



Faculty Senate Budget Task Force Survey Report



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Prepared by the Faculty Senate Budget Task Force Committee 2015-16

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Introduction

In 2015, an Ad hoc budget task force was formed at the request of the Faculty Senate President Stefan Posse. The task force was asked to provide information to the regents for the upcoming budget process. Given the timing of the request, the task force, in conjunction with the Faculty Senate Budget Committee determined that a starting point would be to develop a better understanding of faculty attitudes and concerns of the UNM budget both in the short and long term. A survey was developed and administered online in Spring 2016 to UNM faculty. General results were provided to the Faculty Senate and the Regents in late Spring 2016. Since the survey was administered, the University has undergone a mid-year, permanent budget rescission and is faced with additional cuts. In light of these ongoing budget concerns, the Faculty Senate Budget Committee feels that these survey results are relevant and may provide the opening for a broader discussion of a way forward. The results, discussed below are provided as a first step in faculty attitudes and preferences towards budget issues.

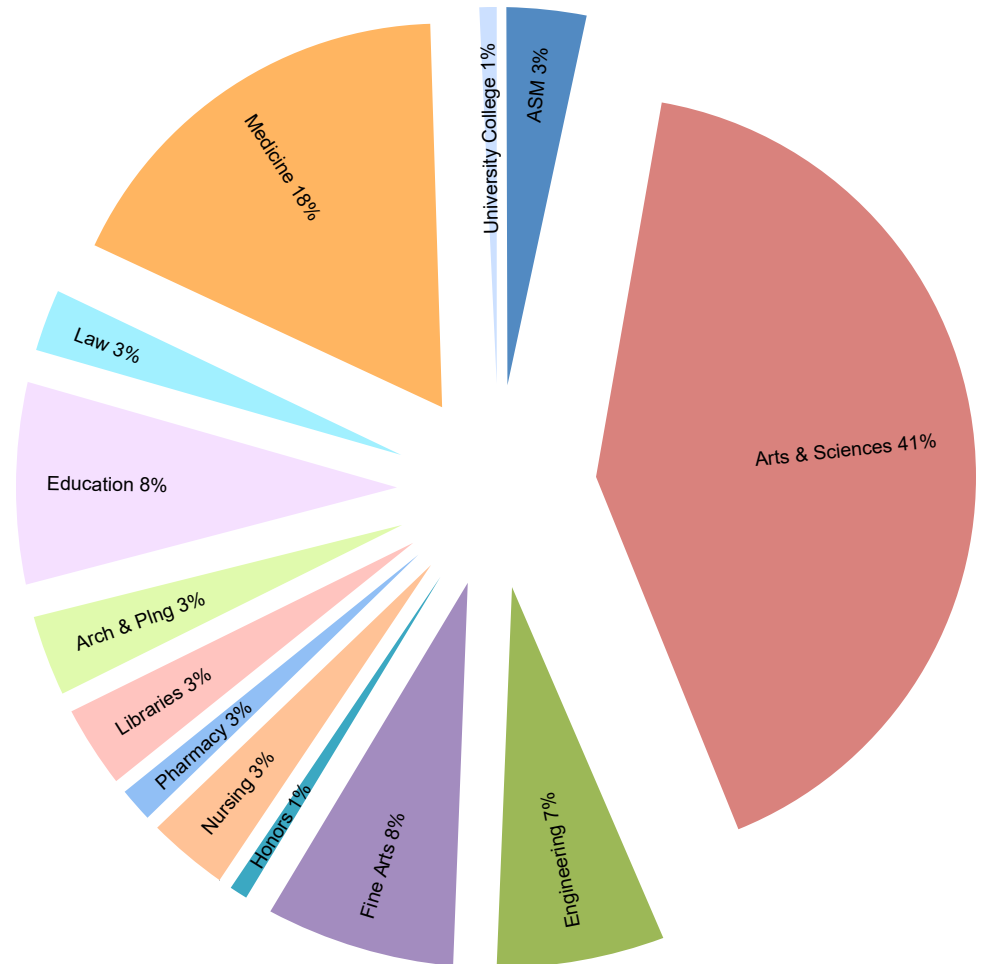
The Survey and Response

