

**ANNUAL**  
**ACCOUNTABILITY**  
**REPORT**  
**New Mexico Universities**





## COUNCIL OF UNIVERSITY PRESIDENTS

Membership: Eastern New Mexico University, New Mexico Highlands University, New Mexico Institute of Mining and Technology, New Mexico State University, Northern New Mexico College, The University of New Mexico, and Western New Mexico University

### **Letter from the Presidents**

On behalf of Eastern New Mexico University, New Mexico Highlands University, New Mexico State University, New Mexico Tech, Northern New Mexico College, The University of New Mexico, and Western New Mexico University, the New Mexico Council of University Presidents presents the twenty-third annual accountability report.

This report culminates a year-long process that began with careful attention to feedback from numerous constituencies including the Governor's Office, the Legislature, the Higher Education Department, university personnel and students, private sector business leaders, analysts, and others interested in university efforts. The report presents higher education's ongoing efforts to respond to the policies and needs of New Mexico in concert with meeting the extensive accreditation and professional standards required of public universities.

The contents of this report are compiled and formatted by a highly skilled institutional research work group. Great care is taken to assure the accuracy of data derived from consistently applied data definitions. Yet the Council's commitment extends beyond simply reporting data. This report responds to a public imperative for accountability and continuous improvement.

This report demonstrates the resolve of New Mexico's public universities to improve the educational environment in our state as well as the quality of life for all New Mexicans.

Sincerely,

Joseph Shepard, Ph.D.  
Chair

**Council of University Presidents (CUP)**  
**2020 Annual Accountability Report to the State of New Mexico**  
**New Mexico Universities**

<b>Letter from the Presidents</b>	
<b>Table of Contents</b>	<b>1</b>
<b>Higher Education in New Mexico</b>	<b>2</b>
<b>Higher Education in the Time of COVID-19</b>	<b>4</b>
<b>Student Success</b>	<b>5</b>
Graduation Rates of First-time, Full-time Freshmen at CUP Institutions by Entry Year	
Total Degrees Awarded by CUP Institutions	
Teacher Education	
Nursing	
Degrees Awarded in High-Demand Fields in 2019-20	
<b>Student Retention</b>	<b>8</b>
Third Semester Retention Rates at CUP Institutions	
<b>Enrollment</b>	<b>9</b>
Third Semester Retention Rates at CUP Institutions	
<b>Student Diversity</b>	<b>9</b>
Hispanic, Pell and American Indian Undergraduates at CUP Institutions	
<b>Transfer Student Success</b>	<b>10</b>
Trends in Transfer Student Enrollment	
Profile of Baccalaureate Degree Recipients at CUP Institutions	
<b>College Affordability</b>	<b>12</b>
Annual average Tuition and Fees by Sector	
Percent of Undergraduates who Receive Financial Aid by Type of Award	
Six-Year Graduation Rates by Lottery and Pell Status	
<b>Faculty</b>	<b>15</b>
Combined Full-time Faculty at CUP Institutions	
Average Salaries of Full-Time Faculty at CUP Institutions by Sector	
Faculty in the Time of COVID	
<b>Finance</b>	<b>16</b>
<b>Conclusion</b>	<b>16</b>

## Higher Education in New Mexico

The Land of Enchantment is a state with stunning landscapes, fascinating history, rich culture, and a number of significant challenges:

- In 2020, the Annie E. Casey Foundation ranked New Mexico **50<sup>th</sup>** overall in their KIDS COUNT child well-being rankings. Our state was ranked **50<sup>th</sup> in Education, 41<sup>st</sup> in Health, and 49<sup>th</sup> in Economic Well-Being** for children.
- The median household income in New Mexico in 2019 was **\$51,945**, which is **21% below** the national median household income. The overall poverty rate in the state was **18.2%**.
- Only **27.1%** of New Mexico adults over the age of 24 have earned a baccalaureate degree or higher, compared to the national average of **36%**. Eighteen of the 33 counties in New Mexico have adult higher education attainment rates below **20%**, with some as low as **10%**.

