

**Questions and Answers about Milestone Reviews,
Junior Faculty, and the COVID-19 Pandemic
Updated through May 22, 2020**

“I only started here in July of last year, and when I became a provost, I wasn’t thinking about managing or working through this kind of crisis! But now that I have been here, and I’ve seen UNM manage this, getting over 4,000 classes into remote instruction to continue to reach our students and support them, and to continuing our scholarship, I can honestly say there’s no university where I would rather work through this kind of challenge. The response of our faculty, staff, and students has been amazing.”
Provost Holloway

Introduction

On May 8, 2020, Provost James Holloway and Senior Vice Provost Barbara Rodriguez held a webinar for junior faculty who had been originally scheduled to undergo tenure and promotion, or mid-probationary reviews in 2020 or 2021. They were accompanied by Associate Provost Bill Stanley and Director of Advance at UNM Julia Fulghum. This document summarizes the questions received and responses that Dr. Holloway and Dr. Rodriguez provided. In the interest of brevity, this is not a full transcript, but captures the substance of their remarks. Answers have been modified in some cases to reflect new information that became available after the May 8 webinar. Additional questions were received during and after the webinar, and those, and responses, are at the end of this document.

Key Points

This section summarizes some of the topics covered in the Town Hall and provides links to information that has become available since the Town Hall.

Promotion & Tenure:

- Financial considerations are not criteria for mid-promotion reappointment or tenure. The university will not make decisions about assistant professors based on budget constraints.
- Talk with your Department Chair about whether or not to extend mid-promotion or P&T reviews.
 - The tenure and mid-probationary review extension is an opt-out policy, meaning that the extension is automatic, and if you are going to use the extension you do not need to take any official action (but you should be talking to your Department Chair).
 - Decisions to opt-out of mid-probationary review extension should be made by August of the year you are currently scheduled to be reviewed (i.e. August 2021 for a review in Fall 2021)
 - Decisions to opt-out of tenure review extension should be made by May 1 of the Spring before you are currently scheduled to be reviewed (i.e. May 1, 2021 for a review in Fall 2021)

- Write about the impact of COVID-19 in your research, teaching, and service statements. Make time now to collect documents related to your teaching transition and support for students.
- The tenure extension will not be treated as “extra time” and it will not raise expectations; it acknowledges the career impact of a global pandemic. Academic Affairs will ensure that external reviewers are informed of this policy and will be providing language that will go in letters to reviewers.
- The Tenure Extension policy, opt-out form, related FAQ can be found [here](#).

Summer

- Three different levels of training to support remote and on-line teaching are available from the Center for Teaching & Learning (CTL). You can learn more on their Preparing for Fall 2020 webpage, found [here](#).
- Research labs will slowly begin to open in June. Preliminary information about this initial phase is now available on the Bringing Back the Pack website ([here](#)).

Plans for the Fall

- UNM is currently planning for a hybrid approach to Fall classes, with large classes offered remotely and many smaller classes, labs, and studios taught face-to-face with appropriate precautions.
- On any given day next fall, fewer people be on campus, and when we are on campus, we’ll be wearing masks.

Opening Remarks

James Holloway:

This has been a term unlike any other. None of us in January or February, even the beginning of March, anticipated this level of complexity and challenge. One of the things I would like to start out by saying is that I have been amazed and awed by the way in which the faculty at UNM have responded to this. This has been a time of concern, fear, anxiety, uncertainty, doubt, and confusion, and this group of faculty has done so much so quickly. I want to really acknowledge that, it has been pretty fantastic. Equally, I know that each of you is working with challenges of your own. You may have children at home, and you’re suddenly finding yourself with them out of school. You may have family members who are impacted by this virus. Certainly, all of us feel concern and anxiety, both for our loved ones and for our community in general. There are new stresses on us. We are suddenly learning new ways to reach our students. We’re suddenly learning new ways to do research and scholarship. And none of us were ready for this. It’s not as if we were thinking about and preparing for this before it hit us. We all recognize that this has been an incredibly difficult time, and one that has created a lot of uncertainty and anxiety. The way the faculty and the students at UNM have handled it has been amazing. I only started here in July of last year, and when I became a provost, I wasn’t thinking about managing or working through this kind of crisis! But now that I have been here, and I’ve seen UNM manage this, getting over 4,000 classes into remote instruction to continue to reach our students and support them, and to continuing our scholarship, I can honestly say there’s no university where I would

rather work through this kind of challenge. The response of our faculty, staff, and students has been amazing.

