

New Mexico State University

NMSU's Strategic Planning

STRATEGIC PLAN: FINAL RECOMMENDATIONS OF THE STRATEGIC PLANNING COMMITTEE

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NMSUs Strategic Planning

LATEST UPDATE ON STRATEGIC PLANNING: March 27, 1998

The Strategic Planning Committee (SPC) has released its final recommendations in Strategic Plan: 1998-2002. These recommendations incorporate suggestions made by the campus and community in response to the second review draft, distributed in January. The committee submitted its recommendations to the university administration, which in turn forwarded the planning document to the NMSU Board of Regents.

The purpose of the strategic plan recommended by the SPC is "to make NMSU stronger academically and more intellectually exciting and user-friendly during the next five years." The planning document recommends goals and strategies to guide NMSU as it builds on its strengths to meet the opportunities and challenges of the 21st century.

The Board of Regents at its public meeting on March 27, 1998, received the planning recommendations of the Strategic Planning Committee and thanked the committee and subcommittees for their efforts. The Board also indicated the planning document would be a reference for Regents' discussion at upcoming retreats of the Board.

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New Mexico State University

NMSU's Strategic Planning

New Mexico State University

Second Review Draft

Strategic Plan: 1998-2002

January 5, 1998

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EXECUTIVE SUMMARY

New Mexico State University's Strategic Planning Committee (SPC) is pleased to present this revised DRAFT strategic plan to the university community and the general public. As with the previous draft, comments and criticism are actively solicited and will provide the basis for additional revisions to the plan.

The original draft strategic plan for NMSU was released on October 1, 1997. This revised draft has been altered significantly as the result of a month-long review period. The SPC appreciates all of the comments it received on the first draft. Clearly, not all of the suggestions for improvement could be incorporated into the current draft. In some cases, the committee received contradictory suggestions. In other cases, the SPC decided not to include or respond to some suggestions. The intense interest shown by the university community and the general public in the original draft indicates NMSU's strength as an institution of higher education and the passionate loyalty of its many supporters. The level of communication and discussion generated makes it clear that the planning process is working as intended. The SPC urges your continued participation in the process.

The NMSU community can be justifiably proud of its heritage and past accomplishments. The revised plan is neither a critique of the past nor an assignment of blame. Like the first draft, this revision is based on two fundamental premises: first, that even a strong institution of higher education can become better, and second, that the rapid pace of demographic, social, economic and technological change mandates that all institutions of higher education respond to new external and internal environments. The overriding goal of the revised plan is to make NMSU stronger academically and more intellectually exciting, user-friendly and efficient.

The revised draft plan draws on NMSU's traditional strengths and confronts the institution's perceived weaknesses. The core of the plan remains in five strategic directions. The details of the strategic directions have been modified considerably. The first strategic direction, titled "Creating a Student-Centered Learning Community," is designed to enhance NMSU's student-oriented learning programs. The second strategic direction is titled "Emphasizing Distinctive Academic Opportunities" and is designed to strengthen NMSU's academic programs and enhance multidisciplinary academic activity. The third strategic direction is titled "Preparing for the 21st Century" and addresses NMSU's need to respond to dramatic social, economic and technological forces by enhancing our information resources and technology and increasing the emphasis on international and multicultural educational opportunities. The fourth strategic direction is to "Enhance NMSU's Sense of Community" both internally and externally by increasing communication, emphasizing customer-friendliness, and improving external community relations and services. The fifth and final strategic direction is titled "Renewing NMSU's Capacity for Change." This strategic direction is designed to increase our capacity to redirect our energy and resources toward our primary mission of teaching, research, extension education, and service.

The SPC solicits and welcomes your comments, suggestions and criticisms. Appendix A of the revised plan contains a list of ways for the university community and the general public to have their voices heard before the committee meets early next year to make additional changes. We look forward to a debate governed by thoughtful consideration of diverse viewpoints and a collegiality and respect for others. Strengthening the institution should take precedence over individual needs and desires.

INTRODUCTION:

Strategic planning is a process by which NMSU can take charge of its future by asking the question "Where do we as a university want to go in the next five years?" and answering it in light of opportunities we see on the horizon and existing university strengths. The purpose of this strategic planning process is to provide a framework within which the university community and its external supporters can exercise their shared responsibility for shaping NMSU's future.

The SPC developed a plan that reflects both a commitment to build on our considerable university strengths and the desire to make positive changes at NMSU. This is a comprehensive plan that anticipates an exciting next five years at NMSU.

NMSU's strategic planning process has actively engaged hundreds of people including faculty, students, administrators, staff and the general public over the last year. A Plan to Plan Committee was appointed in Spring 1996 and recommended the creation of the Strategic Planning Committee, which was appointed on October 31, 1996. Thirteen subcommittees worked diligently to develop background information and recommendations for the SPC. The subcommittee reports have been available for review and comment by the university community since June 1997. The Executive Review Board provided valuable counsel to the SPC. (The membership of the SPC, the SPC subcommittees and the Executive Review Board are listed in Appendix B.) Dr. Robert Shirley, formerly President of the University of Southern Colorado and a nationally respected expert on strategic planning in higher education, served admirably as a consultant to this process.

Three major outcomes are anticipated from the strategic planning process: 1) an institutional plan to guide NMSU's actions for the five-year transitional period from the 20th to the 21st century; 2) increased communication and discussions across the university community and broad participation in institutional priority-setting; and 3) the development of an ongoing planning and priority-setting process and a collaborative organizational culture.

The contents of the strategic plan are as follows. We begin with the fundamental assumptions guiding the strategic planning process, followed by a revised mission statement for NMSU that emphasizes our particular institutional strengths. An assessment of NMSU's current strengths and areas for possible improvement follows. Then we present our vision for the next five years at NMSU, followed by the core of the strategic plan, five strategic directions devised to capitalize on NMSU's mission, values and unique opportunities, together with the associated goals and strategies recommended to carry out these strategic directions. We close with recommendations for implementing change and responding to future challenges.

1. BASIC PLANNING ASSUMPTIONS:

The fundamental assumptions that guided the development of New Mexico State University's first strategic plan were derived from the reports of the thirteen strategic planning subcommittees, extensive commentary from the broader university community, and the judgment of the Strategic Planning Committee.

First, NMSU will continue to be a comprehensive public teaching and research university with the commitment of a land-grant institution to advance and share knowledge and extend programs and services that respond to the needs of New Mexico and its citizens. NMSU's mission is elaborated more fully in the following section.

Second, NMSU's primary student clientele are New Mexicans. State demographic and economic trends suggest that NMSU's student population will be increasingly diverse in terms of age, race, ethnicity and

socioeconomic status. These trends also indicate relatively stable student demand for NMSU's educational services during the next few years.

Third, NMSU has achieved a reputation for providing high-quality teaching, research, service and extension education programs with a consistently lean budget. The university budget is unlikely to increase substantially over the next few years. The condition of the New Mexico economy, a small tax base, increasing competition from other sectors for a share of the state budget, public resistance to tax increases, real limits on students' ability to absorb tuition increases, and reductions in federal research expenditures all point toward limited inflation-adjusted increases in NMSU's major sources of funding.

Fourth, NMSU, like most institutions of higher education, will continue to face demands from the public for accountability through regulations, information-sharing requirements and other measures intended to demonstrate our effectiveness in managing our resources for the public good.

Fifth, the rapid pace of technological change, particularly changes in information and communications technology, will profoundly affect how NMSU fulfills its teaching, research and service missions.

Sixth, the people of New Mexico live in an increasingly global environment and NMSU must have an international outlook in fulfilling its teaching, research and service responsibilities.

2. MISSION:

NMSU's mission statement emphasizes our land-grant traditions, our institutional strengths and our values:

New Mexico State University will be an exemplar among land-grant universities through excellence in teaching, research, extension education, and service to the citizens of New Mexico, with special emphasis on preserving the state's multicultural heritage. New Mexico State University's unique geographic location, heritage and intellectual history provide a natural focus that is intercultural and international. Consistent with its land-grant heritage, New Mexico State University will increase its prominence as an agent of economic, social, technological and environmental progress in New Mexico and the United States-Mexico border region. Our goal is to enact these mandates in a student-centered community of learner-scholars that is characterized by challenge, intellectual excitement, openness and accountability.

New Mexico State University's first responsibility is to provide high-quality education to a diverse student body. Its educational mission will be characterized by active learning, with emphases on learning-to-learn, critical thinking, problem-solving and the students' quality of life. High-quality fundamental and applied research, scholarly programs and creative activity are the vital underpinning of academic excellence at NMSU. As a land-grant university, New Mexico State has the principal responsibility to serve the people of New Mexico through practical education, university-community interaction and lifelong learning opportunities. Thus, critical interconnections exist among New Mexico State University's teaching, research, extension education and service responsibilities.

3. NMSU'S STRENGTHS AND AREAS FOR IMPROVEMENT:

NMSU can accomplish this mission by focusing its efforts and building on its land-grant tradition, its existing strengths and the characteristics which provide NMSU with a distinct competitive advantage:

- a multicultural environment with close ties and proximity to the U.S. border with Mexico;

- an advanced technological environment due in large part to the research expertise and research advances of New Mexico's research universities, national laboratories and testing facilities;
- impressive and increasing success in research and creative activity, which has resulted in Carnegie I research status for NMSU and a national reputation for research unusual for a public institution of our size;
- an array of academic programs that provide high-quality education and good value;
- strong statewide support, which has made us the statewide university in New Mexico, attracting students from all counties of the state;
- the extension and provision of programs to respond to citizen needs in every corner of New Mexico;
- a long-standing emphasis on student hands-on experience through cooperative education, internships, participation in research and other work experiences; and
- dedicated faculty and staff with wide-ranging expertise who are eager for the opportunity to work together in building NMSU's future.

We also must examine areas of the university which need improvement, updating or reemphasis. NMSU will be a stronger institution if we not only build on strengths but also enhance our performance and responsiveness to concerns expressed consistently during the strategic planning process. Some of these relate to resources and cannot be solved by NMSU alone. These include needs for:

- more competitive faculty and staff salaries;
- more competitive levels of technology and library resources;
- additional support for students struggling to meet increasing costs; and
- updated facilities, infrastructure and equipment.

In addition, the planning process identified aspects of university performance which only NMSU itself can address. Planning subcommittee recommendations and public comment all suggested that university attention to improvements in the following areas could increase our effectiveness significantly:

- improvements in NMSU's institutional image and sense of direction internally as well as externally. A clear sense of image and direction can enhance NMSU's ability to project its distinctive strengths and increase the general appeal of the institution as well as increasing student recruitment, employee enthusiasm, community and state support, and private fund-raising.
- a review of institutional structures, policies and procedures to ensure they encourage cooperation, a sense of collegiality, and the achievement of common university goals as well as minimizing duplication and diffusion of effort across campus.
- a review of our existing academic, student and management services to ensure they provide the necessary range of support for students and minimize administrative hurdles which can impede student enrollment and progress.

- a continued and increasing institutional emphasis on recruitment and maintenance of a diverse faculty and staff to provide the sensitivities and perspectives needed to support an increasingly diverse student population.
- university-wide efforts to stimulate the sense of challenge and intellectual excitement for everyone in our university learning community.
- accelerated development of library resources, computing/networking support and programmatic focuses on internationalism needed for preparing the leaders of the next century.
- a reconsideration of organizational structures and processes to enhance effectiveness, build a greater sense of community and provide additional opportunities to come together to solve problems and achieve priorities.
- a university priority on enhanced institutional advancement and fund-raising programs.
- a more visible university presence in the local community in recognition of our land-grant obligations to share our intellectual, technological, cultural and recreational resources with our community and region.

4. OUR VISION OF NMSU IN THE YEAR 2002:

New Mexico State University embraces the traditional land-grant mission of combining high-quality and affordable education, world-class research and public service with a practical orientation and a deep sense of responsibility to society. At the turn of the century, NMSU seeks recognition as one of the nation's leading land-grant universities and as a leader in making a positive difference in the lives of New Mexicans.

Our vision for NMSU in the early part of the 21st century is one of a strong university becoming stronger and more intellectually exciting, user-friendly and efficient. NMSU's first strategic plan is designed to make this vision a reality. The people of New Mexico deserve no less.

The strategic plan will enable NMSU to:

- become stronger academically and more intellectually exciting,
- create an even better place to study and work,
- have a larger presence in the local community and in communities throughout New Mexico, and
- use its limited resources even more efficiently.

5. STRATEGIC DIRECTIONS:

Strategic directions are created from a careful assessment of an institution's mission, vision, values, current strengths and areas for improvement, and external environment. They furnish a framework for the future unique to the institution.

The central focus of NMSU's first strategic plan is on five interconnected strategic directions designed to capitalize on the university's unique mission, vision, values, and strengths and to make it stronger and more responsive. (1) NMSU's first responsibility is to its students. For this reason our highest priority is

to create a student-centered learning community designed to enhance significantly our students' on-campus experience. (2) Our second strategic direction is to capitalize on our distinctive academic opportunities and further strengthen existing academic programs and research capabilities to serve the educational needs of New Mexicans on-campus and throughout the state. (3) Our third strategic direction is mandated by the rapid pace of technological change, the internationalization of the world economy, and changes in social and demographic conditions. This strategic direction is designed to prepare us for the 21st century. (4) Our fourth strategic direction is to enhance NMSU's sense of community through increased communication, participation, decision-making and customer orientation. (5) Our fifth strategic direction is to renew NMSU's capacity for change through a strengthening of the administrative support functions essential to our programs, our services and our overall ability to respond to New Mexico's needs.

5.1 Creating a Student-Centered Learning Community

Like other land-grant institutions, NMSU combines the ideals of high-quality affordable education with a deep sense of responsibility to society. In its mission statement, NMSU affirms its commitment to these land-grant ideals through its goal of creating "a student-centered community of learner-scholars." As a part of the process of strategic planning, a variety of subcommittees assessed the extent to which we are upholding these ideals and goals with respect to the student experience.

In many respects, NMSU received high marks. Among NMSU's identified strengths are our ability to attract students from across the state, our reputation as a student-friendly institution, our emphasis on student hands-on experience, and our dedicated faculty and staff. At the same time, the subcommittee reports identified a number of areas in which coordination of programs and services for students could be improved and in which the programs and services themselves were underdeveloped. In addition, recruiting and retention of talented New Mexico students and attention to student diversity were mentioned as areas for possible improvement.

In our first strategic direction we reaffirm NMSU's priority on meeting students' needs and maintaining a learning community that supports and challenges all learners. Consistent with our land-grant mission, NMSU is committed to providing a supportive environment that enhances students' personal, educational, and career choices and nourishes students' sense of responsibility for their own educational outcomes. NMSU will work even harder to foster a friendly, caring environment that minimizes institutional barriers to student learning. It will redouble efforts to ensure that advising and student support services are readily available and coordinated, with a focus on the student rather than on the department or college.

In its mission statement NMSU pledges to provide education "characterized by active learning, with emphases on learning-to-learn, critical thinking, and the students' quality of life," and to provide "lifelong learning opportunities." As a part of this mission, NMSU will extend its efforts to instill in its students a lifelong commitment to learning. Recognizing the dynamic nature of the workplace, we are committed to providing students with the critical thinking and self-directed learning skills necessary to adapt and even thrive when faced with change.

Serving the citizens of New Mexico is also an integral part of NMSU's land-grant mission. We can serve New Mexico best by enhancing our efforts to recruit and retain students. Many talented New Mexico students attend college outside the state, and one recruiting goal will be to increase NMSU's efforts to attract these students. To do so we pledge to ensure that our undergraduate and graduate programs are rigorous and intellectually exciting (see section 4.2).

NMSU's mission statement notes that we take responsibility for providing high-quality education to a

diverse student body, that our special mission is to preserve the state's multicultural heritage, and that our unique location and heritage provide a natural focus that is intercultural and international. In addition, our external planning subcommittee reports noted that NMSU's potential student body will be increasingly diverse in terms of economic background, age, and ethnicity. NMSU is committed to identifying and meeting the special needs of minority students, nontraditional students and first-generation students. Yet the institution has not been as successful as it could be in recruiting and maintaining a heterogeneous faculty and staff. Attracting and retaining a diverse student body will be enhanced by the presence of an increasingly diverse faculty, administration and staff; by increased minority student services to complement other student support services; and by ensuring the presence of Spanish-speaking staff members in offices serving students' families and other community clientele.

Given the responsibilities of a land-grant university and NMSU's specific mission to serve the people of New Mexico, we make the following recommendations to create a student-centered learning community. The recommendations are presented in the form of goals and strategies in four sections: Stronger Institutional Support Services for Students, New and Expanded Services for Students, Increased Provision of Self-Directed Learning Skills, and Expanded Efforts to Recruit and Retain Students. Achievement of these goals will create a challenging but supportive learning environment for all students at NMSU and increase student persistence and their opportunities for success.

Goals and Strategies for Creating a Student-Centered Learning Community:

Stronger Institutional Support Services for Students

Goal 1: Provide stronger coordination of all institutional support services for students.

Strategy 1: Consider ways of strengthening coordination of enrollment management functions at NMSU to mobilize and focus efforts across campus and increase our effectiveness in student recruitment and retention. Include these functions in the administrative systems study specified in Section 5.5, Goal 1, Strategy 1.

Strategy 2: Provide flexible and extended hours for educational and student support services.

Goal 2: Strengthen academic advising services for all students.

Strategy 1: Create more extensive orientation for academic advisors and make it available to all advisors, and mandatory for all new advisors. Provide annual orientation updates to all advisors.

Strategy 2: Prepare and make available advising materials regarding general education requirements, academic support services, graduation requirements and deadlines, and other information common to all students, faculty, and staff advisors.

Strategy 3: Develop a web-based degree audit system available to students and all advisors so students can plan their academic programs, monitor progress toward their degrees, and take responsibility for their educational choices.

Strategy 4: Study the advising needs of first-year students and students with undeclared majors, as well as nontraditional students, foreign students, and first-time transfer students.

Consider a special advising center or other means of providing focused attention, proactive monitoring, and other services for these special groups of students.

New and Expanded Services for Students

Goal 1: Provide students with better access to information regarding NMSU.

Strategy 1: Develop ways to provide student access to information regarding both academic and nonacademic issues at a single and readily available location. Consider such options as the expansion of the Corbett Center information desk or the creation of a one-stop information center. Consider expanded information hours and special help for students during beginning of the semester heavy-use times.

Strategy 2: Review existing student orientation programs to ensure they not only address traditional academic advising and introduce available student services and academic support programs but also (1) begin the process of building school spirit and a sense of university traditions, (2) convey the university's expectations for student performance and behavior, and (3) offer strategies to aid students in taking responsibility for their own academic success at NMSU.

Strategy 3: Enhance the support services for graduate students to include an expanded graduate student orientation for all graduate students and mandatory and expanded university- wide training for graduate students who will be serving as teaching assistants.

Goal 2: Provide students with more focused personal attention and services during their first year at NMSU.

Strategy 1: Expand existing mentoring programs for new students with the ultimate goal of mentoring of all new students throughout their first year with the help of upper-class student, staff and faculty mentors.

Strategy 2: Expand the freshman-year experience program (UNIV 150) and the availability of freshman interest groups to accommodate all new freshmen seeking to participate.

Strategy 3: Expand the availability of tutoring services across campus. Update and distribute information on all available tutoring services to academic departments, advisors and student services staff every semester.

Strategy 4: Expand the availability of career development courses to accommodate student demand. Consider ways to encourage the participation of unclassified students.

Strategy 5: Establish an early-warning system for tracking at-risk students during their first year and implement intervention strategies to increase their chances of succeeding.

Increased Provision of Self-Directed Learning Skills

Goal 1: Ensure that all students have access to courses stressing active learning.

Strategy 1: Encourage the development of courses in which lower-division students work

with faculty in collaborative research and of more opportunities for upper-division and graduate students to conduct independent research or creative work.

Strategy 2: Further strengthen our emphasis on hands-on learning by encouraging departments to require service learning experiences (e.g., co-op, internship, fieldwork, practicum) for each student.

Expanded Efforts to Recruit and Retain Students

Goal 1: Recruit more of New Mexico's best high school graduates.

Strategy 1: Create a new Crimson Scholar Honors Program that encompasses and enlarges the current Crimson Scholars Program and the current Honors Program. Create a larger array of courses that provide opportunities for outstanding undergraduates to take seminar-style, research, and readings courses, and to individualize their programs of study to meet their individual goals. Make funds available to these students to conduct undergraduate research or engage in creative activities and provide them with special privileges, including the use of a reserved computer cluster, registration priorities, library privileges, special dormitory facilities, and preferential hiring for campus jobs. Tie college and departmental honor societies to this program.

Strategy 2: Develop a recruiting focus to attract New Mexico's best high school graduates into the new Crimson Scholars Honors Program. Involve the colleges, admissions, and minority program offices in the recruitment and retention of students in this program.

Goal 2: Recruit more high-quality graduate students, both within and outside New Mexico.

Strategy 1: As resources permit, waive tuition for all state-funded graduate assistantships to strengthen our graduate recruiting efforts.

Strategy 2: Develop an endowment fund to provide expanded support for the unique research expenses of graduate students working on theses and dissertations.

Goal 3: Increase efforts to provide for the needs of students with diverse backgrounds and experiences.

Strategy 1: Study current services for minority students, nontraditional students and students with disabilities to determine if increased services are needed to complement other student support services.

Strategy 2: When hiring staff, consider the importance of having Spanish-speaking staff in all offices serving students' families and other community clientele.

Goal 4: Increase efforts to encourage student participation in a full range of university experiences to increase their chances of success through greater satisfaction, challenge and opportunities for growth.

Strategy 1: Promote active student involvement in outside-of-class university functions, including lectures, cultural activities, athletic events and other extra-curricular experiences.

Strategy 2: Provide as many opportunities as possible for students to invest their energy and commitment in their NMSU experience through student employment, participation in

leadership-building activities, student friendships, and informal interactions with faculty and staff.

5.2 Emphasizing Distinctive Academic Opportunities

Excellence in academic programs is the *raison d'être* of all academic institutions. As New Mexico's land-grant institution, we have a particular obligation to the citizens of the state. As our mission clearly states, "New Mexico State University's first responsibility is to provide high- quality education to a diverse student body." To fulfill this responsibility, we can accept no less than excellence in all our academic programs.

In our second strategic direction, we consider ways we can capitalize on our existing academic strengths to create new academic opportunities, strengthen existing academic programs, and enhance our research capabilities to better fulfill our land-grant mission of teaching, research, extension education, and service to the people of New Mexico.

To promote institutional vitality--the sense of challenge and excitement shared by faculty, staff, and students alike--every academic institution needs to identify and nurture the characteristics that distinguish it from others. Ideally, these characteristics provide an academic niche that no other institution can fill and match the needs of the clientele served by the institution.

NMSU's mission statement suggests that our distinctiveness is found in our "unique geographic location, heritage, and intellectual history" and that these characteristics "provide a natural focus that is intercultural and international." In addition, the mission notes that NMSU has a "special emphasis on preserving the state's multicultural heritage." As a minority-serving, Carnegie I research institution with a location on an international border, NMSU already has a distinctive academic niche matched by no other postsecondary institution.

In this strategic direction we propose that NMSU consciously make better use of this unique position by focusing greater attention on the teaching, research, extension education, and service that showcases our particular cultural, geographic, and intellectual expertise. We already have considerable multidisciplinary work in the border, Southwest, and arid lands arenas involving faculty members and students from throughout the NMSU community. We applaud this work and suggest a university focus on attracting new faculty members and students with border, Southwest, and arid lands interests and expertise with the goal of achieving national and international recognition for NMSU's unique academic assets in these areas.

The creation of knowledge and the sense of intellectual excitement are found increasingly at the boundaries between disciplines. While NMSU has some outstanding multidisciplinary programs, we must actively encourage greater multidisciplinary collaboration in teaching, research, extension education and service.

At a time of limited potential for new resources we also must be willing to assess our academic strengths and weaknesses. Few institutions can claim honestly that all their programs are of the highest academic quality and are essential in meeting the needs of their clientele. At NMSU we must strive to meet the ideals of excellence and high societal relevance. We must ask four questions: Does each of our academic programs meet a reasonable standard of quality and demand? Is each program central to our mission? Can restructuring our current programs better serve student needs? Is each of our academic programs essential?

We call for a continuing cycle of academic program review for degree programs at all levels to ensure that our programs remain high in quality and need, central to NMSU's mission, and efficient. The goals of this review process should be to promote program excellence, encourage high-quality programs that capitalize on our locational and multicultural advantages, and redeploy assets that are underutilized by our students. This program review should be conducted by peers from within and outside the college in which the program is located or by peers external to the university.

Our reputation in research and creative activities has been identified as a major strength of NMSU. This research strength is an integral part of our academic programs and their ability to provide high-quality education. As NMSU's mission statement notes, "High-quality fundamental and applied research, scholarly programs and creative activity are the vital underpinning of academic excellence at NMSU." Research efforts enhance the national reputation of the institution and the sense of intellectual excitement on campus. Research grants provide a major source of financial support for our students as well as a substantial contribution to our state and regional economy. Our research and creative activities also contribute relevant research findings which we can share with New Mexico's citizens to address real problems.

Providing adequate support for NMSU's research efforts is a high priority, and we reaffirm the prominent role of research in strengthening our academic programs. As a Carnegie I research institution, we should expect high-quality publications or creative work throughout the career of each faculty member.

We must also be vigilant in searching for any barriers to high-quality research endeavors, including those deriving from administrative organization. As noted in section 5.3, Preparing for the 21st Century, knowledge is often created at the boundaries of disciplines. We must eliminate any possible disincentives to the cross-disciplinary fertilization of creative ideas.

Goals and Strategies for Emphasizing Distinctive Academic Opportunities:

Emphasizing Multidisciplinary Academic Opportunities

Goal 1: Emphasize the teaching of multidisciplinary courses to stimulate new thinking and new teaching methods.

Strategy 1: Encourage each academic department to teach multidisciplinary courses and encourage the exchange of faculty between departments.

Strategy 2: Place a priority on increasing the offerings of multidisciplinary courses.

Goal 2: Achieve national and international recognition in the border, Southwest, and arid lands areas.

Strategy 1: Encourage curriculum development, research, library collections and faculty hirings to increase our demonstrable excellence and visibility in these areas.

Strategy 2: Provide a research atmosphere that encourages the development of research institutes in these areas that capitalize on NMSU's competitive advantages.

Goal 3: Achieve national and international recognition in other multidisciplinary areas of strength for NMSU.

Strategy 1: Identify and support successful multidisciplinary teaching and research areas initiated by faculty working together across college boundaries.

Strategy 2: Encourage curriculum development, research, library collections and faculty hirings to increase our excellence and visibility in areas identified as strengths.

Strategy 3: Provide a research atmosphere that encourages the development of research institutes in areas that capitalize on NMSU's competitive advantages.

Strengthening Current Academic Programs

Goal 1: Institute an ongoing cycle of program review to enhance our existing programs, examine and reduce duplicative academic offerings which are inefficient and costly for the university, and examine new course and program proposals for both need and possible duplication.

Strategy 1: Institute a review of all academic programs, using the North Central program reviews, the Academic Program Subcommittee report and other data as needed. Consider program adjustments based on this review, including program enhancement, reduction and elimination.

Strategy 2: Continue to review academic programs on a three-to-five-year cycle based on the primary program review criteria of quality, centrality to mission, and need (student demand, employer demand, locational or comparative advantage). Consider program adjustments based on these reviews, including program enhancement, reduction and elimination.

Strategy 3: Consider moving all associate degree programs to the branch campuses to ensure that the NMSU Main Campus, as a Carnegie I research university, focuses its programmatic efforts on baccalaureate and graduate education to complement rather than compete with the missions of our branches.

Strengthening NMSU's Research Efforts

Goal 1: Increase publications by faculty and students in nationally and internationally recognized scholarly journals.

Strategy 1: Develop, under the oversight of college administration, clearly delineated guidelines in each department regarding publication expectations for promotion and tenure. Make these guidelines consistent with the highest standards of academic excellence.

Goal 2: Better facilitate the grant and contract award process.

Strategy 1: Maintain a small, central research entity to protect the university from research-related liability and ensure the rapid transmittal of proposals and a rapid processing of grants and contracts that have been awarded.

Strategy 2: Facilitate better research management, including financial reporting to principal investigators, through the increased availability of essential financial management information, as recommended in Section 5.3, Preparing for the 21st Century.

Goal 3: Encourage multidisciplinary research efforts, particularly across colleges.

Strategy 1: Adopt a uniform policy for the distribution of overhead funds to ensure equitable research support services across campus and alleviate internal barriers to multidisciplinary research endeavors.

Strategy 2: Expand the Council of Research Centers' (CORC) efforts to foster and facilitate the administration of cross-college research efforts.

Goal 4: Ensure that all research entities are economically viable.

Strategy 1: Consider short-term investments in the creation of promising research institutes that build on demonstrable excellence and capitalize on NMSU's competitive advantages.

Strategy 2: Develop a university policy of program discontinuation for any research entity requiring continued institutional funding to survive.

5.3 Preparing for the 21st Century

Our institutional mission and the planning assumptions which undergird this plan require that we respond to the ever-changing external environment within which universities conduct the scholarly activities of teaching, research and service. Part of NMSU's mission is to "increase its prominence as an agent of economic, social, technological and environmental change." Our basic planning assumptions (page 3) suggest that the rapid pace of technological change; increasing globalization; the changing demographic, social, and economic diversity of our student clientele; and ever greater demands for public accountability are among the factors that will change how NMSU fulfills its mission as a comprehensive land-grant institution. These factors in our external environment mandate our third strategic direction of preparing for the 21st century.

The need for this strategic direction was confirmed by the Economic and Technological Subcommittee, which reported that rapid changes in communications and technology already have had a substantial impact on our daily lives as students, faculty members and staff. It is not possible to predict where the changes in information and computing technology will take us over the next five years. We can, however, predict with reasonable certainty that NMSU must be technologically competitive if it is to fulfill its mission of providing high-quality teaching, research, extension education and public service.

In a post-industrial "information age," information resources such as the library are becoming even more critical. Up-to-date management information systems, campus computer and communications networks and new methods of educational delivery are also essential for universities in this era of technological change.

Several planning subcommittee reports suggested the world is characterized by the increasing globalization of economies and cultures. At NMSU exposure to global diversity and the resulting intellectual stimulation should be a daily occurrence. NMSU must have an international outlook in its teaching, research and service activities. We must produce globally-competent, life-long learners able to understand the interdependence of societies and cultures and to demonstrate appreciation for differing values and perspectives. To succeed in this effort, faculty members, staff and administrators must be internationally competent.

Our students also are entering a world characterized by diversity. The United States and particularly its

border states are experiencing significant social and demographic changes as described by the Social and Demographic Subcommittee. NMSU's mission statement emphasizes our responsibility to preserve the state's multicultural heritage. We must be certain that the rapidly changing ethnic and cultural base of NMSU's constituency is reflected in diversity within the university. We also must ensure that our students are multiculturally competent and that our teaching, research, extension education and service reflect diverse intellectual viewpoints.

Technological change, globalization and New Mexico's ethnic and cultural diversity should not be considered in isolation. The fact that these trends are closely connected parts of the modern world intensifies the need for NMSU to prepare for the 21st century. The urgency of preparing for rapid change at NMSU is evident in the condition of the state economy and the income levels of the people of New Mexico. Clearly, New Mexico's future development depends on its ability to compete in this world-wide arena and on the skills of its future leaders.

Several planning subcommittees recommended that the university respond to the changing character of the labor market by reassessing the educational process. We must teach students to be problem solvers and life-long learners as well as to be flexible and to be good communicators and listeners. These skills will help students respond to an economic and social climate characterized by a high degree of change.

Given these critical trends in our external environment and NMSU's comprehensive land- grant mission, we make the following recommendations to prepare for the 21st century. The recommendations are interconnected but are presented in the form of goals and strategies in three sections: Information and Technology, Internationalization and Multiculturalism and Diversity.