The survey was developed by the task force and the budget committee. The questions included in the survey were based on concerns taskforce and committee members developed from discussion not only in the committee, but also in discussion with faculty from their respective departments and colleges. All tenured/tenured track and continuing lecturer faculty were asked to participate, resulting in 1954 UNM faculty being invited to participate in the survey.

A total of 524 faculty choose to participate, resulting in a 26.4% response rate. Not all respondents answered all questions and so the response on any given question was between 19% and 21%. 48.5% of the respondents self-identified as female and 51.5% self-identified as male. 51% of respondents had been at UNM 10 years or less and 49% have been at UNM for more than 10 years. Graph 1 provides the response from each college, where the response rate is the percentage of the total.

¹ We'd note that the survey was not administered utilizing the accepted "Dillman" research protocol of several contacts with invitees, rather there was a single notification to faculty.

GRAPH 1: RESPONSE BY COLLEGE



SUMMARY RESPONSES

The following information summarizes the results of how faculty would suggest short term fixes for the budget, as well as how they view the level of financial and fiduciary responsibility of different levels of administration.

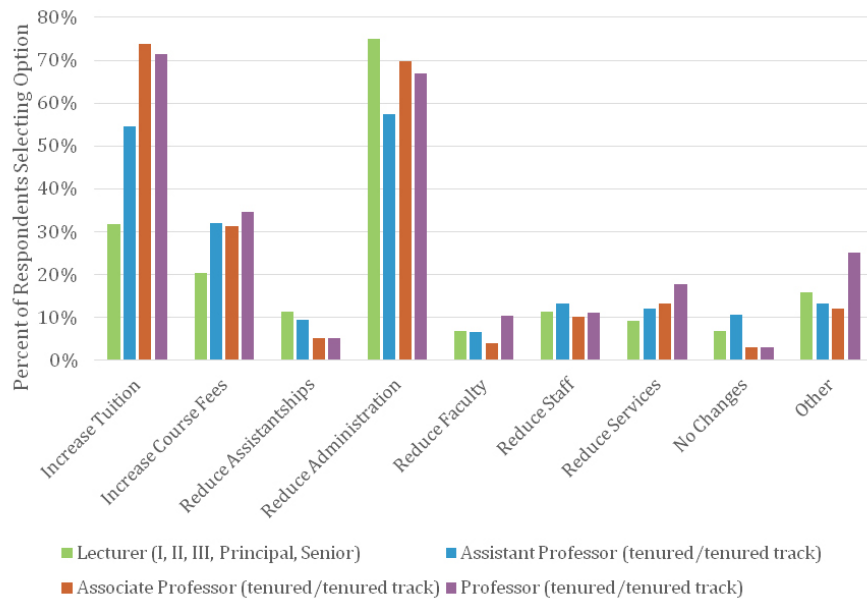
Short Term Solutions to UNM's Budget Problems

“Given the opportunity what short term changes, if any, would you make to the fiscal environment at the University? (select all that apply)”

