

2019 Assurance Argument

REPORT TO THE HIGHER LEARNING COMMISSION



FEBRUARY 5, 2019

Notes on the following report:

The following version of the University of New Mexico Assurance Argument was submitted to the Higher Learning Commission on Monday, Feb. 5. It was then exported to PDF. Consequently, the hyperlinks in the text below are not functional, as they direct readers to a closed evidence library. A future draft of the Assurance Argument will have links restored to the evidence library in UNM's Digital Repository. Until then, you can search for evidence documents by keyword or year on the Digital Repository:

https://digitalrepository.unm.edu/assurance_argument_2018_19/.

There is one section below that has been redacted to protect the confidentiality of the documents, which were provided directly to the Higher Learning Commission for their review.

Dear Colleagues,

In my first year as President of the University of New Mexico, I have met countless faculty and staff who see their work as a critical investment in the public good. The sense of responsibility towards community extends from branch campuses in Gallup, Los Alamos, Taos, and Valencia, to main campus, and from Health Extension Rural Offices across the state to the Health Sciences Center in Albuquerque. One of 31 higher education institutions in New Mexico and the state flagship, UNM is a Hispanic-serving institution with comprehensive graduate and professional programs and the state's only Trauma 1 hospital. The majority of our students are students of color. Many of our students come from historically underserved and underrepresented groups. Excellence, equity, and inclusion are firmly linked at UNM. Each link has become inextricable from the others as we have learned from members of our community—whether students, patients, families, or local employers and workers—about their dreams and their needs. We are one of the few universities to take on the challenge of being both a Carnegie R1—very high research activity institution *and* a university that offers relatively open educational access and extensive patient care.

Some statistical snapshots capture our hard work and success in meeting this challenge over the past decade. Despite a 20% reduction (adjusted for inflation) in our state-allocated Instructional and General budget since 2009, our four-year undergraduate graduation rate rose from 12% to 34.5%. The current four-year graduation rate is over 10% higher than an analysis of the ACT scores and grade point averages of our 2014 cohort would predict. Sponsored research expenditures at UNM's Health Sciences Center grew from \$45 million in FY 1998 to \$144 million in FY 2017 and \$151 million in FY 2018, even as our network for patient care has expanded across the state. On UNM's main campus, sponsored research increased from \$93 million in FY 2014 to a peak of \$143 million in 2016 and 2017 with a dip to \$112 million in FY 2018. Meanwhile, student support services have become more attentive to individual situations; where about 1500 students per semester used to be disenrolled due to bursar holds, for example, improved student support brought that number down to 33 in Spring 2019. Over the past decade, our curriculum has been thoroughly redesigned and mapped; four-fifths of our undergraduate degrees now fall under 121 credit hours.

The story behind these statistics is one of a public institution that draws on a creative, well-trained, and responsive faculty and staff to address the changing needs of a diverse population.

This assurance argument contributes to UNM's record of continuous accreditation since 1922. It provides the evidence that self-study, systems improvement, best practice adoption, and, most importantly, commitment characterize our realization of the UNM motto, "each of us defines all of us."

Warm regards,



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 broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

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. A minority-majority, Hispanic-serving institution, the University extends across 1700 acres in a network spanning the northern half of New Mexico. The Main 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, two hospitals and an extensive clinic network, the University serves a broad range of rural and urban constituents. These include New Mexican tribal communities, people of Hispanic descent whose families have lived in the region for centuries, whites and people of color many of whom have ancestors who became established in the Southwest between the Treaty of Guadalupe Hidalgo in 1848 and granting of U.S. statehood in 1912, global and regional immigrants and refugees, and people for whom English is a second language.

UNM unites three commitments: delivering broad educational access to students from historically underserved communities, providing health services to an underserved population, and developing competitive research and creative works. Meeting all three of these commitments and, indeed, leveraging our research and creative capacity to improve the well-being of students, patients, and all New Mexicans, represents the defining and ongoing challenge for our institution.

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:

The University will engage students, faculty, and staff in its comprehensive educational, research, and service programs:

- UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying

lives.

- Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures.
- Building on its educational, research, and creative resources, the University provides services directly to the City and State, including health care, social services, policy studies, commercialization of inventions, and cultural events.

The current mission statement was developed as part of a comprehensive process, chartered by the president and chaired by the provost, which incorporated input from nearly [200 individuals working across 19 committees](#). The Office of the President reviews the mission statement during annual updates to the University's strategic plan.

The structure of the University and its academic programs aligns with its mission as a public flagship research university. The University including main and branch campuses, and the Health Sciences Center (HSC) now offers nearly 300 degree and certificate programs, including 47 doctorate, 4 specialist, 79 master's, 97 bachelor's, and 70 associate's degrees, as well as 56 certificate programs. Main campus and HSC programs are offered by 15 schools and colleges: the Anderson School of Management, College of Arts and Sciences, College of Education, College of Fine Arts, Graduate Studies, Honors College, College of Nursing, College of Pharmacy, College of Population Health, College of University Libraries and Learning Sciences, School of Architecture and Planning, School of Engineering, School of Law, School of Medicine, and University College. In 2017-18, UNM educated more than 33,000 students and granted 6,877 degrees.

The UNM branch campuses UNM-[Gallup](#), UNM-[Los Alamos](#), UNM-[Taos](#), and UNM-[Valencia](#) are chartered branch community colleges that 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. Programs range from UNM-Valencia's Information Technology AAS to UNM-Los Alamos' Fire Science AAS program, both of which directly meet workforce needs in local communities. The vast majority of students at branch campuses, however, are degree-seekers enrolled in transfer-based Associate of Arts and Associate of Science degrees. Like UNM-Main campus, branch campuses also offer dual credit courses to high school students that meet the [New Mexico Public Education Department requirements](#). Total branch campus enrollment was 6,710 students in Fall 2017 and total faculty numbers measured 144 with 86% of this total comprised of full-time faculty.

The Health Sciences Center [is the state's largest integrated health care treatment, research, and education organization](#). It receives around 900,000 patient visits each year, contributes \$1.6 billion annually to the state's economy, and enrolls more than 2,000 students.

Several UNM departments and programs rank among the best in the nation. Photography ranks in the top 5, clinical law ranks 11th, and nuclear engineering in the top 15. The School of Law is the only law school in the state, and most of the judges and lawyers in New Mexico, as well as many members of the legislature and state government, are UNM Law School alumni. The School of Medicine and the hospital's level 1 trauma center are also both unique in the state. The Health Sciences Center (HSC) is a leader in modeling new ways for meeting the needs of a rural and economically disadvantaged population. Over 100 faculty members conduct research and teach on Latin America, across nine colleges of the university. This is among the greatest concentrations of faculty expertise on Latin America in the United States. UNM's library holdings on Latin America are widely recognized as among the most comprehensive in the United States. The [2018 edition of](#)

[the U.S. News & World Report](#) ranks UNM as 176th among national universities and in the top 100 of public institutions in the nation. [UNM is ranked as a top 50 public research university](#) by The Top American Research Universities, and ranks 45th among public research universities in federal research expenditures.

UNM boasts an outstanding faculty that includes four National Academy of Sciences/Engineering Members, six National Academy of Inventors Fellows, 60 Fulbright scholar program awardees, and several fellows of national and international associations and societies. Faculty publish in major refereed professional journals, including *The New England Journal of Medicine*, *American Historical Review*, and *Nature*, and with top-tier academic presses such as University of Chicago Press and Cambridge University Press. As publicly-oriented scholars, UNM professors share their expertise in local and national media outlets from *The Albuquerque Journal* to *The New Yorker*.

UNM's high proportion of in-state students and our undergraduate admissions policy is consistent with our commitment to serve the city and state and enhance quality of life in New Mexico's diverse communities. Of the 30,000 students UNM educates per year, more than 84 percent are New Mexico residents. The student population reflects the population of New Mexico and the Southwest. It includes historically underrepresented groups, including a [Hispanic student population](#) of over 40 percent. UNM's incoming freshman class is over 50% Hispanic, and has been since 2015. Over five percent of main campus undergraduates are American Indian students from the state's indigenous tribes; that proportion rises to 75% at the UNM-Gallup branch. UNM has a decades-long commitment to the state's citizens, maintaining low tuition and providing [significant scholarship and financial aid](#) to about 74 percent of students, including 39 percent who received Pell Grants in 2015 and 40% who receive a New Mexico Legislative Lottery Scholarship. A [2017 Brookings Institute Study](#) ranked UNM eighth among U.S. universities that are leaders in providing access to higher education.

The University also has [a significant economic impact on the state](#), serving as one of New Mexico's largest employers and largest producers of skilled labor, attracting over \$300 million dollars annually in contract and grant research funding, and operating one of the [state's largest health care systems](#). The national laboratories based in New Mexico, Sandia National Laboratories (SNL) and Los Alamos National Laboratory (LANL) rely on UNM more than any other university for staffing their workforces. It is estimated that currently 25% of the SNL workforce is comprised of UNM alumni, while 11% of the LANL employees are UNM alumni. Last year, the University produced approximately 24,985 jobs, \$3.5 billion in annual employee compensation, and \$3.1 billion in economic output. In 2017, UNM graduates earned roughly \$2.3 billion more than they would have had they not gone to college, further strengthening [the case](#) for the value of the University's undergraduate education.

UNM has prioritized student support services since the last affirmation of accreditation in 2009 and has measurably improved student success and timely degree completion. [UNM's Quality Initiative](#) was focused on improving the first-year experience. Teaming up with the Gardner Institute for Excellence in Undergraduate Education, UNM undertook a self-study and multi-year process to improve New Student Orientation, to strengthen advising, to eliminate remedial coursework at main campus, to integrate student support into transitional curriculum, and to enhance analysis and assessment of student outcomes. The improvements to the first-year experience, furthermore, fed into the creation of four-year (120-credit) degree pathways and changes to the math sequence. The third-semester retention rate exceeded 80 percent in 2015, although the rate has now returned to 2012 levels of about 74 percent. Yet UNM achieved record high performance in overall improvement in

student success. The four-year graduation rate climbed to 34.5 percent in 2018 (up from 12 percent in 2010), and the six-year graduation rate climbed to 49.6 percent (up from 45 percent).

Led by the efforts of the [Budget Leadership Team](#), and guided by the institution's Strategic Plan, UNM's planning and budget priorities align closely with the mission. Additional details are provided in 5.C.

Sources

- 1511 20180831 Quality Initiative - Institutional Report
- BRANCH_Gallup_self_study_2018
- BRANCH_Los_Alamos_self_study_2019_new.pdf
- BRANCH_Taos_self_study_2018
- BRANCH_valencia_self_study_2018
- BUDGET_budget_leadership_team_documents_2018
- EM_scholarships_2018_Batch
- HLC_quality_initiative_report_2018
- HSC_project_ECHO_2018
- MISC_brookings_ladders_article_2017
- MISC_Google_undergraduate_women_grant_2018
- MISC_HSC_economic_impact_2014_Batch
- MISC_Lobo_athletes_academics_articles_2018
- MISC_NMPED_dual_credit_2018
- MISC_top-american-research-universities-annual-report_2016_Batch
- MISC_undergraduate_value_proposition_study_2018
- MISC_UNM_economic_impact_2018_Batch
- MISC_us_news_UNM_ranking_2018_Batch
- OIA_official_enrollment_report_2018
- PRES_strategic_refresh_2013_Batch
- WEB_unm_mission_2018.pdf

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of 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 document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

[The UNM Mission Statement](#) is publicly posted on the University's website and is included in an array of public documents, including the [University Catalog](#), the [Regents' Policy Manual](#), and the [Faculty Handbook](#).

The [UNM Mission Statement](#) serves as the foundation for other documents that embody and guide the operations of the institution. The current statement originated in 2001 as part of a comprehensive strategic planning process, as described in the [December 2001 Minutes of the Board of Regents \(BoR\)](#). In 2012, the UNM community initiated the [UNM2020 Strategic Planning Process through an open and inclusive effort](#). This process reaffirmed the 2001 mission statement while developing the new UNM2020 Vision and the UNM2020 Strategic Plan Goals, published in the university catalog and on the Office of the President website. More than 1,000 stakeholders participated in live and virtual sessions that led to unanimous approval of the strategy by the Board of Regents ([May 2013 Minutes of the Board of Regents](#)). The resulting [UNM2020 Vision](#) has guided UNM's activities and resource investments, serving as a roadmap to move UNM forward. The [UNM Strategic Plan](#) established goals, listed without full definitions here, and near-term objectives to focus efforts toward achieving the vision:

UNM Strategic Plan Goals

- Become a Destination University
- Prepare Lobos for Lifelong Success
- Promote Institutional Citizenship and Inclusive Excellence
- Promote Health and Health Equity
- Advance Discovery and Innovation
- Ensure Financial Integrity and Strength
- Advance and Accelerate Economic Development

Building on these seven overarching goals, UNM adopted [19 comprehensive strategies](#) and multiple annual objectives and metrics that guide institutional efforts through the year 2020. Taken together, these form the performance plan for the coming year and the foundation for the annual goals of the president and leadership team.

UNM performs regular updates and self-evaluation of performance on the UNM2020 plan and draws on the research and recommendations of university task forces to improve the institution. Beginning with the president, executive vice presidents the provost and executive vice president for academic affairs, the chancellor for health sciences, and the executive vice president for administration and their respective leadership teams, an initial set of updated strategies are developed. These strategies are reviewed during facilitated planning sessions that include the executive cabinet, deans, and associate deans from across campus, are published for comment and then further refined. The three most recent strategic refreshes occurred in [2016](#) and [2017](#). In 2015, building on the mission and vision statements, the Board of Regents also adopted a set of [Guiding Principles](#): Freedom of Inquiry, Integrity, Inclusiveness and Respect, and Responsibility to Community.

The Office of the Vice President for Research (OVPR) has developed a [Research 2020 Strategic Plan](#) with the goal to significantly enhance capacity, competitiveness and impact in world class research and creative activity by tenure track, tenured and research faculty, graduate students and postdoctoral fellows, research staff and undergraduates. The OVPR has identified UNM's areas of research strength, as follows:

Cross-Cutting Research Areas

- Bioinformatics and Collections-based Research
- Ecology and Climatology
- Human Evolution, social and Behavioral Dynamics, and Addictions
- Materials Science and Optical Sciences and Engineering

Areas of Research and Scholarship Strength

- Computational and Data Sciences
- High Energy Density Physics
- Medieval Studies
- Quantum Information Science
- Regional Resource Economics, Water, and Environment
- Southwest Anthropological Research and Socio-cultural studies
- Latin American Studies
- Land Arts of the American West

The Research 2020 Strategic Plan has supported recruitment and funding efforts and has increased public awareness of how UNM meets its research mission.

The UNM Health Sciences Center (HSC), which has benefited from long-standing continuity in leadership, also completed its own [Vision 2020 Strategic Planning Process](#), during which it engaged community in developing procedures for working with community partners. HSC Leadership identified the Mission and Vision, and then solicited feedback to create plans by coordinating with Health Extension Regional Officers (HEROs) offices and conducting public symposia at HERO sites in Taos, Hobbs, Shiprock, Las Vegas, Las Cruces, and Silver City. HSC set a high bar: to help New Mexico make more progress in health and health equity than any other state by the year 2020. The [HSC's Vision 2020](#) created the first academic health center strategic plan that focused on improving the state population's health and health equity as a measure of the institution's success. Vision 2020 aims to focus the institution and its resources on initiatives that "strengthen community capacity and respond to community priorities." To fulfill this Vision, all colleges, schools, departments and programs at UNM HSC have incorporated into their annual performance plans how

their education, service, and research enterprises will measurably improve the health of New Mexico.

In 2017-18, then Interim President Chaouki Abdallah [led teams of administrators, faculty, and staff](#) to examine economic trends and educational shifts in relation to institutional transformation. This initial conversation [Beyond UNM 2020: The Conversation for Redesigning the University](#) focuses on national best practices for student services, alternative external and internal budget models, changing student demographics and the needs of future learners, community engagement, and academic structure and organization in their relation to knowledge production and learning. In a period of leadership transition on main campus and at UNM-Gallup and UNM-Taos, UNM 2020 and the [Beyond UNM 2020](#) conversation have allowed the institution to maintain a targeted course and to develop the information necessary for a new phase of strategic investment in the future of the university under the leadership of President Garnett Stokes. The projected next phases of [Beyond UNM 2020](#) involve evaluation of team recommendations relative to urgency, feasibility, and sustainability; university-wide conversations about quality and implementation; and transition to adoption.

Sources

- [BOR_minutes_dec_11_2001_Batch](#)
- [BOR_minutes_may_14_2013_Batch](#)
- [BOR_Regents_Policy_Manual_2018_Batch](#)
- [BOR_Regents_Policy_Manual_2018_Batch](#) (page number 55)
- [FS_faculty_handbook_2018_Batch](#)
- [HSC_strategic_plan_2015_Batch](#)
- [PRES_strategic_plan_refresh_2016_Batch](#)
- [PRES_strategic_plan_refresh_2017_Batch](#)
- [PRES_strategic_plan_summary_2018](#)
- [PRES_strategic_refresh_2013_Batch](#)
- [PROVOST_redesigning_the_university_2018](#)
- [PROVOST_unm2020_vision_and_strategic_plan_2012_NEW](#)
- [REGISTRAR_catalog_general_information_2018](#)
- [RESEARCH_research2020_2018_Batch](#)
- [WEB_unm_mission_2018.pdf](#)

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

The [UNM Mission Statement](#) recognizes that faculty, staff, and students advance our understanding of the world, its peoples, and cultures. The [UNM2020 Vision](#) includes a commitment to creating a “culture that is healthy and seeks continuous improvement through open, safe and honest dialogue.” UNM’s culture is one in which “faculty and staff are engaged and rate institutional performance highly on cultural attributes such as trust, integrity, transparency, diversity, mutual respect, quality, ethics and social responsibility.” Administrators, faculty, staff, and students – all of whom bring the richness of their own diverse backgrounds to the university – recognize that our values of diversity, equity and inclusion anchor our excellence. The 2016 adoption of the phrase “each of us defines all of us” as UNM’s promotional motto captures these values.

As the areas of research strength listed in section 1.B illustrate, UNM has historically produced scholarship and services that are of direct benefit to the peoples of the region and contribute to greater understanding of the fabric of regional cultures. Since 1929, the UNM Department of Anthropology, for example, has conducted field schools and research at Chaco Canyon, a massive complex built by ancestral pueblo peoples. Researchers in the Department of Earth and Planetary Sciences have transformed understanding of the [age and formation of the Grand Canyon](#). Faculty in the field of Speech and Hearing Sciences have developed research-based therapy focused on non-English and dual language communities. The UNM School of Architecture and Planning [is collaborating on community informed design proposals](#) for the future of Silver City, a historic New Mexican mining town. The University of New Mexico Press publishes scholarly books on Native American, Southwestern, and Latinx heritage, as well as books for the general public, from regional cookbooks to guide books. (The importance of the press to fulfilling UNM’s responsibility to the New Mexican public is sufficient that university leadership took significant measures in 2017 to reorganize the press and ensure financial transparency and solvency.) The Center for Southwest Research in the University Libraries houses regional, Latin American, and special collections, including extensive archival documentation on the history and cultures of New Mexico. Geospatial and Population Studies provides the data and analysis to support public policy and decision-making in the state. The Southwest Hispanic Research Institute promotes research on the Hispano/Latino populations of New Mexico and the United States. [The Center for Health Policy](#) (formerly Robert Wood Johnson Foundation Center) works to increase the diversity of participants in national study and debate on health policy while serving as a center of health policy research. The Institute for American Indian Education offers research and educational policy insight to scholars, educators, and state government. Many faculty and staff specialize in areas of preservation, research, curation, publishing, and service related to regional land, peoples, and artifacts, as these examples illustrate. Through internships, on-campus jobs, and class projects, students often have the opportunity to become directly involved in this work.

