THE UNIVERSITY OF NEW MEXICO

BOARD OF REGENTS
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE

MEETING AGENDA

January 11, 2018
1:00 PM
Roberts Room
Scholes Hall

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
January 11, 2018 – 1:00 p.m.
Roberts Room, Scholes Hall

AGENDA

I. Call to Order

II. Approval of Summarized Minutes from Previous Meeting   **TAB A**

III. Reports/Comments:
Provost's Administrative Report
  i. *Richard Wood, Acting Provost & EVP for Academic Affairs*
Member Comments
Advisor Comments

IV. Action Items:

    A. Consideration of proposed revisions to the Regents Policy Manual   **TAB B**
Pamina Deutsch, UNM Policy Office
Richard Wood, Acting Provost & EVP for Academic Affairs

V. Information Items:

    A. UNM's Systematic Approach to Removing Math Roadblocks   **TAB C**
Sonia Rankin, Associate Dean, University College
Jose Villar, Senior Program Manager

    B. Addressing Budget Cuts in Academic Affairs: **TAB D**
    How it looks at the College level
Richard Wood, Acting Provost & EVP for Academic Affairs
Hector Ochoa, Dean of the College of Education
Nicole Dopson, Director of Financial Operations for Academic Affairs

    C. Honors College Update   **TAB E**
Greg Lanier, Dean, Honors College

    D. Update on UNM's Higher Learning Commission reaccreditation effort 2019
Background on last HLC report, Terry Babbitt, VP for Enrollment Management
Request for brief self-study documents for inclusion in UNM's HLC Self-Study, to be written by various campus bodies (including Board of Regents), Richard Wood
Full briefing at next ASAR meeting: Associate Provost Pamela Cheek and AA staffperson Joe Suilman

    E. Equity & Inclusion Task Force Report & Update   **TAB F**
Richard Wood, Acting Provost & EVP for Academic Affairs

VII. Public Comment

VIII. Adjournment

AGENDA
Meeting Summary
(All "TABS" correlate to the December ASAR E-Book)

Committee members present: Regent Bradley Hosmer, Regent Suzanne Quillen, Student Regent Garrett Adcock
Acting Provost & EVP for Academic Affairs Craig White

Regents' Advisors present: ASUNM Vice President Sally Midani

I. **Call to Order 2:03 p.m.**

II. **Approval of Summarized Minutes from Previous Meeting**   **TAB A**
   Motion to Approve: *Regent Adcock*
   Second: *Regent Quillen*
   Motion: Approved

III. **Reports/Comments:**
   Provost's Administrative Report
   Craig White, Interim Provost & EVP for Academic Affairs
   Presentation Attached
   - Leadership updates regarding the Provost Position, Richard Wood will serve as the Acting Provost Through March 1st
   - Dr. James Malm was the CEO for the Gallup Branch Campus
   - Overview of major facility updates
   - Discussion around the budget and budget leadership tam

   Member Comments
   Faculty Senate President Pamela Pyle
   - Regent Quillen attended a faculty senate meeting
   - Gearing up the capital outlay campaigns

   Advisor Comments
   ASUNM Vice President Sally Midani
   - Currently preparing the initiatives ASUNM would like to take to Santa Fe
   - Looking to showcase undergraduates who complete research
   - The annual craft fair was a success

IV. **Action Items:**

   A. **Form C: Program Deletion**   **TAB B**
      Certificate in Construction Technology, Electrical Trades
      Pamela Cheek, Interim Associate Provost for Curriculum & Assessment
   Motion to Approve: *Regent Adcock*
   Second: *Regent Quillen*
   Motion: Approved

   B. **Fall Degree Candidates**   **TAB C**
      Pamela Pyle, Faculty Senate President
   Motion to Approve: *Regent Quillen*
   Second: *Regent Adcock*

Motion: Approved

V. **Information Items:**

    A. **Repurposing Plan for the Biology Annex**   **TAB D**
    Craig White, Interim Provost & EVP for Academic Affairs
- Overview of the background of the project
- Discussion around how the new proposal will fulfill students' needs
- Breakdown of the methodology used to in creating the new proposal

    B. **Introduction and Overview of Portfolio/Goals**   **TAB E**
    Alex Lubin, Interim Associate Provost for Faculty Development
- Breakdown of portfolio and goals
- Overview of Dr. Lubin' s background
- Discussion around the tenure and promotion process

    C. **UNM Press Update**   **TAB F**
    Richard Schuetz, Interim Director, UNM Press
- Overview of the UNM press budget and rightsizing process
- Discussion around the current state of the press
- Breakdown of the financial metrics
- Discussion around the budget deficit including sales numbers

VII. **Public Comment N/A**

VIII. **Adjournment 3:03 p.m.**
    Motion to Approve: *Regent Quillen*
    Second: *Faculty Senate President Pyle*
    Motion: Approved

Provost's Administrative Report
Dr. Craig White, Interim Provost

Regents' Academic/Student Affairs &
Research Committee
December 7, 2017

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Leadership Updates

*   I will be returning to Dean of Anderson School effective January 1, 2018
*   Richard Wood, current Interim Sr. Vice Provost will be Interim Provost from January 1 – February 28
*   Interim President Abdallah will return to Provost position March 1, 2018

As reported previously, the plan was to launch searches this semester to fill on a regular basis interim leadership positions in the Provost's Office. Provost Abdallah will decide how to proceed. Positions include:

*   Sr. Vice Provost
*   Associate Provost for Curriculum & Assessment
*   Associate Provost for Faculty Development

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Leadership Updates

UNM Gallup Chief Executive Officer Selected

Dr. James Malm

- Malm's most recent position was as executive vice president at Mohave Community College in Kingman, Ariz. He most recently held a faculty appointment at Colorado State University Global Campus where he taught graduate and undergraduate management courses.
- He brings with him more than 25 years of higher education instruction and administrative leadership experience

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Leadership Updates

Division of Equity & Inclusion (DEI) Task Force

Interim Sr. Vice Provost Richard Wood assembled a task force to review institutional needs and to make recommendations on the future structure of DEI given goals to consolidate effort, address campus climate and, on-going budget issues

- The task force is on track to make a recommendation by December 20, 2017

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Facility Updates

- Biology Annex recommendation went to F&F on Tuesday and will be discussed in more detail during today's meeting
- Farris Engineering in final stages of renovation – move-in will start in January 2018
- McKinnon Center for Management 80% complete – expected completion date is March 2018
- Provost's planning staff working on needs assessment for Honors with the goal of issuing an RFP for an architect in January 2018

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Budget

- Budget continues to be a primary focus
  - Budget Leadership Team
    - Sub-committees began meeting to discuss tuition & fees, long-term planning and budget scenarios
  - Special Deans Retreat is scheduled on Dec. 8 to discuss budget shortfall targets and future budget planning

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Questions/Comments?

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A COMPREHENSIVE REVIEW OF THE REGENTS' POLICY MANUAL
Presentation by Pamina Deutsch to ASAR on January 11, 2018

The policies in the Regents' Policy Manual authorize other types of policies, such as those in the University Administrative Policies and Procedures Manual, the Faculty Handbook, and the Pathfinder, all of which implement the Regents' policies.

Most of the 106 policies in the Regents' Policy Manual have not been revised since 1996, when the manual was first issued. The manual needs to be updated to reflect current titles and practices. Updating the manual is especially critical now due to the key role that policies play in evidence-gathering and other activities associated with the Higher Learning Commission's reaffirmation of UNM's accreditation.

When the Regents' Policy Manual was issued in 1996, it was with the expectation that it would be subject to regular reviews and updates. To that end, there were several attempts to review the manual in a comprehensive way in the intervening twenty plus years. None of the attempts, however, succeeded until now.

Last semester, a small dedicated committee of faculty, staff, administrators, and retirees completed a comprehensive review of the Regents' Policy Manual. The committee met 22 times in 2016 and 17 times in 2017, reaching out to subject matter experts as needed. The members of the Regents' Policy Review Committee were:

- Melanie Baise, former Associate University Counsel
- Marsha Baum, Professor, School of Law
- Pamina Deutsch, Director, UNM Policy Office
- Kenedi Hubbard, University Secretary
- Elizabeth Hutchison, Professor, History Department
- Mallory Reviere, Special Assistant to the Board of Regents
- Bonnie Leigh Reifsteck, University Policy Specialist, UNM Policy Office
- John Trotter, Vice Chancellor Emeritus, HSC
- Amy Wohlert, Chief of Staff, President's Office (until her retirement on July 31, 2017)

Toward the end of the process, members of the committee met with each of the Regents, one or two at a time, to explain the committee's methodology and showcase a sampling of the policy revisions. Additionally, the Office of University Counsel reviewed the policy drafts for legal sufficiency.

