

HLC Addendum Request

5. Can we get agenda(s) and/or minutes from the Chairs and Directors Colloquium?
-

Institutional Response:

Chairs' and Directors' Colloquium Sessions, AY21-22, AY22-23

Chairs and Directors Colloquium is a forum for sharing information, experiences, and perspectives between and among chairs and interdisciplinary program directors as well as the Office of Academic Affairs, OVPR, and other areas of responsibility on campus. The Associate Provost for Faculty Success schedules and coordinates these meetings based on ideas from Faculty Development Council, the Senior Vice Provost, the Director of ADVANCE at UNM, and suggestions from chairs and directors. It meets approximately three times per semester. Associate deans are invited to attend, and do so according to the topic of the day (e.g. student affairs, faculty affairs, instructions, research, etc.) We list here the topics for AY 21-22 and 22-23. This is not a decision-making body, and no minutes are kept. On some topics, notes are prepared and circulated from meetings as a memory aid.

AY 2021-2022

July 7, 2021	Listening session re: return to classroom for Fall 2021
August 10, 2021	Fall 2021 return to face-to-face teaching
October 8, 2021	Fall 2021 Faculty Workload Police Documents per Article 13 of CBA
November, 5, 2021	Tenure and Promotion Reviews
December 3, 2021	Managing Personal and Professional Boundaries as Department Chairs
February 11, 2022	WeR1 Post-Pandemic Research Restart Programs
February 18, 2022	Transition to Canvas Learning Management System
April 29, 2022	Strategies for Rebuilding Social Fabric and Engagement among Faculty; Unexpected Challenges; Planning for 2022 Chairs' School; Feedback on Faculty Workload Conversations; Quali Curriculum Workflow System

AY 2022-2023

Slide decks follow for AY22-23

October 21, 2022	Student Mental Health, Institutional Responses
November 4, 2022	Briefing from Office of University Counsel on Legal Considerations for Chairs and Directors
December 2, 2022	Changes in Tenure and Promotion Reviews Post-COVID
February 17, 2023	Strategic Hiring Planning for Departments
March 3, 2023	Implementing Graduate Assistant CBA, G/TA Training, Revising Program Descriptions and Opportunities in Quali
March 31, 2023	Consistency in Tenure and Promotion Process

Example slides from AY22-23 follow below.



STUDENT HEALTH & COUNSELING

College Student Mental Health

STEPHANIE D MCIVER, PHD
INTERIM EXECUTIVE DIRECTOR

TRAYE HOLLAND
MENTAL HEALTH TRAINING &
DEVELOPMENT SPECIALIST

Agenda

National Data

UNM Data

SHAC Services

Strategies for Faculty



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Healthy Minds Network (2021)

“College is a key developmental time; the age of onset for lifetime mental health problems also directly coincides with traditional college years—75 percent of lifetime mental health problems will onset by age 24,” ...

Survey data collected by the Healthy Minds Network between 2013 and 2021 from 350,000 students at over 300 campuses.

Healthy Minds Findings

- overall 135 percent increase in depression
- 110 percent increase in anxiety from 2013 to 2021
- number of students who met the criteria for one or more mental health problems in 2021 had doubled from 2013
- For white students, the prevalence of non-suicidal self-injury and symptoms of eating disorders increased most significantly compared to other groups.
- During the semesters of the COVID-19 pandemic, American Indian/Alaskan Native students and Asian/Pacific Islander/Desi American (APIIDA) students reported the most significant increases in mental health concerns
- Arab American students experienced a 22 percent jump in mental health issues, but had an 18 percent decrease in treatment over the eight years of the study

Decreasing Student Persistence

- 2.6 million individuals entered college as first-time freshmen in fall 2019
- 73.9% continued their studies at any U.S. institution in fall 2020 compared to the 75.9% who did so the prior year.
- largest decline, a .7 percentage point drop to 66.2%.
- the largest one-year drop since 2009

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***UNM Student
Mental Health
Issues***

UNM Escalating Mental Health Issues

TOTAL CASES IN QUEUE



All CARE Reports





U.N.M. Data

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

A large, horizontal, pink brushstroke graphic with a textured, hand-painted appearance. The stroke is centered on a white background and contains the text 'SHAC Services' in white.

SHAC Services

Multiple Services Offered



After Hours: Call SHAC 505.277.3136
Option 2: Medical | Option 3: Mental Health

- 🐾 Acupuncture
- 🐾 Allergy & Immunization
- 🐾 Health Promotion
- 🐾 Laboratory & X-Ray
- 🐾 Massage
- 🐾 Mental Health
- 🐾 Nutrition
- 🐾 Pharmacy
- 🐾 Physical Therapy
- 🐾 Primary Care
- 🐾 Sexual and Reproductive Health
 - 🐾 Women's, Men's, & LBGQ
- 🐾 Trans Health
- 🐾 Travel Health
- 🐾 Urgent Care



SHAC Counseling Workshops

Anger Management

Career and Mental Health

Catching Some ZZZs

Coping with Endings

Emotional Wellness for the Graduate Student

Healthy Relationships: Understanding Consent

Healthy LGBTQIA+ Relationships

Managing Money Stress & Mental Wellness

Resilience: Build Skills to Overcome Adversity

Stress & Anxiety Toolbox

Stuck in a Rut Again

Values-Based Actions

What to Do with Grief

SHAC Wellness Programs

- Flu Clinic
- Mindful Mondays
- HonesTea with SHAC HP Podcast
- Barrier Necessities
- Gymtimidation
- Lobo Balance Wellness Journal
- Resource Center/Resource Guides

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***Strategies for
Faculty***

Areas of Faculty Development

- Managing Distressed, Disturbing, and Threatening Students
- Integrating Well-Being Concepts into Curriculum
- Suicide Prevention Training (QPR)
- Faculty Behavioral Health Resources
- Recognizing and Responding to Distressed Colleagues
- Supporting Survivors of Violence
- Trauma Informed Teaching



TAO

Optimizing Mental Health for All

TAO INCLUDES OVER 150 BRIEF, EFFECTIVE, EDUCATIONAL SESSIONS COVERING OVER 50 COMMON TOPICS AND SKILLS RELATED TO MENTAL HEALTH, WELLNESS, AND SUBSTANCE USE ISSUES. TAO INCLUDES INTERACTIVE SESSIONS, MINDFULNESS EXERCISES AND PRACTICE TOOLS ALL AIMED AT HELPING YOU ACHIEVE YOUR GOALS.



Welcome to TAO

Stephanie McIve...
smciver@unm.edu



Search For Courses by Keyword



New From TAO

- Managing Your Fi...**
19m
- Overcoming Perf...**
11m
- Overcoming Lon...**
11m
- Coping with Pan...**
20m
- Primer on Trauma**
15m

Trending From TAO

- Getting Stuck in ...**
25m
- Relaxation**
15m
- Deep Breathing**
10m
- ACT: Mindfulness**
20m
- Understanding a...**
25m

Stress and Coping with Stressful Situations

- Choosing a Major Or...**
- Empty Nest Stress**
- Financial Stress**
- General Stress**
- Grief and Loss**
- Healing after a Break Up**
- Parenting and Grandchild**

- Home
- Learner Dashboard
- Departments
- Staff
- Groups
- Learners
- Reports
- TAO Resources
- Browse Content
- Browse the Log Library
- Progress Measures
- My Badges

Important Contact Information

- ***Student Health and Counseling*** 505-277-3136
shac.unm.edu
- ***Counseling Assistance & Referral Service*** 505-272-6868
cars.unm.edu
- ***Dean of Students Office*** 505-277-3036
dos.unm.edu
- ***LoboRESPECT Advocacy Center*** 505-277-2911
lrac.unm.edu



OFFICE OF
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COUNSEL



CHAIRS COLLOQUIUM PRESENTATION

Office of University Counsel

November 4, 2022

AGENDA

- What you should know to be a skilled faculty supervisor – Emma Rodriguez, Senior Associate University Counsel
- FH Policy C07 / CBA – Emma Rodriguez, Senior Associate University Counsel
- FH Policy C09 – Emma Rodriguez, Senior Associate University Counsel
- Clery Overview – Brandon Toensing, Associate University Counsel
- FERPA Overview – Brandon Toensing, Associate University Counsel
- IPRA Overview – Brandon Toensing, Associate University Counsel
- The Dos and Don'ts of Hiring Foreign Nationals – Kevin Gick, Associate University Counsel
- Supervising in a Unionized Workplace – Kevin Gick, Associate University Counsel



What you should know to be a skilled faculty supervisor

Emma Rodriguez, Senior Associate University Counsel

November 4, 2022

POTENTIAL ISSUES THAT MAY ARISE

- SEXUAL HARASSMENT COMPLAINTS
- ADA ACCOMMODATION REQUESTS
- TENURE AND PROMOTION DENIALS
- PRIVACY RIGHTS
- STATE AND FEDERAL LAWS
- REGULATIONS AND RELATED POTENTIAL PENALTIES
- IP ISSUES
- FACULTY WORK PERFORMANCE – NONCOLLEGIALITY
- DRUG AND ALCOHOL ABUSE
- STUDENT DISCIPLINE
- FERPA
- PLAGIARISM
- CONFLICT OF INTEREST AND COMMITMENT
- CONTRACT/POLICY INTERPRETATION
- FREE SPEECH/ASSOCIATION RIGHTS
- CRIMINAL ACTS AND MISUSE OF INSTITUTIONAL OR GRANT RESOURCES

DOS AND DON'TS

- **DO:**

1. Address problems as they arise. Speak with reporters of concerns (colleagues, students, family members) and the faculty member.
2. Confirm conversations in writing that can go into a faculty personnel file.
3. When developing/updating Departmental guidelines make sure they are captured as guidelines and not policies. There are official processes for developing University policies and, specifically faculty policies. Ensure guidelines conform to UAPs, FH policies, and Union contracts by contacting Provost's Office to confirm conformance.

- **DON'T:**

1. Wait until the annual performance evaluation to address behavioral/performance concerns. Or, wait until a cataclysmic event to address a concern (e.g. impairment in the workplace). Dismiss 'informal' complaints.
2. Assume faculty will remember or confirm an oral conversation with you. Don't solely maintain a "desk" file on a faculty member.
3. Create 'policies' based solely on your or your faculty's desires about how the department should function. Obtain input from Academic Affairs/Faculty Relations.

DOS AND DON'TS

- **DO:**

4. Remember majority of main/branch campus faculty are represented by a union.
 5. Upon receipt of medical information (whether orally or written) from a faculty member, consult with Academic Affairs regarding proper handling.
 6. Apply rules/processes equally to all department faculty. If you are named in any kind of a complaint by a faculty member, confer with Academic Affairs and OUC regarding performance managing the faculty member in the future.
 7. Act as the primary supervisor of department/unit faculty and staff by making decisions and, when necessary, in consultation with Academic Affairs.
-

- **DON'T:**

4. Attempt to negotiate directly with faculty union members regarding mandatory subjects of bargaining.
5. Upon receipt of medical information, disregard it, place in regular faculty personnel file, or discuss the information with those without a business need to know.
6. Let your personal feelings or relationships (whether positive or negative) affect your decision-making. Proceed with discipline after a complaint had been lodged without checking with Academic Affairs and OUC.
7. Delegate your decision-making authority to a Assoc./Vice Chair or administrative staff. That is not what is contemplated by the Faculty Handbook or Union contracts.

QUESTIONS?

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FH Policy C07 / CBA

Emma Rodriguez, Senior Associate University Counsel

November 4, 2022

PROGRESSIVE DISCIPLINE (C07/CBA) POINTERS:

- **C07 / Collective Bargaining Agreements:**
 - C07 only applies to non-union faculty. Very limited instances when it will apply to main/branch campus faculty.
 - No longer requires a policy violation. Address 'misconduct' including ethical or professional standards.
 - C07 is heavily process-laden. A faculty supervisor should consult with Academic Affairs before initiating the process.



PROGRESSIVE DISCIPLINE (C07/CBA) POINTERS:

- **C07 / Collective Bargaining Agreements:**

- CBA Art. 16 (Unit 1 faculty), and Art. 10 (Unit 2 faculty) Disciplinary Action will apply to majority of main/branch campus faculty as this is exclusive procedure applicable to disciplinary action taken with respect to a faculty union member.
- Broad scope of actions/behavior that can be addressed, including 'off-duty' conduct. No formal process for investigations. To date, C07 process has not been applied when CBA is invoked.
- To date, oral warnings have been interpreted as non-disciplinary.
- CBA calls for progressive discipline and are subject to the grievance process set forth in the CBA and may go to arbitration.



