THE UNIVERSITY OF NEW MEXICO STRATEGIC PLAN

WITH VISION AND MISSION STATEMENTS
AND IMPLEMENTATION PLAN

(Final Document Draft, October 25, 2001)

The present draft of the UNM Strategic Plan is the result of 18 months of extensive discussion involving the entire University community and many interested people from off campus. In the Spring of 2000, President William Gordon and Provost Brian Foster appointed a Strategic Planning Task Force that managed the process. Several hundred people participated in brainstorming sessions, ad hoc working committees, public forums, meetings, and other activities to provide input and feedback on the plan. The planning process has benefited greatly from these many people’s counsel and greatly influenced the direction and tone of the final document.

The UNM Strategic Plan consists of three main parts:

- Part I includes UNM’s Vision Statement (how we see ourselves and want others to see us), Mission Statement (in broad terms what we actually do), Values Statement, and a Statement of Strategic Advantages.

- Part II, the “Strategic Plan,” consists of two kinds of propositions. The “Strategic Directions” of the plan are critical elements that 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—in fact, they cannot be read without reference to UNM’s Vision and Mission Statements. Each strategic direction is given further definition by a series of “Objectives”—statements with clear implications for educational, research, and service outcomes.

- Part III, the “Implementation Plan,” gives operational content to the Strategic Plan. Each of the strategic plan’s objectives is elaborated by several “Tactics” that specify concretely how the objectives will be met.

The UNM vision and mission statements, the University’s “Value Statement,” and the “Statement of Strategic Advantages” accompany the list of seven strategic directions. Each strategic direction is expanded by a brief statement of its domain and is accompanied by several “Objectives.” Finally, the Implementation Plan includes the set of tactics for each objective along with various notations, cross-references, and other supporting detail. More information on the whole planning process, along with text from the many supporting documents, can be found on the Strategic Planning website at www.unm.edu/~unmstrat.

As the accompanying diagram suggests, the strategic directions fall in two categories. Four of them (i.e., Vital Academic Climate, Public Responsibility, Diversity, and Areas of Marked Distinction) address the academic core of the University and are closely interconnected.
These academic elements rest on three closely connected support elements (Planning, Resources, and Management Systems and Support Functions).

Figure 1
Relations among Strategic Directions

For further information about the UNM Strategic Plan, refer to the Strategic Planning website, [www.unm.edu/~unmstrat](http://www.unm.edu/~unmstrat) or contact Dr. Nancy Middlebrook, Scholes Hall, Room 235. Comments can be provided by e-mail at unmstrat@unm.edu
UNM STRATEGIC PLAN

PART I

Vision Statement

UNM will build on its strategic advantages:
- 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 Statement

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

Value Statement

The values of the individuals who teach, learn and work at UNM have shaped over time the values of the University. Our values provide a frame of reference for making decisions. They contribute to the general atmosphere of the University and then guide us in our teaching, our pursuit of knowledge, and our public service.

Academic Freedom: As a center of knowledge, the University adheres to the doctrines of academic freedom and free speech. The University will continue to protect the exploration of ideas and will encourage inquiry and creative activity by students, faculty and staff. At the same time, the University opposes statements and activities that reflect bigotry and prejudice, and that consequently tend to diminish active participation by all elements of the academic community and to inhibit the free expression of ideas.

Diversity Within the Academic Community: The University values the diversity of its students, faculty, staff and the other people with whom it interacts. Our differences assure that the University is a forum for the expression, consideration and evaluation of ideas. The educational
process on our campus is clearly enriched and strengthened by the fact that these ideas arise and are evaluated from such diverse perspectives.

Creativity and Initiative: The University moves forward in its academic programs, student support services, and other operations by encouraging and rewarding creativity and initiative among faculty, staff, and students.

Excellence: At the University, we value excellence in our people, in our programs, and in our facilities. We have a responsibility to encourage and develop excellence among our faculty, staff and students. We are committed to be leaders.

Integrity and Professionalism: Integrity and ethical, professional behavior by all individuals associated with UNM are essential in order for students, faculty, staff and the public to have trust in the University.

Access and Student Success: We have a clear obligation to provide a quality higher education to all New Mexico students who have the capability to succeed. This obligation is combined with the responsibility to provide an environment and appropriate support that will give every individual his or her best chance of success.

Strategic Advantages

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

- New Mexico’s diverse demographic profile provides UNM the opportunity 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 internationally prominent scientific communities of the federal laboratories 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 for 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 locate.
PART II

Strategic Direction on

VITAL ACADEMIC CLIMATE

Foster a vital climate of academic excellence 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 the campus or 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 must all connect in substantial ways to the academic experience. This strategic direction is about creating the high level of academic commitment and excitement that is characteristic of great universities. A dynamic and interactive climate depends on a robust information infrastructure that supports teaching, learning, and research.

Objectives

• Provide high quality education for undergraduates in every program UNM offers

• Evaluate and restructure UNM’s support for graduate education and raise the effectiveness and stature of our programs

• Support individual, collaborative, and organized research and creative activity

• Develop a sense of campus community that supports the success of all students, faculty, and staff by engaging them in an active and diverse intellectual life

• Ensure substantial roles for faculty, staff, and students in university planning, administration, and governance

• Provide a secure campus environment for faculty, staff, and students that supports the development of the whole person
Strategic Direction on

PUBLIC RESPONSIBILITY

Apply the University’s education, research, and service capabilities to advancing 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—advances 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; and we train professionals in many fields and educate good citizens. Similarly, our research programs provide support for government and other organizations; we support business in collaborative relations and technology transfer; and we 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 a high quality of life.