In October 2017, the policy drafts were forwarded to the Regents for their review. Each Regent was provided with a clean copy of the proposed revisions, as well as a track-changes version. When we forwarded the policy drafts to the Regents, we suggested a timeline for their review and eventual approval, based on the successful three-month-long process the Regents used in 1996 to review and approve the initial version of the manual. Under the suggested plan:

- Regents were to be provided with the policy drafts in early October.
- If Regents had any comments on the policy drafts, they were to forward them to me via email or to meet with me individually to discuss their comments.
- I was to share any comments with the other Regents via email and, as appropriate, attach an updated draft that incorporated the comments.
- The Regents were to complete their review of the draft policies prior to voting on them at a full Board of Regents meeting.
- During the full Board meeting, the Regents would discuss the draft policies in open session, resolve any unresolved matters related to the policy drafts, and then vote to approve the revised manual.
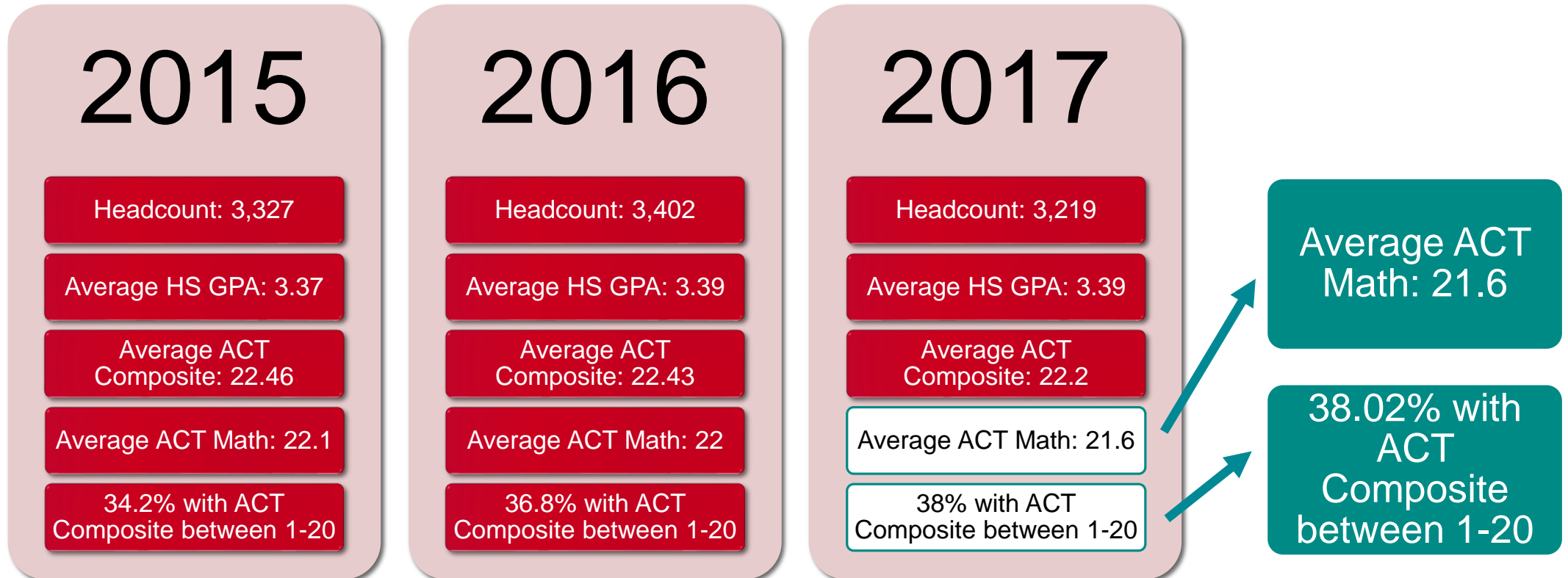
The Regents' Policy Review Committee's revisions are primarily technical in nature, rather than substantive. Several policies were consolidated, reducing the total number of policies to 92 from the current 106. Policies that were written in high legalese were simplified to provide greater transparency, including Regents' Policy 3.4 which now for the first time clearly details the academic and clinical components of the Health Sciences Center.

In order to keep the manual current in the future, a new policy authorizes the Policy Office to make non-substantive updates as needed without seeking the Regents' approval.

Full Time Freshman Class Profile

2015

Headcount: 3,327

Average HS GPA: 3.37

Average ACT Composite: 22.46

Average ACT Math: 22.1

34.2% with ACT Composite between 1-20

2016

Headcount: 3,402

Average HS GPA: 3.39

Average ACT Composite: 22.43

Average ACT Math: 22

36.8% with ACT Composite between 1-20

2017

Headcount: 3,219

Average HS GPA: 3.39

Average ACT Composite: 22.2

Average ACT Math: 21.6

38% with ACT Composite between 1-20

Average ACT Math: 21.6

38.02% with ACT Composite between 1-20

https://oia.unm.edu/facts-and-figures/fall2017-oer.pdf

Math Course Placement

ACT Score	Math Placement
0 – 17	Foundational Math
18 – 21	Math 101, Math 111
22 – 24	Math 121, Math 129, Stats 145
25 – 31	Math 123, 150, or 153
26 +	Math 180
28 – 31	Math 162

Academic Foundations

Core Prerequisite

Core Math Course

Required for some majors

http://advisement.unm.edu/students/testing/index.html

Path to Core Math Course

Campus Challenge

o ~ 45% of incoming students place into a pre-core Math Course

o ACT scores do not reflect current knowledge (e.g. test in 11th grade)

o Testing opportunities are inconvenient (off-campus, rural NM)

o Poor placement led to students taking courses they did not need

Student Obstacles & Reduced Budgets **+** Innovation & Collaboration **=** Shorter time to degree & Cost Savings

Student Experience (previous process)

- Students attend NSO, meet w/ Advisor, & register for courses based on current placement information (ACT scores / Dual Credit)

- Not satisfied w/ schedule or scores out of date?
  - Visit the Testing Center (off campus) on your own time and challenge your score.
  - If you pass, re-visit with your advisor to re-adjust your schedule (based on their availability)

- This process left students, especially those from out of state/town, disgruntled with the obstacles

Re-Engineering Course Placement and Testing Process

The College Enrichment Program (CEP) spearheaded an initiative to offer hundreds of students the opportunity to take the ACCUPLACER placement exam during New Student Orientation.

The goals of this initiative were to:

- Improve retention and graduation rates by helping ALL students, from every college, get closer to their degree plan

- Eliminate obstacles and streamline the processes to allow students to have a smooth transition to the university

- Collaborate with campus partners to leverage resources and expertise in order to execute a program that can have a campus-wide impact.

The student experience was simplified (2017)

- o Prior to NSO, CEP Advisor reviews each student record to determine course placement

- o Students placed into Academic Foundation courses (FM or CTA) 'opt-in' to test during NSO

- o ACCUPLACER results are uploaded immediately; allowing students to register for the appropriate courses before leaving NSO.

