

The University of New Mexico

Strategic Planning Task Force Update Draft Strategic Directions Report Summaries

April, 2001

Dear Members of the UNM Community,

I am pleased to make available the following summary of reports on the seven draft Strategic Directions for the strategic planning process. Copies of the entire reports will be available on the Strategic Planning website (www.unm.edu/~unmstrat). You may also request hard copies of the reports from the Office of the Provost or any of the Branch Campus Directors' offices.

I would like to invite all students and employees at all of the UNM campuses, as well as community members who are interested, to join the discussion of these papers. A record of the discussion will become part of the planning process and the input will be used in drafting the strategic plan. You may also post comments on the Strategic Planning website bulletin board, e-mail them to unmstrat@unm.edu, or send them to the Strategic Planning Task Force, Office of the Provost, 235 Scholes Hall, Albuquerque, NM 87131.

It is important to be clear on the nature of these reports. They do not constitute UNM plans and, indeed, are not UNM documents in the sense of representing official university positions. Rather, each is a thoughtful essay that presents the collective thinking of an informed group of people on one of the draft strategic directions. The purpose of the papers is to stimulate discussion within and beyond the UNM community about the strategic directions for the planning process.

The draft Strategic Directions were developed by the Strategic Planning Task Force on the basis of input from a number of different events including brainstorming sessions, reports from working committees on 19 different topics, open forums to discuss the working committee reports, and feedback from various administrative, faculty, staff, and student groups. For each of the seven draft Strategic Directions, a committee was formed and asked to prepare a report. Summaries of these reports are before you at this time. A detailed description of the strategic planning process can be found on the Strategic Planning website.

I encourage you to take part in this exciting process and take advantage of the opportunity to provide input. Please feel free to contact my office or any member of the Planning task Force, should you have any questions.

Sincerely,



Brian L. Foster

Provost and Vice President for Academic Affairs

Fourteen open forums for public comment on the reports from the Strategic Directions Committees have been scheduled in Albuquerque. Two forums have been scheduled for each of the seven draft strategic directions -- one on Main Campus and one on North Campus. Any member of the campus community is invited to attend and participate in any of the forums that are being offered. Questions regarding the forums can be directed to Nancy Middlebrook, Office of the Provost, 277-2611.

OPEN FORUM SCHEDULE FOR PUBLIC COMMENT ON STRATEGIC DIRECTIONS COMMITTEES REPORTS

Monday, April 16

2:00 to 4:00 p.m.	Planning	Roberts Room, Scholes Hall
3:30 to 5:30 p.m.	Climate	College of Pharmacy Auditorium Room 135, Nursing/Pharmacy Bldg

Tuesday, April 17

3:30 to 5:30 p.m.	Diversity	Roberts Room, Scholes Hall
3:30 to 5:30 p.m.	New Mexico Service	College of Pharmacy Auditorium Room 135, Nursing/Pharmacy Bldg

Wednesday, April 18

2:00 to 4:00 p.m.	Preeminence	College of Pharmacy Auditorium Room 135, Nursing/Pharmacy Bldg
4:00 to 6:00 p.m.	Resources	College of Pharmacy Auditorium Room 135, Nursing/Pharmacy Bldg

Thursday, April 19

2:00 to 4:00 p.m.	Management/ Administration	Roberts Room, Scholes Hall
4:00 to 6:00 p.m.	Resources	Roberts Room, Scholes Hall

Friday, April 20

1:00 to 3:00 p.m.	Climate	Roberts Room, Scholes Hall
1:00 to 3:00 p.m.	Diversity	College of Pharmacy Auditorium Room 135, Nursing/Pharmacy Bldg

Monday, April 23

3:30 to 5:30 p.m.	New Mexico Service	Roberts Room, Scholes Hall
3:30 to 5:30 p.m.	Planning	College of Pharmacy Auditorium Room 135, Nursing/Pharmacy Bldg

Tuesday, April 24

3:30 to 5:30 p.m.	Preeminence	Roberts Room, Scholes Hall
3:30 to 5:30 p.m.	Management/ Administration	College of Pharmacy Auditorium Room 135, Nursing/Pharmacy Bldg

UNM STRATEGIC PLANNING PROCESS

DRAFT STRATEGIC DIRECTIONS WITH VISION AND MISSION STATEMENTS

February 15, 2001

The Strategic Directions of UNM's strategic plan are critical elements that will give continuity and direction to the University's development over the next five to ten years. They might best be seen as the means for achieving UNM's vision and mission, and they cannot be read without reference to UNM's Vision (how we see ourselves and want others to see us) and Mission (in broad terms what we actually do). The present draft will guide a set of seven committees, each producing a working paper on the subject or "domain" of one of the strategic directions. Ultimately in the Strategic Plan, each strategic direction will be given further definition by a series of "Objectives"—statements with clear implications for educational, research, and service outcomes. Each of these objectives, in turn, will be given operational content through a series of "Strategies" to specify concretely how the objectives will be met. More information on the whole planning process can be found on the Strategic Planning Web Site, www.unm.edu/~unmstrat.

In the text below, both the vision and mission statements accompany the list of seven strategic directions, each of which is expanded by a brief statement of its domain. The strategic directions themselves, along with the explanatory paragraphs, were developed with benefit of six months of work by the Planning Task Force, by nineteen working committees, by numerous public "brainstorming sessions," and by substantial public comment in a series of forty forums in December and January.

