

Faculty and Staff Focus**Work Systems*****Organization and Management of Work***

a(1) WNMU is organized around discipline-based academic departments, administrative and academic support functions, student affairs, and business affairs. The dean, director, or chair holds planned, regularly scheduled meetings with the people in that unit who are encouraged to make suggestions about ways to better their work. Each unit contributes to and figures in the appropriate Vice President's operational plan. The use of cross functional PMTs to address significant strategic issues enables the organization to solve problems in a collaborative manner while building team work and trust across the institution.

To ensure that job skills are current and equitably distributed among departments and campuses, an analysis is conducted as a part of the budget-building process for the up-coming fiscal year. For example, the Chairs Council prioritizes needs for new faculty positions or to fill vacant positions. Academic Council hears unit budget presentations at a public meeting. The Faculty Senate Budget Committee, the Presidents of the Staff and Faculty Senates, the Vice Presidents and the President participate in a budget session each spring following approval of the legislative appropriation to develop university-wide funding priorities.

At this time, reorganization decisions are made; e.g., in April 2003 such decisions resulted in the redistribution of secretaries among three departments and the elimination of one secretarial position, one trainer position, and an institutional research position. Recaptured resources were used to create a new IT position and to enhance data gathering abilities within the Registrar's office.

Training or development activities have been offered in the areas of technology, customer service, instructional enhancement, advising and sensitivity to diversity. These development activities are linked closely with the institutional strategic directions and the information gathered by the employee survey and the student surveys.

a(2) WNMU is an open enrollment institution serving diverse students who include first generation college, low socioeconomic, and academically under-prepared students. Our policies and procedures are created to be responsive to these and other stakeholders. This sensitivity is displayed in our mission and values statements, in our hiring practices, and in our language policy. To ensure broad-based input, hiring committees, PMTs, standing and ad hoc committees, and other such bodies are constituted to reflect the ethnic, gender, age, and cultural diversity of the faculty, staff and student body.

a(3) Communication and the enhancement of communication has been a focus of campus discussion for the past two years. It was identified in the AQIP process as being one of three areas that faculty, staff, and students felt needed improvement.

A number of actions were undertaken to address better communication. A faculty and staff newsletter, the *West Wind*, is distributed monthly. Minutes of the Cabinet meetings and the Academic and Chairs Councils are posted on the faculty and staff listservs. A general use drive on the intranet enables faculty and staff to access crucial information easily. The Mustang Express has enhanced faculty, staff and student access to information. An *Advising Handbook* and electronic copies of institutional forms that relate to students were revised and made available on the Web. The *Faculty Handbook*, *Staff Handbook*, *Student Handbook*, and the *Regents Policy Manual* are available on the Web, and a process exists to ensure they are regularly updated.

Regular monthly meetings of the Staff Senate, the Faculty Senate and the Faculty General Assembly, the Academic Council, the Chairs Council, directors, the various standing committees of the Faculty and Staff Senates, and the Con Confianza (Title V) Advisory Committee provide for interactive communication. The Cabinet meets every two weeks, and the Vice Presidents meet with the President weekly. The President visits each department twice a year. The various standing and ad hoc committees facilitate communication as do the informal networks among faculty and staff and organized activities as the brown bag lunches for distributed education faculty. The SOE conducts its school meetings via ITV so that the faculty in Gallup and Silver City can more fully communicate. There are meetings of the secretaries across the institution as the need arises.

Faculty and Staff Performance Management System

b(1) Western uses a market based compensation system that attracts and retains quality faculty and staff. The faculty salary plan is based on the CUPA classifications by rank and discipline. The staff compensation is based on local, state, or national market values as appropriate. Each year the Faculty and Staff Senates have the opportunity to revise the compensation plans through standing committees. Promotion and longevity are also components of the compensation system.

The faculty evaluation system supports high performance work by focusing on five key areas: teaching, advising, scholarly and creative activity, professional contributions and personal relationships. The teaching and advising areas serve students who are our primary stakeholders. The research/creative activity and professional contributions areas serve the external local, regional, and national stakeholder interest and help ensure currency in credentials and programming. The personal relationships area focuses on internal faculty and staff interests.

