TARC) was developed during the 1982-83 academic year to provide resources and training to graduate students at UNM for their instructional appointments and responsibilities. TARC provides a variety of resources and training to Teaching Assistants (TAs). For example, TARC offers a one-credit graduate course, C&J 538, which is an introduction to post-secondary classroom teaching course. A separate section is designed for International Teaching Assistants. In addition, a special non-credit workshop series is offered during the spring semester. These workshops address a variety of issues relevant to the TA community. TARC also produces a newsletter focused on graduate student teaching each semester. Additionally, TARC staff may be contacted for individual consultations regarding teaching responsibilities and methods.

In order to cultivate an appetite for learning, students must also have access to the requisite facilities and equipment. Such projects as the new Science and Mathematics Center Visualization Lab, in the College of Arts and Sciences, represent the University's dedication to providing state-of-theart instructional facilities, but the University also supports undergraduate learning in more routine ways, for example, with computer access in the libraries, the Student Union Building, and at other sites. UNM is also on its way to joining other universities in making wireless internet access available throughout the main campus, although wireless access is at present available only in selected locations. Similarly, the branch campuses are working on expanded internet access for their students. And, the University is working on a structured planning process for classroom modernization as older facilities are remodeled and replaced (see Criterion 2 for more information on the Classroom Modernization project).

UNM students also have the opportunity to participate in experiential learning projects which not only count for academic credit, but provide hands-on experience to students. For example, the UNM Board of Regents made available \$2 million of the Regents' Endowment Fund to establish the first investment portfolio to be managed by Anderson School of Management students under the supervision of a faculty member as part of the students' course work in finance. Many other examples of experiential learning opportunities for students are further detailed in Criterion 5.

UNM students also have many opportunities to pursue learning outside the classroom, laboratory, or library. Every week, UNM campuses host lectures, colloquia, exhibitions, and performances representing the entire spectrum of the humanities, arts, and sciences. Graduate students participate with regularity in departmental colloquia. The events and lectures are posted and advertised through a number of mechanisms including websites, listserves, posters, class announcements, and e-mails. Many of these events are open to the public.

CONTINUING/COMMUNITY EDUCATION PROGRAMS

The Continuing Education program at UNM also offers faculty, staff, students and community members the opportunity for lifelong learning, including certificate programs in computer science, professional development, career enrichment, and health and human services, as well as Spanish classes for the workplace, personal enrichment courses, and a custom training and consultation service. The Conference Center at the Continuing Education site also serves as a popular venue for community events and public lectures. In addition, the Anderson Schools of Management provides certificate programs and an Executive MBA. Similarly, the branch campuses each have community education programs for skills development, workforce training, children's activities, and personal enrichment courses. They also host small development centers that encourage economic and workforce development and training.

STAFF

UNM Staff may take part in a variety of programs designed to encourage a life of learning. Those who seek to advance professionally may take part in the Career Ladder Program, sponsored by the Division of Human Resources. In FY 2006-2007, UNM saw a total of 108 (2.1%) career ladders for staff. Those who participate learn new skills and take on new responsibilities, while continuing to perform their current duties. Staff members can also take advantage of professional development courses offered through Employee and Organizational Development (EOD). In FY 2006-2007, 3208 staff participated in EOD classroom training, and 7564 staff participated in online training through UNM Learning Central. Additionally, staff may participate in career education and continuing education classes, and they have the opportunity to register for regular classes at the University, free of charge, through the tuition remission program. Over a third of respondents to a survey indicated that more than half of the staff in their departments currently use tuition remission (see Criterion 2 for more information regarding the tuition remission program). Vice Presidents, deans, and directors of units at UNM are also encouraged to offer both professional development grants and staff achievement awards.

Staff members are also eligible for University-wide recognition programs, including the following:

Regents' Meritorious Award: This award honors a staff or faculty member(s) who has provided extraordinary and distinguished service to the University as demonstrated by outstanding teaching, service to students, research, scholarship, publications, performance in faculty and University governance, or other such contributions which have enhanced the University.

Gerald W. May Staff Recognition Award: This award honors three to five staff members per year who demonstrate exceptional commitment, initiative, and innovation in service to the University.

Extraordinary Service: This award honors staff members who have demonstrated extraordinary dedication and innovation.

University/Community Service: This award recognizes staff who donate considerable personal time and effort contributing to the University's public service mission.

Diversity: This award honors staff who have significantly promoted diversity on campus.

Team Award: This award honors groups and teams for exceptional service in suggesting and/or creating change that results in innovative solutions to University-wide challenges.

In addition, many units sponsor awards honoring staff such as the annual Provost's Committee for Staff awards and the Student Affairs staff awards.

FACULTY

Faculty members, by virtue of their choice of profession, have demonstrated a desire to engage in a life of learning. As stated in the Academic Freedom and Tenure Policy found in both the Faculty Handbook and endorsed as University policy in the Regent's Policy Manual:

The University strives for inquiry, learning, and scholarship of a breadth and depth that will result in excellence in all of the University's major functions: teaching, scholarly work, and service. Each academic unit has an obligation to contribute to each of the three functions of the University. Faculty members play a central role in the realization of these functions and help fulfill the obligations of their academic unit by contributing their unique expertise and competence.⁷¹

Those faculty members who demonstrate exceptional merit in manifesting life-learning may be recognized in a variety of ways. The University's highest faculty honors include the Regents' Professor and Lecturer Awards, which are attached to monetary compensation, and the Distinguished Professorship, which is the highest faculty title bestowed at the University.⁷² Since 1954, a distinguished faculty scholar has been selected on an annual basis to deliver the Annual Research Lecture to encourage research and creative works. The University also publishes a compendium of faculty research and creative work, including publications, exhibitions, and performances along with research expenditures and sponsored research.⁷³ Faculty who publish books are recognized at an annual event hosted by the President and Provost which generally honors anywhere from 50-60 authors per year. Additionally, UNM has many faculty who are members of national academies, fellows of prestigious organizations, and are recognized nationally and internationally for their outstanding contributions to their disciplines.

Along with teaching students, faculty research productivity is central to the mission of any research University, particularly at UNM's main 71. Faculty Handbook, Policy on Academic Freedom and Tenure, Section B (http:// handbook.unm.edu/) and RPM, 5.2 (http:// www.unm.edu/~brpm/r52.htm)

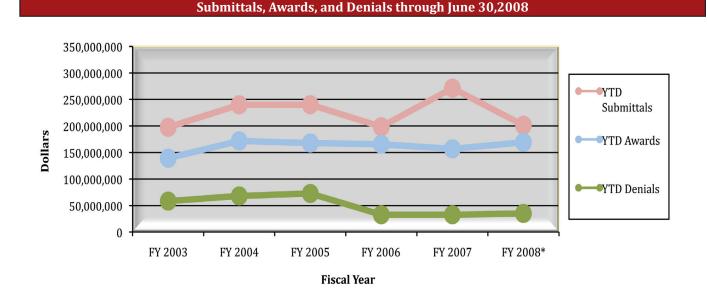
72. Both of these honors are further described in the *Faculty Handbook Section B2.2.4 and B2.2.5* (http://handbook.unm. edu/)

73. See http://research.unm.edu/ publications/index.cfm campus. From the time of hiring, UNM subsidizes research time, from the research semesters awarded, to assistant professors before tenure, to the sabbatical leaves available to productive faculty members following tenure. The Research Allocations Committee provides funding for faculty research projects, including travel. Additionally, faculty who participate in activities of the Science and Technology Center may gain a variety of benefits and recognitions, including patents.

RESEARCH AND CREATIVE PRODUCTIVITY

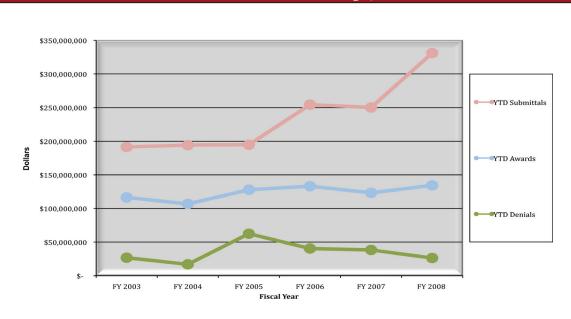
The preparation of students for life in a global community requires faculty that are current in their fields and that understand the environment in which the graduates will be working. UNM faculty are very productive in bringing in sponsored research, engaging in creative works and actively publishing, and providing contributions to economic development.

Sponsored Research. In 2007-08, UNM faculty brought in over \$169 million of sponsored research to the main and branch campuses and over \$134 million of sponsored research to the health sciences. A 5-year summary of sponsored research activity for UNM's contracts and grant awards is shown for the Main/Branch Campuses and the Health Sciences Center.



UNM Main and Branch Campuses

Note: Actual FY 2008 numbers were not available at the time of publication. The numbers provided are close estimates.



University of New Mexico Health Sciences Center Submittals, Awards, and Denials through June 30, 2008

For 2008, there were a total of 1,718 awards, awarded to 636 Principle Investigators. Some recent examples of these awards include:

- Rose Auletta, UNM-Valencia, \$611,371 from U.S. Department of Education for Title V Grant "Student Success through Teaching and Learning"
- Joseph Cook and William Gannon, Biology, \$1,014,659 from National Science Foundation for "Undergraduate Research and Mentoring: Undergraduate Nurturing Opportunities in Biological Sciences in Southwestern U.S."
- Eric Loker, Biology, \$1,501,896 from National Institutes of Health, Centers of Biomedical Research Excellence (COBRE) for "Center for Evolutionary and Theoretical Immunology"
- Karl Karlstrom, Laura Crossey, Earth and Planetary Sciences, \$607,650 from National Science Foundation for "Collaborative Research: Trail of Time: A Geoscience Exhibition at Grand Canyon National Park"

- Plamen Atanasov, Center for Bioengineering, \$800,000 from Air Force Office of Scientific Research for "Fundamentals and Bioengineering of Enzymatic Fuel Cells"
- Gabriel Lopez, Heather Canavan, Elizabeth Dirk, Julia Fulghum, Dimiter Petsev, Center for Bioengineering, \$1,000,000 from National Science Foundation for "UNM-Harvard PREM: Leadership in Biomaterials"
- Steven Brueck, Center for High Technology Materials, \$1,646,327 from Defense Advanced Research Projects Agency for "OMC: Spatial, Temporal and Spectral Localization for Advanced Photonics Capabilities"

The National Science Foundation (NSF) maintains data on research and development (R&D) expenditures and obligations in science and engineering for the nation's universities. R&D expenditures and obligations are from all sources of funding including federal, state, local, industrial, foundation, and miscellaneous funding sources. UNM reports these figures in an annual report produced by the Office of the Vice President for Research.⁷⁴ UNM's most recent rankings based on the NSF data are highlighted below:

- Total R&D Expenditures at Public Universities and Colleges: 62 (FY 05)
- R&D Expenditures at Universities and Colleges with a Medical School: 64 (FY 06)
- R&D Expenditures at Universities and Colleges: 92 (FY 06)
- Federally-financed R&D Expenditures at Universities and Colleges: 74 (FY 06)
- Non-federal R&D Expenditures at Universities and Colleges: 103 (FY 06)
- Federal Obligations for Science and Engineering R&D to Universities and Colleges: 76 (FY 05)
- Federal Obligations for Science and Engineering to Universities and Colleges: 76 (FY 05)

Much of this research activity is coordinated through UNM's numerous centers and institutes. UNM categorizes these institutes and centers into three categories as shown below:

74. Copies of the Annual Research report can be found at http://research.unm.edu/ publications/index.cfm

Category I - College and School Centers and Institutes

- The Alliance for Transportation Research Institute
- Arts of the Americas Institute
- Arts Technology Center
- Center for Academic Programs and Support
- Center for Advanced Studies
- Center for Information Assurance Research and Education
- Center for Intelligent Systems Engineering
- Center for Southwest Research
- Consortium of the Americas for Interdisciplinary Science
- Institute for Astrophysics
- Institute for Medieval Studies
- Institute of Meteoritics
- Institute of Public Law
- Institute for Public Policy
- Institute for Social Research
- Institute for Space and Nuclear Power Studies
- Maxwell Center for Anthropological Research
- New Mexico Center for Particle Physics
- Manufacturing Engineering Training & Technology Center
- Tamarind Institute

Category II – University Centers and Institutes

- The Art, Research, Technology, and Science Laboratory
- Bureau of Business and Economic Research
- Division of Government Research
- Ibero-American Science & Technology Education Consortium
- Institute for Applied Research Services
- Latin American Iberian Institute
- Southwest Hispanic Research Institute
- Spanish Colonial Research Center

Category III - Strategic Research Emphasis (SRE) Centers

- Center on Alcoholism, Substance Abuse, and Addictions
- Center for High Technology Materials
- Center for Micro-Engineered Materials
- Center for High Performance Computing

Publishing and Creative Works. UNM faculty actively engage in publishing and producing creative works: over 1,750 scholarly papers and articles, books, book chapters, reviews, creative works, and patented works in 2006. An annual publication highlighting these accomplishments is produced by the Research Development Services Office.⁷⁵ While many of these

75. 2007-2008 UNM Fact Book, p. 105 http:// www.unm.edu/~oir/factbook/webpage. htm and annual Faculty Publications and Creative Works publications at http:// research.unm.edu/publications/index.cfm accomplishment focus on the more traditional research disciplines, this acknowledgement of public works spans programs from the entire University. For example, in addition to their grants and contract activities, College of Fine Arts faculty engage in a per year average of 1194 performances, 63 exhibitions, and 17 media (film, TV, recordings, web) presentations. The CFA faculty also routinely publish (over 55 publications per year), make appearances and serve as guest lecturers (over 290 per year), serve as guest artist and teachers (approximately 177 per year), present at conferences and symposia (approximately 118 per year), and serve as competition judges or jurors (over 3 per year).⁷⁶

76. CFA Faculty Activity Matrix, 2008 Budget and Strategy Hearing documents.

There have, however, been some obstacles to the sponsored projects enterprise that were identified by the Research Study Group (RSG) report and the National Council of University Administrators (NACURA). Discussion of these issues and the solutions that have been implemented are discussed more fully in Core Component 4D and the Summary Observations to this chapter.

INSTITUTIONAL RESOURCES AND VENUES

For the main campus, the University's website lists a calendar of events open to the University community, ranging from art exhibits and gallery talks to lectures on medical and scientific research, architecture and planning charrettes, workshops on history or politics, film screenings and performances of music, dance, and theater. Popejoy Hall, the Zimmerman Library, Pearl Hall, and the Hibben Center house performance and lecture venues that are centers of activity for the entire state, booked months (and sometimes years) in advance. The main campus of UNM is, in short, a regional magnet of cultural and intellectual activity, encouraging current students and members of the community alike to think, enjoy, and contribute. Similarly, the branch campuses host exhibits, lectures, performances, wellness clinics, and other activities that are designed to enlighten and provide educational resources to the communities they serve.

VIGNETTE: CSEL SUMMIT -- SUPPORTING THE RESEARCH ENVI-

RONMENT

The University Libraries held a Summit at its Centennial Science and Engineering (CSEL) branch library on October 29, 2008. The CSEL Summit began with opening remarks from Martha Bedard, Dean of University Libraries, and Julia Fulghum, Interim Vice President for Research and Economic Development. William Michener, Research Professor, Biology, gave the keynote presentation on cyberinfrastructure planning for UNM.

Six questions were posed to 36 key science and engineering faculty.

The purpose of the summit was to learn about how research is conducted, how effective is collaboration, how data is managed, and how the library can best support these activities. Major findings included:

- Most faculty create data sets in their research and feel that these data would be useful to others; however, little activity is underway to collect and/or preserve the data these faculty create. Data is being maintained primarily on personal computers and on external storage media and is generally not available for reuse. Concern about ownership of data was expressed and assurance of data quality was seen as a barrier. Conclusion: Very little data management currently takes place at UNM.
- Collaboration is seen as extremely important to almost all faculty in all the disciplines; however, different professional vocabularies and cultures among the disciplines – a situation not unique to UNM – was seen as a barrier. Other barriers included finding collaborators at UNM, the logistics of collaboration at a distance, and overhead sharing. Conclusion: Creating a clearinghouse of faculty research interests would save faculty time and facilitate collaboration.
- Many new software tools are being developed to assist with scientific collaboration; however, they are time-consuming to learn, with steep learning curves. A better system for setting up video and teleconferencing is needed. PIs do not have time (and in some cases, expertise) to set up tools, making it more difficult to collaborate at a distance. Conclusion: UNM needs to develop a system for managing collaboration. Also, UNM should assist faculty by providing collaborative software and hardware, training faculty in its use.
- Librarians were seen as useful in many areas, including preparing and evaluating grant proposals, literature reviews, testing databases, finding data sets, acquiring data, preserving data, assigning metadata, setting up websites, finding collaborators, and forming interdisciplinary teams. Suggestions for enhanced or additional services included assistance to discover funding opportunities, literature synthesis outside of an individual's discipline, mapping the conceptual landscape of a field, archiving open access documents, and assistance with intellectual property and copyright issues. Conclusion: The faculty find value in the services that subject librarians perform and are open to

utilizing librarians in their grants and other research work. An office of e-scholarship could be helpful in providing advice for publishing and data activities.

Overall, the University Libraries are in a central position and could assist in facilitating collaboration by helping to identify research interests across campus. Working with the office of the Vice President for Research and Economic Development will help to maximize the effort. Subject librarians should continue to actively learn about research in the departments, schools, and colleges they liaise with and publicize the services that researchers need. The area of data curation is embryonic and the library's role will need to be defined over time. The next step in the process is for the University Libraries to convene a group of graduate students to continue the discussion.

In addition, UNM has a variety of museums and galleries that provide educational and research opportunities for the faculty, staff, and students of the University. These facilities are also open to the community and provide educational programming and tours. Below are a few examples of the varied and rich collections that contribute to the vital academic climate.

Harwood Museum of Art: Located in Taos, New Mexico, the Harwood Museum of Art has been part of UNM since 1935. As stated in its mission, the Museum "preserves, collects, and exhibits historic and contemporary art and culture of the Taos region. The Museum stimulates learning, creativity, and research for the Taos community and all who share an interest in the arts, while reinforcing the University's academic mission." One of the museum's main goals is to introduce and to make accessible the collection and special exhibitions to the entire community, young and old.

Maxwell Museum of Anthropology: Located on UNM's main campus, the Maxwell Museum of Anthropology is the chief repository for human cultural material at the University. The museum's mission is "to increase knowledge and understanding of the human cultural experience across space and time." The museum sponsors and generates research in all areas of archaeology, ethnology, and biological anthropology, with an emphasis in human osteology and forensic anthropology. The museum supports and complements the research and educational offerings of the University as well as provides educational opportunities to the public. The purpose of the Education Division within the museum is stated as, "to bring anthropological concepts and information to the wider public via informal lectures as well as experience-based activities." All of the educational programs are based on museum collections and scholarly research and center around the themes of Southwest Archaeology, Biological Anthropology, Native American Ethnology, Hispanic Ethnology, and World Music. The museum recently opened the Ortiz Center Gathering Space, which was designed to make anthropology more accessible to UNM students and community members.

Tamarind Institute: The Tamarind Institute is a division of the College of Fine Arts of the University of New Mexico. Founded in 1960, it was established to support the art of lithography with the following goals: to create a pool of master artisan-printers in the United States by training apprentices; to develop a group of American artists of diverse styles into masters of this medium; to habituate each artist and artisan to intimate collaboration so that each becomes responsive and stimulating to the other in the work situation encouraging both to experiment widely and extend the expressive potential of the medium; to stimulate new markets for the lithograph; to plan a format to guide the artisan in earning his living outside of subsidy or total dependence on the artist's pocket; and to restore the prestige of lithography by actually creating a collection of extraordinary prints. Tamarind offers highly focused educational and research programs, as well as creative opportunities for artists. Tamarind has had a significant impact on the field of fine art lithography internationally. The Institute has promoted lithography extensively on every continent through exhibitions, exchange programs, lectures, and workshops. Grants from a variety of governmental and philanthropic agencies have provided opportunities for Tamarind to host artists and printers from abroad, and for the staff to share their expertise in many countries around the world.

University Art Museum: Located in Center for Arts Building at the University of New Mexico, the University Art Museum houses over 30,000 objects in its permanent collection which is the largest collection in New Mexico. The mission of the museum is "to educate about and through art, to directly supply the academic programs of the University of New Mexico, to enrich the cultural life of the city and the state, and to contribute to the international scholarly community." The museum's education program is guided by the following core principles:

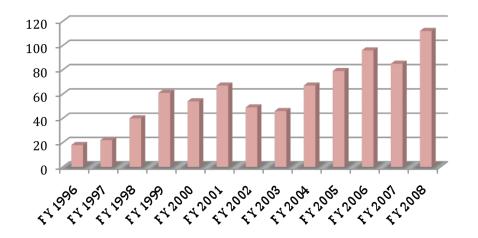
- Learning is a life-long process in which we are all engaged;
- Learning to "see" involves slowing down perception, making connections, and being aware of our emotional responses;
- Learning is constructed through social interaction; and
- Through active explorations in perception, reflection, and discussion, visitors will forge meaningful constructs to works of art.

RESEARCH AND ECONOMIC DEVELOPMENT

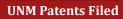
Primarily through research and creative scholarly work, UNM's faculty and researchers have aggressively contributed to economic development endeavors for the University. In 1995, the Regents of the University

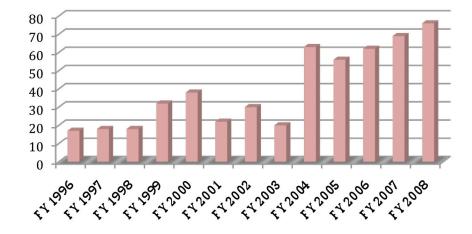
established Science & Technology Corporation @ UNM (STC.UNM). STC. UNM is a nonprofit corporation formed by and owned entirely by UNM to protect and transfer its faculty inventions to the commercial marketplace. STC's mission is to support UNM through providing mechanisms for rewarding, retaining, and recruiting faculty; promoting closer ties with industry; promoting economic growth; commercializing research for public benefit; and generating income for research and education. STC licenses innovative technology developed at UNM, including optics, microfluidics, and high performance materials as well as therapeutics, diagnostics, medical devices, and drug discovery tools.

STC.UNM actively engages in outreach with UNM faculty and researchers to assist in formulating disclosures. Over the past three years, UNM inventors have generated between 80 and 95 disclosures per year. STC. UNM evaluates each disclosure for its patentability and commercial potential. STC.UNM staff and a UNM law-school intern conduct preliminary patent searches. Marketing staff and student interns conduct preliminary market assessments using proprietary and purchased software and database tools. This work can be done before or after a provisional patent application is filed, depending on the status of the public disclosure. The number of disclosures and patents filed over the past 12 years as reported by STC.UNM are illustrated in the following graphs.

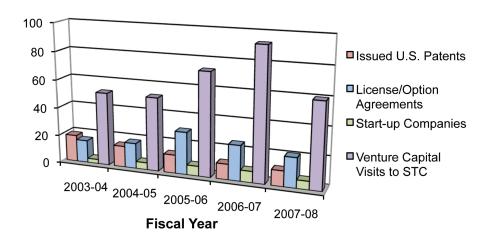


UNM Disclosures





The result of this investment in UNM inventors has netted a number of patents, license/option agreements, start-up companies, and venture capital visits as shown graphically below:



Patents, License/Option Agreements, Start-ups, & Venture Capital Visits

PATENTS, LICENSE/OPTION AGREEMENTS, START-UPS & VENTURE CAPITAL VISITS

As illustrated by the examples and offerings in this section, UNM is committed to providing resources, opportunities, and support that contribute to a vital academic climate for students, staff, faculty, and the community. **CORE COMPONENT 4B:** THE ORGANIZATION DEMONSTRATES THAT AC-QUISITION OF A BREADTH OF KNOWLEDGE AND SKILLS AND THE EXERCISE OF INTELLECTUAL INQUIRY ARE INTEGRAL TO ITS EDUCATIONAL PRO-GRAMS.

THE CORE CURRICULUM

UNM's position on general education begins by examining statements about the meaning and purpose of the Core Curriculum. The University's Core Curriculum is described in the UNM Catalog as follows:

> The University has adopted a revised Core Curriculum as of Fall 2003 which all undergraduate students must complete as part of their baccalaureate program. The Core consists of several groups of courses designed to enhance each student's academic capabilities. Its goal is to give all students at the University a grounding in the broad knowledge and intellectual values obtained in a liberal arts education and to assure that graduates have a shared academic experience. The required courses encourage intellectual development in seven areas of study: writing and communication, social and behavioral sciences, mathematical reasoning, scientific methods in the physical and natural sciences, the humanities, the fine arts, and languages. The Core consists of lower-division courses which develop these skills and abilities, and students are strongly encouraged to complete the Core early in their college careers.⁷⁷

77. The University of New Mexico Catalog, 2008-2009, p. 29 (http://registrar.unm.edu/ Catalogs/2008-09Catalog.pdf)

The University's Core Curriculum is applicable to all campuses and the statement is included in all of the branch campus catalogs as well.

UNM's Core Curriculum is consonant with the statewide general education core developed in response to the Post-Secondary Education Articulation Act. The state core, which closely resembles UNM's own general education curriculum, defines a set of 35 required credit hours distributed among five broad discipline areas of communication, math, social/behavioral science, laboratory science, and arts/humanities. (UNM's core distinguishes between the arts and humanities, and includes a language requirement.) Governance of the content of the core is vested in the Undergraduate Committee, the Curriculum Committee, and the Committee of the Whole of the Faculty Senate; by College and School Undergraduate Curriculum Committees; and by departmental Curriculum Committees. The committees contain representation from a variety of academic departments and colleges from the main campus, health sciences, and branch campuses. The Vice Provost for Academic Affairs together with the Deans is responsible for coordinating the core curriculum.

For undergraduate curricula aimed at professional or pre-professional training, the intent of the core curriculum providing the breadth associ-

CRITERION FOUR - CORE COMPONENT 4B

ated with a liberal education is uniformly respected. A typical implementation of this principle is demonstrated by the following description of the undergraduate Nuclear Engineering Bachelor of Science Degree contained in the UNM Catalog: "Our program emphasizes the broad knowledge and intellectual values of a liberal arts education and the fundamentals of engineering science at the lower levels and engineering design and computational tools at the upper levels."⁷⁸

Another curricular tool used to broaden the scope of undergraduate courses is contained with the Freshman Academic Choices (FAC) programs. The programs offered through the FAC's, such as the Freshman Learning Communities (FLC), the Living and Learning Communities (LLC), and Freshman Interest Groups (FIG), provide an opportunity for students to enroll in a set of courses that consist of a seminar course taught in conjunction with one or more thematically related core courses. These programs expose students to a broader subset of the seven areas of study included in the core curriculum. In the 2008 academic year, there were 665 enrolments in FLCs, 105 enrollments in LLCs, and 291 enrollments in FIGs.

Finally, the University Honors Program serves as another tool to increase the exposure to a liberal education for the more serious student. It allows students to extend their core curriculum experience for all four years of their undergraduate degree regardless of the degree. Small courses with intensive study, but with only pass-fail grading, keep challenging general education experiences accessible to any student at anytime in their degree programs. There were 278 enrollments in this program during the 2008 academic year.

GRADUATE AND PROFESSIONAL EDUCATION

UNM offers over 100 masters, doctoral, and professional degree programs in a variety of disciplines. Many of these programs have earned national visibility. Nanoscience and Nuclear Engineering are Top 25 programs in the School of Engineering; the School of Medicine has Top 10 programs in Family Medicine and Rural Community Health; and the School of Law has been recognized as the top law school in the country for educating Hispanic lawyers. UNM graduate programs increasingly report competing for high quality graduate students with highly-ranked, prestigious graduate programs.

As another example, the School of Medicine has gained national and international recognition for its curricular innovations which have aimed at adapting adult learning theory to medical education. Education emphasis has shifted from the learning of facts to teaching students the skills they will need to be effective lifelong learners. Current educational initiatives are aimed at improving the integration of the basic sciences and clinical medicine, shifting teaching and learning to ambulatory and community settings, integrating problem-based learning throughout the curriculum, and emphasizing computer literacy and information management skills. 78. The University of New Mexico Catalog, 2008-2008, p. 406 (http://registrar.unm. edu/Catalogs/2008-09Catalog.pdf)

Interdisciplinary Programs - Research and Academic

UNM has long recognized the opportunity presented by fields of study that lie at the juncture of two or more traditional academic disciplines. Hence the breadth of skills and knowledge that students must master in these programs typically goes well beyond those of traditional programs. Interdisciplinary academic programs are critical components of the academic environment at UNM. In particular, UNM has a demonstrated strength and success at transitioning interdisciplinary research activities into interdisciplinary academic programs. The Optical Science and Engineering Program is an example of this – dating back to the mid-1980's, it built upon successful research in Physics and Astronomy and Electrical and Computer Engineering. Since 1986, the program has awarded over 70 Ph.D.s, and since 2004, when the program was modified to include Optical Engineering, graduate student enrollment has been steady at about 60.

Further evidence of the institutional emphasis in this area can be evaluated by examining changes in the numbers of interdisciplinary academic programs. University College hosts undergraduate degree programs on Aging Studies, Chicano/Hispano/Mexicano Studies, and Native American Studies. The Water Resources Program (offered by Civil Engineering, Earth and Planetary Sciences, Biology and other departments) started in 1991, and also evolved from successful faculty research programs. More recently, Nanoscience and Microsystems (NSMS, offered by eight departments in the College of Arts and Sciences and School of Engineering) was added as a graduate degree program in 2006. NSMS was closely coupled to the large amount of faculty research in the area of nanoscience and nanotechnology, with noteworthy interdisciplinary research programs such as the NSF Integrating Graduate Education Research and Training (IGERT) programs in "Integrating Nanotechnology with Cell Biology and Neuroscience," "Nanoscience and Microsystems," (jointly supported by NSF and NCI) and the "National Nanotechnology Infrastructure Network," providing the extensive research infrastructure necessary to inaugurate the academic program. It has been extremely successful thus far with 12 full-time graduate students enrolled and the first Ph.D. graduate in May 2008.

A newly created undergraduate program in Integrated Film and Digital Media (BA IDFM), jointly offered by the College of Fine Arts and School of Engineering, builds upon faculty research and creative activity in computer visualization and art. In addition, a new graduate degree in Biomedical Engineering is currently under development. The proposed degree program will be offered through several departments within the School of Engineering and also the School of Medicine. In response to the increasing number of interdisciplinary degrees being offered, the UNM Catalog now includes separate sections for graduate and undergraduate interdisciplinary programs. The Office of the Vice President for Research also encourages interdisciplinary research. Some particularly noteworthy interdisciplinary research programs are the NSF IGERT program in "Cross-Disciplinary Optics Research and Education," the NIH program in "Biology-Computer Science Initiative for Minority Student Development," and the NSF-funded "Sevietta Long Term Ecological Research."

HEALTH SCIENCES CENTER – RESEARCH AND EDUCATION

The Health Sciences Center consists of the School of Medicine, the College of Nursing, the College of Pharmacy and the University of New Mexico Hospitals. Each of the colleges and school offer professional and graduate programs that are competency-based and accredited by discipline-specific bodies. Acquisition of knowledge and skills by health professional students is critical for them to fulfill their roles in patient care, research, and teaching.

Consistent with the vision of the Health Sciences Center to identify and solve the most important questions of human health with a focus on priority health needs of New Mexico communities through education, scholarship and service, in 2005, the Health Sciences Center aligned research priorities around six thematic "signature programs:" child health research, brain and behavioral illnesses, cancer, cardiovascular and metabolic disease, environmental health sciences, and infectious diseases and immunity. Each of these programs is intended to advance clinical and translational research and to establish comprehensive research programs that have bench to bedside to community components. These programs bridge the clinical and basic sciences to deliver discoveries in the laboratory to the clinical setting. These programs are the basis for the Health Science Center's application to the NIH for the Clinical and Translational Science Award. Each signature program supports the training of the next generation of basic and clinical scientists.

As detailed in the NIH Roadmap Initiative, biomedical research in the future will require trainees who are able to lead and/or engage in integrative and team approaches to solve complex biomedical and health problems. Graduate programs have been developed by faculty across disciplines to meet this challenge. The Health Sciences Center is the home of a National Cancer Institute-designated Cancer Center, a National Institutes of Environmental Health Sciences-funded center, a COBRE-funded Biomedical Research and Integrative Neuroimaging Center, a Center of Health Promotion and Disease Prevention, Center for Telehealth, several institutes and many NIH-funded program projects and training grants.

CONTINUING/COMMUNITY EDUCATION

The Continuing Education program on UNM's main campus and the Community Education programs at the branches offer non-degree courses to the community at large. Training credits, certifications, and continuing education units are offered. The variety of courses offered through these services varies from semester to semester. However, these programs are active in working with the University, community groups, and business to identify particular educational needs. For example, the Continuing Education program provides computer training and certificate programs. UNM Continuing Education has worked with the University to provide training for project management and reporting skills (many employees needed Hyperion training to use the new reporting system implemented with the new ERP system). Continuing Education also works with other community partners, such large employers and the government, to provide customized training to employees. Similarly, the community education programs at each of the branches identify specific workforce training needs and offer training that will provide skills for employment in areas that are crucial to the community.

CORE COMPONENT 4C: THE ORGANIZATION ASSESSES THE USEFULNESS OF ITS CURRICULA TO STUDENTS WHO WILL LIVE AND WORK IN A GLOBAL, DIVERSE, AND TECHNOLOGICAL SOCIETY.

UNM has a very diverse student population, including one of the largest populations of Native American students of any university in the country. Many of the students that attend the University of New Mexico are the first in their family to attend a university. Thus, by simply attending the university of New Mexico, a student is immersed in a community that is racially and socio-economically diverse and represents a microcosm of the southwestern United States as it currently exists and the future of larger regions. The University has a number of offerings to help them adjust to this larger world and thus take the first steps to prepare them to live in global and diverse society, such as summer bridge programs, Freshman Academic Choices, Ethnic Centers, and support programs through colleges or departments. More information about the diverse student population, as well as programs and assessment of those programs, can be found in the Special Emphasis section.

RESPONSIVENESS OF CURRICULAR PROGRAMS

The University has pursued funding to create new courses of study that will prepare the student of today for the jobs of tomorrow. For example, in the last decade, UNM has secured multiple grants with the IGERT (Integrative Graduate Education and Research Traineeship) program in cross-disciplinary optics research and education (now inactive), integrating nanotechnology with cell biology and neuroscience (currently active), and integrative nanoscience and microsystems (currently active). These grants have promoted opportunities for graduate student research and collaboration and have also helped to form new degree programs for areas such as the nanosciences. In fact, UNM received approval to offer an M.S. and Ph.D. program in Nanosciences as of Spring 2007. As of 2008, two additional proposals for IGERT grants are under review.

An award from the Robert Wood Johnson Foundation has provided the resources necessary to develop new programs in health policy. In 2007, The Robert Wood Johnson Foundation Center for Health Policy was established to transform the national debate on health policy and to increase the number of Ph.D. graduates from under represented minority groups in the social science who are grounded in health policy research and will be the future leaders in guiding the direction of national health policy. The center also provides research grants to individual faculty members or interdisciplinary teams from different graduate programs. The activities of the Center support and encourage collaboration between the health sciences and main campus programs, with preference in grant awards given to those collaborations. The University's general education core curriculum ensures that all students explore a range of topics beyond their major. This aspect of a general education is designed to broaden a student's perspective and help them develop an expanded view of the community in which they will live.

In addition to the more traditional programs of study, the University has study abroad programs that are designed to immerse students in different cultural experiences. These experiences include extending their knowledge of not only a different language but also views and attitudes of a different culture. The University offers several types of study abroad programs including one-to-one exchanges where students exchange with others from the partner school for a year or semester; departmental exchanges which offer short-term study abroad opportunities such as summer courses, field experiences, or other types of programs; the New Mexico International Education Consortium in which UNM and several other New Mexico institutions share study abroad opportunities; and other UNM affiliated programs that generally work with other out-of-state providers.

The University provides opportunities for undergraduate students to participate in research experiences that provide hands-on learning and direct application of classroom material. The University also encourages undergraduate students to engage in peer-reviewed research. In 2003, PROFOUND (PROgram of Research Opportunities FOr UNDergraduates) was established to provide student employment through research opportunities in an effort to increase retention rates and student engagement. Located in the College of Arts and Sciences, it also served as a resource for future funding opportunities and information for all undergraduate students interested in research. In 2004, in conjunction with University College, PROFOUND established an annual research symposium for undergraduate students. Now coordinated by University College, the UNM Undergraduate Research/ Creativity Conference occurs every spring semester and encourages all levels of undergraduate students, from freshman to seniors, to highlight and display their research activities. Each year, approximately 250 to 300 students take part in the conference. In 2006, another annual event was established through University College, called Research Quest Day. Research Quest Day takes place late in the fall semester. It provides an opportunity for freshmen and students involved with the Research Service Learning Programs and Freshmen Academic Choices to display their works. The event attracted 146 student participants in 2006 and 275 students in 2007. In addition to the student participants, many faculty, staff, and community members volunteer to serve as judges or help with event activities.

The University has also established several certificate programs to not only acknowledge a student's gained proficiency in a particular area but also to provide specialized knowledge in emerging areas. Some examples are systems engineering and high performance computing in the School of Engineering, town design and preservation and regionalism in the School of Architecture and Planning, and an executive MBA program in Anderson Schools of Management. Many UNM academic programs of study include courses or curricula in areas such as environmental and sustainability efforts, social or political dynamics, preserving the cultures and languages of indigenous people, providing services to lower income or disenfranchised people, reviewing and examining policy development, and ethics.