Vision

UNM will build on its strategic resources:

- to offer New Mexicans access to a comprehensive array of high quality educational, research, and service programs,
- to serve as a significant knowledge resource for New Mexico, the nation, and the world, and
- to foster programs of international prominence that will place UNM among America's most distinguished public research universities.

Mission

The University will engage students, faculty, and staff in its comprehensive educational, research, and service programs. UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives. Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life, promote economic development, and advance our understanding of the world, its peoples, and cultures. Building on its educational, research, and creative resources, the University provides services directly to the City and State, including health care, social services, policy studies, commercialization of inventions, and cultural events.

Strategic Resources

The University of New Mexico's location provides strategic resources that define opportunities to realize the University's vision and mission.

- New Mexico's diverse demographic profile provides for UNM to create an exceptionally rich learning environment characterized by a wealth of different ideas considered from a multitude of perspectives.
- UNM is near an international border; the associated cultural, political, historical, economic, and social relations provide a foundation for a natural international orientation.
- The University's proximity to the world-class scientific communities of the National Labs provides manifold opportunities for collaboration and synergy in scientific and engineering education and research.
- UNM's location in the midst of a world-class arts center, along with museums and other support facilities, provides unique opportunities for research and creative activity, as well as educational programs, in the arts and humanities.
- New Mexico's high-desert location, accompanied by the surrounding mountains, the Rio Grande Valley, and other natural features provides a laboratory for environmental, water, health, and other research and educational opportunities.
- New Mexico's rich cultural heritage, spectacular landscape, and climate provide a high quality of life that is appealing to many scholars, students, artists, business firms, and others for whom the state is a highly desirable place to live.

DRAFT STRATEGIC DIRECTIONS

STRATEGIC DIRECTION ON PLANNING

Draw strategically on UNM's resources, building integrated, coherent, disciplined activities to pursue our collective vision as an educational institution.

Explanation:

The underlying idea is to create a planning culture at UNM—a thoughtful, inclusive, and disciplined way to think about using our resources to achieve our vision. To achieve our vision, we must build on resources that are unique to the University and the State, must identify our competitive advantages, and must take appropriate action. We must be realistic about what we can achieve, but we also must hold ourselves to high standards in our efforts to reach high aspirations. We must engage the entire campus and its many constituencies in a genuine conversation about the University's vision and mission and how to achieve them. We must articulate the plans of colleges and service units with the broader UNM plan. Finally, we must mandate periodic, honest, and public evaluation of the plan and its implementation. The plan must be a living document that evolves with benefit of honest evaluation and continuing dialogue.

Summary of Report:

There is no route to excellence from mediocrity except through the steadfast, determined, and disciplined execution of a compelling strategic plan that the entire organization has bought into. This requires a plan that includes the following five components.

- First, the overarching university plan must be articulated with the strategic plans of other colleges and units across campus and among the branch campuses. All departmental plans and activities need to be developed with an eye to their connectedness to the university plan. This is the first step in creating a new planning culture for the campus.
- Second, the plan must incorporate the thinking of all constituencies, during the development phase and beyond. A valid and acceptable plan must incorporate the voices of faculty, students, staff, administrators, researchers, the community-at-large, branch campuses, and policy makers according to their missions, duties and responsibilities.
- Third, evaluation must be an integral component of the university plan. Without evaluation as part of the ongoing plan implementation, the plan will fall victim to the same fate as past plans and will simply sit on the shelf unread and unused. Regular evaluations and adjustments as a result of evaluation will ensure the plan remains on target, flexible, and dynamic.
- Fourth, UNM's strategic resources must drive the plan. By taking these resources – New Mexico's diversity, nearness to an international border, proximity to world-class scientific communities, location in the midst of a world-class arts center, New Mexico's natural features which provide a unique laboratory to study and learn, and the appeal of New Mexico's rich cultural heritage, spectacular landscape and climate as a desirable place to live and work – all play an important part in UNM's past sustainable successes and are necessary to focus on for future growth and development of our preeminence as an institution. A culture of planning requires connection to resources that are likely to endure throughout the lifetime of the institution. A plan that hinges on the existence of anything less will require overhaul once that resource no longer exists.
- Fifth, the financial resources available to the university now and in the future, must be tied to the plan and a mechanism for connecting allocations with plan objectives and tactics needs to be developed.

Committee Membership:

Co-chairs and Strategic Planning Task Force Members:

Reinaldo Garcia (Instructional Dean, UNM-Valencia),
Christine Kozojet (Director of Foundation Relations, staff)

Committee Members:

Sandra Begay-Campbell (UNM Regent, Sandia National Lab)
Melissa Bokovoy (History, faculty)**
Rob Duncan (Physics & Astronomy, faculty)
Phil Eaton (Vice President for Health Sciences)
Tim Gutierrez (Senior Program Manager, Student Affairs, staff)**
Evan Kist, (ASUNM Senator, student, former Planning Council member)
Carlos Ramirez (Executive Director, UNM-Los Alamos)

STRATEGIC DIRECTION ON NEW MEXICO SERVICE

Apply the University's education, research, and service capabilities to advance the interests and aspirations of New Mexico and its people.

