THE UNIVERSITY OF NEW MEXICO.

2023 Assurance Argument

REPORT TO THE HIGHER LEARNING COMMISSION

MARCH 27, 2023

March 23, 2023

Peer Review Team
Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411

Dear Colleagues,

At the time of our last Higher Learning Commission affirmation of accreditation in 2019, UNM was at an early stage of renewal and transformation. Since then, we have worked tirelessly to improve systems across the entire University, from facilities to financial forecasting, from compensation to curriculum flow, and from simplification of tuition to student mental health services.

We are proud of our pandemic record in maintaining the health of our university community and the continued advancement of our mission. We supported faculty, staff, students, patients, and families with resourceful and responsive solutions, leveraging our institutional resilience. We learned from our innovation around instructional and institutional continuity and have carried that forward as we have resumed regular operations. Managing our activities throughout the pandemic became a catalyst to understanding more about the needs of our community. We are now continuing to build capacity to address those needs from "cradle to career," through our academic and healthcare enterprises, groundbreaking research and Grand Challenge initiatives, and new community partnerships. Looking forward to the year 2040, our teaching, research, creative work, healthcare, and community service aims are ambitious and inclusive.

By resolving concerns identified during the 2019 HLC affirmation of accreditation, by learning from our pandemic experience, and by building improved and transparent systems, UNM has set itself up to achieve UNM 2040: Opportunity Defined. This new strategic framework equips UNM with a new university mission, vision, and a set of five ambitious goals: Advance New Mexico, improve Student Experience and Educational Innovation, foster Inclusive Excellence, incorporate Sustainability, and act for our stakeholders as One University. Teams across UNM's seven campuses are hard at work following our 2040 vision to "be a global leader in realizing human potential, addressing critical community challenges, and demonstrating the power of inclusive diversity."

This report provides the evidence that The University of New Mexico is actively implementing the financial, academic, athletic, infrastructure and healthcare systems necessary for pursuing our goals and supporting a bright future for our students and New Mexico. I am proud of our ambitious and inclusive undertaking and grateful for the opportunity to share our work with the Higher Learning Commission.

Sincerely,

Garnett S. Stokes
President

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. *The mission was developed through a process suited to the context of the institution.*

2. *The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.*

3. *The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.*

4. *The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.*

5. *The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.*

Argument

Founded in 1889, the University of New Mexico (UNM) is New Mexico's flagship research university and the state's only R1 "Highest Research Activity" university by the Carnegie Classification of Institutions of Higher Education. It is one of two Carnegie Community Engagement institutions in the state. A Hispanic-Serving and Minority-Serving institution, the University extends across 1700 acres in a network spanning the northern half of New Mexico. The Albuquerque Campus stands upon the territory of Tiwa-speaking peoples, including the Pueblos of Sandia and Isleta, whose historical relationship with these lands continues to this day. With branch campuses in Gallup, Los Alamos, Taos, and Valencia, six hospitals and an extensive clinic network, the University serves a broad range of rural and urban constituents. These include indigenous communities, people of Hispanic descent, whites, and people of color. Many of these constituents have ancestors who became established in the Southwest before the Treaty of Guadalupe Hidalgo in 1848 and the granting of New Mexico statehood in 1912. The University also serves international students and their families, global and regional immigrants, and people for whom English is a second language.

UNM unites three commitments: delivering broad educational access to students, including students from groups historically under-represented in college; providing comprehensive health services, including those needed by an underserved population; and developing competitive research and creative works. Meeting all three of these commitments and, indeed, leveraging our capacity to improve the well-being of students, patients, and all New Mexicans, represents the defining and ongoing opportunity and challenge for our institution.

Since President Stokes assumed her leadership role in 2018, she and her executive team have worked to create clear and transparent systems enabling the university to meet this challenge. These systems now provide a stable platform for UNM 2040: Opportunity Defined, our new strategic framework and accompanying mission statement.

The current UNM Mission Statement reflects the university's significant role and responsibility in serving the diverse peoples of the state and region by providing education, research, and health and public services.

MISSION

As the state's premier institution of higher learning and provider of health care, The University of New Mexico promotes discovery, generates intellectual and cultural contributions, honors academic values, and fosters an educated, healthy, and economically vigorous New Mexico.

The UNM Board of Regents endorsed the new Mission Statement on February 14, 2023. It is published in three major policy manuals (the Regents' Policy Manual in the Foreword, University Administrative Policies and Procedures Manual Section 1000, and the Faculty Handbook Section A20), as well as the upcoming 2023-24 catalog (May 2023 publication date).

The mission statement was developed through the UNM 2040: Opportunity Defined strategic framework development process, chartered by the president. Development of the mission and framework incorporated response from more than 1,600 community members and unfolded through multiple phases of work by broadly representative task forces. Task forces designed tactical approaches to critical institutional goals. Beginning in April 2021, the entire six-phase process has included regular public notice, public invitations for participation (eg. crowd-sourcing, a broad survey, and focus groups), and publication of the results for each phase of the strategic framework process. Each college or school is designing a strategic plan aligned with the strategic framework. At the same time, the Office of the President is coordinating collection of broad central objectives and goals for the Health Sciences Center, Office of the Provost and EVP for Academic Affairs, Vice President for Diversity Equity and Inclusion, and Office of the EVP for Finance and Administration. As was the case with the 2020 strategic plan, the Office of the President will maintain a public-facing 2040 reporting website. Each executive leader provides regular reports to the various committees of the Board of Regents and to the Faculty Senate. These meetings, save for closed sessions addressing confidential matters such as personnel, are open to the public, while announcement of meeting, agenda, supporting materials, and meeting recordings are all published.

The UNM 2040: Opportunity Defined strategic framework guides strategic planning by deans of colleges and schools, chancellors of the four UNM branches, and executive leadership of functional administrative units, including the Provost and EVP for Academic Affairs Dr. James Holloway, the Executive Vice President and UNM Health System CEO Dr. Douglas Ziedonis, the Vice President for Equity and Inclusion Dr. Assata Zerai, the Executive Vice President for Finance and Administration Teresa Constantinidis. These leaders and their supporting units are completing strategic plans guided by the framework in Spring and Summer 2023 under the oversight of President Garnett Stokes. Consistent with UNM's approach to the 2020 strategic framework and plan, these strategic documents and a completion dashboard will be

published in Summer 2023 and regularly updated.

Planning and execution across all units is anchored by strategic leadership assigned to each of five major goals:

1. **ADVANCE NEW MEXICO**: Understand the needs and unique opportunities of our distinct New Mexican cultures and peoples, economic enterprises, and communities to address critical issues and opportunities facing humanity and contribute to the quality of life, growth, prosperity, and advancement of New Mexico and of human societies across the globe.
2. **STUDENT EXPERIENCE AND EDUCATIONAL INNOVATION**: Transform the educational experience by creating supportive, intellectually challenging, exciting, diverse, joyful learning environments both inside and outside of the classroom to ensure the lifelong success, upward social mobility, and engagement of all learners. Through the education of people, our University will contribute to the growth of societies in New Mexico and across the globe.
3. **INCLUSIVE EXCELLENCE**: Utilize an equity and inclusion lens to expand opportunity, cultivate the potential of students, faculty, and staff, create new knowledge, and provide service to all New Mexicans by leveraging our assets as a highly research-intensive university and health system.
4. **SUSTAINABILITY**: Create long-term sustainability and ensure the necessary resources —human, financial, and physical— to achieve our aspirations while protecting the natural environment that supports all people of the state and the world.
5. **ONE UNIVERSITY**: As a foundation for achieving the other 2040 goals, align and integrate our distinctive academic, research, patient care, and service components, and enhance our administrative functions to strengthen the University and its impact.

For each goal, a set of guiding opportunities details the varied constituents to be served and areas of achievement to be addressed by 2040. For example, an objective of Goal 1: Advance New Mexico is to "Be a force for social justice and health equity by working with the varied and rich communities of our state to enhance the health of all New Mexicans." An objective of Goal 2: Student Experience and Educational Innovation is to "Support the advanced workforce of New Mexico by increasing graduate student enrollment and success and aligning practicum experiences such as internships and career opportunities with University partners." And an objective of Goal 3: Inclusive Excellence is to "Focus on faculty and staff diversity, recruitment, retention, professional development, and career advancement and success, to address historical and current injustices and inequities."

The structure of the University and its academic programs aligns with its mission and role as a public flagship research university.

The Albuquerque central campus includes the Anderson School of Management, College of Arts and Sciences, College of Education and Human Sciences, College of Fine Arts, Graduate Studies, Honors College, College of University Libraries and Learning Sciences, School of Architecture and Planning, School of Engineering, and University College. The Deans of these schools and colleges report to the UNM Provost and EVP for Academic Affairs. They collectively offer 90 bachelor's degrees, 78 master's, 41 doctorates, 8 undergraduate certificates, 22 graduate certificates, and the M.B.A. In 2021-22, central campus awarded 2,812 undergraduate and 1,286 graduate and professional degrees. Fall 2022 saw an enrollment of 13,483 undergraduates and 4,407 graduate and professional students.

The Albuquerque North campus houses the School of Law, offering the J.D. and led by a dean who reports to the UNM Provost. The School of Law awarded 78 degrees in 2021-22 and enrolled 314 students in Fall 2022.

The Albuquerque North campus also houses the Health Sciences Center (HSC), including UNM Hospital (a Level 1 Trauma Center), and the primary Health Sciences colleges and schools: College of Nursing, College of Pharmacy, College of Population Health, School of Medicine. Both the HSC Deans and executive leadership of the UNM Health System report to a single Executive Vice President of HSC and CEO of the system. At its Albuquerque and nearby Rio Rancho campuses combined, Health Sciences offer 8 bachelor's degrees, 5 undergraduate certificates, 7 master's, 4 doctorates and 5 professional degrees. HSC schools and colleges awarded 591 undergraduate, 160 graduate, and 251 professional degrees in 2021-22 and enrolled 3,334 students overall in Fall 2022.

The UNM Branch campuses—UNM-Gallup, UNM-Los Alamos, UNM-Taos, and UNM-Valencia—are chartered branch community colleges led by Chancellors reporting to the UNM Provost. Branches serve educational needs for their local communities, including career and technical education, preparation for students seeking transfer to four-year degree programs, and other service, research, and lifelong learning courses. A majority of students at branch campuses, however, are degree-seekers enrolled in Associate of Arts and Associate of Science degrees that articulate smoothly with transfer to UNM bachelor's degrees on the Albuquerque campus. The four branch campuses collectively offer 46 associate's degrees, 1 bachelor's degree, 19 applied associates degrees, 6 academic certificates, and 68 career and technical education certificates. All academic associate's degrees articulate smoothly for transfer to UNM's bachelor's programs. Degree completion in 2021-22 and Fall 2022 enrollment respectively for each branch are as follows: UNM-Gallup: 282 and 1,584; UNM-Los Alamos 111 and 359; UNM-Taos 147 and 787; and UNM-Valencia 180 and 1,178.

The UNM Albuquerque central campus and Branch campuses offer dual credit courses to high school students that meet the New Mexico Public Education Department requirements. The Office of Advising Strategies dual credit specialist secures articulation agreements with area high schools for the UNM Albuquerque central campus and supports dual credit enrollment, while branch campuses manage individual articulation agreements and dual credit enrollment with their local high schools.

Within the Office of the Provost and EVP for Academic Affairs, the Office for Academic Personnel assures appropriate instructor credentials for all UNM degree programs, including dual credit. The quality of academic and career and technical education courses and programs is assured through a multi-step curricular review process engaging faculty in fulfilling their important role of oversight over the curriculum, as well as ongoing assessment and review managed by the Office of Assessment and Academic Program Review. Specialized accreditation provides assurance of quality for professional programs at all levels as well as select academic programs. Reporting to Academic Affairs, UNM Online maintains compliance for all online courses and programs and collaborates with the Center for Teaching and Learning on course and program review and quality. The Global Education Office provides cultural orientation, practical support, language support, and holistic services for both international students and domestic students engaged in study abroad. The nationally certified Center for Teaching and Learning (CTL) provides student learning assistance, from peer tutoring to supplemental instruction, graduate student resource and learning support, teaching conferences, pedagogy workshops and trainings, and recognition of teaching excellence. Allied through a Faculty Development Council, Academic Affairs, the Office for

Academic Personnel, the institutionalized ADVANCE program, the Office for the Vice President for Research, and CTL coordinate broad professional development in teaching and research for faculty and graduate students. Within Health Sciences Center Academic Affairs, the Office for Continuous Professional Learning enriches preparation for teaching and clinical responsibilities, while Interprofessional Education fosters learning around a practice of health care delivery that is patient-centered and involves a collaborative team environment across health fields.

In the UNM System, we are fortunate in providing an education to a remarkably diverse group of undergraduate, graduate, and professional students. In Fall 2022, we served approximately 22,000 students on the Albuquerque campuses and an additional 4,000 students at branch campuses. On the Albuquerque central campus, our undergraduates constituted a majority under-represented minority population, as follows: 50.5% Hispanic, 6.2% American Indian, 4.2% Asian, 3.1 % Black, .1% Native Hawaiian, 4.0% Multiracial, 28.6% White, 1.3% Unknown, and 1.9% International. Among undergraduates, 41.8% were male and 58.2% were female; official IPEDS data were not collected for non-binary students. This diversity closely mirrors the diversity of the state. Among first-time full-time Fall 2022 students, 27% reported that they were the first generation in their family to attend college. Branch campus populations are also highly diverse and first-generation serving, with UNM-Los Alamos, UNM-Valencia and UNM-Taos educating a majority Hispanic population and UNM-Gallup educating a majority American Indian population.

In comparison with other R1 institutions, our graduate and professional population is also highly diverse, although not as diverse as our undergraduate population. Indeed, increasing access to graduate and professional programs is an important institutional goal. On the Albuquerque Main, Health Sciences and Law campuses, 32.8% of students are Hispanic, 4.6% are American Indian, 4.8% are Asian, 2.2% are Black, 0.1% are Native Hawaiian, 37.6% are White, 3.1% are Multiracial, 2.9% are unknown, and 11.9% are International. Of these, 43.7% were male and 56.3% were female, with non-binary identity not reported. About 17% of these students are in the first generation in their families to attend graduate or professional school. In addition to being a designated Hispanic Serving Institution, UNM is also a First-Generation Forward Institution (Center for First-Gen Student Success).

UNM concentrates significant resources, expertise, and energy on providing educational access and life and learning support to our students. On the Albuquerque Main campus our faculty to student ratio is 13:1, and 50.8% of all undergraduate courses have enrollments under 20 (UNM Office of Institutional Analytics). Our faculty, staff, and administration are driven by a vision of providing an equitable and excellent education to our students.

Our academic advising teams—with advising ratios at 195:1 overall on the Main Albuquerque campus—rely on NACADA philosophy and standards to teach students how to navigate college and life choices effectively. College-level academic advisement success centers support students in: curricular choice and degree completion; access to opportunities, such as internships, scholarships, and workshops; and specialized training and support for specific groups such as transfer students or students on academic probation.

UNM also has integrated advisors who address student community formation and individual student needs ranging from help in securing tribal scholarships, to crisis support, to participation in mentorship and coaching programs, to networking and celebration of community heritage and achievement. Integrated advising resource centers include El Centro de la Raza, African American Student Services, American Indian Student Services, College Enrichment and Outreach Program (serving migrant and rural, first generation, and other

students), Asian and Pacific Islander Student Services, Women's Resource Center, Veteran's Resource Center, LoboRESPECT Advocacy Center, and the Accessibility Resource Center, all in the Division of Student Affairs and Services; the LGBTQ Resource Center in the Office of the VP for Equity and Inclusion; and Athletics Advisement in the Department of Athletics. Coordinating advising efforts across the UNM system, the Office of Advising Strategies in Academic Affairs offers advisors central professional development, training, support, resources, platform tools, as well as leadership via the Provost's Council on Advising (PCA).

The Division of Student Affairs and Services, reporting to the Provost, serves as the home unit for integrated resource centers, Dean of Students, Student Health and Counseling, Student Life, Career Services, and auxiliary student services including the Student Union Building, Recreational Services, and the Children's Campus. HSC and Law students have access to programs and services provided by the Division, including the robust crisis support, food pantry, financial capability and conduct services in Dean of Students.

The Division of Enrollment Management, including admissions, registrar, financial aid, and student employment, coordinates closely with academic and integrated advising units and with other teams mentioned above to address individual student needs—with the overarching goal of making it possible for students to persist in college.

HSC Colleges and Schools and the School of Law offer targeted support to professional students, such as the Learning Environment Office in the School of Medicine and the Office of Academic Success in the School of Nursing.

Working with smaller student populations, branch campuses bring integrated and academic support together into single centers for student success.

In addition to publishing UNM strategic frameworks, progress on strategic plans, and the UNM Mission statement, the University maintains: up-to-date and public policy manuals; departmental, college, research institute, and administrative and support unit websites; community updates through a weekly President's message and a news brief; and, courtesy of the Office of Institutional Analytics, extensive analytic information about enrollment, faculty and student demographics, peer institution comparisons, IPEDS data, etc. Members of the public can access this information directly via the Office of Institutional Analytics interactive website and also through a consumer information link on the main homepage of the university.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. *The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.*

2. *The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

3. *The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.*

Argument

In collaboration with the Board of Regents, as well as faculty, staff, and student governance, the steady leadership of President Stokes and her executive leadership team has enabled UNM to improve older systems and implement new systems for managing the university and serving the public good. These include:

- A thorough process for multi-year financial planning adopted by the EVP for Finance and Administration (5.B.)
- Adoption of a new system (Streamlyne) for managing sponsored and non-sponsored projects and an efficient and thorough Institutional Review Board Process under oversight of the Office of the Vice President for Research on the Albuquerque main campus;
- A new curriculum flow and catalog system (Kuali) assembling all campus catalogs in a single site implemented by Registrar;
- Continuous improvement of the flow from student recruitment under the Division of Enrollment Management into New Student Orientation with a free in-house course placement tool;
- Creation of a Wayfinder site by the Vice President for Equity and Inclusion for faculty and staff use in seeking support around experiences of hate/bias or discrimination;
- Student Health and Counseling integration into a single accessible site of expanded access to mental health support;
- Adoption of a new Learning Management System (Canvas) through a collaboration between Academic Technologies and the Center for Teaching and Learning;
- Tuition simplification spearheaded by Academic Affairs;
- Addressing all areas of State of New Mexico and HLC concern about fiscal management in the Department of Athletics;
- Improvement of educational, student life, and research buildings through: renovation of Johnson Gym; establishment of the Interdisciplinary Substance Use and Brain Injury Center (the result of a partnership between UNM and the National Institutes of Health); construction of the McKinnon Center at our Anderson School of Management, the Physics & Astronomy Interdisciplinary Sciences building, and comprehensive campus space planning.
- Continued improvement of capacity to serve health in the region through construction of new buildings for the HSC hospital complex, construction of a College of Nursing

and Public Health Excellence Building, construction of a Bernalillo County Behavioral Health Crisis Center, and redesignation as a formal Collaborating Center by the World Health Organization and Pan American Health Organization, among other transformations.

- A new system for effective management of faculty and graduate student contracts through the Office for Academic Personnel, an Academic Affairs unit created in 2019 that significantly enhances effective management of hiring, roles, credentials, and compensation.

This is not an exhaustive list of new systems implemented since 2019, but it provides a sense of the scope of efforts to strengthen the university and serve its constituents by building transparent, effective, and reliable processes.

UNM's primary commitment is to address the needs of the public by providing education, knowledge, and health services. The University serves students and patients in regions around the state, with branch campuses in Gallup, Los Alamos, Taos and Valencia County, along with UNM Health Sciences Center (HSC) and the HSC Rio Rancho campus. The Health Sciences Center is the state's largest integrated health care treatment, research, and education organization, with clinics and community health centers across New Mexico. UNM is also the state's flagship producer of research knowledge, university creative works, and flagship provider of undergraduate, graduate, and professional education. Our mission and strategic framework and the research, teaching, healthcare, and community engagement foci of faculty and staff demonstrate a deep involvement with contributing to the welfare of the peoples of New Mexico, the greater region, and the world.

The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow. The first three of UNM's 2020 Strategic Plan Goals addressed university-community partnerships around work for the public good. Serving the public runs through every aspect of UNM's 2040: Opportunity Defined Strategic Framework.

As a State of New Mexico public flagship, UNM's sole purpose is to serve the public. The University has neither profit-driven private investors nor a private parent organization, nor does it serve private external interests. The University of New Mexico Foundation, Inc. is an incorporated non-profit 501(c)(3) organization with an independent Board of Trustees that is dedicated to developing private funding for the University and bears the responsibility for managing contributions to all University programs. UNM Rainforest Innovations supports technology transfer along with University engagement in local and state economic development and operates as a 501(c)(3) with an independent Board of Directors. UNM has received a 10-year designation as Innovation and Economic Prosperity University from the Association of Public and Land-grant Universities: "the designation acknowledges UNM as a leader in working with its state and regional public and private sector partners to support economic development through a variety of activities, including innovation and entrepreneurship, technology transfer, talent and workforce development, and community development." In 2021, "The Statewide Economic Impact of the University of New Mexico," reported on four major components of UNM's contributions to the New Mexico economy: university operations, student expenditures, alumni human capital, and technology transfer. These four components, the report found, "accounted for 40,153 jobs, $2.1 billion in annual labor income, and $5.2 billion in economic output."

UNM faculty and staff situate responsibility to the public and the endeavor of public education and health care, as well as responsiveness to community needs, as central to our endeavor. The curriculum attends to liberal arts education, graduate education and education addressing workforce needs in the state and region. Our degree programs—to provide a sense of our range—spread across welding, fire safety, mechanical engineering, film production, Latin American and Iberian Studies, and quantum science. Our curriculum process is designed to respect faculty oversight over the curriculum, which is provided for in our Regents' Policy Manual, and to integrate engagement with the development of the knowledge, skills, and responsibility needed in the region.

To provide two examples, the UNM Anderson School of Management has created tracks within the M.B.A. to prepare students in business analytics, cybersecurity, diversity leadership, education, film and digital arts, finance, general management, health care, marketing, operations management, project management, and sport management. UNM-Valencia's new Workforce Training Center facility meets economic development needs in Valencia county with multiple programs, a small business development center and adult extended learning opportunities. Meanwhile, among academic programs, our Medieval Studies Institute shares knowledge about the medieval world with the public in a yearly lecture series and develops emerging doctoral scholars. To cite two new programs as a measure of curricular responsiveness, undergraduates in Anthropology will be able to pursue an evolutionary biology concentration preparing them for medical school, and our new low-residency MFA will enable burgeoning artists to work closely with faculty artists and mentors while also benefiting from the sense of place in New Mexico and elsewhere that enables artists to thrive. We maintain a diverse curriculum of high quality at the associates through the graduate and professional levels.

As our Carnegie Community Engagement designation testifies, all UNM colleges, schools, and branches, along with units and institutes across our campuses, engage in outreach to pre-K through 12 students, public programming, or community-based service programs. Several examples can illustrate the range of our commitments. Our suite of museums and libraries welcome the public as a portal to the university and serve as a public trust through their preservation of collections important to the state and the world. They provide both public programming (such as lectures, concerts, and youth engagement) and responsible curation of collections, including one of the three largest mammalian tissue collections in the world, an internationally recognized research program on the anthropological record of early Southwest indigenous cultures, major art collections spanning the University Art Museum, the Harwood Museum of Art in Taos and the Tamarind Institute for Fine Art Lithography, and archival and library collections serving the state and region.

In different examples of response to constituencies, the Transdisciplinary Research, Equity, and Engagement Center (TREE) works to improve behavioral health equity among diverse communities in the state. The "Finding Rural" program in the School of Architecture and Planning partners with rural communities, such as Silver City, to bring architecture into service of revitalization. The College of Education and Human Sciences Teacher Residency Program partners with Albuquerque Public Schools to "improve the preparation and retention of diverse teachers for high-need schools." The Center for High Technology Materials offers a High School Incoming Senior Research Program. The Research Opportunities for Science Educators (ROSE) program provides lab experience and summer enrichment to high school teachers of Chemistry recruited from across the state. African American Student Services, in partnership with the Department of Africana Studies, co-host performances, celebrations, and community experiences in honor of Black History Month. The School of Law was the first in

the country to include a mandatory public clinic in its curriculum; students and faculty provide clinical law services related to the natural resources and the environment, community lawyering, economic justice, child and family justice, and Southwest Indian law. UNM Continuing Education offers a range of career development, personal enrichment, and lifelong learning non-credit courses to the community, from drone mapping to introductory Spanish. Internationally recognized Project ECHO facilitates global communication of health care knowledge and remote team problem-solving in critical health care situations. The R.H. Mallory Center for Community Geography brings UNM and its surrounding communities together through service learning, collaborative mapping, place-based research, and public events, such as a recent symposium on Indigenous Cartographies. The Utton Transboundary Resources Center researches and provides information to the public about water, natural resources, and environmental issues. In addition to their community service, multiple UNM departments engage advisory boards, for instance the board for Chemical and Biological Engineering, in regular consultation about the nature and direction of their academic programs, particularly in relation to community and workforce needs.