Objectives

Access to Quality Higher Education

- Provide NM citizens access to a quality higher education
- Increase access to lifelong learning statewide (e.g. distance education, web-based instruction, storefront classrooms)
- Prepare students for success in higher education and the workplace
- Increase the public responsiveness and national stature of UNM’s professional programs

Major Challenges Facing the State of New Mexico

- Work with public schools, communities, and families in improving K-12 education
- Improve health status of New Mexicans
- Promote economic development
Quality of Life in Albuquerque and the State of New Mexico

• Promote service-mindedness among all university constituents (faculty, staff, students, and community)

• Effectively communicate and provide access to UNM services and expertise relevant to quality of life

• Enrich the cultural life of the community
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 leaders in a world pervaded by diversity in politics, diplomacy, economics, arts, and every other facet of life.

Objectives

• Increase the diversity of UNM's faculty, staff, and students to better reflect the demographics of our state

• Recognize and respect differences, creating an environment that embraces fundamental human diversity—ethnicity, gender, sexual orientation, culture, nationality, religion, age, disability, and language

• Benefit from the diversity of academic disciplines

• Recognize and benefit from the diversity of UNM's constituencies (e.g., academic community, business community, citizens, and students)

• Promote communication and interaction across disciplines and units

• Develop a comprehensive approach to international affairs at UNM, including instructional, research, and service programs, as well as a cosmopolitan, international, social, and cultural life on campus
Strategic Direction on

AREAS OF MARKED DISTINCTION

Provide an environment that cultivates and supports activities of national and global distinction 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; and it is attractive to donors. Such prominence requires that we be uncompromising in supporting individual and programmatic contributions that would bring respect and honor to most distinguished universities. Since no university can be eminent 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 ideally will 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 in order to assure their success in instruction, research, and service. We must expect research contributions that have a 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.

Objectives

- Implement an open process for identifying current or potential areas of strategic strength at UNM
- Create structures and processes to effectively support and provide resources distinguished programs
- Develop and implement effective methods of communicating about UNM’s strongest programs to the university, metro area, state, national, and international communities
- Develop a system for regular evaluation and accountability of programs identified as UNM’s strongest and most promising
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 thoughtful, inclusive, and disciplined way to think about using our resources to achieve our vision. In order to do this, 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 the benefit of honest evaluation and continuing dialogue.

Objectives

• Institutionalize the planning process

• Align unit plans (e.g., branches, colleges, divisions, and departments) with the strategic plan

• Align resource allocation with the plan through budget, facilities, and technology planning, and other processes

• Evaluate the plan on a biennial basis and make appropriate adjustments
Strategic Direction on

RESOURCES

Foster the responsible, effective, strategic, accountable cultivation of human, financial, intellectual, 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 adequate physical resources—for instance, buildings, furnishings, instrumentation, equipment, information technologies, classrooms, and libraries. For some time a shortage of faculty and staff (often related to level of compensation) and of physical resources has 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, research and grant activities, income from technology transfer activities, and direct service delivery. We must also work aggressively to achieve the most effective use possible of our existing resources.

Objectives

Human Resources

• Enhance recruitment and retention of employees

• Create effective programs for professional development

• Enhance student employees' job experiences and the academic benefit of employment

• Foster a culture of recognition and reward for excellence in teaching, research, scholarship, creativity, service, and leadership

Financial Resources

• Use financial resources effectively

• Increase effectiveness and visibility of UNM’s fundraising activities

• Maximize state appropriations

• Improve UNM’s competitiveness in obtaining grants and contracts
• Improve effectiveness of enrollment management

• Enable effective technology transfer

**Intellectual Resources**

• Align the development of intellectual resources to support instructional, research, and service programs (i.e. research collections, libraries, laboratory capabilities, performance venues)

**Information Resources**

• Provide and maintain state-of-the-art computing, communications, and information technology across the university

**Physical Resources**

• Align physical resources with priorities
Strategic Direction on

MANAGEMENT SYSTEMS AND SUPPORT FUNCTIONS

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 concern by Regents, legislators, and others; and to enrollment shortfalls and 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 the 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.

Objectives

- Articulate leadership, management, and decision functions to assure both accountability and efficiency
- Streamline approval processes
- Eliminate duplication of services and promote coordination and collaboration
- Increase efficiency and customer focus of transactions
- Improve management systems that support student services
The following Implementation Plan contains specific tactics for each of the objectives listed under the seven Strategic Directions of the Strategic Plan. As outlined in Figure 1 (included in the introduction to the plan), there are significant interactions between each of the Strategic Directions. Many of the tactics and even some of the objectives could appear in different parts of the plan. Similarly, many cross-cutting or complementary items appear in different locations within the plan. Major instances of such “interactions” across the different Strategic Directions, Objectives, and Tactics are noted in the Implementation Plan. The cross-references are by no means exhaustive, but rather are set forth in recognition of the most important overlapping elements of the plan.

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

I.A. Objective: Provide high quality education for undergraduates in every program UNM offers [also see VI.I.]