Explanation:

Serving New Mexico is central to the University's mission. Everything that we do at UNM—education and research as well as service activities per se—advance the interests of New Mexico. For example, we offer a comprehensive array of instructional programs that provide quality educational opportunities to New Mexicans; our programs meet the human resource needs of employers, government, schools, and other constituencies; they train professionals in many fields and educate good citizens. Similarly, research programs provide support for government and other organizations; they support business in collaborative relations and technology transfer; they create knowledge about our environment and our culture and society. In addition to our educational and research contributions, we deliver many services such as health care, continuing education, social services, volunteer work through service learning programs, and access to resources such as museums, libraries, and cultural events. Together, our educational, research, and service programs promote economic development and high quality of life.

Summary of Report:

Principles:

One University UNM must integrate its various parts--Main campus, HSC, branches, STC, etc. and approach the community as a single entity with shared goals.

- Competing initiatives divide our energies and make it hard for the community to appreciate all we do.
- Integration will require seriously addressing complex and difficult issues

Build on Strength UNM should focus its contributions in areas where it has particular strengths and natural assets rather than trying to meet every need.

- Our location in the Southwest provides an edge that can be exploited in almost any discipline.
- Planning to exploit strengths will require setting priorities and re-evaluating them periodically.

Encourage Interdisciplinary Collaboration UNM should encourage activities that cross disciplinary boundaries, exploiting the strengths of multiple units and fostering collaborative rather than competitive efforts.

- Interdisciplinary study can provide a superior classroom experience.
- UNM structures often make collaboration more difficult than it needs to be.

Share the Benefits UNM should be centrally concerned with making its knowledge, expertise, and services easily accessible to the people of New Mexico.

- Find ways to involve students as well as faculty and staff in community service.
- Organize information and get the word out so people know how to find what UNM offers.

Reward Community Involvement UNM should provide both opportunities and incentives for students, staff, and faculty to become involved with the larger community through educational, research, and service activities.

- Incorporate service learning in degree programs
- Rethink faculty rewards to better evaluate service as an element of an academic career.

Assign Responsibility UNM should assure that service to the community is coherent, effective, and accessible by creating structures that carry both responsibility and authority to get it done.

- Create a structure that will coordinate without adding bureaucratic layers.
- Make someone accountable for supporting projects, and for ending those that have reached the end of their usefulness.

Committee Membership:

Co-chairs and Strategic Planning Task Force Members:

Vi Florez (Dean, Education)
Wanda Martin (English, faculty; Associate Dean of Arts & Sciences)

Committee Members:

Dale Alverson (Pediatrics, faculty; Tele-medicine program)
Terry Babbitt (Student Affairs, Director of Recruitment, staff)**
Deborah Baness (Student Program Advisor, Student Affairs, staff)
Jerry Dominguez (Vice Provost for Extended University)
Michelle Le Beau (Language & Letters; faculty, chair, UNM-Valencia)**
Paul Nathanson (School of Law, faculty)**
Pete Perna (President, STC)
Dave Stuart (Associate Provost, Urban Agenda; Weekend and Evening Programs)**
Beulah Woodfin (Biochemistry and Molecular Biology; faculty, Faculty Senate Operations Committee)

STRATEGIC DIRECTION ON DIVERSITY

Value and benefit from the creativity, innovation, insight, and excitement generated by the many dimensions of diversity that are the essence of the University and the State.

Explanation:

It is widely understood that diversity leads to new insight, new methods, and new knowledge. For instance, we have long known that much of the most important research occurs at the borders of academic disciplines. Similarly, the best universities and colleges have long made recruitment of students from a variety of international, geographic, and cultural backgrounds a central part of their admissions policy. The linguistic, cultural, national, disciplinary, gender, ethnic, and religious diversity of UNM and the State of New Mexico is a resource of great value. As we learn to benefit fully from it, New Mexico and UNM will

be in the vanguard of a world pervaded by diversity in politics, diplomacy, economics, arts, and every other facet of life.

Summary of Report:

- The University faces a significant challenge: how to enhance academic excellence by embracing diversity.
- Diversity is a voluntary belief system that values all forms of human differences, not only color and gender.
- Diversity is a value and goal to be attained, empowering each individual and group to be heard and to participate equally.
- UNM must have a coherent, coordinated, evaluated effort to promote diversity among faculty, students and staff.
- Through its outreach programs, the University must take advantage of its unique opportunity to promote understanding of diversity throughout the State
- The cultural riches of New Mexico are frequently overlooked as the University pursues more generic models of excellence.
- UNM should make a long-term commitment to achieving both federal goals for underutilized groups and state goals to have the diversity of UNM mirror that of the state.
- UNM should demonstrate that diversity is a major priority by clearly and consistently communicating the message from top administration throughout the fabric of the University, and by rewarding successes in the achievement of measurable outcomes.
- Personal recruiting of applicants and pre-applicants coupled with effective mentoring programs have achieved notable successes. These proactive programs (Law, Education) should serve as models for other units in the University.
- Our diversity should be a recruitment advantage and should be a prominent part of all recruitment and promotional documents, including the UNM Home Page; our diversity should also be a reason that people want to come to UNM and to continue to work and study here.
- Retention of a diverse workforce must be a top priority. It is crucially important to implement in all units effective mentoring that does not expect new faculty, students, or staff to fit into a monolithic model of success.
- The University should promote multiculturalism rather than assimilation.
- The number and diversity of academic support programs for UNM students are beneficial. However there is an equally valid need for a centralized way to coordinate efforts, share knowledge, and define "best practices."
- UNM should disseminate by all possible means (print, web pages, other media) stories that describe attempts, successes, and failures that can serve to guide us in the development of best practices and new paradigms.
- Outreach activities, including Service Learning, offer opportunities for students, staff, and faculty to directly experience diversity in the community, while also fostering UNM-community contact and collaboration. An excellent example is the multidisciplinary training program in the Health Sciences Center.