Dedicated leadership, ongoing self-study, and new initiatives ensure that the university is attuned to the needs of a diverse population. Reporting to the Office of the President, the [Division for Equity and Inclusion](#) promotes equity for all members of the University community by leading efforts and building sustainable partnerships across campus. A [task force report published in 2017](#) is informing a current national search for a new DEI vice president to fill an opening due to resignation. DEI currently supports diversity leadership and networking initiatives, such as the September 2018 [Diversity Curriculum Summit](#), which shared strategies for developing diversity curriculum with legislators and educators across the state, and [ENLACE](#), a statewide collaborative for improving pathways to education for Latinx youth. The Health Science Center's commitment to addressing health and educational disparities is supported by the HSC-wide [Office for Diversity](#). The Office is responsible for promoting faculty diversity, linguistic and cultural competence, research data and analyses related to equity, and family involvement and community engagement. The Law School's Associate Dean of Institutional Climate and Equity, Christine Zuni Cruz, is the first pueblo woman to earn tenure as a law professor; she established the Southwest Indian Law Clinic at UNM in 1993. In January 2019, deans across UNM began implementing the 2017 task force recommendation that associate deans (or appointments of comparable rank) for diversity, equity and inclusion be embedded in schools and colleges.

Ethnic and Resource Centers [within Student Services](#) provide employment, scholarships, and assistance to over 12,000 UNM Students and Community Members annually. The centers including El Centro de la Raza, African American Student Services, American Indian Student Services, the Accessibility Resource Center, LGBTQ Resource Center, Women's Resource Center, TRiO (for first-generation, accessibility, and rural to urban support), the Men of Color Initiative, and the Project for NM Graduates of Color provide a support structure focused on the development of life and learning skills.

UNM's commitment to diversity and inclusion is also reflected in [the more than 400 student organizations](#) on campus. A large number focus specifically on issues related to diversity and inclusion, including the Queer Student Alliance, National Society of Black Engineers, Dream Team and Kiva Club.

As a service unit, the [Global Education Office \(GEO\)](#) facilitates international connections, cultural exchange, and the development of international expertise across all sectors of the university. The unit is responsible for international recruitment and admissions, facilitating opportunities to study and work overseas through exchange and education abroad programs, offering immigration and orientation services for international students and scholars who study and work at UNM, and providing intensive English language programs. In Fall 2018, the University [admitted a total of 467 international students](#). GEO fields education abroad programs in over 45 countries at more than 100 universities; in the 2016-17 academic year more than 800 students participated in education abroad.

The [Latin American and Iberian Institute](#) promotes student and faculty research in Latin America and Iberia and faculty development and student education abroad experiences in these regions. It provides outreach and public education, conducts educational travel to Latin America for community members, and works closely with K-12 teachers throughout the state and nationwide to incorporate learning about Latin America into K-12 curricula.

The [University Diversity Council](#) established in 2011, advocates for campus climate policies, and makes recommendations for best practices, including curricular change, that may be successfully integrated into UNM's daily operations. In 2013, the Diversity Council created a [Strategic Framework](#), including a timeline for implementing initiatives for students, faculty, and staff. The

recommendations emphasized civic partnerships in low socioeconomic and ethnically diverse communities, community-engagement learning seminars for students, faculty, and staff, and community-based participatory research.

University curriculum engages students in learning about human diversity, from content on the migration of percussion rhythms to units on how different cultures produce their built environment. Numerous courses in UNM's revised general education curriculum, which will be launched in Fall 2019, feature global awareness and critical thought on race and social justice (supported in part by a 2018 Lumina grant). UNM offers a range of comprehensive ethnic studies programs: [Chicano/a Studies](#), [Africana Studies](#), [Native American Studies](#). Chicano/a Studies received department status in 2015, experienced a 30 percent increase in enrollment, and has developed advanced degrees, as well as a managed online program. Academic programs addressing regional and global diversity are too numerous to list in their entirety. They include [Language Literacy and Sociocultural Studies](#); the new College of Population Health; the Department of History, with strengths in American West and Latin American Studies; American Studies, with significant expertise in border studies; the Department of Linguistics, which offers programs in Navajo and American Sign Language and is recognized for its work preserving indigenous languages; the College of Education's Institute for American Indian Education as well as its Native American Leadership in Education Cohort, and the College of Nursing's curriculum on patient care for elderly, veterans, rural, and globally and ethnically diverse communities. Initiatives to improve transfer rates to main campus improve educational access for our diverse regional population. Among these, a \$2 million grant awarded by the Andrew W. Mellon Foundation to UNM and Central New Mexico Community College in 2019 will support successful transfer for humanities students through a summer bridge program, navigators, course alignment and additional advisement.

The University has undertaken specific initiatives that address its role in a diverse community, following through on [Goal 3 of the Strategic Plan](#). It embarked on collaborative efforts at restorative justice for past inequities, building on the model developed at UNM; the Maxwell Museum, the Alfonso Ortiz Center for Intercultural Studies, and the Department of Anthropology returned ownership of major artwork (a totem pole) appropriated from a Pacific Northwest aboriginal people to their descendants. Current efforts on addressing legacy symbols focus on developing innovative ways to change how historic murals in Zimmerman Library are presented and interpreted, and finding a long-term solution to replace UNM's former official seal, the use of which has been suspended. In 2018, UNM collaborated with the student Kiva Club to [add Indigenous Peoples Day](#) to its holiday calendar, in recognition of the location of the University's campuses on the ancestral land of indigenous peoples and honoring their resiliency and culture.

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.

Since 2016 and with funding from the National Science Foundation, a faculty-led [UNM ADVANCE](#) initiative has partnered with Academic Affairs to elevate best practices for faculty searches, career advancement, and retention efforts focused on women and underrepresented groups in STEM

disciplines. Searches for new faculty prioritize a commitment to diversity, equity, and inclusion and, as of 2018, rely on guidelines derived from the NSF ADVANCE grant to support inclusiveness. The [Faculty Hiring Handbook](#) includes requirements about inclusion of equal opportunity language and recommendations that all [position announcements](#) suggest applicants provide evidence of experience engaging with diverse communities in college outreach efforts, and experience working with a diverse student population, as well as evidence of community engagement through teaching, research service, and civic engagement. Academic Affairs is supporting targeted faculty hiring efforts, such as an ongoing [Native American Cluster Hire](#) to recruit scholars who can enhance the University's teaching and research mission.

Sources

- AA_DSA_Impact_and_Outlook_2017_compressed
- AA_global_education_office_web_2018_Batch
- AA_global_education_office_web_2018_Batch (page number 10)
- AA_LAII_annual_report_2015
- AA_native_american_cluster_hire_2018
- AA_student_org_directory_2018
- DEI_diversity_council_2018
- DEI_diversity_council_framework_strategic_action_2013
- DEI_task_force_report_2017
- DEI_website_2018
- HSC_OfD_initiatives_2018_Batch
- MISC_center_for_health_policy_report_2017
- MISC_ENLACE_2018
- MISC_position_announcement_example_2018
- MISC_unm_deming_story_2019
- NEWSROOM_dei_lumina_grant_2018
- NEWSROOM_dei_summit_2018
- NEWSROOM_lobocard_preferred_name_2018
- NEWSROOM_redefine_grand_canyon_2018
- NEWSROOM_UNM_awarded_NSF_ADVANCE_grant_2017_Batch
- OEO_search-committee-handbook_2009_Batch
- PRES_strategic_plan_summary_2018
- PRES_strategic_plan_summary_2018 (page number 4)
- REGISTRAR_catalog_africana_studies_2018
- REGISTRAR_catalog_chicanao_studies
- REGISTRAR_catalog_general_information_2018
- REGISTRAR_catalog_native_american_studies_2018
- REGISTRAR_catalog_sociocultural_studies_2018
- UAPPM_3405_Holidays_2018_Batch
- WEB_unm_mission_2018.pdf

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
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 identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

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 Rio Rancho extension campus. The Health Sciences Center [is the state's largest integrated health care treatment, research, and education organization](#). As examples in the preceding and in this section illustrate, UNM is the state's primary producer of research knowledge and graduate and professional education. Not only mission and strategic documents but the research and teaching foci of faculty and staff demonstrate a deep involvement with contributing to the welfare of our communities.

UNM works closely with the region's schools, including facilitation of school-based health clinics, and provides [national research leadership](#) on vital education issues. Faculty, students and staff [work with businesses](#) to strengthen performance and competitiveness. They partner with groups to develop community-centric programs and practices that help strengthen and build capacity for the citizens of this state. For instance, community health programs [address obesity and diabetes](#), reduce disparities in minority health, mitigate addiction and provide sexual and reproductive health services, including services around teen pregnancy. A faculty-run [evaluation lab](#) facilitates student analytics support for local non-profits. The College of Nursing played a crucial leadership role creating the New Mexico Nursing Education Consortium, an inclusive opportunity for students in HEIs across the state to share a high quality curriculum that eases transfer.

UNM's [Office for Community-Engagement Initiatives](#) coordinates efforts at community-engaged research, teaching, and service across all academic units. The office is currently helping departments develop formal sections of promotion-and-tenure guidelines that address community engagement; training faculty in appropriate approaches to community-engaged learning and identifying community opportunities; and supporting programs for thousands of students who, through their coursework and co-curricular activities, assist in efforts benefiting New Mexicans while gaining in knowledge, experience, and civic awareness.

In recognition of the diversity of economic backgrounds of New Mexico's student population, UNM provides a variety of mechanisms intended to address students at risk of dropping out or never beginning a college education due to economic factors. [UNM Bridge to Success scholarships](#) fund the first semester of college tuition until funding from the NM Legislative Lottery Scholarships becomes

available. Other programs and adjustments, such as enhanced intersession and short-format courses, help students maintain the academic good standing necessary for retaining the Legislative Lottery Scholarships and thus avoid dropping out due to economic pressures.

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 Strategic Plan Goals address university-community partnerships around work for the public good (see 1.B.).

Below are some specific examples of community engagement and development programs and funded by the University:

The HSC has an [Office of Community Faculty](#) that coordinates student activities in the community for medical students, and also manages the [Area Health Education Centers](#) that serve Las Cruces, Silver City, and Las Vegas. The College of Nursing works directly with San Juan College in Farmington, NM, and UNM's Center for Native American Health, placing students at the IHS Chinle Health Services Unit. The [HSC Office of Community Health's Pathways to a Healthy Bernalillo County](#), facilitated by the Urban Health Partnership (UHP), is designed to reduce unmet needs, address health inequities, and improve the overall health of the residents of Bernalillo County. It focuses on positive health outcomes by utilizing community health navigators as care coordinators who connect at-risk residents to resources and follow their progress toward improved health outcomes. Under this agreement, UNMH transfers no less than \$800,000 per year for the duration of the mill levy (2009-2017) to the UHP. The program has enhanced access to needed services for many of the more than 2,130 clients served in its first 4 years of operation, with more than 1,080 completing all their pathways and exiting the program; by program design, each completed pathway indicates a successful outcome. [Project Echo](#), once described as having fostered a "revolution in medical education and care delivery," links expert medical practitioners through a hub and spoke model with remote underserved areas.

[Mission: Graduate](#) is a cradle-to-career partnership in Central New Mexico. The vision and purpose of Mission: Graduate is to develop a seamless and coordinated education system that provides equitable opportunities for all children and youth to excel and succeed in school, graduate with a postsecondary degree, and enter a career of their choosing in Central New Mexico. United Way of Central New Mexico, the UNM Center for Education Policy Research, and the UNM Network for Educational Renewal have partnered to provide backbone support for Mission: Graduate in the form of in-kind faculty and staff resources. Together, they are building the infrastructure necessary to ensure that all of the partners are able to collaborate effectively.

[Innovate ABQ](#), a \$7.5 million partnership between the university, other local educational institutions, city and state government agencies, and community partners, is designed as a UNM community and economic revitalization initiative. Housed within Innovate ABQ is [UNM's Innovation Academy](#), where UNM faculty pilot new pedagogies that offer a more robust means of incorporating real-world problems into the classroom. The Innovation Academy serves as a living, learning, and working environment where students, faculty, and community partners work together to address local problems.

UNM IT has a history of statewide technology collaborations that have benefited both UNM and other institutions of Higher Education in New Mexico. As a member of the New Mexico Council for Higher Education Computing/Communication Services (CHECS), a non-profit consortium whose members are professionals from the computing services divisions in every institute of higher education within New Mexico, UNM IT has helped in advocating and improving the effective and

efficient delivery of technology services for its members. One example is the negotiation and execution of Microsoft and Adobe master licensing agreements which have resulted in savings from 35% to 82% on Microsoft licensing and up to 85% on Adobe licensing for the participating institutions. The master agreements are managed and administered by the University of New Mexico. A second example is the establishment and management of the [Albuquerque GigaPop \(ABQG\)](#), a non-profit initiative operated by UNM to provide high-speed, high-volume bandwidth internet services, at a low cost thanks to network peering agreements with networking consortiums, for the benefit of education and research institutes and non-profit entities.

The University Libraries serves as a collaborative hub for educational and cultural heritage institutions across the state. As the largest library in the state, the UL leads the LIBROS consortium of 17 higher education institutions providing an online catalog and shared support. The UL hosts [New Mexico Digital Collections](#) that provides digital training and hosting for over 30 NM cultural heritage institutions. The UL also works with the NM Consortium of Academic Libraries to cooperatively provide commercial databases for 31 intuitions of Higher Education in the State.

The centrality of public service to UNM's identity is symbolized by recognition of exemplary UNM faculty through the [Community Engaged Research Lecture Award](#). A broader index of our university's culture of commitment is our engagement in regular self-study. Task force evaluations, 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. As described above (see 1.B.), UNM's strategic planning processes regularly incorporate contributions from community stakeholders, while numerous academic departments and units also benefit from advisory boards comprised of community members. UNM's commitment to the primacy of the academic mission is demonstrated by its continuing investment in academic affairs and the academic plan (see 5.C.).

Sources

- AA_cerl_report_2017
- AA_evaluation_lab_2018
- AA_innovation_academy_impact_report_2018
- BOR_actions_minutes_selection_2018
- EM_scholarships_2018_Batch
- HSC_AHEC_2018
- HSC_diabetes_nutrition_center_pamphlet_2018
- HSC_office_community_faculty_2018
- HSC_pathways_2018_Batch
- HSC_project_ECHO_2018
- IT_abq_gigapop_2018
- MISC_HSC_economic_impact_2014_Batch
- MISC_mission_graduate_brochure_2017
- MISC_nmdc_2018
- NEWSROOM_community_minded_lecturer_award_2018
- RESEARCH_research_at_UNM_2018

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.

Sources

There are no sources.

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 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, administration, faculty, and staff.

Argument

The [2009 HLC Report of a Comprehensive Evaluation Visit](#) to UNM identified shared governance at UNM as an area for improvement. It reiterated the 1989 and 1999 HLC findings that high turnover in the Offices of the President and Provost leaves the institution “challenged with consistent leadership.” It expressed concern about “dual reporting lines of the Department of Internal Audit” to the Office of the President and to the Board of Regents. And it [affirmed](#) 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 Board of Regents’ appointment of Dr. Garnett Stokes to the University Presidency beginning in March of 2018 has afforded a renewed opportunity for affirming institutional integrity in support of the academic mission. A comparison of the results on [faculty surveys about satisfaction with governance](#) shows a moderate shift towards more positive overall sentiment between 2010-11 and 2017-18. Notably, the new survey registers improvement in negotiations, communication, and relationships between faculty and central administration. Nonetheless, the majority of faculty continue to disagree with the statement that "academic interests guide financial decisions" and that the "faculty has an influential role in developing the institutional budget."

In 2011, the university’s internal culture of shared governance began to transform. Following a faculty vote of no-confidence in the (then) UNM President, the President of the Board of Regents, and the EVP for Finance and Administration, long-time faculty members and faculty governance leaders began to assume roles in senior academic leadership positions. In 2011, Dr. Chaouki Abdallah, was named Provost and Executive Vice President for Academic Affairs and subsequently went on to serve as interim President in 2017-18. The search committee that nominated Abdallah was headed by another faculty leader, Dr. Richard Wood, in his role as (then) President of the Faculty Senate; Wood would become the Senior Vice Provost and currently serves as interim Provost. Faculty and staff advocacy for shared governance at the institution have shaped improved relations with university administration. Responding to national best practices, faculty and staff have worked with Academic Affairs to address the governance and student success goals emerging from the 2009 HLC report. Since assuming the presidency of UNM in 2018, Dr. Garnett Stokes has relied on the foundation built during the previous decade of academic leadership and shared governance advocacy to develop her leadership team and to create a collaborative relationship with each of the arms of shared governance. Communication with all stake-holders, including student leaders and members of the public, has been the hallmark of presidential work to restore the university’s reputation for ethics and solvency.

The integrity of UNM's current leadership can be measured in four actions taken since President Stokes assumed her position. First, President Stokes began her term by opening lines of communication with local communities through [a statewide listening tour](#) that included meetings with the governing boards of branch campuses and community campuses, tribal leaders, legislators, and community members. The tour affirmed UNM's commitment to its mission and its service to all of the peoples of New Mexico.

Second, in a challenging news environment, university leadership has worked with multiple units in the university to resolve both a crisis in fiscal management in the Department of Athletics and related state and public concerns about university ethics. The University addressed findings from the New Mexico State Auditor by taking a series of measures focused on transparency, accountability, centralization of core functions, and realistic budgetary projections, budget-cutting, and budget management. These measures are described in the [Interim Report to the Higher Learning Commission](#) of August 1, 2018 and are also detailed in Criterion 5.A below. In an effort to provide transparency to the process, the president created a repository on the Office of the President website for documentation related to athletics.

Third, President Stokes has clarified reporting lines and is building the basis for a strong and continuing leadership team. With the completion of a string of national searches in Spring 2019, President Stokes will have recruited leaders who report directly to her office from Academic Affairs, the Division of Equity and Inclusion, the Office of University Counsel, and the Office of Chief Financial Officer. Veteran university leaders are filling these positions on an interim basis while national search firms are collaborating with UNM search committees (comprised of diverse faculty, staff, and administrators) on [key executive searches](#). The search for and appointment of President Stokes and the search for and appointment of Chief Legal Counsel Loretta Martinez (Fall 2018) augur well for constitution of a diverse and talented leadership team with full support of the Board of Regents and the broader university community.

Fourth, university leaders are relying on evidence compiled by faculty, staff and external consultants to inform strategic decisions about the next phase of university life, including [consideration of legacy artwork in Zimmerman Library](#); the structure and goals of the [Division for Equity & Inclusion](#); [faculty worklife](#); the [Redesigning the University](#) initiative; and [UNM Grand Challenges](#). Like many public flagship universities across the nation, UNM is determining how best to meet the needs of changing populations of students and patients, new economic exigencies, and transformations in the research landscape. The multiple reports and task forces cited in this Assurance Argument along with UNM's achievement in raising the four-year graduation rate by 254.8% are evidence of a university community that has been heavily engaged in reporting about the institution and in self-improvement over the past decade.

Consistent with this culture of self-study and improvement, university leaders invited members of the Board of Regents, the Faculty Senate President and Operations Committee, the Committee on Governance, and Staff Council to contribute self-studies of their governance bodies based on HLC Criterion 2 assurance statements. (No report was initially requested from the Academic Freedom and Tenure Committee because of the confidential nature of the committee's work.) The invitations and all of the self-studies submitted by the January 15, 2019 deadline may be found here. The content of these self-studies reflects the governance challenges the university has faced in recent years.

- [REDACTED]
- [REDACTED]
- [REDACTED]

- [REDACTED]
- [REDACTED]

The Office of the Provost also invited branch campus Chief Executive Officers and Deans of Instruction to complete guided self-study questionnaires. The invitation to the branches and the branch self-studies may be found here.

- Gallup Campus [Self-study](#)
- Los Alamos Campus [Self-study](#)
- Taos Campus [Self-study](#)
- Valencia Campus [Self-study](#)

The HLC response to the [2011 UNM Monitoring Report](#) (required after the 2009 visit) commended the University Community for “its strong work in addressing the governance and administrative issues that had challenged the institution.” The university has continued to make progress in some of these areas. Since 2011, as detailed in the sections below, this work has continued at UNM through: a sustained effort to ensure that policy is current, unified and hierarchized, available to university stakeholders, and adapted to mitigating risk; transparent response to concerns about financial management and implementation of changes to address those concerns; clarification of procedures for protecting academic integrity, freedom of expression, truth in teaching and learning, and responsible academic inquiry; commitment of resources to carry out these protections; continued communication within the university community about the value and procedures of shared governance; and a commitment to integrity and to fulfillment of [UNM’s Mission](#).