For example, UNM offers a minor in Sustainability Studies designed to complement a student's major degree program in disciplines that reflect sustainable practice. With guidance from the Sustainability Studies faculty, the minor provides a roadmap for students to explore discipline-specific knowledge in sustainability, and apply this knowledge to the design, selection, and implementation of values, practices, technologies, and strategies. The objectives of the program are to surround the student with colleagues, mentors, and peers who understand and practice sustainability; provide access to thriving examples of sustainable communities on and off campus; and facilitate the integration of theory and practice through service learning, research, and outreach projects.

UNM's Water Resources Program offers the Master of Water Resources (MWR) degree, an interdisciplinary professional degree designed to prepare students for careers in water resources management and related fields. The interdisciplinary character and practical orientation of the MWR program reflect the growing complexity of water issues. Over the past several decades, population shifts, industrial developments, changes in water law, and advances in technology have intensified competition for water resources and placed new burdens of decision on the people who manage them. Increasing problems of water pollution, for example, require not only an understanding of water chemistry and transport systems but an appreciation for the short- and long-term implications of water allocation and landuse practices as well as an ability to communicate and work effectively with specialists in various fields, policymakers, and concerned citizens. In short, effective water resource professionals need many competencies. Establishing those competencies is the goal of the MWR degree program.

UNM-Taos offers a Certificate in Peace Studies which is designed to draw from a variety of disciplines that address the issues of peace, violence, conflict or cooperation in communities and cultures. The interdisciplinary nature of the program enables a student to pursue the concepts and realities of peace, war, and violence from a variety of perspectives: strategies of transition to global cooperation; theories and practices of conflict resolution; non-violent methods to implement social change; economics of war and peace; images of peace and violence in philosophy, literature and the arts; history of pacifism and non-violent resistance; and the nature of global and local conflict related to the environment and natural resources.

Similarly, the College of Arts and Sciences offers an interdisciplinary minor and certificate program in Peace Studies. This program is a collaborative association of UNM faculty, staff, students and administrators with affiliated organizational and community members. The program affirms the citizenship role of the University, participating in campus and community events relevant to establishing a just and sustainable peace. The minor program includes an internship course placing students with organizations dedicated to peacebuilding, and a capstone seminar in Peace and Conflict. Although housed in the College of Arts and Sciences, the Peace Studies minor is readily integrated into undergraduate programs in other schools and colleges in the University, including education, business, community planning, fine arts, health, and branch campus programs.

UNM's Department of Linguistics offers a concentration in Native American Languages for its BA, MA, and Ph.D. programs. The Department offers courses in all aspects of linguistics with a particular emphasis on languages of the Southwest. The Department recognizes a commitment to promote and investigate the application of linguistic theory to educational and social concerns. It is concerned with providing the best and most appropriate linguistic training possible for students who intend to work or pursue research in the fields of education, language policy, and language planning. Because it operates within the multicultural context of the state of New Mexico, the Department of Linguistics bears a particular responsibility to the linguistic communities which it serves. The Department's primary goals are: (1) to cultivate, within the limits of community-defined propriety, the study and use of local languages, particularly those whose futures are not assured, and (2) to make the tools of linguistic methodology and the professional resources of the Department accessible to these communities, especially by actively involving them and their individual members in the educational programs of the department.

UNM Continuing Education offerings also provide courses that focus on social responsibility. For example, a course on Corporate Social Responsibility was offered in the latest Continuing Education curriculum. Continuing Education is also a provider of DWI awareness programming that is mandated by the state to obtain a driver's license or for DWI offenders.

Assessing Academic Programs

Over 70 programs at UNM hold specialized accreditations⁷⁹ in a variety of disciplines in architecture and planning, physical sciences, social sciences, natural sciences, automotive technology, business, cosmetology, education, engineering, health careers, fine arts, law, medicine, nursing, pharmacy, and public administration. In addition, the branch campuses have several vocational/technical programs that have an accompanying certificate. These agencies require that each accredited unit meet standards that are geared towards preparing the student to flourish in a 21st century global environment and be prepared to function in the technologically sophisticated world particular to their discipline. In addition to the required accreditation cycle, many programs have advisory boards consisting of members external to the University community that meet on a regular basis to advise the Dean or Director of the college, school, or division. These advisory committees are particularly important since they are composed of practicing professionals.

79. UNM Fact Book, pp. 51-45, http://www. unm.edu/~oir/factbook/webpage.htm The University has had a formal academic review process in place for its graduate programs since 1978. The academic program review process was revised in 2005 to include a formal review of both undergraduate and graduate programs. The revised process is designed to be a comprehensive review to inform decision making regarding planning, curriculum, professional development, budget, resources, and time allocation. More broadly it is used to examine how the program presents itself within the University community and to the outside world. The academic review process (APR) also establishes an internal group of representatives from the Office of the Provost, Office of Research and Economic Development, Deans, and Faculty Senate Undergraduate, Graduate, and Curricula committees to review a draft of the self-study before it is sent to the site review team, to participate in the site review, and to participate in the action planning phases of the process.

As part of the APR self-study, units are asked to provide information and data regarding courses, program curricula, and the measurement of student performance. The unit is asked to asses its current effectiveness in the delivery of academic programs and its plans for the future. Many times reviewers will provide recommendations for strengthening or enhancing curricular offerings, usually in response to specific key questions developed by the unit or in support of a future direction or goal that the unit has outlined in the self-study. As a result, changes to courses or curricula may be initiated by the unit.⁸⁰

On a broader scale, the University has developed a series of metrics that it uses to generate data for the annual Performance Effectiveness Plan (PEP) Report of New Mexico Universities created on behalf of the Council of University Presidents. The PEP report was originally created in 1998 to comply with the Accountability in Government Act (AGA). At that time, the Council identified a set of common indicators of university quality and effectiveness. These indicators measure the progress of UNM and other universities in the state in meeting performance expectations. The report metrics focus on five areas: (1) effective and efficient use of resources, (2) accessible and affordable university education, (3) student progress and student success, (4) academic quality and quality learning environment, and (5) mission specific institutional goals. The measures for each indicator have been refined over the past decade. As part of the report and data collection, surveys are routinely sent out to graduating seniors and alumni approximately every three years.⁸¹ A similar report is prepared for the New Mexico Association of Community Colleges (NMACC) in which data from UNM's four branch campuses is included.82

UNM also routinely surveys students to gather information regarding the student experience at the University. The main campus has participated in the National Survey of Student Engagement (NSSE) since 2000. The student affairs area also uses Student Voice to administer surveys to students to help assess their experiences with student services areas. For the Health Sciences, the College of Pharmacy, College of Nursing, and School of Medicine routinely gather survey data from graduating professional students. This

80. See http://www.unm.edu/~apr for more information.

81. See http://www.unm.edu/%7Ecup/ Reports.htm for more information.

82. See http://nmacc.net/ImportantDocs. html for more information. data is used for discipline accreditation and for feedback to curriculum committees, admissions committees, and the student affairs offices of the colleges and school. Some of the branch campuses also routinely administer the Community College Survey of Student Engagement (CCSSE) to their students.

The results from these surveys provide information on student participation in programs as well as how they spend their time and what they have gained from attending college. UNM uses this data to compare itself with several different sets of peer institutions in a number of areas including educational experiences, student interactions with faculty, student interactions with the administration, and items related to student satisfaction. For example, NSSE data has been used to analyze the impact of the Freshman Academic Choices program on the student experience and to make improvements. NSSE will also be used to analyze the impact of a project associated with BEAMS (Building Engagement and Attainment for Minority Students) and partially funded by a Title V grant. The project, Multiple Academic Pathways for Students (MAPS) is designed to increase student engagement with academic support programs, faculty engagement with student learning, and student to student engagement through mutual support for academic activities.

In Fall 2007, UNM signed up as one of the charter members of the Voluntary System of Accountability (VSA) project. As part of the project, UNM will post a web-based report, called the "College Portrait" on its website to provide information on the student experience to prospective students, families, and other key stakeholders. UNM is currently implementing the VSA project. The first phase of data that provides information to potential students and families regarding factors such as cost of attendance, degree offerings, living arrangements, graduate rates, etc. have been posted since December 2008. UNM will use data from the NSSE survey to provide information about the student experience and perceptions of the University. UNM will also be administering the Collegiate Learning Assessment (CLA) to students beginning in Fall 2009 to provide data on student learning. **CORE COMPONENT 4D:** THE ORGANIZATION PROVIDES SUPPORT TO ENSURE THAT FACULTY, STUDENTS, AND STAFF ACQUIRE, DISCOVER, AND APPLY KNOWLEDGE RESPONSIBLY

UNIVERSITY POLICIES, PROCEDURES, AND GUIDELINES

UNM has codified numerous policies and procedures to help ensure that all of its members, students, staff, and faculty have such information available to them. The principal sources are:

UNM Faculty Handbook (http://www.unm.edu/~handbook/) – The *Faculty Handbook* provides the faculty of the University of New Mexico with a written record of faculty policies and procedures as they bear on the role of the faculty member. It is intended to help faculty members to acquire an overview of academic policies and resources. It contains several policies related to research including compliance and conduct which set forth the expectations for research operations and/or ethics and compliance by the students, staff and faculty at the University of New Mexico: These policies include:

- A61.15 Research Allocations Committee
- A61.16 Research Policy Committee
- E10 Classified Research
- E20 Overseas Research: Guidelines
- E40 Research Misconduct
- E60 Sponsored Research
- E70 Intellectual Property Policy (see STC.UNM below)
- E80 Conflict Of Interest Waiver Policy for Technology Transfer
- E90 Human Beings as Subjects in Research
- E100 Policy Concerning Use of Animals in Education and Research
- E110 Conflicts Of Interest in Research

University Business Policies and Procedures Manual (http://www. unm.edu/~ubppm/) – The University Business Policies and Procedures Manual (UBPPM) is published to serve as a reference source for institutional policies and procedures. It is intended to be a "Users Guide" to assist those persons in the various organizations of the University responsible for carrying out the administrative functions of their organization. The UBPPM contains policies regarding topics such computer and technology use, purchasing, financial transactions, ethical behavior, employment, and salary and wage administration.

Pathfinder (http://pathfinder.unm.edu/) – The Pathfinder is the UNM student handbook. It refers to the three source documents/

Websites listed above. The Pathfinder contains the Student Code of Conduct which states matters subject to disciplinary action include "Violation of published or posted University regulations or policies, including but not limited to regulations prohibiting discriminatory activity."

STC.UNM (http://www.stc.unm.edu/) – STC.UNM was established to handle UNM's intellectual property and to protect and transfer UNM faculty inventions to the commercial marketplace. STC also licenses the innovative technology developed at UNM.

Research Compliance

UNM recognizes and supports the need for oversight of research activities. This is one way the University ensures that knowledge is acquired, discovered, and applied responsibly when associated with research. Nonfinancial compliance is administered on the main campus and at the UNM Health Sciences Center (HSC)/School of Medicine. Both compliance groups interact and share information as needed. For the main campus, the Office of the Vice President for Research (OVPR) is the group responsible for oversight. The goals of the non-financial compliance are to assure that research activities on the main campus are in compliance with applicable local, state, and federal laws, rules and regulations and to provide quality service to the investigators.

Research compliance is composed of the basic functions of Conflicts of Interest (COI), Export Control, Institutional Animal Care and Use Committee (IACUC), Human Related Research Committee/Institutional Review Board (human subjects), and Research Ethics and Conduct. In addition to these functions, the HSC has compliance issues related to patient care and privacy of medical records.

The OVPR, HSC, and central administration are advised by attorneys in the UNM Office of the Legal Counsel on policy matters and other issues related to research and research compliance. The Intellectual Property Policy (*Faculty Handbook*, E70 listed previously) is administered by the Provost or the Provost's designee. The OVPR and the HSC compliance groups promote and facilitate access to compliance and ethics training as mandated by policy and law or as indicated by best practices. The training and academic classes are open to faculty, staff, and students involved in scholarly activities at UNM. For example, clinic are routinely offered to students wishing to submit human subjects protocols and annual research ethics symposia.

INDICATORS

UNM non-financial compliance groups monitor active protocols on a regular basis to fulfill requirements of existing polices and laws and as a

matter of best practice. For example, IACUC regularly inspects the animal care facilities at HSC and the Main Campus to assure the animals are being cared for properly and that the animal handlers, including students, are performing correctly. Random audits are carried out in other units to assure protocols are being followed; monitors are doing their agreed tasks; and that changes in procedures have been properly reported. In 2007, NSF asked UNM and other selected universities to audit human subjects protocols on NSF funded projects. Over 20 UNM protocols were audited and all were found to be in compliance. Another indicator is the number of research misconduct cases reported to the U.S. Department of Health and Human Services Office of Research Integrity each year. For calendar year 2007, UNM reported one on-going case related to data fabrication and one new case related to plagiarism. ORI had already been informed of the on-going case and decided the impact on the overall study had been negated by UNM's actions to correct the data and thus left it to UNM to take final action, as needed. The plagiarism case is just beginning the process as spelled out in UNM Policy E40.

RESEARCH INFRASTRUCTURE

In 2006-07, Provost Reed Dasenbrock and Vice President for Research Terry Yates commissioned two in-depth studies of the research enterprise at UNM, one external and the other internal. These reports have led to a significant changes in the research operations.

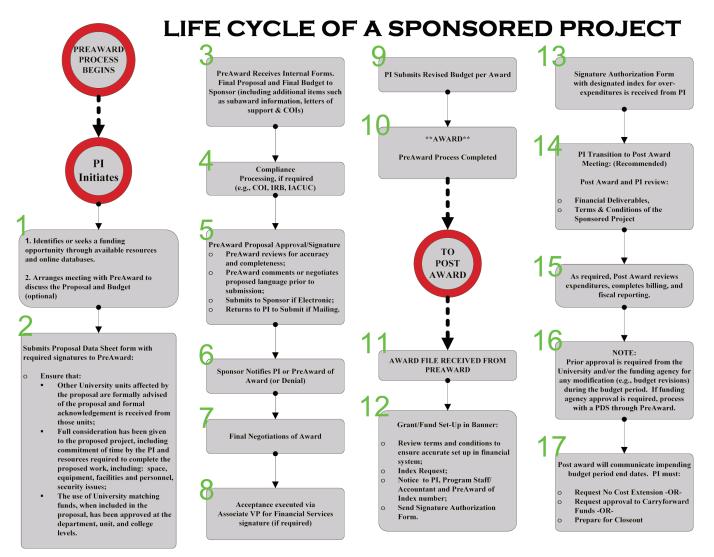
The Research Study Group (RSG), made up of UNM faculty members and administrators, was established by the University in February of 2007 to examine ways to improve the processes and procedures associated with the sponsored research enterprise at UNM.⁸³ The RSG released a report⁸⁴ in the Summer of 2007 as a complement to a separate external study⁸⁵ by the National Council of University Research Administrators (NCURA). UNM was the first institution take part in this new peer-to-peer review process established by NCURA. Both reports provided a number of recommendations for improvements in the research environment at UNM.

The RSG focused their internal review on a particular set of problems concerning sponsored research and the relevant pre- and post award processes. The two processes were not integrated, reported to different administrative divisions, were understaffed, under trained, and had fallen into a zero-risk, customer unfriendly mode of operation that significantly and negatively impacted faculty efforts to obtain extramural funding and carry out their funded projects. After a substantive investigation, the RSG reported that, in their view, the deficiencies stemmed from "serious problems in management and structure in the senior research administration, which has allowed sponsored-project administration to fall into dysfunction and disrepair, with the inevitable consequence that faculty and staff are increasingly frustrated by their interactions with the central research administration." They identified a "crisis in sponsored project administration," and concluded 83. See http://research.unm.edu/rsg for more information.

84. Report of the Research Study Group, August 19, 2007 (http://research.unm.edu/ rsg/reports/RSGfinal.pdf)

85. University of New Mexico NCURA Peer to Peer Report, May 30, 2007 (http://research. unm.edu/rsg/reports/NCURA_final.pdf) that "it is imperative that main-campus research be restructured and redirected toward ensuring that administration of sponsored research at UNM works smoothly and efficiently, at a level consistent with national standards at major research universities."

UNM has acted quickly and comprehensively to address may of these issues. One area of particular emphasis has been the proposal submission process, which has been significantly streamlined. Further efforts are underway to make the entire process electronic and collect data on its efficiency. Included in the new streamlined process is a way to fasttrack proposals that are routine or have limited funding (called "vanilla proposals"). This new process is illustrated in the following diagram.



University of New Mexico - Principal Investigator Guide 08/2007

Another outcome of the review is the appointment of a "Top Slice Committee" to bring academic affairs and the faculty, via the Deans of the major Colleges, into the process if deciding how best to allocate F&A (Facilities and Administrative) funds. Until recently, F&A allocations were handled exclusively by the VPR and AVPR after negotiations with individual faculty. The purpose of the top slice committee is to a) to provide input and recommendations on how F&A funds can be used to most effectively support the University's research mission; b) to allow for a larger and more accurate picture of expected start-up and cost share requirements for the academic year; c) to consider how F&A funds can be used to support faculty and graduate research in academic units for which extramural funding is less available; and d) to establish seed funds for smaller or pilot research projects that would facilitate the development and submission of proposals for extramural funding.

SUMMARY OBSERVATIONS

On December 14, 2007, UNM's Vice President for Research lost his battle with an aggressive form of brain cancer at the age of 57. Dr. Terry Yates's death was a sobering and symbolic milestone in UNM's evolution as a research institution. He presided over a highly entrepreneurial enterprise that made UNM's research program the fastest-growing of any Carnegie I University in the United States during the 1990s. During his tenure, UNM gained national and even global prominence in research areas as diverse as high performance computing, nanomaterials science, optics, and infectious diseases. In the final NSF research report published in his lifetime, UNM ranked 59th in total R&D expenditures among American public universities.

But the dramatic change in the U.S. research environment in the years 2001 and following – with the focus shifting away from the National Institutes of Health and the National Science Foundation, and toward the Departments of Defense and Energy – significantly curtailed the University's major sources of federal research funding. That, in turn, exposed a number of weaknesses in UNM's management of, and support for, its main campus research infrastructure. As noted above, we are confident UNM's recent internal and external reviews have helped to substantially address those deficiencies. But in the current fiscal environment, we will need to apply both those improvements and our historic improvisational abilities, if we are to strengthen our standing as one of the nation's premier research institutions.

CRITERION FIVE ENGAGEMENT AND SERVICE

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

INTRODUCTION

When the University of New Mexico was chartered in 1887, its aims were straightforward: "to provide the inhabitants of the State of New Mexico with the means of acquiring a thorough knowledge of the various branches of literature, science, and arts." Today, funded by one of the nation's highest state taxpayer investments in higher education,⁸⁶ UNM retains that primary commitment to serve the residents of its state through its education, research, service, and healthcare programs.

Yet even as the scope of the University's activities has grown, so too has the scale and complexity of its constituencies. We have become a distinctly urban campus in Albuquerque, responding to the educational, cultural, economic, and healthcare needs of nearly three-quarters of a million residents in our metropolitan statistical area. Branch campuses in Gallup, Taos, Los Alamos, and Valencia County serve distinctive and diverse communities across the state. Initiatives to address the pressing needs of New Mexico (e.g., research on infectious diseases or education on Indian Law) have evolved into programs of national and global impact.

As a member of the Coalition of Urban Serving Universities, the University Continuing Education Association, Campus Compact, and other organizations dedicated to community service and engagement, UNM is an active partner in the national movement to increase engagement and service to higher education's many constituencies. Regionally, too, UNM has special service responsibilities as the home of New Mexico's only schools of architecture, law, medicine, and pharmacy. The narrative that follows illustrates some of the myraid ways we identify and assess our engagement with the University's major constituencies, as well as our plans to strengthen this engagement in the future.

86. According to the annual fiscal analysis of the State Higher Education Executive Officers (SHEEO), New Mexico ranks 1st among all states in the percentage of taxes going to higher education per \$1,000 of per capita income.

CORE COMPONENT 5A : THE ORGANIZATION LEARNS FROM THE CON-STITUENCIES IT SERVES AND ANALYZES ITS CAPACITY TO SERVE THEIR NEEDS AND EXPECTATIONS.

As the flagship institution of a large and lightly populated state,⁸⁷ UNM serves constituencies that are broad, diverse, and far-flung. 88% of its students come from New Mexico, while its tenure/tenure-track faculty are normally the product of extensive national searches. Parents and families, clients and patients of its numerous clinics and hospitals, listeners and viewers of its public radio and television stations, attendees of athletic, cultural, and performing arts events, and the citizens whose taxes contribute to its operations, lead the list of its stakeholders. Its principal external constituent groups include New Mexico state agencies, the legislature, P-12 public schools, community colleges, municipalities, businesses, not-for-profits, and a host of professional organizations across the nation.

In effect, each of these constituents represents a distinct partnership with the University, in which mutual learning is required for continuous improvement. The mechanisms for that learning fall into two categories: structural and procedural.

STRUCTURAL MECHANISMS

UNM's branch campuses in Gallup, Los Alamos, Taos, and Valencia County, are prime examples of partnerships that are deliberately structured to encourage continuous feedback and analysis. As established by New Mexico state statute (21-14-2), each branch community college campus is overseen by its own Advisory Board, which consists of five elected representatives of the campus's taxing district. They are their communities' formal conduit to the University and the Board of Regents, which retains governance authority for all campuses in the system. The Advisory Boards meet regularly to review their branch campus operations, approve the submission of annual operating budgets, and participate in the evaluation of the campus chief executive officers. They also develop and approve any tax proposals, including property tax changes or bonds for capital expenditures.

Most of UNM's accredited academic programs also maintain advisory boards as a condition of their accreditation. Numerous other programs with community engagement components have similar boards or counsels. In each instance, the board's input is critical to the unit's ability to understand the needs of its constituency and adapt its services to them.

A somewhat different feedback structure is the system of formal understandings (MOU's) the University maintains with New Mexico's 22 sovereign tribes. Each MOU contains a pledge of mutual cooperation that stipulates scholarship and program assistance for tribal members, and data sharing on students attending UNM (where permissible). Other elements vary with the individual tribe: e.g., relationships with tribal colleges and high schools, workforce development activities, or use of tribal lands. UNM 87. New Mexico is 5th in geographic size and 45th in population density among all 50 states. is currently updating and standardizing its tribal MOUs in a process that is expected to conclude later in FY 09.

PROCEDURAL MECHANISMS

Procedural mechanisms assist scores of University programs to learn from their constituencies and analyze the services they provide them. Examples of these mechanisms are discussed in the following text.

With respect to its primary internal constituent group, UNM employs the *National Survey of Student Engagement (NSSE)* to solicit direct student responses on the nature of their educational experience at the University. UNM has conducted the NSSE survey in six of the past eight years and is planning its next administration in Spring 2009. Based in part on its findings, UNM has undertaken significant steps to improve undergraduate advising at its main campus, beginning with a \$370,000 addition to advising for lower-level students in FY 06, and culminating in a \$1.5 million priority funding request to the New Mexico State Legislature in 2009.

The Research Service Learning Program (RSLP) offers courses that engage undergraduates with faculty and graduate students in communitybased research/service-learning projects. The RSLP provides undergraduates with an engaging, hands-on introduction to the research methods and questions from an array of disciplines. Faculty and students work with a variety of community residents and organizations to identify and address useful community projects and collaborative research programs. Students in the program experience the complexities of real-life situations and make use of an interdisciplinary approach organized around themes such as health, education, community development, environmental sustainability, and economics.

To address long-term questions and establish enduring relationships with the community, RSLP looks beyond single semesters and plans for sequences of courses that provide meaningful partnerships in which students work with faculty and community to identify a question, design the research, collect and evaluate data, and disseminate findings. The Research Service Learning Program maintains ongoing relationships with its community partners. By committing to long-term partnerships, RSLP and community groups are able to adapt continuously to the emerging needs of the community and the increased capacity of the University to meet those needs.

UNM Continuing Education offers more than 800 courses per semester, which include short courses, conferences, educational trips and tours, and other specialized programs. When developing customized training programs, conferences, and other major new initiatives, program staff participate on local boards, conduct focus groups with targeted audiences, develop ad hoc advisory committees, and engage in community partnerships in curriculum development. Recent examples include: planning for the annual diversity conference that involved months of board meetings with the statewide Diversity Leadership Council; the development of a Case Management curriculum that involved numerous meetings with tribal government officials; and a Phlebotomy training program that emerged through a strong partnership with Tricore Labs and the local Workforce Development Board.

The Judicial Education Center of the Institute of Public Law was created by state statute to enable UNM's School of Law to provide educational programming and resources to judges and court staff throughout the state. It reports to the Judicial Education and Training Advisory Committee (JETA), which consists of judges, court staff and other representatives of the courts, the legislature, and the University. Members of this committee, which meets approximately every quarter, are appointed by the State Supreme Court. JETA considers policy, budgets, and initiatives in judicial education. Annual conferences for judges and court staff are planned each year by representatives of each group to be served, usually through a full-day meeting or conference call. They rely in large part on the evaluative feedback provided by judges and staff who attend each conference.

The Family Development Program, within the College of Education, co-designs yearlong intensive professional development programs to meet the needs of individual communities and educational organizations in support of teachers, families, and their communities. In 2004-05, program staff trained 1,385 teachers, staff, parents, and other family members from 98 communities throughout New Mexico in 116 professional and skills development workshops. It is estimated that about 62,000 children were impacted by the program.

CORE COMPONENT 5B: THE ORGANIZATION HAS THE CAPACITY AND THE COMMITMENT TO ENGAGE WITH ITS IDENTIFIED CONSTITUENCIES AND COMMUNITIES.

One way to illustrate UNM's capacity and commitment for engagement, is to plot a representative sample of its engagement programs across the primary areas of the University's mission: teaching and learning, research/creative work, public service, and healthcare.

Teaching & Learning	Research/ Creative Work	Public Service & Community Engagement	Healthcare
 Service Learning Extended University Continuing Education Alumni Association Public Lectures and Seminars Entrepreneurship competition Washington D.C. Internship 	 Site-based research Public policy institutes Performances Sustainability collaborative Clinical Research Museums 	 UNM Service Corps. Law Clinic Athletics Performing Arts Events Fine Arts Classes for Children University Libraries KNME - Public TV KUNM - Public Radio 	 Medical Clinics Site-based education Community Health

Selected examples of these programs include the following:

TEACHING AND LEARNING

In *Theatre 444/544 Outreach Company* through the Department of Theatre and Dance, students spend class time rehearsing a short play for performance at local area schools, bringing high quality theatre to children and youth.

The Washington Campus is a management program sponsored by 16 business schools across the country, founded on the premise that all business leaders must understand the public policy process to succeed in the U.S. regulatory climate. The program offers four one-week sessions in Washington, D.C., for MBA students to study the intersection of business and the American public policy process. Sessions focus on the policy-making role of the Executive Branch, lawmaking and oversight functions of the Legislative Branch, the regulatory process, and the formation of economic policy. *The Clinical Law Program*, through the School of Law, strives to address the unmet need to legal services in the community, while training law students in effective practice skills and professional ethics. Services are provided to low-income populations including several Pueblos and the Navajo Nation.

The BA/MD Program is a joint effort of UNM's School of Medicine and College of Arts and Sciences, is designed to help address the physician shortage in New Mexico by assembling a class of students who are broadly diverse and committed to serving as physicians in the New Mexico communities with the greatest need. This program is open to New Mexico high school seniors planning to begin college the fall semester after their graduation. Upon successful completion of a BA in a pre-medical course of study, the students are admitted to the MD program. The communities from which they come, agree to act as sites for clinical study and ultimately, medical practice for their students.

RESEARCH/CREATIVE WORK

The African Refugee Well-being Project, through the Department of Pediatrics is a community-based participatory research project, with the goal of promoting the mental health and well-being of refugees in New Mexico through an innovative program that emphasizes mutual learning and the mobilization of community resources. Learning circles where refugees and students learn from each other, and advocacy based on a community model are central to the learning experience.

The Clinical and Translational Science Center (CTSC) is a Health Sciences Center initiative to integrate and expand the reach of clinical medical research from the laboratory to clinical and medical practice: promoting a bench to bedside to community effort. Its signature programs include child health research, brain and behavioral illnesses, cancer, cardiovascular and metabolic disease, environmental health sciences, and infectious diseases and immunity.

The Access to Justice Program in the School of Law teaches law students about providing civil legal services to poor clients in the U.S. Students research and analyze relevant laws and engage in community based projects, provide legal services, and education on legal issues and services.

The Museum of Southwestern Biology, a research and teaching facility in the Department of Biology, the houses collections of vertebrates, arthropods, plants and genomic materials from the American Southwest, Central and South America, and, throughout the world. The MSB consists of 10 divisions, one special program, and an inter-divisional program in biodiversity informatics:

- The Division of Amphibians & Reptiles supports research in functional and evolutionary ecology with an emphasis on the conservation of biological diversity. It curates collections of amphibians and reptiles and associated data from throughout New Mexico and other areas, serves as a repository for voucher specimens resulting from a diversity of studies, and provides training for students to become professional herpetologists.
- The Division of Arthropods (insects and spiders) advances the taxonomy of arthropods and their inventory in the state and region; provides scientific understanding of the role of arthropods in community ecology and ecosystem function; supports the conservation and management of rare or endangered arthropods; provides outreach to the K-12 student community and general public of New Mexico; and supports biodiversity informatics research make better data available to the scientific, management, and general public.
- The Division of Birds maintains an extensive research collection of southwestern North American birds, and many specimens of threatened, endangered and extinct species of North America.
- The Division of Fishes Specimens receives collections (photo graphs, field notes, and data sheets) from divisional field crews employed to monitor and study the fishes of New Mexico. The New Mexico Department of Game and Fish permit requires that fishes collected for research be deposited in the MSB.
- The Division of Genomic Resources (DGR) is a cryogenic archive of tissue samples from vertebrates, invertebrates, parasites, and DNA from other museum divisions and collections. The collection currently contains over 500,000 samples and is worldwide in scope. Samples are archived in ultra-low temperatures, at a minimum of -80 degrees centigrade.
- The University of New Mexico Herbarium has about 110,000 accessioned specimens of plants collected in New Mexico and surrounding southwestern states. In addition to the specimen collections, the herbarium has a library, reprint collection, and a new laboratory for cytogenetics. The herbarium also has an on-going exchange program with several southwestern herbaria.
- The Mammal Division, established in 1936, contains over 185,000 accessioned specimens and is world-wide in scope (68 countries), with particularly strong holdings from the southwestern United States, Beringia, and Latin America. It is also taxonomically

broad, representing 25 separate orders. Use of the collection has increased tremendously through the utilization of a web-based database. Research and Management Projects of the Division of Mammals include: Hantavirus Research in SW United States, U.S. Geological Survey, Long Term Ecological Research, Beringian Coevolution Project, Island Conservation, Pacific Northwest Comparative Phylogeography, and Sky Islands of the Southwest.

- The new MSB Parasitology Division is built on a core donation represented by the considerable holdings of the Robert and Virginia Rausch Collections, and those of the Beringian Coevolution Project. In total, these acquisitions make the Division the third largest helminth (tapeworm) collection in the United States.
- The MSB Natural Heritage New Mexico Division supports natural resource policy and decisions by providing knowledge, information, and education to government and business leaders, policy makers, natural resource managers, scientists, and private citizens in New Mexico. In addition the division trains students in ecological research methods, database development, and technology use, and educates citizens of New Mexico about the natural biological resources of the state and the importance of science-based decision making.
- The MSB United States Geological Survey (USGS) Arid Lands Field Station has curatorial responsibility for more than 45,000 Federal specimens of vertebrates. The collection originally was established to support food habits studies in the 1920s by the Bureau of Biological Survey and now serves as a repository for specimens taken in support of Federal research in the West.

The following table shows two years of metrics extracted from Museum of Southwestern Biology annual reports.

CRITERION FOUR - CORE COMPONENT 5B

Metric	2006	2007
Visitors to the MSB	637	938
Peer-reviewed publications	62	60
Technical reports completed	35	15
Presentations/posters at national and international meetings	83+	52
UNM courses using MSB collection materials for their teaching	25+	46
Number of courses taught/students served	23/705	97/1539
New specimens catalogued	180,545	530,925
Personal requests for information	1,316	704
Grants and contracts in force	98	38
Federal, state, local, and private grant/contract/ award dollars	\$13,832,844	\$3,922,282
Total specimens for all divisions combined (does not include Natural Heritage Program	3,392,596	3,923,521

PUBLIC SERVICE AND COMMUNITY ENGAGEMENT

KNME is a PBS station under UNM and the Board of Education of the City of Albuquerque. It produces several television programs, including *Colores* and *New Mexico in Focus* and shares programs with other public television stations and several commercial clients. Satellite interviews from New Mexico on news networks like CNN often originate at KNME. It also operates TALNET, the educational access cable channel for Albuquerque, which broadcasts a mix of PBS programming and local school board meetings. Community outreach efforts of this educational television station include *Ready to Learn* and *Teacherline. Ready to Learn* is a national effort to improve the school readiness of young children. *Teacherline* is a program designed to provide professional development for pre-K-12 educators. It is offered in New Mexico as a joint partnership (endorsed by the New Mexico State Department of Education) between KNME, UNM, Northern New Mexico Network, Bernalillo Public Schools, and *Teacherline.* *KUNM* is a public radio station broadcasting from the main campus of UNM, with transmitters in Socorro, Espanola, Arroyo Seco, and Las Vegas, and translator stations in Eagle Nest, Nageezi, and Cuba, New Mexico. It is a member of National Public Radio, and includes locally-produced programs like "Voices of the Southwest," "Evening Report," and jazz programs; as well as syndicated programming such as "Democracy Now," "This Way Out," and "Counterspin." One unique feature of the station's program mix is its service to New Mexico's Native American populations, including locally produced programs like "Native America Calling" and syndicated material like "National Native News." Seasonal programs and international programs are also part of the station's offerings.

Athletics events through the UNM Athletics Department provide a significant community interface, bringing in thousands of LOBO fans to UNM games which include football, basketball, baseball, soccer, softball, and volleyball. In turn, the Athletic Department hosts dozens of community outreach events annually, including a co-sponsored summer reading program, an annual school supply drive, and a number of summer youth camps to promote sports and fitness. The Department of Athletics participates in many local fundraisers, such as those with the American Cancer Society and the UNM's annual United Way Fund Drives, which have been co-chaired by Vice President for Athletics Paul Krebs over the past several years.

Popejoy Hall and UNM's Center for the Arts welcomed more than 212,000 patrons during 2006-07. As New Mexico's premiere arts center, it presented 76 different events that season, providing 170 opportunities to enjoy performances of the Ovation Series, Broadway in New Mexico, the New Mexico Symphony Orchestra, UNM departmental events, and community performances. A core of 220 volunteers donated more than 18,300 hours. Outreach activities include a school time series for youth, the senior program, and teacher professional workshops.

HEALTHCARE

The Office of Community Health (OHC) is a division of UNM's Health Sciences Center committed to serving the State of New Mexico through partnerships with the state's other institutions of higher education, and a wide network of health care providers, public agencies, and communities throughout the state. OHC's goals are to mobilize UNM HSC resources to address the major health problems affecting New Mexicans, improve the health of the underserved, reduce health disparities, and address the social determinants of disease.

The Storehouse Project through the College of Nursing provides a community-based community health nursing experience to students, where students assist with resource, referral, health education, and home visits.

The New Mexico Poison and Drug Information Center, operated by UNM's College of Pharmacy, is dedicated to improving the health of New Mexicans by reducing illness and death associated with poisoning and by encouraging proper use of medications. It operates a 24-hour hotline, and provides a range of both public and professional education programs in poison prevention.

The Center for Native American Health's committed to improving the health of American Indians in New Mexico by providing technical assistance, capacity building, student pipeline initiatives, and health policy development to tribal and urban communities.

CAPACITY AND COMMITMENT IN UNM'S COLLEGES AND SCHOOLS

The following table is only a partial list of examples of community outreach programs and activities administered by the colleges and schools on UNM's main campus.

College/School	Examples of Outreach Programs
Architecture and Planning	Design and Planning Assistance Center; Galisteo Watershed Restoration Project; Economic Development in Indian Country Planning; Resource Center for Raza Planning, etc.
Arts and Sciences	Taos Summer Writer's Conference; Anthropology Museums; Meteorite Museum; Nambe Pueblo Language Revitalization Program; African Refugee Wellbeing Project; etc.
Education	Family Development Program; Albuquerque Community Learning Centers Project; KNME Ready to Learn Program; etc.
Engineering	Arsenic Outreach Program; Fellows in Optics and Photonics Education; MTTC Cleanroom Project; etc.
Fine Arts	Art Museum; Popejoy Hall Center for the Arts; Theatre Outreach Company; Reflejos de las Mujeres; etc.
Law	Peace Studies Outreach; Clinical Law Program; Institute of Public Law; Children's Law Center; Judicial Education Center; Law Library Outreach; etc.
Anderson School of Management	Nonprofit Fraud and Awareness; Ethics in Business Award Program; Small Business Institute (to support small business); etc.
Continuing Education	Business and Technical Continuing Education; Personal Enrichment Programs; Customized Training; Educational Trips and Tours; New Mexico Kids Projects; Spanish Resource Center; DWI Awareness Program; etc.