Barbara Rodriguez:

Time as a junior faculty member can be a period of high stress and anxiety, and you add COVID-19 to the picture, and there's nothing that's comparable. I want to thank all of you for your heroic efforts and your extraordinary adaptation in the recent weeks, which really seem like years. I hope you are taking care of yourselves, your health, and your well-being, and that you will continue to do so in the weeks ahead.

Questions Submitted in Advance:

Promotion & Tenure: Financial Considerations

Q. (Fulghum) *There are many questions around the security of being a junior professor at this time. Will UNM consider not reappointing or not tenuring probationary faculty to save money? I'd like to know if the university could formally put in writing that the possible budgetary constraints from the economic downturn will not influence tenure decisions next year.*

A. (Holloway) That's a major concern for many of our junior faculty. Let me be absolutely clear: financial considerations are not criteria for tenure. When we review tenure, promotion, or mid-probationary cases, what we are looking for are the faculty members' scholarly accomplishments, their contributions and impact on teaching, and their service to their department, the university, the discipline, and the wider world. Those are the criteria. The financial circumstances of the university are not criteria, they are not factored into these reviews. When you look at developing your dossier, there's no section on university finances. The committees that review your record are not thinking about that. They are thinking about your scholarship, teaching, and service. I want to be completely clear about that. What I would really encourage folks to do is to look at the criteria that are laid out in the faculty handbook, and in your college and departmental documents. Those are the criteria. Things that aren't mentioned there are not criteria. We are not thinking about finances; we are thinking about who is a great scholar, who contributes to the discipline and the university, and who contributes to their students' growth and development.

Q. (Fulghum) *Related to that, are there discussions about full time faculty being laid off and furloughed?*

A. (Holloway) There are other universities around the country that are doing things like that. You will notice that we are not. We are not because those are actions that are taken based on an emergency that you haven't been ready for. We aren't there. We aren't going to make decisions based on fears about the future. Will there be a challenging budget coming? Yes. Most of you have seen the state economic forecast that came out on May 6. It's going to be a challenging budget period. But we're not in a place to be talking about furloughs and layoffs. There are lots of things that UNM should do to prepare for and adjust to the financial challenges that are going to come to us, but one of the principles we have to remember is that while the university has a

challenge to get over right now, it's a short term challenge. We've been around since 1889. The university is not a short-term activity; it's a long-term activity. We need to look to the future of the institution; the faculty are our future. President Stokes and I have discussed this explicitly: we need to preserve our faculty for that future, and not make decisions in the short term that are going to deny us the intellectual center that the institution needs for the long term.

Q. (Fulghum) *So it's fair to say that assistant professors have the same security they would have without COVID-19, without the budget challenges?*

A. (Holloway). Absolutely. The challenge for junior faculty isn't that the university will make decisions about them for financial reasons. It will not. The challenge we're going to talk about soon is managing how this crisis, the change in the way society is operating, impacts our ability to do scholarship. That's where the challenges for assistant professors will be.

Promotion & Tenure: Tenure Extension Policy

Q. (Fulghum) *The next set of questions relate to the tenure extension policy and promotion and tenure. Could you do a brief summary of how the tenure extension policy works?*

A. (Rodriguez) We were very pleased to launch quickly into action to work with the Academic Freedom and Tenure Committee (AF&T) to get their endorsement on our preliminary proposal for the tenure extension policy. We were very concerned about our junior faculty and the impact that the pandemic and remote instruction, and all the issues that surround that, have on scholarly and creative works. In collaboration with AF&T and the Faculty Senate, we were able to put in place an automatic extension to junior faculty members' tenure clock. There is no additional official paperwork you need to complete. We will be working in the Office of Faculty Affairs and Services (OFAS) to update all your records to reflect the added one-year timeline to your record. If at a point along the way, you want to revert to your original timeline, there is a simple form that is on the OFAS website that you can fill out to revert to your original timeline. If you feel that things have turned out just fine, and you want to return to your original timeline, you are free to do so.

Q. (Fulghum) *The deadline for opting out of the extension for tenure is May 1. If anyone has changed their mind, who was originally scheduled to come up for tenure review this fall, is it too late for them to opt out?*

A. (Rodriguez) Not necessarily. There are differences across disciplines as to what the timeline looks like to invite external reviewers to review an individual's dossier. So, I would encourage faculty member to be in close communication with their department chairs to know when the "drop dead" deadline is for their discipline. We are willing to help anyone and be flexible with that timeline.