Major Bodies of Policy Related to Governance and Policy Reform

The [Board of Regent’s Policy Manual](#) (RPM) details the board’s charge and duties and presents the broad principles of ethical and responsible conduct with respect to all university constituents. A description of the Board of Regents (BoR) can be found in 2.C. RPM recognizes the President of the University as the university’s chief executive officer, reporting to BoR. The President may adopt administrative policies and procedures on her own initiative managed by the University Policy Office and collected in *The University Administrative Policies and Procedures Manual* (UAPPM) 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. As per [RPM 3.1](#), the Regents delegate the following responsibilities to the President:

- 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.

RPM also outlines the University's model of shared governance and defines the roles and alignments in University decision-making (See 2.C). The Faculty Constitution, approved by the BoR, provides for [Faculty Handbook](#) primacy over all faculty policies and procedures and reiterates principles of shared governance.

The Faculty Handbook (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](#) (A83). The FH [describes](#) the duties of the three main and coordinated bodies of faculty governance: the Faculty Senate, the Committee on Governance, and the Committee on Academic Freedom and Tenure (AF&T). Within the Faculty Senate, [additional designated committees](#) focus on curricula, the budget, ethics, and policy, among other areas, with *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 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](#) "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 (6.2.1). 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, supports these and 19 faculty standing committees and additional *ad hoc* committees, administers faculty votes and elections, and coordinates grant administration for internal research allocations and teaching allocations.

Following a comprehensive review of the Faculty Constitution, in 2015-16 a [Task Force of the Faculty Committee on Governance](#) undertook an assessment of the three main institutional bodies of policy for consistency. This resulted in publication of [a table cross-referencing policies](#) and substantive conciliation of policies in the three main bodies of policy (RPM, FH, and UAPPM). All three bodies of policy have undergone complete updates and conciliation; FH and UAPPM have been significantly updated and published, with some important policies still undergoing review. A separate comprehensive review of the RPM was undertaken by the Board of Regents leadership beginning in 2012, with committee work taking place largely from 2016-2018. Adoption of edits to the RPM is pending BoR approval. Those In the same period, the Faculty Senate Policy Committee (with *ex officio* participation from the Office of the Provost, and University Counsel) revised and clarified major policies, such as the [Respectful Campus Policy](#) (FH C09). The Respectful Campus Policy recognizes UNM's commitment "to freedom of academic inquiry and encourages an environment of spirited and open debate." Detailing possible violations and providing definitions of best practices, the policy also affirms that "UNM is committed to providing a respectful campus that includes a working, learning, and social environment where all members of the UNM community including, but not limited to, regents, administrators, faculty, staff, students, and volunteers work together in a

mutually respectful, psychologically-healthy manner.”

The [Office of Academic Faculty Affairs and Services](#) (OFAS), under the leadership of the Senior Vice Provost, strengthened procedures to support faculty in compliance with university policies and procedures and with state and federal law. For example, OFAS convened the Section F [of the Faculty Handbook] Task Force on branch campus administration and governance, with membership from main and branch campus faculty and leadership. Adopted in November 2017, the improvements to Section F clarify the relationship between branch campus faculty governance and main campus governance, the rules for academic titles and Academic Freedom & Tenure, and the broad application of FH categories and policies to branch campus faculty and appointments. In an additional example, from 2015 on, OFAS has conducted faculty salary equity studies enabling the Office of the Provost to collaborate with Deans on making incremental equity adjustments and provides an evidence base for comprehensive salary equity adjustments subject to budget availability; one round was completed in 2016 and the analysis is underway for a second round.

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 \(3220\)](#), [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 community colleges](#) UNM-Valencia, UNM-Gallup, UNM-Taos and UNM-Los Alamos are provided for by New Mexico Statute (21-14-1). The branch community colleges' Chief Executive Officers sit on the UNM President's Executive Cabinet and branch campus deans sit on the Office of the Provost's Deans' Council. Each branch CEO is advised in budget decisions by a locally elected Board of Advisors, subject to approval by the Board of Regents and to oversight from the Higher Education Department. Curricular decisions travel through the faculty and administration of the branch and then join the regular curriculum workflow on main campus, described in 4.A. Per the [revised Section F](#) of the Faculty Handbook, Branch Campus Faculty Assemblies operate as local bodies of governance in cooperation with the UNM Faculty Senate, where they may be represented by the Assembly President, 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 community colleges, although these 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% of total unrestricted expenditures on the most recently completed fiscal year.

The Health Sciences Center is 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 and Chancellor for Health Sciences, along with the [BoR standing committee](#) on the HSC, the UNM Hospital's Board of Trustees, and the chancellor-appointed 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](#)) outlines a comprehensive Institutional Compliance Program (2.E). The RPM further outlines the specific demands of HSC to comply with HIPAA and HITECH.

Financial Ethics and Integrity

UNM is cognizant of its responsibility to demonstrate financial ethics and integrity. As described in reports submitted to the HLC in 2011, in September 2017, and August 2018 and in this assurance argument, the university is financially transparent and accountable. UNM's 2017-18 [measures to rectify Department of Athletics failures](#) response to news and state oversight alerts, completion of an effective internal audit of the department, and transfer of the department's fiscal functions to robust central units provides the most recent evidence of both the challenges the university has faced in particular units *and* of the university's renewed commitment to sound, ongoing, and comprehensive institutional practices to ensure financial integrity. UNM has thus demonstrated the capacity for correction, monitoring, and improvement necessary for operating a \$2.96 billion institution with multiple units.

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 ten 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 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 further contributes to financial compliance under fiscal oversight of the Department of Finance and Administration, the Legislative Finance Committee, and the Office of State Auditor.

The general task of resource allocation involves numerous constituents including faculty, administration, branch campuses and is described in 5.A.2.

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 Compliance Office, led by the Chief Compliance Officer who reports 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 the Compliance Office, the Office of Equal Opportunity responds to claims of discrimination against members of protected classes with educational sessions, formal investigations, and a codified process for developing and communicating letters of determination as well as for appeals to the university president.

The [Compliance Office](#) has played a crucial role in implementing a three-year agreement with the U.S. Department of Justice, the United States Attorney's Office for the District of New Mexico, and the University of New Mexico (entered into on October 17, 2016), in consideration of "UNM's obligations under federal civil rights laws to prevent and address sexual misconduct, and to provide clear and consistent policies and procedures for reporting, investigating and responding to such conduct." UNM is fully committed to preventing sexual misconduct and gender discrimination, to conducting fair and safe processes of reporting and investigation, and to providing necessary resources and training. Actions taken by the university include completion by 94.9% of faculty, staff, and student employees of UNM's required annual online training "Intersections: Preventing Discrimination and Harassment" in 2017 (approximately 99% of regular staff and faculty completed the training). Students receive in-person trainings, [the "Grey Area"](#); 13,982 first-year undergraduates, 7,661 second-year undergraduates, 1,954 first-year graduate and professional students and 3,700 second-year graduate and professional students have been trained since March 2017. Trainings are extending to third- and fourth-year students and to branch campuses, with 1,372 branch campus students having received training before October 2018. Follow-up training, "Campus Clarity: Think About It" is being delivered online in 2018-19. UNM personnel involved in processing, investigating, or resolving complaints of sexual misconduct have received thousands of hours of specialized training. The university has also engaged in a full review of policies, procedures and practices relating to sexual harassment and misconduct, including completion and publishing of a comprehensive policy on sexual violence, [UAP 2740: Sexual Violence and Sexual Misconduct](#), in 2015. UNM and OEO participated in the [National Campus Climate Survey](#) to establish a baseline on student knowledge about available services and student experience of unwanted or forced sex in 2016. Faculty researchers also brought UNM into the national McBee Multicollege Bystander Efficacy Evaluation in 2017. Guidelines around referral and investigation processes have been streamlined in memoranda of understanding between the Dean of Students, the UNM Police Department, and the Office of Equal Opportunity and are the subject of ongoing attention. Staffing to address sexual violence and misconduct has been enhanced through hiring of a Title IX coordinator, a new Director of the Women's Resource Center (WRC), extension of the WRC to the Health Sciences Center, two "Grey Area" Trainer/Advocates, expansion of Office of Equal Opportunity (OEO) staff, and selection of a new HSC Compliance Director. Information about services for reporting, support, police contact, and advocacy has been made available through multiple mediums across campus, including websites, social media, pamphlets and flyers, syllabi, signage, and mobile apps. A full account of measures taken since October 2016 is available in the [DoJ Agreement Two-Year Progress Report](#) on UNM's Actions to Advance Anti-Harassment and Sexual Misconduct Efforts. 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).

As of early 2019, proposed changes to federal guidelines have generated uncertainty regarding Title

IX enforcement. UNM's leadership, [Office of Equal Opportunity](#), and Title IX Coordinator remain committed, however, to preserving robust protections, policies, and procedures on this terrain in the current changing environment.

All university administrators, including departmental chairs and directors of units, [are mandatory reporters](#) to OEO 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. Senior leadership from the Office of the Provost participates in adjudication of elevated OEO cases. OEO and the Dean of Students maintain documentation about disciplinary actions. Importantly, units involved in advocacy for students, such as the Women's Resource Center and the LGBTQ Center, are under the oversight of the Office of Student Affairs where they are separated from the disciplinary functions of the Dean of Students. The Behavioral Assessment and Response Committee develops action plans for rapidly addressing disturbing and potentially dangerous student behavior.

Separate sets of Ombuds services exists for [faculty](#), [staff](#), and graduate students. These services provide trainings, confidential mediation facilitated by experienced neutrals, conflict resolution, and policy and resource referrals. Administrative, faculty, and staff leadership play a crucial role in communicating and providing training on policies requiring university-wide attention, such as conflict of interest, and in enforcing them. The Vice President for Research, the Provost, and the HSC Chancellor communicate and enforce penalties for violations of research policy, including suspension from research activity, and they take actions of dismissal where necessary. They also convene academic leaders in regular open meetings and coordinate with deans on two-way communication between administration and faculty and staff.

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 of Faculty Affairs and Services addresses faculty hiring, see below). 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.

Staff council and the three main bodies of faculty governance, the Faculty Senate, the Committee on Governance, and the Academic Freedom and Tenure Committee play crucial roles in maintaining institutional integrity. By identifying gaps in process and suggesting avenues for addressing them, each of these bodies is integral to the collective work of shared governance.

Sources

- 1511 20110609 Monitoring Report - Report
- 1511 20181129 Interim Report - Reviewer Analysis
- AA_DSA_Impact_and_Outlook_2017_compressed
- AA_student_services_impact_summary_2018_Batch
- ADMIN_clery_report_2017_Batch
- BOR_committees_list_2018_Batch
- BOR_hosmer_self_study_2019

- BOR_quillen_self_study_2019
- BOR_Regents_Policy_Manual_2018_Batch
- BOR_Regents_Policy_Manual_2018_Batch (page number 58)
- BOR_Regents_Policy_Manual_2018_Batch (page number 74)
- BOR_Regents_Policy_Manual_2018_Batch (page number 133)
- BOR_Regents_Policy_Manual_2018_Batch (page number 138)
- BRANCH_Branch_Campus_Overview_020418
- BRANCH_Gallup_self_study_2018
- BRANCH_Los_Alamos_self_study_2019_new.pdf
- BRANCH_Taos_self_study_2018
- BRANCH_valencia_self_study_2018
- DEI_task_force_report_2017
- FS_AFT_self_study_2019
- FS_faculty_handbook_2018_Batch
- FS_faculty_handbook_2018_Batch (page number 20)
- FS_faculty_handbook_2018_Batch (page number 35)
- FS_faculty_handbook_2018_Batch (page number 65)
- FS_faculty_handbook_2018_Batch (page number 99)
- FS_faculty_handbook_2018_Batch (page number 150)
- FS_faculty_handbook_2018_Batch (page number 198)
- FS_faculty_handbook_2018_Batch (page number 202)
- FS_faculty_handbook_2018_Batch (page number 372)
- HLC_eval_visit_report_2009_Batch
- HLC_eval_visit_report_2009_Batch (page number 13)
- HR_compensation-vision-statement-for-staff_2011_Batch
- HR_LoboU_information_2018_Batch
- HSC_code_of_ethics_2015_Batch
- IAD_audits_posted_2018
- IAD_documents_2018
- MISC_faculty_survey_report_2015
- MISC_NCCS_report_2016
- NEWSROOM_zimmerman_mural_update_2018
- PRES_athletics_interim_report_2018
- PRES_compliance_hotline_2018
- PRES_doj_2_year_progress_report_2018
- PRES_executive_search_2019
- PRES_fac_survey_2018
- PRES_grand_challenges_2018
- PRES_grey_area_2018
- PRES_oeo_web_2018
- PRES_oeo_web_2018 (page number 4)
- PRES_stokes_listening_tour_2018
- PRES_unm_hlc_monitoring_report_2011_Batch
- PROVOST_committee_on_governance_self_study_2018_Batch
- PROVOST_OFAS_2018
- PROVOST_redesigning_the_university_2018
- PROVOST_selfstudy_request_2018_Batch
- PROVOST_staff_council_self_study_2018
- RESEARCH_office_of_research_compliance_2018_Batch

- UAPPM_2010_Contracts_Signature_Authority_and_Review_2016_Batch
- UAPPM_2200_Whistleblower_Protection_and_Reporting_Suspected_2007_Batch
- UAPPM_2720_Equal_Opportunity_Non-Discrimination_and_Affirmative_2014_Batch
- UAPPM_2740_sexual_misconduct_2018
- UAPPM_2745_Clery_Act_Compliance_2016_Batch
- UAPPM_3110_Reasonable_Accommodation_for_Employees_with_Disabilities_1999_Batch
- UAPPM_3220_Ombuds_Dispute_Resolution_2014_Batch
- UAPPM_3280_Background_Checks_2009_Batch
- UAPPM_3720_Conflicts_of_Interest_2010_Batch
- UAPPM_6100_Risk_Management_2010_Batch
- WEB_unm_mission_2018

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

The UNM website provides comprehensive information to students and their families, faculty, staff, alumni, retirees, and the public. The website is a resource for easy-to-locate information about the vast number of resources and programs offered by the University. For prospective students specifically, critical resources such as cost of attendance, program information, and financial aid are linked directly from the [front page](#). Webpages list direct contact e-mail and telephone number information; university staff and faculty regularly respond to student and community queries. Regular newsletters from the Office of the President, the Office of the Provost, and University Communication and Marketing, available on office webpages and also e-mailed to the university community, provide timely information about campus affairs and news. University staff, from advisors to departmental office administrators, communicate in-person to answer questions and concerns.

The major bodies of policy discussed above (see 2.A) are all available, searchable, and regularly updated online. In addition, [listserv systems](#) 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 University Policy Office, the Office of the University Secretary, the Health Sciences Center, Office of Faculty Affairs and Services, the Office of Research Compliance, as well as most colleges and schools, including Branch Campuses. Certain HSC and School of Law procedures are only published for faculty and staff on password protected sites. Draft policies are [published for public comment](#) during a review period by either the Office of the Secretary for FH policies or the Policy Office for UAPPM and the flow of review, changes and approval is documented and tracked. The Regents and their subcommittees, including the Academic/Student Affairs Research Committee and Finance and Facilities Committee and the Faculty Senate and its major subcommittees publish notices of meetings, agendas, and for the public portion of meetings, either minutes or audio recordings. The [UNM Digital Repository](#) archives and maintains records of the meetings of the BoR.

Information on admissions, registration, and financial aid is managed by the Office of Enrollment Management and is available on individualized webpages and delivered to prospective and inquiring students in the mail. International students on the undergraduate and graduate levels, as well as UNM students interested in study abroad, may find information about admissions, registration, financial aid and requirements on the [Global Education Office website](#) and may meet with advisors in person or by telephone at the GEO office. Graduate Studies maintains [a website](#) with information about admission, funding, cost of attendance and also refers students to departmental graduate directors and faculty and departmental websites for additional information. Advisors in the colleges and schools and in student services centers such as African American Student Services provide in-person consultation to facilitate understanding and awareness of academic choices and resources. The [UNM Catalog](#) is the definitive source for information on admissions and program requirements,

prerequisite courses, and other essential academic information.

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 Student Pathfinder](#) contains policies on conduct, academic standing, academic honesty, alcohol, and building a "Respectful Campus." The New Student Orientation addresses the needs and questions of traditional and non-traditional students, including transfer, returning, and veteran students. The Accessibility Resources Center maintains an informative website and provides confidential consultation and information about the resources and support that it offers enrolled students.

The University's complete directory of faculty and staff, [a searchable list](#) 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 un.m.edu domain. The [myUNM system](#) provides individually-oriented information for students, faculty, and staff in a centralized location. Department offices and Colleges and Schools and the Office of the Provost maintain information on tenure and promotion for faculty. 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, the [webpage](#) for UNM's Philosophy Department).

The UNM website offers a site on its accreditation relationships, including a [clear display](#) of its verifiable "Mark of Affiliation" with the HLC. This website extends to information on UNM's current reaccreditation progress, as well as those committees and administrators currently involved in the process. There is further third-party accreditation information for the various programs and departments available to UNM students.

[Direct and confidential reporting](#) of 'Hate/Bias' Incidents may be made through a form developed by the Division of Equity and Inclusion in 2007 and available on Dean of Students, UNM Police Department, DEI, and resource center websites and through reporting to the Behavioral Assessment and Response Committee about students of concern. Intake of reporting on Hate/Bias and Sexual Misconduct is also available through LoboRespect and the Office of Equal Opportunity. [Resources](#) including confidential counseling, intake, and response are available at the LGBTQ Center, the Women's Resource Center, LoboRespect, and the Student Health and Counseling Center, all of which provide information about services and responsibility through webpages, flyers distributed at orientations and across campus and telephone access. Whistleblower reports about ethical or compliance concerns may be made confidentially through a hotline and the ethicspoint web reporting tool.

The un.m.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 and the UNM 2020 Strategic Plan Refresh.
- The Office of the Provost webpage provides a [dashboard](#) with demographic metrics.
- In compliance with the Clery Act, comprehensive [annual safety reports](#) made available by the University Police department. Further, UNM provides a [LoboAlerts system](#) which gives real time campus safety updates by email or SMS.
- The [UNM Sunshine Portal](#) provides transparent, searchable budget and staff salary information for the public.

- The webpage for The Office of Institutional Analytics [makes available](#) comprehensive databases and visualizations, mandatory reports, and surveys of university demographics.
- [Webpages](#) concerning the two main branches of student governance (ASUNM and GPSA).
- Beginning in 2013-14, semester-by-semester course plans for undergraduate degrees were made available online at [UNM Academic Programs](#).

Sources

- AA_asunm_gpsa_websites_2018_Batch
- AA_global_education_office_web_2018_Batch
- AA_hate_and_bias_reporting_2018_Batch
- AA_online_resources_and_counseling_2018_Batch
- ADMIN_clery_report_2017_Batch
- IT_listserv_system_2018_Batch
- OIA_visualizations_2018_Batch
- POLICY_policies_under_review_2018
- PROVOST_graduate_studies_2018
- WEB_academic_programs_website_2018_Batch
- WEB_department_website_example_2018_Batch
- WEB_departmental_listing_2018_Batch
- WEB_digital_repository_2018_Batch
- WEB_hlc_seal_2018_Batch
- WEB_loboalerts_faq_2018_new
- WEB_myUNM_2018_Batch
- WEB_sunshine_portal_2018_Batch
- WEB_unm_homepage_2018_Batch

2.C - Core Component 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.

Argument

The members of the UNM Board of Regents (BoR) are appointed by the Governor of New Mexico with the consent of the New Mexico Senate, to control and manage the University. The Board's duties and functions are outlined in the [Regents' Policy Manual](#) and include fiduciary responsibility for the assets and programs of the University, the establishment of goals and policies to guide the University, and oversight of the functioning of the University. Article XII, Section 13, D of the New Mexico State Constitution describes the appointment and role of the BoR as follows: "The legislature shall provide for the control and management of the university of New Mexico by a board of regents consisting of seven members, six of whom shall be qualified electors of the state of New Mexico, one of whom shall be a member of the student body of the university of New Mexico and no more than four of whom at the time of their appointment shall be members of the same political party. The governor shall nominate and by and with the consent of the senate shall appoint the members of the board of regents."