One symbol of UNM's commitment to public service to UNM's identity is the Community Engaged Research Lectureship Award. A broader index of our university's culture of commitment is our engagement in regular self-study. Task force evaluations, academic program reviews, and reports cited throughout this assurance argument demonstrate that UNM seeks to be responsible to the public through analysis of its practices, reflection on its effectiveness, and implementation of measures for improvement. For example, a special task force charged with evaluating UNM's Honors Program identified multiple improvement measures, including several now being taken to ensure greater diversity in the Honors student population. A faculty and staff collaboration to research basic needs insecurity at UNM led to community mobilization of efforts to support our Lobo Food Pantry and address hunger more broadly across campus and to research funding to study campus basic needs across the state. As described above, UNM's strategic planning processes regularly incorporate contributions from community stakeholders. Overall, UNM's commitment to the primacy of the academic mission is demonstrated by its continuing investment in academic affairs and the academic plan.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. *The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.*

2. *The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.*

3. *The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.*

Argument

The UNM Mission Statement recognizes the university's responsibility to generate intellectual and cultural contributions and to foster an "educated, healthy and economically vigorous New Mexico." The UNM 2040 Strategic Framework Vision affirms that UNM aspires to "Be a global leader in realizing human potential, addressing critical community challenges, and demonstrating the power of inclusive diversity." UNM's values, developed in public consultation through the UNM 2040: Opportunity Defined process (described in 1A), express the institution's commitment to providing opportunities for "civic engagement in a diverse, multicultural society and globally connected world":

EXCELLENCE

We value excellence in all of our work, and we strive to perform and achieve at the highest levels.

INCLUSION

We respect and celebrate the differences of all persons and value working in a collaborative environment where diversity is cherished and there is a shared sense of belonging.

ENVIRONMENT

We are dedicated to the protection of our planet to ensure the health, well-being, and success of future generations.

INTEGRITY

We value fairness, honesty, and transparency. We are good stewards of the resources that have been given to us.

PLACE

We are dedicated to the peoples and places of New Mexico even as we reach for global impact for the benefit of all humanity.

The institution prepares students for informed citizenship and workplace success by structuring development of work and life skills into required elements of the curriculum.

Development of "personal and social responsibility" is one of the five skills structuring the General Education Program. Undergraduates encounter scaffolded skill development focused on the following components of "personal and social responsibility":

Intercultural reasoning and intercultural competence: explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives;

Sustainability and the natural and human worlds: examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

Ethical Reasoning: Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

Collaboration skills, teamwork and value systems: Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")

Civic discourse, civic knowledge and engagement – local and global: Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

The other four skills developed in the general education program, entailing equally detailed components, are calibrated to prepare students for self-efficacy in education and the workforce: communication, quantitative reasoning, information and digital literacy, and critical thinking (see also 3B).

A three-credit university requirement, the U.S. and Global Diversity, Equity, and Power Requirement, is fulfilled by taking qualified courses that "promote a broad-scale understanding of the culture, history or current circumstance of diverse groups of people who have experienced historic and/or contemporary inequitable treatment in the U.S. or in a global context."

Beyond Personal and Social Responsibility skill development in the General Education Program and the U.S. and Global Diversity, Equity, and Inclusion and Power Requirement, many classes and degree programs build opportunities for civic engagement into the curriculum, such as project-based learning in Sustainability Studies 402: Climate Change and Sustainability and a University Honors course devoted to researching and addressing food insecurity on college campuses. Additionally, students may explore questions of diverse cultural experience by completing minor's, bachelor's, master's or doctoral degrees in the Departments of Chicana and Chicano Studies; Spanish and Portuguese; Languages, Cultures and Literatures; Native American Studies; American Studies; and the newly created Department of Africana Studies; as well as in the interdisciplinary Latin American Studies and International Studies programs. Undergraduate and graduate certificates in Chicana and Chicano Studies, race and social justice, and a graduate certificate in women and gender studies supplement these degree programs.

Students are brought into direct contact with cultures other than their own through summer, intersession, and semester study abroad programs at over one hundred universities and field sites facilitated by the Global Education Office and often involving departmental partnerships.

For example, the International APPE program in Nagasaki introduces pharmacy students to rural healthcare in Japan. Offered through the UNM-Taos campus, the summer "UNM in Cuba: Culture, Art, and Architecture" allows branch campus students to explore urban and rural culture on the island. Additionally, UNM's Language Learning Center partners with conversation exchange programs "Talk Abroad" and SRAS to offer language and culture students virtual contact through their courses with students from parts of the world where French, Spanish, Arabic, Chinese, German, Japanese, and Russian are spoken. The Global Education Office equips international students to attend UNM and enables domestic students to study abroad, providing the entire campus with increased international exposure. UNM enrolled 1,307 international students in Fall 2022, providing them with orientation and arrival hosting, intensive English language classes at the Center for English Language and American Culture (CELAC), field trips and community building, as well as practical and personal resources throughout their stay.

Even as UNM Main Albuquerque and branch campuses maintain a strong commitment to liberal arts on the undergraduate level, many degree programs have direct workforce applicability. Branches offer Certificates and Applied Associate's and Associate's Degrees, such as degrees on Computational Mathematics, 3-D Printing and Criminal Justice at the UNM-Valencia campus.

The UNM Main Albuquerque campus offers four-plus-one master's programs and applied master's programs, such as the M.B.A., the Master's of Public Administration, the Professional Master's in Global and National Security. It also offers professional degrees in law, medicine, nursing, pharmacy and other healthcare areas. UNM's University College provides advising and support to undergraduates preparing for allied health fields, while the UNM College of Nursing offers direct admission. To provide one example of how UNM's College of Fine Arts engages with workforce preparation, the Department of Film and Digital Media Arts is participating in a statewide consortium to prepare students through a film academy curriculum for work in the New Mexico film industry. UNM's College of Education and Human Sciences offers teacher preparation but also degrees in counseling, nutrition, and athletic training. UNM's School of Engineering offers undergraduate, master's and doctoral programs in applied engineering fields from Computer Science to Civil, Construction and Environmental Engineering. All of these programs have immediate relevance for entry into the workforce, even as the bachelor's degree in a liberal arts field may have applied components. For example, the Department of English offers a minor and a certificate in technical and professional communication. The bachelor's in music offers students the opportunity to concentrate in digital music and to work in the Music and Sound Technology Project Lab. Students pursuing journalism through the B.A. in Communications publish a carefully edited virtual newspaper, New Mexico NewsPort, in one of their classes. Undergraduate Research, Arts, and Design (URAD) serves as a network connecting undergraduates with engagement opportunities related to their areas of study and professional preparation, while also sponsoring undergraduate research awards and conferences.

Alongside curricular and cocurricular programming with immediate connections to academic programs, UNM provides many opportunities for engagement and workforce preparation through 350 chartered student organizations, 22 fraternities and sororities and 3 Greek Councils, undergraduate and graduate and professional student government. A large number of chartered student organizations focus specifically on inclusion, including the Queer Student Alliance, National Society of Black Engineers, Dream Team, and Kiva Club. The Student Activities Center supports all of these organizations through training and requirements around effective and appropriate management practices, while offering direct

advising appointments to students on how to get involved in community service and campus life and building leadership through the Associated Students of UNM Emerging Lobo Leaders and the LeaderShape Catalyst programs. Notable student leadership events include the annual mass community service experience Spring Storm.

UNM's Office of Career Services offers immediate support in identifying career opportunities, finding internships, and preparing for job applications and interviews. Its new Handshake application provides an up-to-date feed of internships, while online resources, hands-on support, and general and specialized career fairs help students find employment options. Numerous academic departments offer internships and clinical experiences as well, such as the SPSP Internship Program which is open to citizens, permanent residents and DACA recipients, and supports juniors in practical on-site job training. Engineering students access many short- and long-term programs like this one through the Engineering Student Success Center. The Department of Political Science connects students with internships, such as the Mayor's Select Internship and the New Mexico State Legislative Internship and it offers credit for faculty-supervised internships. On the graduate level, the UNM Evaluation Lab offers credit-based courses to fellows from any department that teach evaluation skills and provide high quality and free program evaluation services to community organizations. Evaluation Lab is also an integral component of the Master's in Public Policy degree. A partnership between Career Services, Student Employment, and URAD, LoboGROW, a new program modeled on Iowa GROW, strengthens students' transferable skills through guided and goal-driven conversations between supervisors and student employees. Students learn to identify the relationship between on-campus employment, academic experience, and future career goals, while also gaining confidence in articulating their skills and professional trajectory. Branch campuses provide career service and internship programming such as UNM-Los Alamos' Community Internship Collaboration (CIC), which provides project-based work experiences for students, meets local workforce needs, and develops the future workforce for the Los Alamos community.

The activities of UNM's multiple student resource centers demonstrate the university's commitment to "inclusive and equitable treatment of diverse populations"; these centers focus on creating a sense of belonging and inclusion at UNM, building an environment of support and connection to peers and mentors, honoring cultural and group traditions and identity, and offering practical support with scholarships and specialized financial aid, campus engagement, barriers to graduation, and life crises and challenges. The Accessibility Resource Center ensures that qualified students are supported by trained staff advisors and receive appropriate accommodations, for example sign interpretation, closed captioning, course materials in accessible formats, use of smart pens, and additional time on assessments. The Women's Resource Center provides a site for supportive confidential reporting, helps facilitate access to UNM's system of lactation stations, offers mentorship, violence prevention services, counseling, scholarships, and parent support. UNM is among the top ten military- and veteran-serving Research I institutions, not least because of the comprehensive support and services offered by the Military and Veterans Resource Center, including facilitation of use of G.I. Bill and military educational benefits, "Green Zone" training to faculty and staff about best practices in supporting military and veteran students, peer advising, and onboarding for students to campus life. The College Enrichment and Outreach Program fields Student Services Support TRIO programs and addresses the needs of first-generation and rural students. The LGBTQ Resource Center (housed in the Division of Equity and Inclusion) builds belonging and connection through events and lectures, and provides counseling, advocacy, and referrals to services, including health services, within the university and in

Albuquerque.

The ethnic resource centers—African American Student Services, American Indian Student Services, El Centro de la Raza and the new Asian American and Pacific Islander Resource Center—provide community programming, and national networking and conference opportunities, in addition to services for students. African American Student Services, for example, fields multiple co-curricular offerings that prepare students for informed citizenship and workplace success. A year-long Graduate and Professional School (GPS) Navigation Program prepares juniors and seniors for next steps and offers networking with Black faculty and graduate students. A year-long mentoring program for first-year students, "B.O.S.S. Scholars" develop academic preparedness, exposes students to early social justice and Black community engagement, and enhances sense of belonging at the University of New Mexico. By the end of the program, students are active in at least one Black student organization, have engaged in service and learning projects, and have secured a mentoring community through networking opportunities with Black Alumni. Black Research 101 is a cohort-based research program for undergraduates.

Dean of Students' programming to address crisis support through the LoboRESPECT Advocacy Center, food insecurity through the Lobo Food Pantry, and financial stress through the Financial Capability Center, as well as Student Health and Counseling, round out the list of resource areas offered by the Division of Student Affairs and Services. Aligning with UNM 2040: Opportunity Defined, the Student Affairs Leadership Team Charter to express the core values governing these units: Academic Success—recruitment, retention & graduation, career development; Leadership—accountability, opportunity, sustainability; Community—civility, health & safety, respect; Excellence—diversity, equity, integrity.

UNM is committed to providing a platform for diverse student voices to be heard in university-level workshops, task forces, and conferences. UNM's participation in the American Public and Land Grant Universities (APLU) Powered by Publics Equity Roundtable centering student voices provides one piece of evidence of our work to value and elicit student perspective. Another example is the inclusion of students in UNM 2040: Opportunity Defined Goal 2 Focus Groups in a process defining key objectives and tactics for addressing Student Experience and Education Innovation. Still another example is the inclusion of a student regent with full voting rights on the Board of Regents, the inclusion of the Associated Students of UNM (ASUNM) President and the Graduate and Professional Student Association (GPSA) President as advisory members on the Student Success, Teaching, and Research Committee of the BoR, and to the full board. University-wide sessions, such as the recent Teaching in the Age of AIs and the Spring 2023 CTL Teaching conference, "How Graduate Students Teach: Pedagogies, Learning, and Leading," routinely incorporate student panelists.

Multiple university policies undergird the work of inclusion and equity at UNM. The Respectful Campus policy upholds the value of "a respectful environment" as "a necessary condition for success in teaching and learning, in research and scholarship, in patient care and public service, and in all other aspects of UNM's mission and values." Prohibited Discrimination and Equal Opportunity commits the university to providing a safe and inclusive environment, to full compliance with the Americans with Disabilities Act of 1990, to protecting the rights of pregnant and breastfeeding community members, "to fostering an environment of inclusiveness that respects an individual's preferred form of self-identification," and to supporting "inclusive excellence and diversity" and seeking "to take advantage of the rich backgrounds and abilities of everyone." This policy requires investigation by the office of Compliance, Ethics, and Equal Opportunity of adverse conduct impinging on the rights or

experience of members of a protected class. Reporting of hate/bias and Title IX concerns is readily available through university websites, including Dean of Students; Compliance, Ethics, and Equal Opportunity; and Office of Diversity Equity and Inclusion.

Dedicated leadership, ongoing self-study, and new initiatives ensure that the university is attuned to inclusive and equitable treatment of a diverse population, actively fosters a climate of respect, and promotes diverse hiring and equitable participation in university opportunities. Reporting to the President, the Division for Equity and Inclusion promotes equity for all members of the University community by leading efforts and building sustainable diversity partnerships across campus. The division's role is complemented by the HSC Office for Diversity Equity and Inclusion.

Creating an inclusive campus climate supports students, faculty, and staff in persistence, achievement, and well-being. The UNM Land Acknowledgement is now read at all Board of Regents meetings, as well as at a variety of high-profile and regular UNM events and committee meetings. UNM's Wayfinder website, launched December 2022, assists faculty and staff in private navigation of UNM resources for support and reporting misconduct. DEI worked with Academic Technologies and IT Security to create UNM's new Guidelines for Preventing and Responding to Doxing,Trolling, Zoom Bombing, and other hazards of web meetings. Our protocols for Online course design followed by course designers and reviewers require inclusive access and promote cultural humility. After significant study, task force engagement, and community consultation, historic murals in Zimmerman Library presenting reductive representations of the peoples of New Mexico have been shielded from view with shades (but are available for viewing upon request) and the former university seal has been replaced with an inclusive university seal. In 2018, UNM collaborated with the student Kiva Club to add Indigenous Peoples Day to its holiday calendar and Juneteenth was added to the holiday calendar in 2022.

As part of its commitment to providing a safe, inclusive, and respectful learning, living, and working environment, the University took up an effort to acknowledge the preferred names of all members of the University community beginning in 2018 as reflected on UNM's identification cards. UNM's institution-wide measures to address Title IX fully by developing structures for education, prevention, training, reporting, investigation and response to sexual harassment and assault are discussed in 2.A. Our institutional commitment to educational access for all people is evident in the consistent messages from the Office of the President and Office of the Provost expressing support to immigrant communities, religious minorities, and trans community members.

Relying on a DEI strategic plan developed in connection with UNM 2040, The Division for Equity and Inclusion coordinates and communicates Justice, Equity, Accessibility, Diversity, and Inclusion (JEADI) goals and milestones. In an ongoing effort to keep the university community up to date on activities and streamline requests for diversity education offerings, DEI maintains a comprehensive and accessible website diverse.unm.edu with access to resources, reports, recorded workshops, diversity statistics, and hate/bias reporting. We recognize that UNM employs a significant number of Spanish monolingual staff or those for whom reading Spanish is their preferred choice. UNM provided pandemic health and safety materials in Spanish because of DEI efforts and we continue to encourage bilingual publication.

The equity and inclusion infrastructure at UNM has been strengthened overall since 2019 through (a) utilizing the existing Diversity Council to communicate and build campus-wide diversity strategy, and (b) establishing the Liaisons for Equity, Advocacy, and Diversity

(LEAD) Council which provides support to the college/school-level senior diversity officers and to college/school-level and unit-level diversity committees, with the goal of increasing and enhancing faculty diversity, equity, accessibility and inclusion at UNM. Placing faculty diversity in regional and national context, a sampling of peer institutions from the Integrated Postsecondary Education Data System (IPEDS) 2019 shows that UNM ranks first for the highest percentage of Native faculty and sixth for the percentage of Latinx faculty but lacks African American faculty diversity (ranking 21 out of 23 institutions). The Division of Equity and Inclusion established a dashboard for tracking each college's progress in increasing faculty diversity, relative to LEAD goals established in consultation with each college dean of a 4% baseline and 5% aspirational percentage of URM faculty by 2030. Internal and external studies indicate that a diverse faculty brings benefits to student success and research innovation. Successful diversity hiring and retention practices established through UNM's institutionalized ADVANCE program, by DEI, and by the Office of the Vice President for Research, are yielding positive results and recognition. UNM's track record in following best practices led to success in the highly competitive National Institutes for Health Faculty Institutional Recruitment for Sustainable Transformation (FIRST) program. The $15.6 million, five-year award will support the hiring of nine diverse faculty in biomedical research in the College of Arts and Sciences.

DEI has established several resources to address diverse hiring and retention. They include:

- Making the Vector Solutions online course required for faculty search committee members; this online course which provides implicit bias awareness and mitigation strategies, along with tools for implementing diversity-competent searches, and is required for faculty research committee members starting AY21); In 2020-23, Vector Solutions was offered to 553 faculty, staff, and other individuals who served on faculty search committees; at least 329 completed it and 224 are in progress.
- Establishing the Inclusive Excellence Postdoc and Visiting Scholars Program; the central feature of this new program draws from the National Center for Faculty Development and Diversity (NCFDD) resources and other best practices to require a substantive mentoring plan; the program also provides incentives to senior faculty to receive diversity education, so they will be more effective mentors to postdocs and junior faculty (for main campus tenure-granting departments); eight postdocs have been hired of whom two have been hired into tenure track positions.
- Establishing Inclusive Excellence bridge funding to support hiring of URM tenure-track faculty (main campus); the hiring program also requires a substantive mentoring plan, as mentioned above; nine faculty have been supported.
- Purchasing the annual National Center for Faculty Development and Diversity institutional membership (available university-wide, including HSC and branches), including offering Faculty Success Program (FSP) Scholarships; 702 faculty are registered NCFDD members; 11 Faculty Success Program writing bootcamp scholarships have been awarded.

Three examples of UNM grant activity to pilot and institutionalize equity and inclusion programs may demonstrate the degree of our commitment:

UNM-Valencia's Title V Pathways to Articulation and Sustainable Opportunities for Students (PASOS) Grant: (meaning "steps" in Spanish) is a comprehensive initiative to streamline and target services to expand the number of Hispanic and low-income students attaining a

postsecondary degree by developing a pipeline to the community to reach out to students with some college experience. The program provides peer mentorship, a guided pathway model, and holistic, individualized support to enable students to return to college.

UNM HSC's Centers of Excellence HRSA Grant (pgs. 4-5), awarded in July 2022, enables community of practice engagement, research project development, near-peer mentorship, and testing preparation and employment skills development at each stage of the pathway to a career in health, from community college, to the bachelor's, to professional school, to establishment as a healthcare professional. The CoE is one of many programs covering the spectrum of "Cradle to Career" offered by the HSC Office for Diversity Equity and Inclusion to address health inequities and access to health professions among diverse peoples.

UNM's Student Experience Project (SEP), a national partnership learning grant awarded in 2018 by the APLU and Urban-Serving Universities (USU) is now institutionalized. The initial grant provided baseline data on student belonging and faculty, staff, and student growth mindset by demographic category in 2018. Through innovative, evidence-based, and "low-lift" teaching practices shared with 135 UNM faculty via a community of practice model, UNM has improved academic outcomes and identified a measure of positive student experience. In Fall 2021, UNM saw 2% decrease in fail and withdrawal rates and 10% increase in As and Bs in course sections where the SEP was used, in comparison with the same classes taught by the same instructors prior to the SEP. 92% of students in SEP STEM classes were retained in STEM pipeline from Fall 2021 to Spring 2022. Women of color with high financial stress saw the most extensive gains in positive student experience and correlated improvement in academic outcomes.

While it is challenging to summarize the extensive efforts to build inclusive campuses and equitable student and faculty access that UNM has undertaken since the last Higher Learning Commission affirmation of accreditation, it is safe to say that UNM situates equity at the heart of its endeavor to achieve excellence in teaching, research, and service to the community.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The University of New Mexico's mission guides its efforts to serve students, provide patient care, develop research, and serve the public good. Institutional diversity, reflective of the state for which UNM is the flagship, characterizes the university's excellence and informs its service. The University invests in thoughtful strategic processes, effective and transparent systems, and the quality of its personnel and facilities to serve New Mexico and support the public good. UNM generates knowledge and cultural contributions as the state's only R1 institution, honors academic values by supporting effective faculty governance and providing an open platform for sharing ideas, and serves the community by providing healthcare, educating students at all levels of higher education in both liberal arts and professional programs, and supporting economic development both by creating the advanced workforce of the state and by developing new intellectual property and supporting new and existing companies.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. *The institution develops and the governing board adopts the mission.*

2. *The institution operates with integrity in its financial, academic, human resources and auxiliary functions.*

Argument

UNM recently undertook an extensive strategic planning process led by the president, resulting in UNM 2040: Opportunity Defined. This process resulted in new vision, mission, and values being articulated for the institution, and at the February 14, 2023 BOR meeting the new mission statement was formally endorsed by the Regents (see the notice, agenda, and minutes).

The Regent's Policy Manual details the board's charge and duties and presents also principles of ethical and responsible conduct with respect to all university constituents. It also outlines the University's model of shared governance and defines the roles and alignments in University decision-making. The Faculty Constitution, approved by the BoR, provides for Faculty Handbook (FH) authority over faculty policies and procedures and reiterates principles of shared governance. The FH supports the integrity of the teaching, research and community service missions. It establishes academic principles relative to faculty ranks and titles, academic tenure and promotion, research accountability, student conduct, and the faculty's role in shared governance (FH, A83). The FH describes the duties of the three main bodies of faculty governance: the Faculty Senate (FH, A60), the Committee on Governance (FH, A52.2), and the Committee on Academic Freedom and Tenure (AF&T, see FH A52.1). Within the Faculty Senate, additional committees are organized under a set of councils with focus on Athletics, Business, Health Sciences, Operations (which also provides an executive committee of Faculty Senate), Academics, Research & Creative works, and Branch Campuses (FH, A60-68). The committees under these councils include ex officio committee representation, where relevant, from Academic Affairs and the Office of University Counsel.

The Faculty Senate President and the Faculty Senate Operations Committee play a critical role in decision-making relative to matters delegated to the faculty and in representing faculty governance decisions to senior leaders in the University, including the President and the Board of Regents. The UNM Provost meets regularly with the Operations Committee and the UNM President and UNM Provost both hold regular standing meetings with the Faculty Senate President. The UNM President and UNM Provost also have a standing item on the Faculty Senate agenda to report on activities at the university, to answer questions, and to hear advice and concerns.

The Committee on Governance, constituted by direct vote of the faculty, oversees the integrity of general faculty meetings and elections, "represents the general faculty to the Senate," and provides recommendations with respect to the application and consistency of policy as it concerns faculty. The Committee on AF&T (FH, B6) "is responsible for reviewing significant decisions affecting faculty tenure, promotion, sabbatical leave and employment," with respect to violation of academic freedom, improper considerations leading to a decision affecting the status of faculty, and procedural violations of the Faculty Handbook (FH, B6.2.1). The Office of the University Secretary is a main source of continuity in faculty governance. It provides information and advice to the three main and coordinated bodies of faculty governance, providing support for all the standing and any ad hoc committees. The Secretary also administers faculty votes and elections, and coordinates grant administration for internal research allocations and teaching allocations. The FH is regularly reviewed and updated as deemed necessary. Currently, a Section B Task Force has been charged by the AF&T committee to review the policies in section B of the FH, and another committee under the Faculty Senate Policy Committee is reviewing section C. Some parts of section F, focused on Branch Campuses, have also recently been reviewed, and portions of Section D focused on student conduct and grievances were revised in 2022 (FH, D175, D176).

In 2019, portions of the UNM faculty voted to be represented for matters involving the terms and conditions of employment by a new faculty union, United Academics of UNM (UA-UNM). UA-UNM represents both continuing and temporary faculty (e.g. adjunct faculty), except for faculty in the health science schools (Medicine, Nursing, Pharmacy, and Population Health). Two collective bargaining agreements (CBA, Unit 1 and Unit 2) now govern faculty employment for those represented by UA-UNM, and these were completed and ratified by UNM and the membership of UA-UNM on July 1, 2021. These CBA's now govern some aspects of faculty employment formerly governed by the FH, for those faculty represented by the union.

Through the University Administrative Policies and Procedures Manual (UAPPM), the Policy Office has regularized university policies applicable to employees and participants in campus life. Like Faculty Handbook policy, UAPPM policies are developed or modified following regular procedures, specifically a campus review and comment period and consultation with representatives of campus constituencies and subject matter experts. UAPPM addresses Administration, Personnel, Procurement, Physical Facility Management, Business Management, Fiscal Management, and Financial Accounting. UAPPM policies crucial to ensuring ethical conduct comprehensively address these eight areas in policies such as the Ombuds Services for Staff (UAPPM, 3220), Conflicts of Interest (3720), Reporting Suspected Misconduct and Whistleblower Protection from Retaliation (2200), Prohibited Discrimination and Equal Opportunity (2720), Sexual Misconduct (2740), Contracts Signature and Review (2010), Reasonable Accommodation for Employees with Disabilities (3110), Background Checks (3280), Clery Act Compliance (2745), Risk Management (6100), and completion of a detailed Section 7000 of UAPPM on Fiscal Management. FERPA (Family Educational Rights and Privacy Act) protections are reiterated throughout the UAPPM.