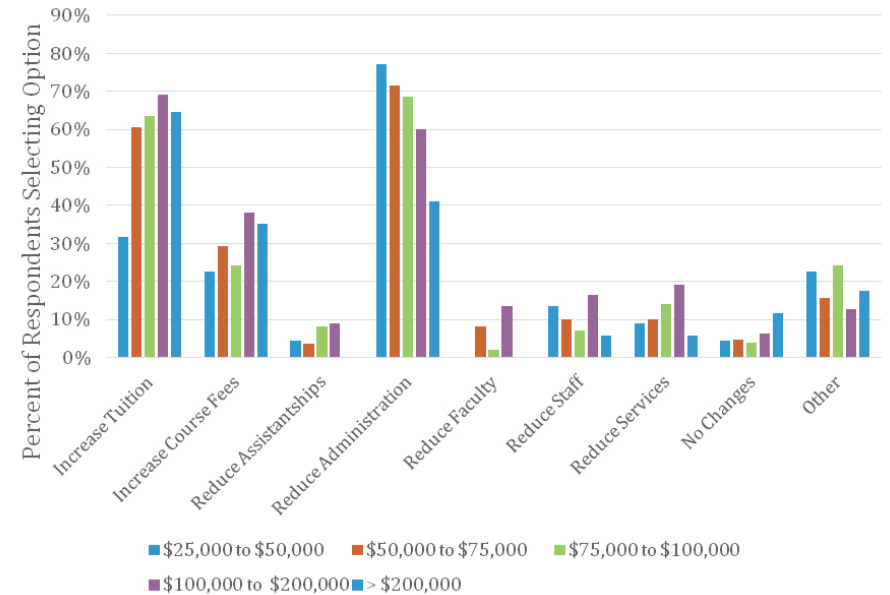
In order of popularity across all respondents the responses were:

1. Reduction of Administrative Lines
2. Increase Tuition
3. Increase Course Fees
4. Other
5. Reduction of Services
6. Reduction of Staff Lines
7. Reduction of Faculty Lines
8. Reduction of Assistantships
9. I would not make any changes at this time

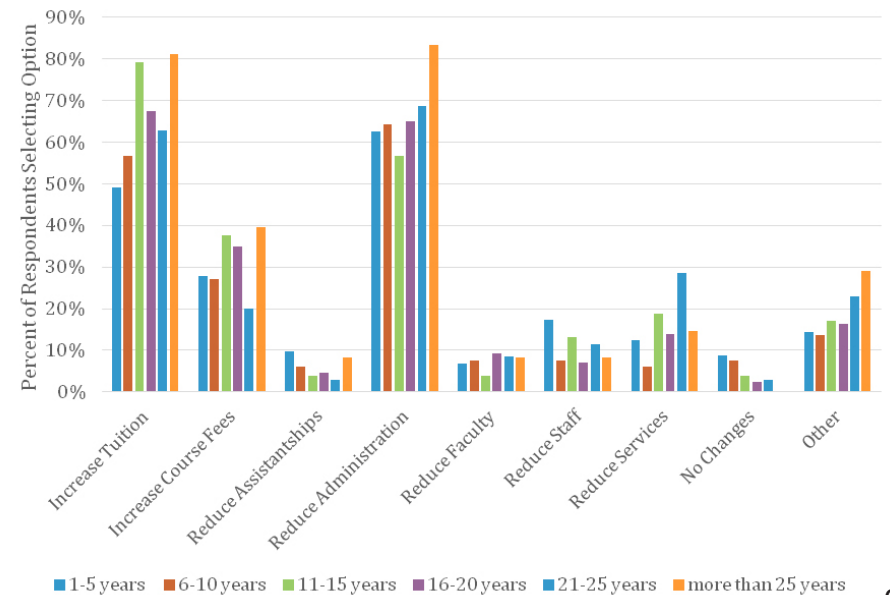
GRAPH 2: RESPONSE BY FACULTY TYPE



GRAPH 3: RESPONSE BY SALARY RANGE



GRAPH 4: RESPONSE BY TIME AT UNM



RESPONSE GRAPHS EXPLAINED

Graphs 2 through 4 provide disaggregated responses by faculty type, faculty salary ranges, and time at UNM, respectively. In all cases, the top two responses are a reduction in administrative lines and increased tuition.

For those who chose “Other” respondents were asked to elaborate on what other included.

