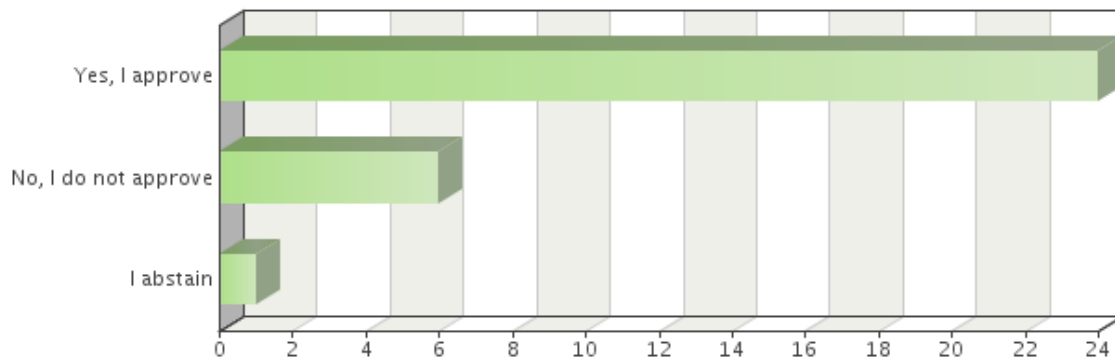


Faculty Senate President Report

January 2016 Faculty Senate Meeting

1. Highlights from the FS councils and committees
 - a. Operations Committee
 - i. Meeting with Information Technology Use Committee Chair Jon Wheeler to discuss email use policy.
 - ii. Meeting with Vice President for Equity and Inclusion, Jozi de Leon, and Ethnic Student Services Director, Scott Carreathers, to discuss cultural sensitivity issues.
 - iii. Meeting with University Press Director John Byram to discuss UNM Press budget.
 - iv. Meeting with Kevin Stevenson to discuss Tuition Sharing Compacts model.
 - b. Policy Committee
 - i. Participation in Respectful Campus Task Force
 - ii. Review of C150 “Political Activity” and C240 “Political Activities of UNM Faculty”, and of C07 “Faculty Disciplinary Policy”
 - iii. A53 and A53.1 were approved by a Faculty Senate by email vote at the end December 2015
 - c. Research Policy Committee
 - i. Revision of E40 “Research Misconduct” under review
 - d. Budget Committee
 - i. Budget Leadership Team (BLT) meetings started in November 2015.
 - ii. Continued work on the initiatives of the FS budget task force. The focus has shifted to mid-term and long-term initiatives in collaboration with the administration
 - iii. The faculty survey has been approved by the FS:



Frequency table

Choices	Absolute frequency	Relative frequency	Adjusted relative frequency
Yes, I approve	24	77.42%	77.42%
No, I do not approve	6	19.35%	19.35%
I abstain	1	3.23%	3.23%
Sum:	31	100%	100%
Not answered:	0	0%	-

Total answered: 31

- iv. A minor revision of the survey is in preparation to improve clarity.
 - e. Faculty and Staff Benefits Committee
 - i. Newly elected co-chairs: Wilkinson, Bernard
 - ii. Meeting with a representative of Aon, UNM's risk services provider for insurance to recommend best practices to inform a benefits strategic plan. Many recommendations were included in final plan.
 - iii. F&SBC recommended expanding Bereavement Benefit to give employees an additional two days of bereavement using sick leave, or annual leave, and to also allow additional annual leave to be used to further extend bereavement with a supervisor's approval. Policy was revised.
 - iv. F&SBC recommended changing 15-Day Waiting Period for Health Care Benefits. The waiting period will be eliminated next year effective July 1, 2016. Benefits will begin for new hires on the first day of the month following receipt of their enrollment, and new employees will have sixty days to enroll.
 - v. F&SBC recommended change to Flexible Spending Account (FSA) from grace period to roll-over. Policy will be changed effective 2017.
 - vi. F&SBC supported changing Policy 3700 Education Benefits so that a UNM employee may now combine personal enrichment with the health and fitness benefit; this would now equal three credit hours. Policy was revised.
 - f. Ethics & Advisory Committee
 - i. Rewrote charge. In process.
 - ii. Review of best practice policies around spousal/partner hiring
 - g. HSC council
 - i. Trip to Santa Fe during the legislative session (February 4th). Participants welcome.
 - ii. HSC faculty sponsoring courses in the Innovation Academy.
 - iii. Draft proposal for tenure for Clinician-Educators in progress.
 - iv. Recently appointed Council members to the HSC IT Advisory Committee, HSC Research Advisory Committee, and the Top Slice Committee.
2. Office of the University Secretary

