HLC Addendum Request

1. The interim monitoring report references the creation of a Student Concerns Committee. In searching the UNM website, we haven't found any current information about the committee. Can UNM send us any evidence that the committee is still functioning, sample reports/minutes, etc.

Institutional Response:

The Student Concerns Committee is comprised of:

- Hate/Bias, Title IX, ADA, Membership in Protected Class. Francie Cordova, JD, Chief Compliance Officer, ADA Coordinator, Director of Compliance, Ethics, and Equal Opportunity
- Student Conduct and Wellness. Nasha Torrez, JD, Dean of Students
- Faculty Complaints and Conduct. Dr. Barbara Rodriguez, Senior Vice Provost for Academic Affairs
- Student Academic Grievances. Dr. Pamela Cheek, Associate Provost for Student Success
- Student Grades and Records. Enrollment Management. Sheila Jurnak, Registrar
- Campus Crime Reporting. Adrienne Helms, Clery Coordinator

The SCC has evolved significantly from what is described in the March 4, 2020 interim HLC report, which highlights limited and passive quarterly reporting meetings (https://accreditation.unm.edu/docs/unm-interim-report-03-04-2020_final.pdf).

Unlike the offices represented by the members, as well as the Campus Assessment Response Education (CARE) team on which several committee members sit, the committee is not a public-facing committee but rather a regular communication team assuring coordination across units that capture student concerns. During the pandemic, we realized that a quarterly meeting structure reinforced silos and made it difficult to connect the dots around a student concern or a trend.

We have replaced the quarterly meeting with a regular outreach model, where members of the committee are brought into consultation when a case crosses into their area(s) of expertise. Each of the members of the Student Concerns Committee is the lead and primary source of information and consultation in the areas specified above. This means that consultation around a student concern that potentially crosses areas can lead to more rapid trend spotting and resolution, as well as to engagement of the expertise of the Campus Assessment Response Education (CARE) team or of support resource referrals. It also means that an elevated concern will be reported to the individual in the relevant area, enabling action and outreach to other committee members, as necessary. The agility and visibility of the CARE team has evolved since

2020 as well, making it simpler for the campus community and members of the Student Concern Committee to engage assessment and response.

Several de-identified examples of coordination may be helpful to understand how the Student Concerns Committee shares information and works:

A. Student sends lengthy e-mail including profanity claiming faculty member engaged in inappropriate grading and communication, financial aid provided inappropriate information about scholarship eligibility, and university employees treated student differently on the basis of race. E-mail is referred to Associate Provost. Follow-up: Hate/Bias report to CEEO; check-in with financial aid on information and action taken (Enrollment Management); request to Dean of Students' LoboRESPECT Advocacy for support outreach to student.

B. Serious student conduct concern engages need for threat assessment by CARE team, student complaint about faculty conduct, and potential for student academic grievance. Dean of Students, CARE Team, Senior Vice Provost, and Associate Provost establish readiness of each Student Concern Committee member to address concern as it evolves, maintain privacy of student as possible by identifying outlines of case only, and follow policy in their area to address the different threads of the concern, while maintaining separation among actions taken in each area.

C. Student meets with faculty who identifies plagiarism. Faculty reports case to Dean of Graduate Studies and subsequently reports conduct violation. Dean of Graduate Studies and faculty member communicate with Associate Provost who files CARE Report and additionally requests Dean of Students' resource center support outreach to student, since student expressed mental health concerns to Committee on Studies.

D. Student expresses concerns about instructor hate/bias to resource center staff. Staff complete a hate/bias report to CEEO and also share concern with Associate Provost. Associate Provost provides information about DEI training on Race and Intersectional Microaggressions to GTA coordinator for use with all GTAs without identifying student or GTA involved in original concern.

E. Whistleblower application receives anonymous complaint about faculty grading students in a program inappropriately. SVP and AP communicate and connect concern with larger systemic concern in a program and support College in providing an appropriate alternative mechanism for grading and assessment for a group of students.

Each area represented by the Student Concern Committee maintains internal records, tracks trends, and shares trends with other members while remaining protective of sensitive information. All members rely heavily on the CARE team to address elevated concerns requiring rapid action to alleviate a potentially harmful situation.

Each area represented by the Student Concern Committee engages in faculty, staff, and/or student trainings, often in tandem. For example, representatives of the team provided a training to Associate Deans on managing student grievances, student conduct, and elevated concerns and how to access resources and threat assessment on November 1, 2022.

Maturation of Systems:

The CARE team has developed a more robust model for threat assessment and has expanded and improved communication and training, in tandem with Dean of Students, across campus, see *Assurance Argument*, 5, and https://care.unm.edu.

CEEO has developed an enhanced new grievance procedure: Discrimination grievance procedure (unm.edu)

The ethicspoint (confidential or whistleblower) reporting is available in new mobile app in addition to web and phone reporting: unm.mobile.ethicspoint.com: Welcome - unm (navexone.com)

The "Student Feedback" system for reporting elevated academic grievances is now entrenched in university culture and all Chairs and Associate Deans receive Fall beginning of the semester "New Chairs School" training on academic grievances and student conduct concerns (see records of Chairs and Directors meetings attached to Addendum Request 5). We define "elevated grievances" as student academic concerns that cannot be addressed by informal resolution on the faculty or chair level and rise to the associate dean of a college (FH D175, D176). The Student Feedback system handbook is attached.

Reporting of Aggregate Data:

- The annual safety report: Annual Security & Fire Safety Report – 2022

    Campus safety report highlights significant concerns around the incidents of rape, fondling, and other forms of violence against women, as well as aggravated assault, burglary, and motor vehicle theft.

CLERY CRIMES, MAIN CAMPUS (CY2021)

Primary Offenses (CY2021)	On Campus	On-Campus Student Housing	Non-Campus	Public Property
Murder/Non-Negligent Manslaughter	0	0	0	0
Manslaughter by Negligence	0	0	0	0
Rape	11	9	0	0
Fondling	13	5	0	0
Incest	0	0	0	0
Statutory Rape	2	2	0	0
Robbery	4	1	0	0
Aggravated Assault	26	8	0	2
Burglary	35	15	0	0
Motor Vehicle Theft	82	0	0	0
Arson	1	0	0	0

Violence Against Women Act (VAWA) Offenses (CY2021)	On Campus	On-Campus Student Housing	Non-Campus	Public Property
Domestic Violence	7	1	0	0
Dating Violence	16	10	0	0
Stalking	32	12	1	0

Liquor, Drug, and Weapons Law Offenses and Referrals for Disciplinary Action (CY2021)	On Campus	On-Campus Student Housing	Non-Campus	Public Property
Liquor Law Violation – Arrest/Summons/Citations	1	0	0	0
Drug Abuse Violation – Arrest/Summons/Citations	12	1	0	0
Weapons Law Violation – Arrest/Summons/Citations	5	0	0	0
Liquor Law Violation – Referral for Discipline	71	71	0	0
Drug Abuse Violation – Referral for Discipline	1	1	0	0
Weapons Law Violation – Referral for Discipline	3	0	0	0

Hate Crime Offenses (CY2021)	Bias Category	Location
Destruction/Damage/Vandalism of Property	Religion	On Campus
Simple Assault	Ethnicity	On Campus
Simple Assault	Religion	On Campus (Student Housing)

There were twelve (12) crimes unfounded through investigation during CY2021.

- Due to pandemic needs to provide direct services, AY 2020-21 and AY 2021-22 aggregate student concern data will be published as a single consolidated report in Summer of 2023.

A preview of report information is as follows:

A. Student Academic Grievances:
   After the Interim Report in Spring 2020, there was a spike in formal grievances during the COVID-19 pandemic. A special team was put in place to handle grievances related to COVID-19. A meeting in March 2020 was focused on managing an anticipated potential increase in student complaints. A special complaint type was created in studentfeedback.unm.edu for [COVID-19 Related] complaints. Two faculty were assigned to act as Student-Faculty Facilitation Coordinators, with the charge of mediating issues arising due to COVID-19. Staff support was drawn from the Office of the Vice President for Diversity and Inclusion. Overall, 59 grievances related to COVID-19 were recorded, resolved, and closed in the studentfeedback.unm.edu system. Concerns centered on communication and technology concerns, but there were other issues occasionally, with grade disputes, students attempting to change from letter grade to CR/NC, illnesses affecting course requirements and late work, among other issues. Technology concerns were addressed via direction to the Academic Technologies laptop loan and hotspot loan program.

   Another 42 grievances were recorded between late 2020 and 2023, including 25 grade concerns, 4 faculty conduct concerns, 2 student conduct concerns, and 11 other concerns. Most were isolated issues resolved at the dean level, or referred back to the department, as appropriate. In one case, students utilized the formal grievance process to log 46 individual student complaints about the same course and instructor. The complaints were recorded in the system. Students were notified immediately of receipt of complaint, were informed that the college dean would be responding in writing to the complaints, and were also informed of their opportunity to appeal.