Of the results provided, 18 responses focused on either upper administration with the most common response being either the reduction of upper administration lines or to reduce upper administration salaries and 22 responses focused on reductions in the athletic programs. The remaining responses were more diverse and all had less than 10 similar responses. Some of the responses included eliminating programs; reducing faculty lines (some specifically focused on non-tenure track positions, while others were more broad based); finding more efficiencies; or consolidating services.

Several themes emerged from the comments on question 1. The first was reduction of spending on athletics. This theme included coaching salaries, reallocation of student fees, and athletic bonuses.

The second common theme was regarding administration, particularly at upper levels. The theme here was that reductions could provide significant savings. Ideas include reduction in administrative salaries over 100K, decrease in UCAM spending, streamlining fiscal process, closing some “centers” with faculty and staff picking up responsibilities, changing the method of calculating administrative salaries, administrative furloughs, tying faculty raises to administrative raises and elimination of some dean positions and VP positions and a search for possible consolidation of administrative positions where possible.

A third theme was to look at programs that are not at least budget neutral and/or have low enrollment and make savings there. This theme continued into consideration of branch campuses and the need for these campuses to be at least budget neutral to be continued. Seeking collaboration with other in-state institutions to reduce redundancy was mentioned.

Ideas for increased revenue included increasing enrollment either generally or by decreasing tuition to attract more students. Increasing the number of international students was specifically mentioned. Comments for and against non-tenured faculty lines were made.

Some comments mentioned investing to increase revenue. The investment could be in salaries or in programs that could develop increased revenues. Presenting our case to the state for more funding in the form of legislative support, increased taxes or special box to check on form (“\$2.00 for UNM) were some of the ideas. Increased auditing of non-labor expenses, travel, energy and water, reducing counter-offers and examining systems for possible increased efficiency were also mentioned.

Changes Possible at the Unit-level

Respondents were also asked the open-ended question of what changes could be made that would not impact their Unit’s (College or School) mission. The following provides a summary of the most frequent given comments.

1. “There is nothing left to cut” or “barely getting by as it is” or “not without impacting mission”
 - a. 78 comments indicate there is nothing left to give without impacting the mission
2. Reducing Administration (including positions such as deans (assistant dean and above), VPs, bonus payments to senior administrators)
 - a. 29 comments
3. Better budget management or streamlining possible including increasing caps, cross-listing courses, not offering low enrollment courses every year, use reserves more wisely, centralize services, decrease branch campus offerings, days of operation during summer to decrease staff needs, accommodations for spousal hires etc.
 - a. 31 comments
4. Increasing tuition or fees
 - a. 8 comments

5. Reduction of faculty, staff or both through attrition
 - a. 19 comments
6. Decreased adjunct faculty with better current faculty development and more accountability for teaching commitments, fewer people teaching one class, reward those teaching
 - a. 19 comments
7. Reducing campus resources including utility bills
 - a. 3 comments
8. Not enough information to make a decision/ financial decisions too centralized
 - a. 5 comment

Additional Ideas for Improvement & Miscellaneous Comments

- offering advanced courses and degrees or certificates and/or better services to attract new students including a co-terminal 5 year BA/MA, attract international students, continue doctoral programs, increase research funding (to support salaries) and contracts,
- a reassessment of priorities, improve budget management, increase efficiency and effective staff, consolidate chairs of basic science into a super chair to save multiple chair salaries, close the Maxwell Museum, transparency on F and A from research to see where it is used and look at reducing supplier costs and voice mail fees,
- both increasing tuition (to increase revenues) and decreasing tuition (to attract more students) were suggested, as well as eliminating the 15-hour requirement for undergraduates to embrace the part time student,
- increase research overhead temporarily, and
- a reduction in faculty and staff lines and cutting back on mission (classes offered) were also mentioned in the survey

FINANCIAL AND FIDUCIARY RESPONSIBILITY

Respondents were asked if they agreed or disagreed with each of the following statements:

- The central University Administration generally manages the budget and allocates resources in ways that align with the mission of the University.
- The Regents' actions and decisions reflect their fiduciary responsibility for the assets and programs of the University (per the Board of Regents mission).
- 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.