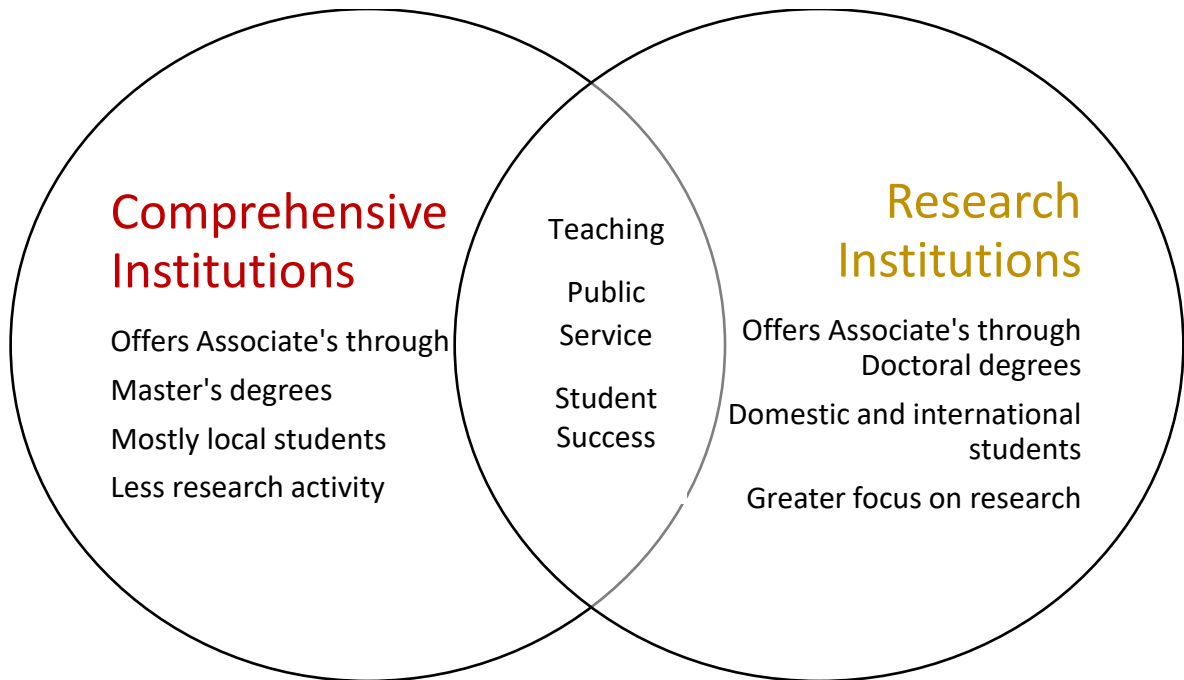
These adverse conditions impact our ability to thrive and attract interest from the commercial sector to bring well-paying jobs to the state.

Higher education can play a role in the fight against these struggles by leveraging its incredible knowledge and human capital to alleviate New Mexico's societal, physical, and economic ills. The mission of the member institutions of the Council of University Presidents is to produce knowledge that benefits our state, our country, and our planet through teaching, research, and service. The Council of University Presidents supports seven of New Mexico's public universities through information sharing, collaboration, strategic planning, policy development, and community outreach. The Council represents university efforts based on shared goals and a shared vision that fully recognizes and supports the unique strengths of each university. To these ends, the Council focuses on:

- Student success
- Economic development
- Research
- Public service
- Promoting the outstanding efforts of university faculty and staff.

The Council recognizes that the well-being of the institutions; their faculty, staff, and students; and the broader public of New Mexico are one and the same.

Among the seven CUP institutions, three are research institutions (New Mexico State University, New Mexico Tech, and University of New Mexico), and four are comprehensive institutions (Eastern New Mexico University, New Mexico Highlands University, Northern New Mexico College, and Western New Mexico University). Programs at the seven CUP institutions include vocational-focused programs like plumbing and electrical technology; scientific programs of study in astrophysics, biotechnology, and minerals engineering; programs in the arts and humanities such as film, dance, and dramatic writing; and professional programs in law, medicine, and pharmacy.



Our institutions have been nationally recognized for excellence in academics, affordability, and diversity. In recent years, the colleges and universities within the CUP have earned the following recognitions:

- New Mexico State University and University of New Mexico were both recognized as being among the **top 100** universities for Hispanic students by Hispanic Outlook on Education Magazine
- UNM: **#11** Nurse-Midwifery program ranked by U.S. News & World Report
- NMSU: **#152** in the world for Space Science in the annual U.S. News & World Report Best Global Universities 2021 survey
- New Mexico Tech: **#5** in U.S. News and World Report's "Top Public Colleges" rankings.
- Eastern New Mexico University: **#50-66<sup>th</sup>** in Top Public Colleges and **83<sup>rd</sup>** for Social Mobility by U.S. News & World Report
- New Mexico Highlands University: Named one of the **most diverse** regional universities in the Western U.S. by U.S. News & World Report
- Northern New Mexico College is often ranked among the **most affordable** colleges in the U.S., and is **#1** for affordability in the state of New Mexico
- Western New Mexico University: **#1** for its online Bachelor's of Social Work program out of 533 baccalaureate social work programs accredited by the Council of Social Work Education

Over the past five years, many events have shaped the higher education landscape at the local and national levels. Policies pertaining to immigration and DACA implemented at the federal level had a direct and significant impact on international and undocumented student enrollment. Drastic budget cuts at the state level resulted in immeasurable damage to New Mexico's college students through disruptive hiring freezes, curtailed student services, and a 33% decrease in the New Mexico Higher Education Lottery Scholarship. In the period between 2008 and 2015, New Mexico had the seventh largest decrease in inflation-adjusted higher education funding in the U.S., with a 32.2% drop. This decline far outpaced any declines in higher education enrollment within the state. The COVID-19 pandemic has also had an adverse impact on everything we do in higher education since the middle of March 2020, and it will continue to challenge us for many months and years to come.