B. UNM created a special Mandate appeals process and committee to address concerns expressed by students who believed that they should not have received registration holds for failure to comply with the Mandate on Required Covid-19 vaccination, as well as a submission system and email for mandate appeals and reviewed approximately 200 appeals. Students were always provided with the opportunity to meet the conditions of the mandate through demonstrating proof of vaccination, medical exemption, religious exemption, or fully online remote exemption. The committee reviewed 145 appeals Fall 2021-Spring 2022, resulting in disenrollment of 22 students, reinstatement of 18 students and one disciplinary action (falsification of test results).

C. The Admissions and Registration Committee reviewed 274 petitions in 2020, 2021, and 2022; 206 were approved. Petitions registered: an increase in pandemic-related issues with concerns around mental health, difficulty with online learning, financial strain due to loss of work, covid related illness/death of family member; increased requests for University Related Honors for transfer students short in the requisite number of residence hours; increase in number of petitions requesting technical credits be used toward the BSN (a result of statewide nursing consortium common numbering of career and technical education pre-nursing courses).

A&R Actions:
- Increased support and coordination with advisement regarding the grade petition process. This support and staff increase in registrar increased the accuracy of petitions and the speed for processing.
- Creation of sub-committees on dual credit (see Addendum on Dual Credit)
- Creation of sub-committee on drop with dean's permission (see attached)
- Creation of sub-committee on experiential learning technical credits
- Change to Policy for Honors Residency Requirement, approved by Faculty Senate, Effective 2023-24.

See attachment FS ARC Snapshot 2020-22.

D. Aggregate CEEO data on student concerns (Albuquerque Main and HSC), 2020-22: Please see attachment for demographic distribution.

Assigned Tier	(All)
Primary Issue	
Count of Case Number	
Primary Issue	Total
Accommodations : ADA	1
Civil Rights and Sexual Misconduct	23
Civil Rights and Sexual Misconduct : Harassment or Discrimination	152
Civil Rights and Sexual Misconduct : Hate/Bias Incidents	16
Civil Rights and Sexual Misconduct : Other	21
Civil Rights and Sexual Misconduct : Retaliation	6
Civil Rights and Sexual Misconduct : Sexual Harassment and Misconduct	245
Equal Opportunity - Disabilities & Medical Conditions	13
Equal Opportunity - Harassment or Discrimination	83
Equal Opportunity - Hate/Bias	13
Equal Opportunity - Other Equal Opportunity Matters	51
Equal Opportunity - Retaliation	10
Human Resources	1
Other	1
Other - Concern	1
Other : Inquiry	1
Sexual Violence and Sexual Misconduct	78
Grand Total	716

E. Dean of Students estimate of student deaths.

YEAR	DEATHS	DEATH BY SUICIDE
2015	9	5
2017	9	3
2019	18	7
2020	7	3
2021	10	**

Overall, we identify continued challenges for the University community in preventing Sexual Harassment and Misconduct and Harassment or Discrimination as well as concerns about hostile environment and hostile learning environment. Gray Area Trainings for students and required Title IX training for university employees provide some preventative action. Development opportunities, such as the Race and Intersectional Microaggression (RIMA) training and bystander trainings offered by the office of the VP for Equity and Inclusion, and the Student Experience Project and Center for Teaching and Learning Workshops and GetStart Restart (an annual return to the classroom pedagogy boost), creation of an inclusive learning environment can support some change. The Learning Environment Office (LEO) at the UNM Medical School provides a structured approach to addressing student concerns and faculty development and may represent a replicable model.

Trend Identification and Action:

- *Mental health concerns*
  The University is amplifying access to mental health resources and providers, as reported in *Assurance Argument.*
- *Withdrawal from classes or from the university*
  The University has studied withdraw trends extensively, has provided trend data to the Faculty Senate Admissions and Registration Committee, and will change Fall 2023 advising strategies, pending A&R recommendation. See attachment.
- *Basic needs and financial stress concerns*
  Increased funding for Lobo Food Pantry and staff coordinator. Dean of Students measures to provide financial capability training, emergency aid.
- *Continuing Title IX concerns/Safety*
  CEEO addresses reports, Dean of Students addresses conduct hearings and procedures, three resource centers provide confidential reporting, student "Gray Area" and faculty and staff mandatory training efforts continue. See also, *Assurance Argument,* 5, on measures to enhance safety.
- *Hostile environment/learning environment*
  The trend in this area is somewhat distinct from pre-2020 data and augurs for remediation focus.

- *Contacting executive leadership with a complaint or concern rather than seeking resolution at level of occurrence with respondent*

  Executive leadership provides response, either resolving concern where possible (as in the case, for example, of a concern about a financial aid error) or referring the case to the appropriate staff member and then following up to ensure resolution.

Student Feedback App – Coordinator Manual

The Student Grievance Application studentfeedback.unm.edu provides a protected portal for designated coordinators to record elevated student academic grievances, as well as administrative actions taken to address grievances.

A grievance is defined as elevated when a student seeks additional resolution after having already discussed the concern directly with the relevant faculty member and, if this discussion with the faculty member has not resolved the concern, has also consulted with the chair of the relevant department. Students should be referred back to the relevant faculty member or departmental chair for informal resolution if they have not already taken these first two steps in the grievance process. Coordinators are advised to be familiar with the student grievance policies in the Faculty Handbook, D175 and D176, as well as with the Student Pathfinder. A student grievance is not the same thing as student misconduct. Student misconduct issues can be addressed with support from the Dean of Students dos.unm.edu.

Student grievances related to membership in a protected class should be referred directly to the UNM Office of Equal Opportunity oeo.unm.edu. That referral can be recorded in the Student Grievance Application.

The Student Grievance Application was first developed by the College of Arts & Sciences and has been adopted by Academic Affairs to address intake and management of grievances across the university. Grievances and actions entered on a college, school or resource center level can be viewed by the coordinator at that unit level and by associate provosts and senior vice provosts in Academic Affairs. Only properly credentialed administrators may receive coordinator status.

Recording grievances in the Student Grievance System:
1) Provides protection and recourse to students;
2) Allows UNM administrators to respond to grievances in a timely and complete way;
3) Allows UNM to analyze grievances with the goal of identifying and addressing trends and potential systemic issues;
4) Ensures compliance with UNM policies in the Regents' Policy Manual and the Faculty Handbook as well as with Higher Learning Commission standards and national best practices.

The following manual outlines how to access the application, record grievances, attach supporting documents, and record actions taken, as well as significant dates.

To be added as a coordinator to the Student Grievance System, or if you have questions or concerns, contact Joe Suilmann in the Office of Academic Affairs (Suilmann@unm.edu).

Contents

Adding a New Student

1. Open your browser and go to the system URL: http://studentfeedback.unm.edu/.

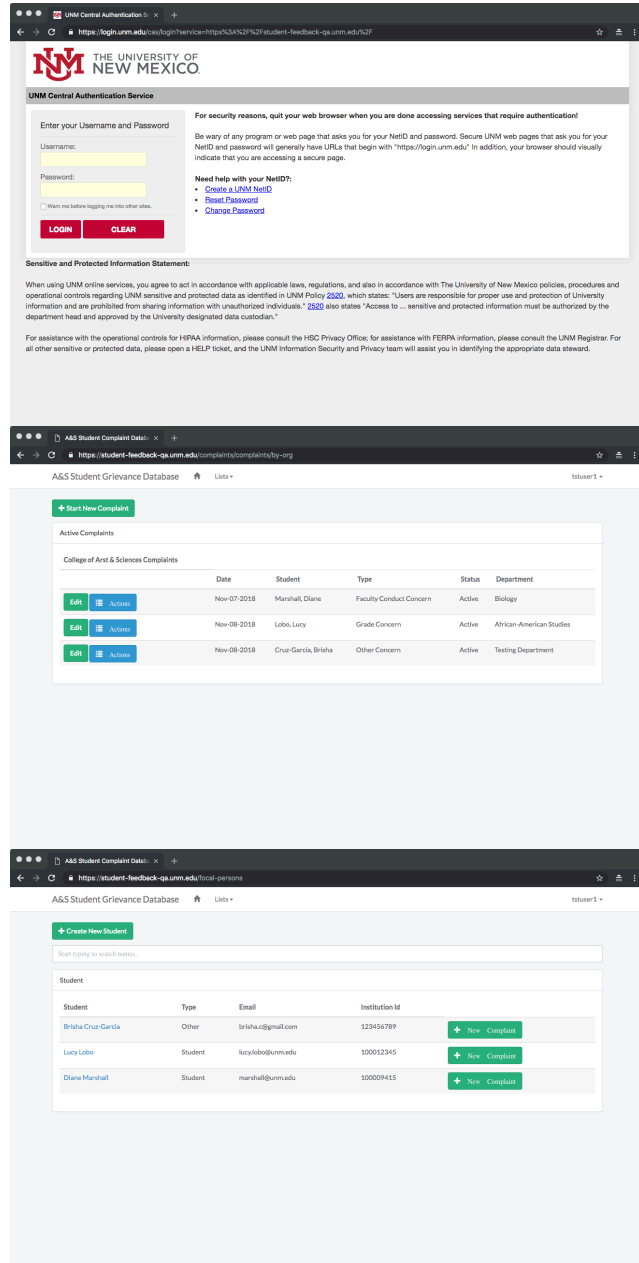2. Log in using your UNM NetID and Password.