Table 1 reports the results. We find that respondents generally had an inverse response to distance. That is, there was the strongest disagreement to the statement concerning the Regents, followed by the central Administration, and then by their college. While 56% of those responding disagreed that the Regent's decisions reflected their fiduciary responsibilities, 46% disagreed that the central Administration managed the budget in a manner that aligned with the mission of the University, while only 18% disagreed that their unit (College or School) managed their budget in a manner that aligned with the mission of the College or School. Those with more than 10 years at UNM had more negative responses for the Regents and the central administration and slightly more positive views of their unit than those with 10 years or less at UNM.

TABLE 1: FINANCIAL AND FIDUCIARY RESPONSIBILITY

	Administration (Disagree)	Regents (Disagree)	Unit (Disagree)
All Responses	46%	56%	18%
10 Years or Less	39%	46%	21%
> 10 Years	53%	66%	15%

Strategic Planning

Respondents were also asked how critical each of the following was:

- Develop a strategic plan with all stakeholders (e.g., faculty, units, students, staff) for growth and use of resources
- Develop a right size strategy instead of a growth strategy – support quality rather than quantity

Specific to the development of a strategic plan with stakeholder involvement, 75% of respondents answered that this was critical (breaking this out by tenure at UNM - 71% of those with more than 10 years at UNM and 80% of those with 10 years or less answered that this was critical).

Similarly, 83% of all respondents answered that it was critical to develop a right size growth strategy (breaking this out by tenure, 81% of those responding who have 10 years or less at UNM answered that this was critical, while 86% of those with more than 10 years answered this as critical).

Conclusions

These basic faculty responses to this survey provide a first step in faculty attitudes and preferences in dealing with budget problems. While there are a diverse number of responses, there are some consistent responses across the faculty. Common threads throughout are that faculty believe reductions in upper administration and in athletics are possible. However, faculty are also willing to consider changes and efficiencies within their own units and departments. Certainly, this suggests that the faculty as a whole recognize that a “one-size-fits-all” approach is not possible and that a broad approach to the problem is valued. As the University moves forward in its development of response to the budget crisis, these results provide basic faculty input. As the budget process moves forward in future years, engagement of the faculty in that development may provide valuable, creative alternatives that are not currently being considered.

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) Satisfaction with the University; 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 Assistantships
- Reduction of Administrative Lines
- Reduction of Faculty Lines
- Reduction of Staff Lines
- Re-size the University
- Reduction of Services
- Other, please explain _____

3) How certain are you that your academic unit could make fiscal changes that could improve the overall short-run fiscal environment of your College or School without impeding your unit's mission?

Very Uncertain Uncertain Neither Certain nor Uncertain Certain Very Certain
1 2 3 4 5

4) If "very certain" or "certain", what changes could be made that would not impact the mission of the unit. If "uncertain" or "very uncertain" what are the obstacles? (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 important are each of the following as mechanisms to cope with reduced budgets?

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

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

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

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

7) Provide each unit with the ability to determine how to balance their budget through self-determination of strategies to save/cut costs

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

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

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

9) Examine value/price competition with peer institutions

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

10) Review mandates from the New Mexico legislature that are not financially supported and request funding to continue these programs

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

Given that a budget can be positively or negatively impacted by student success (graduation rates and enrollment) as well as by faculty recruitment, retention and success (e.g. grants, publication, contracts, patents, or honors, etc), answer the following questions to indicate the importance of allocating resources (in a flat budget) to the following initiatives:

11) Improved mentoring and advising of undergraduate students during their academic career

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

12) Improved mentoring and advising of graduate students during their academic career

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

13) Improved faculty mentoring

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

14) Development of a program for alumni to provide information to current students

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

15) An improved faculty reward structure for efforts to develop student-related success initiatives

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

16) Comments: _____

Specific to productivity at UNM, please indicate the level of importance of the following:

17) Linking UNM and College/School strategic initiatives to budgets, performances and outcomes

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

18) Conduct an objective, unbiased study of the student experience and examine opportunities for improvement?