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FH Policy C09

Emma Rodriguez, Senior Associate University Counsel

November 4, 2022

CO9: SCOPE OF POLICY

- Applies to **any** complaint of destructive actions by any faculty member (doesn't matter if they are in union or not)
 - Unless complainant is SOM student
 - Includes complaints from third parties
- Anonymous Complaints are accepted
- Complaints can be made in EthicsPoint, email, etc.
- Destructive behavior can be off-site but must “cause or create a hostile educational or working environment, or unreasonably interfere with complainant’s work or school performance or participation”.
- Inapplicable to performance managing faculty, or faculty evaluating students (i.e. it is not bullying for you to performance manage your faculty).
- Last alleged destructive action must have been w/in last 60 days of complaint (and oldest action cannot be older than 1 yr. from date of complaint)



POLICY PURPOSE

- Protect freedom of inquiry and debate
- Ensure an environment where all members work together in mutually respectful manner
- Concerns are discussed in open honest manner w/o fear of reprisal
- But, when concerns are shared it should be done in way that refrains from personal/inflammatory attacks

CO9: DESTRUCTIVE ACTIONS

- Bullying – repeated mistreatment of one or more individuals, or pattern of mistreatment of more than one individual
 - Verbal – slandering, ridiculing, or maligning; abusive/offensive remarks
 - *Conduct must be so severe or pervasive as to cause or create a hostile educational or working environment (objective), or unreasonably interferes with a person’s work or school performance or participation (subjective)*
- Non—verbal – threatening actions/gestures
- Threats to job (but not performance management)
- Physical actions – repeated physical actions that threaten another

CHAIR'S ROLE

Initiate informal stage of process:

- Meet w/Parties
- If complainant wishes to remain anonymous, decide whether you want to act as reporter
- Attempt to resolve dispute at informal stage
 - Mediation
 - Reporting to another office (e.g. CEEEO)
- Determine whether the complaint should go to formal investigation if unable to resolve at informal stage:
 - Assume allegations are true, would they violate C09? If yes, it should go to formal investigation.

CHAIR'S ROLE

- **For formal investigation**, work with Faculty Affairs to identify unbiased investigator. Parties may submit objections to appointment and you must decide whether to replace investigator.
- Stay out of formal investigation until receive investigator's report.
- If investigator determines no policy violation, case is closed unless complainant appeals. Send all investigative materials to OUC for sequestration.
- If investigator determines policy violation, you must determine appropriate corrective action pursuant to CBA or C07.

ADDITIONAL RESOURCES

- Academic Affairs, Faculty Relations (supervisor)
 - <https://provost.unm.edu/>
- CARS (parties)
 - <https://cars.unm.edu/>
- OMBUDS (parties)
 - <https://ombudsfac.unm.edu/>
- DEAN OF STUDENTS OFFICE (parties)
 - <https://dos.unm.edu/>
- SHAC (parties)
 - <https://shac.unm.edu/>

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Clery

Brandon Toensing, Associate University Counsel

November 4, 2022

THE CLERY ACT

The Clery Act (20 U.S.C. § 1092) is a consumer protection law that requires colleges and universities that accept federal funds to report and disclose crime statistics. Colleges must disclose, via an annual report, certain crimes that occur in certain places if they are reported to certain people.

BACKGROUND

Jeanne Clery was a Lehigh University student who was sexually assaulted and murdered in her residence hall in the spring of her first year in 1986. Her parents learned afterward that there had been a number of a violent crimes on campus before Jeanne's murder and advocated for better transparency about crimes on/around campus.

Over the years, other congressional acts have expanded on Clery's reporting and accounting to capture more relevant data (for example, Higher Education Act broadened reporting requirements, Violence Against Women Act (VAWA) broadened to include sexual and interpersonal violence).

In June 2016, the U.S. Department of Education, Office of Post-Secondary Education published the third version of The Handbook for Campus Safety and Security Reporting (The Handbook). The Handbook is a guide to complying with the Act that is available for free online at <https://www2.ed.gov/admins/lead/safety/handbook.pdf>. The Handbook provides insight into meeting the reporting requirements and provides sample notices and policies.

TRANSPARENCY ABOUT CRIME & SAFETY ON CAMPUS

- **Annual Report – Clery Officer – Compliance**
 - Safety information and prevention resources, security policies, safety and evacuation procedures
 - Post-incident crime reporting
 - Annual report
 - Daily crime log
 - Geography
 - On campus, branches
 - Public areas adjacent to campus
 - Thoroughfares between campuses
 - Areas under control or ownership

WHO IS REQUIRED TO SUPPLY INFORMATION (CSA)

- **Campus Security Authority**. A college employee who has responsibility for campus security, is designated as someone to whom crimes should be reported, and/or has significant responsibility for students or student activities
- Campus police or security
- Non-security personnel who have been assigned to a responsibility of campus security
 - Sporting events, concerts, door/parking lot monitors
- Any person designated by policy to whom crimes should be reported
- Faculty are specifically excluded as CSAs unless acting as advisors or leading student trips
 - Unless Faculty has responsibility for student or campus activities (could likely include Chairs/Deans); any person who has authority to respond to particular issues on behalf of the institution
 - Student trips may trigger reporting requirements depending on whether the university has established or exercised control over a facility or space
 - Hotel room vs. extended classroom/space rental at a facility

WHAT MUST BE REPORTED?

- **Basic Crimes, such as:**

- a) Aggravated Assault;
- b) Arson;
- c) Burglary;
- d) Manslaughter (Negligent);
- e) Murder and Non-Negligent Manslaughter;
- f) Motor Vehicle Theft;
- g) Robbery;
- h) Sex Offenses – Rape, Fondling, Incest, and Statutory Rape

- **As well as:**

- a) Hate Crimes;
- b) VAWA Crimes - Dating Violence;
- c) Domestic Violence;
- d) Stalking
- e) Sexual Assault;
- f) Burglaries;
- g) Liquor Law;
- h) Drug Law;
- i) Illegal Weapons Arrests;
- j) Some disciplinary Referrals (not arrested but referred for code of conduct discipline)

UNM Clery Geography:

On campus, branch campuses, public walkways or thoroughfares connecting facilities, public areas near and adjacent to campus

DOS AND DON'TS

- **DO:**

- Account for time, location, type of occurrence, and time of report
- Provide appropriate resources
 - Counseling, advocacy centers, CEEEO, SHAC, etc.
- **When in doubt, report!**

- **DON'T:**

- Don't promise confidentiality

UNM Clery Information:

<https://oeo.unm.edu/clery/campus-security-authorities.html>

<https://oeo.unm.edu/clery/index.html>

QUESTIONS?

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FERPA

Brandon Toensing, Associate University Counsel

November 4, 2022

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

COLLEGE STUDENTS' FERPA RIGHTS

- **Under FERPA, college students have the right to:**
 - Control disclosure of education records to others
 - Inspect/view their own education records
 - Seek amendments to their education records

EDUCATION RECORDS

"[O]fficial records, files, and data directly related to [students], including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system, and specifically *including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests,* interest inventory results, *health data,* family background information, *teacher or counselor ratings and observations,* and verified reports of serious or recurrent behavior patterns."

FERPA DEFINITIONS

- **Education Records:**

- Records directly related to the student that are maintained by an educational agency or institution or by a party acting for the agency or institution
- A “record” is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, etc. (virtually everything!)
- Official records or “unofficial records” are included

FERPA DEFINITIONS

- **Education Records:**

- Anything containing personally identifiable information
- Name, SSN, Banner number, Address, biometric records
- Indirect identifiers such as date or place of birth, mother's maiden name
- Circumstantial/contextual identifiers
 - Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty

FERPA DEFINITIONS

- **NOT Education Records:**

- Police records
- Some alumni records
- Certain treatment records
- Employment records (unless student status is a condition of employment)

FERPA GUIDANCE

- **Consent required for disclosure:**
 - Student consent is required for all disclosures of education records. Consent must be signed and dated by student and must specify:
 - Records to be disclosed
 - Purpose of disclosure
 - Person/entity to whom records should be disclosed

FERPA GUIDANCE

- **Exception to consent requirement:**
 - Directory information – Student can opt out
 - Name
 - Major field of study
 - Enrollment status (full-time, 3/4-time, half-time, less-than-half-time)
 - Dates of attendance (matriculation and withdrawal dates)
 - Degrees and awards received (type of degree and date granted)
 - Participation in officially recognized activities and sports, and weight and height of members of athletic teams
 - Judicial Order – Student has right to object.
 - Health, threat, or safety emergency
 - Other school officials
 - Agencies providing institutional support to university (contractors, vendors, legal counsel, etc.)
 - Must have a legitimate business need and records must be reasonably tailored
 - **If you receive any requests for student information, contact OUC**

FERPA GUIDANCE

- **Breach or unauthorized disclosure:**
 - Report to Dean/Registrar
 - Student will be informed
 - Note made on student's record (if applicable)
 - Report made to regulatory bodies (if applicable)

UNM FERPA Information:

<https://registrar.unm.edu/privacy-rights/ferpa.html>

QUESTIONS?

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IPRA

Brandon Toensing, Associate University Counsel

November 4, 2022

INSPECTION OF PUBLIC RECORDS ACT

The Inspection of Public Records Act (IPRA) is a New Mexico state law that provides the public and media access to public information. The law requires open access to almost all public records in state and local government, with few exceptions. Under IPRA, the public has the right to take legal action if they are denied access to public records, an important mechanism to empower the public.

IPRA GUIDANCE

- **Every person has the right to inspect public records (unless specifically excepted)**
 - Public Records - **all documents**, papers, letters, books, maps, tapes, photographs, recordings and other materials, regardless of physical form or characteristics, **that are used, created, received, maintained or held by or on behalf of any public body and relate to public business**, whether or not the records are required by law to be created or maintained
 - This includes emails, text messages, etc.

IPRA GUIDANCE

- **Exceptions include:**
 - Certain police records
 - Trade Secrets
 - Opinions in Personnel Files
 - Letters of Reference for employment
 - “As otherwise provided by law...”
 - Personal Identifiers within any Public Record
 - Personal Identifier Information
 - SSN, Banner IDs
 - All but the year DOB
 - All but last 4 digits of: Taxpayer ID, Driver’s License, Financial Account
 - **UNM is not obligated to create a record or generate a list!**

IPRA GUIDANCE

- **UNM Office of the Custodian of Public Records**
 - **They are your friend**
 - Send all records – this is not a release of records
 - Requests specifically identifying employees
 - Do not redact, yourself

UNM IPRA Information:
<https://publicrecords.unm.edu/>

QUESTIONS?

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The Dos and Don'ts of Hiring Foreign Nationals

Kevin Gick, Associate University Counsel

November 4, 2022

TYPES OF PETITIONS UNM SUBMITS

- **“Nonimmigrant” visa petitions:**
 - Student visas (F-1)
 - “Cultural exchange” visas (a/k/a J-1 visa)
- **Employment-based visas:**
 - H-1B visas
 - O visas
 - TN (NAFTA) visas
- **“Immigrant” visa petitions:**
 - Employer-sponsored permanent residency petitions (i.e. EB-1, EB-2)

ROLE OF DEPARTMENT CHAIR/DIRECTOR

The University has imbued Department Chairs and Academic Program Directors with authority:

- To make hiring decisions
- To commit University/departmental funds for hiring actions
- Therefore, responsible for
 - Decision to sponsor foreign national for employment-based visa and/or employment-based permanent residency
 - Ensuring sufficient departmental funds to pay for sponsorship

EMPLOYMENT BASED VISAS – H1B VISAS

- **Eligibility:**

- Bachelor's degree or higher/equivalent
 - The job requires bachelor's degree in a specific specialty
 - The individual holds that degree or equivalent (i.e. foreign degree or "education, specialized training, and/or ... experience")

- **Petitioning Process:**

- Employer submits Labor Condition Application to DOL and I-129 form plus evidence in support to USCIS

- **Term: 3 Years:**

- Can be extended once for second 3-year term
 - Exception: permanent residency petition pending
- Can be amended
 - Change to the conditions of employment, i.e. location or title
- Can be transferred to subsequent sponsoring employer
 - Transfer does not "re-start the clock", still 6-year total
- **Once H-1B eligibility expires, employment must terminate unless extended pending perm petition**

EMPLOYMENT BASED VISAS – O and TN VISAS

- **O Visas: “Outstanding”:**

- “must demonstrate extraordinary ability by sustained national or international acclaim ... and must be coming temporarily to the U.S. to continue work in the area of extraordinary ability”
 - Science, education, business or athletics
 - “one of the small percentage who have risen to the top of the field”
 - Arts: distinction
 - “a high level of achievement in the arts ... evidenced by a degree of skill and recognition substantially above that ordinarily encountered”
 - “prominent, renowned, leading, or well-known”
- Application: I-129 form, peer advisory opinion, contract, itinerary, evidence, etc.
- Two three-year terms, like H-1B
- **“Rock stars” of the field**

- **TN Visas:**

- NAFTA-created
 - “temporary entry into the U.S. to engage in business activities at a professional level”
- Eligibility:
 - Canadian or Mexican citizen
 - Qualifying profession, qualifying professional
 - Prearranged U.S. employment
- Application: can be self-petitioned with employment letter or employer-sponsored (like H-1B)
- Two three-year terms, like H-1B

PERMANENT RESIDENCY PETITIONS

- **EB-1 Priority Workers:**

- Aliens with extraordinary ability in the sciences, arts, education, business, or athletics
 - Can be self-petitioned for
- Outstanding researchers and professors

- **EB-2 Professionals with Advanced Degrees or Persons with Exceptional Ability:**

- Aliens who, because of their exceptional ability in the sciences, arts, or business, will substantially benefit the national economy, cultural, or educational interests or welfare of the U.S.
- Aliens who are members of professions holding advanced degrees or the equivalent

- **Petitioning process:**

- EB-1A “extraordinary ability”
 - Self-petition or employer-petition
 - Evidence of sustained national or international acclaim
- EB-1B “outstanding researcher or professor”
 - Employer-petition only
 - Evidence of outstanding achievement
- EB-2 “advanced degree” and “exceptional ability”
 - Employer-petition plus Labor Certification or waiver
 - Evidence of degree, experience, recognition, etc.

