CRITERION 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.
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. This can be documented through strategic planning and resource allocations, which include fiscal and infrastructure priorities to support the overall mission of the institution.
Fiscal and Human Resources and Infrastructure

UNM’s overall picture is summarized in the Annual Audit Report, which indicates that the institution 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. It is 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.

Tuition and fees, and state and local appropriations are also a major component of the university’s total net revenues. The university’s total credit hour production for academic year 2017-18 was 641,858. This represents a decrease from the prior year, however the University continues to increase degree production, retention and continued improvement in four and five year completion 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 also launched strategic initiatives to build future enrollments, including an Enrollment Task Force; a Speakers Bureau to do outreach to community groups statewide; efforts to offer 4-year degree programs in needed areas
(such as teacher education) at the branch campuses and to bring branch transfers to main campus; deepening collaborative efforts with Central New Mexico Community College for frictionless transfer & articulation; and greater opportunities for adult learners in distance education.

The university understands that our faculty and staff are critical to the mission of the university. The Employee Count Report for 2018 shows that the institution employs a total of 10,698 FTE, detailed in the table below.

<table>
<thead>
<tr>
<th>Employee Counts</th>
<th>Main</th>
<th>HSC</th>
<th>Branches</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>1,148</td>
<td>1,131</td>
<td>137</td>
<td>2,416</td>
</tr>
<tr>
<td>Part-time Instruction</td>
<td>110</td>
<td>15</td>
<td>71</td>
<td>196</td>
</tr>
<tr>
<td>Graduate assistantships</td>
<td>640</td>
<td>57</td>
<td>2</td>
<td>699</td>
</tr>
<tr>
<td>Staff</td>
<td>2,915</td>
<td>2,584</td>
<td>280</td>
<td>5,779</td>
</tr>
<tr>
<td>Student Employees</td>
<td>1,332</td>
<td>192</td>
<td>84</td>
<td>1,608</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td>6,145</td>
<td>3,979</td>
<td>574</td>
<td>10,698</td>
</tr>
</tbody>
</table>

The 2017-18 Student Credit Hours Report shows that a total of 6,441,858 student credit hours were produced by instructional staff on Albuquerque campus. The full-time non-instructional staff is composed of professional staff and support staff, which includes administrative, clerical, facilities, and other similar positions.

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 faster productivity and immersing them in the University community in the most seamless way possible. This system is also used to collect, validate,
and archive teaching credentials for all instructors. (Additional information regarding human resources are referenced on 5.A.4)

Maintenance and upkeep of the physical facilities of the university campuses are important investments which support 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 (made up of Central, North & South campuses) covers over 780 acres of land for teaching and research activities as well as auxiliary and athletics functions. This acreage is occupied by many out-door/common spaces and approximately 339 buildings that equal 11.3 million square feet of interior space. Interior space includes academic, research, clinical, auxiliary (like housing and the student union building), and athletic facilities.

Of the total 1700 acres UNM owns, 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, which include additional infrastructure improvements and additions. The plan is broken down into the following sections: 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. Over the past several years multiple projects have taken place to provide the necessary research and teaching space to meet the needs of the university’s mission. Depending on available funding, all campuses engage in an annual facility renewal program based on facility condition and strategic goals/needs. Major Capital projects having occurred over the last decade include the Science and Math Learning Center, Collaborative Teaching & Learning Building, the MaLL
(math learning lab), Farris Engineering renewal, McKinnon Center for Management and a major classroom renewal effort that upgraded over 120 classrooms. The historic center of main campus has been revitalized through the Smith Plaza project. The largest capital project for main campus is the new Physics, Astronomy & Interdisciplinary Sciences building (PAIS), and is under construction. Minor capital upgrades occur annually and have included projects such as continued renewal of classrooms and labs, learning commons in the libraries, central advising centers, veteran’s support services, among others. Major development 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 service, teaching and auxiliary building development and renewal.

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 IT spend in support of providing IT services to faculty, staff, and students. For FY18, the IT spending breakdown was approximately, $53 million to UNM-Main, $13.5 million to HSC, and $2 million to the four UNM branches. UNM is committed to providing faculty, staff and students with stable, effective, and maintainable technology solutions along with pushing innovation and creativity. In showing this commitment, UNM has engaged two consulting firms in recent years to perform high-level and mid-level reviews of information technology across campus.