COMMUNITY ENGAGED SCHOLARSHIP

As UNM faculty and students participate in more community engagement, community-based participatory research, and service learning activities, there has been a growing focus on how to assess the learning activities for students, incorporate these activities into the faculty reward system, and assess the value for the community. For example, the Office for the Support of Effective Teachings (OSET) 2008-09 Faculty Associate's primary goal is focused on providing coordination for the service learning community. The Faculty Associate's efforts include bringing together faculty who use service learning and community engagement in their classes to discuss most effective practices. In addition, the Faculty Associate is working with the service learning community to develop standards for assessment such as developing appropriate learning outcomes for the course and measuring how well the community partners are being served.

In Spring of 2008, as part of a project to develop strategies for promoting community engaged scholarship, several UNM faculty participated in a "Faculty for the Engaged Campus" Charrette with 20 other invited institutions at the University of North Carolina-Chapel Hill. This group defined Community Engaged Scholarship (CES) as teaching discovery, integration, application, and engagement that involves the faculty member in a mutually beneficial partnership with the community.

Following the charrette process, an action plan was developed and strategies were identified for growing engagement of faculty around CES development. A research proposal has been generated to support two initiatives: (1) the establishment of permanent institutional support structures and (2) expansion of capacity in CES for community and UNM faculty, administrators, and faculty governance bodies. The goals of the proposal will be achieved through:

- strategic planning involving community partners, faculty members, and administrators to establish a permanent structure for CES faculty development support;
- action planning at the academic unit level to write concrete and supportable language for incorporation into promotion and tenure guidelines;
- development and delivery of training materials for CES faculty on promotion and tenure that enhances faculty capacity to make a credible case for CES in their discipline; and
- development and understanding of assessment of CES rigor and performance.

The proposed processes and structures will help to change review and promotion and tenure criteria to consistently recognize and reward CES and establish a multi-level CES training agenda that aligns the UNM mission with faculty reward. This initiative has garnered support from the upper administration and the faculty champions intend to carry these efforts forward regardless of whether or not the proposal is funded.

Stemming from the efforts of the charette planning, several seminars have been hosted to bring together faculty and community partners to discuss the work and research that has been conducted between the University and community, using the "grand rounds" concept borrowed from the medical school. For example, one seminar focused on nutrition issues. OSET is also planning a series of topics using the "grand rounds" concept during the Spring of 2009 including: Martineztown Redevelopment, Health Commons in Hildago, and Community Agriculture in the South Valley.

CORE COMPONENT 5C: THE ORGANIZATION DEMONSTRATES ITS RESPON-SIVENESS TO THOSE CONSTITUENCIES THAT DEPEND ON IT FOR SERVICE.

RESPONDING TO NEW MEXICO STUDENTS

El Centro de la Raza is a student service organization with a unique history. It was created by legislative statute in 1969 to "provide training, technical assistance, research assistance, student academic support in the form of instruction and tutoring and information dissemination for Hispanic student recruitment and retention" at the University of New Mexico. Embracing a holistic approach, El Centro advocates on behalf of students, family, and community, together promoting a statewide partnership. All students are welcome at El Centro de la Raza and are encouraged to take advantage of all services provided: academic, cultural, and social. El Centro offers many culturally relevant programs and services, and educates the campus community on the issues that affect Latino students attending or wishing to attend UNM. Student leadership and service are guiding principles for all El Centro programs.

In 2005-06 El Centro introduced the "El Centro de la Raza Internship Program." Both undergraduate and graduate students are eligible and may qualify for the program by demonstrating a strong desire for challenging and enriching leadership opportunities. The vision for the program is to have a center where students realize their potential, begin their college career with real focus, and holistically learn from their college experience.

El Centro's Student Interns meet weekly to discuss upcoming events, deadlines, and/or important issues and concerns that are facing UNM students with respect to their academic programs. Additionally, El Centro holds monthly training sessions and Student Interns are required to attend UNM Service Corp training. During these meetings, students are asked for input, suggestions, and constructive criticisms in regards to the direction of El Centro. Community representatives of the health clinics, cultural centers, and community centers where El Centro Interns are placed also gather to discuss student success through program services.

PNM Chair for P-12 Initiatives. The Public Service Company of New Mexico (PNM) has committed funding for a new endowed chair at UNM for P-12 initiatives. As part of the Chair's responsibilities, research efforts are focused on advancing P-12 teacher education programs and on the design of learning environments that seek and promote collaborations among multiple educational disciplines. As such, UNM has developed a memorandum of agreement with Central New Mexico Community College (CNM) and Albuquerque Public Schools (APS) to work cooperatively on educational initiatives in the state. UNM has also responded to a call for proposals entitled, "Establishing Urban Universities as Anchor Institutions in Developing Cross-Sector P-20 Access and Success Partnerships" from the Coalition of Urban Serving Universities. The grant proposal response draws upon the

partnerships between the three institutions and other community and civic organizations. If funded, the grant activities will be coordinated under the leadership of the PNM Endowed Chair and would be used to support coordination programs aimed at improving access and success for New Mexico students.

RESPONDING TO NEW MEXICO FAMILIES

New Mexico Kids and New Mexico PreK are grant-funded programs hosted by UNM Continuing Education. The New Mexico Kids program is funded by the New Mexico Children, Youth, and Family Department (CYFD) office and the New Mexico PreK program is a jointly funded project from CYFD and the Public Education Department of New Mexico.

The New Mexico Kids website was developed for CYFD as a public service to childcare professionals and the general public. It provides quick and easy access to information about childcare services and organizations, professional opportunities for workers, training information, recent developments in the childcare field, descriptions of programs and services, and many other important concerns. The New Mexico Kids database supports the eight Training and Technical Assistance Programs that support child care providers and families statewide. New Mexico Kids Child Care Resource and Referral provides statewide childcare referrals to families in New Mexico. The program also provides technical assistance by phone related to childcare and child development.

RESPONDING TO P-12 PUBLIC EDUCATION

Dual Enrollment Programs in the state of New Mexico are programs that allow public high school students to enroll in college-level courses offered by a public postsecondary educational institution that may be academic or career technical but not remedial or developmental, and simultaneously to earn credit toward high school graduation and a postsecondary degree or certificate. Each of UNM's four branch campuses maintains an extensive array of dual credit offerings in partnership with their local public schools.

UNM-Valencia began working with high schools to offer vocational college courses in the fall of 1993, funded by a Tech-Prep Grant through the New Mexico State Department of Education. The program served six area high schools: Los Lunas, Belen, Socorro, Mountainair, Estancia, and Magdalena. It brought together high school and college faculty in the technical and career areas such as Early Childhood Education, Computer Aided Drafting, and Information Technology to work on curriculum coordination, developing teaching methods, and student assessment.

In the Fall of 2004, after consultation with local school superintendents, high school principals and curriculum coordinators, the Valencia campus increased the number of academic courses in its dual credit program. High school students, primarily in AP and Honors classes, work with college faculty using a variety of teaching modes – face to face, web-based, and hybrid classes in areas such as college English, Math, Economics, and Biology. These high school programs grew from under 100 students at their inception to a total of 403 students in the 2006-2007 academic year to 603 students enrolled in the 2007-2008 academic year.

The success of all high school students in both programs is impressive. In the Spring of 2007, over 80% of all dual credit student grades were a "C" or better or a "CR," indicating a passing grade with credit. Not only do students have the opportunity to receive college credit while in high school, but faculty from the high school and college have ongoing opportunities to discuss curricula, teaching methods, and student assessment. The college has a series of Parents Nights during which the opportunities for dual credit programs for high school students is discussed. These evenings have proven very popular with both parents and high school students planning their college careers.

RESPONDING TO WORKFORCE NEEDS

UNM Continuing Education is the major program for lifelong learning at the University of New Mexico. With a 75-year history of providing professional training, industry certification education, and consulting services throughout the state, it has played a major role in community services and outreach for UNM, with a focus on economic and workforce development. More than 30,000 students and customers per year are serviced through Continuing Education's non-credit certificate programs and services, and over 200,000 community members are served through the Continuing Education Conference Center annually.

UNM Continuing Education offers over 70 certificate programs including industry endorsed and required certifications and over 800 course offerings each semester. Continuing Education's catalog circulation exceeds 60,000 and its award-winning website attracts queries from around the world. It has been recognized by the Learning Resources Network as a best practices institution because it actively lives its mission: to lead and collaborate effectively with the community and within the University to develop concepts, strategies, and delivery systems which generate relevant lifelong learning and economic development opportunities for a diverse, evolving society.

Continuing Education is an approved training provider for Workforce Investment Act, Veterans Administration, and the Department of Vocational Rehabilitation funding. This connection of industry approval and training provider approval has enabled Continuing Education to meet the needs of the state's growing workforce, increasing the skill level and job performance of the state's employees, and positioning New Mexico's labor force as meeting or exceeding national standards. Continuing Education is able to offer its Workforce training across a continuum of customer choice. Open enrollment for public offerings is scheduled 12 months out to allow for long range planning for students and businesses. New courses are also scheduled continually, as the Division has a commitment to meeting immediate course needs, given the rapidity of change in today's business world. Customized training services to individuals, organizations, and businesses offer needs assessment, training, and consultation specific to that individual's or organization's needs and timeframe.

RESPONDING TO NEW MEXICO COMMUNITIES

The Design and Planning Assistance Center (DPAC) of UNM's School of Architecture and Planning, has provided planning and design assistance to more than 750 clients in over 150 locations throughout New Mexico since its inception in 1969. Through its dedication to helping people help themselves, DPAC has made a significant difference to hundreds of clients and communities across the state. Clients served by DPAC include local governments, civic associations, low income individuals and families, neighborhood associations, citizen groups, cooperatives, non-profit organizations, and traditional communities. DPAC is built on the idea that design and planning processes are fundamentally shared experiences that bind local leaders, community members, students, and faculty. Creating an environment in which community members, faculty and students learn from one another while delivering a needed service heightens the educational experience for all. For students it is immersion in the real world, a test of skill and lesson in humility; for community members it is a glimpse of future potential and a symbol of a better life; for faculty it is the joy of making a difference in the lives of New Mexicans while educating professionals. For all it is a learning experience and reminder that architecture, landscape architecture, and planning are not abstract endeavors disconnected form daily lives of New Mexicans.

Since 2002, DPAC has worked with the State Main Street Program in an effort to provide planning and design services to local communities. Since then, more than 100 students and over 15 faculty members have worked with towns and Native American settlements to develop town revitalization designs, and two paid student interns have worked on follow-up projects. The towns represent a wide diversity of cultural origins and present-day communities, and innumerable community members and local architects have worked with DPAC in addition to the planning and design staff of the state Main Street Program. Professional architects, working in at least 15 offices in Albuquerque, have donated time for juries, project reviews, charrettes, and field trips. They have also hired UNM students to continue work on some aspects of these projects.

The Resource Center for Raza Planning (RCRP), also a School of Architecture program, has its origins with Community and Regional Planning Program. The goal of RCRP is to maintain the sustainability and survivability

of New Mexico's traditional communities through planning in a manner that is overtly multi-disciplinary, intergenerational, responsive to community needs, and centered on building ongoing, long-term relationships. Founded by students engaged in community activism and related service-learning activities, RCRP contributes to community development efforts of traditional communities in New Mexico.

The Resource Center for Raza Planning has four principal objectives, which are (1) to produce research and policy analysis of planning issues affecting traditional communities, (2) to partner with other organizations to promote effective strategies for community development, (3) to produce, compile, and distribute educational material, and (4) to generate, nurture, and mentor a pipeline of prospective students who are interested in planning and development issues and planning education. Student projects have focused on economic policy and development; neighborhood planning; infrastructure development including water, sewer, drainage, and road improvements; site design; community impact assessments; surveys; youth curriculum; and facilitating public participation processes. More than 50 graduate and undergraduate students who worked with RCRP have gone on to work with local, state and federal government, non-governmental organizations, citizen activist groups, and private consulting firms.

The School of Architecture through the Design and Planning Assistance Center and the Resource Center for Raza Planning has strong support from the professional community, community members, families and community residents, and key leaders in the New Mexico State Legislature. They have made a lasting and memorable impact on the state.

The Spanish Resource Center provides students and teachers of Spanish and the New Mexican general public an opportunity to learn about the Spanish language and cultures through its personnel, library materials, cultural presentations, and its workshops. The Center also makes an impact throughout the state with its Visiting Teachers Program. It allows those who apply and are assigned to the Visiting Teachers Program the opportunity to learn about American language and culture while teaching in New Mexico Schools and use their knowledge upon their return to Spain. This exchange helps to develop cultural understanding between the two countries. The Center is housed at the National Hispanic Cultural Center and has a library that serves 2000 users annually with over 6000 titles.

RESPONDING TO STATEWIDE HEALTHCARE NEEDS

The Health Education Rural Offices (HERO) program of the UNM Health Sciences Center, is built on an education and research network. Goals of the HERO program include: improving the ability of state communities to recruit health professionals in training at UNM, improving rural communities' ability to train health professionals outside of UNM, assisting in improving quality of health services provided locally through tele-medicine and increasing on-site delivery of locally specified services, and enabling communities to work with UNM to apply for research funding to address community priorities. The effectiveness of the program is dependent upon the HSC's ability to listen openly to the communities' voices and explore the ways in which the HSC can respond. HEROs are helping the HSC mount more effective, coordinated responses. Part of the strategy is to have within the Office and linked to the Office, areas of expertise into which HERO agents can tap easily. These include experts in such diverse areas as Telehealth, Library Services, Health Professions Recruitment, Public Health, or Health Needs of Different Ethnic Populations.

Success in the Health Education Rural Offices can be illustrated by the following examples. In Hobbs, Lea County, a community priority was to recruit health professionals. The Health Sciences Center received a request from the Maddox Foundation, a family owned Foundation serving Lea County, to assist in this recruitment effort. After discussions, it was decided that the best investment to achieve the goal would be to offer free housing to attract health professions students from the HSC. A plan was created in partnership between the Maddox Foundation, the New Mexico Junior College (NMJC), Lea Regional Hospital and UNM's HERO team. New Mexico Junior College (NMJC) in Hobbs is building student housing units in space next to the hospital. The College will allocate two suites of dorm rooms free for UNM health science students training in Hobbs on different rotations. The hospital will offer free meals and share responsibility for assigning preceptors in the different health profession fields to supervise the students. The Foundation will allocate \$341,000 for purchase of the suite of rooms for the collaboration. And, the HERO team will bridge its local preceptor network in medicine, nursing, pharmacy, and other fields in Lea County with the different HSC education programs for placement of students in the County.

In Lordsburg, Hidalgo County and Silver City, Grant County, in the southwest corner of New Mexico, a regional health alliance identified diabetes as a prevalent priority health problem on which they wanted to focus. They obtained federal funding through the Centers for Disease Control REACH 2010 grant to develop a community-based diabetes intervention program. They trained community health workers ("promotoras") who are members of the community and fluent in Spanish to work closely with their clients to solve a wide range of problems, such as lack of transportation, inability to pay for food, medications and healthcare, and lack of knowledge about diabetes risk factors. The promotoras introduced their clients to a large network of culturally appropriate community services that focus on improving diabetes-related health behaviors. The CEO of Hidalgo Medical Services is a core HERO team member and he linked the local project with the HSC's research expertise to evaluate their project. An epidemiologist who was identified to evaluate the data within the community found a significant improvement in diabetic control in the study group and then worked with the community to apply for follow-up grants.

CORE COMPONENT 5D: INTERNAL AND EXTERNAL CONSTITUENCIES VALUE THE SERVICES THE ORGANIZATION PROVIDES.

In the examples above, the literal "value" of the services provided is quantifiable by the dollars spent or paid for them, or the numbers of people who utilize them. Less tangible but equally powerful, are activities in which the University and its stakeholders partner together to advance the values they share.

UNITED WAY

For many years the University of New Mexico was a loyal but unremarkable partner in Albuquerque's United Way campaign efforts. Fewer than 10% of UNM's main campus employees took part in 2002, pledging a total \$222,000. President Louis Caldera's tenure in July 2003 began to change this pattern. Announcing his goal "to encourage the University to be a leader in giving back to its community," he led a dramatic increase in the University's 2003 giving to \$310,000 followed by a \$432,000 campaign in 2004. Caldera's successors at UNM have followed suit, increasing overall campus giving by at least \$90,000 in each subsequent year. Total 2007 giving, including the UNM main campus and UNM Hospital employees, exceeded \$850,000, leading to an institutional giving goal of \$1 million for the 2008 United Way Campaign. UNM currently has 27 donors in United Way's "Alexis de Tocqueville Society" of citizens who give \$10,000 or more annually. Over the period 1997 to 2007, the United Way of Central New Mexico led the nation's United Way campaigns in the growth of its community fund, corporate giving, and total revenue.

GOLDEN APPLE FOUNDATION PROGRAMS

In partnership with UNM's College of Education, Golden Apple Foundation programs are a primary means by which UNM signals its support for P-12 education in the state of New Mexico. The foundation is dedicated to the recognition, recruitment, and professional development of outstanding teachers to improve the quality of education for all children. Golden Apple rewards teaching excellence, recruits promising students into the profession, and renews the commitment of dedicated teachers. Golden Apple fulfills this mission through two major initiatives: Golden Apple Teaching Excellence Awards, and the Golden Apple Scholars Program. The College of Education has provided office space to house the Golden Apple Foundation and the Associate Dean for Undergraduate Studies and Community Outreach serves on the Executive Board and the Board of Directors and Faculty from the College of Education have volunteered their time and services to the yearly nomination and selection of the Golden Apple Award Winning Teacher Scholars. *The Golden Apple Teaching Excellence Award* is made through a rigorous, comprehensive process that includes teams of evaluators making site visits to the teachers' classrooms and their schools. Golden Apple Award recipients receive a stipend, a generous professional development award, a computer system, and ongoing professional development through their membership as a Golden Apple Fellow in the elite Golden Apple Academy. Since 1996, the Foundation has recognized 74 outstanding teachers.

UNM College of Education faculty collaborate with Golden Apple Fellows to provide professional development opportunities that give back to the profession through formal and informal ways in which they mentor and help prepare other teachers. One significant way they give back is through teaching and mentoring aspiring teachers in the Golden Apple Scholars Program.

The Golden Apple Scholars Program is a comprehensive program to enhance teacher preparation and inculcation to New Mexico classrooms. The Golden Apple Scholars consist of Pathway Scholars (students finishing high school who intend to be teachers) and the Gateway Scholars (students who have finished their teacher licensure program and will be teaching in their own classrooms in the fall.).

Goals for this program are to: equip new teachers with skills and knowledge essential for quality teaching and for successful advancement to Level II licensure; prepare teachers to be effective in working with struggling students in low-performing schools; increase retention of Golden Apple Scholars as teachers in New Mexico schools – with a goal of 95% retention after 3 years teaching; and improve academic achievement for students in summer programs taught by Golden Apple Scholars and in the classrooms of Teaching Scholars.

New Mexico Ethics in Business Awards

The annual New Mexico Ethics in Business Awards competition is the product of a unique partnership between UNM's Anderson Schools of Management, and Albuquerque's Samaritan Counseling Center. Operating with a roster of 20 therapists and counselors, the Center's mission is "to help people in Central New Mexico find wholeness and healing through professional psychological counseling and education which integrate medical and spiritual resources."

Acting on the observation of their professional staff that the source of many of their clients' challenges lay in dysfunctional workplaces, the Center sought to establish the Ethics in Business Awards competition as a way of encouraging positive business practices and environments. For logistical support they turned to UNM's Anderson Schools of Management, whose business ethics program has been often recognized as one of the nation's finest.⁸⁸ Each year, the Center now receives as many as 500 nominations of individuals, small, large, and not-for-profit businesses for consideration of

88. In its 2007-08 report, the Aspen Institute Center for Business Education ranked the Anderson School 18th among business schools internationally for its integration of social and environmental issues into its MBA program. recognition. An awards committee screens the list down to 30-40 names, which are then turned over to students in Anderson's MGT 308 class ("Ethical, Political and Social Environment of Business"). The students research the nominees according to a strict list of protocols, and draft 12-14 page summary reports for each that are then given back to the Awards committee. Five awards, for an individual and small, medium, large and not-for-profit businesses, are given each year at a spring dinner that has become one of Albuquerque's gala business events.

In 2008, the Center raised over \$100,000 through the Awards banquet, part of which was distributed back to the Anderson Schools in the form of student scholarships. The Center's Executive Director feels that the awards are having the intended effect on the larger community. "Healthy individuals and healthy families are best served by a healthy society, and ethical businesses are a part of a healthy society," he stated in an interview with the Albuquerque Journal.⁸⁹

IMPROVING THE HEALTH OF NEW MEXICANS

The UNM School of Medicine (SOM) received the 2008 Spencer Foreman Award for Outstanding Community Service by the Association of American Medical Colleges (AAMC). Based on a number of criteria, the award honors member institutions that have a longstanding, major institutional commitment to addressing community needs and which have developed exceptional programs that go well beyond the traditional role of academic medicine to reach communities. The award criteria included:

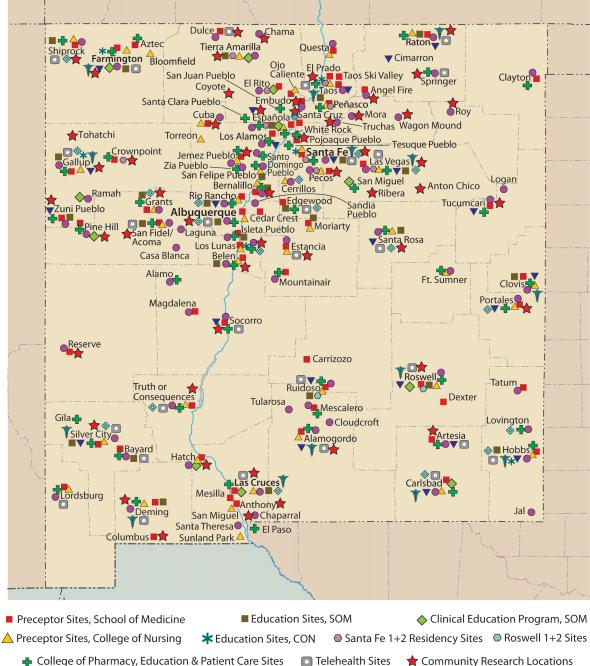
- (1) Innovative programs of patient care/service to disadvataged communities. SOM examples included the Coordinated Systems of Care that aims to achieve 100% access for all uninsured Central New Mexicans by giving them a primary care home; Health Extension Regional Offices discussed earlier in Criterion 5; Health Commons which provides seamless social, behavioral, and medical service delivery to underserved and disadvantaged communities; and Student-Centered Programs as a component of the undergraduate medical curriculum.
- (2) *Programs of education targeted at increasing the participation of traditionally underrepresented groups in the health professions.* SOM examples included K-12 Programs such as the SOM Dream Makers Program for middle school students and Health Careers Academy for high school students, the Center for Native American Health (CNAH) which seeks to increase the number of Native American students in health careers at UNM, the UNM BA/MD program, and the Public Health Certificate requirement for medical students matriculating in 2010.

89. "Honors Given to Ethical Organizations," *Albuquerque Journal*, 31 March 2008.

- (3) Programs aimed at providing students with educational experiences in underserved areas to encourage eventual practice in such communities. SOM examples included the service learning components in the Undergraduate Medical Education and Residency Programs; the Locum Tenens Program that provides primary care practice relief emphasizing rural and medically underserved areas in New Mexico; Specialty Extension Services that provides practice relief to New Mexico specialty physicians and providers; and Resident and Graduate Assisted Placement Services (RAPS & GAPS) which is run voluntarily to help encourage graduates to practice in New Mexico and to teach residents "life skills" to help them practice in the "real world."
- (4) Programs developed to meet the needs of isolated communities that include the social and economic factors impacting health. SOM examples included the Center for Native American Health that builds alliances between Native American and University communities; practice-based research networks which have been developed to study the processes and diseases seen in primary care; the Telehealth network that provides invaluable health services to the most remote populations of New Mexico.

The reach of the SOM programs and other health sciences programs are demonstrated by the following graphic:

UNM | Patient Care, Education & Research Sites HEALTH SCIENCES in New Mexico: 2007 CENTER



Patient Care Sites, SOM

- ▼Patient Care Sites, CON
- Project ECHO HCV Sites Y Patient Care Sites, HSC

SUMMARY OBSERVATIONS

On August 12, 2008, the UNM Board of Regents took action on the University's budget and program requests for the 2009 New Mexico Legislative Session. The package they adopted was substantially similar to that of prior years, listing in order of importance: instructional and general workload ("cost of opening the doors"), compensation, physical plant support, and various inflation adjustments. Funding for special "Research and Public Service Proposals" was also approved as an addendum to these Universitywide priorities.

No one could argue that these items should not at all times be UNM's priorities. But the iron-clad logic of budgeting in this way highlights the dilemma faced by the University in its efforts to promote and strengthen engagement and service. Despite its articulation of these values in its mission and strategic documents, and the overwhelming evidence of the commitment of its faculty, staff, and students, engagement and service activities remain the "pro bono" activities of the campus. This results in a number of chronic challenges. UNM lacks a structure to provide for coordination of its outreach and engagement activities, with the result that we sometimes find ourselves asking the same question of the same people for the development of many similar projects. All too often, UNM lacks the means to undertake sustained, longitudinal evaluation of its service projects with community partners. Most fundamentally, many University faculty who would like to engage in service and engagement projects do not feel that it is rewarded in the tenure process. We need to continue to work with deans and the Office of the Provost to try to develop policies like community-based research that would recognize the legitimacy of these kinds of endeavors.



University of New Mexico Special Emphasis

SPECIAL EMPHASIS

EDUCATING TOMORROW'S DEMOGRAPHIC TODAY

On September 18, 2006, the University of New Mexico quietly ushered in a new era in American higher education. The enrollment on that date showed a freshman class at a flagship University campus where students from ethnic groups that had been traditionally underrepresented at the University outnumbered their white peers. The categories of "majority" and "minority" would never be the same.

CHAPTER ONE: INTRODUCTION

From its founding in 1889, the University of New Mexico has confronted what historian Michael Welsh calls "the dilemma of ethnic inclusion vs. exclusion."⁹⁰ Starting with five Hispanic students in UNM's first class of 70, the University has evolved into a flagship, research institution whose student body increasingly reflects the state's distinctive heritage of generations of Hispanic and Native American residents. UNM is the only institution in New Mexico classified as a "very high research activity" university in the new Carnegie classification system; and one of only two such universities in the nation that is also a federally designated Hispanic Serving Institution.

Today historically underrepresented groups are enrolling at UNM in numbers within a few percentage points of their overall presence in New Mexico – in stark contrast to national trends, where the underrepresented enrollment at other flagship campuses is less than half the percentage of high school graduates, and has actually declined significantly in the past decade.⁹¹ As a consequence, the University of New Mexico now finds itself at the forefront of a critical challenge confronting U.S. higher education – the need to equitably educate all of its citizenry. UNM leads the nation's flagship campuses by a wide margin in both the numbers and percentages of underrepresented students it enrolls. A national study published in 2004 showed that UNM's 41.9% undergraduate minority enrollment was nearly twice that of the second most diverse campus (the University of Alaska), and four times the national average (10.8%).⁹²

To be sure, disparities remain in the proportional representation of New Mexico's major ethnic groups at UNM. Of equal concern is the fact that as minority students approach graduation and then move on to graduate school, their enrollment declines dramatically. Hence our institutional focus has increasingly been on the need to ensure equitable outcomes for all students attending the University of New Mexico. This is our highest University priority, and the reason for this special emphasis on an issue "critical to 90. Michael Welsh, "Often Out of Sight, Rarely Out of Mind: Race and Ethnicity at the University of New Mexico, 1889-1927," *The New Mexico Historical Review*, April 1996, p. 105.

91. See the widely publicized report of the Education Trust, "Engines of Inequality: Diminishing Equity in the Nation's Premier Public Universities," March 2007, by Danette Gerald and Kati Haycock.

92. "Underrepresented Minorities Share of Undergraduate Enrollments at State Flagship Universities 1992 and 2001," *Postsecondary Education Opportunity*, August 2004, pp 1-10.

SPECIAL EMPHASIS - CHAPTER 1

93. *Higher Learning Commission Handbook* of Accreditation, Higher Learning Commission, 3rd ed., (2003) 5-3-1.

94. Agreement between the University of New Mexico and the Higher Learning Commission on a Special Emphasis Self-Study Option for the Comprehensive Evaluation scheduled for 2008-09, p. 2.

95. "Main Campus" includes all of the schools and departments located at the Albuquerque Campus.

96. For purposes of this study we use the term "minority" to refer to these three ethnic groups, which have been traditionally underrepresented in higher education. As is typical across the country, Asian/Pacific Island students at UNM (3.8%) are actually <u>overrepresented</u> compared to their presence in the state population. [UNM's] pursuit of continuous improvement and educational excellence."⁹³ To the extent that UNM can "deliver on the promise of equal rewards," ⁹⁴ we believe it will have a transformative effect on its educational processes and serve as a model for other institutions of higher education.

MAIN CAMPUS DEMOGRAPHICS

Student Enrollment - Main Campus (Fall 2007)

In Fall 2007, 40.1% of UNM's Main Campus⁹⁵ students identified themselves as members of traditionally underrepresented "minority" groups – that is, African American, American Indian, and Hispanic.⁹⁶ As illustrated in the chart below, the percentages of each group and their relationship to the demographic profile of the state, vary significantly in the undergraduate and graduate enrollments.

Student Enrollment - Main Campus (Fall 2007)								
Ethnicity	Total Number Enrolled	% of UG Enrollment	% of Graduate Enrollment	% of State Population				
African American	750	3.2%	2.2%	2%				
American Indian	1,543	6.6%	4.5%	10%				
Hispanic	8,023	35.4%	20.7%	45%				
White/ non-Hispanic	12,457	45.8%	54.7%	42%				
Other*	2,976	9.0%	17.9%	1%				
Total	25,749	100%	100%	100%				

Enrollment of minorities is only part of the picture of our pipeline. More telling, are the numbers of students who actually complete their degrees at UNM.

	Degrees Awarded - Main Campus (Fall 2006-07)							
Ethnicity	% of UG Enrollment	% of Bachelor's Degrees Awarded	% of Graduate Enrollment	% of Graduate Degrees Awarded				
African American	3.2%	2.2%	2.2%	1.4%				
American Indian	6.6%	5.7%	4.5%	3.3%				
Hispanic	35.4%	33.3%	20.7%	19.3%				
White/non- Hispanic ⁹⁷	45.8%	50.1%	54.7%	56.5%				
Other*	9.0%	9.7%	17.9%	19.5%				
Total	100%	100%	100%	100%				

*Note: Other (Asian/Pacific Islander, International, No Response)

In graphical summary, these are challenges we face as a university to reach the goals stated in our Special Emphasis: "to achieve equitable access to undergraduate, graduate, and professional education at UNM across all population groups in the state, and to achieve equitable results, in terms of retention and degree completion, for all student population groups."

Addressing the Issues

In the period since the its last HLC Self-Study in 1999, the University of New Mexico has worked continuously to address the many issues related to our diversity. Thus the Commission's introduction in 2004 of a "Special Emphasis" option for self-study provided us with an excellent opportunity to develop the concept of our majority/minority student population as a possible focus. The official Memorandum of Agreement, developed in consultation with HLC staff and signed in 2006, has been the basis for our work on how to improve equity of outcomes for all of our students, to examine and set goals, and then move toward them in measurable steps.

A Special Emphasis Self-Study Committee (hereafter referred to as "Committee") was appointed and specifically charged with the creation of this section of UNM's self-study. Its membership reflects a wide spectrum of University stakeholder and leadership groups:

- Antoinette Sedillo Lopez, Associate Dean of UNM Law School (Chair)
- Andres Armijo, Special Programs Coordinator, University College (Vice-Chair)
- Pam Agoyo, Director, American Indian Student Services
- Dely Alacantra, Senior Research Scientist, Bureau of Business and Economic Research
- Terry Babbitt, Interim Vice President for Enrollment Management
- Finnie Coleman, Interim Dean of University College
- Charles Fledderman, Interim Dean of Graduate Studies
- Reinaldo Garcia, Dean of Instruction, UNM-Valencia
- Manuel Garcia Griego, Director, Southwest Hispanic Studies Research Institute
- Tim Gutierrez, Associate Vice President for Student Affairs
- Marie Lobo, Professor of Nursing
- Nancy Middlebrook, University Accreditation Director
- Rita Martinez-Purson, Dean of Continuing Education, and (formerly) Interim Vice President for Equity and Inclusion
- Christopher Ramirez, President, Graduate and Professional Student Association
- Richard Santos, Professor of Economics
- Valentin Varela, Chair, Hispanic Roundtable of New Mexico
- Peter White, Dean Emeritus, University College

The Committee began its work by evaluating the University's performance on providing our majority/minority state's population with appropriate access and opportunities to thrive at UNM. More fundamentally, we wrestled with questions of context and conceptual frameworks (i.e., what ought to be the true goal of "diversity" at an institution like UNM?) In this quest we found a paradigm shared by University College Dean Finnie Coleman⁹⁸ to be very helpful:

Numerical or Structural Diversity – the ratio of the demographics of the communities we serve and the census realities on our campus.

Categorical/ Transactional Diversity – celebrates cultural content; the institution holds events and activities that celebrate interactions between people of different cultures or ethnicities.

Universal Diversity – recognizes that culture, race, and ethnicity are part of a broader set of traits and characteristics that make people unique.

Transformative Diversity – appreciates the differences that set us apart and allows us to celebrate the remarkable variety of things that bring us together.

Understanding that "transformative" diversity was our ultimate goal gave shape to the committee's discussions and analyses. As a University, we strive to achieve "Transformative Diversity" on our campus because research indicates that impacting campus climate requires a multidimensional approach. It is through this broader more thoughtful manner of approaching diversity that we that we find the power to effect positive change on our campus; change that leads to the improved inclusiveness and more equitable outcomes that we need and desire. At the same time, the committee's task was also informed by the specific categories and a number of the questions posed in the Special Emphasis Agreement:

Preparation/Recruitment: How can we work with the public schoo systems in the state, and particularly, with the Albuquerque Public Schools, to better prepare our students? How do we address curriculum alignment with the public schools in New Mexico? For those students coming from out-of-state, how do we ensure that they have received adequate preparation? Do we need to examine admission requirements?

Enrollment and Curricula Management: How can we better manage our curricula using the tools and technology that the University has? What methods can we use to encourage continuous enrollment for our students to help them graduate in a timelier manner? How

98. *The Problem with Diversity*, delivered by Finnie Coleman for speech at University of North Carolina Pembroke, March 19, 200.8

can we infuse cultural awareness into UNM offerings? What University procedures and policies should be added or revised to help our students graduate? How can we enhance or improve our academic advising efforts for our students?

Student Support and Success Efforts: UNM offers a number of programs to help students. Which programs have been successful and which have not? How can we capitalize on our successes and where do we need to focus our resources? How can we better integrate student affairs and academic affairs goals to promote success for students (e.g., aligning student program advisement with academic advisement initiatives)? How can we provide more opportunities for students to engage in the campus community? How can we encourage and provide information to students about financial aid offerings and scholarship opportunities? Do our "intervention" strategies work? How can we improve on what we are currently doing and what other efforts should we engage in to ensure success for our students?

Faculty: How can we recruit and retain a more diverse faculty? How does the University support faculty and professional development opportunities to teach to a culturally and ethnically diverse student population? How can we capitalize on our strengths in this area and where do we need to focus our resources? What opportunities exist or need to be developed to promote engagement between faculty and students (e.g., research mentorship)?

Support for Community/State Initiatives: How can we better promote our educational offerings to encourage applications to undergraduate, graduate, and professional programs that reflect the population distribution of the state (undergraduate) and the nation (graduate)? What other types of support or activities can we provide to the citizens of New Mexico to advance quality education? What metrics are appropriate?

As the Committee worked its way through these questions, we became aware of the many individuals, programs, departments, and institutions within the University with extensive expertise on these issues. Several Task Forces and work groups have studied issues relating to the Special Emphasis. These include: UNM Task Force on Program and Policy Development for improving Native American Education (2005); Hispanic Issues Task Force Report of January 24, 2006; Graduation Task Force Report (Fall 2006) (Report titled: Finishing What We Start: Improving Degree Completion at the University of New Mexico); Equity Committee Report of the Graduation Task Force (Fall 2006); 2005-2007, and; Survey to Assess the Climate for Women at UNM: Student, Staff and Faculty Responses. These documents are available on the Academic Affairs Web Site and will also be discussed briefly later in this report.

President David Schmidly's implementation of an office of Institutional Equity and Inclusion in 2007-08 has become a key component of our work, especially with respect to our recommendations for future action. Rita Martinez-Purson, who served as the Interim Vice President until a permanent Vice President was hired, was a member of the Special Emphasis committee; and the *UNM Diversity Plan* and *Diversity Report Card* are integral to our final recommendations.

The report that follows, then, addresses our primary institutional strategies to achieve equitable access to undergraduate, graduate, and professional education at UNM across all population groups in the state, and to achieve equitable results, in terms of retention and degree completion, for all student population groups. With the anticipated implementation of the Diversity Plan noted above, we expect significant progress to be made toward these goals. Achieving them would make UNM unique in the country in its marriage of excellence and diversity, and transform the institution in ways that benefit the state and serve as a model for other institutions. We believe UNM is poised to lead institutions of higher education around the country on these important issues.