- The Teaching Resource Center and the Center for the Advancement of Scholarship in Teaching and Learning (CASTL) should aim to produce faculty role models who promote diversity in the learning environment.
- The University has unique scientific expertise in program evaluation. This expertise should be used to implement “Continuous Quality Improvement” in our efforts to attract, recruit, and retain diverse employees and students, and to promote their success.
- Teachers in every discipline should be provided with the resources to integrate diversity into their curricula. This should serve to place diversity in the forefront of education.
- Given the state’s unique historical, linguistic, cultural, and societal resources, UNM should aspire to a multicultural institution at the vanguard of integrative, multidisciplinary inquiry both in basic and applied scholarship.
- UNM could be a national leader in creating new ways of living together and resolving conflicts related to, for example, rationing resources (i.e. water and land and energy). To do so, we will have to rely on the best minds, which will be found in all our diverse population groups. UNM should play a key role in embracing their participation in the intellectual community, both in the arts and sciences and in the professional schools.
- If we can begin to truly practice an internal commitment to becoming a diversity-friendly institution, we will need to begin a diversity consciousness raising process and to place our own institution as a research subject in this endeavor.
- UNM should create a university wide dialogue by conducting and sharing the results of a “diversity-audit” that assesses what we are already doing well and suggests how we can do better.

Committee Membership:

Co-chairs and Strategic Planning Task Force Members:

Bill Miller (Psychology, faculty; Co-director CASAA)
 John Trotter (Cell Biology & Physiology, faculty; Associate Dean, Medicine)

Committee Members:

Scott Carreathers (Director, African American Student Services, Student Affairs, staff)
 Robert LaFarge (Director, Minority Engineering Programs, staff)
 Cheryl Learn (Nursing, faculty; Director of Women’s Studies)**
 Ricardo Maestas (Executive Affairs Officer; President’s Office)**
 Cynthia Martin (Human Resources, Valencia Campus, staff)
 Yvonne Montoya (Student, Regent Scholar)
 Helen Muller (ASM, Organizational Studies, faculty)**
 William Padilla (HSC Faculty Contracts, staff)
 Maria Williams (Music, faculty, Associate Director, Arts in the Americas)
 Vanessa Willock (OEO, staff)

STRATEGIC DIRECTION ON CAMPUS CLIMATE

Foster a vital academic climate that actively engages all elements of our community in an exciting intellectual, social, and cultural life.

Explanation:

The most important mark of a great university, and the most important determinant of student and faculty success, is passionate engagement in important ideas—important not just in the strictly academic sense, but also in meeting the needs of our external constituencies. This kind of engagement raises aspiration, creates community, enhances commitment and focus, and builds discipline; it produces habits of mind and behavior that lead to student success and retention and to outstanding faculty contributions—in general, to academic excellence. Such commitment cannot be limited to campus—indeed to the academic world; it is essentially of the “real world.” But as an educational institution, the University must be an academic community in the sense that the social, cultural, and academic life of students, faculty, and others rests substantially on academic commitment. Curriculum, co-curricular activities, academic events such as conferences and symposia, cultural events, community service, research, and social activity all connect in substantial ways to the academic experience. This strategic direction is about creating the high level academic commitment and excitement that is characteristic of great universities.

Summary of Report:

Identified Needs:

Academic Excellence

- Develop meaningful avenues for participation in programmatic decisions that shape the university’s instructional and research activities.
- Ensure that departments and programs assimilate standards of academic excellence, and have the autonomy to recruit, tenure, promote and retain faculty, staff, and students who best contribute to the unit’s academic mission.
- Regularly engage departments, programs, schools and colleges in goal-setting and internal critique to evaluate their academic achievements and to formulate strategies for improving their performance.
- Establish regular outlets for intellectual collaboration and exchange among faculty, students, and staff. A Faculty and Staff Club would promote such interaction among faculty, while a setting—perhaps within the remodeled Student Union Building—is needed to facilitate interaction among different sectors of the student body.
- Recruit undergraduate students to UNM after they have demonstrated that they have the academic potential and personal motivation to succeed within a university setting.
- Prioritize academic excellence in the resource allocation process, eliminating wasteful resource expenditures, and regularly monitoring and accordingly rewarding meritorious units’ contribution to the university’s academic mission.
- Formulate and consistently implement a clear set of crite-

ria for allocating faculty lines; encourage units to develop hiring plans that will enable them to achieve academic excellence.