This sub-criterion represents an arena in which the university has struggled historically, with university governance having been raised as an area of concern in re-accreditation reports since at least the 1980s. The discussion in this section highlights the university's aspirations on this terrain and the areas of progress made since our last accreditation. The self-studies by governance bodies cited earlier and available here highlight other dimensions of the university's current governance situation, including ongoing challenges.

The seven members of the BoR serve in staggered terms of six years, except for the student regent who is appointed for a two-year term (New Mexico State Constitution, Article XII, Section 13, D.). [Standing committees](#) of the BoR include the Academic/Student Affairs and Research Committee, the Audit and Compliance Committee, the Finance and Facilities Committee, and the Health Sciences Center (HSC) Committee (RPM 1.2). The BoR's HSC Committee is charged with overseeing and governing the research, clinical, operational, financial and educational aspects of the UNM HSC and the UNM Health System. It approves and makes recommendations for approval on matters to the UNM Board of Regents. Agendas and minutes of monthly public meetings and committee meetings are [published online](#).

Regents also serve as members on the following committees: UNM Hospital Board of Trustees, UNM

Foundation, STC Board, Sandia Foundation, Carrie Tingley Hospital Board, Lobo Energy Board, Lobo Development Corporation, and Honorary Degree Committee. Meetings of the BoR are subject to the Open Meetings Act, although business governed by FERPA, HIPAA and human relations restrictions is conducted in closed session. With the exception of closed-session business, all BoR proceedings are open to the public. The Board of Regents webpage [offers public postings](#) of meeting notices, agendas, minutes, and presentations to the full meetings of the BoR, the meetings of the BoR Academic and Student Affairs committee and the BoR Finance and Facilities Committee.

The Board of Regents

The deliberations of the Board of Regents reflect the nature of its investment in critical questions of leadership, finance, facilities, and academic and student affairs. Within the numerous public meetings of the full board and of its committees, [several BoR deliberations](#) illustrate the BoR's commitments to issues that affect numerous university and community stake-holders: the Fall 2017 presidential search culminating in the appointment of President Stokes; the elimination of several Lobo sports on August 17, 2018; the May 24, 2017 increase in tuition and, with both student and academic leadership backing the proposal, the March 22, 2018 increase in tuition; the 2016 restructuring of HSC governance; planning for the PAÍS building in 2016-17; and work to address UNM's liability for retiree healthcare benefits in 2013. The faculty [Committee on Governance Self-Study](#) notes positively of the presidential search that "The unusual degree of faculty participation in the search, and collaboration among faculty leadership, represents a high point in shared governance at UNM in recent years" (pg.5). This note reflects an important positive experience of shared governance but should be understood in the context of the CoG's overall experience on this terrain as reported in its self-study.

As seen in the selection of [minutes](#) linked above, the BoR hears regularly from the following internal campus constituencies at its meetings: 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, President of the Staff Council, representatives of the Higher Education Department, and executive leaders of the university. The BoR allocates time for community comment at its full meetings. As documented by the agendas and minutes of the BoR and its committees, the Regents receive regular reports on budget, audit, assessment, budget planning, student success, enrollment management, innovative initiatives, HSC metrics, academic leadership priorities and appointments, new facilities and planning, information technology, faculty research and achievements, equity and inclusion efforts, major curricular changes (including addition and deletion of academic programs), the Office of Institutional Analytics, and accreditation.

The Board of Regents reflects on comment or formal reports from the New Mexico Legislative Finance committee and members of the state legislature, the New Mexico Higher Education Department, Federal and State Regulators including the NM State Auditor and the NM State Attorney General, the President of the UNM Alumni Association and other UNM Alumni, the President of the UNM Retiree Association and other UNM retirees, the Chair of the UNM Foundation, the President of the UNM Parent Association, and comments at public meetings from members of the UNM community and broader regional community, as well as written communications from the public.

The Regents are required to serve the Board independently, and without undue influence from donors, elected officials, ownership interests, or other external parties. New Mexico State Constitution, Article XII, Section 13, which recognizes state educational institutions, establishes the structure and duties of UNM's governing Board of Regents (BoR) and determines rules of

appointment. The [policy](#) on Regent ‘Conduct and Conflict of Interest’ outlines the responsibility of Regents to serve the university faithfully and without conflict of interest (RPM 1.8). It also requires that Regents provide an [annual certification](#) that they have read and understood the policy. Furthermore, Regents are required by the Financial Disclosure Act to file annual Financial Disclosure Reports with the New Mexico Secretary of State concerning financial interests. The RPM also [contains policies](#) governing the ‘Receipt and Investment of Gifts to the University’ to avoid undue influence on behalf of donors (RPM 7.13).

The Office of the President has sponsored [orientation opportunities](#) for incoming Regents to provide information about roles and responsibilities and has alerted sitting Regents about the availability of national conferences and orientations for educational governance boards. In addition, the Faculty Senate, Committee on Governance and Academic Freedom and Tenure Committee have collaborated on providing information sessions to all constituents of shared governance on the structure, goals, and effectiveness of faculty governance and shared governance.

The Board of Regents Policy Manual [affirms delegation](#) of “effective operation of the University” to the president whom the Regents appoint (RPM 3.1). The “guiding principles” of the BoR emphasize integrity, trust, and pursuit of the “highest standard of ethics” in every aspect of the University’s operation. While reserving right of formal approval, the BoR [delegates to the faculty](#) “review and action” with respect to: institutional aims; the creation of academic divisions; major curricular changes; admissions, degree and graduation requirements; policies of academic appointment, promotion and dismissal; and faculty welfare (RPM 5.1). The [2018 survey](#) (see 2.A) showed that 11 to 16% of faculty felt that they were not empowered in areas of primacy: curriculum and faculty evaluation; standards for retention, tenure and promotion; and setting the agenda, choosing leadership, and establishing procedures in areas of faculty primacy. This represents [improvement from 2011](#), when 16 to 20% of faculty registered this opinion.

Overall, since 2011, UNM has made significant improvement in shared governance by strengthening the relationship of faculty, staff, and student representative bodies with the central administration. 2019 brings renewed opportunity for building more effective shared governance by drawing lessons from the past and by ensuring transparent communication of university governance and financial procedures to the broader community. Parallel to the orientations offered to new UNM chairs, faculty, staff, and students, Spring 2019 orientation workshops for newly appointed members of the Board of Regents will lay the groundwork for successful collaboration on defining the future of our university.

Sources

- [BOR_actions_minutes_selection_2018](#)
- [BOR_committees_list_2018_Batch](#)
- [BOR_compliance_and_financial_disclosure_2017_Batch](#)
- [BOR_Regent_meeting_notices_agendas_and_minutes-web_2018_Batch](#)
- [BOR_regent_orientation_2017_Batch](#)
- [BOR_Regents_Policy_Manual_2018_Batch](#)
- [BOR_Regents_Policy_Manual_2018_Batch](#) (page number 25)
- [BOR_Regents_Policy_Manual_2018_Batch](#) (page number 58)
- [BOR_Regents_Policy_Manual_2018_Batch](#) (page number 92)

- BOR_Regents_Policy_Manual_2018_Batch (page number 155)
- PRES_fac_survey_2018
- PRES_fac_survey_2018 (page number 13)
- PROVOST_committee_on_governance_self_study_2018_Batch

2.D - Core Component 2.D

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

Argument

The UNM [Mission, Vision, and Values Statement](#) affirms that: “As a center of knowledge, the University adheres to the doctrines of academic freedom and free speech. The University will continue to protect the exploration of ideas and will encourage inquiry and creative activity by students, faculty and staff. At the same time the University opposes statements and activities that reflect bigotry and prejudice and that consequently tend to diminish active participation by all elements of the academic community and to inhibit the free expression of ideas.” The Regents’ Policy Manual [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.”

The university fosters strong research monitoring programs (see 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 "Chairs' School," run by the Associate Provost for Faculty Development, new departmental chairs learn that best practice for supporting new faculty includes providing them with departmental tenure and promotion policies, pairing them with mentors, 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.

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](#), 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.

Faculty teaching at a research institution have the opportunity to engage their students in the encounter with and discovery of new knowledge into the classroom and research environment. The freedom to foster learning in relation to discovery is a signal value for research faculty at UNM.

Sources

- BOR_Regents_Policy_Manual_2018_Batch
- BOR_Regents_Policy_Manual_2018_Batch (page number 27)
- FS_AFT_self_study_2019
- FS_faculty_handbook_2018_Batch
- FS_faculty_handbook_2018_Batch (page number 113)
- FS_faculty_handbook_2018_Batch (page number 202)
- REGISTRAR_catalog_general_information_2018

2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and 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 HSC Executive Vice Chancellor proactively require investigators and new faculty to complete training in research ethics. Complementary research compliance and support structures exist for UNM main and branch campuses, on the one hand, and for the HSC, on the other.

The [Office of Research and Compliance \(ORC\)](#) is the core compliance unit specifically dedicated to promoting integrity through adherence to research regulatory compliance. ORC was formed in 2013 to enforce the rules 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 ORC compliance functions are as follows:

- The UNM-Main Office of the Institutional Review Board (OIRB), including the Human Research Protections Program (HRPP) fully accredited by the Association for the Accreditation of Human Research Protection Programs, Inc. and guided by federal regulations, institutional policy and the ethical principles of the Belmont Report.
- The Conflict of Interest in Research program, as defined by UNM Policy E110 and consistent with applicable federal and state regulations. This program also addresses research-related gifts and donations and advises the university President on conflict of interest waiver in technology transfer.
- Support of research integrity through investigations of allegations of plagiarism, falsification, and fabrication in connection with UNM research in accordance with [UNM Policy E40: Research Misconduct](#).

The ORC liaises closely with offices and programs that administer other facets of research compliance:

- The Industrial Security and Export Control Department

- The Safety and Risk Services Compliance programs

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), Conflict of Interest, 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:

- The [Human Research Review Committees \(HRRC\)](#) serve as the IRB for the UNM HSC. 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 all human subjects research projects, providing support and guidance to research investigators, and assuring that all 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.
- 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.
- Chemical and Lab Safety ensures compliance with rules and regulations, and is responsible for lab inventory as well as proper transport, acquisition, and disposal of chemicals.
- 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 patient information, 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 across UNM.

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 certification. The ORC and other departments coordinate with AIRE on certification opportunities, new student orientations and research methods classes. Websites for AIRE and the ORC direct whistleblowers to confidential reporting contacts. Online modules in UNM's Learning Central portal provide grants management training sponsored by OVPR. 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).

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. 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), while [Section E](#) of the Faculty Handbook offers specific policy for faculty and student 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](#) (along with the Student Code of Conduct in the [UNM Pathfinder](#)) and [academic dishonesty](#) 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](#) 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](#), is a web service that can identify matches between text in uploaded documents and web content. Second, UNM's learning management system includes an embedded tool, [SafeAssign](#), 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 those accused and those making the allegations, and applies to allegations of fabrication, falsification, or plagiarism. Applicable to all academic and research units in the UNM system, 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: finding of research misconduct, restoration of respondent's reputation, protection of the complainant and others, and determination of whether allegations were made in bad faith.

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](#), 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 [D175](#) and [D176](#). Grievance records have historically been maintained by units. A new centralized IT application for maintenance, tracking and analysis of elevated student

grievances was rolled out by Academic Affairs with trainings provided to academic personnel in December 2018 and January 2019.

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.

To explore UNM's scholarly production and programs, by browsing, for instance, the news feed of respected interdisciplinary programs such as the [Latin American and Iberian Institute](#) or the Optical Science and Engineering program or by attending the Lightning Lounge speaker series sponsored by Academic Affairs, is to encounter a community where academic freedom and honesty are protected and thrive. The numerous speakers invited to campus every year via ongoing lecture series sponsored by individual programs or at the invitation of student groups share a diversity of opinion with the university community and stimulate the exchange of ideas.

Sources

- AA_faculty_adjudication_form_2018
- AA_LAII_annual_report_2015
- BOR_Regents_Policy_Manual_2018_Batch
- BOR_Regents_Policy_Manual_2018_Batch (page number 83)
- BOR_Regents_Policy_Manual_2018_Batch (page number 90)
- BOR_Regents_Policy_Manual_2018_Batch (page number 104)
- BOR_Regents_Policy_Manual_2018_Batch (page number 109)
- FS_faculty_handbook_2018_Batch
- FS_faculty_handbook_2018_Batch (page number 287)
- FS_faculty_handbook_2018_Batch (page number 289)
- FS_faculty_handbook_2018_Batch (page number 307)
- FS_faculty_handbook_2018_Batch (page number 310)
- FS_faculty_handbook_2018_Batch (page number 320)
- FS_faculty_handbook_2018_Batch (page number 324)
- HSC_code_of_ethics_2015_Batch
- HSC_code_of_ethics_2015_Batch (page number 26)
- HSC_code_of_ethics_2015_Batch (page number 27)
- HSC_code_of_ethics_2015_Batch (page number 28)
- HSC_human_tissue_2018
- IT_ispo_2018
- IT_ithenticate_2018
- IT_safeassign_2018
- RESEARCH_office_of_research_compliance_2018_Batch
- RESEARCH_scientific_integrity_plan_2010_Batch

2.S - Criterion 2 - Summary

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

Summary

Despite historical challenges in shared governance, the university has established a strong and consistent body of policy, administrative practices, and support units that protect academic freedom in research and learning.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for 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 general education and degree programs serve its [academic mission](#) to "provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives." [The 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, and other resources. Academic offerings are enhanced by international education opportunities, academic communities, embedded student support, and service-learning, community engagement, and co-curricular programs.

As laid out in the [Regents' Policy Manual 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](#), described in 4.A. 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.

[Graduate Studies](#) primary responsibility 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. For example, the Department of Linguistics provides [three different SLOs for each of its programs](#) (B.A., M.A., and Ph.D. in linguistics), along with the assessment plans for each degree.

Learning goals for professional degrees are appropriate to the aims of the programs. For example, the College of Nursing has established six student objectives for its Bachelor of Science in Nursing degree, varying specific objectives for the eight different concentrations in its Master's in Nursing degree and five primarily research-oriented competencies for its PhD program.

UNM uses a course numbering system to differentiate courses by level. Courses numbered in the 100s and 200s are introductory undergraduate courses with minimal prerequisites. (The New Mexico Common Course numbering project, coordinated by the Higher Education Department and mandated by state legislation, will result in all 100- and 200- level courses converting to 4-digit subject codes and course numbers in time for Fall 2019 student registration (see 4.A.2, 4.A.3).) 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 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."

Course and Program Requirement changes that are approved through the Curriculum Workflow Process are included in the next issue of the UNM Catalog. The [online updated catalog](#) is published annually.

Consistency of Learning Goals Across Locations and Modes of Delivery

UNM offers courses in a range of modalities, including face-to-face, online, and blended. All UNM programs, regardless of modality, must follow the same curricular approval and assessment processes outlined above. Online courses are scheduled as an online section of a regular UNM Course. For consistency and quality, online courses must have similar objectives and instructional requirements as face-to-face sections. Consistency and quality assurance in online courses are the responsibility of the instructor and academic unit, and all UNM quality and assessment practices apply equally to

online courses as for their face-to-face counterparts.

Support for online instruction and course development is provided by Extended Learning. In addition to general support, Extended Learning also supports adherence to an “[Online Course Standards Rubric](#)” developed by an interdisciplinary faculty committee, and based on the national “Quality Matters” standard. Ambitious online faculty may submit online courses for peer review and apply to receive a “Golden Paw” quality award, while the “Silver Paw” is awarded to graduate students. Online courses that are part of UNM’s Managed Online Programs participate in this peer review process as well.

Policies and procedures for accepting transfer credits assure consistency and equivalency. These are described in detail in 4.A.

The University’s 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 advisor 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 360 students per semester take main campus courses for dual credit, with Computer Science for All, Emergency Medical Technician, General Chemistry and Lab, General Psychology, and First-year English Composition III numbering among the most popular. In a heavily rural and underserved state, dual credit coursework functions as a means of access to college for high achieving students.

Sources

- AA_accredited_programs_list_2016
- AA_online_course_standards_rubric_2015
- BOR_Regents_Policy_Manual_2018_Batch
- BOR_Regents_Policy_Manual_2018_Batch (page number 92)
- REGISTRAR_catalog_grad_program_2018
- REGISTRAR_curriculum_workflow_process_2014_Batch
- WEB_Linguistics_Programs_SLOs_2018_Batch
- WEB_unm_mission_2018

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. 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. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

General Education

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 NMHED requirements, this general education curriculum will shift from 37 credits to 31 credits and will teach five NMHED defined essential skills, effective for the Fall 2019 entering class. In anticipation of [NMHED changes](#), 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 Curriculum 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 analysis, quantitative skills, responsibility towards self and towards local and global communities." Students develop these strategies from different angles by [taking one or more courses](#) in each of the areas of the core curriculum: Writing and Speaking, Mathematics, Physical and Natural Sciences, Social and Behavioral Sciences, Humanities, Languages, and Arts. As the new UNM general education curriculum rolls out, some courses in General Education will be enhanced with a special focus on engagement practices specific, in the state higher education environment, to

UNM: undergraduate research, race and social justice analysis, global awareness, community engagement, and innovation.

To be included in the Gen Ed curriculum, a course must go through the highest level of Faculty Senate review provided for undergraduate courses in the [Curriculum Workflow Process](#). This process assures that the applicant course meets the SLOs for one of the Gen Ed Areas and will be assessed in accordance with the Gen Ed Assessment policies and procedures described in Criteria 4. The Faculty Senate Curriculum Committee adopted the AAC&U's LEAP (Liberal Education for America's Promise) and the AAC&U's VALUE Rubrics as guidelines for reviewing the Gen Ed Curriculum. Additions and deletions to Gen Ed courses 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 (see 4.A) facilitating transfer among HEIs in the state.

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.

The [Office of Community Engaged Learning and Research](#) fosters quality experiential learning opportunities for students, supports faculty with their community-based teaching and scholarship, and facilitates campus-community partnerships. Programs differ by college and unit: through the Externship Program, the School of Architecture and Planning's Architecture Externship Program, for example, allows current fourth-year undergraduate and graduate students to explore a career interest in an environment outside of the classroom.

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, classes and programs that teach critical skills and information literacy are available to students through the library, including classes

hosted by the [Digital Initiatives and Scholarly Communication](#) (DISC) program and introductory classes for credit hosted by the interdisciplinary Organization, Information and Learning Sciences (OILS) program. Further, the Center for Teaching Excellence [offers workshops](#) for faculty on engaged learning, writing across the curriculum, and problem-based learning, encouraging the incorporation of key skills in courses across all departments.

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 address cultural diversity specifically, including the School of Architecture and Planning's course [Architectural Design II](#) and subfield of [Community and Regional Planning](#), health programs in HSC, geography ([GEOG 217: Energy, Environment and Society](#)), and computer science ([CS 293: Social and Ethical Issues in Computing](#)). 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 ([AMST 186](#)) of the Southwest and Latin America, indigenous cultures of the Americas ([ANTH 332](#)) and the globe. [International Studies](#), among the most popular undergraduate majors 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 and percussion.

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. Diversity Requirement courses "promote a broad-scale understanding of the culture, history or current circumstance of diverse categories of people who have experienced historic and contemporary inequitable treatment in the U.S. or in a global context." Faculty also [developed an interdisciplinary graduate certificate](#) that offers graduate and professional students a transcribed certificate in "[Race and Social Justice](#)." Similarly, the Women's Studies Program offers a graduate transcribed certificate in Women's Studies. Envisioned as an interdisciplinary experience, the graduate certificate in race and social justice contributes to UNM's portfolio of innovative engaged scholarship, teaching and service.

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. The OVPR provides “infrastructure for proposal development and submission, as well as award execution and promotional activities to recognize research activities” to the colleges in the main and branch campuses of the university.

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 [Section B1](#) of the Faculty Handbook (pg. 118). Creative and scholarly output is also considered in the regular Academic Program Reviews of each unit, which [are described](#) in the APR manual (pg. 15, "Criterion 6").