Tactics:
I.A.1. Re-evaluate Introductory Studies work to assure that it provides underprepared students a solid foundation for college-level work
I.A.2. Build on the expertise of branch faculty in working with underprepared students
I.A.3. Review and revise general education to assure that it provides a solid foundation for upper division work [also see III.B.3.]
I.A.4. Enrich classroom instruction by incorporating research experience, learning communities, performance and practice, interdisciplinary courses, and service learning for undergraduate students [also see I.C.2.]
I.A.5. Educate faculty, staff, and students about varying learning styles and encourage teaching methods that address those differences
I.A.6. Recruit and hire quality undergraduate teachers for both upper- and lower division courses
I.A.7. Review and revise the faculty reward structure to assure that excellence in both teaching and research is rewarded [also see II.H.1. and VI.D.]
I.A.8. Minimize the use of large lecture-style classes without associated discussion or lab sessions
I.A.9. Provide effective training for Teaching Assistants in all programs [also see I.B.4.]
I.A.10. Minimize the use of contingent, part-time instructors in the classroom
I.B. Objective: Evaluate and restructure UNM’s support for graduate education and raise the effectiveness and stature of our programs [also see IV.A.1., IV.B.3, IV.B.6., IV.B.8., IV.C., and IV.D.1.]

Tactics:
I.B.1. Improve graduate student recruitment, retention, advising, and mentoring [also see VI.G. and VI.I.]
I.B.2. Restructure admissions processes to make them integral to and supportive of graduate student recruitment activities [also see VI.G. and VI.I.]
I.B.3. Work with the research office and our graduate programs to enhance graduate student funding through training grants, fellowships, development, and other means [also see VI.G. and VI.H.]
I.B.4. Establish a broad-based Preparing Future Faculty program that will enhance job prospects for UNM’s doctoral graduates who seek careers in the professorate [also see I.A.9., II.D.7., and VI.C.1.]
I.B.5. Engage the UNM community in the national dialogue on graduate education
I.B.6. Establish systematic efforts to raise the national visibility and stature of our programs, thereby increasing the attractiveness of our programs to funding agencies, potential students, and potential faculty [also see II.D.5., IV., VI.G., and VI.H.]
I.B.7. Assure that the workloads of Graduate Assistants, Teaching Assistants, and Research Assistants are consistent with academic progress

I.C. Objective: Support individual, collaborative, and organized research and creative activity [also see VI.H.]

Tactics:
I.C.1. Fashion an integrated institutional support system to promote and facilitate research and creative activities [also see VI.H.5.]
I.C.2. Integrate the research and teaching missions of the University to support and enrich each other [also see I.A.4. and III.C.7]
I.C.3. Encourage the publication and presentation of research to national and international audiences
I.C.4. Strengthen pre- and post-award management systems to support those engaged in research and creative activity
I.C.5. Increase the visibility of UNM’s research and creative achievements to community, state, national, professional, and scientific audiences [also see IV.C.]
I.C.6. Create opportunities for the development, training, and support of faculty, preparing them to compete successfully for external funding
I.C.7. Create mechanisms to facilitate interdisciplinary research collaboration internally and externally
I.C.8. Enhance efforts to attract and retain outstanding researchers and scholars
I.C.9. Charge the Office of Research Services to identify opportunities for and recommend externally funded initiatives consistent with the strategic directions of the University [also see VI.H.4.]
I.C.10. Increase resources for support of student research [see also VI.G.]
I.C.11. Engage the UNM community in the national dialogue on the future of scholarly publishing and subsequent implications (e.g., impact on faculty evaluation and reward systems, the nature of research libraries, and other academic items)

I.D. Objective: Develop a sense of campus community that supports the success of all students, faculty, and staff by engaging them in an active and diverse intellectual life \[also see II.A., III.B., III.C., III.E., and III.F.\]

Tactics:

I.D.1. Coordinate the efforts of units such as colleges, schools, and Student Affairs to identify and develop models to enhance student success and retention \[also see VI.C. and VI.I.\]

I.D.2. Meaningfully integrate part-time and visiting faculty into the campus community and intellectual life

I.D.3 Establish an organized, reliable system for orienting new students, faculty, and staff to the campus community and to UNM's mission and values

I.D.4. Establish regular outlets for intellectual collaboration and exchange among faculty, students, and staff (e.g., off-campus retreats and a Faculty/Staff Club)

I.D.5. Engage students in intellectual activities beyond the classroom

I.D.5.a. Develop ways to encourage student participation in cultural events (e.g., open concerts and lectures to “student rush” in the last hour)

I.D.5.b. Through focused efforts, increase attendance at academic events by students, faculty, staff, local professionals, and others

I.D.6. Create systems for networking and mentoring to foster a coherent educational experience for all students

I.D.7. Organize and support student advising to provide accurate, timely, and understandable information about program requirements and academic progress

I.D.8. Increase the number of academic events in Albuquerque and other UNM locations (e.g., national conferences, regional conferences, symposia, lectures) \[also see III.C.8.\]

I.D.9. Improve services for event planning and coordination and identify an office to coordinate scheduling for on-campus meetings and lectures

I.D.10. Emphasize academic content into activities and events already taking place on campus in order to tie them more directly to the intellectual life of the campus (e.g., incorporate academic content into recognition events through brief talks by students, staff, or faculty who are being honored)

I.D.11. Plan events, such as retreats, cultural days, and special theme days like MLK, that involve presentations or performances from diverse faculty and staff \[also see II.J.1.\]

I.D.12. Extend University services to students during the lunch hour, after hours, and on weekends
I.E. Objective: Ensure substantial roles for faculty, staff, and students in university planning, administration, and governance [also see V.A. and V.D.]
Tactics:
I.E.1. Develop and communicate a common understanding of each group’s domain (Regents, administration, faculty, staff, and students) in University governance

Faculty
I.E.2. Increase the responsibility and accountability of faculty standing committees in shared governance
I.E.3. Assure that appropriate faculty standing committees are involved in programmatic decisions that shape the university’s instructional, service, and research activities (e.g., Budget Committee to have representation on the Planning Council)
I.E.4. Create a resource program for faculty who participate in shared governance
I.E.5. Establish reward and recognition programs for faculty involved in governance (e.g., recognition ceremonies, luncheons, release time for senators, etc.) [also see VI.D.1. and VI.D.2.]