Mission, Vision and Goals

- The mission statement should be a succinct endorsement of the importance of academic excellence. Providing other services to the state must follow directly from this commitment.
- The mission statement should be reflected in all campus decisions and serve to establish accountability for all units established.
- The University should encourage internal dialog on the nature of academic excellence as a necessary part of its intellectual climate.
- Performance-based activities such as athletics and fine arts form an academic subculture that must not be allowed to devolve into a separate culture and community.
- Communicating a common vision binds a community together. We must communicate a common vision in order to bind the campus community together.

Leadership and Decision Making

- Demonstrate a clear linkage between the University's mission and its articulation with decision-making.
- Acknowledge that priorities must be set and that decisions must be made in a manner consistent with those priorities.
- Develop decision-making models that provide for information gathering prior to and evaluation after decisions are made.
- Encourage productive participation by campus community members in decisions that impact them.
- Create systems that ensure wide and prompt dissemination of information regarding decisions that result from campus community input processes.
- Set up a system of recognition for effective decision-makers within all levels of the University.
- Establish a mechanism for identifying and resolving problems in campus decision-making processes.

Academic Work and Climate

- Establish academic excellence as the screen through which infrastructure, outreach, and resource decisions are made.
- Conduct a comprehensive review of the effectiveness of current infrastructures in supporting teaching, research, scholarship, creative work, and service/leadership efforts of faculty.
- Make specific and high profile efforts to present and champion the totality of faculty work to the citizens of New Mexico, including the UNM Board of Regents, state legislators, Commission on Higher Education, and key partnerships. Build understanding among key stakeholders of the nature, importance, and excellence of faculty work in all its venues is critical.
- Establish a culture of recognition and reward for excellence in teaching, research, scholarship, creativity, and

leadership/service among individual units and the university as a whole. Reward exemplary or extraordinary efforts in teaching, research, scholarship, creative work, and leadership/service with course release time or extra compensation.

- Engage faculty in a comprehensive review of faculty work and faculty reward and evaluation systems, so that the totality of faculty work is recognized, evaluated, recognized, and rewarded appropriately, particularly in promotion and tenure standards.
- Renew and develop the intellectual community of the faculty, providing for increased communication among faculty across campus, and increased opportunities for faculty across campus to engage in stimulating and frequent conversations about teaching, learning, leadership, and scholarship.
- Increase campus-wide conversations about the nature of teaching and learning and the implications for teaching at the university.
- Develop a comprehensive faculty development program to build faculty capacity and effectiveness in teaching, including student-centered teaching approaches, interdisciplinary work, and technology integration; research, scholarship, and entrepreneurship; and balance among teaching, research, and service activities.
- Strengthen a culture of inclusion and trust by establishing clearer, shared understanding of who makes decisions on what issues, and by establishing real, working processes for timely involvement in university governance, especially when broad issues affecting faculty work and large portions of the UNM community are considered.
- Examine the purpose, role, and function of the Faculty Senate and establish a leadership development program for faculty.
- Examine the potential implications of generational shift among the faculty as increased retirements of tenured faculty occur over the next few years.
- Examine the roles of part-time, adjunct, and visiting faculty and their relationship to tenured and tenure-track faculty. Establish a comprehensive plan for the orientation, involvement, and development of part-time, adjunct, and visiting faculty.
- Establish a comprehensive plan for examining the allocation of resources to support the work of faculty.
- Establish a comprehensive plan for reviewing branch campus faculty workloads, compensation, and linkage to main campus faculty and decision-making processes.

Recognition and Reward of Academic Excellence

- Formulate and communicate consistent standards about what constitutes academic excellence, and regularly reward and recognize faculty, staff, and students whose contributions enhance the university's academic achievements.
- Allocate salary increases, faculty "lines," and other financial resources in ways that compensate meritorious contributions to the University's academic excellence.
- Allocate faculty and staff salaries on the basis of merit, not on an across-the-board basis, and regardless of the strengths or

weaknesses of their departments, programs, or units.

- Increase the availability of non-monetary mechanisms for recognizing and rewarding meritorious contributions, including awards, recognition ceremonies, media outlets, and other innovative strategies.
- Expand the range of options for recognizing and rewarding the achievements of undergraduate and graduate students, and develop alternative ways of supporting the diverse needs of non-traditional students and other components of the heterogeneous student body.
- Promote an informal “culture of recognition” in which faculty, administrators, staff, and students are trained and encouraged to recognize and honor each other’s achievements.

Campus Community

- Establish an organized, cohesive, and consistent system at the university and individual campus unit levels for welcoming students, faculty, staff, alumni, or external groups to campus.
- Review orientation programs with regard to their effectiveness in meeting the needs of non-traditional students.
- Develop a consistent, comprehensive means of gauging the general ethos of the campus community.
- Establish a campus-wide commitment to diversity and a comprehensive evaluation plan for assessing student, faculty, and staff experiences with racism, harassment, and discrimination. Establish a campus-wide response to racism, harassment, and discrimination.
- Establish university and academic unit systems for recognizing student, faculty, staff, and alumni accomplishments. Evaluate the effectiveness of the university and campus unit use of news media.
- Recognize and reward leadership by students, faculty, staff, and alumni participating in campus task forces and committees. Establish processes that enable broader identification of potential participants in task forces and committees.
- Conduct a thorough review of campus events, activities, and organizations to determine attendance patterns and interest in the events, activities, and organizations. Establish a plan for development of new and existing events, activities, and organizations that better meet the needs of the members of a campus community in a large, non-traditional, commuter university. Recognize and reward advisors for student groups and organizations.
- Develop campus pride sites that visibly value and articulate what it means to be a UNM Lobo.
- Get serious about the availability and cost of campus parking.