The four branch campuses—UNM-Valencia, UNM-Gallup, UNM-Taos and UNM-Los Alamos—are provided for by New Mexico Statute (21-14-1). The branch campuses each have a Chancellor who report to the UNM Provost and sit on the UNM President's Executive Cabinet. The branch deans of instruction sit on the Provost's Deans' Council, and the Chancellors often join this meeting also. Each branch Chancellor is advised by a locally elected Board of Advisors, with all material decisions subject to UNM policy and when appropriate (e.g. setting tuition), approval by the Board of Regents. Curricular decisions travel through the faculty and

administration of the branch and then join the regular curriculum workflow in the Albuquerque campus. Branch Campus Faculty Assemblies operate as local bodies of governance in cooperation with the UNM Faculty Senate, and branch campus faculty may serve on committees of the UNM Faculty Senate. Main campus policies in RPM, FH, and UAPPM apply equally to the branch campuses, although these campuses are fiscally independent and prevented by statute from co-mingling resources with main campus. The financial officer of each branch campus complies with main campus fiscal oversight, audit, publication of financial reports, and all policies and processes in UAPPM Section 7000 for sound fiscal management. Branch campuses participate in an operating agreement with UNM Main campus, which provides fiscal and administrative services. The annual administrative fee is 3.6 percent of total unrestricted expenditures on the most recently completed fiscal year.

UNM Health Sciences are also governed by RPM, FH, and UAPPM, and, under those policies, has developed targeted procedures, oversight and compliance attuned to its distinct roles in health education, research, and direct care. The Executive Vice President for Health Sciences, along with the BoR standing committee on the HSC, the UNM Hospital's Board of Trustees, and the HSC Compliance Director, all work together to ensure ethical practice in the educational and non-educational capacities of the HSC. As a general manual of ethical policy, the HSC Code of Ethics outlines expectations for HSC faculty, staff, vendors, students, and volunteers, and third-party affiliates. To assure ethical healthcare, the RPM (RPM 3.7 and RPM 3.8) outlines a comprehensive Institutional Compliance Program and provides specific policies for HSC to comply with HIPAA and HITECH.

Financial Ethics and Integrity

UNM is cognizant of its responsibility to demonstrate financial ethics and integrity, and the university is financially transparent and accountable. The consolidated all-funds university budget is published regularly on the budget office website.

The university ensures ethical and fair financial practices through institutions and oversight committees within the university. Annual financial statements for the university are available through the Office of University Controller Financial Services Division website. The Internal Audit Department (IAD) is an autonomous and critical asset to the University, in part due to its broad oversight of the university's functions and administration to assure that all the University's activities are in compliance with state and federal laws specifically, and performing with maximum ethical standards (RPM, 7.2). This department is empowered to access and utilize any functions, records, personnel, or property to carry out their audits, which are both called for on a regular basis as an annual report, and put into motion by specific complaints or concerns concerning dishonest or fraudulent activity. All audits done by IAD in the past six years are available for public access on their website in the UNM domain space.

In addition to audits of the IAD, external audits are performed annually in coordination with the Audit and Compliance Committee of the BoR (RPM, 7.3). The firm Moss Adams, with audits of clinical areas subcontracted to KPMG, currently conducts an external review of UNM's Annual Financial Statements and this review undergoes approval by the State Auditor. The external auditor is periodically rotated among different firms, per policy and national accounting best practices. University coordination with the New Mexico Higher Education Department Institutional Finance Division, State Department of Finance and Administration,

the Legislative Finance Committee, and the Office of State Auditor further contribute to financial compliance and fiscal oversight from the State.

Operational Integrity

Multiple units ensure compliance with established university policies and federal and state laws relative to faculty, staff, students and patients and community members (on research compliance, see 2.E). The Office of Compliance, Ethics, and Equal Opportunity (CEEO), led by the Chief Compliance Officer reporting directly to the president, engages in ethical oversight, applies compliance measures, and hosts both a telephone hotline and web reporting system, unmethicspoint.com, for whistleblowers. Whistleblower reports flow to relevant offices, such as Academic Affairs, where responsive actions are documented in the EthicsPoint application. Housed within CEEO, the Office of Equal Opportunity responds to claims of discrimination against members of protected classes with educational sessions, formal investigations, Upon completion of investigations, CEEO forwards its report to the UNM Hearing office, which makes determinations. In conjunction with the hearing officer's determination, sanctions impose sanctions; these may be appealed in accordance with the policy under which the sanction is imposed.

UNM uses required annual online trainings to ensure best understanding on topics such as discrimination and harassment. Students receive in-person trainings, the "Grey Area." Directed by a Clery Act Compliance Officer, UNM meets the requirements of the federal Clery Act for disclosure of campus security information and requires certain individuals to be trained Campus Security Authorities (CSA's). All university administrators, including departmental chairs and directors of units, are mandatory reporters to CEEO of complaints of discrimination based on membership in protected classes. University faculty and staff must either report complaints of sexual harassment and assault or refer complainants to a confidential advocacy center so that the complainant can make a supported decision about action.

The Vice President for Research, the Provost, and the EVP for the UNM Health Center communicate and enforce penalties for violations of research policy, including suspension from research activity, and they take actions of dismissal where necessary.

To address individual workplace and academic concerns, UNM maintains three Ombuds / dispute resolution services for faculty, staff, and graduate students. These offices provide confidential, informal, impartial, and independent consultations for individuals, provide facilitated conversations and mediation between parties, and offer professional development training related to effective dialogue, communicating for accountability, and mediation. In accordance with International Ombudsman Association norms, UNM Ombuds offices are outside of any formal decision-making channel, but have standing to bring systemic and process concerns to the attention of university authorities. Plans are underway to consolidate these offices into a single institutional Ombuds office with additional staffing and professional development resources. Effective mid-2023, the consolidated office will report administratively to the University President.

The Division of Human Resources functions as a regulator of practices relative to staff hiring, benefits, retention, training, and leave, for university employees (the Office for Academic Personnel provides academic HR for most faculty hiring and graduate assistant hiring). HR

supports efforts to train, coach, and, if necessary, discipline employees, studies and improves organizational structures and practices affecting employees, including equitable hiring practices, and communicates information about benefits and other aspects of workplace life. All employees of the University should be treated respectfully in accordance with University Administrative Policy 2240, Respectful Campus.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. *The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.*

2. *The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.*

Argument

The UNM public website (unm.edu) provides comprehensive information about the resources and programs offered by the University, including academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

The UNM Catalog is the definitive source for information on admissions and program requirements, prerequisite courses, the curriculum, and other essential academic information. In 2022-23, UNM adopted a new single curriculum and catalog system to assure accuracy, improve the efficiency and accuracy of curriculum flow, facilitate smooth articulation and transfer between campuses, and ensure ease in catalog searches. Adoption of the new Kuali system has entailed comprehensive review of information on all career and technical education programs, academic programs, professional programs, and their requirements. The UNM curriculum flow process, involving multiple stages of review, ensures accuracy and quality of curriculum design. The new searchable catalog covering all campuses will be published in May 2023, replacing static catalogs disaggregated by campus. UNM initiated the practice of curricular analytics and is participating in a multi-institution Curricular Analytics Project, enabling identification of gaps, bottlenecks, and complexity in curriculum and subsequent remediation.

The Office for Academic Personnel maintains comprehensive records on the qualifications of faculty and graduate teaching assistants (see 3C). The UNM Catalog publishes lists of regular faculty by department with terminal degree. Division, department, and program websites list faculty and generally include terminal degree and biographical information. The UNM directory can be searched for faculty and staff listings. Unit websites maintain information on staff and contact information. The Human Relations process for proposing and posting new staff positions, including minimum qualifications, and for successful hire includes careful vetting of staff qualifications, need for hire, and relevant hiring grade and job requirements.

The Consumer Information link on the UNM home page connects to sites providing critical information about the university, including cost of attendance, student outcomes, and IPEDS data. In cases in which individuals are not able to access web-based information or seek direct contact, university staff and faculty regularly respond to student and community queries in-person, by telephone, or by mail. Prospective students may visit the One-Stop in the heart of the UNM Main campus and the Enrollment Management Office on South Campus and they may consult directly with academic advisors in relevant departments or programs. In-person, e-mail, and telephone inquiries to Office of the President, Office of the Provost,

college, and departmental or unit offices, receive regular response and follow-up. Timely information and updates about campus concerns, policies, events, and achievements is available through the President's Weekly Perspective, the Provost's Academic Dispatch, and the UNM Newsroom – all available on websites, via e-mail subscription, or list_serv. University staff, from advisors to departmental office administrators, communicate in-person to answer questions and concerns. In addition, major news of significance to the entire community, such as pandemic information between 2020-23, is posted across all university websites and the learning management system, with relevant links to more information.

Tuition and fees are determined through a consultative process culminating in public approval by the Board of Regents. Information on cost of attendance is maintained by the Office of the Bursar and may be accessed via a button on the home page of the university, on the Office of Admissions site, and at the Office of the Bursar site. In addition, cost per course, including course and program fees, is published in the UNM schedule of classes and is visible to the student at the time of registration. Course and program fees are reviewed through curriculum flow and an annual written Course Fee Report is given to the Board of Regents SSTAR committee and published in the meeting "e-book," while the oral report is available in the meeting recording. Information on admissions and financial aid is managed by the Office of Enrollment Management and is available on the Office of Admissions site. After admission, students receive clear information about their financial aid packages relative to cost of attendance and, once enrolled, they may access their bursar account electronically at any time. Students register through the online portal LoboWeb and receive extensive information through New Student Orientation on how to use the portal. Advising and One Stop staff also support students in accessing LoboWeb. Departments, colleges, and Student Affairs units publish information about scholarship eligibility and applications with a unit like American Indian Student Services playing an important role in supporting students in FAFSA completion and submission and in securing and retaining tribal scholarships. International students on the undergraduate and graduate levels, as well as UNM students interested in study abroad, may find information about application and cost on the Global Education Office admissions site and may meet with advisors in person or by telephone at the GEO office. Graduate Studies maintains information about admissions and also refers students to departmental graduate directors and faculty and departmental websites for additional information. Academic advisors in the colleges and schools and integrated advisors in student affairs centers provide in-person and virtual consultation to facilitate understanding and awareness of academic choices and resources. The Office of Financial Aid and the Office of the Bursar maintain question telephone lines, chatbots, and in-person services.

Major UNM policy manuals (see 2.A) are available, searchable, and regularly updated online. Faculty Handbook (FH, A.53.1) provides an index of major policies applicable to faculty, including relevant information about student policies, cross-referencing across policy manuals. UNM Policy Manuals describe university shared governance structures and procedures for changes to academic committee structures and academic units. Human Resources maintains organizational charts reflective of the disposition of personnel in units across UNM. In addition, listserv allow qualified members of the university community to sign up for direct email updates on various policy changes. The university community and general public may access policies and procedures on university websites published by the UNM Policy Office, Office of the University Secretary, the Health Sciences Center, Office for Academic Personnel, the Office of Research Integrity Compliance, as well as most colleges and schools, including Branch Campuses. Certain internal HSC and School of Law procedures are only published for faculty and staff on password protected sites. The Regents and their

sub-committees and the Faculty Senate publish notices of meetings, agendas, e-book compendia of report materials and agenda items and, for the public portion of meetings, video recordings. The UNM Digital Repository, UNM Libraries, and physical archives in the Office of University Secretary and the Policy Office maintains historic records on meetings or policies. The Office of the University Secretary publishes records of Faculty Governance, including committee membership, records of meetings, Faculty Handbook and other documentation. The Office of the Board of Regents publishes records of meetings on a publicly accessible website as well.

The UNM website on accreditation maintains up-to-date specialized accreditation information, including clear display of its verifiable "Mark of Affiliation" with the HLC and records of current and past HLC accreditation.

The Dean of Students Office, Parents' Association, and Family Connection connect families and students to news, ways for families to support their students, and information on the Family Education Rights and Privacy Act (FERPA). The Pathfinder-Student Handbook contains policies on student conduct and grievances, academic standing, academic honesty, substance abuse, and building a "Respectful Campus," among other elements, and cross-references or refers back to other policy manuals (RPM, UAP, and FH). New Student Orientation addresses the needs and questions of traditional and non-traditional students, including transfer, returning, and veteran students. The Accessibility Resource Center maintains an informative website and provides confidential consultation and information about the resources and support for enrolled students.

The University's complete directory of faculty and staff, a searchable directory of the almost 700 separate departments in the UNM system ('UNM A-Z'), is easily available via quick links at the top of each page of the unm.edu domain. The myUNM platform system provides information for students, faculty, and staff, respectively and based on roles and needs, in a centralized location. Each academic department or program within the university has its own webpage, giving detailed information of their respective faculty, program, admissions and graduation requirements (see, for example, UNM's Department of Chemical and Biological Engineering).

The unm.edu system provides a variety of resources that contribute to a comprehensive display of the institution, including:

- The Office of the President webpage provides a Performance Monitoring Dashboard representing progress towards the goals identified in the UNM 2020 Vision, the UNM 2020 Strategic Plan Refresh and forthcoming performance monitoring on UNM 2040: Opportunity Defined;
- The Office of Institutional Analytics within Academic Affairs publishes comprehensive databases and visualizations, mandatory state and federal reports, and surveys of university demographics (accessible as well via the homepage Consumer Information link), including IPEDS data, graduation and retention rates, enrollment data, faculty and staff demographic data, and a public tableau site with extensive information on colleges and schools, peer institutions, withdraw rates, time to graduation by degree and college for different demographic categories, etc.
- The Office of Academic Program Review maintains recent APR records including unit reports, peer evaluation reviews, action plans and mid-cycle reviews on a public site and it archives older records in the University Digital Repository.
- In compliance with the Clery Act, comprehensive safety reports are made available by

the University Police department and published on the Compliance, Ethics and Equal Opportunity site. UNM provides a Lobo Alerts Emergency Messaging which gives real time campus safety updates by email or SMS and via university website banners.

- The UNM Sunshine Transparency Portal provides transparent, searchable finance and budget, procurement, and salary book information for the public.
- The two main branches of student governance (ASUNM and GPSA) maintain comprehensive websites, including information about elections, officers, events, and funding opportunities and budget processes, and the Student Fee Review Board.

The University only makes claims about designations as Carnegie Research I, Carnegie Community Engaged, Hispanic-Serving Institution (U.S. Department of Education), and NASPA First-Gen Forward on the basis of formal acknowledgment by designating third-parties. Public communication of awards, grants, research achievements, and recognition of faculty, staff, and students, such as those mentioned in Criterion 1, is contingent on receipt of qualified press releases by granting agencies and institutions, actual publication of research or performance records, and other forms of formal notification. The most recent report on "The Statewide Economic Impact of the University of New Mexico," was made possible by support from the Department of Commerce Economic Development Administration CARES Act Funding, and was commissioned by UNM Rainforest Innovations, the University's technology transfer and economic development organization. The report was prepared by Dr. Kelly O'Donnell, research professor at the UNM School of Public Administration. Information shared with the public about improvements to the educational experience derive from formal reports to granting agencies, such as the National Science Foundation; independent evaluations of data and outcomes, such as the report developed by researchers for the Student Experience Project; carefully researched internal analyses by research scholars and analytics professionals. The University endeavors to represent its quality and the achievements of its constituents accurately to the public.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. *The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.*

2. *The governing board's deliberations reflect priorities to preserve and enhance the institution.*

3. *The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.*

4. *The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.*

5. *The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.*

Argument

UNM is governed by a board of 7 regents: 6 nominated by the governor, with a balance between two political parties (no more than 4 from any one party), and serving 6-year staggered terms, and 1 student regent nominated from a slate of candidates provided by the president with input from student governance, and serving a 2-year term. The Regents are vetted formally and confirmed by the New Mexico Senate in a public hearing. The Regents are granted constitutional autonomy (New Mexico Constitution, Article XII, Section 13, Paragraph D) to "provide for the control and management of the university," and the constitution further provides that Regents cannot be arbitrarily removed from their posts. If a removal is necessary for "incompetence, neglect of duty, or malfeasance" then it must be done under rules provided for by the NM Supreme Court. The body of the Regents is thereby given considerable constitutional independence and protection from political interference in the operation of the university.

The Regents and General Counsel have continued the training and onboarding practices that were reestablished and strengthened in 2019, including orientation for new members of the BoR prepared by the General Counsel, Chief of Staff, and President's senior leadership (see a sample presentation here). They have also continued to attend an annual retreat. The 2022 Retreat focused on the roles of the board and administrators and boundaries between the two, and long-term sustainability.

The Board of Regent's Policy Manual (RPM) details the board's charge and duties and RPM (Section 3.1) recognizes the President of the University as the university's chief executive officer, reporting to the Regents. The President is authorized to adopt administrative policies and procedures on her own initiative provided that these do not conflict with RPM and that these recognize the authority of the Faculty Handbook (FH) over matters delegated to the faculty by the Regents. Such policies are managed by the University Policy Office and

collected in The University Administrative Policies and Procedures Manual (UAPPM). The Regents have delegated many responsibilities to the President, including (RPM 3.1):

- oversight of the quality of the academic and support programs of the University and all of its component entities;
- supervision of the relationship between students and the administration;
- management of the University's finances;
- administration of the personnel system;
- operation and maintenance of real and personal property under the jurisdiction of the University;
- fundraising, intercollegiate athletics, auxiliary enterprises, and alumni activities;
- consultation and cooperation with the Regents and other University groups on various matters, including planning for the future development of the University;
- representation of the University in public affairs;
- accounting to the Board of Regents for the University's finances on a quarterly and annual basis;
- establishing a centralized system for fundraising, advancement, and development;
- reporting annually to the Board of Regents on the state of the University;
- presenting to the Board of Regents for approval the organizational structure of the University.

The President (also called Chair) of the Board of Regents is elected annually in March, and the current Regent President has provided a letter describing the operation of the board. Board meetings and Board committee meetings are noticed at least 72 hours before the meeting, and generally much earlier, being based on a meeting calendar that is established a year ahead. If more than 4 Regents are to be gathered in one place (e.g. a sporting event or alumni celebration) then a potential quorum is also noticed, to establish that the gathering is not a Regent's meeting and no decisions can be made at such a gathering. All regent meetings are open to the public but can include executive sessions that are closed to discuss sensitive matters (typically human resources discussions, overviews of pending litigation, or real estate issues), but no formal vote or decision can be made in such closed executive sessions. All votes must occur in public. Regent subcommittees can have non-Regent members depending on the nature of the committee. For example, the Student Success, Teaching, and Research (SSTAR) committee includes the Faculty Senate President, Staff Council President, and Provost as voting members, along with three Regents. This recognizes the special role of faculty (in the persons of the Provost and Faculty Senate President) in considering the academic matters that are the focus of this committee. The graduate and undergraduate student body presidents are also formal advisors of this committee. The full board has a large set of formal advisors who are provided time to address the Regents as standing agenda items; the advisors are:

- President of the Faculty Senate
- President of the Associated Students of the University of New Mexico (ASUNM)
- President of the Graduate and Professional Student Association (GPSA)
- President of the Staff Council
- President of the UNM Alumni Association
- President of the UNM Retiree Association
- Chair of the UNM Foundation Board of Directors

- Chair of the UNM Parent & Family Association

The highest-ranking members of the administration (President, Provost, EVP for Health Sciences, and EVP for Finance and Administration) also sit at the Board table during meetings, and have the authority to speak and weigh in at their discretion. Also at the Regents meetings are the Vice Presidents for Student Affairs, for Diversity and Inclusion, for Athletics, and University Council, as well as a number of other key administrative personnel. Provision is made for public comment at all Regents and Regent's subcommittee meetings.

Notices (sample) and agendas (sample) are published publicly online on the Board of Regents webpage, along with an eBook (sample) that contains the relevant documents for information, discussion, and decision. Meeting minutes (sample 1, sample 2, sample 3) are also published on the BoR webpage. Items generally come to the board via one of the Regent's subcommittees. These subcommittees comprise:

- Health Sciences Center Committee
- Audit and Compliance Committee
- Governance Committee
- Student Success, Teaching and Research Committee
- Health Sciences Center Committee
- Finance and Facilities Committee
- Honorary Degree Committee

In addition, Regents, along with members of the administration and community members, sit on boards of affiliated UNM entities, including

- Lobo Energy, Inc. Board of Directors
- UNM Rainforest Innovations Board of Directors
- UNM Alumni Association Board of Directors
- Sandia Foundation Board of Directors
- Lobo Development Corporation Board of Directors
- UNM Foundation Board of Directors
- UNM Hospital Board of Trustees
- UNM Carrie Tingley Hospital Board

Curriculum and academic decisions are delegated to the faculty through the Regents Policy Manual, Faculty Constitution (A51) and Faculty Handbook. Formal changes to curriculum, including creation of new degrees, or changing the structure of the university (e.g. creating a department or new college) originate in departmental and college faculty meetings, flow to the provost for review and endorsement, and to the faculty senate curriculum committee. Significant changes are then sent to the Regents Student Success, Teaching and Research Committee (and sometimes the Health Sciences Committee), which committee includes both the provost and faculty senate president as voting members. Upon successful vote in the SSTAR committee, the chair of the subcommittee and the provost then decide which items to advance to the full Regents meeting as consent agenda items, or as items for discussion and vote by the full board. The Regents have no role in the faculty tenure or promotion process;

the Provost and the EVP for Health Sciences are the final decision makers on such matters.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

The Regents' Policy Manual (RPM) states that "Freedom of academic inquiry and freedom of expression are indispensable elements of a university" (RPM, 2.1). That policy also describes the Regents' responsibility "to protect and defend the academic freedom of all members of the University community. The exercise of the freedom to dissent, however, must be balanced with the rights of others, respect for others, the educational process, and other legitimate University activities and interests." RPM section 5.2 points to the Faculty Handbook (FH) policy on Academic Freedom and Tenure as the official university policy applicable to all university faculty. That can be found in section B (FH, Section B1).

The university fosters strong research monitoring programs (see Core Component 2.E.) and clear processes for vetting research and teaching (see also 3.A, 3.B). The diversity and excellence of our research production (some of which is described in 1.B) depends on our capacity to support academic freedom through effective recruitment, mentoring, support, and supervision of scholars.

In UNM's Office of Academic Affairs Chairs' Colloquium, led by the Associate Provost for Faculty Success, department chairs are kept abreast of best practices for supporting new faculty, including providing them with tenure and promotion policies and procedures, and developing regular and clear communication about progress towards the major milestones of mid-probationary review and tenure and promotion. Faculty review is fully described in 3.C.

The collective bargaining agreements (CBAs) between UNM and United Academics-UNM (UA-UNM), ratified July 2021 (Unit 1, Unit 2), also reinforce the University's commitment to the principles of academic freedom as integral to the University community of scholars engaged in the pursuit of truth and communication of knowledge in an atmosphere of tolerance and freedom. Importantly, UNM protects academic freedom for tenure-track faculty and for regular full-time lecturers through the work of a standing faculty governance Committee on Academic Freedom and Tenure. The committee is responsible for determining if violations of academic freedom have influenced decisions regarding faculty tenure, promotion, sabbatical leave and employment. Section B of the Faculty Handbook provides policy governing the committee's composition and duties. It addresses freedom of expression for faculty members related to professional activities of faculty, faculty titles, appointments and review. The Faculty Handbook relies on statements developed by the American Association of University Professors on principles of academic freedom and extramural utterances. UNM's Respectful Campus Policy (Policy 2240), additionally supports academic freedom through the provision that Regents, administrators, faculty, staff, students, among others—work together with a mutual respect for diversity of ideas and opinion.

The UNM First Amendment and Student Activism Task Force was charged in January 2023 by President Stokes with creating resources to educate the campus community and students on the principles of freedom of speech and the safe expression of dissent, to review protocols and planning for controversial events and speakers, to review protocols for university

response to activism on campus, and to propose protocols "that can be activated to ensure all members of the campus community remain safe and have their speech rights protected."

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. *Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.*

2. *The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.*

3. *The institution provides students guidance in the ethics of research and use of information resources.*

4. *The institution enforces policies on academic honesty and integrity.*

Argument

Oversight and Support

UNM is committed to the responsible acquisition, discovery, and application of knowledge by its faculty, students and staff. It promotes ethical conduct of research through a system of policies and practice. This section details measures for oversight, compliance and education on research safety and ethics. All faculty, staff, students, and research collaborators— regardless of the nature of the funding or affiliation to UNM—are supported and regulated by offices that oversee and support responsible conduct. The Office of the Vice President for Research and the Health Sciences Center (HSC) Vice President for Research proactively provide education and support for investigators and new faculty through training in research ethics, in alignment with disciplinary expectations and federal regulations. Complementary research compliance and support structures exist across all UNM campuses.

For example, the Office of Research Integrity and Compliance (ORIC) is the core compliance unit specifically dedicated to promoting integrity through adherence to research regulatory compliance. ORIC was formed in 2013 to oversee the regulatory compliance that govern research-related activities at UNM main and branch campuses, as well as to provide educational programs, monitoring, and resolution of non-compliance issues.

The ORIC compliance functions are as follows:

- The UNM Office of the Institutional Review Board (OIRB), part of the Human Research Protections Program (HRPP)—fully accredited by the Association for the Accreditation of Human Research Protection Programs, Inc. (AAHRPP) and guided by federal regulations, institutional policy and the ethical principles of the Belmont Report.
- The Conflict of Interest (COI) in Research program, as defined by Faculty Handbook Policy E110 and consistent with applicable federal and state regulations. This program also addresses COI issues associated with research-related gifts and donations as well as with COI in technology transfer.
- Support of research integrity through investigations of allegations of plagiarism, falsification, and fabrication in connection with UNM research in accordance with

Faculty Handbook Policy E40: Research Misconduct, as well as federal regulations governing research misconduct.

- Oversight of responsible conduct of research (RCR) training to meet federal funding agency guidelines.