Note: If you do not have an account and you should, please reach out to the system contact on the first page of this document.

3. Click the Lists menu item and select **All Students with Search**.

4. Before creating a new student record, please use the search bar to see if a record for that student already exists.

If you find the student, you can proceed to "Editing an Existing Student," or "Adding a New Complaint [or Action] to an Existing Student."

If you do not find the student, then move on to the next step.

5. Click on the **Create New Student** button.
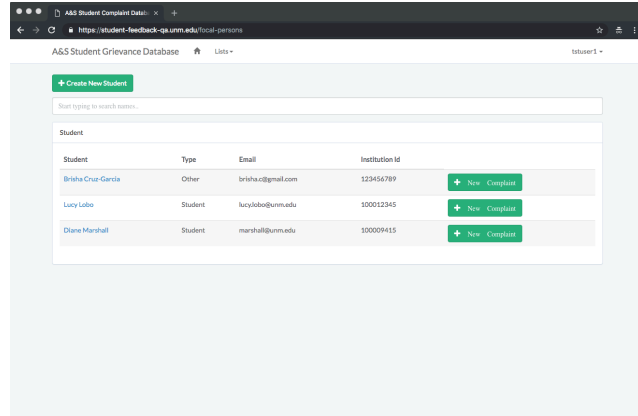
6. Fill in the student's information and click **Save**.

Some fields have requirements, such as the NetID, BannerID, Type, and Classification fields. If you have any questions, please contact Joe Suilmann (Suilmann@unm.edu).

Note: You have the ability to add complaints on the next screen without having to go back to the home screen.
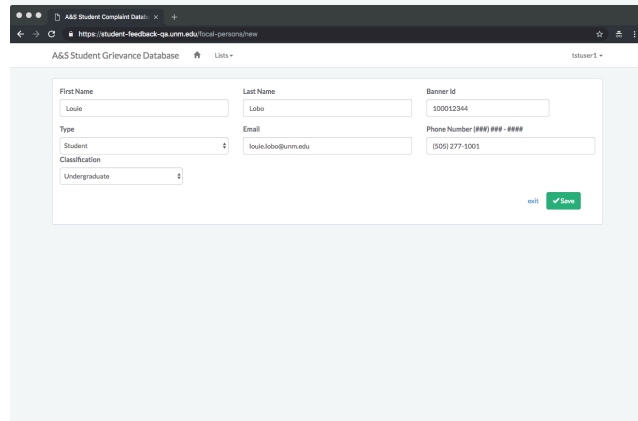
Adding a New Complaint to an Existing Student

1. Open your browser and go to the system URL: studentfeedback.unm.edu.
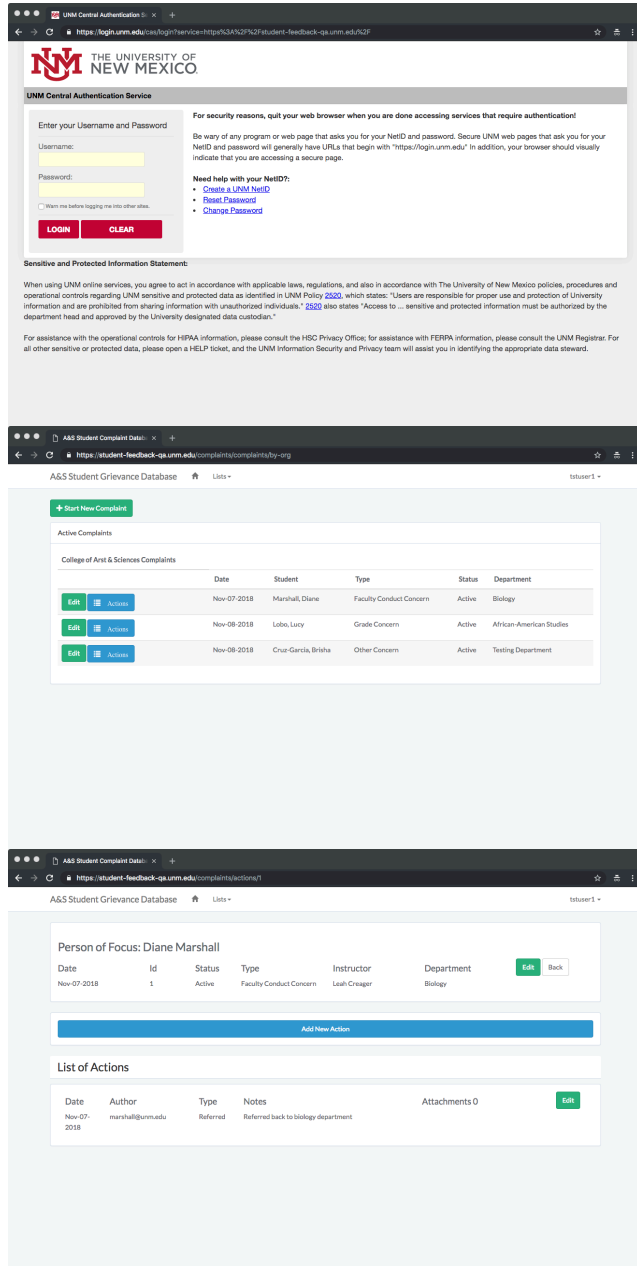
2. Log in using your UNM NetID and Password.

<u>Note:</u> If you do not have an account and you should, please reach out to the system contact on the first page of this document.

3. Click the **Start New Complaint** button.

4. Find the student record, either listed on the page or by using the search bar, for which you want to add a new complaint and click on the **New Complaint** button next to the record.

<u>Note:</u> You have the ability to create a new student on this screen if you do not see your student on the list
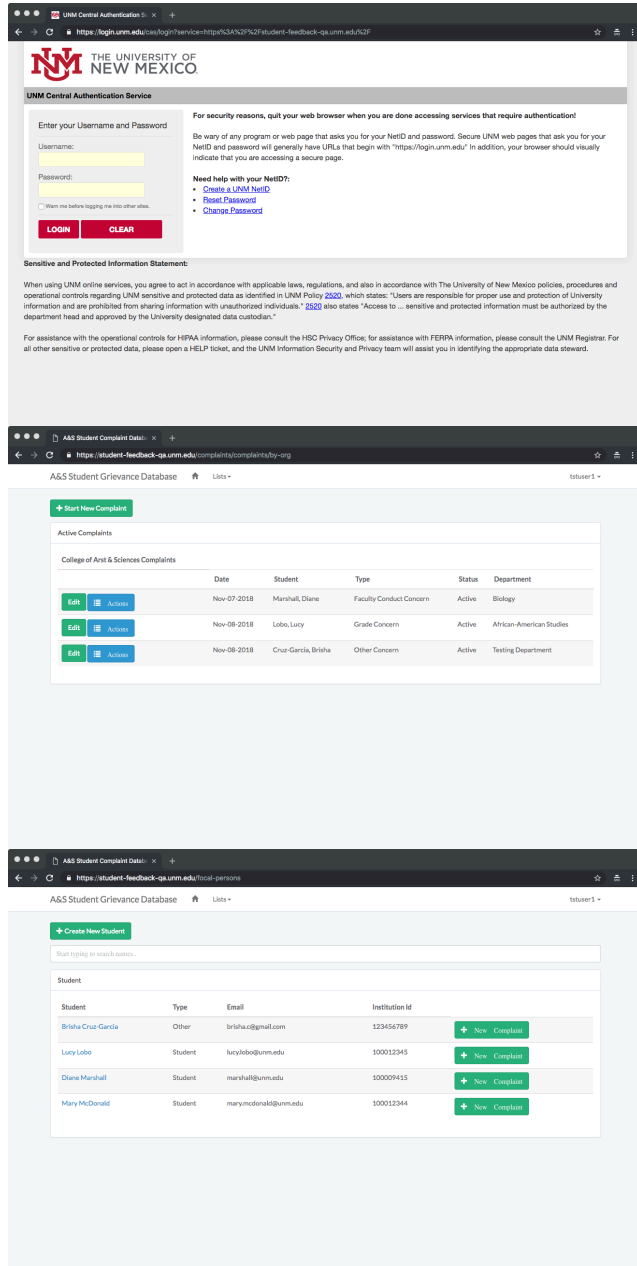
5. Fill in the complaint, then click **Save**.

6. Click **Exit** to return to the home screen, or **Actions** to enter additional information within the complaint record on follow-up actions taken.

Adding a New Action to an Existing Complaint

1. Open your browser and go to the system URL:
http://studentfeedback.unm.edu/

2. Log in using your UNM NetID and Password.

<u>Note:</u> If you do not have an account and you should, please reach out to the system contact on the first page of this document.