Despite these obstacles, the seven CUP institutions have collectively enrolled an average of 54,000 students a year in each of the past five years, and have conferred a total of over 63,000 post-secondary credentials (certificates, bachelor's degrees, and graduate degrees) in the same time period. This is truly a testament to the commitment our institutions have to educating and serving our fellow New Mexicans. In the most recent academic year, CUP institutions awarded a total of 12,206 degrees and certificates, of which nearly 1,700 were in the high-need fields of nursing, social work, and education. We are educating the next generation of public servants who will dedicate their careers to making the lives of New Mexicans healthier and more fulfilling.

## Higher Education in the Time of COVID-19

The CUP Accountability Work Group surveyed all member institutions regarding their responses to COVID-19 and state regulations. According to the survey, institutions responded to the pandemic by:

- creating rapid response teams
- enhancing campus communications (e.g., COVID-19 dashboards)
- implementing safety precautions on campus (masks, antigen testing)
- augmenting technology infrastructure
- conducting needs assessments for students, faculty, and staff
- providing food, financial assistance, and laptops for needy students
- offering early retirement, workload reduction and work-from-home arrangements

New Mexico Higher Education worked together to share ideas and achieve the ultimate goal of providing quality education to the students of New Mexico seamlessly and safely during this pandemic.

Institutions have offered students safe learning environments while maintaining compliance with the Governor's Public Health Order. Public spaces are either closed or modified with plexiglass and other safety measures. Institutions have utilized CARES Act funding to modify on-campus housing to help reduce risk of infection and community spread. Some schools administer daily surveys of all students, staff, and faculty to track on-campus population and aid in contact tracing. Almost all schools have installed plexiglass barriers and provided gloves, masks, and hand sanitizing stations throughout their campuses. Many campuses enacted restricted access to their buildings. Campuses across the state

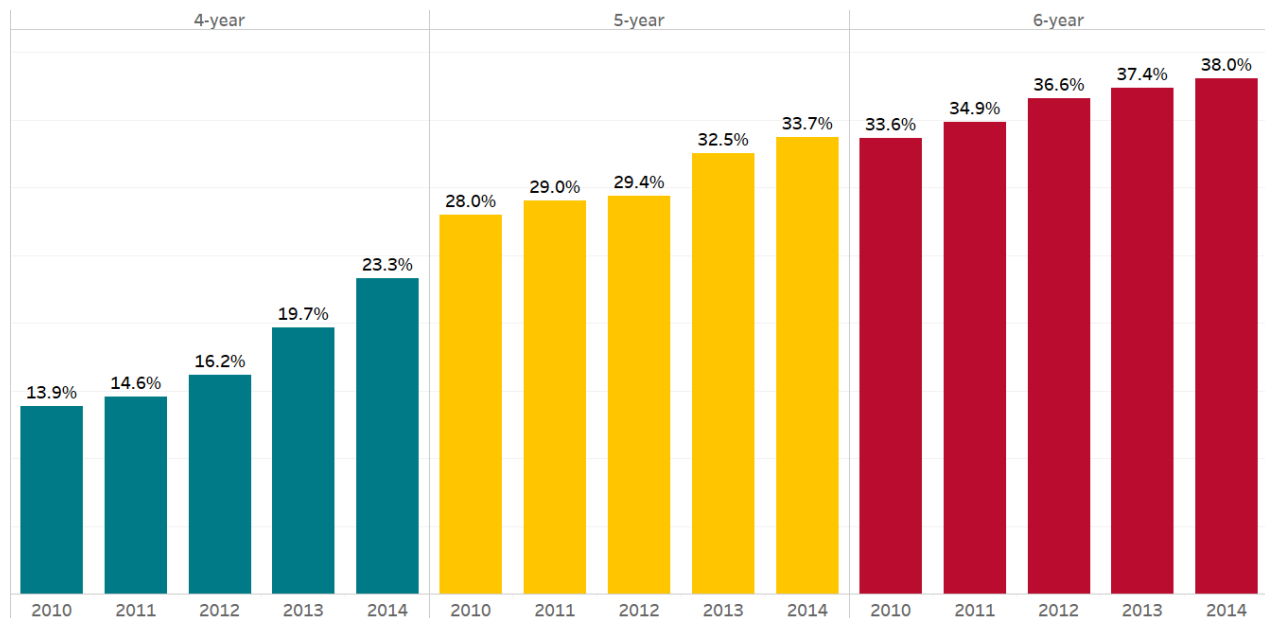
recognized their graduates through virtual celebrations and ensured that students could mark the occasion in a safe way.

Institutions modified curriculum across the state as they responded to increased safety regulations. Programs such as Nursing and Education met additional federal and state board requirements as they prepared students in these high demand areas within the constraints of various public health regulations. All institutions moved courses online when possible; for courses that had to be in person, institutions provided enhanced safety protocols and provisioned PPE to protect students while in clinical and lab settings.