Summer 2017: 20% of incoming class served through testing initiative

Students served: **660**
413 placed into at least 1 AF course
106 placed into MaLL Curriculum
141 placed into 2 AF courses

Tests administered: **801**
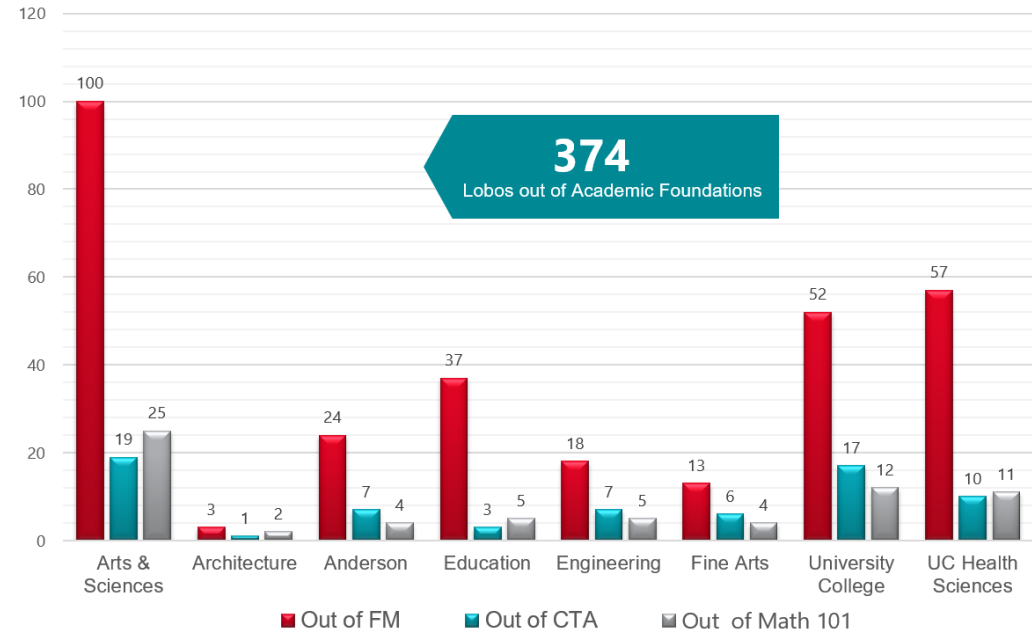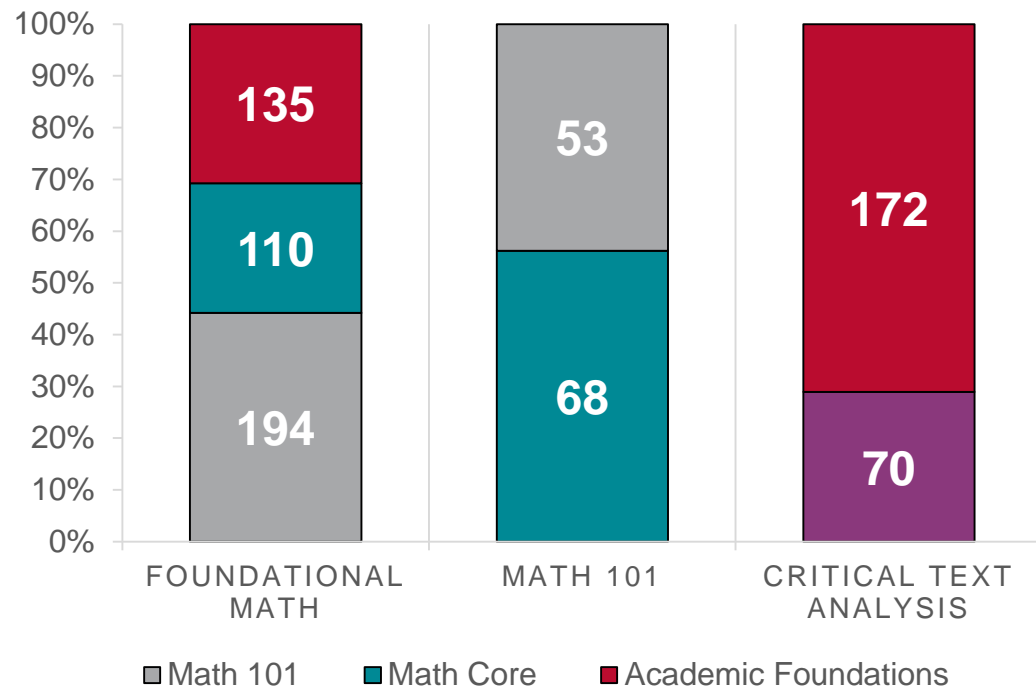559 Math ACCUPLACER
242 Reading ACCUPLACER

Students progressed: **415**
345 placed into a higher Math
43 placed out of CTA
27 placed out of CTA & into higher Math

Placements advanced: **552**
10 advanced 3 classes (30)
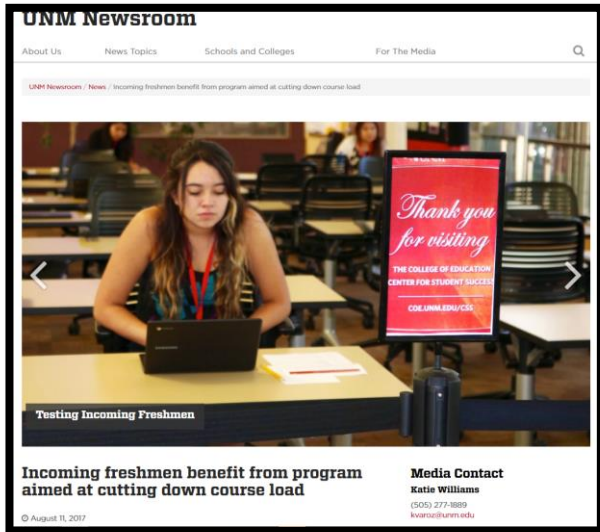117 advanced 2 classes (234)
288 advanced 1 class (288)

Most students placed 1 to 2 course levels higher

Initiative saved students time and money while providing a positive image of UNM

Positive Press!
UNM News,
Local News Channels,
National Conference

Help students get ***closer to their degree plan*** and lower the time to graduation

Offer ***fewer sections*** of Academic Foundations courses.

- 70 out of CTA = 3 fewer sections
- 304 out of FM = 8 fewer sections

With a minimal cost to the university,

415 students

saved thousands in time, course fees and books for a course they didn't need

Students who moved forward were academically and holistically supported

Support

CEP Advisors & Peer Mentor Tutors provide support within AF courses
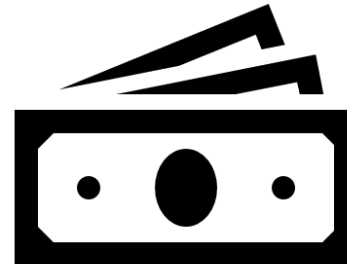
Assigned a Math graduate student to monitor student progress within the MaLL.

MaLL Coordinator: "students who placed up have no statistically significant difference in success"… Move ACT 17 students directly to the MaLL.

Next Steps

Address Reading Placement

Explore pre-orientation testing/placement options and reduce math vacations.

Implement on a larger scale to include ll pre-core curriculm and Transfer Students

Campus-wide Collaboration

A big **THANK YOU** goes to the following partners for making this happen!

- The College Enrichment Program (CEP)
- University College Academic Communities
- COE Center for Student Success
- New Student Orientation
- Office of Advising Strategies
- Cross-College Academic Advisors
- UNM Testing Center

Questions

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Addressing Budget Cuts in Academic Affairs:
How it looks at the College level

RICHARD WOOD, INTERIM PROVOST & EVP FOR ACADEMIC AFFAIRS

HECTOR OCHOA, DEAN OF THE COLLEGE OF EDUCATION

NICOLE DOPSON, DIRECTOR OF FINANCIAL OPERATIONS FOR ACADEMIC AFFAIRS

Budget Memo

TO: **All Deans**

FROM: **Richard Wood, Interim Provost**

SUBJECT: **Allocation of Budget Cuts**

_____

As you are aware, the budget process for AY2018-19 is a moving target, so any firm planning is an exercise in futility. At the same time, many of you need to be in planning conversations with chairs and faculty, in the spirit of shared governance. Furthermore, as we all know and was very evident in the last meeting, there exists an impressive set of cross-cutting shared values, academic commitments, and college-level interests at stake in the budget cuts we have to absorb this year due to one-time solutions in previous years that protected budgets temporarily.

The Office of the Provost committed to getting you some reasonable provisional numbers regarding how the immediate ~1.8 million recurring shortfall will be distributed across units, as an initial start for conversations immediately after the holiday break. This memo lays out those numbers.

First, some context:
Without going into all the cross-cutting factors noted above, allow me to note some of the more salient that have shaped my decision-making:

- The need to build decision-making processes that are based on data *and* are grounded in some careful analytical thinking about the academic mission
- The need for budget decisions to build in factors that reward Colleges/Schools for good things: SCH raw production, student recruitment, responsible budgeting, degrees awarded, improved retention, removing barriers to student success, etc.
- Strong cases made for protecting some crucial cross-university initiatives (Library acquisitions, GenEd core and other foundational coursework in A&S and elsewhere, equity efforts, etc.)
- The fact that ultimately, while analytics can inform this decision, ultimately it has to be driven by best judgment regarding what will protect the broad academic mission in the immediate term while simultaneously fostering good management and the academic mission over the medium to long term.

Cross-cutting indeed! (especially since potential allocations look quite different depending on which 'good things' one includes in a decision algorithm.