- a. Initiative led by CoG in collaboration with FS and AF&T for a national search of the University Secretary's position (successor of Vivian Valencia) was successful.
3. Free speech discussion
4. Branding Rollout on Jan 21 attended by 400+ faculty, students, administrators
 - a. Feedback and comments requested
5. Board of Regents: Resignation of Regent Koch.
6. Future Faculty Senate Meetings
 - a. Faculty Governance Structure
 - b. Compliance, COI
7. Questions and Suggestions?

FACULTY SENATE BUDGET COMMITTEE - FACULTY QUESTIONNAIRE

This questionnaire has been prepared by the Faculty Senate Budget Committee members for the purpose of understanding the faculty's concerns for the fiscal condition of the University. The data collected from this survey will be analyzed and the results will be included in the Committee's Report to the Faculty, the Administration, and the Board of Regents. The goal of the Budget Committee's efforts is to help close the gap between the Faculty, Staff, Administration, and Regents in critical decisions regarding the direction of the University and the budget planning required to achieve this goal.

Please take a few minutes to answer this important questionnaire as it represents the first step in having a voice in the budget process. Responses will be anonymous and results will be provided such that an individual will not be identified. The survey is organized into three sections:

- A) Opinion on the direction of the University and the process;***
- B) Perception of Processes and Employment; and***
- C) Individual history with the University.***

A: PERFORMANCE, BUDGET AND DIRECTION OF THE UNIVERSITY.

The University is trying to find a balance between the current and future budget situations, while moving the school forward. This series of questions focuses on a range of issues.

Specific to the current and projected budget scenarios for the University, please consider the following questions.

- 1) Given the opportunity what *short term changes*, if any, would you make to the fiscal environment at the University? (select all that apply)
 - Increase Tuition
 - Increase Course Fees
 - Reduction of Assistantships
 - Reduction of Administrative Lines
 - Reduction of Faculty Lines
 - Reduction of Staff Lines
 - Reduction of Services
 - I would not make any changes at this time
 - Other, please explain _____

- 2) Given the opportunity what *long-range changes*, if any, would you make to the fiscal environment at the University? (select all that apply)
 - Increase Tuition
 - Increase Course Fees
 - Reduction of Assistantships
 - Reduction of Administrative Lines
 - Reduction of Faculty Lines
 - Reduction of Staff Lines

- Re-size the University
- Reduction of Services
- Other, please explain _____

3) My academic unit could make fiscal changes that could improve the overall short-run fiscal environment of my College or School without impeding my unit's mission.

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know
1	2	3	4	5	0

4) What changes could be made that would not impact the mission of the unit?
(Please list)

The University is currently expecting budget cuts that will vary among academic units but will average to 1.5% of the last operating budget across units. Specific to this information, how likely are each of the following mechanisms to cope with reduced budgets?

	Very Unlikely	Unlikely	Neither Likely nor Unlikely	Likely	Very Likely	I don't Know
	1	2	3	4	5	0

5) Implement self-assessment of critical/non-critical functions and prioritization of spending at the unit level

1 2 3 4 5 0

6) Avoid across-the-board cuts by identifying the ability of each unit to absorb cuts

1 2 3 4 5 0

7) Provide each unit with the ability to self-determine strategies to save/cut costs

1 2 3 4 5 0

8) Examine cost-benefits of partnering with CNM and other 2-year institutions

1 2 3 4 5 0

9) Examine value/price competition with peer institutions	1	2	3	4	5	0
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10) Review mandates from the New Mexico legislature that are not financially supported and request funding to continue these programs	1	2	3	4	5	0
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Budgets can be positively and negatively impacted by a number of variables including student success (graduation rates and enrollment), faculty recruitment, retention and success (e.g. grants, publication, contracts, patents, or honors), and university-wide policies and strategic planning. Considering a flat budget (one where there are no increases in funding revenue), please rank the importance of the following initiatives:

	Trivial 1	Un- important 2	Neutral 3	Important 4	Critical 5	I don't Know 0
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11) Improved mentoring and advising of undergraduate students during their academic career	1	2	3	4	5	0
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12) Improved mentoring and advising of graduate students during their academic career	1	2	3	4	5	0
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13) Improved faculty mentoring	1	2	3	4	5	0
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14) Develop a program for alumni to provide information to current students	1	2	3	4	5	0
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15) Improved faculty reward structure for efforts to develop student-related success initiatives	1	2	3	4	5	0
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16) Link UNM and College/School strategic initiatives to budgets, performances and outcomes	1	2	3	4	5	0
17) Conduct an objective, unbiased study of the student experience and examine opportunities for improvement	1	2	3	4	5	0
18) Conduct a facilities audit and develop a 3-5 year plan to upgrade facilities, provide facility maintenance, and improve overall building efficiency on campus	1	2	3	4	5	0
19) Examine the cost-benefit of investing in more alternative energy solutions at UNM	1	2	3	4	5	0
20) Address lack of sustainable funding for collections within the College of University Libraries & Learning Sciences	1	2	3	4	5	0
21) Address redundancies and inefficiencies in information technology, human resources, finance, research administration, etc.	1	2	3	4	5	0
22) Review the cost-benefits of compliance related services and activities	1	2	3	4	5	0
23) Review the costs-benefits UNM incurs from running the branch campuses	1	2	3	4	5	0
24) Develop a strategic plan with all stakeholders (e.g., faculty, units, students, staff) for growth and use of resources	1	2	3	4	5	0

25) Examine policies that govern resource allocation towards the top-level administration	1	2	3	4	5	0
26) Develop a right size strategy instead of a growth strategy – support quality rather than quantity	1	2	3	4	5	0
27) Enhance the transparency and timely communication of compliance related services and activities for better risk management	1	2	3	4	5	0
28) Support the UNM Foundation and the STC (Science and Technology Corporation) to work with major corporations to increase institutional support	1	2	3	4	5	0

B: Perception of University Processes and Employment

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know
	1	2	3	4	5	0
29) The central University Administration generally manages the budget and allocates resources in ways that align with the mission of the University.	1	2	3	4	5	0
30) The Regents' actions and decisions reflect their fiduciary responsibility for the assets and programs of the University (per the Board of Regents mission).	1	2	3	4	5	0

31) My Unit (e.g., College, School) administration generally manages the budget and allocates resources in ways that align with the mission of my College or School.	1	2	3	4	5	0
32) My department, program, center institute or division administration generally manages the budget and allocates resources in ways that align with our mission.	1	2	3	4	5	0
33) The mission of the University is on track and moving forward in a positive direction.	1	2	3	4	5	0
34) Budget-issue information provided by the central administration to faculty is useful and timely.	1	2	3	4	5	0
35) Budget-issue information is provided by my unit (e.g., college, school, division) administration to faculty.	1	2	3	4	5	0
36) Budget issue information provided by my unit is useful and timely.	1	2	3	4	5	0
37) My feedback is solicited in my unit's budgetary planning and decision making.	1	2	3	4	5	0
38) The facilities where I teach/work are safe and in good repair.	1	2	3	4	5	0
39) I am generally proud to be affiliated with the University of New Mexico.	1	2	3	4	5	0

40) **The compensation and benefits at UNM generally meet my expectations.**

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I don't know
1	2	3	4	5	0

C: YOUR HISTORY WITH THE UNIVERSITY

41) **Current rank/title at the University:**

- Professor (tenured/tenured track)
- Associate Professor (tenured/tenured track)
- Assistant Professor (tenured/tenured track)
- Research Faculty (professor or scholar title)
- Lecturer (I, II, III, Principal, Senior)
- Other

42) **College or School affiliation for your primary appointment:**

- 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 University Libraries & Learning Sciences
- School of Architecture and Planning
- School of Engineering
- School of Law
- School of Medicine
- School of Public Administration
- University College

43) **My appointment is:**

- 1.0 FTE
- < 1.0 FTE

44) **Length of faculty affiliation with the University:**

- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- more than 25 years

45) **Annual base plus supplement salary:**

- \leq \$25,000
- $>$ \$25,000 \leq \$50,000
- $>$ \$50,000 \leq \$75,000
- $>$ \$75,000 \leq \$100,000
- $>$ \$100,000 \leq \$200,000
- $>$ \$200,000

46) **My appointment is for**

- nine months
- twelve months
- other

47) **Gender**

- Female
- Male

48) **Ethnicity**

- White, non-Hispanic
- Hispanic
- African American
- Native American
- Asian
- Other