## Student Success

The seven CUP institutions have made great strides in recent years in the area of student success. More students are graduating in significantly less time than they were five or ten years ago. This increase in graduation rates is a direct effect of the resources and efforts invested in our students. Graduation rates are generally reported on a four, five, or six-year basis, consistent with many national and federal reporting standards. Four-year rates reflect the percentage of students who graduate with a baccalaureate degree in four years or less; five-year rates reflect the percentage of students who graduate in five years or less and includes those students who graduated within four years; and six-year rates reflect the percentage of students who graduate in six years or less, and includes students who graduated in less than five years. Standard graduation rate reporting reflects only those students who began as first-time, full-time freshmen. With the addition of transfer students, the actual six-year graduation rate for all students is even higher.

Graduation Rates of First-time, Full-time Freshmen at CUP Institutions by Entry Year



### Total Degrees Awarded by CUP Institutions

	2015-16	2016-17	2017-18	2018-19	2019-20	5-Year Totals
UG Certificate	91	86	112	78	120	487
Associate's Degree	425	489	472	509	429	2,324
Baccalaureate Degree	8,428	8,590	8,576	8,234	7,923	41,751
Master's Degree	2,777	2,991	2,915	2,983	2,810	14,476
Graduate Certificate	85	171	189	198	241	884
Education Specialist	36	61	74	65	29	265
PhD	335	316	351	362	329	1,693
Professional Doctorates	335	335	321	320	325	1,636
<b>TOTALS</b>	<b>12,512</b>	<b>13,039</b>	<b>13,010</b>	<b>12,749</b>	<b>12,206</b>	<b>63,516</b>

When Governor Michelle Lujan Grisham began her term in January 2019, her administration prioritized nine areas of focus for improvement. Among these were the fields of education (particularly early childhood education) and healthcare. New Mexico has endured chronic shortages of K-12 teachers in public schools, and our aging population puts strain on our already short-staffed healthcare infrastructure. Issues such as poverty, substance abuse, and violence have adversely impacted the well-being of many New Mexicans, especially our children. The CUP institutions recognize that higher education has a critical role in training students to work in these fields to help move our state forward.

In the past nine months, higher education in New Mexico has responded to the need for high-demand degrees while navigating complicated safety regulations and state requirements. Each institution has responded to the increasing needs of New Mexicans while prioritizing the safety and health of our students. Below are two examples of COVID-related curricular modifications made in high-demand programs.

#### Teacher Education

For students who are working in education centers or teaching remotely, the following adaptations have been implemented:

- Documentation of field hours and lesson implementation
- Online submission of recordings of interactions with children
- Online submission of lesson implementation
- Focused remote feedback discussions with faculty
- Develop remote learning activities and invite faculty to observe via video conferencing



## Nursing

Nursing programs substituted clinical hours with computer-based virtual clinical simulation. All of these computer-based clinical simulations met, and continue to meet, state Board of Nursing requirements for simulation not to exceed 50% of clinical simulation hours. As of the 2020 fall semester, many partner clinical facilities have welcomed Level 2 Nursing students back into the clinical setting with fewer students per clinical group. Level 1 nursing skills laboratory courses have also resumed face-to-face skills training on campuses. Our nursing programs remain prepared to return to the use of computer-based clinical simulation should there be a COVID-19 surge and programs are once again prohibited from accessing face-to-face clinical training sites.

### Degrees Awarded in High-Demand Fields in 2019-20

High-demand Degree	Degrees awarded in 2019-20
Associate's Degree-Preschool Educators	20
Baccalaureate Degree/Alternative Licensure- Elementary/Secondary Education	259
Master's Degree-Education Administration	167
Baccalaureate Degree-Social Work	204
Master's Degree-Social Work	348
Associate's Degree-Nursing	16
Baccalaureate Degree-Nursing	668
Master's Degree-Nursing	65
<b>TOTAL</b>	<b>1,747</b>

## Student Retention

Retention is considered a leading indicator of student success, as it is necessary for students to remain consistently enrolled to earn a degree in a reasonable amount of time. Decreasing retention rates can signal that students are struggling and not likely to graduate in a timely fashion. Retention depends on many factors, such as economic conditions, access to sufficient financial aid, and availability of student support services. Despite the COVID-19 pandemic and all of the social and economic upheaval since March 2020, CUP institutions have actually increased retention rates from five years ago and over last year's retention rate. This is a direct effect of the many things that we have done to help our students succeed during these difficult times, such as offering laptops to needy students, providing emergency loans and grants, conducting student needs assessments, and increasing flexibility with grading and scheduling.

### Third Semester Retention Rates at CUP Institutions\*

2015-16	2016-17	2017-18	2018-19	2019-20	5-year change
65.7	64.4	64.8	65.5	66.6	+1.4%

*\*Represents the percentage of first-time, full-time freshmen who returned for the fall semester of their second year.*

Most CUP institutions serve a significant number of low-income, first generation, and academically underprepared students. In recognition of the need for individualized student support and its contribution to higher retention rates of our students, institutions have committed to the support and implementation of numerous, integrated student retention initiatives, including:

1. Campus-wide student advisement that involves professional staff and faculty in supporting students through their first year
2. New Student Orientation programs based on best practices in campus engagement and student development
3. Strategic enrollment management committees and plans
4. Advising assistance from the Financial Aid and Scholarship offices
5. Various forms of academic, financial, and mentoring support
6. Development and use of Student Coaching Models.