Staff
I.E.6. Create an orientation and training program for staff who participate in University committees
I.E.7. Enhance reward and recognition programs for staff involved in University committees (e.g., recognition ceremonies, awards) [also see VI.D.1. and VI.D.2.]

Students
I.E.8. Create an orientation and training program for students who participate in University committees
I.E.9. Integrate student participation in governance into their educational experience
I.E.10. Develop systematic communication between student government and University administration (e.g., student fee allocation, student life)
I.E.11. Ensure that student seats on University committees are filled

I.F. Objective: Provide a secure campus environment for faculty, staff, and students that supports the development of the whole person [also see II.F.]
Tactics:
I.F.1. Provide and encourage measures that promote safety, physical health, and fitness for students, staff, and faculty
I.F.2. Ensure that all students, staff, and faculty have access to excellent and affordable health care, including behavioral health care
I.F.3. Welcome and encourage UNM partnerships with volunteer organizations, social and business organizations, and faith-based organizations [also see III.D.3.]
I.F.4. Implement on-line, telephone, and other systems that provide easy access to contact information about behavioral health referral and support resources in the university and community [also see III.D.3.]
I.F.5. Foster the goals of holistic education, including complex cognitive skills, critical thinking, ability to apply knowledge to practical problems, appreciation of human differences, and an integrated sense of personal identity.

II. Strategic Direction: Apply the University’s education, research, and service capabilities to advancing the interests and aspirations of New Mexico and its people.

Access to Quality Higher Education

II.A. Objective: Provide NM citizens access to a quality higher education [also see I.D., II.B., and III.A.]

Tactics:
II.A.1. Maintain affordable tuition [also see VI.I.]
II.A.2. Increase “need-based” grant aid [also see VI.I.]
II.A.3. Facilitate student movement between the two- and four-year systems
II.A.4. Provide means for current and prospective students to negotiate the physical campus, as well as student and academic services [also see II.I., II.J.2., and VI.M.1]
II.A.5. Establish university-wide coordination of two-year college relations [also see II.C.1.]
II.A.6. Establish university-wide coordination of K-12 relations [also see II.C.2. and II.E.3.]

II.B. Objective: Increase access to lifelong learning statewide (e.g., distance education, web-based instruction, and storefront classrooms) [also see II.A. and III.A.]

Tactics:
II.B.1. Create a suite of degree completion programs that can be offered at branches and other two-year schools in a financially viable delivery system
II.B.2. Create a set of web-based materials that are suitable both for enrichment of campus-based instruction and for freestanding delivery off campus
II.B.3. Enhance weekend, summer, and evening programs in order to improve access for students who do not live in Albuquerque and/or who work such that standard day schedules are impossible
II.B.4. Create a competitive and financially viable presence in Rio Rancho
II.B.5. Improve dissemination of information, advisement, and other student support services throughout the state for programs that are available only at UNM [also see VII.E.]

II.C. Objective: Prepare students for success in higher education and the workplace

Tactics:
II.C.1. Build on branch campus and community college developmental studies and GED programs [also see II.A.5]
II.C.2. Work collaboratively with secondary schools to enhance college preparation \[also see II.A.6. and II.E.3.\]

II.D. Objective: Increase the public responsiveness and national stature of UNM’s professional programs

Tactics:

II.D.1. Meet New Mexico’s needs for professional degree programs

II.D.2. Offer through the Division of Continuing Education and the professional schools appropriate professional development/continuing education programs to meet the needs of New Mexico’s professional communities

II.D.3. Develop strong pre-professional advisement programs that create pipelines of quality students for UNM’s professional programs

II.D.4. Increase ties to professional organizations such as the New Mexico Bar Association and similar organizations for architects, teachers, medical doctors, engineers, business people, and other professionals \[also see III.D.3.\]

II.D.5. Conduct careful strategic analyses of UNM’s professional programs to determine measures that would increase their national stature, and thus, the value of their degrees to the programs’ graduates \[also see I.B.76. and IV.\]

II.D.6. Work with employers of UNM’s professional graduates (e.g., law firms, businesses, hospitals, and schools) to ensure that their needs are met by the University’s degree programs and continuing education \[also see II.G.1.\]

II.D.7. Partner with external organizations (e.g., federal laboratories and sovereign tribal governments) to create internships and other experiential opportunities \[also see I.B.4., II.H.3., and III.D.1.\]

II.D.8. Create alliances with professional groups and associations, including alumni, to cultivate meaningful interactions with the professional and business community \[also see II.G.3.\]

Major Challenges Facing the State of New Mexico

II.E. Objective: Work with public schools, communities, and families in improving K-12 education

Tactics:

II.E.1. Develop stronger content and pedagogical training for teachers (e.g. math/science teacher training)

II.E.2. Improve collaboration among UNM’s colleges/schools/departments in support of teacher preparation and professional development

II.E.3. Develop and provide content and pedagogical resources for K-12 education \[also see II.A.6. and II.C.2.\]

II.E.4. Contribute to the development of innovative approaches to K-12 education (e.g., effective instructional technology)

II.F. Objective: Improve health status of New Mexicans \[also see I.F.\]

Tactics:

II.F.1. Fully implement the Health Sciences Center Strategic Plan
II.G. Objective: Promote economic development [also see VI.J.]
Tactics:
II.G.1. Respond to the human resource needs of New Mexico employers [also see II.D.6.]
II.G.2. Contribute to work-force development
II.G.3. Work with state, city, and community-based organizations to attract new businesses to New Mexico [also see II.D.8.]
II.G.4. Support development of small businesses and new ventures

Quality of Life in Albuquerque and the State of New Mexico
II.H. Objective: Promote service-mindedness among all university constituents (faculty, staff, students, and community)
Tactics:
II.H.1. Assure that the faculty reward system (e.g., promotion, tenure, and compensation) appropriately weights service [also see I.A.7.]
II.H.2. Provide time and incentive for staff to participate in community service activities
II.H.3. Create incentives/requirements for every student to incorporate service to the community as part of their education [also see II.D.7.]
II.H.4. Create incentives for faculty to create curricular service opportunities for students

II.I. Objective: Effectively communicate and provide access to UNM services and expertise relevant to quality of life [also see II.A.4, II.J.2, and IV.C.]
Tactics:
II.I.1 Use UNM expertise and research proactively to inform emergent community and state public policy
II.I.2 Collaborate with local and state agencies in evaluation research pertinent to the development of public policy
II.I.3 Work with state and local governments to plan and implement sustainable development of New Mexico communities, infrastructure, and buildings
II.I.4 Improve collaboration among UNM schools and colleges to work with local governments and community-based organizations to solve critical problems in the natural and built environment
II.I.5 Develop curricular content that addresses wise water and natural resources management and conservation

II.J. Objective: Enrich the cultural life of the community
Tactics:
II.J.1 Improve visibility and recognition of campus cultural events – make UNM a destination [also see I.D.11]
II.J.2 Improve access and way-finding to cultural venues, enhancing the friendliness of the campus to the outside community [also see II.A.4, II.I, VI.M.1., and VI.M.4.]
II.J.3 Translate community interest in athletics to broader involvement of the community with the University
III. **Strategic Direction**: 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.

III.A. **Objective**: Increase the diversity of UNM's faculty, staff, and students to better reflect the demographics of our state [also see II.A., II.B., and VI.I.]

**Tactics:**
- III.A.1. Create a culture of proactive recruitment [also see VI.G.]
- III.A.2. Devise a process that allows effective recruitment within legal and policy constraints
- III.A.3. Cooperate actively with community organizations to help recruit members of ethnic, racial, linguistic, international, and other groups
- III.A.4. Develop an appropriate role for a diversity officer
- III.A.5. Assure appropriate communications with advocacy groups
- III.A.6. Create a plan for targeted hiring (faculty and staff)
- III.A.7. Create a database of highly qualified candidates and cultivate relationships with them

III.B. **Objective**: Recognize and respect differences, creating an environment that embraces fundamental human diversity—ethnicity, gender, sexual orientation, culture, nationality, religion, age, disability, and language [also see I.D. and VII.E.3.]

**Tactics:**
- III.B.1. Create opportunities for faculty, staff, and students to experience cultures, disciplines, and environments different from their own
- III.B.2. Create classes and or class-related activities that include multi-cultural experiences
- III.B.3. Infuse diversity/multi-cultural content in the core curriculum [also see I.A.3.]
- III.B.4. Create supportive, comfortable environments for minority, international, and other populations [also see VII.E.]
- III.B.5. Generate flexibility in university systems in order to accommodate life circumstances of individuals (e.g., family, cultural, religious, disability) [also see VII.E.]
- III.B.6. Encourage the free expression of diverse opinions in an atmosphere of civility and mutual respect

III.C. **Objective**: Benefit from the diversity of academic disciplines [also see I.D.]

**Tactics:**
- III.C.1. Assure that contributions to interdisciplinary programs are important elements in evaluations of departments
- III.C.2. Change the environment to support joint faculty appointments
- III.C.3. Facilitate cross-listing and team teaching of courses
- III.C.4. Create courses with a high degree of interdisciplinary content
- III.C.5. Create a campus dialogue on establishing flexible instructional programs at undergraduate and graduate levels
III.C.6. Develop appropriate administrative models for institution-wide teaching programs

III.C.7. Align interdisciplinary research and instructional programs [also see I.C.2.]

III.C.8. Significantly increase the number of interdisciplinary symposia, seminars, and lectures [also see I.D.8. and III.E.3.]

III.D. Objective: Recognize and benefit from the diversity of UNM’s constituencies (i.e., academic community, business community, citizens, and students)
   Tactics:
   III.D.1. Increase joint planning with strategic partners (e.g., federal laboratories, museums, sovereign tribal governments, and industry) [also see II.D.7.]
   III.D.2. Increase the involvement of diverse alumni on advisory committees and for internships, placements, mentoring, and other relationships
   III.D.3. Develop mutually beneficial relations with diverse community-based groups (e.g., religious, ethnic, professional, and international) and surrounding neighborhoods [also see I.F.3., I.F.4., I.D.7., and II.D.4.]
   III.D.4. Create productive relationships (e.g., joint research, and preparing faculty) with other post-secondary institutions

III.E. Objective: Promote communication and interaction across disciplines and units [also see I.D.]
   Tactics:
   III.E.1 Renew and develop the intellectual community of UNM, providing for increased communication across campus units, and increased opportunities to engage in stimulating and frequent conversations about scholarship, teaching, learning, and leadership
   III.E.2. Promote events and activities that encourage intellectual exchange across disciplines
   III.E.3. Offer a regular series of lectures or interdisciplinary panels [also see III.C.8.]
   III.E.4. Encourage, fund, and reward inter-departmental, inter-college interactions among faculty