CHAPTER TWO: PREPARATION AND RECRUITMENT

At the beginning of any serious discussion of student achievement in New Mexico lie two salient and disturbing data points. New Mexico ranks 12th among states in the percentage of its citizens that enroll in a college or University directly after they graduate from high school – a key factor in their odds of completing a higher education degree. Yet, New Mexico's University graduation rates rank 48th in the country. What is going on here?⁹⁹

In 2006, New Mexico's Office of Education Accountability released a report commissioned to answer that question. *Ready for College? A Report on New Mexico High School Graduates Who Take Remedial Classes in Higher Education*, noted that over 50% of New Mexico public school graduates require remedial coursework in college; and that within that population, the developmental needs were significantly higher in traditionally underrepresented groups: 66% percent of American Indian or Alaska Native students; 58% of Hispanic students; and 55% of African-American students, compared to only 36% of White non-Hispanic students.¹⁰⁰

The implications of these data, for a state and a university committed to effectively educating the "emerging majority" of their students, are many. In this chapter we focus on three key strategies emerging at the University of New Mexico, to confront these realities and bring the University's resources to bear on this troubling inequity.

Collaboration with K-12

The temptation for universities to blame the public schools for their students' lack of college readiness is ever-present – as is the counter-claim that the universities are somehow at fault for failing to produce enough competent K-12 teachers. What is needed to move beyond this unprofitable debate are effective ways for the two systems to collaborate in support of the success of their students.

The State of New Mexico took a significant step in this process in March 2007 with the passage of SB 561, the High School Redesign Act. The Act increases the number of required "Carnegie Units" for graduation from a New Mexico high school from 13 to 16.5; mandates four years of high school mathematics, with at least one course of Algebra II or higher; and adds a requirement for an Advanced Placement, online, or dual-credit class.

UNM has taken a leadership role in a number of these new requirements. Senior staff of UNM's New Media and Extended Learning (NMEL) division have helped to provide leadership for the New Mexico Learning Network, the New Mexico Cyber Academy, and IDEAL-NM (Innovative Digital Education and Learning in New Mexico), a statewide eLearning system de99. Data cited by Dasenbrock, R. (2007), *Creating Pathways through New Mexico Higher Education*. New Mexico Department of Higher Education.

100. Winograd, P. (2006). *Ready for College?* A Report on New Mexico High School Graduates Who Take Remedial Classes in Higher Education. Office of Education Accountability, Department of Finance and Administration: The State of New Mexico signed to develop online courses that supplement the curricular offerings of New Mexico public schools. UNM's branch campuses in Gallup, Los Alamos, Taos, and Valencia County, have long been state leaders in providing dual credit options for area high school students.

More fundamentally, for the past ten years the University has been implementing programs targeted to underrepresented student populations as early as their grade school years. An eclectic mix of University departments, including the School of Law, Health Sciences Center, College of Education, Department of Athletics and others, have participated in such initiatives; but the primary locus of development has been UNM's Division of Student Affairs. In 1999, it established a new department, the Department of Special Programs, to focus on students who were entering UNM from low-income, first generation, and underrepresented backgrounds. This department began with three programs and a budget just over \$500,000, to provide college preparatory work and preparation for students to graduate. By the year 2007, the Department had grown to 12 programs/projects now under the name of College Enrichment and Outreach Programs (CEOP), with annual funding in excess of \$4,000,000.

CEOP's programs include the federal TRIO programs, college prep programs like GEAR UP, summer bridge programs, and others that seek to provide educational pathways for students from low-income, first generation, and underrepresented backgrounds. Its programs begin their work with students and their families as early as elementary school, to introduce higher education, encouragement, support, advisement, and strong preparation for students to higher education. Once students matriculate from secondary education and enter higher education the CEOP program offers a number opportunities and initiatives that provide academic support to retain and graduate students from UNM. CEOP also has programs that work with students to motivate, prepare and provide educational opportunities for these students to gain their advanced degree. Each contains a parent component designed to educate parents on the advantages of college education as well as how to navigate the University system and how to support their sons and daughters.

COLLABORATION WITH COMMUNITY COLLEGE PARTNERS

UNM's remarkable freshman diversity notwithstanding, it is also true that large numbers of underrepresented students enter the University as transfer students from New Mexico community colleges. Chief among these partners are UNM's branch campuses and Central New Mexico Community College in Albuquerque.

As noted earlier in the self-study, the University of New Mexico has branch campuses in four rural communities in the state: Gallup, Los Alamos, Taos, and Valencia County. The latter three are Hispanic Serving Institutions; while Gallup, with its enrollment of over 2,000 American Indian students, is by that measure the largest such campus in the nation. In total, the 6,337 students taking courses at UNM's branches in Fall 2007 made up just under 20% of the University's total enrollment. As open admission institutions, UNM branch campuses offer their students more comprehensive and intimate levels of developmental and lower level programming than can be provided in the active research environment of Albuquerque campus:

Adult Education. Students who have not graduated from high school are placed in a General Educational Development (GED) program which provides free courses to prepare for completion of the General Equivalency Diploma (also referred to as the "GED").

Developmental Studies. Students who have graduated from high school or successfully completed a GED program may be technically ready for college, but the reality is that in most cases they are not functionally ready for college. Approximately 80% of entering freshmen at the branches require at least one developmental studies in mathematics, about 70% in writing, and about 60% in reading. In order to provide underprepared students with the knowledge and skills necessary to be successful in college-level courses UNM branch campuses offer a variety of developmental studies courses in writing, reading, academic skills, and mathematics.

Students enrolling at the branches are tested using the COMPASS instrument (developed by ACT) and are subsequently placed into the appropriate developmental studies course; or, if their scores prescribe it, a college-level course. To ensure that students receive the education they need at the level at which they place, branches offer developmental studies courses often down to the "098" level (e.g., MATH 098 is basic arithmetic; ENGL 098 focuses on the proper construction of sentences).

At UNM-Valencia, the Compass test is administered primarily through the internet version at all of its test sites. All new students who have been admitted take the Compass test at the Assessment Center for placement in reading, writing, and math if they do not have ACT scores. Compass is also administered in individual subjects for those students who have ACT scores, but want to use Compass as a challenge test. The Internet Compass is available at four high school sites: Los Lunas HS, Belen HS, Valencia HS, and Socorro HS.

The branches also provide special assistance to developmental studies students by way of tutoring and mentoring, often through staff whose work is exclusively devoted to these students. For example, a Title V-funded program at the Valencia campus provides tutors, counselors, and dedicated 12-month faculty who, besides teaching, serve as advisors to developmental studies students in a learning community environment. The program even provides a data analyst to assist with the program's assessment.

Lower Division Academic Courses. UNM branch campuses are authorized to offer any lower division course offered at the main campus. Their approach to promoting student success follows what they do with

developmental studies (advising, tutoring, and mentoring – albeit not with the same degree of intensity). And great care is taken and efforts applied to ensure that every student has the best opportunities to succeed. Some of these processes include:

Emphasis on Teaching and Learning: Faculty at the branches are expected to make teaching and learning their foremost priority. The evaluation of continuing faculty, which is also used to determine merit pay increases, focuses primarily on teaching excellence as measured by student evaluations, peer and supervisor evaluations, and other teaching-related activities (e.g., curriculum development, incorporating new teaching techniques, advising students).

Active-Learning Pedagogy: In contrast to the more traditional lecture approach, branch faculty are encouraged to adopt a delivery approach which "actively engages" students in the learning process with an end to promote critical thinking and interest in the material. Examples of this include discussion and problem-solving in groups, use of "clickers" to elicit student responses, and frequent interactions during presentations.

<u>Small Classroom Size</u>: The mean enrollment per section (these are 100 – 200-level courses) is around 20. Smaller class sizes facilitate the delivery method mentioned in the previous bullet.

Instructional Technology: Classrooms are increasingly equipped with data projectors, interactive display boards, sound systems, document cameras, video reproduction units, and other instructional equipment. Research shows that the effective integration of technology into instruction promotes greater interest, especially among younger students. Faculty are also encouraged to use WebCT Vista and/or develop their own web sites to more effectively disseminate course materials and interact with students outside of the classroom.

<u>Faculty Training and Professional Development</u>: Centers to provide workshops and training in the use of instructional technology and other effective delivery methods are generally provided to branch faculty. Professional funds are also available for faculty to attend conferences and other workshops with an end to improving delivery methods.

<u>Transfer Focused Degree Programs</u>: Several academic associate degree programs in arts and sciences are available to focus students on a prescribed sequence of courses leading to full completion of the first two years of a baccalaureate degree. For instance, the "Associate of Arts in Business Administration" consists of all required lowerdivision courses for admission to Anderson Schools of Management at UNM – a curriculum that would not typically be available in other community colleges.

UNM's branch campuses share with the main campus and each other, a common transferable curriculum, core requirement, and academic policy structure. The effectiveness of that structure is shown in their student transfer rates to UNM's main campus, which exceed those of Central New Mexico Community College (CNM) despite its close proximity to UNM:

То	Total Number of Transfer Students from UNM's Branch Campuses to UNM-Albuquerque, by Academic Year								
Campus	2003-04	2004-05	2005-06	2006-07	2007-08	Five- Year Mean	Mean as % of Fall 2008 Campus Head Count		
Gallup	98	119	113	118	97	109	3.8%		
Los Alamos	71	71	89	76	68	75	11.2%		
Taos	54	51	46	53	51	51	3.6%		
Valencia	149	114	139	110	113	125	6.3%		

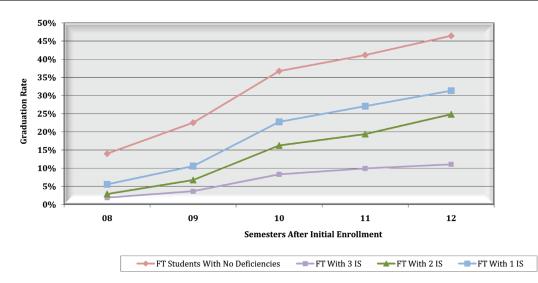
By comparison, CNM's five-year mean transfer rate as a percentage of headcount is 2.9%. Nonetheless their total number of transfers for the period was over twice that of all UNM's branches combined, some 3,400 students. Thus UNM has begun assiduous work on more structured partnerships with CNM as well.

In October 2007, UNM's President David Schmidly and CNM's President Kathy Winograd signed a memorandum of understanding committing their respective institutions to greater collaboration wherever feasible; and in particular, to the creation of a new "Gateway" program. The Gateway Program will enable students who may not be ready for UNM academic work to take classes through CNM, but be fully integrated into UNM life including living in the residence halls and using all facilities. These students will be advised through the College Enrichment Program and be allowed to transition fully to UNM classes after 24 hours of core work is completed. It will allow the students to start in small class environments, save a substantial amount of tuition expense, and have a structured transition into the academic experience at UNM.

STANDARDS FOR ADMISSION

Moderately selective admission standards have been a crucial part of the access UNM has provided to traditionally underrepresented groups of students. Yet the data is clear that broad "access" has not resulted in equitable chances for all students to complete a baccalaureate degree at UNM.

The chart below tracks a kind of "preparation effect," by showing the mean graduation rates of UNM students with varying levels of deficiency in their readiness for college work. The top line represents the graduation rate, by semester, of students who took no remedial course work; the next is that of students who were required to take one remedial course (Introductory Studies, or "IS") in English, reading or mathematics; the next, students who were required to take remedial courses in two of those areas; and the bottom, the graduation rate of students admitted with deficiencies in all three areas.



Cumulative Graduation Rates Through 6 Years (Averages for 1991 Through 1998 Classes)

In the face of these disparities, debate over the appropriate requirements for admission to UNM continues, as the University wrestles with the challenge articulated in its Special Emphasis MOA: "how do we deliver on the promise of equal rewards?" It is a debate heavily freighted with political consequences, given the findings noted earlier regarding the disparities in college readiness among New Mexico's major ethnic populations. New Mexico citizens who have fought for generations to broaden access to education at their state's flagship institution are understandably reluctant to endorse any change that threatens to restrict it for the emerging majority of our population.

One admissions criterion currently under review at UNM is the effect of high school grade point averages (GPA), which UNM's Institutional Research Office has determined to be the best predictor of student success at the University. At present, the minimum required GPA for admission to UNM's main campus is 2.25.

In a review of ten years of data consisting of over 30,000 students, the third semester retention rate for students at UNM whose high school GPA was less than 2.5, was 56%. For students whose GPA was 2.5 or greater, the retention rate climbed to 62%. When compared to other possible adjustments in the University's admissions standards, this approach has four advantages: (1) it would impact student retention success significantly; (2) it is something all potential enrollees would have an equal opportunity to work toward; (3) it does not involve minimum scores on discriminatory college entrance exams; and (4) it would have little to no impact on access or diversity.

The following table illustrates the impact of this policy on an average freshman class under current conditions without the benefit of targeted recruiting, diversity initiatives, or entry through special admissions that are all part of the enrollment strategy.

Num	Numerical Impact of Increasing GPA Requirement from a 2.25 to a 2.5 Minimum 2.5 GPA Impact on the Freshman Class									
	Headcount	% Decrease	Headcount Decrease	Freshmen Class Size Projection	% of Class Pre	% of Class Post				
White	1,360	3.25%	44	1,316	45.3%	45.6%				
Black	93	8.60%	8	85	3.1%	2.9%				
Hispanic	1,136	3.89%	44	1,092	37.9%	37.8%				
Am Ind	160	5.25%	8	152	5.3%	5.3%				
Asian	126	3.79%	5	121	4.2%	4.2%				
Other	125	2.45%	3	122	4.2%	4.2%				
Total	3,000	3.73%	113	2,887						

The result would be little change in the percentage each ethnic group represents in the freshman class. Targeted recruitment efforts would also be required in order to compensate for the higher percentage decreases in Black and American Indian students. Provisional admission programs have had a proven track record of benefiting underrepresented and low income populations.¹⁰¹ Students who do not meet requirements may enter UNM through a provisional admissions process that is already in place, but historically underutilized. An applicant may request this review by committee that includes submitting evaluation of references, a personal statement, and possibly an interview. Also, implementing a weighted grade point average with an emphasis on state supported dual credit could significantly help students meet a higher GPA threshold.

The internal data review noted above also showed that students who had taken 16 Carnegie units in high school graduated from UNM at significantly higher rates than those entering with the minimum requirement of 13 units. Thus as the State of New Mexico begins to implement its new 16.5 unit high school graduation requirement for the 9th grade class of 2009, it seems evident that UNM should also phase in concurrent changes in those admissions requirements. 101. Engle, Jennifer & O'Brien, Colleen. (2007). Demography is not destiny: Increasing the graduation rates of lowincome college students at large public universities. Washington D.C.: The Pell Institute for the Study of Opportunity in Higher Education. **APS/CNM/UNM PARTNERSHIPS**

102. Memorandum of Agreement Between the Board of Education of the City of Albuquerque, the Governing Board of Central New Mexico Community College and the Board of Regents of the University of New Mexico (August 2008) UNM continues to embark on initiatives to strengthen the preparation pipeline as demonstrated by a recent memorandum of agreement¹⁰² between UNM, CNM, and Albuquerque Public School (APS) to work cooperatively to ensure the most efficient, effective, and forward looking education for the citizens of New Mexico. One of the five major objectives outlined in the agreement is to develop strategic educational initiatives to benefit students at every stage of their education. The strategic initiatives identified under this objective include:

- a. Expand dual credit programs to provide students the opportunity to easily enroll at both-APS and CNM, APS and UNM, and CNM and UNM;
- b. Develop partnerships to strengthen and expand Adult Basic Education, English as a Second Language (ESL) programs, and college preparation programs to ensure student preparation and readiness for higher education;
- c. Create and strengthen articulation agreements to ensure that students will be able to transfer seamlessly from APS to CNM and to UNM respectively upon satisfactory completion of the previous programs;
- d. Broaden the joint professional development opportunities for faculty and staff from APS, CNM and UNM to focus on student success; and
- e. Share appropriate data to improve and coordinate policy decisions that support student success.

The agreement also focuses on strengthening joint programs between the three institutions including developing a centralized location to support tutoring, mentoring, and advisement opportunities for students at APS, CNM, and UNM.

CHAPTER THREE: ENROLLMENT AND CURRICULA MANAGEMENT

Scrutiny of admissions standards notwithstanding, the University's primary responsibility lies with the students it has. That has – or should have – implications for structure and policy in all aspects of enrollment and curricular affairs. As First-Year Experience guru John Gardner has succinctly put it, the institution should fit students' needs, not the other way around. We begin this chapter, therefore, with a statistical look at the needs of UNM students as they are illustrated by three categories of comparative data: financial, demographic, and academic.

UNDERGRADUATE FINANCIAL PROFILE

We know that New Mexico is one of the poorest states in the nation; 40th in median household income, according to 2006 federal census estimates; 47th in poverty statistics (including the percentage of school children who qualify for free or reduced price meals); and 49th in the percentage of its families with health insurance (i.e., an estimated 17.3% of New Mexicans live below the federal poverty line, and over 20% have <u>no</u> health insurance). Since 88% of UNM's undergraduate population consists of New Mexico residents, the University's financial aid profiles are a direct reflection of these facts. Some 62% of UNM students who file for financial aid qualify as low-income. Equally challenging is the fact that only 47% of UNM's undergraduate population file for need-based aid (the popular Lottery Success Scholarship requires no application), meaning that large numbers of students do not get even the help for which they had been qualified.

In New Mexico, as is true across the United States, the challenges of financial need are disproportionately borne by traditionally underrepresented populations.

Ре	Percent of UNM Students Receiving Financial Aid by Ethnicity								
Campus	White/ non- Hispanic	African American	American Indian	Hispanic	Total Student Population				
Main	58%	78.9%	80.4%	75.9%	70.3%				
Gallup	32%	61.5%	57.2%	47.9%	53.3%				
Los Alamos	30.7%	0%	50%	50%	38%				
Taos	28.9%	50%	76.5%	75.3%	55.8%				
Valencia	58%	83.3%	60.7%	72.2%	66.4%				

Source: Fall 21-day enrollment files maintained by the Registrar's Office and UNM FAM Financial Aid Data for 2007-08

Additionally, we know that financial need acts as a drag on academic progress and persistence. This is vividly reflected in UNM data that shows increasing gaps in performance over the length of students' matriculation at the University:

Persistence and Graduation Rates of Non-FAFSA Filers, FAFSA Filers, & Pell Grant Eligible Students								
FAFSA Filing Status	Cohort Group 1997-2000							
	Number in Cohort% Persisting to the 3rd Semester% Graduat							
Non-Filer	4,104	70.5%	43.3%					
FAFSA Filer - No Pell	2,383	76.5%	46.3%					
FAFSA Filer - Pell	1,912	72.1%	36.0%					
Total FAFSA Filers	4,295	74.5%	41.7%					
Total	8,399	72.6%	42.5%					

FIRST-GENERATION STUDENTS

Based on an analysis of 1.1 million student records, the College Board is the latest major organization to confirm that even when controlling for all other factors, first-generation college students have lower success rates than their peers – <u>even among high-achieving cohorts</u>.¹⁰³ Unsurprisingly, they are more likely to be poor and more likely to be members of traditionally underrepresented ethnic groups. A recent federal study puts the number of these students at 22% of college and University enrollments, nationwide, with higher numbers in the community college sector.¹⁰⁴ In the four-year sector the percentages are lower and typically decrease with the selectivity of the institution.

Percentages of UNM Freshman Coherts at UNM Indicating "First Generation" on their FAFSA Filings							
2000	2001 2002 2003						
Number (%)	Number (%)Number (%)						
565 (41.5%)	537 (40.7%)	663 (41.0%)	781 (39.4%)				

Source: UNM Office of Institutional Research

As noted above, New Mexico is a state with challenges in educational attainment at every level. That is reflected in UNM's data profiles, again drawn from those students who submit the FAFSA as a part of their aid applications. Enrolling first-generation students at nearly twice the rate of the national average, UNM clearly has special challenges in this regard.

103. Cited by David Glenn, "Institutional Researchers Delve Into Student Data at Annual Meeting," *The Chronicle of Higher Education*, 6 June 2008, http://chronicle.com/weekly/v54/i39/39a02401.htm.

104. "First-Generation Students in Postsecondary Education: A Look at Their College Transcripts," National Center for Education Statistics, U.S. Department of Education, July 2005, p. iii.

UNDERGRADUATE ACADEMIC PROFILE

Test scores, while notoriously unreliable predictors of an individual student's likelihood of success, are a useful gauge of the general level of academic preparation of an institution's incoming freshman cohort. New Mexico is an "ACT" state¹⁰⁵ and the University of New Mexico requires the submission of ACT scores for all freshman applicants. UNM is a "moderately selective" institution, as categorized by the Consortium for Student Retention Data Exchange (CSRDE), meaning that the majority of its freshman ACT scores fall in a range of 21.0 to 22.4. In fact, UNM's actual mean ACT score for the past ten years is 21.8, with a standard deviation of less than .2. The chart below gives a more complete breakdown for the past three years:

105. Interestingly, the average ACT test scores for all New Mexico test takers, as reported by ethnic group, are at or above national norms in every category except American Indian – a data point at odds with others that seem to reflect an underperforming K-12 system. See 2007 ACT National Profile Report, http://www.act.org/ news/data/07/data.html.

Percentages of UNM Freshman Coherts by ACT Score Range							
ACT Scores 2005 2006 2007							
27-36	13.1%	12.8%	13.2%				
25-26	11.1%	12.7%	12.2%				
23-24	16.5%	16.6%	17.2%				
21-22	18.8%	17.4%	19.1%				
19-20	18.3%	17.0%	18.7%				
1-18	22.1%	23.4%	16.6%				

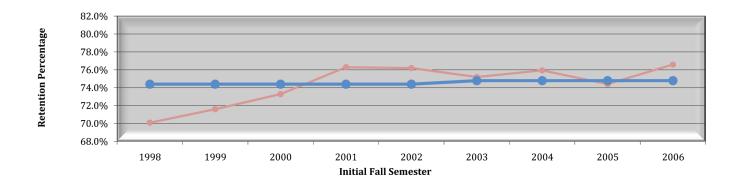
Source: 2007 UNM Fact Book

Of particular importance in this profile is the cohort of enrollees each year whose scores of 20 or below mandate further testing and placement for possible remediation. Approximately 30% of UNM freshmen require developmental coursework in English, reading, or mathematics.¹⁰⁶

These ACT profiles are the basis for one of the University's required accountability reports to the state of New Mexico. As part of the New Mexico Accountability in Government Act (AGA), all public institutions in New Mexico are required to report annually on their retention and graduation rates, among other data categories. Progress on each measure is then benchmarked against norms from peer institutions – in UNM's case, as noted above, large public institutions with moderately selective student bodies.

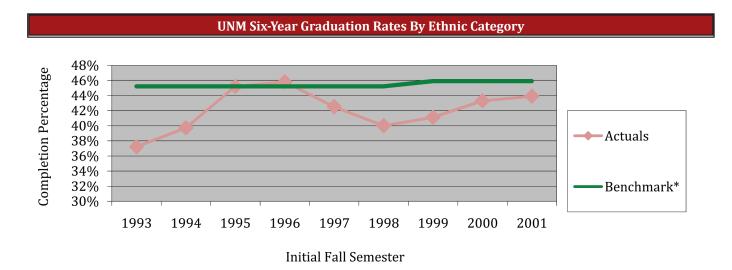
During the past decade, freshman to sophomore retention rates at UNM have ranged from a low of 70.1% in 1998 to a high of 76.6% in 2006, with a steady upward trend over the period. Since 2001 the University has performed consistently at or above the level of its peers on this measure.

106. Incoming students have the choice of accepting placement via their ACT scores, or testing further with a COMPASS exam instrument.

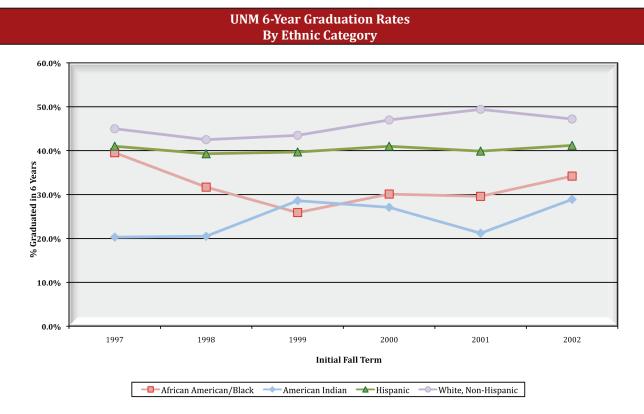


UNM Freshmen - Sophomore Retention Rates

During the same time frame, graduation rates have been more variable. Recent increases have paralleled the trend lines of improved retention. Unlike the retention data, however, the graduation performance levels have consistently been beneath those of UNM's peers.

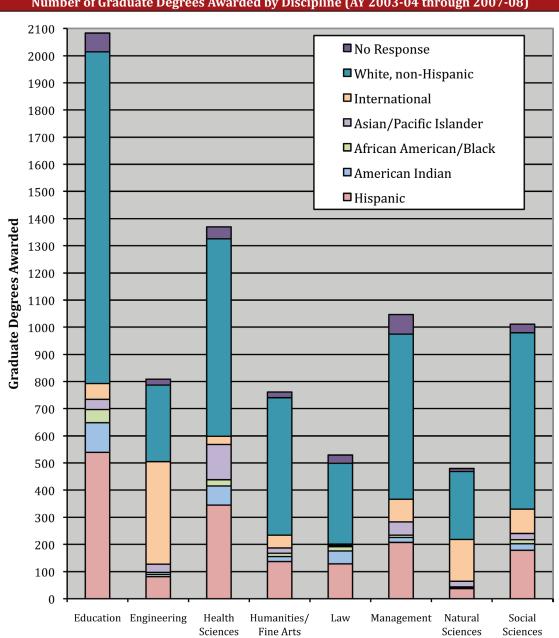


Of equal concern is the fact that even the more encouraging trend lines of the past few years have not been distributed equally among all groups.



GRADUATE STUDENT ENROLLMENT

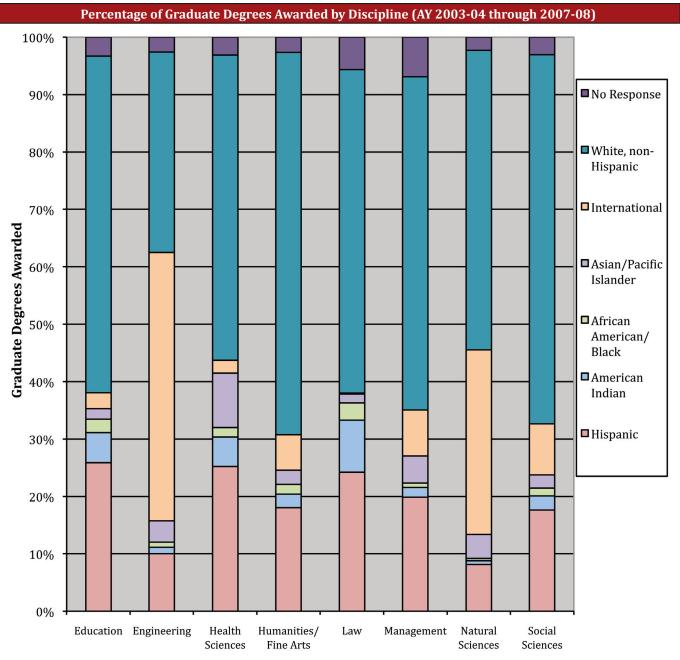
As noted above, UNM's success in providing equitable access to its undergraduate programs has not uniformly translated to the graduate and professional level. The fall-off is especially prevalent in the University's graduate studies programs, where underrepresented minorities enroll at roughly half their undergraduate levels. Some of UNM's professional programs can point to significant areas of success: e.g., the School of Law's 8.4% American Indian enrollment, or the College of Pharmacy's 29.4% enrollment of Hispanic students. But overall, less than 30% of UNM's total graduate and professional enrollees are members of traditionally underrepresented groups. The following charts break down the number of UNM degrees awarded to each ethnic group by discipline and the percentage of degrees awarded to each ethnic group by discipline over the last five years.



Number of Graduate Degrees Awarded by Discipline (AY 2003-04 through 2007-08)

Key:

- Education includes all graduate education programs
- Engineering includes all graduate engineering programs
- Health Sciences includes all graduate medical, nursing, and pharmacy programs
- Humanities/Fine Arts includes all graduate arts and sciences humanities and fine arts programs
- Law includes the JD program
- Management includes all graduate business programs
- Natural Sciences includes all graduate arts and sciences natural science programs
- Social Sciences includes all graduate arts and sciences social science, architecture and planning, water resources, and public administration programs



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The reasons for the disparity in UNM's undergraduate and graduate student populations are many and complex. In graduate studies, the conventional wisdom that students should <u>not</u> undertake all their academic work at a single institution, constricts the undergraduate pipeline. Financial factors play a role in the professional programs just as they do at the undergraduate level, constraining the ability of many minority students to continue their educations. UNM has only begun to examine these and other questions of graduate and professional enrollments in a sustained and strategic way. In any evaluation the disparities in graduate enrollment across the various graduate programs should also be addressed.

POLICY CONSIDERATIONS

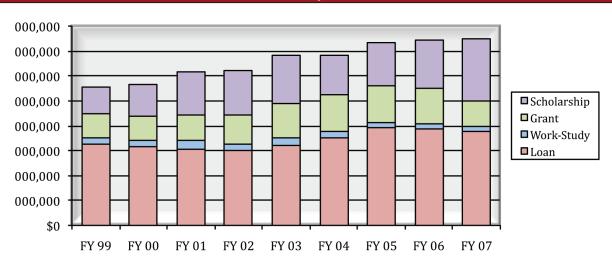
Given the UNM enrollment portrait painted above – and the fact that most of its principal elements have been in place for many years – it is reasonable to ask whether the University has organized itself in distinctive ways, to best serve the needs of this distinctive body of students?

The answer to that question is that in general, UNM has not adopted unique structures, policies, or procedures to meet the distinctive needs of the emerging majority of its students. Instead it has placed a great deal of emphasis on innovative and dedicated programming, much of which we describe in the following chapters. The distinction is important. *Programs* are those services a University makes available and sometimes targets to specific groups of students; *policies* are those instruments by which a university shapes its fundamental ways of doing business. Both are critical parts of how a university accomplishes its mission. We conclude this chapter, therefore, with a series of reflections on the major policy areas with impacts on minority student success at UNM.

FINANCIAL AID

In the most recent edition of "Measuring Up," the well-known report published biannually by the National Center for Public Policy and Higher Education, the state of New Mexico receives an 'F' in the category of "Affordability." One reason for this relatively low rating¹⁰⁷ is New Mexico's low median household income, noted above; but a more critical difference between New Mexico and states that were scored higher is our state's low investment in need-based financial aid. This is reflected in UNM's financial aid trends since the inception of the Lottery Success Scholarship – a merit-based aid program – in 1996:

107. In fact, *Measuring Up 2006* gave "F's" in affordability to forty-three states, "D's" to another five, and "C's" to Utah and California. There were no "B's" or "A's."



UNM Financial Aid by Source of Funds

Source: UNM Financial Aid Office

Despite this massive investment in student aid, the total calculated "unmet need" for UNM students exceeded \$41 million in FY 06. The continuing growth in loans as a source of their funds remains a matter of particular concern, in view of studies that suggest that women, minority, and low-income students are more debt-averse than the general population.

All of this is easy enough to state, but very difficult to address. For one thing, the Lottery Scholarship does provide a great deal of support to needy students, despite the reality that most of its funds go to middle class families that could afford to pay for more of their educations.¹⁰⁸ Endowed grants and scholarships, a crucial source of aid at many institutions, are limited by UNM's relatively small endowment corpus compared to other flagship institutions. And in a state with a deep commitment to low tuition levels across the board, there is no political appetite for redistribution of resources via tuition increases.

One underutilized form of financial support at UNM is on-campus employment. We know, from a longitudinal series of NSSE surveys and other data, that an exceptional number of our students work off-campus at least half-time; and that this is, over time, a drag on their ability to make academic progress. We know as well that on-campus employment has shown strong correlations with student success at other institutions. And we know there is enthusiasm, both at UNM and at the state level, for increasing campus work opportunities and funding.

Advising

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. Consequently 108. See Melissa Binder and Philip T. Ganderton, "The New Mexico Lottery Scholarship: Does it Help Minority and Low-Income Students?" in Heller, D. E. and Marin, P. (Eds) *State Merit Scholarship Programs and Racial Inequality, The Civil Rights Project*, Harvard University, October 2004. it is one of the functions UNM students routinely rate below peer benchmarks on surveys of student engagement and satisfaction.



National Survey of Student Engagement							
Advising	Advising						
Benchmark Comparisons							
	Flagship Peers						
Class	Mean a	Mean a	Sig b	Effect Size c			
First-Year	2.77	2.97	***	23			
Senior	2.38	2.77	***	41			

With the creation of a Provost's Committee on Advising in FY 06, and a significant allocation of new funds targeted to freshmen and new transfer students, the University has made progress on this in the past two years. Overall, though, advising levels remain substantially below those recommended by the National Academic Advising Association (NACADA).

ENROLLMENT POLICIES

One of the key findings of Clifford Adelman's landmark federal study, <u>The Toolbox Revisited (</u>2006), is that the enrollment policy environment of an institution can have a significant effect on student progress. In general, Adelman discovered that the less prescriptive enrollment regulations are, the less progress students made toward graduation. In particular he identified "non-credit course-taking behavior," fostered by enrollment regulations that made it easy for students to withdraw from their classes, and the delay of specific course requirements (e.g., mathematics), as behaviors that crippled the odds of timely degree attainment.

Adelman's findings support the intuitive understanding that the less familiar a student is with their academic environment (as in the case of first-generation students), the more regulation they need. Yet UNM's academic policy environment is liberal in the extreme. Only one course – English 101 – is literally required of every student. Over 200 class options exist to satisfy general education requirements. No-record course drops are allowed through the sixth week of the semester; no penalty withdrawals, through the 10th week. Key faculty committees at UNM have begun to wrestle with these and other policy issues related to student progress.

CHAPTER FOUR: STUDENT SUPPORT AND SUCCESS EFFORTS

In sharp contrast to its laissez-faire attitude toward policy and organizational change, program innovation is a signature strength of UNM. Ours has long been an environment that has prized entrepreneurial activity – or in more vernacular terms, one whose rule of thumb is "do it yourself if you want it done at all." As a consequence the University has, over many years, developed a number of impressive student success programs. We focus here on four that illustrate successful approaches to categorical challenges articulated in this report: recruitment and preparation, enrollment and curriculum, student support, and graduate study.

RECRUITMENT AND PREPARATION: THE COLLEGE ENRICHMENT PROGRAM

UNM's College Enrichment Program (CEP) was implemented in 1969 to address a very specific student need: the challenges faced by students from rural parts of the state in making a successful transition to a large, urban university campus. The initial program design was ambitious – a summer-long residential orientation, followed by intensive advising, mentoring, and special activities throughout a student's tenure at UNM. By the late 70s the required orientation was shortened to a month; by the 80s, two weeks; and by the 1990s, one week. At that point the University finally took note of the success that CEP was having with students that by definition were "at risk," and started requiring orientation for all incoming freshmen. (In Fall 2008, for the first time, orientation will be required for transfer students as well.)

CEP's target audience has evolved as well. Its first students were likely to be high achievers, since they were the ones bold enough to leave their small town settings and come some distance to school. Once the University started requiring orientation for all students, though, it saw in CEP a model of support that could be quickly and effectively tailored for academically at-risk students as well. Thus for the past decade, CEP's mission has specifically been outreach to minority, first-generation, and academically atrisk freshmen. Any enrollees whose ACT composite score is 16 or lower are automatically assigned to CEP; others in the target group may participate on a space-available basis. CEP typically enrolls about 400 freshmen each year. CEP's most recent program innovation is a "Parent Enrichment Program" that features everything from free email addresses and internet support to GED programs - a unique insight into the parents' desire to fulfill their educational aspirations in the same way their sons and daughters do. CEP is part of the division of College Enrichment and Outreach Programs in the Office of Student Affairs, which means it is neither part of Enrollment Management or Academic Affairs. The University has an understandable and

sensible reluctance to change a relationship that has functioned well for nearly four decades; but the structure does pose management and planning challenges from time to time.

ENROLLMENT AND CURRICULUM: FRESHMAN ACADEMIC CHOICES (FAC)

In 1997, following a period of declining enrollments and declining student performance, UNM President William Gordon commissioned a pilot program called Freshman Academic Choices. It began with a modest investment in remedial coursework for those students who were underprepared for college. Funded wholly by private contributions from donors to the President's Club, the program grew steadily in size and complexity under the leadership of Dean Peter White, and Program Directors Dan Young and Joel Nossoff. Together, they developed a suite of academic choices for new students in 1998, modeled on similar programs across the country.

- Freshman Learning Communities (FLC) The anchor of the Freshman Academic Choices program, each FLC consists of two linked classes: a core communication course like ENG 101 or C&J (Speech) 105, and a topics course designed to engage student interest in a particular discipline. Cohorts of students take both classes, meaning that they have an intimate, interactive setting for at least 40% (six hrs of 15) of their first semester coursework at UNM. Currently, there are 35 sections available with 23 students in each section or 805 spaces total.
- Freshman Interest Groups (FIG) A blocking of two -three courses that are centered around a theme of major, career or current topic interest. Currently, there are 20 sections with 25 students in each or 500 spaces total.
- Freshman Introductory Studies Communities (FISC) Two sub sections of the FIG, focused with emphasis on helping lower scoring ACT/SAT reading comprehension students. Currently there are two sections with 35 students or 50 spaces total.
- Living & Learning Communities (LLC) On-campus residential and academic communities that are focused on a college and its major (i.e. Architecture and Planning, Engineering, Arts and Sciences, etc.). Participants live in apartment style dormitories with their peers who share their major and career interests while attending common courses together. Currently, there are eight offerings with 18-20 students each or up to 160 spaces total.
- **College Success Seminars (CSS)** One credit hour seminars that provide freshman with additional guidance in their IS courses. The

CSS assist students with college success skills while helping them contextualize material that they are learning in their required IS Math, Reading or English course. Currently there are 15 offerings with 25 students in each or 375 spaces total.