Ultimately—and provisionally, in the sense that final decisions may have to shift in light of the scale of actual budget cuts we face and other factors—I have chosen to proceed as follows: The cut allocations below reflect the recommendation from Deans Council to balance "proportional" and "net change of 3-year SCH averages" on a 50/50 basis, while simultaneously protecting the Library plus those units that carry the load of the GenEd Core from a portion (25%) of the reductions that otherwise would result.

For now, we are planning based on first column of figures; if the other columns end up reflecting reality, all bets may be off. But this shows the ranges we could face if budgets truly go south.

Proposed Budget Reduction Ranges for FY19

Budget Reduction Range	FY18 Recurring Shortfall	Plus FY18 Enrollment Shortfall ($1.68K)	Plus FY19 HSC Payback ($840K)
	(1,878,312)	(3,558,312)	(4,398,312)

	Blended plus Hold Harmless Approach (1)(2)	Blended plus Hold Harmless Approach (1)(2)	Blended plus Hold Harmless Approach (1)(2)
Provost Administrative Units	(166,651)	(315,707)	(390,235)
University College	(40,907)	(77,495)	(95,789)
VP Equity & Inclusion	(6,020)	(11,404)	(14,096)
VP Enrollment Management	(94,091)	(178,248)	(220,326)
College of Fine Arts	(126,037)	(238,766)	(295,131)
College of Arts Sciences	(634,222)	(1,201,483)	(1,485,114)
Anderson Schools of Management	(85,238)	(161,477)	(199,597)
College of Education	(225,263)	(426,743)	(527,483)
School of Engineering	(138,055)	(261,535)	(323,274)
School of Law	(50,569)	(95,800)	(118,415)
School of Architecture Planning	(53,140)	(100,670)	(124,435)
University Libraries	(116,087)	(219,918)	(271,833)
Extended University	(47,445)	(89,880)	(111,098)
VP Resrch & Econ Development	(1,346)	(2,550)	(3,152)
UNM West	(9,160)	(17,354)	(21,450)
Honors College	(6,201)	(11,748)	(14,521)
VP for Student Affairs	(77,879)	(147,535)	(182,363)
Total	**(1,878,312)**	**(3,558,312)**	**(4,398,312)**

(1) 50/50% split between option 2 (net change of 3 year averages of SCH and majors) and option 3 (I&G proportional reduction)

(2) Hold 25% of budget reduction harmless for the following units: A&S, CFA, DEI, CULLS (Library), and Honors.

(1) All units that had a positive net change were held harmless in the reduction calculation

(2) Breakdown between UG and GR is allocated based on total collected tuition percentages

(3) Breakdown between academic units vs. non-academic units is allocated based on I&G allocation percentages

I am painfully aware that these are miserable scenarios for all concerned. We will be striving to reduce the impacts, and certainly to avoid anything like what is shown in columns II and III. If we face anything like that, further conversations will be had. But for now, please use column I for planning purposes—knowing even that is provisional. Finally, in *any* case, we will need to discuss future budget decision-making principles and algorithms.

Sincerely, with best wishes for these holidays in whatever tradition you reside, and for a restful break.
Rich

COE Budget Retreat January 2018

Previous COE Permanent Budget Reductions

FY 15	FY 16	FY 17	FY 18	Total	% of Total UNM Academic Affairs Reduction
$143,433	$61,347	$189,164	$503,691	$897,635	6.8%

Current COE Budget

FY 18 I&G Allocation	% of UNM I&G Academic Affairs Allocation
$13,708,587	8.3%

Budget Reduction Ranges

	FY 18 Recurring Shortfall	Plus FY 18 Enrollment Shortfall ($1.68K)	Plus FY 19 HSC Payback ($840K)
UNM Academic Affairs	$1,878,312	$3,558,312	$4,398,312
College of Education	$225,263	$426,743	$527,483

These amounts could be impacted by 2 factors.
- Tuition Increase: 1% Increase = $1 Million in new revenue
- Cuts in state Appropriations: 1% Cut = $1.8 Million in cuts

We had a discussion regarding what values and/or guiding principles we should base our decisions upon when looking at these budget factors. The Leadership Team arrived at the following three broad based values/guiding principles that we should use when making our decisions:

1) Students (future), teaching and learning and student scholarship;
2) Research I mission/scholarship; and
3) New Mexico/Niche/Innovative/future-oriented

The Faculty Governance Committee and Senators concurred that these three aforementioned values/guiding principles were appropriate.

Summary of Results from COE Budget Retreats - March 2017

Category	Strategy	Weighted Score (Leadership)	Weighted Score (Faculty Gov)	Combined Score
Budget Efficiencies	Minimum class size	12 yes	26	26
	Lecturers vs Tenure Track	9 yes	13	13
	Factors to permit low enrollment	11 yes	11	11
	Cut unnecessary equip, hardware, services (phones)		12	12
	Better use of faculty time, meetings on one day, streamlining meeting structure/dates		5	5
	4-day work week for staff (reduce FTE)		2	2
	Offer required courses first	8 yes	3	3
Budget Generation	Increase Grant Procurements	37	17	54
	Increase student enrollment	47	6	53
	Developing new market areas	24	12	36
	Increase online instruction	28	7	35
	Department Charis/Associate Deans Teaching	19	15	34
	develop SAT/ACT/TOEFL Cert/courses, ContEd/IPDs		11	11
	Lobby State Legislature to use "research" approach to state funding allocations		3	3
	Increase online supervision	7		7
Budget Reallocations	Student Recruitment	37	10	47
	Communication/Recruitment Specialist	45		45
	Increase GA/TAs	20	19	39
	Computers/Specialized Equipment	15	15	30
	Increase Focus on Graduate Education	15	2	17
	Faculty Travel		16	16
	Increase data team integration for departments	12		12
	Increase Faculty Salaries		12	12
	Stipends for Cooperating Teachers	0	5	5
	Faculty Startups	2	2	4
	Hiring new faculty (recruitment, ads, moving exp., etc.)		4	4
	Faculty Retention		3	3
	COE Colloquium		1	1
	.25 for PreAward (Denise)	3		3
	OFAC to support faculty research	3		3
	% of full time/PT/GA Teaching	2		2
	Hiring Lecturers	2		2
	Embedded Faculty	2		2
	Innovative/Niche Programs	0		0
Budget Reduction	Reorganization of COE Units	47	11	58
	Centralization of Business Functions	40	14	54
	Review low performing degrees or programs based on number of program graduates, other metrics including cost ROI and lay out a process	30	1	31
	Reduce Administrative Overhead/Ads		14	14
	SCH Generation/trends based budget cuts	8	6	14
	No replacement of faculty retirees	10		10
	Line item cuts	0	12	12
	Cut part time instruction, not teach courses or have faculty teach required courses	5		5
	Cut proportionally by department	5		5
	Retirement Incentives		5	5
	Decentralization of services, assign tasks to departments	2		2
	Reduce Faculty Salaries over 100K		2	2

Current Status of COE
AY 2018-2019 Faculty Hiring Plan

Faculty Position	Rank	Status
1. Athletic Training	Associate Professor	Offer verbally accepted
2. Statistics	Assistant Professor	Offer verbally accepted
3. Sports Administration	Assistant Professor	In Progress
4. Special Education	Assistant Professor – Ed Diag	On Campus Interviews Scheduled
5. Physical Education	Assistant Professor	ON HOLD
6. Elementary Education	Lecturer III	ON HOLD
7. Special Education	Lecturer III	ON HOLD
8. Counselor Education	Assistant Professor (Former Clinic Director Line)	Redoing Advertisement
9. Counselor Education	Assistant Professor (Stoltz Replacement)	Developing Advertisement
10. Counselor Education	(Lemberger Truelove Replacement)	