Q. (Fulghum) *Regarding mid-probationary review, for those of us originally scheduled for this coming fall, and wish to proceed with our original mid-pro review, I understand no*

documentation is required. However, we still need to notify our department chair. By when should we do this?

A. (Rodriguez) My advice is always to be in close communication with your department chair, especially at this time. Department chairs have a very difficult job. They are managing and balancing many things as we look toward the fall semester. I would be in close communication with your department chair early and often about your plans.

Q. (Fulghum) *That's frequently an answer to many things, talk to your department chair!*

A. (Holloway) It's never too early to talk to your department chair! If you are thinking about delaying, or thinking about not delaying, bring it up now.

Promotion & Tenure: Evaluation

Q. (Fulghum) *Will external reviewers be told about the extension, and what they will be told?*

A. (Holloway) The answer is yes, and we are preparing a letter now that will be part of the solicitation of reviews from external reviewers. We expect to be communicating about this for the next six or more years. We will remind reviewers, especially as the events of this year recede into the past, that this was the year that many faculty across the nation went through this extraordinary set of challenges that interfered with scholarship. Many other universities have done the same one-year extension. We will particularly remind reviewers that this is not an "extra" year, but a year to compensate for the time and scholarly productivity lost because of circumstances that none of us control.

A. (Rodriguez) We will also work with schools and colleges across campus, with department chairs and deans, to remind them that the language we draft for external reviewers be included in all letters of invitation.

Q. (Fulghum) *Many junior faculty are now sequestered at home with children or parents for whom they care. The pandemic has also created a significant emotional and mental load, so that concentrating on the rigorous intellectual work that we do has become more of a challenge while we have less time to devote to it because of caring for, and homeschooling, others. At the same time, we are doing even more to support our students, adapt our courses, and support colleagues. How will the university take these multiple obstacles into account in future faculty reviews?*

A. (Holloway) This is something that we all acknowledge is incredibly important. This is a period of time when all of you are doing way more than you were ever expected to do, and personally and professionally adjusting to a situation that is not only unexpected but extremely stressful and unusual. For this reason we did this extension of the tenure and mid-pro review clock, to help provide time that compensates for this lost time. Each of us only has so much mental capacity and so much we can do at any one time, so we need to compensate for the time that's going to be lost because we are focused on other important things with our families and with our students. That's why over the next six or so years, we want to be bringing back to

everyone's attention that this was a time when there was this extreme additional complexity and this added burden. And this burden falls particularly on women. I think many of us have seen the studies that the number of publications submitted by women has gone down, and the number of publications submitted by men has gone up. That's not surprising, because we know as a society that the burdens of childcare and family fall disproportionately on women. So those are the things we need to keep bringing back to the attention of reviewers, both internally and externally.

A. (Rodriguez) I'll add a few suggestions. I recommend that as soon as you have an opportunity to catch your breath from the spring semester, take a step back and begin collecting some of the artifacts of your work for this semester. By that I mean, for example, the syllabus that you created before the pandemic, and the adjustments after the pandemic. Collect the assignments that you revamped for the shift to remote instruction. I might also recommend that you include in your materials all the professional development you have done to help you with remote instruction. Finally, I would recommend that you begin thinking about how to write your research, teaching, and service statements, and include in those statements reflections upon the impact of COVID-19 on your scholarship, your teaching, and your service. You might think that tenure and promotion review is very far down the road, but it comes very quickly. So, take some time now to collect those artifacts, put them in a safe place, so that when you are in the stage of finalizing your dossier, you will have it all pulled together.

A. (Fulghum) Some of you are doing really heroic work with your students and the community, so make sure you are noting that. It can become part of your teaching and service statements in positive ways, in addition to documenting the challenges and obstacles that have been created.

Q. (Fulghum) *Will it be expected that we should be as productive as a typical year during this extra year of our tenure clock or will we be judged for the work we've done as if it was within the typical 6 years of a pre-tenure contract given this disruption to our normal lives? In other words, will the university expect additional work with the additional year?*

A. (Holloway) Let me come back to that word "extra time." This is not "extra time," this is compensation for time that's being consumed in dealing with the crisis and helping students and families. So, don't even conceptualize it as extra time. That's part of what we have to communicate to reviewers, internally and externally. This isn't extra time; we're giving you back the time that's being consumed in doing other very important things right now. What we're looking for is evidence of scholarly impact, evidence of developing a national reputation, having an impact on the field, being respected by your colleagues across the country or across the world. Those criteria don't change. I encourage you not to think of this as extra time, it's replacing the time that's being lost during this very difficult period.