49) **Have you now or in the past seriously considered leaving the University?**

- Yes, I am planning to retire in the next year
- Yes, I am currently seeking a new position elsewhere
- Yes, I have considered leaving in the past
- No, I'm not satisfied, but with a few changes I could be satisfied
- No, I'm not satisfied with my position, but I have too much time vested at UNM to make a change
- No, I'm satisfied with my position

50) **What, if any, are your main concerns regarding the University at present?
(choose all that apply)**

- Sources for funding for research
- Facility resources and quality of teaching spaces
- General budget constraints and allocations of funding
- Tuition and course fees
- Quality of campus life and security
- Time commitment
- Lack of communication from Administration
- General level of support from upper Administration
- General level of support from the Board of Regents
- I do not have any concerns about the University at this time.
- Other, please explain _____

51) **What, if any, are your main concerns regarding your employment at the University? (choose all that apply)**

- Salary

- Benefits
- Retirement Benefits
- Advancement
- Job security
- I do not have a major concern at this time
- Other, please explain _____

52) Have you received a merit adjustment since joining the University?

- Yes, 3 or more times
- Yes, 2 times
- Yes, 1 time
- No, even though I've requested one
- No

53) Have you received a retention adjustment since joining the University?

- Yes, 3 or more times
- Yes, 2 times
- Yes, 1 time
- No, even though I've requested one
- No

54) Have you received a compaction/equity adjustment since joining the University?

- Yes, 3 or more times
- Yes, 2 times
- Yes, 1 time
- No, even though I've requested one
- No

55) Have you ever served in a UNM administrative position (chair, director or dean)?

- Yes, I currently am
- Yes, I have in the past
- No I have never served in an administrative capacity

SUPPORTING INFORMATION (Section A)

Cost Containment (Questions 5-10)

Q10 For example, at the Health Science Center there is a mandate to follow the medical workforce during their career. Another example is at the College of Education, which has a mandate to follow the graduates and the achievement of any students that is being taught. Consider examining whether UNM could engage with the New Mexico legislature to re-evaluate these mandates.

Education (Questions 11-16)

Q11 A possible example of mentoring and advising of undergraduate students is a systematic program in the History Department to develop graduate student interest in a broad range of careers beyond academic posts, which is furnished by the American Historical Association. Some of the implementation may be accomplished through the Mellon Foundation, which is already deeply involved in some of our departments. Existing, working program may be expanded to embrace a younger group of students. Mentoring may be joined with a workshop approach to build confidence among students in skills associated with high achievement in their major course of study. Satisfaction, retention, and graduation of students may be increased by offering credit or student employment for peer-mentoring services.

This could include efforts to reduce inefficiencies in course selection to improve graduation rates.

This may involve reaching out to the local business community, other universities, and industries nationwide, to help graduates find successful employment after graduation and by their success attract more students to UNM. Another possibility would be to deploy student assignments that are immediately applicable to their planned fields and require work in these environments to meet.

Q13 Possible scenarios may include the integration of junior faculty members into a senior faculty member's laboratory or division to gather experience with advanced administrative functions (e.g. compliance, keeping multiple IRB protocols current, submission and management of multi-center grants). Senior faculty member who have an interest in student mentorship may be provided with an opportunity to focus their efforts on providing mentorship to graduate students to enhance the graduate student's training and their ability to teach introductory level courses.

Q14 An initial focus may be to invite alumni and former students who are originally from South America, which has traditionally been a major target region for the recruitment of students.

Q15 Faculty members' efforts to develop student-success initiatives may include enhancement of the quality and effectiveness of mentoring services provided by faculty and staff. Mechanisms to reward faculty members may include academic support, career development, psychosocial support, mentorship, professional skills development, and sponsorship learning outcomes.

Productivity (Questions 17-25)

Q17 These process may help to further develop quantitative financial, non-financial, academic, research and administrative metrics, such as class size, student retention, course completion rates, student FTEs, degrees awarded, cost/student, cost/FTE, cost/student credit hr., etc., to evaluate productivity.

Q18 This analysis may include metrics, such as student satisfaction, the number of graduates (by degree) in the last five years, the number of teaching hours (Student credit hours), the number of courses taught by tenure-line faculty, and the number of students per course.