Budget Retreat Summary

Budget Retreat Summary			
	Best Case Scenario	**Mid-Range Scenario**	**Worst-case Scenario**
Estimated COE Budget Reduction due to shortfall	$ (225,263.00)	$ (426,743.00)	$ (527,483.00)
Reason	FY18 recurring	Plus Enrollment	Plus FY19 HSC
Committed Budget Reductions			
Current recurring reserves	$ 110,000.00	$ 110,000.00	$ 110,000.00
Reduction in 1 AD (SAC + 2/9ths Summer Admin)	$ 28,595.00	$ 28,595.00	$ 28,595.00
Reduction in 1 mo Summer Admin X2 for AD	$ 18,170.00	$ 18,170.00	$ 18,170.00
TOTAL COMMITTED REDUCTIONS	$ 156,756.00	$ 156,756.00	$ 156,756.00
Remaining Shortfall	$ (68,498.00)	$ (269,987.00)	$ (370,727.00)
BEST CASE SCENARIO			
Cut 1 faculty line/search	$55,000-67,100		
Reduction of CSS budget	Remaining balance		
BEST CASE SCENARIO TOTAL:	$ -		
Mid-range Scenario: Option 1			
Cut 3 faculy searches/lines (SPCD, TEELP, HESS)		$ 177,100.00	
Distribute remaining cuts to LLSS, IFCE, CSS		$ 92,887.00	
Option 1 total:		$ -	
Mid-range Scenario: Option 2			
Cut 2 faculty searches/lines (estimated)		$ 120,000.00	
Restructing of COE to 3 Departments		$ 154,808.00	
Option 2 total:		$ 4,821.00	
Mid-range Scenario: Option 3			
Cut 1 faculty search/line (estimated)		$ 60,000.00	
Restructuring of COE to 3 Departments		$ 154,808.00	
Remaining cuts across CSS, IFCE, LLSS, and other 2 departments with faculty searches/lines being filled		$ 55,179.00	
Option 3 total:		$ -	
Mid-range Scenario: Option 4			
Cut 2 faculty searches/lines (estimated)		$ 120,000.00	
Restructuring of COE to 3 Departments and consolidate business functions		$ 112,202.00	
Remaining cuts across CSS, and department with faculty searches/lines being filled		$ 37,785.00	
Option 3 total:		$ -	
Mid-range Scenario: Option 5			
Cut 2 faculty search/line (estimated)		$ 120,000.00	
Reduce faculty travel for tenured faculty to $0		$ 60,000.00	
Remaining cuts across departments & CSS, except 2 depts with cut search/lines (estimated)		$ 89,987.00	
Option 3 total:		$ -	

Budget Retreat Summary

Budget Retreat Summary			
Estimated COE Budget Reduction due to shortfall:	Best Case Scenario	Mid-Range Scenario	Worst-case Scenario
	$ (225,263.00)	$ (426,743.00)	$ (527,483.00)
Reason	FY18 recurring	Plus Enrollment	Plus FY19 HSC
Committed Budget Reductions			
Current recurring reserves	$ 110,000.00	$ 110,000.00	$ 110,000.00
Reduction in 1 AD (SAC + 2/9ths Summer Admin)	$ 28,595.00	$ 28,595.00	$ 28,595.00
Reduction in 1 mo Summer Admin X2 for A	$ 18,170.00	$ 18,170.00	$ 18,170.00
TOTAL COMMITTED REDUCTIONS	$ 156,756.00	$ 156,756.00	$ 156,756.00
Remaining Shortfall	$ (68,498.00)	$ (269,987.00)	$ (370,727.00)

Worst-case Scenario: Option 1			
Cut 3 faculty searches/lines			$ 177,100.00
Restructuring of COE to 3 Departments			$ 152,000.00
Remaining cuts to CSS			$41,627
Option 3 total:			$ -

Worst-case Scenario: Option 2			
Cut 3 faculty searches/lines (HESS, SPCD, TEELP)			$ 177,100.00
Cut to LLSS			$ 46,743.00
Cut to IFCE			$ 72,141.00
Cut to CSS			$ 46,743.00
Additional cut to TEELP			$ 28,000.00
Option 3 total:			$ -

Worst Case Scenario by proportion of budget, less reductions from Dean's area					
Department	Budget for FY18	% of budget	Proportion of shortfall	Faculty Search Salary	Difference
HESS	$ 2,140,985.00	19%	$ 71,048.82	$ 67,100.00	$ (3,948.82)
IFCE	$ 2,222,812.00	20%	$ 73,764.26	$ -	$ (73,764.26)
LLSS	$ 1,468,215.00	13%	$ 48,722.88	$ -	$ (48,722.88)
SPCD	$ 1,437,369.00	13%	$ 47,699.25	$ 55,000.00	$ 7,300.75
TEELP	$ 2,487,374.00	22%	$ 82,543.78	$ 55,000.00	$ (27,543.78)
CSS	$ 1,414,731.00	13%	$ 46,948.00	$ -	$ (46,948.00)
TOTAL BUDGET FOR DEPTS & CSS	$ 11,171,486.00		$ 370,727.00		$ (193,627.00)

Worst-case Scenario by proportion of budget, entire COE				
Department	Budget for FY18	% of budget	Overall Shortfall	Proportion of shortfall
HESS	$ 2,140,985.00	$ 0.16	$ 527,483.00	$ 82,943.57
IFCE	$ 2,222,812.00	$ 0.16	$ 527,483.00	$ 86,113.62
LLSS	$ 1,468,215.00	$ 0.11	$ 527,483.00	$ 56,879.89
SPCD	$ 1,437,369.00	$ 0.11	$ 527,483.00	$ 55,684.89
TEELP	$ 2,487,374.00	$ 0.18	$ 527,483.00	$ 96,362.97
CSS	$ 1,414,731.00	$ 0.10	$ 527,483.00	$ 54,807.88
Dean's Office	$ 2,444,195.00	$ 0.18	$ 527,483.00	$ 94,690.18
TOTAL COE BUDGET	$ 13,615,681.00			

Presentation on Honors

Gregory W. Lanier, Dean
The Honors College
The University of New Mexico

Chair, Assessment and Evaluation Committee
National Collegiate Honors Council

Background

Education:

B.A. The University of Colorado, Molecular, Cellular, and Developmental Biology, 1979
Ph.D. The University of Michigan, Shakespeare Studies, 1986

Academic Leadership Positions:

Chair of 3 separate disciplines, Director, School of Fine and Performing Arts, Senior Associate Dean, Arts and Science, Founding Dean of University College, and **Director, Kugelman Honors Program (since 1999)**

Involvement in Honors Education:
President of 1) National Collegiate Honors Council, 2) Southern Regional Honors Council, 3) Florida Collegiate Honors Council
Member, NCHC Board of Directors (7 years)
Charter Member: Fellows of the NCHC
Chair, NCHC Assessment and Evaluation Committee
Conducted nearly 50 formal evaluations of Honors Programs

Task Force on an Honors College   (2011)
Honors College Established   (2013)

Expectations for the Honors College:
1. Recruitment and Competitiveness
2. Emphasis on a High-Quality Academic Mission
3. Increased Development Opportunities
4. Broadened Participation in Honors from across the University

Bring the UNM Honors College into optimal alignment with the Best Practices for Honors Education as set forth by the National Collegiate Honors Council.

Honors education is characterized by in-class and extracurricular activities that are measurably broader, deeper, or more complex than comparable learning experiences typically found at institutions of higher education. Honors experiences include a distinctive learner-directed environment and philosophy, provide opportunities that are appropriately tailored to fit the institution's culture and mission, and frequently occur within a close community of students and faculty.

Bring the UNM Honors College into optimal alignment with the Best Practices for Honors Education as set forth by National Collegiate Honors Council:

17 Basic Characteristics of Honors Programs
13 Basic Characteristics of Honors Colleges
73 Best Practice Standards

Strategy for Honors

When an Honors College or Program is working well, it functions most like a complete and comprehensive undergraduate institution nested inside the institution's overall structures.

Consequently, a functional Honors College has synergies, touches, and relationships with every facet of undergraduate education from recruitment and admissions, through supporting Honors undergraduates across the entire range of academic majors, as well as extensive involvement with alumni and fundraising development.

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More simply:

It is the mission of Honors to be the visible and highly regarded locus of undergraduate excellence as well as the tide that raises all of the undergraduate boats on a campus.