Goals and Strategies for Preparing for the 21st Century:

Information and Technology

Goal 1: Enhance significantly the resources devoted to the library. A strong university needs a strong library. Achieving this goal should be one of NMSU's highest priorities.

Strategy 1: Enhance the resources devoted to library acquisitions in order to maintain and acquire new books, journals, electronic databases and other forms of information.

Strategy 2: Replace the library's on-line catalog system to enhance capacity and user accessibility to library resources.

Strategy 3: Enhance the library's operating budget to provide sufficient staffing for extended hours of operation and a full range of services.

Goal 2: Provide universal access to networked communications and information for students, faculty and staff.

Strategy 1: Ensure the completion and upgrading of the on-campus computing and communications network (NMSU-NET).

Strategy 2: Enhance or replace NMSU's student records systems, financial records systems and human resources systems to provide user-friendly access to comprehensive management information essential for efficient management and responsive service to our university community and clientele.

Strategy 3: Establish a systematic program to ensure that a large proportion of NMSU's classrooms, as well as student residences, are technology-ready as we enter the 21st century.

Strategy 4: Design and implement a distance education policy which will: (1) maintain high standards of scholarship and quality in all distance education programs; (2) keep course offerings and quality standards under faculty control, with Faculty Senate approval for new off-campus as well as on-campus degree programs; (3) clarify the relationship between distance education and current extension programs; (4) encompass all forms of off-campus educational programs including, but not limited to, televised courses, interactive video courses, computer-based (Internet) courses, and faculty teaching off-campus.

Internationalization

Goal 1: Significantly enhance globally-competent learning.

Strategy 1: Encourage knowledge of a foreign language, which facilitates globally-competent learning. Encourage academic programs to require students (undergraduate and graduate) to demonstrate competence in a foreign language. Consider a focus on Latin languages and Pacific Rim languages as languages are expanded.

Strategy 2: Enhance further the international opportunities already available for students, including study-abroad programs, short courses, intensive foreign language courses, internships with international organizations and businesses, and NMSU courses involving international travel. Ensure that students become more aware of international study and work opportunities by (1) maintaining a web database of international options, (2) making certain that student orientation programs present such opportunities, (3) ensuring that academic advisors are aware of and encourage international opportunities, (4) providing counseling on funding alternatives, and (5) increasing the number of active exchange programs with non-U.S. universities.

Strategy 3: Enhance the involvement of NMSU's foreign students in internationalization efforts on campus. Develop a systematic program for sharing the wealth of knowledge foreign students bring about their home countries, languages, economies and cultures, thereby increasing domestic (U.S.) students' knowledge of other nations and enriching the educational experience of foreign students.

Strategy 4: Enhance and support the ability of faculty to teach and to conduct research in the new global environment by encouraging all faculty to engage in meaningful international activity on a regular basis.

Multiculturalism and Diversity

Goal 1: Provide opportunities for faculty and staff to expand their knowledge of other cultures and their intercultural skills.

Strategy 1: Make available to faculty and staff opportunities to increase their awareness of the ethnic and cultural characteristics of others and their own intercultural interaction skills.

Goal 2: Mirror the great cultural diversity of our state and student population in our course offerings.

Strategy 1: Increase the number of course offerings directed at Southwest and border studies.

Strategy 2: Incorporate information on cultural diversity in coursework across the curriculum to prepare all students to live in an increasingly diverse society.

Goal 3: Encourage the presentation of diverse intellectual paradigms in our curriculum.

Strategy 1: Reestablish a minority faculty recruiting program to make funds available for opportunity hires of under-represented minority faculty.

Strategy 2: Increase course offerings and add faculty positions in the academic areas of African American Studies, American Indian Studies, Latino Studies and Women's Studies.

5.4 Enhancing NMSU's Sense of Community

NMSU's mission statement pledges to serve the people of New Mexico "in a student-centered community of learner-scholars that is characterized by challenge, intellectual excitement, openness, and accountability." Consistent with this mission, NMSU has a strong and dedicated community of learner-scholars who identify with NMSU and work together to create an effective and desirable learning environment for students and employees. At the same time, the planning subcommittees identified efforts needed to strengthen the creation of a strong sense of community within NMSU. Some areas identified for improvement involve the internal climate, including perceptions of disenfranchisement in decision-making and lack of information on policies and priorities. Other suggested areas of improvement include increasing student and employee identification with the institution as a whole and ensuring consistently high levels of service to our students and other clientele. Areas for improvement in NMSU's external community include needs for projecting a clear and positive institutional image and developing a higher-profile institutional presence in the local community.

Our fourth strategic direction is to enhance NMSU's sense of community--internally and externally--so we can better carry out our land-grant mission of benefitting the citizens of New Mexico through excellence in teaching, research, extension education, and service. Internally, all aspects of academic planning and decision-making should reinforce the message that we are all part of a single institution with a common mission and direction. Competition among units is healthy but should not foster identification with the unit over NMSU as a whole or lead to conflict among units.

This strategic direction reinforces the value we place on institutional democracy and our belief that faculty, staff and students should be responsible and reliable partners in institutional decision-making processes. We encourage greater collaboration and communication throughout the campus community. We advocate dissemination of information throughout the institution on issues and priorities and consultation with the range of campus constituencies prior to final decisions.

Our internal relationships on campus should be examined to make certain they reflect our philosophy of service. All university employees play a part in making NMSU a friendly and caring university. We wish to emphasize a customer-friendly orientation in every interaction.

We need to reinforce the role of the university as an educational partner with a variety of public and private institutions, including business and industry. Such partnerships will help fulfill our mission of being a prominent "agent of economic, social, technological and environmental progress in New Mexico and the United States-Mexico border region."

NMSU reaffirms its land-grant commitment to share the university's knowledge and resources with the citizens of New Mexico, particularly through extension education, public service efforts and ties with other educational institutions, including public schools. As a part of our land-grant mission, we have a special obligation to make our programs accessible and responsive to our citizens' needs.

NMSU must strengthen its interdependence with the local community through more long-term cooperation and interaction. NMSU should provide the best possible cultural and recreational resources to community members in southern New Mexico. Our performing arts and other cultural events and our intercollegiate athletics should be a cornerstone of community experience and spirit.

All these avenues for increasing NMSU's sense of community internally and externally should have positive effects in increasing the sense of inclusion and the sense of pride in our institution and our work. These efforts will be reflected in the attitudes and actions of university employees as they interact with students and the public and can be reinforced through our recruiting and marketing of NMSU's distinctive strengths. These outreach efforts, in turn, can help build long-term relationships based on mutual communication and interaction with our states' citizens, our elected officials, our alumni and other friends.

To increase NMSU's sense of community, both internally and externally, we recommend the following goals and strategies.

Goals and Strategies for Enhancing NMSU's Sense of Community:

Sense of Community--Internal Relationships

Goal 1: Increase institutional democracy through increased on-campus communication and consultation.

Strategy 1: Provide opportunities for increased campus dialogue among administrators, faculty and staff through such regular activities as departmental visits, town meetings and question-and-answer sessions on specific topics to share and gather new information.

Strategy 2: Create a meeting place for administrators, faculty and staff to interact informally. Consider the new Student Club in Corbett Center, rarely used by students during the day, as one possible setting for such a meeting place.

Goal 2: Increase identification with NMSU as a whole through increased emphasis on cooperation and collaboration among units.

Strategy 1: Review existing policies and procedures and eliminate those which foster conflict among academic units, lack of collegiality or allegiance to the individual unit over the institution as a whole.

Goal 3: Provide professional development programs that include customer-friendliness training for campus employees.

Strategy 1: Provide an extensive orientation program for new employees to include information on NMSU's mission, vision, values, strengths, and the customer-friendly and student-centered philosophy of the institution. Offer regular refresher courses to all members of the campus community.

Strategy 2: Evaluate customer-friendliness of university offices through yearly customer satisfaction/friendliness surveys to provide regular feedback. Implement improvements in service as suggested by the evaluation results.

Sense of Community--External Relationships

Goal 1: Make NMSU's campus and information regarding the campus more accessible for campus visitors.

Strategy 1: Create a Visitor's Center to provide information and directions and to impart a sense of university history, traditions and distinctions along with facts about NMSU's intellectual and cultural opportunities.

Goal 2: Increase and strengthen partnerships between NMSU and business and industry, the national laboratories in New Mexico, and other New Mexico consortia.

Strategy 1: Encourage the development of joint research and training with these entities, as well as with other New Mexico institutions of higher education, to increase research possibilities, share expertise, create new technologies and knowledge, and increase the state's economic resources.

Goal 3: Encourage communication and shared resources in our partnership with the public schools.

Strategy 1: Encourage NMSU faculty to work with their public school colleagues to increase the retention rates and the educational expectations of New Mexico's elementary and secondary school students.

Goal 4: Increase cooperative educational efforts with our branch campuses and with two-year and four-year institutions throughout the state.

Strategy 1: Continue to work to ease the path for college students who enroll initially on other campuses and wish to transfer to a four-year degree program at NMSU.

Strategy 2: Encourage joint teaching, research, extension education and service endeavors with faculty at other colleges and universities in New Mexico.

Goal 5: Expand NMSU's public service efforts, including outreach education.

Strategy 1: Consider ways in which the concept of outreach, as exemplified by our Cooperative Extension Service, can permeate other discipline areas across campus to increase NMSU's historic emphasis on service to New Mexico's citizens by responding even more broadly to their range of educational and informational needs.

Strategy 2: Increase public and professional service efforts throughout the state, including partnerships with public service and social agencies.

Goal 6: Provide a greater variety of cultural and recreational resources for the citizens of southern New Mexico.

Strategy 1: Focus attention and resources on concerts, exhibits, lectures, and other cultural

events that are open to the public and reflect New Mexico's cultural and intellectual diversity.

Strategy 2: Make intercollegiate athletics an integral part of the campus community and a pivot point in establishing school spirit and a sense of community internally and externally. Set priorities and program decisions regarding athletics as a part of the overall priority-setting process at NMSU. Ensure increased accountability in all athletic programs through a continuous review process that would result in the sanction of any sport that does not meet stated graduation, grade point, budget, disciplinary or other standards. Determine the level of competitiveness for our athletic teams within the context of overall NMSU priorities, and consider the comparative opportunities of various sports for student participation and community interest.

Strategy 3: Enhance recreational and intramural sports activities to better serve students, employees, alumni and community members.

5.5 Renewing NMSU's Capacity for Change

The previous four strategic directions focus on priorities for strengthening NMSU's programs and services to meet the changing needs of our students and our other New Mexico constituencies. Our fifth strategic direction focuses on the critical role of university leadership and administrative process in providing NMSU with the will and the capacity for change needed to carry out this plan and achieve our vision for the future. The loyalty of faculty and staff to this university and their desire to work together in building NMSU's future are institutional strengths evident on a daily basis across campus and reinforced in a number of the planning subcommittee reports. At the same time, the subcommittees identified aspects of the university which needed strengthening to reward and build on this loyalty and foster ways for the university community to work more effectively together and with university supporters statewide to achieve shared goals.

Our mission statement describes the environment we seek to achieve at NMSU as "a student-centered community of learner-scholars that is characterized by challenge, intellectual excitement, openness and accountability." Administrative functions are essential to support and facilitate a learning environment and scholarly endeavors as well as to meet the needs and priorities of constituencies external to the university. Typically, strategic planning processes focus on how to increase the effectiveness of our administrative functions and systems to ensure that the required administrative support will be available as we move into the future.

NMSU's capacity for improvement will be enhanced by an organizational structure which better supports effective communication and service, decision-making and priority-setting, and resource allocations consistent with these institutional priorities. Increased process and communication can provide the university community with a stronger common base of understanding and purpose. Resource allocation or budgeting is the tool that can implement our institutional mission and priorities. In addition, we must increase institutional efforts in marketing and fund-raising to provide a broader resource base for a secure future.

NMSU can strengthen its ability to meet New Mexico's needs, also, by being an active partner in New Mexico's higher education community. By recognizing that each institution and campus has particular program functions and responsibilities, we can work together to provide coherent programs that meet citizens' needs, demonstrate the value and contributions of higher education within New Mexico and ensure the prudent use of taxpayer dollars.

Goals and Strategies for Renewing NMSU's Capacity for Change:

Goal 1: Increase the effectiveness of our administrative functions and our efficiency in the use of university resources.

Strategy 1: Contract nationally for expertise in administrative systems to help us review our administrative structure, systems and policies and make recommendations to enhance the effectiveness of administrative functions and to streamline procedures as appropriate at both the college and institutional level. One option would be to consult with NASULGC (National Association of State Universities and Land-Grant Colleges) to obtain recommendations for consultants.

Strategy 2: Reorganize administrative and support functions based on the recommendations of the administrative systems study to maximize effectiveness and reduce duplication of effort.

Strategy 3: Automate and streamline administrative systems and provide necessary training and backup to give authority and responsibility to the lowest possible level, eliminating the need for additional levels of "expeditors."

Strategy 4: Reallocate savings which may be realized through reorganization and streamlining of administrative functions to strengthen academic programs and services to students.

Strategy 5: Review the relationship of NMSU's branch campuses with Main Campus administration to clarify the effectiveness of the reporting structure, the degree of independence for administrative functions and the relationship of these campuses to NMSU's institutional mission and priorities.

Goal 2: Enhance institutional decision-making and priority-setting processes.

Strategy 1: Develop and implement an operating budget process integrated with our strategic plan and with the resulting institutional action plans developed to achieve the vision, strategic directions and goals outlined in the plan. Use the 1996 recommendations of the Resource Priority Committee as the model for creating an open and participatory budget process with representation from the range of campus constituencies. Address all resource needs (e.g., dollars, positions, graduate assistantships) during the budget process and base resource allocation and reallocation decisions on these needs, within the context of our planning assumptions, mission and institutional priorities.

Strategy 2: Develop a process for budgeting space that is linked to the operating budget, the strategic plan and associated institutional action plans. Review space requests based on need, cost, and the utilization of current space and reallocate space, as necessary, to provide equitable support for our programs. Consider an external space utilization study using commonly-accepted utilization standards or comparative data from peer institutions as a means of determining the space available for reallocation or expansion.

Strategy 3: Develop priorities for NMSU's operating and capital requests for state or federal funding based on the relevance of these requests to the achievement of the university's mission and strategic directions.

Strategy 4: Develop an ongoing strategic planning process for monitoring and updating NMSU's mission and strategic directions as well as completing the next steps to implementation of this strategic plan (outlined in the next section).

Strategy 5: Propose for legislative and voter consideration an expansion of the NMSU Board of Regents to provide more opportunity for sharing the significant responsibilities of governing a large and complex university.

Goal 3: Invest in and foster NMSU's most valuable assets.

Strategy 1: Develop an institutional plan for attaining salary parity with comparable institutions and comparable community positions for all faculty and staff to strengthen our programs and services by being competitive in the recruitment and retention of quality employees. Use the 1996 Faculty Senate proposal for achieving salary parity as a model for developing a phased plan to improve faculty and staff salary levels at NMSU. The Faculty Senate proposal recommended raising NMSU's average salary level from 92 percent to 95 percent of the peer group salary mean over a three-year period.

Strategy 2: Review existing faculty and staff non-salary incentives and performance evaluation processes for adequacy and equity.

Strategy 3: Consider additional means of recognizing excellence in teaching, research, extension education and service by individuals and organizational units within NMSU.

Strategy 4: Consider the need for a review and update of the employee classification system, existing salary structures and hiring and advancement policies and procedures for both professional and classified employees.

Strategy 5: Expand and enhance our human resource support functions to provide greater focus on employee orientation, staff development to encourage upward mobility and employee benefit advocacy.

Strategy 6: Focus our facility funding requests on the renovation and improvement of NMSU's existing facilities to make them more efficient, effective, and handicapped accessible to meet program needs.

Goal 4: Develop and implement major marketing and fund-raising efforts at NMSU based on a market analysis of our institutional image and the strategic directions set by this plan.

Strategy 1: Develop a request for proposal (RFP) seeking a coordinated set of marketing strategies for the entire institution based on the institutional directions set by this plan. Enlist the assistance of academic program, enrollment management, communications and marketing expertise on campus to provide oversight in the RFP development and in the implementation of the marketing program resulting from these efforts.

Strategy 2: Mount a highly visible major capital campaign with a fund-raising goal consistent with capital campaigns of similar institutions. Base the themes for this fund-raising effort on NMSU's distinctive strengths and on the priority directions set forth in the strategic plan. Coordinate the efforts of institutional development, alumni relations, community relations and marketing, as well as the entire university community, to ensure a

successful fund-raising campaign.

Goal 5: Reaffirm NMSU's educational responsibilities throughout New Mexico as well as its role as a partner within New Mexico's higher education community.

Strategy 1: Continue to fulfill our long-standing land-grant commitment to bringing the latest research results through our agricultural experiment stations and our county extension offices to people in all parts of New Mexico, thereby helping them solve problems and improve their lives. Update and expand our extension education and outreach efforts throughout the university in response to changing societal needs, current communications technologies, and growing needs for assistance in economic development efforts and the development and transfer of new technologies.

Strategy 2: Work particularly closely with our branch campuses as the main campus pursues academic, budget or facilities planning and decision-making. Recognize and support the respective role of each branch campus in serving its local community and facilitate the ability of our branch campuses to carry out their responsibilities.

Strategy 3: Work with the other four-year institutions and the two-year colleges in New Mexico in the course of our academic, financial and capital planning, as well as in our marketing and other external relations activities.

6. IMPLEMENTING CHANGE:

If NMSU's strategic planning is to be effective, it must not end with this document. The goals and strategies recommended in this plan will be achieved only through the creation and implementation of institutional action plans. To remain a strong institution, NMSU must respond continually to new opportunities and challenges. The following strategic planning steps are suggested as the planning process continues:

- (1) The university should develop institutional action plans to carry out the goals and strategies of the strategic plan. These action plans should address activities, timelines, responsibilities and a process to measure outcomes and achievement of the goals in the strategic plan as well as provide the context for the college and department planning to follow.
- (2) Each college or other major administrative unit should develop or review its existing strategic plan to be consistent with the goals outlined in the university strategic plan and the institutional action plans for implementation. Departments should develop their own strategic plans in accord with the university and college plans.
- (3) The university president should report periodically to the Board of Regents and the university community on goals addressed and demonstrable measures of progress achieved.
- (4) An ongoing strategic planning committee should be established with broad university representation to review the current plan and the college and departmental strategic plans, measure progress and identify obstacles in achieving the goals and strategies in the plan, examine changing internal and external opportunities and threats to the institution, and suggest revisions and additions to the plan on a five-year cycle.

7. CONCLUSION

In conclusion, we present this strategic plan with the hope that the suggestions and directions will culminate in the fulfillment of the ultimate goal: to renew and promote at NMSU a sense of intellectual excitement that pervades programs and units and captures all members of the campus community. This sense of intellectual excitement should be advanced by building on NMSU's existing strengths and its underlying values of intellectual curiosity and academic freedom, which foster vigorous and uncensored debate of important ideas and issues within a climate of mutual respect.

APPENDIX A

Feedback Mechanisms for Comments and Dialogue on this Second Review Draft of the Strategic Plan

Comments will be received until January 30, 1998.

- 1) E-mail responses to the Strategic Planning Committee at plans@nmsu.edu
- 2) E-mail SPC Co-chairs at strategy@nmsu.edu
- 3) Contact the SPC Co-chairs by telephone:
Cookie Stephan 646-4312
Jim Peach 646-3113

The co-chairs are willing to meet with your organization, department or unit to listen to your comments and suggestions on the plan.

- 4) Visit "Strategic Planning" on NMSU's Web home page. Respond through the "Comments on Strategic Planning" option. (This option provides the opportunity for anonymous comments. If you use this option and desire a response, you must provide your name and address with your comments.)

- 5) Participate in discussions on the listserv available for Strategic Planning issues. To subscribe to this listserv, e-mail a message to listproc@nmsu.edu in the body of the text, type SUB plan_discuss your name

- 6) Mail written responses to:

Strategic Planning Committee
Box 30001, MSC 3004
New Mexico State University
Las Cruces, NM 88003

- 7) Deliver written responses to:

Strategic Planning Committee
 c/o Institutional Research & Planning
 Hadley Hall Room 126

APPENDIX B

Strategic Planning Committee

Jim Peach, Co-Chair	Faculty
Cookie Stephan, Co-Chair	Faculty
Kurt Anderson	Faculty
Sue Brown	Staff
Steve Castillo	Faculty
Dino Cervantes	Community
Rudolfo Chavez Chavez	Faculty
Carolyn Cordova	Student
Manny Encinias	Student
Christine Marlow	Faculty
Bill McCarthy	Faculty
Laura Gutierrez Spencer	Staff
Karen Becklin/Tammie Aragon Campos	Staff to SPC

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John Owens	Executive Vice President
Larry Sheffield	President, Board of Regents
Danny Arnold	Dean
Patricia Wolf	Vice President for Student Affairs
Clyde Eastman	Chair, Faculty Senate

Lynn Chumbley

ASNMSU President

Strategic Planning Committee Subcommittees**Academic Programs**

Steve Castillo	Faculty	Barry Smith	Faculty
Wenda Trevathan	Faculty	Charles Townley	Administrator
Tim Pettibone	Administrator	Reta Beebe	Faculty
Judy Karshmer	Faculty	Juan Franco	Administrator
Cheryl Young	Student	Tracy Sterling	Faculty
Sheela Stuart	Faculty	Lisa Zegment	Student

Academic and Administrative Support Programs

Bill McCarthy	Faculty	Roberta Derlin	Faculty
John Waelti	Faculty	Chris Burnham	Faculty
Jeanne Oliver	Community	Steve Loring	Staff
Bob Smiggen	Staff	Jerry Paz	Community
Diane Benson	Staff	Charla Seciwa	Student
Clarence Fielder	Community	Heather Laughlin	Student

Economic and Technological

Steve Castillo	Faculty	Chris Erickson	Faculty
Dino Cervantes	Community	Ken Hammond	Faculty
Shaun Cooper	Staff	Robert Wohl	Community

Educational and Competitive

Lowell Catlett	Faculty	Bonnie Pratt	Staff
Anne Gallegos	Faculty	Brian Ormand	Staff

Joe Martinez	Community	Wendy Hamilton	Faculty
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Financial and Physical Resources

Bill Foster	Faculty	Bill Harty	Staff
Herman Garcia	Faculty	Ben Woods	Administrator
Laura Huenneke	Faculty	Tommie Kemp	Staff
Larryl Matthews	Administrator	Rene Walterbos	Faculty

Human Resources

Sue Brown	Staff	Shirley Pace	Staff
Christine Marlow	Faculty	Bob Howell	Staff
Judi Paulus	Staff	Michael Morehead	Administrator
Lana Gilkison	Staff	Doug Kurtz	Faculty
Nadia Rubaii-Barrett	Staff	Felicia Zamora	Student
Lydia Bruner	Staff	Dorris Hamilton	Community

Institutional Climate

Rudolfo Chavez Chavez	Faculty	Vivian Giron	Staff
Christine Marlow	Faculty	Charles Nolan	Staff
Lisa Frehill	Faculty	David Pengeley	Faculty
Sandra Westbrook	Student	Rachel Mangas	Student
Sharon Urtaza	Staff	Donald Reed	Staff
Glenda Urquidez	Staff	Timothy Ross	Faculty

Institutional Image

Pookie Sautter	Faculty	Cynthia Dillon	Faculty
Bill Eamon	Staff	Josie Green	Community

Gweyn Leabo	Staff	Julie Maitland	Student
Nena Singleton	Staff	Steve Warburton	Faculty
Carolyn Cordova	Student	Kurt Anderson	Faculty
Javier Vargas	Faculty		

Institutional Values

Laura Gutierrez Spencer	Staff	Dick Bagby	Faculty
Kurt Anderson	Faculty	Del Hansen	Community
Marta Remmenga	Faculty	George Clever	Faculty
Yosef Lapid	Faculty	Barbara Siegel	Faculty
Rosalinda Barrera	Faculty	Selene Virk	Student

Organizational Structure and Governance

Bill McCarthy	Faculty	Gina Libo	Faculty
Linda Leeper	Faculty	Terry Meyer	Staff
Larry Mays	Staff	Enrique Solis	Faculty
Kathy Brook	Administrator		

Political and Legal

Joe Martinez	Community	Elba Serrano	Faculty
David Myers	Administrator	Miley Gonzalez	Administrator
Nancy Oretskin	Faculty	Kim Seckler	Faculty

Social and Demographic

Dino Cervantes	Community	Marie Mora	Faculty
Jim Williams	Faculty	Walter Stephan	Faculty
David Levi Gwaltney	Student	Fred Rubio	Community

Maria Luisa Gonzalez	Faculty
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Student Services and Athletics

Carolyn Cordova	Student		
Manny Encinias	Student	Wendy Ray	Student
Sue Brown	Staff	Ulysess McElyea Jr.	Community
Angela Throneberry	Staff	Darrell Smith	Staff
Eric Pratt	Faculty	Karen Stabler	Faculty
Robert Gallegos	Faculty	Lydia Bruner	Staff

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New Mexico State University

NMSU's Strategic Planning

New Mexico State University

Review Draft

Strategic Plan: 1998-2002

October 1, 1997

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EXECUTIVE SUMMARY

New Mexico State University's Strategic Planning Committee (SPC) is pleased to present the attached DRAFT strategic plan for comment and additional input from the university community. The draft plan is not THE plan but a working document that will be revised after much open discussion and comment.

The draft plan calls for significant changes in NMSU's academic programs, support services and administration. Yet the draft plan is neither a critique of the past nor an assignment of blame. The NMSU community can be justifiably proud of its heritage and past accomplishments. The draft plan is based on two

fundamental premises: first, that even a strong institution of higher education can become better, and second, that the rapid pace of demographic, social, economic and technological change mandates that all institutions of higher education respond to new external and internal environments. The overriding goal of the draft plan is to make NMSU stronger academically and more intellectually exciting, user-friendly and efficient.

The draft plan draws on NMSU's traditional strengths and confronts the institution's principal weaknesses. The core of the plan is found in five strategic directions. The first strategic direction, titled "Creating a Student-Centered Learning Community," is designed to enhance NMSU's student-oriented learning programs by better coordinating all services for students and providing additional services to support student success. The second strategic direction is titled "Preparing for the 21st Century" and addresses NMSU's need to respond to dramatic social, economic and technological forces by enhancing and coordinating our information resources and technology and increasing the emphasis on international and multicultural educational opportunities. The third strategic direction is titled "Emphasizing Distinctive Academic Opportunities" and is designed to strengthen NMSU's academic programs and enhance multidisciplinary academic activity. The fourth strategic direction is to "Enhance NMSU's Sense of Community" both internally and externally by increasing communication, emphasizing customer-friendliness, and improving external community relations and services. The fifth and final strategic direction is titled "Renewing NMSU's Capacity for Change." This strategic direction is designed to redirect our energy and resources toward our primary mission of teaching, research, extension education, and service by streamlining administrative functions and basing future program and budget decisions on our institutional priorities.

The SPC solicits and welcomes your comments, suggestions and criticisms. Appendix A of the draft plan contains a list of ways for the university community and the general public to have their voices heard before the committee meets in November to revise the plan. We look forward to a debate governed by thoughtful consideration of diverse viewpoints and a collegiality and respect for others. Strengthening the institution should take precedence over individual needs and desires.

INTRODUCTION:

New Mexico State University's Strategic Planning Committee (SPC) is pleased to present this DRAFT Strategic Plan to the university community and the people of New Mexico. The word "draft" can not be emphasized too strongly. We actively solicit comments and criticism of the draft and we have established a number of mechanisms (described in Appendix A) for comment and dialogue by members of the university community and the general public. After everyone has had an opportunity to comment on the draft plan, the SPC will convene to produce a "final" version of NMSU's first strategic plan to be presented to the university community, the President and the Board of Regents.

Strategic planning is a process by which NMSU can take charge of its future by asking the question "Where do we as a university want to go in the next five years?" and answering it in light of opportunities we see on the horizon and existing university strengths. The purpose of this strategic planning process is to provide a framework within which the university community and its external stakeholders can exercise their shared responsibility for shaping NMSU's future.

The SPC has strived to develop a plan that reflects both the need for change at NMSU and a commitment to build on our considerable university strengths. This is a comprehensive plan that anticipates an exciting next five years at NMSU. In it we have made difficult choices, which is a critical part of priority-setting. The recommendations in the plan are interdependent and can be achieved only if we address them as a cohesive package. Planning is a process of streamlining as well as enhancing. In a time of significant resource constraints, funding our highest priorities requires us to reduce or eliminate activities that may be of lower priority, less cost-effective, or less central to our land-grant mission.

NMSU's strategic planning process has actively engaged hundreds of people including faculty, students, administrators, staff and the general public over the last year. A Plan to Plan Committee was appointed in Spring 1996 and recommended the creation of the Strategic Planning Committee, which was appointed on

October 31, 1996. Thirteen sub-committees worked diligently to develop background information and recommendations for the SPC. The subcommittee reports have been available for review and comment by the university community since June 1997. The Executive Review Board provided valuable counsel to the SPC. (The membership of the SPC, the SPC subcommittees and the Executive Review Board are listed in Appendix B.) Dr. Robert Shirley, formerly President of the University of Southern Colorado and a nationally respected expert on strategic planning in higher education, served admirably as a consultant to this process.

Three major outcomes are anticipated from the strategic planning process: 1) an institutional plan to guide NMSU's actions for the five-year transitional period from the 20th to the 21st century; 2) increased communication and discussions across the university community and broad participation in institutional priority-setting and the subsequent choice-making that carries out those priorities; and 3) the development of an ongoing planning and priority-setting process and a collaborative organizational culture.

The contents of the strategic plan are as follows. We begin with the fundamental assumptions guiding the strategic planning process, followed by a revised mission statement for NMSU that emphasizes our particular institutional strengths. An assessment of NMSU's current strengths and weaknesses follows. Next we present the core of the strategic plan, five strategic directions devised to capitalize on NMSU's mission, values and unique opportunities, followed by action steps designed to carry out these strategic directions. We close with recommendations for implementing change and responding to future challenges.

1. BASIC PLANNING ASSUMPTIONS:

The fundamental assumptions that guided the development of New Mexico State University's first strategic plan were derived from the reports of the thirteen strategic planning subcommittees, additional comments from the broader university community, and the independent judgment of the SPC.

First, NMSU will continue to be a comprehensive public teaching and research university with the commitment of a land-grant institution to advance and share knowledge and extend programs and services that respond to the needs of New Mexico and its citizens. NMSU's mission is elaborated more fully in the following section.

Second, NMSU's primary student clientele are New Mexicans. State demographic and economic trends suggest that NMSU's student population will be increasingly diverse in terms of age, race, ethnicity and socioeconomic status. These trends also indicate relatively stable student demand for NMSU's educational services during the next few years.

Third, NMSU has achieved a reputation for providing high-quality teaching, research, service and extension education programs with a consistently lean budget. The university budget is unlikely to increase substantially over the next few years. The condition of the New Mexico economy, a small tax base, increasing competition from other sectors for a share of the state budget, public resistance to tax increases, real limits on students' ability to absorb tuition increases, and reductions in federal research expenditures all point toward limited inflation-adjusted increases in NMSU's major sources of funding. Therefore, the judicious use of internal resources, including reallocation, is critical to NMSU's financial health and the quality of its academic programs.

Fourth, NMSU, like most institutions of higher education, will continue to face demands from the public for accountability through regulations, information-sharing requirements and other measures intended to demonstrate our effectiveness in managing our resources for the public good.

Fifth, the rapid pace of technological change, particularly changes in information and communications technology, will profoundly affect how NMSU fulfills its teaching, research and service missions.