3. Click the **Actions** button next to the complaint in question.

4. Click the **Add New Action** button.

5. Fill in action, then click **Save**.

6. You can continue to add additional actions using the **Add New Action** button.

Editing an Existing Student

1. Open your browser and go to the system URL:
http://studentfeedback.unm.edu/

2. Log in using your UNM NetID and Password.

Note: If you do not have an account and you should, please reach out to the system contact on the first page of this document.

3. Click the **Lists** menu item and select **All Students with Search**.

4. In the search bar, enter the name for the student that you are trying to add, and select their record from the list below.

5. Change the student information as needed, then click **Save**.

6. Click **Exit** to return to the home page when you are done.

Editing an Existing Complaint

1. Open your browser and go to the system URL:
http://studentfeedback.unm.edu/

2. Log in using your UNM NetID and Password.

<u>Note:</u> If you do not have an account and you should, please reach out to the system contact on the first page of this document.

3. Click the **Edit** button next to the complaint that you want to modify.

4. Modify the complaint, and click **Save** when you are done.
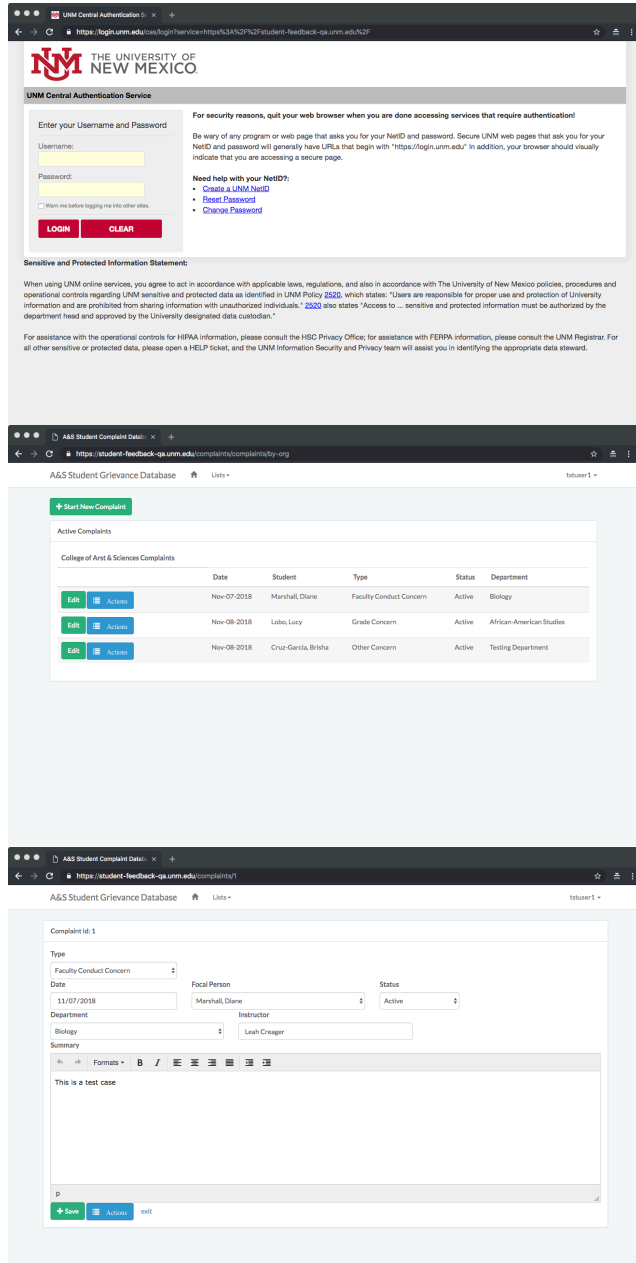
Editing an Existing Action

1. Open your browser and go to the system URL: http://studentfeedback.unm.edu/

2. Log in using your UNM NetID and Password.

<u>Note:</u> If you do not have an account and you should, please reach out to the system contact on the first page of this document.

3. Click the **Actions** button next to the complaint in question.

4. Click the **Edit** button next to the action that you want to modify.
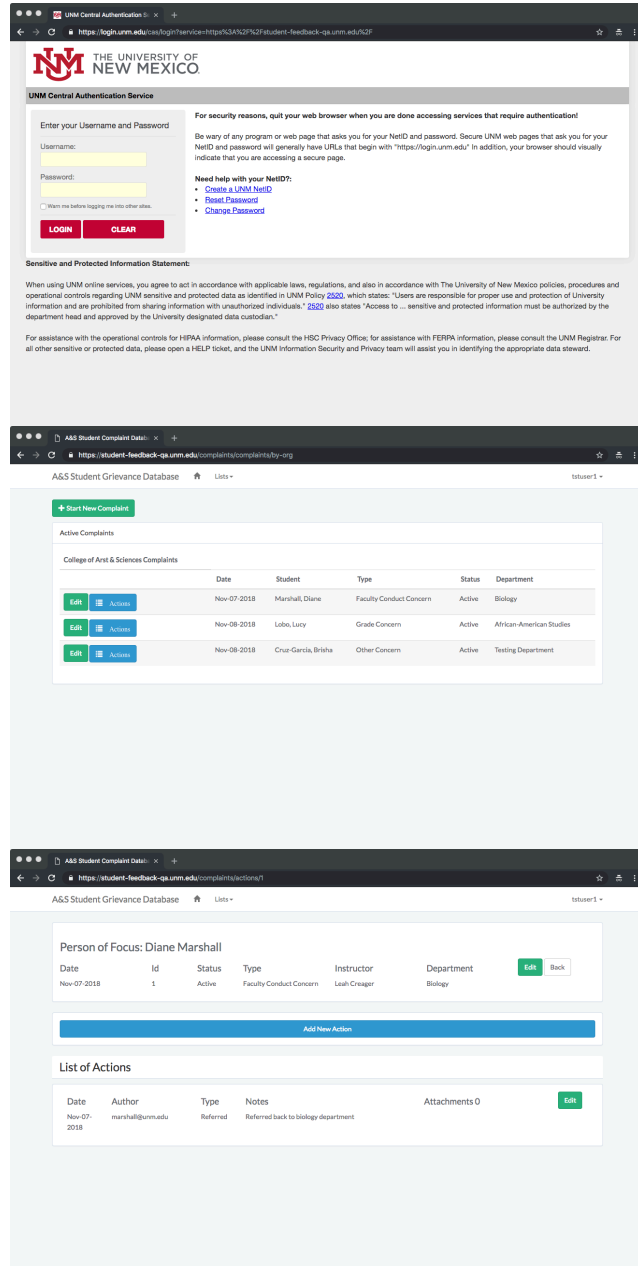
5. Modify the action, then click **Save** when you are done.

6. You can return to the complaint page by clicking on the **Back** button.

COVID-19 Student-Faculty Facilitation Network (SFF Network)
A proposal from Assata Zerai, Pamela Cheek, and Tim Gutierrez with support from Rodney Bowe, Jesse Alemán, Eva Chi, and Liz Hutchison
April 2, 2020 (revised from April 1, 2020)

Background:

The circumstances of the COVID-19 pandemic have produced extraordinary and rapid change to undergraduate life across the nation, and UNM is no exception. With the campus closed to live instruction, faculty have worked quickly over the last two weeks to move their courses online, adapting course delivery and assignments in an effort to preserve instructional continuity. In its March 24 Resolution on "COVID-19 Emergency Measures for Student Success," the Faculty Senate committed the faculty to offering flexibility, communication, and support for students during these challenging times, and authorized faculty to facilitate the CR/NC grading option for the remainder of the semester. The Senate Resolution, while offering some relief to students seeking to complete their courses successfully, has also increased confusion about the timing and options for grading student work, questions that will be addressed by the Office of Academic Affairs and the Registrar but may continue to arise as students proceed in their courses, particularly after April 5th. Further, despite these efforts to address the extraordinary challenges to instruction in the current semester, and in a context of mounting health, employment, and family challenges, many students are experiencing unprecedented levels of stress, wondering how they will meet the requirements of their newly-online courses in less than optimal conditions.

Thus far, our existing health, academic, and student support offices have done their best to address the concerns that reach them directly (through student emails or the student needs survey) as well as indirectly through faculty, advisers, Chairs/Deans, and student resource centers. It has become evident, however, that we need a plan that will supplement these existing systems and provide rapid, high-level, and focused response that facilitates communication between faculty and students, who may face unprecedented barriers toward their academic success during these extraordinary times.

Proposal:

The Division for Equity & Inclusion, in coordination with the Offices of Academic Affairs and Student Affairs, will set up a streamlined network for rapid response to student *academic concerns relating to the transition to remote web-enhanced during COVID-19*, providing individualized accompaniment as well as systematic support to students as needed. Through a central "Student-Faculty Facilitation Coordinator" who will receive, triage, and track student requests, and at least two senior faculty designated as "Student-Faculty Facilitation Liaisons," this network will allow the university to address problems that arise from new online instruction modalities in real time. The network is intended to serve primarily undergraduate students, but may also include graduate and professional students whose coursework or lab research has been impacted by COVID-19. Student concerns arising primarily from ADA, Title IX, and other protected status would be addressed in cooperation with the appropriate university offices.