All staff are evaluated at least once a year. The process includes a self evaluation and an evaluation by the supervisor. The staff member and the supervisor discuss both evaluations in a joint meeting and come to a consensus on strengths and challenges as well as setting goals for the coming year, discussing action plans, training needed to accomplish those goals and procedures for assessing the extent to which the goals are met. This process contributes to the understanding of overall University goals and involves the individual staff in action plan accomplishment. In Student Affairs, most of the unit goals are focused on meeting the needs of students and other stakeholders.

While compensation is tied only indirectly to performance, recognition is given to outstanding performance of individuals through the following: staff employee of the month, staff employee of the year, faculty awards for outstanding teaching, outstanding professional service, outstanding research, and a student award for the outstanding teacher. Employees are also recognized for longevity annually and through extensions of holiday periods in recognition of all employee efforts related to quality improvement and AQIP activities.

Hiring and Career Progression

c(1) VPs are responsible for working with their units to identify needed characteristics and skills. The P/VPAA converses with the unit heads about the needs of the department, reviews university strategic goals and other personnel in place based on Chair Council discussions, determines if additional requirements are needed, and asks that a job description be created which embodies these needs. The unit director, dean or chair usually requests feedback from the people in the department on the job description. The results of program reviews, which consider the number of faculty, number of majors, job prospects of graduates, and other indicators of prospective student interest in the program, help us identify academic needs.

c(2) WNMU has a strong Affirmative Action/Equal Employment Opportunity (AA/EEO) policy. Faculty advertisements are placed in the *Chronicle of Higher Education* and other appropriate professional journals, local and state newspapers, advertisements are sent to other colleges and universities, and placed on appropriate Web sites. Staff positions may be advertised nationally, regionally, statewide, or locally depending on the type of position, the level of training and experience required, and available applicant pools. Applications are reviewed to ensure applicants meet minimal posted job qualifications. The screening or search committees receive an AA/EEO briefing before reviewing any files to select the candidates for interviews and reference checks. When the candidates come to interview, there is usually an open campus forum in addition to interviews by the search committee, the hiring supervisor, and the colleagues with whom they will

work. Many staff searches are initially internal to encourage personnel development and provide promotion opportunities.

New faculty receive a comprehensive orientation to the campus and are encouraged to be active in shared governance. Department chairs mentor new faculty during their initial contract. New staff are required to attend an orientation the first Thursday following their hire date. They are given time off to participate in the orientation program. Each new employee is briefed on University policies, completes benefit election forms, is given a job description and staff handbook, and is afforded the opportunity to participate in a question and answer session regarding policies and benefits. A list of attendees is forwarded to the Loss Control Officer for completion of safety training and to the AA/EEO Officer for completion of harassment training.

In addition to orientation programs, professional development opportunities, wellness facilities, committee involvement, awards and recognitions by colleagues for outstanding performance, faculty and staff governance, the opportunity to work with students, and a generous holiday schedule also contribute to faculty and staff retention.

c(3) Senior leadership receives mentoring through interaction with each other, meetings with professional colleagues holding like positions, and state, regional and national committee participation. The VPs work with their managers to provide appropriate professional development opportunities, and all Vice Presidents, deans, directors, and chairs serve as mentors for the staff or faculty in their units. As part of the annual evaluation process, both strengths and challenges are identified and a growth plan is created. Individuals showing promise are identified and provided development activities to nurture that promise. Career progression within the faculty ranks is built into the tenure and promotion process. A faculty member with a desire to be chair is mentored by a current chair and urged to place his or her name in contention for the chair when the new one is elected. A dean or chair interested in a higher administrative position is mentored by the Vice President. All position vacancies are posted on the web page and paper copies are circulated. Internal candidates are urged to apply.

Assurance of appropriate certification or licensure is carried out at the department or unit level in compliance with state regulations, accreditation requirements, and local program initiatives. Certifications or licenses are re-verified during annual evaluations and program reviews. Where appropriate, employees are supported in formal programs leading to advanced degrees or credentials: over the last few years, three faculty completed doctoral degrees and a fourth is at the dissertation writing stage.