Sixth, the people of New Mexico live in an increasingly global environment and NMSU must have an international outlook in fulfilling its teaching, research and service responsibilities.

2. MISSION:

NMSU's mission statement emphasizes our land-grant traditions, our institutional strengths and our values:

New Mexico State University strives to become an exemplar among land-grant universities through excellence in teaching, research, extension education, and service to the citizens of New Mexico, with special emphasis on preserving the state's multicultural heritage. New Mexico State University's unique geographic location, heritage and intellectual history provide a natural focus that is intercultural and international. Consistent with its land-grant heritage, New Mexico State University strives to increase its prominence as an agent of economic, social and technological progress in New Mexico and the United States-Mexico border region. Our goal is to enact these mandates in a student-centered community of learner-scholars that is characterized by challenge, intellectual excitement, openness and accountability.

New Mexico State University's first responsibility is to provide high-quality education to a diverse student body. Its educational mission will be characterized by active learning, with emphases on learning-to-learn, critical thinking and the students' quality of life. High-quality fundamental and applied research, scholarly programs and creative activity are the vital underpinning of academic excellence at NMSU. As a land-grant university, New Mexico State has the principal responsibility to serve the people of New Mexico through practical education, university-community interaction and lifelong learning opportunities. Thus, critical interconnections exist among New Mexico State University's teaching, research, extension education and service responsibilities.

3. NMSU'S STRENGTHS AND WEAKNESSES:

NMSU can accomplish this mission by focusing and building on its strengths and land-grant traditions:

- a multicultural environment with close ties and proximity to the U.S. border with Mexico;
- an advanced technological environment due in large part to the research expertise and research advances of New Mexico's research universities, national laboratories and testing facilities;
- a reputation and success in research and creative activity almost unheard of for a public institution of our size;
- an array of academic programs that provide high-quality education and good value;
- strong statewide support, which has made us **the** statewide university in New Mexico, attracting students from all counties of the state and extending our programs, research and extension activities to respond to citizen needs in every corner of New Mexico;
- an emphasis on student hands-on experience through cooperative education, internships, participation in research and other work experiences; and
- dedicated faculty and staff with wide-ranging expertise who are eager for the opportunity to work together in building NMSU's future.

We also must admit to our weaknesses and address them head-on. Some of these relate to resources and cannot be solved by NMSU alone. These include needs for:

- more competitive faculty and staff salaries;
- more competitive levels of technology and information resources;

- additional support for students struggling to meet increasing costs; and,
- improvements in existing facilities and infrastructure.

In addition, weaknesses have been identified which only NMSU itself can remedy. These were raised repeatedly during the planning process and cannot be ignored if we are to carry out our mission. NMSU's present weaknesses include:

- lack of a clearly-defined institutional image or sense of direction internally or externally. This deficiency affects NMSU's ability to project its distinctive strengths and diminishes the general appeal of the institution as well as decreasing student recruitment, employee enthusiasm, community and state support, and private fund-raising.
- a reward structure that contributes to a lack of cooperation within the decentralized confederation of colleges, inhibits the realization of common university goals, creates unnecessary duplication and a diffusion of effort, and limits the sense of collegiality across campus.
- a failure to provide the full range of services necessary to support students as they learn to make effective choices in their personal, educational and career lives. This is accompanied by administrative barriers impeding student enrollment and progress.
- inadequate recruitment and maintenance of a diverse faculty and staff to provide the sensitivities and perspectives needed to support an increasingly diverse student population.
- lack of a sense of challenge and intellectual excitement in the university community.
- inadequate development of the library resources, computing/networking support and programmatic focuses on internationalism that are needed for preparing the leaders of the next century.
- ineffective organizational structure and processes that need revising to build a sense of community and the opportunity to come together to solve problems and achieve priorities.
- underdeveloped institutional advancement and fund-raising programs.
- an inadequate university presence in the local community. As a land-grant institution we should recognize our obligations to share our intellectual, technological, cultural and recreational resources with our community and region.

4. STRATEGIC DIRECTIONS:

Strategic directions are created from a careful assessment of an institution's mission, values, current strengths and weaknesses, and external environment. They furnish a framework for the future unique to the institution.

The central focus of NMSU's first strategic plan is on five interconnected strategic directions designed to capitalize on the university's unique mission, values, and strengths and to make it stronger and more responsive. (1) NMSU's first responsibility is to its students. For this reason our highest priority is to create a student-centered learning community designed to enhance significantly our students' on-campus experience. (2) Our second strategic direction is mandated by the rapid pace of technological change, the internationalization of the world economy, changes in social and demographic conditions, and the multidisciplinary nature of the creation of knowledge. This strategic direction is designed to prepare us for the 21st century. (3) Our third strategic direction exploits existing strengths and creates new programs that capitalize on NMSU's distinctive academic opportunities. (4) Our fourth strategic direction is to enhance NMSU's sense of community through increased communication, participation, decision-making and consumer orientation. (5) Our fifth strategic direction is to renew NMSU's capacity for change through a reassessment of

our administrative functions and structure, a necessary condition for achieving the first four strategic directions.

4.1 Creating a Student-Centered Learning Community

The entire NMSU student experience should take place in a supportive environment that enhances students' personal, educational and career choices and nourishes students' sense of personal responsibility for their own educational outcomes. NMSU must foster a friendly, caring environment that minimizes institutional barriers to student learning. Advising and student support services must be readily available and coordinated, with a student focus rather than a department focus. In addition, NMSU must enhance efforts to retain students. Closer coordination of academic and student services in support of the whole student will improve the likelihood of student persistence.

NMSU must instill in its students a lifelong commitment to learning. Recognizing the dynamic nature of the workplace, students must be equipped with critical thinking skills necessary to adapt and even thrive when faced with change. Students need self-directed learning skills that can be acquired only through a learning environment focused on critical thinking, learning to learn, and problem-solving.

The special needs of minority students, nontraditional students and first-generation students must be identified and met. NMSU must renew efforts to attract a diverse and high- quality student population. Attracting and retaining a diverse student body will be enhanced by the presence of an increasingly diverse faculty, administration and staff; by increased minority student services to complement other student support services on campus; and by ensuring Spanish-speaking staff members are available in all offices serving new students and their parents.

Many talented New Mexico students attend college outside the state. One of our recruiting goals should be to attract these students. To do so we must ensure that our undergraduate and graduate programs are rigorous and intellectually exciting.

Action Steps to Create a Student-Centered Learning Community:

To create a challenging but welcoming learning environment for undergraduate and graduate students, we recommend the following actions:

INSTITUTIONAL SUPPORT SERVICES FOR STUDENTS

- Provide stronger coordination of all institutional support services for students (including admissions, registration/records, financial aid, veterans' affairs, new student orientation, American Indian Programs, Black Programs, Chicano Programs, disability support services) by combining these offices under a single administrative unit to ensure policy consistency, efficient service and more effective sharing of information with academic units. Locate these services and the new services described below in a central location on campus.
- Provide flexible and extended hours for educational and student support services so they are available when students need them.
- Prepare and make available advising materials regarding general education requirements, academic support services and other information common to all students, faculty and staff advisors. All advisors should receive annual orientation and information updates.
- Develop a web-based degree audit system available to students and all advisors so students can plan their academic programs, monitor progress toward their degrees, and take responsibility for making their educational choices.
- Implement the program- and unit-specific recommendations found in Appendix C, III.

SERVICES FOR NEW STUDENTS

- Create a one-stop Student Information Center. This center will provide extended hours as well as round-the-clock assistance by phone and will be staffed by individuals familiar with NMSU and trained in information access. Students in need of information on nonacademic issues (such as student organizations, counseling, health problems) or academic issues (such as changing a major, seeking information regarding enrollment procedures or graduate school, problems with computer access) will be able to drop in and get help in the form of information, assistance with procedures, or direct referrals to appropriate units.
- Initiate Student Help Days: The student information center will coordinate student help days to meet the beginning-of-semester registration, scheduling and general information needs of students. Help agents, including representatives from every college and such offices as the registrar, financial aid, and student employment, will be available.
- Create a University Center for first-year and other students with undeclared majors, nontraditional or returning students, foreign students, and first-time transfer students. These students need focused attention and services as they enter NMSU. A special center will give these students a "home" and provide them with proactive monitoring and needed services. This center will work closely with offices involved in recruitment and admission, so new NMSU students will have a seamless transition from first contact with NMSU to the beginning of their second year or their selection of a major department.

The University Center will provide extensive orientation programs for students new to the NMSU campus. These programs will include traditional academic advising and introductions to the wide range of student service programs, including career counseling, financial aid, tutoring, and student life programs.

- The center will develop a first-year mentoring program for all new students with upperclass-student, staff and faculty mentors. The University Center, as well as the students' mentors, will maintain regular contact with all first-year students and monitor and support their progress.
- Create a new academic Crimson Scholars Program that encompasses and enlarges the current Crimson Scholars Program and the current Honors Program to provide vastly expanded academic programming to challenge the intellectual growth of superior students. Create a large array of general education and elective Crimson Scholar courses that provide greater opportunities for students to take seminar-style courses and research and readings courses, and to individualize their programs of study to meet their individual goals. This enhanced scholars program also should allow undergraduate students to apply for research funds to conduct research or engage in creative activities. Participants in the program should have special privileges, including the use of a reserved computer cluster, registration priorities, library privileges, specific dorm facilities, and preferential hiring for campus jobs. College and departmental honor societies should be tied to this program.
- Develop a recruiting focus to attract New Mexico's best high school graduates into the Scholars program. Colleges, admissions and minority program offices should be involved in the recruitment and retention of students in this program.

GRADUATE STUDENT SERVICES

- Waive tuition for all state-funded graduate assistantships to strengthen our graduate recruiting efforts.
- Enhance support services for graduate students under the auspices of the Graduate School to include: (1) an expanded graduate student orientation for all graduate students, and (2) mandatory and expanded university-wide training for graduate students who will be serving as teaching assistants in the classroom.

- Develop an endowment fund to support the unique research expenses of graduate students working on theses and dissertations.
- Create social and meeting rooms designated for graduate students. Encourage more participation in annual university-wide research fairs and interdisciplinary brown bag seminars for graduate students to present their work to other graduate students and faculty members.

LEARNING EMPHASES

- Ensure that all students have access to courses stressing active learning. Develop courses in which lower-division students work with faculty members in collaborative research, and develop more opportunities for upper-division and graduate students to conduct independent research or creative work. Encourage faculty members to create peer-taught classes in which students hold primary responsibility for learning. Further strengthen our emphasis on hands-on learning by encouraging departments to require service learning experiences (e.g., completing a co-op, internship, fieldwork, practicum) for each student.

INTERCOLLEGIATE ATHLETICS

- Make intercollegiate athletics an integral part of the campus community, rather than a quasi-independent operating unit. Priorities and program decisions regarding athletics should be made as a part of the overall priority-setting process at NMSU. NMSU intercollegiate athletics has the potential to serve as a pivot point in establishing school spirit and a sense of community internally and externally.
- Ensure increased accountability through the establishment of an on-going, university-wide committee that continuously reviews the operation of all athletic programs. This committee would: a) Investigate and sanction any sport that does not meet the following standards at NMSU: graduation rates at least equal to the general student-body average; maintenance of positive image in internal and external communities; maintenance of NCAA Division I attendance standards; adherence to a balanced budget; no probation or other external disciplinary actions; creation of a positive atmosphere with broad consumer appeal at all athletic events. Any sport not meeting these standards does not serve the needs of our student-athletes, our overall student body, the university or the surrounding community, and must be brought to standard or considered for elimination. b) Determine the expected level of competitiveness for our athletic teams within the context of overall NMSU priorities. These expectations should be communicated clearly to both our athletes and our internal and external NMSU communities. If available resources are not adequate to meet current expectations of competitiveness, the issue of changing division status should be addressed. c) Consider the addition of other team sports to be funded within existing financial constraints.
- Implement the program-specific recommendations found in Appendix C, II.

4.2 Preparing for the 21st Century

Universities conduct the scholarly activities of teaching, research and service within an ever-changing external environment. At no time in history have the changes been so rapid and extensive as in the second half of the twentieth century, and there is every indication that the pace of change will accelerate as we enter the next century. Rapid changes in communications and computing technology already have had a substantial impact on our daily lives as students, faculty members and staff. It is not possible to predict where the changes in information and computing technology will take us over the next five years. It is, however, possible to predict with reasonable certainty that NMSU must, as an institution, be technologically competitive.

In addition, the world is characterized by the increasing globalization of economies and cultures. At NMSU exposure to global diversity and the resulting intellectual stimulation should be a daily occurrence. NMSU must have an international outlook in its teaching, research and service activities. We must produce globally-competent, life-long learners able to understand the interdependence of societies and cultures and demonstrate

appreciation for differing values and perspectives. To succeed in this effort, faculty members, staff and administrators must be internationally competent.

Our students also enter a world characterized by diversity. The United States and particularly its border states are experiencing significant social and demographic changes. The ethnic and cultural base of NMSU's constituency is rapidly changing and we must be certain that these changes are reflected in diversity within the university. Much of NMSU's special identity lies in its multiculturalism.

Finally, the creation of knowledge and the sense of intellectual excitement are found increasingly at the boundaries between disciplines. NMSU must actively encourage multidisciplinary collaboration in teaching, research and service.

Technological change, globalization, New Mexico's ethnic and cultural diversity, and the multidisciplinary nature of new knowledge should not be considered in isolation. The fact that these trends are closely connected parts of the modern world intensifies the need for NMSU to prepare for the 21st century. The urgency of preparing for rapid change at NMSU is evident in the condition of the state economy and the income levels of the people of New Mexico. Clearly, New Mexico's future development depends on its ability to compete in this world-wide arena and on the skills of its future leaders.

The university must respond to the current job market by reassessing the educational process. We must teach students to be problem solvers and life-long learners as well as to be flexible and to be good communicators and listeners. These skills will help students respond to an economic and social climate characterized by a high degree of change.

Action Steps for Preparing for the 21st Century:

INFORMATION AND TECHNOLOGY ACTION STEPS

- Make the development and coordination of NMSU's information resources and technology (including the library and computing/networking) among the university's highest priorities. Enhance the ability of these components to respond to the needs of the campus community by focusing on the provision of integrated state-of-the-art information resources (e.g., electronic databases, electronic information resources for collections, on-line information resources, financial management systems, student record systems, human resource management systems, grant management systems).
- Combine the library, computing and networking, telecommunications, printing and instructional support services to provide for integrated development of NMSU's information resources and technology.
- Design, adopt, and implement a distance education policy within a year from the adoption of this plan. This policy should ensure that, when our delivery goes "high tech," our focus remains "high touch." This policy should be based on the following general principles. (1) NMSU's primary educational obligation is to its on-campus students. (2) All NMSU distance education programs must be based on genuine educational needs. Specifically, NMSU will not engage in distance education programs in which the primary purpose is to generate revenue. (3) All NMSU distance education programs will maintain high standards of scholarship and quality. (4) Course offerings and quality standards shall be under faculty control, with faculty senate approval for new courses, as is mandated for on-campus courses. (5) The distance education policy will encompass all forms of off-campus educational programs including, but not limited to, televised courses, computer-based (Internet) courses, and faculty teaching off-campus.
- Make completing and upgrading of the on-campus computing and communications network (NMSU-NET) a high priority. In a 21st-century communications system, faculty, staff and students must have universal access to networked communications and information.

INTERNATIONALIZATION ACTION STEPS

- Encourage foreign language and multicultural coursework. The internationalization of the world economy and culture mandate that our students become globally-competent learners. Among other necessary skills, globally-competent learning is greatly facilitated by knowledge of a foreign language. NMSU will adopt a policy encouraging all programs to require students (undergraduate and graduate) to demonstrate competence in a foreign language equivalent to a one- or two-year college-level sequence of courses or complete four courses with multicultural content.
- Enhance international opportunities for students. A remarkable variety of international educational opportunities are available, including study-abroad programs, short courses, intensive foreign language courses, internships with international organizations and businesses, and NMSU courses involving international travel. NMSU will ensure that all students become aware of international study and work opportunities by (1) maintaining a web-based database of international options, (2) making certain that student orientation programs present such opportunities, (3) ensuring that academic advisors are aware of and encourage international opportunities, (4) providing counseling on funding alternatives, and (5) increasing the number of active exchange programs with non-U.S. universities.
- Involve foreign students in internationalization efforts. NMSU's foreign student population constitutes an extremely valuable, low-cost, but largely untapped internationalization asset. NMSU's foreign students bring to campus a wealth of knowledge about their home countries, languages, economies and cultures. NMSU will develop a systematic program that simultaneously increases domestic (U.S.) students' knowledge of other nations and enriches the educational experience of foreign students. Among the possibilities are direct one-on-one mentoring relationships between domestic and foreign students, programs to provide two-way language tutoring, and an increased number of international cultural events and presentations on campus.

MULTICULTURAL AND DIVERSITY ACTION STEPS

- Institute cultural diversity training for all faculty and staff. In a world of increased face-to-face contact, all members of the academic community need to develop higher levels of intercultural competence through awareness of the ethnic and cultural characteristics of others. We cannot hope to prepare our students for the increasingly high levels of intercultural contact they will experience if we do not maximize first our own intercultural interaction skills.
- Mirror the great cultural diversity of our state and student population in our course offerings. We must increase the scope of multicultural education across the curriculum to better prepare all students to live in an increasingly diverse society. NMSU will increase the number of courses directed at Southwest and border studies, consistent with new academic directions proposed in the next section. In addition, we will incorporate information on cultural diversity to make as many courses as possible multicultural in nature.

MULTIDISCIPLINARY ACTION STEP

- Make the teaching of multidisciplinary courses a high priority. Encourage each academic department to have at least one faculty member teach a multidisciplinary course every year and encourage the exchange of faculty between departments. Cross-college multidisciplinary courses are to be especially valued. The resulting cross-fertilization of ideas will stimulate new thinking about old problems, encourage multidisciplinary research programs, lead to exciting new teaching methods, and add to the general atmosphere of intellectual excitement on campus.

4.3 Emphasizing Distinctive Academic Opportunities

CREATING NEW ACADEMIC OPPORTUNITIES

To promote institutional vitality--the sense of challenge and excitement shared by faculty, staff, and students alike--academic institutions need to identify and nurture the characteristics that distinguish them from others. These characteristics ideally both provide an academic niche that no other institution can fill and match the needs of the clientele served by the institution. As reflected in its mission statement, NMSU's geographic location, cultural heritage and intellectual history provide a natural focus that is multicultural and international.

We propose to highlight and strengthen NMSU's distinctive academic opportunities through the creation of three multidisciplinary units that showcase our cultural, geographic and intellectual expertise. Our intention is to cement NMSU's premiere scholarly position in this geographic and cultural area by engaging talented faculty members and students from throughout the NMSU community and attracting new faculty members and students with these areas of interest and expertise.

To this end, NMSU will create a Center for Southwest and Border Studies, an Institute for Sustainable Development of Arid Lands, and a Center for Computational Studies. The Centers and Institute will provide opportunities to combine resources and expertise found across colleges and departments and will provide national and international recognition to NMSU's unique academic assets.

The two Centers and the Institute will provide significant opportunities for university-wide interdisciplinary participation by encouraging and rewarding faculty members who engage in teaching, research, and service in these three broad areas. The Centers and Institute will encourage curriculum development, serve as a resource and coordinating agency for faculty members and staff seeking research funding, and work with the library to enhance significantly the library's collections. They will promote hiring faculty members with an active interest in these and related areas and will work closely with NMSU's communications efforts and with each other to enhance NMSU's image in these arenas.

Action Steps to Create New Academic Opportunities:

CENTER FOR SOUTHWEST AND BORDER STUDIES

The new Center for Southwest and Border Studies will enhance NMSU's position as a leading institution in teaching, research and service related to cultural, social, economic, political, environmental and other issues affecting the Southwestern U.S. and the United States-Mexico border region. The Center is a natural outgrowth of NMSU's mission statement, which stresses the importance of our geographic location, intellectual history and natural focus on multicultural and international issues. The Center will provide significant opportunities for university-wide participation and maintain close ties with the Center for International Programs, the Latin American Studies Program, the Center for Conflict Resolution, and other related university units.

NMSU's distinctive academic opportunities in the areas of Southwest and border studies will also be highlighted and enhanced by the strengthening of NMSU's academic programming in ethnic and women's studies. The ethnic and women's academic programs will be closely tied to the Center for Southwest and Border Studies and will encourage faculty hiring and collaboration on ethnic/women's studies research and community projects relative to the Southwest/border area. The focuses of the Center will include the border's history and cultures; environmental conditions; international business; grass-roots activism; multicultural education; engineering and business applications to maquiladoras; border social and educational problems; and the political dynamics of diversity and pluralism.

INSTITUTE FOR SUSTAINABLE DEVELOPMENT OF ARID LANDS

A new Institute for Sustainable Development of Arid Lands will be dedicated to the development of interdisciplinary programs which seek to understand and manage sustainable agriculture and natural resources in arid regions. The Institute's teaching, research and extension programs will emphasize a systems approach to problem-solving and bring together scientists from a range of disciplines to address the often-conflicting issues and challenges of environment and production in a fragile physical setting. The Institute starts from a position of strength--NMSU's existing agricultural teaching, research and extension programs and its land-grant

tradition of responsiveness to area needs, as well as its strengths in engineering and natural sciences. Multidisciplinary, systems-oriented research and educational emphases of the Institute are likely to include heat- and drought-tolerant plants; plant genetics; plant improvement and protection; remote sensing and geographical information systems; soil, plant and animal interactions; water supply, quality and management, including economic, legal and technological aspects; hydrology; weed and brush management; diffusion and marketing of technology; the potential of arid lands to meet world food production; environmental protection and education; and ecologically-sound border development.

The Institute will promote collaboration among scientists throughout the university as well as with other institutions and agencies, particularly through NMSU's participation in the Southwest Consortium for Plant Genetics and Water Resources and the International Arid Lands Consortium, both of which bring research expertise and advances together in meeting regional and world needs. The Institute will be housed in the Center for Sustainable Development of Arid Lands soon to be under construction.

CENTER FOR COMPUTATIONAL STUDIES

A new Center for Computational Studies will be created as an interdisciplinary focal point for programs related to computer and computational studies. The use of computers in science, manufacturing, engineering, business, human services and education has become pervasive. Advances in semiconductor physics, electronics, and an intensely competitive computer market have resulted in desktop computers that have the power of the mainframes of just a few years ago at a fraction of the cost. However, the efficient use of the raw computational resources depends on software tools and applications that are user-friendly while at the same time bringing the full capability of the computer hardware to bear on a given problem. The Center for Computational Studies will provide a focus for research in these critical areas and a program of study for students seeking to specialize in some aspect of computational studies. It will build upon existing NMSU expertise and collaborations, such as parallel and supercomputing, artificial intelligence, natural language processing, data bases and visualization. The Center will be strengthened through the inclusion of the Computing Research Laboratory (CRL) and its related research.

The Center will allow NMSU to play a pivotal role for the state's national laboratories and testing facilities involved in computational science and engineering, for local industries that are using increasingly advanced computation to reduce the time of product design and development and other applications. The creation of this Center can make our region more competitive in attracting businesses requiring graduates and expertise in computational technology and information systems.

STRENGTHENING CURRENT ACADEMIC PROGRAMS

NMSU's current academic programs are underfunded. We have genuine academic needs that are not being met. We commonly assume that the solution to our financial problems lies in increased funding from the state, federal and private sectors, and a reallocation from resources currently used for administration. The limited potential for new resources and the continuing need for administrative services renders these solutions incomplete. In difficult financial times we must be willing to assess our academic strengths and weaknesses. We must ask four questions: Does each of our academic programs meet a reasonable standard of quality and demand? Is each program central to our mission? And, particularly where the answer to one of these questions is "no," we must ask: Can restructuring our current programs better serve student needs? Is each of our academic programs essential?

All of NMSU's current academic programs were reviewed with our mission, current strengths, academic values, and competitive advantages in mind. The assumptions that guided our review and our recommendations were that we must promote program excellence; encourage high-quality programs that capitalize on our locational and multicultural advantages; and redeploy assets that are underutilized by our students.

Action Steps to Strengthen Current Academic Programs

- Provide equitable access for faculty in all colleges to instructional and research support services.
- Implement the program- and department-specific recommendations found in Appendix C, I. A summary of recommended departmental changes can be found in Appendix D. In total, these recommendations result in the reduction in the number of departments from 57 to 48 and the elimination of one doctoral program (Ph.D. in Business Administration) and four bachelor's programs (B.S.--City and Regional Planning, B.A.--Philosophy, B.S. in Agricultural Engineering, B.S. in Medical Technology). In addition, it is recommended that all associate's programs be moved to the branch campuses. Modifications have been recommended for other departments and programs to strengthen our continuing programs. Our recommendations are based on the following principles:

All programs to be offered at NMSU must rate high on at least one of the primary review criteria: quality, centrality to mission or need (student demand, employer demand, locational or comparative advantage).

All associate degree programs should be moved to the branch campuses. These are important programs to respond to student and employer needs but are not central to our mission. A Carnegie I research university should focus on baccalaureate and graduate education.

Ph.D. programs at NMSU must demonstrate high-quality research and publication efforts across program faculty. Employer demand and placement of graduates should be high.

Some programs with limited resources, a small faculty or fragmented offerings can be strengthened by reconfiguration or consolidation with similar programs.

Some programs with low student demand should drop the program major and reallocate resources to increase offerings for students across the university, thus increasing overall student access to the discipline.

Quality programs with disproportionately high student/teacher ratios must be enhanced to maintain quality and serve student needs.

- Maintain an ongoing cycle of program review to enhance our existing excellent and strong programs, examine and reduce duplicative academic offerings which are inefficient and costly for the university, and examine new course and program proposals for both need and possible duplication.

STRENGTHENING NMSU'S RESEARCH EFFORTS

Research, both funded and unfunded, is a critical component of NMSU's land-grant mission. Research efforts enhance the national reputation of the university and the sense of intellectual excitement on campus. Research grants are a major source of financial support for both graduate and undergraduate students. NMSU's research efforts also make substantial contributions to state and regional economic development. Providing adequate support for NMSU's research efforts is a high priority, and this plan emphasizes the role of research in strengthening our academic programs. It also emphasizes focusing both new program development and research efforts on our existing program strengths. Many parts of this plan directly impact NMSU's research efforts. In addition, we recommend the following specific actions.

Action Steps to Strengthen Research

- Encourage multidisciplinary research efforts, particularly across colleges, by removing administrative obstacles to such research. In particular, adopt a uniform policy for the distribution of overhead funds (described below) and provide a central administrative home for multidisciplinary, funded research programs (also described below).
- Adopt a uniform policy for the distribution of overhead funds based on the following principles: (1) A

portion of overhead funds should be used to support central research infrastructure needs (e.g., the library, computing and networking services, and other administrative services); (2) A portion of overhead funds should be used to support multidisciplinary research efforts; (3) A portion of overhead funds should be returned to the academic colleges to support specialized infrastructure needs and new research initiatives; (4) A specific share of funds returned to the academic colleges should be allocated to departments on the basis of faculty contributions to research; (5) A specific share of overhead funds should be allocated to principal investigators to support their own research.

- A small, efficient and user-friendly central office is needed to protect the university from research-related liability issues, perform functions common to all colleges and research units (to avoid duplication) and provide an administrative home for multidisciplinary, cross-college research efforts.
- Eliminate the Plant Genetics Engineering Laboratory (PGEL). The overhead funds now spent supporting PGEL could be used more productively elsewhere.
- Encourage more publications by faculty and students in nationally and internationally recognized scholarly journals. Each department-level strategic plan should clearly delineate expected publication guidelines for promotion and tenure.
- Integrate the Physical Science Laboratory (PSL) more closely with NMSU's academic programs and faculty and investigate alternative organizational forms for PSL, including nonprofit corporation status.
- Recognize the importance of faculty research that is not externally funded by enhancing and centralizing the mini-grant programs currently within each college. This new mini-grant program could be administered by the Graduate School, eliminating the need for duplicative administrative chores currently performed by the individual colleges.
- Re-institute a campus-wide research speaker series to inform the university community of the on-going research (funded and unfunded) conducted by faculty.

4.4 Enhancing NMSU's Sense of Community

Centralized decision-making, feelings of disenfranchisement, lack of information on policies and priorities, internal competition, and low identification with the institution as a whole have been identified as existing problems. These conditions hamper efforts to create a strong and dedicated community of learner-scholars who identify with NMSU and who work together to create an effective and desirable learning environment for students and employees.

To remedy these problems, two major changes must occur within the university. First, any aspects of academic planning or decision-making that foster conflict among academic units need to be modified to reinforce the message that we are all part of a single institution with a common mission and direction. The boundaries of our learning community need to become more fluid even as we maintain the rigor of the disciplines and the quality of our services. Allocation of funds should promote cooperation in achieving university-wide strategic goals. Structural changes should increase coordination and reduce conflict and redundancy. Institutional policy should be enforced consistently.

Second, NMSU should exemplify institutional democracy. NMSU, as a university community, must involve faculty, staff and students as responsible and reliable partners in the decision-making process. This collaboration and communication will improve morale and lead to better decisions. More information should be disseminated throughout the institution on issues and priorities, and input from the range of campus constituencies should be sought and considered before final decisions are made.

There is ample evidence that many university offices are not customer-friendly. We need a philosophy of service at NMSU. We will institute a comprehensive campus-wide program to focus on quality customer service. All faculty and staff should possess the skills to ensure that we are, in fact, a friendly and caring university.

NMSU must strengthen its sense of community beyond the campus as well as on campus. We must begin with the assumption that NMSU is an interdependent part of this community and can contribute best through long-term cooperation and interaction.

In addition, we need to view the university not as a sole source of learning but as an educational partner with a variety of public and private institutions, including business and industry. We must listen to and learn from our state's citizens, our elected officials, our alumni and other friends. The communication revolution, which places us in the midst of a worldwide learning community, provides new ways to originate, adapt and transfer expertise to the people of New Mexico.

To a large and growing segment of the region's population, NMSU is important for its cultural and recreational resources as well as for its educational programs. As the cultural center in southern New Mexico, NMSU should continue to provide opportunities for community involvement in the performing arts and other cultural events. NMSU also should continue its participation in intercollegiate athletics, which can be a cornerstone of community spirit.

We must build long-term relationships based on communication and interaction with our students and alumni, employees and retirees, business partners and university supporters. NMSU needs a unified message and widespread participation of the university community in carrying and consistently delivering this message and building these long-term relationships. Our efforts in Las Cruces, Santa Fe, Washington, and in alumni groups nationwide should be based on the same message of NMSU's strengths and directions.

The image of NMSU is established through marketing and direct recruiting activities but also through the attitudes and actions of each unit and all employees in the university as they interact with the public. The NMSU educational experience and image are being created and marketed every day, whether intended or not. Currently, we miss many opportunities to promote a positive image both within and without the university.

Action Steps for Enhancing NMSU's Sense of Community:

VISITOR'S CENTER

- Create a new front door: the NMSU Visitor Center. The center will provide user-friendly information and directions for campus visitors, imparting a sense of university history, traditions and distinctions along with facts about NMSU's intellectual and cultural opportunities.

CAMPUS COMMUNICATION

- Create a meeting place for faculty and staff to facilitate informal interaction. It should be centrally located, self-financing, comfortable and should serve modest refreshments. Creating such a meeting place will not lower productivity, but rather enhance NMSU's sense of community and encourage university-wide discussion and communication on issues.
- Implement innovative forms of on-campus communication. Many campus problems stem from a lack of information and communication. Administrators (deans, vice-presidents and the president) should provide opportunities for dialogue such as departmental visits, town meetings and question-and-answer sessions on specific topics.