This "Student-Faculty Facilitation (SFF) Network" will support the implementation of the Faculty Senate Resolution on "COVID-19 Emergency Measures for Student Success" by *enhancing communication and coordination* among staff and faculty already engaged in students' academic support and *respecting existing policy requirements* that protect academic freedom and students' grievance rights. The SFF

Network will also facilitate communication among stakeholders, from the Senate to academic advisement and individual faculty, about the interpretation of the Faculty Senate Resolution, including the commitment to suspension of graded assignments between March 23 and April 5 and general expectations for students who choose to opt-in to Credit/ No Credit grades. Given the extraordinary and novel challenges facing the university and our entire community, this network must remain flexible, with the capacity to evolve in ways that address emergent barriers to student academic support as they manifest in real time, including the option to expand the staff and faculty FTE devoted to the SFF Network as needed. We anticipate that the SFF Network is a temporary process, one that ends once the pandemic and its effects on regular instruction have abated.

Positions:

The Student-Faculty Facilitation Coordinator (SFF Coordinator): A position already designated to Rodney Bowe, Student Success Specialist for the Division for Equity & Inclusion, the SFF Coordinator will be charged with receiving, recording, and triaging student concerns related to their academic success during the pandemic. Sources for this information include the student resource centers, faculty instructors and staff advisors, graduate/staff/faculty Ombuds, the "student needs assessment survey," and individual students who may contact the SFF Coordinator directly. The SFF Coordinator will record this information in the Academic Affairs Student Feedback system and – after consultation with the SFF Network Team -- forward those concerns that require academic intervention with specific instructors, departments, or colleges to the appropriate SFF Liaison. Where appropriate and with the student's consent, the SFF Coordinator should maintain email, phone, and/or Zoom contact with the affected student, the referring agent (advisor, advocate, etc.), and the SFF Liaison, to provide additional support and continuity in addressing the student's concern.

The Student-Faculty Facilitation Liaison (SFF Liaison): For these two positions, the DEI, in coordination with Academic Affairs, will identify two senior faculty with experience in governance and/or administration, people skills, and strong institutional relationships who are willing to take on this overload in the coming weeks and months. The SFF Liaison will be charged with receiving referrals from the SFF Coordinator and working swiftly and creatively to identify possible solutions to students' individual or collective concerns about their academic success in newly-online courses. Solutions may involve reviewing course materials; inquiring about course modalities and delivery with faculty and chairs; and in some cases, making arrangements for students to meet remotely with instructors. This process should include, and always with the student's consent, individual consultation and accompaniment in addressing the problem, such that the student receives informed, personal, and effective support for resolving the issue.

The work of the SFF Liaisons shall respect and conform to existing policies that govern the rights and responsibilities of both students and instructors at the university, including but not limited to *Faculty Handbook* policies on student grievance (D175/D176), academic freedom (Section B), and respectful campus (C09). The authority and jurisdiction of this position will be established through the joint efforts of the Administration (which through DEI and Academic Affairs will select the SFF Liaisons and provide a SAC) and the Faculty Senate President (who will be asked to authorize the appointment). The number of SFF Liaisons, and the FTE assigned to each, may be adjusted according to the continuing needs identified in this effort.

<u>Work Flow:</u>

- Student discloses concern to any university employee, via the survey, or directly to the SFF Coordinator. Recipient of this disclosure should try to determine whether the student has attempted communication directly with their instructor about the concern, and if so what response they have received, and -- if the student consents -- bring the student's concern to the attention of the SFF Coordinator via email or the Student Feedback System maintained by Academic Affairs;
- Advisors, resource center staff and directors, chairs, and associate deans and deans have the training to directly address student concerns and will, in many cases, resolve a student concern related to Covid-19 issues directly and expeditiously. In some cases, however, a student Covid-19 related concern may exceed the capacity of the regular staff and administrators who normally address student concerns or the student concern may be directly presented to the SFF coordinator.
- Working where relevant (and when regular staff and administrators have not been contacted or have referred a concern) with the staff/faculty to whom the student has already disclosed this information, the SFF Coordinator invites the student to speak directly with him, with the virtual presence of that staff/faculty member if the student so wishes;
- SFF Coordinator records the nature of the student concern in the Student Feedback System and determines whether the student consents to move the concern to the next level in the SFF Network;
- If a student directly contacts a member of upper administration (such as the Associate Provost for Student Success, the Dean of Students, or a College/Graduate Studies Associate Dean), and that administrator acts to address the concern, the SFF Coordinator can record the incident and follow up to check on the student's well-being;
- If the SFF Coordinator identifies an *academic concern relating to the transition to remote web-enhanced during COVID-19*, and it will be necessary to involve the instructor or chair/dean to address it, the SFF Coordinator will consult with Zerai/Cheek/Gutierrez and the SFF Liaisons to determine which SFF Liaison (per discipline or nature of concern) should be invited to participate in addressing the student concern.
- SFF Liaison arranges (with support from SFF Coordinator and any other person brought by student) to speak remotely with the student, in order to establish a rapport and explain the SFF Liaison's role.
- After listening to the student's account of their experience and reviewing classroom and instructor communications, the SFF Liaison proposes to the student (copying or including their other support person) a plan for remediation, which may include an informal conversation with the instructor, communication with a department chair and, should these not prove satisfactory, recourse to filing a formal grievance. In providing this information, the SFF Liaison must balance advocacy for the student in trying times with awareness of how misunderstandings between students and faculty may be fostered by stressful situations such as the COVID-19 epidemic, and with appropriate adherence to university policy and procedures, including respect for faculty academic judgment and administrative authority in the informal resolution of student complaints.
- Once the student has chosen a pathway for remediation, the SFF Liaison should contact the faculty instructor and/or chair, providing information about this extraordinary support system and requesting their cooperation.
- With the consent of the student and instructor, the SFF Liaison should arrange for and participate in email/phone/Zoom communications to facilitate and make a note of -the solution that emerges from the conversation. Formal grievances should be handled by the appropriate associate dean of the student's college or school. An associate dean may designate an SFF Liaison to address and manage a formal grievance, when necessary.

- In cases where multiple students express similar concerns about a particular instructor or course, the SFF Liaison will elevate the conversation to the level of Chair, Dean, and/or Provost as necessary.
- The results of the SFF Liaison's intervention should be communicated to the SFF Coordinator as soon as possible. All of the above steps should be accomplished with the greatest possible speed, clarity, and care for all parties involved.

Student Complaints - COVID-19
3-31-2020 - 4pm
Via Zoom

Attendance
Elizabeth Hutchison; Brian Gillespie; Diane Marshall; Krystal Ward; Chuck Fleddermann; Jeannie Baca; Greg Lanier; Florencio Olguin; Zia Hossein; Kristine Tollestrup; Sarah Valles; Jesse Aleman; Kristina Yu; Glenn Kostur; Randi Archuleta; Rodney Bowe; Tim Gutierrez; Katya Crawrford; Sharon Hurley; Eva Chi; Deborah Riffenbery; Judy Liesveld; Pamela Cheek; Assata Zerai

Agenda
Today's meeting is a discussion of managing the increase, or potential increase, in student complaints due to the changes at the university related to COVID-19. There have already been a number of complaints around connectivity and technology, and some questions around clarification about how changes to courses will impact students.

<u>**Resources**</u>
Guidance for Reaching Out to Students
An advising Q&A resource for reaching out to students should be available Wednesday, April 1.

[Update] Laura Valdez sent this today (4-2-2020):
- We have a few documents on our student resource site at
  http://advisement.unm.edu/resources/covid-19-student-resources.html.
- The direct link to the student Q&A is at http://advisement.unm.edu/resources/student-qa-covid-19-measures-for-student-academic-success.pdf
- And a Pros & Cons of the CR/NC at http://advisement.unm.edu/resources/pros-and-cons-to-grade-mode-of-cr-nc.pdf

Lobo Food Pantry
Walk up or drive-by pick-up of bagged food behind University Advisement and Enrichment Center on Mondays 1:30-3:30 p.m., and Thursdays, 10:30-12:30pm

Lists of Resources
- Assata Zerai and the staff in Equity and Inclusion have been collecting resources on their page, https://diverse.unm.edu/covid19-resources.html.
- The main UNM Coronavirus page is here: https://www.unm.edu/coronavirus/index.html.
- Information on Academic Technologies is here: https://at.unm.edu/coronavirus/index.html
- Information from the Center for Digital Learning: https://cdl.unm.edu/
- From University College: they quickly created several 300-level intersession courses starting May 18, to support students

Questions about Resources
Q: With diminished income, what do we tell those with food insecurity and problems paying rent?
A: This question is showing up over and over again, with related childcare and mental health issues. The Lobo food pantry is open twice a week, and students who need food can stop in and get food. There are other resources available there. There are also some resources that the city is offering. We don't have much capacity to address child care concerns, but we can encourage faculty to be sensitive to these issues with their students and to be flexible.