EB-2 LABOR CERTIFICATIONS

- **Employer submits Form 9089 to DOL certifying:**
 - Its ability to pay sponsored employee until permanent residency awarded
 - Insufficient U.S. workers able, willing, qualified, and available
 - Employment of foreign worker will not adversely affect wages and conditions of similar U.S. workers
- **Exception: National Interest Waiver:**
 - Labor Cert is waived (exceptional ability whose employment would greatly benefit the nation)
 - Job offer requirement is waived
 - Therefore, can be self-petitioned

COMMON THREADS

1. UNM is the “petitioner” or “applicant”

- UNM must hire the attorney performing the work and pay its legal costs to ensure its interests are represented
 - UNM’s payment of these costs is strictly required by federal wage law and UNM policy
 - UNM cannot require the sponsored employee to pay any portion of UNM’s legal costs or filing fees
 - **Exceptions:** true self-petitions and premium processing fees requested by the employee rather than the employer

2. UNM’s institutional designee is the only person authorized to execute immigration forms on behalf of UNM

- Does not include letters in support and other evidence
 - Should be written and signed by individuals with personal knowledge of sponsored employee’s qualifications

3. Export Control Check Form

- Department/PI must submit to Export Control Officer/Industrial Security Department
- Requirement of Dept. of State

4. UNM has no obligation to sponsor an individual for employment-based visa sponsorship

- Sponsorship requirement is legitimate basis to deny employment
- **However:** if we do not sponsor, and they do not have independent employment authorization, we cannot employ them

PETITION PROCESS



1. Department wants to hire someone

- Consult with outside counsel
 - See OUC Website: <http://counsel.unm.edu/resources/immigration-matters.html>

2. Based on circumstances, negotiate cost of sponsorship

- H-1B/O Petitions: the Department must pay all costs and fees associated with the petition

3. Outside counsel sends OUC an informational email with general employment facts (name, title, etc.) and Employment Authorization form (EA) attached

- No work will begin until EA executed
- Signature of outside counsel, Department head, and University designee

4. Outside counsel requires certain information to prepare petition

- Employment facts
- Export control check
 - Department submits form to HSC/Main Campus export control office
 - Export control office performs check, resubmits to department (cc to OUC)
 - Department submits to outside counsel

PETITION PROCESS, CONT.



5. Departmental confirmations to OUC

- Employment facts
- Salary/title/date of hire
- Agreement for payment of immigration-related expenses
 - Email from department to beneficiary (cc to OUC)

6. Faculty contracts/HR confirmations to OUC

- Completion of hire

7. Outside counsel completes petition, submits to OUC for review and approval

- Designated signatory/University designee is the only person authorized to sign on behalf of the University

8. Outside counsel submits public access file information to Department and OUC

- Labor condition application, beneficiary receipt of LCA, copy of posting requirement, prevailing wage determination/attestation/determination, etc.
- Department only maintains postings, OUC all else

DOS AND DON'TS

- **DO:**

- Make sure you have sufficient funds to pay UNM's sponsorship costs and fees
 - If you can't pay the costs and fees, you should not hire them
 - This also applies to H-1B extensions and permanent residency petitions
- Get the process going early!
 - Contact outside counsel to discuss scope, fees, options and eligibility
 - Submit export control form to avoid delays

- **DON'T:**

- Require the sponsored employee to pay UNM's sponsorship costs and fees
- Allow the employee to hire their own attorney for an employment-based visa petition
 - **Exception:** a true self-petition, UNM still hires its own attorney at its own cost if it has any sponsorship role
- Expect a "rush" petition will be approved prior to hire date
 - Internal process must be followed, and USCIS often sees delayed processing, even with premium processing
 - We cannot employ anyone who does not have active employment authorization status

QUESTIONS?

Kevin Gick – 505-277-4776

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OFFICE OF
UNIVERSITY
COUNSEL



Supervising in a Unionized Workplace

Kevin Gick, Associate University Counsel

November 4, 2022

BACKGROUND

- **UNM has several unionized employee groups:**
 - Academic:
 - Main and Branch Campus continuing and adjunct faculty titles (not HSC)
 - Graduate assistant titles (all campuses)
 - Healthcare:
 - Hospital staff: licensed/technical and support staff; remote clinic non-professional staff; security guards
 - Medical residents, interns, and fellows
 - Non-Healthcare Staff:
 - Police; technical/clerical and maintenance/operations; OMI and educational support (all campuses)

ROLE OF DEPARTMENT CHAIR / DIRECTOR

- **Department Chairs and Academic Program Directors are considered “supervisors”**
 - Responsibilities, generally:
 - Day-to-day direction of work
 - Performance evaluations
 - Hiring and firing decisions
 - May supervise faculty, staff, and/or graduate assistants
 - Each collective bargaining agreement contains a list of represented titles
 - Responsibilities under the collective bargaining agreements may include:
 - Setting and enforcing work expectations
 - Issuing discipline
 - Hearing grievances
 - Considering leave requests
 - Roles of supervisors may be specified in each CBA

DOS AND DON'TS

- **DO:**

- Reach out to Office of Academic Personnel (OAP) and/or Human Resources (HR) for assistance with and questions about responsibilities under CBAs
 - Each CBA is a contract between the University as an institution and each union
 - Each CBA should be applied consistently across departments/divisions, colleges, and campuses for represented titles
 - Therefore, interpretations of each CBA should be made at the institutional level
-

- **DON'T:**

- Attempt to negotiate directly with unions
 - University's negotiation goals are set by management
 - Negotiations occur at times agreed to in CBAs between management and unions
 - Agreements executed by anyone other than individuals the University designates as authorized to speak for it are not enforceable
- Negotiate directly with union members regarding wages, hours, or other terms and conditions of employment
 - May constitute "direct dealing" in violation of law

DOS AND DON'TS

- **DO:**

- Set reasonable and consistent work expectations for all employees
 - Include performance, attendance, and behavior
 - Clearly communicate what those expectations are
 - Apply those expectations consistently
 - Document when those expectations are not met
 - Engage OAP and HR for assistance with performance management when necessary
-

- **DON'T:**

- Treat employees differently because of their membership or non-membership in a union
 - Doing so may constitute illegal discrimination
- Discipline employees for engaging in protected concerted activities
 - Must be “protected” under Public Employees Bargaining Act and “concerted,” i.e. for “mutual aid or benefit”
 - E.g., advocating for higher wages for all employees is protected concerted activity; advocating for a raise for oneself is not
 - Strikes are explicitly prohibited by law

DOS AND DON'TS

- **DO:**

- Timely seek assistance from OAP and/or HR if presented with a grievance from a union or union member
 - Ability to resolve a dispute at the departmental level may be time-limited

- **DON'T:**

- Attempt to “go it alone” and resolve the issue in a vacuum
 - OAP and/or HR may have a more global perspective, resources, and/or experience with similar circumstances

QUESTIONS?

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Pandemic Changes to Milestone Reviews

The [Academic Affairs AY2022/2023 retention, promotion, and tenure guidelines](#) are posted. There are a number of decisions related to the COVID-19 impact that will influence this process during not only this year, but future years.

ADVANCE tracks changes in policy and process on our [COVID-19 Policies and Resources for Faculty](#) page.

Opt-out tenure extension

All tenure-track faculty who started before January 2021 received an automatic one-year tenure extension in April 2020, in a [memo from Provost Holloway](#). Faculty who began appointments in Fall 2020 received the same extension in a [memo from August 2020](#). This is not “extra time”, it is time to compensate for the slow-down or complete shutdown of research, scholarship and creative work during the pandemic. Faculty can opt-out of the time extension. The policy is extremely flexible, and therefore can lead to questions.

- A Frequently Asked Questions document is [here](#).
- The form for opting out of extensions is [here](#).
 - Faculty have until May 15th of the spring before they are scheduled to come up for P&T (in their Letter of Offer) to opt-out of the tenure extension.
 - Faculty have until August 30th of the semester they are scheduled to have a mid-pro review to opt-out of an extension of the time to mid-pro.
 - Faculty maintain their option to extend the tenure period if they do not extend the time to a mid-pro review.

Faculty who began tenure track appointments on or after January 2021 have not received an extension. Pre-tenure faculty who started in January 2021 or later can contact the Senior Vice Provost (svp@unm.edu) to discuss options for extending the tenure clock due to pandemic impacts.

Faculty have flexibility in documenting the pandemic impact

A [February 2021 memo](#) from the Senior Vice Provost provides options for addressing the pandemic impact in annual reviews and is still in effect. In meetings with department chairs, the Academic Affairs leadership has indicated that *faculty can decide how to address the pandemic impact in milestone evaluations*. Options available to faculty include:

- Discuss the pandemic impact as part of their research, teaching, and service statements (all of the statements or some of them)
- Include a separate pandemic impact statement in the Supplementary Documents section of the RPT software, and point to it in the research, teaching, and service statements, as appropriate
- Use a [pandemic impact checklist](#) and include in supplementary docs
- Refer to on-campus or national reports of faculty impact, for example:
 - [ADVANCE 2022 main campus faculty pandemic impact report](#)
 - [NASEM report on The Impact of COVID-19 on the Careers of Women in Academic Sciences, Engineering, and Medicine](#)

- [NIH survey of researchers and research and administrators](#)
- [NORC Survey: Graduate Schools Respond to COVID-19](#)
- [Chronicle of Higher Ed: The Disproportionate Impact of the Pandemic on Women and Caregivers in Higher Ed](#)
- [Chronicle of Higher Ed: "On the Verge of Burnout": COVID-19's Impact on Faculty Well-being and Career Plans](#)
- Decide not to refer to pandemic impacts

Use of Student Evaluations of Teaching (SETs) for Spring 2020, Fall 2020, and Spring 2021 is optional

Three different agreements leave the use of SETs up to the faculty member undergoing review. SETs from Spring 2020, Fall 2020, and Spring 2021 cannot be required by the department, school or college.

- The Spring 2020 SET decision is [here](#), under Spring 2020 Student Teaching Evaluations, which includes a link to an April 10, 2020 memo from Provost Holloway.
- MOU's with UA-UNM cover the Fall 2020 and Spring 2021 semesters and are [here](#). Item 8 in the Unit 1 memo (8/19/20) and Item 9 in the 1/11/21 Unit 1 MOU state that SETs can't be required in annual or milestone reviews.
- The [Summary of Student Evaluations](#) and [Teaching Summary Tables](#) on the [Provost's Promotion & Tenure Guidelines](#) page have been updated to include this information.

External Reviewers' Invitation Template

Candidates for P&T or promotion are expected to have 6 letters from external reviewers. The [new template for the letter to external reviewers](#) includes language reminding reviewers of the pandemic impact and stating that reviewers should assume candidates are coming up for review at the right time for UNM. The intent is to use this letter for at least the next 5-6 years, until faculty who began their careers at UNM during the pandemic have gone through P&T.

Chairs should talk with faculty about milestone reviews and outcomes, particularly given the decreased opportunities for informal discussions and mentoring during remote operations. P&T committees and voting faculty should be made aware of the continuing need to consider pandemic impact on faculty progress.

- Neither comments on faculty ballots nor external letters can be shared directly with the candidate.
- Constructive, anonymized comments can and should be shared by the Chair.
- The goal is to provide constructive and supportive feedback that can help faculty who went through mid-pro develop a promotion plan, and to help faculty who went through P&T or promotion think about the next phase of their career.
- Options include:
 - Meet with faculty member and verbally summarize helpful and constructive comments.
 - Anonymize comments and share them in a memo to the faculty member. Some chairs do this by making sure that no two comments from the same person are listed together.

Notes from Chairs' Colloquium, December 2, 2022 on Milestone Reviews

These notes should be used in conjunction with the ADVANCE summary of [Pandemic Changes to Milestone Reviews](#).

Finding Information

The Promotion and Tenure Guidelines document has been relocated to the <https://provost.unm.edu> page with its own tab that provides a draw-down list that links to the guidelines and necessary forms. The intent is for it to be easier for faculty and department chairs and staff to find.

A key thing to bear in mind is that these guidelines are recommendations. The faculty handbook is the policy document. If something is misplaced in the file and not in line with the guidelines for using RPT, that's not a deal breaker.