Employees may take classes during the work week and may receive a tuition waiver. Time off with pay can be granted whether the class is being paid for by the individual or the university. All courses taken during work

hours must be approved by the supervisor and the appropriate Vice President. The Vice Presidents and Directors ensure that non-exempt employee hours do not exceed 40 hours per week between work and time in class.

Faculty and Staff Learning and Motivation

Faculty and Staff Education, Training, and Development

a(1) Training and development opportunities related to areas of organizational performance measurement, performance improvement and technological change are identified by faculty and staff. In the past two years, the AQIP process has played a key role in this.

For example, in support of the AQIP advising efforts, WNMU decided to install a campus portal and Web-based enrollment. Implementation called for a series of training opportunities using Banner to find student information and to enroll students, using the Web page to access information, and using the portal.

a(2) Education and training in regard to workplace and environmental safety are offered to faculty and staff through the driver safety training program, the risk management officer and committee, and training done at the state level. Sodexho conducts training for employees in the areas of workplace safety. Each building has an assigned building supervisor primarily responsible for identifying safety concerns and repairs.

Adjunct faculty receive an orientation by the department chair who hired them. Departments which have a larger number of adjunct faculty have a more formal orientation, for example, English adjuncts are included in ongoing activities such as scoring Freshman composition exit exams. Diversity education is facilitated by the Multicultural Affairs Office and the Multicultural Council. Specific training is also done; in spring 2003 the NCAA Diversity Program was presented on campus and in addition to mandatory attendance for the athletic staff, faculty and non-athletic staff were encouraged to attend. Advisor training now is available not only to faculty but also to coaches, secretaries, and other staff who frequently interact with new students.

Procedures such as surveys, comment cards, letters, reports to the AA/EEO officer, etc., exist for reporting ethical breaches. Once reported, leaders in the various departments and units are responsible for investigating alleged breaches to determine the facts. They also model ethical behavior and leadership and mentor those who report to them in these areas. The *Faculty and Staff Handbooks* spell out unacceptable and acceptable behavior norms for faculty and staff behavior. Procedures exist for addressing violations of these norms.

a(3) Input is obtained from faculty and staff using the annual faculty evaluation process (MBOs) and the staff performance review processes. Departments identify and recommend training needs for individuals from these

processes, and Vice Presidents determine training and development needs within the areas of their responsibility based on requests and/or reviews with the department leadership. Ongoing dialogue between staff and supervisors determines training needs beyond the individual reviews, as does the review of complaints and suggestions from the comment boxes. Occasional surveys of faculty and staff are also done to solicit specific areas in which they desire training opportunities. Training needs also emerge from strategic initiatives discussions, the AQIP teams, faculty committees, PMTs, ad hoc task forces, and from the employee survey and the NL and NSSE student surveys.

a(4) Education and training are delivered through a number of mechanisms: formal classes, consultants, meetings and conferences, training exercises and planning meetings, teleconferences, and benchmarking trips to appropriate sites. The Help Desk, for those with technology questions, serves as an example of a “just in time” and “just for you” learning opportunity.

Input is sought on delivery options through informal dialogue, annual evaluation reviews, staff and faculty meetings, committee meetings, and needs assessment surveys. While we tend to track the formal delivery of education and training, informal delivery is just as important and pervasive. As a small campus where everyone knows everyone else, it is easy to ask for and receive help on any issue. Mentoring is an expected activity in a teaching university: faculty mentor students as a part of their teaching and advising. As part of the Con Confianza (Title V) grant, two staff members mentor 16 peer leaders. These peer leaders mentor 20 students each. The peer leaders are given training in how to mentor and are supervised closely.

a(5) Participation in the AQIP accreditation process is one way we build a culture of learning; the process itself reinforces the use of new knowledge and skills. The faculty promotion and tenure review process reinforces new knowledge as do the annual performance reviews for faculty and staff. Use of new skill and knowledge is required for satisfactory job performance and for career advancement. Use of the new knowledge and skills is reinforcing in itself: when an advisor receives training and uses that training in the next orientation, there is immediate feedback in the orientation evaluation. If the evaluation reveals another training need, it is immediately addressed. And the cycle continues. When new skills or knowledge development is a part of a formal performance improvement process, monitoring occurs to ensure that defined milestones are met.

a(6) Individual performance in response to education and training is examined as a part of the annual evaluation process. Included are discussions of strengths and weaknesses, progress toward personal and university goals, professional development for employees and those

they supervise, and their role in being part of a team effort. Feedback is also elicited as to whether they are being adequately supported and what new activities would have the greatest impact on performance.