SERVICE ORIENTATION

- Provide customer-friendliness training for all faculty and staff within the next year. New employees need orientation on mission, vision, values, the user-friendly and student-centered philosophy of the institution, and a discussion of its major strengths. Regular refresher courses should be offered to all members of the campus community.
- Evaluate customer-friendliness. Each NMSU office that regularly deals with the public or has significant interaction with others on campus should be required to implement a customer satisfaction/customer friendliness survey within six months of training to provide continuous feedback.

CAMPUS ACTIVITIES AND PROGRAMMING

- Combine all student programming efforts under a central programming director to enhance the quality and breadth of programming for students and reduce duplication.
- Combine ASNMSU Special Events with the Office of Special Events to utilize resources and efforts in the best interest of students and the entire university community.

EXTERNAL COMMUNITY RELATIONS/SERVICE

- Encourage communication and shared resources in our partnership with the public schools. Increasing retention rates and students' educational expectations should be a primary focus.
- Continue to increase cooperative educational efforts with the two-year and branch campuses throughout the state, easing the path for students wishing to transfer to a four-year degree program at NMSU. All academic departments should work with these colleges to ensure that students admitted to NMSU experience a smooth transition and have the skills to succeed academically.
- Reaffirm and energize NMSU's extension education and public service efforts in sharing the university's knowledge and resources with the citizens of New Mexico. The land-grant emphasis on service to our citizens should permeate every college and program at NMSU. We have a special obligation to make our programs accessible and responsive to our citizens' needs.
- Provide a variety of cultural and recreational resources for southern New Mexico in the form of concerts, exhibits, lectures and athletic events that are open to the public and that reflect New Mexico's cultural and intellectual diversity. A speaker's bureau of faculty and other university employees available to speak to the public should be created and widely publicized.

MARKETING

- Develop and implement a marketing plan for NMSU based on a market analysis of our institutional image and the strategic directions set by this plan. A university committee, representing academic programs, enrollment management, communications and marketing experience and interest, should be appointed to develop a request for proposals (RFP) seeking a coordinated set of marketing strategies and an employee orientation package based on institutional directions as set forth in this plan. This committee would provide oversight and assistance in the implementation of the marketing and faculty/staff orientation programs resulting from these efforts. The RFP should be prepared by the end of Spring 1998, and the consultants should be selected by the beginning of Fall 1998.
- Combine all institution-wide external community relations, marketing and image-building efforts and coordinate with additional activities conducted at college or unit levels.

- Mount a highly visible, major capital campaign with a goal of \$100 million over the next five years focused on building from NMSU's distinctive strengths. The themes of the campaign should be linked to the priorities in the strategic plan and seek funding for efforts that will position NMSU to develop the programs and leaders of the 21st century. A successful campaign will require joint effort by institutional development, alumni relations, community relations and marketing as well as the support of the entire university community.

4.5 Renewing NMSU's Capacity for Change

This strategic plan focuses on our programmatic strengths and on building from these strengths to achieve our priorities for the next five years. To do so, we need to concentrate our energies and resources on our teaching, research, extension education and public service programs. The previous four strategic directions cannot be implemented without streamlining administrative processes for greater efficiency and responsiveness to student and program needs.

Administration exists to support and facilitate a learning environment and scholarly endeavors. We must ask three questions: Are current decision-making processes adequate? Does the structure of the university support effective communication and service? Are the university's patterns of resource allocation consistent with its purposes and priorities?

NMSU is currently a loosely coupled federation of colleges and units that operates with minimal coordination. This structure makes it difficult for the whole university community to work together to achieve common goals. We must implement process and communication to provide the university community with a common base of understanding and purpose. To bring together people with related responsibilities for serving our students and other constituencies, we must eliminate compartmentalization and conflict among units.

NMSU's budgeting process should serve NMSU as a whole by implementing the institutional mission and priorities established by this plan. Allocations to units--whether dollars, positions, graduate assistantships or space--should be based on their contributions to institutional mission and priorities, not their history of expenditures.

Finally, we need to recognize that NMSU is part of New Mexico's higher education community. We must reaffirm our partnership with all the other public institutions in New Mexico and recognize that each has particular program functions and responsibilities. By working together we can provide coherent programs that meet citizens' needs, demonstrate the value and contributions of higher education within New Mexico and ensure the prudent use of taxpayer dollars.

Action Steps to Renew NMSU's Capacity for Change

The following action steps are intended to strengthen effectiveness and efficiency in NMSU's administrative functions as well as provide for significant reallocation of our current resources. We have identified the need for almost \$11 million annually in recurring funds and \$4.4 million in one-time funds for full implementation of this strategic plan. The largest component of these identified needs is \$8.4 million to make faculty and staff salaries at NMSU competitive with our peer institutions and comparable community positions. The proposed reallocation of approximately \$8 million, as outlined below, will come largely from administrative support functions and will be shifted to provide direct support for our academic mission through implementation of our strategic decisions. This reallocation, together with the proposed major capital campaign, will make possible the enactment of our institutional program priorities as set forth in this strategic plan. (The cost implications of this plan are summarized in Appendix E.)

- Contract nationally for expertise in administrative systems to help us review our administrative

structure and reporting lines and our systems, policies and procedures and recommend a restructuring and streamlining of administrative functions to correct deficiencies and reduce scale. Equal numbers of NMSU faculty, staff, and administrators should be appointed to a committee to develop an RFP, select consultants, and work with them to develop a restructuring plan. This contractual review process and the resulting restructuring plan should be completed by the end of Spring 1998 and implemented in 1998-99.

ACTION STEPS FOR COLLEGE-LEVEL ADMINISTRATIVE RESTRUCTURING AND STREAMLINING

- o Set reallocation targets for streamlining academic administration:

(1) Reduce I & G funds spent on college-level administration from a base of \$4.0 million to \$3.6 million during 1998-99. Implement additional I & G funding reductions of \$0.4 million in the 1999-2000 budget for a new base of \$3.2 million, a two-year reduction of 20%.

(2) Reduce indirect cost recovery funds spent on college-level research administration from a base of \$2.3 million to \$1.8 million in the 1999-2000 budget. This is a two-year reduction of \$0.5 million or 20% and should be phased in over the two-year period.

(3) Reduce cost-sharing, a voluntary commitment of unrestricted institutional funds to grants and contracts, from a base \$3.7 million to \$2.5 million in the 1999-2000 budget. This is a two-year reduction of \$1.2 million or 33% and should be phased in over the two-year period.

(4) Reduce the automatic return to the colleges of salary savings accrued from vacancies during a budget year from a base of \$1.3 million to \$0.7 million in the 1999-2000 budget. This is a two-year reduction of \$0.6 million or 50% and should be phased in over the two-year period.

- o Incorporate these principles in restructuring college-level administration:

(1) Reduce duplication of effort and administrative overhead by reducing the number of colleges as well as duplicative administrative support efforts. Staffing can be reduced if academic administrative units provide direct support for programs rather than carrying out administrative processing functions.

(2) Reduce barriers for cross-disciplinary efforts. Consideration should be given to the development of new collaborative relations among faculty in programs with a similar focus. The current structure has fostered competitive behaviors among colleges that have proven to be detrimental to fostering interdisciplinary teaching and research programs.

- o Address the following specific recommendations in restructuring college-level administration:

(1) Reduce the number of academic colleges from six to four or five.

(2) Provide equitable services to faculty in all colleges to support their teaching and research.

(3) Structure a university-wide dialogue to address the issues of convenience vs. cost regarding research support services. Clearly the research centers in some colleges have been far better staffed than the Office of Sponsored Programs (OSP). Adding substantial expertise to a central OSP office would cost many fewer dollars than maintaining many research centers. At the same time, these centers provide services tailored to the needs of the colleges and enjoy widespread popularity.

ACTION STEPS FOR INSTITUTIONAL ADMINISTRATIVE RESTRUCTURING AND STREAMLINING

- Set reallocation targets for streamlining institutional administration:

(1) Reduce I & G funds spent on institution-level administration from a base of \$11.0 million to \$9.9 million during 1998-99. Implement additional I & G funding reductions of \$1.1 million in the 1999-2000 budget, for a new base of \$8.8 million, a two-year reduction of 20%.

(2) Reduce I & G funds spent on physical plant operations from a base of \$8.4 million to \$7.6 million during 1998-99. Implement additional I & G funding reductions of \$0.9 million in the 1999-2000 budget for a new base of \$6.7 million, a two-year reduction of 20%.

(3) Reduce indirect cost recovery funds (SURF) spent on current institution-wide priorities from a base of \$2.0 million to \$1.3 million in the 1999-2000 budget. This is a two-year reduction of \$0.7 million or 35% and should be phased in over the two-year period.

(4) Reduce indirect cost recovery funds spent on Physical Science Laboratory administration from a base of \$1.4 million to \$1.1 million in the 1999-2000 budget. This is a two-year reduction of \$0.3 million or 20% and should be phased in over the two-year period. This reduction can be accomplished while maintaining competitiveness by eliminating functions duplicated at NMSU (e.g., purchasing, personnel).

- Incorporate these principles in restructuring institutional administration:

(1) Reduce duplication of effort and administrative overhead. Eliminate administrative or academic support units which systematically duplicate administrative processing functions at various levels. Reduce the steps required in all review or approval processes to those which add value to the transaction.

(2) Consolidate administrative functions into fewer units with responsibility for broad administrative processes required to support NMSU's primary mission. Provide managers for major functional areas and consolidate and cross-train support staff.

(3) Automate and streamline administrative systems and provide necessary training and backup to give authority and responsibility to the lowest possible level, eliminating the need for additional levels of "expeditors."

- Address the following specific recommendations in restructuring institutional administration:

(1) Reduce the number of vice presidents to two or, at most, a provost and two vice presidents, and have them report to the president.

(2) Provide stronger coordination of enrollment management functions (admissions, registrar/registration/records, financial aid, new student orientation) by combining these offices to ensure policy consistency, efficiency of service to NMSU students and more effective sharing of information with academic units.

(3) Combine academic and student support services under a single administrative unit to improve the coordination and focus of these services on student growth and success.

(4) Combine auxiliaries with the other major business operations of the university in one management unit. The student programming aspects of auxiliaries should be combined with other institution-wide programming activities.

(5) Consolidate human resource support functions serving all employees and departments in the university, including personnel, employee benefits, employee health services, payroll and employee

development programs.

(6) Clarify the relationship of NMSU's branch campuses with Main Campus administration through a higher profile reporting structure, a greater degree of independence for administrative functions and a review of the relationship of these campuses to NMSU's institutional mission and priorities.

ACTION STEPS FOR ENHANCING DECISION-MAKING PROCESSES

- Develop and implement an operating budget process that is integrated with strategic planning. All resource needs should be addressed during budget development, and resource allocation decisions should be based on these needs, within the context of our planning assumptions, mission and institutional priorities. The budgeting process can then become a powerful tool for accomplishing institutional goals and priorities. The budget process should be open and participatory, with representation from a full range of campus constituencies. Budget committee members will develop expertise on budget issues through information-sharing and continuity of membership on the budget committee. The 1996 recommendations of the Resource Priority Committee can serve as the model for creating the budget process. Meaningful and timely information will be made available to the university community on a routine basis to demonstrate the relationship of budget decisions to our institutional priorities.
- Develop a capital/space budget that is linked to the operating budget process and the strategic planning process. The university's ability to achieve its mission and strategic directions is strengthened if allocation decisions are linked with the priorities of the strategic plan. Competing demands for space should be reviewed in light of their "investment" potential in achieving institutional priorities. Capital funding and space allocation decisions must include justification of need, cost, and utilization data on current space allocations. Space allocations will be made with the understanding that space is not owned but temporarily assigned, and that sharable space (e.g., classrooms, laboratories, seminar rooms) will be made available to others when not actively in use by higher priority units. Space must be reallocated, where necessary, to provide equitable support for our programs.
- Develop priorities for NMSU's funding requests for state or federal appropriations based on how well these requests will contribute to the achievement of the university's mission and strategic directions.
- Develop an ongoing strategic planning process for monitoring and updating NMSU's mission and strategic directions as well as completing the next steps to implementation of this strategic plan (outlined in the next section).

ACTION STEPS FOR OTHER NECESSARY INSTITUTIONAL IMPROVEMENTS

- Make salaries and benefits an institutional priority. NMSU's current salary levels create retention difficulties that permeate the institution. NMSU must attain salary parity with comparable institutions and comparable community positions for all employees. In addition, existing faculty and staff non-salary incentives, recognition, and reward structure should be reviewed for adequacy and equity. All employee efforts supporting institutional mission and priorities should be recognized and rewarded.
- Review and update the entire employee classification system; existing salary structure, including limits and salary increments; and hiring and advancement policies and procedures. A task force, with representation from faculty, professional staff and classified staff, should create an RFP by the end of Spring 1998 for an external consultant to conduct the review process, which should begin Fall 1998.

- Focus our capital planning on NMSU's existing facilities and how to make them more efficient and effective. The physical condition of some of our buildings results in a poor learning and working environment, and many buildings provide poor instruction and research infrastructure. This must be remedied by ensuring we have a fully-networked campus and by beginning to make classrooms on campus technology-ready. We must continue to place a high priority on improving the ability of our facilities to meet program needs by using funds received as expeditiously as possible to correct and prevent further facility deficiencies.
- Propose for legislative and voter consideration an increase in the size of the NMSU Board of Regents to seven members. A larger board membership would provide additional experience and perspectives, more opportunity for sharing the responsibilities of membership, and greater continuity, since the majority of the board at any time would consist of seasoned members.
- Work particularly closely with our branch campuses as the main campus pursues academic, budget or facilities planning and decision-making. All campuses of New Mexico State University have significant roles to play in meeting the educational needs of New Mexicans. We must keep in mind the responsibilities of each branch campus in serving its local community, support their respective roles and facilitate their ability to carry out their responsibilities.
- Work with the other four-year institutions and the two-year colleges in New Mexico in the course of our academic, financial and capital planning, as well as in our marketing and other external relations activities.

5. IMPLEMENTING CHANGE:

NMSU's strategic planning must not end with this report and its recommendations for change: the recommendations need to be implemented. For NMSU to remain a strong institution in the next century, it must continually respond to new opportunities and challenges. The following strategic planning steps need to be taken:

- (1) The university must respond to this strategic plan by developing a set of major implementation strategies to carry out the strategic directions and recommendations of the plan. These implementation strategies should include the areas of finance, enrollment, human resources, organizational and program change and facilities. The implementation strategies will address actions, timelines and process for achieving the goals of the strategic plan as well as provide the context for the college and department planning to follow. These implementation strategies should be completed and shared with the university community by the end of Spring, 1998.
- (2) Each college or other major administrative unit will develop or review its existing strategic plan to be consistent with the goals outlined in the university strategic plan and the university-wide strategies for implementing the plan. This process will be completed by Fall 1998. Departments will develop their own strategic plans during Spring 1999 in accord with the university and college plans.
- (3) NMSU's President will report to the university community on an annual basis on progress achieved and goals remaining to be implemented.
- (4) The Faculty Senate will make an independent assessment of progress and obstacles to implementation of the plan and issue a report to the university community on an annual basis.
- (5) An ongoing strategic planning committee consisting of representatives from administration, faculty, professional, and classified staff, and students will be established. Terms should be staggered three-year terms and the chair should be elected annually by members of the committee. The Strategic Planning Committee will meet on an annual basis, or more frequently at the request of either the President or the Faculty Senate, to review the current plan, examine changing internal and external opportunities and

threats to the institution, make recommendations for revision to the plan and review college and department strategic plans for consistency with the university-wide plan. It will institute a revised plan every five years.

6. CONCLUSION

In conclusion, we present this strategic plan with the hope that the suggestions and directions will culminate in the fulfillment of the ultimate goal: to renew and promote at NMSU a sense of intellectual excitement that pervades programs and units and captures all members of the campus community. This sense of intellectual excitement should be advanced by building on NMSU's existing strengths and its underlying values of intellectual curiosity and academic freedom, which foster vigorous and uncensored debate of important ideas and issues within a climate of mutual respect.

APPENDIX A

Feedback Mechanisms for Comments and Dialogue on this Draft of the Strategic Plan

- 1) E-mail responses to the Strategic Planning Committee at plans@nmsu.edu
- 2) E-mail SPC Co-chairs at strategy@nmsu.edu
- 3) Contact the SPC Co-chairs by telephone:
 - o Cookie Stephan 646-4312
 - o Jim Peach 646-3113

The co-chairs are willing to meet with your organization, department or unit to listen to your comments and suggestions on the plan.

- 4) Visit "Strategic Planning" on NMSU's Web home page. Respond through the "Comments on Strategic Planning" option.
- 5) Participate in discussions on the listserv available for Strategic Planning issues. To subscribe to this listserv, e-mail a message to listproc@nmsu.edu in the body of the text, type SUB plan_discuss your name

- 6) Mail written responses to:

Strategic Planning Committee
Box 30001, MSC 3004
New Mexico State University
Las Cruces, NM 88003

- 7) Deliver written responses to:

Strategic Planning Committee
c/o Institutional Research & Planning
Hadley Hall Room 126

- 8) Attend the Open Forums:

-----October 13, 1997 (3:30p.m. to 5:30p.m. in the East Ballroom, Corbett Center)

-----October 14, 1997 (11:45a.m. to 1:45p.m. in the Auditorium, Corbett Center)

APPENDIX B

Strategic Planning Committee

Jim Peach, Co-Chair	Faculty
Cookie Stephan, Co-Chair	Faculty
Kurt Anderson	Faculty
Sue Brown	Staff
Steve Castillo	Faculty
Dino Cervantes	Community
Rudolfo Chavez Chavez	Faculty
Carolyn Cordova	Student
Manny Encinias	Student
Miley Gonzalez	Administrator
Christine Marlow	Faculty
Joe Martinez	Community
Bill McCarthy	Faculty
Laura Gutierrez Spencer	Staff
Karen Becklin/Tammie Aragon Campos	Staff to SPC

Executive Review Board

William Conroy	President
John Owens	Executive Vice President
Larry Sheffield	President, Board of Regents
Danny Arnold	Dean
Patricia Wolf	Vice President for Student Affairs
Clyde Eastman	Chair, Faculty Senate
Lynn Chumbley	ASNMSU President

Strategic Planning Committee Subcommittees

Academic Programs

Steve Castillo	Faculty	Barry Smith	Faculty
Wenda Trevathan	Faculty	Charles Townley	Administrator
Tim Pettibone	Administrator	Reta Beebe	Faculty
Judy Karshmer	Faculty	Juan Franco	Administrator
Cheryl Young	Student	Tracy Sterling	Faculty
Sheela Stuart	Faculty	Lisa Zegment	Student

Academic and Administrative Support Programs

Bill McCarthy	Faculty	Roberta Derlin	Faculty
John Waelti	Faculty	Chris Burnham	Faculty
Jeanne Oliver	Community	Steve Loring	Staff
Bob Smiggen	Staff	Jerry Paz	Community
Diane Benson	Staff	Charla Seciwa	Student
Clarence Fielder	Community	Heather Laughlin	Student

Economic and Technological

Steve Castillo	Faculty	Chris Erickson	Faculty
Dino Cervantes	Community	Ken Hammond	Faculty
Shaun Cooper	Staff	Robert Wohl	Community

Educational and Competitive

Lowell Catlett	Faculty	Bonnie Pratt	Staff
Anne Gallegos	Faculty	Brian Ormand	Staff
Joe Martinez	Community	Wendy Hamilton	Faculty

Financial and Physical Resources

Bill Foster	Faculty	Bill Harty	Staff
Herman Garcia	Faculty	Ben Woods	Administrator
Laura Huenneke	Faculty	Tommie Kemp	Staff
Larryl Matthews	Administrator	Rene Walterbos	Faculty

Human Resources

Sue Brown	Staff	Shirley Pace	Staff
Christine Marlow	Faculty	Bob Howell	Staff
Judi Paulus	Staff	Michael Morehead	Administrator
Lana Gilkison	Staff	Doug Kurtz	Faculty
Nadia Rubaii-Barrett	Staff	Felicia Zamora	Student
Lydia Bruner	Staff	Dorris Hamilton	Community

Institutional Climate

Rudolfo Chavez Chavez	Faculty	Vivian Giron	Staff
Christine Marlow	Faculty	Charles Nolan	Staff
Lisa Frehill	Faculty	David Pengelley	Faculty
Sandra Westbrook	Student	Rachel Mangas	Student
Sharon Urtaza	Staff	Donald Reed	Staff
Glenda Urquidez	Staff	Timothy Ross	Faculty

Institutional Image

Pookie Sautter	Faculty	Cynthia Dillon	Faculty
Bill Eamon	Staff	Josie Green	Community
Gweyn Leabo	Staff	Julie Maitland	Student
Nena Singleton	Staff	Steve Warburton	Faculty
Carolyn Cordova	Student	Kurt Anderson	Faculty
Javier Vargas	Faculty		

Institutional Values

Laura Gutierrez Spencer	Staff	Dick Bagby	Faculty
Kurt Anderson	Faculty	Del Hansen	Community
Marta Remmenga	Faculty	George Clever	Faculty
Yosef Lapid	Faculty	Barbara Siegel	Faculty
Rosalinda Barrera	Faculty	Selene Virk	Student

Organizational Structure and Governance

Bill McCarthy	Faculty	Gina Libo	Faculty
Linda Leeper	Faculty	Terry Meyer	Staff
Larry Mays	Staff	Enrique Solis	Faculty
Kathy Brook	Administrator		

Political and Legal

Joe Martinez	Community	Elba Serrano	Faculty
David Myers	Administrator	Miley Gonzalez	Administrator
Nancy Oretskin	Faculty	Kim Seckler	Faculty

Social and Demographic

Dino Cervantes	Community	Marie Mora	Faculty
Jim Williams	Faculty	Walter Stephan	Faculty
David Levi Gwaltney	Student	Fred Rubio	Community
Maria Luisa Gonzalez	Faculty		

Student Services and Athletics

Carolyn Cordova	Student	Lydia Jacquez	Staff
Manny Encinias	Student	Wendy Ray	Student
Sue Brown	Staff	Ulysess McElyea Jr.	Community
Angela Throneberry	Staff	Darrell Smith	Staff
Eric Pratt	Faculty	Karen Stabler	Faculty

Robert Gallegos

Faculty

Lydia Bruner

Staff

APPENDIX C

Recommendations for Institutional Action

I. ACADEMIC PROGRAMS

Department/Program	Recommended Action	Specific Recommendations
Accounting/Business Computer Systems	Maintain	
Aerospace Studies	Maintain	Increase focus on recruitment
Agricultural Economics	Maintain	
Agricultural/Extension Education	Modify	Incorporate the Home Economics Education program from the Department of Family/Consumer Sciences; increase recruiting efforts
Agronomy/Horticulture	Maintain	Add 2 faculty positions; increase recruitment of U.S. students
Animal/Range Sciences	Maintain	Increase focus on funded research; focus more on industry needs
Art	Maintain	Focus graduate program on 1-2 concentrations
Astronomy	Maintain	
Biology	Maintain	Increase outreach and involvement of senior faculty in teaching
Business Administration, Master of	Maintain	Evaluate and improve teaching
Business Administration, Ph.D. in	Modify	Eliminate
Chemical Engineering	Maintain	Development enrollment management plan
Chemistry/Biochemistry	Maintain	Review quality of service courses
Civil/Agricultural/	Modify	Eliminate Agricultural Engineering major

Geological Engineering		
Communication Studies/ ESL	Modify	Merge Communication Studies with the departments of English and Journalism; move ESL to the College of Education
Computer Science	Maintain	Increase focus on external funding, research, outreach; review undergraduate curriculum
Counseling/ Educational Psychology	Modify	Incorporate the Family/Childhood Development program from the Department of Family/Consumer Science; increase admission standards; decrease student/faculty ratio; increase focus on funded research
Criminal Justice	Modify	Move 2-year program to the Dona Ana branch; add 1 faculty position; increase focus on funded research
Curriculum/Instruction	Modify	Move content courses to the appropriate departments and concentrate on teacher preparation; develop enrollment management plan
Economics/International Business/Experimental Statistics	Maintain	Increase focus on research and publication
Educational Management/ Development	Maintain	Increase research productivity; collaborate with faculty in related areas to enhance curriculum
Electrical/Computer Engineering	Maintain	Develop recruitment plan
Engineering Technology	Modify	Move 2-year program to branch campuses
English	Modify	Merge with the departments of Communication Studies and Journalism; add 1 faculty position
Entomology/Plant Pathology/Weed Sciences	Maintain	
Family/Consumer Sciences	Modify	Move the Home Economics Education program to the Department of Agricultural/Extension Education; move the Family/Childhood Development program to the Department of Counseling/Educational Psychology; move the Nutrition/Food Sciences and

		Clothing/Textiles/Fashion Merchandising program to the merged Department of Marketing/Management
Finance	Maintain	
Fishery/Wildlife Sciences	Maintain	
Geography	Modify	Merge with the Department of Surveying; eliminate planning major
Geology	Modify	Merge with the Department of Physics
Government	Maintain	Add 1 faculty position in the MPA program to retain accreditation
Health Science	Modify	Eliminate medical technology program; emphasize quality in BCH and MPH programs
History	Modify	Merge with the Department of Philosophy; focus graduate program
Honors	Modify	Merge with Crimson Scholars program and enhance offerings
Hotel/Restaurant/Tourism Management Services	Modify	Merge with the departments of Marketing and Management
Individualized Studies	Maintain	Increase promotion efforts across university community
Industrial Engineering	Modify	Merge with the Department of Mechanical Engineering; increase research productivity and external funding
Journalism	Modify	Merge with the departments of English and Communication Studies; increase recruitment efforts
Languages/Linguistics	Maintain	Focus on Latin and Pacific Rim languages
Management	Modify	Merge with the departments of Marketing and Hotel/ Restaurant/Tourism Management Services
Marketing	Modify	Merge with the departments of Management and Hotel/ Restaurant/Tourism Management Services; increase focus on research and outreach
Mathematical Sciences	Maintain	Increase focus on research; emphasize

		quality of service courses
Mechanical Engineering	Modify	Merge with the Department of Industrial Engineering; focus on graduate education; increase research productivity
Military Science	Maintain	Increase focus on recruitment
Molecular Biology	Maintain	Increase input regarding hiring/tenure of participating faculty
Music	Maintain	
Nursing	Maintain	Develop plan for unique role of graduate program in region
Philosophy	Modify	Merge with the Department of History; eliminate major; redirect teaching efforts from specialized courses to service courses; meet university-wide need for ethics courses
Physical Education/Recreation/Dance	Maintain	
Physics	Modify	Merge with the Department of Geology
Psychology	Maintain	
Social Work	Maintain	Develop an enrollment management plan
Sociology/Anthropology	Maintain	
Special Education/Communication Disorders	Maintain	
Surveying	Modify	Merge with the Department of Geography
Theatre Arts	Maintain	
Women's Studies	Modify	Merge into an interdisciplinary gender and ethnic studies program; add faculty positions

II. ATHLETIC PROGRAMS

Department/Program	Recommended Action	Specific Recommendations

Athletic Administration	Modify	Develop positive relationship with internal external communities; develop strategy for elimination of athletic deficits. University to define role of athletics and establish expected level of competition within available financial resources
Baseball	Maintain	Improve marketing
Football	Modify	Participate in more campus activities; improve image
Golf Course	Maintain	Establish a 5-year operating plan and capital improvements plan
Men's Basketball	Modify	Improve image
Men's Golf	Maintain	
Men's Swimming	Modify	Address poor travel conditions
Men's Tennis	Maintain	
Men's Track/Field and Cross Country	Modify	Address track safety problems
Rodeo	Modify	Clarify organizational position
Special Events	Modify	Appoint an advisory committee for programming; establish a realistic budget; merge with ASNMSU's Special Events office and budget
Tennis Center	Maintain	Resolve conflicts with observatory
Volleyball	Maintain	
Women's Basketball	Maintain	
Women's Golf	Maintain	
Women's Softball	Maintain	
Women's Swimming	Maintain	
Women's Tennis	Maintain	
Women's Track/Field and Cross Country	Modify	Address track safety problems

III. STUDENT SERVICES PROGRAMS

Department/Program	Recommended Action	Specific Recommendations
Activity Center/Intramurals/ Club Teams	Modify	Separate Activity Center budget allocation: from ASNMSU; provide stable funding for intramurals
Associated Students of NMSU (ASNMSU)	Modify	Combine all programming efforts under a central programming director; identify stud needs and interests; merge ASNMSU speci events office and budget with Special Ever
Bookstore	Maintain	Expand general book section
Center for International Programs	Modify	Merge with NSE; increase outreach and interaction with other campus units; move services for international students into the University Center
Computer Clusters	Maintain	Develop a maintenance and replacement pl
Conference Services	Maintain	Take advantage of revenue opportunities w being sensitive to student needs
Corbett Center Student Union	Maintain	Maintain and upgrade computer and audio/visual equipment
Counseling Center/ Veteran's Affairs	Modify	Coordinate with Placement Office to expar career counseling, including course instruc move services for Veterans to Registrar
Dining Services	Maintain	
Greek Organizations	Modify	Combine all programming efforts under a central programming director
Housing	Modify	Reinvest revenues to improve facilities maintenance; combine all programming efi under a central programming director
Judicial Affairs/Special Services	Maintain	Train staff; market services to students
KRUX Radio Station	Maintain	
Natatorium	Maintain	Tie user fees to costs
National Student Exchange	Modify	Merge with CIP; coordinate efforts with academic departments; enhance marketing the program
New Student Programs	Modify	Combine with other services for new stude in a new University Center

Office of Placement/Career Services	Maintain	
Round Up (Student Newspaper)	Maintain	
Services for Students with Disabilities	Modify	Merge with administration of ADA and educational diagnostician; provide training funding to assure ADA compliance
Student Handbook	Modify	Phase out handbook in current format and in course schedules or catalogs
Student Health Center	Maintain	
Student Organizations/Programs	Modify	Combine all programming efforts under a central programming director; develop a recruitment week program; increase marketing efforts
Testing Services	Maintain	Serve the needs of the entire campus
Union Program Council	Modify	Combine all programming efforts under a central programming director; provide programming which meets the interests of diverse student body

APPENDIX D

Summary of Recommended Changes in Academic Department Structure		
Current Department	Specific Program Move, if Applicable	New Department/Unit
Communications & ESL	ESL	College of Education
	Communications	English, Communications & Journalism
Journalism		English, Communications & Journalism
English		English, Communications & Journalism
Criminal Justice	Two-Year Program	DABCC
Curriculum & Instruction	Content Area Courses	To specific depts. of content area
Engineering Technology	Two-Year program	DABCC

Geography		Geography & Surveying
Surveying		Geography & Surveying
Geology		Physics & Geology
Physics		Physics & Geology
History		History & Philosophy
Philosophy		History & Philosophy
Industrial Engineering		Mechanical & Industrial Engineering
Mechanical Engineering		Mechanical & Industrial Engineering
Women's Studies		Ethnic & Gender Studies
Family & Consumer Sciences	Family & Child Development	Counseling & Educational Psychology
	Home Economics Education	Agricultural & Extension Education
	Merchandising	Management & Marketing
	Nutrition & Food Science	Management & Marketing
Hotel, Rest. & Tour. Mgmt. Services		Management & Marketing
Management		Management & Marketing
Marketing		Management & Marketing

APPENDIX E

ESTIMATED COST IMPLICATIONS OF STRATEGIC PLAN

COSTS OF PLAN IMPLEMENTATION

Reallocated and Additional Funding for:		
	Continuing	One-Time
Supporting student learning through enhancements to student and academic support services and academic programs	\$ 1,963,000	\$ 1,760,000

Supporting a sense of community and commitment to university service	600,000	2,600,000
Supporting university-wide quality through compensation equity with peers	8,400,000	
	_____	_____
	10,963,000	4,360,000

SOURCES OF FUNDING FOR PLAN IMPLEMENTATION

Reallocation of Existing Funds from:		
College-level administration	3,100,000	
Institution-level administration	4,900,000	
Institutional/plant/equipment balances		3,010,000
	_____	_____
	8,000,000	3,010,000

Additional Funds from:

Major capital campaign for \$100 million		
Resulting capital and endowment income for plan implementation	2,963,000	1,350,000
Capital and endowment income available for additional priority enhancements	287,000	23,650,000
Endowment income reinvested for ongoing development efforts	500,000	

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NMSU's Strategic Planning Process

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NMSU's Strategic Planning Process

I. Preamble: Building on Our Past and Present

In accordance with the provisions of the Morrill Act, the New Mexico College of Agriculture and Mechanic Arts was established in the late 19th century as a land-grant institution "to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." As a result of steadily increasing student demand and the growth of institutional programs and services to meet the range of New Mexico citizens' needs, by the late 20th century New Mexico State University has become a comprehensive doctoral-level university renowned for its research activities as well as for its excellent academic instructional programs and extension services.