Multiple programs support research and creative works by undergraduate and graduate students and faculty and encourage the dissemination of the creative and academic output of students. The Department of Chemistry, for example, offers competitive scholarships and stipends for undergraduate research and, with the Department of Physics, has produced six Goldwater scholars and two Churchill scholars since 2015. The College of Arts and Sciences hosts an Undergraduate Student Research Initiative. The [McNair/ROP program](#) aims to promote diversity in scholarship through mentor programs that help undergraduate students prepare for graduate studies. [Other programs include](#) the Initiative for Maximizing Student Development (IMSD), the Louis Stokes Alliance for Minority Participation, and participation in national programs, such as SACNAS and the Mellon Mays Undergraduate Fellowship.

Each fall UNM hosts the [Shared Knowledge Conference](#), showcasing creative and scholarly work by graduate students. A new program, the [Undergraduate Research Opportunity Conference](#) (UROC) will provide undergraduates a venue in which to present their research and creative works in the spring. Several departments, schools and colleges host their own research events and programs. See, for example, the event held by the College of Education, and similar events hosted by Biology, Honors and Athletics. [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. UNM Valencia hosts the Leading Edge UNM Valencia Film Festival.

Sources

- [AA_blue_mesa_review_issue_37_2018_Batch](#)
- [AA_cerl_report_2017](#)
- [AA_CTE_workshops_2018](#)
- [AA_DISC_2018](#)
- [AA_mcnair_ROP_2018_Batch](#)
- [AA_scribendi_2018](#)
- [AA_shared_knowledge_conference_2018](#)
- [AA_student_publications_2018](#)
- [AA_StudentLearningGoals_2018_Batch](#)
- [APR_Academic_Program_Assessment_Handbook_2015](#)

- APR_manual-8th-edition_2018_Batch
- APR_manual-8th-edition_2018_Batch (page number 16)
- APR_UNM-HED-Core-Competencies-UNM-Align-Tables_2015_Batch
- APR_UNM-HED-Core-Competencies-UNM-Align-Tables_2015_Batch (page number 8)
- FS_faculty_handbook_2018_Batch
- FS_faculty_handbook_2018_Batch (page number 118)
- FS_GE_task_force_report_2017_Batch
- FS_GE_task_force_report_2017_Batch (page number 13)
- FS_senate_graduate_and_professional_committee_2018_Batch
- MISC_Google_undergraduate_women_grant_2018
- NEWSROOM_Race_and_Social_Justice_Certificate_2016
- REGISTRAR_catalog_chicanao_studies
- REGISTRAR_core_curriculum_worksheet_2017_Batch
- REGISTRAR_curriculum_workflow_process_2014_Batch
- RESEARCH_research2020_2018_Batch
- RESEARCH_university_research_opportunities_2018_Batch
- RESEARCH_university_research_opportunities_2018_Batch (page number 5)
- RESEARCH_uroc_2018_Batch

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 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; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. 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.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

UNM employs more than 3,300 faculty members and instructors. In 2017, this total included 1600 on main campus (1200 regular, 450 temporary); 1300 in the HSC (1100 regular, 188 temporary); 120 at Gallup; 66 at Los Alamos; 95 at Taos; and 91 at Valencia. The faculty ranks include 2,500 full professors, 2,300 associate professors, 3,100 assistant professors, 1,200 lecturers, and 300 instructors. The faculty-student ratio for UNM's Main, Los Alamos, and Taos campuses is 19:1. At Gallup, the ratio is 18:1, and at Valencia, 23:1.

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, the Office of Academic Affairs, and final approval by the Board of Regents. 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 in coordination with the Office of Equal Opportunity. 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](#), link to pg. 10). 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](#) 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. Under the leadership of the Senior Vice Provost for Academic Affairs, the Office of Faculty Affairs and Services (OFAS) ensures recruitment, selection, appointment, promotion, retention, and oversight of faculty on main and branch campuses. For the Health Sciences Center, the Faculty Contracts Office reviews and processes contracts, recruitment and hiring. Both offices coordinate with the Human Relations Office and the Office of Equal Opportunity. Requisite credentials are listed in [job postings](#) in accordance with the Faculty Handbook's [policy on title and rank](#). Prior to 2015, hiring officers in departments and units used screening in the hiring process to recruit qualified candidates and verified faculty credentials on the basis of letters of reference, CVs or resumes, publications or creative works and, for professional programs, certification of completion of licensure. Evidence of these credentials is housed in departmental and college/school files, per UNM Faculty Handbook C70. In 2016 a Faculty Compensation Study allowed OFAS to capture degree information for all regular UNM-Main campus faculty as part of a broad effort to document and address possible inequities. Despite a limited budget, numerous incremental equity adjustments were made. The Office of the Academic Affairs is broadly adopting the best practices for hiring and retention of women and minorities that are being brought to campus through a five-year [National Science Foundation ADVANCE Award](#) for STEM fields (Spring 2017-2022).

A new [UNM Teaching Credential Validation Online Form](#) rolled out in Fall 2018; hiring officers' departments must use this for validating the qualifications of all new regular faculty, visiting faculty, and returning part-time or term faculty. The Teaching Credential Validation has been used to register over 600 faculty to date. 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, other demonstrated competencies and achievements. Reviews of faculty credentials conducted by OFAS show that faculty on UNM-Main campus, UNM-Valencia, and UNM-Los Alamos have the requisite credentials. Continuing oversight of UNM-Gallup and UNM-Taos campuses is allowing OFAS to ensure that pathways for completion of the requisite credentials have been established on these two branch campuses for faculty who do not currently hold credentials appropriate to their teaching area (for example, a holder of an M.A. in a field that does not correspond to the field of instruction).

In 2017, UNM [applied for and received an HLC extension](#) until 2022 for compliance on dual credit faculty qualifications. In support of that application, UNM assessed the numbers of dual degree faculty needing additional credit hours in order to satisfy the requirement of having a master's degree and eighteen graduate credits in the relevant course academic discipline. We found that all faculty at UNM-Main had the requisite credentials and that deficiencies were concentrated at UNM-Gallup (where 11 associate degree dual credit faculty needed 19 or more credits) and at UNM-Taos (where 25 associate degree dual credit faculty needed 19 or more credits). While ensuring that CTE faculty meet appropriate standards with respect to work experience and licenses, UNM is collaborating with branch campuses on directing current associate degree dual credit faculty toward completion of necessary credit hours and degrees with a compliance deadline and on limiting new hires to

appropriately credentialed candidates. UNM's branch campuses play an important role in career and technical education (CTE), as well as in associate's level academic preparation, in a heavily rural state. Faculty for academic dual credit courses are required to use syllabi and follow learning outcomes set by UNM-main campus departments. Courses in the dual credit program have the same learning outcomes and expectations as non-dual credit courses. Students who participate in the program, including main and branch campus students, must meet minimum standards to participate, work with a dual credit coordinator to review their high school transcript, and discuss academic goals and review course selections. As noted in 3.A, the University's dual credit program [is a member of](#) National Alliance of Concurrent Enrollment Partnerships (NACEP). The New Mexico common course numbering project has added an additional layer of assurance that high school students enrolled in dual credit courses will encounter learning outcomes and levels of achievement in lower-level courses that are consistent with those across all New Mexico HEIs.

Faculty qualifications and credentials are also documented and verified through the [APR process](#) (Pg 15, *Criterion 5*). Additionally, college and school collection of the faculty workload spreadsheets, allows all units to analyze of the percentage of time devoted by each faculty to relevant degree or certificate programs and to other roles and responsibilities.

UNM is in the initial stages of developing its own in-house software to track scholarly and creative work, teaching, mentoring, community engagement, and international activity, as well as documenting service and faculty credentials. The [Faculty Annual Activity Recognition](#) (FAAR) project strives to reduce the reporting burden on faculty by providing a once-annual on-line reporting system that can provide information for all faculty recognition, academic mission, and website needs (pg. 8). 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, Digital Measures, 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](#), 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 review and tenure and promotion](#) require candidates to prepare a research file for consideration by an anonymous team of external reviewers. 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. At each of these levels, the chair, dean, and provost, respectively, write clear decision letters to the candidate. 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.

Evidence of effective teaching is a part [of every faculty's annual review](#) 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. 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. The CTL also offers consultations, teaching observations, and two annual teaching conferences, and more recently, a certificate in college teaching for graduate teaching assistants. In addition, the CTL selects 6-10 Fellows each year to participate in a teaching learning community. The Fellows spend a year engaged in critical review of their teaching practices and present their findings to the campus community.

The Office for Medical Educator Development (OMED) supports the professional development and advancement of medical educators in the UNM School of Medicine. OMED provides [workshops](#) online resources, individual consultation, and customized learning opportunities to faculty and residents, programs and departments.

The Faculty Senate Teaching Enhancement Committee [identifies and rewards](#) exemplar teachers through its annual Teaching Awards program. The 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, the Lecturer or Affiliated Teachers of the Year and the Susan Deese-Roberts Outstanding Teaching Assistants.

Departments offer limited professional development funds for travel and research; these may partially offset costs of professional conferences. 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.

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.

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 (see 2.B.).

Staff Qualifications and Training

UNM's hiring process relies on coordination between the central 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 (for example, the [HR Advisement Structure Study](#)) 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 [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 employee's 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.

The EOD provides both professional development opportunities including tuition remission benefits, participation in professional development through regional and national conferences and communities of practice, and free access to training resources. A self-paced, personalized [Professional Development Series](#), which aims to improve organizational and personal effectiveness and help staff network across campus, is freely and exclusively available to staff members.

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 [Center for Academic Program Support](#) (CAPS), 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 students are required to attend between ten and twenty-two hours 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. Advisors also must complete, within six months of their hire date, [a portfolio](#) that demonstrates their current level of knowledge.

Sources

- AA_advisor_passport_2015
- AA_advisor_portfolio_signature_form_2018
- AA_CAPS_2018
- AA_CAPS_CRLA_certification_2018_Batch
- AA_COA_teaching_portfolio_guidelines_2018
- AA_dual_credit_2018
- AA_Teaching_Assignment-Validation-Form
- APR_manual-8th-edition_2018_Batch
- APR_manual-8th-edition_2018_Batch (page number 16)
- FS_faculty_handbook_2018_Batch
- FS_faculty_handbook_2018_Batch (page number 116)
- FS_faculty_handbook_2018_Batch (page number 120)
- FS_faculty_handbook_2018_Batch (page number 134)
- FS_faculty_handbook_2018_Batch (page number 231)
- FS_teaching_awards_2018_Batch
- HLC_dual_credit_application_2016
- HR_advisement_structure_study_2018
- HR_eod_2018
- HR_eod_2018 (page number 5)
- HSC_school_of_medicine_education_workshops_2018_Batch
- MISC_position_announcement_example_2018
- NEWSROOM_UNM_awarded_NSF_ADVANCE_grant_2017_Batch
- OEO_search-committee-handbook_2009_Batch
- OEO_search-committee-handbook_2009_Batch (page number 11)
- PROVOST_hiring_plans_2019
- RESEARCH_research2020_2018_Batch
- RESEARCH_research2020_2018_Batch (page number 9)

- UAPPM_3260_Career_Development_2011_Batch
- UAPPM_3290_Professional_Development_and_Training_2016_Batch
- WEB_department_website_example_2018_Batch

3.D - Core Component 3.D

The institution provides support for student learning and 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 programs 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, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

The University provides [orientation programs](#) for new students transitioning to the University, including traditional freshmen, adult students, and international arrivals. Orientation helps students transition to the university, begin making friends, and get a head start on academics. Each summer weekly sessions of New Student Orientation are provided for incoming student. Transfer and post-traditional students receive orientation in separate sessions, and 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.

For graduate students, Graduate Studies provides an [Orientation document](#). Many departments also provide orientation or a “new student seminar” where research ethics and academic integrity are highlighted and where teaching assistants, for example those teaching introductory language and first-year English courses, receive specialized pedagogical training from supervising faculty.

Coordinated by the Division for Student Affairs (AVPSS strategic plan, also the student affairs organizational chart, evidence), there are numerous student support services maintained that address the social, cultural, and economic needs of the diverse student population. College Enrichment and Outreach Programs provide various services to current or potential students that are low income or first-generation college students. These services include [College Prep Programs](#) such as a College Readiness (CR) course over the summer, and various outreach programs where Educational Mentors are hired to visit schools in the surrounding communities to promote college awareness. The Educational Opportunity Center targets low-income adults whose parents did not attend college, providing GED tutoring, assistance with college enrollment, and help with financial aid. Other services available that target similar populations include:

- The Ronald E. McNair & Research Opportunity Program which provides grants and assistance for admissions to Graduate education for minorities and other underrepresented students in a given field.
- Student Support Services-TRiO provides academic advising, tutoring, mentoring, career

advisement, personal guidance, financial guidance, graduate school guidance, workshops and social/cultural events to 160 first-generation, low-income UNM students.

- Upward Bound offers needed academic support to college-bound high school students.
- Resource and Ethnic Centers

Student Affairs, along with the Division for Equity and Inclusion and other administrative bodies on campus, further support and maintain various Campus Resource Centers to provide holistic support to students in regards to a diverse range of identities and backgrounds. Each center provides community building events, advocacy, and education to the students, faculty, staff, and the greater Albuquerque community. They include:

- The Project for New Mexico Graduates of Color (PNMGC): PNMGC is a student-led program working to retain graduate students of color through ongoing peer mentoring that provides academic, social, cultural and emotional support.
- Learning Commons (Valencia Branch)
- Teaching and Learning Center (Valencia Branch)
- CASA (Center for Academic Success and Achievement) (Taos Branch)
- CAL (Center for Academic Learning) (Gallup Branch)

[Career Services](#) provides assistance and resources to students, faculty, and staff for developing career goals and understanding hiring procedures. One-on-one advisement and workshops foster career strategies, while the Cooperative Education Program refers students to paid positions related to their degree fields.

[UNM Student Health and Counseling](#) (SHAC) is a comprehensive health and counseling facility located on campus (see annual SHAC “[Impact & Outlook](#)” reports). 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. To address immediate resource needs, the Dean of Students office maintains a food pantry and offers short-term loans.

The One-Stop 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. Assistance for online students is available through Extended Learning online student services and includes advisement and referral to student support services across the UNM system.

Learning Support and Preparatory Instruction

Undergraduate Student readiness for success is initially assessed using ACT, SAT and AP scores, with testing opportunities to challenge placements or enable participation in summer bridge programs. Courses are offered at multiple levels assuring curriculum appropriate to each student’s degree of readiness. Structured into the general education area of communication is [a placement protocol](#) for students based on standardized test scores (see 3.B.).

The [Center for Academic Program Support](#) (CAPS), which is part of the Center for Teaching and Learning (CTL), is a major learning support service maintained by the University, providing tutoring and workshops for undergraduate and graduate students in most subjects. The tutors are UNM upper-division undergraduates and graduate students, trained through a program certified by the College Reading and Learning Association. In 2017, CAPS [earned certification](#) as a Learning Center of Excellence (LCE) from the National College Learning Center Association (NCLCA).

First-year undergraduates [have benefited](#) from a variety of new support and success strategies implemented by the University. Beginning in 2017, the College Enrichment Program (CEP) began supplementing evaluation based on high school ACT scores with summer orientation placement testing, assuring that students could immediately enroll in the appropriate level of math or reading courses. Summer Bridge programs for entering first-year students are offered by African American Student Services, American Indian Student Services, and the College Enrichment Program.

Prior to 2014, UNM offered non-credit-bearing remedial courses in math, English, and reading. Students placed into remedial courses were delayed in their progress toward a degree and separated from their peers. As a part of the [UNM Quality Improvement Initiative](#), all remedial courses were replaced with new transitional credit-bearing gateway courses. The Math Learning Lab (MaLL) offers self-paced Intermediate and College Algebra using ALEKS, a learning system that allows students to enter intermediate algebra courses required by the Gen Ed curriculum as placed and advance as soon as mastery is demonstrated. Critical Text Analysis courses support development of college-level reading strategies. 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.

Student-athletes receive targeted advisement and academic support. UNM's Department of Athletics has led the Mountain West Conference Division I in annual All-Academic selections [for the past six years](#); student-athletes have carried a collective grade point average above 3.2 for 11 consecutive semesters.

The University serves close to 5,000 graduate students. 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.

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. 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.

Academic Advising

The Office of Advising Strategies coordinates communication, hiring, and new initiatives with advising teams embedded in each college or school. The office provides [New Advisor Training](#) and professional development; oversees the advising application and serves as primary consultant for advising reports and University-level platforms; managing dual credit enrollment; and conducting advising assessment. In Spring 2012 advising consultants from the National Academic Advising Association (NACADA) visited the campus and provided a [Program Review Report](#) that has guided a thorough restructuring of advising. UNM has reduced advising ratios from 770:1 in some units in 2011 to 325:1 overall in 2018. By Fall 2018, the University had 92 staff academic advising positions, including supervisors and managers within advising centers, for 17,321 undergraduates. The Fall 2018 undergraduate advising ratio is 188:1.

A multi-year human resources [study of advising](#) is allowing the University to create more unified role descriptions across advisement groups, to standardize compensation categories, thereby eliminating internal competition among schools for advisors.

The restructuring objective has been to reduce ratios and to introduce incoming students to advisors who specialize in students' primary area of interest. Advisors work with students from New Student Orientation to graduation, giving students consistency during their stay at UNM. Students are admitted directly to the college of their major in pre-major status and are moved into major status once they have completed their degree program admission requirements. The admission process to major status is automated for the majority of programs and occurs at the beginning of each semester. Competitive programs require an application process to move into major status.

Students have direct access to advising platforms and curriculum mapping applications. Prospective and current students are able to [view four-year degree plans](#) at degrees.unm.edu. They are able to find their advisor and to schedule appointments through an advising application called [LoboAchieve](#). They can track their progress to degree through [LOBO Trax](#), an application that delineates and charts progress towards fulfillment of general education, major, college, and university requirements. Through an intuitive interface, the report tells students what courses have already been completed, what they have left to do to complete their degree, and, if they are transfer students, the transfer credits that have been accepted. The report keeps track of all university, college and major requirements, with each Dean from their respective schools and colleges having signed off on the degree audit to certify that the information embedded in the degree audit is correct.

Close advising collaborations across the university facilitate advisement about necessary pathways towards future degrees and careers. The Exploratory and Pre-Professional Advising Center (EPAC), for instance, helps students navigate from pre-health curriculum to degree programs in nursing, emergency medical services, pharmacy, etc. Advisement also relies on an external appointment scheduling system to accommodate potential students that are outside of the UNM system. At last survey, approximately 23% of advisees were not current UNM students. Integrated advisors in Intercollegiate Athletics, Enrollment Management, Student Affairs (including ethnic centers), and the Global Education Office, complement academic advising with specialized services supporting student access.

Resources and Support

The [main campus](#) houses six large libraries; each provides extensive resources for research at all levels, and further houses key facilities to help students in course work. 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, 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. Digital Initiatives and Scholarly Communication develops online cultural heritage, scholarly, and educational resources for students and researchers, including digitization of unique collections for state-wide access. Zimmerman Library houses resources for humanities, education, and the social sciences, as well as facilities for CAPS, the Center for Southwest Research and Special Collections (CSWR), and the Indigenous Nations Library Program. Other main-campus libraries include the Centennial Science & Engineering Library, housing broad resources in science, engineering, mathematics, and psychology; the Fine Arts & Design Library; the Parish Memorial Library for Business and Economics; the [Health Sciences Library & Informatics Center](#) (HSLIC); and the Law Library.

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 CFA Downtown Studio is an exhibition and event space that provides a professional public platform for students within the College of Fine Arts.
- The John Sommers Gallery exhibition space for students.
- The Masley Art Gallery, under the direction of the Art Education faculty.

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

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. The Health Sciences Center activities are overseen by the UNM HSC Chancellor, who is also Dean of the School of Medicine.

Information Technology (IT) is overseen by the Office of the Chief Information Officer (CIO) and consists of five main areas: Applications, Classroom Technologies, Computing Platforms, Customer Service, and Networks. Students experience online courses through a learning management system called [UNM Learn](#). There, students access course content and interact with instructors and classmates using a variety of tools such as email, discussion boards, web pages, web conferencing systems, and multimedia technologies. UNM offers 24/7 technical support. UNM Learn offers technical support within each course through a ticketing system and a 24/7 phone support system (online.unm.edu). (On IT improvements to learning spaces, see 5.A.)