Improving Systems and Procedures

- Establish an articulated curriculum in all departments and programs with well-trained advisement staff and responsive communication channels through which to deliver timely, accurate program information to other departments and the community.
- Ensure that the goal of any curriculum is clearly stated and understandable to both students and faculty. The role that each component of any program plays in the development of the student should be understood and embraced as part

of the learning process.

- Ensure that financing higher education is a seamless process, with the Financial Aid, Scholarship, and Bursar’s Offices working in unison to eliminate disruptions in funding and to minimize the amount of time and energy diverted into navigating the funding systems.
- Establish high quality data collection and information management efforts in order to enable all departments and programs to continuously monitor enrollment trends and take a proactive approach to serving the changing needs of students.
- Establish human resource management systems that endeavor to employ, develop, and retain personnel who embody standards of excellence in their service to the UNM community. Eliminate systems and policies that allow mediocrity and apathy to proliferate.
- Student recruitment and retention policies should, in no uncertain terms, reinforce a University-wide commitment to academic excellence. Practices and policies that reward minimal efforts must be eliminated.
- The University’s operating systems (e.g., purchasing, payroll, contracts and grants, billing, computer services, etc.) should be well integrated, efficient, and supportive of the academic mission.

Resources

- The University of New Mexico must have an assertive development plan in order to attract resources essential to our advancement.
- The lack of a visible strategic plan has hindered our progress with regard to resource management and development.
- Funding priorities and the allocation of resources must be clearly defined.
- We must look beyond our typical areas of concentration related to resource development and expand our scope and range for creative financial planning.
- We must strengthen our development endeavors through a coordinated approach led by a strong and visible development organization.
- The development office should be charged with working collaboratively with an arrangement of unit organizations across campus to strengthen communication and develop initiatives to maximize our effectiveness.
- The Office of Institutional Advancement should take the initiative to increase activity with alumni to increase contributions from this important group.
- An active alumni presence on campus and ongoing alumni recognition are essential to our academic climate.
- We must anticipate and account for all costs associated with expansion prior to allowing for programmatic growth.
- Clear procedures must be developed to ensure a thorough review for program creation.
- We should increase unrestricted funding and become more selective in determining the programs we support.
- We must seriously address the issue of duplication because

it hinders our ability to address the broader issue of strategic resource management.

- The issue of efficiency is very serious because many campus constituencies sense a lack of accountability with regard to operations and human resource management.
- Resource distribution should be justified so that resources are available to identified recipients for basic maintenance or overall enhancement according to demonstrated need.

Committee Membership:

Co-chairs and Strategic Planning Task Force Members:

Karl Benedict (Doctoral Student, Anthropology)
Lawrence Roybal (Student Affairs, Student Recruitment, staff)

Committee Members:

Cheo Torres (Vice President for Student Affairs)
Kevin Malloy (Electrical Engineering, faculty)**
Amanda Marshall (President of the Association of Non-Traditional Students)
Debbie Morris (Director of Student Activities, Student Affairs, staff)
Rosalie Otero (Director, Honors Program; Associate Dean, University College)**
Judith Ponticell (Education, faculty, Chair, Senate Curriculum Committee)
Ray Rondeau (Associate Director of Student Services, UNM-Valencia, staff)
Susan Tiano (Sociology, Chair)

STRATEGIC DIRECTION ON PREEMINENCE

Provide an environment that cultivates and supports activities of national and global preeminence and impact.

Explanation:

High aspiration can only mean a drive to compete with the very best. UNM must build initiatives of national and international prominence that give the greatest possible benefits to our students, faculty, and community. The institutional and programmatic stature that follows from building internationally prominent programs is in itself a strong force for academic excellence: it helps recruit the best students, faculty, and staff; it increases our public support and therefore resources; it enhances our competitiveness for grants; it is attractive to donors. Such prominence requires that we be uncompromising in supporting individual and programmatic contributions that would bring respect and honor in the most distinguished universities. Since no university can be preeminent in everything, we must build selectively in areas for which our strategic resources give us strong competitive advantages. At the same time, we must build a set of high-profile initiatives that span the entire university such that all programs can relate to one or more of these exciting foci. We must be aggressive in pursuit of true excellence in recruiting and supporting students, faculty, and staff to assure their success in instruction, research, and service. We must expect research contributions that make significant, widely recognized impact on academic disciplines, on practical applications, and/or on quality of life. Creating an environment for this kind of achievement is a prerequisite for becoming a distinguished university.

Summary of Report:

I. Global preeminence and impact.

- The core mission of the University drives us to seek preeminence and impact.
- There is much competition among all distinguished universities.
- UNM has many strategic advantages that provide opportunity:
 - Diverse demographic profile
 - Proximity to an international border
 - Location close to major National Laboratories and in the midst of a growing high-technology industrial community.
 - Proximity to a world-class art and museum center.
 - A high desert location providing a natural laboratory for environment-, water- and health-related studies.
 - Rural character of New Mexico, providing both challenges and opportunities for developments with a broad global impact.
 - Quality of life in New Mexico.