As New Mexico State University looks forward to a rapidly approaching 21st century, we recognize the need to pause and reflect on how our directions and priorities throughout the past century+ have been shaped by the needs of our students and by the needs and expectations of citizens across New Mexico. During this tremendous period of expansion NMSU never lost sight of its land-grant mission, but the specific choices of new and expanded programs and services were made easier by the steady growth in student enrollment and in the institution's resource base. It was during this growth period that NMSU moved toward a practice of decentralized planning and program development. Over time, this became institutionalized--a focus on the individual college/ unit vision, goals and strategies rather than on a sense of teamwork in striving toward a common university vision.

Change in environmental forces is now so much more volatile, a proactive stance is necessary for survival rather than just for advantage. There is much less certainty from year to year as both enrollments and revenues fluctuate. Program responsiveness, an essential element of our land-grant mission, is no longer automatic--it becomes a difficult choice among programs and activities. Societal needs and expectations, technological advances, demographic and economic change--all indicate an opportune time for NMSU to take stock, assess its current position and strengths and build for the future, while keeping in sight its land-grant mission and the tradition of state service which has served NMSU and New Mexico so well. In this process of creating our future, we as a university community need to come together once again--to reaffirm a common sense of institutional mission and to foster an attitude of collaboration and shared responsibility in achieving that mission.

II. A Strategic Planning Process for NMSU

Definition. Strategic planning, as used in this proposal, is a process by which NMSU can take charge of its future by asking the question "Where do we as a university want to go in the next three -five years?" and answering it in light of opportunities we see on the horizon and existing university strengths which will help us get there.

Purpose. By looking ahead and anticipating both the challenges and opportunities of the 21st century, NMSU can shape its own future. The alternative is to be in the perpetual position of reacting and coping with problems or crises as they arise. The purpose of this strategic planning process is to provide a framework within which the university community and its external stakeholders can exercise their shared responsibility for shaping NMSU's future. How seriously we take these responsibilities, how willing we are to come together to make difficult choices regarding direction and priorities and how committed we are to work together to support those choices in our future actions will determine whether this planning process is ultimately successful.

Anticipated Outcomes. Three major outcomes are anticipated from the strategic planning process as proposed:

- 1. An institutional plan providing direction and criteria to guide NMSU's actions for the three - five year transitional period from the 20th to the 21st century.** The plan should clarify and reaffirm our common mission and interests, focus on our priority institutional goals, lay out strategies and the timetable by which these goals can be achieved, and suggest the ongoing processes by which university units and constituencies can participate in addressing the respective roles and responsibilities of programs, services and resources in working toward the university's vision for the future. The plan development process should take a broad view of our stakeholder (constituent) base and invite and facilitate inspection of the university's activities by such stakeholders. Its focus on participation and priority-setting should promote the development of a cooperative organizational culture.

This plan, or planning framework, while providing a vision and focus for the talent and energy of the university community, must exhibit three additional characteristics if it is to make a difference. The plan must be realistic; it must be capable of being implemented and evaluated through demonstrable measures of achievement; and it must have the support and commitment of the university community and interested citizens throughout the state.

- 2. Increased communication and discussions across the university community and broad participation in institutional priority-setting and the subsequent choice-making that carries out those priorities.** Such a process will provide a firm foundation for strategic decision-making (whether popular or unpopular) as it may affect programs, services and resource allocation.

- 3. Development of an ongoing planning process and a collaborative organizational culture.** Institutionalizing the planning process will result in integrated decision-making based on institutional priorities and the assessment of results.

III. Preliminary Assumptions on Institutional Culture

Leadership. Institutional vision and institutional direction need to come from top administration. The primary leadership for the entire

planning process must come from the president. The president's role and commitment are critical to the success of the planning process. Whether the planning process and plan developed ultimately make a difference in terms of university direction and university culture is dependent on the continuing leadership of the president, the support of the Board of Regents and the support and commitment of both academic and administrative leaders.

Perceptions of Institutional Culture. For planning to be successful at any institution, it must recognize the institutional culture and internal political environment and adapt the planning process accordingly. The specific nature, purpose and structure of the planning process being proposed is influenced by the following assessment of institutional culture:

The university community as a whole has little sense of common institutional direction and, thus, few parameters within which to develop constituent or unit strategies to contribute to achieving institutional goals.

Considerations of program/services direction and resource allocation are often based on parochial interests rather than on colleges and units working together to achieve common goals.

NMSU has been in a reactive rather than proactive mode.

There has been little information-sharing or participation across campus or with our external publics in addressing issues affecting our state and our citizens. As a result, there is little experience in consensus-building or working together to achieve goals, engineer improvements or solve problems that cross established organizational lines.

The implications of this assessment for the planning process include:

a need to establish effective communications and avenues for participation throughout the university community and with external stakeholders.

a need to build mutual understanding across all levels of the university to ensure concerted action in carrying out NMSU's mission.

a need to develop a planning process and also to support more definition in other decision-making and resource allocation processes, so planning can be integrated with these processes for consistent decision making and progress toward shared goals.

a need to accomplish the above three steps if NMSU is to be effective in capitalizing on its strengths and opportunities to provide leadership in meeting the educational needs of New Mexico's citizens and of many others beyond our borders.

IV. An Outline of the Proposed NMSU Strategic Planning Process

Development of this strategic planning process resulted from a commitment to the following criteria:

maintain a holistic view of the university rather than a collage of its component parts

design an open and participatory process to ensure communication with and input of all university stakeholders

state clearly the purposes and intended outcomes of the planning process

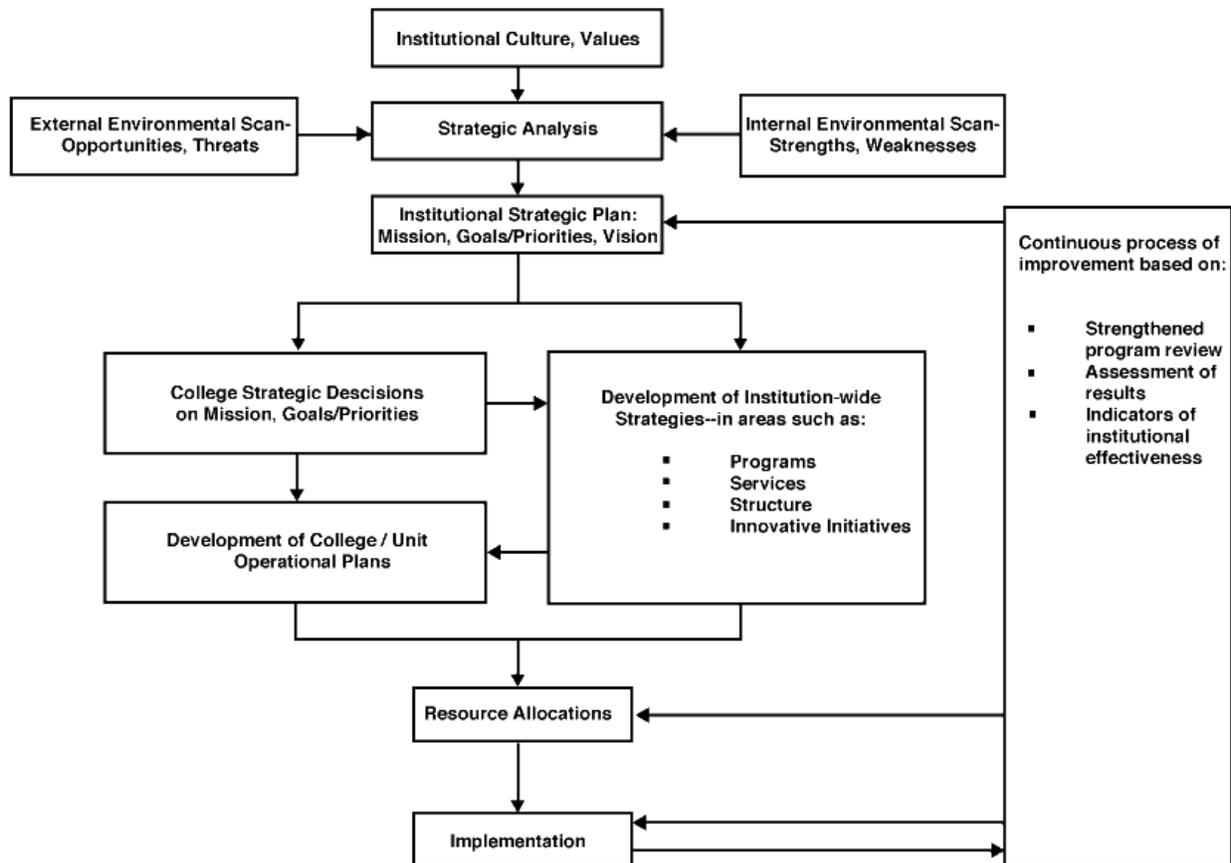
lay out a firm timetable with clear assignment of responsibilities

focus on an initial strategic planning period while emphasizing the continuous requirement for planning, review and improvement

develop a process complete and specific enough to move NMSU from the present to a capacity for ongoing and integrated decision-making based on institutional goals and priorities

Figure 1 below provides a flowchart of the major steps in the proposed strategic planning process for NMSU. This flowchart represents planning activities projected to begin during Fall 1996 and leading to full implementation of the institutional strategic plan by the summer and fall of 1998.

NMSU STRATEGIC PLANNING PROCESS



[575 X 478 \(269K\)](#) image of Figure 1.

Organization/Reporting Structure. The Board of Regents needs to endorse the strategic planning process and the proposed timeline and monitor the progress of the planning process. The institutional strategic plan must be approved by the Board.

The president provides leadership for the entire strategic planning process. In addition to defining the purpose and parameters of the planning process and enlisting the support and participation of university constituencies, the president appoints the two major planning bodies responsible for the conduct of the planning process and the development of the institutional strategic plan:

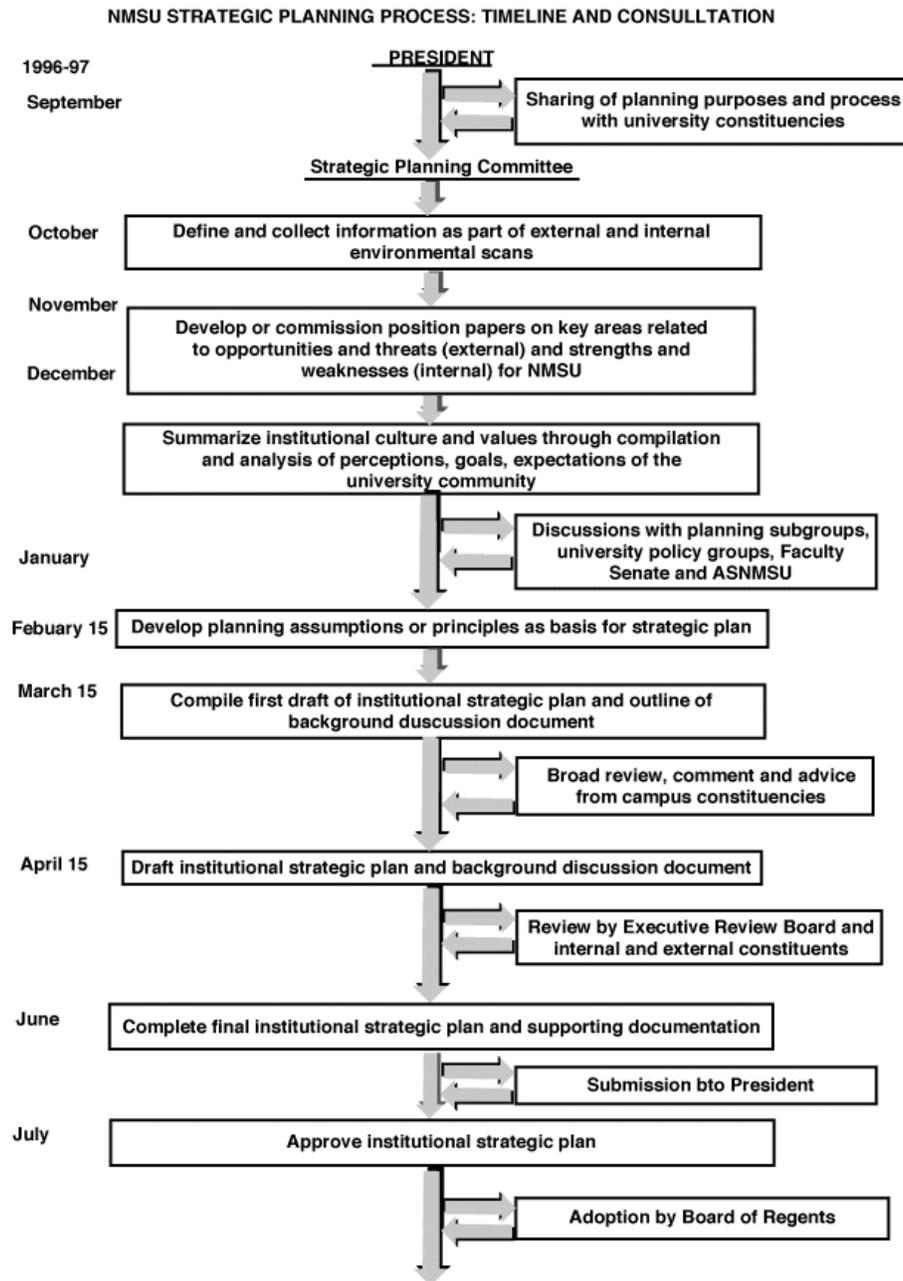
The **Executive Review Board**, appointed and chaired by the president, will have representation from the Board of Regents, the Academic Deans' Council, the Office of the Executive Vice President, the vice presidents and the faculty. This board oversees all planning activities, provides management review and feedback at key points in plan development, commits management support for plan implementation and establishes accountability for progress toward institutional goals.

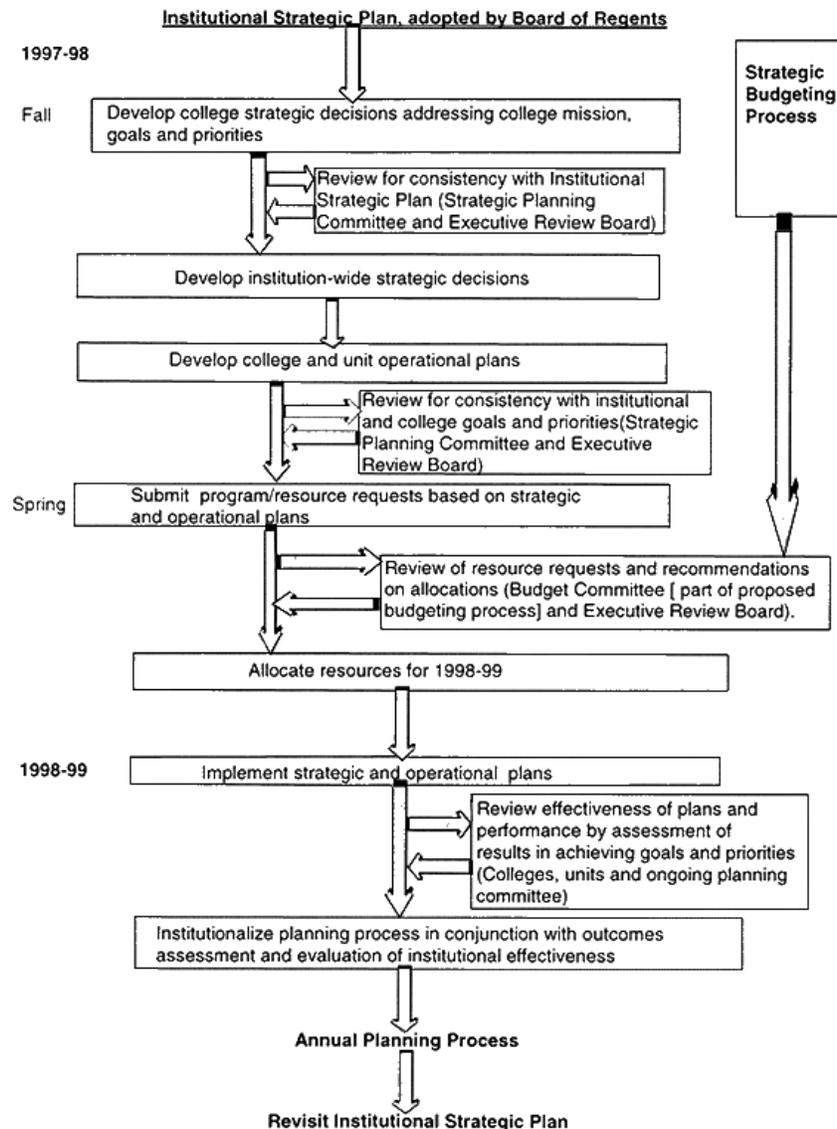
The **Strategic Planning Committee**, appointed by the president, will have representation from faculty, students, staff, branch campuses and community/alumni and will encompass a range of perspectives and functional areas consistent with the mission of a land-grant university. This committee will have full responsibility for involving the university community in defining a shared vision of NMSU as a responsive land-grant university and developing a strategic planning process which will provide focus for NMSU's future programmatic and budgetary decisions. As a part of these responsibilities, the committee will conduct or oversee all planning activities and data/information collection and analysis. At frequent and key points in the planning process, this committee also will solicit input and feedback on recommendations from major stakeholders of the university.

Appendix A provides a more detailed overview of key players in the strategic planning process and their respective responsibilities. It includes the membership and selection processes for the two planning groups discussed above.

Steps and Timeline of Strategic Planning Process. While it is an intensive and ambitious timeline, it is anticipated that the institutional

strategic plan can be developed (and shared, reviewed and revised) during Academic Year 1996-97 with time for full review and adoption by the NMSU Board of Regents at its July 1997 meeting. Meeting this timeline is contingent upon appointment of the Strategic Planning Committee no later than October 1, 1996. (Figure 2 below more graphically presents the steps and timeline of the proposed strategic planning process by means of a flowchart.)





The first phase of the planning process will involve information-gathering and analysis of NMSU's institutional culture and values, the goals and expectations of stakeholders, the external environment and those opportunities and threats it holds for NMSU's future, and the internal institutional environment with a focus on NMSU's special strengths as well as its weaknesses.

This phase (environmental scans and analyses) can be completed by December 1996, if the Executive Review Board and Strategic Planning Committee are appointed and begin their work in early October 1996. The information and resulting analyses will be shared and discussed with planning subgroups, university policy groups, Faculty Senate and ASNMSU at the beginning of the spring term. With the addition of this feedback, the planning assumptions or principles which will serve as a foundation for the strategic plan can be drafted.

The second phase of the planning process includes the development of the draft institutional strategic plan and an accompanying background discussion document. These drafts will be shared broadly for review, comment and advice from campus constituencies. As a result of this feedback, the documents will be revised for another round of review by the Executive Review Board and internal and external constituent groups. A complete institutional strategic plan with supporting documentation will be submitted to the president in June 1997. The president will be able to recommend an institutional strategic plan to the Board of Regents for their review and adoption in July 1997. This strategic plan will address NMSU's mission, goals and priorities for the three- to five-year period during which the university will move from its roots in the 19th and 20th centuries to shaping its future for the rapidly-approaching 21st century.

Phase three of this strategic planning process will turn the institutional strategic plan into a plan of action with roles and responsibilities distributed throughout the institution. During Academic Year 1997-98 the colleges will review or develop their own missions, goals and priorities within the framework of the newly-adopted institutional strategic plan. In this initial year of the institutional strategic plan the Strategic Planning Committee and the Executive Review Board will review the college strategic decisions regarding academic program planning for their consistency with the institutional strategic plan, their compatibility across colleges and their implications for institution-wide strategies on critical issues and future refinements in the institutional strategic plan. Concurrently, a number of groups, working under

the auspices of the Strategic Planning Committee, will address recommendations for strategies requiring coordinated action across the institution in order to achieve stated institutional and academic program priorities.

The results of the planning activities in these two major arenas will be shared across the university and will serve as the basis for development of both college and support unit operational plans at the various management levels to carry out NMSU's educational plans and achieve its goals and priorities. These operational plans also will be reviewed by the Strategic Planning Committee and the Executive Review Board for their consistency with institutional goals and priorities.

The operational plans of the colleges and the support units will provide the information base and rationale for subsequent program/resource requests submitted as of Spring 1998. At this point, the strategic planning process (priority-setting decisions) at NMSU comes together with the proposed strategic budgeting process (resource allocation decisions). The resource requests will be heard and reviewed by the proposed standing Budget Committee with recommendations for allocations forwarded for consideration by the Executive Review Board. Once the resource allocation decisions for FY99 are final, the implementation of the institutional strategic plan will be implemented through the programs and services of NMSU's colleges and support units. In the following years the institutional strategic plan and operational plans also will provide focus and direction as the university seeks new resources.

With implementation of the institutional strategic plan in AY 98-99, the strategic planning process outlined will have achieved two of its three stated outcomes, namely the development of an institutional plan which provides a sense of direction to guide NMSU's actions and broad participation in institutional priority-setting and the choice-making which follows. As a result of this effort, programmatic and resource decisions can be based on shared institutional goals and priorities and on strategies developed to achieve them.

However, at this point NMSU must not close the book on planning. We must institutionalize planning by maintaining a continuous, though less time-intensive, process of reviewing the effectiveness of the plans and strategies implemented in achieving our goals and priorities. This review will include outcomes assessment and other measures of performance effectiveness. We must measure our progress toward achieving our goals in order to plan our next steps. In such a way NMSU can move forward with the confidence that its agenda reflects a shared understanding of the university's responsibilities combined with a shared commitment to meeting those responsibilities.

The real measure of success for New Mexico State University's strategic planning process will be how well we as a university turn our plans into actions and accomplishments that demonstrate steady progress toward achieving our goals and fulfilling our mission.

V. Resource Requirements for Strategic Planning Process

A strategic planning process has the broadest possible resource base: the support, participation and perspectives contributed by faculty, students and staff throughout the university as well as by interested stakeholders external to the institution. This is the foundation for effective planning. Other anticipated resource requirements for the strategic planning process include:

Strategic Planning Committee and the Committee Chair. The time and energy of the members of the strategic planning committee will be key to the quality and timeliness of the planning effort. The most desirable profile for SPC members is strong and forward-looking individuals, contributing their individual experiences and knowledge but coming together to consider the good of the whole university.

The chair of the committee plays a critical leadership role, balancing the need for maintaining a participatory process with the need for resolution and development of a plan within a limited time period. The chair also has primary responsibility for communication during the planning process. This includes keeping the many constituencies informed and involved, providing progress reports and intermediate planning documents for discussion and response. The chair will need to be released for at least half-time in order to carry out these responsibilities.

Consultant. The most uniform piece of advice given by institutions which have undertaken a strategic planning process is to take advantage of the assistance and expertise of an experienced planning consultant at the beginning of the process. An outside consultant should be brought in to orient and provide a helpful voice of experience as the strategic planning committee begins its work, to raise awareness across campus of the important roles of stakeholders and the benefits of the planning process and to provide periodic monitoring to see that the process is staying on a productive and timely track.

The consultant also would be available to facilitate any conferences scheduled for the purpose of sharing planning information and assumptions to date and involving a wider range of constituencies in contributing their reactions and perspectives toward the next planning phase. The consultant may be an appropriate source/facilitator of the initial assessment of institutional culture and values also--a neutral outside party offering initial perceptions and questions for consideration in the planning process.

Approximately \$18,000 should be budgeted for consulting services as a part of the strategic planning process.

Staffing. It is anticipated that the Director of Planning and Policy Analysis will serve as the primary staff support for the planning effort. As a result of the intensive activity level and timeline of the planning process as proposed, staff assistance should include a professional position as assistant to the director (and SPC chair) for a period of 15 months at a salary of \$30,000-32,000.

Other staff support, including secretarial services, will be provided by the Office of Institutional Research and Planning. Additional, temporary secretarial assistance for peak planning periods should be budgeted at approximately \$6,000.

Support Costs. The majority of support costs for the strategic planning effort will be borne by the Office of Institutional Research and Planning. Supplemental expenses of approximately \$10,000 should be expected for major surveys, conferences or any papers commissioned

as a part of the environmental scanning activities.

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NMSU's Strategic Planning Process Appendix A

Key Players	Responsibilities	Membership	Selection Process
Board of Regents	<ul style="list-style-type: none"> • Endorses planning process and planning calendar • Monitors progress of planning process • Adopts mission statement, goals, priorities • Addresses institutional policy issues arising from the planning process 		
President	<ul style="list-style-type: none"> • Provides leadership for the planning effort • Explains purpose and parameters of planning process • Approves planning process and planning calendar • Appoints executive review board, strategic planning committee and staffing and establishes planning budget • Names planning consultant and determines scope of services • Receives recommendations from planning committee and evaluation/commentary of review board • Determines which recommendations go to the Board of Regents for action • Explains major deviations from planning committee recommendations 		
Executive Review Board	<ul style="list-style-type: none"> • Oversees planning activities in plan development • Provides management 	President, Chair Board of Regents Member 1 Dean	- Elected by BOR Selected by President and Executive Vice-

	<ul style="list-style-type: none"> review and feedback at key points Receives planning assumptions developed by planning committee Provides evaluation/commentary on plan's strategic decisions Reviews planning for specific institutional strategic issues and college and unit plans and resource implications in light of mission, goals and priorities Commits key management support to plan by delegating authority for implementation, allocating necessary resources and establishing accountability for progress toward goals 	<p>Executive Vice-President (Chief Academic Officer)</p> <p>1 Vice President</p> <p>1 Faculty</p> <p>1 Student</p>	<p>President</p> <p>Position appointment</p> <p>Selected by President</p> <p>Nominated by Faculty Senate and elected by entire faculty</p> <p>Selected by ASNMSU</p> <p>President</p>
<p>Strategic Planning Committee</p>	<ul style="list-style-type: none"> Assumes full responsibility for final design and conduct of planning process within established time frame Assumes full responsibility for completion of a university plan to provide guidance for institutional decision-making and actions for the next 3-5 years Conducts all planning activities or creates subcommittees and working groups for completion of specific tasks, overseeing their efforts and receiving their information and recommendations for review and consideration Develops strategic analysis and external and internal planning assumptions for planning process 	<p>Chair (may be from among membership below)</p> <p>10 Committee members providing a breadth of interests as well as the perspective of skills and experience in:</p> <ul style="list-style-type: none"> Instruction Research Extension Education Public Service Student Development Institutional Support Community/alumni Branch Campus 	<p>Appointed by President</p> <p>Appointed by President from pool of nominees:</p> <ul style="list-style-type: none"> 3 Faculty nominees elected from each college 2 Student nominees elected by each college's student council 6 Staff nominees from Advisory Council on Administrative Policy 6 Staff

- Make recommendations on institutional strategic plan
- Provides processes for data/information collection and analyses, the soliciting of input from major stakeholders and feedback on recommendations at various steps in the planning process
- Recommends development of plans for specific institutional strategic issues and provides structure and oversight for their development
- Recommends framework for college and unit planning within institutional plan
- Recommends process for resource allocation planning within institutional plan

nominees from Administrative Council

2 nominees from each branch campus

Note: SPC is to include among its membership faculty, staff and students. Faculty will have the largest representation on the committee.