In addition, ORIC liaises closely with offices and programs that administer other facets of research compliance, including:

- The Industrial Security and Export Control Department
- The Safety and Risk Services Compliance programs
- The Chemical and Lab Safety program (oversees compliance with rules and regulations responsible for lab inventory as well as proper transport, acquisition, and disposal of chemicals)
- The HSC research compliance structures
- The Health Sciences Center (HSC) has a complementary research oversight structure, including programs for Research Integrity Oversight (UNM HSC Supplement to UNM Faculty Handbook Policy E40), COI, and Export Control. As laid out in its Code of Ethics, the HSC provides oversight for all of the research activities at the HSC, and also houses several distinct units, some of which serve the entire University, including:
- The Human Research Review Committees (HRRC) serve as the IRB for the UNM HSC. The UNM HSC's HRPP is also fully AAHRPP accredited. The Human Research Protections Office (HRPO) is responsible for the administration and management of the institution's HRRC including education, training, quality assurance, monitoring the status of human subjects research projects, providing support and guidance to research investigators, and assuring that human subjects research at UNM HSC adheres to the federal, state and institutional regulations regarding research on human subjects.
- The Office of Animal Care Compliance (OACC) is administered by the HSC Office of Research, serves UNM main, HSC, and branch campuses, and the HSC Campus, and is accredited by the Association for Assessment and Accreditation of Laboratory Animal Care.
- Biohazard Research Compliance, and the Institutional Biosafety Committee (IBC), reviews and approves research using specific biological agents and recombinant or synthetic nucleic acid molecule experiments covered under the NIH Guidelines. The IBC serves UNM's main and branch campuses, and HSC campus and reviews: the experience and training of the researchers, practices and procedures, containment equipment, facility design, infection control practices, biological waste management, post exposure prophylaxis and medical surveillance. Studies requiring IBC and IRB review will not be initiated until compliance committee approvals have been obtained by the IBC and HRRC, or IRB, as appropriate.
- In the Radiation & Laser Safety office, the Human Use Subcommittee (HUS) reviews all protocols involving radiation exposure to normal subjects, and to clinical human subjects when the exposure is not considered standard-of-care. If appropriate, the HUS may approve the protocol, or it may refer the protocol to the full Radiation Control Committee (RCC) for more extensive review. The Radiation Control Committee is administered by the Radiation Safety Office organizationally located in the HSC Office of Research.
- The HIPAA Privacy Office provides guidance on the handling of information and

activities subject to HIPAA and privacy mandates. The office serves the entire campus, including researchers in the Health Sciences Center, parts of main campus that handle Protected Health Information (PHI), as well as the hospitals and clinics.

- The Human Tissue Oversight Committee is responsible for the management of the Human Tissue Repository (HTR), and provides guidance and oversight to its director. It also establishes policy for the use and management of research tissues.

The OVPR has recently implemented a new electronic research administration system that connects various components of research compliance. The new Streamlyne system includes modules for the IRB, COI, and export control. Having many of the major compliance functions within a single system allows for seamless connection between research compliance and the fiscal oversight of extramural funding. This has also opened up the opportunity for collaboration between the research office and the University's IT personnel. These connections have led to better understanding of the research community and their needs with respect to research computing as well as research/data security, ultimately leading to improved services for researchers.

OVPR has also hired an education and training specialist who is focused on providing high quality training modules and workshops using a range of delivery modes. Although the initial focus has been on training modules for the Streamlyne system, new trainings for COI, IRB, grants management, and responsible conduct of research are planned. Many of these offerings are aimed at researchers at all stages, including faculty, staff and students (both graduate and undergraduate).

The two research offices have been working together to develop joint research guidelines for researchers that span across all UNM campuses. For example, in 2022 the two research offices developed a document that provides authorship guidelines as well as a procedure for the resolution of authorship disputes. Currently, the two campuses are also working on a similar document on the ethical treatment of researchers across all campuses and career stages.

The Ethical Use of Information

The University of New Mexico provides guidance and oversight to students, postdoctoral fellows, and faculty so that they will conduct their research in an ethical manner; it offers resources and houses several offices established to provide that support regarding research practices. The Academic Integrity & Research Ethics (AIRE) program provides training on responsible conduct of research. AIRE sponsors courses, workshop series, and annual symposia that qualify for Responsible Conduct of Research (RCR) certification. The AIRE program is aligned with the Scientific Integrity Plan (SIP) developed in 2010, which established guidelines and appropriate standards for responsible research, and complies with the regulations of the National Science Foundation (NSF), United States Department of Agriculture (USDA), the National Institute of Food and Agriculture (NIFA), and the National Institutes of Health (NIH).

ORIC and other departments coordinate with AIRE on certification opportunities, new student orientations and research methods classes. Websites for AIRE and ORIC direct whistleblowers to confidential reporting contacts. Online training modules in UNM's Learning Central portal,

as well as on the OVPR website, provide grants management and research administration systems training sponsored by OVPR.

Through workshops and peer tutoring, the Center for Teaching and Learning (CTL) helps students with research-related issues, such as academic honesty and incorporating sources in writing. The University Libraries and Information Security and Privacy Office contribute to proper protection of research data. University Libraries provide information and enforce protocols on research methods, working with references, data archiving, and thesis and dissertation embargo, to ensure security of intellectual property. With a clear prioritization of fostering information literacy, the library system provides extensive research resources for students such as online tutorials, one-on-one Library Instruction, and accessibility resources. In addition to housing extensive information resources for the broad degree programs available, the libraries contain various services oriented towards advanced research or student success. For example, Research Data Services supports effective research data planning, management, preservation, discovery, and use in addition to providing research data infrastructure for UNM.

The Information Security and Privacy Office, housed within Information Technologies, governs identity and access management, incident response and information security assessment and posts regular IT Alert notifications. The University takes FERPA rules and regulations seriously. All faculty, staff, and students who work with student records are required to receive FERPA training.

Policies on Academic Integrity and Ethics

The Regent's Policy Manual provides broad principles with respect to academic integrity (RPM, 5.10, 5.13, 5.14, 5.15), whereas Section E of the Faculty Handbook offers specific policies for faculty and students conducting classified, sponsored, and overseas research (E.10, E.20, E.30) and a thorough set of procedures for addressing research misconduct (E.40)

The Regents' Policy Manual also contains broad policies on student conduct (RPM, 4.2) (along with the Student Code of Conduct in the UNM Pathfinder) and academic dishonesty (RPM, 4.8) that define standards for student behavior and prohibit "dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records." The Faculty Handbook policy on academic dishonesty (FH D100) outlines the procedures to be followed in cases of suspected academic dishonesty, including communication with the student, communication with the Dean of Students Office, and student appeals process (more on this process below). To prevent academic dishonesty before it begins, the Dean of Students office provides guidelines for faculty for creating a culture of academic honesty in their courses. Graduate manuals developed by many graduate programs provide information tailored to the academic field about appropriate academic conduct.

The University also employs two different tools to assist students and faculty learn about and prevent plagiarism. The first of these, iThenticate (provided to the entire university community by OVPR), is a web service that can identify matches between text in uploaded documents and web content. Second, UNM's learning management system includes an

optional module, Turnitin Similarity, which is designed to discourage cheating and create opportunities for teaching students to effectively integrate secondary sources.

Research Misconduct Procedures

UNM Faculty Handbook Policy E40: Research Misconduct demonstrates the institution's firm stance against all cases of unethical conduct of research. It describes the rules and procedures for handling cases of alleged misconduct, with due care to protect the rights of respondents and those making the allegations, and applies solely to allegations of fabrication, falsification, or plagiarism. Applicable to all academic and research units in the UNM system, and in alignment with federal guidelines, UNM's research misconduct procedures include an assessment of allegations, inquiry, investigation, reporting, institutional determination, and possible appellate hearings. Policy E40 delineates the timelines, constitution of inquiry and investigation committees, securing of research records, and opportunities for respondent's response that UNM must follow in addressing questions of research misconduct. Respondents may appeal the final determination to the UNM President. The policy describes the actions that the university may take following an investigation.

Disciplinary Procedures

The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet expected standards. UNM's disciplinary procedures are designed to determine responsibility for violations and, for any actual violations, determine appropriate consequences. They are also designed around a concern for the outcomes of individual students, with consideration for the circumstances surrounding possible violations.

The relevant policy for classroom conduct, academic dishonesty, undergraduate student conduct and grievances, and graduate grievances may be found in Faculty Handbook policies D75, D100, D175, and D176. These are reiterated in the Student Pathfinder, which quotes the Student Code of Conduct from RPM and disseminates relevant policy directly to students. (The Pathfinder also functions as a handbook about student life.) The Faculty Handbook procedures on student conduct outline steps to be taken that will ensure fairness and due process. First, faculty members will discuss an apparent violation with the student. The faculty member may determine the violation is unfounded, or they may impose a grade reduction or involuntary withdrawal of the student from the course. This is typically done with the guidance of a department chair or college dean. Faculty are strongly encouraged to report matters of academic dishonesty to the Dean of Students Office via the Faculty Adjudication Form. A faculty member can request that the Dean of Students Office keep a record of the incident or pursue the situation as a violation of the Student Code of Conduct.

Under the Student Code of Conduct in the Pathfinder, disciplinary action may be initiated by the Dean of Students Office, particularly in overt cases of academic dishonesty or if the student has a previous offense on file. Possible sanctions for academic dishonesty include verbal or written warnings, mandatory attendance at appropriate workshops, or disciplinary probation, suspension or expulsion.

Students who have a grievance may begin by seeking informal resolution with a faculty member, may follow with a discussion with the department chair, and then may appeal a departmental decision on the grievance to, dean of college, and the provost, in accordance with the Student Grievance Procedures detailed in the Faculty Handbook D175 and D176. Grievance records are tracked through a Student Grievance Database managed by Academic Affairs.

In addressing student grievances and student conduct concerns, university stakeholders, including Dean of Students, Academic Affairs, the Policy Office, the Faculty Senate Policy Committee, University Counsel, and Academic Associate Deans seek to balance advocacy for and protection of student's access to education with the university's responsibility to secure academic standards and the well-being of faculty, staff, and students.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

The university has established a strong and consistent body of policy, administrative practices, and support units that protect academic freedom in research and learning, and integrity in the conduct of its operations.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. *Courses and programs are current and require levels of student performance appropriate to the credential awarded.*

2. *The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.*

3. *The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).*

Argument

UNM's undergraduate program is designed to give all students a grounding in the broad knowledge and intellectual values synonymous with a liberal arts education. UNM's graduate and professional programs offer students advanced learning in a specialized field or subfield and the expert-level knowledge and skills needed to pursue a wide range of professional and academic careers. UNM's degree programs are supported by a network of research centers, labs, museum collections, field sites, and libraries. Academic offerings are enhanced by international education opportunities, embedded student support, and service-learning, community engagement, and co-curricular programs (see 1B).

As laid out in the Regents' Policy Manual (RPM, Section 5.1), faculty have the responsibility and authority to oversee the development, implementation, currency, and quality of the curriculum. The oversight of academic excellence extends to assessing and maintaining a consistent level and quality of instruction across all locations and modes of delivery. While ultimate oversight belongs to the Board of Regents and New Mexico Higher Education Department, UNM faculty exercise primary oversight over course and curriculum design and addition, which is managed through the Curriculum Workflow Process. College and School Deans and their Chairs bear responsibility for supporting the quality of academic programs and for responding to the criteria, evaluation, and findings of university assessment and academic program review as well as external accreditation, as described in Criterion 4.

The primary responsibility of Graduate Studies is to maintain the quality of academic standards and to administer the recording of degrees while providing administrative support for graduate degrees and graduate students. Graduate Studies confers all research-based graduate degrees along with several professional and terminal degrees. The Faculty Senate Graduate and Professional Committee sets broad policies related to admissions, curriculum, and verification of degree completion; while Graduate Studies enforces such policies. UNM has policies in place to ensure that graduate credit hours are current. For Master's degrees,

the credit hours expire if completed more than seven years prior to gaining the credential. For Ph.D., Ed.D., and M.F.A., students have five years to complete their degree requirements after their comprehensive exam.

Articulation and Differentiation of Learning Goals

UNM's expectations for student learning are differentiated according to the level of academic program and in line with overarching goals for undergraduate and graduate education. Department websites provide articulations of Student Learning Objectives (SLOs) for each degree offered and at every level. For example, the Department of Languages, Cultures, and Literatures provides different sets of student learning outcomes for all of its undergraduate B.A. minors and majors, its three M.A. degrees, and its Ph.D., along with the assessment plans for each degree. Learning goals for professional degrees, such as the Bachelor's of Science in Nursing, are also appropriate to the aims of the programs. The oversight and facilitation of SLO assessment by the Office of Assessment and APR is described in Criterion 4. The Faculty Senate Curriculum Committee and the Faculty Senate Graduate and Professional Committee review new course and program proposals for articulated and measurable student learning outcomes. The Associate Provost for Student Success provides an additional layer of review of Student Learning Outcomes and Program Goals in the approval process.

UNM uses a course numbering system to differentiate courses by level. Courses numbered in the 1000s and 2000s are introductory undergraduate courses with minimal prerequisites. The New Mexico Common Numbering project, coordinated by the Higher Education Department and mandated by state statue, converted all academic lower division curriculum in the state to 4-digit subject codes and course numbers by Fall 2019 (see 4.A.2, 4.A.3). Common numbered courses may be transferred easily among HEIs across the state and bear 80% shared student learning outcomes and 20% student learning outcomes specific to the institution. In addition to being visible in HEI catalogs, common numbered courses are also catalogued by the NM Higher Education Department. Courses numbered in the 300s and 400s are upper-division undergraduate courses, typically requiring completion of prerequisites. The course catalog uses an asterisk to indicate 400 level classes that can be applied, on a limited basis, to some graduate degree programs as approved by the Senate Graduate and Professional Committee. Courses numbered 500 and above are graduate courses. Some courses are offered as 400/500 combination or, more rarely, 300/500 combination courses. In those courses, students attend the same course, but some may have registered for graduate (500) level credit and some for undergraduate (400 or 300) level credit. In those cases, justification for granting graduate credit is required by the Curriculum Workflow Process, which states that the "justification should detail significant and qualitative elements that distinguish the goals and objectives for undergraduate and graduate credit." Professional degree program courses, such as the Executive MBA, may have 600- and 700-level numbers.

Course and Program Requirement changes that are approved through the Curriculum Workflow Process are included in the subsequent academic year publication of the UNM Catalog. The online updated catalog is published annually in May, with a new Kuali-supported, single searchable catalog serving all campuses becoming available in May 2023. Students are advised that the requirements published in the catalog at the time of entry to a degree program are valid for the entirety of their pursuit of the degree, but that they can opt to follow new degree requirements when these are published in subsequent catalogs. In rare

cases of formal discontinuation of a degree program (generally an obsolete or undersubscribed certificate career and technical education program at a branch campus), the University designs a "teach out" plan for existing enrolled students.

Consistency of Learning Goals Across Locations and Modes of Delivery

All UNM programs, regardless of modality, must follow the same curricular approval and assessment processes and apply the same goals and student learning outcomes regardless of modality. The same course offered on different campuses, for example, English 1120, which is offered at UNM Main and the four branches, is designed around the same student learning objectives.

Branch campus Associate's degrees and Applied Associate's degrees are structured in parallel, although local differences in some required courses and electives may obtain. Branch campuses share commonly numbered courses and thus 80% of student learning outcomes for these courses. The two bachelor's programs offered on branch campuses—mechanical engineering at UNM-Los Alamos and elementary education at UNM-Gallup follow the same program goals and student learning objectives as the programs on Main campus and engage UNM-Albuquerque Main campus faculty in teaching upper-division curriculum. For consistency and quality, online and hybrid sections must have the same student learning outcomes and instructional requirements as face-to-face sections. Consistency and quality assurance in online and hybrid sections is assured not only by the instructor and academic unit, but also through professional course design and rigorous independent quality review. All UNM quality and assessment practices apply equally to online and hybrid courses and online programs as for their face-to-face counterparts.

Policies and procedures for accepting transfer credits assure consistency and equivalency. These are described in detail in 4.A. Also, for information on online course standards, and quality reviews for online courses, see 3.C. (under, "Instructor Excellence and Staying Current in their Field.").

The UNM-Main Albuquerque campus Dual Credit program, which collaborates with over 50 high schools in the state, is a member of the National Alliance of Concurrent Enrollment Partnerships (NACEP) and is committed to fostering the highest standards of such classes. A dual credit coordinator in the Office of Advisement Strategies determines student eligibility for UNM main campus courses based on Public Education Department criteria. Information maintained by the Office of Advisement Strategies shows that approximately 300 students per semester take main campus lower-division courses for dual credit, with two courses, Introduction to Chicana and Chicano Studies and First-year Experience courses, offered at area high school campuses to establish a bridge for students from groups historically under-represented in college. Branch campuses maintain collaborative dual credit agreements with area high schools and require use of the same student learning outcomes and syllabi for dual credit courses as for the same course taught on the branch campus itself. UNM-Valencia's information about the dual credit program provides one branch example. Concurrent enrollment enables high achieving high school students to take courses above the 2000-level in cases in which the student demonstrates preparedness.

The university differentiates learning goals and student learning outcomes for each level of degree programs, while it maintains the same quality standards across campuses and modalities.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. *The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.*

2. *The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.*

3. *The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.*

4. *The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.*

Argument

General Education

The undergraduate program (Catalog, "The Undergraduate Program") at UNM includes a general education curriculum which may be completed alongside or prior to entry into the major. Responding to new New Mexico Higher Education requirements, the general education curriculum shifted from 37 credits to 31 credits and became organized around five NMHED defined essential skills, effective for the Fall 2019 entering class. In anticipation of State of New Mexico General Education requirements, the Faculty Senate established a Task Force, which developed a report on recommendations for the future of General Education at UNM.

By providing a base of knowledge and flexible tools for thinking, the UNM General Education Program empowers students to face a rapidly changing world. It equips students for success throughout their education and in future employment. It also provides pathways to community engagement, awareness of diverse local and global experiences, and enhancement of life through curiosity, learning, and tolerance. A student's major offers the opportunity to specialize in an area of specific interest and in the habits of mind and body belonging to a particular field (for example, Chemistry, Electrical Engineering, or History). In contrast, per NMHED requirements, General Education provides a set of strategies or essential skills: communication, critical thinking, information and digital literacy, quantitative literacy, and personal and social responsibility. Students take at least one course in each of the areas of the general education program and each area teaches three essential skills: Area I: Communication (3 credits of First-Year English and 3 additional credits), Area II: Mathematics and Statistics (3 credits), Area III: Physical and Natural Sciences (3 credits and 1 credit of lab), Area IV: Social and Behavioral Sciences (3 credits), Area V: Humanities (3 credits), Area VI: Second Language (3 credits), and Area VII: Arts and Design (3 credits). Area

VIII: Student Choice enables selection of one or more additional courses from Areas I-VII, to facilitate preparation and alignment for the student's choice of major or for enrichment in an area of the student's choice. The essential skill of critical thinking is taught in all areas but from different disciplinary angles.

To be included in the General Education Program, a course must go through the highest level of Faculty Senate review provided for undergraduate courses and must be considered as a program change. This process assures that the applicant course demonstrates that content area student learning outcomes will be met and, through narratives about teaching approaches, that three to five component skills of essential skills will be taught. UNM's rubric for component skills and broader essential skills is based on the AAC&U's LEAP (Liberal Education for America's Promise) VALUE Rubrics, UNM General Education Program goals, and New Mexico Higher Education Department definitions. Additions and deletions to the General Education Program undergo successive review by the department, college or school, Faculty Senate Curriculum Committee, and approval from a voting majority of Faculty Senate and the Office of Academic Affairs. General Education courses must also be certified by the NMHED and bear common course numbers, facilitating transfer among HEIs in the state. To meet UNM standards, a general education course must meet the following rubric and be:

1. Of broad and tangible interest and intellectual benefit to many students. Presents content in a way that will be useful, innovative, and engaging for students for whom this may be the only course in an academic field or area as well as for students who may continue in a discipline; complements and enriches the general education program without course duplication.
2. Defined by student learning outcomes related to knowledge, understanding, or skills in the liberal arts. Can be distinguished from the foundation course of an academic major, from a course on a small sub-area of a discipline or field, and from a course with a rotating topic.
3. Designed to introduce students to habits of mind, theories, concepts and methods in a field or area. Provides modes of thinking and learning that contribute to exploration and satisfaction in career, life, or community endeavors.
4. Appropriate for a research university. Demonstrates scope, quality, accuracy of knowledge and content relative to contemporary scholarship in the field, and addresses diversity, equity, and inclusion in content and delivery.
5. Characterized by an inclusive pedagogy. Seeks to provide enrichment and educational opportunity to all students.

Multiple innovative courses stand out in UNM's new General Education Program. For example, to fulfill half of Area I: Communication, students may take "Geography 2115: Information Design in Science and Society," a course in which "students learn to communicate complex, scientific data by designing infographics, and to analyze infographics as storytelling devices. This course builds information literacy and communication skills in an increasingly data-driven society." To fulfill Area VI: Humanities, a student might choose "Religious Studies 1150: Religion, Health, Medicine," a course which "introduces students to how people's religious beliefs and practices influence their perspectives on health and their approaches to medical care and treatment."

Faculty are supported in incorporating general education skill development in their courses through workshops offered by the Center for Teaching and Learning as well as through an assignment library developed by the Office of Assessment and APR. A five-year NSF grant for

Expanding Course-Based Undergraduate Research Experience has enabled 42 Faculty fellows to enhance their lower-division general education courses with research engagement opportunities for students with a measurable positive impact on student persistence in STEM fields. In addition, as part of the UNM Student Experience Project, many faculty teaching general education courses have participated in equity-focused training and workshops since 2020 to improve student experience and academic outcomes through incorporation of a pedagogical focus on growth mindset, belonging, identity safety, and social connection.

Degree Program Outcomes for Student Learning, Engagement, and Skills

Undergraduate disciplinary programs provide appropriate requirements within the discipline for student research in the field, engagement in hands-on experience or created works. For example, the undergraduate Nuclear Engineering Program culminates in a capstone project involving a "complete system design, integrating technical, economic, safety and environmental issues at senior-year depth;" the Design for Performance program provides "a wide range of practical and theoretical classes, hands-on production experiences, and actual design opportunities." Indeed, the School of Engineering combines an impressive record of research grants with education grants focused on recruiting women and underserved students into engineering through shifts in pedagogy and outreach. Increasing numbers of degree plans require a capstone experience, senior project, methods courses, or other upper-division course in which students actively conduct research, complete a clinical experience, or create works of art, models, films or other projects.

All Ph.D., Ed.D., and M.F.A. students must pass a comprehensive exam and defend their dissertation (or creative work), demonstrating competency in their field of study. Most master's programs similarly require a final exam or thesis defense; however, coursework-only master's degrees are available. Theses and dissertations are published in the UNM Digital Repository, and all dissertations are uploaded to ProQuest. The Senate Graduate and Professional Committee (SGPC), in consultation with college-level graduate committees, the dean of Graduate Studies and the respective College/School deans, is responsible for maintaining and enhancing the quality of graduate and professional education in the University. The University Catalog gives the broad framework of any graduate program available at UNM, all of which incorporate independent research and appropriate examinations aimed at assessing a high mastery of the field.

In addition to the nature and built-in outcomes of each degree plan, multiple programs teach digital literacy through assignment using digital media. Zimmerman Library is now home to the Adobe Creative Commons. All students have access to a full suite of Adobe digital platforms and faculty receive training in building projects around podcast-, film-, web- and other tools.

Beyond the credit-bearing curriculum, the Center for Teaching Excellence (CTL) offers workshops and conferences for faculty and graduate teaching assistants on engaged learning, and problem-based learning, and evidence-based teaching online pedagogy; these encourage the incorporation active learning approaches in courses across all departments. CTL also provides workshops to students on effective study habits, time management, writing, and other topics. The Office of Diversity and Inclusion hosts workshops and presentations on topics ranging from "Diversity Dialogues: Resiliency Through Culture" to "Institutional Ethnography." UNM campuses are alive with lectures, films, panels, conferences,

and presentations such as the March 2023 "Latinx Visions: Speculative Worlds in Latinx Art, Literature, and Performance."

Human and Cultural Diversity in the Curriculum

UNM's commitment to recognizing human and cultural diversity is manifested in campus-wide Student Learning Goals and implemented in curricular and co-curricular programs. Faculty across the university conduct research on human and cultural diversity and create related learning opportunities into the courses they teach. It would be hard to identify a UNM humanities, social sciences, architecture and planning or arts department that does not have robust diversity curriculum. Yet many technical and design programs also address cultural diversity specifically, including the School of Architecture and Planning's courses in Community and Regional Planning, which incorporate indigenous planning and design, health programs in the College of Population Health focusing on the social determinants of health, and Computer Science courses such as CS 293 Social and Ethical Issues in Computing and a Special topics course on "Women in Engineering."

UNM has historic strength in regional studies associated with Spanish-speaking and indigenous peoples and this translates into learning opportunities in archeology, border studies, land arts (ARTS 551), Native American Studies, Chicana and Chicano Studies, literatures (ENGL 474) and history of the Southwest and Latin America, indigenous cultures of the Americas (ANTH 332) and the globe. International Studies, a popular undergraduate major at UNM, combines area studies with thematic concentrations such as Culture and Arts in Global Perspective. The College of Fine Arts presents students with the alternative visions and techniques of global artists in areas such as printmaking, film, sculpture, music, dance, and theater. UNM houses the only academic Flamenco degree program (of which we are aware) in the world and serves as a hub for a summer international Flamenco festival and for international Flamenco repertoire.

From the first semester on, languages courses (Arabic, Chinese, French, German, Japanese, Russian, Spanish, Swahili, Portuguese, American Sign Language, Navajo, as well as classical Greek and Latin) ask students to evaluate "the social implications of differences within and between language communities" and understand "the broad historical background of the target language itself (its origins and its distribution) and of the cultures in which the language is spoken, in order to inform the student's understanding of the language's current cultural context." Exposure to a second language is a required area in general education.