II. The local impact of global preeminence.

- A preeminent program is both a beacon and a catalyst:
 - Preeminent programs serve as role models that challenge other programs to excel.
 - Preeminent programs create and nurture development opportunities.
- Preeminent programs attract outstanding faculty, students and staff.
- As additional programs gain preeminence, the overall quality of the University grows apace.
- The growing stature of the University will attract faculty, students, funding, donations, etc. Preeminence begets preeminence.
- Partnership opportunities with other universities, with the National Laboratory sector, and with industry will increase.
- The co-location of the main and Health Science campuses provides opportunities. One example is the comprehensive response to the outbreak of Hantavirus Pulmonary Syndrome, leading to UNM's becoming a recognized world-wide center for diagnostics, clinical treatment, molecular analysis, and ecological studies of the virus and its host.
- Preeminence leads to global partnerships.
- Research universities play a major role in the economic development of their regions.
- UNM must balance a commitment to preeminence with an equally profound commitment to access. Our mission is necessarily and appropriately committed to the education of New Mexicans.

III. Metrics – agreeing on and supporting excellence.

- Both internal and external recognition of our preeminence and impact are vital.
- Benchmarking allows UNM to benefit from the creativity and experience of others.
- Metrics are a difficult issue:
 - Even for programs that already have some level of global impact.
 - Especially difficult for newer programs that have a potential for preeminence.
 - There are established metrics within a scholarly or performance context, but judgment has to be applied to their interpretation.

IV. Creating a climate that cultivates and supports preeminence and impact.

IV.A Institutional organization

- Interdisciplinary activities are particularly well positioned for preeminence and impact.
- The University must provide appropriate resources and a supportive administrative structure.
- Processes need to be established to continuously monitor the viability of an area and the prospects of the UNM program.
- Mechanisms need to be found to deal with faculty positions, space and other infrastructure needs, particularly for programs that cross departmental, college, and campus boundaries.
- The experience of accomplished faculty must be sought when committing to new programs that involve considerable University resources.

IV.B Intellectual community

- A vibrant intellectual community is at the heart of any great university.
- Community is vital for engendering preeminence, which cannot exist in a vacuum.
- Providing effective mentoring at all levels is essential.
- The rich cultural context of New Mexico is a valuable asset.

IV.C Rewarding excellence

- Recognition of excellence is among the most important responsibilities of the University leadership.
- Attention should be given to both compensation and to non-financial incentives.
- The administration should work to change the current funding formula reliance on student credit hour generation; it is counter to aspirations of global preeminence and impact.
- UNM needs a facility that the collective faculty can call their own, where they can interact with one another and with outside scholars.

IV.D Providing resources

- Resources are intertwined with all aspects of achieving and sustaining preeminence.
- The strategic advantages outlined above provide opportunity; each program must be tasked with translating that opportunity into resource.
- UNM must provide infrastructure: buildings, laboratories, performance spaces, technical support.
- Global competition means that ideas are more important than ever, and that local institutions can prosper only to the extent they bring value to the global effort and maintain a modern infrastructure to keep up with global competition.

IV.E Providing support functions

- Preeminence is hard to achieve and easy to thwart.
- UNM must implement improved administrative systems taking advantage of advances in information technology.
- UNM must recruit quality undergraduate and graduate students and facilitate, not frustrate with bureaucratic zeal, their educations.

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Janet Oliver (Pathology, faculty; Cancer Research Center)**

Ev Rogers (Communication, faculty)

STRATEGIC DIRECTION ON RESOURCES

Foster the responsible, effective, strategic, accountable cultivation of human, financial, and physical resources.

Explanation:

The University's successes have outstripped its resource base in many ways, and it is critical for UNM's further development that we be effective in both the cultivation and use of our human, financial, and physical resources. Both the number and quality of faculty, support staff, and students are critical to achieving our mission. Moreover, high-level performance of our people and programs requires sufficiency of physical resources—buildings, instrumentation, information technologies,

classrooms, and libraries, for instance. For some time a shortage of faculty and staff (often related to level of compensation) and of physical resources have placed constraints on our program growth and effectiveness. Creating the right mix of these resources is a long-term process that depends heavily on continuity in effective planning. Although adequacy of financial resources is not sufficient for assembling the kinds of physical and human resources that we need, it is absolutely necessary that our financial resource base be increased significantly. We must pursue all possible revenue sources vigorously, including state appropriations, tuition, private fundraising, auxiliaries, income from technology transfer activities, and direct service delivery, and we must work aggressively to achieve the most effective use possible of our existing resources.

Summary of Report:

Financial Resources

- State funding for UNM will not be competitive with that of major state universities in other Western states unless the funding formula is revised to reward research productivity and New Mexico chooses to focus its limited higher education funds more effectively into fewer colleges and universities.
- Future increases in funding from higher tuition rates, endowments, and grant/contracts will not significantly improve the University's financial status. Thus, other means must be explored to progressively increase the financial, human, and facilities resources.
- Enrollment growth, coupled with increases in efficiency, financial accountability, planning, reallocation of funds internally, and incentives offer the best hope of significantly improving the University's resource base in the next 5-8 years.

Human Resources

- Many of the concerns for human resources could be addressed by better communication; improved trust; consistency in the application of policies; and inclusion of students, faculty and staff in policy development and decision-making processes.