We have put in place a new process to ensure that dossiers are complete; therefore, you may receive a notice, from Academic Affairs, you haven't seen previously, asking for you to complete any missing elements of the dossier before the dossier proceeds to the Provost Advisory Review Committee.

Standards and expectations

Promotion standards are the standards, and don't change with time in rank. If faculty are applying for promotion to professor after less than 5 years as an associate professor ("early"), then the standards to be met are the same as for a candidate who comes up "on-time". The same applies if a candidate comes up for promotion and tenure or promotion after a longer period in rank because of extensions applied in accordance with either COVID-related policies or leave policies such as C215 Parental Leave policy or C280 Leave Without Pay.

Faculty starting January 2021 or later have not automatically received an opt-out tenure extension. A faculty member who has encountered *significant* challenges related to the pandemic (problems setting up labs, accessing archives, caregiving, etc) should contact SVP Rodriguez to discuss options for a time extension.

COVID Impacts

Provost Holloway has repeatedly emphasized that we will focus on quality, not quantity, and on trajectory, in recognition that many faculty have encountered delays outside their control that may affect progress, including delays in review and publication of their work.

This is the first round of reviews for which we will be seeing significant impacts on research records, and we are just seeing now the leading edge of delays in publication due to journal review and publication delays.

Faculty may include COVID impact statements addressing personal impacts such as caregiving, health challenges, etc. as well as professional impacts, such as additional time spent on teaching and advising and impediments to research and creative works. Faculty can decide how to include this information. Options include a separate statement, part of the research statement, part of the teaching statement, general references to external sources that document impacts profession-wide, or all of the above. Faculty don't need to provide specific details. General statements re: childcare, elder care, or health problems suffice, for example. Nothing more specific than that is needed.

Teaching evaluations and observations:

Student Evaluations of Teaching (SETs) — remember that it is completely up to the faculty candidate as to whether to include SETs for the three most heavily impacted semesters, Spring 2020, Fall 2020, Spring 2021. This is per statements by the Provost and agreements with UA-UNM. It is important to remind your colleagues that the candidates do not need to include evaluations from these semesters, and that they are not required to provide any explanation for their decision. They simply have the option to include or not include these.

The candidate's decision to include or not include SETs is separate from whether they include an COVID impact statement. It would be perfectly appropriate for a candidate to omit any reference to COVID impacts in their statements and to decline to include SETs from the affected semesters without explanation. This should not be used to make any adverse judgment about the candidate. In department chair letter, you can remind college and provost-level reviewers these evaluations are not required.

With regard to the table summarizing SETs, we are aware that not all departments use question 6, so it is OK to exclude this from the table. You can modify the table to drop that column, or to add a column for other questions that the department uses. We will include these tables in soft copy (Word) so you can modify the table. The fact that these were only available in .pdf form previously created an impression that these data were required; however, you may adapt the table to reflect your department's practice.

It was noted in discussion that EvaluationKIT (unlike IDEA), does not provide an average for the department. Department chairs have access to pulling a report from EvaluationKIT that includes all evaluations received by semester. It would not be difficult to download those and calculate department mean scores for a given time period, perhaps subdivided by levels of courses (lower- and upper-division, and graduate for instance), if these data are in keeping with departmental practice.

Related to peer evaluations (observations) of teaching, there are faculty coming up for mid-pro who have not yet had any peer observations of teaching. The Chair's letter should explain the reasons for not having any peer observations to date, and state clearly that the department will ensure that the candidates have at least three "formative" evaluations before tenure review.

External Reviews

We hope you used the invitation template for external reviewers. It clarifies that extensions in time should be treated as neutral -- extensions should not increase expectations and should not be viewed as "extra" time during which more research should have been accomplished.

Our guidelines call for a minimum of 6 letters, with most from R1 universities. For reviewers not from R1 institutions, the chair's letter should address the appropriateness and importance of that reviewer.

Be sure to invite early and remind often! It is OK to invite reviewers well before the packet is ready, and let them know when the packet will be distributed.

Particularly post pandemic, it appears to have become more difficult to obtain reviews. We have seen departments need to invite 15 or more reviewers, sometimes making multiple waves of requests. Some chairs may not have obtained six letters, despite having requested many reviewers. We will not place a value judgment on whether invited reviewers say yes or no. You can only submit the letters you have. Please make every effort to have 6 and make additional requests to potential reviewers as needed, and consult with SVP Rodriguez, if you have fewer than 6 external review letters. The main thing is to document your efforts to obtain a sufficient panel of reviewers. You also want to demonstrate a good faith effort to have half of the reviewers be individuals identified by the department and half from the candidate, but you can only influence who is invited, not who agrees to submit reviews.

To reiterate, please note that Provost Holloway has specifically stated that we do NOT draw any inferences from a large number of potential reviewers having declined to write letters, as there can be many reasons for such decisions that may have nothing to do with the quality of the candidate's work.

Process

In contrast to annual performance reviews, for which it is customary and proper to have a feedback conversation with the probationary faculty members shortly after the department completes its review, for milestone reviews you should wait until the process is complete and then summarize feedback obtained at all levels. In doing this, you may share de-identified comments from faculty ballots and from external reviewers. Focus in this conversation on

providing constructive feedback that will help guide the candidate's future career development.

Questions arise when the department chair is an associate professor, overseeing a review of a candidate for promotion to professor. An AF&T statement on this question from September 2022 will be posted on the Provost website. AF&T's guidance on this is that the associate professor department chair should not serve on the review committee. If the department has fewer than 3 full professors, the professors will select additional professors from outside the department to form a committee of professors to conduct the review. That committee will elect a chair, and that committee chair will write the "chair's" letter for the promotion review. The department chair may oversee the process of obtaining external review letters and ensuring correct compilation of the dossier, or they may delegate that to the chair of the professor review committee. The main point is to determine early who is responsible for these steps. If the college, school, or department has an established policy setting a requirement for a higher number of professors for such reviews (5 or 6, for instance), follow the local policy. Where the drafting of the "chair's" letter is delegated to the chair of the review committee, the department chair has had their input by way of previous annual review letters.

A question was asked about whether lecturers are required to seek promotion: No, lecturers do not have to go through the promotion process. We do hope that the compensation increase will be sufficient incentive to go through the process of assembling a dossier, but some lecturers may not wish to undertake that work.

Desired Qualities for Chairs' Letters

From our perspective (Provost Holloway and SVP Rodriguez), the chair's letter is the main conduit of information between the department and higher levels including the college and provost's committees, the dean, and the provost. The letter provides context, understanding of the discipline and sub-discipline, and perspective on how the field views the impact of the faculty member's work. It's through the context provided in the letter that we're able to understand the value of the work and how it adds value to the discipline and the university as a whole. The letter helps us understand the quality of the work and the quality of the venues in which the faculty member is publishing and presenting. The chair's letter should be a critical review and analysis, not just a repetition of the evidence in the file. SVP Rodriguez and Provost Holloway read the files thoroughly. They do not need a repetition of the record, but the chair's critical analysis of that record. Good letters also respond to areas of concern. If there are some concerns expressed in the record, do not ignore them. Addressing any negative points raised in the file help us understand the importance and weight of those concerns. If there are no peer evaluations/observations of teaching in a mid-pro dossier at this point, help us understand the challenges around arranging for those, and clarify that you are aware of the need for these evaluations to be present at the next stage.

There was a question about the appropriate length of the chair's letter. Examples were given of letters as short as 1.5 pages and as long as 15 pages. While there aren't specific guidelines, somewhere in the middle is appropriate. 1.5 pages is clearly too short, while a 15-page letter is probably repeating evidence that's presented elsewhere in the record. We don't need to see the evidence repeated – we read the evidence. What's important from the chair's letter is the critical analysis of the record, insight into disciplinary norms, quality of journals, and the importance and expertise of reviewers (especially those not from R1 institutions). Around five to six pages would generally provide sufficient analysis and detail.

There was a question about how the letter from a department promotion review committee would differ from the chair's letter. The department level committee letter should provide a summary of the vote and recommendations, a summary of points discussed and considered by the committee in making its recommendation, and critical analysis of the evidence in the record. It is very parallel to the chair's letter.

Next steps:

Deadlines: Dossiers for candidates for tenure and promotion to Associate Professor, as well as candidates for promotion to Professor, must be completed, uploaded into RPT, and made available for Provost level review in the RPT system by 5:00 pm on March 3. Files for Mid-Probationary review must be advanced to Provost level review in RPT by 5:00 pm on March 17. Candidates for promotion to Senior and Principal Lecturer must be complete and available for Provost level review by 5:00 pm April 3.

At the next Chairs Colloquium session on in the spring semester on milestone reviews, we will share feedback that Provost Holloway has previously shared with deans on how we are doing overall in T&P processes, including reflections on selection of reviewers, content of dossiers, etc.

Strategic Faculty Hiring

Chairs Colloquium
February 17, 2023
Ellen R. Fisher, VPR

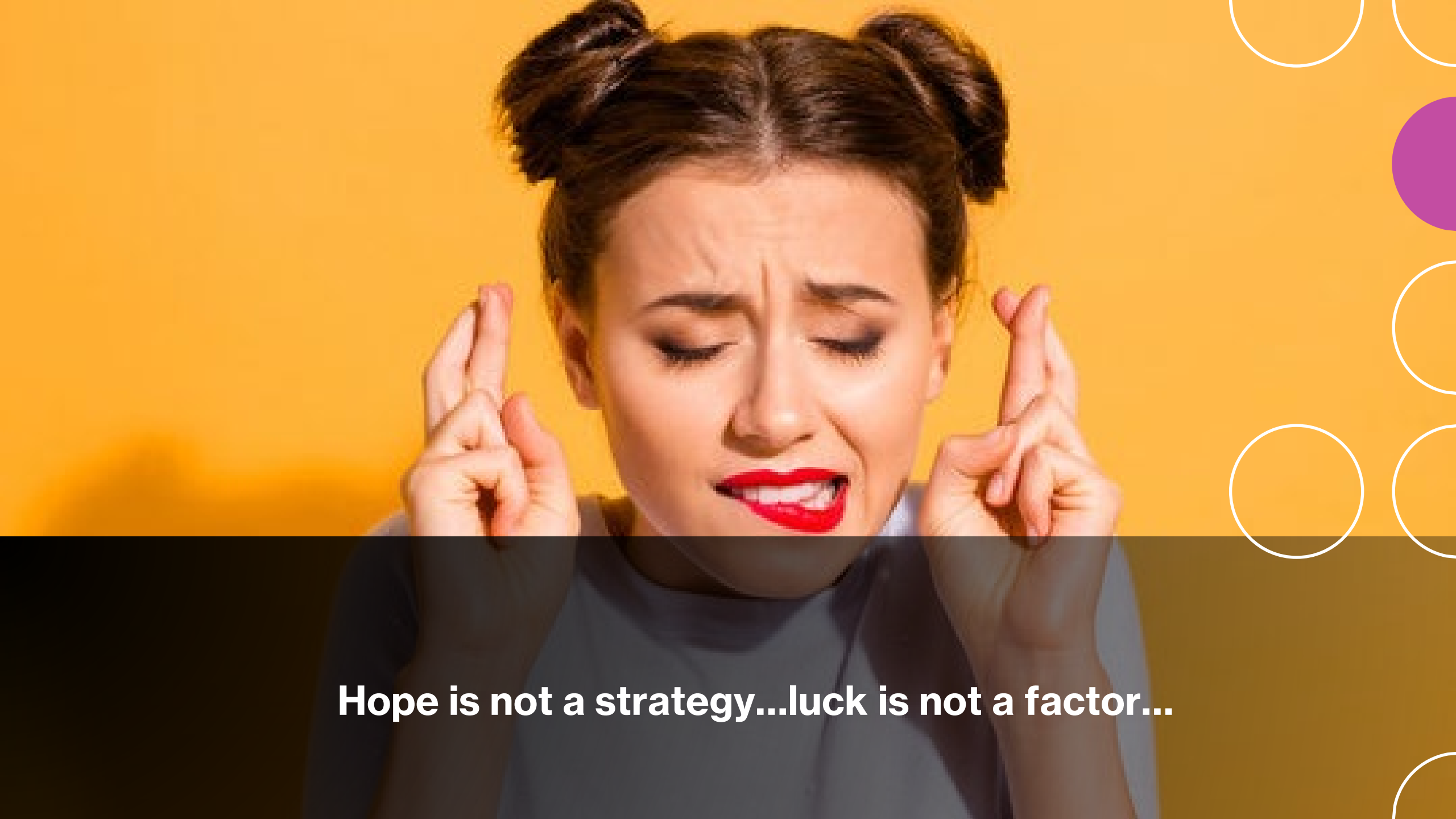


MOTIVATION

Hiring and retaining outstanding faculty remains an essential component of UNM's ability to fulfill its missions in student learning experiences and success, maintaining research and scholarly excellence, contributing to the economic development of the state and the region, and creating significant impact through community outreach and engagement. They are the intellectual capital of the institution.