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NMSU's Strategic Planning Process Appendix B

Partial List of Methods for Involving Stakeholders in the Planning Process:
Suggestions to the Strategic Planning Committee

Steps/Activities during Planning Process

Sharing of planning purposes and process with university constituencies

Conduct of external and internal environmental scans, examination of institutional culture and values and sharing of results

Development of planning assumptions and draft institutional strategic plan

Methods of Communication and Interaction with Stakeholders

Presidential memo to university community

Articles in Page One, Round-Up and Panorama

Press release for community media

Announcement of points of contact and ways to indicate interest in participating and to offer ideas

Use of Institutional Goals Inventory to solicit views on NMSU priorities and desired goals for the future from university community members

Use of Institutional Functioning Inventory or Campus Quality Survey

Mail and newspaper surveys of external publics regarding expectations and priorities for NMSU and assessment of current performance

Use of focus groups with select constituencies to address external and internal factors/issues

Soliciting of short position papers on defined topics

Sharing of results through summary tallies of opinion and responses to issues, newsletters, news articles to both university members and outside community

Feedback on information and analyses through meetings with organized groups, search conference, contact points for sharing reactions--listserv, e-mail, telephone, mail

Use of search conference to initiate discussion of planning assumptions, possible components of institutional vision, goals and priorities

Periodic presentations to organized university bodies (including BOR, ADC, Admin Council, Faculty Senate, ASNMSU) on progress of planning and discussions of issues under consideration

Share interactive drafts or portions of drafts with range of

constituencies for review and comment through meetings with organized groups and identified contact points

Review and modify drafts as appropriate and include contributed commentary in accompanying background discussion document as part of consideration in reviews of next draft

Publish select draft documents in papers, bulletins, newsletters and solicit feedback from internal and external constituencies

Adoption of institutional strategic plan by Board of Regents

Sharing of draft plan and background discussion documents with full discussion of vision and directions included and their implications for future decision-making as well as the reactions of the range of university stakeholders

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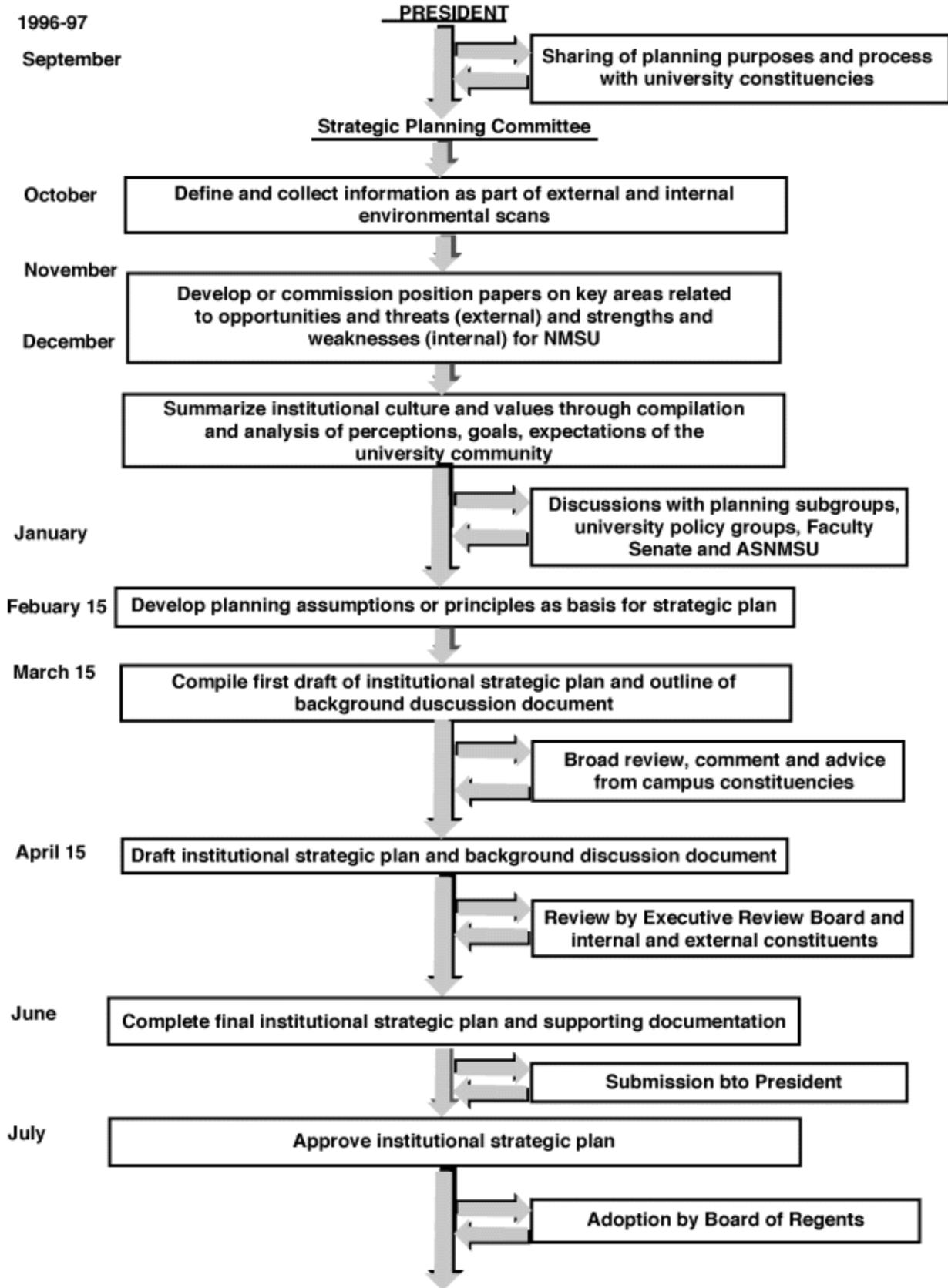
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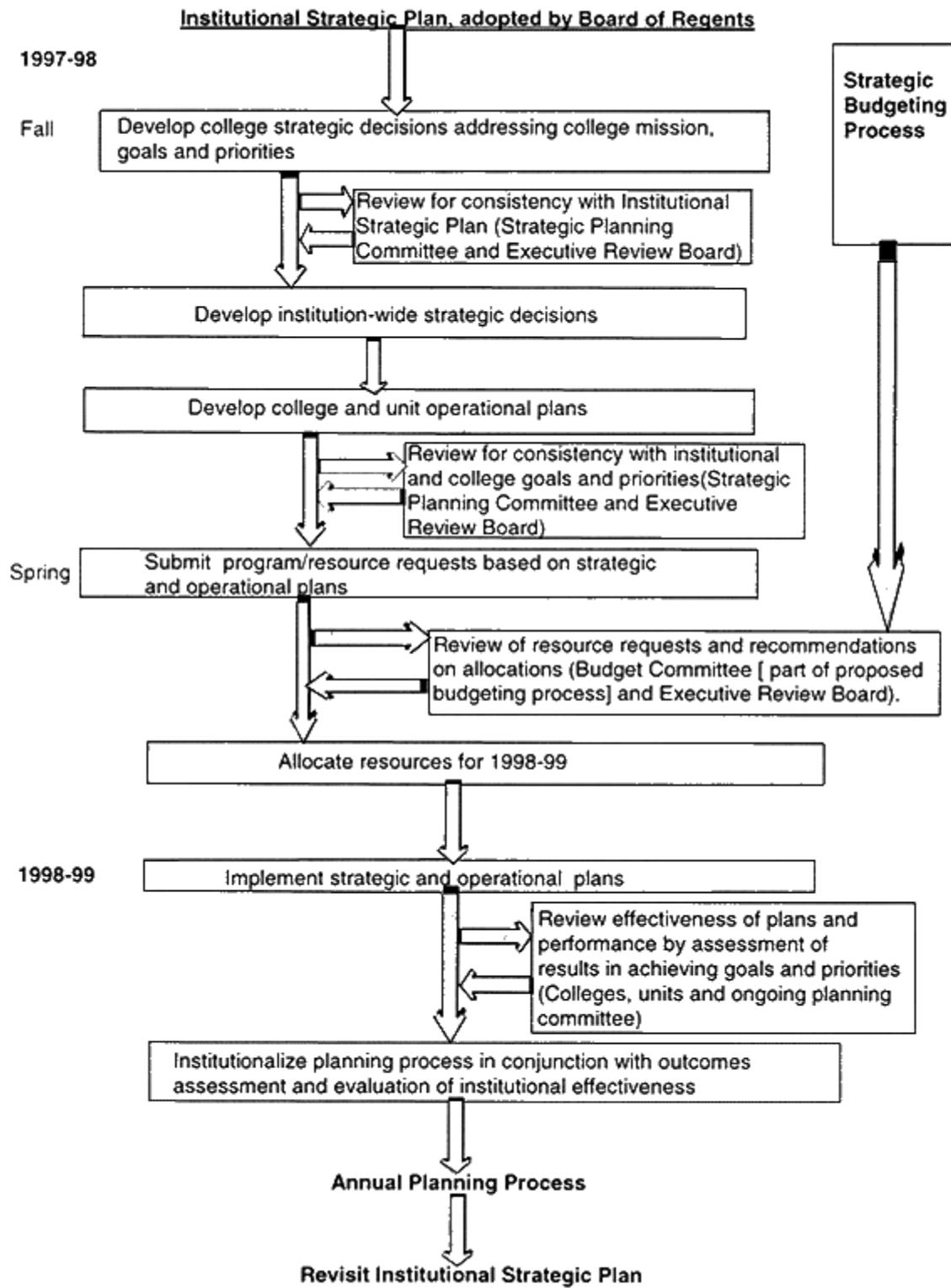
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NMSU STRATEGIC PLANNING PROCESS: TIMELINE AND CONSULTATION





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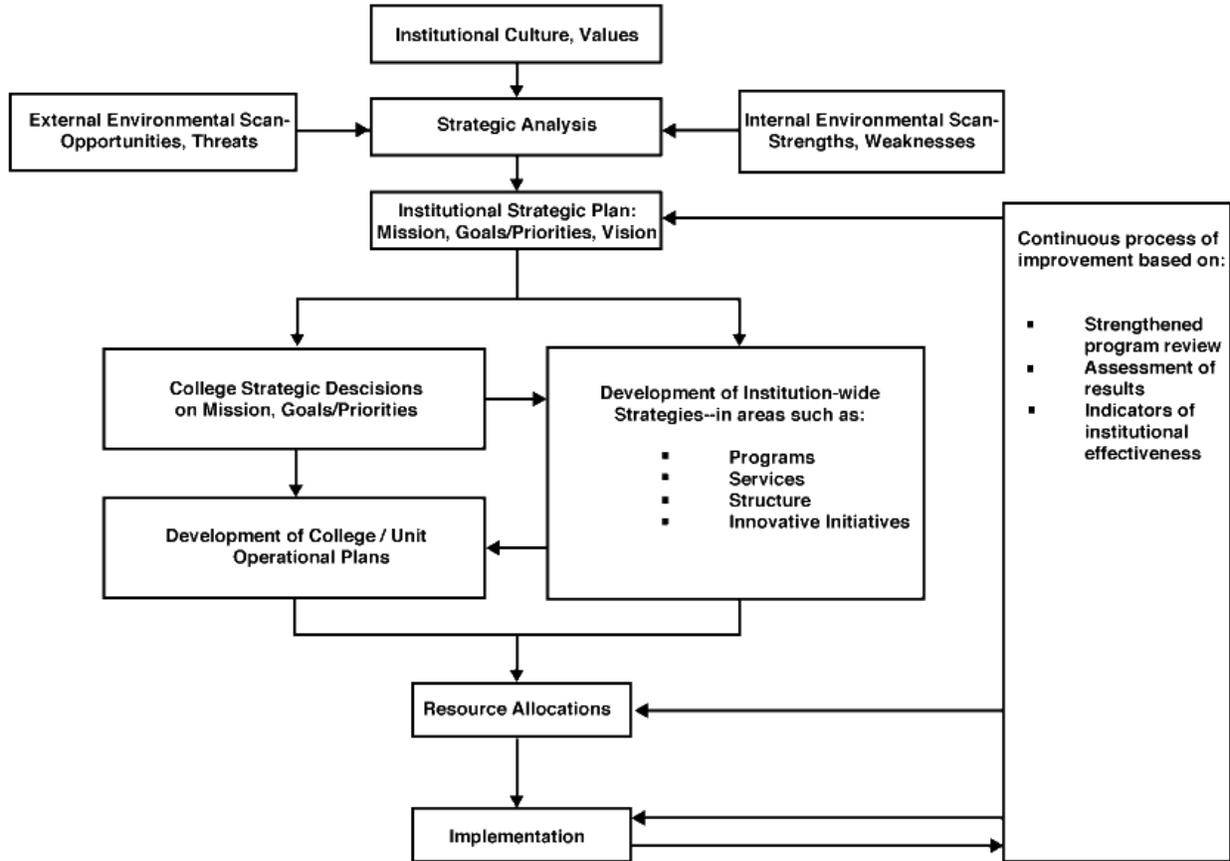
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NMSU's Strategic Planning Process

NMSU STRATEGIC PLANNING PROCESS



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NMSU's Strategic Planning

Reading Material on Strategic Planning

The following materials are available in the library and can be requested by document number and title via:

- e-mail: pegasus@nmsu.edu
- phone: Cindy Watkins at (505)646-7676
- visit: Research Support Services in Branson on the NMSU Campus

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NMSU's Strategic Planning

NMSU Strategic Planning Timeline

1997												
	Jan	Feb	Mar	Apr	May	June	July	Agu	Sep	Oct	Nov	Dec
External Subcommittees												
Economic and Technological		Subcommittee Report										
Social and Demographic		Subcommittee Report										
Political and Legal		Subcommittee Report										
Educational and Competitive		Subcommittee Report										
Internal Subcommittees	Jan	Feb	Mar	Apr	May	June	July	Agu	Sep	Oct	Nov	Dec
Institutional Values		Subcommittee Report										
Academic Programs		Subcommittee Report										
Acad & Admin Support Programs		Subcommittee Report										
Financial & Physical Resources		Subcommittee Report										
Human Resources		Subcommittee Report										
Institutional Climate		Subcommittee Report										
Institutional Image		Subcommittee Report										
Org. Structure & Governance		Subcommittee Report										
Student Services & Athletics		Subcommittee Report										
Overall Planning Process	Jan	Feb	Mar	Apr	May	June	July	Agu	Sep	Oct	Nov	Dec
Draft Plan					Draft Plan							
Feedback on Draft					Feedback and Input							
Final Report										Final		
Implementation												Implementation

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NMSU's Strategic Planning

Vol. 1 No.4 July 1997

NMSU Strategic Planning Newsletter

About the Newsletter

This newsletter is available in both printed and electronic form. The electronic version is available on NMSU's web site (www.nmsu.edu --then click on strategic planning).

Strategic Planning and the New Administration

Rumors that NMSU's strategic planning process would be halted or significantly altered because of recent changes in administration are false. NMSU's new President, William B. Conroy, confirmed his strong support for NMSU's strategic planning process at the June 3, 1997 meeting of the Board of Regents. At the same meeting, Larry Sheffield, President of the Board of Regents, indicated that all members of the Board support the strategic planning process. Regent Sheffield also indicated that the Strategic Plan, when completed, would provide a blueprint for NMSU as we enter the next century. Strategic Planning Committee (SPC) co-chairs Jim Peach and Cookie Stephan said they were very pleased by the strong support offered by President Conroy and the Board of Regents.

Subcommittee Reports On-line

The SPC established thirteen sub-committees to analyze a variety of internal and external conditions affecting NMSU's future. The reports of all thirteen sub-committees are now complete. Copies of the reports may be obtained from the NMSU web site or by calling 646-1720.

The sub-committees worked many long hours on some exceedingly complex issues. The 130 members of the sub-committees deserve a sincere word of thanks from the entire university community.

It is important to remember that *the subcommittee reports are not the plan itself*. NMSU's Strategic Plan will not be drafted as a simple summary of the subcommittee reports.

Input Needed

Your comments, suggestions, and criticism of the subcommittee reports are welcome and will be given serious consideration. We also need and welcome your suggestions on strategic issues not covered by the subcommittee reports.

There are a number of ways to provide input to the SPC. You can e-mail the SPC co-chairs at: strategy@nmsu.edu. The NMSU web page provides a method of sending anonymous comments. You can also send written comments to the SPC office, Campus Box 3004. Your comments will be shared with members of the SPC.

In addition, the SPC has recently established a [LISTSERV](#) for discussion about strategic planning issues. To subscribe to the [LISTSERV](#) send an e-mail message to: LISTPROC@nmsu.edu and in the body of the text type:

SUB plan_discuss your name

If you have other ideas on how to provide input to the SPC, please contact the co-chairs.

What's Next?

Over the next several weeks, the SPC will be working on a draft of NMSU's Strategic Plan. The draft plan should be available by mid-August when faculty return to campus in large numbers. The SPC will then actively seek comments and criticism of the plan for approximately a month. Everyone will have ample opportunity to comment on the draft plan. Among the ways to comment on the draft plan are public forums, e-mail, and meetings with departments and other campus units. After extensive comment and discussion, a revised plan will then be prepared for the Executive Review Board, the President, and the Board of Regents. The SPC intends to have the plan ready for consideration by the Regents at their October meeting.

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NMSU's Strategic Planning

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NMSU Strategic Planning Newsletter

Subcommittee Reports Update

Subcommittees Begin Reporting

The thirteen subcommittees of the Strategic Planning Committee have started submitting their final reports. All four subcommittees looking at NMSU's external planning environment have completed their work. Highlighted/summary information from the four reports is included elsewhere in this newsletter. These reports will be used by the remainder of the subcommittees as they conclude their recommendations as well as by the Strategic Planning Committee itself. SPC co-chairs, Jim Peach and Cookie Stephan, have expressed their pleasure and appreciation for the work of the subcommittees and expect the remaining subcommittees to complete their work before the first of June. As a result of the intensive efforts of the many participants on the subcommittees, the overall planning process is right on schedule.

Subcommittee Reports on the Web

The four subcommittee reports completed to date are available on the Web in their entirety. Go to the NMSU Home Page, click on Strategic Planning, then on Final Planning Subcommittee Reports, and you can choose to review any of the subcommittee reports as they are completed. Each report contains the subcommittee's response to the charge given by the Strategic Planning Committee (SPC). Each report represents the consensus and best judgment of the subcommittee members on their assigned topics.

These reports are a major part of the planning process. They provide broader participation, information-gathering and consensus-building and a more in-depth review of particular topics than would be possible for the SPC as a whole. The SPC will use the background information and recommendations of the subcommittees as it considers the directions which NMSU should take in the critical years ahead.

Please Review and Comment

The quality of NMSU's strategic plan is dependent not only on the work of the subcommittees and the deliberations of the SPC but on the extent to which the university community participates and contributes its priorities and perspectives. The SPC thanks all of you who took the time to complete the planning survey sent out earlier this spring. The results provided critical campus perspectives for the recommendations of several of the subcommittees.

We now need your assistance in reviewing and commenting on the subcommittee reports as they become available. The SPC will consider the subcommittee reports together with all commentary received on these reports as it works toward the development of the strategic plan. You can comment on the reports via strategic planning comments on the Web, by e-mailing strategy@nmsu.edu, or by sending your comments directly to one of the SPC co-chairs: Jim Peach (Box 3CQ) or Cookie Stephan

(Box 3BV). If you would like a hard copy of a subcommittee report, call Carol (6-1720) or Ann (6-6188) in the planning office. We do want to hear from you before we proceed further.

External Subcommittee Report Summaries

Social and Demographic Report

Without intervention, New Mexico State University enrollments are likely to grow only modestly and only through the short run. The current trend towards a more diverse student population is likely to continue.

Pursuit of future enrollment growth will almost certainly imply even greater student diversity in terms of age, socioeconomic status, and racial and ethnic statuses.

A variety of potential student "markets" are identified and discussed in the report. Pursuit of these markets would require clarification of our orientation towards growth, and imply new or different recruitment strategies for the institution. In some cases the strategies would raise fundamental questions about the mission and objectives of NMSU.

It is difficult to disentangle social and demographic trends from economic issues, especially in a state such as New Mexico where high levels of poverty impact strongly upon social and demographic patterns which in turn affect the institution. It is the sense of the subcommittee that the relatively weak condition of the New Mexico economy may well be, in many ways, the single greatest external threat to the institution.

Educational and Competitive Report

NMSU currently meets the technical educational needs of employers, but fails to produce students with enough innate skills to help them "live a productive life." Societal skills must become part of NMSU's educational mission.

NMSU is generally competitive with our regional peer institutions but in a global educational world, other institutions (non-profit and profit) are developing programs that will increasingly take students from NMSU. The three major areas other institutions are using: Asymmetrical Education (custom education for each student); Societal Skills (life/people skills); and Technological Skills (using technology to expand services). NMSU is, for the most part, not competitive in the three areas. To be a major educational provider in the future, NMSU must compete with the best practices of the leading institutions.

Political and Legal Report

By ignoring calls for greater accountability, the university jeopardizes its authority and autonomy and invites much closer scrutiny if not direct state and federal interference. Without attention to problems and to streamlining the bureaucratic channels, the University will appear unfocused and invite outside requirements for change.

Accessibility to affordable, quality higher education will continue to be an important issue for the citizens of New Mexico. This becomes an even greater challenge as the demographics and nature of students demanding access continues to diversify. As the land grant university, NMSU needs to build on its past traditions of responsiveness in addressing these demands for more localized and cheaper

educational access.

Civil and academic rights issues, including federal mandates, will continue to challenge all facets of higher education. Major issues under this umbrella include the changing nature of affirmative action, academic freedom, freedom of information, age discrimination, gender equity, sexual harassment and ADA. The university must have strategies to deal with these issues.

NMSU is in competition for a finite supply of state and federal resources. At the federal level, the university must address the reduced availability of federal money for research projects, the continued presence of costly federal mandates and a federal judiciary that is increasingly hesitant to uphold university programs promoting minorities. At the state level, the university is and will continue to be affected by limited state budget growth, changing political demographics that impact legislative representation of rural and southern New Mexico interests and the uneasy triumvirate by which all New Mexico universities are governed.

Economic and Technological Report

NMSU is the land-grant institution in a state with a population that is unique in its combination of attributes. These attributes include a high level of poverty, a significant percentage of people with Ph.D.'s, large rural regions, a job market still largely driven by DoD and DoE, and is highly diverse with large populations of Hispanics and Native Americans. Therefore, NMSU faces significant challenges in providing a high quality education to students from all segments of the state population. A further challenge to NMSU is the continued reduction in funding from traditional state and federal sources. NMSU must continue to strive to improve the long term, economic environment of the state, not only with traditional education, but through economic development, and high-quality, interactive distance education. NMSU must stay at the cutting edge of technology not only through research, but with innovative teaching and development of far reaching technologies. NMSU must cultivate its many outstanding alumni for development of an endowment that can be used to replace lost state and federal funding. NMSU will remain the "University of Choice" only by remaining proactive in both technology and economic development.

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NMSU's Strategic Planning

Vol. 1 No.2 March 1997

NMSU Strategic Planning Newsletter

Progress Report on Planning

About the Newsletter

This newsletter is available in both printed and electronic form. The electronic version is available on NMSU's web site (www.nmsu.edu-- then click on NMSU's Strategic Planning).

Subcommittees Selected, First Meetings Underway Thirteen subcommittees (please see the list elsewhere in this issue) are an important part of NMSU's strategic planning process. Each subcommittee has been assigned specific tasks and areas to examine. The subcommittees will gather and analyze data from a variety of sources. The subcommittees will also solicit information and suggestions from the university community and the people of New Mexico. The end product of each subcommittee will be a report to the Strategic Planning Committee (SPC) identifying critical issues facing NMSU. Many of the reports will also include recommendations for the SPC to consider as it drafts NMSU's Strategic Plan. All subcommittee reports will be available to the public, and comments and suggestions will be solicited.

A call for volunteers to serve on the subcommittees was widely distributed in early January. The intense interest and good-will of the university community and public regarding NMSU's future are obvious in the overwhelming response to the call for volunteers. There were 20 to 30 volunteers for each subcommittee. SPC co-chairs Jim Peach and Cookie Stephan genuinely regret that they have been unable to respond individually to each volunteer. The co-chairs, along with the entire SPC, offer our thanks to everyone who volunteered.

Despite the fact that most of us have complained at one time or another about our committee workload, we know that many volunteers were surprised about not being selected. You deserve an explanation. Subcommittee members were selected in conferences of the SPC co-chairs and the subcommittee chairs. The main considerations were:

(1) Size. Committees of 20 to 30 people are not usually the best way to get a job done in a short period of time. In general, committees were limited to about ten members. The external committees (Social and Demographic, Economic and Technological, Political and Legal and Educational and Competitive) were deliberately set at a smaller size, because these committees needed to get their tasks completed soon so their reports could be used by the remaining committees.

(2) Expertise. A general goal was to have at least one member of each committee with particular expertise in the area, while making sure that no subcommittee contained only experts in the area. For example, it would have been a mistake to select only economists for the economic and technological subcommittee just as it would have been a mistake not to have an economist for that subcommittee.

(3) Diversity of perspectives. Subcommittee members were not selected to represent their own departments, programs or their own special interest. Rather, we tried to make sure that a variety of viewpoints (e.g., faculty, student, administration, staff) were represented on the subcommittees.

Subcommittees and their Membership

Economic and Technological Subcommittee

Charge: Examine economic data and trends at the state and national levels to assess growth potential and direction, resource availability and implications for higher education funding and educational demand. Examine emerging technological developments which may affect curriculum, the form or content of learning, or changes in costs of delivery or administration.

Subcommittee co-chairs are Steve Castillo (Professor, Electrical & Computer Engineering, scastill@nmsu.edu) and Dino Cervantes (Community member, plan2@nmsu.edu). Members are Chris Erickson (Assistant Professor, Economics); Shaun Cooper (Assistant Director, Computing & Networking); Ken Hammond (Assistant Professor, History) and Robert Wohl (Community member).

Social and Demographic Subcommittee

Charge: Examine demographic data and trends, particularly within New Mexico, and their implications for educational needs, potential markets and higher education enrollment growth. Examine societal attitudes toward higher education within New Mexico and nationally and how our students and the general population feel about the value and benefits of higher education.

Subcommittee co-chairs are Dino Cervantes (Community member, plan2@nmsu.edu) and Jim Williams (Professor, Sociology & Anthropology, jwilliam@nmsuvm1.nmsu.edu). Members are Marie Mora (Assistant Professor, Economics); David Levi Gwaltney (Graduate Student, English); Maria Luisa Gonzalez (Department Head, Educational Management & Development); Fred Rubio (Community member) and Walter Stephan (Professor, Psychology).

Political and Legal Subcommittee

Charge: Examine attitudes and priorities of both federal and state government regarding higher education and how successfully higher education competes with other demands for public resources. Consider trends in government programs, policies and funding and whether these might increase educational demand or compete with existing educational programs. Review legislation and case law which have or might affect programs and accountability requirements.

Subcommittee co-chairs are Joe Martinez (Community member, plan1@nmsu.edu) and David Myers, (Associate Dean, Library myers@nmsu.edu). Members are Miley Gonzalez (Associate Dean, College of Agriculture & Home Economics); Nancy Oretskin (Associate Professor, Finance); Elba Serrano (Assistant Professor, Biology) and Kim Seckler (Adjunct Professor, Government).

Educational and Competitive Subcommittee

Charge: Examine state and community needs and whether these needs might be addressed through the programs and resources of NMSU. Examine how NMSU compares to institutions with similar missions and clientele and whether its programs are competitive regionally and nationally. Examine other providers of educational services which might compete with NMSU in attracting students and funding

and in meeting the state and community's educational needs.

Subcommittee co-chairs are Lowell Catlett (Professor, Agricultural Economics & Agricultural Business, lcatlett@nmsu.edu) and Anne Gallegos (Professor, Special Education/ Communication Disorders, anngalle@nmsu.edu). Members are Bonnie Pratt (Coordinator, Business Undergraduate Student Services); Brian Ormand (Manager, Information Center/Computer Center); Wendy Hamilton (Extension Specialist, Cooperative Extension) and Joe Martinez (Community member).

Human Resources Subcommittee

Charge: Review qualitative and quantitative information on NMSU's employees, including faculty, staff and students. Review the strengths and untapped expertise among NMSU's employees and how to capitalize on these strengths through efficient and effective use of our human resources. Address issues related to human resources, including reward systems, communication, training and workload.

Subcommittee co-chairs are Sue Brown (Director, Center for Learning Assistance, subrown@nmsu.edu) and Christine Marlow (Professor, Social Work, cmarlow@nmsu.edu). Members are Bob Howell (Director, Personnel); Michael Morehead (Associate Dean, College of Education); Shirley Pace

(Administrative Assistant, NMSU-Alamogordo); Judi Paulus (Records Specialist, Business Office); Doug Kurtz (Department Head, Mathematics); Nadia Rubaii-Barrett (Director, MPA Program/Government); Dorris Hamilton (Community member); Felicia Zamora (Graduate Student) and Lana Gilkison (Department Secretary, Curriculum & Instruction).

Financial and Physical Resources

Committee

Charge: Examine NMSU's funding trends by source of funds and expenditure patterns by function. Review the utilization of financial resources in light of workload, inflation, efficiency, institutional mission and priorities. Examine the availability, purpose, condition and sources of funding for NMSU's physical resources. Review the utilization of physical resources in light of workload, efficiency, institutional mission and priorities.

Subcommittee co-chairs are Bill Foster (Professor, Accounting & Business Computer Systems, tfoster@nmsu.edu) and Herman Garcia (Professor, Curriculum & Instruction, hgarcia@nmsu.edu). Members are Bill Harty (Administrator, Financial Systems); Ben Woods (Assistant Vice President and Director, Physical Plant); Rene Walterbos (Associate Professor, Astronomy); Laura Huenneke (Associate Professor, Biology); Larryl Matthews (Associate Dean, Engineering Research Center); Tommie Kemp (Audit Budget Technician, College of Business); Resource people: Michael Ellis (Professor, Economics) and Tina Byford (Controller, Business Office).

Institutional Image Subcommittee

Charge: Assess how NMSU is viewed by the community, alumni, prospective students and their families, funding agencies, the legislature, and its internal community, including faculty, staff and students. Assess how NMSU is viewed by these constituencies as an employer, a source of research and a source of public service to the state.

Subcommittee co-chairs are Elise (Pookie) Sautter (Associate Professor, Marketing,

esautter@nmsu.edu) and Bill Eamon (Director, Honors Program, weamon@nmsu.edu). Members are Nena Singleton (Director, University Communications); Cynthia Dillon (Assistant Professor, Theatre Arts); Gweyn Leabo (Head Coach/Volleyball, Athletics); Steve Warburton (Assistant Professor, Biology); Josie Green (Community member); Julie Maitland (Graduate Student); Carolyn Cordova (Student); Kurt Anderson (Professor, Astronomy) and Javier Vargas (County Program Director, Cooperative Extension).

Organizational Structure and Governance Subcommittee

Charge: Review NMSU's organizational and governing infrastructure, including chain of command, interactions among administrative units, decision-making and implementation processes, and governing relationships, such as between faculty and administration and between students and administration. Review organizational structure at other institutions for comparative purposes.

Subcommittee co-chairs are Bill McCarthy (Professor, Civil, Agricultural, & Geological Engineering, wmccarth@nmsu.edu) and Linda Leeper (Associate Professor, Special Education/Communication Disorders, lleeper@nmsu.edu). Members are Larry Mays (Acting Department Head, Criminal Justice); Gina Libo (Assistant Professor, Nursing); Kathy Brook (Associate Dean, College of Business); Terry Meyer (Director, Student Health Center); Enrique Solis (Associate Professor, Educational Management & Development) and a Student member to be designated.

Institutional Climate Subcommittee

Charge: Review the range of factors which affect the quality of life at NMSU and how students, faculty and staff perceive our campus as a place to study and learn, to teach, to investigate and to work in various capacities. Review such factors as physical surroundings, collegiality, attitudes, intellectual environment and their effect on how the university community works together in support of institutional goals.

Subcommittee co-chairs are Rudolfo Chavez Chavez (Professor, Curriculum & Instruction, ruchavez@nmsu.edu) and Christine Marlow (Professor, Social Work, cmarlow@nmsu.edu). Members are Lisa Frehill (Assistant Professor, Sociology & Anthropology);

Vivian Giron, Administrative Assistant, Registrar); Charles Nolan (Assistant Architect, Physical Plant); Glenda Urquidez (Executive Secretary, Physical Plant); David Pengelley (Professor, Math Sciences); Donald Reed (Coordinator, Center for Learning Assistance); Davida Moraga (Student);

Tim Ross (Professor, Animal & Range Sciences); Sharon Urtaza (Coordinator, Center for International Programs) and Sandra Westbrook (Graduate Assistant, American Indian Program).

Academic Programs Subcommittee

Charge: Assess all academic programs at NMSU-Main Campus. Collect data on the current status of each academic program. Focus on quality, centrality, need and cost as major criteria in this program review process. Use existing data as much as possible, including the North Central accreditation review reports and other college or program-specific accreditation reports.

Subcommittee co-chairs are Steve Castillo (Professor, Electrical & Computer Engineering, scastill@nmsu.edu) and Wenda Trevathan (Professor, Sociology & Anthropology, wtrevath@nmsu.edu). Members are Judy Karshmer (Department Head, Nursing); Tracy Sterling

(Associate Professor, Entomology, Plant Pathology & Weed Science); Barry Smith (Department Head, Finance); Tim Pettibone (Dean, Graduate School); Juan Franco (Associate Vice President for Academic Affairs); Sheela Stuart (Assistant Professor, Special Education/ Communication Disorders); Charles Townley (Dean, Library); Reta Beebe (Professor, Astronomy); Cheryl Young (Graduate Student) and Lisa Zegment (Student).

Academic and Administrative Support Subcommittee

Charge: Review all academic support and administrative support functions at NMSU whether organized centrally or within the colleges. Review each program's purpose and its effectiveness in meeting client needs through such criteria as efficiency of operations, trends in practices and workload, client satisfaction, criticality, contribution to university mission. Review similar functions at other institutions for comparative purposes.

Subcommittee co-chairs are Bill McCarthy (Professor, Civil, Agricultural & Geological Engineering, wmccarth@nmsu.edu) and John Waelti (Department Head, Agricultural Economics & Agricultural Business, extecon@nmsu.edu). Members are Jeanne Oliver (Community member); Steve Loring (Administrative Analyst, Agricultural Experiment Station); Diane Benson (Department Secretary, Chemistry & Biochemistry); Roberta Derlin (Associate Professor, Educational Management & Development); Chris Burnham (Professor, English); Allen Riley (Student Counselor, American Indian Program); Bob Smiggen (Director, Housing & Residence Life); Clarence Fielder (Community member); Heather Laughlin (Graduate Student) and Jerry Paz (Community member).

Student Services and Athletics Subcommittee

Charge: Examine the range of student services and athletic programs currently available and determine primary clients, client needs and workload trends. Review each program for responsiveness to client needs, cost effectiveness, criticality and contribution to institutional mission.

Subcommittee co-chairs are Carolyn Cordova (Student, ccordova@nmsu.edu) and Manny Encinias (Graduate student, mencinia@nmsu.edu). Members are Angela Throneberry (Director/Financial Operations, Business Office); Darrell Smith (Fire Chief, Physical Plant); Eric Pratt (Associate Professor, Marketing & General Business); Karen Stabler (Department Head, Library); Lydia Jacquez (Administrative Secretary, American Indian Program); Robert Gallegos (Professor, Curriculum & Instruction); Sue Brown (Director, Center for Learning Assistance); Wendy Ray (Student); Ulysses McElyea Jr. (Community member); Resource people: Monica McGee Smiggen (Associate Director, Student Organization & Programs); Terry Meyer (Director, Student Health Center); Karen Fey (Associate Director, Athletics) and Doug Kurtz (Department Head, Mathematics).