Further, institutions have engaged in Strategic Enrollment Management to ensure continuity throughout the student experience, from inquiry of a prospective student to admission to retention to graduation. Freshman experience courses are offered both as stand-alone courses and in integrated learning communities. Many of these courses include modules on financial literacy, health and wellness, and college acclimation. Faculty utilize early alert notifications that quickly connect students to support services. At-risk students are actively engaged by advisors to identify options and solutions for success. Supplemental instruction and peer mentoring are available for many freshman gateway courses, and many students take advantage of free tutoring on campus. Campuses also provide freshman on-campus residency requirements and living-learning communities to further support retention.

## Enrollment

### Total Headcount at CUP Institutions

Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	5-year change	1-year change
58,084	56,266	54,118	51,544	49,917	-14.1%	-3.2%

The state of New Mexico has seen a net loss of population over the last decade, driven in part by economic factors. The decline in higher education enrollments follows a 7% decline in residents ages 1-14 and a 5% decline in residents ages 15-24 since 2012. This represents an overall loss of 40,000 potential new students at New Mexico higher education institutions between 2012 and 2030.

A somewhat paradoxical factor in our enrollment decline is our success in graduating a larger percentage of our students in a shorter period of time. The substantial improvements in the four-year graduation rate mean that students will not linger before earning a baccalaureate degree. Graduating in four years or less means that they are not going to be enrolled in classes five or six years after they matriculate, as was the case as recently as five years ago. These students are finishing in eight semesters, and then entering the workforce or pursuing graduate degrees.

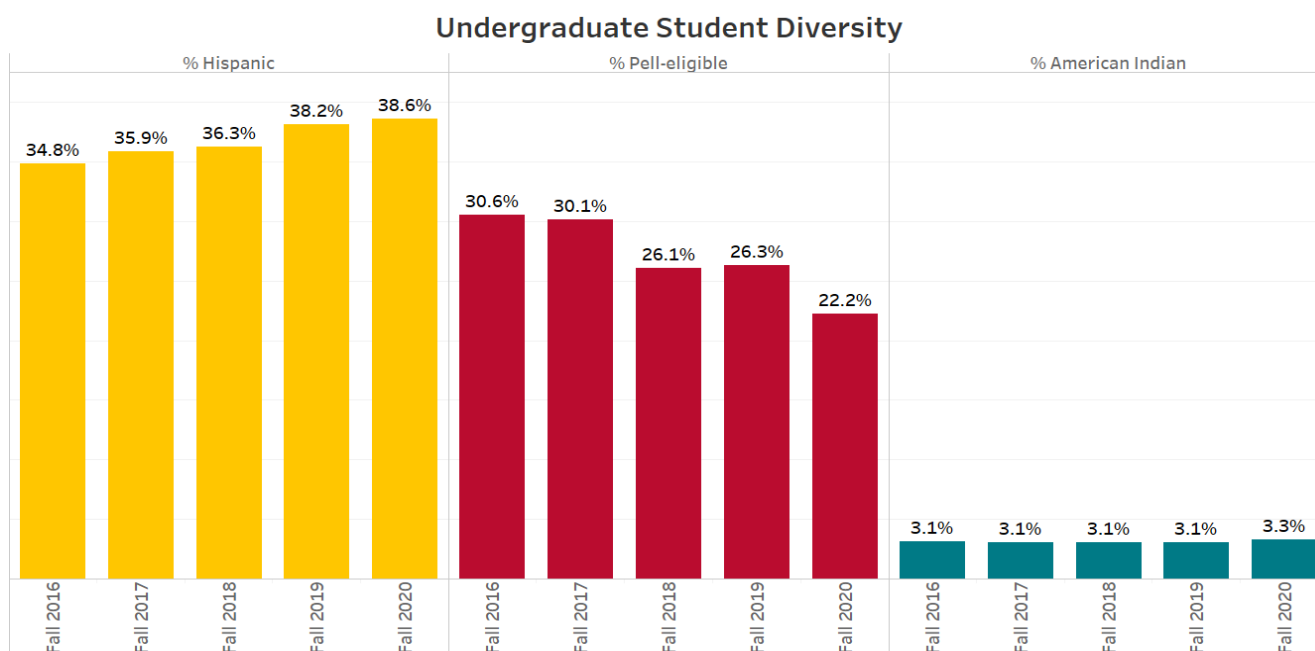
Another impediment to student recruitment is that we offer substantially fewer degree programs than our neighboring states of Arizona, Texas, and Colorado. This also has the unfortunate effect of drawing many New Mexico students to universities in these nearby states to avail themselves of more degree and career options. Job availability, especially in STEM fields and higher-paying industries, frequently draws students out of state after graduation. Although we host two federal research laboratories within our state, our lack of industry and commercial development means that there are not enough well-paying jobs to keep more of our graduates in the state. It also detracts from our ability to recruit students from out of state. As we move forward into an uncertain future, we must continue to serve the citizens of New Mexico while also becoming more competitive on a regional and national level in higher education.