The university completed the first high-level assessment information technology with the aid of Kurt Salmon Associates (KSA). The KSA review analyzed the current state of information technology and made recommendations for improvement. This KSA assessment was completed in Fall 2015 with the focus on identification of operational efficiencies, common good services, and governance. A second assessment was conducted in the summer of 2016. These recommendations include deliverables related to governance structure, organizational structure, short-term improvement plan,
outsourcing opportunities, and funding model. The university is in the process of implementing these recommendations, most of which took effect in 2017. These include new IT decision-making and advisory structures in keeping with our commitment to shared governance between central administration and the Faculty Senate.

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 implementing ITIL, a Service Management System has been established that allows for a holistic approach and implementation of best practices in relation to service strategy, service design, service transition, service operation, and continual service improvement.

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

UNM is committed to providing innovative learning environments for faculty and students. In 2013 our new state of the art Collaborative Teaching and Learning Building received a Best Building Award from the American General Contractors of America. 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.

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. Fiscal year 2018 ending reserve balances was $816 million, which includes the required 3 percent of instructional and general budgeted amount per the state’s Higher Education Department. (see CAR website for evidence-http://budgetoffice.unm.edu/categorization-of-reserves/index.html)
Resource Allocation Process

The institution’s strategic plan UNM 2020 is the focal point for ensuring that all resources are properly aligned with the institution’s 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) has been in place since 2010, one of the early products of faculty-led objections to how governance was being handled previously. The BLT process has been modified over the years to best serve the overall mission of the university by providing feedback and input into the annual budget allocation process. The committee members are appointed by the president and 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. Key to our
success is the integration of operational planning for all our 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 and 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, 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 and 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.

After examination and discussion of a new budgetary model for Main campus over the past few years, the university has investigated different budgetary models that allocate tuition revenues more directly and transparently in alignment with academic activities and goals. While the university has taken strides on developing a proposed model named the Tuition Share Budget Model, instituting this model during years of budget reductions has not been possible. Therefore, the university has 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 will determine tuition revenues, which will be 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 is the timeframe used 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 well as the support for research, which has remained stable over the same period of time. 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. Since the plan was first implemented, the university has set record-high retention and graduation rates, better prepared freshman classes, met record-breaking fundraising goals, and enhanced teaching and learning. All of these successes are attributable to the additional resources the university has invested, which demonstrates that the mission of the university is clearly aligned with resource
allocations and budget development. In the midst of difficult budget reduction of recent years, UNM has continued to place priority on funding for academic programs, student success, and the research mission.

**Qualified and Trained Staff**
In the university’s [Professional Development and Training section 3290](#) of the University Administrative Policies (UAP) manual, employees are required to undergo university-wide mandatory training along with employment specific training. Topics discussed in this training include information about preventing discrimination and harassment as well as basic safety. For new employees the university requires on-boarding called [LoboU](#). LoboU is a mandatory half-day, in-person staff orientation that focuses on sharing essential information for new employees to be productive in their work area. 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.

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 that included check-ins to gauge where new faculty had questions or concerns. Moreover, these check-ins included workshops with UNM ADVANCE, the Center for Teaching and Learning, and the Office of the Vice President for Research. IN 2019-2020, New Faculty Orientation will grow
to a year-long curriculum for new faculty that will include, most importantly, a peer mentorship program for new faculty 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 do annual reviews of all faculty members (see 5.D.1 below) and offers programming to support ongoing professional development and career advancement for all faculty members. This occurs via a partnership between ADVANCE @ UNM, the Center for Teaching & Learning, and the Associate Provost for Faculty Development.

The first Goal of the UNM2020 Vision is “To Become a Destination University,” which includes an objective to optimize the faculty and staff work environment for satisfaction and success. The university encourages personal and professional development and allows flexibility in work schedules for community involvement. A new leadership program called ULead was launched in 2016 and 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 board of regents 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, which include 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 respond to the findings of the audit by the New Mexico Office of the State Auditor for the Athletics department. This report details multiple actions that have taken place to address four general concerns: fiscal management, deficit, gender equity in athletics participation, and governance and accountability. The Staff Analysis of Interim Report issues by HLC agrees that the University has provided clear
evidence outlining the actions taken to address each concern. The University can demonstrate that the leadership in place is ensuring effective leadership and appropriate oversight for the Athletic department.