The implementation of the FAC program had an immediate impact on freshman success at UNM – not just for the participants, but the entire class:

	UNM First-Time Freshman Cohorts 1998 - 2007								
	1998	1999	2000	2001	2003	2004	2005	2006	2007
GPA after first semester	2.60	2.69	2.75	2.94	2.93	2.92	2.86	2.9	2.94
%/# w/gpa>2.5 (i.e., threshold for Lottery	56.2%	60.8%	63.6%	67.5%	69.9%	70.9%	69.6%	75.0%	71.8%
Scholarship eligibility)	1230	1365	1417	1367	1773	1897	1842	1951	1811
1st - 3rd Semester Retention	69.9%	71.6%	73.4%	76.3%	75.24%	75.95%	74.44%	76.6%	77.34%

Source: First Time Freshman Ledger

Maintenance of the FAC program is labor intensive. Students are recruited to participate in these programs by means of paper and electronic mailings, website presence, advisement at summer orientations, and other University recruitment efforts. Instructors are drawn from the ranks of full-time faculty and staff by means of overload stipends; or alternatively, release-time payments to their home departments. They are required to participate in one or two training and orientation sessions each May in order to prepare for the fall semester. They attend seminars, develop their course strategies, and use new teaching evaluations in order to provide an innovative approach to undergraduate education. Program-wide surveys are given each semester to train faculty and staff, provide feedback on programming, and to hear students' anecdotes about their experiences.

In FY 05, after seven years of start-up funding from a private donor pool, the University put the entire FAC program in its base Instructional and General (I&G) budget – completing an all-too-rare cycle of innovation to full adoption of a program that has transformed learning in one segment of the University. Discussion continues on the question of the ideal scale and scope of the program, which remains elective and currently serves about half the freshman class.

ENROLLMENT AND CURRICULUM: ETHNIC STUDIES MAJORS

At UNM, as was typical at University campuses across the nation, ethnic studies programs grew out of the social impetus of the civil rights movement in the 1960s. Their particular shape and force here, though, is a direct reflection of the unique demographic and political dynamics of New Mexico.

Afro-American Studies was established in 1969, in response to a "Break the Chains" initiative led by the Black Student Union. Like UNM's other ethnic programs it was originally conceived as a combined academic and student support unit; but evolved into two distinct units in 1996, the year the "African Studies" major was authorized. Features of today's program include the Charlie Morrisey Research Hall, a repository of rare books, manuscripts, and other documents of the African American community in New Mexico; and a program center organizing lectures, discussion, and other public events.

Native American Studies followed on the heels of Afro-American Studies in 1970. It, too, was first meant to be a multi-purpose department; though in its early stages the entire discipline was so nascent that there was no curriculum – only research. Not until 1998 did NAS officially become an academic department, with approval of an undergraduate minor (1999) and major (2005) soon following.

Unlike the standard anthropological/historical disciplinary bases common to most ethnic studies programs, the structure of UNM's NAS is distinctive in its core mission of nation-building: "to explore and transmit respect for the sovereignty of Native Nations, preserve cultural traditions, and support Native communities self-determination." Curriculum design and research emphases reflect the program's close working relationships with New Mexico's 22 pueblos and tribes.

Chicano Hispano Mexicano Studies is, with respect to its constituent base, by far the smallest of UNM's ethnic studies programs. Embodied in that fact are many of the peculiar dynamics of race, ethnicity, politics, and higher education in New Mexico.

"Chicano Studies" at UNM was founded in 1971 in the midst of one of the most militant civil rights environments in the nation. The state was still buzzing over the activities of La Alianza Federal de Mercedes (Federal Alliance of Land Grants) and their fiery leader Reijes Lopez Tijerina, who four years earlier had burst into a courtroom in northern New Mexico, shot two deputies, and attempted to kidnap the district attorney, as part of their advocacy for the return of millions of acres of Spanish land grants in New Mexico to descendants of the original claimants. Hispanic sympathy for the cause of the Alianza ran the gamut, from those eager to claim kinship with nationally known figures like Cesar Chavez and his Chicano movement in California, to others who found the whole business an embarrassment to their heritage and their State. Most citizens were somewhere in between. Thus, unlike its counterparts in African American or Native American studies, Chicano studies was simply not able to serve as a locus of study or community for all the Hispanic students at UNM. It also had the disadvantage of competing with well-established programs in more traditional and academically prestigious disciplines in History, Spanish, Anthropology, and others.

Today Chicano Hispano Mexicano Studies at UNM features field and community work, in line with the strengths of its current director, Enrique Lamadrid, a noted folklorist. The persistence of its founding dynamics, however, was still clear in 2004 when Professor Lamadrid proposed changing its name to "Southwest Hispanic Studies." He noted, pragmatically, that less than 10% of Hispanic students at UNM identified themselves as "Chicano," and that obviously there were others that found the term dated or even off-putting. A firestorm of protest ensued, much of it generated by alumni who argued that changing the name was an insult to the movement and its impact on UNM and New Mexico. "Chicano Hispano Mexicano Studies" was the resulting compromise on the name; but not for the anger and passion underlying "the dilemma of inclusion vs. exclusion" that still characterizes the University.

STUDENT SUCCESS AND SUPPORT: ETHNIC PROGRAMS

Parallel to the academic programs above are student support centers with distinct staffing, structures, and missions of their own.

African American Student Services (AASS), as noted above, was part of the Afro-American Studies program launched in 1969. Today AASS provides a range of advising and mentoring services for students, and sponsors cultural programming for regular observations like Kwaanza, Black History Month, and others, as well as special events and conferences. The office also serves as the home for a number of related student organizations, including the Black Student Union, Black Graduate and Professional Student Association, Black Law Student Association, and the NAACP.

American Indian Student Services (AISS) sponsors a similar menu of program and activities on behalf of native students. AISS programs, however, are informed by an additional element, and that is the relationship of the University not only to its Native students, but to the 22 New Mexico pueblos and tribes from which most of them come. AISS Director Pamela Agoyo also serves UNM's official liaison to the New Mexico tribes, many of which have formal MOA's with the University. One outgrowth of that is the American Indian Summer Bridge Program, which has proved beneficial in fostering increased levels of academic success for first-time Native students.

El Centro de la Raza (the People's Center) has the unique distinction of being the only student service unit on campus with statutory standing in New Mexico law! El Centro was founded in 1969: "New Mexico Law< New Mexico Code> Chapter 21 - State and Private Education Institutions.> Article 7 - University of New Mexico, 21-7-1 through 21-7-28.> Section 21-7-9.2 The "el centro de la raza" is created as a service center within the division of student affairs of the University of New Mexico. The center shall provide training, technical assistance, research assistance, student academic support in the form of instruction and tutoring and information dissemination for Hispanic student recruitment and retention. The training, technical assistance, research assistance and information dissemination shall be made available to persons who participate in el centro de la raza. El centro de la raza shall prepare an annual report for the legislature showing the progress of the center in providing services to Hispanic students."

In return for the mandatory "annual report" stipulated above, the Legislature has provided dedicated funding to El Centro for most of its history (though the amounts have varied). The data presented in the reports make it clear that El Centro's services make a difference in the lives of its participants, who perform better on every single academic measure despite the fact that their incoming academic profiles are below the mean for their cohorts. El Centro has seen an increase of students who are eligible for Remedial Skills Courses based upon ACT scores. The services provided in advising on academic financial aid, and career services show a positive impact on increasing the grade point average, retention rates, and graduation rates of those Hispanic students who participate in the services versus those who do not participate. For example, the average GPA of students associated with El Centro rose from 2.73 to 2.8 between 2005 and 2006, which the average of Hispanic students being around 2.74. Retention rates for participants also average about 5-6 percentage points higher than that of the Hispanic student average. The graduation rates for participants has risen to around 50% in comparison to just over 41% for Hispanic students.

El Centro's signature programs currently are internships and service learning opportunities for its students. Future plans call for developing Latino/a Leadership Institutes through Service Learning and community engagement programming, which will incorporate credit level courses along with civic engagement. Each student intern will be required to take the lead in identifying, presenting, and reviewing an educational program for the UNM and surrounding communities.

STUDENT DEVELOPMENT AND ENGAGEMENT: TITLE V GRANTS

In Fall 2006, UNM's main campus was awarded a Title V grant in the amount of \$2.8 million to improve campus climate for Hispanic and lowincome students. The grant is being used to develop initiatives that increase persistence and graduation rates for UNM students. It has three major components designed to have a direct impact on student engagement and graduation rates: (1) Student Development and Engagement, (2) Faculty and Staff Development and Engagement (discussed further in Chapter 5: Faculty Issues), and (3) Multiple Academic Pathways for Students (MAPS).

The grant supports student development and engagement through activities and initiatives that provide academic tutoring support in the classroom; mentoring, cultural, and social support in and out of the classroom; and a live interface program that provides students with a tool to navigate academic, social, and cultural support programs available on campus. More specifically, the grant provides mentoring and supplemental instructor programs through CAPS that help students progress through gateway courses and continue their education at UNM. The Peer Mentor Program places mentors within English 101 and Math 121 courses to assist students in their studies. Mentors help their students maneuver the intricacies of the University by providing mentoring, social, cultural, and academic support in and out of the classroom. Mentors also serve as "pillars" for students who are uncomfortable within the University setting. The Supplemental Instructor Program provides supplemental Instruction Leaders in gateway courses. Trained by CAPS, these leaders provide supplemental instruction to the students on an individual basis. The leaders can also earn certification through this program.

MAPS is designed to increase student engagement with academic support programs, faculty engagement with student learning, and studentto-student engagement through mutual support for academic activities. MAPS provides students with a tool to navigate available on- and off-campus academic, social, and cultural support programs. Current projects include (1) the development of two interactive websites: MAPS (http://maps.unm. edu/) and MyPage (http://mypage.unm.edu); (2) the UNM One-Stop initiative, and (3) e-Portfolio development. This project seeks to increase awareness and utilization of academic support services by making those services more visible and accessible campus-wide.

Also in Fall 2006, the UNM-Valencia campus received a Title V grant of approximately \$2.5 million over a five year period. One of the major initiatives for this grant is to improve the success rates of low-income Hispanic students at the branch campus. The branch also plans to raise funds for an endowed scholarship that will earn federal government matched funds at the end of the grant period. UNM-Valencia is also currently participating in a cooperative Title V grant with UNM-Los Alamos on a technology-learning center aimed at improving student learning.

One of the major initiatives stemming out of the UNM-Valencia grant is a project called "Highway to Success Learning Community."¹⁰⁹ The mission of the program is to provide an environment where students build a foundation for lifelong learning and success. The long-term vision is to ensure that all students have the academic skills and qualifications necessary to achieve their educational goal within three years, whether that goal is to complete a certificate program, and associate's degree, or to transfer to a four year college. The program provides a "Learning Café" that is a friendly environment where students can study, do homework, receive tutoring, or

109. See http://highwaytosuccess.unm.edu for more information.

relax. The Learning Café also hosts a state-of-the-art computer lab. Highway to Success provides connections to learning communities, advisors, faculty, supplemental instruction, individual tutoring, and other campus resources that are available to students.

GRADUATE STUDENT ENROLLMENT

UNM's diversity challenges in its graduate programs have been previously noted. Nonetheless, it is clear that the disparities would be even greater, were it not for some significant program efforts to redress those challenges.

The Ronald E. McNair Program, part of the well-know federal TRIO program suite, began providing services to UNM students in 1999. Today the McNair Scholars Program provides a unique opportunity for 26 undergraduate students from groups traditionally underrepresented in graduate education and interested in pursuing a career in academics and research. To participate, students must be considering study beyond the bachelor's level. McNair Scholars are chosen each year to participate in an intensive research and graduate preparation program. They have the opportunity to work closely with their advisors and faculty mentors who will help them acquire skills to conduct high quality scholarly research, a greater understanding about the accessibility of graduate education, and the knowledge necessary to increase their chances of acceptance into a graduate program. The McNair Scholars become familiar with the research environment of a major university, and establish a supportive network of academic professionals and peers across the nation. The program is funded by the U.S. Department of Education at \$220,417 annually.

The Research Opportunity Program (ROP) is a State of New Mexico complement to the McNair Program. It is an eight-week program offering internships in the humanities and the biological, physical, and social sciences for juniors and seniors that coincides with the UNM summer sessions. The goal of the ROP is to increase the level of diversity among students who enter Ph.D. programs to pursue careers in university teaching and research by providing research opportunities to undergraduate students from underserved groups. Total annual funding level is \$167,500.

The Robert Wood Johnson Foundation Center for Health Policy at UNM is the most recent, high profile undertaking of the University in the area of minority graduate recruitment. In Fall 2005, the University of New Mexico was approached by the Robert Wood Johnson Foundation (RWJF) about the potential for the creation of a health policy institute at UNM. RWJF officials were looking for an institution with a mission to serve underrepresented populations combined with a strong health science center, which put UNM at the top of their list. The result of that interest was the launch, in January 2007, of the RWJF Health Policy Center, funded by an \$18.5 million grant from the Robert Wood Johnson Foundation.

The RWJF Center for Health Policy at UNM has articulated five major goals:

- **Recruitment:** to increase the pool of minorities interested in Ph.D. programs in the social sciences. Most minority students who pursue graduate degrees select professional programs because they appear to offer more tangible career rewards than a Ph.D., and can be completed in less time, with less debt, and with less mathematical or statistical preparation. The Center will provide incentives for students to pursue doctoral degrees.
- **Readiness:** to work with academic departments to offer a rigorous and interdisciplinary educational program that prepares students for leadership in the policy arena.
- **Retention:** to retain Hispanic and Native American students, the Center will offer financial, social and cultural support, along with research and educational opportunities that allow students to stay connected with their communities.
- **Research:** to conduct independent research and develop and support a national research agenda that promotes a better understanding of health issues, including access, cost, and health care quality to inform the policy debate.
- **Raising Awareness:** by means of interdisciplinary research workshops on specialized health topics, as well as a regular series of national conferences and workshops focusing on health policy issues of greatest concern to Hispanics and Native Americans.

The RWJF Health Policy Center expects to train approximately 100 students within five years of opening.

Filling a different need than the high-profile "pipeline" programs above is the **Project for New Mexico Graduates of Color (PNMGC)**, a student based organization that is working to build community among historically underrepresented groups in graduate school. Founded by a group of UNM graduate students in 2003, the PNMGC aims to increase the retention of students of color through providing academic, social, cultural and emotional support, and to ultimately build a more diverse population within the University of New Mexico graduate and professional programs. The PNMGC is funded by a grant from the UNM Student Fee Review Board, and sponsors undergraduate outreach initiatives, dissertation, thesis and comps workshops, monthly social hours, monthly brown bag lunches, an end of the year social event and cultural events. Its signature program, though, is "Peer Mentoring for Graduates of Color" (PMGC), which systematically recruits and trains peer mentors and makes them available to graduate students in all participating departments. Applications and assignments are facilitated through the program's website at http://www.unm.edu/grad/pnmgc/pnmgc.html.

RECOMMENDATIONS FOR SYSTEMATIC ASSESSMENT

The survey of programs that are focused on student success and outreach to communities of color is quite lengthy. Each program has a different focus, emphasis, and mission, yet it is possible that there is some overlap among the programs and in areas where resources might be marshaled more effectively. Some of the programs have reporting requirements, but not all of them are consistent in their reporting requirements. Thus an analysis of the relationships among the various programs and an assessment of their effectiveness could help the University ensure that resources are effectively allocated. This self-study served to reveal the need for such an evaluation. While the University is confident that the programs have a beneficial effect on minority student success, a more systematic assessment will help the University make that claim and ensure that successful programs are used as models.

CHAPTER FIVE: FACULTY ISSUES

The presence of faculty from diverse ethnic groups and experiences is an important element of both graduate and undergraduate education. Minority faculty members serve as role models, they provide a range of different perspectives on the curriculum, and they have a number of research agendas that to some extent complement that of their non-minority peers. The recruitment, retention, and promotion of minority faculty is therefore important in its own right and for reasons associated with equal opportunity and social justice, but it also has important positive implications for success for every student.

This general statement about minority faculty, pedagogy, research, and student success would apply to any U.S. institution. However, the University of New Mexico has two additional features that are important from a national perspective. First, as noted previously, UNM is an Hispanic Serving Institution, one of only two HSIs also classified as a Carnegie RU/ VH (Research University - Very High) category. This matters because UNM qualifies for a significant number of prestigious grants (e.g., from NSF and NIH) on that basis. For example, the Robert Wood Johnson (RWJ) Center for Health Policy endowment from the RWJ Foundation arose from this context. Second, UNM has one of the highest enrollments of Native Americans at any institution in the United States, with our Gallup campus listed as having the highest Native student population in the country. While our Hispanic and Native student population numbers are among some of the best in the country and that we also have a relatively large population of Asian/Pacific Islander students, our African American enrollment is well below national average (this severe under-representation of African Americans is also reflected in the demographics of our state). These general conditions and the assumption regarding the connection between the presence and success of minority faculty and the success of our students are indicators of the importance of the issue of minority faculty recruitment, hiring, and promotion.

FACULTY DEMOGRAPHIC DATA

As of Fall 2007, UNM had 3,306 faculty members in all categories – temporary, visiting, instructional, research, clinical, and tenured or tenuretrack. Of these faculty, 1,912 work at the main campus in Albuquerque, including all faculty from main campus colleges/schools except for the School of Medicine, as well as faculty from University Libraries, Extended University, and Continuing Education. The School of Medicine (SOM) has 889 faculty, including those from the Basic Medical Sciences. The remaining faculty serve at our Branch Campuses: Gallup – 161, Los Alamos – 117, Taos – 115, and Valencia – 112. It should be noted that the majority of faculty at our branch campuses come from the temporary ranks. In addition, as of Fall 2007, UNM 110. 2007-2008 UNM Fact Book, pp. 63-90, http://www.unm.edu/~oir/factbook/ webpage.htm reported 74 faculty administrators distributed throughout the institution as follows: main campus – 76, SOM – 1, and branch campuses – 6.¹¹⁰

UNM had 1,126 tenured or tenure-track faculty at all campuses in 2007: main campus – 830, SOM – 233, Gallup – 36, Los Alamos – 1. The following table provides a summary of all faculty in each rank and the gender and ethnic breakdown of the tenured and tenure-track faculty for all UNM campuses, Fall 2003 to Fall 2007.

Faculty

All UNM (Fall 2003 to 2007)*

All UNM (Fall 2003 to 2007)*										
			All Facu	lty						
							Ре	ercentag	jes	
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Tenure/Tenure-Track Faculty					· · · · · ·		0			
Professor	495	499	496	487	498	16.1	15.9	15.6	15.1	15.1
Assoc. Professor	352	353	368	359	356	11.4	11.2	11.6	11.1	10.8
Asst. Professor	287	266	253	254	260	9.3	8.5	7.9	7.9	7.9
Instructor ¹	14	15	12	14	12	0.5	0.5	0.4	0.4	0.4
Non-Tenure-Track Faculty	731	779	801	829	894	23.8	24.8	25.2	25.7	27.0
Temporary Faculty ²	1,197	1,232	1,253	1,278	1,286	38.9	39.2	39.4	39.7	38.9
Total Faculty	3,076	3,144	3,183	3,221	3,306	100.0	100.0	100.0	100.0	100.0
	Non-Te	nure-Tra	ack Facu	lty Dem	ograph	ics				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Total Tenure/Tenure-Track Faculty	1,148	1,133	1,129	1,114	1,126					
Females	437	437	440	449	473	38.1	38.6	39.0	40.3	42.0
Males	711	696	689	665	653	61.9	61.4	61.0	59.7	58.0
African American/Black	10	9	13	12	17	0.9	0.8	1.2	1.1	1.5
American Indian	25	26	30	29	26	2.2	2.3	2.7	2.6	2.3
Asian/Pacific Islander	71	74	76	79	84	6.2	6.5	6.7	7.1	7.5
Hispanic	111	109	116	119	126	9.7	9.6	10.3	10.7	11.2
White, non-Hispanic	922	907	882	860	856	80.3	80.1	78.1	77.2	76.0
No Response	9	8	12	15	17	0.8	0.7	1.1	1.3	1.5

*As of October 31 of each year. ¹Includes ABD faculty hired for the T/TT. ²Includes post-doctoral fellows. Source: Office of Institutional Research

The number of African American, American Indian, and Hispanic tenured/tenure-track faculty has grown slightly by 23, from 146 to 169, over the past five years. This slight increase comes over a time period in which the total number of faculty has actually declined slightly, from 1,148 to 1,126. However, White, non-Hispanic faculty are substantially more numerous (ra-

tios of three to one or four to one) than the total of minority faculty across all categories of faculty status (junior, senior, through research and temporary faculty). The only minority group that is not underrepresented in our faculty population is the Asian/Pacific Islander group. The need to recruit and retain minority tenure/tenure-track faculty at all levels is substantial.

The following table summarizes the gender and ethnic breakdowns for our non-tenure-track and temporary faculty. Temporary faculty are the larger of the two groups by a substantial margin. As with the tenure/tenure-track faculty, the majority of our non-tenure and temporary/ part-time faculty members are in the White, non-Hispanic category.

All UNM (Fall 2003 to 2007)*										
	Non-Te	nure-Tra	ack Facu	lty Dem	ograph	ics				
		0	0	0			Pe	ercentag	es	
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Total Non-Tenure-Track Faculty	731	779	801	829	894					
Females	348	372	392	410	448	47.6	47.8	48.9	49.5	50.1
Males	383	407	409	419	446	52.4	52.2	51.1	50.5	49.9
African American/Black	16	14	18	21	17	2.2	1.8	2.2	2.5	1.9
American Indian	21	17	22	20	23	2.9	2.2	2.7	2.4	2.6
Asian/Pacific Islander	44	46	53	59	68	6.0	5.9	6.6	7.1	7.6
Hispanic	74	91	77	80	87	10.1	11.7	9.6	9.7	9.7
White, non-Hispanic	562	600	620	632	675	76.9	77.0	77.4	76.2	75.5
No Response	14	11	11	17	24	1.9	1.4	1.4	2.1	2.7
	Ten	nporary	Faculty	Demogr	aphics					
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Total Temporary Faculty ¹	1,197	1,232	1,253	1,278	1,286					
Females	583	634	667	683	673	48.7	51.5	53.2	53.4	52.3
Males	614	598	586	595	613	51.3	48.5	46.8	46.6	47.7
African American/Black	18	19	23	19	18	1.5	1.5	1.8	1.5	1.4
American Indian	34	31	44	38	42	2.8	2.5	3.5	3.0	3.3
Asian/Pacific Islander	56	63	66	73	75	4.7	5.1	5.3	5.7	5.8
Hispanic	161	163	171	192	188	13.5	13.2	13.6	15.0	14.6
White, non-Hispanic	899	931	921	920	891	75.1	75.6	73.5	72.0	69.3
No Response	29	25	28	36	72	2.4	2.0	2.2	2.8	5.6

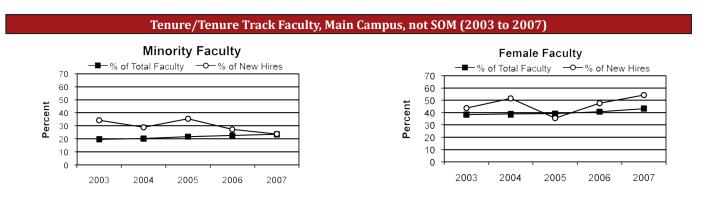
*As of October 31 of each year. ¹Includes post-doctoral fellows. Source: Office of Institutional Research

Faculty

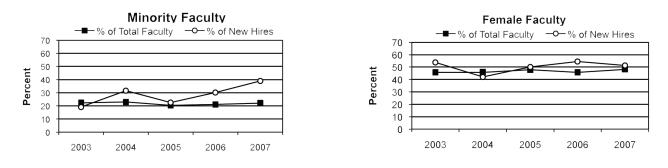
Turning to the distribution of all minority faculty by gender and origin, the smallest group is that of African American females. The only category for which this number breaks into two digits is the temporary faculty with 10. The largest is Hispanic, with over 100 female faculty in the temporary category and 37 in the senior ranks. The number of female American Indian faculty has grown in recent years, with 11 in the senior ranks and eight junior tenure-track females. There are fewer American Indian male than female faculty, across several categories. Similar, though less pronounced patterns can be found for Hispanic faculty.

The most striking feature of the African American and Native American faculty is their small absolute number and their concentration in the junior ranks. The major challenge for these groups is the lack of a critical mass and the enormous challenge posed by retention since even a small number of departures in any one year can have a large adverse impact. Latino faculty members are larger in absolute number but a small proportion in relative terms, given the changing demographics of the state. Moreover, a sizable fraction was hired nearly 20 years ago and is therefore close to retirement. Without concerted efforts to bring in new faculty, substantial reverses in the size of this group will occur.

111. 2007-2008 UNM Fact Book, pp. 87-90, http://www.unm.edu/~oir/factbook/ webpage.htm Five year trend data for new faculty hires is shown below.¹¹¹

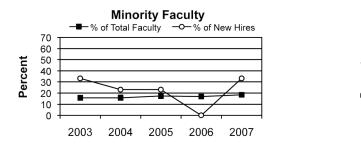


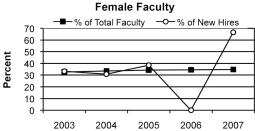
SPECIAL EMPHASIS - CHAPTER 5



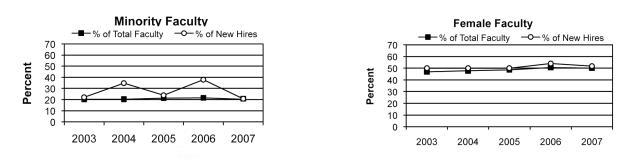
Non-Tenure Track Faculty, Main Campus, not SOM (2003 to 2007)

Tenure/Tenure Track Faculty, SOM (2003 to 2007)





Non-Tenure Track Faculty, SOM (2003 to 2007)



Areas for Progress in Recruiting and Retaining a Diverse Faculty

Making progress toward the recruitment and retention of diverse faculty is likely to require five separate elements: (a) resources, (b) leadership and broad-based support among the faculty and within the administration, (c) flexibility, (d) mentoring, and (e) expanding our minority graduate student enrollment, especially in the doctoral programs. To an extent, each of these elements is co-dependent upon others and upon the desired outcome (i.e., an expansion in the number of minority faculty).

Resources

UNM's total student enrollment has not changed in several years and consequently new formula dollars from the state have not been available to expand the faculty. The hiring of an ethnically diverse faculty therefore has occurred in the context of replacing faculty who have left or retired. In such instances, the department generally opens a search in order to hire a faculty member to fill a specific niche in the field – a niche that had been established by previous hires and departmental policies. Minority candidates for faculty positions are not randomly distributed across disciplines and fields, so this constrains the University's choices in terms of expanding this applicant pool.

A broader and more strategic approach to faculty hiring will be required to change this paradigm. Ultimately, however, the bigger impact on hiring options will come from an increase in resources associated with increased student enrollment and formula dollars.



LEADERSHIP AND SUPPORT

The attitude taken by the University leadership, from the President of the University to Department Chairs, shapes in a fundamental way the outcomes of any effort to promote a diverse faculty environment. Retaining existing faculty and recruiting new hires in a direction that reflects the changing demography of the state is an outcome that has been articulated in one of the Regent's Goals for the President. The overarching goal for increasing the diversity of our leadership, faculty, staff, and students is stated as to "develop and execute a plan to ensure that UNM is able to recruit and retain diverse and talented leaders, faculty, staff, and students that reflect the diversity of the State of New Mexico."¹¹² The Diversity Plan and Diversity Report Card are deliverable outcomes of this goal. Ongoing discussions regarding strategic planning for increasing the diversity of our faculty is a positive first step.

FLEXIBILITY

Change can also be obtained by relying on alternative strategies to attract good faculty from the typical job announcement to fill position in niche "x" within a department. One such example is the experience of the Southwest Hispanic Research Institute (SHRI) in the hiring of Latino faculty through joint appointments with departments in the 1990s. SHRI made a significant difference in increasing the hiring of Latino/a faculty in the early 1990s through a post-doctoral program funded by the Rockefeller Foundation and University support which allowed for exiting post-docs to be hired as targets of opportunity with half of their salary paid through SHRI during the first three years of their assistant professor employment. As a consequence, Latino/a faculty nearly doubled to about 80 such faculty in 1995.

Other strategies such as spousal/domestic partner hiring opportunities, multiple hires from one search pool, or targeted hiring opportunities are also possibilities for increasing faculty diversity. UNM does have a mechanism in place for hiring spouses/domestic partners on an alternative hiring process as outlined in the *University Business Policies and Procedures Manual*, Policy 3210, Section 5.11.¹¹³ The institution has often benefited from these hires. In 2002, the Office of the Provost also designated a pool of money for a targeted hiring opportunity aimed at increasing the number of Native American faculty members. A position announcement was posted and UNM was able to attract a very high quality pool of applications resulting in seven new hires. While the recruitment effort was successful, many of those faculty members have since been recruited away from UNM by other prestigious institutions. 112. Regents Goals for the President of the University of New Mexico, http://www. unm.edu/president/documents/Regents_ Goals_and_Milestones.pdf

113. http://www.unm.edu/~ubppm/ ubppmanual/3210.htm

Mentoring

Navigating the tenure and promotion process at a research university is a challenge that no one adequately faces alone. In addition to the normal activities associated with the tenure process, minority faculty face additional challenges. Many minority faculty are overburdened with demands from department and campus-wide service (e.g., hiring committees, task forces, dissertation committees, etc.). Most are also compelled to serve as mentors and advisors (officially or unofficially) for minority students and the ration of students to faculty is much greater for our minority population. In addition to being experts in their specialized fields of study, they are also often the bearers and disseminators of knowledge and research about minority populations, communities, and issues. These additional responsibilities often lead to burnout. Both reports from the Hispanic Issues Task Force and the American Indian Task force highlight these issues further.¹¹⁴

Departments provide varying degrees of mentoring and advice for faculty. For minority faculty, mentoring by senior faculty from other departments but who may have a similar personal background or other common experiences does make a difference. For example, the substantial growth of Latino faculty during the 1990s was obtained in part by the post-doctoral fellows program organized by SHRI, and in part through mentoring that SHRI faculty provided through participation in joint research projects and related activities.

EXPANDING MINORITY GRADUATE STUDENT ENROLLMENT

Expanding our enrollments of minority graduate students is fundamental to enhancing faculty diversity for three reasons. First, it expands the pool of minority Ph.D.'s eligible for junior faculty hires in what is a national market. Second, it affords limited opportunities for our own graduate students to be hired as junior faculty members. And finally, the enterprise of increasing faculty hires and retaining them requires an environment that strengthens their research opportunities. The enrollment and advancement of doctoral students is especially a fundamental element in the success and advancement of junior faculty.

A number of recommendations to address these faculty issues have been generated through UNM task forces such as the American Indian Task Force, the Hispanic Issues Task Force, and the Graduation Task Force.¹¹⁵ Many of the recommendations were used in formulating the Diversity Plan. Progress in recruiting and retaining a diverse faculty pool will be tracked through the Diversity Report Card.

FACULTY DEVELOPMENT AND ENGAGEMENT INITIATIVES

UNM's Title V grants (see Chapter Four: Student Support and Success Efforts) also support initiatives for faculty development and engage-

114. American Indian Task Force Report (http://www.unm.edu/%7Eacadaffr/ Supporting%20Files/Native%20 American%20Task%20Force%20Final%20 Report.pdf) Hispanic Issues Task Force Report (http://www.unm.edu/%7Eacadaffr/

(http://www.unm.edu/%7Eacadaffr/ Supporting%20Files/Hispanic%20 Issues%20Task%20Force%20Report.pdf)

115. These reports can be accessed on the Academic Affairs website (http://www.unm.edu/~acadaffr/ProvostReports.html).

ment. The grant received by UNM-Valencia will provide funds to establish a Developmental Teaching and Learning Center at that campus. The grant received by UNM's main campus will provide funds to deliver training and professional development opportunities for faculty and academic advisors that will in turn help all of UNM's students to succeed and graduate. One of the stated initiatives for the Title V grant for UNM's main campus is to expand current faculty development practices to include education sessions focused on student-centered, culturally appropriate instructional methods that will have a positive impact on students.

Through the Title V grant, UNM has been building capacity for the Office of Support for Effective Teaching (OSET) by offering Faculty Institutes that provide faculty an opportunity to learn about UNM's diverse students and how to develop cross-cultural teaching strategies that help connect students to course material. Title V is also working closely with the Division for Equity and Inclusion and an appointed faculty committee to develop cultural workshops that will educate faculty on New Mexico culture and UNM student characteristics and devising recruitment and retention strategies to hire more diverse faculty.

Another project, stemming from UNM's participation with the Institute for Higher Education Policy (IHEP), is the Change for Learning and Academic Student Success (CLASS). The purpose of Project CLASS is increase the academic success of students from underrepresented groups through two related initiatives that require faculty engagement. And two major and related initiatives, described below, have also been proposed as part of the project.

- Faculty Work Toward Student Success will improve undergraduate retention and graduation rates with a focus on reducing inequities in these rates between ethnic groups. This initiative emphasizes student success through a combination of instructional changes and recognition of individual and collective faculty efforts to increase student success. This part of CLASS will be supported by faculty development programs in teaching and learning, and policy revisions related to promotion/tenure/compensation and departmental reporting/resource allocation.
- 2. Faculty Work Toward Faculty Diversity will improve the match between UNM's tenured faculty to the ethnic and gender demographics of New Mexico. This initiative emphasizes diversification of the faculty. This part of CLASS is supported by proactive hiring practices and faculty development in mentoring and inclusiveness to enhance the successful retention and flourishing of faculty from under-represented groups.

Both initiatives will be coordinated by the Vice President for Equity and Inclusion working with identified lead stakeholders who, in turn, will

SPECIAL EMPHASIS - CHAPTER 5

maximize effectiveness through extended partnerships in order to achieve project goals, wherever possible, through existing institutional structures. Title V will play a vital role in providing financial and personnel resources to support the initiatives of the project. ¹¹⁶

116. See Change for Learning and Academic Student Success proposal document for more information.

CHAPTER SIX: OUTREACH TO THE STATE/ STATE INITIATIVES

The University of New Mexico is the only public baccalaureate and graduate-degree granting institution within commuting range of nearly 40% of New Mexico's population. That fact has enormous implications for the mission and structure of the University. Yet at the same time, UNM is also the sole educational provider in the state for many critical programs: architecture and planning, medicine, pharmacy, and law. Some outstanding examples of these programs were cited in Criterion 5, dealing with key areas of engagement and service. In this chapter we will describe three more that have a specific application to the subject at hand, "educating tomorrow's demographic today."

COLLEGE OF EDUCATION: FAMILY DEVELOPMENT PROGRAM

The Family Development Program (FDP) is a community-based outreach program of the University of New Mexico's College of Education. The FDP was founded in 1985 through a grant from the Bernard van Leer Foundation (The Hague, Netherlands) to develop a unique preschool for families and children in the South Broadway area of Albuquerque, a district with high poverty and predominantly Hispanic residents. Through nine years of unprecedented support from the foundation, FDP developed a process for co-designing learning with parents and teachers, which became the hallmark of our distinct approach to professional development. These efforts demonstrated how real partnerships that combine strengths of parents, teachers, and their community supported by University resources could make a difference for young children.

Based on the success of Escuelita Alegre (the nationally accredited, bilingual, multicultural preschool founded by FDP and spun-off as its own school), the foundation encouraged UNM to disseminate its educational model statewide. In 1992, the State of New Mexico invested in the initial expansion as a Train the Trainer Program for Bernalillo County. In short order, statewide requests for professional development exceeded our budget capacity to respond. Through the efforts of legislators, additional state funds were acquired to provide outreach to communities throughout New Mexico in years that followed.

In 2004, the FDP launched *Mind in the Making: The Science of Early Learning* as a bold and important initiative for New Mexico. *Mind in the Making* provides an essential educational foundation for quality and excellence based on current research about brain development, neuroscience and developmental psychology. FDP took a prominent national leadership role to bring this major initiative to New Mexico in support of state goals to close the achievement gap and assure educational success for all children. New Mexico has a unique opportunity to serve as a national model for *Mind in the Making* – making a solid investment in young children, their families and their teachers as a lasting investment for the future.

FDP saw the value of becoming a national pilot site for this innovative early childhood initiative, which included developing a strong partnership with nationally renowned Ellen Galinsky of the Families and Work Institute (New York, NY). The Director and key staff strategically leveraged *Mind in the Making* to garner needed endorsement and support for the Family Development Program from UNM's President's Office, UNM's Regents, the Lt. Governor and Governor's Offices, and legislative champions to secure \$410,000 new funding which was established as recurring legislative support. In addition, a Delle Foundation grant of \$100,000 along with \$37,500 investment in *Mind in the Making* from the Frost Foundation (2005-2006) enabled the program to sustain its staff budget while working to secure the longer-term investment in FDP's overall program from the state.