Students

- The strategic plan should give significant attention to recruiting and retaining students, and to making their experiences at UNM positive and rewarding. UNM should target specific areas for leadership at the national level, e.g., financial aid programs.
- The University should continuously monitor all aspects of its operation and planning in the context of benefiting the students' educational experience. This should include improved attention to advisement, enhancing faculty/student interactions (within the classroom and research activities), improving services for students, encouraging aspects of University life that create a stronger sense of community among UNM students, and continuing to serve nontraditional student needs.

Faculty

- Recruitment and retention of excellent faculty is essential to maintaining a top quality research university. The present efforts to increase faculty compensation should continue.

- Research needs to be recognized appropriately and reflected in the funding formula. The quality and amount of faculty research is the single most important factor by which a university's stature is judged externally, and in attracting excellent faculty and graduate students.
- Focusing on high-quality teaching at all levels and throughout the University will produce benefits in increased enrollments, enhanced intellectual climate, and improved community and alumni relations.

Staff

- Given the financial situation at the University, compensation cannot be used as the only mechanism for improving faculty and staff recruitment, retention, productivity and morale. Unlike compensation funding, organizational structure and the business practices the university follows are within our control and can be changed to improve campus climate, employee morale and to build a sense of community. In addition to compensation, other recognition and reward systems need to be designed jointly by employees and managers to enhance motivation and morale in the workforce.
- The centralization of policy formulation and decision-making should be reviewed. Although some guidance through policy is useful to maintain order in a large bureaucratic system, the flexibility, innovation and empowerment advantages obtained through decentralized decision-making cannot be overemphasized.
- Through effective leadership the University has the ability to establish a new foundation for conducting business to streamline bureaucracy, consolidate services, improve customer service, encourage collaboration, and focus on accountability.

Physical Resources

- The strategic plan should suggest the relationship between the allocation of physical resources (space, technology, facilities) and the academic, research and service areas the institution chooses to emphasize.
- The plan should help define the role information technology (including its physical infrastructure) will play in the future of the university and suggest strategies by which it can be organized, facilitated and managed both inside and outside the institution.
- Access to the University for all its constituents (and how physical resources are allocated to accommodate them) should be guided by the strategic plan in terms of relative priority given to constituents' needs and the degree to which they should be accommodated.
- The qualitative values of the University's physical resources (campus grounds, landscape, architectural style, specialized facilities, communal spaces) should be advanced by the strategic plan to foster the importance of UNM as a truly special destination in the state and region.

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STRATEGIC DIRECTION ON MANAGEMENT/ADMINISTRATION

Develop and sustain effective management systems and academic and student support functions.

Explanation:

Underlying every instructional, research, and service function is a complex set of management systems—for example, systems that place faculty and staff on the payroll; that accomplish purchasing, building and grounds maintenance, student matriculation and registration, and room assignments; that generate transcripts, graduate admissions, and financial aid; that maintain information systems; and that support budget processes, grants/project management, and fundraising. Many of UNM's systems are not effective, leading to students' and faculty members' frustration, to regents', legislators', and others' concern, to enrollment shortfalls, and to other negative outcomes that seriously impact the quality of our programs. Management systems and academic and student support systems must be of a quality consistent with our high academic and service aspirations. Similarly, the performance of individuals who design and manage the way university business gets done must be of highest quality if the University is to achieve its objectives; we must recognize, encourage, and reward individual and programmatic efforts that promote UNM's mission and values.

Summary of Report:

- Fundamental to the University's ability to carry out its academic programs is an extensive and complex set of systems that provide student support (e.g., admissions, registration), academic support (e.g., curriculum management, research services), and the management of fiscal, technological, human, and physical resources.
- At present, these support and management systems are not as effective as they could and should be, a situation that significantly hampers the University's academic and support community in the pursuit of its academic mission.
- The ways in which support and management systems have evolved as the University has grown have often produced inefficiencies and confusion and have not kept pace with technology.

- Correcting the present systems will require careful attention to leadership, decision-making, streamlining processes, and correctly implementing and upgrading information technology.
- The University must lead from the top, manage from the middle, and make decisions at the lowest level possible.
- A clearer understanding of institutional leadership and how meaningful input is encouraged and integrated will strengthen a campus culture of inclusion and trust.
- To support quality faculty and staff, the University must establish clear roles and expectations; provide communication, training and other support resources; and align rewards and incentives to be consistent with desired outcomes.
- Data should be integrated and should support UNM students and personnel, as well as support decision-making and strategic planning.
- Processes need to be re-designed so transactions can be self-initiated and completed accurately in a timely fashion, when and where it is convenient.
- The University needs to "re-engineer" processes to eliminate redundancy, multiple approvals, and other non-value added steps.
- The University must deploy and maintain the necessary technology, including the information infrastructure, to enable the needed improvements in support and management systems.
- Academic Affairs, the Health Sciences Center, and the Branch Campuses must be engaged in bringing about the necessary changes in support and management systems, and assume their appropriate roles in assisting the process from their respective units.

Committee Membership:

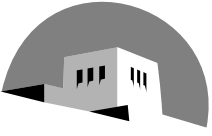
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** -- Also served as a member of one of the 19 Strategic Planning Working Committees



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