OFFICE OF THE
VICE PRESIDENT
FOR RESEARCH



Hope is not a strategy...luck is not a factor...

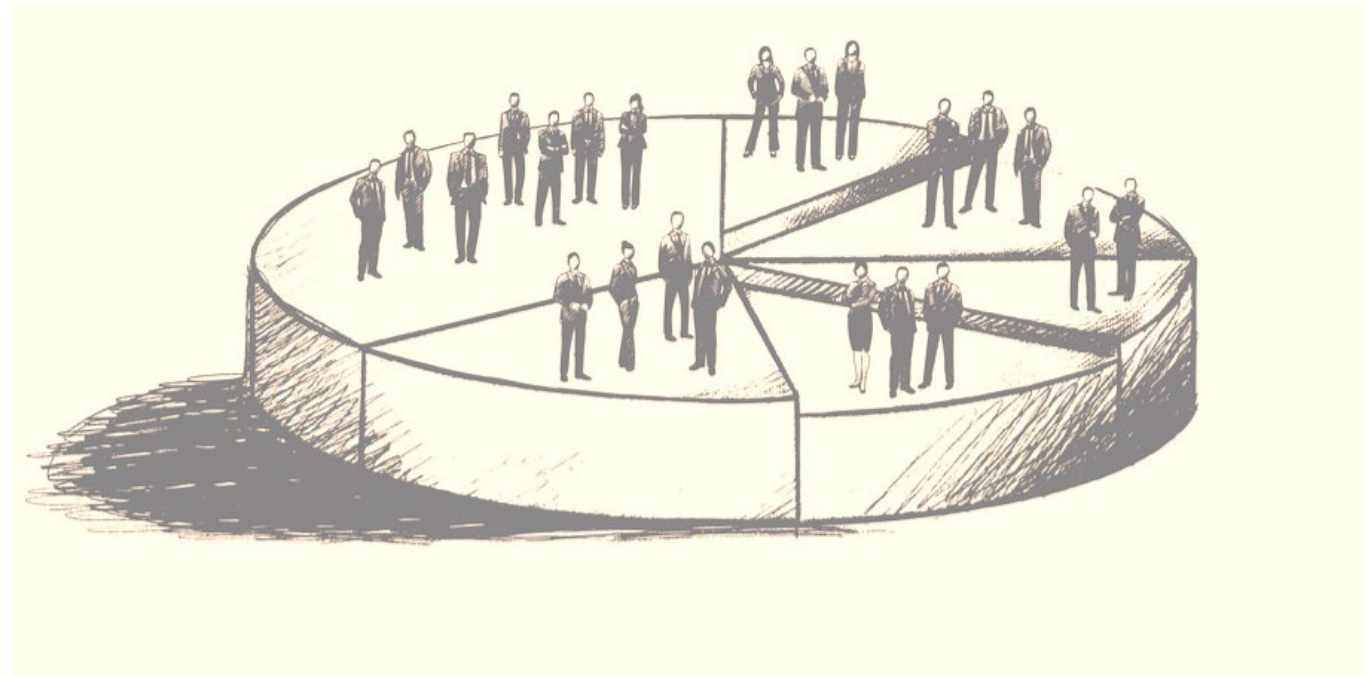
Rinse & Repeat...also not a strategy...

- Are we in an infinite loop of faculty hiring?
 - How often do we stop and think about what we could be doing differently?
 - Are we being responsive to student needs?
 - Are we staying relevant in our fields?
-



Siloing is a third “non-strategy” ...indeed, silos can:

- Breed dysfunction and waste
 - Act as a barrier to the necessary change and improvement central to survival
 - Stifle innovation
 - Conceal risk
 - Decrease faculty retention, engagement, and success
-



What we know from the literature

- Remaining agile and responsive requires shifting towards integration between units, built on trust to coalesce around a shared purpose¹
- Focus on what you don't yet know rather than on controlling what you do²
 - Organizational structure can be built to support this
 - Designed to reduce isolation between departments, create mechanisms for information exchange, and ensure coherence and direction
- Breakthroughs in innovation typically happen when there is a cross pollination of ideas from different domains merging in new and unexpected ways³
 - Productive discord
 - Creative abrasion
 - Ground rules

¹McChrystal, General S. 2015 "Team of Teams: New rules of engagement for a complex world" Penguin, New York. ²Moss Kanter, R. 1983. "The Change Masters: Innovation & Entrepreneurship in the American Corporation". Simon & Shuster, New York. ³Leonard, D. A. and Straus, S. "Putting your Company's Whole Brain to Use", *Harvard Bus. Rev.* 75(4) 110-21 (1997).

What does it mean to do “strategic” faculty hiring?



Top 7 Tactics for Strategic Faculty Hiring

Tactic #1: Develop Robust Unit-level plans

- Create a multi-year (3-5) plan with specific hires spelled out for each year
 - Justification for each hire that
 - Identifies clear areas of scholarly work – future looking
 - Addresses teaching needs, including consideration of eliminating “historical” areas that may be obsolete
 - Highlights opportunities for collaboration/overlap with departments/centers/programs
 - Aligns with UNM2040 as well as College/School plans
 - Considers rank (more later)
-



Tactic #2: Participate in multi-unit planning

Develop integrated hiring plans

Encourage/foster collaboration among existing faculty within, or across areas

Enhance research visibility & competitiveness.

Create clusters and connected units

Build synergies



Development of broader, aligned ad postings focused on themes (examples)

Quantum science and engineering

Ethical human-technology/data interface

Climate Change



Anticipated Positive Outcomes

Enable collaborative opportunities that broaden and deepen existing, recognized programs

Advance research capacity, competitiveness, and success

Empower the campus to address convergent, transdisciplinary knowledge areas that cannot be addressed solely through existing structures.

Bring diverse backgrounds and perspectives together

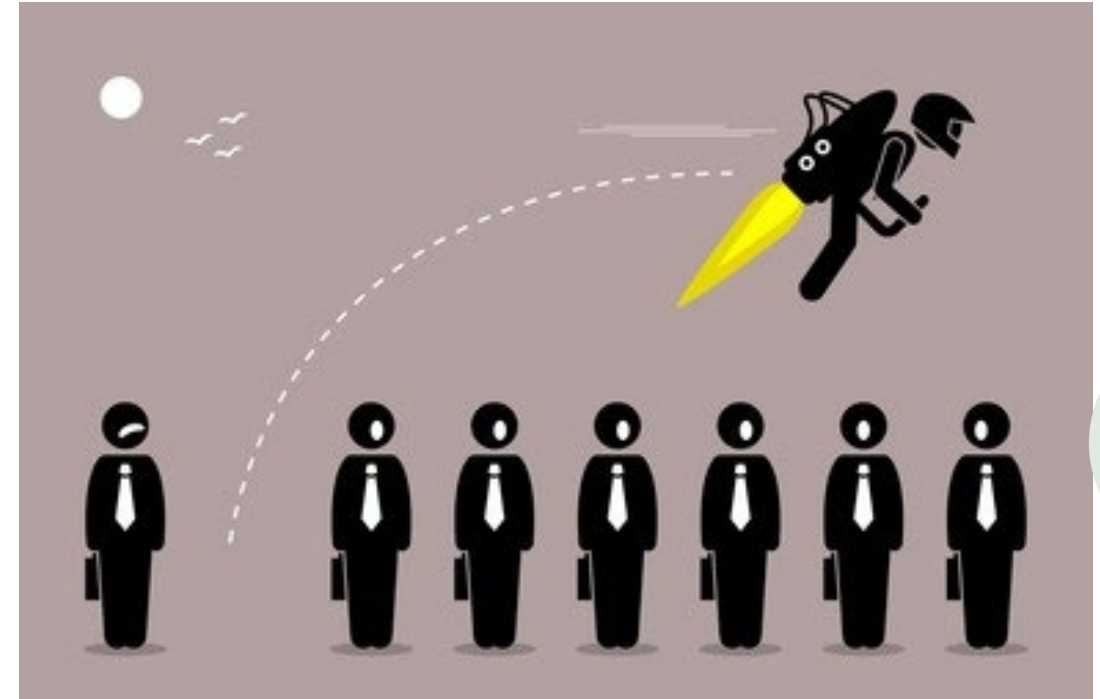
Strengthen existing curricular offerings and create opportunities for new offerings and programs

Advance the impact of UNM's programs by better addressing society's needs

Deepen and broaden our reputation for quality capacities to advance knowledge in important fields (e.g., analytics/digital/computational/cloud)

Tactic #3: Hire at different ranks; carefully reflect on “default” hire of assistant profs

- Hiring nationally/internationally recognized scholars
 - Increases recognition, reputation and scholarly capacity
 - Enables additional collaborative opportunities
 - Brings diverse backgrounds and perspectives
 - Strengthens curricular offerings
 - Advances the impact of UNM’s programs
- Hiring mid-career scholars (all of the above, plus...)
 - Pre-identified “rising stars”
 - Ability to see “track record” in teaching/scholarly activities
 - Opportunity to invigorate middle ranks

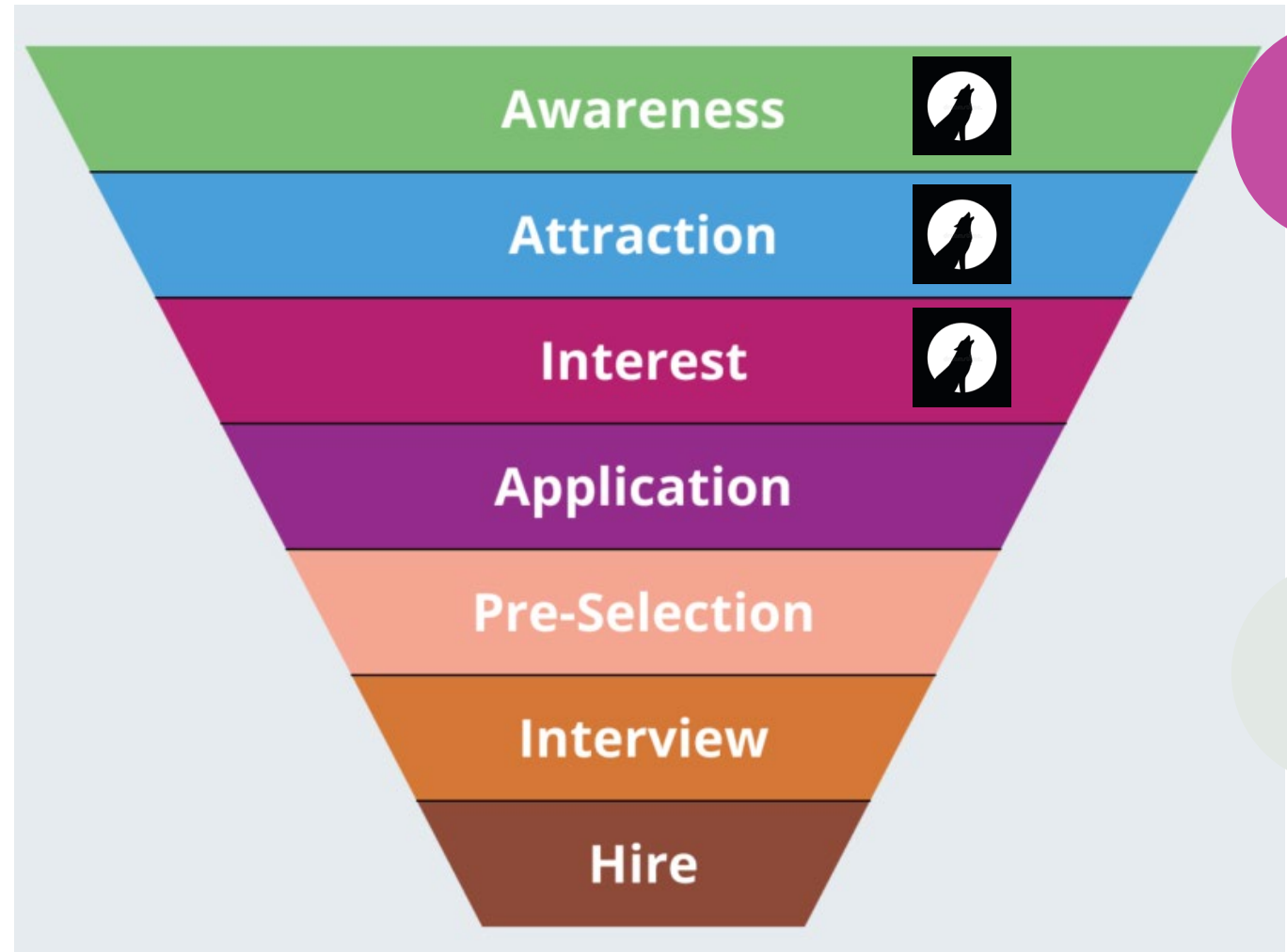


What are some compelling reasons to hire at the associate or full rank?