In 2006-07, FDP expanded outreach to 20 community partners (50% increase) while continuing to support other networks through conferences that engaged 2561 early childhood educators and parents from 211 programs (70 different communities) in high quality professional development throughout the year. FDP's partners estimated that 53,256 children were served.

In August 2006, FDP launched a new train-the-trainer initiative as the Mind in the Making Institute, which in its first year licensed 17 community learning facilitators in partnership with the Albuquerque Public Schools Early Childhood Collaborative. As a result, this comprehensive program was offered to 215 early childhood educators. Twenty-two facilitators in southern New Mexico were recruited for the second Las Cruces Institute in August 2007. Through this growing network of trained facilitators, *Mind in the* Making: New Mexico will serve at least 250 early childhood educators annually, ensuring that the training is offered regionally in response to requests and is conveniently located for participants. It is estimated that more than 3500 young children will be impacted each year. Plans are already underway to coordinate statewide Community Conversations for parents and community members when the national *Mind in the Making* network TV series is launched in 2008. After viewing the TV series, special dialogue circles will be facilitated by volunteers in public places (firehouses, community centers, libraries, schools) to discuss how families and community members can support early learning for New Mexico's children.

In May 2007, the State Office of Child Development recognized Mind in the Making as an equivalent for the 45-Hour Entry Level Course required for center certification in support of state goals for quality. A grandfathering process for participants who completed 11-12 modules in the first threeyear pilot program was also approved.

FDP also prepares high-quality educational materials for community training and published two journals for educational outreach and distribution to 10,000 early childhood educators, administrators, parents, pediatri-

cians and other program leaders throughout New Mexico. The **Fall 2006** Journal focused on diversity and included the following articles:

- "Delving into diversity": going beneath the surface
- "You Think You Know Us Think Again": being careful with assumption based on stereotypes
- "Classroom Conversations": helping children understand and value differences
- "Rethinking Classroom Celebrations": alternative ways to honor customs and cultures
- "Teaching Young Children About Diversity": creating a classroom community that honors diversity

Preliminary Evaluation of *Mind in the Making's* Implementation Pilot Phase: Families and Work Institute has integrated feedback from pilot sites to shape its official national launch of *Mind in the Making* this year. The Family Development Program has been a key advisor for the national initiative, offering important recommendations to define learning modules content and state strategy for licensing, while providing staff time/expertise to cofacilitate institutes to license learning facilitators in six other states. Early evaluation data from pilot programs has also shown promising initial results.

A formal evaluation report conducted for the Office of Child Development in Pennsylvania, funded by the Heinz Endowments (March 2006), indicated that "while centers demonstrated good quality practices at the beginning of the *Mind in the Making* (MITM) Modules, the centers significantly progressed toward the excellent range after participating in MITM Modules on independently observed measure of classroom quality.

"Teachers who participated in MITM Modules increased their overall classroom quality through better communication with the children that enriches language, better learning opportunities for the children through the use of play and materials, and more activities to increase the social development of children in the classroom. These improvements in classroom practices matched the emphases of MITM Modules and thus appear to be the result of teachers putting into practice the Modules presented to them."

The UNM Family Development Program conducted an informal qualitative analysis of participant surveys based on three open-ended questions that asked participants to reflect on their own knowledge, learning from *Mind in the Making*, and application back in the classroom. The preliminary report indicates that "the participants emphasized two kinds of learning – *how to* strategies and knowledge acquisition (*learning that*...). They most often associated what they had learned with children, but also mentioned learning about themselves." FDP has positioned itself as a state early childhood leader for high quality professional development that is community-based and comprehensive. The director, Lois Vermilya, and program staff are providing steady leadership expertise in important circles that are defining policy and major systems recommendations that will impact New Mexico's youngest children and their families. Professor Vermilya serves as an active member and Executive Committee leader for the Early Childhood Action Network (ECAN), a statewide policy forum appointed by Lt. Governor Diane Denish to advise the New Mexico Children's cabinet on systemic recommendations to meet state goals for young children and their families. ECAN is responsible for developing the prototypes for NM's Children's Report Card and the Children's Budget, and has created the first in the country Early Childhood Children's Budget as a critical new legislative tool.

FDP training staff also provide statewide board and active network leadership to: the New Mexico Association for the Education of Young Children, the Early Childhood Alliance, the Family Leadership Action Network, Las Mujeres de LULAC, the NM Human Rights Coalition, NM Women's Health Commission, Race Matters Coalition, Albuquerque Public Schools Early Childhood Collaborative, UNM's Worklife Initiative, UNM Staff Council, among others.

College of Nursing: Statewide Nursing Education¹¹⁷

UNM's College of Nursing has three types of outreach to the State of New Mexico. First, the CON is delivering its basic BSN undergraduate program at two of UNM's branch campuses: UNM-Taos, in the northern part of the state; and UNM-Valencia, in Los Lunas, approximately 30 miles south of Albuquerque. Content is delivered through interactive television for the didactic and on the ground instruction for clinical. Thirty students have graduated. The ethnic breakdown, number of courses, and number of credits taught can be found in the following table:

117. UNM's Health Sciences Center can boast numerous examples of statewide outreach to diverse populations. In 2006, the following HSC programs received national rankings from the US News and World Report's "America's Best Graduate Schools" issue: 2nd in Rural Medicine, 3rd in Nursing Midwifery, 5th in Family Medicine, 6th in Primary Care, and 15th in Community Health.

	Number of Cou	irses and C	redits for U	NM Nursing	Program	
Counties or City	UNM Campus or Unit	Method*	Level of Student	Number of Students	Number of Courses	Number of Credits
	Taos	ITV	BSN	14	4	14
	Valencia	ITV	BSN	16	2	8
	ABQ/Main	OTG	BSN	201	49	182
	Totals			231	55	204
Albuquerque	UNMH	OTG	RN/BSN	39	1	4
Farmington	San Juan CC	OTG	RN/BSN	6	4	3
Gallup		OTG	RN/BSN	4	1	4
Hobbs		OTG	RN/BSN	8	1	4
Rio Rancho	ABQ West	OTG	RN/BSN	29	2	7
Santa Fe		OTG	RN/BSN	39	3	10
Albuquerque		INT/ITV	RN/BSN	45	5	17
	Totals			170	17	49
	Administration	INT	MSN	36	6	18
	Education	INT	MSN	68	7	21
	Comm. Health	INT	MSN	15	6	18
	NP	OTG	MSN	51	19	51
	NM	OTG/ITV	MSN	12	10	26
	Other	OTG	MSN	4	0	0
	Totals		с	186	48	134

*Note: OTG = on the ground; ITV = instructional television broadcast to another site; INT = Internet

The College of Nursing has also responded to the need for an increase in the number of baccalaureate prepared nurses in the state by offering six different on-the-ground opportunities for students prepared at the Associate Degree or Diploma level to attain Baccalaureate degrees (RN-BSN Program). These sites include: Farmington, 184 miles from Albuquerque, in the northwest corner of the state with six students enrolled; Gallup, 141 miles west of Albuquerque with four students; Hobbs, 310 miles southeast of Albuquerque with eight students; and Santa Fe, 56 miles northeast of Albuquerque with 39 students. Two sites are in the immediate Albuquerque area. One site is in Rio Rancho with 29 students and the other is at University of New Mexico Hospital with 39 students. Students are taught by local, masters- or doctorally-prepared nurses who work for the UNM CON. Additionally the RN to BSN program is available on the Internet. Approximately 98% of these students are New Mexico natives. These students are taught online by UNM CON faculty.

The CON has also responded to needs of the state to provide leaders in nursing administration, nursing education, and community health nursing. These three programs are available to students entirely online. There are currently 36 students enrolled in the Administration Program, of whom 31 are from New Mexico. In the Education Program there are 68 students with 60 from New Mexico. The Community Health Program is the only clinical program totally on line. There are 15 students enrolled in Community Health with 14 from New Mexico.

All core Master's Courses are taught via the Internet. The Family Nurse Practitioner, Pediatric Nurse Practitioner, Midwifery, and Acute Care Nurse Practitioner clinical content is taught in blocks twice a term in Albuquerque. The students are located around New Mexico and the surrounding states to obtain their clinical experiences. There is a major shortage of nursing faculty in the state of New Mexico. To alleviate this shortage, the Doctor of Philosophy in Nursing was begun in Fall 2003 with on the ground classes. The 2004 cohort took half of their content on the ground and half on line. Beginning with the 2005 cohort, content is delivered totally on line for 34 students of which 26 are from New Mexico. Students may enroll in the program from anywhere in the world and one student, from New Mexico when she started the program, is completing her work from Africa where she works with refugees.

SCHOOL OF LAW: INDIAN LAW

The UNM School of Law has a strong and longstanding tradition of dedication and commitment to the development of the field of Indian law education and assisting in the legal protection and representation of Native American nations and communities. UNM was the first law school to initiate the effort to increase the number of American Indians and Alaskan Natives in the legal profession. Since then, the law school has led the way in educating lawyers among the American Indian and Alaska Native populations. Over the past five years, American Indians have made up an average of 9.2% of UNM's Law School cohorts. (One in 230 attorneys practicing in the U.S. today is American Indian.)

The Law School early recognized the significance of Indian sovereignty and, in 1967, pioneered two areas of law. UNM also incorporated Indian Law into the curriculum and developed one of the most comprehensive Indian law programs in the country. The Indian Law program offers the Indian Law Certificate, Southwest Indian Law Clinic (SILC), Tribal Law Journal, Native American Law Students Association (NALSA), coursework, and scholarly research as well as guest lectures, seminars, and social activities.

All students at the University of New Mexico School of Law are eligible to participate in the Indian Law Certificate (ILC) Program. Completion of the program requires 21 hours of coursework including both academic study and practical experience. The 21-hour requirement can be met by successfully completing the following components:

• Required Courses (6 hours) in Indian Law and Federal Jurisdiction

- Elective Courses (6-9 hours) in Native American Rights, Law of Indigenous Peoples, Economic Development in Indian County, Indian Tax, Indian Gaming, Native Land Rights and Claims, Indian Water Law, Conflicts of Indian Law, State-Tribal Relations, Native American Moot Court Competition. Courses on the environment, natural resources, managing Native lands, and other topics are available on an as-scheduled basis.
- Southwest Indian Law Clinic (3-6 hours)

The Southwest Indian Law Clinic (SILC) is a particularly distinctive component of the Indian Law curriculum. In the SILC, student attorneys represent Native clients in state, federal, and tribal courts and in governmental agency hearings. Students also have the opportunity to work with tribes, pueblos, and organizations serving the Native American community. SILC faculty emphasize community involvement and sensitivity, collaborative lawyering, and multi-disciplinary problem solving. The UNM School of Law pioneered clinical law pedagogy and is nationally known for its clinical law programs.

An equally distinctive and groundbreaking element in UNM's Indian Law program is its relationship with the American Indian Law Center, Inc. Initiated as a grant-funded project of the UNM Law School in 1967, the AILC was formally separated from the School in the mid 1970s to become the first Indian-controlled and -operated legal and public policy organization in the country, providing preparatory legal education to individuals, training and technical assistance to tribes and their courts, and policy analysis.

The AILC has concentrated its principal efforts in two areas, the first being legal preparatory education. The Pre-Law Summer Institute (PLSI), begun in 1967, brings Native Americans who plan to attend law school the next fall to Albuquerque where they attend an 8-week version of the first semester of law school. Students not only receive a strong grounding in the skills needed for reaching their full potential in law school, but also form bonds with many of the Indian attorneys who will be graduating from law schools nationwide with their class. Because of its 35-year long success rate, PLSI is often recommended by law schools and, in some cases, is required for admission by law schools.

The second area is the development of tribal governmental institutions and the various relationships of tribal governments with federal, state, local, and other tribal governments. AILC provides services to tribal and other governments, as well as to Indian organizations in the areas of legal research, policy analysis, technical assistance and training, in addition to offering specific programs in professional and organizational development. In 1989, in cooperation with tribal and pueblo judges, AILC developed the Southwest Intertribal Court of Appeals (SWITCA) to provide a forum for the review of tribal and Pueblo court decisions and support services which strengthen tribal and Pueblo court systems. Since its inception the AILC has worked with officials from more than 20 states, hundreds of tribes and Native American organizations, and has trained thousands of professionals and paraprofessionals. As a result, AILC has a unique, in-depth knowledge about tribal institutions, including tribal courts and their place in tribal government, and about tribal, state, and federal relations.

REACHING OUT ACROSS BORDERS: UNM LATINO POLICY SUMMIT

An example of UNM's efforts to reach out to the wider community can be demonstrated by a recent Latino Higher Education National Policy Summit hosted by the University. The summit, entitled "Unidos en Nuestra Lucha: Leaving a Legacy for Future Generations," brought together Hispanic/Latino leadership, educators, appointed and elected officials, student leadership, and numerous other representatives from public and private sectors throughout the United States (http://latinosummit.unm.edu/). The event was aimed at encouraging productive dialog and addressing critical issues facing Latinos with regard to higher education. Four major topic areas were addressed including: the growing need for Latino leadership and role models in higher education; the concern about the low number of Latinos enrolled in higher education systems; the impact of the growing number of Latino immigrants in the U.S. and the challenges faced presented by immigration status in accessing higher education; and finally, the issue of Latinos in the U.S. being inadequately prepared to go into areas of Science, Technology, Engineering, and Mathematics. The overarching goal of the summit was to discuss each of the four topic areas and reach a consensus on recommendations that were then be translated into policy statements. The statements are being distributed and presented to national decision makers for action and implementation. It is hoped that these recommendations will help to inform national policy.

CHAPTER SEVEN: FUTURE DIRECTIONS

The 2007-08 academic year at UNM was dominated by two diversity initiatives. One was the Special Emphasis Self-Study; the other, as noted earlier, the work of the newly-formed Office of the Vice President for Equity and Inclusion. Its "Three Year Plan for Diversity, Equity, and Inclusion," submitted to the president in June 2008, will be a critical element of UNM's approach to diversity issues through 2011. Following is a summary of the Plan's major recommendations.

GOAL 1: BUILD MINORITY STUDENT SUCCESS IN UNDERGRADUATE AND GRADUATE PROGRAMS.

The keystone of our diversity efforts at the University of New Mexico is student success. It is the beginning and end point of our efforts, and is tied in to the broader institutional mission of the University. Specific strategies that need to be undertaken from the Division of Equity and Inclusion pertaining to student success are woven in to all the other goals of this plan. In addition, Goal 1 specifies actions that target some major challenges our minority students are facing at UNM.

- Support and strengthen mentoring, tutoring and student support programs
- Build best practices and efficient models for recruitment and retention of students from underrepresented groups
- Support increased financial aid and scholarships
- Increase access to transportation and childcare
- Promote student engagement through the implementation of leadership development programs
- Involve students in curriculum development initiatives
- Expand student involvement in special programs
- Strengthen faculty advising
- Develop a graduate Pipeline Tracking System

GOAL 2: RECRUITMENT AND RETENTION OF MINORITY AND WOMEN FACULTY.

A prominent need identified by focus groups and task forces was to strengthen the diversification of faculty. Efforts should include best practices to diversify applicant pools when vacancies occur, and by strengthening fiscal resources for minority faculty hiring and retention.

- Develop and provide a "Tool Kit" for search committees, including guidelines and best practices for diversifying applicant pools
- Provide best practices sessions in faculty recruitment and retention, including special sessions for the Deans
- Provide funds for minority faculty hiring and retention
- Consider the impact of funding cuts on SHRI and consider restoring the funds and building on SHRI's successful past efforts with funding.
- Provide individualized search support and resources
- Develop and provide guidelines and support for equity funds and other retention incentives
- Administer a faculty survey to include consulting faculty. Facilitate appreciative inquiry sessions, to strengthen understanding of strengths and weaknesses pertaining to retention
- Strengthen rewards and appreciation for outstanding faculty, including recognition of the extra workloads minority faculty may face with mentoring and committee work in diversity efforts

GOAL 3: FACULTY DEVELOPMENT TO SUPPORT DIVERSITY, EQUITY AND INCLUSION.

In reviewing key themes, it is clear that the University requires the commitment and abilities of all faculty to effectively meet the needs of a diverse student body. The following recommendations are thus submitted as actions to meet this goal.

- Develop and implement curriculum to meet diversity competencies for faculty and teaching assistants
- Foster faculty-to-faculty mentorship programs

- Provide monthly symposia on diversity issues and best practices
- Provide incentives for research and publication of best practices for promoting success of diverse students
- Build a diversity resource and referral library
- Support research/service projects to develop diversity expertise
- Develop a teaching handbook to support faculty development in diversity issues, strategies, etc.

GOAL 4: DIVERSITY AND INCLUSION DEVELOPMENT FOR STAFF AND STU-DENTS.

The development of an inclusive environment in which to work and study creates challenges to serve student from all walks of life. We not only need to strengthen our understanding and respect of diversity among employees and students, but work more effectively to tap the resources inherent in diversity. As such, action taken will aim to bolster cross-organizational teamwork, effectively manage change, strengthen communications, and manage conflict more effectively.

- Develop and implement curriculum to meet diversity competencies for staff, with a special emphasis on training for helping professionals and other front-line student service providers
- Provide appropriate support to UNM colleges and schools toward the development and implementation of college-appropriate diversity training
- Develop diversity lectures and events for students, in coordination with Student Affairs

GOAL 5: LEADERSHIP AND MANAGEMENT DEVELOPMENT.

Diversity leadership is key to the success of an organization's diversity efforts and maximizes each individual's contributions to the mission of the University. Leadership committed to respecting and valuing diversity will pave the path for excellence in our business practices, work environments and employee processes and relationships, just as we endeavor to ensure excellence in student success. *In order to ensure and sustain a work environment where employees and students are fully valued, we need to hire, develop and grow our leadership capabilities in regards to diversity.* The following specific actions are recommended:

- Develop a "tool kit" to diversify applicant pools in leadership positions
- Hire and develop leadership committed to University diversity goals
- Develop and implement Diversity Leadership training. Provide incentives for managers and leaders at all levels
- Include diversity leadership goals in performance standards and evaluation for leaders
- Provide events, forums, and symposia to further dialogue and understanding of diversity, and the key role of leadership in diversity efforts
- Implement a career development/succession planning program to provide leadership development opportunities

GOAL 6: PROMOTE A HEALTHY CAMPUS CLIMATE.

A healthy campus climate needs to be a long-standing goal at the University of New Mexico. Efforts to promote a spirit of diversity will aim to create an environment where students and employees feel safe, and have the freedom to grow and succeed to their full capacity.

- Conduct campus climate surveys with follow up action in targeted areas
- Issue clear leadership messages on values pertaining to diversity, inclusion and equity
- Support messages, events, and programs that promote a healthy organizational climate
- Review current policies and strategies pertaining to hate incidents. Develop and communicate clear policies, protocol, and strategies
- Create an atmosphere that allows nontraditional and commuting students to feel part of the UNM community
- Build united and synergistic efforts between units of UNM, breaking down the "silos"

GOAL 7: DEVELOP MARKETING, OUTREACH AND COMMUNICATIONS TO SUPPORT DIVERSITY INITIATIVES.

The development of an effective communications and marketing strategy is important to the implementation of this diversity plan. Communications by leadership about diversity, the development of key marketing messages that tie into the University "brand," the strategies to disseminate specific information about diversity, and the means to create effective dialogue are all a part of this goal.

- Develop a comprehensive University website to provide information on diversity values, programs and initiatives at UNM
- Develop and implement a comprehensive marketing and outreach plan
- Permeate related University documents and websites with information on the Division of Institutional Diversity

GOAL 8: DEVELOP A STRUCTURE FOR IMPLEMENTATION AND CONTINUOUS QUALITY IMPROVEMENT.

This final goal is the means by which the Diversity Plan and the Diversity Report Card will come to life. We look to the human and fiscal resources and the organization of those resources to give life to the long-term success of our efforts.

- Develop the <u>Staffing Structure</u> for the Division based on the long-range goals
- Provide strategic funding and other supports to promote success of the Diversity Plan
- Develop and implement a <u>Diversity Champion Model</u> to further the advancement of unit-by-unit progress and University-wide excellence in diversity. Identify and develop diversity champions, to include faculty and other unit representatives. Support strategies that make sense to each unit. Establish and improve the lines of accountability within departments, divisions and schools and throughout the University. Request that all Deans and unit leaders detail their annual strategies and progress regarding diversity goals. Champions meet monthly to share and learn best practices pertaining to achieving diversity goals, and provide groundwork in setting next year's goals and priorities

- <u>Promote</u> diversity and inclusiveness in key University groups and in customer/community partnerships
- Implement a <u>Diversity Report Card</u> as an accountability and reporting tool
- Provide rewards and incentives to units which demonstrate progress through best practices

A copy of a concept paper on the Diversity Champion Model and The Diversity Report Card document is available through the Office of the Vice President for Equity and Inclusion.

Staffing Needs and Organizational Chart. In the spring of 2008, the Division of Institutional Diversity was renamed the Division of Equity and Inclusion, reporting directly to the Executive Vice President and Provost of the University of New Mexico, and indirectly to the President of the University. The Division of Equity and Inclusion will provide direct oversight to the following units of the University: African American Student Services, El Centro de la Raza, American Indian Student Services and the Office of Equal Opportunity. Because of compliance oversight, the Office of Equal Opportunity has reported directly to the President of the University in the past, and will continue to have an indirect reporting line to the President's Office in compliance matters.

The new organizational chart also illustrates the following indirect reporting units: Southwest Hispanic Research Institute, Native American Studies, Chicano Studies, Africana Studies, Women's Studies, and the Women's Resource Center.

Budget. The FY 09 operating budget for the Division is \$550,000. Staff positions in the budget include a Vice President for Equity and Inclusion and an Administrative Coordinator. Recommended positions include a Senior Program Manager and a Diversity Training Specialist.

SUMMARY OBSERVATIONS

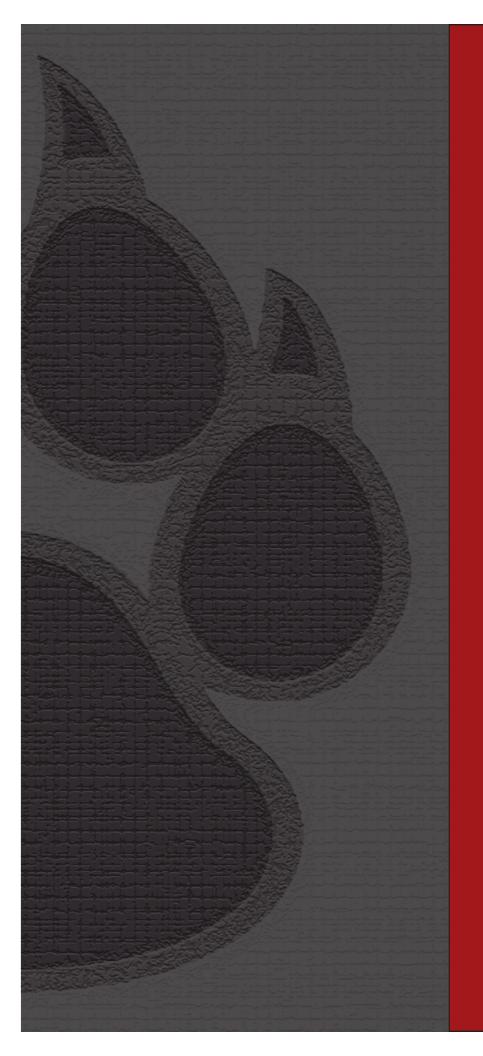
On July 1, 2008, following a national search, Dr. Jozi de Leon became the University of New Mexico's first Vice President for Equity and Inclusion. Her appointment marks a moment both seminal and evolutional, in UNM's long struggle with "the dilemma of ethnic inclusion vs. exclusion." For the first time in its history, the University has signaled its commitment to equity through a permanent organization and allocation of resources at the highest levels. It is, simply put, a new level of institutional "values," literally expressed.

At the same time, the effectiveness of this new investment in equity and inclusion will be wholly dependent on the degree to which the other structures, programs, policies, and activities described above are enabled by it to sustain and foster their own hard-fought gains. The Division of Equity and Inclusion cannot recruit the students, teach the classes or hire the faculty, to make equity and inclusion a reality. It will have to tap the wealth of faculty and staff expertise the University already holds in related topics such as diversity, multicultural studies, conflict management, human resource management, organizational development, and intercultural communications, in order to meet the goals of its plan.

And so we arrive, in the end, at the same set of questions with which we began. Preparation and recruitment, admissions requirements, financial aid, curricula and pedagogy, tenure and promotion policies, etc., remain the building blocks of any sustainable improvement and promise for our students. Improving each of them remains our mission and our goal – so that, like the pilgrim of T.S. Eliot's poem, "Little Gidding:"

With the drawing of this Love and the voice of this Calling

We shall not cease from exploration And the end of all our exploring Will be to arrive where we started And know the place for the first time.



University of New Mexico Institutional Snapshot

1. S ⁻	TUDENT	DEMOGRAPHY
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A. UNDERGRADUATE ENROLLMENTS BY CLASS LEVEL FOR ALL CAMPUSES

	Main Cam	pus (Fall 20	04-2008)		
	2004	2005	2006	2007	2008
Undergraduate					
Freshmen	4,461	4,389	4,041	3,950	4,093
Sophomore	4,166	4,252	4,138	3,998	3,995
Junior	3,799	3,980	4,182	4,168	4,097
Senior	5,526	5,708	5,836	6,121	6,199
Unclassified	21	21	2	22	11
Post-Bacc Cert.	54	37	-	-	-
Subtotal Undergrad	18,027	18,387	18,199	18,259	18,395
Non-Degree					
With Bachelors	1,779	1,596	1,421	1,388	1,366
Without Bachelors	427	339	326	308	311
Concurrent*/Dual	41	36	27	31	37
Subtotal Non-Degree	2,247	1,971	1,774	1,727	1,714
UG & ND Total	20,274	20,358	19,973	19,986	20,109

	Gallup	(Fall 2004-	2008)		
	2004	2005	2006	2007	2008
Undergraduate					
Freshmen	1,104	931	1,423	960	1,133
Sophomore	1,156	1,169	1,199	1,066	1,056
Subtotal Undergrad	2,260	2,100	2,622	2,026	2,189
Non-Degree					
With Bachelors	121	133	77	46	80
Without Bachelors	265	219	49	185	169
Concurrent*/Dual	468	422	-	431	399
Subtotal Non-Degree	854	774	126	662	648
Branch Total	3,114	2,874	2,748	2,688	2,837

	Los Alam	os (Fall 200	4-2008)		
	2004	2005	2006	2007	2008
Undergraduate					
Freshmen	269	249	225	168	150
Sophomore	318	275	299	246	225
Subtotal Undergrad	587	524	524	414	375
Non-Degree					
With Bachelors	170	123	87	77	103
Without Bachelors	151	103	182	117	105
Concurrent*/Dual	37	30	-	40	88
Subtotal Non-Degree	358	256	269	234	296
Branch Total	945	780	793	648	671

	Taos (Fall 2004-2	008)		
	2004	2005	2006	2007	2008
Undergraduate					
Freshmen	283	286	519	288	330
Sophomore	336	308	333	273	325
Subtotal Undergrad	619	594	852	561	655
Non-Degree					
With Bachelors	133	186	217	192	188
Without Bachelors	183	223	283	202	197
Concurrent*/Dual	186	304	1	239	376
Subtotal Non-Degree	502	713	501	633	761
Branch Total	1,121	1,307	1,353	1,194	1,416

	Valencia	a (Fall 2004	-2008)		
	2004	2005	2006	2007	2008
Undergraduate					
Freshmen	737	635	857	726	732
Sophomore	685	700	730	702	720
Subtotal Undergrad	1,422	1,335	1,587	1,428	1,452
Non-Degree					
With Bachelors	22	25	24	25	26
Without Bachelors	189	197	24	222	182
Concurrent*/Dual	112	117	1	132	328
Subtotal Non-Degree	323	339	49	379	536
Branch Total	1,745	1,674	1,636	1,807	1,988

*Note: "Concurrent Enrollment" signifies that a student is enrolled in college courses while still in High School.

Sources: Official Enrollment Report Fall 2008, UNM Registar's Office

1. Student Demography

B. UNDERGRADUATE STUDENTS BY DEGREE SEEKING AND NON-DEGREE SEEKING STATUS FOR ALL CAMPUSES

Main Ca	Main Campus Undergraduate Student Enrollment (Fall 2004-2008)												
	Undergraduate Enrollment												
							Pe	ercentag	ges				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008			
Total Headcount	18,027	18,387	18,187	18,249	18,394								
Full-Time	14,420	14,758	14,576	14,575	14,855	80.0	80.3	80.1	79.9	80.8			
Part-Time	3,607	3,629	3,611	3,674	3,539	20.0	19.7	19.9	20.1	19.2			
Average Hours per Semester	13.0	13.0	13.0	13.0	13.1								
Full-Time Equivalent	15,600	15,944	15,800	15,818	16,098								
Undergraduate Student Demographics													
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008			
Average Age	24.1	24.0	23.8	23.9	23.8								
Females	10,429	10,730	10,446	10,401	10,325	57.9	58.4	57.4	57.0	56.1			
Males	7,598	7,657	7,741	7,848	8,069	42.1	41.6	42.6	43.0	43.9			
African American	524	554	564	583	599	2.9	3.0	3.1	3.2	3.3			
American Indian	1,183	1,192	1,189	1,206	1,231	6.6	6.5	6.5	6.6	6.7			
Asian/Pacific Islander	592	630	681	711	732	3.3	3.4	3.7	3.9	4.0			
Hispanic	6,258	6,354	6,357	6,470	6,687	34.7	34.6	35.0	35.5	36.4			
White, non-Hispanic	8,269	8,417	8,389	8,355	8,258	45.9	45.8	46.1	45.8	44.9			
International	109	127	149	159	198	0.6	0.7	0.8	0.9	1.1			
No Response	1,092	1,113	858	765	689	6.1	6.1	4.7	4.2	3.7			

Calculations include credit hours for IS courses taught by CNM faculty at UNM Main Campus.

Main (Campus N	lon-Degr	ee Stude	nt Enroll	lment (Fa	ll 2004 .	2008)						
	Non-Degree Enrollment												
							Pe	ercentag	ges				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008			
Total Headcount	2,247	1,971	1,761	1,737	1,715								
Full-Time	158	135	141	139	160	7.0	6.8	8.0	8.0	9.3			
Part-Time	2,089	1,836	1,620	1,598	1,555	93.0	93.2	92.0	92.0	90.7			
Average Hours per Semester	4.8	4.9	4.8	4.9	5.0								
Full-Time Equivalent	720	638	561	572	574								
Non-Degree Student Demographics													
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008			
Average Age	37.6	38.0	38.3	36.7	37.3								
Females	1,335	1,158	1,052	1,056	1,032	59.4	58.8	59.7	90.9	60.2			
Males	912	813	709	679	683	40.6	41.2	40.3	39.1	39.8			
African American	32	37	38	45	30	1.4	1.9	2.2	2.6	1.7			
American Indian	106	87	76	65	74	4.7	4.4	4.3	3.7	4.3			
Asian/Pacific Islander	68	68	45	54	48	3.0	3.5	2.6	3.1	2.8			
Hispanic	475	372	357	362	348	21.1	18.9	20.3	20.8	20.3			
White, non-Hispanic	1,223	1,136	1,031	991	998	54.4	57.6	58.5	57.1	58.2			
International	114	99	105	139	140	5.1	5.0	6.0	8.0	8.2			
No Response	229	172	109	81	77	10.2	8.7	6.2	4.7	4.5			

Calculations include credit hours for IS courses taught by CNM faculty at UNM Main Campus.

	Gal	lup Enro	llment (I	Fall 2004	-2008)					
	Stu	dents En	rolled in	Credit C	ourses					
							Ре	rcentag	ges	
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Total Headcount	3,114	2,874	2,748	2,688	2,837					
Full-Time	1,088	1,117	1,111	1,118	1,207	34.9	38.9	40.4	41.6	42.5
Part-Time	2,026	1,757	1,637	1,570	1,630	65.1	61.1	59.6	58.4	57.5
Average Hours per Semester	8.2	8.6	8.9	8.9	8.9					
Full-Time Equivalent	1,693	1,652	1,630	1,601	1,687					
	Student Demographics									
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Average Age	30.3	29.7	29.2	28.3	28.1					
Females	2,046	1,948	1,860	1,784	1,891	65.7	67.8	67.7	66.4	66.7
Males	1,068	926	888	903	946	34.3	32.2	32.3	33.6	33.3
African American	14	17	13	13	15	0.4	0.6	0.5	0.5	0.5
American Indian	2,456	2,223	2,114	2,076	2,236	78.9	77.3	76.9	77.2	78.8
Asian/Pacific Islander	13	23	27	24	25	0.4	0.8	1.0	0.9	0.9
Hispanic	274	264	262	267	253	8.8	9.2	9.5	9.9	8.9
White, non-Hispanic	311	307	267	250	251	10.0	10.7	9.7	9.3	8.8
International	5	11	21	19	13	0.2	0.4	0.8	0.7	0.5
No Response	41	29	44	39	44	1.3	1.0	1.6	1.5	1.6

	Los	Alamos	Enrollm	ent (Fall	2004-20	08)				
	9	Students	Enrolled	in Credi	it Courses	S				
						Percentages				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Total Headcount	945	780	793	648	671					
Full-Time	235	217	191	155	150	24.9	27.8	24.1	23.9	22.4
Part-Time	710	563	602	493	521	75.1	72.2	75.9	76.1	77.6
Average Hours per Semester	7.0	7.5	7.0	6.8	6.5					
Full-Time Equivalent	290									
Student Demographics										
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Average Age	32.6	31.7	32.7	32.5	31.8			4		
Females	573	465	492	407	420	60.6	59.6	62.0	62.8	62.6
Males	372	315	301	241	251	39.4	40.4	38.0	37.2	37.4
African American	3	2	3	2	6	0.3	0.3	0.4	0.3	0.9
American Indian	51	53	55	30	43	5.4	6.8	6.9	4.6	6.4
Asian/Pacific Islander	25	23	22	23	26	2.6	2.9	2.8	3.5	3.9
Hispanic	380	320	305	246	231	40.2	41.0	38.5	38.0	34.4
White, non-Hispanic	420	335	361	306	335	44.4	42.9	45.5	47.2	49.9
International	12	10	10	11	8	1.3	1.3	1.3	1.7	1.2
No Response	54	37	37	30	22	5.7	4.7	4.7	4.6	3.3

	Taos Enrollment (Fall 2004-2008)									
		Students	Enrolle	d in Cred	it Course	s				
						Percentages				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Total Headcount	1,121	1,307	1,353	1,194	1,416					
Full-Time	289	278	307	283	376	25.8	21.3	22.7	23.7	26.6
Part-Time	832	1,029	1,046	911	1,040	74.2	78.7	77.3	76.3	73.4
Average Hours per Semester	6.9	6.7	6.7	6.9	7.2					
Full-Time Equivalent	516	583	606	552	679					
Student Demographics										
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Average Age	34.8	34.1	34.7	35.3	32.2					
Females	805	909	933	822	906	71.8	69.5	69.0	68.9	64.0
Males	316	398	420	371	510	28.2	30.5	31.0	31.1	36.0
African American	6	10	9	10	19	0.5	0.8	0.7	0.8	1.3
American Indian	71	78	89	81	80	6.3	6.0	6.6	6.8	5.6
Asian/Pacific Islander	17	8	7	13	12	1.5	0.6	0.5	1.1	0.8
Hispanic	521	646	638	562	741	46.5	49.4	47.2	47.1	52.3
White, non-Hispanic	421	475	508	440	483	37.6	36.3	37.5	36.9	34.1
International	1	-	2	-	3	0.1	-	0.1	-	0.2
No Response	84	90	100	88	78	7.5	6.9	7.4	7.4	5.5

	Va	alencia E	nrollmei	nt (Fall 2	004-2008	3)				Valencia Enrollment (Fall 2004-2008)										
	S	tudents	Enrolled	in Credi	t Courses															
						Percentages														
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008										
Total Headcount	1,745	1,674	1,636	1,807	1,988															
Full-Time	804	719	729	827	873	46.1	43.0	44.6	45.8	43.9										
Part-Time	941	955	907	980	1,115	53.9	57.0	55.4	54.2	56.1										
Average Hours per Semester	9.0	8.6	8.8	9.0	8.6															
Full-Time Equivalent	1,042	962	955	1,079	1,134															
Student Demographics																				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008										
Average Age	29.5	29.7	30.4	29.0	27.4			U												
Females	1,229	1,171	1,110	1,206	1,309	70.4	70.0	67.8	66.7	65.8										
Males	516	503	526	601	679	29.6	30.0	32.2	33.3	34.2										
African American	19	20	18	24	30	1.1	1.2	1.1	1.3	1.5										
American Indian	57	58	45	61	83	3.3	3.5	2.8	3.4	4.2										
Asian/Pacific Islander	14	17	20	13	17	0.8	1.0	1.2	0.7	0.9										
Hispanic	955	952	929	1,056	1,127	54.7	56.9	56.8	58.4	56.7										
White, non-Hispanic	629	552	573	597	661	36.0	33.0	35.0	33.0	33.2										
International	13	15	10	14	13	0.7	0.9	0.6	0.8	0.7										
No Response	58	60	41	42	57	3.3	3.6	2.5	2.3	2.9										

Enrollments include Extended University enrollment.

Source: Fall 21-day enrollment files maintained by the Registrar's Office.