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

19) Conduct a facilities audit and develop a 3-5 year plan to upgrade facilities, facility maintenance, trash removal and overall building efficiency on campus

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

20) Examine the cost-benefit of investing in more alternative energy solutions at UNM

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

21) Address the lack of sustainable funding for collections within the College of University Libraries & Learning Sciences

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

22) Examine redundancies and inefficiencies in information technology, human resources, finance, research administration, etc.

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

23) Review the cost- benefits of compliance related services and activities
Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

24) Examine the costs UNM incurs from the branch campuses
Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

25) Comments: _____

the following:

26) Have colleges, schools and units, in conjunction with administration develop a strategic plan for growth and use of resources
Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

27) Examine policies that govern resource allocation towards the top-level administration
Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

28) Consider a right size strategy instead of a growth strategy – support quality rather than quantity
Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

29) Comments: _____

Specific to risk management at UNM, please indicate the level of importance of the following:

30) Enhance the transparency and timely communication of compliance related services and activities
Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

31) Comments: _____

Specific to support and revenue basis at UNM, please indicate the level of importance of the following:

32) Support the UNM Foundation and the STC (Science and Technology Corporation) to work with major corporations to increase institutional support
Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

33) Comments: _____

B: SATISFACTION WITH THE UNIVERSITY

34) How satisfied are you with the upper administration's management of the University?
Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

35) How satisfied are you with the Regents' stewardship of the University?
Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

36) How satisfied are you with the overall management of your College or School?
Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

37) How satisfied are you with the overall management of your Department, Center, Institute or Division?
Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

38) How satisfied are you to be affiliated with the University?
Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

39) How satisfied are you that the mission of the University is on track and moving forward in a positive direction?
Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

40) How satisfied are you with the Regent's management of fiscal priorities?

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

41) How satisfied are you with upper administration's management of fiscal priorities?

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

42) How satisfied are you with the administration in your college's or school's management of fiscal priorities?

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

43) How satisfied are you with the information provided by the administration to faculty and staff on budget issues, both in terms of the usefulness of the information and the timeliness of the information?

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

44) How satisfied are you with the compensation mechanisms employed by the University?

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

45) How satisfied are you with the facilities that you teach/work in presently?

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

46) Comments about satisfaction with the University:

Very Unimportant Unimportant Neither Important nor Unimportant Important Very Important
1 2 3 4 5

C: YOUR HISTORY WITH THE UNIVERSITY

47) What is your 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

48) With which College or School is 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

49) Is your appointment

- 1.0 FTE
- < 1.0 FTE

50) How long have you been affiliated with the University

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

51) What is your 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

52) My appointment is for

- nine months
- twelve months
- other

53) Gender

- Female
- Male

54) Ethnicity

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

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

- 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

56) What, if any, is your main concern at the University at present (chose 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 _____

56) What, if any, is your main concern at the University at present (chose 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 _____

57) What, if any, are your main concerns regarding your employment at the University?

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

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

- Yes, more than three times
- Yes, two times
- Yes, once
- No, even though I've requested one
- No

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

- Yes, more than three times
- Yes, two times
- Yes, once
- No, even though I've requested one
- No

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

- Yes, more than three times
- Yes, two times
- Yes, once
- No, even though I've requested one
- No

61) 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 administration capacity

SUPPORTING INFORMATION (Section A)

Budget Situation (Questions 1-4)

Q1a If tuition increases are realized, should an agreed upon share of the additional tuition dollars be directed to the units (colleges, departments, programs) that have contributed to these improvements? Tuition increases may be tied to improvements in retention and to increasing numbers of graduates as well as to four- and six-year graduation rates.

Q1b If retention and graduation rates continue to improve, should tuition increases be higher than they would be if the retention and graduation rates do not increase?

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.