Recruitment & Competitiveness

➢ Active outreach to local schools (visits made or planned to):

- Albuquerque Academy
- Los Alamos High School
- UNM-Los Alamos
- East Mountain High School
- Albuquerque Institute of Math & Science
- Albuquerque High School
- Pojoaque Valley High School
- UNM-Gallup
- South Valley Academy
- St. Pius High School
- UNM-Farmington
- Native American Community Academy
- West Mesa High School

Recruitment & Competitiveness

➤ Raise profile of UNM Honors College:
- NCHC Conference: 3 faculty, 1 staff member, 4 students
- Hosted Mellon-Mays Undergraduate Fellowship Conference
- Host Western Regional Honors Council Director Institute
- NCHC Consultant to King Fahd University of Petroleum and Minerals, Saudi Arabia

➤ Created EUREKA Program:
- Recruit high-achieving High School juniors for a summer immersion experience in partnership with School of Engineering and Anderson School of Management
- 2 weeks immersion living/learning in the Rainforest
- Expandable to any combination of Colleges/Schools

Academic Mission

➢ Establish the Four Pillars of Honors Learning at UNM:
  - Interdisciplinary Breadth
  - Disciplinary Depth
  - Pedagogic Complexity
  - Transformational Advocacy

➢ Emphasize Undergraduate Research
  - Membership in the Council on Undergraduate Research
  - Created the UNM *Undergraduate Research Opportunity Conference* (Spr)

➢ Planning for Service Learning and Leadership

➢ Initiated process of curricular revision

Development

➢ One new Honors Scholarship created
➢ One existing Honors Scholarship augmented

Broaden Participation

➢ New Honors curricular paradigms (and courses) being created in partnerships with:

- School of Engineering
- Anderson School of Management
- College of Population Health
- College of Fine Arts

➢ Outreach activities with:

- American Indian Student Services
- El Centro De La Raza
- African American Students Services

Specific Goals for the Honors College at UNM

1. Supply high-quality student advisement and student support to the entire range of Honors students by adding a professional Honors Advisor.

Specific Goals for the Honors College at UNM

2. Improve Honors Recruiting/Admissions practices by adding Honors staff with primary duties for recruiting who will work closely with UNM Admissions.

Specific Goals for the Honors College at UNM

3. Realign Honors scholarship and financial aid practices and expectations to increase yield of under-represented, low-income, and rural students who are New Mexico residents.

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Specific Goals for the Honors College at UNM

4. Realign the Honors curriculum to incorporate interdisciplinary breath, disciplinary depth, pedagogic complexity, and transformational advocacy throughout entire four years of the Honors curriculum.

Specific Goals for the Honors College at UNM

5. Begin to establish a truly integrated Honors living and learning environment (in partnership with Housing) and as one component of relocation to Anderson East (next to Hokona Hall).

Specific Goals for the Honors College at UNM

6. Seek external support for Honors by utilizing Honors Alumni commitment and creation of an Honors Enhancement Committee.

Questions?

Thank you for your time!

Higher Learning Commission – 2009 Key Findings

UNM received its last comprehensive evaluation in 2009. The following slides are direct quotes from the 2009 accreditation report, highlighting key findings that drew the attention of HLC accreditors in their Final Report.

2009 Assurance Section Pg. 8

C. Adequacy of Progress in Addressing Previously Identified Challenges

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

2009 Assurance Section Pg. 10

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

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

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

2009 Assurance Section Pg. 11-12

"A third challenge cited in the 1999 report was inadequate communication and coordination in areas of common institutional concern.

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

"The second is that academic interests, represented by the office of the provost, should guide financial decisions—as opposed to allowing financial decisions to drive academic decisions. The president is the single person who can articulate and implement this empowerment of the academic leadership in the personae of the provost and deans."

2009 Assurance Section Pg. 27

Monitoring Report: Rationale and Expectations

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

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

Higher Learning Commission – 2009 Reaffirmation of Accreditation

Criteria for University Accreditation:
https://www.hlcommission.org/Policies/criteria-and-core-components.html

Key criteria related to university governance – 2.A.

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board [...].

Key criteria related to university governance – 2.C.

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Request to the Board of Regents:

That during Spring 2018 the Board of Regents, Staff Council, Faculty Senate, and Committee on Governance each write a short self-study (5-8 pages) regarding its practices and policies, in particular addressing criteria 2.A and 2.C(1-4). The document will be part of UNM's "evidence room" of materials for the Higher Learning Commission reaccreditation. UNM's assurance argument will include hyperlinks to these self-studies as pieces of evidence.

Our HLC officer, Mary Vanis, believes that this would be a useful supporting document.

Recommendations for the Future Goals and Structure
of the
UNM Division for Equity & Inclusion
Final Report of the DEI Task Force
Approved on December 18, 2017

Preamble:

The University of New Mexico is the flagship university of one of the most diverse states in the union. We acknowledge with respect that the University stands upon the traditional territory of Tiwa-speaking peoples, including the Pueblos of Sandia and Isleta, whose historical relationship with these lands continues to this day. UNM carries the responsibility to incorporate the state's diversity and reflect the value of inclusion so central to higher education today.[1] In doing so, it will help redress the state's and the nation's legacies of exclusion and inequality. In September 2017, this task force was constituted by UNM President Chaouki Abdallah to recommend the goals and structure for equity and inclusion that would best enable the university to meet this responsibility.

The land that now makes up New Mexico has been home to Indigenous peoples for millennia, and over recent centuries has diversified with the arrival of a wide variety of other cultural communities. The University of New Mexico is the only research-intensive and minority-serving flagship university in the United States. In this regard, UNM already represents what research-intensive U.S. universities will look like in the future. *We are thus uniquely positioned to innovate in ways that will define and drive the future of public higher education in this country*. Others, including the major federal funding agencies and major foundations, recognize this potential and are betting on us by investing in UNM's infrastructure and mission. As a result, we continue to benefit materially from this identification. Fully embracing this leadership role can only increase those investments in our students and our academic mission—and allow us to carve out new national prominence as the flagship public university truly delivering *both* excellence in research and equity for the nation's diverse communities. Too long have excellence and equity been pitted against each other. This report envisions *excellence-and-equity* as the heart of a more dynamic University of New Mexico.

As UNM fully embraces this transformation, our diversity will offer a powerful strategic path towards excellence. Within the pool of excellent scholars and researchers nationally, there are those who would want to join us in preference to other richer and more renowned universities. Embodying a commitment to equity, diversity, and excellence in all facets of our work can become UNM's moral center and strategic advantage, attracting those who care about the equity-diversity-excellence nexus. UNM has often succeeded when we have truly committed on this terrain, and it represents our most promising path to national prominence in the future.

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[1] URL links to trend data for UNM students, staff, and faculty are appended at the end of this document.

Therefore, the central mandate for the re-organized structure envisioned by this task force is to advocate for and help lead the transformation of the University of New Mexico into an institution that embodies the values and practices that New Mexico needs now—and which will be urgently needed in the diverse American university of the future.

Goals of the Re-Organized Division of Equity & Inclusion:[2]

Two overarching goals will drive the future work of the re-organized DEI structure:
  A. Designing and advocating for the steps, structures, and resources necessary to more assertively advance equity, excellence, and inclusion at all levels of the tenure-track faculty and in central administration; while simultaneously
  B. Consolidating recent progress on diversity, equity, and inclusion at the student and staff levels, and continuing to advance that work on all fronts in order to make it a permanent part of UNM's culture, structure, and self-understanding.

Dynamic DEI leaders should be catalysts, advocates, and educators on both fronts. The re-organized DEI structure will draw both on past recommendations from within UNM and on the best models for equity and inclusion at research universities around the country. The ultimate goal can be articulated in terms of excellence-and-equity, inclusive excellence, or transformational excellence; the common denominator is a university dedicated systematically to linking academic excellence and equity across diversity in ways that transform the entire enterprise. In pursuing these goals, UNM should:

  1. Create an inclusive and equitable campus climate:
     a. identify and provide formal role for thoughtful diversity champions in staff, faculty, student and administrative leadership ranks, to advocate and educate on campus climate issues in their respective areas;
     b. assure full programmatic access for individuals from all backgrounds capable of succeeding in them;
     c. develop diversity performance goals for the University as a whole and for each College;
     d. create appropriate metrics for assessing those goals over time;
     e. implement consistent, regular climate surveys to benchmark and monitor progress toward those goals;
     f. create incentives for the constant pursuit and achievement of equity and excellence in the academic mission, both in academic units and support services;
     g. provide high-quality training on implicit bias, bias response, bystander intervention, hate incident response, etc.