Institutional Values Subcommittee

Charge: Examine the goal priorities and expectations of NMSU's major constituencies, both internal and external. Compare with constituent perceptions regarding current institutional goal emphases and standards and how well they are being achieved.

Subcommittee co-chairs are Laura Gutierrez Spencer (Director, Chicano Programs, lgutzspc@nmsu.edu) and Kurt Anderson (Professor, Astronomy, kurt@nmsu.edu). Members are Yosef Lapid (Associate Professor, Government); George Clever (Assistant Professor, Dona Ana Branch Community College); Marta Remmenga (Assistant Professor, Economics); Barbara Siegel (Professor, Health Science); Del Hansen (Community member); Dick Bagby (Professor, Mathematics); Rosalinda

Barrera (Professor, Curriculum & Instruction); Selene Virk (Graduate Student); Resource people: Manuel Cardenas (Community member) and Roger Davis (Community member).

We Need Your Participation

More than 130 people from the university and the community are now involved in NMSU's strategic planning process through membership on planning subcommittees. Faculty, student, staff and external public involvement in our planning needs to be even broader. A number of subcommittees already plan surveys, hearings and focus groups to solicit information and opinions from across the campus and its publics. If asked to participate, we hope you will do so.

In addition, you can provide input to the overall planning process by contacting the co-chairs of the SPC, Jim Peach and Cookie Stephan, by calling 646-3113 or 646-4312 or e-mailing them at strategy@nmsu.edu. If you have concerns or suggestions regarding issues being addressed by one or more of the subcommittees, please contact the subcommittee co-chairs. You might contribute a short issue or position paper on a topic you consider critical to the scope of one of the subcommittees.

The final reports of the subcommittees will be made available for public comment and suggestions. Comments received, as well as the subcommittee reports themselves, will be considered by the SPC as it recommends a strategic plan for NMSU.

Keep up with the planning process through Strategic Planning on the NMSU Web page.

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NMSU's Strategic Planning

Vol. 1 No. 1 --- January 1997

NMSU Strategic Planning Newsletter

Planning Process Underway

About the Newsletter

This newsletter will be available in both printed and electronic form. The electronic version is available on NMSU's web site (www.nmsu.edu-- then click on NMSU's Strategic Planning. In order to receive the printed version please e-mail strategy@nmsu.edu or phone: 646-1720 and leave a message with your name and address. Please remember to say you want the newsletter.

Future issues of the newsletter will contain a question and answer column. Submit your questions to any committee member.

Committee Members

- Jim Peach, Co-Chair, Professor Economics
 - Cookie Stephan, Co-Chair, Professor Sociology and Anthropology
 - Kurt Anderson, Professor Astronomy
 - Sue Brown, Director Center for Learning Assistance
 - Steve Castillo, Professor and Alumnus Electrical Engineering
 - Dino Cervantes, Alumnus General Manager, Cervantes Enterprises
 - Rudolfo Chavez Chavez, Professor Curriculum and Instruction
 - Carolyn Cordova, Student Finance and Marketing
 - Manny Encinias, Student Animal Science
 - Miley Gonzalez, Associate Dean College of Agriculture and Home Economics
 - Christine Marlow, Professor Social Work
 - J. Joe Martinez, President Greater Las Cruces Chamber of Commerce
 - Bill McCarthy, Professor Civil Engineering
 - Laura Gutierrez Spencer, Director Chicano Programs
-

Consultant Visits Campus

Robert C. Shirley, outgoing president (1984-1996) of the University of Southern Colorado and a nationally known expert on strategic planning for institutions of higher education, has been hired as a consultant to the NMSU strategic planning process. Dr. Shirley visited the NMSU campus on November

18 and 19, 1996.

During his campus visit, Dr. Shirley met with the SPC, held four open meetings for interested faculty and staff and met with President Orenduff and the Academic Deans' Council. Dr. Shirley explained basic concepts of strategic planning and outlined a proposed process for NMSU. The meetings were well attended.

Dr. Shirley stressed that the planning process must be open and inclusive. He identified three major sources of input to the process: (1) external threats and opportunities; (2) internal strengths and weaknesses; and (3) the values of the institution. He also described a number of obstacles to successful strategic planning. Among the pitfalls, he particularly stressed the need for a strong commitment to the process from key decision-makers. Another potential pitfall, Shirley indicated, was a tendency to drown in data.

Committee Meetings

The Strategic Planning Committee (SPC) has held five meetings. During the first meeting, held on October 31, NMSU President Michael J. Orenduff thanked the committee for agreeing to serve and gave the committee its mandate. Specifically, Orenduff stated that the committee was to devise a broad-based plan for NMSU for the next three to five years. Only three constraints were placed on the committee. NMSU, he said, will remain a land-grant institution, a public institution, and probably in Las Cruces.

The second meeting of the SPC was held on November 19 in conjunction with the visit of Dr. Shirley. This meeting lasted two hours. In that meeting, Dr. Shirley described a model of the strategic planning process which could be modified to the particular circumstances of NMSU.

The third SPC meeting was held on December 5. This meeting was primarily organizational. During the meeting, the SPC agreed to adopt the "Shirley model" with modifications. Initial discussions of the structure of subcommittees and the strategic planning timeframe were also held.

The fourth meeting of the SPC was held on December 12. An initial list of subcommittees was approved and membership of the committees was discussed.

The fifth meeting of the SPC was held on December 19. Chairs were approved for some of the SPC subcommittees. Additional subcommittee members will be selected from university and community volunteers. First drafts of subcommittee charges were reviewed.

Subcommittees

Thirteen subcommittees have been established by the SPC. Each subcommittee will have a specific task and a time limit in which to complete its work. Volunteers and recruits from outside the SPC are needed for these subcommittees. To volunteer for one of the subcommittees, please contact either co-chair.

Co-chairs Meet with Various Groups

SPC co-chairs Jim Peach and Cookie Stephan have met with a number of groups to provide information and answer questions concerning the strategic planning process. To date, these groups include the Arts

and Sciences faculty meeting (November 19), the University Research Council (December 6), the Advisory Council on Administrative Policy (December 12), the Graduate Council and the Faculty Senate (January 9). In addition, the co-chairs have met with a number of individuals including Executive Vice-President Conroy and all eight deans.

Co-chairs Peach and Stephan will be happy to meet with other groups to explain the process and answer questions. Interested groups can contact the co-chairs by phone or e-mail (for numbers and addresses see: [How to Contact the Committee](#) in this newsletter).

How to Contact the Committee

The NMSU strategic planning process will be an open and inclusive process. This means the involvement of the entire university community (broadly defined to include interested citizens, students, faculty, staff and others). The committee may be contacted in a variety of ways.

The Strategic Planning section of the NMSU Web Page is one of the easiest ways to contact the SPC. Messages may be sent directly from the web page to strategy@nmsu.edu.

The e-mail addresses of the co-chairs are:
Jim Peach: jpeach@nmsu.edu and
Cookie Stephan: cstephan@nmsu.edu.

The co-chairs may also be reached by phone.
Jim Peach: 646-3113
Cookie Stephan: 646-4312

Both numbers have voice mail.

Executive Review Board

In addition to the fourteen-member Strategic Planning Committee, the NMSU planning process includes a seven-member Executive Review Board (ERB). Functions of the ERB include advising and supporting the SPC in a non-directive fashion.

The ERB has already met once on December 4.

The membership of the ERB includes: J. Michael Orenduff (NMSU President), William Conroy (NMSU Executive Vice President), Larry Sheffield (Board of Regents), Danny Arnold (Dean, College of Business), Pat Wolf (Vice President for Student Affairs), Clyde Eastman (Chair of the Faculty Senate) and Kelly Neville (ASNMSU President).

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NMSU's Strategic Planning

Subcommittees

Economic and Technological Subcommittee

Charge:

Examine economic data and trends at the state and national levels to assess growth potential and direction, resource availability and implications for higher education funding and educational demand. Examine emerging technological developments which may affect curriculum, the form or content of learning, or changes in costs of delivery or administration.

[\[Subcommittees\]](#)

Social and Demographic Subcommittee

Charge:

Examine demographic data and trends, particularly within New Mexico, and their implications for educational needs, potential markets and higher education enrollment growth. Examine societal attitudes toward higher education within New Mexico and nationally and how our students and the general population feel about the value and benefits of higher education.

[\[Subcommittees\]](#)

Political and Legal Subcommittee

Charge:

Examine attitudes and priorities of both federal and state government regarding higher education and how successfully higher education competes with other demands for public resources. Consider trends in government programs, policies and funding and whether these might increase educational demand or compete with existing educational programs. Review legislation and case law which have or might affect programs and accountability requirements.

[\[Subcommittees\]](#)

Educational and Competitive Subcommittee

Charge:

Examine state and community needs and whether these needs might be addressed through the programs and resources of NMSU. Examine how NMSU compares to institutions with similar missions and clientele and whether its programs are competitive regionally and nationally. Examine other providers of educational services which might compete with NMSU in attracting students and funding and in meeting the state and community's educational needs.

[\[Subcommittees\]](#)

Human Resources Subcommittee

Charge:

Review qualitative and quantitative information on NMSU's employees, including faculty, staff and students. Review the strengths and untapped expertise among NMSU's employees and how to capitalize on these strengths through efficient and effective use of our human resources. Address issues related to human resources, including reward systems, communication, training and workload.

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[\[Subcommittees\]](#)

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Assess the formal image related services on campus and how they affect perceptions of our image.

[\[Subcommittees\]](#)

Organizational Structure and Governance Subcommittee

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Review NMSU's organizational and governing infrastructure, including chain of command, interactions among administrative units, decision-making and implementation processes, and governing relationships, such as between faculty and administration and between students and administration. Review organizational structure at other institutions for comparative purposes.

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NMSU STRATEGIC PLANNING SUBCOMMITTEE MEMBERSHIP

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Strategic Planning Committee's Subcommittee Membership

Secretary

Academic Programs			
Co-Chair	Steve Castillo	Professor	Elec. & Comp. Engr.
Co-Chair	Wenda Trevathan	Professor	Soc. & Anth.
	Judy Karshmer	Department Head	Nursing
	Tracy Sterling	Associate Professor	Ent. P. Path. & WS
	Barry Smith	Department Head	Finance
	Tim Pettibone	Dean	Graduate School
	Juan Franco	Assoc. Vice President for Academic Affairs	Hadley Hall
	Sheela Stuart	Assistant Professor	Spec. Ed./Comm. Dis.
	Charles Townley	Dean	Library
	Reta Beebe	Professor	Astronomy
	Cheryl Young	Graduate Student	History
[Subcommittees Index]	Lisa Zegment	Student	Coll. of Ag. & HE
Academic and Administrative Support Programs			
Co-Chair	Bill McCarthy	Professor	Civil, Ag. & Geol. Engr.
Co-Chair	John Waelti	Department Head	Ag. Econ. & Ag. Bus.
	Steve Loring	Admin. Analyst	Ag. Exp. Station
	Diane Benson	Chem. & BioChem.	
	Roberta Derlin	Associate Professor	Ed. Mgt. & Dev.
	Chris Burnham	Professor	English
	Bob Smiggen	Director	Housing & Res.Life
	Charla Seciua	Student	College of Business
	Heather Laughlin	Graduate Student	Ed. Mgt. & Dev.
	Jeanne Oliver	Community	
	Clarence Fielder	Community	
[Subcommitee Index]	Jerry Paz	Community	
Economic and Technological			
Co-Chair	Steve Castillo	Professor	Elec. & Comp. Engr.
Co-Chair	Dino Cervantes	Community	

	Chris Erickson	Assistant Professor	Economics
	Shaun Cooper	Assistant Director	Computing & Networking
	Ken Hammond	Assistant Professor	History
[Subcommittees Index]	Robert Wohl	Community	
Educational and Competitive			
Co-Chair	Lowell Catlett	Professor	Ag. Econ. & Ag. Bus.
Co-Chair	Anne Gallegos	Professor	Spec. Ed/Comm. Dis.
	Bonnie Pratt	Coordinator	Bus. Undgrad. Student Svcs
	Brian Ormand	Manager	Info Cntr/Computer Cntr
	Wendy Hamilton	Extension Specialist	Coop Extension
[Subcommittees Index]	Joe Martinez	Community	
Financial and Physical Resources			
Co-Chair	Bill Foster	Professor	Acct. & BCS
Co-Chair	Herman Garcia	Professor	Curr. & Inst.
	Bill Harty	Administrator	Financial Systems
	Ben Woods	Director	Physical Plant
	Rene Walterbos	Associate Professor	Astronomy
	Laura Huenneke	Associate Professor	Biology
	Larryl Matthews	Associate Dean	College of Engineering
[Subcommittees Index]	Tommie Kemp	Budget Technician	College of Business
Human Resources			
Co-Chair:	Sue Brown	Director	Cntr for Learning Assistance
Co-Chair:	Christine Marlow	Professor	Social Work
	Bob Howell	Director	Personnel Office
	Michael Morehead	Associate Dean	College of Education
	Shirley Pace	Admin. Assistant	Alamogordo Comm. Coll.
	Judi Paulus	Records Specialist	Business Office
	Doug Kurtz	Department Head	Math Sciences
	Nadia Rubaii-Barrett	Director	Government, MPA Program
	Lana Gilkison	Secretary	Curr. & Inst.
	Felicia Zamora	Graduate Student	College of Business

[Subcommittees Index]	Dorris Hamilton	Community	
Institutional Climate			
Co-Chair	Rudolfo Chavez Chavez	Professor	Curr. & Inst.
Co-Chair	Christine Marlow	Professor	Social Work
	Lisa Frehill	Assistant Professor	Soc. & Anth.
	Vivian Giron	Admin. Assistant	Registrar
	Charles Nolan	Assistant Architect	Physical Plant
	David Pengelley	Professor	Math Sciences
	Timothy Ross	Professor	Coll. of Ag. & HE
	Sharon Urtaza	Coordinator	Center for Intern'l Programs
	Donald Reed	Coordinator	Cntr for Learning Assistance
	Glenda Urquidez	Executive Secretary	Physical Plant
	Sandra Westbrook	Graduate Student	Coll. of Ag. & HE
[Subcommittees Index]	Rachel Mangas	Student	Arts and Sciences
Institutional Image			
Co-Chair	Pookie Sautter	Associate Professor	Mark. & Gen. Bus.
Co-Chair	Bill Eamon	Director	Honors Program
	Nena Singleton	Director	Univ. Communications
	Cynthia Dillon	Assistant Professor	Theatre Arts
	Gweyn Leabo	Head Coach	Volleyball, Athletics
	Steve Warburton	Assistant Professor	Biology
	Josie Green	Community	
	Julie Maitland	Graduate Student	Coll. of Ag. & HE
	Carolyn Cordova	Student	College of Business
	Kurt Anderson	Professor	Astronomy
[Subcommittees Index]	Javier Vargas	County Program	Director Coop. Extension
Institutional Values			
Co-Chair	Laura Gutierrez Spencer	Director	Chicano Programs
Co-Chair	Kurt Anderson	Professor	Astronomy
	Yosef Lapid	Associate Professor	Government
	Dick Bagby	Professor	Math Sciences
	Marta Remmenga	Assistant Professor	Economics

	Barbara Siegel	Professor	Health Sciences
	Del Hansen	Community	
	George Clever	Assistant Professor	DABCC
	Rosalinda Barrera	Professor	Curr. & Inst.
[Subcommittees Index]	Selene Virk	Graduate Student	Health Science
Organizational Structure & Governace			
Co-Chair	Bill McCarthy	Professor	Civil, Ag. & Geol. Engr.
Co-Chair	Linda Leeper	Associate Professor	Spec. Ed./Comm. Dis.
	Larry Mays	Acting Dept. Head	Criminal Justice
	Gina Libo	Assistant Professor	Nursing
	Kathy Brook	Assistant Dean	College of Business
	Terry Meyer	Director	Student Health Center
[Subcommittee Index]	Enrique Solis	Associate Professor	Ed. Mgt. & Dev.
Political and Legal			
Co-Chair	Joe Martinez	Community	
Co-Chair	David Myers	Associate Dean	Library
	Miley Gonzalez	Associate Dean	College Of Ag. & HE
	Nancy Oretskin	Associate Professor	Finance
	Elba Serrano	Assistant Professor	Biology
[Subcommittees Index]	Kim Seckler	Adjunct Professor	Government
Social and Demographic			
Co-Chair	Dino Cervantes	Community	
Co-Chair	Jim Williams	Department Head	Soc. & Anth.
	Marie Mora	Assistant Professor	Economics
	David Levi Gwaltney	Graduate Student	English
	Maria Luisa Gonzalez	Department Head	Edu. Mgt. & Dev.
	Fred Rubio	Community	
[Subcommittees Index]	Walter Stephan	Professor	Psychology
Student Services and Athletics Programs			
Co-Chair	Carolyn Cordova	Student	College of Business
Co-Chair	Manny Encinias	Graduate Student	Coll. of Ag. & HE
	Angela Throneberry	Director	Fin. Operations, Bus. Ofc.
	Darrell Smith	Fire Chief	Physical Plant

	Eric Pratt	Associate Professor	Mark. & Gen. Bus.
	Karen Stabler	Department Head	Library
	Lydia Jacquez	Admin. Secretary	Amer. Indian Program
	Robert Gallegos	Professor	Curr. & Inst.
	Sue Brown	Director	Cntr for Learning Assistance
	Wendy Ray	Student	College of Ag. & HE
[Subcommittees Index]	Ulysses McElyea, Jr.	Community	

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NMSU's Strategic Planning

Strategic Planning Committee's Subcommittee Co-Chairs

Academic Programs			
Steve Castillo	Box 3-O	6-3214	scastill@nmsu.edu
Wenda Trevathan	Box 3BV	6-3720	wtrevath@nmsu.edu
Academic and Administrative Support Programs			
Bill McCarthy	Box 3CE	6-3033	wmccarth@nmsu.edu
John Waelti	Box 3169	6-3215	extecon@nmsu.edu
Economic and Technological			
Steve Castillo	Box 3-0	6-3214	scastill@nmsu.edu
Dino Cervantes	2970 Camino Castillo LC, NM 88005	233- 3148	plan2@nmsu.edu
Educational and Competitive			
Lowell Catlett	Box 3169	6-2504	lcatlett@nmsu.edu
Anne Gallegos	Box 3SPE	6-5973	anngalle@nmsu.edu
Financial and Physical Resources			
Bill Foster	Box 3DH	6-4520	tfoster@nmsu.edu
Herman Garcia	Box 3CUR	6-2115	hgarcia@nmsu.edu
Human Resources			
Sue Brown	Box 5278	6-3137	subrown@nmsu.edu
Christine Marlow	Box 3SW	6-4214	cmarlow@nmsu.edu
Institutional Climate			
Rudolfo Chavez Chavez	Box 3CUR	6-3229	ruchavez@nmsu.edu
Christine Marlow	Box 3SW	6-4214	cmarlow@nmsu.edu
Institutional Image			
Pookie Sautter	Box 5280	6-6027	esautter@nmsu.edu
Bill Eamon	Box 3H	6-3005	weamon@nmsu.edu
Institutional Values			
Laura Gutierrez Spencer	Box 4188	6-4208	lgutzspc@nmsu.edu
Kurt Anderson	Box 4500	6-1032	kurt@nmsu.edu
Organizational Structure & Governance			
Bill McCarthy	Box 3CE	6-3033	wmccarth@nmsu.edu
Linda Leeper	Box 3SPE	6-4121	lleeper@nmsu.edu

Political and Legal			
Joe Martinez	FAX: 523-5242	524-8057	plan1@nmsu.edu
David Myers	Box 3457	6-1808	myers@nmsu.edu
Social and Demographic			
Dino Cervantes	2970 Camino Castillo LC, NM 88005	233-3148	plan2@nmsu.edu
Jim Williams	Box 3BV	6-2416	jwilliam@nmsu.edu
Student Services and Athletics Programs			
Carolyn Cordova	207 RGH LC, NM 88003	526-5239	ccordova@nmsu.edu
Manny Encinias	Box 3I	6-7842	mencinia@nmsu.edu

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New Mexico State University

NMSU's Strategic Planning

Strategic Planning Committee

February 9, 1998

Members Present: K. Anderson, S. Brown, C. Cordova, M. Encinias, C. Marlow, J. Peach, L. Spencer, C. Stephan; (K. Becklin, L. Dominguez)

Members Absent: D. Cervantes, R. Chavez, B. McCarthy

1) Resignation

J. Peach announced the resignation of S. Castillo from the committee.

2) Strategic Plan

The committee considered input they had received from the university community and public concerning the second draft of the strategic plan. The committee approved many of the suggestions/revisions for inclusion in the plan. J. Peach and C. Stephan will incorporate the changes into the draft plan and circulate it to the committee for final approval. J. Peach and C. Stephan will then forward the draft strategic plan to President Conroy.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

November 19, 1997

Members Present: K. Anderson, S. Brown, S. Castillo, R. Chavez, C. Marlow, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (K. Becklin, L. Dominguez)

Members Absent: D. Cervantes, C. Cordova, M. Encinias

1) Draft Strategic Plan

J. Peach distributed copies of the revised draft strategic plan to committee members based on earlier committee comments and asked them to be prepared to comment on it at the next meeting. The committee offered suggestions for additions that could be made to the plan.

2) Vision Statement

J. Peach distributed a draft of the vision statement that he had summarized from other vision statements submitted by committee members. The committee discussed the draft vision statement and suggested revisions. J. Peach asked committee members to reconsider the revised draft and if they had suggestions on improving the statement to inform him or C. Stephan.

3) Other

J. Peach and C. Stephan encouraged committee members to submit any suggested changes to the draft strategic plan or the vision statement to them before the next meeting.

4) Meeting Schedule

The committee is scheduled to meet at 1:00 p.m. on Friday, November 21, in the Library Associates Conference Room.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

November 12, 1997

Members Present: K. Anderson, S. Brown, S. Castillo, R. Chavez, C. Cordova, C. Marlow, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (K. Becklin, L. Dominguez)

Members Absent: D. Cervantes, M. Encinias

1) Draft Strategic Plan

C. Stephan asked committee members for their suggestions on additions to the strategic plan. The committee discussed the suggestions and agreed on items to be added to the plan. J. Peach and C. Stephan will bring the second set of revisions to the meeting on November 19th, for further discussion. C. Stephan distributed several versions of a vision statement written by some members of the committee and asked the committee to work with all of the versions to come up with one version that would be feasible. J. Peach and C. Stephan encouraged committee members to submit suggestions and comments on the draft plan revisions distributed at the meeting by Monday, November 17th at 8:00 a.m.

2) Meeting Schedule

The committee is scheduled to meet on Wednesday, November 19, and Friday, November 21, in the Library Associates Conference Room. Both meetings are scheduled for 1:00 p.m.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

November 7, 1997

Members Present: K. Anderson, S. Brown, S. Castillo, D. Cervantes, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (K. Becklin, L. Dominguez)

Members Absent: R. Chavez, C. Cordova, M. Encinias, C. Marlow

1) Draft Strategic Plan

J. Peach and C. Stephan begin the revising process by asking committee members to review the draft plan for items that should remain in the document. After much discussion, the committee agreed on items that were to be deleted or revised. J. Peach and C. Stephan will bring an initial set of revisions, based on committee discussions, for further discussion at the next committee meeting.

2) Other

J. Peach reported that he had spoken with Regent Sheffield after the last Faculty Senate meeting. He stated that Regent Sheffield was firm about the need for strategic planning and was supportive of the process.

3) Next Meeting

The next meeting has been scheduled from 1:00 - 3:30 p.m. on Wednesday, November 12th, in the Library Associates Conference Room.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

October 31, 1997

Members Present: K. Anderson, S. Brown, S. Castillo, C. Cordova, J. Peach, L. Spencer, C. Stephan;
(K. Becklin, L. Dominguez)

Members Absent: D. Cervantes, R. Chavez, M. Encinias, C. Marlow, B. McCarthy,

1) Draft Strategic Plan

C. Stephan informed the committee that a memo sent by President Conroy to administrators regarding the strategic planning process had been anonymously sent to the *Las Cruces Sun News* and had been reported in its October 31, 1997 edition. In light of President Conroy's memo, the committee reviewed available options and discussed ways in which to proceed with the strategic plan. The committee agreed to have a revised draft of the strategic plan ready for submission to President Conroy by December 1. J. Peach asked committee members to review the plan and mark areas they felt needed to be clarified, added or deleted. He also encouraged committee members to prepare a vision statement for discussion at the next meeting.

2) Next Meeting

The next meeting has been scheduled from 1-5 p.m. on Friday, November 7th, in the Library Associates Conference Room.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

October 22, 1997

Members Present: K. Anderson, S. Castillo, D. Cervantes, C. Cordova, M. Encinias, C. Marlow, J. Peach, C. Stephan; (K. Becklin, L. Dominguez)

Members Absent: S. Brown, R. Chavez, B. McCarthy, L. Spencer

1) Draft Strategic Plan

The committee discussed the draft strategic plan and offered suggestions for revising the document. J. Peach and C. Stephan proposed that after the committee considers comments, recommendations, etc. from the public and prepares to finalize the strategic plan, that the plan be made available to the university community and public for a second review. The committee agreed with the proposal and will prepare the document for release the first week in December.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

September 24, 1997

Members Present: K. Anderson, S. Brown, S. Castillo, R. Chavez, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (L. Dominguez)

Members Absent: D. Cervantes, C. Cordova, M. Encinias, C. Marlow

1) Executive Board Meeting

J. Peach and C. Stephan reported that they would be meeting with the Executive Board on September 25th to update them on the revisions to the draft plan.

2) Draft Strategic Plan

Committee members reviewed the draft strategic plan and made minor revisions. J. Peach stated that he and C. Stephan would make the revisions and prepare the document for submission to the printer on September 26th; the document would then be distributed the following week.

3) Next Meeting

The committee will meet on Monday, October 13th, in the Library Associates Conference Room. R. Shirley will be in attendance at the meeting.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

September 19, 1997

Members Present: S. Brown, S. Castillo, R. Chavez, C. Cordova, M. Encinias, C. Marlow, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (K. Becklin, T. Campos, L. Dominguez)

Members Absent: K. Anderson, D. Cervantes

1) Time Line

J. Peach updated the committee on the current time line for the strategic plan as follows:

September 25: J. Peach & C. Stephan will meet with the Executive Review Board regarding the draft plan.

September 26: Draft plan will be taken to the printer.

October 1: Draft plan will be available to the university community and public for a month-long process of comment and dialogue.

October 13-14: Bob Shirley will be on campus to facilitate the university-wide open forums and meet with other groups to receive feedback on the draft plan.

2) Draft of Strategic Plan

The committee reviewed the draft strategic plan and offered suggestions for revisions. J. Peach and C. Stephan will work on the revisions and submit them to the committee for final review before the document is printed and distributed to the university community and public for review and input. J. Peach and C. Stephan encouraged committee members to submit comments to either him or C. Stephan regarding items discussed, revisions, editorial comments, etc.

3) Next Meeting

The committee will meet in a retreat from 3 - 5 p.m. on Wednesday, September 24th, in the Library Associates Conference Room to discuss the latest revisions to the draft plan.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

September 19, 1997

Members Present: S. Brown, S. Castillo, R. Chavez, C. Cordova, M. Encinias, C. Marlow, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (K. Becklin, T. Campos, L. Dominguez)

Members Absent: K. Anderson, D. Cervantes

1) Time Line

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Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

August 21, 1997

Members Present: S. Brown, S. Castillo, D. Cervantes, C. Cordova, M. Encinias, C. Marlow, J. Peach, L. Spencer, C. Stephan; (K. Becklin, T. Campos, L. Dominguez)

Members Absent: K. Anderson, R. Chavez, B. McCarthy

Visitor: R. Shirley

1) R. Shirley, SPC Consultant

R. Shirley, consultant to the SPC, complimented the committee on the emerging draft for the strategic plan. In reviewing the work already done by the committee and the work still needing to be done, he proposed that the time line be revised as follows: October 1 - draft of the plan would be available for one month to allow for input from the public; November 1 - draft would be revised and polished; December 1 - strategic plan would be submitted to the President; and in early spring, submit the plan to the Board of Regents. It was the consensus of the committee to approve the revised time line. R. Shirley responded to questions and offered suggestions to the committee.

2) Assignment

J. Peach and C. Stephan asked committee members to review the third draft of the directions proposed for NMSU. They also requested that committee members review all of the subcommittee reports, responses from individuals, etc. and be prepared to deal with issues/recommendations at the next meeting.

3) Next Meeting

The committee will meet in a retreat from 8 a.m. - 5 p.m. on Friday, September 5th and Saturday, September 6th.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

August 14, 1997

Members Present: S. Brown, S. Castillo, D. Cervantes, R. Chavez, C. Cordova, C. Marlow, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (K. Becklin, T. Campos, L. Dominguez)

Members Absent: K. Anderson, M. Encinias

1) Bob Shirley Visit

J. Peach announced that Bob Shirley would be on the NMSU campus on Thursday, August 21, and would meet with the committee at 1 p.m. in the Library Associates Conference Room..

2) Strategic Plan

J. Peach and C. Stephan distributed a fifth directive, *Renewing NMSU's Capacity for Change*, and the revised drafts of the materials discussed at the last meeting and asked committee members to review and comment on the drafts. After much input from the committee, J. Peach and C. Stephan will work on the revisions and bring them to the next meeting. J. Peach encouraged committee members to submit comments to him or Cookie regarding items discussed, revisions, etc.

3) Assignment

J. Peach requested committee members to begin reviewing the following subcommittee reports for discussion at the next committee meeting: Academic Programs, Academic and Administrative Support Services, and Student Services and Athletics.

4) Next Meeting

The next meeting is scheduled at 1 p.m. on Thursday, August 21st, in the Library Associates Conference Room.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

August 7, 1997

Members Present: K. Anderson, S. Castillo, R. Chavez, C. Cordova, C. Marlow, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (K. Becklin, T. Campos, L. Dominguez)

Members Absent: S. Brown, D. Cervantes, M. Encinias

1) Strategic Planning Committee Membership

J. Peach announced that I. Miley Gonzales had been appointed as Undersecretary of Agriculture for Research, Education and Economics and would no longer be serving on the SPC.

2) Strategic Plan

J. Peach and C. Stephan distributed first drafts of possible components of a strategic plan that had been compiled from committee input and subcommittee reports for the committee to review and discuss. Items for discussion included: planning assumptions, NMSU's strengths and weaknesses, introduction to strategic directions, creating a student-centered learning environment, preparing for the 21st century, and enhancing NMSU's sense of community.

After much discussion and input from the committee, J. Peach and C. Stephan requested committee members to submit further input for these issues or other relevant issues.

3) Mission Statement

C. Stephan distributed a third draft of the mission statement for the committee's review and input.

4) Next Meeting

The next meeting is scheduled on Thursday, August 14th, from 2 - 5 p.m. in the Library Associates' Conference Room.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

July 16, 1997

Members Present: K. Anderson, S. Brown, D. Cervantes, C. Cordova, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (K. Becklin, T. Campos, L. Dominguez)

Members Absent: S. Castillo, R. Chavez, M. Encinias, M. Gonzalez, C. Marlow

1) Executive Review Board Meeting

J. Peach reported that he and C. Stephan met with the Executive Review Board. He shared feedback he and C. Stephan had received from board members regarding New Mexico State University's mission, clientele, and size.

2) Mission Statement

The committee discussed a second draft of the mission statement and suggested revisions. J. Peach and C. Stephan will draft a third version to include suggested revisions. They asked committee members to e-mail any other suggestions and ideas about the uniqueness of NMSU that can help to distinguish the mission statement from other university mission statements.