III.F. Objective: Develop a comprehensive approach to international affairs at UNM, including instructional, research, and service programs, as well as a cosmopolitan, international, social, and cultural life on campus [also see I.D.]
   Tactics:
   III.F.1. Increase the number of international students where they are underrepresented in both graduate and undergraduate programs
   III.F.2. Increase the interaction of international and domestic students to enrich the educational experience of both
   III.F.3. Continue to enhance the prominence of UNM’s Latin American and Iberian programs, promoting the participation of as many academic units as possible
III.F.4. Increase UNM’s international presence by developing a topical initiative with international stature that builds on special UNM strengths in Latin American and Southwest Studies

III.F.5. Strengthen study abroad programs’ links to UNM curriculum and increase the number of students who experience significant international educational experiences

III.F.6. Integrate the activities of the Latin American and Iberian Institute, the Office of International Programs and Studies, the new global initiative, and other international activities of instructional and research units through the office of an Associate Provost for International Affairs

IV. Strategic Direction: Provide an environment that cultivates and supports activities of national and global distinction and impact. [also see I.B.6. and II.D.5.]

IV.A. Objective: Implement an open process for identifying current or potential areas of strategic strength at UNM

Tactics:
IV.A.1. Invite the campus community to begin a discussion of current or potential areas of distinction and strategic strength (e.g., niches where UNM has unique features or strategic advantages, potential growth areas, and opportunities arising in current trends and strengths in research) [also see I.B.]

IV.A.2. Assemble a distinguished panel to advise the Provost and discuss with all interested parties potential areas of marked distinction and strategic strength

IV.A.3. Consider, for each potential area of marked distinction, what resources (human, physical, funding, and time) are currently available, what additional resources could be acquired (e.g., potential grant support), what resources would be needed from the University, and how the area articulates with priorities and plans of colleges/schools, centers, branches, and departments [also see VI.]

IV.B. Objective: Create structures and processes to effectively support and provide resources for distinguished programs [also see V.C.]

Tactics:
Climate:
IV.B.1. Create challenging levels of aspiration—really high, soaring levels—with appropriate benchmarking standards [also see IV.D.2.]

IV.B.2. Find ways in which contributing departments benefit from affiliation with UNM’s most distinguished programs (e.g. cooperation in recruiting students and faculty, bringing in prominent visitors, shared instrumentation, and library collections)

IV.B.3. Provide incentives for departments to relate to areas of distinction (e.g., in hiring decisions, to hire faculty who will interface with identified areas of distinction) [also see I.B. and VI.A.1.]
IV.B.4. Encourage pooling of resources (e.g., equipment, personnel, and services) that can be efficiently shared by areas of distinction and academic and research units [also see IV.B.9.]

Faculty Support:
IV.B.5. Provide sufficient flexibility in compensation to address market needs and retain key faculty and administrative and technical staff [also see VI.A.5.]
IV.B.6. Proactively bring faculty forward for prominent Fellow and Academy appointments; this can be initiated at a number of levels in the University [also see I.B.]
IV.B.7. Implement creative incentive plans to reward performance (e.g., see School of Medicine faculty compensation plan) [also see IV.D.2., VI., and VI.D.1.]

Resources:
IV.B.8. Identify resources to seed initiatives [also see I.B.]
IV.B.9. Ensure adequate sustained support for infrastructure and personnel needed to retain strategic preeminence, and consider this in the development of shared resources (e.g., laboratory/studio/performance facilities, clinics, libraries, and CIRT) [also see IV.B.4. and VI.L.1.]

IV.C. Objective: Develop and implement effective methods of communicating about UNM’s strongest programs to the university, metro area, state, national, and international communities [also see I.B., I.C.5., and II.I.]
Tactics:
IV.C.1. Expand the scope and effectiveness of UNM’s Public Information staff and publications to regularly highlight areas of distinction
IV.C.2. Prominently feature UNM’s areas of distinction on the University web site [also see VI.D.2.]
IV.C.3. Feature or highlight areas of distinction in materials for recruiting faculty, staff and students

IV.D. Objective: Develop a system for regular evaluation and accountability of programs identified as UNM’s strongest and most promising [also see V.B.2.]
Tactics:
IV.D.1. Assess and require success in an uncompromising way [also see I.B.]
IV.D.2. Ensure that specific goals are set for programs and that rewards accrue only through accomplishment [also see IV.B.1., IV.B.7., V.B.]
V. Strategic Direction: Draw strategically on UNM’s resources, building integrated, coherent, disciplined activities to pursue our collective vision as an educational institution.

V.A. Objective: Institutionalize the planning process [also see I.E.]
Tactics:
V.A.1. Reconstitute and reorganize the Planning Council to be UNM’s central planning body (e.g., broaden representation, clearly define responsibilities and authority)
V.A.2. Review and revise the environmental scan on a continuing basis
V.A.3. Promote a dialogue in the university community regarding the role of each unit in fulfilling the university plan (e.g., role of branches, colleges, centers, and divisions, and the contributions they make to the community and the university as a whole)
V.A.4. Provide high-level staff support for Planning Council's strategic planning activities

V.B. Objective: Align unit plans (e.g., branches, colleges, divisions, and departments) with the strategic plan [also see IV.D.2.]
Tactics:
V.B.1. Assure that elements of the plan are systematically incorporated in the work plans of Vice Presidents, Deans, Chairs, and Directors
V.B.2. Charge the Planning Council with developing and implementing a process to align unit plans with strategic plan [also see IV.D.]
V.B.3. Restructure academic program review processes to be comprehensive (i.e., undergraduate, graduate, research, and service) and draw heavily on these reviews when doing strategic planning