Q: A student recently reported that they couldn't get a SHAC appointment until mid-April. What other resources are available to students?
A: One possible response is to write directly to the care team, available on the DoS site: care@unm.edu. They might be able to address serious student mental health concerns more rapidly.

Managing the Potential Increase in Student Concerns
A group including Assata Zerai, academic and student affairs, and a number of faculty, have been working on a plan to augment our ability to manage a rise in the number of issues facing students with regard to our transition to online instruction throughout the semester.

COVID-19 Student-Faculty Facilitation Network
Communicating to faculty and ensuring that faculty clearly communicate to their students is a tough lift in this environment. There is also some level of confusion among faculty about what the messages ought to be, as they have received numerous messages from faculty senate, the provost and others, and those messages must be passed along to students.

From the Screen Share:
Proposal: DEI, in coordination with academic affairs, will establish a streamlined system for rapid response to student concerns related to the transition to online instruction, providing individualized accompaniment as well as systematic support to students as needed

New Roles:
- Student-Faculty Facilitation Coordinator (SFF Coordinator)
- Student-Faculty Facilitation Guide (SFF Guide)

The coordinator has been handed off to Rodney Bowe. They will also be appointing two faculty facilitation guides. Those three individuals, in consultation with everyone as needed, is to go through the following steps:

Steps in Student-Faculty Facilitation
- Student and/or university staff/faculty who identify concern contact Rodney Bowe, SFF Coordinator
- If additional support is required to address academic/instructional concern, Rodney confers with VP Zerai and SFF Guides to make referral
- SFF Guide email/phones/zooms with student (and support) to discuss concern and possible remedies
- SFF Guide arranges student-instructor communication
- If unsuccessful, or pattern with an instructor or course is evident, SFF Guide may elevate the concern to Chair/Dean/Provost level

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Main Points from Discussion
- Students at the best of times don't know who to contact. They email the president, and that actually takes longer to get them help because it has to be referred through Academic Affairs to find help.
- What kinds of concerns might this process help?

- There already exists a system for formal student grievances, and colleges and other units have existing processes for managing other student issues. Nobody wants to supplant that.
    - There may be grievances or concerns that exceed the capacity of the college or office to address them, students who need more hand-holding, or issues that require more coordination with a faculty member, those might be appropriate for referral.
    - There are also cases that require much more attention and time to resolve, which takes away from a college or office's ability to resolve the majority of their other issues. Those particularly time-consuming cases could be appropriate for referral.
- Framing the Process
    - This process could be framed as a communication facilitation and student support system, rather than another layer to the existing student grievance process.
- Neutrality of the Facilitator Role, Respecting Faculty Decisions:
    - That is a great concern and inherent in any of these ways that we try to address student concerns. The issues in focus here are not formal student grievances. Some of these issues may become formal grievances, but this effort is trying to resolve these issues before that point. This group is working mindfully with an awareness of the nature of academic freedom, and where it does and doesn't create barriers for students in trying to solve problems. Although the guides may be identified by the provost's office, but if this is successful, they will also be sanctioned by Faculty-Senate. That's how we're trying to frame the whole intervention.
- Clarity in Communication
    - There are often issues of clarity of communication from faculty to students. The current proposal puts the burden on students to determine how this will work. Faculty must clearly communicate to their students what the credit / no-credit policy is, what students are expecting, etc. Lots of communication has gone out from provost/president/dean, but faculty need to clearly communicate expectations to students.

Information on Changes in Policies
Credit / No Credit
Students have until May 1 at 4pm to deliberately opt deliberately opt into credit / no-credit, but they must communicate with their instructor and advisor about what counts as a "good faith commitment to learning and meeting the Student Learning Outcomes for the course."

Faculty-Senate Commitment to Not Providing Graded Assignments
Students have sought recourse around the faculty-senate commitment to not providing graded assignments between March 23-April 5. That is a best practices recommendation. It is at the instructor's discretion whether or not to do that. If a student needs support in elucidating that and trying to determine what the professor's policy is we can help there, but we're not in a position to overturn a faculty decision.

Q: Will students be reimbursed course fees that could not be applied to face-to-face instruction?
A: There is no formal decision on that at the institutional level. Some programs are considering that.

From: Dr. Pamela Cheek, Associate Provost for Student Success

To: Dr. Jason Wilby, Chair, Admissions and Registration Committee of the Faculty Senate
           Ms. Sheila Jurnak, Registrar
           Members of the Committee

Re.:   Information for the Admissions and Registration Committee on Withdrawal at the University of
           New Mexico

Date: February 16, 2023

I write in appreciation of the interest that the committee is taking in learning more about withdraw patterns at the University of New Mexico. I am not aware of a past full report on withdraw at UNM. I can share data visualizations developed by Dr. Heather Mechler, Director of the Office of Institutional Analytics.

1. The first tableau communicates:

* the correlation between number of withdrawals after the drop date (otherwise known as withdraw with a grade) and time to degree;
* correlations between number of withdrawals and GPA;
* and correlation between and number of withdrawals after the drop date and graduation.

https://public.tableau.com/app/profile/unm.oia/viz/StudentSuccessandNumberofCourseWithdrawals/Dashboard1

Note that three withdraws or more correlate with extended time to degree, lower GPA, and lower graduation rate. Students with three or more withdraws appear overall to have GPAs that would indicate being on the verge of losing or loss of Legislative Lottery Scholarship.

2. The second tableau shows the relationship between registrar drop dates and deadlines and withdraws:

https://public.tableau.com/app/profile/unm.oia/viz/CourseRegistrationandDropDates/Dashboard1

3. The third tableau shows withdraw patterns by course modality for first-year students, sophomores, juniors, and seniors in UNM Albuquerque campus courses with rates of Fs and Withdraws with a grade that are above 30%. Note that light gray indicates a withdraw before the drop date (withdraw with no grade) and dark gray indicates a withdraw after the drop date (withdraw with a grade). The withdraw and fail patterns are significantly different for each student level.

OFFICE OF ACADEMIC AFFAIRS

https://public.tableau.com/app/profile/unm.oia/viz/CourseOutcomesbyLevelandModeFall2018-Spring2022/Sheet1

I hope that the A&R Committee will find these data useful. I would be happy to join the committee at any of its meetings to explore the data.

Setting aside cases in which students require medical or family withdraw from the university or withdraw based on challenging life circumstances, my recommendation is to place a registration advising hold when a student seeks a third or additional withdraw with grade. The university would then need to develop a coordinated protocol for advising to use in withdraw conversations in collaboration with the student and the student's instructor and, if necessary, in coordination with financial aid advisement.

Additionally, the committee may wish to explore capping the total number of possible withdraws with grade per student and/or limiting access to late-term withdrawal.

Lastly, the committee may wish to consider an alternative grade structure for first- and/or second-semester students (for example, A,B, CR, NC), although there are technical considerations for Enrollment management and pre-requisite implications, so this possibility does entail an implementation barrier.

Please let me know if I can be of any assistance to you in your work. I want to express my gratitude to Dr. Mechler for providing the data detailed here and to Registrar Jurnak for her oversight of grade management.

2020 FS_AR Petitions by the numbers

Total Number of Petitions	72
Total Number of Approvals	43
Total Number of Denials	8
Total Number Referred to AD	5
Total Number Deferred to next meeting	0
Total Number Closed No Further Action	16
	72
Request for Academic Renewal	2
Request to Allow Drop	2
Request to ReUse	5
Request for Level Change	1
Request for Exception to number of Degree Hours	1
Request to Expunge Grades	7
Request Retro Grade Change	26
Request Retro Grade Mode Change	1
Retro Degree Request	No Data
Request Level Change	1
Request for UniversityHonors Designation- Exception to Policy	1
Request for Departmental Honors Designation	0
Request to Complete Final Exam	1
Request for Retroactive Withdrawal	23
Tuition Appeal	1
Request for Tech Credits for nursing	0
University Withdrawal	2
	72

2021 FS_AR Petitions by the numbers

Total Number of Petitions	100
Total Number of Approvals	70
Total Number of Denials	15
Total Number Referred to AD	4
Total Number Deferred to next meeting	1
Total Number Closed No Further Action	10
	100
Request for Academic Renewal	0
Request to Allow Drop	0
Request to ReUse	13
Request for Level Change	3
Request for Exception to number of Degree Hours	3
Request to Expunge Grades	14
Request Retro Grade Change	11
Request Retro Grade Mode Change	0
Retro Degree Request	12
Request Level Change	3
Request for UniversityHonors Designation- Exception to Policy	1
Request for Departmental Honors Designation	1
Request to Complete Final Exam	0
Request for Retroactive Withdrawal	30
Tuition Appeal	0
Request for Tech Credits for nursing	9
University Withdrawal	0
	100

2022 FS_AR Petitions by the numbers

Total Number of Petitions	102
Total Number of Approvals	93
Total Number of Denials	1
Total Number Referred to AD	2
Total Number Deferred to next meeting	3
Total Number Closed No Further Action	3
	102
Request for Academic Renewal	0
Request to Allow Drop	1
Request to ReUse	5
Request for Level Change	3
Request for Exception to number of Degree Hours	4
Request to Expunge Grades	1
Request Retro Grade Change	17
Request Retro Grade Mode Change	0
Retro Degree Request	41
Request Level Change	3
Request for UniversityHonors Designation- Exception to Policy	2
Request for Departmental Honors Designation	0
Request to Complete Final Exam	0
Request for Retroactive Withdrawal	24
Tuition Appeal	0
Request for Tech Credits for nursing	1
University Withdrawal	0
	102

General Comments:

2020
Pandemic and remote working caused a delay in GP received as well as processed. Notice a rise in number of Petitions in subsequent years

No Student Complaints Noted

2021

New Associate Registrar took over coordinating the GP meetings.