Guidance in the Effective Use of Research and Information

The University Libraries system has a robust instruction program which is coordinated by the Learning Services Department. The Learning Services Department teaches most first-year library instruction (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, and serves as a resource for subject librarians in the development, provision and assessment of subject-specific library instruction. 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 skills.

Sources

- AA_advisor_passport_2015
- AA_CAPS_2018
- AA_CAPS_CRLA_certification_2018_Batch
- AA_career_services_2018_Batch
- AA_college_prep_programs_2018_Batch
- AA_DSA_Impact_and_Outlook_2017_compressed
- AA_DSA_Impact_and_Outlook_2017_compressed (page number 119)
- AA_graduate_orientation_2018
- AA_graduate_resource_center_web_2018_Batch
- AA_grc_roadmap_2018_Batch
- AA_nacada-2012-site-evaluation
- AA_new_student_orientation_web_2018_Batch
- AA_SHAC_mission_statement_2018_Batch

- AA_SSC_booklet_2018
- HLC_quality_initiative_report_2018
- HR_advisement_study_2018
- HSC_hslic_study_2018
- MISC_Lobo_athletes_academics_articles_2018
- NEWSROOM_Incoming_freshmen_benefit_from_program_2017_Batch
- REGISTRAR_catalog_general_information_2018
- REGISTRAR_ge_english_placement_2018_Batch
- WEB_academic_programs_website_2018_Batch
- WEB_LOBOTRAX_Degree_Audit_Instructions_2015_Batch
- WEB_unmlearn_2018

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

In alignment with the [UNM Mission Statement](#), the University fields an array of student activities and services that complement students' classroom work. The Student Activities Center supports hundreds of student organizations including Greek Life, sports and recreation groups, religious groups, and pre-professional associations, all with missions and goals that reflect the core mission. Student organizations emphasize various values that complement the University's mission, including scholarship, leadership, and service. The student government bodies, [ASUNM](#) (undergraduate) and [GPSA](#) (graduate and professional), provide students with representation on university committees, actively lobby at the state legislature, and support the activities of student organizations, all fundamental exercises of citizenship. Student organizations sponsor invited speakers, conferences and events, including Homecoming, Silent Nights, and Spring Storm, etc.

As well as serving the mission, services are maintained to more broadly contribute to the education of students. As an option for residential life, there are 15 Living Learning Communities where students live with others who share an interest, a career aspiration, or a common concern. Themes include pre-health professions, community engagement, outdoor living and environment, global focus, fine arts and business. UNM offers a wide range of facilities to support the health and social well-being of its students. The Student Union offers meeting space, food services, study areas and a movie theater featuring weekly showings of new releases throughout the semester. Weight rooms, tennis courts, swimming pools, an on-campus golf course, a bike shop and equipment rental, and outdoor recreation courses and trips are available through Recreation Services.

[El Centro de la Raza](#), [African American Student Services](#), the Veteran's Resource Center, [American Indian Student Services](#), the LGBTQ Center, and the [College Enrichment Program](#) (for students from rural areas or students who are first generation or low income) recognize the students they serve as vital members of the UNM community and offer them specialized advising, assistance with career and advanced degree planning, scholarship help, and community building, among other resources. The [STEM Collaborative Center](#) focuses attention on providing broad educational access to STEM fields. American Indian Student Services provides a summer bridge program for first-time students, an outreach program for eighth grade students to encourage them to imagine themselves on a college campus, support in completing FAFSA applications, and oversight and service for Tribal Memorandum of Understanding and Associated Scholarships. To supplement recurring Instructional and General budget, UNM secures Title V funding and special state legislative funding allowing these centers to continue to serve students. Units within Student Affairs complete student demographics and outcomes reports and rely on these, as well as on assessments, to

develop [Collective Impact Reports](#) every fall. This reporting provide oversight to leadership on meeting the needs of our diverse population.

UNM's advocacy centers the Women's Resource Center, LoboRespect, and the LGBTQ Resource Center provide [tools and resources](#) to enhance student persistence towards degree completions, including mentoring, counseling, and advocacy. The Women's Resource Center offers confidential reporting and advocacy for members of the UNM community who may have experienced sexual harassment or assault and coordinates programs to prevent gendered violence as well as a range of programs to create access to education, such as a breastfeeding support. The LoboRespect Advocacy Center provides services for [Confidential/Anonymous Reporting](#) of Hate/Bias and for Sexual misconduct, survivor advocacy, absence notifications, domestic partnerships, food insecurity, military withdrawals, short-term disabilities, short-term loans, and tuition appeals. The LGBTQ Center fields Hate/Bias intake, offers safe sex resources, provides counseling, and develops awareness events. All three advocacy centers collaborate with the Dean of Students in delivering mandatory in-person training on sexual harassment, sexual violence, and reporting to undergraduate and graduate students across the UNM system.

Finally, UNM's Office of Equal Opportunity (OEO) promotes equal access and treatment and works to foster a safe environment free of discrimination and inequity. OEO addresses questions, concerns, or complaints of discrimination relative to membership in a protected class. Intake questionnaires are available in English and in Spanish and response follows a clearly delineated claims and investigation procedure. The office supports mandatory trainings for faculty and staff on preventing sexual harassment in the workplace, bystander training, reporting Title IX concerns, and recommended trainings on civil rights and on the Americans with Disabilities Act. It also conducts individual and departmental or unit investigations following published and regular procedures. The UNM president and academic and compliance leadership have demonstrated an ongoing commitment to creating an equitable, accessible, and inclusive climate through the creation of services, publication of information, enhancement of staffing, and development of research.

Sources

- AA_ASUNM_constitution_2017_Batch
- AA_DSA_Impact_and_Outlook_2017_compressed
- AA_DSA_Impact_and_Outlook_2017_compressed (page number 6)
- AA_DSA_Impact_and_Outlook_2017_compressed (page number 14)
- AA_DSA_Impact_and_Outlook_2017_compressed (page number 31)
- AA_DSA_Impact_and_Outlook_2017_compressed (page number 74)
- AA_GPSA_Constitution_Final_2016_Batch
- AA_hate_and_bias_reporting_2018_Batch
- AA_online_resources_and_counseling_2018_Batch
- AA_OSA_assessment_2018
- AA_STEM_Collaborative_center_annual-report_2017
- WEB_unm_mission_2018

3.S - Criterion 3 - Summary

The institution provides high 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.

Sources

There are no sources.

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 demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
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 assure 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 assures 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 assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

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

UNM has conducted regular and comprehensive Academic Program Review (APR) since 2005. APR is a fundamental tool for determinations of quality and effectiveness. Following an [APR master schedule](#) covering seven-year review cycles, APR ensures that academic programs 1) provide opportunities to learn that are of high quality and are in line with professional and national

standards; 2) foster meaningful research; 3) engage with the life of the university; and 4) serve 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 to the community](#), while also [satisfying criteria](#) for Higher Learning Commission reaccreditation of the university as a whole. To serve these purposes, APR depends on the skills of campus administrators, faculty, and staff directly connected to and/or associated with the department or program undergoing review. Ideally, it also incorporates communication with identified constituents or communities served by the department or program.

Each review entails that the unit prepare [a comprehensive Self-Study](#), followed by a site visit from one internal and two or three external reviewers, who are appropriately qualified to evaluate the unit. The process culminates in a report from this review team, a subsequent response from the unit, and a plan of action that specifies how the unit plans to integrate improvements, as well as annual action plan updates. The entire process is outlined in a detailed APR manual reviewed every three years by a faculty committee convened by Academic Affairs. The [APR manual](#) (8th edition), unit self-studies, review team reports, action plans, and updates [are posted](#) on the Academic Program Review website via links to the digital repository where all APR documents are housed. While APR is a process internal to the University of New Mexico, coordination with national standards for accreditation is strategically valuable. Thus, units with discipline-specific external accreditation requirements may opt to coordinate external accreditation into UNM APR. The APR manual specifies that academic programs discuss their assessment practices and findings.

The UNM main campus Office of Assessment and APR consults with key representatives from the Branch Campuses, HSC, and Law to offer support and coordination regarding their APR process and to archive documents. The APR 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. An [alignment matrix](#) correlates the APR Criteria of all the Branch Campuses to those of the main campus. The Health Sciences Center (HSC) (i.e., College of Nursing, College of Pharmacy, the new College of Population Health, and School of Medicine) and School of Law (Law) conduct program reviews that are heavily structured by external accreditation requirements, with primary archiving and publication responsibility housed in the HSC Colleges and School. (An [alignment matrix](#) has been developed for the School of Law).

Recent APRs have drawn reviewer praise for the quality and commitment of faculty to research and teaching and have yielded a range of improvements. Departments have responded to APRs by, for example, improving opportunities for internal collaboration (Departments of Linguistics and Speech and Hearing Sciences), clarifying expectations on progress to degree in the graduate manual (Department of Psychology), and developing doctoral programs.

Credit Transcripts and Transfer

[Policies for transfer credit](#), as well as standards for any transcribed 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 on how 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. Relying on national standards, the Office of Community Engaged Learning and Research (described in section 3.B.3) consults on evaluation of experiential learning.

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. Transferable courses with grades of “D” from New Mexico state institutions are accepted. As an overarching policy, technical/vocational, remedial, personal development or dogmatic religion courses are not accepted. Credit is not awarded for work or life experience, cooperative education or for courses from out-of-state in which the grade received was lower than “C-”, except by petition to the Director of Admissions. 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 Course Numbering Project (CCN), 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, and Faculty Qualifications

With ultimate oversight from the Board of Regents and the NMHED, 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 Curriculum Committee, University Libraries, the provost or HSC chancellor, the Faculty Senate, and, in cases of addition or deletion of a degree program, the Academic/Student Affairs 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. Only approved courses and programs may appear in the University Catalog, updated on a yearly basis. The [Curricula Forms Process Manual](#) provides information on the approval process and instructions

on completing request forms. In addition, departments are asked to review their section of the catalog 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. (Extra evidence: Faculty Handbook entries for Undergraduate Committee, Graduate Committee, and Curricula Committee). 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 and via the catalog and departmental and program websites.

Enrolled students may access [UNMLearn](#), a Blackboard learning platform for web-enhanced, hybrid, and online courses. A UNMLearn Support Team can be contacted through the system and is available by phone 24/7 to address questions. University libraries faculty and staff make available a full complement of searchable databases, reference materials, study guides, electronic articles, e-books, and digital film and visual archives, as well as the university libraries catalog; these can be accessed via the university libraries page on-site and remotely. In addition to direct faculty communication with students, the Global Education Office coordinates and publishes study abroad opportunities, while Community Engaged Learning and Research similarly facilitates service-learning and community-based opportunities.

The [Accessibility Resources Center](#) (ARC) enables students in making accessibility requests and helps faculty and students understand and negotiate the services provided by the center. These include ASL interpretation, testing accommodations, assistive mobile applications, alternative format course materials (including adaptive online materials), note taking, and tailored accommodations. In 2016-2017, 1,117 students were eligible for ARC services and 994 sought services for a 189% increase in annual number of students served since 2007-2008. The overall grade point average of 2016-2017 students who benefited from accommodations was 3.136, while the return or graduate rate for students that same year was 83%.

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, 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.

Rigorous processes for integrating assessment with curriculum design and teaching improvement at the School of Medicine 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 review 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 reviews and updates the School of Medicine Educational Competencies and Objectives every third year. In Phase II, the required Neurology Clerkship underwent revisions in 2017 based on CC review. Recommendations included enhancing the educator roles of faculty and students, clearer roles for medical students, and providing more feedback that is effective. Clerkship student evaluations have improved since implementation of these changes, with the CC continuing to monitor the clerkship performance. 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.

Evaluations of Graduate Success

To inform improvement of student learning, the University maintains tools, with varying degrees of maturity, for gathering information on graduates. Data collected on specific and well-defined cohorts (for example, the decade-long tracking of McNair/ROP scholars) has proven to be the most effective in informing program improvement to date. The Anderson School of Management uses an online networking group with up-dated tracking of graduates, while the College of Fine Arts participates in the online Strategic National Arts Alumni Programs (SNAAP). The College of Education (COE) administers a graduate exit survey and collects survey results and participating teachers school districts. All graduate students in the Architecture Program in the School of Architecture and Planning must successfully pass a graduate review to ensure they have the criteria set forth by National Architectural Accreditation Board (NAAB). Graduate programs in the College of Arts & Sciences report placement of students in advanced degree programs, academic jobs, and related professional fields through the APR.

On a campus-wide scale, [an exit survey](#) is distributed to graduating students each semester from the Office of Institutional Analytics. Following a test run for CRP students in Spring 2016, beginning in spring 2018 a parallel online survey will provide information on how our students are applying their new skills and where they are employed one year after graduation. The UNM Career Services Office surveys all graduating students each year. The survey includes questions that determine student status following graduation (employment, graduate school, military service, etc.). The UNM Alumni Association gathers a range of alumni data, from demographic information to career data and graduate degrees obtained to volunteering preferences. Workforce Solutions provides information regarding past graduates in the state of New Mexico to the Institute of Design & Innovation (IDI), including information on the career paths that they have chosen. This data is used to create dashboards that visually demonstrate the success of the students throughout the state. Information includes year-to-year salaries as well as in state employment rates. This information includes not only UNM graduates, but graduates in colleges and universities throughout the state. Overall, UNM's capacity to track placement in jobs, advanced degree programs, and internships on an institutional level, to relate this placement to cohort experiences, and to provide targeted information to degree programs about these outcomes is still developing. Improvement of UNM's performance in this area, particularly measurement of outcomes for different demographic categories, constitutes a 2020 goal agreed upon by the Board of Regents, the President, and the Provost.

Sources

- AA_accredited_programs_list_2016
- AA_arc_handbook_2018
- AA_core_curriculum_2018
- AA_global_education_office_web_2018_Batch
- AA_transfer_equivalence_2018
- APR_econ_ba_assessment_report_2017
- APR_HLC_criteria_alignment_2018
- APR_institutional-summary-report_2017_Batch
- APR_manual-8th-edition_2018_Batch
- APR_manual-8th-edition_2018_Batch (page number 14)
- APR_master_schedule_2018_Batch
- APR_office_report_2018
- APR_SOL_alignment_2018_Batch
- APR_webpage_documents_2018_Batch
- BRANCH_APR_alignment_2018
- FS_faculty_handbook_2018_Batch
- HSC_curriculum_committee_2018
- OIA_graduate_survey_and_results_visualization_2018
- REGISTRAR_catalog_transfer_credit_policy_2018_Batch
- REGISTRAR_curriculum_workflow_process_2014_Batch
- REGISTRAR_curriculum_workflow_process_2014_Batch (page number 6)
- WEB_academic_programs_website_2018_Batch
- WEB_unmlearn_2018

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional 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 significantly more embedded in university culture as a widespread, robust, well-supported, and consistent practice at UNM than it was at the time of the last HLC accreditation. UNM relies on an internally developed Evaluation Kit to collect end of semester course student evaluations; 2017 Evaluation Kit responses for the College of Arts & Sciences indicate that 88% of students were aware or strongly aware of the student learning outcomes for their courses. Most undergraduate UNM degrees boast well-developed plans and regular assessment and increasing numbers of graduate degrees and certificates have published plans and data. During the 2016/17 academic year, UNM-Main campus submitted assessment documents for 85.7% of its undergraduate programs. Branch campuses submitted assessment documents for 46.8% of associate degree programs. An inventory of submissions is available in the [Annual Institutional State of Assessment Report](#), 2015-2016. A digital repository housed in University Libraries and maintained by the Office of Assessment and APR now stores over 1,520 assessment documents in an archive that can be searched for meta-data on institutional trends.

Assessment of Student Learning Outcomes

The Office of Assessment and APR (OA) provides day-to-day support on assessment design, cohort tracking, assessment management and reporting while also coordinating institutional assessment strategy and analyzing assessment results through coding and sampling of reports. The OA archives and evaluates assessment plans and reports, with accompanying evidence, and synthesizes findings, as well as college-level reports, into the Annual Institutional State of Assessment Report for Academic Affairs.

The OA regularly convenes a working group of representatives from each college or school, the [Provost's Committee on Assessment](#) (PCA). These representatives lead the College Assessment Review Committees that work in collaboration with the OA to oversee and monitor assessment activities, practices, and processes associated with institutional effectiveness at the program and college/school/branch levels. The committees are 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 seven years.

With guidance from the Office of Assessment and the PCA, College Assessment Review Committees provide feedback to programs on collected assessment plans and reports, relying on an [Academic Program Assessment Maturity Rubric](#) to review and provide feedback to programs about their program assessment reports. 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. Each committee is responsible for developing and implementing an internal reporting process with deadlines prior to the institutional deadline for collecting, reviewing, and evaluating its academic programs' annual assessment report and assessment plan and for providing a college-level report to OA.

Assessment within the College of Education since 2009 offers one example of College Assessment Review Committee leadership in moving the culture of assessment to one of continuous improvement rather than simply compliance. Assessment data gathered during clinical practice revealed that teacher candidates had difficulties addressing the diverse needs of children in the classroom. The five Teacher Educator Preparation Programs revised the curriculum within the respective programs to incorporate more coursework on addressing children with special education needs and TESOL/bilingual needs; teacher candidates may choose a nine-hour focus in Special Education, Bilingual Education, TESOL, or Native American languages.

The College of Arts and Sciences overall has worked over the past five years to be consistent in expectations for assessment and to build in some 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 and faculty promotion guidelines for submission of teaching portfolios now request evidence of assessment and improvement. In 2015-16, 83 percent of 107 A&S degree programs had assessment plans (most outstanding plans were in graduate degrees), while 72 percent were implementing those plans. One example assessment-driven improvement is the Sociology Department's strengthening of quantitative methods teaching through revision and oversight of its methods courses and its reduction of the size of computer-based lab sections.

By Spring 2018, the [institutional assessment plan for the General Education Curriculum](#) will have completed a cycle of course-level assessments for each of seven disciplinary areas. In 2011-12, 47 percent of the General Education courses had developed SLOs, but very few were reporting on assessment results. By 2015-16, 83 percent of the General Education courses had reported on

assessment results. At UNM-Valencia, 100 percent of academic programs are being assessed. Course-by-course level assessment, however, allows only limited insight into program effectiveness. An effort to pilot program-level assessment is being coordinated along with the launch of a revised general education program in Fall 2019; in compliance with NMHED code, general education assessment will focus on the five adopted essential skills.

Each Student Affairs program maintains a [departmental assessment plan](#) that articulates broad goals, learning or service outcomes, alignment with UNM strategic goals, and assessment methods and criteria. Assessment methods include such tools as: point-of-service assessments (i.e., comment cards, satisfaction surveys, and program evaluations), annual assessments (i.e., departmental surveys) and informal surveys (i.e., focus groups, student organization meetings, individual interviews). Many programs also complete additional assessments to meet funding or compliance regulations. In addition, each program also submits an annual impact report that quantifies student engagements throughout the year, and assesses impact on academic performance variables such as retention, GPA and graduation. The Division of Student Affairs has developed a division-wide demographics and outcomes report that standardizes and publishes these impact variables. The [2017 CEP report](#) is included in the Evidence Library.

The Office of Advisement Strategies relies on multiple measures of effectiveness. Its extensive [2017-18 assessment report](#) provides strong evidence across all colleges and schools of consistent efforts to reach students at key moments in the academic cycle, to focus advisement meetings on pathways to degree completion, and to offer information about academic and advisement programs and enrichment. Given the high success rate documenting advisor to student contact and outreach, the Office will be designing assessments for the next cycle to focus on quality of interaction relative to student success.

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 has made improvements after each survey based on student and faculty comments.

The University worked with external services to provide auxiliary forms of assessment to the student body in 2015-2016: ACT Collegiate Assessment of Academic Proficiency (ACT CAAP), ACT WorkKeys, Education and Skills (E&S) Online, and Collegiate Learning Assessment (CLA+). The low participation rates on these provided little return on investment in the form of reliable data. Our analysis of internal data has proved more effective to date than reliance on external measures. Thus, in the 2013-14 academic year, the STEM Gateway program launched an extensive analysis of UNM data related to student achievement in STEM fields. This study identified specific gateway courses that were creating roadblocks to success for UNM students, particularly those from underrepresented populations. The study also identified a need for co-curricular programming that would better engage first- and second-year STEM students. As a result of this study, course redesign initiatives were implemented in math and related disciplines, and a multi-million dollar grant was secured to create the STEM Collaborative, designed to expand co-curricular early STEM programming. A recent [annual performance report](#) of the STEM Collaborative is included in the Evidence Library. Development of analytic capacity in the Office of Institutional Analytics, the Office of Assessment, and Enrollment Management provides the foundation for understanding how UNM can better target and support specific populations with student success initiatives.