In partnership with the Diversity Council, faculty developed stringent criteria for "U.S. and Global Diversity and Inclusion" courses; taking one of these 3 credit courses fulfills the university diversity requirement. Faculty have also developed transcripted certificates in "Race and Social Justice" and in Women and Gender Studies. Please see also 1C.

Faculty and Student Contributions to Scholarship and Creative Work

Classified as an R1 "Highest Research Activity" University, UNM understands cultivation and promotion of research as a central responsibility and links its teaching excellence to its research capacity. The Office of the Vice President for Research (OVPR) is a committed

sector of the administration focusing on increasing the already substantial commitment of research across all disciplines.

Scholarship on a faculty level is emphasized as one of the four main categories of the yearly reviews and as such is a key activity in receiving tenure or promotion, as described in Faculty Handbook (FH, B1) of the Faculty Handbook. Creative and scholarly output is also considered in the regular Academic Program Reviews of each unit, which are described in the APR manual.

UNM produces scholarship, creative work, and contributions to the discovery of knowledge that are of high value, that directly benefit the peoples of the region, and that strengthen the fabric of regional cultures. A few examples beyond those cited in 1B may demonstrate the scope and value of the university's faculty and student contributions.

The University of New Mexico Press publishes books on Native American, Southwestern, Latinx, and environmental topics, as well as children's fiction, regional cookbooks and travel and nature guides and has received regional, national, and international awards, from "Peacemaker of the Year in the 2022 Independent Publisher Book Awards" to Finalist for the 2021 International Latino Book Award for Best Nonfiction. The press' academic wing functions as a reputable academic press with robust peer review and a specialization in Southwest, Mexican, Latinx, and Latin American topics, while trade books, such as Rudolf Anaya's children's book The First Tortilla, comprise separate lists.

Since 1929, the UNM Department of Anthropology has conducted field schools and research in partnership with the U.S. National Park Service at Chaco Canyon, a massive complex built by ancestral pueblo peoples. For her work on Chaco Canyon, Professor Patricia Crown was elected to the National Academy of Sciences in 2014. Undergraduate and graduate students have participated in field work at Chaco and in research on the collection. In 2022, the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) named UNM a Fulbright HSI Leader, in recognition of its record of 82 Fulbright awardees since 2010; among these 50 scholars have been faculty and 32 are students. UNM's Grand Challenges on Sustainable Water Resources and on Substance Use Disorders have generated high levels of research funding from the National Science Foundation and the National Institutes of Health, while creating community educational programming, services and public-facing resources such as the Environment-Focused Learning Academy, undergraduate and graduate research activity and course-based research. The Project for New Mexico Graduates of Color provides workshops for international, underrepresented, or first-generation undergraduate students to plan for and apply to graduate school. Graduate and undergraduate students have conducted research and designed projects directly connected to Grand Challenges, such as graduate student Eleanor Hasenbeck's "Distribution of Irrigation Water creates Barriers to more Efficient Water Use on Middle Rio Grande Farms" and undergraduate Will Crockett's "Drawing New Mexico's Ecosystems." Faculty in economics, history, and communications have built classes around Grand Challenges. The POLLEN program, in partnership with the New Mexico Public Education Department Public School Indian Education Fund trains and supports the path to licensure and employment for school administrators serving Native American students throughout the state of New Mexico. The Cradle to Career Policy Institute in The Center for Health Policy coordinates with multiple agencies and providers to map Home Visiting capacity in New Mexico. A collaborative UNM and Davidson College project, led by faculty and graduate students, "a Library, a Classroom, and the World," which was included in the 2022 Venice Bienniale Art exhibition Personal Structures won the European Cultural Center Award for the category, "University and Research Project". The R.H. Mallory

Center for Community Geography also engages in mapping of direct use to the community. Both involve graduate students in mapping research. Among a host of medical and health research conducted at UNM's Health Sciences Center, most recently Dr. Bryce Chackerian received a $3.1 million grant from the National Institute of Allergy and Infectious Diseases to mitigate malaria infection through vaccination. Gardner Zemke Professor of Electrical Engineering Meeko Oishi focuses her research on making autonomous cyber-physical systems human-centric. The recipient of a UNM Regent's Lecturer Award and a UNM Research and Creative Works Leadership Award, she has also been honored as an NSF BRITE Fellow (2023-2028), member of the DARPA Defense Science Study Group, (2022-2023), and Social Innovation Fellow for Equity in Education (Steelcase, 2022). Not content with her research accomplishments alone, she invests in student research capacity by offering Summer Undergraduate Research Programs in Autonomy. While Dr. Oishi is certainly an exceptionally talented faculty member, her combination of research and teaching engagement is typical at UNM.

Undergraduate Research, Arts, and Design (URAD) serves as a network supporting faculty in developing research opportunities for students, connecting undergraduates with engagement opportunities related to their areas of study and professional preparation, and sponsoring undergraduate research awards and conferences. The recent bilingual international virtual conference, URinspiration 2023 attracted more than 200 student participants in a collaboration between UNM, University of Arizona, Florida International University and the US Embassy in Argentina. One of several features published on the URAD website to inspire student research engagement, the story of undergraduate Raven Otero-Symphony underscores how UNM co-curricular research programs support a successful trajectory toward academic success and entry into the workforce. Trained through her participation in the Department of Biology Undergraduate Research Training Initiative for Student Enhancement Program (U-RISE) at UNM, Otero-Symphony went on to be selected for the El Puente Research Program, which is offered by UNM's El Centro de la Raza to provide mentoring for research and offer an undergraduate bridge to graduate programs. Otero-Symphony subsequently participated in the Harvard T. Chan School summer research program, a year-long internship for U.S. Representative Melanie Stansbury (D-N.M.), and received a Brooke Owens Fellowship, supporting women and other gender minorities in the aerospace field. She is returning to UNM to pursue a master's in Space Science in pursuit of her goal of becoming an astronaut. In the Master's, she is likely to participate in the annual Shared Knowledge Conference, an annual conference hosted by the Dean of Graduate Studies recognizes graduate and professional research and engagement.

Beyond regular graduate scholarships embedded in department, UNM fields innovative programs such as the NSF-funded Museum Research Traineeship, which provides full support to a cohort of graduate students admitted to UNM's Departments of Anthropology, Biology, and Earth and Planetary sciences to train them in museum-based research supported by major UNM museum collections. The Museum Research Traineeship program makes explicit on its website and promotional materials that faculty mentors are diverse and that the program "strives to attract and retain Native American and Hispanic Students, and other historically underrepresented students." UNM's Department of Landscape Architecture, which has received over 20 national and international awards since 2009, embodies our broad institutional focus on providing opportunities for student engagement through a partnership between academic programming and community, as suggested in the video hosted on the program site.

Multiple programs support research and creative works by undergraduate and graduate

students, even as faculty encourage the dissemination of student creative and academic output. The Department of Chemistry, for example, offers competitive scholarships and stipends for undergraduate research and, with the Department of Physics, has produced numerous Goldwater scholars and Churchill scholars since 2015. The McNair/ROP program aims to promote diversity in scholarship through mentor programs that help undergraduate students prepare for graduate studies. Similarly, the Mellon Mays Undergraduate Fellowship mentors undergraduates who are interested in pursuing Humanities graduate degrees.

Student publications feature work by UNM students, including Best Student Essays, Conceptions Southwest, the Blue Mesa Review, UNM-Taos' literary magazine Howl, and the Daily Lobo, the student paper. The Scribendi magazine is an annual showcase of the creative work of undergraduate Honors students across the nation and is produced entirely by UNM students. Consistently ranked on of the top ten MFAs in Photography by U.S. News and World Report, the Department of Photography was honored to present the work of its graduates in a recent edition of Art Forum.

Overall, these examples represent evidence that at key stages in student development, UNM provides bridges to cocurricular research, design, and arts engagement that support students' own educational advancement and preparedness—and affect their community, our human heritage, and our world.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. *The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.*

2. *The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.*

3. *All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.*

4. *Instructors are evaluated regularly in accordance with established institutional policies and procedures.*

5. *The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.*

6. *Instructors are accessible for student inquiry.*

7. *Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.*

Argument

UNM employs more than 2,995 faculty members and instructors. This total includes 1362 on main campus (903 regular, 459 temporary); 1315 in the HSC (1027 regular, 288 temporary); 118 at Gallup; 33 at Los Alamos; 79 at Taos; and 74 at Valencia. The faculty ranks include 36 distinguished professors, 395 full professors, 371 associate professors, 375 assistant professors, 305 lecturers, and 666 clinician educators. The student to faculty ratio for UNM's Main Campus is 13:1, Los Alamos is 25:1, Taos is 22:1, Gallup is 26:1, and at Valencia, 26:1.

To ensure that programs have a sufficient number of faculty for classroom duties while maintaining an overall structure of coordination in the hiring process between academic programs and the administration, hiring plans are constructed by deans annually and involve input between chairs and the Office of Academic Affairs. The hiring process begins with deans, in coordination with department chairs, who work together to create a three-year strategic hiring plan that is submitted to the Office of Academic Affairs by July 1 of each year. Those plans are executed with oversight from the provost and the Office for Academic Personnel. Search committees are formed for each hire, and departmental faculty may participate as members, as well as generally providing input and giving recommendations (Faculty Search Committee Procedures Handbook, see pg. 10). The Office of Academic Affairs and ADVANCE at UNM offer faculty search best practices workshops and the Division for Equity and Inclusion provides access to Vector Solutions online Implicit Bias workshop to

support search committees in attracting the broadest talent pool and in the identification of outstanding future faculty colleagues. The shared governance of this process assures that program level needs can be met yearly with the assurance of institutional-level resources and a cohesion with the University's mission.

The Academic Program Review (APR) process includes a review to assess whether there is a sufficient number of faculty, and to assess each faculty member's participation in curricular, research, and service activities (see 4.A.).

Instructor Qualifications

The faculty hiring process is governed by policies (see the Faculty Search Committee Handbook) that outline the administration of hiring searches, particularly for providing equal employment opportunities, compliance with federal and state laws and regulations, and promotion of hiring of qualified persons in protected groups. Faculty hiring is overseen by the Senior Vice Provost for Academic Affairs, through the reorganized Office for Academic Personnel (OAP), which was formed in 2021. OAP emphasizes support for academic units in carrying out recruitment, selection, appointment, promotion, retention, and oversight of faculty on main and branch campuses. It is responsible for managing labor relations with labor unions representing academic personnel at UNM. Effective July 2021, the terms and conditions of employment for continuing and temporary faculty on main and branch campuses are represented by United Academics of the University of New Mexico (UA-UNM) and contracted through OAP (Unit 1, Unit 2). Effective January 2023, Graduate Teaching Assistants (GTAs) are also contracted through OAP, following certification of their academic standing by the Graduate Studies office. Departments are responsible for ensuring that GTAs have appropriate content expertise as well as pedagogical training, provided either by departments themselves or through the Center for Teaching and Learning.

For the Health Sciences Center (HSC), the HSC Faculty Contracts Office reviews and processes contracts, recruitment and hiring. Requisite credentials are listed in job postings in accordance with the Faculty Handbook's policy on title and rank (FH, B2).

The Office of Academic Affairs has broadly adopted the best practices for hiring and retention of women and individuals from minoritized communities identified through a five-year National Science Foundation ADVANCE Award for STEM fields (Spring 2017-2022). Following completion of the NSF grant, UNM Academic Affairs assumed in 2022 the cost of maintaining the ADVANCE program to continue promoting best practices in faculty hiring and providing a range of career development supports for women and under-represented faculty. In addition, a five-year, $15.6 million NIH FIRST grant will support hiring nine faculty, in biomedical research fields, committed to inclusive excellence.

The UNM Teaching Credential Validation Online Form, developed in Fall 2018, is the tool hiring officers across departments must use to validate the qualifications of all new regular faculty, visiting faculty, and returning part-time or term faculty. Via this platform, chairs and unit directors must verify that faculty have completed relevant and sufficient advanced coursework and/or training in a specific field well beyond the level of instruction. There are three alternative ways to demonstrate qualification: via an advanced degree, if in an area specifically related to the area of instruction; or via 18 hours of graduate coursework related to the course of instruction; or via "other qualifications" such as research/scholarly work in

the subject area, related work or professional experience/licensure, certifications, honors, awards, or other demonstrated competencies and achievements.

Faculty qualifications and credentials are also documented and verified through the APR process (Pg 15, Criterion 5).

The Faculty Development Council (FDC), chaired by the Associate Provost for Faculty Success, meets regularly to identify ways to better prepare faculty for effectiveness in teaching and scholarship through new faculty orientation, workshops, and other professional development resources. FDC has overseen revisions and extensions to New Faculty Orientation (see 2022 agenda for Unit 1 faculty), and initiated in fall 2020 a Chairs and Directors Colloquium that meets six times per year on average to discuss such topics as ensuring consistent quality of instruction, ongoing development of faculty skills, and management of faculty and staff. Recently appointed department chairs receive training through an annual "Chairs Orientation." Under the direction of FDC, new faculty receive orientations at the beginning of fall and spring semesters that familiarize them with various supports for effective teaching and career development at UNM, including the Center for Teaching and Learning, UNM Libraries, the UNM Bookstore, Accessibility Resource Center (the ADA office for students), Division of Student Affairs, Graduate Studies office, Office of the Vice President for Research, ADVANCE, Academic Technologies, as well as compliance and regulatory considerations including FERPA, Title IX, Title VII. Based on feedback received, new faculty orientation provides greater emphasis on successfully teaching UNM's diverse student body. Beginning August 2021, new faculty orientation has been provided for new adjunct faculty in fall and spring semesters. Beginning August 2022, new graduate students holding assistantships were provided an orientation covering similar topics to the new faculty orientation, in an abbreviated format aligned with their scope of responsibilities. Orientation programs are provided periodically for new deans, covering faculty development, budgeting, capital projects, facilities maintenance, research support, tenure and promotion processes,

Department chairs annually review and approve individual faculty members' relative time commitments to scholarly, creative, teaching, and service responsibilities. Departments report summaries of faculty workload to colleges and schools. Faculty scholarly and creative work, as well as awards and recognitions, are tracked by departments through annual performance evaluation. HSC faculty currently have access to VIVO, an online software product, which interfaces with both PubMed and the NIH to record scholarly achievements. Faculty from the Colleges of Nursing and Pharmacy also use an online system, Watermark Faculty Success, which records teaching, research, and service activities each year. The reports that can be generated create a CV or format for annual evaluations.

Faculty Evaluation and Review

There are six types of faculty review:

- Annual review of probationary faculty
- Mid-probationary review
- Tenure review
- Review for advancement in rank (promotion)
- Annual review of tenured faculty (i.e., post-tenure review)
- Annual review of continuing non-tenure-track faculty (i.e., clinician educators and

lecturers).

Procedures for annual departmental reviews of probationary, tenured, and non-tenure-track faculty are outlined in the Faculty Handbook (FH, B4), which provides a shared framework for these reviews, focusing on the appropriate balance of teaching, research, or other creative activity, and service. These reviews are done within the department, in coordination with the dean and provost, following a prescribed timeline and sequence of procedures. For their annual review, both probationary and tenured faculty are reviewed by the department according to a broad set of documents including student, administrative, and peer reviews.

Mid-probationary and tenure and promotion reviews require candidates to prepare a research file for consideration by an anonymous team of external reviewers drawn primarily from R1 peer institutions. External reviewer letters then join the full teaching, research, and service dossiers prepared by candidates. Committees at the department, college or school, and academic affairs levels confidentially review the full dossiers. Chairs and deans write positive or negative recommendations to the next level, and the Provost issues a decision letter to the candidate. Candidates are notified at each stage whether a positive or negative recommendation has been made. Beginning in 2020, top-performing newly promoted associate and full professors have been awarded Research and Creative Works Leader recognitions. Regular, full-time lecturers may opt to seek promotion to senior and principal through established career track criteria based on quality of teaching and service; this is documented for review in a dossier. Academic Affairs granted automatic one-year extensions to the mid-probationary and tenure review periods for faculty whose probationary period overlapped with the COVID-19 pandemic. Faculty candidates could opt-out of these extensions at their discretion.

Evidence of effective teaching is a part of every faculty's annual review (FH, B4.2.3) as well as in tenure and promotion files for tenure-track faculty and in the review and files of non-tenure-track lecturers (Faculty Handbook, Section B). That evidence includes reports of peer reviews of teaching and the results of teaching evaluations completed anonymously by students in each course using the online EvaluationKIT, with an exception for spring 2020, fall 2020, and spring 2021 semesters impacted by COVID-imposed remote teaching. The College of Arts and Sciences requires completion of a specific teaching portfolio for all tenure-track faculty and lecturers hired after 2012.

Instructor Excellence and Staying Current in their Field

On main campus, the Center for Teaching and Learning provides regular workshops on current best practices for all instructors: tenured and tenure-track faculty, lecturers, part-time instructors and graduate teaching assistants. CTL's Digital Learning Division offers instructors a 6-week course on "Evidence Based Practices for Teaching Online," drop-in labs for assistance with learning technology, individual review of course designs, workshops on using auto- and video media, and extensive online learning resources related to learning technology and evidence-based teaching strategies. CTL's Teaching Support Division offers workshops, one-on-one consultations, teaching observations, workshops on promoting student engagement, and mid-semester surveys to assist instructors in refining their courses. CTL hosts two annual teaching conferences, and hosts an annual awards ceremony in

collaboration with the Faculty Senate Teaching Enhancement Committee, which recognizes instructors of all ranks and experience levels on main and branch campuses. Awards include the Presidential Teaching Fellow award, the Outstanding Teacher of the Year, the New Teachers of the Year, the Online Teacher of the Year, Branch Campus Teacher of the Year, Lecturer or Affiliated Teachers of the Year and the Susan Deese-Roberts Outstanding Teaching Assistants. In addition, Academic Affairs offers about 30 fellowships annually to faculty adopting evidence-based interventions to improve retention, equity, and academic outcomes under the Student Experience Project. Beginning in summer 2021, the Office of the Vice-President for Research has offered WeR1 awards to assist faculty research program development post-pandemic. Grants support summer research, course release, hiring graduate research assistants, equipment, materials, and supplies, as well as travel, data access, and publication subventions.

UNM online courses undergo a multifaceted quality review process utilizing the UNM Online Course Standards Rubric which is based on Quality Matters and extended by faculty serving on UNM's Online Course Advisory Council (OCAC). Reviews are conducted as collaborative sessions focused on course quality and they ensure compliance with federal guidelines regarding regular and substantive instructor-initiated interactions with students. At minimum, courses go through a Baseline review to ensure regular and substantive interaction. The next level of review focuses on meeting the Accomplished criteria in the Rubric. Courses that have been offered at least twice can apply to participate in a more advanced review and receive Golden Paw certification. Since Fall 2015, 252 Online Max and AOP courses have been Golden Paw certified with enrollment for those courses topping 30,000. Baseline and Accomplished reviews are evaluated by a Quality Assurance reviewer while Golden Paw reviews are completed by a faculty panel.

To motivate instructors to go through a quality review, UNM Online has a partnership with the Center for Teaching and Learning to provide instructional design support. Every instructor teaching online at UNM is assigned an instructional designer. Online instructors can also opt-in to working with an embedded peer tutor who is trained to help their peers succeed in the course content as well as in online learning. New courses and courses that are completing a substantial redesign may be eligible for a stipend upon successful review completion. All courses that are part of an Accelerated Online Program are required to complete a review before they are offered.

The rubric was revised for clarity in 2019 and 2021. Based on our experiences with the pandemic and remote instruction, we are in the process of updating it for simplicity and inclusion of best practices for synchronous instruction, where applicable. In addition to designing to quality standards, instructors must complete training addressing Regular and Substantive Interaction (RASI) and are encouraged to complete the Evidence-Based Practices for Teaching Online (EBPTO) course.

The Office for Continuous Professional Learning supports the professional development and advancement of medical educators in the UNM School of Medicine. They provide workshops, online resources, individual consultation, and customized learning opportunities to faculty and residents, programs and departments.

Departments and colleges offer limited professional development funds for travel and research; these may partially offset costs of professional conferences. These resources are supplemented by the Provost's Professional Conference Support Program, which awards approximately $100,000 per year to support travel for faculty research and creative works presentations. The competitive Faculty Senate teaching allocation and research allocation

grants support faculty efforts as well. Invited speakers, lecture series, and departmental and program colloquia, some supported by UNM Foundation funds, offer opportunities for intellectual exchange. The Study Abroad Allocation Committee makes travel expense awards to faculty to prepare and subsequently lead study abroad programs. A monthly Faculty Lightning Lounge series features four 7-minute talks by faculty each month on their research programs and teaching innovations. Special sessions feature post-doctoral fellows and branch campus faculty.

Instructor Accessibility

The Faculty Handbook Policy C80 outlines expectations for faculty office hours. The policy requires faculty to publicize availability and maintain sufficient hours to accommodate students, typically three to five hours per week as well as special appointments and responsiveness to e-mail. During the pandemic, faculty drop-in hours were generally held online, and the practice of offering both in-person and remote office hours has continued as some students have found remote access easier to schedule.

In addition to faculty contact information provided on course syllabi, the UNM website provides an easily accessible directory of all faculty members. Further, departmental web pages provide similar contact information to help students connect with instructors outside class time.

Staff Qualifications and Training

UNM's hiring process relies on coordination between the central Human Resources (HR) department and units. The UNM HR Compensation Department creates, reviews, and modifies all staff position classifications. New position classifications are developed or modified based on business needs, after a formal review has been conducted; this typically occurs in tandem with institution-wide classification studies or in response to requests initiated by UNM departments. Minimum qualifications for each position classification are based primarily on data obtained from a variety of market surveys purchased by the University. If survey data are not available, HR Compensation will review similar positions at peer institutions or compare similar positions within the University. Additionally, minimum qualifications may be edited following a review of market pricing for existing positions or after duties and responsibilities have substantially changed in a position classification. Department or unit representatives provide a first level of screening in staff hiring. HR reviews the qualifications of the selected candidate to ensure standards are met prior to allowing an offer of employment.

UNM provides access to professional development and training opportunities as set by University Policies (UAPPM, 3260 and 3290). Mandatory training across the university ensures both UNM's compliance with regulatory guidelines and that employees have clear expectations for their behavior and actions. Other professional development opportunities are designed to enhance employees' knowledge, skills, and abilities to excel in their current roles and prepare for potential career advancement.

Individual departments and supervisors share responsibilities for professional development,

training and review with the organization. They are responsible for identifying area- and job-specific training requirements, publicizing these requirements, and, if necessary, working with internal UNM departments such as HR to develop or otherwise procure the training. The UNM HR Employee and Organizational Development (EOD) department develops, delivers, and facilitates the provision of high-quality professional development opportunities, including management and leadership development training, to the UNM employee community. They maintain the administration of Learning Central, UNM's employee education and training system, which enables the organization to create learning plans, assign courses, maintain attendance and completion information, and generate reports on compliance.

Department-specific training is handled by managers and departments themselves, and is occasionally assisted by EOD. Over the course of employment, managers and supervisors work with their employees on coaching, career planning, and performance management processes as needed. All staff complete an Annual Performance Review process that can be used to assess employee performance.

The CTL Learning Support Division, the UNM main campus student tutoring and learning center, ensures that all staff members and student employees have appropriate training in university policies, student codes of conduct, FERPA regulations, and academic honesty. The implemented tutor training program is certified by the College Reading and Learning Association (CRLA) at Levels I, II, and III. All student peer learning facilitators are required to attend between ten and twenty-two hours of pre-semester training and two hours of in-semester training each week.

All new advisors are required to complete an online training program that takes about 68 hours. Each semester advisors from all units participate in the Advisors Institute to ensure advisors have current information. All undergraduate academic advisors are required to complete training for the UNM database and the advising portal. Professional development for advisors is managed by the Office of Advising Strategies. Advisors also must complete, within six months of their hire date, a portfolio that demonstrates their current level of knowledge.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. *The institution provides student support services suited to the needs of its student populations.*

2. *The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.*

3. *The institution provides academic advising suited to its offerings and the needs of its students.*

4. *The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).*

Argument

Student Support Services

The University provides orientation programs for new students transitioning to the University, including traditional freshmen, transfer students (including options for students transferring from another college or university, or from a UNM branch campus), students returning to the university, online students, and international students. Sessions of in-person New Student Orientation (NSO) are provided each week beginning in May for first-year and transfer students, and virtual options are available. Prior to NSO, onboarding messages provide guidance on residential life, meal plans, Lobo ID, IT access, advising, and course placement. The Global Education Office provides additional orientation programs for international students. Furthermore, the Student Pathfinder provides valuable information to new students on campus policies regarding conduct, ethics, and grievance procedures, among other topics.

Early-start and first-year experiences are offered to incoming students, including summer bridge programs offered by campus resource centers and colleges: American Indian Summer Bridge + AISB Fall Experience; UNM Service Corps (in which first-year students team up in interdisciplinary off-campus community engagement at non-profits); the Engineering Student Summer Bridge Program; Professional Achievement Training for Transdisciplinary Health (PATH) Emerging Leaders; Undergraduate Health Sciences Enrichment Program (UHSEP); HSC Centers of Excellence Scholars; Student Support Services TRIO Advising & Peer Coaching; Women's Resource Center Impact Program; the College Assistance Migrant Program (CAMP); PASOS at UNM-Valencia; and First-year transition courses in Arts and Sciences, University College, School of Engineering, UNM-Taos, and, in Fall 2023 Anderson School of Management. These experiences enhance social belonging, develop growth mindset, create social connection with peers and mentors, and provide students with strategies for meeting the challenges of the years ahead.