No Student Complaints Noted

Slight up tick in petitions noting Pandemic related issues. Topics covered: Mental Health, Difficulty with Online Learning, Financial strain due to loss of work, Covid Related illness/Death self or family member.
Increased requests for University Related Honors for transfer students who are short the requiste in residence hours.

Increase in number of petitions requesting technical credits be used toward BSN. increased support & coordination with advisement regarding the grade petition process. This support increased the accuracy of petitions and the speed for which they were processed.

Due to new human resource support, grade petitions were moved through the process at a faster rate.

2022

Weekly meetings between the University Registrar & Associate Registrar for Records and Registration began. Topics covered: soundness of evidence provided by the student (i.e., was there enough evidence to take it to the committee).
Subcommittees created: Dual Credit- Drop with Dean's Permission- Experiential learning technical credits from Los Alamos.

Change to Policy for Honors Residency Requirement was approved by Faculty Senate- Effective 2023-24.
Continued increase in petitions noting Pandemic related issues. Topics covered: Mental Health, Difficulty with Online Learning, Financial strain due to loss of work, Covid Related illness/Death self or family member.

Compliance, Ethics, and Equal Opportunity – Data Summary

Final Numbers – Main

Assigned Tier	UNM Main CEEO
Primary Issue	
Count of Case Number	
Primary Issue	Total
Accommodations : ADA	1
Civil Rights and Sexual Misconduct	22
Civil Rights and Sexual Misconduct : Harassment or Discrimination	141
Civil Rights and Sexual Misconduct : Hate/Bias Incidents	15
Civil Rights and Sexual Misconduct : Other	21
Civil Rights and Sexual Misconduct : Retaliation	6
Civil Rights and Sexual Misconduct : Sexual Harassment and Misconduct	229
Equal Opportunity - Disabilities & Medical Conditions	13
Equal Opportunity - Harassment or Discrimination	81
Equal Opportunity - Hate/Bias	13
Equal Opportunity - Other Equal Opportunity Matters	51
Equal Opportunity - Retaliation	9
Human Resources	1
Other	1
Other - Concern	1
Other : Inquiry	1
Sexual Violence and Sexual Misconduct	76
Grand Total	**682**

Final Numbers – HSC

Assigned Tier	UNM HSC CEEO
Primary Issue	
Count of Case Number	
Primary Issue	**Total**
Civil Rights and Sexual Misconduct	1
Civil Rights and Sexual Misconduct : Harassment or Discrimination	11
Civil Rights and Sexual Misconduct : Hate/Bias Incidents	1
Civil Rights and Sexual Misconduct : Sexual Harassment and Misconduct	16
Equal Opportunity - Harassment or Discrimination	2
Equal Opportunity - Retaliation	1
Sexual Violence and Sexual Misconduct	2
Grand Total	**34**

Final Numbers – Combined

Assigned Tier	(All)
Primary Issue	
Count of Case Number	
Primary Issue	Total
Accommodations : ADA	1
Civil Rights and Sexual Misconduct	23
Civil Rights and Sexual Misconduct : Harassment or Discrimination	152
Civil Rights and Sexual Misconduct : Hate/Bias Incidents	16
Civil Rights and Sexual Misconduct : Other	21
Civil Rights and Sexual Misconduct : Retaliation	6
Civil Rights and Sexual Misconduct : Sexual Harassment and Misconduct	245
Equal Opportunity - Disabilities & Medical Conditions	13
Equal Opportunity - Harassment or Discrimination	83
Equal Opportunity - Hate/Bias	13
Equal Opportunity - Other Equal Opportunity Matters	51
Equal Opportunity - Retaliation	10
Human Resources	1
Other	1
Other - Concern	1
Other : Inquiry	1
Sexual Violence and Sexual Misconduct	78
Grand Total	**716**

Assigned Tier	(All)
Case Status	
Count of Case Number	
Case Status	Total
Closed	685
In Process	31
Grand Total	**716**

Student Complaints

Contact Information:

Diane Marshall, Associate Dean (marshall@unm.edu)

Nasha Torrez, Dean of Students (nashatorrez@unm.edu)

Complaints happen

- Know policies: handbook.unm.edu/section-d/

- Relevant policies are:
  - D175: Student Conduct and Grievance Procedures
  - D176: Graduate Student Grievance Procedures

Student Complaints, Disputes, & Problems
Handling Disputes

D175: Student Conduct and Grievance Procedures

- Article 2 deals with Academic Disputes, which include:

  - grades

  - program and degree requirements

  - course requirements

- This procedure advises students and faculty to attempt to resolve disputes informally through discussion.

- Should the faculty fail to reach agreement with the student, he or she must appeal next to the Chair.

Student Academic Complaints

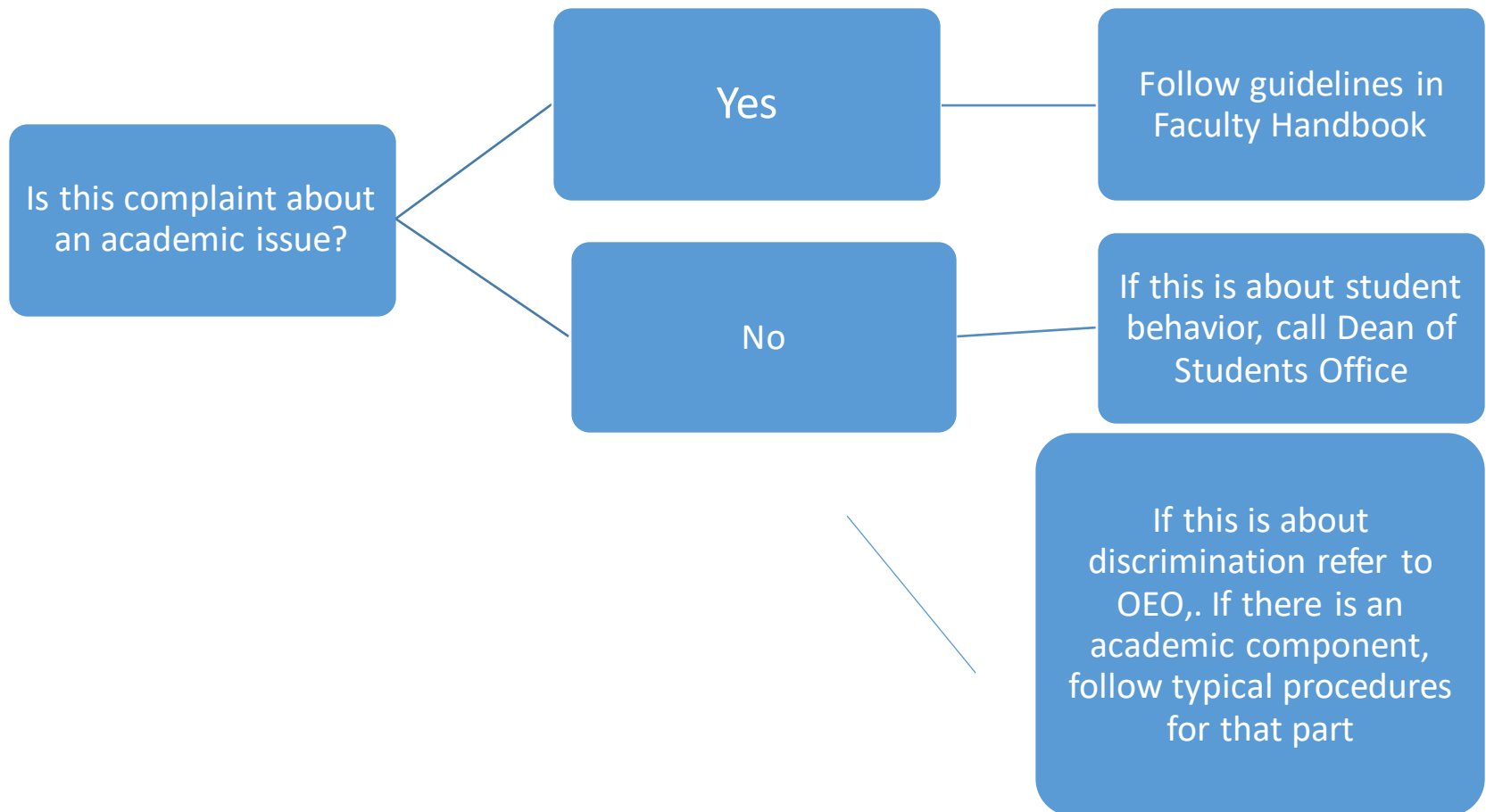Student discusses problem with Instructor – if not settled