1. Student Demography

C. GRADUATE/PROFESSIONAL STUDENTS BY DEGREE SEEKING AND NON-DEGREE SEEING STATUS FOR ALL GRADUATE UNITS

	Gradu	ate Studi	ies* Stud	ents (Fal	l 2004 to	2008)				
		Gradı	iate Stud	lies Enro	llment					
						Percentages				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Total Headcount	4,610	4,438	4,388	4,289	4,231					
Full-Time	2,130	1,997	1,932	1,949	1,991	46.2	45.0	44.0	45.4	47.1
Part-Time	2,480	2,441	2,456	2,340	2,240	53.8	55.0	56.0	54.6	52.9
Average Hours per Semester	rage Hours per Semester 7.7 7.6 7.5 7.6									
Full-Time Equivalent	2,690									
Graduate Studies Student Demographics										
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Average Age	34.5	34.8	34.8	34.8	34.6					
Females	2,712	2,600	2,529	2,473	2,428	58.8	58.6	57.6	57.7	57.4
Males	1,898	1,838	1,859	1,816	1,803	41.2	41.4	42.4	42.3	42.6
African American	82	70	84	92	93	1.8	1.6	1.9	2.1	2.2
American Indian	169	179	194	199	219	3.7	4.0	4.4	4.6	5.2
Asian/Pacific Islander	112	101	108	110	117	2.4	2.3	2.5	2.6	2.8
Hispanic	773	776	785	787	748	16.8	17.5	17.9	18.3	17.7
White, non-Hispanic	2,564	2,307	2,442	2,350	2,304	55.6	52.0	55.7	54.8	54.5
International	639	601	551	556	567	13.9	13.5	12.6	13.0	13.4
No Response	271	404	224	195	183	5.9	9.1	5.1	4.5	4.3

Enrollments include Extended University enrollment.

*Graduate Studies Include:

- Architecture and Planning
- Arts and Sciences
- Education
- Engineering
- Fine Arts
- School of Medicine/Medical Science
- Nursing
- Pharmacy
- University College/Water Resources
- Other Miscellaneous Programs

		Law Stu	ıdents (I	all 2004	to 2008)					
		l	Law Fall	Enrollme	ent					
						Percentages				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Total Headcount	344	361	344	344	344					
Full-Time	338	353	338	338	343	98.3	97.8	98.3	98.3	99.7
Part-Time	6	8	6	6	1	1.7	2.2	1.7	1.7	0.3
Average Hours per Semester	14.3	14.4	14.5	14.4	14.3					
Full-Time Equivalent	408	431	416	413	411					
Law Student Demographics										
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Average Age	29.6	29.5	29.9	29.8	29.9					
Females	191	181	172	173	182	55.5	50.1	50.0	50.3	52.9
Males	153	180	172	171	162	44.5	49.9	50.0	49.7	47.1
African American	10	13	13	10	12	2.9	3.6	3.8	2.9	3.5
American Indian	34	36	32	29	28	9.9	10.0	9.3	8.4	8.1
Asian/Pacific Islander	7	7	9	6	10	2.0	1.9	2.6	1.7	2.9
Hispanic	76	88	96	106	106	22.1	24.4	27.9	30.8	30.8
White, non-Hispanic	205	183	162	162	173	59.6	50.7	47.1	47.1	50.3
International	2	1	2	-	-	0.6	0.3	0.6	-	-
No Response	10	33	30	31	15	2.9	9.1	8.7	9.0	4.4

	School of	f Medicin	e MD Stu	idents (F	all 2004	to 2008])			
		N	ID Fall E	nrollmer	ıt					
						Percentages				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Total Headcount	298	292	306	304	303					
Full-Time	298	292	306	304	303	100.0	100.0	100.0	100.0	100.0
Part-Time	-	-	-	-	-	-	-	-	-	-
Average Hours per Semester	20.4	19.4	20.4	18.4	18.0					
Full-Time Equivalent	298	292	306	304	303					
MD Student Demographics										
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Average Age	28.5	28.4	28.3	27.7	27.5					
Females	181	172	166	162	157	60.7	58.9	54.2	53.5	51.8
Males	117	120	140	141	146	39.3	41.1	45.8	46.5	48.2
African American	3	3	5	5	4	1.0	1.0	1.6	1.6	1.3
American Indian	12	9	10	11	8	4.0	3.1	3.3	3.6	2.6
Asian/Pacific Islander	22	19	19	21	15	7.4	6.5	6.2	6.9	5.0
Hispanic	78	81	78	78	78	26.2	27.7	25.5	25.7	25.7
White, non-Hispanic	174	173	183	176	175	58.4	59.2	59.8	57.9	57.8
International	-	1	1	1	1	-	0.3	0.3	0.3	0.3
No Response	9	6	10	12	22	3.0	2.1	3.3	3.9	7.3

Anderson	School o	f Manage	ement Gr	aduate S	tudents (Fall 200	4 to 200)8)		
		A	SM Fall E	nrollme	nt					
						Percentages				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Total Headcount	474	466	472	466	474					
Full-Time	144	153	180	167	192	30.4	32.8	38.1	35.8	40.5
Part-Time	330	313	292	299	282	69.6	67.2	61.9	64.2	59.5
Average Hours per Semester	7.3	7.3	7.5	7.6	7.7					
Full-Time Equivalent	286	282	295	296	303					
	phics									
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Average Age	33.2	33.0	32.2	32.4	32.6					
Females	203	197	220	215	236	42.8	42.3	46.6	46.1	49.8
Males	271	269	252	251	238	57.2	57.7	53.4	53.9	50.2
African American	6	2	4	6	7	1.3	0.4	0.8	1.3	1.5
American Indian	9	4	5	13	10	1.9	0.9	1.1	2.8	2.1
Asian/Pacific Islander	12	17	25	30	28	2.5	3.6	5.3	6.4	5.9
Hispanic	83	93	107	114	123	17.5	20.0	22.7	24.5	25.9
White, non-Hispanic	283	265	273	254	262	59.7	56.9	57.8	54.5	55.3
International	38	36	35	27	27	8.0	7.7	7.4	5.8	5.7
No Response	43	49	23	22	17	9.1	10.5	4.9	4.7	3.6

Enrollments include Extended University enrollment.

		PharmD	Students	s (Fall 20	04-2008)				
		Pha	ırmD Fal	l Enrolln	nent					
						Percentages				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Total Headcount	339	365	359	360	359		0			
Full-Time	311	326	338	335	348	91.7	89.3	94.2	93.1	96.9
Part-Time	28	39	21	25	11	8.3	10.7	5.8	6.9	3.1
Average Hours per Semester	13.7	13.3	14.7	15.5	16.1					
Full-Time Equivalent	481									
PharmD Student Demographics										
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
Average Age	28.7	29.1	28.2	28.2	27.6		0	U		
Females	205	222	235	222	212	60.5	60.8	65.5	61.7	59.1
Males	134	143	124	138	147	39.5	39.2	34.5	38.3	40.9
African American	4	4	8	9	8	1.2	1.1	2.2	2.5	2.2
American Indian	15	19	19	20	24	4.4	5.2	5.3	5.6	6.7
Asian/Pacific Islander	64	45	36	41	38	18.9	12.3	10.0	11.4	10.6
Hispanic	104	109	112	106	102	30.7	29.9	31.2	29.4	28.4
White, non-Hispanic	137	165	165	169	174	40.4	45.2	46.0	46.9	48.5
International	3	2	2	1	1	0.9	0.5	0.6	0.3	0.3
No Response	12	21	17	14	12	3.5	5.8	4.7	3.9	3.3

Source: Fall 21-day enrollment files maintained by the Registrar's Office.

1. Student Demography

D. Age Range of Undergraduate Students for All Campuses

Main Campus Undergraduates										
Age Range Fall 2004 Fall 2005 Fall 2006 Fall 2007 Fall 2008										
24 or Younger	13,634	13,966	13,983	13,993	14,227					
25 or Older	4,393	4,421	4,204	4,256	4,167					
Totals	18,027	18,387	18,187	18,249	18,394					

		Gallup			
Age Range	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
24 or Younger	1,486	1,432	1,435	1,511	1,613
25 or Older	1,628	1,442	1,312	1,177	1,224
Totals	3,114	2,874	2,747	2,688	2,837

		Los Alamos			
Age Range	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
24 or Younger	420	365	341	267	320
25 or Older	525	415	452	381	351
Totals	945	780	793	648	671

		Taos			
Age Range	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
24 or Younger	435	552	563	501	683
25 or Older	686	755	790	693	732
Age Not Available	-	-	-	-	1
Totals	1,121	1,307	1,353	1,194	1,416

Valenica					
Age Range	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
24 or Younger	922	905	849	998	1,226
25 or Older	823	769	787	809	762
Totals	1,745	1,674	1,636	1,807	1,988

More detailed information on Enrollment by Age can be found in the UNM Fact Book 2008-2009 Source: Fall 21-day enrollment files maintained by the Registrar's Office.

1. Student Demography

E. STUDENT HEADCOUNT BY RESIDENCY STATUS FOR ALL CAMPUSES

Main Campus (Fall 2004-2008)							
Year 2004 2005 2006 2007 2008							
In-State Resident	22,731	22,838	22,583	22,611	22,568		
Out-of-State Resident	2,703	2,575	2,387	2,255	2,318		
Non-U.S. Resident	905	867	847	883	934		
Total Residency	26,339	26,280	25,817	25,749	25,820		

Gallup (Fall 2004-2008)							
Year 2004 2005 2006 2007 2008							
In-State Resident	2,131	2,062	2,015	1,934	2,146		
Out-of-State Resident	978	801	712	735	678		
Non-U.S. Resident	5	11	21	19	13		
Total Residency	3,114	2,874	2,748	2,688	2,837		

Los Alamos (Fall 2004-2008)						
Year 2004 2005 2006 2007 2008						
In-State Resident	903	734	745	615	638	
Out-of-State Resident	30	36	38	22	25	
Non-U.S. Resident	12	10	10	11	8	
Total Residency	945	780	793	648	671	

Taos (Fall 2004-2008)							
Year 2004 2005 2006 2007 2008							
In-State Resident	1,007	1,239	1,253	1,123	1,341		
Out-of-State Resident	113	68	98	71	72		
Non-U.S. Resident	1	-	2	-	3		
Total Residency	1,121	1,307	1,353	1,194	1,416		

Valenica (Fall 2004-2008)							
Year 2004 2005 2006 2007 2008							
In-State Resident	1,697	1,618	1,593	1,765	1,950		
Out-of-State Resident	35	41	33	28	25		
Non-U.S. Resident	13	15	10	14	13		
Total Residency	1,745	1,674	1,636	1,807	1,988		

Source: Fall 21-Day Enrollment files

2. STUDENT RECRUITMENT AND ADMISSIONS

A. APPLICATIONS, ADMISSIONS, AND MATRICULATIONS FOR FRESHMAN, UNDERGRADUATE TRANSFER, AND GRADUATE PROFESSIONAL STUDENTS

First-Time, First Year (Freshmen)					
Year Fall Applicants Fall Admissions Fall Enrollees					
2006	6,891	5,123	3,062		
2007	7,404	5,252	2,910		
2008	8,627	5,558	3,225		

Sources: Common Data Set 2006-07, Common Data Set 2007-08 (http://www.unm. edu/~oir/cds/cdspage.htm), UNM Official Enrollment Report (http://www.unm. edu/~unmreg/stats.html).

New Undergraduate Transfers					
Year Fall Applicants Fall Admissions Fall Enrollees					
2006	2,409	1,512	961		
2007	2,384	1,500	1,010		
2008	2,510	1,509	995		

Sources: Common Data Set 2006-07, Common Data Set 2007-08 (http://www.unm. edu/~oir/cds/cdspage.htm), UNM Official Enrollment Report Fall (http://www.unm. edu/~unmreg/stats.html).

Graduate Studies Programs					
Year Fall Applicants Fall Admissions Fall Enrollees					
2006	3,322	1,448	949		
2007	3,308	1,156	804		
2008*	3,612	1,390	910		

*Note: Fall 2008 numbers are from 21 census day numbers from the Registrar's Office. Sources: UNM Office of Graduate Studies, 2006 and 2007 numbers as published in Peterson's Annual Survey of Graduate and Professional Institutions.

School of Medicine MD					
Year Fall Applicants** Fall Admissions Fall Enrollees					
2006	222	108	75		
2007	211	97	75		
2008	225	110	75		

**Note: Application numbers are only for those applicants that were considered for admission (i.e. NM residents, former NM residents or WICHE students.) The School of Medicine receives many more applications from non-residents that are not considered for admission.

Source: UNM School of Medicine Admissions Office.

Law					
Year	Fall Applicants	Fall Admissions	Fall Enrollees		
2006	1,405	248	115		
2007	1,200	264	112		
2008	1,070	268	118		

Source: UNM School of Law Student Admissions/Financial Support.

ASM Graduate Programs					
Year Fall Applicants Fall Admissions Fall Enrollees					
2006*	159	104	88		
2007	168	84	73		
2008	196	108	101		

*Note: Includes data for MBA, MACCT, and Post-Masters. Excludes EMBA (program admits during the summer and generally has a cohort of around 50) and PMBA (a one-time program and started Fall 2006) applicants.

Source: Anderson Schools of Management, **2006 Data from ASM Internal Database, 2007 and 2008, Banner.

PharmD								
Year	Fall Applicants	Fall Admissions	Fall Enrollees					
2006	1,592	99	84					
2007	1,103	100	86					
2008	1,139	101	88					

Source: UNM College of Pharmacy

2. STUDENT RECRUITMENT AND ADMISSIONS B. STANDARDIZED TEST SCORES

Applicants who are applying to UNM's Main Campus as Beginning Freshman or Freshman Transfers (those transferring to UNM with fewer than 26 hours of acceptable college work) are required to provide test cores for either the American College Test (ACT) or the Scholastic Aptitude Test (SAT).

ACT Composite Scores										
	Fall Semesters									
	2004	2005	2006	2007	2008	# ACT Submitted Fall 2008				
Composite Score	21.63	21.72	21.72	21.92	21.87	2,863				
Percent within Each	Score Ra	nge								
30-36	3.23%	3.21%	2.58%	3.66%	3.84%	110				
26-29	13.81%	14.78%	15.90%	14.52%	16.03%	459				
21-25	41.04%	41.60%	41.05%	43.53%	39.36%	1,127				
16-20	37.52%	36.00%	35.77%	33.84%	36.29%	1,039				
1-15	4.40%	4.42%	4.69%	4.45%	4.47%	128				
Total	100.00%	100.00%	100.00%	100.00%	100.00%	2,863				

SAT Combined Scores (Recentered)										
	Fall Semesters									
	2004	2005	2006	2007	2008	# SAT Submitted Fall 2008				
Composite Score	1,064.78	1,073.74	1,069.84	1,068.94	1,072.00	743				
Percent within Eac	h Score Ra	nge								
1350 - 1590	4.57%	4.73%	4.63%	6.05%	6.59%	49				
1100 - 1340	39.01%	40.41%	39.97%	37.42%	38.49%	286				
850 - 1090	46.51%	45.81%	46.28%	47.13%	44.68%	332				
400 - 840	9.91%	9.05%	9.12%	9.39%	10.23%	76				
Total	100.00%	100.00%	100.00%	100.00%	100.00%	743				

Note: Some students submitted both ACT and SAT scores.

SAT Math and Verbal Mean Scores								
Fall Semesters								
Mean Score	2004	2005	2006	2007	2008			
Math	529.00	532.94	531.57	529.99	531.78			
Verbal	535.78	541.22	538.27	538.87	540.59			

Source: Official Enrollment Report Fall 2008

	Students Applying for Aid with a FAFSA Application							
]	Fall 2007	Without Aid	With Aid	Total	% With Aid			
Main	Undergraduate	8,077	10,172	18,249	55.7%			
Main	Graduate/Professional	3,271	2,492	5,763	43.2%			
Main	Non-Degree	1,614	123	1,737	7.1%			
Gallup	Undergraduate	512	1,514	2,026	74.7%			
Gallup	Non-Degree	630	32	662	4.8%			
Los Alamos	Undergraduate	242	172	414	41.5%			
Los Alamos	Non-Degree	229	5	234	2.1%			
Taos	Undergraduate	127	434	561	77.4%			
Taos	Non-Degree	618	15	633	2.4%			
Valencia	Undergraduate	323	1,105	1,428	77.4%			
Valencia	Non-Degree	360	19	379	5.0%			
Overall	Undergraduate	9,281	13,397	22,678	59.1%			
Overall	Graduate/Professional	3,271	2,492	5,763	43.2%			
Overall	Non-Degree	3,451	194	3,645	5.3%			
	Total	16,003	16,083	32,086	50.1%			

3. FINANCIAL ASSISTANCE FOR STUDENTS A. STUDENTS APPLYING FOR FINANCIAL ASSISTANCE FOR ALL CAMPUSES

	Students Applying for Aid with a FAFSA Application							
	Fall 2008	Without Aid	With Aid	Total	% With Aid			
Main	Undergraduate	8,134	10,260	18,394	55.8%			
Main	Graduate/Professional	3,282	2,429	5,711	42.5%			
Main	Non-Degree	1,659	56	1,715	3.3%			
Gallup	Undergraduate	553	1,636	2,189	74.7%			
Gallup	Non-Degree	628	20	648	3.1%			
Los Alamos	Undergraduate	217	158	375	42.1%			
Los Alamos	Non-Degree	294	2	296	0.7%			
Taos	Undergraduate	141	513	654	78.4%			
Taos	Non-Degree	756	6	762	0.8%			
Valencia	Undergraduate	350	1,102	1,452	75.9%			
Valencia	Non-Degree	525	11	536	2.1%			
Overall	Undergraduate	9,395	13,669	23,064	59.3%			
Overall	Graduate/Professional	3,282	2,429	5,711	42.5%			
Overall	Non-Degree	3,862	95	3,957	2.4%			
	Total	16,539	16,193	32,732	49.5%			

	Students Receiving Any Type of Award							
	Fall 2007	Without Aid	With Aid	Total	% With Aid			
Main	Undergraduate	4,294	13,955	18,249	76.5%			
Main	Graduate/Professional	2,114	3,649	5,763	63.3%			
Main	Non-Degree	1,648	89	1,737	5.1%			
Gallup	Undergraduate	654	1,372	2,026	67.7%			
Gallup	Non-Degree	648	14	662	2.1%			
Los Alamos	Undergraduate	221	193	414	46.6%			
Los Alamos	Non-Degree	194	40	234	17.1%			
Taos	Undergraduate	139	422	561	75.2%			
Taos	Non-Degree	397	236	633	37.3%			
Valencia	Undergraduate	349	1,079	1,428	75.6%			
Valencia	Non-Degree	282	97	379	25.6%			
Overall	Undergraduate	5,657	17,021	22,678	75.1%			
Overall	Graduate/Professional	2,114	3,649	5,763	63.3%			
Overall	Non-Degree	3,169	476	3,645	13.1%			
	Total	10,940	21,146	32,086	65.9%			

3. FINANCIAL ASSISTANCE FOR STUDENTS B. STUDENTS RECEIVING FINANCIAL ASSISTANCE FOR ALL CAMPUSES

	Students Receiving Any Type of Award							
	Fall 2008	Without Aid	With Aid	Total	% With Aid			
Main	Undergraduate	4,170	14,224	18,394	77.3%			
Main	Graduate/Professional	2,077	3,634	5,711	63.6%			
Main	Non-Degree	1,641	74	1,715	4.3%			
Gallup	Undergraduate	719	1,470	2,189	67.2%			
Gallup	Non-Degree	633	15	648	2.3%			
Los Alamos	Undergraduate	203	172	375	45.9%			
Los Alamos	Non-Degree	282	14	296	4.7%			
Taos	Undergraduate	157	497	654	76.0%			
Taos	Non-Degree	753	9	762	1.2%			
Valencia	Undergraduate	368	1,084	1,452	74.7%			
Valencia	Non-Degree	490	46	536	8.6%			
Overall	Undergraduate	5,617	17,447	23,064	75.6%			
Overall	Graduate/Professional	2,077	3,634	5,711	63.6%			
Overall	Non-Degree	3,799	158	3,957	4.0%			
	Total	11,493	21,239	32,732	64.9%			

	Report for Students Receiving Loans								
	Fall 2007	Without Aid	With Aid	Total	% With Aid				
Main	Undergraduate	12,843	5,406	18,249	29.6%				
Main	Graduate/Professional	3,666	2,097	5,763	36.4%				
Main	Non-Degree	1,692	45	1,737	2.6%				
Gallup	Undergraduate	1,543	483	2,026	23.8%				
Gallup	Non-Degree	656	6	662	0.9%				
Los Alamos	Undergraduate	370	44	414	10.6%				
Los Alamos	Non-Degree	233	1	234	0.4%				
Taos	Undergraduate	383	178	561	31.7%				
Taos	Non-Degree	626	7	633	1.1%				
Valencia	Undergraduate	953	475	1,428	33.3%				
Valencia	Non-Degree	374	5	379	1.3%				
Overall	Undergraduate	16,092	6,586	22,678	29.0%				
Overall	Graduate/Professional	3,666	2,097	5,763	36.4%				
Overall	Non-Degree	3,581	64	3,645	1.8%				
	Total	23,339	8,747	32,086	27.3%				

	Report for Students Receiving Loans							
	Fall 2008	Without Aid	With Aid	Total	% With Aid			
Main	Undergraduate	13,108	5,286	18,394	28.7%			
Main	Graduate/Professional	3,669	2,042	5,711	35.8%			
Main	Non-Degree	1,678	37	1,715	2.2%			
Gallup	Undergraduate	1,755	434	2,189	19.8%			
Gallup	Non-Degree	643	5	648	0.8%			
Los Alamos	Undergraduate	347	28	375	7.5%			
Los Alamos	Non-Degree	294	2	296	0.7%			
Taos	Undergraduate	456	198	654	30.3%			
Taos	Non-Degree	758	4	762	0.5%			
Valencia	Undergraduate	990	462	1,452	31.8%			
Valencia	Non-Degree	529	7	536	1.3%			
Overall	Undergraduate	16,656	6,408	23,064	27.8%			
Overall	Graduate/Professional	3,669	2,042	5,711	35.8%			
Overall	Non-Degree	3,902	55	3,957	1.4%			
	Total	24,227	8,505	32,732	26.0%			

	Report for Students Receiving Work-Study							
	Fall 2007	Without Aid	With Aid	Total	% With Aid			
Main	Undergraduate	17,130	1,119	18,249	6.1%			
Main	Graduate/Professional	5,638	125	5,763	2.2%			
Main	Non-Degree	1,737	-	1,737	-			
Gallup	Undergraduate	1,951	75	2,026	3.7%			
Gallup	Non-Degree	662	-	662	-			
Los Alamos	Undergraduate	400	14	414	3.4%			
Los Alamos	Non-Degree	234	-	234	-			
Taos	Undergraduate	532	29	561	5.2%			
Taos	Non-Degree	633	-	633	-			
Valencia	Undergraduate	1,368	60	1,428	4.2%			
Valencia	Non-Degree	379	-	379	-			
Overall	Undergraduate	21,381	1,297	22,678	5.7%			
Overall	Graduate/Professional	5,638	125	5,763	2.2%			
Overall	Non-Degree	3,645	-	3,645	-			
	Total	30,664	1,422	32,086	4.4%			

	Report for Students Receiving Work-Study							
	Fall 2008	Without Aid	With Aid	Total	% With Aid			
Main	Undergraduate	17,726	668	18,394	3.6%			
Main	Graduate/Professional	5,625	86	5,711	1.5%			
Main	Non-Degree	1,715	-	1,715	-			
Gallup	Undergraduate	2,120	69	2,189	3.2%			
Gallup	Non-Degree	648	-	648	-			
Los Alamos	Undergraduate	361	14	375	3.7%			
Los Alamos	Non-Degree	296	-	296	-			
Taos	Undergraduate	608	46	654	7.0%			
Taos	Non-Degree	762	-	762	-			
Valencia	Undergraduate	1,407	45	1,452	3.1%			
Valencia	Non-Degree	535	1	536	0.2%			
Overall	Undergraduate	22,222	842	23,064	3.7%			
Overall	Graduate/Professional	5,625	86	5,711	1.5%			
Overall	Non-Degree	3,956	1	3,957	-			
	Total	31,803	929	32,732	2.8%			

	Report for Students Receiving Grants							
	Fall 2007	Without Aid	With Aid	Total	% With Aid			
Main	Undergraduate	12,633	5,616	18,249	30.8%			
Main	Graduate/Professional	5,702	61	5,763	1.1%			
Main	Non-Degree	1,736	1	1,737	0.1%			
Gallup	Undergraduate	833	1,193	2,026	58.9%			
Gallup	Non-Degree	656	6	662	0.9%			
Los Alamos	Undergraduate	302	112	414	27.1%			
Los Alamos	Non-Degree	231	3	234	1.3%			
Taos	Undergraduate	185	376	561	67.0%			
Taos	Non-Degree	628	5	633	0.8%			
Valencia	Undergraduate	561	867	1,428	60.7%			
Valencia	Non-Degree	371	8	379	2.1%			
Overall	Undergraduate	14,514	8,164	22,678	36.0%			
Overall	Graduate/Professional	5,702	61	5,763	1.1%			
Overall	verall Non-Degree		23	3,645	0.6%			
	Total	23,838	8,248	32,086	25.7%			

	Report for Students Receiving Grants							
	Fall 2008	Without Aid	With Aid	Total	% With Aid			
Main	Undergraduate	13,031	5,363	18,394	29.2%			
Main	Graduate/Professional	5,663	48	5,711	0.8%			
Main	Non-Degree	1,715	-	1,715	-			
Gallup	Undergraduate	896	1,293	2,189	59.1%			
Gallup	Non-Degree	637	11	648	1.7%			
Los Alamos	Undergraduate	282	93	375	24.8%			
Los Alamos	Non-Degree	296	-	296	-			
Taos	Undergraduate	212	442	654	67.6%			
Taos	Non-Degree	760	2	762	0.3%			
Valencia	Undergraduate	601	851	1,452	58.6%			
Valencia	Non-Degree	528	8	536	1.5%			
Overall	Undergraduate	15,022	8,042	23,064	34.9%			
Overall	Graduate/Professional	5,663	48	5,711	0.8%			
Overall	verall Non-Degree		21	3,957	0.5%			
	Total	24,621	8,111	32,732	24.8%			

	Report for Students Receiving Merit Awards							
	Fall 2007	Without Aid	With Aid	Total	% With Aid			
Main	Undergraduate	7,842	10,407	18,249	57.0%			
Main	Graduate/Professional	3,153	2,610	5,763	45.3%			
Main	Non-Degree	1,690	47	1,737	2.7%			
Gallup	Undergraduate	1,503	523	2,026	25.8%			
Gallup	Non-Degree	658	4	662	0.6%			
Los Alamos	Undergraduate	304	110	414	26.6%			
Los Alamos	Non-Degree	197	37	234	15.8%			
Taos	Undergraduate	405	156	561	27.8%			
Taos	Non-Degree	406	227	633	35.9%			
Valencia	Undergraduate	1,101	327	1,428	22.9%			
Valencia	Non-Degree	291	88	379	23.2%			
Overall	Undergraduate	11,155	11,523	22,678	50.8%			
Overall	Graduate/Professional	3,153	2,610	5,763	45.3%			
Overall	Non-Degree	3,242	403	3,645	11.1%			
	Total	17,550	14,536	32,086	45.3%			

	Report for Students Receiving Merit Awards							
	Fall 2008	Without Aid	With Aid	Total	% With Aid			
Main	Undergraduate	7,751	10,643	18,394	57.9%			
Main	Graduate/Professional	3,206	2,505	5,711	43.9%			
Main	Non-Degree	1,675	40	1,715	2.3%			
Gallup	Undergraduate	1,747	442	2,189	20.2%			
Gallup	Non-Degree	646	2	648	0.3%			
Los Alamos	Undergraduate	271	104	375	27.7%			
Los Alamos	Non-Degree	283	13	296	4.4%			
Taos	Undergraduate	506	148	654	22.6%			
Taos	Non-Degree	757	5	762	0.7%			
Valencia	Undergraduate	1,140	312	1,452	21.5%			
Valencia	Non-Degree	499	37	536	6.9%			
Overall	Undergraduate	11,415	11,649	23,064	50.5%			
Overall	Graduate/Professional	3,206	2,505	5,711	43.9%			
Overall	Non-Degree	3,860	97	3,957	2.5%			
	Total	18,481	14,251	32,732	43.5%			

	Tuition Discount Rates							
	Fall 2007	Without Aid	With Aid	Total	% With Aid			
Main	Undergraduate	\$31,535,327	\$14,680,841	18,249	46.6%			
Main	Graduate/Professional	\$14,366,367	\$3,445,602	5,763	24.0%			
Main	Non-Degree	\$1,420,329	\$27,599	1,737	1.9%			
Gallup	Undergraduate	\$1,004,605	\$161,066	2,026	16.0%			
Gallup	Non-Degree	\$224,539	\$780	662	0.3%			
Los Alamos	Undergraduate	\$150,306	\$50,199	414	33.4%			
Los Alamos	Non-Degree	\$44,317	\$8,088	234	18.3%			
Taos	Undergraduate	\$265,109	\$69,806	561	26.3%			
Taos	Non-Degree	\$164,878	\$70,894	633	43.0%			
Valencia	Undergraduate	\$685,995	\$184,961	1,428	27.0%			
Valencia	Non-Degree	\$60,907	\$14,073	379	23.1%			
Overall	Undergraduate	\$33,641,342	\$15,146,873	22,678	45.0%			
Overall	Graduate/Professional	\$14,366,367	\$3,445,602	5,763	24.0%			
Overall	Non-Degree	\$1,914,970	\$121,434	3,645	6.3%			
	Total	\$49,922,679	\$18,713,909	32,086	37.5%			

3. FINANCIAL ASSISTANCE FOR STUDENTS C. TUITION DISCOUNT RATE FOR ALL CAMPUSES

Tuition Discount Rates								
	Fall 2008	Without Aid	With Aid	Total	% With Aid			
Main	Undergraduate	\$33,546,990	\$15,788,805	18,394	47.1%			
Main	Graduate/Professional	\$15,500,044	\$3,561,709	5,711	23.0%			
Main	Non-Degree	\$1,485,759	\$24,702	1,715	1.7%			
Gallup	Undergraduate	\$1,098,399	\$121,301	2,189	11.0%			
Gallup	Non-Degree	\$215,426	\$689	648	0.3%			
Los Alamos	Undergraduate	\$148,479	\$42,375	375	28.5%			
Los Alamos	Non-Degree	\$54,702	\$3,071	296	5.6%			
Taos	Undergraduate	\$331,449	\$78,037	654	23.5%			
Taos	Non-Degree	\$205,680	\$2,753	762	1.3%			
Valencia	Undergraduate	\$729,423	\$151,947	1,452	20.8%			
Valencia	Non-Degree	\$92,945	\$5,956	536	6.4%			
Overall	Undergraduate	\$35,854,740	\$16,182,465	23,064	45.1%			
Overall	Graduate/Professional	\$15,500,044	\$3,561,709	5,711	23.0%			
Overall	Non-Degree	\$2,054,512	\$37,171	3,957	1.8%			
	Total	\$53,409,296	\$19,781,345	32,732	37.0%			

	First-Time Freshmen Entering and Returning								
Race/Ethnicity and Sex	Entering Fall 2006	Returning Fall 2007	% Enrolled Fall 2007	Entering 2007	Returning Fall 2008	% Enrolled Fall 2008			
African American	107	80	74.8%	93	70	75.3%			
American Indian	160	106	66.3%	167	115	68.9%			
Asian	133	113	85.0%	122	103	84.4%			
Hispanic	1,082	831	76.8%	1,072	810	75.6%			
White/Other	1,360	1046	76.9%	1,285	1016	79.1%			
Nonresident Alien	20	16	80.0%	24	19	79.2%			
Unknown	97	75	77.3%	92	75	81.5%			
Men	1,339	1008	75.3%	1,216	917	75.4%			
Women	1,620	1259	77.7%	1,639	1292	78.8%			
Overall	2,959	2267	76.6%	2,855	2207	77.3%			

4. STUDENT RETENTION AND PROGRAM PRODUCTIVITY

A. RETENTION OF FIRST-TIME, FULL-TIME FRESHMAN TO SECOND YEAR

Source: Office of Institutional Research, 2008 Performance Effectiveness Report, p. 24 (http://www.unm.edu/%7Ecup/PEP%202008%20final.pdf)

4. STUDENT RETENTION AND PROGRAM PRODUCTIVITY

Gr	Graduate/Professional Degrees Awarded 2007-2008 by Ethnicity								
Ethnicity	Master's	Graduate Certificate	Education Specialist	Doctoral/ Research	Doctoral/ Professional	Total			
African American/ Black	20	-	-	3	8	31			
American Indian	46	-	-	1	19	66			
Asian/Pacific Islander	85	2	-	29	22	138			
Hispanic	240	4	2	29	81	356			
No Response	75	-	-	6	16	97			
White, non- Hispanic	642	11	6	98	123	880			
Total	1108	17	8	166	269	1568			

4. STUDENT RETENTION AND PROGRAM PRODUCTIVITY

C. DEGREES EARNED BY DISCIPLINE AND LEVEL FOR ALL CAMPUSES

	Main Campus Degrees Granted								
2006-2007									
Program Category	Certificate	Associate Degree	Bachelor's Degree	Master's Degree	Education Specialist	Graduate Certificate	Doctoral Degree	First- Professional Degree	
Architecture- related	-	-	38	44	-	2	-	-	
Business / Public Administration	-	-	462	240	-	3	-	-	
Education			361	322	16		39		
Engineering / Tech / Computer Science	-	-	183	109	-	3	30	-	
Health Professions (w/o Nursing)	6	10	99	81	-	-	15	178	
Home Economics	-	-	52	15	-	-	-	-	
Humanities / Social Science	-	-	1,283	200	-	-	49	-	
Law / Protective Services	-	-	112	-	-	-	-	114	
Nursing	-	-	156	50	-	3	2	-	
Science and Math	-	-	269	52	-	-	50	-	
			20	07-2008					
Architecture- related	-	-	30	50	-	7	-	-	
Business / Public Administration	-	-	453	222	-	2	-	-	
Education	-	-	372	314	8	-	40	-	
Engineering / Tech / Computer Science	-	-	175	123	-	4	30	-	
Health Professions (w/o Nursing)	5	9	121	77	-	-	17	159	
Home Economics	-	-	47	6	-	-	5	-	
Humanities / So- cial Science	-	-	1,296	202	-	-	41	-	
Law / Protective Services	-	-	84	-	-	-	-	110	
Nursing	-	-	207	52	-	4	2	-	
Science and Math	-	-	265	62	-	-	31	-	

Gallup Degrees Granted								
2006-	2006-2007							
Program Category	Certificate	Associate Degree						
Business / Public Administration	1	15						
Education	5	36						
Engineering / Tech / Computer Science	9	22						
Health Professions (w/o Nursing)	33	2						
Home Economics	3	4						
Humanities / Social Science	1	44						
Law / Protective Services	-	7						
Nursing	2	30						
2007-	2008							
Business / Public Administration	11	19						
Education	1	26						
Engineering / Tech / Computer Science	12	20						
Health Professions (w/o Nursing)	18	4						
Home Economics	7	-						
Humanities / Social Science	-	41						
Law / Protective Services	-	4						
Nursing	-	43						

Los Alamos Degrees Granted								
2006-2007								
Program Category	Certificate	Associate Degree						
Business / Public Administration	-	9						
Education	1	2						
Engineering / Tech / Computer Science	4	9						
Humanities / Social Science	1	25						
2007-2	800							
Business / Public Administration	-	14						
Education	-	1						
Engineering / Tech / Computer Science	3	11						
Humanities / Social Science	-	13						

Taos Degrees Granted								
2006-2007								
Program CategoryCertificateAssociate Degree								
Business / Public Administration	-	3						
Education	1	10						
Engineering / Tech / Computer Science	4	-						
Health Professions (w/o Nursing)	2	-						
Humanities / Social Science	3	18						
Law / Protective Services	-	3						
Science and Math	-	2						
Social Work	1	1						
2007	-2008							
Business / Public Administration	-	5						
Education	1	4						
Engineering / Tech / Computer Science	4	-						
Health Professions (w/o Nursing)	3	-						
Home Economics	4	-						
Humanities / Social Science	2	8						
Law / Protective Services	-	2						
Science and Math	-	4						
Social Work	1	-						

Valencia Degrees Granted						
2006-2007						
Program CategoryCertificateAssociate Degree						
Business / Public Administration	2	15				
Education	3	29				
Engineering / Tech / Computer Science	3	9				
Humanities / Social Science	-	32				
Law / Protective Services	-	4				
Science and Math	-	6				
Social Work	-	1				
2	007-2008					
Business / Public Administration	4	22				
Education	1	30				
Engineering / Tech / Computer Science	5	9				
Health Professions (w/o Nursing)	1	-				
Humanities / Social Science	1	43				
Law / Protective Services	-	3				
Science and Math	-	8				

Source: UNM Fact Book (http://www.unm.edu/~oir/factbook/webpage.htm)

4. STUDENT RETENTION AND PROGRAM PRODUCTIVITY D. LICENSURE EXAM PASSAGE RATES

New Mexico Teacher Assessment: School Counselor Competency Exam taken by Graduate/Professional Students Counseling, College of Education					
Exam DateTotal Number of Exam TakersTotal % PassedUNM # Exam TakersUNM % Passed					
2007-2008 (new test)	29	89.7%	6	100.0%	

New Mexico Teacher Assessment: Early Childhood Education Teacher Competency Exam taken by Undergraduate Students Early Childhood Education, College of Education					
Exam Date	Exam Date Total Number of Exam Total % Passed UNM # Exam Takers UNM % Passed Takers				
2006-2007	119	69.7%	20	90.0%	
2007-2008	132	55.3%	27	55.6%	

New Mexico Teacher Assessment: School Administration Competency Exam taken by Graduate/Professional Students Administration. College of Education					
Exam Date Total Number of Exam Takers Total % Passed UNM # Exam Takers UNM % Passed					
2007-2008 (new test)	151	95.4%	24	91.7%	

New Mexico Teacher Assessment: Elementary Teacher Competency Exam taken by both Undergraduate and Graduate/Professional Students* Elementary Education, College of Education						
Exam Date	Exam Date Total Number of Exam Takers Total % Passed UNM # Exam Takers UNM % Passed					
2006-2007	996	84.0%	250	88.4%		
2007-2008	2007-2008 1,060 87.2% 296 91.2%					

*Note: Passage rate data provided to UNM for this exam was not broken out by undergraduate and graduate/professional student levels.