Tactic #4: Consider faculty recruitment as an ongoing activity

- Units do not need to have active postings to recruit potential faculty
 - Significant portion of “hiring” occurs *prior* to actual job opening
 - Focus on enhancing the broader perception of UNM (“awareness”)
 - Engagement in professional conferences
 - Leadership in professional societies
 - Awards/nominations
 - Visiting lectures/sabbaticals
 - Personal outreach is effective tool for building pool of interested (prospective) candidates
 - Builds “attraction” and “interest” in UNM
-

Stages of Hiring



Tactic #5: Strengthen Dual-Career Hires



- Are there mechanisms for identifying potential dual-career hires early in the process?
 - While fully complying with employment laws and UNM policies!
 - Deliberate recruitment at professional meetings (see Tactic # 4)
 - See Tactic #6
 - Enhance administrative structures with Provost/Academic Affairs
 - Continue to work on efforts to create clear guidelines on hiring processes
 - Develop structures for providing adequate support for *both* hires (see Tactic #7)
 - Emphasize efficiency as critical to success!
-

Tactic #6: Identify future faculty early

- Key mechanism: postdoctoral scholars
 - e.g., Inclusive Excellence Postdoctoral Program
- Promote and nurture work of outstanding early career scholars
 - Diverse life experiences and backgrounds
 - Potential for successful transition to faculty appointment
 - Make visible the success of outstanding early career scholars
- Opportunity to intentionally prepare and mentor the next generation of scholars
- Explore non-competitive hiring opportunities
 - Contact Office for Academic Personnel (OAP) early and often!
- Can be projected to outstanding graduate students (at other institutions) as well
 - A bit trickier to manage!





Tactic #7: Set faculty up for success

- Identify available resources for each hire
 - Think creatively
 - Do not extend offers to candidates that cannot be successful with available resources
 - Be realistically transparent
 - Set rational expectations
 - Provide intentional mentoring and support
 - Seek integrated approach
 - It takes a village...
-


What does UNM Think?



7 Key Guiding Principles

1. **Creativity** in development of startup (and retention) packages is critical for UNM to be competitive in attracting productive and innovative faculty
 - Cost sharing & leveraging non-cash assets
 - Space, specialized facilities that already exist
 - Creation of research service centers, access to facilities and/or vouchers for use
 - Potential pre-selection for specific limited competitions
 - Enhanced proposal development support
 - Co-development of state/federal requests
2. **Recognition** of the importance of **diversity and inclusivity** in hiring and retention could positively impact faculty recruitment and retention
 - Address through increased reputational value
 - Build strong interdisciplinary focus
 - Create a family-friendly workplace
 - Recruit faculty who are committed to our students' success (undergrad and grad)

Guiding Principles (2)

- 
- A hand holding a compass against a sunset background. The compass is a small, round, white plastic one with a red needle pointing towards the top. The face of the compass is black with white markings for degrees and cardinal directions (N, S, E, W). The background is a soft, warm sunset with orange and yellow light.
- 3. Identification** of strategic research hubs that interconnect faculty across the university provides an attractive community for potential hires and for retaining faculty who are part of one or more hubs.
 - Researchers feel supported in their scholarship and creative activities
 - Adds substantial safety system and network for graduate students
 - 4. Building and diversifying** the University's portfolio of extramurally funded research activity provides a direct return on investment in faculty for entire university
 - Contributes to student success
 - Fuels economic development for our communities, state, and region
 - Examples include:
 - Building relationships with regional partners
 - Creating mechanisms for faculty to learn about funding opportunities, including private foundations

Guiding Principles (3)

5. The number of “failed” faculty searches should be minimized by **proactively and preemptively** addressing issues of
 - Compensation & startup package competitiveness
 - Search process timing and lack of diversity in search committees
 - (pre)Identification of appropriate space/facilities/etc.
 - Developing resources [e.g., “Why Albuquerque” (ADVANCE UNM)] that showcase work-life benefits
6. **Alignment with University’s strategic planning** should guide hiring across the institution.
 - Forward-looking, unit-level strategic hiring plans, expressing a shared vision and addressing university priorities
 - Sharing hiring plans at various levels to create synergy and potential “cluster hires” across multiple units, further serving to interconnect faculty
7. Contribution to **UNM’s education mission**, which inherently includes research components, should remain a critical component of strategic hiring
 - Emphasis should be placed on hires that promise to bring innovation and discovery to the classroom through alternative approaches to instruction, novel subject matter content, and development of skill sets for students to realize their career aspirations



What is UNM doing?

- Welcoming administrative structures/processes that allow for creativity and “out-of-the-box”
 - Office for Academic Personnel (OAP)
 - Focusing on streamlining and clarifying processes
 - Providing guidelines
 - Increasing transparency
 - Addressing complexity
 - Holistically addressing faculty compensation
 - Strengthening partnerships
-

ACADEMIA

Answering the Call

- OVPR has provided limited start-up and retention support for a small number of faculty hires
 - Minimal engagement
- OVPR considering various ways to become a more invested partner as faculty recruitment and retention (R&R) become even more critical for UNM
- Overall philosophy and approaches (both R&R) have been reviewed/discussed by
 - OVPR Research Council [Associate Deans for Research (ADRs) and Center Directors, as well as other key members of the research community]
 - Provost leadership team



We are also thinking strategically about proactive/preemptive faculty retentions...for another day!

Startup Package Costs Continue to Escalate

Assistant Professor, Field of study	Approximate startup costs	Data source
Biology	\$300-\$450K	2005-12 data ¹
Biomedical sciences	\$800K->\$1.4M	2012 data ²
Anthropology	\$50K-\$200K	Current
Chemistry/Physics	\$400K->\$1.5M	Current
Engineering	\$300K->\$600K	Current
“Base” Arts & Sciences	\$25K	2015 (private) ³
NMSU (ACES)	\$100-300K	2020
Pharmacy	\$150-\$400K	2018-2019 ⁵

1. Career.ucsf.edu

2. <https://www.bwfund.org/career-tool/academic-tenure-track-offer-letters/>

3. <https://www.slu.edu/arts-and-sciences/pdfs/startup-policy-2015.pdf>

4. <https://www.google.com/search?client=firefox-b-1-d&q=nmsu+aces>

5. <https://www.aacp.org>



Strategy: Centralize Faculty Startup Resource Pool

- Collaboration between Provost/Academic Affairs and OVPR
 - ~\$900K available in initial pool for 1X monetary support
- Assist with resources for faculty startup packages and retention
- **Funds are not intended to provide 100% of the needed startup**
- Should be considered in partnership with the resources available through department/center/college/school support.
- Other institutions have similar programs
 - <https://www.purdue.edu/provost/faculty/initiatives/start-up.html>;
 - <https://research.illinois.edu/research-administration/faculty-start-and-recruitment-funding>)

Strategic Criteria & Factors

- The proposed hire (retention)
 - a) is integral to strategic hiring plans for department/center/college/school, including but not limited to hiring that supports unit goals across multiple factors (e.g., reflection of needs of students; subfield specialties; appropriate mentoring capacity; internal/external partnerships)
 - b) addresses needs associated with fulfillment of the UNM2040 strategic goals, especially through high profile hires; and/or
 - c) is an interdisciplinary position that crosses departments/colleges, contributes to strategic research hubs, and/or contributes to a Grand Challenges team or designated “cluster” hire
- Need for purchase of large, **shared** equipment/resources that may also either leverage existing specialized equipment and/or fill identified gap in capabilities



Strategic Criteria & Factors (2)

- Potential for generation of new extramural funding as evidenced by
 - existing grants/contracts (i.e., senior hires)
 - selected research area alignment with state/federal (and other) funding priorities (i.e., junior hires);
 - Assessment of UNM's ability to provide assets similar to candidate's current institution, including potential plans for rational mechanisms to address identified gaps
 - Potential to create formative research opportunities for students at all levels, including successful mentoring and hands-on training
 - Unit-level commitments to startup package:
 - Commitment/availability of funds through unit reserves/F&A returns
 - Amount of central funding already committed to unit
 - Availability of funds in the central pool
-



Guidelines for requesting support

- Requests must be initiated by deans
 - Ideally at the initiation of the search process
 - Requests will be submitted through an online (Qualtrics) form (currently being tested)
 - Information requested includes:
 - Basic information about projected hire
 - a. Requesting department/unit
 - b. Proposed start date for hire
 - c. Short narrative that addresses how this hire fits the above criteria and factors. Note: **not all criteria need to be met** to receive central startup funds
-

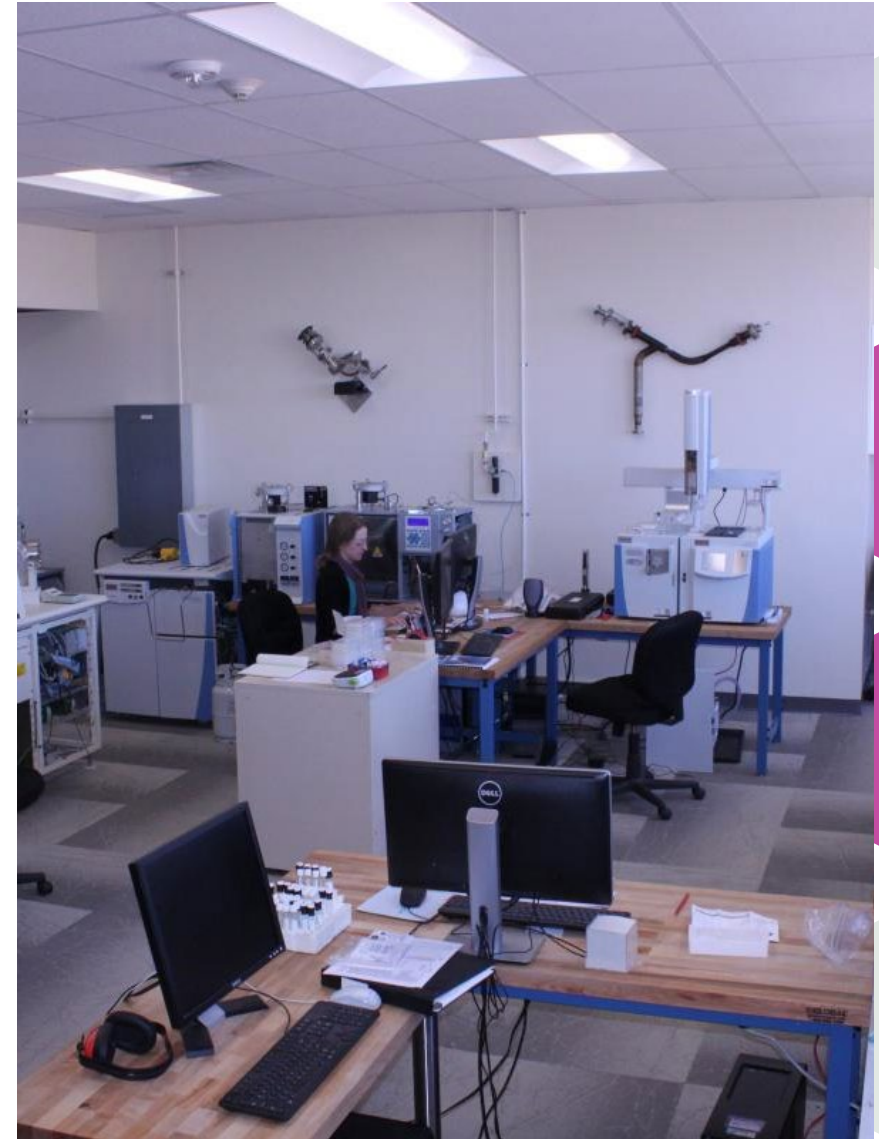


Guidelines for requesting support (2)

- Data on startup costs
 - Range of startup costs for past 3-5 hires within the unit
 - Are there faculty in other departments/programs that are comparable? If so, identify similar start-ups
 - Any other complicating factors that may affect startup costs (e.g., projected hire is in new area for unit; it may be challenging to accurately predict useful startup cost range)
 - Total anticipated budget for hire that separates equipment funds, shows anticipated spending over 3-year period; and indicates the estimated available funds from units (e.g., department, school/college) to support startup package; include estimated amounts and sources
 - If there are anticipated constraints on spreading the startup package over 3 years, please provide description of constraints

Guidelines for requesting support (3)