3) Strategic Issues

C. Stephan distributed a list of suggestions made by committee members at the last meeting regarding strategic issues. She asked committee members to review the list to determine if the suggested issues are strategic issues. After much discussion on whether to incorporate a growth policy in the plan, it was the consensus of the committee that the university have no definitive growth policy. They determined that growth will be a consequence due to other factors affecting the university.

4) Retreat

The committee will meet on Thursday, August 7, from 1 - 5 p.m. and on Friday, August 8, from 8 a.m. - 12 p.m.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

July 9, 1997

Members Present: K. Anderson, S. Brown, D. Cervantes, C. Cordova, C. Marlow, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (T. Campos, L. Dominguez)

Members Absent: S. Castillo, R. Chavez, M. Encinias, M. Gonzalez

1) Mission Statement

C. Stephan stated that she and J. Peach had drafted a mission statement from comments made by committee members at their last meeting. She asked committee members to review and comment on the draft statement. After much discussion, it was decided that C. Stephan and J. Peach would redraft the mission statement with suggested revisions from the committee.

2) Strategic Plan

C. Stephan requested committee members to consider the following when thinking about the proposed plan:

- More than one sub-committee report identified low morale among faculty and staff as a problem. How can we raise morale?
- At least one sub-committee report strongly suggests problems in the operations of various NMSU units. How can we make NMSU more user-friendly?
- Let us assume for the moment that the SPC will devise a plan with some new programs, initiatives, etc. How can we pay for any changes requiring new monies?

J. Peach stated the committee needed to begin thinking of the university's priorities and of the fundability of these priorities. The committee agreed that they should determine priority issues first and then consider the fundability of these priorities. Committee members discussed possible priorities and the impact of these priorities on the university.

3) Meeting Schedule

The committee will meet at 3 p.m. in the Library Associate's Conference Room on Wednesday, July 16.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

June 27, 1997

Members Present: K. Anderson, S. Brown, D. Cervantes, R. Chavez, C. Cordova, M. Encinias, J. Peach, L. Spencer, C. Stephan; (K. Becklin, T. Campos, L. Dominguez)

Members Absent: S. Castillo, M. Gonzalez, C. Marlow, B. McCarthy

1) Strategic Plan

J. Peach stated the committee's target date for having a completed draft plan is August 15. He stated that before the plan could be compiled, the committee needed to consider several items. Given the process the committee has already gone through, he stated that committee members now need to address the question of "How should the mission statement be modified?" C. Stephan stressed the importance of making it unique to NMSU. In thinking about the strategic plan in the planning phase, C. Stephan requested that committee members ask themselves, "What could the university be?" and after the committee has ideas for mission/vision, clientele and competitiveness, they then ask, "What is keeping the university from being what it could be?" J. Peach emphasized that the committee's job is to use subcommittee reports as input and not to consider these reports as the final plan. C. Stephan stated that the committee needed to take advantage of NMSU's natural and personal strengths when considering strategic issues. J. Peach stated that additional items to be considered include:

- Basic strategic issues
- What strategic and important issues have not been identified?
- What is completely missing from the reports?
- Vision/mission suggestions

C. Stephan identified mission, clientele and size as three basic strategic issues for the committee to consider before they begin to draft a strategic plan for NMSU. J. Peach stated that before the committee can draft a plan, committee members need to have a feel for these issues. After much discussion, the committee agreed that some major abstract issues missing in the subcommittee reports are extension (and the possibility of refocusing its direction) and ethnic programs. C. Stephan asked committee members what they envision for NMSU. Responses from committee members included

- intellectual excitement
- embracing multi-culturalism
- education rather than academics
- sense of community
- user friendly
- shared governance

Committee members agreed that students need to be educated academically as well as be given the opportunity for out-of-classroom experiences enabling them to enhance their social skills and ability to function in the "real" world.

2) Subscription

J. Peach announced that the Computer Center had created an interactive list-serv for anyone wanting to comment/discuss strategic planning. He stated that a subscription can be obtained by sending an e-mail message to listproc@nmsu.edu and in the body of the message type:

subscribe SUB plan_discuss your-name

He stated that this subscription information will be published in the forthcoming newsletter.

3) Academic Programs Subcommittee Report

J. Peach reported that the Academic Programs subcommittee report is available on the web to the university community only. He stated that anyone outside of the university community interested in reviewing this report can request a hard copy from a committee member or from Carol Flores at 646-1720.

4) Meeting Schedule

The committee will meet at 3 p.m. in the Library Associate's Conference Room on July 9 and July 16.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

June 18, 1997

Members Present: K. Anderson, S. Brown, S. Castillo, D. Cervantes, C. Cordova, M. Encinias, C. Marlow, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (L. Dominguez)

Members Absent: R. Chavez, M. Gonzalez

1) Strategic Planning Update

J. Peach reported that all subcommittee reports with the exception of Financial and Physical Resources and Student Services and Athletics Program had been completed and were on the Web. He stated that the last two reports would be completed early next week.

2) Identification of Strategic Issues for the Draft Plan

J. Peach stated that the SPC was ready to begin the matching process, Level 1 of the Strategic Planning Process, and hoped the committee could complete this process by mid-August. J. Peach stated the committee needs to produce a meaningful plan--to show direction for this institution--and to submit a plan that can be implemented. He also stressed the need for the plan to address big issues and not focus on minor details. J. Peach distributed a sample matrix for use by committee members to assist them in reviewing the subcommittee reports. He asked committee members to consider the following criteria as they review the reports for specific strategic issues:

- Mission/Vision
- What is strategic? (and what is not)
- Inconsistencies (within and between subcommittee reports)
- What is missing?

He also asked committee members to read the current mission statement and to ask themselves, "what do we want to be known as in 5 years." In doing so, he asked them to be realistic; to think how to take advantage of our past and current strengths; and to consider financial implications of any suggested changes.

J. Peach stated that as they determine strategic issues, it was important for committee members to represent the university as a whole and not to represent their own personal views or views of the subcommittees.

C. Stephan recommended that after the committee has a list of the issues, and an understanding of those

issues in which contradictions exist, that the committee meet for a day-long retreat to fully discuss them. J. Peach requested that if committee members need materials, information, etc. to contact him or C. Stephan.

3) Resignation

J. Martinez submitted his resignation, citing business demands on his time. J. Peach expressed his appreciation and thanked J. Martinez for his service to the committee.

4) Next Meeting

The next committee meeting has been scheduled on Friday, June 27th, at 3 p.m. in the Library Associate's Conference Room.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

March 13, 1997

Members Present: K. Anderson, S. Brown, S. Castillo, D. Cervantes, C. Cordova, M. Gonzalez, C. Marlow, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (K. Becklin, L. Dominguez)

Members Absent: R. Chavez, M. Encinias, J. Martinez

1. SPC Update on Subcommittee Membership and Meetings

J. Peach distributed revised lists of subcommittee memberships and stated that as of Monday, March 17th, each of the subcommittees will have met at least once. He also distributed a revised timeline noting that the four external committees have a deadline of April 1st for submitting their reports.

2. Reports from Subcommittees: Progress, Issues

Subcommittee chairs reported on the status of their subcommittees. J. Peach and C. Stephan shared reports with the committee from chairs not on the SPC.

3. Issues Crossing Subcommittees

The committee discussed issues that were being considered by the subcommittees and were concerned that more than one subcommittee may be looking at the same issue. J. Peach stated that although there may be some overlap on issues between committees, he recommended that if there is a concern the co-chairs discuss the issue(s) in question and negotiate which committee would address the issue. He stated that if co-chairs came to an impasse, he and C. Stephan would make a determination. Also discussed were the various methods of gathering input from the various constituencies. Several chairs stated that their subcommittees were interested in conducting surveys. After much discussion and since numerous subcommittees are considering conducting surveys, J. Peach recommended that an ad-hoc subcommittee consisting of J. Peach, C. Stephan, K. Becklin, B. Ormand or S. Cooper from the Computer Center, and co-chairs of subcommittees interested in conducting surveys meet together next week. He asked chairs to let him or C. Stephan know if they were interested in attending this meeting.

4. Bob Shirley's Next Campus Visit

J. Peach reported that Bob Shirley will be on the main campus on March 25th. K. Becklin stated that meetings with Dr. Shirley and the "internal" subcommittee co-chairs had been scheduled tentatively and asked chairs to notify her or Ann Hermes if they had conflicts with the scheduled times. J. Peach stated that if several co-chairs were out-of-town on that date, Dr. Shirley could be

invited to meet with them at a future date. He also asked chairs to submit issues to him or C. Stephan and they will forward them to Dr. Shirley.

5. Housekeeping

1. SPC Coordinator

J. Peach introduced Tammy Aragon Campos, who was hired to assist the SPC in conducting research and staffing subcommittees. Committee members were encouraged to contact T. Campos if they have any requests for research information, etc. Her office is located in the New Library and she can be reached at ext. 63102 or taragon@nmsu.edu.

2. Interactive Computer Meeting

C. Stephan reported that an interactive computer meeting for this committee will be scheduled in the near future.

3. Thanks

B. McCarthy thanked K. Becklin for all of her assistance to the subcommittees he chairs. Committee members agreed that K. Becklin had been invaluable to their subcommittees as well. They also thanked T. Campos for her assistance. J. Peach thanked committee members for the amount of time and effort they are contributing to this committee.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

February 6, 1997

Members Present: S. Brown, S. Castillo, D. Cervantes, R. Chavez, C. Cordova, M. Encinias, M. Gonzalez, C. Marlow, J. Martinez, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (K. Becklin, L. Dominguez)

Members Absent: K. Anderson

1. Finalization of Subcommittee Co-chairs

C. Stephan reported that the additional individuals listed below have agreed to co-chair the following subcommittees:

- o Academic Programs - Wenda Trevathan (replaces Sue Brown)
- o Academic and Administrative Support Programs - John Waelti
- o Human Resources - Christine Marlow
- o Financial and Physical Resources - Bill Foster & Herman Garcia
- o Institutional Image - Bill Eamon & Elise Pookie Sautter

She stated an attempt had been made to balance subcommittee co-chairs across colleges and that the subcommittees were fortunate to have a very solid group of co-chairs.

2. Subcommittee Membership

C. Stephan distributed a tentative list of potential members for each subcommittee and asked committee members for their input. Due to the overwhelming response of volunteers, C. Stephan reported that she and J. Peach had met with the co-chairs of each subcommittee to select potential members from the list of volunteers. J. Peach stated that they made an attempt to include representatives from all areas. In reviewing the subcommittee memberships, he recommended that selections be kept to no more than 8-10 individuals for each subcommittee to allow for workable groups. He also recommended that the four external committees be kept small due to the April deadline for submission of their reports.

C. Stephan distributed a draft of a breakdown placing the various university nonacademic units under either "Academic Support Services," "Administrative Support Services," or "Student Services and Athletics" for program review purposes. She asked the committee to review the list and to decide if areas had been assigned appropriately. J. Peach stated that areas could be reassigned and asked the committee to study the list carefully and to submit their input to either him or C. Stephan. He also encouraged everyone on the committee to keep a list of issues that need to be addressed by the subcommittees and to share them with the whole committee.

3. Procedures/Guidelines for Subcommittees

J. Peach recommended that formal general guidelines be prepared for subcommittees to follow so there would be some consistency in the operations of the subcommittees. He also stated that although there would be no restrictions placed on the subcommittees, it was important for each subcommittee to determine its task and to outline relevant issues to be examined--to focus on needed change/action. J. Peach stated a timeline for submitting subcommittee reports would be distributed to subcommittee co-chairs. He and C. Stephan advised the subcommittee co-chairs to

- prepare an agenda prior to meeting with their subcommittees.
- frame the subcommittee's task and determine relevant information needed.
- determine questions the subcommittee wants answered.
- submit a subcommittee report no longer than 10 pages. (Dr. Shirley recommended 5 pages.)
- K. Becklin will provide research materials as needed by subcommittees. (A part-time research person has been employed to help provide research support.)

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NMSU's Strategic Planning

Strategic Planning Committee

January 16, 1997

Members Present: S. Castillo, R. Chavez, C. Cordova, M. Encinias, C. Marlow, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (L. Dominguez)

Members Absent: K. Anderson, S. Brown, D. Cervantes, M. Gonzalez, J. Martinez; (K. Becklin)

Complete Selection of Subcommittee Chairs

The committee reviewed the proposed subcommittees and discussed chair and membership appointments. After much discussion, the committee agreed to solicit a member of the community to co-chair the Academic/Administrative Support Programs Subcommittee and reached a consensus on the other subcommittee chairs:

Subcommittees;

- External
 1. Economic and Technological-----Steve Castillo and Dino Cervantes
 2. Social and Demographic-----Dino Cervantes and Jim Williams
 3. Political and Legal-----Joe Martinez and David Myers
 4. Educational and Competitive-----Lowell Catlett and Anne Gallegos
- Internal
 1. Human Resources-----Sue Brown
 2. Financial and Physical Resources-----Bill Foster and Herman Garcia
 3. Institutional Image-----Pookie Sauter
 4. Organizational Structure and Governance-----Bill McCarthy and Linda Leeper
 5. Institutional Climate-----Rudolfo Chavez Chavez and Christine Marlow
 6. Academic Programs-----Steve Castillo and Sue Brown
 7. Academic/Administrative Support Programs-----Bill McCarthy
 8. Student Services and Athletics-----Carolyn Cordova and Manny Encinias
- Values
 1. Values-----Laura Gutierrez Spencer and Kurt Anderson

Subcommittee Charges

J. Peach distributed to the committee the announcement that will be used to recruit subcommittee volunteers. He reported that the announcement had been sent to all university staff and would be sent to community entities. He stated the deadline for responding to the recruitment announcement was Friday

January 24th. J. Peach reported that many volunteers had already contacted him and expressed interest in serving on the subcommittees. He recommended that the names of volunteers/nominees be placed in a pool and that the committee sort through the list of volunteers/nominees at its next meeting. J. Peach stated that in recruiting volunteers, committee members should advise them that there was no guarantee they would be selected to serve because of the numerous individuals who are volunteering. He asked committee members to forward names of volunteers to him or C. Stephan.

J. Peach suggested this committee establish general parameters for the subcommittees. He also recommended chairs make lists of data, information, etc. their committees will need and forward to the co-chairs. They will coordinate the requests and forward to the Office of Institutional Research, Planning and Outcomes Assessment staff, who will provide the requested data. New Mexico State University Strategic Planning Committee Minutes of the January 16, 1997 Meeting

Bob Shirley's January 24th Visit

J. Peach distributed Dr. Shirley's schedule and reported that Dr. Shirley will meet with the Executive Review Board, Dr. Conroy, and Deans Morgan and Owens. C. Stephan stated there would be open sessions for interested subcommittee co-chairs to meet with Dr. Shirley.

Housekeeping Items

1. Enrollment Task Force Report

J. Peach distributed the Enrollment Task Force report to the committee and stated that Dr. Conroy felt that the committee may want to look at it. J. Peach also stated if this committee were interested in meeting with the Enrollment Task Force that it could probably be arranged.

2. Next Meeting

The next meeting has been scheduled for Thursday, January 30, 1997 in the Library Associates' Room, New Library. Agenda items will include:

Committee membership

Remaining subcommittee chairs

Procedures for subcommittees

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

December 19, 1996

Members Present: K. Anderson, S. Brown, S. Castillo, D. Cervantes, R. Chavez, C. Cordova, C. Marlow, J. Martinez, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (K. Becklin, L. Dominguez)

Members Absent: M. Encinias, M. Gonzalez

1. Strategic Planning Committee Subcommittees

The committee reviewed the proposed subcommittees and discussed chair and membership appointments. C. Stephan reminded the committee that a subcommittee for extension is still pending and they need to consider whether they want to establish it or not. J. Martinez agreed to co-chair the Political and Legal Subcommittee and Jim Williams was selected as co-chair of the Social and Demographic Subcommittee. J. Peach and C. Stephan solicited nominations for chair (s) for the Financial/Physical Resources subcommittee. C. Stephan stressed the importance of balancing the membership on the subcommittees. Committee members were asked to contact individuals prior to nominating them. The committee agreed with J. Peach regarding his suggestion to send out a call in early January for volunteers and nominations to serve on subcommittees.

2. Draft of Committee Charges

The committee reviewed the drafts of the subcommittee charges, prepared by the chairs of the subcommittees, and made suggestions for revisions. J. Peach, C. Stephan and K. Becklin will formalize the subcommittee charges and submit them to the committee for approval.

3. Housekeeping Items

1. International Law School

J. Peach distributed a memo from Nancy Oretskin, U.S. Program Director - U.S. Mexico Conflict Resolution Center, regarding the possibility of establishing an international law school at NMSU.

2. Spring Schedule

J. Peach reminded committee members to submit their spring schedules to either co-chair or to K. Becklin.

3. Agenda Items

The chairs requested committee members to submit agenda items if they had any for future meetings.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

December 12, 1996

Members Present: K. Anderson, S. Brown, S. Castillo, D. Cervantes, R. Chavez, C. Cordova, M. Encinias, C. Marlow, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (K. Becklin, L. Dominguez)

Members Absent: M. Gonzalez, J. Martinez

1. List of Strategic Planning Committee Subcommittees

The committee reviewed the subcommittees proposed by J. Peach and C. Stephan. Several additional committees were suggested but not adopted. After much discussion, the committee felt that some of the suggested areas were relevant for all subcommittees to address. They agreed to keep the subcommittees proposed by J. Peach and C. Stephan with the following changes: the subcommittees for Financial and Physical Resources be combined into one subcommittee and Governance be added to the Organizational Structure Subcommittee. They stipulated that each subcommittee, as appropriate, address distance learning/technology, research and the unthinkable. "Outreach" was tabled until the next meeting when M. Gonzalez would be in attendance. The committee approved the following subcommittees and their chair(s):

External

- Economic and Technological (Co-chairs - S. Castillo and D. Cervantes)
- Social and Demographic (Chair - D. Cervantes)
- Political and Legal
- Educational and Competitive

Internal

- Human Resources (Chair - S. Brown)
- Financial/Physical Resources
- Institutional Image (Chair - C. Marlow)
- Organizational Structure and Governance (Chair - B. McCarthy)
- Institutional Climate (Chair - R. Chavez Chavez)
- Academic Programs (Co-chairs - S. Castillo and S. Brown)
- Academic/Administrative Support Programs (Chair - B. McCarthy)
- Student Services and Athletic Programs (Co-chairs - C. Cordova and M. Encinias)

Values -- Values (Co-chairs - K. Anderson and L. Gutierrez Spencer)

The committee agreed that a member of the university community be nominated to chair the Financial/Physical Resources Subcommittee and recommended that J. Martinez chair the Political

and Legal Subcommittee and M. Gonzalez chair the Educational and Competitive Subcommittee. This recommendation was tabled until J. Martinez and M. Gonzalez can respond to this recommendation. M. Encinias proposed there be a subcommittee for extension. J. Peach and C. Stephan stated they were meeting with Dean J. Owens and would discuss this proposal with him.

2. Composition and Selection of Subcommittees

L. Spencer suggested that the chairs prepare a statement defining the purpose of the subcommittee, suggest potential members to serve on the subcommittees and then solicit volunteers for a pool of potential subcommittee members. The committee agreed with L. Spencer's suggestion. The chairs will prepare a statement and bring a list of potential members to the next meeting. J. Peach and C. Stephan stated that this was a good beginning and the subcommittee structure could be modified as necessary. J. Peach stated that the draft subcommittee charges and potential members for the subcommittees will be discussed at the next meeting. He stated that drafts could be sent via e-mail to the committee.

3. Faculty Senate Role

J. Peach asked the committee to review "Section XII, Faculty Senate" from the Faculty Handbook regarding the role of the Faculty Senate at NMSU. After discussing the respective roles of the Faculty Senate and this committee, the committee agreed that J. Peach and C. Stephan meet with the Faculty Senate and respond to any questions/concerns and confirm that the Strategic Planning Committee does not have a policy-making role but will serve in an advisory capacity to the university in the planning process.

4. Housekeeping Items

1. Newsletter

J. Peach and C. Stephan requested input from the committee on their draft strategic planning newsletter. J. Peach stated that information on strategic planning needs to be disseminated as soon as possible and asked the committee for their approval so that the newsletter could be mailed next week. The newsletter will be sent to ABCD, faculty and student groups. They asked for volunteers to write for future newsletters. C. Cordova and M. Encinias volunteered to write a column on strategic planning from a student perspective.

2. Spring Schedule

J. Peach reminded committee members to submit their spring schedules to either co-chairs or to K. Becklin.

3. Meeting Schedule

The committee will meet at 3 p.m. on Thursday, December 19th in the Library Associates'

Room, New Library.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

December 5, 1996

Members Present: K. Anderson, S. Castillo, D. Cervantes, C. Cordova, M. Encinias, M. Gonzalez, C. Marlow, J. Martinez, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (K. Becklin, L. Dominguez)

Members Absent: S. Brown, R. Chavez

1. Consideration of Overall Planning Model

J. Peach stated that the initial step in our strategic planning is the consideration of the model/approach the committee wants to pursue. He stated that main elements of strategic planning are external, internal and personal values. Since Dr. Robert Shirley addresses these elements in his strategic planning model, J. Peach proposed that the committee follow Dr. Shirley's model with appropriate changes. After much discussion, the committee agreed to use Dr. Shirley's model.

J. Peach described a computer cluster that is available in the College of Business Administration and Economics that might be used on occasion to assist the committee in the sharing of ideas and reaching consensus. He suggested the committee may wish to try this method in January.

2. Proposed Strategic Planning Committee Subcommittees

J. Peach and C. Stephan distributed a list of proposed subcommittees. C. Stephan asked committee members to review the subcommittee structure and to consider which committee(s) they would like to serve on as a chair or member. J. Peach advised the committee that this was just a proposed list and could be modified as they deemed necessary. The committee will discuss these items at its next meeting.

3. Tentative Timelines for the Planning Process

J. Peach stated he reviewed the committee's tasks and prepared a tentative timeline. He asked for input from the committee regarding the timeline. After some discussion, the committee agreed with the general timeline. S. Castillo recommended that the committee make a tentative commitment to have a plan by October. K. Anderson stated that it was important for the committee to receive feedback from the public in all of the committee's endeavors. J. Peach stated that Dr. Shirley would meet further with the committee if they felt it was necessary.

4. **Composition and Selection of Subcommittees**

J. Peach and C. Stephan requested committee members to consider the composition and method of selection of participants for the subcommittees.

5. **Housekeeping Items**

1. **Release Time**

J. Peach stated that President Orenduff had decided against release time for committee members other than the co-chairs. Several reasons were discussed including (a) the fact that many members of the committee could not be given release time by NMSU (e.g., community members) and (b) that this policy was consistent with other heavy faculty service requirements. If any faculty members of the committee feel overwhelmed by time-constraints and felt they could not serve on the committee, they need to let the chairs know very soon. Everyone involved would understand. New Mexico State University

2. **Confidentiality**

J. Peach and C. Stephan stated that open and free discussion within the committee would be facilitated if the internal discussions of the committee could be considered confidential. Committee members were concerned about the Open Meetings Act; however, it was pointed out that this is an advisory committee only and that the act does not apply to advisory committees. J. Peach and C. Stephan stated that every opportunity will be taken to inform the public of this committee's activities. They suggested the use of a newsletter by the committee. J. Peach and C. Stephan stated that all documents prepared for the plan will be made available to the public and that there will be opportunity for feedback in all of the committee's activities.

J. Peach and C. Stephan stated that they have received many comments/concerns about the planning process and asked committee members if they were interested in receiving all of this information. Committee members requested that these materials be shared with them. J. Peach will investigate a method of keeping an electronic file of contributions which can be accessed by the whole committee.

3. **Presentations by Co-chairs**

J. Peach and C. Stephan reported they had been invited to meet with various entities on campus and that they had scheduled meetings with Dr. Conroy and each of the deans. C. Stephan reported that they met with the Executive Review Board and that the Board was very supportive of this committee and the process and offered their assistance. J. Peach and C. Stephan will keep the committee informed of their meetings with the various entities.

4. **Commitment of Committee to Planning Process**

There was a discussion of the importance of all committee members being supportive of this planning process, its value and its potential impact on the future of the university.

5. Visit with Dr. Robert Shirley

J. Peach recommended that a meeting with the committee and Dr. Shirley be scheduled in January. The committee agreed that this would be feasible. J. Peach suggested that Dr. Shirley also could meet with the Executive Review Board at that time.

Minutes recorded by Lilly Dominguez.

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NMSU's Strategic Planning

Strategic Planning Committee

November 18, 1996

Members Present: S. Brown, S. Castillo, D. Cervantes, R. Chavez, C. Cordova, M. Encinias, C. Marlow, J. Peach, L. Spencer, C. Stephan; (K. Becklin, L. Dominguez)

Members Absent: K. Anderson, M. Gonzalez, J. Martinez, B. McCarthy

Guest: Robert Shirley

Dr. Robert Shirley, a strategic planning consultant, met with the committee and outlined factors needed in strategic planning. In defining aspects of strategic planning, he stated the following:

- The ultimate result of planning is the articulation of a crisp and clear strategic vision for the future.
- In order to achieve that result, an institution must be committed to evaluating alternatives and making the decisions necessary to create its desired future.
- The primary variables to be considered in creation of the strategic vision are:
 1. external trends and forces,
 2. internal strengths and weaknesses, and
 3. the values and culture of the institution.
- The process employed to create the vision must engage all appropriate parties in a reasonable timeframe and culminate in specific decisions about the institution's future development.

He discussed the following key elements involved in the strategic planning process:

- Basic Mission Basic purposes of the enterprise and guiding principles for behavior
--the need for the mission to be focused, bold, inspirational, but feasible.
- Clientele Target audiences of the institution
--clientele need to be consistent with the mission statement and priority setting.

He cautioned committee members that we "can't be all things to all people."

- Program/Service Mix Program offerings and priorities of the institution
--requires assessment of strengths and weaknesses of programs and the need to address and resolve issues.
- Comparative Advantage The competitive position to be established by the institution
--a need to have a broad frame of reference when considering this element.
- Objectives What the organization must accomplish in order to move from the existing to the desired state of affairs

--consider university-wide initiatives that are needed to achieve objectives-- "How do we get there?".

Dr. Shirley recommended that task forces for the external and internal review processes be appointed with strict timeframes for submission of recommendations to the committee. He urged the committee to communicate through a newsletter, open hearings, and to have opportunities for people to become involved in this process. He also stated that considerations in program review should include enhancing, maintaining, modifying, reducing or eliminating a program.

In closing, he stressed the need for commitment to this process by everyone. He responded to questions and concerns from the committee. J. Peach and C. Stephan thanked Dr. Shirley for his informative presentation.

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New Mexico State University

NMSU's Strategic Planning

Strategic Planning Committee

October 30, 1996

Members Present: K. Anderson, S. Brown, S. Castillo, D. Cervantes, C. Cordova, M. Encinias, H. Garcia (for R. Chavez), M. Gonzalez, C. Marlow, J. Martinez, B. McCarthy, J. Peach, L. Spencer, C. Stephan; (K. Becklin, L. Dominguez)

Guest: J. Michael Orenduff

President Orenduff thanked everyone for agreeing to serve on this committee and stated that this would be a challenging and exciting process. He stated that the need for strategic planning is to: look at coordination of the university; avoid a crisis; address community concerns; set goals; exchange ideas; make decisions out in the open and understand how decisions are reached; understand why we are doing what we are doing and question whether we should be doing it; think about our priorities; share information with the community.

The President stated that J. Peach and C. Stephan had been selected to co-chair this committee and that committee members had been highly recommended as people that were willing to tackle complex problems, make decisions and have the ability to view the university as a whole. He stated that they were selected also because of their ability to represent activities/perspectives that will be valuable, not for their political views since this is not to be a political process.

The President stated that the charge of this committee is to involve and lead the university community in the strategic planning process. To accomplish this, some of his recommendations to the committee were to use various methods of reaching people, for example, through written input, focus groups, and hearings; not to assume that any existing priority or power center must remain so, nor that we need to change just to change; to think bold but doable ideas; to be creative and energetic; to involve people; to interact with individuals/groups and get different perspectives; and to think about how to do the best that we can for New Mexico.

He stated that tangible outcomes expected from the committee would be a plan (draft) which will include a vision for NMSU as we head toward the 21st century; priorities and goals for NMSU, and perhaps, a consideration of reallocation of resources; a chance to review the mission statement to encompass our plan; an opportunity to think about what we aspire to for NMSU, for example, to be an institution dedicated to supporting students. Some of the intangible outcomes resulting from this process will include debates/arguments/discourse; a changing of our corporate culture; a stronger sense of community and cooperation on the campus as a whole.

President Orenduff stated that he does not want the process to be threatening, but a time of challenge and excitement to ensure a better future for NMSU. He hopes that because of this process, NMSU will

be a healthier place to study and work. He stated that we are fortunate because we are beginning this plan from a position of strength; we have strong faculty and staff and good students. Although the time line proposes that the committee will submit a plan to the Board of Regents by July, he recognizes that the plan will take time and that the time line may need to be modified. He stated that some restraints include the following: NMSU's location, history, weather, and multi-culturalism; NMSU is a public and land grant institution; and we need to protect the institution's values, such as, the institution's commitment to supporting students.

He urged the committee to look at everything as an organic whole and to allow for better decisions as a community by reviewing the mandate and values of the institution (changes/problems/threats); thinking about what makes NMSU a distinct institution; considering what is important to us; and looking at opportunities that already exist.

The President offered his support and stated that the committee has the commitment of the administration. He stated that this committee was not starting from scratch but that a prior committee had put together a proposal, "NMSU Strategic Planning Process." He also stated that an Executive Review Board has been appointed to "facilitate communication between the Committee and our major administrative and governance components." In addition to himself, other members of the Board are:

A regent to be selected by the Board of Regents
Danny Arnold, Dean of the College of Business Administration and Economics
Bill Conroy, Executive Vice President
Clyde Eastman, Chair of the NMSU Faculty Senate
Kelly Neville, President of the Associated Students of NMSU
Pat Wolf, Vice President for Student Affairs.

He announced that K. Becklin will staff the committee and the Office of Institutional Research, Planning and Outcomes Assessment will be available to assist the committee in its endeavor. He also stated that office space will be made available and that consultants could be hired on a temporary basis. To begin the process, Dr. Robert Shirley, a consultant on strategic planning, will be meeting with J. Peach and C. Stephan next week. Dr. Shirley has been a leader in the strategic planning process across the country for years. He will be on campus November 18 and 19 to meet and work with the committee. The President asked the committee for input concerning elements they want Dr. Shirley to address.

On a final note, the president requested the committee to develop this process as a dynamic group by considering in this planning process as to what will operate in our environment, community, and the State of New Mexico. He charged the committee to determine the following: Who are we? What can we be? Who should we be? How do we get there? He stated that this is an incredible opportunity for the institution to develop a new plan. He asked the committee to listen to as many individuals/groups as possible and to get input from everyone and to take this input into consideration. He thanked the committee for their time and effort and offered to assist them in any way possible.

C. Stephan urged the committee to take this charge as a very serious, non-partisan effort, and to work as a unit in developing the strategic plan for NMSU. She stated that if the process is done right, the committee can really make a difference. She requested committee members to seek a vision for NMSU that is different from the past and present and to focus on its unique characteristics, place, and strengths. C. Stephan assigned the committee to think about two sets of questions regarding issues for change. She announced that materials on strategic planning are available at the library and suggested that committee members peruse these materials to learn what has worked/hasn't worked at other institutions. J. Peach stated that he echoed the remarks by C. Stephan and that this process was going to affect people's lives on this campus. He reviewed materials distributed to the committee. Both J. Peach and C. Stephan

requested committee members to contact them if they had any questions or suggestions.

Minutes recorded by Lilly Dominguez.

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