Organizational performance evaluation occurs through satisfaction surveys, enrollment and retention measures, participation in learning opportunities, grant funding secured, student learning outcomes, MOEs, operational plans and department assessment reports. Assessment of the implementation of new systems such as Banner occurs in its usage and staff and faculty ability to extract reports and needed information.

Motivation and Career Development

b Faculty and staff are motivated to develop and use their full potential as a part of the learning organization. Mechanisms used to help faculty and staff attain desired development include tuition waivers, faculty and staff awards, professional travel and conference attendance, on campus development program, encouragement to take ITV and Web based classes, special equipment, reassigned time from teaching for faculty, support for faculty and staff to pursue advanced degrees, and encouragement to do scholarly and creative activity and be active in the community.

Annually the Faculty Senate hosts a retreat on a topic of faculty interest usually featuring a nationally known speaker. In September 2003, the President agreed to close the campus to allow all faculty and staff to participate in a retreat on the topic of assessment. The School of Education holds an annual retreat to discuss issues and policies within the School. The PVPAA has an annual retreat for the Chairs Council on topics of academic concern. In fall 2002, she hosted a meeting with all the full professors. Classroom visitations by department chairs and student evaluations of faculty provide opportunities for motivation and discussion regarding both strengths and weaknesses identified therein. Intervention strategies and development plans are part of the follow-up to such learnings.

The faculty promotion and tenure process with its annual feedback mechanism helps faculty set realistic goals that further departmental and institutional goals and work to achieve those goals. Performance reviews do the same for staff. The most recent employee survey shows gains in areas such as understanding of personnel policies, how job performance is evaluated, effectiveness of staff performance reviews, chances for long-term career opportunities, and how pay is determined (Figure 7.4-13).

The progressive discipline process provides an intervention structure for employees when needed. This process incorporates identification of needed improvement, suggested training or development opportunities, feedback at designated times, and milestones of performance improvement that are defined

for the employee. Senior leaders and supervisors are key to the annual evaluation processes and to securing the resources for special education and training. All of these efforts serve to motivate faculty and staff to develop and utilize their full potential.

Faculty and Staff Well-Being and Satisfaction

Work Environment

a(1) Workplace barriers to health, safety, security and ergonomics are identified and addressed promptly through education and training, policy development and implementation, improved practices developed by the employees and their work groups, workplace redesign, and equipment modification or replacement. Additional ways to address these issues include responsiveness to individual ADA needs; access to wellness facilities; heating, ventilation, and air conditioning management; the campus security office; training done by Sodexo; access to personal counseling including experts on drug and alcohol problems.

The campus Loss Control Committee offers suggestions to the Loss Control Officer for improvement in workplace health and safety. The employee survey indicates improvements in corrective action being taken for unsafe conditions. Interaction of the senior leadership with the Presidents of the staff and faculty senates are also avenues of input to improve workplace health and safety. The Occupational Therapy faculty and students are available to do an ergonomic audit of any workplace requesting it. Students in the Occupational Therapy program conduct an annual community awareness campaign in the local schools in regard to backpack use. An article published in a local newspaper this year reached a wide audience and alerted them to backpack related health and safety issues..