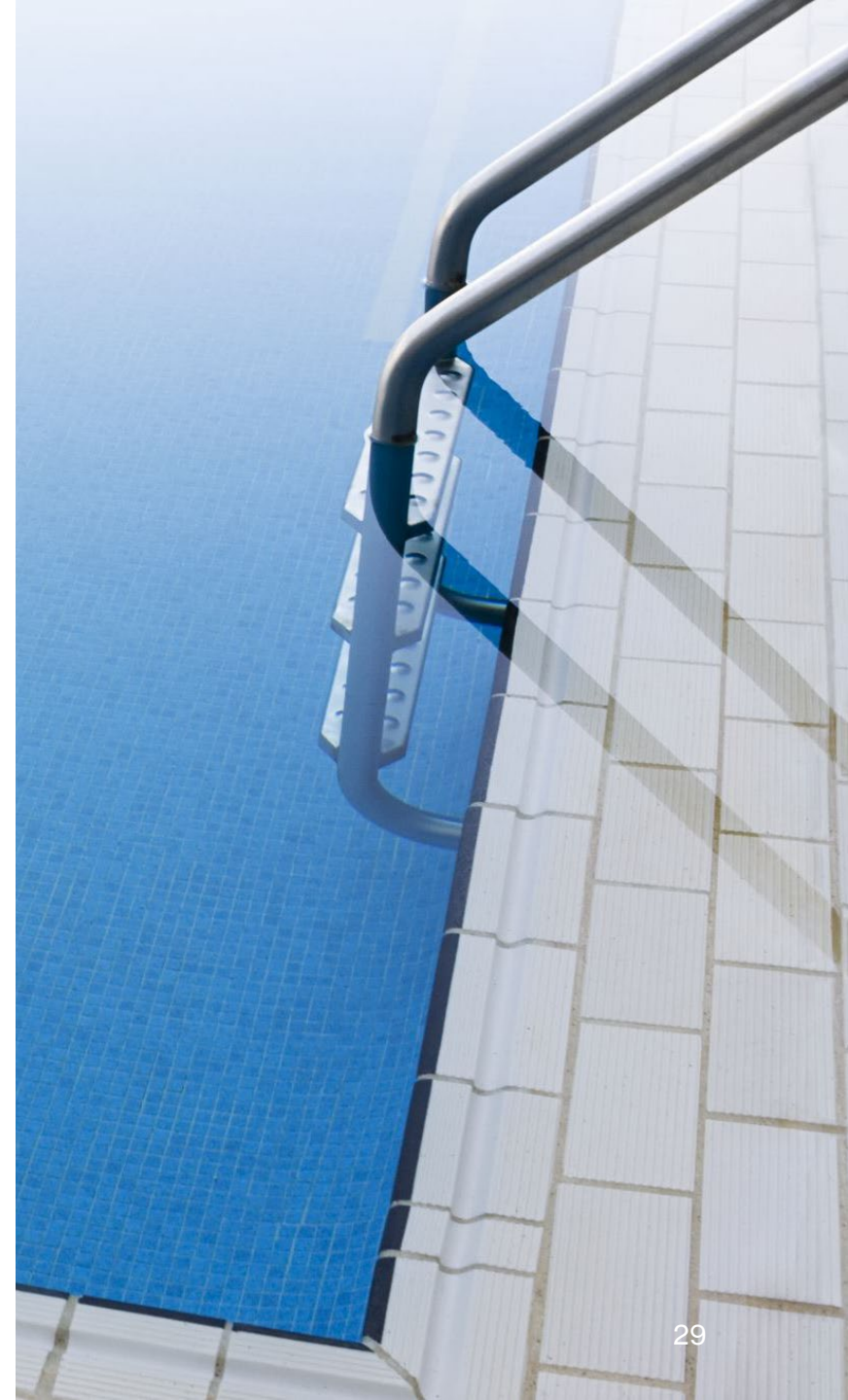
- Additional information:
 - Short description of anticipated needs for research space, large equipment (including space considerations for this equipment), and other specific facility needs (e.g., temperature control, vibration control), as well as current plan for addressing these needs
 - What additional incentives are being considered, including graduate assistantships/fellowships, course reductions, research semesters, service center vouchers, or other support from existing resources?



Terms & Conditions

- Central startup funds will be provided over a 3-year period
 - Normally split evenly over the three years
 - Requests for more funding in initial year considered on a case-by-case basis
- After 3-year period, unspent central funds may be swept back to central pool
 - Faculty/units may request a 1-year extension on spending startup funds*
 - Funds from units can be spent out according to unit guidelines
- Funds for major equipment will be provided upon receipt of a valid quote, up to the amount specified in the approved estimated budget
- Will provide 25-75% of the total, agreed upon startup package
 - The exact percentage will be determined in consideration of the criteria
 - In rare cases may provide up to 100% of the startup package

*w/required spending plan for remainder of funds



Terms & Conditions (2)

- Amount funded from the pool will be set at a maximum fixed dollar amount (e.g., “up to 30% of a maximum of \$100,000”)
 - Any negotiated increases are the sole responsibility of the hiring unit(s)
- Equipment purchases made using central startup funds must comply with UNM standards, including computing resources
- Unless specified for a particular use (e.g., purchase of specific equipment or service center vouchers), central startup funds may be used for any allowable costs. (See UAP 4000 for guidance)
- Unit will generate annual reports on the extramural funding success of the faculty member to build metrics for “return on investment” that may influence future support.
 - We will develop template/survey instrument



Some Thoughts on Sustainability



Continue

- To pursue some level of “base” support (i.e., I&G funds)
- Provost’s Office

Include

- Startup funds as part of the OVPR annual budget
- Dependent (somewhat) on increased revenues from F&A

Assess

- Total need across campus (average/annual)
- Impact of goals to increase faculty; retirements, etc.?
- What fraction of “startup costs” are associated with facilities?
- “Base” level of startup to faculty across all disciplines?

Track

- ROI as well as equipment/facilities that could enhance recruitment of future faculty
- Expanding the pie

**Thoughts, pro-tips,
comments, suggestions,
questions...**



United Electrical, Radio, and
Machine Workers

Collective Bargaining
Agreement

Chairs'
Colloquium

March 3, 2023

Agenda

- ❖ **Managing in a Unionized Environment**
- ❖ **Training**
- ❖ **Assistantship Types**
- ❖ **Department Pay Practices**
- ❖ **Grievance Processes**
- ❖ **Contract Submission Deadlines and Contract Requirements**
- ❖ **Admissions Letters**
- ❖ **Issues**

Managing in a Unionized Environment

- Requires structure
- Consistency
- Adherence to collective bargaining agreement and University policies
 - Direct Dealing
- Increased importance on documentation



UE/UNM CBA Provisions on Training

William Stanley, Associate Provost



Management Rights relevant to training:

- Article 3.2 “to set standards, qualifications, and performance expectations”
- Article 3.4 “to direct bargaining unit members of the University”
- Article 9, elements of Assistantship Contracts, “Required coursework, if any” and “Required training applicable to the assistantship”
- Article 11, “Bargaining unit members may be required to attend orientation and training as determined by the University, employing unit, and/or supervisor.”
- Article 11, “Training may be required as condition of an assistantship.”

Department Responsibilities re: Training

- **Article 11:**

- The University is responsible for providing training, orientation, and in-service training programs for all bargaining unit members .
- Provide training for new Teaching Assistants prior to the start of or during their first semester with a UNM teaching assignment or their first semester as a primary instructor of record.
- If training for new Teaching Assistants cannot begin prior to the start of their first semester with a UNM teaching assignment or their first semester as primary instructor of record, such training shall begin within the first two (2) weeks of the new Teaching Assistant's employment.

Department responsibilities re: training (continued)

- A bargaining unit employee who is required to attend training prior to the start date of the assistantship contract will be paid for the training.

Wide Range of Current Department Practices

- Pre-fall semester department trainings
- Fall semester required course
- 1:1 faculty mentorship
- Specific trainings / workshops required to teach specific courses

Proposed general approach to TA Training

- Departments should continue their discipline and course-specific training programs
- CTL can provide training on general topics to:
 - Relieve departments of duplicating effort
 - Provide a baseline of available training for departments whose training is more limited / 1:1 apprenticeship approaches, etc.
- Consider the timing and content of contracts to address training needs

Proposed CTL pre-semester training

Special session of “Get Set, Reset” conference for new GTAs.

1. Getting Started in Canvas (posting the syllabus, creating assignments, giving mid-semester feedback, etc.)
2. Teaching Diverse Students at UNM
3. Increasing Students’ sense of belonging (an overview of SEP strategies)
4. What happens when things go wrong in the classroom?
5. What are student resources at UNM?

Questions for chairs and directors:

- What other topics (through CTL) would be useful for your GTAs, either before or during fall semester?
- Different needs for different job assignments?
- Other ideas / suggestions for meeting your training needs?
- CLT is proposing synchronous Zoom sessions – and a video recording of the sessions. Any concerns about this approach for your GTAs?
- Timing of the Get Set, Reset sessions? When are most department orientations? Get Set, Reset is traditionally Tuesday of week before classes, but we can adjust.

Going beyond CBA requirements

- What additional training through CTL would you like to see for your students?
 - Possibly special sections of OILS 583 for STEM, Social Sciences, Humanities?
- How would it need to be arranged with respect to either academic credit or GTA workload? (part of curriculum or part of work description for a semester or more)

Biggest risk for non compliance:

- Late breaking courses / teaching opportunities
- What would your training approach be in such cases?
- Consider anticipatory training even for grad students you don't expect to employ?



UE/UNM CBA Provisions

Emily Luhman, Director, Office for Academic Personnel

Barbara Rodriguez, Sr Vice Provost



Assistantship Types

Assistantship Types Defined in Graduate Program Catalog

<https://catalog.unm.edu/catalogs/2022-2023/graduate-program.html>

- Assistantships support graduate education
- Assistantship type selected should be best match for duties to be performed as identified in assistantship contract
- Assistantship types should not be selected by pay method preference

Research Assistant (RA): assists in research work that is relevant to the assistant's thesis, dissertation or other requirement for a graduate degree.

Project Assistant (PA): performs work required by a research grant, contract or special project that is not necessarily directly related to degree requirements. Employment associated with administrative/office support should not be classified as a project assistantship.

Pay Schedule by Types

Assistantship Type	Pay Structure	When?
TA or GA	Paid in equal installments	On the last business day of the month (Pay Schedule)
RA	Monthly based on actual number of days worked; monthly salary is pro-rated if RA doesn't work the entire month	On the last business day of the month (Pay Schedule)
PA	Bi-weekly based on actual hours worked; timesheet must be submitted to department	See Pay Schedule

Assistantship vs Fellowship

- **Assistantships = Employment**

- TA/GA/RA/PA
- Paid for duties performed as identified in employment contract
- Compensated via a monthly salary or hourly pay rate
- Pay issued via payroll and subject to applicable employment taxes

- **Fellowship = Financial Aid Award**

- Not employment
- Funded via a financial aid award and issued to student via Bursar
- Employment taxes/withholding do not apply
- Not interchangeable for compensation associated with assistantship

Pay Practices

- CBA Implementation: Brought Salaries into compliance with Article 5
 - 7.12% increase
 - Salaries brought to new minimum salary levels for all assistantship types
 - Minimum salaries defined by a term that is shorter than the majority of contracts
- Article 5, Section D

Departments may offer salaries or hourly rates higher than the minimums.

Department Pay Practices

Departments Pay Practices Can Continue

Example:

- Paying GA and TA the same rate
- Paying assistantship holders enrolled in PHD programs the same rate regardless of MA degree
- Increasing salary once a student reaches candidacy

Pay Practices Must Be....

- Applied Consistently
- Documented
- OAP will be collecting department pay practices

Grievance Procedures

Article 13: Grievance Procedure

- Expectation that most issues will be resolved informally
- CBA expresses a commitment to resolve issues at the lowest possible level
- Provides structure and process for resolving grievances formally

Grievance Procedures

What is a grievance?

A dispute of alleged violation, misapplication, or misinterpretation of a specific Article or Section of the Agreement, an appeal of a disciplinary discharge during the current term of an assistantship contract, or revocation of a written assistantship offer that has been accepted in writing by a bargaining unit member.

What is not grievable?

A decision not to offer an assistantship or termination of an active assistantship for academic reasons. Matters for which the University does not have the authority to act.

Informal vs Formal Grievance

- Article 13, Section L states that “Grievances *shall* be presented as outlined below.”
 - Informal Step
 - Step One
 - Step Two
 - Step Three—Arbitration

Informal Grievance

Article 13 requires that grievances start with the informal step

- It's informal!
- No specified structure
- Bargaining unit member is expected to meet with the bargaining unit member's identified immediate supervisor or designee in a good faith attempt to resolve the grievance
 - Issues could be brought to department administrator, graduate program coordinator, administrative office
 - Important that assistantship holder attempts to resolve the issue informally
- Required before proceeding to Step 1

Formal Grievance

Formal Grievance Steps are Step 1, Step 2, and Step 3—Arbitration

- Step 1: Starts with Chair/Director or designee
- Union or University cannot unilaterally decide skip steps in the grievance process
- Formal steps have specific procedural requirements given the CBA
 - Timeliness
 - Completeness
 - Written Response
- OAP supports the formal grievance process by
 - Review/Research Issue
 - Manage Info Requests
 - Support during the grievance meeting

Contract Requirements

Article 9: Assistantship Contracts

Specifies information that is required on the contract.

- Start and End Date: This matters!
- Tentative Supervisor: Must list actual supervisor
- General Description of expected duties
- Assigned course, lab or research project, if applicable
- Required course work
- Required training

Authority to Offer Employment

Authority to Offer Employment

- Concern: “offers” of employment not materializing
- Graduate dean or designee approver of contracts
 - Not a contract until there’s a contract
- Emphasize with faculty -- explicit remarks about the *likelihood* of a forthcoming assistantship is **NOT** an offer of employment; faculty are not empowered to offer employment
- Admissions template provided to units that contacted OAP.
 - To be published on OAP website.