Q19 It has come to our attention that some classrooms on campus are so old that they are almost impossible to teach from, lacking Wi-Fi and decent acoustics. Older buildings are often inefficient with air and dust entering through poorly maintained windows. More space for student study and renovation of the classrooms or student instructional areas or equipment may also be needed. Utility costs for the university entail \$40 million. Small adjustments focusing on building efficiency (e.g., maintenance of windows, building temperature changes) may result in decreased utility costs.

Q21 The need to cover inflation for collections is analogous to utility increases. If collections budgets do not keep pace, we slowly lose buying power and collection strength, which in turn undermines our ability to sustain support in key areas and reduces our ability to support new research areas and programs. The libraries have over three million volumes. Space to properly house print collections may be critical and off-site storage for lesser used materials may be required. More space for student study may also be needed, which off-site storage for materials will support.

Q23 For example, a FS compliance advisory committee might be established to advise whether the reduction of the number of policies and enhancing consultation services to the faculty to interpret policies may improve compliance and reduce faculty burden of compliance related resource allocation. A compliance committee under the auspices of the faculty senate may be considered to promote and provide consultation on compliance related activities to the faculty.

Q24 IT technologies (e.g., online learning, ITV) may be reviewed to determine whether they meet needs in rural areas and ensure curriculum fidelity and rigor.

Growth Strategies (Questions 26-29)

Q26 A strategic plan for growth and use of resources may involve a four to five year plan of strategies that integrates the ups and downs of the budget, yet staying focused on a growth plan for UNM. Should a vision of the growth of UNM over the coming years be articulated that includes attracting an increasing number of students from surrounding states?

Q27 For example, the implementation of term limits (e.g. 10 years) for top-level administrators, such as department chairs, may foster new visions and efficiencies.

Reconsider the UNM graduate hiring policy. Should UNM stop hiring UNM graduates into faculty positions without substantive time outside the institution *following* graduation?

Risk Management (Question 30-31)

Q30 Simplifying or summarizing compliance policies and processes in plain language may result in better compliance, thus minimizing the risk and legal costs due to non-compliance. Consider establishing a compliance committee under the auspices of the faculty senate that provides consultation on compliance related activities to the faculty.

Support and Revenue Basis (Question 32-33)

Q32 Possible examples include: Consider supporting the STC and the CTSC to expand the Angel's Investors initiative. Consider enhancing targeted industry-oriented training and technology development programs be enhanced. Consider "Incubators or Innovation Centers" – programs to enhance industry partnerships. Consider embedding businesses across the entire university, similar to an existing HSC CTSC Biodesign program that is modeled after a program at Stanford University, and engage business and engineering schools in creating new products and services that will benefit the student's learning experience and success. Consider engaging national and international corporations to employ the highly skilled workforce thus created in New Mexico.

FACULTY SENATE BUDGET COMMITTEE - FACULTY QUESTIONNAIRE

This questionnaire has been prepared by the Faculty Senate Budget Committee members for the purpose of understanding the faculty's concerns for the fiscal condition of the University. The data collected from this survey will be analyzed and the results will be included in the Committee's Report to the Faculty, the Administration, and the Board of Regents. The goal of the Budget Committee's efforts is to help close the gap between the Faculty, Staff, Administration, and Regents in critical decisions regarding the direction of the University and the budget planning required to achieve this goal.

Please take a few minutes to answer this important questionnaire as it represents the first step in having a voice in the budget process. Responses will be anonymous and results will be provided such that an individual will not be identified. The survey is organized into three sections:

- A) *Opinion on the direction of the University and the process;*
- B) *Perception of Processes and Employment; and*
- C) *Individual history with the University.*

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A: PERFORMANCE, BUDGET AND DIRECTION OF THE UNIVERSITY.

The University is trying to find a balance between the current and future budget situations, while moving the school forward. This series of questions focuses on a range of issues.

Specific to the current and projected budget scenarios for the University, please consider the following questions.

- 1) Given the opportunity what *short term changes*, if any, would you make to the fiscal environment at the University? (select all that apply)
 - Increase Tuition
 - Increase Course Fees
 - Reduction of Assistantships
 - Reduction of Administrative Lines
 - Reduction of Faculty Lines
 - Reduction of Staff Lines
 - Reduction of Services
 - I would not make any changes at this time
 - Other, please explain _____
- 2) Given the opportunity what *long-range changes*, if any, would you make to the fiscal environment at the University? (select all that apply)
 - Increase Tuition
 - Increase Course Fees
 - Reduction of Assistantships
 - Reduction of Administrative Lines
 - Reduction of Faculty Lines
 - Reduction of Staff Lines

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- Re-size the University
- Reduction of Services
- Other, please explain _____

3) My academic unit could make fiscal changes that could improve the overall short-run fiscal environment of my College or School without impeding my unit's mission.