  2. Constantly locate UNM at the intersection of: i) commitment to equity & inclusion; ii) excellence in the academic mission of the flagship research university in a diverse

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[2] A new name may be appropriate for the re-organized unit, better reflecting its mandate for advancing excellence-and-equity across the entire university. Terms such as inclusive excellence, collective impact, innovation, and transformational excellence might inform such a new name. Whether "Division" is the best organizational term also remains to be determined. Both questions presumably fall under the purview of incoming President Garnett S. Stokes. For convenience and understanding, we here refer to the new structure as "DEI" but do not assume that name will remain.

state and nation; and iii) regularly assessing our progress in pursuing the overlap and interdependence of equity & excellence

3. Recruit, retain, professionally develop, and promote a diverse faculty, staff, and central administration; and recruit undergraduate and graduate students from diverse social backgrounds and retain them to successful degree completion

4. Nurture a university culture in which students of all backgrounds and interests can thrive because they are supported personally, challenged to develop intellectually, and invited to grow holistically

5. Support and recognize innovative and inclusive scholarship, teaching, mentoring, and creative work that engages local communities and contributes to improving the quality of life in New Mexico

6. Formulate long-term goals for equity and inclusion that advance UNM's commitment to excellence as a public research university, planning to meet those goals, and holding ourselves accountable for doing so. Planning should define measurable goals and institutionalize structures and practices to buttress UNM's overall commitment and deepen unit-level responsibility on this terrain

7. Avoid duplication of efforts elsewhere in the university and the budgetary inefficiencies that result; the focus should fall on dynamic collaboration and leadership rather than retail programming that distracts from that focus

Principles of Excellence Guiding Research, Scholarship, and Teaching at UNM:

The re-organized DEI structure will advocate for research, knowledge production, patient care, and creative work at UNM that:

- Affirms and reflects strong scholarly standards set out by disciplines and interdisciplinary fields
- Encourages robust discussion among specialists across disciplines and interdisciplinary fields in order to stimulate new vantage points and perspectives responsive to complex problems; such dialogue should locate the university community at the emerging edge of human knowledge
- Advances work that expands human understanding of the natural world and society; builds meaning and solidarity within and across human communities; and improves quality of life, health and well-being, educational achievement, and civic engagement in diverse communities
- Engages students and the broader community in reflecting on what constitutes social justice; and supports them in working for social transformation in that direction, both within and beyond the academy
- Supports the development of intercultural understanding and critical consciousness about the world so that faculty and students can become problem solvers in diverse living and working environments
- Is disseminated via excellent peer-reviewed publications and programs as well as in diverse venues intended for broad and diverse audiences

DEI's Current Situation:

DEI does not exist in isolation, but is nested within a University structure facing new opportunities and significant challenges. While a detailed discussion of that is beyond our purposes, we highlight a few UNM-wide opportunities and challenges here that most affect DEI. The opportunities include UNM's remarkable positioning to help meet the needs of American society as social diversity continues to grow; the desire of federal agencies and major national and local foundations to fund efforts to meet those needs; the coming new leadership under President Garnett Stokes; the continuing re-design of UNM's structures and processes; and the chance to better capitalize on longstanding work for equity & inclusion and for academic excellence within the university. The challenges include ongoing declines in state funding, falling numbers of traditional-age college students (and thus tuition dollars), and a political climate that doubts the value of public institutions and higher education despite evidence supporting the centrality of both to economic prosperity and political democracy.

The above challenges mean that UNM is at risk of the fate that appears in store for many mid-tier flagship public universities in the United States, at least those that fail to innovate to confront the challenges: a slow decline into mediocrity as public funding and support dry up. But the above opportunities mean that UNM can escape that fate—if we innovate not in generic ways that simply place us in competition with better-funded institutions elsewhere, but boldly and in ways that reflect the strengths, gifts, and needs of New Mexico and UNM. A central part of the required innovation will be pursuing equity-and-excellence simultaneously and vigorously and at all levels of university life.

DEI currently draws on approximately $1.1 million/year in funding, 70% of which comes from I&G sources (the core university budget). About 80% of the overall budget goes to personnel costs (30% directly for bridge funding for faculty hiring to support diversity; 50% to internal staffing). The rest of the budget goes primarily toward travel, food, and in-house programming in support of equity and inclusion at UNM. These expenditures have built constituencies and sustained advocacy for equity and inclusion across a variety of UNM settings, particularly vis-à-vis student life and the staff; they have been less successful in assertively advancing excellence, equity, and inclusion in tenure-track faculty hiring-and-promotion processes and within the central administration. A newly empowered DEI structure must do the latter more successfully while continuing to advocate for and advance equity and inclusion in all facets of student life and within the UNM staff. Future University allocations and DEI budgets should reflect these priorities.[3]

Creating and Empowering the New Organizational Structure:

DEI's future hallmarks must be dynamism and shared endeavor for organizational transformation that places equity-**and**-excellence at the heart of our mission. Doing so successfully will require DEI to become a center of collaboration that drives visionary change

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[3] Given that one way UNM draws external funding is by invoking our demographic diversity and commitment to equity, the DEI budget should include a portion of F&A flows from external funding and the DEI head should have a collaborative voice in F&A allocation discussions.

across the University, bringing together current champions and future allies in a shared project. That shared project must be supported by university leaders and must *catalyze* rather than substitute for efforts driven by academic, student support, and administrative units. We use the word "catalyze" very intentionally: in chemistry, a catalyst facilitates and drives processes forward, but is not used up in the process. DEI must play this kind of dynamic and catalytic role while using its fiscal and human resources carefully to drive organizational change.

But what kind of project should be front-and-center in DEI's work? The only such shared project that can draw widespread support within and beyond the University will link two commitments: i) valuing equity and inclusion across contrasting social backgrounds, in order to become the pipeline of the diverse future leaders needed by U.S. and global society; and ii) committing to excellence in the academic mission in ways specific to UNM's status as a flagship public *research* university. UNM must build an organizational culture that sees these as interdependent and mutually sustaining, consistently refusing to compromise either.

In turn, achieving the internal dynamism needed to catalyze that shared project will require three kinds of transformations within DEI:

- *Constantly focusing on the core mission*: In order to fulfill its core mission of catalyzing organizational change throughout UNM, DEI must be accepted as a partner and collaborator broadly across the working units of the university. Such collaboration should draw on current diversity champions and recruit new allies who embrace the centrality and urgency of the equity-and-excellence project. Existing champions and new allies can then advocate for this project within their units, and educate their colleagues on how the linkage of equity and excellence can transform research, teaching, and service in their unit by generating new focus and new resources for the academic mission.
- Using DEI's fiscal resources and personnel in ways that maximize impact *on the day-to-day practices within academic units* and the classroom (and expanding those resources as DEI proves its ability to advance excellence and equity in the academic mission).
- Moving most program provision to supportive units elsewhere in the University (but with ongoing "dotted-line" accountability to DEI), to allow DEI leadership to focus on its core mission and to impact day-to-day academic practices.

The above-defined goals and internal changes will best position DEI to contribute to the transformational changes required for UNM to become all that it needs to be for the residents of New Mexico and for its own students, staff, and faculty. But further changes beyond DEI's internal goals and structure must likewise be in place if institutional transformation for excellence-and-equity is to succeed. Among these larger-scale changes the following stand out:

1. *Empowered position within UNM's overall organizational structure:*
   To succeed in catalyzing efforts at institutional transformation, DEI leadership must have the capacity to intersect regularly with highest-level university leaders. This organizational positioning allows the DEI head to be an agent of transformation by advising strategic decision-making on a day-to-day basis and helping university leaders

to constantly articulate overall institutional directions and priorities in light of the shared project. The overall head of DEI should therefore report directly to the UNM President and be a routine participant in deliberations within Academic Affairs, the Health Sciences Center, and administrative matters, including a 'dotted line' relationship with the Provost, Chancellor, and VP for Administration.[4]

This reporting structure will generate the kind of "upward accountability" needed to assure that DEI adheres to overall university mission and priorities and utilizes its resources efficiently and in keeping with the academic mission. This should include internal DEI administrative processes that assure no repeat of oversight failures that occurred in recent years (see the 2017 Internal Audit report for details).

In order to effectively advance the equity-and-excellence project, the overall head of the Division of Equity & Inclusion must be able to credibly represent this shared project to academic and support units at all levels of the University and on all campuses. In particular, efficacy within the research university structure requires that the DEI head be able to draw respect from faculty leaders across disciplines. Thus, s/he should be a tenured member of the faculty (or eligible for tenured appointment) with a strong research profile *and* hold an established track record of advocating for and advancing equity initiatives in higher education. S/he should also enjoy all rights of academic freedom to publish and advocate on issues of equity, inclusion, diversity, and academic excellence. Beneath the overall head, chief diversity officers (or similar title; typically tenured, clinical, or research faculty members compensated via SACs, or highly accomplished staff members) should oversee equity and inclusion initiatives in particular segments of the University.