## Student Diversity

As of 2019, 49.3% of New Mexico residents identified as Hispanic, and 11% as American Indian. The seven CUP institutions strive to recruit and serve a student body that resembles the state we serve. In the past five years, the percentage of our undergraduate students who identify as Hispanic has increased. American Indian undergraduate student enrollment has remained steady. Some of our institutions, owing to their proximity to Pueblos or to specialized academic programs, are renowned for serving an extraordinarily diverse student population. One example of this is the School of Law at the University of New Mexico. It enrolls the greatest percentage of American Indian Juris Doctor students of any law school in the U.S., and is 8th in the country for percentage of Hispanic Juris Doctor students enrolled. The law school also houses one of the few Indian Law clinical training programs in the country. Higher education in New Mexico will lead the way in showing how diversity can promote excellence in academics, innovation, and public service.

While diversity is often considered through the lens of race and ethnicity, higher education institutions also recognize the importance of socioeconomic diversity in its student body. We aim to increase social mobility and broaden opportunities for all New Mexicans, regardless of family income and resources. One measure of how accessible an institution is to low-income students is the percentage of their students who receive federal Pell Grants. The Pell Grant program awards \$6,345 annually to low-income students who are pursuing their first associate’s or bachelor’s degrees and whose family income is below 150% of the federal poverty guidelines. Over the past ten years, there has been a nationwide decline in both Pell Grant allocations and the number of students receiving Pell Grants. This is explained in part by changes in federal regulations, as well as a rebounding economy post-Great Recession. Sadly, many students who are Pell-eligible are electing to not attend college because of wage stagnation and cost increases in higher education that make college seem financially out of reach

### Hispanic, Pell-Eligible, and American Indian Undergraduates at CUP Institutions



### Transfer Student Success

In past generations, the typical student transitioned to college immediately upon graduation from high school around the age of 18. Post-secondary opportunities for working adults, parents, and veterans were scarce, and even less accessible to female students and students from under-represented minority groups. Today, that traditional model has changed dramatically. Access to a college education is life-long, and multiple institutions can advance a student’s coursework across time and geographic location. In today’s higher education landscape, 38% of all college students are transfer students, and a similar proportion of college students are over the age of 25. It is therefore imperative that higher education adjust its processes and structures to support these students. The four-year institutions in New Mexico have served these non-traditional students for many years, and have made great strides in improving transfer student outcomes.

### Trends in Transfer Student Enrollment

	2015-16	2016-17	2017-18	2018-19	2019-20	1-year change	5-year change
Transfers from NM 2-year colleges	3,131	3,248	3,036	2,974	2,642	-11.2%	-15.6%
All Transfers	5,963	6,022	5,739	5,432	5,330	-1.9%	-10.6%
% of All Transfers from NM 2-year colleges	52.5%	53.9%	52.9%	54.7%	49.6%	-9.5%	-5.6%

The number of transfer students from New Mexico’s two-year colleges who enroll at CUP institutions has declined by over 15% in the past five years. This pattern tracks the enrollment trends observed at two-year colleges in the state over the past decade. Since 2009, enrollment at New Mexico’s two-year colleges has fallen nearly 23%, and decreased by over 9% since 2015. With significantly fewer students enrolled in the two-year system, it follows that fewer students will ultimately transfer to four-year institutions. We remain committed to recruiting and serving all of the students who transfer to our institutions so that they can be successful in their quest for a bachelor’s degree.

### Profile of Baccalaureate Degree Recipients at CUP Institutions

	2016-17		2017-18		2018-19		2019-20	
	n	%	n	%	n	%	n	%
Enrolled as freshmen and graduated within 6 years	3,536	43.0	3,625	43.9	3,492	43.9	3,515	46.1
Transfer students	3,363	41.0	3,521	42.7	3,433	43.1	3,102	40.7
Other	1,312	16.0	1,104	13.4	1,032	13.0	1,005	13.2
<b>All baccalaureate recipients</b>	<b>8,211</b>		<b>8,250</b>		<b>7,957</b>		<b>7,622</b>	

## College Affordability

According to College Board data, New Mexico is one of the **top five** states with the lowest average in-state tuition. This represents a long-standing commitment of higher education institutions in the state to remain accessible to all New Mexicans. Low tuition combined with generous financial aid packages has benefited hundreds of thousands of New Mexican students, as well as their families and communities.

### Annual Average Tuition and Fees by Sector

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	5-year change	% of WICHE peers*
Research	\$6,775	\$7,031	\$7,363	\$7,706	\$7,941	17.2%	70.4%
Comprehensives	\$5,371	\$5,909	\$5,844	\$6,007	\$6,153	14.6%	78.1%
All	\$5,973	\$6,390	\$6,495	\$6,735	\$6,919	15.8%	74.7%

\*As of Fall 2019, the most recent year for which comparison data are available.