For graduate students, Graduate Studies provides an online orientation document, and the Center for Teaching and Learning offers, each fall and spring, a half-day Jumpstart orientation

to graduate resources at UNM. Many departments also provide orientation or a new-student seminar where research ethics, professional development, and academic integrity are highlighted. Graduate teaching assistants, for example those teaching introductory language and first-year English courses, receive three credit-hour specialized pedagogical training classes from supervising faculty. The Center for Teaching and Learning in collaboration with the Department of Organizational and Learning Sciences offers two additional graduate teaching assistant pedagogy courses, one for domestic and one for international graduate students. UNM is currently designing a comprehensive strategy for Graduate Teaching Assistant pedagogical training beginning August 2023 that will address all levels of assistantship, from grading or discussion section responsibilities, to laboratory and studio teaching, to advanced doctoral student teaching at the 300-level.

Admitted students have access to support services that address the social, cultural, academic, and economic needs of a diverse student population, consistent with our enrollment profile and mission of service to our community.

Targeted student resource centers include the following (longer descriptions of many of these programs can be found in 1C):

- African American Student Services
- American Indian Student Services
- Asian American/Pacific Islander Resource Center
- El Centro de la Raza
- College Enrichment and Outreach Programs
- Women's Resource Center
- Project for New Mexico Graduates of Color (PNMGC)
- Accessibility Resource Center (ARC)
- Veteran & Military Resource Center
- LGBTQ Resource Center
- LoboRESPECT Advocacy Center (crisis support)
- Center for Teaching and Learning
- Lobo Center for Student-Athlete Success
- Learning Commons (Valencia Branch)
- Teaching and Learning Center (Valencia Branch)
- Center for Academic Success and Achievement (CASA - Taos Branch)
- Center for Academic Learning (CAL - Gallup Branch)
- Academic Support Center (ASC - Los Alamos Branch)

Career Services provides assistance and resources to students, faculty, and staff for developing career goals and preparing students for life after college. One-on-one advisement and workshops foster career strategies, while the Cooperative Education Program refers students to paid positions related to their degree fields. Career Services has partnered with the UNM Alumni Association to build a networking and placement portal, Lobo Career Connection, bringing students together with employment opportunities provided by alumni.

The Accessibility Resource Center (ARC) offers services to the University of New Mexico (UNM) self-identified students with disabilities. ARC's purpose is to support students with disabilities and assist them in gaining equal access throughout the campus community. Services include ASL interpreters, real-time captioning, testing accommodations, alternative

format course materials, notetaking, and individualized accommodations. In 2021-2022, 1,407 students were eligible for ARC services. The overall grade point average of 2021-2022 students who benefited from accommodations was 3.22, while the return or graduate rate for students that same year was 90 percent.

UNM Student Health and Counseling (SHAC) is a comprehensive health and counseling facility located on campus. SHAC offers primary care and appointment-based medical services, as well as physical therapy, massage therapy, women's health, acupuncture, and a pharmacy available to students for much lower costs than community rates. Counseling services is staffed by licensed Clinical Counselors, Psychologists, Social Workers, and Psychiatrists. Walk-in triage counseling, as well as emergency, after-hours call-in services meet urgent needs. SHAC is accredited by the Accreditation Association for Ambulatory Health Care (AAAHC), an accreditation standard that only about 30% of student health services nationally have achieved. UNM has undertaken a significant expansion of student mental health services on campus, adding 9.5 FTE in staff to support mental health services, making service access easy and visible through a new mental health web portal and messaging, and engaging faculty and staff in making referrals.

UNM has a wealth of student activities, chartered student organizations, and student government opportunities (longer descriptions can be found in 1C). As mentioned in 1B, basic needs insecurity research by a group of faculty and staff at UNM mobilized efforts to enhance and support our Lobo Food Pantry, as part of a broader effort to address hunger and basic needs for UNM students and others across the state.

The nationally certified Center for Teaching and Learning (CTL) provides student learning assistance, from peer tutoring to supplemental instruction, graduate student resource and learning support, teaching conferences, programming, support, and recognition.

The OneStop office on main campus provides students with a centralized location for admissions and other enrollment services, student employment and financial aid. The one-stop model was developed to help students succeed by reducing barriers to accessing resources.

Learning Support and Preparatory Instruction

In preparation for Fall 2020, when UNM classes were largely remote (with the exception of some aspects of professional courses in health fields), a prior placement strategy of offering ACCUPLACER on campus was no longer viable. The need to provide remote placement coincided with a shift away from required ACT or SAT submission for admission. UNM developed an internal Lobo Course Placement test offered prior to and during New Student Orientation, at no cost to students. Now required of all entering students, LCP is to designed to facilitate entry to the university rather than to constitute a barrier. In parallel, through its PASOS grant, UNM-Valencia has designed a pre-college level placement strategy. The writing and reading sections of the LCP engage students in learning about aspects of the university, including student support services. With placement and outcomes data from three years, UNM's Office of Institutional Analytics will validate LCP for accuracy in Summer 2023 and improve the assessment relative to findings.

Academic Foundations courses in University College serve students with less preparation for college as assessed by LCP. Credit-bearing Foundational Math and Critical Text Analysis

prepare students for college-level work by supporting student mastery of the quantitative and critical thinking skills necessary for success in UNM general education classes. Students in Academic Foundations courses receive advising support in identifying complementary courses for a successful first semester. For students who place just above the Academic Foundations level, three one-credit courses in the College-Level Algebra sequence provide students with self-paced learning, reducing the likelihood of losing three credits at one time through a failing grade or withdrawal. The credit-bearing English 1110 (pre-college-level first-year English, which may be counted for general education credit) prepares students for English 1120 (a university and general education requirement). English 1110 may be taken at a one-semester or a two-semester pace, depending on the student's needs and placement. The First-Year English program has embedded strategies for moving students who are successful in a first semester of English 1110 directly into English 1120. Lower-division Math and Chemistry classes have programmed parachute courses addressing the needs of students who may show signs of struggle early in a semester. Branch campuses offer additional developmental courses and use specific strategies, such as the Math Bootcamp at UNM-Los Alamos, to support students in academic success.

For students with demonstrated readiness, the Honors College provides challenging opportunities for intensive, interdisciplinary and cross-cultural education to highly motivated, talented, and creative undergraduates. Legacy courses introduce new Honors students to in-depth exploration of provocative topics such as "Bringing Fossils to Life" and "Dance as International Diplomacy." In response to an extensive Honors task force report, UNM has created multiple routes for entry into the Honors program and better codified its definition of departmental honors and the Honors program.

Students in Graduate and Professional programs are admitted by their respective departments. The admissions committees in those departments assess applicants' readiness for graduate study and make admission decisions based on their established criteria. The Office of Graduate Studies provides support to graduate students and publishes detailed roadmaps for Master's and Doctoral Degrees. These resources supplement the discipline-specific advisement provided in each unit that offers graduate and professional degrees. Graduate programs develop and publish Graduate Manuals or Guidelines describing the trajectory, expectations, and resources available to graduate students. Graduate directors provide oversight of Committees on Studies and graduate mentoring.

The Graduate Resource Center (GRC) aids doctoral and master's students in progress to degree and to encourages undergraduate students to consider post-baccalaureate graduate and professional degree programs. The GRC supports students through one-on-one writing and statistics consultations, workshops aimed at academic skills development, dissertation and thesis writing camps and support groups, one-on-one planning consultations, and by providing a general orientation program for graduate students.

Academic Advising

The Office of Advising Strategies (OAS) coordinates communication, hiring, and new initiatives with advising teams embedded in each college or school. The office provides New Advisor Training and professional development, such as the Advisor Institute; oversees the advising application and serves as primary consultant for advising reports and University-level platforms; manages dual credit enrollment; and conducts advising assessment.

The University continues to refine the scope of advisement ratios and the delivery of advisement to students where they are and how they prefer to receive service. The Albuquerque Man campus academic advising ratio of students to advisor is 195:1. To provide an additional benchmark, at UNM-Los Alamos, the ratio is 145:1. For all Academic units, the target maximum ratio zone is between 250 and 300 students per advisor. When ratios threaten to exceed capacity deans, associate deans, and Managers of Advisement work with Academic Affairs and the OAS to analyze and address need.

To consistently review advising standards and responsiveness to the needs of the community, OAS participates in the yearly assessment cycle at UNM. Assessment goals have included how advisors receive the knowledge needed to perform their job duties internally and externally to be utilized. Advising information on websites, methods of communications, and advising structures have also been reviewed. OAS also leads the coordination of academic advising assessment topics in which all colleges engage. Over the last five years topics have included but are not limited to: New Student Orientation Advisement Effectiveness; Advisor Onboarding and Training; Diversity and Inclusion in Student Facing Communication; and Communication Structures within Academic Advisement.

As it is with all higher education, the global pandemic required that Advisors shift their delivery to remote during the better part of 2020 and 2021. While the number of advisors was similar, the number of appointments rose significantly, with a 62% increase seen by one college alone. Advisors saw a continuing and overwhelmingly positive response from students toward the quality of support during this difficult time in education. As advisors returned to campus, the modes of remote and virtual support adopted during the pandemic complemented the return of face-to-face visits.

New Advisor Training also became a virtual offering during the pandemic and has yielded the current hybrid model, in which certain aspects of training are conducted remotely and other aspects are conducted face to face. The extensive training that the advisors get marries theory and practice. Training draws from UNM as well as national organizations. In addition to New Advisor Training, a campus-wide institute to discuss best practice, current challenges and innovative programming is offered twice a year. For the past two years, participation in the Advising Institute has been extended to transfer campus advisors, facilitating relationship building among partners. In between these major events, invitations to webinars and monthly "Advising Matters" meetings augmented the professional development portfolio.

The first stage of the multi-year study of advising by UNM human resources was completed in March 2021. This phase allowed the University to streamline job families for advisors in Academic Affairs as well as student success personnel in Student Affairs. This endeavor continues to evolve as the need for specialized roles became apparent. A general alignment of equity pay was included in this effort. Initial steps have been taken to assist in suggested initial offers and will allow units and colleges across campus to align their pay range accordingly.

Students have direct access to advising platforms and curriculum mapping applications. Prospective and current students are able to view four-year degree plans (degrees.unm.edu). Both populations are able to find their advisor and to schedule appointments through an advising application called LoboAchieve. Advances in our software allow prospective student history to be merged with their UNM record once they matriculate. New first-year students can also take advantage of meeting with their academic advisor through the offering of transition courses. These courses engage students in success strategies, teach them tools that enhance learning and promote persistence in college, and they meet with an advisor once a

week for the entire first semester. If students struggle in their first semester, certain colleges have instituted a mandatory course in success and academic recovery. These too are mainly taught by advisement and student success personnel.

Infrastructure and Resources

UNM supports a wide range of teaching and learning spaces, facilities, and infrastructure to ensure student, faculty, and staff success. This infrastructure includes a teaching hospital, advanced research labs and clinics, libraries, museums, performance spaces, and classroom/collaboration facilities.

A wired and wireless network and enterprise data center supported by UNM IT connects these spaces with students, faculty, staff, and collaborators across the state and around the world to facilitate research, patient care, university business, and teaching and learning activities.

UNM invests approximately $77 million in technology related resources across main, branch, and HSC campuses (excluding hospitals); of that amount, $38 million can be attributed to the central Information Technologies department. For FY22, IT outlay on services for faculty, staff, student, and administrative functions totaled $55 million for UNM-Main, $20 million for HSC, and $1.6 million for the four UNM branches.

Since the last accreditation review, IT has expanded its Campus Outreach and Engagement initiative to ensure that most of the campus is supported by an individual with specialized knowledge of each department who can connect them with centralized resources. An IT decision-making and advisory structure supports shared governance and facilitates project prioritization to ensure responsiveness to IT needs among all constituents. The Academic Technology Advisory Board includes Deans or their representatives from student government, faculty senate, and all UNM schools and colleges. This structure has maximized usage of centralized services and standards across all UNM Campuses.

UNM supports an integrated suite of online teaching and learning tools that serves all campuses. This includes a recent migration to the Canvas Learning Management System, Enterprise licenses for Zoom and Kaltura, integrations with major publishers for textbook content, online proctoring, academic integrity, and accessibility tools.

Faculty and Students have access to these tools and additional teaching and learning software in computer labs and classrooms, via a virtual lab called Lobo Virtual Desktop, a long-term student computer checkout program, and through institutional licensing that allows for installation of many software titles on individually-owned computers. Software licensing provided to faculty and students includes:

- Microsoft M365
- Adobe Creative Cloud
- Qualtrics surveying tool
- Zoom Professional licenses
- Matlab
- SPSS for statistical modeling
- Other departmentally specific tools

Enterprise IT also provides support for the Enterprise Resource Planning (ERP) system which maintains the university's finance, student, payroll, budget and human resources systems. Additionally, the wired and wireless network, data center, instructional spaces, and service desk are supported by Enterprise IT.

Maintenance and improvement of physical facilities is an ongoing process that is managed in coordination with UNM's Integrated Campus Plan, university stakeholders, and the university's strategic plan. Notable new building projects completed or under way since our last accreditation visit include (see also the top of 1.B.):

- New hospital tower supporting 96 new beds and 14 new operating rooms
- Interdisciplinary Substance Use & Brain Injury (ISUBI) Expansion at Domenici Hall
- College of Nursing and Public Health Excellence Building
- Center for Collaborative Arts & Technology
- Clark Hall chemistry renovation
- Physics, Astronomy, and Interdisciplinary Studies (PAÍS) Building
- Johnson Gymnasium renovation and expansion

In addition to new construction, UNM has made targeted investments in facility remodel, infrastructure upgrades, and classroom renovation. A 2020 General Obligation Bond funded network improvements and classroom facility and technology refresh for existing classrooms. This funding complements other university investments and legislative requests that have allowed us to standardize audio-visual technology support in all centrally-scheduled classrooms. During the pandemic, UNM completed several projects that added cameras and microphones to all centrally-scheduled classrooms to support remote instruction and COVID-Safe Practices. Through our campus Outreach and Engagement model, central IT services now provide primary support for 150 centrally scheduled classrooms, and 300 departmentally scheduled classes for the College of Arts and Sciences. Additional classrooms at Branches and in other colleges and schools are increasingly aligned with UNM Classroom standards and support processes. A multi-year project to optimize space utilization and scheduling is also under way.

The University Libraries (UL) system on the central campus at UNM has the largest library collection in the state, and there are extensive electronic and digital services that make it possible to use the library 24/7 from any location. The UL owns well over three million items in its collections, and hundreds of millions more are available through online subscriptions. These include a full complement of searchable databases, reference materials, study guides, journals and articles, e-books, and digital film and visual archives, as well as the University Libraries catalog; these can be accessed via the university libraries web pages. The main campus houses five large libraries and a high-density repository. Each library provides extensive resources for research at all levels, and further houses key facilities to help students in course work. Branch campuses also have library support for their students. The Center for Southwest Research and Special Collections is nationally recognized for the quality of the collection. In a partnership between Adobe Inc., UNM IT, and Zimmerman Library, the University opened a digital maker space last year that we call the Adobe Creative Commons. This collaborative space that features access to professional media equipment, software, and staff expertise is serving as a model for planned future projects to create additional spaces on campus.

A robust instruction program, coordinated by the University Libraries' Learning Services

Department, teaches most library instruction to first-year students (over 200 sessions a year), develops and maintains digital learning objects and online tutorials related to library research, liaises with student services programs that serve lower-division students (particularly first year) to promote library programs and instruction, continues to develop a programmatic information literacy curriculum, developed and teaches the IADL 1110 Introduction to Information Studies as part of the General Education curriculum, and serves as a resource for subject librarians in the development, provision and assessment of subject-specific library instruction. Learning Services also serve as a resource to UNM for assessing New Mexico's Information & Digital Literacy general education essential skill. Subject librarians and the Learning Services Department work with undergraduate & graduate students, various student support services (such as the Graduate Resource Center, CELAC, El Centro de la Raza, etc.), and faculty to promote the use of library resources and the development of research and Information & Digital Literacy skills.

The University provides arts, performance, and cultural heritage venues that support teaching, learning, and creative pursuits as well as opportunities to showcase and house works and knowledge from a local and national level, listed briefly below:

Arts

- The UNM Art Museum
- The Tamarind Institute, which provides educational and research programs on lithography
- The John Sommers Gallery exhibition space for students
- The Masley Art Gallery, under the direction of the Art Education faculty
- The Harwood Center, Taos

Performance

- Popejoy Hall, a nearly 2,000-seat performing arts center that hosts Broadway shows, symphony concerts, ballet and dance companies, performers, and speakers
- The Keller Hall recital space, which seats 284 people
- The Rodey Theatre, a 400-seat convertible proscenium/thrust theatre

Natural and Cultural Heritage

- The Museum of Southwestern Biology
- Maxwell Museum of Anthropology
- Meteorite Museum
- The Silver Family Geology Museum

Communications, News, and Public Service

- KUNM Public Radio Station
- KNME Public Television Station

The Office of the Vice President for Research oversees 12 research centers and institutes within the UNM system, including science and technology-based facilities like:

- Center for Micro-Engineered Materials (CMEM)
- Center for High Technology Materials (CHTM)
- The Center for Advanced Research Computing (CARC)

The UNM Health Sciences Center is comprised of both academic and clinical operations arms. The academic arm is made up of the School of Medicine; the Colleges of Nursing, Pharmacy, and Population Health; the HSC Office of Research; the Health Sciences Library and Informatics Center; and the Clinical and Translational Science Center. The clinical entities include the UNM Hospital, UNM Sandoval Regional Medical Center, UNM Cancer Center, UNM Carrie Tingley Hospital, UNM Children's Hospital, UNM Children's Psychiatric Center, and the UNM Medical Group.

Support, Infrastructure, and Resources During the COVID-19 Pandemic

The 100-year-old campus model adapted to a learn-and-work-from-home model in two weeks in March, 2020, which continued through all of FY2020/2021. Doing that required a massive shift for students, faculty and staff, as well as rapid expansion of IT service offerings to ensure that the mission was served and that all students continued to have equitable and high-quality access. The pillars of instructional continuity during this time included:

- Student physical and mental health and effective student service support – In addition to transition of student support offices to online services, UNM conducted a student basic needs survey and stood up an Instructional Continuity Task Force that was able to triage and workshop student and faculty issues as they were presented.
- Access to the internet – In order to address connectivity for students, UNM created a resource directing students to internet access and financial assistance programs, identified outdoor spaces with good free public WiFi, maintained access to a COVID-Safe computer lab, and checked out internet hot-spots to Pell-elligible students in need.
- Access to computing devices, software, and technical support – In support of students who did not have adequate computers or Internet Connectivity, UNM IT developed a short- and long-term student laptop checkout program. Using a combination of departmental and Governor's Emergency Education Relief (GEER) / CARE funds, UNM IT purchased 400 laptops in support of this initiative.
- Preparation of classrooms for remote instruction – UNM IT installed networking and equipment to support remote participation and lecture capture in UNM's 150 centrally scheduled classrooms and supported departments with localized solutions for departmental spaces. The basic installations included cameras, microphones, document cameras and displays for remote participant interaction.
- Access to instructional technology tools and services – Growth in usage of IT services for instruction and administrative purposes was exponential during this period. UNM prepared for and supported a 59% increase in concurrent connections the Learning Management System, conducted an inclusive RFP for a migration to the Canvas Learning Management System, protected student privacy through integrated connections to Zoom for web conferencing and Kaltura for lecture capture and play back, supported ADA with captioning solutions, and stood up a new online test proctoring service.

To illustrate the scale of UNM's pandemic response: 7,000 Zoom meetings in all of 2019 became 660,080 in 2020. Over the 12 months at the height of the pandemic, UNM Zoom supported 21,629 licensed users and 4,784,439 meeting participants in 262,418,258 minutes of Zoom meetings. MS Teams meeting use went from zero to 5,500 campus-wide meetings per month. Seventeen new COVID applications were rolled out, some within 24-48 hours, creating 1,988,519 interactions with these applications over the last year. As a cornerstone of UNM's instructional continuity plan, Kaltura facilitated 20,782,303 minutes of viewed lecture content and allowed for on-demand access to that content for students with internet connectivity problems or life circumstances disrupted by the pandemic. To support ADA accommodations for students who needed it, 106,640 minutes of video was professionally captioned.

UNM Academic and Integrated advising rapidly shifted to a remote model and added additional consultation time to meet need in response to the pandemic. Faculty underwent emergency training in online teaching, completing Regular and Substantive Interaction Trainings (RASI), Evidence-Based Practices in Teaching Online (EBPTO), and adopting a just-in-time set of teaching practices developed by the Center for Teaching and Learning. The extension of student support included, among many innovations developed to ensure instructional continuity and services: direct allocation of HEERF and CARES Act funding to students with high financial need (as assessed using regular financial aid processes); development of summer bridge online programs; creation of an online placement exam Lobo Course Placement; rapid creation of laptop and hotspot loan systems; expansion of mental health access; dissemination of academic flexibility best practices; enhanced messaging about support and health services via numerous websites, syllabi, the student portal, and a primary "Bring Back the Pack Website"; health measures and protocols around masking, social distancing, classroom capacity; implementation of a policy on mandatory vaccination with exceptions for accommodations; a rapid response health team to assess campus health concerns.

UNM also played a statewide leadership role with the Consortium of Higher Education Computer/Communications Systems (CHECS) collaborative organization in the development of a comprehensive proposal for the Governor's Emergency Education Relief funding. GEER funding received totaled $2,315,204 which was distributed by the University of New Mexico, acting as fiscal agent for the award, to 30 institutions within the State of New Mexico in support of various spending priorities as identified in the original CHECS GEER proposal.

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

UNM creates an educational atmosphere of excellence, equity, and access through high standards in faculty hiring, support for improvement in teaching and learning, availability of diverse student support services, and rich opportunities for learning inside and outside of the traditional classroom. UNM addressed the challenge of maintaining instructional continuity, student support, and community health during the pandemic with resourcefulness and resilience indicative of robust institutional capacity and extensive commitment to the peoples served by the University.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. *The institution maintains a practice of regular program reviews and acts upon the findings.*

2. *The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.*

3. *The institution has policies that ensure the quality of the credit it accepts in transfer.*

4. *The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.*

5. *The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.*

6. *The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.*

Argument

The University of New Mexico ensures that its academic programs are of high quality, adhere to New Mexico Higher Education Department requirements, meet national standards, and integrate sound and innovative practices. The processes for review, evaluation and oversight of the curriculum and co-curriculum developed by UNM assure both the quality of the student learning experience and equal and inclusive access to that experience.

Academic Program Reviews

Through the Office of Assessment and Academic Program Review (APR), UNM has conducted regular and comprehensive APRs since 2005, with no disruption during the pandemic. APR is a fundamental tool for evaluation of program quality and effectiveness. APRs ensure that academic programs 1) are in line with professional and national standards;

70

2) foster meaningful research; 3) engage with the life of the university; and 4) serve constituents and identified communities. APR offers faculty, deans, and Academic Affairs the information necessary for considering the role of the program in the university and for exploring the program's resources, strengths, and relation to university strategic goals. Lastly, APR secures documentation to demonstrate the value of UNM's programs to the state and community.

During a review, an academic unit prepares a comprehensive self-study, and then hosts a review team. The review team includes one internal and two or three external reviewers, who are appropriately qualified to evaluate the unit. The review team issues a report after the visit, which is followed by a response from the unit, and a plan of action that specifies how the unit plans to integrate improvements. Three to four years before the next APR, a mid-cycle review meeting allows discussion of progress of action plans and any changes, as well as a review of key-indicators of program performance. The APR manual (9th edition), unit self-studies, review team reports, unit response reports, action plans, and mid-cycle review documents are posted on the Academic Program Review website, via links to the digital repository, where all APR documents are stored and are available to the public. While APR is a process internal to UNM, coordination with national standards for accreditation is strategically valuable. Thus, units with discipline-specific external accreditation requirements may opt to coordinate external accreditation with UNM APR. Building off of the innovative general education assessment already conducted at UNM, a 2024 General Education Program Review will follow criteria adapted from the Association for General and Liberal Studies (AGLS).

The UNM Office of Assessment and APR consults with key representatives from the Branch Campuses, and HSC to offer support and coordination regarding their APR process and to archive institutional documents. The APR Peer Model process of the Branch Campuses (i.e., UNM-Gallup, UNM-Los Alamos, UNM-Taos, and UNM-Valencia) involves internal review of academic programs, beginning with a written report by the unit faculty and chair, review by the institutional effectiveness committee for the campus, and review by the Dean of Instruction, who makes recommendations and solicits the unit's response. Reports are then shared with another branch campus for review and recommendations. An alignment matrix correlates the APR Criteria of all the Branch Campuses to those of the Albuquerque campus.

The Health Sciences Center (HSC) (i.e., College of Nursing, College of Pharmacy, the College of Population Health, and School of Medicine) conducts program reviews that are heavily structured by external accreditation requirements, with primary archiving and publication responsibility housed in the HSC Colleges and School. As exceptions, programs spanning undergraduate and health professional programs in the School of Medicine, the BA/MD, Biochemistry, and Biomedical Sciences, follow the APR 9th Manual.

Recent APR review teams have commended UNM programs for their comprehensive and flexible approach to curriculum design to meet diverse student and workforce needs. Reviewers recognize the high caliber of UNM faculty and note that faculty are creative and dedicated in their research and teaching. Many reviews also note that UNM faculty accomplish a great deal with scarce resources. In the past three years, reviews have commented favorably on faculty mentoring and retention efforts—a nice indication that the University-level effort to support faculty retention through ADVANCE is paying off. A recurring APR theme is the promise of interdisciplinary research and teaching, particularly in collaborations on graduate education; the Provost Leadership team is actively exploring how to strengthen interdisciplinarity by designing more effective program support structures. In

some cases, for example, recent APRs with the BA/MD Program (Self-Study and Review), Department of History and the Department of Economics, APR teams have helped departments identify their areas of strength and challenges, including the need to incorporate more research opportunities, or to confront the unsustainable costs of attempts to maintain broad disciplinary coverage.