<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neither Agree nor Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>	<u>I don't know</u>
1	2	3	4	5	0

4) What changes could be made that would not impact the mission of the unit?
(Please list)

The University is currently expecting budget cuts that will vary among academic units but will average to 1.5% of the last operating budget across units. Specific to this information, how jikely are each of the following mechanisms to cope with reduced budgets?

	<u>Very Unlikely</u>	<u>Unlikely</u>	<u>Neither Likely nor Unlikely</u>	<u>Likely</u>	<u>Very Likely</u>	<u>I don't Know</u>
	1	2	3	4	5	0

5) Implement self-assessment of critical/non-critical functions and prioritization of spending at the unit level

1	2	3	4	5	0
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6) Avoid cross-the-board cuts by identifying the ability of each unit to absorb cuts

1	2	3	4	5	0
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7) Provide each unit with the ability to self-determine strategies to save/cut costs

1	2	3	4	5	0
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8) Examine cost-benefits of partnering with CNM and other 2-year institutions

1	2	3	4	5	0
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9) <u>Examine value/price competition with peer institutions</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
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10) <u>Review mandates from the New Mexico legislature that are not financially supported and request funding to continue these programs</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
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Budgets can be positively and negatively impacted by a number of variables including student success (graduation rates and enrollment), faculty recruitment, retention and success (e.g. grants, publication, contracts, patents, or honors), and university-wide policies and strategic planning. Considering a flat budget (one where there are no increases in funding revenue), please rank the importance of the following initiatives:

	Trivial 1	Un- important 2	Neutral 3	Important 4	Critical 5	don't Know 0
11) <u>Improved mentoring and advising of undergraduate students during their academic career</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
12) <u>Improved mentoring and advising of graduate students during their academic career</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
13) <u>Improved faculty mentoring</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
14) <u>Develop a program for alumni to provide information to current students</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
15) <u>Improved faculty reward structure for efforts to develop student-related success initiatives</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>

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16) <u>Link UNM and College/School strategic initiatives to budgets, performances and outcomes</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
17) <u>Conduct an objective, unbiased study of the student experience and examine opportunities for improvement</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
18) <u>Conduct a facilities audit and develop a 3-5 year plan to upgrade facilities, provide facility maintenance, and improve overall building efficiency on campus</u>	1	2	3	4	5	0
19) <u>Examine the cost-benefit of investing in more alternative energy solutions at UNM</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
20) <u>Address lack of sustainable funding for collections within the College of University Libraries & Learning Sciences</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
21) <u>Address redundancies and inefficiencies in information technology, human resources, finance, research administration, etc.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
22) <u>Review the cost-benefits of compliance related services and activities</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
23) <u>Review the costs-benefits UNM incurs from running the branch campuses</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
24) <u>Develop a strategic plan with all stakeholders (e.g., faculty, units, students, staff) for growth and use of resources</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>

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25) Examine policies that govern resource allocation towards the top-level administration	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
26) Develop a right size strategy instead of a growth strategy – support quality rather than quantity	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
27) Enhance the transparency and timely communication of compliance related services and activities for better risk management	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
28) Support the UNM Foundation and the STC (Science and Technology Corporation) to work with major corporations to increase institutional support	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>

B: Perception of University Processes and Employment

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neither Agree nor Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>	<u>I don't know</u>
29) The central University Administration generally manages the budget and allocates resources in ways that align with the mission of the University.	<u>1</u> 1	<u>2</u> 2	<u>3</u> 3	<u>4</u> 4	<u>5</u> 5	<u>0</u> 0
30) The Regents' actions and decisions reflect their fiduciary responsibility for the assets and programs of the University (per the Board of Regents mission).	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>