### Percent of Undergraduates Who Receive Financial Aid, By Type of Aid

Type of Aid	2015-16	2016-17	2017-18	2018-19	2019-20	5-year change
Grant and Scholarship Aid (not paid back)	74.7	75.9	76.4	76.3	77.3	3.4%
Work Study (must work to earn)	8.1	7.8	7.1	8.3	8.4	3.4%
Loans (must be paid back)	39.3	39.0	38.9	35.3	38.1	-3.2%
NM Legislative Lottery Scholarships	25.7	24.7	23.3	23.8	25.1	-2.3%
Pell Grants	48.7	48.5	49.5	47.4	50.0	2.7%
Any Aid	78.1	80.1	79.3	78.3	82.8	6.0%
Average Award per Recipient	\$9,309	\$9,368	\$9,246	\$9,567	\$9,676	3.9%

In the most recent aid year, 50% of all undergraduates who were awarded financial aid at CUP institutions received Pell Grants. Nationwide, students with Pell Grants have lower graduation rates than students who are not eligible for Pell Grants because they have often struggled with inadequate academic preparation, food insecurity, housing insecurity, and financial stress. College affordability remains an issue for many Pell Grant recipients. Even if tuition expenses are low, students still must pay for books, supplies, food, housing, and other necessary expenses.

New Mexico students are fortunate to have the New Mexico Legislative Lottery Scholarship to supplement their financial aid packages and put college within reach of many more New Mexico families and students. Recent data has shown that students who receive both Pell Grants and the Lottery Scholarship have far better graduation rates than those students who only receive Pell Grants. These funds can make all of the difference for many students who otherwise could not afford to attend a four-year university. This additional funding also helps students avoid student loan debt as they embark on their careers. The minimum semester credit enrollment requirement to stay in the NM Lottery Scholarship program helps to increase graduation rates by ensuring that students maintain adequate progress toward their degrees.

### 6-Year Graduation Rates by Lottery and Pell Status

Entry Year	All Students	Lottery Only (No Pell)	Pell Only (No Lottery)	Pell + Lottery
2012	36.6%	47.5%	25.9%	47.0%
2013	37.4%	54.8%	21.4%	45.4%
2014	38.0%	54.6%	23.4%	47.3%

*Rates reflect the percent of first-time, full-time freshmen who graduated with a bachelor's degree within six years; Data sourced from institutional records.*

## Faculty

When serving a diverse student body, it is especially important that students have sufficient access to faculty members for teaching, mentorship, and undergraduate research opportunities. These kinds of high-impact practices are known to be crucial for student success in college, particularly for students who are first-generation, from under-represented minority groups, or from low-income families. Lower student-faculty ratios provide more individualized attention to students and facilitates greater in-class student participation. CUP institutions have lowered their student-faculty ratio over the past five years, and this has resulted in better student outcomes and a more enriching experience for students at public universities in New Mexico.

### Combined Full-Time Faculty at CUP Institutions

Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	5-year change
3,314	3,283	3,282	3,201	3,197	-3.5%

New Mexico's four-year colleges and universities have seen an overall 5% decline in the number of full-time faculty since Fall 2012. These declines have occurred during a 26% average decline in overall staffing at these institutions since 2009. The continued decline in numbers of full-time faculty has serious implications for the future success of New Mexico's college students. A decrease in full-time faculty means that students have fewer opportunities to be mentored by top-flight scholars and teachers, and have fewer avenues for engaging in research and service learning activities. Many successful people can point to a particular college professor who invested countless hours to develop them as scholars and professionals, and who saw the extent of their great potential when they were an undergraduate. All New Mexico students deserve access to these meaningful and enriching opportunities.

Thankfully, the faculty at our public universities in New Mexico are a committed and diverse group of teachers and researchers who believe in the power of higher education to improve lives. Among our regional peers, the average university has a faculty that is 39.7% female, 0.6% American Indian, and 6.8% Hispanic. In Fall 2019, the faculty at CUP institutions was 46.6% female, 0.9% American Indian, and 17.3% Hispanic. Research shows that students at all levels are more successful when they have teachers and mentors who more closely resemble them and understand their backgrounds. Our faculty have been a crucial element in the improvement of student outcomes in recent years.

Our greatest struggles lie in our inability to retain these excellent and diverse faculty who can command higher salaries at institutions in other states that have more resources and support for faculty research, teaching, and service.