New Mexico Teacher Assessment: Secondary Education Teacher Competency Exam taken by both Undergraduate and Graduate/Professional Students* Secondary Education, College of Education						
Exam Date	e Total Number of Total % Passed UNM # Exam Takers UNM % Passed Exam Takers					
2006-2007	687	83.6%	142	88.1%		
2007-2008	1,575 82.4% 132 88.6%					

*Note: Passage rate data provided to UNM for this exam was not broken out by undergraduate and graduate/professional student levels.

New Mexico Teacher Assessment: Special Education Competency Exam taken by both Undergraduate and Graduate/Professional Students* Special Education, College of Education					
Exam Date	Total Number of Exam Takers	Total % Passed	UNM # Exam Takers	UNM % Passed	
2007-2008 (new test)	153	93.5%	12	83.3%	

*Note: Passage rate data provided to UNM for this exam was not broken out by undergraduate and graduate/professional student levels.

Fundamentals of Engineering Exam taken by Undergraduate Students School of Engineering (Primarily Civil Engineering)				
Exam DateTotal Number of Exam TakersTotal % PassedUNM # Exam TakersUNM % Passed				
April 2006	6843	72%	14	71
October 2006	3771	41%	9	44
April 2007	9984	78%	16	63
October 2007	6029	73%	14	57

New Mexico Board of Bar Examiners Exam taken by Graduate/Professional Students School of Law					
]	First Time Exam Take	rs		
Exam Date	Total Number of Exam Takers	Total % Passed	UNM # Exam Takers	UNM % Passed	
July 24-25, '07	220	83%	84	89%	
Feb. 27-28, '07	120	83%	14	79%	
July 29-30, '08	211	91%	72	94%	
Feb. 26-27, '08	122	92%	16	81%	
	î.	Repeat Exam Takers			
Exam Date	Total Number of Exam Takers	Total % Passed	UNM # Exam Takers	UNM % Passed	
July 24-25, '07	21	29%	5	20%	
Feb. 27-28, '07	21	48%	6	50%	
July 29-30, '08	23	39%	9	56%	
Feb. 26-27, '08	40	58%	12	33%	

National Dental Hygiene Exam and Western Regional Clinical Exam Exam taken by Undergraduate Students Dental Hygiene, School of Medicine					
	First Time Exam Takers				
Exam Date	UNM # Exam Takers	UNM % Passed			
April 2006 National exam	24	100%			
April 2007 National Exam	24	100%			
June 2006 clinical exam	24	100%			
June 2007 clinical exam	24	96%			
April 2008 National Exam	24	100%			
June 2008 clinical exam	24	100%			
	Repeat Exam Takers				
Exam Date	UNM # Exam Takers	UNM % Passed			
September 2007 Clinical Exam	1	100%			
September 2008 Clinical Exam	-	-			

The American Board of Radiology: Physics - PGY2, Written - PGY4/5, Oral - PGY5 Exam taken by Graduate/Professional Students Diagnostic Radiology, School of Medicine					
Exam DateUNM # Exam TakersUNM % Passed					
11/21/2006 PHY	6	100%			
11/21/2006 CLINICAL	7	100%			
12/26/06 ORAL	4	100%			
10/26/2007 PHY	5	100%			
10/26/2007 CLINICAL	4	100%			
07/06/07 ORAL	5	100%			
11/14/2008 PHY	5	100%			
11/14/2008 CLINICAL	7	100%			
11/14/2008 ORAL	5	100%			

American Board of Surgery Qualifying and Certification Exam Exam taken by Graduate/Professional Students General Surgery, School of Medicine				
Exam DateUNM # Exam TakersUNM % Passed				
2001-2005 Qualifying Exam 19 84.0%				
2001-2005 Certification Exam	17	88.0%		

United States Medical Licensing Examination Step 1 Exam taken by Graduate/Professional Students MD, School of Medicine					
	Fi	rst Time Exam Takers			
Exam DateTotal Number of Exam TakersTotal % PassedUNM # Exam TakersUNM % Passed					
1/1/2006 - 12/31/2006	18,076	93%	72	86%	
1/1/2007 - 12/31/2007	18,439	97%	72	97%	
]	Repeat Exam Takers			
Exam Date	Total Number of Exam Takers	Total % Passed	UNM # Exam Takers	UNM % Passed	
1/1/2006 - 12/31/2006	581	72%	8	88%	
1/1/2007 - 12/31/2007	545	75%	2	100%	

United States Medical Licensing Examination Step 2 Clinical Knowledge Exam taken by Graduate/Professional Students MD, School of Medicine				
	Fi	rst Time Exam Takers		
Exam Date	Total Number of Exam Takers	Total % Passed	UNM # Exam Takers	UNM % Passed
7/1/2005 - 6/30/2006	16929	94%	78	94%
7/1/2006 - 6/30/2007	17058	95%	74	95%
7/1/2007 - 6/30/2008	17171	96%	77	95%
	I	Repeat Exam Takers		
Exam Date	Total Number of Exam Takers	Total % Passed	UNM # Exam Takers	UNM % Passed
7/1/2005 - 6/30/2006	686	85%	3	67%
7/1/2006 - 6/30/2007	553	87%	3	100%
7/1/2007-6/30/2008	542	87%	2	100%

United States Medical Licensing Examination Step 2 Clinical Skills Exam taken by Graduate/Professional Students MD, School of Medicine				
E Dete		rst Time Exam Takers		
Exam Date	Total Number of Exam Takers	Total % Passed	UNM # Exam Takers	UNM % Passed
7/1/2005 - 6/30/2006	16636	98	87	99
7/1/2006 - 6/30/2007	16797	97	77	99
7/1/2007-6/30/2008	16761	97	75	97
	I	Repeat Exam Takers		
Exam Date	Total Number of Exam Takers	Total % Passed	UNM # Exam Takers	UNM % Passed
7/1/2005 - 6/30/2006	157	98%	-	-
7/1/2006 - 6/30/2007	323	95%	1	100
7/1/2007-6/30/2008	340	96%	2	100

American Board of Obstetrics and Gynecology Oral Board Exam Exam taken by Graduate/Professional Students Obstetrics and Gynecology, School of Medicine				
	First Time Exam Takers			
Exam Date	Exam DateUNM # Exam TakersUNM % Passed			
1/13/06	4	100%		
11/10/06	2	50%		
12/8/06	2/8/06 2 50%			
1/9/07	1/9/07 1 100%			
	Repeat Exam Takers			
Exam Date	UNM # Exam Takers	UNM % Passed		
1/13/06	1	100%		
1/9/07	1	100%		

American Board of Obstetrics and Gynecology Written Exam Exam taken by Graduate/Professional Students Obstetrics and Gynecology, School of Medicine			
Exam DateUNM # Exam TakersUNM % Passed			
6/26/06	6	100%	
6/25/07			

Step III USLME Exam or COMLEX Step III Exam taken by Graduate/Professional Students Pediatrics, School of Medicine			
	First Time Exam Takers		
Exam Date	Exam DateUNM # Exam TakersUNM % Passed		
2007	28	93%	
2008	12 100%		
	Repeat Exam Takers		
Exam Date	UNM # Exam Takers	UNM % Passed	
2007	2	100%	
2008	-	-	

National Physical Therapy Exam Exam taken by Graduate/Professional Students Physical Therapy, School of Medicine				
	First Time	Exam Takers		
Exam Date Total % Passed UNM # Exam Takers UNM % Passed				
2006	86.3%	22	86.4%	
2007	87.9%	21	85.7%	
2008	88.1%	10	100.0%	
	Repeat Ex	am Takers		
Exam Date	Total % Passed	UNM # Exam Takers	UNM % Passed	
2006	56.7%	4	50.0%	
2007	7.0%	3	66.7%	
2007	69.3%	N/A	N/A	

The Nuclear Medicine Technology Certification Board, Inc Exam taken by Undergraduate Students Nuclear Medicine, School of Medicine				
Exam Date	Total Number of Exam TakersTotal % PassedUNM # Exam TakersUNM % Passed			
2006	1,590	86.7%	7	87.9%
2007	1,694	86.7%	5	86.6%
2008	N/A	N/A	5	100.0%

NCLEX-RN® Exam taken by Undergraduate Students College of Nursing		
Exam Date	UNM # Exam Takers	UNM % Passed
1/06 to 12/06	116	93.97%
1/07 to 12/07	133	89.26%

American Midwifery Certification Board Exam Exam taken by Graduate/Professional Students Nurse Midwifery, College of Nursing			
Exam DateUNM # Exam TakersUNM % Passed			
2006 7 86.0%			
2007			

American Nurses Credentialing Center ACNP Certification Exam Exam taken by Graduate/Professional Students College of Nursing			
Exam DateUNM # Exam TakersUNM % Passed			
2006	9	89.0%	
2007			

American Nurse Credentialing Center FNP Certification Exam Exam taken by Graduate/Professional Students College of Nursing			
Exam DateUNM # Exam TakersUNM % Passed			
2006	11	100.0%	
2007 N/A N/A			

North American Pharmacist Licensing Examination (NAPLEX) Exam taken by Graduate/Professional Students College of Pharmacy								
		First Time Exam Taker	S					
Exam Date	Exam DateTotal Number of Exam TakersTotal % PassedUNM # Exam TakersUNM % Passed							
1/06 - 12/06	9,034	92.46%	61	82.24%				
1/07 - 12/07	9,848	95.32%	84	88.09%				
		Repeat Exam Takers	î î					
Exam Date Total Number of Exam Takers Total % Passed UNM # Exam Takers UNM % Passed								
1/06 - 12/06	3,338	65.33%	17	88%				
1/07 - 12/07	2,923	67.16%	15	73%				

Multistate Pharmacy Jurisprudence Examination (MPJE) Exam taken by Graduate/Professional Students College of Pharmacy									
		First Time Exam Taker	S						
Exam Date	Exam DateTotal Number of Exam TakersTotal % PassedUNM # Exam TakersUNM % Passed								
1/06 - 12/06	15,217	89.39%	134	85.82%					
1/07 - 12/07	16,343	91.31%	152	86.84%					
		Repeat Exam Takers							
Exam DateTotal Number of Exam TakersTotal % PassedUNM # Exam TakersUNM % Passed									
1/06 - 12/06	1,951	73.24%	41	48.78%					
1/07 - 12/07	1,727	80.66%	29	62.07%					

N/A - not available

272 UNIVERSITY OF NEW MEXICO SELF-STUDY

5. FACULTY DEMOGRAPHY

A. FULL-TIME AND PART-TIME FACULTY BY HIGHEST DEGREE EARNED FOR ALL CAMPUSES

	Faculty by Highest Degree Earned Total UNM (Fall 2007)*								
	Tenure / Tenure-Track Faculty				Non-	Temporary			
Highest Degree Earned	Total T/T-Track Faculty	Asst. ² Prof.	Assoc. Prof.	Prof.	Tenure- Track Faculty	Faculty			
Main Campus, not SOM ¹									
Doctorate	656	166	209	281	159	246			
Prof. Doctorate Degree	48	6	12	30	22	34			
Other Terminal Degree**	34	5	18	11	6	36			
Master's Degree	84	31	33	20	84	259			
Other (includes Not Reported)	8	3	1	4	22	214			
Total	830	211	273	346	293	789			
	S	chool of Med	icine						
Doctorate	77	18	22	37	99	55			
Prof. Doctorate Degree	141	11	32	98	370	41			
Other Terminal Degree**	-	-	-	-	-	-			
Master's Degree	7	4	1	2	27	5			
Other	8	3	3	2	39	20			
Total	233	36	58	139	535	121			
		Gallup ²							
Doctorate	11	1	6	4	4	1			
Prof. Doctorate Degree	1	-	1	-	-	5			
Other Terminal Degree**	3	2	-	1	-	3			
Master's Degree	17	9	7	1	11	41			
Other	4	4	-	-	21	39			
Total	36	16	14	6	36	89			

	Faculty by High	est Degree E	arned (Contin	ued)		·
	Tota	al UNM (Fall 2	2007)*			
	Tenure / Tenure-Track Faculty				Non-	Temporary
Highest Degree Earned	Total T/T-Track Faculty	Asst. ² Prof.	Assoc. Prof.	Prof.	Tenure- Track Faculty	Faculty
		Los Alamo	S			
Doctorate	1	-	-	1	5	30
Prof. Doctorate Degree	-	-	-	-	-	2
Other Terminal Degree**	-	-	-	-	-	3
Master's Degree	-	-	-	-	6	37
Other (includes Not Reported)	-	-	-	-	2	31
Total	1	0	0	1	13	103
		Taos				•
Doctorate	1	-	1	-	-	12
Prof. Doctorate Degree	-	-	-	-	-	
Other Terminal Degree**	2	1	1	-	1	10
Master's Degree	5	1	4	-	-	41
Other	1	1	-	-	-	42
Total	9	3	6	-	1	105
		Valencia				
Doctorate	13	3	4	6	2	10
Prof. Doctorate Degree	-	-	-	-	-	1
Other Terminal Degree**	-	-	-	-	2	-
Master's Degree	4	3	1	-	6	37
Other	-	-	-	-	6	31
Total	17	6	5	6	16	79

* As of October 31 of each year. Note: At the time of the printing of the self-study, UNM was in the first year of transition to a new Human Resource database as part of the overall implementation of a new ERP system (Banner). Due to this transition, official numbers for faculty, staff, and student employees for Fall 2008 were not yet available. Fall 2008 numbers will be provided to the team and published in the *2008 – 2009 UNM Fact Book* (http://www.unm.edu/~oir/factbook/webpage.htm) when available.

** Other Terminal Degrees include degrees such as the Master's of Fine Arts (MFA).

1 Faculty reported at Main includes Extended University and Continuing Education as well as Nursing and Pharmacy. 2 Includes ABD faculty hired for the T/TT on Main Campus, and T/TT faculty at Gallup with the job title of Technical Instructor.

5. FACULTY DEMOGRAPHY

B. FULL-TIME AND PART-TIME FACULTY BY RANK, GENDER, AND RACE/ETHNICITY FOR ALL CAMPUSES (COMBINED)

All UNM Faculty (Fall 2003 to 2007)*						
	2003	2004	2005	2006	2007	
Professor	495	499	496	487	498	
Assoc. Professor	352	353	368	359	356	
Asst. Professor	287	266	253	254	260	
Instructor ¹	14	15	12	14	12	
Non-Tenure-Track Faculty	731	779	801	829	894	
Temporary Faculty ²	1,197	1,232	1,253	1,278	1,286	
Total Faculty	3,076	3,144	3,183	3,221	3,306	

1 Includes ABD faculty hired for the T/TT.

2 Includes post-doctoral fellows.

Tenure/Tenure-Track Faculty Demographics (Fall 2003 to 2007)*							
	2003	2004	2005	2006	2007		
Total Tenure/Tenure-Track Faculty	1,148	1,133	1,129	1,114	1,126		
Females	437	437	440	449	473		
Males	711	696	689	665	653		
African American/Black	10	9	13	12	17		
American Indian	25	26	30	29	26		
Asian/Pacific Islander	71	74	76	79	84		
Hispanic	111	109	116	119	126		
White, non-Hispanic	922	907	882	860	856		
No Response	9	8	12	15	17		

Non-Tenure-Track Faculty Demographics (Fall 2003 to 2007)*							
	2003	2004	2005	2006	2007		
Total Non-Tenure-Track Faculty	731	779	801	829	894		
Females	348	372	392	410	448		
Males	383	407	409	419	446		
African American/Black	16	14	18	21	17		
American Indian	21	17	22	20	23		
Asian/Pacific Islander	44	46	53	59	68		
Hispanic	74	91	77	80	87		
White, non-Hispanic	562	600	620	632	675		
No Response	14	11	11	17	24		

Temporary Faculty ² Demographics (Fall 2003 to 2007)*							
	2003	2004	2005	2006	2007		
Total Temporary Faculty ²	1,197	1,232	1,253	1,278	1,286		
Females	583	634	667	683	673		
Males	614	598	586	595	613		
African American/Black	18	19	23	19	18		
American Indian	34	31	44	38	42		
Asian/Pacific Islander	56	63	66	73	75		
Hispanic	161	163	171	192	188		
White, non-Hispanic	899	931	921	920	891		
No Response	29	25	28	36	72		

*As of October 31 of each year. Note: At the time of the printing of the self-study, UNM was in the first year of transition to a new Human Resource database as part of the overall implementation of a new ERP system (Banner). Due to this transition, official numbers for faculty, staff, and student employees for Fall 2008 were not yet available. Fall 2008 numbers will be provided to the team and published in the *2008 – 2009 UNM Fact Book* (http://www.unm.edu/~oir/factbook/webpage.htm) when available.

2 Includes post-doctoral fellows.

5. FACULTY DEMOGRAPHY

C. FACULTY BY COLLEGE/SCHOOL

Faculty by College Main Campus and SOM (Fall 2007)*						
	Tenure / Tenure-Track Faculty Non-Tenure- Temporary					
College ¹	Total T/T-Track Faculty	Asst. ² Prof.	Assoc. Prof.	Prof.	Track Faculty	Faculty
	•	Units Reporti	ng to the Provo	st		
Anderson Schools of Mgmt.	42	10	17	15	10	46
Architecture & Planning	23	4	11	8	7	30
Arts & Sciences	375	89	106	180	118	216
Education	98	32	48	18	32	77
Engineering	93	27	22	44	36	37
Fine Arts	70	20	22	28	20	82
Law	38	6	4	28	10	4
Public Administration	5	-	1	4	2	1
University College	6	2	4	-	8	21
General Library	27	4	16	7	4	7
Research Centers	-	-	-	-	-	24
Extended University	-	-	-	-	-	33
Continuing Education	-	-	-	-	-	172
Units Reporting to the Executive Vice President for the Health Sciences Center						
Nursing	17	5	6	6	28	21
Pharmacy	31	7	16	8	18	18
SOM - Basic Medical	46	7	16	23	13	32
SOM - Clinical	187	29	42	116	522	89

SOM - Clinical187294211652289* As of October 31 of each year. Note: At the time of the printing of the self-study, UNM was in the first year of transition
to a new Human Resource database as part of the overall implementation of a new ERP system (Banner). Due to this
transition, official numbers for faculty, staff, and student employees for Fall 2008 were not yet available. Fall 2008 numbers
will be provided to the team and published in the 2008 – 2009 UNM Fact Book (http://www.unm.edu/~oir/factbook/
webpage.htm) when available.

1 Faculty are assigned to colleges based on their tenure department, which may not correspond to their primary assignment department. For example, this will often be the case for faculty administrators.

2 Includes ABD faculty hired for the T/TT.

Source: Office of Institutional Research

6. AVAILABILITY OF INSTRUCTIONAL RESOURCES AND INFORMATION TECHNOLOGY

Information Technology Services

CIO: Computing Services: Communications Network Services: Information Assurance

Information Technology Services is responsible for the University of New Mexico's enterprise computer and networking systems architecture, operations and security used by students, staff and faculty.

- ITS supports, secures, monitors and manages the UNM voice and data networks, computer and storage resources.
- ITS manages computing environments such as WebCT, Portal, computer pods, software for departmental purchase, hardware maintenance, surveying, course evaluation and test scoring.
- ITS supports Banner applications such as Student Admissions, Registration, Financial Aid, Human Resources, Payroll, and Finance, as well as Hyperion reporting, Degree Audit and other Banner-related applications.
- ITS enables UNM NetID authenticated access to the systems above, as well as email, Calendar, Web services and Internet.
- **Mission**: The mission of ITS is to provide leadership for the effective use of information technologies to achieve the University of New Mexico's vision and mission in education, research, and public service, and to support the effective management and administration of those functions.

ITS Web Sites:

cio.unm.edu its.unm.edu fastinfo.unm.edu my.unm.edu

		Fiscal Year 2008 Overview
	% Change from FY 2007	
Campus Computing Facilities	5%	Seven Pods and 11 classrooms with 503 Windows & Mac computers available for student use.
Client Assists	12%	FastInfo (web service): 432,237; Walk-in, telephone contacts: 112,731.
NetIDs	0.2%	69,948 computer / email accounts for individuals and groups - slight increase over 2007.
Servers	19%	398 server-class units now support addt'l Banner functions, email, web and calendar processing.
Email	-8%	Email is up 119% over 5 years, but is down as more spam is filtered, chat and voice are increasing.
National Network Bandwidth Usage	30%	Traffic increased overall on Internet 1, Internet 2 and National Lambda Rail national networks to 921 Mbps (Megabits per second) to/from UNM.
UNM Web Hits	15%	1.4 Million avg daily hits to unm.edu sites as more info. and services are delivered via the Web.
Disk Space	22%	Increased total disk space from 78 to 93 terabytes for Banner, email, WebCT and academic use.
Software Sales	-	\sim 21 site-license/volume contracts for Microsoft, Adobe, SAS and other products sold to depts. only at \sim 65% savings over Bookstore pricing, 84% average savings over suggested retail.
Admin Business Functions	7%	49 functions supported across Finance, Student, Financial Aid, Payroll, Budget and other applications.
Scanning	3%	Surveys and questionaire scanning is declining due to online tools, but test scores scanning rose 10%
Voice Network	2%	20,394 phone lines, with Pearl Hall, Centennial Hall and expansion of Voice over IP.
ITS Staff	-16%	204 after completion of Project LINK, down from 243
Equipment Recycle	-	65 ITS Apple & Windows computers and printers were recycled for use in UNM Departments.

Source: 2008 Annual Report, Office of the Chief Information Officer (CIO)

7. FINANCIAL DATA A. Actual Unrestricted Revenues for UNM

Financial Data - 2007-08		
Actual Unrestricted Revenues	FY 2007	FY2008
Tuition and Fees	113,531,268	120,168,141
State/Local Appropriations	295,424,572	346,088,944
Denominational Income	-	-
Investment and Annuity Income	17,373,308	11,815,145
Contributions	19,838,091	26,250,297
Auxiliary	57,395,602	59,158,692
Other	267,001,174	268,738,217
Total	770,564,015	832,219,436

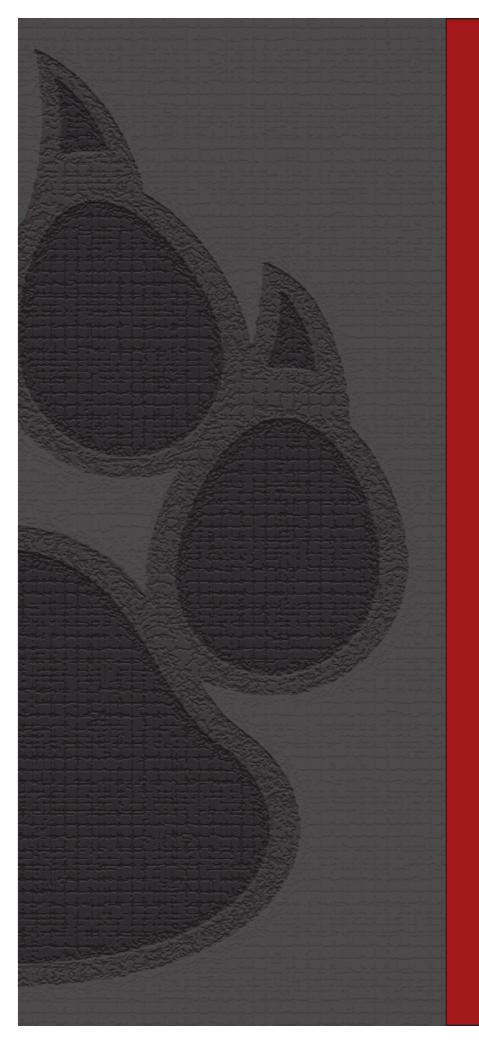
7. FINANCIAL DATA B. Actual Unrestricted Expenses for UNM

Financial Data - 2007-08		
Actual Unrestricted Expenses	FY 2007	FY2008
Instructional/Departmental/Library	440,610,791	494,941,347
Student Services	21,652,478	24,311,873
Operation and Maintenance of Plant	35,776,718	35,253,601
Administration	49,062,371	54,628,485
Fundraising	8,278,249	8,741,438
Auxiliary	56,780,903	58,169,409
Other	133,375,016	121,240,903
Total	745,536,526	797,287,056

7. FINANCIAL DATA

C. IF, IN EITHER OF THE PAST TWO COMPLETED FISCAL YEARS, THE TOTAL IN **7B** EXCEEDED THE TOTAL IN **7A** ABOVE, HOW DID THE INSTITUTION COVER ITS SHORTFALL?

Not Applicable



University of New Mexico Federal Compliance Program

FEDERAL COMPLIANCE PROGRAM

The University of New Mexico's policies and practices are in accord with the Federal Compliance Program of the Higher Learning Commission as discussed in the following text.

CREDITS, PROGRAM LENGTH, AND TUITION (POLICY I.C.9)

Credits at UNM are offered on a semester basis. The credit value of a course is determined through a formal curriculum process,¹ governed by the Faculty through the Faculty Senate Curricula Committee,² Faculty Senate Undergraduate Committee,³ and Faculty Senate Graduate Committee.⁴ To earn one credit, a class must meet one class hour (which is 50 minutes) per week throughout the 16-week semester.

Program length is determined through the same curriculum process which involves extensive review by the cognizant department, college, Faculty Senate Committees, Provost's Office, and Board of Regents. For example, a normal baccalaureate program, which requires major and minor fields of study, must have no fewer than 128 semester hours. Each academic school, college, and branch program has individual requirements of their course curricula which can be found in the catalogs for each campus.

Tuition at UNM is set by the Board of Regents.⁵ Tuition is divided into two distinct categories – resident and nonresident. In addition, tuition within these broad definitions is further divided into subsets, for example, general undergraduate, general graduate, law, medicine, and PharmD. Tuition rates in the individual subsets are determined by the recommendation of academic units and branch campuses, and authorization of the Board of Regents and the New Mexico Higher Education Department. Tuition rates are modified annually through actions of the Board of Regents.

For the Albuquerque campus, mandatory fees include a Facility Fee used to cover annual debt service costs for financing academic and student services buildings; a Student Activity Fee used to cover all or partial costs of several major student service activities such as Student Health, Student Union operations, Athletics, Center for Academic Support (CAPS), Child Care Center, etc.; and a Student Government Fee, which supports the undergraduate and graduate and professional student government organizations. Tuition and Fees for the main campus (Albuquerque) can be found on the UNM Bursar's website at http://www.unm.edu/~bursar/tuitionrates.html.

Current tuition and fee rates for each of the Branch Campuses can be found at:

UNM-Gallup: http://www.gallup.unm.edu/currentstudents/financialaid/

1. http://www.unm.edu/~unmreg/ curriculum.htm

2. UNM Faculty Handbook, Policy A61.7 Curricula Committee, http://www.unm. edu/~handbook/A61.7.html. Also see http://facgov.unm.edu/committee. cfm?comm=14 for more information.

3. http://www.unm.edu/~unmreg/ curriculum.htm. Also see http://facgov. unm.edu/committee.cfm?comm=26 for more information.

4. http://www.unm.edu/~handbook/ A61.11.html. Also see http://facgov.unm. edu/committee.cfm?comm=18 for more information.

5. *RPM*, 4.7 - *Tuition and Fees*, http://www. unm.edu/~brpm/r47.htm UNM-Los Alamos: http://www.la.unm.edu/SSC/tuition.html

UNM-Taos: http://taos.unm.edu/gettingstarted/tuition.html

UNM-Valencia: http://www.unm.edu/~unmvc/Cashiers/tuition.htm

In addition to publication on noted web pages, tuition and fee rates for all campuses are published in the campus catalogues and schedule of classes.

INSTITUTIONAL COMPLIANCE WITH THE HIGHER EDUCATION REAUTHORIZA-TION ACT (POLICY I.A.5)

Title IV Program Responsibilities: The U.S. Department of Education National Student Loan Data System official loan record detail report⁶ lists UNM's actual default rate for all federal loans as 3.0% (for the 2006 cohort year). As specified in UNM's most current *Fiscal Operations Report and Applicant to Participate Report (FISAP)*,⁷ UNM's current cohort default rate for the Perkins Loan Program is 5.83%. Because of a history of low default rates, UNM has not been requested to provide any default reduction plans. Supporting materials regarding UNM's default rates and compliance with the Higher Education Reauthorization Act are available for review as part of the resource materials.

Safety and Security: The University of New Mexico's Police Department and Security Offices on all campuses fully comply with the requirements established by federal statute codified in 20 U.S.C. § 1092(f) and also referred to as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or Clery Act. Annual safety and security reports are provided by each UNM campus. In addition, each campus provides information on crime prevention programs, crime reporting, and appropriate campus crime-related policies and procedures. Copies of these reports and information are provided in hard copy and on each campuses website as noted:

UNM-Albuquerque: http://police.unm.edu/safetyandsecurity.html

UNM-Gallup: http://www.gallup.unm.edu/aboutus/services/police/

6. U.S. Department of Education National Student Loan Data System 2006 Official Loan Record Detail, 2669 (rate calculation date 08/02/2008).

7. Fiscal Operations Report and Application to Participate (FISAP) Report: Award Year July 1, 2007 through June 20, 2008; Application: Award Year July 1, 2009 through June 30, 2010. UNM-Los Alamos: http://www.la.unm.edu/pdfs/UNMLA%20Crime%20Stats%20 &%20Policy1.pdf

UNM-Taos: http://taos.unm.edu/departments/physical_plant/security_report/ SecurityReport.htm

UNM-Valencia: http://www.unm.edu/~unmvc/Security/Security.htm

Publication of Completion/Graduation Rates: UNM publishes its completion and graduation rates annually through the UNM FactBook and through other reports. This information is accessible in hard copy or on the Office of Institutional Research website at (http://www.unm.edu/~oir/factbook/webpage.htm).

FEDERAL COMPLIANCE VISITS TO OFF-CAMPUS LOCATIONS (POLICY 1.C.2)

UNM has reported all off-campus sites and campuses to the HLC in compliance with the HLC's annual reporting request. At the time of the last site visit by the HLC in 1999, UNM-Taos was in the process of seeking "Branch Campus" status and was classified as an Educational Center. However, UNM-Taos was included in the 1999 self-study and site visit process. UNM-Taos received official branch campus status in 2003.

INSTITUTION'S ADVERTISING AND RECRUITMENT MATERIALS (POLICY IV.B.2)

It is UNM's policy to list either the URL or address information when referring to the HLC. UNM does refer to its affiliation with the Higher Learning Commission in several publications (such as the UNM Catalog and *UNM Factbook*) and through the University's website. However, UNM does not heavily publicize the affiliation in advertising materials, recruiting brochures, or on institutional letterhead.

PROFESSIONAL ACCREDITATION (POLICY III.A.1)

Many UNM programs hold accreditations through specialized accrediting agencies. A complete list of accredited programs can be found in the *UNM Factbook*.⁸ The program accreditation materials will be available for review in the resource room.

8. 2008-2009 UNM Fact Book, pp. 51-54.

REQUIREMENTS OF INSTITUTIONS HOLDING DUAL INSTITUTIONAL ACCREDI-TATION (POLICY III.A.3)

The University of New Mexico holds its institutional accreditation through the Higher Learning Commission of the North Central Association only.

INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS (POLICY IV.B.4)

UNM outlines processes for student grievance procedures in the student handbook, *The Pathfinder*. UNM encourages complaints and disputes to be resolved at the lowest level. UNM will provide a report regarding student complaints as part of the resource materials during the visit.



University of New Mexico Glossary

GLOSSARY

A&P	School of Architecture and Planning
A&S	College of Arts and Sciences
AASS	African American Student Services
ABQG	Albuquerque GigaPop
AF&T	Academic Freedom and Tenure Committee
AGA	Accountability in Government Act
AILC	American Indian Law Center
AISS	American Indian Student Services
APR	Academic Program Review
APS	Albuquerque Public Schools
ASM	Anderson Schools of Management
ASUNM	Associated Students of UNM (undergraduate student body)
AVP	Associate Vice President
AY	Academic Year
BEAMS	Building Engagement and Attainment for Minoriity Students
BR&R	Building Renewal and Replacement Funding
CAPS	Center for Academic Program Support
CARC	College Assessment Review Committee
CCSSE	Community College Survey of Student Engagement
CEOP	College Enrichment and Outreach Programs
CEP	College Enrichment Program
CES	Community Engaged Scholarship
CFA	College of Fine Arts
CHPC	Center for High Performance Computing
CLA	Collegiate Learning Assessment
CLASS	Change for Learning and Academic Success
CNAH	Center for Native American Health
CNM	Central New Mexico Community College
COE	College of Education
COEAS	COE Assessment System
COI	Conflicts of Interest
CON	College of Nursing
СОР	College of Pharmacy
CSS	College Success Seminars
CTSC	Clinical and Translational Science Center
CUP	Community-University Partnerships
DoIT	Department of IT (State of New Mexico)
DPAC	Design and Planning Assistance Center
El Centro	El Centro de la Raza
EMCS	Energy Management Control Systems
EOD	Employee and Organizational Development
ERAC	Executive Research Advisory Committee
ERP	Enterprise Resource Planning
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EU	Extended University
EVP	Executive Vice President
FAC	Freshman Academic Choices
FDP	Family Development Program
FDR	Faculty Dispute Resolution
FIG	Freshman Interest Group
FISC	Freshman Introductory Studies Communities
FLC	Freshman Learning Communities
FREM	Facilities and Real Estate Management
FTE	Full-Time Equivalent
FY	Fiscal Year
FYW	First-Year Writing Program
GA/TA/RA	Graduate Assistant/Teaching Assistant/Research Assistant
GPSA	Graduate and Professional Student Association
HERO	Health Education Rural Offices
HR	Human Resources
HSC	Health Sciences Center
HSI	Hispanic Serving Institution
I&G	Institutional and General
IACUC	Institutional Animal Care and Use Committee
IDEA	Individual Development and Education Assessment
IDEAL-NM	Innovative Digital Education and Learning in New Mexic
ILC	Indian Law Certificate
IMDS	Initiatives for Minority Student Development
ITS	Information Technology Services
LDC	Lobo Development Corporation
LLC	Living Learning Communities
MAPS	Multiple Academic Pathways to Success
MARC	Minority Access to Research Careers
MSB	Museum of Southwestern Biology
MWAC	Mountain West Athletic Conference
NALSA	Native American Law Students Associate
NLR	National Lambda Rail
NMACC	New Mexico Association of Community Colleges
NMCAC	New Mexico Computing Applications Center
NMEL	New Media and Extended Learning
NMHED/HED	New Mexico Higher Education Department
NMSU	New Mexico State University
NSSE	National Survey of Student Engagement
OCP	Office of Capital Projects
OGS	Office of Graduate Studies
OHC	Office of Community Health
OIPS	Office of International Programs and Studies
OIR	Office of Institutional Research
OPSM	Office of Planning and Space Management
OSCE	Objective Structured Clinical Examinations

OSET	Office of Support for Effective Teaching
OUA	Office of the University Architect
OVPR	Office of the Vice President for Research
OWL	Online Writing Lab
PCA	Provost's Committee on Assessment
PEP	Performance Effectiveness Plan
PLSI	Pre-Law Summer Institute
PMGC	Peer Mentoring for Graduates of Color
PNM	Public Service Company of New Mexico
PNMGC	Project for New Mexico Graduates of Color
PreP	Premedical Enrichment Program
RAPS & GAPS	Resident and Graduate Assisted Placement Services
RCRP	The Resource Center for Raza Planning
ROP	Research Opportunity Program
RPM	Regent's Policy Manual
RSG	Research Study Group
RSLP	Research Service Learning Program
RU/VH	Research University-Very High Carnegie Classification
RU/VH	Research University-Very High Carnegie Classification
RWJ	Robert Wood Johnson
RWJF	Robert Wood Johnson Foundation
SHRI	Southwest Hispanic Research Institute
SI	Supplemental Instruction
SILC	Southwest Indian Law Clinic
SLO	Student Learning Outcome
SNAGS	Society for Native American Graduate Students
SOE	School of Engineering
SOM	School of Medicine
SRAC	Student Research Allocation Committee
STC.UNM	Science and Technology Corporation
SUB	Student Union Building
SWITCA	Southwest Intertribal Court of Appeals
TARC	Teaching Assistant Resource Center
TAS	Teaching Allocations Subcommittee
TED	Teaching and Education Development
UBPPM	University Policies and Procedures Manual
UC	University College
UL	University Libraries
UNM	University of New Mexico
UNMH	University of New Mexico Hospital
UNO	Undergraduate Nurturing Opportunities
VPR	Vice President for Research and Economic Development
VSA	Voluntary System of Accountability

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