Sources

- AA_cerl_report_2017
- AA_STEM_Collaborative_center_annual-report_2017
- AA_StudentLearningGoals_2018_Batch
- APR_Academic_Program_Assessment_Maturity_Rubric_2015_Batch
- APR_Administrative_Unit_examples_2017
- APR_Administrative_Unit_Template_2015_Batch
- APR_advising_strategies_assessment_2018
- APR_core_assessment_2018
- APR_institutional-summary-report_2017_Batch
- APR_provosts_committee_on_assessment_2018
- APR_state_of_assessment_2016
- FS_GE_task_force_report_2017_Batch
- FS_GE_task_force_report_2017_Batch (page number 9)

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to 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 but 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](#) identifies 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. With a 2019 target date, the plan sets the goals of achievement of a four-year graduation rate above 25 percent, achievement of a 10 percent increase in enrollment in shared undergraduate and graduate credit programs, an increase in degree completion and transfer rates at branch campuses. These goals have largely been met. (The Office of the UNM President [registers progress](#) on all 2020 goals on a performance monitoring dashboard).

Beginning in 2012-13, UNM pursued the [Foundations of Excellence](#) initiative in coordination with the Gardner Institute to improve retention and student success in the first year. As documented in [UNM's Quality Initiative Report](#) to the HLC, the initiative reaped clear benefits in dramatically improving time to graduation rates. It provided internal evidence of how high impact practices and student services support affect first-year retention and achievement. Within a national context, our improvement in four-year graduation rates since 2012-13 represents an important marker of institutional goal-setting and success. The Provost's Committee on Academic Success coordinated this effort and is applying findings to a next phase of work focused on improved communication and retention.

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 enrollments, 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 how many students complete general education requirements prior to enrollment at main campus to the Faculty Senate Task Force on General Education in 2017. OIA also coordinates with the UNM STEM Collaborative Center, a five-year initiative funded by the U.S. Department of Education Title V Program, on tracking UNM undergraduate STEM achievement outcomes over time. The Office of the Provost [maintains an institutional dashboard](#) with easily understood graphics on UNM student outcomes and demographics. Colleges and schools, as well as departments and units, collect internal information and provide links to institutional data as well.

The overall drop in enrollment in 2018 and the drop in third-semester retention from its high point in 2015 represent new challenges that UNM seeks to address. A new [Enrollment Management Task Force](#) is charged with considering recruitment and retention strategies. UNM is participating in two American Public and Land Grant Universities initiatives, the APLU Student Experience Project and the APLU Powered by Publics project, focused on student success. UNM's capacity to gather data about the student experience was a crucial factor in selection for participation on this first grant. We continue to draw lessons from our Quality Improvement Project and from OIA data as we move forward.

Sources

- HLC_quality_initiative_report_2018
- OIA_visualizations_2018_Batch
- PRES_enrollment_task_force_2018
- PRES_oia_calendar_ipeds_2018
- PROVOST_foundations_of_excellence_final_report_2013_Batch
- PROVOST_unm2020_vision_and_strategic_plan_2012_NEW

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.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

UNM is committed to maintaining and strengthening the quality of its academic programs while continuing to build institutional effectiveness through quality improvement. Strategic planning and resource allocations, including fiscal and infrastructure priorities, support the overall academic mission of the institution.

Fiscal and Human Resources and Infrastructure

The **Annual Audit Report** indicates that UNM has a sufficient financial base. The institution relies on multiple sources of revenue, including tuition and fees, state and local appropriations, grants and contracts, sales and services, clinical operations, other patient-related services, and other operating revenues.

As of June 30, 2018, the University had total assets of \$2.86 billion, with total liabilities of \$3.06 billion. Operating revenues were \$1.83 billion, which increased by 1.0 percent from fiscal year 2017 to 2018. Net patient service revenues are a significant portion of the University's total net operating revenues. These are comprised of gross patient revenues, net of contractual allowances, charity care, provision for doubtful accounts, and any third-party cost report settlements. Net patient service revenues increased by 2.6 percent from fiscal year 2017 to 2018 and 5.6 percent from fiscal year 2016 to 2017.

The University recognizes the importance of reserve balances in order to provide liquidity, which is a foundational element of the University’s bond rating. We rely on reserves to mitigate unplanned budget reductions and to adapt to challenges such as health care reform or enrollment reductions. Reserves are also used to invest in mission critical initiatives and to bridge budgetary gaps so that the central academic and health service missions are protected. Each year, the University categorizes reserve balances through the Categorization of Reserves process. The net change in reserve balances from fiscal year 2017 to 2018 was minimal, amounting to a .63 percent decrease. The fiscal year 2018 ending reserve balance was \$816 million; this includes the required 3 percent of instructional and general budgeted amount per the specifications of the New Mexico Higher Education Department (see CAR website for evidence- <http://budgetoffice.unm.edu/categorization-of-reserves/index.html>).

Tuition and fees and state and local appropriations represent a major component of the university's total net revenues. The university’s credit hour production on main campus for academic year 2017-18 was 641,858, a tangible decrease from the prior year (**2017-18 Student Credit Hours Report**). Nonetheless, the University continues to increase degree production and prioritizes improvement in completion and in retention rates. UNM experienced strong enrollment growth during the Great Recession, followed by an anticipated gradual decline in enrollments as the New Mexico economy recovered in recent years. However, Fall 2018 marked an enrollment decline over 7.5%, which drove significant cost-cutting measures. We handled the resulting rescissions by striving to protect student success initiatives, student support programs, and the research/creative works enterprise while disproportionately absorbing reductions in administrative budgets (in both academic and non-academic units). The university has launched several initiatives to build future enrollments: an Enrollment Task Force; a Speakers Bureau for community and prospective student outreach; exploration of the viability of offering 4-year degree programs at branch campuses in areas critical to the state workforce (such as teacher education); enhanced student service in enrollment management, improved mechanisms for easing transfers of associate's degree holders to main campus; deepening collaboration with Central New Mexico Community College for frictionless transfer & articulation; and greater opportunities for adult learners in distance education.

UNM's faculty and staff are critical to these initiatives and are vital to fulfilling of our mission. The Employee Count Report for 2018 shows that the institution employs a total of 10,698 FTE, detailed in the table below.

Employee Counts	Main	HSC	Branches	Total
Faculty	1,148	1,131	137	2,416
Part-time Instruction	110	15	71	196
Graduate Assistantships	640	57	2	699
Staff	2,915	2,584	280	5,779
Student Employees	1,332	192	84	1,608
Total FTE	6,145	3,979	574	10,698

The full-time non-instructional staff is composed of professional staff and support staff who fulfill

administrative, clerical, facilities, human relations, broadcasting, and other roles.

The physical facilities of the university campuses contribute to the quality of programs and services offered by the institution. The University of New Mexico owns approximately 1700 acres of land, 417 buildings and 12.1 million square feet of interior space to support its state-wide mission. The Main campus covers over 780 acres of land for teaching and research activities (Central campus), the Health Sciences Center (North campus), and auxiliary and athletics functions (South campus). Main campus houses 339 buildings corresponding to 11.3 million square feet of interior space and comprised of spaces devoted to academic, research, clinical, housing, services, athletic facilities. The campus incorporates walkways, courtyards, and gathering places, such as the newly revitalized Smith Plaza in the heart of the campus, and a park around the duck pond. Regionally appropriate landscaping and public art complement the campus architectural mixture of Southwestern and contemporary design and set off buildings, such as Zimmerman Library, that are on the historic register.

Of UNM's total 1700 acres, the four branch campuses (Gallup, Los Alamos, Taos, Valencia) and sites (UNM West in Rio Rancho and Mesa Del Sol) cover 930 acres. The branches and sites have approximately 78 buildings and 812,000 square feet of interior spaces for state-wide outreach in teaching, research and student support activities.

The [Capital Fund Budget Plan](#) reflects the vision for growth and development on all campuses and integrates infrastructure improvements and additions. The plan formulates: building renewal and replacement, equipment renewal and replacement, discretionary capital improvements, projects supported by state funds, branch campus renewal and replacements, and minor capital outlay plans.

Construction and renovation of necessary research and teaching space have been prioritized in the past decade through major capital projects such as the Science and Math Learning Center, the Collaborative Teaching & Learning Building, the MaLL (math learning lab), Farris Engineering renewal, the McKinnon Center for Management, and a major upgrade of over 120 classrooms. The largest recent capital project on main campus, the new Physics, Astronomy & Interdisciplinary Sciences building (PAÍS), is currently under construction. Minor annual capital upgrades have funded renewals of labs, library learning commons, central advising centers, Honors College facilities, and veteran's support services. Major developments for our Health Sciences Center include a three-phase health education building and a variety of upgrades to aged research and patient care facilities. The Branch campuses have benefited from new student services, teaching and auxiliary building development, and building renewal.

UNM provides faculty, staff and students with stable, effective, and maintainable technology solutions and values creative innovation. UNM invests approximately \$70 million in technology related resources across main, branch, and HSC campuses (excluding hospitals); of that amount, \$35 million can be attributed to the central Information Technologies Department. For FY18, IT outlay on services for faculty, staff, student, and administrative functions totaled \$53 million for UNM-Main, \$13.5 million for HSC, and \$2 million for the four UNM branches.

To strengthen IT service provision, the university [completed a first high-level assessment](#) of information technology with the aid of Kurt Salmon Associates (KSA) in Fall 2015. The KSA review analyzed the current state of information technology with a focus on identification of operational efficiencies, common good services, and governance. A second assessment in the summer of 2016 yielded recommendations on governance structure, organizational structure, short-term improvement plan, outsourcing opportunities, and the funding model. The university is [implementing](#) or has already implemented the recommendations. A new IT decision-making and advisory structure, in

keeping with our commitment to shared governance between central administration and the Faculty Senate, was adopted in 2017. This structure facilitates decisions around project prioritization and ensures responsiveness to IT needs among all constituents.

UNM IT is committed to the Information Technology Infrastructure Library (ITIL) framework to help standardize the selection, planning, delivery and support of IT services. ITIL has improved efficiencies and aided in establishing service levels. In our ITIL implementation, a service management system allows for a holistic approach and incorporation of best practices for continual improvement in service strategy, design, transition, and operation.

Enterprise IT at UNM consists of six main departments. Applications, Network, Platforms, Classroom Technologies, Customer Service and Security. Enterprise IT 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.

Recent IT related projects that have improved and expanded services include:

- Office O365 Implementation Exchanged Online (email, calendar, contacts, tasks)
- Lync Online (instant messaging, online meetings)
- SharePoint Online for collaboration
- Office Web Applications (Microsoft Office online tools)
- Innovative Teaching and Learning Projects collaborative teaching spaces, student checkouts, computer lab redesign, mobile device support Portal Redesign (myUNM) customizable dashboard app store model two factor authentication
- EvaluationKit: Faculty and Course Evaluations, moved to fully online cloud-based system
- LoboCloud: Virtual Server Provisioning
- Network Redesign
- Lobo Achieve: campus-wide Advising System and Early Alert System
- Talent Management (UNM Jobs): improves functionality, customization, provides tools for measuring goals and improves support to employees.
- Research Computing network
- Help Desk Portal Improvements

Additionally, all student facing computers in classrooms and computer labs are on a four-year replacement cycle and the latest wireless access points have been installed in general-purpose classrooms. A prime example of our integration of IT services, infrastructure and building design in the service of the academic mission is our new state of the art [Collaborative Teaching and Learning Building](#), which received a Best Building Award from the American General Contractors of America in 2013.

Resource Allocation Process

UNM has relied on the UNM 2020 strategic plan to align resource allocation with the its core values and mission. Multiple constituents, such as faculty, staff administrators, students, vice presidents, and deans take part in the resource allocation process, summarized here:

The [Budget Leadership Team](#) (BLT) was established in 2010 in response to faculty advocacy for strengthened shared governance and transparency. The university president appoints BLT committee members comprised of constituents throughout the university. Typically, the Senior Vice President

for Finance and Administration and the Provost co-chair the BLT. In 2017 and 2018 the committee developed sub-committees that focus on specific budget areas, including new resources, cost and reallocation opportunities, branch campus initiatives, current budget projections, tuition and fee structures, and long-term budgetary planning. The committee is responsible for proposing an annual budget recommendation to the president.

As detailed below, the [Branch Campus Advisory Boards](#) serve an advisory function to the respective branch CEOs. Members are elected (by state statute the elected Taos Municipal School Board also serves as the Advisory Board for the UNM-Taos branch campus). Advisory Boards are particularly involved in deliberations regarding the setting of campus budgets; they also advise main campus in the hiring and evaluation of branch CEOs. Branch campus budgets are administered separately from the main campus budget but must be approved by the UNM Board of Regents. (Additional information regarding branch campus resource allocations is detailed in 5.A.5.)

The UNM Health Sciences Center (HSC) engages in a year-round responsibility centered management (RCM) budgeting and forecasting model. A key to its success is the integration of operational planning for all HSC missions with strategic initiatives and individual performance plans. The model is a transparent and decentralized approach to resource allocation that promotes outcomes aligned with our values as expressed in the strategic plan. In this model, all revenue inures to the operating unit generating the income, while overhead and strategic initiatives are vetted and approved by the Core Executive Group and then funded by assessments to the revenue generating units. The Core Executive Group consists of the Vice Chancellor for Academic Affairs, Vice Chancellor for Diversity and Inclusion, all Deans, the Chief Executive Officers of the clinical delivery units, the Senior Executive Officer for Finance and Administration HSC. It is chaired by the Chancellor for HSC. Foremost in the HSC budgeting model is the concept of a fully integrated Academic Health System, where the Schools and Colleges of the HSC and the clinical delivery platform have engaged in operational and financial planning together.

Over the past few years, the university has investigated different budgetary models for Main campus with an interest in allocating tuition revenues more directly and transparently in alignment with academic activities and goals. While the university has made strides on developing a proposed Tuition Share Budget Model, implementation has been stymied by years of budget reductions. The university has, however, taken the principles and concepts of this model and applied it to incoming international student tuition and managed online degree programs. The former allocates 65% of tuition paid by international students in cohort-based partnerships with foreign institutions to the sponsoring UNM unit. The latter allocates all tuition from managed online programs to the schools and colleges that have instituted those programs and thus generated the tuition. Increases and decreases in enrollments within these online programs determines tuition revenues, which are allocated to the school/college accordingly. The goal is to incentivize growth in online programs in order to increase overall enrollment by adult learners and by student populations in rural New Mexico and outside the state.

Internal budget allocations are managed by the Office of Planning, Budget and Analysis (OPBA), which works closely with each unit in preparing, monitoring, and reporting on the overall university budget. The budget planning calendar provides the timeframe for developing the annual budget. Despite enrollment declines, additional state appropriations and an increase in tuition in fees slightly expanded the overall budget for fiscal year 2019 by 1.7 percent over fiscal year 2018. The total budget, including restricted funding sources, amounted to \$2.96 billion, distributed as 46.6 percent UNM Health System, 22.9 percent Main campus, 22.3 percent HSC academic enterprise, 1.8 percent

Branch campuses, and 6.3 percent plant funds. The budget for Main campus by program includes: 36.1 percent for instruction, academic support and student support; 13.9 percent for research; 7.6 percent for public service; 11.5 percent for operations and maintenance and institutional support; 7.5 percent for auxiliary and internal services; 1.5 percent for student, social and cultural; 17.1 percent for student aid; and 4.8 percent for athletics. As detailed above, 68.6 percent of the budget is directly allocated to the academic and research mission. These percentages have remained stable over the past five years, as has the support for research. The data suggest that the university prioritizes the educational purposes over all other uses of funds. The elimination of several Lobo sports in August 2018, despite significant public opposition, provides evidence that the BoR and the president remain firm in both limiting and monitoring the athletics budget.

The Mission and Strategic Planning Goals

The [UNM 2020 Vision and UNM Strategic Plan](#) establish goals for outcomes that benefit the overall academic mission (see 1.B). Since the plan was first implemented, the university has set record-high graduation rates, better prepared freshman classes, met record-breaking fundraising goals, and enhanced teaching and learning. All of these successes are attributable to targeted university investment. In the midst of budget reduction challenges, UNM has continued to prioritize funding for academic programs, student success, and the research mission.

Qualified and Trained Staff

In accordance with the [Professional Development and Training section 3290](#) of the University Administrative Policies (UAP) manual, 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 [LoboU](#) onboarding, a mandatory half-day, in-person staff orientation. Topics covered include the history of UNM, foundations and guiding principles of UNM, benefits and retirement plan options, HR policies and procedures, UNM technology and systems, and the opportunity to consult with a Benefits representative. Employees also receive a welcome packet that includes additional information and resources.

Given the importance of the staff and faculty at the university, in the spring of 2017 the university implemented a new recruitment, hiring, and onboarding system, **UNMJobs**, for all UNM campuses and employee hires – faculty, staff, and student. The new technology managing the system offers a more modern look and feel along with a more efficient and effective way to hire employees. The screening, reference, and background process are optimized to ensure applicants meet the required qualifications and are the best fit for UNM. Once hired, new employees use the same system to access their onboarding tasks. These tasks are designed to welcome and engage employees while setting the stage for productive integration into the University community. (Additional information regarding human resources is referenced in 5.A.4; OFAS manages faculty credentials, as described in 3.C.)

[Faculty orientation](#) is also a vital onboarding tool. Supervised by the Associate Provost for Faculty Development and conducted by the Center for Teaching Excellence, New Faculty Orientation 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 UNM Ombuds Office, the Division for Equity and Inclusion, and UNM Advance. In 2018-2019, New Faculty Orientation included two follow-up meetings with the new cohort of faculty featuring check-ins to gauge where new faculty had questions or concerns, as well as ADVANCE, CTL and Office of the Vice President for Research workshops. In 2019-2020, New Faculty Orientation will grow to a year-long curriculum for new faculty incorporating a peer mentorship program to foster greater success and ease with promotion and tenure.

To ensure employees remain highly effective in their jobs, the university requires that an annual evaluation be completed for every regular employee. The performance management process for staff recently transitioned to an online electronic medium 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 are required to meet individually with employees to discuss the progress of their previous year's goals, and to establish goals for the upcoming year. Similarly, UNM now routinely requires department chairs to conduct annual reviews of all faculty members (see 5.D.1 below). It offers programming to support ongoing professional development and career advancement for all faculty members via a partnership between ADVANCE @ UNM, the Center for Teaching & Learning, and the Associate Provost for Faculty Development. 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. It allows flexibility in work schedules for community involvement and, contingent on supervisor approval, educational advancement. A leadership program called ULead, launched in 2016, helps employees at all levels build confidence by identifying their leadership qualities.

Budgeting and Monitoring Expenses

Budget processes are documented in the [Budget Development Planner Guidelines](#) and follow an annual process detailed in the annual budget calendar. (Additional information about budget process are referenced in 5.A.2). Annual budgetary reports are presented to the BoR and subcommittees throughout the fiscal year in accordance with the annual budget 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 [Financial Services Division](#) provides fiscal and accounting services to the university. This division serves as the liaison with external agencies, including external and state auditors. It ensures fiscal compliance for all funding sources, handling receivables, cash, purchasing, account balances, and other accounting functions. It is responsible for reporting efforts required by the executive leadership, the Regents, State and Federal agencies.

The institution has internal financial controls in place to monitor and review all fiscal transactions in accordance with University's policies and procedures to ensure compliance with accounting standards and practices. Budgets are monitored and reviewed during a Mid-Year Budget Review, which is ultimately 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 (see 2.A).