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31) <u>My Unit (e.g., College, School) administration generally manages the budget and allocates resources in ways that align with the mission of my College or School.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
32) <u>My department, program, center institute or division administration generally manages the budget and allocates resources in ways that align with our mission.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
33) <u>The mission of the University is on track and moving forward in a positive direction.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
34) <u>Budget-issue information provided by the central administration to faculty is useful and timely.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
35) <u>Budget-issue information is provided by my unit (e.g., college, school, division) administration to faculty.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
36) <u>Budget issue information provided by my unit is useful and timely.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
37) <u>My feedback is solicited in my unit's budgetary planning and decision making.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
38) <u>The facilities where I teach/work are safe and in good repair.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
39) <u>I am generally proud to be affiliated with the University of New Mexico.</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>0</u>
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40) **The compensation and benefits at UNM generally meet my expectations.**

<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neither Agree nor Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>	<u>I don't know</u>
1	2	3	4	5	0

C: YOUR HISTORY WITH THE UNIVERSITY

42) **Current rank/title at the University:**

- Professor (tenured/tenured track)
- Associate Professor (tenured/tenured track)
- Assistant Professor (tenured/tenured track)
- Research Faculty (professor or scholar title)
- Lecturer (I, II, III, Principal, Senior)
- Other

43) **College or School affiliation for your primary appointment:**

- 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 University Libraries & Learning Sciences
- School of Architecture and Planning
- School of Engineering
- School of Law
- School of Medicine
- School of Public Administration
- University College

44) **My appointment is:**

- 1.0 FTE
- < 1.0 FTE

45) **Length of faculty affiliation with the University:**

- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- more than 25 years

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46) **Annual base plus supplement salary:**

- < \$25,000
- > \$25,000 <= \$50,000
- > \$50,000 <= \$75,000
- > \$75,000 <= \$100,000
- > \$100,000 <= \$200,000
- > \$200,000

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47) **My appointment is for**

- nine months
- twelve months
- other

48) **Gender**

- Female
- Male

49) **Ethnicity**

- White, non-Hispanic
- Hispanic
- African American
- Native American
- Asian
- Other

50) **Have you now or in the past seriously considered leaving the University?**

- Yes, I am [planning to retire in the next year](#)
- [Yes, I am currently seeking a new position elsewhere](#)
- Yes, I have considered leaving in the past
- No, I'm not satisfied, but with a few changes I could be satisfied
- No, I'm not satisfied with my position, but I have too much time vested at UNM to make a change
- No, I'm satisfied with my position

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51) **What, if any, are your main concerns regarding the University at present?**
(choose all that apply)

- Sources for funding for research
- Facility resources and quality of teaching spaces
- General budget constraints and allocations of funding
- Tuition and course fees
- Quality of campus life and security
- Time commitment
- Lack of communication from Administration
- General level of support from upper Administration
- General level of support from the Board of Regents
- I do not have any concerns about the University at this time.
- Other, please explain _____

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52) **What, if any, are your main concerns regarding your employment at the University?** **(choose all that apply)**

- Salary
- Benefits
- Retirement Benefits
- Advancement
- Job security
- I do not have a major concern at this time
- Other, please explain _____

53) Have you received a merit adjustment since joining the University?

- Yes, 3 or more times
- Yes, 2 times
- Yes, 1 time
- No, even though I've requested one
- No

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54) Have you received a retention adjustment since joining the University?

- Yes, 3 or more times
- Yes, 2 times
- Yes, 1 time
- No, even though I've requested one
- No

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55) Have you received a compaction/equity adjustment since joining the University?

- Yes, 3 or more times
- Yes, 2 times
- Yes, 1 time
- No, even though I've requested one
- No

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56) Have you ever served in a UNM administrative position (chair, director or dean)?

- Yes, I currently am
- Yes, I have in the past
- No I have never served in an administrative capacity

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SUPPORTING INFORMATION (Section A)

Cost Containment (Questions 5-10)

Q10 For example, at the Health Science Center there is a mandate to follow the medical workforce during their career. Another example is at the College of Education, which has a mandate to follow the graduates and the achievement of any students that is being taught. Consider examining whether UNM could engage with the New Mexico legislature to re-evaluate these mandates.

Education (Questions 11-16)

Q11 A possible example of mentoring and advising of undergraduate students is a systematic program in the History Department to develop graduate student interest in a broad range of careers beyond academic posts, which is furnished by the American Historical Association. Some of the implementation may be accomplished through the Mellon Foundation, which is already deeply involved in some of our departments. Existing, working program may be expanded to embrace a younger group of students. Mentoring may be joined with a workshop approach to build confidence among students in skills associated with high achievement in their major course of study. Satisfaction, retention, and graduation of students may be increased by offering credit or student employment for peer-mentoring services.