Contract Requirements, Continued

- Requires that we specify amount of time allowed to accept the assistantship
 - Current Standard: Student has 10 business days to review/accept the contract
- Contract Processing Deadlines
 - Must ensure adequate time for student to review/accept assistantship contract
 - Must ensure adequate time for OAP to review/approve submitted assistantship contracts
 - During peak periods OAP requires 10 business days to review:
 - Summer Session (Contract Start dates May 29 - June 16)
 - Fall Semester (Contract Start dates August 1 – August 31)
 - During non-peak periods, OAP requires 5 business days to review
 - Departments need to ensure adequate time for department approvals and student review/approval

Department Consultation

- CBA require interpretation
- Contract interpretations are made by the authority of Provost
- **DO NOT INTERPRET CONTRACT!**
- **Common Issues**
 - Contract Termination
 - Pay Issues/Withholding
 - Performance Management
 - Leave Application

Department Consultation

- Contact the Office for Academic Personnel with any contract interpretation questions
 - oaplr@unm.edu
 - 505-277-4582

Curriculum Workflow and Dynamic UNM Catalog

Phase I – Curriculum forms and training

August 29: Quali Curriculum Flow opens

Phase II – Program building

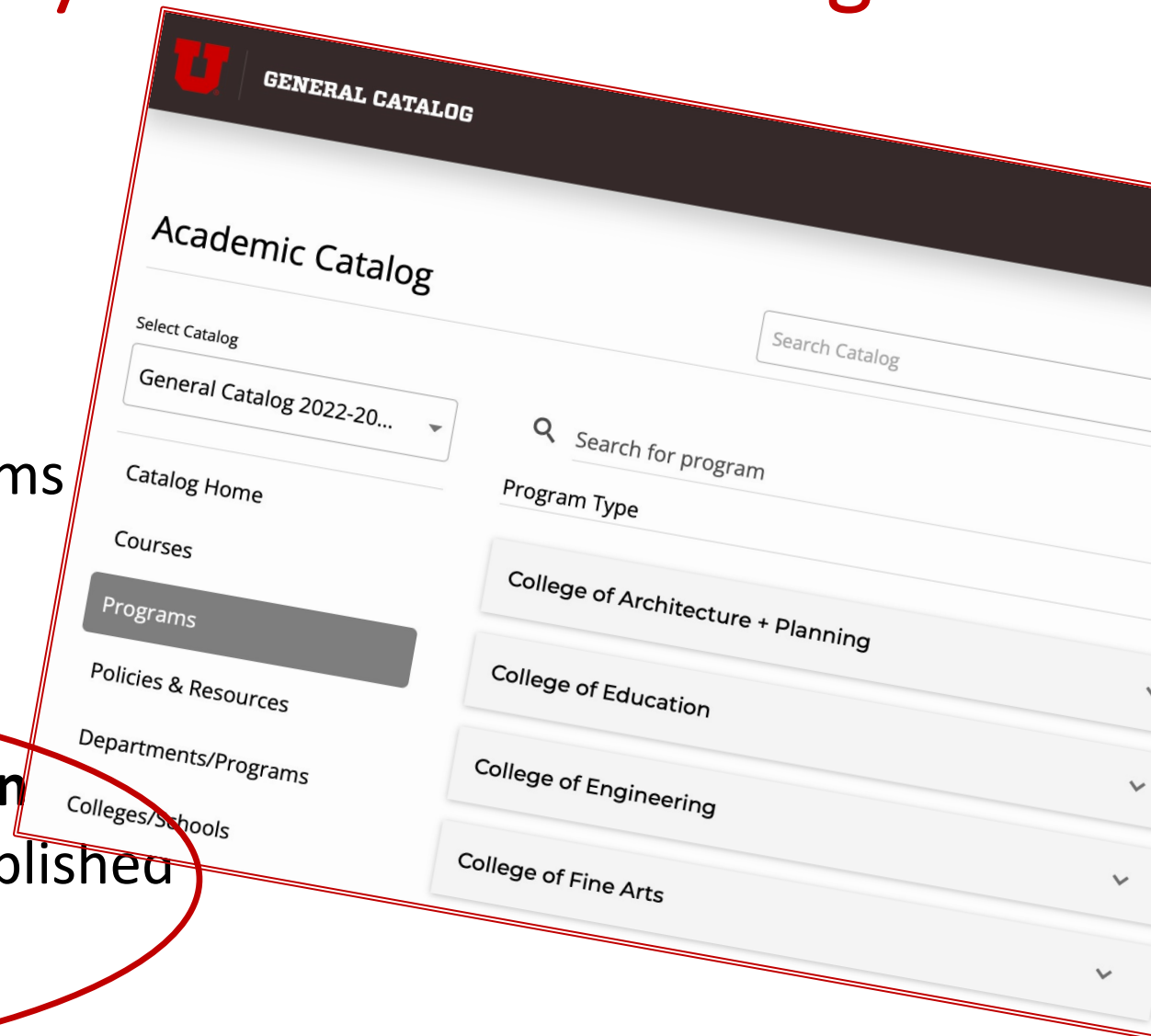
November 11: Deadline for Program Forms

Fall: Program Migration, manual entry, checks with departments




Phase III – Catalog review and correction

December/Jan: New Catalog Preview Published


January 3: New Catalog Corrections



Curriculum Flow and Catalog: Opportunities

 THE UNIVERSITY OF NEW MEXICO | CurriculumManagement   PAMELA CHEEK

My Dashboard
Action List
Courses
Programs
Opportunities
Concentrations
Other Forms
Agendas
Proposals
Reports

Opportunity Code | **Title**  Draft | StartDate

Opportunity Information (appears in Catalog)

Opportunity Type *
Select one:

- International Experiences
- Scholarships and Fellowships
- Internships
- Student Jobs Related to the Department or Program
- Community Engagement
- Clubs and Student Organizations
- Research, Arts, or Design Experience

Name of Opportunity *

Contact Information *

Department Type *

- Academic
- Student Services/Non-Academic

Leave Edit Mode

Comments 0

Changes

Table of Contents

- Opportunity Information (appears in Catalog)
- Administrative Information (will not appear in Catalog)

NEW DATE

Teaching in the Age of AIs

WED • MARCH 8 • NOON (MT) • WEBINAR

A panel discussion exploring
questions and challenges for
teaching in the age of AIs

Moderator:

Leo Lo, Dean, College of University Libraries and Learning Sciences
Pamela Cheek, Associate Provost for Student Success

Panelists:

Ean Henninger, UNIVERSITY ASSESSMENT SPECIALIST, UNM OFFICE OF ASSESSMENT
Victor Law, PROGRAM DIRECTOR, ORGANIZATION, INFORMATION, AND LEARNING SCIENCES
Jet Saengngoen, INSTRUCTIONAL MEDIA SPECIALIST, CENTER FOR TEACHING AND LEARNING
Lydia Tapia, CHAIR, COMPUTER SCIENCE DEPARTMENT, SCHOOL OF ENGINEERING
Lori Townsend, LEARNING SERVICES COORDINATOR, SOCIAL SCIENCE LIBRARIAN, UNIVERSITY LIBRARIES
Adrian Faust, UNDERGRADUATE COMPUTER SCIENCE MAJOR, SCHOOL OF ENGINEERING



register to receive the webinar link
goto.unm.edu/ageofai



Offered by the College of University Libraries and Learning Sciences and Office of the
Provost & EVP for Academic Affairs with support from the Center for Teaching and Learning
and Office of Assessment and APR

STUDENT EXPERIENCE PROJECT

"SEP provides some really thoughtful interventions and pre-emptive approaches to make students feel like they belong. So much to draw from."

- UNM Faculty Fellow

JOIN **ONE HUNDRED** UNM FACULTY ACROSS
11 COLLEGES WHO HAVE TRANSFORMED
STUDENT OUTCOMES

26%

Students with improved experiences were -26% more likely to earn As or Bs

22%

Average % decrease in students receiving DFW compared to historical rates: 22%



**APPLY TO
PARTICIPATE
BY MARCH 31
[HERE!](#)**

BECOME A SEP FELLOW

- One-semester commitment, including monthly meetings with a community of fellows
- \$1000 stipend
- Two summer workshops and some asynchronous online training

Use evidence-based interventions to improve retention, equity, and academic outcomes in your classes.

- Setting the Tone for an Inclusive Classroom
- Sustaining a Supportive Classroom Environment
- Improving Social Belonging and Mindset Foundations

SPRING INFORMATION SESSIONS

Wednesday, March 29, 2-2:45 PM ([Zoom](#))
or Thursday, March 30, 12-12:45 AM ([Zoom](#))

SUMMER ORIENTATION SESSIONS

Thursday, June 8, 11-12:30 and 1:30-3 PM
and Monday, August 14, 10:30-12 PM

StudentExperienceUNM@unm.edu



THE UNIVERSITY OF
NEW MEXICO



Chairs and Directors Colloquium: Milestone Reviews

Julia Fulghum

Barbara Rodriguez

March 31, 2023

Framing

- Assistant professors less well mentored than during pre-pandemic
- Pandemic impact continues (i.e. supply chain, review and publication delays, delays in graduate student progress)
- More faculty ballots and chair letters contain inappropriate statements
- More negative milestone evaluations than in the past

Annual performance reviews

- Do them!
 - Timely, annually, specific, and covering the calendar year
 - Concern: Candidates for P&T without annual performance reviews.
- Faculty self-evaluation
 - Faculty may not have a realistic sense of how they are doing with respect to expectations
- Meet with faculty member
 - Review accomplishments, ongoing activities, and goals.
 - Constructive feedback on performance, career progress, guidance for the future, and eligibility for promotion.
 - Connect with resources and opportunities

Meetings with faculty

- Discuss
 - Whether they are ready to go up for promotion
 - Are there extenuating circumstances that may serve as the basis for a delay?
 - Whether they should include pandemic student evaluations – they are not required, per MOA with UA-UNM
 - Flexibility in writing about pandemic impact
 - Timely, formative peer evaluations of teaching
 - Chair arranges these
- Steps in the milestone review process
 - Timeline & Timeliness

Year	
First	<ul style="list-style-type: none">• Attend NFO• ADVANCE workshops• Appointment of mentors• Start documenting/collecting materials for tenure review• Annual review
Second	<ul style="list-style-type: none">• Peer review of teaching• ADVANCE workshops (including dossier development)• Annual review• Update information for dossier
Third	<ul style="list-style-type: none">• Submit mid-pro dossier• ADVANCE workshops• Peer review of teaching

Year	
Fourth	<ul style="list-style-type: none"> • Formulate plan incorporating feedback from mid-pro review • Peer review of teaching • Update information for P&T dossier • Annual review
Fifth	<ul style="list-style-type: none"> • P&T dossier • External reviewer invitations • ADVANCE workshop on dossier development • Attend school/college meetings – RPT • Annual review
Sixth	<ul style="list-style-type: none"> • Work with department (chair, P&T committee, mentors) on dossier • Receipt of external letters • Department reviews, meets, submits recommendation • Department submits dossier to Dean's office • Dean's office submits dossier to Provost's office • Provost decision – June 30th

Provost's Perspective

- After each cycle, provides deans with his perspective.
- Today, I share his perspective with you.

Provost's Perspective

- Promotion to professor
 - Impact on the discipline
 - Broad
 - Change the way the discipline thinks about a particular issue/topic
 - International impact
 - If so, helpful to have external reviewer from international context.

Provost's Perspective

- Student mentorship
 - Important aspect of promotion dossiers
 - Academic departments without doctoral programs
 - Look for opportunities to work with PhD students
 - Undergraduate and master's level student mentorship

Provost's Perspective

- Department chair letters
 - Provides context
 - Critical review and analysis of evidence - not simply repetition of the case
 - Help readers understand the quality and impact of journals/juried exhibitions
 - Clarify department expectations and disciplinary culture
 - Individual and joint authorship
 - Disciplinary norms regarding order of authorship
 - Balanced
 - Explain the positives and not-so positive
 - Respond to problems in the record – don't ignore them
 - Rate of Publication
 - Described research methodology
 - External reviewer from an R2 institution
 - Explained the rationale for inviting the reviewer
 - Prominence in the field

Provost's Perspective

- External reviewers
 - Over the last few years, progress has been made.
 - R1 – majority
 - R2 - explain
 - Six external reviewers
 - Use template to invite reviewers
 - Conflicts of Interest – relationship to candidate
 - Need improvement here
 - Former student, collaborator, co-author

Process

- Establishing committee if department doesn't have enough full professors.
- Establishing process and committee if chair is an associate professor.
- Process for going up early
 - Support from senior faculty, department chair, dean
 - Review by Academic Affairs
 - Approval from Provost
 - If T&P early, contract modification required
 - Going up early – doesn't mean the standard changes

Time for your questions