V.C. Objective: Align resource allocation with the plan through budget, facilities, and technology planning, and other processes [also see IV.B. and VI.]
Tactics:
V.C.1. Integrate the goals of the plan into the University’s budget process through recommendations of the Budget Subcommittee of the Planning Council [also see VI.E.1.]
V.C.2. Institute public budget forums (e.g., the Planning Council) for more effective public presentation of budget issues and their articulation with the strategic plan
V.C.3. Create space utilization standards as a basis for resource allocation in alignment with the strategic plan

V.D. Objective: Evaluate the plan on a biennial basis and make appropriate adjustments [also see I.E.]
Tactics:
V.D.1. Charge the Planning Council with conducting biennial evaluation – tactic by tactic, objective by objective – of progress toward implementing elements of the plan
V.D.2. Assure that the Planning Council’s evaluation process is open and includes broad public comment and participation of the University community
V.D.3. Publish and widely distribute evaluation results
V.D.4. Make recommendations to the President regarding proposed changes to the plan

VI. Strategic Direction: Foster the responsible, effective, strategic, accountable cultivation of human, financial, intellectual, and physical resources. [also see IV.A.3., IV.B.7., and V.C.]

Human Resources
VI.A. Objective: Enhance recruitment and retention of employees
Tactics:
VI.A.1. Proactively recruit the best employees [also see IV.B.3.]
VI.A.2. Aggressively pursue means to provide enhanced compensation packages and other benefits of employment, assuring regular employees a living wage
VI.A.3. Reward and recognize employees for their contributions [also see VI.D.1.]
VI.A.4. Enhance and publicize the benefits, amenities, and quality of life for UNM employees (e.g., childcare, eldercare, health promotion program, and employee assistance)
VI.A.5. Develop creative strategies to improve employee retention [also see IV.B.5.]
VI.A.6. Enhance working conditions (e.g., promote civility, respect, safety, and ergonomics)
VI.A.7. Utilize the skills and institutional knowledge of UNM retirees

VI.B. Objective: Create effective programs for professional development [also see VII.A.3.]
Tactics:
VI.B.1. For staff, expand career ladder and career advancement opportunities
VI.B.2. For faculty, create career advancement opportunities
VI.B.3. Provide management training for managers and supervisors
VI.B.4. Create a leadership internship program

VI.C. Objective: Enhance student employees' job experiences and the academic benefit of employment [also see I.D.1.]
Tactics:
VI.C.1. Enhance professional development activities for Teaching Assistants/Graduate Assistants/Research Assistants, linking them explicitly with students' career goals [also see I.B.4.]
VI.C.2. Create learning communities that are linked to student employment experiences
VI.D.  Objective: Foster a culture of recognition and reward for excellence in teaching, research, scholarship, creativity, service, and leadership [also see I.A.7.]

Tactics:
VI.D.1. Reward and compensate UNM employees whose contributions enhance the university’s academic achievements [also see I.E.5., I.E.7., IV.B.7., and VI.A.3.]

VI.D.2. Increase the number and visibility of non-monetary mechanisms for recognizing and rewarding meritorious contributions, including awards, recognition ceremonies, media publicity, and other innovative strategies [also see I.E.5., I.E.7., and IV.C.2.]

VI.D.3. Expand the range of options for recognizing and rewarding the achievements of undergraduate and graduate students

VI.D.4. Promote an informal culture of recognition, in which faculty, staff, students, and administrators are encouraged to recognize and honor each other’s achievements in teaching, research, scholarship, creativity, service, and leadership

VI.D.5. Communicate excellent work of UNM employees to the community (e.g., work with the Albuquerque Journal or Tribune for monthly inserts highlighting UNM accomplishments/events) and assure that news releases go to local media for all students making the dean’s list and those receiving academic awards

Financial Resources

VI.E.  Objective: Use financial resources effectively

Tactics:
VI.E.1. Establish a comprehensive three to five year financial planning process, aligned with university priorities, that incorporates instruction and general (I&G) budgets, capital budgets, state and federal legislative priorities, development activities, grant and contract funding, and auxiliaries [also see V.C.1.]

VI.E.2. Evaluate out sourcing of current on-campus units and services that might be provided more cost-effectively by an external provider

VI.F.  Objective: Increase effectiveness and visibility of UNM’s fundraising activities

Tactics:
VI.F.1. Align private resource acquisition/development plans and efforts with institutional priorities

VI.F.2. Assure that development plans at various levels reflect this alignment

VI.F.3. Place significant emphasis on major gifts

VI.F.4. Provide professional training in development/fundraising for deans and other key administrators [also see VII.A.3.]

VI.F.5. Ensure that development/fundraising activities are substantial responsibilities of key administrators, including deans, branch administrators, and others

VI.F.6 Build infrastructure for a feasible capital campaign
Tactics:
VI.G.1. Work to ensure the funding formula is more mission sensitive
VI.G.2. Work with the Commission on Higher Education (CHE) and the legislature to implement appropriate funding formula adjustments

VI.H. Objective: Improve UNM’s competitiveness in obtaining grants and contracts [also see I.B.3., I.B.6., and I.C.]
Tactics:
VI.H.1. Assure that we recover full indirect costs allowed by granting agencies
VI.H.2. Budget substantial funds for contracts and grants that require matching funds
VI.H.3. Develop strategies to show in-kind match and institutional commitment
VI.H.4. Develop infrastructure and planning to compete effectively for very large and unusually complex contracts and grants [also see I.C.9., VII.B., and VII.D.]
VI.H.5. Develop effective project management capabilities [also see I.C.1., VII.B., and VII.D.]
VI.H.6. Develop strategies for administrative review, oversight, and accountability of project management [also see VII.B. and VIII.D.]

