



THE UNIVERSITY of
NEW MEXICO

Office of the Provost



WEDNESDAY COMMUNIQUÉ

April 20, 2016

The Lincoln Project: For the last four years, I have stressed that the financial models of public research universities across the country (and the world) are being challenged by the reduction in state support, increasing costs, and tuition concerns. The American Academy of Arts & Sciences agrees and launched the Lincoln Project in 2014. The project is chaired by Robert J. Birgeneau, the chancellor of the University of California, Berkeley, and by Mary Sue Coleman, president emerita of the University of Michigan, and an ex-provost of UNM. To quote from the project website, “In a global economy that requires both an educated citizenry and a robust national research enterprise, public higher education is not a luxury: it is the foundation of our competitiveness. Yet in the current political climate of fiscal constraint, public higher education has emerged a ready target for reduced state investment, forcing campuses across the country to make difficult and consequential choices about institutional spending and resource allocation. The Lincoln Project: Excellence and Access in Public Higher Education has considered the implications of reduced state investment in public higher education; assessed the role of the federal government in funding our great public research universities; and developed recommendations for ensuring that public universities continue to serve the nation as engines of economic development and opportunity for Americans from all backgrounds.” Additionally, “the project released a series of five publications that present key facts about public research universities; examine the challenges facing higher education funding at the state level; discuss current and changing financial models of public research universities; and consider the myriad impacts of the research conducted at these institutions. Finally, the Lincoln Project offered substantive policy recommendations for sustaining these institutions and advancing their growth for the benefit of the states they serve and the nation as a whole in its final report.” The five reports of the project are found [here](#).

To Clarify: Extended Learning has operated six statewide education centers geographically dispersed in a manner that covers vast territories in New Mexico. Their existence is closely tied to branch locations at Gallup, Los Alamos, Taos and Valencia with additional sites at San Juan College in Farmington and the Santa Fe Higher Education Center. A recent reorganization has changed the infrastructure of these centers but NOT their primary emphasis which is to support student enrollments that allow bachelor degree completion in these regions. Utilization of an online platform that provides course delivery to a personal desktop versus a connected classroom (ITV) allows us to reduce expenses for instructional space and technology maintenance. Reallocating the resources will enable us to continue high-touch student support onsite in the communities and provide additional online programs and services. Despite rumors to the contrary, the delivery of academic programs is not being discontinued. In reality, the reorganization should position us to effectively deliver even more baccalaureate programs in the future.

What is Special about 7:00 PM? According to the article from [citylab.com](#) (from “The Atlantic”), “at that time of day all over the world, most people are experiencing a ‘largely pleasant social interaction.’ [T]he situational experience of individuals around the world at 7 p.m. was, on average, highly similar and largely pleasant, and the homogeneity of individual situational experience was nearly as large between as within countries. This finding emerged even though the study examined situational experience in 20 countries, on 5 continents, using materials rendered in 14 different languages.” That is certainly the case for me on most evenings, and I wish the same for anyone reading this message. One caveat, however, is that “while the sample was drawn from five continents, the participants were not selected at random: all of them were students or ‘members of college communities.’ What’s more, all of the participating nations were politically stable and at least middle-income.”

Chaouki Abdallah

Provost & Executive Vice President for Academic Affairs

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