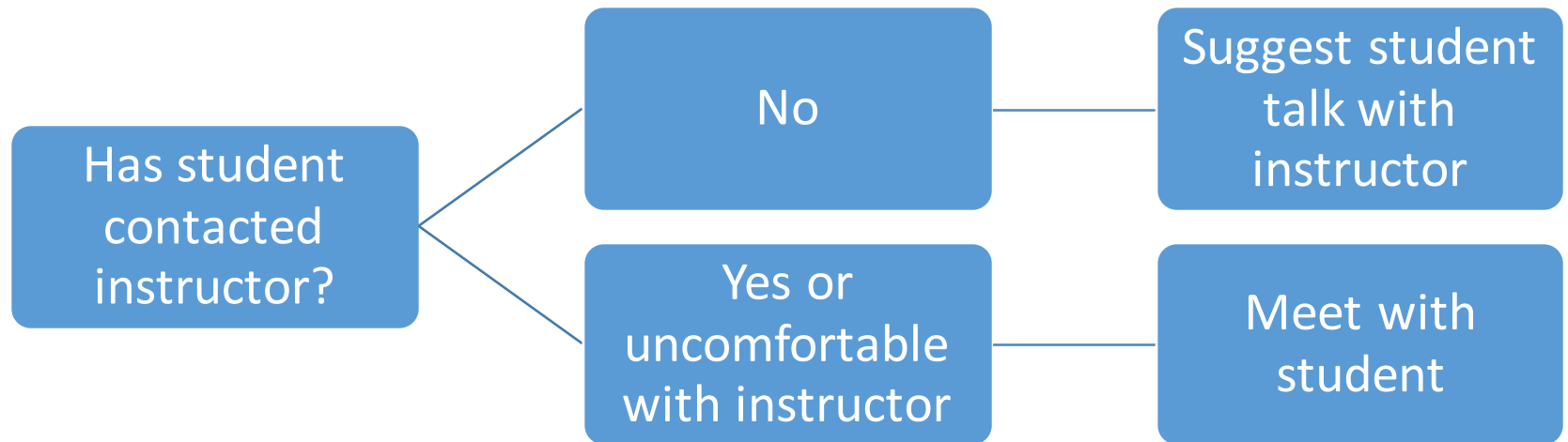Student brings problem to chair; chair talks with both student and faculty – if not settled

Student contacts Dean's Office

What to do when a student comes to you with a complaint

Is this complaint about an academic issue?

Yes → Follow guidelines in Faculty Handbook

No → If this is about student behavior, call Dean of Students Office

If this is about discrimination refer to OEO,. If there is an academic component, follow typical procedures for that part

Academic complaints

When you meet with a student about complaints

- Listen – the complaint is not about you. Try to ensure that the student feels that they have been heard

- Ask for any relevant documents – start a file

- Talk with instructor and other relevant parties

- Make a written decision

Student Complaints, Disputes, & Problems (Handling Disputes)

- The Chair should listen to the complaint and try to mediate a resolution.

- You should develop a policy on reviewing disputes.

- Please note that if the dispute concerns faculty imposed sanctions for Academic Dishonesty, the faculty member must discuss these sanctions with the student <u>before</u> imposing them per UNM policy.
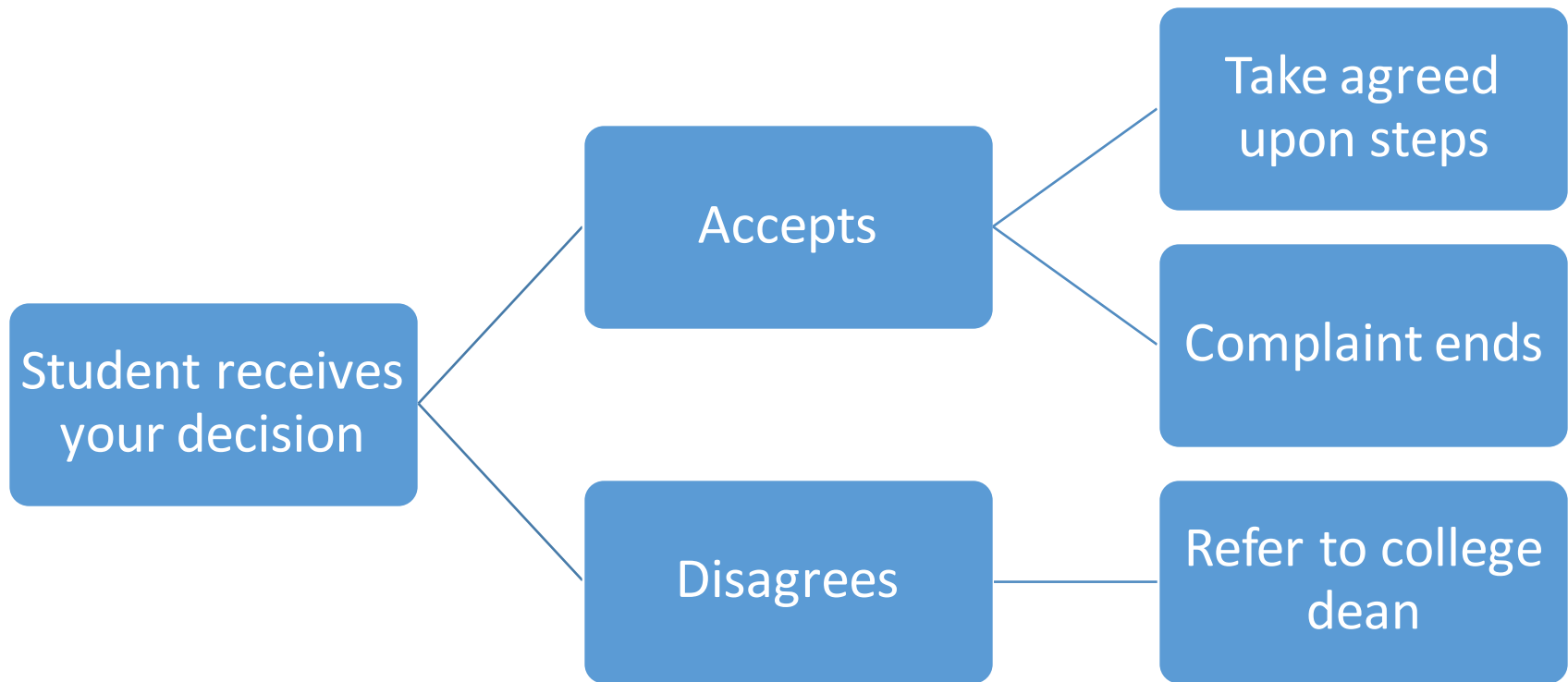
Allegations of discrimination

- If a student suggests discrimination
  - Immediately refer the student to OEO

- Notify OEO of the alleged discrimination

- You may still handle the academic part of the complaint

Who can students bring to a meeting?

- You may not discuss the situation with a parent without the student unless there is written permission

- If a parent comes to the meeting, ask the student if they wish the parent to be there

- If a student brings a lawyer, don't hold the meeting, consult University Counsel

Next steps

Student receives your decision

Accepts
- Take agreed upon steps
- Complaint ends

Disagrees
- Refer to college dean

Student Complaints
What we will do in the Dean's Office

- Talk to the student, faculty, and chair

- Review all materials that have been presented

- Make a decision and inform all parties in writing

- Consult with University Legal Counsel when necessary

- Refer cases of alleged discrimination to OEO
  Refer cases that involve student conduct to the Dean
  of Students Office.

Actions that may reduce student complaints

- Does the syllabus make grading and expectations clear?

- Is there a departmental statement about plagiarism that all faculty can use?

- Are the departmental policies with respect to graduate students written down?
    - Distributed and discussed with graduate students
    - Julia should have a copy

- Insure faculty keep records of all grades

- Have a mechanism to keep records of temporary faculty

Special issues with remote instruction

- It is more difficult to build trust

- Students expect immediate answers to emails – instructors need to be clear about policy

- Who is checking in to be sure that intructors are present in their online courses?

- Instructions for remote classes need to be extremely clear.

Student Conduct Concerns

- Involve the Dean of Students Office

- Concern about property right to education

- BARC/CARE guidelines