2. *Associated structure of advocates and change agents within each College/School and within all student support and administrative units*:

The central DEI structure described above would be too lean to truly catalyze equity-and-excellence at the unit level. To do so, it must draw on credible allies within each College and School, as well as within each large-scale student support and administrative unit. Leaders of each of these key structures will be asked to identify an equity-and-excellence champion from within its own staff or faculty; these positions should be appointed at the associate dean or similar level and compensated appropriately either as part of the

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[4] Under this model, one potential division of labor would have chief diversity officers for north campus; main campus and athletics; and branch campuses. An alternative overall structure would have a Chief Diversity Officer or VP for Equity & Inclusion on main campus and a Vice Chancellor for Equity & Inclusion on north campus, both reporting jointly: i) to the UNM President; and ii) to the Provost and Chancellor, respectively. Under this structure, excellence and equity at the branch campuses could fall under the purview of the existing Branch Liaison role. The right model obviously falls under the discretion of the UNM President.

person's regular job duties (with reductions elsewhere) or via additional compensation (SACs or other).

These College/School/unit advocates should be chosen for their dynamism in advocating for diversity, equity, excellence, and inclusion as core values within UNM's academic mission; and for their credibility vis-à-vis colleagues who can help steer this shared project to success at the unit level. Their mandate must be broad enough to allow them to offer coaching and advice regarding issues of recruitment, hiring, promotion, retention, and campus climate among students, staff, and faculty within their unit and in consultation with the Dean or unit head. These advocates will report directly to the Dean/head of the unit, with 'dotted line' accountability to the head of DEI (which could be delegated to the appropriate chief diversity officer).

These advocates will collaborate with the central DEI staff to identify systemic barriers to diversity, excellence, equity, and inclusion within UNM; and to create levers for change in UNM's organizational culture in order to overcome those barriers. This work will build on past work by DEI, other university-wide advocacy structures, and unit-level diversity champions throughout the university, but do so in ways empowered across all units and coordinated with the overall drive for excellence in the academic mission.

To achieve the dynamic leadership required to drive equity-and-excellence throughout the university, these advocates will need to build a collaborative work process vis-à-vis one another, their Deans/unit heads, and the central DEI staff. This, in turn, will generate the "downward accountability" necessary for DEI staff to stay grounded in the day-to-day work of units at the front line of the academic mission.

3. *Allies and critical external reviewers from excellent public research universities nationwide:*

To succeed in positioning UNM at the forefront of equity and inclusion work nationally, this effort must also be held accountable to national best practices regarding equity and inclusion and to research university standards of academic excellence. To assure this, UNM should: i) set up a national advisory board of eminent leaders on equity and inclusion at research universities, federal funding agencies, and major foundations to advise UNM leaders and the head of DEI; and ii) institutionalize an equity-and-excellence national peer review board, with a process parallel to the Academic Program Review undergone every seven to ten years by each academic department. Members of the national advisory board might be ideal external reviewers for the equity-and-excellence national review. Ultimately, such reviews might occur on the standard seven-year cycle, but initially they should occur more frequently, perhaps every two or three years.

This structure will generate the "outward accountability" that holds UNM to best national standards of academic research, teaching, and service and inclusive excellence.

The above changes should result in three clear changes from the past:

- First, DEI will be more focused on its core mission, and prioritize its budget accordingly
- Second, that mission will be clearer to all: Advancing excellence-and-equity across all dimensions of the academic mission, in ways that reflect UNM's status as the flagship research university in a diverse state
- Third, that mission will draw on authority, expertise, and commitment from within academic departments and colleges, from top institutional leaders, and from beyond the university—with DEI serving as a catalyst to advance excellence and equity via collaborative and coaching relationships in all those settings

Just as a tree thrives by drawing sustenance and energy from above and below ground, the university's commitment to excellence-and-equity will best thrive if the new DEI structure can draw on vigorous contributions from many partners, both in university leadership and in academic and support units, including those who have championed diversity up to now *and* those who newly embrace this opportunity.

Conclusion: Making UNM a National Leader

Easy language invoking excellence, equity, and institutional transformation will not make UNM what it needs to be for the future. Excellent work on this terrain happens every day at UNM, but not nearly systematically enough. Whether the goal is articulated as excellence-and-equity, inclusive excellence, transformational excellence, or some other term matters less than the hard work to drive daily decisions and practices *simultaneously* toward excellence in the academic mission and toward equity & inclusion for the nation's diverse communities. That combination represents UNM's best roadmap to national prominence *and* to redeeming its ethical obligations to the residents of New Mexico.

We do not offer a detailed blueprint for the path ahead; that blueprint should be the work of the new head of DEI. But clearly, getting excellence-and-equity right *systematically* will require a variety of partial steps, including:

- Sustained organizational discipline to focus on the core DEI mission as defined above
- Small-scale testing of pilot projects on how best to link excellence and equity in innovative and effective ways—followed by systematic, university-wide implementation of those found to be most effective
- In the creation of both pilot and large-scale systems for equity-and-excellence, utilizing "design thinking" *from the point of view of students, staff, and faculty* rather than bureaucratically; that is, designing with the end users of teaching, research and creative work, patient care, and advising in mind

- Not command-and-control systems but rather coaching and collaboration vis-à-vis all levels of the university, including executives but also chairs, deans, directors, search committee chairs, and other institutional leaders
- No part of UNM should be immune from the requirements of excellence and equity, including structures of faculty governance, student governance, tenure-and-promotion, and staff advancement. Training against implicit bias should be required for leadership positions at all levels, including faculty search committees; and contributions to the equity-and-excellence agenda should be an element of annual reviews. Increasingly, appropriate skills and a demonstrated track record of work for equity/inclusion/excellence should also be a requirement for all university leadership positions

The watchwords for this dynamic, sustained effort should be transparency and accountability, with everyone involved held to high standards of excellence and commitment to equity. Succeeding in the effort will involve both drawing on and re-shaping the core skill sets of *everyone* in the institution. We will all need to learn new competencies at the overlap of equity and excellence; we will all need to incorporate new practices into our work routines. Given the challenges and opportunities of this endeavor, we urge UNM to implement this newly empowered structure immediately but deliberatively. We should not expect perfection from ourselves or others as we work together across cultural boundaries to advance equity and excellence at UNM, but we should all strive for the humility to learn anew on this terrain. On that path lies UNM's best future.

Members of the DEI Task Force:

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Amanda Butrum	Accessibility Resource Center
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Brandi Stone	African American Student Services
Nasha Torrez	Dean of Students
Chantel Trujillo	ENLACE
Claudia X. Valdes	College of Fine Arts, Department of Art
Irene Vasquez	Chicana/o Studies Department
Richard L. Wood, Chair	Senior Vice Provost

Additional Resources:

A series of extremely useful data dashboards from UNM Office of Institutional Analytics, with data on demographics for students, staff, and faculty. The student dashboards cover 1996-2016, and the faculty/staff dashboards cover 2002-2016.

Graduate Students by Gender
https://public.tableau.com/profile/unm.oia#!/vizhome/GraduateStudentsbyGender/GraduateStudentsbyGender

Graduate Students by Ethnicity
https://public.tableau.com/views/GraduateStudentsbyEthnicity/GraduateStudentsbyEthnicity?:embed=y&:display_count=yes

UG Students by Gender
https://public.tableau.com/views/UGStudentsbyGender/UndergraduateStudentsbyGender?:embed=y&:display_count=yes

UG Students by Ethnicity
https://public.tableau.com/views/UGStudentsbyEthnicity/UndergraduateStudentsbyEthnicity?:embed=y&:display_count=yes

Faculty by Gender
https://public.tableau.com/views/FacultybyGender/FacultyByGender?:embed=y&:display_count=yes&publish=yes

Faculty by Ethnicity
https://public.tableau.com/profile/unm.oia#!/vizhome/FacultybyEthnicity/FacultybyRace

Staff by Gender
https://public.tableau.com/views/FacultybyGender/FacultyByGender?:embed=y&:display_count=yes&publish=yes

Staff by Ethnicity
https://public.tableau.com/views/StaffbyEthnicity/StaffbyEthnicity?:embed=y&:display_count=yes

Useful documents from past work at UNM at diverse.unm.edu, including:

2013 Diversity Council Framework for Strategic Action Report
http://diverse.unm.edu/about-dei/diversity-council/diversity-council-final-report-diversity-council-framework-for-strategic-action-01282013.pdf