The University issued an [August 2018 interim report](#) to the Higher Learning Commission detailing its response to the findings of the New Mexico Office of the State Auditor relative to UNM's Department of Intercollegiate Athletics. This interim report lists the actions taken to address four general concerns: fiscal management, deficit, gender equity in athletics participation, and governance and accountability. The University conducted an internal audit of the Athletics Administration. It also contracted for a Title IX compliance review by an external consultant. This resulted in the department making program changes to some sports to increase overall participation slots for women in an effort to reflect the gender composition of the UNM student body. Academic Affairs has a strong, transparent and efficient Shared Fiscal Services center. This center, which is autonomous and independent from the athletics department, is now responsible for athletics' fiscal operations. A realistic deficit reduction plan was established to address the accumulated and recurring deficit in Athletics. University leadership also took the measure of cutting several sports to address unsustainable recurring costs. The [Staff Analysis of the Interim Report issued by HLC](#) agreed that the University has provided clear evidence outlining the actions taken to address concerns about lack of transparency, poor projections, and fiscal mismanagement. The University has established effective leadership and oversight to rectify past problems and prevent future ones by replacing former senior Athletics leaders. Conscious of the university's responsibility to demonstrate reform, the president of the university, Garnett Stokes, has played a hands-on role in transformation of the department and its practices and has linked all reports related to athletics oversight and reform on the Office of the President website. Significantly, academic achievement among student-athletes has remained consistent and strong (see 1.A) even as the department and the university have weathered Athletics fiscal mismanagement and implemented restructuring of leadership and core functions.

The University recognizes its responsibility to conduct regular assessment and monitoring as a matter of ethics and integrity and as a matter of ensuring the longevity of resources that only the state flagship can provide to the community. UNM is ensuring the fiscal sustainability of the Athletics department and, through internal and external audit, preventing the recurrence of Athletics mismanagement in other areas of the institution. University leadership's rectification of the deficit of the University of New Mexico Press by outsourcing distribution and transforming product storage provides further evidence that the institution monitors units and is proactive in fiscal management.

UNM Branch Community Colleges function fiscally as independent community colleges with state and local funding and tuition, making up 1.8 percent of the consolidated fiscal year 2019 budget. State allocations are developed based on funding guidelines similar to how UNM main campus funding is calculated, and through local mill levy representing local support for the institution. Tuition is collected at an independent rate from main campus based on local need and support. Staff are hired locally and trained by main campus resources for appropriate skills, for example, advising. Faculty are typically identified locally but vetted by main campus departments and hired through the UNM Office of Faculty Affairs & Services. Technology is funded through local funding sources but is coordinated through the main campus office of the CIO, with a significant subsidy. Physical infrastructure is managed by each Branch according to need and available resources and is generally funded through state appropriation or local bond financing. Resources are adequate to meet the needs of local students and the academic mission at all Branches.

Branch Community College resources are prohibited by statute from being co-mingled with main campus resources. Local resources are allocated internally to support the local mission and to support students in the communities they serve. Each Branch Community College is advised in the budget process by a locally appointed or elected Board of Advisors who recommend the budget of each campus for approval by the Regents. Faculty governance groups are consulted for guidance.

Branch Community Colleges have access to all enterprise budgeting and reporting software. Due to the separate nature of Branch Community Colleges, each unit has a well-developed system of monitoring its financial performance within the guidelines of the University, as well as an independent reporting requirement to the NM Higher Education Department and Legislative Finance Committee. Fiscal oversight is provided by University core offices to assure the appropriate nature of transactions, as well as budget availability. Branch campuses provide the New Mexico Higher Education Department with annual reports of actual expenditures, local mil revenues, and reserve fund balances, as well as quarterly reports for fiscal activity. The UNM Board of Regents receives fiscal reports for the branches on a monthly basis through the Facilities and Finance Committee, as part of the overall reporting for UNM. The UNM Provost's Office reviews and reports on reserves and class course fees and their use annually. Other reporting includes: quarterly reporting to the Advisory Boards and, as needed, reporting to the New Mexico Board of Finance as required for capital project requests.

Sources

- AA_new_faculty_orientation_2018
- BRANCH_Branch_Campus_Overview_020418
- BUDGET_budget_leadership_team_documents_2018
- BUDGET_operating_budget_guidelines_2018_Batch
- BUDGET_operating_capital_budget_plans_2018_Batch
- FSD_financial_services_division_2018_Batch
- HLC_letter_to_unm_2017_Batch
- HLC_Staff_Analysis_of_UNM_Interim_Report
- HR_LoboU_information_2018_Batch
- IT_effectiveness_efficiency_effort_2018_Batch
- IT_ksa-final-report-and-recommendations_2015_Batch
- NEWSROOM_CTLB_story_2013
- PRES_athletics_interim_report_2018
- PROVOST_unm2020_vision_and_strategic_plan_2012_NEW
- UAPPM_3290_Professional_Development_and_Training_2016_Batch

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies including its governing board, administration, faculty, staff, and students in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

UNM's governance and administrative structures promote effective leadership and support. 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 ([RPM 6.12](#)), 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.

Internal Organization

The University has established a well-defined organizational structure that establishes clear lines of authority and reporting and formal relationships among individual employees and faculty across units. This structure also encourages less formal communication to occur across organizational lines, especially through the university's practice of engaging in collaborative planning and decision-making through cross functional teams, as was conducted in the past few years via the UNM 2020 strategic planning initiative and Budget Leadership Team deliberations. The university's reliance on shared governance and constituent involvement in developing university policies and procedures is detailed in 2.A. and 5.B.1 and 2. All academic requirements are the responsibility of the faculty and the Provost, therefore the Faculty Senate works closely with the Office of the Provost to approve new academic programs and curricular proposals. Ultimately, all academic requirements, policies and procedures involve constituent engagement, including administration, faculty, staff and students as appropriate.

Major bodies of policy, reports, and task force studies guide communication, objectives and functions of shared governance, as described in Criterion 2. In addition to formal approaches to internal communication and involvement, the President and Provost both [regularly circulate email updates](#) on current events and the [state of the academic mission](#) from across the University. These messages

provide information on such matters and the institution's progress toward enrollment goals or work being done in various units but which might be of interest to the college community.

The Board of Regents

The governing board conducts regular monthly meetings with a standing agenda that includes a full report from the UNM President; shorter reports from the presidents of the Faculty Senate, Staff Council, ASUNM, GPSA, Alumni Association, and Parents' Association; and discussion and action on strategic issues, institutional policies, staff changes and institutional expenditures. The agenda and supporting materials for each meeting [are published a week before the meeting](#) and include the minutes from the prior month's meeting. The monthly reports provide opportunities for administration, faculty, and staff to inform the board on recent activities, emerging issues that may impact the institution's future, or policy matters that the board may need to address (see also 2.A and 2.C). The board has established policies, based on its authority granted by New Mexico law, that define its legal and fiduciary responsibilities and establish its authority to oversee the college's financial and academic operations.

The Board of Regents has also embedded the principles of shared governance in their policy manual, recognizing unique faculty expertise regarding the academic mission of the University, that both faculty and the board share an interest in the continued improvement of the University, and that everyone affected by decisions should have the opportunity to participate in them. Faculty engage actively within decision-making processes at the level of departments, colleges, the university, and within the Faculty Senate, Committee on Governance, and Committee on Academic Freedom and Tenure. Faculty are strongly represented on the university-wide Budget Leadership Team that formulates the penultimate budget recommendation before it goes to the UNM President; from that input, the President makes the final budget recommendation to the Board of Regents (see also 2.A).

UNM students contribute to the governance of the university, through formal groups and organizations, including those that promote their academic interests and those that are more focused on shaping the culture of the university. Students enjoy a robust, [well-organized student government](#): at the undergraduate level, the Associated Students of UNM (ASUNM) and, at the graduate level, the Graduate and Professional Student Association (GPSA). Each association is headed by an elected president who works with an executive committee and a legislative body. The presidents (and in some cases other key students nominated by the associations) serve in a variety of advisory capacities across groups including membership on sub-committees within the Board of Regents, notably ASAR. Additionally, a Student Regent is selected for a 2-year term in cooperation between the University President and the Governor of the State of New Mexico and has full voting rights on the 7-member board.

Sources

- AA_asunm_gpsa_websites_2018_Batch
- BOR_Regent_meeting_notices_agendas_and_minutes-web_2018_Batch
- PRES_president_and_provost_newsletters_2018_Batch
- PROVOST_memo_president_transition_2018

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
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. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

The budget process is aligned with the UNM 2020 Vision strategic plan. The Budget Leadership team guides the budget discussion based on guidelines and charges directed by the president and regents, which support the UNM 2020 Vision.

In 2013 the Provost developed a multi-year Academic Plan that required resources to fund student success initiatives that would enhance student outcomes, including improved advisement and first-year experience, as described in the [Quality Improvement Report](#) and in Criterion 3. Resources for faculty compensation regarding retention and equity have been a priority for the university. In 2015 a [compensation study](#) was conducted by the Office of the Provost, and resources were allocated to address the most significant cases.

Links Between Assessment and Operations, Planning, and Budgeting

UNM's budget process and the resulting distribution of resources are linked directly with the UNM 2020 Vision strategic plan, as detailed in all of the Core Criterion 5. Although the UNM 2020 goals were finalized at the institutional level, those goals emerged from discussions at the program/department/college/school/VP levels which also routinely formulate their own unit-specific goals. The university also has an established program assessment process, which is described in 4.B. Academic Program Review findings contribute to decision-making on the dean- and provost-level about faculty hiring.

Constituent Involvement

Core Component 5.B discussed the importance of constituent involvement and detailed how the university actively engages all campus sectors around decision-making. The UNM 2020 Vision plan involved constituents from all groups, including administration, faculty, staff and students. The

Budget Leadership Team also has representation from the same constituent groups, which ultimately makes the annual budget recommendation to the president of the university. These constituent groups are also engaged by other key university planning processes, including capital project planning, campus climate surveys, and student life initiatives.

External constituents are also involved in academic programmatic planning and discussions, either through advisory boards or through collaborative engagements. Involvement from external constituents helps academic units develop ideas around how to meet the needs of the workforce and future students. Departments as varied as Mechanical Engineering and Chicana and Chicano Studies rely on advisory boards in their work to be accountable to the greater New Mexico community. The Office of Career Services engages regularly with local business leaders to assess immediate workforce needs. The university has actively engaged national laboratories in research projects, joint faculty appointments, curricular development for current and potential programs, and training and development opportunities. Innovation Academy developed through planning and consultation with City of Albuquerque and local business leaders. Such joint projects with external partners benefit the university's faculty, staff and students.

Institutional Planning in Relation to Capacity

Core Component 5.A discussed the role of the Budget Leadership Team, which represents all internal constituent groups in the university. The committee considers all likely fluctuations in state funding, the state economy, opportunities for tuition or fees, projected changes in enrollments, and other possible revenues. The committee also reviews new funding requests and expenditure must-funds, such as increases in health insurance premiums, utility costs, and mandates that result in expenditure increases. Budget scenarios are developed by experts from Enrollment Management, Office of the Provost, and the Office of Budget, Planning and Analysis to ensure all the necessary criteria are included to project reasonable scenarios for recommendations. As of late 2018, the committee is also preparing advisory input regarding new strategic budgeting models for the university.

In light of the gradual erosion of tuition and fee revenue since 2014, UNM has moved away from across-the-board proportional cuts to programs in favor of a model that simultaneously: i) prioritizes funding for front-line units critical to student success; ii) provides incentives for all units to engage in student recruitment and retention efforts; iii) preserves funding flows appropriate for a flagship research university wherever possible; and iv) constantly scans to reduce administrative expenses without damaging support for the academic mission. We intend to further extend these efforts through multi-year and tuition share budgeting models. In our budgetary decision-making, UNM strives to systematically encourage tuition-generating activity and externally funded research while balancing that emphasis with a clear focus on sustaining the overall academic trajectory of the university across both well-resourced and resource-poor units.

Institutional Planning in Relation to Emerging Factors

A volatile enrollment environment has been a critical aspect of institutional planning in recent years. Recession-driven headcount increases from 2008-2012 were fueled by state and city unemployment rates that peaked at over eight percent but have recovered slowly over the last five years to the current four percent. This gradual economic recovery has correlated with a contraction in enrollment,

declining to pre-recession levels. Consequently, enrollment planning and the corresponding tuition revenue have been at the forefront of planning efforts. The Provost Committee for Academic Success (PCAS) is a comprehensive group of student support professionals and college associate deans who meet monthly to review student success and enrollment planning. The Division of Enrollment Management leads the strategic enrollment efforts through utilization of best practice enrollment services processes and an analytic infrastructure that guides data-driven enrollment and recruitment plans.

The Tuition and Fee Subcommittee of the Budget Leadership Team utilizes enrollment planning information to develop scenarios that integrate enrollment outcomes with tuition and fee revenue projections. This work has yielded innovative tuition strategies over the years including a model that allows 15 credit hour loads to be taken for a substantially lower cost than 12 hour loads and assessing a premium for more expensive upper-division courses while keeping the lower-division curriculum tuition increases to 2.5% over the last two years. The number of full-time students with 15-hour schedules increased from 59.1% in 2012 to 81.9% in 2017. This collaborative planning has contributed significantly to the remarkable improvement of 4-year graduation rates.

Integrated planning efforts have recently been re-emphasized with the formation of the Enrollment Task Force (ETF) in Fall 2018. This entity was established by the President and Provost to emphasize an urgent “all hands on deck” approach to address the enrollment fluctuation. The core leadership of ETF includes over 20 people from all sectors of campus and an additional 30 people working in sub groups that include graduate, retention, admissions and financial aid, marketing, affinity group outreach and non-traditional students. In addition, several technological enhancements including embedded tracking pixels and a state-of-the-art Salesforce CRM platform were recently implemented to improve enrollment marketing. Following a period of achievement in improving student success relative to enrollment, the current call to action around enrollment declines responds to the impact of stagnant demographic forecast in New Mexico and to the difficult climate for expanding international enrollment.

Campus Safety has emerged as an important concern as shifting crime trends have impinged on university life. President Stokes and the Budget Leadership Team appropriated \$500,000 per year for five years to implement recommendations made by the UNM Security Operations Task Force (see [Charter](#)). The Task Force is comprised of subject matter experts and facilities, IT, and other leaders. UNM has also requested support for security measures from HED and the state legislature. Measures already taken include: installation of lighting and video surveillance cameras, creation of a Security Operations Director position, and a plan to bring in an external security consultant for campus assessment.

Sources

- AA_faculty_compensation_2016_Batch
- HLC_quality_initiative_report_2018
- PRES_security_ops_taskforce_2018

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

UNM conducts deliberate and regular evaluation and assessment across all units; ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that informs strategies for continuous improvement. Processes for several performance reviews have been described in prior sections:

Staff receive annual performance reviews from supervisors (5.A) through a talent management system overseen by Human Resources. The University is committed to providing all staff with meaningful performance reviews, as directed by [UAP manual policy 3230: Performance Review and Recognition](#).

Faculty receive regular reviews of their performance, conducted under the guidelines of the Faculty Handbook, B4: Faculty Reviews and described in 3.C.

Academic units receive regular reviews of performance, under the guidelines of the Academic Program Review (APR) Manual, as assisted by the Office of Assessment and APR and described in 4.A.1. APR provides a mechanism for academic programs to deliberate regarding their achievements, goals, and strategic plans for the future (4.A.1).

While departments and programs report directly to their Colleges and Schools, other units, including Category 2 and 3 research centers, and administrative and compliance offices have alternative reporting lines. Research centers at UNM are housed under the authority of colleges: the office of the Vice President of Research, the Chancellor of HSC and the Office of Academic Affairs. OVPR, for example, oversees twelve research centers such as the Center for Advanced Computing Research and the Center for High Technology Materials. Several non-academic units report to the EVPA (Policy Office, Safety and Risk Services, Campus Police, Governmental Relations, Unrestricted Accounting, ISS, etc.), while others report to the President (OEO, Compliance, etc.). These units submit annual reviews and internal assessments to their respective academic units and are evaluated based on the guidelines established by that office.

In addition, all major departments, colleges, and administrative units are required to post their annual reports to their webpage to make them accessible to the wider campus community.

The Office of the University Secretary administers surveys soliciting faculty and staff evaluation of the performance of Academic Deans, academic leaders in Academic Affairs, and the University Secretary. The Provost incorporates the results of these surveys into annual reviews for these academic leaders. Provost review is conducted by the university president, while the Board of Regents considers presidential accountability to fulfillment of the university mission.

Application of Institutional Evaluation to Operational Improvement

The University of New Mexico strives to ground all of its decisions and processes in its commitment to our students and to the academic mission of a flagship research university. But the university is a complex organization and not all sub-components always succeed in that aspiration. Furthermore, like many public universities nationwide, we have faced years of budget difficulties due to multiple demands on the state budget as well as enrollment shortfalls within the university. But where we have fallen short, the university strives to learn from its experience, analyze the underlying dynamics, gain insight from other institutions' experience, and move forward responsibly and in keeping with our mission.

Our highest-profile challenges in recent years have been in the areas of athletic budgeting, advising and student success, university governance, and student enrollment.

- The UNM Athletics program has endured years of budgetary shortfalls, falling ticket revenues, and public controversy. In the last year, UNM has committed to full budgetary transparency in its athletics program and to hold athletics to the same standards of fiscal accountability as the rest of the university. This has led to hard yet responsible decisions regarding trimming the number of intercollegiate sports supported by the university decisions that have generated significant ongoing controversy. We recognize the cost to the community of losing certain sports as a result of the University's cost-cutting measures. UNM's commitment to a transparent and accountable athletics budget remains firm as made evident by the strengthening and centralization of athletics fiscal management.
- Since the 2009 HLC visitation report, UNM has supported student success through design and investment. Advisor to student ratios for undergraduates are currently 188:1 in an improved advising system. Moreover, advisors are well-trained and supervised with clear goals, procedures, scope of work and opportunities for professionalization attached to their positions. We have also created clear degree maps and brought all but a few undergraduate degrees into alignment with a 120 credit standard. These measures and several other practices detailed in our Quality Improvement Report have supported our work in improving our four-year graduation rates from 12% to 34.5% and in raising our six-year graduation rate to 49.6%, the highest it has ever been. We are proud of our improved student success and continue to strive for progress in this area by reorganizing our general education program around high impact practices.
- As discussed above, we faced an unanticipated 7.5% drop in student enrollment in Fall 2018. Previously our analytics had been relatively reliable in predicting student enrollment, and we have launched a university-wide enrollment task force to learn from our own and other universities' experience and address the shortfall. Our enrollment management personnel are also analyzing internal data to gain insight into the factors that drove this shortfall to prevent it from happening again.
- Major progress in the health of New Mexicans cannot be achieved without addressing the social determinants of health, such as employment, housing, food, education and social inclusion. The creation of ten regional Health Extension Regional Officers, or HEROs, has made it possible to link local priority health and social determinant needs with UNM HSC resources by strengthening relationships with local stakeholders. UNM HSC has taken a national lead in developing the model of "academic extension hubs" and model elements are now being funded by federal and state agencies (AHRQ and HSD) and disseminated through

- peer-reviewed publications. As we accomplish more with this model in health care, we are poised to adapt it to meeting educational needs across the state as well.
- The area of university governance has been highlighted for concern in various dimensions in every HLC accreditation report of recent decades. We believe we have made improvements in the internal governance of the university (between central administration, academic leadership, and the faculty, staff, and students), as reflected in improving responses to survey questions regarding shared governance. The establishment of a regular annual cycle of meetings devoted to key elements of the University with supporting information provided by many university stakeholders positions the Board of Regents to be effective in its role. The University has a well-developed policy and compliance structure and has successfully fostered a culture of improvement, self-study, assessment, and documentation among faculty, staff, academic and research units, and Student Affairs and Services.

This Assurance Argument documents UNM's ongoing commitment to learning from experience and addressing present and future challenges. We remain focused on improving opportunities for student success, meeting the health care needs of our community, providing valuable research to New Mexico and to the world, and, finally, contributing to the public good in the way that only a public flagship can deliver.

Sources

- APR_institutional-summary-report_2017_Batch
- APR_office_report_2018
- UAPPM_3230_Performance_Review_and_Recognition_2012_Batch

5.S - Criterion 5 - Summary

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

Summary

UNM is meeting the challenges presented by enrollment fluctuations, fiscal mismanagement in the Department of Intercollegiate Athletics, and a limited budget. 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, by strengthening internal systems, and by remaining alert to opportunities for improvement such as in the area of shared governance, the university works to fulfill its mission.

Sources

There are no sources.