Tactics:
VI.I.1. Manage enrollments to produce positive financial results and shape each incoming class
VI.I.2. Improve distribution of students across programs in order to increase enrollments in programs that have unused instructional capacity
VI.I.3. Maintain UNM’s share of New Mexico freshmen while increasing the academic profile, diversity, academic success, and retention
VI.I.4. Recruit and retain non-resident and international students in order to increase their enrollment
VI.I.5. Maintain a centralized enrollment management structure (team) representing critical campus functions, across division lines, chaired by the Vice President of Student Affairs

VI.J. Objective: Enable effective technology transfer [also see II.G.]
Tactics:
VI.J.1. Revise intellectual property policies and regulations to be less burdensome and to provide better support to inventors
VI.J.2. Implement the Science and Technology Corporation’s (STC's) business plan to become self-supporting within six years
VI.J.3. Continue STC's efforts to establish service-oriented relations with faculty
VI.J.4. Develop an effective incubator program within STC
Intellectual Resources
VI.K. Objective: Align the development of intellectual resources to support instructional, research, and service programs (e.g., research collections, libraries, laboratory capabilities, performance venues)
Tactics:
VI.K.1. Provide resources to assure adequate access, care, and maintenance of collections and facilities
VI.K.2. Develop long-term plans for continued growth and development of collections and other resources
VI.K.3. Publicize the availability and facilitate the use of the collections and facilities (e.g., make available through on-line data bases, hold conferences around the collections, bring faculty on sabbaticals to do research on the collections)
VI.K.4. Systematically encourage donation of collections that complement UNM’s strengths

Information Resources
VI.L. Objective: Provide and maintain state-of-the-art computing, communications, and information technology across the university, including the branch campuses
Tactics:
VI.L.1. Provide and maintain technological infrastructure campus-wide to support computing, communications, and information technology [also see IV.B.9., VII.A.5., and VII.C.2.]
VI.L.2. Develop a comprehensive information technology plan
VI.L.3. Ensure that all faculty, staff, and students have access to and training in the use of state-of-the-art technology [also VII.E.1.]

Physical Resources
VI.M. Objective: Align physical resources with priorities
Tactics:
VI.M.1. Sustain and enhance quality of facilities, physical infrastructure, and campus amenities [also see II.A.4. and II.J.2.]
VI.M.2. Strategically address deferred maintenance, renewal, and modernization
VI.M.3. Reinforce campus qualities that characterize it as a unique architectural setting
VI.M.4. Create a formal parking policy that aligns with university priorities [also see II.J.2.]
VI.M.5. Strategically align facility plan with institutional priorities
VII. Strategic Direction: Develop and sustain effective management systems and academic and student support functions.

VII.A. Objective: Articulate leadership, management, and decision functions to assure both accountability and efficiency

Tactics:
VII.A.1. Make decisions and establish accountability at the lowest appropriate level [also see VII.B.3.]
VII.A.2. Balance accountability in decision-making with encouragement of appropriate risk-taking
VII.A.3. Provide development and training opportunities for faculty and staff, including managers and others in leadership positions [also see VI.B. and VI.F.4.]
VII.A.4. Develop effective administrative structures for activities that substantially involve multiple deans and vice presidents
VII.A.5. Implement systems to provide appropriate access to information and support decision-making and reporting [also see VI.L.1.]

VII.B. Objective: Streamline approval processes [also see VI.H.4., VI.H.5., and VI.H.6.]

Tactics:
VII.B.1. Change processes to eliminate unnecessary redundancy, multiple approvals, and other non-value added steps
VII.B.2. Implement mechanisms to ensure proper information flow and access
VII.B.3. Give units and projects appropriate authority with respect to purchases, hiring decisions, and instructor approvals [also see VII.A.1.]
VII.B.4. Implement periodic consequential audits to monitor compliance and accountability

VII.C. Objective: Eliminate duplication of services and promote coordination and collaboration

Tactics:
VII.C.1. Evaluate all service offices that are duplicated at HSC and Main Campus to determine advantages and disadvantages of continuing to operate parallels vs. combined offices (e.g., legal, research, and Human Resources)
VII.C.2. Identify types of services that are duplicated in many units of UNM to determine where economy-of-scale can be applied to increase efficiency and where coordination can be improved (e.g., security, health services, human resources, accounting, and computer maintenance) [also see VI.L.1.]
VII.C.3. Reduce the number of e-mail, calendar, and other such systems

VII.D. Objective: Increase efficiency and customer focus of transactions [also see VII.H.4., VII.H.5., and VII.H.6.]

Tactics:
VII.D.1. Provide customer service training for all employees who interface with the public
VII.D.2. Integrate information management systems
VII.D.3. Complete the study of the student support systems and implement new systems and processes
VII.D.4. Enable web-based systems for appropriate student, business, and administrative functions

VII.E. Objective: Improve management systems that support student services [also see II.B.5., III.B.4, and III.B.5.]
Tactics:
VII.E.1. Develop a student portal to facilitate self-initiated transactions and provide access to academic and financial information [also see VI.L.3.]
VII.E.2. Implement an integrated student information system to include admissions, bursar, financial aid, recruitment, registrar/recorder, and graduate and professional recruitment and tracking [also see VI.I.]
VII.E.3. Coordinate student support services and diversity programs [also see III.B.]