In 2021, the APR office added a mid-cycle APR review to support departmental strategic planning and responsiveness to student outcomes data (see this example for the Department of Biology: Key Indicators and Research Snapshot). This meeting is an opportunity for representatives from Academic Affairs, the Dean, and the department or program to discuss current student success trends, faculty composition, and research profiles, while also serving as a check-in point to assess progress on the action plan, and to make changes, if necessary.

The APR process also undergoes a process of evaluation and improvement. Chairs and administrators survey responses have allowed the office to identifying areas for improvement. In response, the office has established new workshops and created and revised support materials. The APR Manual (9 edition) includes revisions to "Criterion 5: Faculty" and "Criterion 6: Research, Scholarship, & Service." These revisions focus on identifying whether the program has undertaken measures to mentor and retain faculty from groups traditionally under-represented in higher education. The ninth edition also reframes prompts related to research and creative works, enabling greater clarity about important metrics of achievement relative to disciplinary field.

The Office of the Provost and EVP for Academic Affairs requests that Deans of colleges and schools provide evidence from their most recent departmental Academic Program Reviews to document hiring requests and overall budget requests for supplements to advising, facilities, etc.

Credit Transcripts and Transfer

Policies for transfer credit, as well as standards for any transcripted credit, are maintained in compliance with New Mexico Higher Education Department guidelines to assure the integrity and consistency of the University's education. These policies are posted in main and branch campus catalogs. The NM Authority Code, Public Post-Secondary Education General Provisions, Transfer and Articulation describes the process by which transfer credits are accepted across state institutions. The Transfer Equivalency System (TES) provides a searchable database of commonly transferred courses to UNM. UNM Academic Departments maintain information on degree applicability of transfer courses.

The University evaluates without prejudice courses from post-secondary institutions that are regionally accredited or are candidates for regional accreditation. Course work completed with a minimum grade of "C-" may be accepted as transfer credit, provided the classes are similar or equivalent to courses offered at the University. Remedial personal development or doctrinal religion courses are not accepted. Technical/vocational courses and credit for work or life experience, cooperative education or for courses from out-of-state in which the grade received is lower than a "C-" are not accepted except by petition to the Registrar for review by Faculty Senate Admissions and Registration Committee. Transferable credits from an accredited junior college will be accepted up to a maximum determined by the college in which the student enrolls and New Mexico general education courses are accepted

individually and as a completed requirement fulfilled in its entirety at another HEI. Grades earned in courses taken at other institutions are not included in calculation of the grade point average. Credits and degrees from international institutions are evaluated by the Global Education Office, which consults with faculty in a relevant discipline in difficult or unusual cases and coordinates with Admissions.

The Degree Audit and Transfer Articulation team in the Registrar's Office has historically articulated lower-level courses. Following 2017 state legislation, a New Mexico Higher Education Department Common Numbering Project (CNP), effective Fall 2019, has focused on facilitating transfer between state higher education institutions. Lower-division courses sharing 80 percent of student learning outcomes receive a state common course number (four alpha and four numeric digits, such as BIOL 1101). Upper-level courses are submitted to UNM departments for review through the TES.

Course Quality, Student Learning Expectations, Resources

With ultimate oversight from the Board of Regents and the New Mexico Higher Education Department, UNM faculty maintain course rigor, expectations, and prerequisites by relying on established procedures. Both main and north campus, as well as branch campuses, follow a Curriculum Workflow Process for changes to existing courses, course additions, and course deletions. This extensive process, which involves coordination and input from faculty and administration, itself signifies a commitment to the rigorous oversight of academic offerings. To make any change, addition, or deletion, the initiating department is required to address departmental, disciplinary, and institutional reasons and expected resource requirements on a curriculum form with supporting documentation. Proposed changes are reviewed for approval by the departmental chair or department-level curricula committee, the dean or college-level curricula committee, the Faculty Senate Curricula Committee, University Libraries, the Provost or EVP for HSC, the Faculty Senate, and, in cases of addition or deletion of a degree program, the Student Success, Teaching and Research (SSTAR) Regents' Committee, and the Board of Regents also provide review, before submission for final approval to the NMHED. Graduate programs undergo additional layers of review at the Faculty Senate level by the Graduate and Professional Committee and, externally, by the graduate deans of New Mexico HEIs and by the state legislative finance committee. New undergraduate programs are also reviewed at the Higher Education Department level. Lower-division courses are aligned with the state Common Numbering System and General Education courses are reviewed as additions to the General Education Program by the UNM Faculty Senate Curricula Committee and for their demonstrated capacity to facilitate the learning of essential skills. Only approved courses and programs may appear in the University Catalog, updated on a yearly basis. The UNM Registrar site provides full information on the curriculum submission and approval flow and both written and video instructions on entering course and program additions, deletions, and changes in the Kuali Curriculum platform. In addition, departments are asked to review catalog entries for accuracy on a yearly basis.

The Registrar's Office maintains the prerequisite standards for each degree and certificate. Prerequisite courses are developed at the departmental level and reviewed and approved via the Curriculum Workflow process. However, individual faculty may override by special approval by entering a code into the online registration system. Suggested maps for planning progress towards completion of a degree program are available to students on the site degrees.unm.edu and are also communicated by advisors, via the catalog, in degree audits,

and via departmental and program websites.

Specialized Accreditation

Accreditation of certain academic programs is carried out by specialized accrediting bodies that apply specific standards for curriculum and course content; for example, the Accreditation Board for Engineering and Technology (ABET) accredits undergraduate programs in engineering. More than 40 accrediting bodies have reviewed and evaluated professional academic degree programs across the university. Websites for colleges, schools, and departments publish information about accreditation status and the Office of Assessment and Academic Program Review maintains a calendar on its website coordinating APRs with accreditation. Accreditation contributes directly to outcomes measurement and improvement.

Evaluations of Graduate Success

UNM assesses the success of its graduates at the college- and institutional-level. The effort to track post-graduate outcomes at the institutional level is focused on a systematic assessment incorporated in the Academic Program Review process. The Academic Program Review process includes the exploration and evidence of how programs monitor the success of their students after graduation. From Fall 2019 to Spring 2022, twenty academic programs reported their internal mechanisms along with external data from UNM Alumni Relations student alumni surveys.

The majority of programs administered alumni and satisfaction surveys either at the department or college/school level; some at the end of each semester to graduating students, some one-year post-graduation, and another program plans to send a survey five years post-graduation. Beyond surveys, individual programs developed exit interviews, LinkedIn community accounts, alumni anniversary events, Alumni Liaison staff positions, career and job placement opportunities for their graduates, and embedded alumni tracking methods through assessment. For example, Teacher Education, Educational Leadership & Policy has received placement information of their alumni from the New Mexico Public Education Department. Programs tied to licensure and certification exams also track pass rates, especially first-time examination as a form of success of alumni. These include the School of Law and Bar exam pass rates, the College of Education and Human Sciences and NES pass rates, the College of Nursing and licensure exam pass rates, the School of Medicine tracks outcomes for UNM-trained MDs, and Architecture uses Architect Registration Exam (ARE) pass rates. Overall, programs provided specific examples of their student success stories, especially at the graduate level, and indicated plans for improvement in educational outcomes.

Within the APR process, UNM academic programs reported employment and graduate program acceptance as defining factors of alumni success. Programs identified very specific organizations and businesses where alumni found employment across the private, public, and non-profit sectors, as well as in the military or through self-employment. Those students who completed their PhD found positions in academia across many national and international institutions.

A few programs stated how their students contribute to the needs of New Mexican communities. For example, the BA/MD program's mission is to increase physicians in rural communities around the state (see self-study Appendix A). Of the 49 doctors in practice, since inception–34 remained in New Mexico, of which 35% are serving outside of Albuquerque. The Anderson School of Management created a pipeline (pg. 64) to local and national laboratories to meet the demand of business operations professionals over the next 5 years (2020-2025). This is in addition to the general employment information they collect from graduates.

Programs identified further plans to track alumni systematically in the future. Internships and externships, research contributions, publications, conference presentations and other networking activities, leadership role obtainment, competitions, auditions, exhibitions, awards, and examination pass rates were all mechanisms cited by programs as potential measures. Health, Exercise, & Sports Sciences, in particular, track students' contributions to journal publications and research dissemination. The Special Education Program has learned of career advancement into administrator roles of their alumni, serving tribal and Spanish-speaking communities as well as children with disabilities. Many alumni of Music have shared successful auditions for professional performing companies. Theatre & Dance alumni have won awards and other recognitions for their industry work beyond UNM.

While graduate success has been shared through the APR process and UNM program websites, units recognize the need to expand efforts to systematically track and maintain contact information with their alumni. Program leadership, faculty and staff are building strategies to collect and document their alumni success. The Office of Assessment and APR generates reports, newsletters, and meetings to continually learn about and share methods of assessing graduate success.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. *The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.*

2. *The institution uses the information gained from assessment to improve student learning.*

3. *The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.*

Argument

In 2008, the University adopted a set of Student Learning Goals in line with its academic mission, and derived from the Liberal Education America's Promise (LEAP) outcomes articulated by the American Association of Colleges and Universities:

> **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.

Assessment designed around identified student learning outcomes is embedded in university culture as a widespread, robust, well-supported, and consistent practice at UNM. Most undergraduate and graduate UNM degrees boast well-developed plans and regular assessment. Even at the height of the pandemic, during the 2020-21 academic year, UNM Main Albuquerque campus submitted assessment documents for 69.4% of its undergraduate programs, and 61.9% of its graduate programs. Branch campuses submitted assessment documents for 42.9% of associate degree programs. The most recent inventory of submissions available is for academic year 2020-2021. A digital repository housed in University Libraries and maintained by the Office of Assessment and APR now stores over 2,706 assessment documents in an archive that can be searched for meta-data on institutional trends.

UNM relies on an internally developed Evaluation Kit to collect end of semester course student evaluations. Evaluation Kit results and peer teaching evaluations are used by department and program chairs in annual faculty evaluations and may form the basis of a discussion about specific action that faculty members may take to improve learning opportunities in their classes.

Assessment of Student Learning Outcomes

The Office of Assessment and APR (OA) provides day-to-day support on assessment design, data collection, cohort tracking, assessment management and reporting, while also coordinating institutional assessment strategy and analysis of assessment results through coding and systematic feedback on a sample of reports. Since 2019, the OA has relied on standards developed by the National Institute for Learning Outcomes Assessment (NILOA) and the American Association of Colleges & Universities (AAC&U), along with the exploration of assessment at peer institutions. The OA archives and evaluates assessment plans and reports, with accompanying evidence. It synthesizes findings, as well as college-level reports, into the Annual Institutional State of Assessment Report for Academic Affairs. The OA also provides data support and workshops, assessment talks such as "Simplifying Assessment" and "Graduate Level Assessment" as part of their outreach and service.

The OA regularly convenes a working group of representatives from each college, school, or branch, that form the Provost's Committee on Assessment (PCA). These representatives lead the College Assessment Review Committees (CARCs) that oversee assessment at the program and college/school/branch levels. The committee is responsible for ensuring that the assessment plans of the academic programs in their respective colleges and schools are reviewed for updates at least once every five years.

With guidance from the Office of Assessment and the PCA, College Assessment Review Committees (CARCs) provide feedback to programs (on collected assessment plans, reports, and review forms) relying on an Academic Program Assessment Maturity Rubric. The rubric emphasizes the need for articulated and measurable Student Learning Outcomes that align with the University mission and broad goals, as well as the need for appropriate data collection, analysis, and implementation of action on the basis of findings. (Note that the new mission statement, affirmed in February 2023, has yet not been incorporated into 2023-24 assessment). Each CARC is responsible for developing and implementing an internal reporting process and for providing a college-level report to OA.

The College of Arts and Sciences is consistent in expectations for assessment and builds in rewards for programs that are using assessment to improve student learning. Complete assessment reports are now one of the requirements for departments to gain access to the Dean's discretionary raise pool. Faculty promotion guidelines for submission of teaching portfolios now request evidence of assessment and improvement. Assessment grants are also an incentive for instructors to improve their assessment and/or implement new initiatives in monitoring student growth.

In August 2019, UNM launched a revised general education program. In compliance with state statute, General Education assessment is focused on five essential skills: Critical Thinking, Quantitative Reasoning, Personal & Social Responsibility, Information & Digital Literacy and Communication. UNM just completed its third year of the General Education assessment cycle designed around individual skill rubrics and rating achievement of skill development on a 0 to 3 scale.

The results, described in the State of Assessment report for summer 2022 (see infographic on page 3) and in a General Education Report (see also the GE infographic), serve as a benchmark for work in the next semesters on improving student outcomes and learning in general education courses. These results have also prompted the design and implementation of regular General Education success workshops hosted by the OA and the Center for

Teaching and Learning, as well as development of a General Education instructor assignment collection to aid in assignment design.

On main campus, the philosophy department (see APR self-study pg. 10) is an example of a program that has worked to create student learning outcomes with alignment between outcomes, metrics, and benchmarks. The metrics have been improved by a shift from summative to formative measures, and there is clear scaffolding from the undergraduate to the graduate program.

In the Health Sciences Center, to provide another example, the School of Medicine has rigorous processes for integrating assessment with curriculum design and teaching improvement that attest to alignment of internal oversight and external accreditation. The UNM School of Medicine Curriculum Committee (CC) includes members of the faculty, administration and student body. They are tasked with the overall design, management, integration, evaluation and enhancement of the medical curriculum. Two subcommittees, the Phase I Block Chairs Committee and the Phase II/III Clerkship Directors Committee, plan, schedule and implement the preclinical (Phase I) and clinical (Phase II/III) phases of the curriculum, and are responsible for the assessment of students. Each has members who serve on and report back to the CC, which assesses/evaluates each Phase I block and Phase II clerkship on an annual or biannual basis. In addition, the CC performs a whole curriculum review annually to track metrics towards meeting the School of Medicine Educational Competencies and Objectives, which are revised every third year. The Phase I curriculum underwent revisions beginning in in 2019 based on CC review. Phase I was lengthened 18 to 21 months, content was updated, and intersessions were added (WISE weeks: Wellness, Integration of basic and applied clinical sciences, Step I preparation, Education on learning). Following these changes we saw improvement in our national board pass rates and scores. The Data Collection Instrument for Full Accreditation provides evidence of the quality of health education at the School of Medicine on UNM's Health Sciences Center (North) campus.

Co-curricular Assessment of Academic Advising occurs on a regular annual cycle. Due to pandemic pressures requiring the dedicated commitment of staff to providing critical student support, student resource center directors in the Division of Student Affairs and Services collected assessment information, but report completion has been extended to the end of 2023 and reports will cover a three-year cycle. We are taking advantage of the extension to add additional assessment and evaluation staff to the assessment team and to design more streamlined co-curricular assessment. University Libraries works systematically to improve its performance. The primary assessment tool is LibQUAL, which has been administered four times since the last accreditation in 2009, 2011, 2014, and 2017. The UL is currently evaluating its assessment tool adapted to UNM 2040 strategic planning. The Center for Teaching and Learning assesses its peer tutoring program for the College Reading & Learning Association International Tutor Training Program Certification and holds a certification valid to 2027.

Overall, the OA has also begun administering an annual survey to understand the needs of their constituents and gauge the quality and effectiveness of their services. As a result of this, the OA has made strides in communications with disseminating institutional quarterly newsletters and providing monthly emails to the PCA. In addition, best practice workshops for assessment planning, analysis and results use have been established and facilitated for all areas of assessment.

Beyond the work of the OA, UNM's involvement in the Student Experience Project since 2019 enabled real-time measure of improvement in teaching practices via a de-identified student survey tool produced by Project for Education Research That Scales (PERTS). UNM is

continuing to make the tool available to faculty fellows who participate in UNM SEP learning communities, since it provides insight into equity gaps and provides inclusive teaching practices to address them.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. *The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.*

2. *The institution collects and analyzes information on student retention, persistence and completion of its programs.*

3. *The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.*

4. *The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)*

Argument

UNM 2020 identified an increase in timely degree completion as a crucial element in preparing students to be lifelong learners in academic and personal achievement, career, and leadership. The plan set the goals of achievement of a four-year graduation rate above 25 percent (see UNM 2020 Strategic Plan Final Report). In fact, UNM saw one of the fastest improvements in graduation rate in the country, beginning in 2010, from about 15% to 35.5% in 2020. Our analysis of our improvement effort indicates that a combination of curricular reform and transformation of first-year programming yielded these significant gains. By 2022, despite the pandemic, four-year graduation climbed to 37.77%. However, six-year graduations rates declined from 56.1% in 2020 to 52.46% in 2022. Perhaps due to pandemic challenges as well, the third-semester retention rate declined from approximately 76.5% for classes entering in 2018 and 2019 to 71% for the class that entered in 2021. In comparison with the past two years, second-semester retention at present (for the class entering in Fall 2022) is promisingly high at 85.5%. Specific retention efforts—from extensive first-year programming, to pro-active advising, to faculty interventions—are having an effect.

Our ambitious goal moving forward is to acknowledge the actuality that most of our students take between 4.6 and 5 years to graduate and to achieve 6-year graduation rates of at least 60% by 2030. To do this, we will need to improve third-semester retention, bringing it to 80%. Only a third of transfer students to UNM's bachelor's programs completed their degrees at UNM between 2017 and 2022. We target an increase in transfer graduation to 45% of transfer students by 2030. Academic programs like SEP and ECURE and certain co-curricular programs have yielded persistence rates that are higher for the thousands of students in courses incorporating these programs than for their peers. Achieving our 2030 goal depends on scaling the practices used in these pilots and being more effective in channeling students towards cocurricular mentoring programs and research and engagement opportunities.

With 2040 strategic planning underway across the University, we have not yet set targets for graduate and professional programs. However, a broad consensus exists that our graduate and professional programs, which are already highly diverse by national standards, are not as diverse as our undergraduate population and that more work should be devoted to creating graduate and professional bridges for URM students, building upon successful work in programs like El Centro de la Raza's El Puente and the Mellon-Mays Fellowship.

The University collects and analyzes a range of institutional data through the Division of Enrollment Management (EMRT) and the Office of Institutional Analytics (OIA), including IPEDS data. Both units provide easily accessible data visualizations and facts tables through their websites, including data that directly support the needs of departments undergoing Academic Program Review. Across the institution, data collection and analysis follow IPEDS definitions and support understanding of UNM's distinct position as a Carnegie Category Research I, Hispanic-Serving, and majority-minority institution with a high number of first-generation college students. Information on student enrollment, freshman cohort tracking, degree-completion, retention, faculty, and staff can be searched by demographic characteristics, division, and campus. OIA maintains a calendar of critical reporting and meets federal, state and research group or media study deadlines. This includes Federal IPEDS reporting on students, employees, financial aid, and human resources, as well as reporting on enrollment (census and end-of-semester), degrees, and financial aid to the New Mexico Higher Education Department (NMHED).

The OIA Factbook publishes yearlong reports on degrees conferred, numbers of faculty and staff, and financial aid disbursed to students. The office maintains and publishes records on course enrollments and fail rates, time to degree by college and program, and student enrollment by residency status. It responds to specific data requests, such as course outcomes by student class level and course modality. Colleges and schools, as well as departments and units, collect internal information and provide links to institutional data as well. OIA also publishes a data dictionary to facilitate shared understanding of institutional terms in reporting, analysis and assessment. With the Office of Assessment and Academic Program Review, OIA sponsors an annual conference on the "Art and Science of Data" to promote shared awareness of data that is critical to the University mission as well as development of data analytics techniques that are of use to individual units. The provost regularly presents data on enrollment and persistence at the Regents' Student Success, Teaching, and Research (SSTAR) committee using OIA sources.

Academic Program Review mid-cycle key indicators and strategic conversations with Academic Affairs and College leadership incorporate discussion of graduation rates from an academic program with a focus on demographic information about students who may have left a major or not graduated at all. Education-focused grant activity at UNM, such as the successful 2017 NSF Career grant to improve persistence in Chemical and Biological Engineering awarded to Dr. Vanessa Svihla Framing and Reframing Agency in Making and Engineering, addresses retention, graduation, and equity. On the level of the entire university, "Goal 2: Student Experience and Pedagogical Innovation" in UNM 2040: Opportunity Defined sets the bar for improving retention and graduation in the next two decades as successfully as we have in the past decade. Institutional data informs major Office of Advising Strategies initiatives, such as the creation of the in-house Lobo Course Placement tool, supportive re-entry courses for students on academic probation, and the development of transfer pathways.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Over the past decade, UNM has improved advisement, assessment, academic program review, learning environments, and student support services through concerted effort and targeted resource allocation. Despite third-semester retention setbacks during the first two years of the pandemic, four-year graduation rates continued to rise, and we achieved our 2020 strategic plan graduation goal. While the metrics have not been completely set for UNM 2040, we are committed to identifying aggressive goals for improving retention, persistence, and graduation among undergraduates and graduate and professional students.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. *Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.*

2. *The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.*

3. *The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.*

Argument

UNM governance and administrative structures promote effective leadership and support collaborative processes in fulfilling its mission. UNM has structures in place to ensure significant decisions are informed by key stakeholders on the UNM campus. Faculty, staff and students are all represented by shared governance units. The institution has three faculty governance bodies, Faculty Senate (FH, A60), the Committee on Governance (FH, A52.2), and the Committee on Academic Freedom and Tenure (AF&T, see FH A52.1), with elected membership from across the university system. HSC and Branch campuses address internal campus concerns and coordinate with the Faculty Senate via local faculty assemblies. Two student government organizations, the Associated Students of UNM and the Graduate and Professional Student Association, administer student matters for their constituencies and provide student representation to critical committees. Equally, Staff Council draws representation from districts across the institution and provides representation to major decision-making committees.

The structure has created an internal institutional culture grounded in the principles of stakeholder involvement and shared governance. Students, faculty, staff, and members of the community have opportunities to provide input in defining the strategic direction of the University. Central administrators (deans, provost, and president), departmental chairs, and elected faculty leaders use processes of shared governance to shape decisions under the ultimate authority of the Board of Regents and with substantial input from staff council, elected student leaders, alumni, and other community members. Our culture is formalized through an organizational structure and decision-making processes that provide sustainable avenues for communication and collaboration.

As described in Criterion 2, major bodies of policy (Regents' Policy Manual, Faculty Handbook, and University Administrative Policy) codify shared governance and are modified through consultative processes, including designated periods for public comment.

The composition of major decision-making, advisory, and search committees draws from constituents across the university and relies on a principle of inclusion. For example, the Regents' Student Success, Teaching, and Research Committee is comprised of three regents, the provost, the president of the faculty senate, and the president of staff council serving as voting members who are advised on the committee by the president of the Associated Students of UNM, the president of the Graduate and Professional Students of UNM, and the co-chairs of the UNM Parent and Family Association. Data on student success is regularly reviewed in this committee.

The Budget Leadership Team, the Capital Planning Leadership Team, the Facilities Improvement Needs Team, and the Information Technology Governance Committee develop resource allocation recommendations, consult broadly on constituent needs and include faculty, staff, and student representation in their membership.

Executive Searches engage broadly representative stakeholders in development of position descriptions and in membership on search committees, while also assuring search involvement through finalist candidate fora and collection and consideration of stakeholder response by the search committee and hiring officer.

In supporting the development of major resource allocation recommendations and in making critical strategic decisions, the President's executive team, faculty governance, and the Board of Regents rely on carefully vetted institutional data about enrollment, retention, financial forecasting, expenditures, Human Resources, facilities, and capital projects. Criterion 5C describes Enrollment Management analysis regarding enrollments and demographics, the Intergraded Campus Planning efforts, and the 10-Year Consolidated Plan, which relies on information provided from multiple units to inform the forecasted financial plan.

Academic requirements, policy, and processes develop through direct engagement of faculty and, where appropriate, students and staff. For example, updates to Undergraduate Student Conduct and Grievance Procedures (FH, D175) and Graduate and Professional Student Conduct and Grievance Procedures (FH, D176) occurred in February of 2022 with formal approval by the Faculty Senate and UNM President after a year-long process including consultation with faculty and Dean of Students' staff, as well as the Office of Compliance, Ethics, and Equal Opportunity. The Faculty Senate worked closely with the Office of the President and EVP for Academic Affairs and the Office of the Registrar to implement Covid-19 Emergency Measures for Student Academic Success assuring academic flexibility in grading and other processes. In another example, a sub-committee of the Faculty Senate Admissions and Registration Committee (including ex officio membership of the Registrar) is examining data informing a possible change to the withdraw policy in response to an Academic Affairs request. The sub-committee is consulting broadly with academic and integrated staff advisors in making its recommendation to Office of the Provost, Office of the Registrar, and the Faculty Senate. The Office of Institutional Analytics and Enrollment Management analyze institutional data in response to specific queries to provide information enabling improvement work relative to student persistence.

For additional description and information, please see 5B and 5C.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. *The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.*

2. *The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.*

3. *The institution has a well-developed process in place for budgeting and for monitoring its finances.*

4. *The institution's fiscal allocations ensure that its educational purposes are achieved.*

Argument

The University of New Mexico strives to ground all decisions and planning efforts in our commitment to students, and the academic mission of a flagship research university.

Operational Staff and Infrastructure

In accordance with the Professional Development and Training section of the University Administrative Policies and Procedures Manual (UAPPM, 3290), the university requires employees to undergo university-wide mandatory training and employment-specific training. Topics discussed in this training include safety measures and discrimination and harassment prevention. For new employees, the university provides the New Employee Experience, which provides critical training and onboarding information to new employees through their first three months of employment. A key priority of the University of New Mexico, as articulated in its UNM2040 Strategic Plan, is to ensure a sustainable and high-quality workforce. Over the past year, UNM has implemented several new strategic efforts to increase the effectiveness of staff recruitment and retention efforts. Specific examples include a formalization of hybrid and remote work for staff employees, and a revamp of UNM's wage and salary administration policy to provide enhancements in internal equity and department flexibility in determining employee salaries.