To improve campus safety, the number of patrol officers increased from two to four. All employees who drive state vehicles are required to take a defensive driving course. The University offers diversity and sensitivity training to promote a healthy workplace. Various safety trainings are also provided to give employees the information needed to safely do their job. This training occurs mainly within the maintenance department, but some sessions such as CPR and First Aid training are open campus wide. Efforts to educate staff on safety resulted in fewer workers' compensation claims being submitted (Figure 7.6-5).

a(2) The University posts evacuation plans campus wide with instructions on what to do in case of an emergency. Campus police maintain a procedures manual that directs them on how to handle emergencies and/or disasters. In each janitor's closet, the maintenance department posts chemical safety sheets to guide custodians on what to do if an accident occurs. Those sheets are continually updated and custodians also receive hands-on training by the chemical providers on proper handling of chemicals.

A communication plan specifies the PIO as the official voice to represent the WNMU in any emergency or disaster situation. A defined chain of command exists within the organization; if the President is off campus, the PVPAA acts in his stead, followed by the VPBA, VPSCA, and the Associate VPBA.

Faculty and Staff Support and Satisfaction

b(1) Two major channels are used to determine the key factors that affect faculty and staff well being, satisfaction, and motivation: the employee survey and feedback from faculty and staff governance procedures. The institution established a locally determined employee survey three years ago to better gauge employee levels of satisfaction with their work environment and key factors affecting faculty and staff well-being. Initial questions were developed and reviewed by members of the Faculty and Staff Senates.

The Employee Survey was administered annually in the spring for the first two years in order to establish the baseline; in the future, it will be administered every two years in the fall. Although the survey is anonymous, demographic data collected allows the survey to be analyzed by categories or sets of categories including type of employee and length of service. While improvements occurred in most areas between the first and second years of the survey, results continue to indicate a high level of overall dissatisfaction among significant numbers of employees in most areas. How best to address this will be a topic at the August 2003 SP retreat with involvement across governance and administrative units becoming part of the strategy to address concerns. Nevertheless, comparison of the overall results of the Employee Survey for 2000-01 and 2001-02 document improved results in a number of areas including respect for all employees, WNMU as a good place to work, improved morale, and feeling supported and appreciated for one's work.

b(2) The University offers a flexible benefit plan that includes group insurance options such as free basic life insurance for employees working at least 15 hours per week and shared cost for medical, dental, vision, and disability insurance plans. Employees also have the option of a cafeteria plan to pay for health insurance premiums, health care, and/or dependent care expenses through pre-tax payroll deductions. Other benefits include worker's compensation, unemployment compensation, COBRA benefits, long-term disability benefit, retirement plans (state or alternative), and an educational assistance program (tuition waiver) provided to current and retired employees. Employees also have access to wellness facilities such as a weight room, a swimming pool, racquetball and tennis courts, circuit training, and a track.

b(3) Formal and informal assessment methods to determine faculty and staff well-being, satisfaction and motivation include the employee survey, the annual faculty and staff evaluation process, the promotion and tenure

process, and the faculty and staff department meetings. Academic and Chairs Council feedback is supplemented by informal networking. The organization tracks grievances as well as employee retention and absenteeism (Figure 7.4-9). Appropriate action is taken when review of these data by the appropriate Vice Presidents so indicates.

An example of how methods and measures differ across a diverse workforce and different categories and types of faculty is the promotion and tenure process. Faculty members are required to set objectives for themselves in five areas. They may choose to weight categories differently depending on their personal desires and the needs of their discipline or department. With the primary focus of the institution being teaching, teaching must be weighted at least 40 and no more than 60 percent. The other categories must be weighted at least 5 percent with the total adding to 100 percent.

b(4) Assessment findings relate to key organizational performance results as a way to identify priorities for improvement in three primary ways. The first way is during the weekly meeting of the President and the Vice Presidents. For example, assessment of the progress of implementing the new Human Resources module of Banner led the Vice Presidents to recommend enhanced communication with faculty and staff about upcoming changes and targeted personal communication with individuals most directly affected.

The second way is in the quarterly meetings of the AQIP steering committee. Here the co-chairs of the three action projects report on the progress of their initiative relative to the process and outcomes measures and appropriate actions are formulated. The third way is the annual strategic planning retreat. At this meeting, participants look carefully at assessment findings and the environmental factors and challenges facing the institution in the near future and make any adjustments needed to the strategic directions.