### Average Salaries of Full-time Faculty at CUP Institutions by Sector

	2015	2016	2017	2018	2019	5-year change	Peer Average Salary*	% of Peer Average
Research	\$80,283	\$81,364	\$80,927	\$83,534	\$84,874	5.7%	\$91,378	91.4%
Comprehensive	\$57,014	\$56,992	\$61,400	\$60,356	\$62,175	9.1%	\$62,331	96.8%
<b>All</b>	<b>\$66,987</b>	<b>\$67,437</b>	<b>\$69,769</b>	<b>\$70,289</b>	<b>\$71,903</b>	<b>7.3%</b>	<b>\$74,779</b>	<b>94.0%</b>

*\*As of Fall 2018, the most recent year of available WICHE data.*

Compared to our sector peers in the WICHE region, CUP institutions' faculty salaries are 94% of the average. In addition, the average increase in faculty salaries across all sectors within the seven CUP institutions from 2015-2019 was 7.3%. This is less than the nationwide rate of inflation over the same timeframe, which was 9.8%. When presented with the opportunity to earn a higher salary and receive more support for research, scholarship, and creative activities, many faculty opt to leave for greener pastures. The added pressures of hiring freezes and severe resource constraints have made New Mexico universities a less enticing prospect for these teachers and researchers, and we increase our disadvantage in the higher education market with each faculty departure. Recent across-the-board salary increases given by the New Mexico Legislature have put us in a more competitive position, but there is still more that we can do to enhance our profile. Many of our institutions are also actively competing with industry and national labs for highly educated talent, which makes it all the more important that we enhance our ability to attract and retain excellent teachers and researchers.

### Faculty in the Time of COVID

In March 2020, CUP universities extended their spring breaks and prepared to move classes to an online format. Faculty were faced with a number of challenges and were supported in resourceful and effective ways.

To manage budgetary issues as well as work-life balance issues, institutions offered an array of supports such as early retirement options, course load reduction, online instruction training, and technology loans (such as laptops, jetpacks, cell phones). Online IT support was ramped up and some institutions allowed faculty the option of teaching online into the 2020-21 academic year. Some schools extended the tenure clock for faculty and provided financial support to offset the cost of home internet and increased cell phone use.

## Finance

In the wake of numerous budget shortfalls over the years, higher education in New Mexico has found many ways to innovate and be resourceful. This is exemplified best by the improvements in student success outcomes seen across all CUP institutions over the past five years. We find ways to serve our students with excellence while also being mindful of our resource constraints and obligations to the taxpaying public. According to data from the most recently available IPEDS Finance survey, CUP institutions spend about \$1,500 less per full-time student compared to other universities in the Southwest and Rocky Mountain regions.

It is also important to note that colleges and universities engage in many research and development projects that attract external funding from private foundations, federal agencies, and industry. In Fiscal Year 2018, the seven CUP institutions received a total of \$473,237,466 in contracts and grants. This infusion of funding helps to support programs that drive innovation and enhances the lives of many in New Mexico and beyond. These funds are used to hire new employees, support graduate students with assistantships, purchase supplies from local vendors, and to develop new products and services for the benefit of the state.

## Conclusion

All of the CUP institutions have unique missions, student populations, and histories. Our campuses range from urban to rural, very small to very large, research-focused to teaching-focused. What unites us is our belief in New Mexico's great potential and our desire to help unlock that potential. With each passing year, we have graduated more students who seek to use what they have learned to give back to their communities. We are committed to supporting them every step of the way, and we are grateful for the Legislature's support of these efforts.

## **New Mexico Universities**

### **Research Universities**

New Mexico Institute of Mining and Technology	Socorro
New Mexico State University	Las Cruces
University of New Mexico	Albuquerque

### **Comprehensive Universities**

Eastern New Mexico University	Portales
New Mexico Highlands University	Las Vegas
Northern New Mexico College	Española
Western New Mexico University	Silver City

## **Council of University Presidents**

Stephen G. Wells	New Mexico Institute of Mining and Technology
Dan Arvizu	New Mexico State University
Garnett S. Stokes	University of New Mexico
Patrice Caldwell	Eastern New Mexico University
Samuel Minner	New Mexico Highlands University
Richard J. Bailey, Jr.	Northern New Mexico College
Joseph Shepard (Chair)	Western New Mexico University

Marc H. Saavedra, Executive Director

Phone: (505) 426-4674

[www.nmcup.us](http://www.nmcup.us)

## **CUP Accountability Work Group**

### **Council of University Presidents**

*Marc H. Saavedra, Executive Director*

*Thérèse J. Graham*

### **Eastern New Mexico University**

*Brendan Hennessey*

### **New Mexico Institute of Mining & Technology**

*Steph Moore*

### **New Mexico Highlands University**

*Lee Allard*

*Ivy Romero*

### **New Mexico State University**

*Candace Gilfillan*

*Calixto Melero*

### **Northern New Mexico College**

*Carmella L. Sanchez (co-chair)*

### **University of New Mexico**

*Heather Mechler (co-chair)*

*Jessica Kelly*

### **Western New Mexico University**

*Adele Springer*

### **Liaison Members**

*Stephanie Rodriguez, Higher Education Department*

*Mark Valenzuela, Legislative Finance Committee*

*Nicole Macias, Department of Finance and Administration*



Council of  
**UNIVERSITY  
PRESIDENTS**