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. The fiscal operations of Athletics moved to Fiscal Shared Services in Academic Affairs; fiscal operations for Athletics are thus now under management that is autonomous and independent from the department. A realistic deficit reduction plan was established to address the accumulated and recurring deficit in Athletics. 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 mil 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.
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, elected student leaders, alumni, and other community members. Our culture is formalized through a well-defined 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, Budget Leadership Team deliberations, and the ongoing ReDesigning the University initiative. The Faculty Handbook (for faculty) and Regent Policy Manual (for all other facets of the university) list the major standing committees, while other ad-hoc committees are formed to address specific policy matters and then disbanded when their work is finished. Recent examples include recent task forces on legacy artwork in Zimmerman Library; the structure and goals of the Division for Equity & Inclusion; faculty worklife; and the ReDesigning the University initiative. Ongoing examples include task forces to propose a new official UNM seal, to coordinate the UNM Grand Challenges research initiative, and search committees for key executive searches. In addition to these 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.

**Policies and Procedures**

Shared governance is central to the decision-making for the university as discussed in Core Component 2.A. Shared governance at the university is demonstrated in the variety of committees described in 5.B.1, which many are also detailed in the Faculty Handbook (see also 2.A).

The Faculty Handbook outlines the expectations for faculty participation in the governance of the University. 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 have many opportunities to become involved in 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.

**Involvement of Administration, Faculty, Staff, and Students**

The university’s reliance on shared governance and constituent involvement in developing university policies and procedures was 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.
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 multiyear Academic Plan that required resources to fund student success initiatives that would enhance student outcomes. Although that plan was only partially funded, the resulting initiatives allowed the university to increase graduation and retention rates, which are now record highs for the university. These resources were distributed to hire new advising staff, which decreased the student to advisor ratios (partly a response to the previous HLC reaccreditation). In Fall 2018, the university had an approximate 200 to 1 student to advisor ratio, which is well within national NACADA standards of 350:1 and represents dramatic improvement from the 500:1 pre-2013 ratio. Additional resources were also distributed to increase freshman learning communities and to support
developmental math and critical text analysis, which also contributed to the increased retention of freshman students (see Quality Improvement Report). 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.

**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 help 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. In an example from Student Affairs and Services, the Office of Career Services engages regularly with local business leaders to assess immediate workforce needs. Given our proximity to two major national laboratories, the university has actively engaged with them in research projects, joint faculty appointments, curricular development for current and potential programs, and training and development opportunities. 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. This call to action is an example of the University responding to the impact of stagnant demographic forecast in New Mexico and the difficult climate for expanding international enrollment where we were encountering success. 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.
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 places a high value on evaluation and assessment across all units; ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Institutional Performance

Staff receive annual performance reviews from supervisors. 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. There are six types of 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).

Recommendations from committees comprised of faculty at each academic level (department, college/school, and campus-wide) are reviewed by
academic officers and forwarded with their recommendations to the Provost or Chancellor of Health Sciences who makes the decision on tenure and promotion. Ultimate decisions in matters of appointment and promotion in rank are made under the authority of the Board of Regents. The institution also tracks the workload of each faculty member to determine the effort contributed across key areas of teaching, research, service, and patient care. In recent years, the university has established a career track and promotion criteria for non-tenured full-time lecturers (see also 2.1).

Academic units receive regular reviews of performance, under the guidelines of the Academic Program Review (APR) Manual, as assisted by the APR Office. APR provides a mechanism for academic programs to deliberate regarding their achievements, goals, and strategic plans for the future (4.A.1). The process includes preparing a unit self-study, organizing and preparing for a site visit from a review team, and engaging in action planning for the future. APRs inform consultation among deans, Academic Affairs and OVPR on decision-making relative to hiring, retention, and resource allocation.

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.
A campus-wide best practice is for departments and divisions to publish the assessment plans for their units on their website. Yet beyond this, all Academic Program Review documents, all college-level assessment reports, and more than 1600 department-level assessment plans and reports are archived in the University's searchable digital repository. Furthermore, 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.

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.

- As detailed above and in the 2009 HLC visitation report, UNM had fallen into inappropriate student:advisor ratios that undercut student success. In addition, UNM recognized an opportunity to strengthen undergraduate degree plans and to adjust most undergraduate degrees to 120 credit hours. We have created a much stronger, better organized, and better funded advising structure. Advisor to student ratios for undergraduates are currently 188:1. 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 32.5% and in raising our six-year graduation rate to 50%, 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. UNM HSC
cannot address these determinants adequately without decentralizing its resources and locus of control from its Albuquerque base to communities across the state where local wisdom lies and priorities are recognized. The vehicle for achieving this expansion of HSC roles was the creation of ten regional Health Extension Regional Officers, or HEROs, HSC agents chosen from and living in their local communities. Their primary role is 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 significant 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.

UNM has documented its 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, and providing the research to New Mexico that only a public flagship can deliver.