Faculty Orientation is also a vital onboarding tool. New Faculty Orientation (see 2022 agenda for Unit 1 faculty) is designed to provide information about university policies, procedures, and benefits related to their employment. During faculty orientation, new faculty members meet senior leadership, learn about UNM's students, and gain insights into teaching and research at UNM. They are exposed to the breadth of resources related to faculty development, including the Center for Teaching and Learning, the Office of the Vice President for Research, its Faculty Research Development Office, Graduate Studies, UNM Libraries, Academic Information Technologies, the UNM Ombuds Office, the Counseling and Referral Service, the Division for Equity and Inclusion, and UNM Advance. New Faculty Orientation is

offered in August and January of each year, and include in-person and remote components.

Academic Leaders often step into administrative roles directly from faculty positions. Under supervision of the Faculty Development Council, Academic Affairs offers a two-day New Chair Orientation prior to fall semester, supported by monthly Chairs and Directors Colloquium meetings through the academic year, at which department chairs and program directors share knowledge, receive supplementary training, and discuss common challenges. Academic Affairs also offers periodic orientations for new deans (summer/fall 2020 and spring/fall 2023).

Academic advisors serving colleges and schools and integrated advisors in Student Affairs and Services resource centers receive extensive initial training by the Office of Advising Strategies prior to active engagement in advisement and support and continuing development through supervision, Advising Matters, and Advisor Institute.

To ensure employees remain highly effective in their jobs, the university requires that an annual evaluation be completed for every regular employee. The performance evaluation process uses an online system that allows for an efficient routing process, real-time status reports, a more effective way to confirm evaluation completion rates, and an automated load of scores to the Banner system. Supervisors meet individually with employees to discuss the progress of their previous year's goals, and to establish goals for the upcoming year. Similarly, UNM requires department chairs to conduct annual reviews of all faculty members. To optimize the work environment for satisfaction and success, the university encourages personal and professional development through health programs and through a tuition remission program.

The university utilizes tools to develop multi-year financial forecasts and infrastructure support plans. UNM purchased the Workday Adaptive Planning tool in 2021, which assisted with the development of a UNM Combined Enterprise 10-Year Plan and Main Campus Core Financial Plan for the University in alignment with the UNM 2040 Strategic Plan. Expansion of the tool to departments, schools/colleges/divisions and branches are in process and will begin to be piloted in Fall 2023.

UNM planned and executed an effective campus-wide transition to remote and hybrid learning (see the last section of 3.D. for more details). Triggered by the pandemic, the transition was built on a foundation of planning and preparation over multiple years that positioned us well to meet both emergent and ongoing needs. As the most direct evidence of this effort, UNM transformed its traditional campus model to a learn-and-work-from-home model in two weeks in March 2020. 7,000 Zoom meetings in all of 2019 became 660,080 in 2020. MS Teams meeting use went from zero to 5,500 campus-wide meetings per month.

Cybersecurity has been a primary IT focus due to rising concerns about cybersecurity risks and specific threats to higher education. UNM has continued to make huge gains in improving our security posture institution wide. Major progress to date includes deploying Multifactor Authentication (MFA) for managed accounts across the institution, deploying Endpoint Detection and Response (EDR) to all enterprise managed workstations, expanding the use of security event monitoring and logging to the tune of 37 billion events being processed per month, and successful deployment of internal phishing campaigns with corresponding training as an education and awareness initiative for our campus community.

Each UNM campus maintains operational staff and leadership who coordinate with their own campus leadership teams and also with UNM Main Albuquerque leadership and central

processes. For example, while branch campuses each award degrees, their academic curricula are fully coordinated with UNM Main Albuquerque and, indeed, courses and student learning outcomes are shared across UNM campuses and curricula are reviewed through a shared curricular flow process. In another example, individual campuses support area specific libraries, yet faculty, staff, and students have broad access to the collections of University Libraries, including access to electronic databases and interlibrary loan.

Institutional Goals, Organization, Resources and Opportunities

The UNM 2040 Mission is to "serve[s] as the state's premier institution of higher learning and provider of health care by promoting discovery, generating intellectual and cultural contributions, honoring academic values, and serving our community by building an educated, healthy, and economically vigorous New Mexico."

The University meets it responsibilities in higher learning and healthcare through a resource planning process, drawing information from multiple units across campus. These inform the development of a realistic budget that distributes resources in alignment with the university strategic plan. Units include Human Resources for information on compensation and benefits; Enrollment Management for information on enrollment and financial aid changes; Government Relations on State funding changes and opportunities; and the Office of the Vice President for Research on research opportunities, contracts and grants, and F&A distributions.

Multi-Year Planning efforts are developed each year, beginning with the departmental level, then the college/school/division level, and finally to the executive vice president level. These plans include requests for resource allocations based on the priorities of the unit in alignment with the university's strategic plan, as well as information regarding the future outlook of the unit regarding enrollment projections, future capital and facility needs, program changes, and the overall projected operational needs of each unit.

Input from Multi-Year Planning efforts are integrated into the UNM Combined Enterprise 10-Year Plan and Main Campus Core Financial Plan, this plan is utilized to make informed decisions around all financial planning efforts.

The caliber of faculty, staff, and leadership, maintained through rigorous recruitment, careful training, and milestone reviews, is the most critical asset that UNM brings to meeting its mission. Attentive to maintaining its R1 status through active and varied research portfolio and educational programming, the University ensures its capacity serve "our community by building an educated, healthy, and economically vigorous New Mexico."

Budget Development and Financial Monitoring

Annual fiscal and budgetary reports are presented to the BoR and subcommittees throughout the fiscal year in accordance with the annual budget development calendar. These reports include Categorization of Reserves detailing fiscal year ending reserve balances, quarterly consolidated operating financial statements, Mid-Year Projections, Annual Budget Recommendation and Budget Adjustment Request. All reports are consolidated to provide transparency and a complete picture of the university's budget and fiscal status.

The institution has internal financial controls in place to monitor and review all fiscal transactions in accordance with university policies and procedures to ensure compliance with accounting standards and practices. Budgets are monitored and reviewed during a Mid-Year Budget Review, which is used for the annual revised budget submitted to the state for approval. In addition to the annual mid-year review, other fiscal reporting efforts are required to ensure proper use of resources such as differential tuition and student course fees. The institution undergoes an annual independent audit provided by different external accounting firms in rotation, per national best practice. The firm presents its findings to the University Board of Regents and, in turn, these are publicized on the Financial Services Division webpage and reviewed by the New Mexico State Auditor.

In the prior accreditation report, findings regarding the fiscal management of the Department of Athletics were reported. Since then, the university took corrective action and received from the HLC's Institutional Actions Council (2018 Interim Report, 2021 Focused Visit) confirmation that the issues addressed in the prior report had been resolved. We continue to be committed to the improvements made to address these concerns, and actions put in place are still in place to ensure transparent fiscal oversight and management. Further, after demonstrating a balanced budget and the implementation of a deficit reduction plan, the university has formally made a request to the State of New Mexico to be removed from the Enhanced Fiscal Oversight Program.

Fiscal Allocations and Educational Purposes

UNM's resource allocation process aligns with the UNM's core values and mission demonstrated in the UNM 2040 strategic planning framework. Multi-year planning efforts are developed each year from the departmental level, college/school/division level to the executive vice president level. These plans include requests for resource allocations based on the priorities of the unit in alignment with the university's strategic plan. Plans are prioritized and presented to the Budget Leadership Team (BLT). The BLT was established in 2010 in response to faculty advocacy for strengthened shared governance and transparency. The BLT is comprised of constituents throughout the university, including deans, faculty, senior administrators, ASUNM president, GPSA president, faculty senate president, the athletics director, and staff council president. The committee developed sub-committees that focus on specific resource planning areas, including new resources, cost and reallocation opportunities, tuition and fee structures, and long-term budgetary planning. The BLT meets monthly from September through March to review long-range financial planning, state financial projections, as well as year-specific budget proposals and benefits changes. The BLT is responsible for presenting a comprehensive budget recommendation to the president. Multi-year plans are also utilized to inform the development of the UNM Combined Enterprise 10-Year Plan and Main Campus Core Financial Plan.

Academic Affairs has made significant investments in faculty lines, faculty retention and promotion, student success, advising, and recruiting, graduate assistantships and fellowships, and other areas. These investments are aligned with UNM 2040 goals, and demonstrate the role of educational purposes in our fiscal allocations.

The Integrated Campus Plan reflects the vision for growth and development on all campuses integrating infrastructure improvements and additions. Additional committees were established to facilitate comprehensive planning efforts and collaborative decision making for

capital and minor capital projects. The Capital Planning Leadership Team (CPLT) was established in 2019 to evaluate building renewal, replacement and capital improvements for projects supported by state funds and institutional bonds. The Facilities Improvement Needs (FIN) team was established in 2021 to evaluate building and equipment renewal and replacements, emergency maintenance needs and minor capital outlay projects. Construction and renovation of necessary research, academic, and student centric spaces have been prioritized in these committees as demonstrated in the major capital projects funded over the past several years. Examples include the new Physics, Astronomy and Interdisciplinary Science building, which is the largest governmental bond-funded project in UNM's history, expansion and renovation of Johnson Center and Student Health and Counseling, FSAE Motorsports Lab in the School of Engineering, and UNM Library shelving project to expand the university's library repository. Other important minor projects include renovations for the Predock Center for Design and Research in the School of Architecture and Planning, the Adobe Creative Cloud and Graduate Commons in the Zimmerman Library, and multiple classroom renewals and equipment replacements.

Significant investments have also been made to expand research efforts university-wide. Examples from the Office of the Vice President for Research include the WeR1 Summer Research Faculty Support (SuRF), an institutional initiative to support main campus faculty in navigating the post-pandemic world. UNM data show that during the pandemic, many faculty members spent less time on research and scholarship and related professional development as they revised their teaching and dealt with new and different demands in their home lives. As we transition out of the pandemic, the WeR1 Faculty Success Program seeks to support UNM faculty in new and creative ways. Financial awards (up to $5,000) will be made to promote a faculty member's research, creative, and scholarly activities. These summer research funds are available to scholars from all disciplines and can be used for a variety of aspects of a project. A total of 134 faculty were supported in FY21-FY23 with $481,000.

The WeR1 Program to Enhance Research Capacity included a request for proposals to the Program for Enhancing Research Capacity (PERC) for shared instrumentation or enhancement of shared facilities that enable major endeavors to advance discovery, creativity, and innovation across campus. Up to $400,000 will be invested in each funding cycle with two funding cycles in the 2021-22 academic year. Afterwards, PERC RFP's will be released once per academic year in the Fall Semester. Twenty-one projects were supported in FY22-FY23 with $1.15M.

The WeR1 Fostering Research Expansion in the Social Sciences & Humanities (FRESSH) pilot program established a cohort of social science and humanities faculty, to develop research concepts and proposals suitable for federal agencies and foundations, e.g., NSF Directorate on Social, Behavioral, and Economic Sciences (SBE) program and the National Endowment for the Humanities (NEH). Twenty faculty were supported with $60K in FY23. Eight proposals have been submitted thus far (1 NEH Award Received; 1 NSF award likely).

The Grand Challenges (described at length in 3.B., "Faculty and Student Contributions to Scholarship and Creative Work") included an initial investment of $2.1M to support three initial teams, researching successful aging, substance use disorders, and sustainable water resources. Since then, $50M in new funds have been generated, supporting more than 350 faculty and staff researchers, and engaging 1,500 students. The program is continuing with new teams and new seed funding.

A substantial grant from the National Institutes of Health (NIH) will boost inclusive excellence efforts at The University of New Mexico and support the hiring of nine diverse faculty in

biomedical research in the College of Arts and Sciences. The $15.6 million, five-year award to the University is part of the NIH Common Fund's Faculty Institutional Recruitment for Sustainable Transformation (FIRST) program. The award to UNM and four other universities was announced by the NIH. The NIH U-RISE at UNM (Attachment 13) includes $118K in support over 5 fiscal years, part of a $1.67M grant.

The institution's fiscal allocations ensure that its educational purposes are achieved and university constituents actively pursue and secure grant funding to pilot educational improvement projects and serve the public good through the advancement and development of knowledge production.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. *The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.*

2. *The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.*

3. *The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.*

4. *The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.*

5. *Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.*

6. *The institution implements its plans to systematically improve its operations and student outcomes.*

Argument

UNM allocates resources in alignment with its mission and conducts deliberate and regular evaluation and assessment across all units. It considers perspectives of internal and external constituent groups, grounds its planning on knowledge of current capacity and future projections, as well as anticipation of external changes, and our ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that informs strategies for continuous improvement.

Resource Allocation

The institution allocates its resources in alignment with its strategic plan, which can be demonstrated in the executive vice president's Multi-Year Plans. Since inception of this planning process in 2019, top university priorities have been funded through this process. Examples include faculty compensation, recruitment and retention, enrollment and student success initiatives, strategic research initiatives, compliance and safety initiatives, and maintenance and infrastructure improvements. See, for example, 5B, and the details of investments made by OVPR campus-wide for research efforts, as well as resource planning for capital projections through the Capital Planning Leadership Team (CPLT) and Facilities Improvement Needs (FIN) processes. The multi-year planning through the Budget Leadership Team also demonstrates systematic planning efforts.

Planning, Budgeting, and Assessment of Student Learning and Operations

The Office of the Provost and EVP for Academic Affairs oversees extensive academic program review and program assessment. College and School Deans are asked to provide evidence from Academic Program reviews and mid-cycle reviews to support annual budgetary requests, including faculty and staff hiring requests. The Academic Affairs leadership team relies on information about student outcomes to make determinations about the addition of additional resources to support student success, such as resource center staff, academic advisors, or the transformation of processes in support of students undertaken in the curriculum and co-curriculum—for example, the creation of the Undergraduate Research, Arts and Design Network (URAD) to connect students to academic engagement opportunities, and in Student Affairs and Services unit.

Two especially pertinent examples of transformation in operations based on assessment are the improvements undertaken to address HLC and State of New Mexico concerns about fiscal management in the Department of Athletics and improved onboarding and communication in all areas of shared governance, also in response to internal constituent and HLC accreditation concerns. More broadly, the President's effort since 2018 to hire exceptional and reputable leadership across all areas has created broad improvement in campus inclusiveness; financial forecasting and fiscal management; oversight and innovation in academic affairs; and strategic planning in HSC.

Planning in View of Internal and External Perspectives

As described above (see 5A and 5B) The Budget Leadership Team, the CPLT, and the FIN processes include representation from all parts of campus, including academic leadership; faculty, staff, and student representatives; among others. Branch campus advisory boards include local community members. Numerous departments, especially departments with external licensure requirements, engage advisory boards as well, such as the Master of Public Policy Advisory Board. University Museums, Institutes, and Category 3 Centers rely on boards and affiliates to provide insight about opportunities to fulfill unit and university mission more effectively. Units serving as portals to the university engage advisory boards, for example The University Art Museum engages a Student Advisory Board in its work of making collections and exhibits available, topical, and exciting and the KUNM Public Radio Station confirms programming and audience relations decisions with the KUNM Radio Advisory Board, which prepares and annual report.

University leaders and constituents participate in national associations and disciplinary organizations and draw ideas for improvement from the exchange of ideas with their peers. For example the American Public and Land Grant Universities "Powered by Publics" initiative has led to transformation in approaches to student employment, student experience, and basic needs. Involvement in Undergraduate Education and Research Universities has led to a revitalization of curricular analytics at UNM.

UNM President Stokes works closely with the New Mexico Council of University Presidents (CUP), serves on the Governing Board of the Hispanic Association of Colleges and Universities (HACU), is a core member of the Albuquerque Homeless Coordinating Council, and has recently brought UNM into University Innovation Alliance (UIA). These leadership roles and relationships place UNM at the center of information and improvement activity

around equity in education.

Planning for Current Capacity and Changes

The University has developed a written Strategic Enrollment Plan that identifies recruitment and enrollment activities and goals for undergraduate and graduate students for the recruitment and enrollment cycles beginning Fall 2022 through 2026—the next five years. Recent historical data are provided as reference of trends that the institution has experienced.

The Strategic Enrollment Plan was built on a foundation of work done by the Enrollment Management Task Force, involved comprehensive reviews of historical and current data, included considerable discussion, and developed a set of key priorities, strategies, and goals, in consultation with constituents across the institution. This plan reflects work by staff and faculty across the University, including the Dean of the Graduate School, other College and School Representatives, and a core Strategic Enrollment Planning Team that consists of personnel from the Division of Enrollment Management. Continued review and refinement by the Enrollment Management Committee (EMC) will provide additional guidance.

The Vice President for Enrollment Management, the Dean of Graduate Studies, and the Director of the Global Education Office will have primary responsibility to ensure that the Comprehensive Strategic Enrollment Plan is implemented and will provide regular reports of progress to the University leadership.

To administer institutional aid and other resources effectively, we utilize predictive modeling for financial aid and scholarship awards, adjusting scholarship tiers each year based on yield expectations, as well as also adjusting need-based and scholarship awards throughout the recruitment cycle to uncommitted students that are identified as most likely to be receptive. To reduce instances of over-awarding to achieve the same yield results; in Fall 2021 the institutional discount rate for first-year students was 26.6% (-2.9% from previous year) and in Fall 2022 it was 21.3%, while the average for public four-year institutions over the last seven years has been 34.1%, according to Ruffalo Noel Levitz.

Multiple units across campus provide data and input on developing the UNM Combined Enterprise 10-Year Plan and Main Campus Core Financial Plan (see 5.B.), including Human Resources for information on compensation and benefits; Enrollment Management for information on enrollment and financial aid changes; and Government Relations on State funding changes and opportunities; etc.

Evolving External Factors and Institutional Planning

UNM completed a multi-year selection and implementation of a new, modern Learning Management System for the institution, supporting over 80% of scheduled credit hours across the Albuquerque campus (including HSC) and the branches. Lauded as an example of a very inclusive selection and implementation process, UNM IT went live with Canvas by Instructure as UNM's enterprise Learning Management System in June of 2022.

To address what is now commonly referred to as the "demographic cliff," or the anticipated

drop in high-school graduates in 2026 as a result of falling birthrates that followed the financial crash of 2008, the University has expanded recruitment efforts nationwide—New Mexico simply does not have sufficient high school graduates to grow enrollments at UNM. As a result, the incoming first-year classes are now approximately 24% non-resident (whereas from 2016-2019 it averaged 15% non-resident). For recruitment of new students, UNM effectively utilizes a Customer Relationship Management (CRM) software program for recruitment communications. In doing so, we conduct a quarterly review of recruitment communications to update, refine, and expand number and quality of contacts.

Enrollment Management collaborates with academic programs to develop and deliver targeted messaging about quality of academic programs, student learning outcomes, average starting salaries of graduates, expertise of faculty, and other relevant information related to academic degree programs. Enrollment Management also collaborates with co-curricular programs to develop and deliver messaging about opportunities for involvement and student life; priority dates and registration for Housing, Orientation, and Parking.

As described in 3.D., in response to an increased focus on campus mental health, UNM has undertaken a significant expansion of student mental health services on campus, adding 9.5 FTE in staff supporting mental health, making service access easy and visible through a new mental health web portal and messaging, and engaging faculty and staff in making referrals.

Campus Safety

One of the most significant external challenges facing the UNM Main Albuquerque campus is safety, given the thin interface between the campus and several high crime districts in the city. UNM tracks crime through Clery Reporting and Annual Campus Safety Reports for Main and Branch Campuses; Campuses maintain police departments and security; and the University issues campus security alerts, advisories, and tests (LoboAlert, LoboAdvisory, and LoboTest). The University also maintains Code Blue network of blue light phones for campus emergency calls and manages LoboGuardian, a mobile safety application. All university employees must complete online mandatory safety trainings and all units and building must have emergency evacuation/safety plans that are kept on file and that are practiced at regular intervals. Beyond this infrastructure, the Campus Safety Council and, subsequently, the Safe Campus Living Task Force have coordinated with the Office of the President to analyze campus safety needs, while a 20-year Campus Safety Plan is underway. UNM has contracted with Hartman + Majewski Design Group and IMEG, a safety and security consultant experienced in university security matters. UNM Planning, Design & Construction leads the external consulting resources with the UNM Police Department (UNMPD) and in conjunction with our team's advisory committee, comprised of UNM senior leaders and safety personnel. The plan includes Crime Prevention through Environmental Design, building access controls, and video surveillance.

The Campus Safety Plan will chart a comprehensive course, yet multiple improvements to campus security have already been made since 2018:

- Completion of campus portal improvement in 2023 (Northwest corner of Central and Girard) to provide more visibility and create opportunities for the positive use of the space. Student leaders worked to obtain $400,000 in capital outlay funding from the NM legislature in 2020 for the project.

- Fall 2022 opening of UNM Police Department substation inside the Student Union Building to provide greater visibility and create more access for students and active communication and workshops with students.
- Greek Row improvements. While not all the property is University owned, the following improvements have occurred to remove vacant buildings: Construction of new UNM Joint ROTC Building on University and Mesa Vista Rd. (1635 Mesa Vista Rd NE) formerly the Alpha Chi Omega House that had been empty and in disrepair for years; demolition of 1801 Mesa Vista Rd. NE and demolition of 1705 Mesa Vista Rd NE.
- Greater security measures in the most used libraries on campus with the addition of turnstiles and identification requirements for entry to deter inappropriate use of library spaces.
- Increase in security cameras to enable 1428 camera views.
- Increased security lighting across campus, including parking lots.
- Improvements to Code Blue network of blue light phones across campus.
- Increased staffing of UNMPD officers, security guards, and dispatchers monitoring cameras
- Improved community policing efforts, such as Chief of Police office hours, a Campus Watch Program, safety talks with students, families, and other stakeholders, September Safety Week Events, New Student Orientation and Family Connections Orientation presentations; Resident Advisor Trainings, etc.
- Development of Lobo Lift, a student led and organized security escort program.
- Broad Improvements to the Campus Assessment Response Education ("CARE") Team and Threat Assessment Team ("TAT") process, as well as procedure codification and re-staffing,
- Expansion of campus-wide trainings: Sigma threat assessment; mental health and resource trainings; Emergency Preparedness and Active Threat Response; Opioid Overdose Reversal (Nalaxone Administration); Stop the Bleed (Tourniquet Usage); Fire Extinguisher Usage; coordination with US Department of Homeland Security, National Threat Evaluation and Reporting Office on additional training opportunities;
- Assessment of safety measures necessary at the edges of campus through Institutional Parking Safety and Security Committee;
- Improvements to campus emergency notification systems (LoboAlerts): marketing and training in the use of LoboGuardian; addition of the ability to text parking safety and security concerns; training of Police Dispatchers to be able to send immediate notifications; communication of emergency alerts via text message (as well as other channels) and communication of Clery Timely Warnings via email to improve the integrity of the emergency system.

We anticipate significant additional planning, work, and investment in the coming years as we, like so many campuses across the country, strive to anticipate threat and keep our community safe.

Institutional Effectiveness, Operations, and Student Outcomes

UNM has continued to make tremendous progress on a strategic effort initiated in 2016 to streamline information technology services across the institution through the UNM IT

effectiveness and efficiency program. Strategic and operational alignment have been strengthened through the formation and evolution of an IT Executive Governance Council and four advisory groups focused on Research IT, Academic IT, Administrative IT, and IT Funding. Additionally, the IT functions for the vast majority of UNM's Colleges, Schools and Administrative areas now operate as an integral part of the Office of the CIO, focused on continued service improvement while supporting the unique and differentiated technology needs of campus.

We utilize a course scheduling tool (College Scheduler) to help students and advisers identify optimal schedules for multiple course offerings and sections. Combined with a new catalog management system, which reduces the time spent on multiple and redundant updates, the university has streamlined course approvals and improved the interface for students by making more streamlined and dynamic.

The implementation of the TargetX Retention Suite intersected with the Banner system and CRM to facilitate communications, trigger interventions, and track student progression. The module will have the capacity to track cohorts to monitor their retention and graduation success.

The module is an early alert system based on specific criteria unique to our institution and individual students; it uses predictive analytics to identify those students who most need help in real-time. For instance, success counselors can receive an alert every time a student changes their class schedule—allowing them to be proactive, rather than reactive, in their outreach.

The University has made efforts to simplify its tuition and fee structure, and continues to make progress on these efforts. Simplifying the tuition and fee structure will help students better understand their tuition and fee costs, which should help them with financial planning for total college costs. These efforts will also create efficiencies within the business operations of the university, by reducing questions asked about how to translate a tuition and fee statement, reconciling tuition and fees, and equity in how tuition and fees are overall changed to students.

The University has implemented specific improvements and transparent systems document throughout the assurance argument as well as in this section that provide a stable platform for addressing enrollment, retention, and student experience goals, healthcare goals, and community service goals.

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

UNM has successfully addressed the challenges presented in the past by enrollment fluctuations, fiscal mismanagement in the Department of Intercollegiate Athletics, and limited budget forecasting. It maintains reserves, relies on appropriate review and oversight, implements the recommendations and findings from independent audit and studies, and explores improved models for resource allocation. By addressing challenges and remaining alert to opportunities for improvement, the university is poised to fulfill its new UNM 2040: Opportunity Defined mission. We are well equipped to meet our 2040 goals due to stable executive leadership, a dedicated faculty and staff, and strong and transparent internal systems. Our students have tremendous potential to transform life in New Mexico and to meet the challenges of the next decades. We are committed to preparing them with the skills that they need today and in the future.