This could include efforts to reduce inefficiencies in course selection to improve graduation rates.

This may involve reaching out to the local business community, other universities, and industries nationwide, to help graduates find successful employment after graduation and by their success attract more students to UNM. Another possibility would be to deploy student assignments that are immediately applicable to their planned fields and require work in these environments to meet.

Q13 Possible scenarios may include the integration of junior faculty members into a senior faculty member's laboratory or division to gather experience with advanced administrative functions (e.g. compliance, keeping multiple IRB protocols current, submission and management of multi-center grants). Senior faculty member who have an interest in student mentorship may be provided with an opportunity to focus their efforts on providing mentorship to graduate students to enhance the graduate student's training and their ability to teach introductory level courses.

Q14 An initial focus may be to invite alumni and former students who are originally from South America, which has traditionally been a major target region for the recruitment of students.

Q15 Faculty members' efforts to develop student-success initiatives may include enhancement of the quality and effectiveness of mentoring services provided by faculty and staff. Mechanisms to reward faculty members may include academic support, career development, psychosocial support, mentorship, professional skills development, and sponsorship learning outcomes.

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Productivity (Questions 17-25)

Q17 These process may help to further develop quantitative financial, non-financial, academic, research and administrative metrics, such as class size, student retention, course completion rates, student FTEs, degrees awarded, cost/student, cost/FTE, cost/student credit hr., etc., to evaluate productivity.

Q18 This analysis may include metrics, such as student satisfaction, the number of graduates (by degree) in the last five years, the number of teaching hours (Student credit hours), the number of courses taught by tenure-line faculty, and the number of students per course.

Q19 It has come to our attention that some classrooms on campus are so old that they are almost impossible to teach from, lacking Wi-Fi and decent acoustics. Older buildings are often inefficient with air and dust entering through poorly maintained windows. More space for student study and renovation of the classrooms or student instructional areas or equipment may also be needed. Utility costs for the university entail \$40 million. Small adjustments focusing on building efficiency (e.g., maintenance of windows, building temperature changes) may result in decreased utility costs.

Q21 The need to cover inflation for collections is analogous to utility increases. If collections budgets do not keep pace, we slowly lose buying power and collection strength, which in turn undermines our ability to sustain support in key areas and reduces our ability to support new research areas and programs. The libraries have over three million volumes. Space to properly house print collections may be critical and off-site storage for lesser used materials may be required. More space for student study may also be needed, which off-site storage for materials will support.

Q23 For example, a FS compliance advisory committee might be established to advise whether the reduction of the number of policies and enhancing consultation services to the faculty to interpret policies may improve compliance and reduce faculty burden of compliance related resource allocation. A compliance committee under the auspices of the faculty senate may be considered to promote and provide consultation on compliance related activities to the faculty.

Q24 IT technologies (e.g., online learning, ITV) may be reviewed to determine whether they meet needs in rural areas and ensure curriculum fidelity and rigor.

Growth Strategies (Questions 26-29)

Q26 A strategic plan for growth and use of resources may involve a four to five year plan of strategies that integrates the ups and downs of the budget, yet staying focused on a growth plan for UNM. Should a vision of the growth of UNM over the coming years be articulated that includes attracting an increasing number of students from surrounding states?

Q27 For example, the implementation of term limits (e.g. 10 years) for top-level administrators, such as department chairs, may foster new visions and efficiencies.

Reconsider the UNM graduate hiring policy. Should UNM stop hiring UNM graduates into faculty positions without substantive time outside the institution *following* graduation?

Risk Management (Question 30-31)

Q30 Simplifying or summarizing compliance policies and processes in plain language may result in better compliance, thus minimizing the risk and legal costs due to non-compliance. Consider establishing a compliance committee under the auspices of the faculty senate that provides consultation on compliance related activities to the faculty.

Support and Revenue Basis (Question 32-33)

Q32 Possible examples include: Consider supporting the STC and the CTSC to expand the Angel's Investors initiative. Consider enhancing targeted industry-oriented training and technology development programs be enhanced. Consider "Incubators or Innovation Centers" – programs to enhance industry partnerships. Consider embedding businesses across the entire university, similar to an existing HSC CTSC Biodesign program that is modeled after a program at Stanford University, and engage business and engineering schools in creating new products and services that will benefit the student's learning experience and success. Consider engaging national and international corporations to employ the highly skilled workforce thus created in New Mexico.

DRAFT