A. (Rodriguez) I would encourage you to think of this as a time of a significant shift in your workload. Our typical workload is 40/40/20, 40 percent teaching, 40 percent research, and 20 percent service. But in reality, you are probably doing 90 percent teaching and 10 percent service or something like that. I would encourage you to think about it differently with respect to workload. And as for the word "extra," this isn't "extra" at all. You are doing yeoman's work. Thank you!

Promotion & Tenure: Additional Concerns

Q. (Fulghum) *If social distancing is extended into the fall, or recurs, will there be a further extension of the tenure clock?*

A. (Holloway) I think it's a little early to speculate on that. It's certainly one of the possibilities that we are aware of and thinking about, in all aspects of the work of the university, teaching, scholarship, service, delivery of patient care. The state's plan for moving to less social distancing is a three-phase plan, but with a recognition that this may not be a linear path. For example, we might move from Phase I to Phase II to Phase III, and then temporarily back to Phase II. We don't want to speculate on what we might have to do until we know more about how things develop. One of the things we've learned in responding to this pandemic is that plans we made in the morning were literally the wrong plans in the afternoon. That's one of the things that has made communications hard. We are very aware that we need to be prepared with various approaches for various scenarios. One of the interesting things right now is that we're all living in this moment and projecting it to the next moment -- to the months ahead. That's a very sensible thing to do, but we've seen in this pandemic that things change very quickly, even our attitudes change — our thinking about the challenges of this pandemic change. It's hard to know where we will be in October or November, in our own preparation or our own thinking about the best way to deal with the challenges. While we need to look forward, we shouldn't too quickly decide "this is what we will do later," when later is pretty complex at this moment.

A. (Rodriguez) We are also thinking about our new colleagues who will be joining us in August, about what they will need. We are trying to be mindful of our faculty's needs at a time when we don't know what fall will bring. I do want to remind you of a faculty survey on LoboWeb where we are seeking your feedback in relation to your experiences with the supports you have received or not received over these last few weeks. It's the Faculty COVID-19 Experience Survey. If you have a few minutes, please fill out the survey so we can respond appropriately.

Q. (Fulghum) *This is a question from the live feed: Has or will the university taken a stance as to whether to modify our courses into a remote format counts as a new prep for a tenure requirement?*

A. (Holloway) That's a really interesting question. That comes back to what Barbara was describing a little while ago, when you put together your dossier of your achievements, making this move to remote teaching is an achievement. It's something that you have done. In some cases, there has been a direct way to do it; in other cases, it has been a heavy lift. So do record those experiences because you want that to be part of what your dossier review committee looks at, at the department, college, and university level. That's real work, so you want to make sure you reflect it in what the folks who are looking at your accomplishments and achievements see. Include this in your materials for your annual review next spring as well, and make sure that your chair knows what you have done.

Q. (Stanley) *We have a question about research from the live feed: Since junior faculty are not being able to deliver preliminary data that they may need for grant submissions, how can the university help faculty who have not yet secured major grant funding?*

A. (Holloway) That's a good question and not an easy one. The answers will be discipline-dependent in terms of the kinds of data that are needed for going after different kinds of grants. I don't want to give a blanket response to that. It's a good conversation to have with chairs and mentors within your disciplines who have experience in your specific kind of grant writing, and who can advise on what you can do when lacking access to preliminary data. Here again, take advantage of the fact that the tenure clock is a little bit longer. That gives you that chance, as we move back into research operations again, to gather that data and still go after that grant, though possibly with some delay. As I have mentioned, the state has a three-phase plan for moving to a more open environment – I won't say "open" because even Phase III of that plan isn't back to normal. Connected to that, the Higher Education Department has worked with the universities and community colleges to formulate a matching three-phase plan for opening higher education campuses. The first phase of that, which we expect will start up in June, starts to bring faculty and students back onto campus around research activities, slowly and deliberately. We expect through this plan to be recreating the research opportunities to collect data and do that preliminary work. Vice President for Research Gabriel Lopez is working with a team to develop the protocols around that. Graduate students who need that last piece of data to finish their dissertation, and young faculty who need to develop that initial dataset to do a grant application, will be among the priorities. Thereafter, the move from phase to phase will be determined by the governor's health advisory team, and they have specific metrics for that.

A. (Rodriguez) I encourage you to monitor your UNM email for notices and advisories about research labs opening up. I'm sure more information with details will be forthcoming.

A. (Holloway) And talk to your chair!

Summer: Support in Preparing for the Fall

Q. (Fulghum) *Related to summer plans, what support will be available this summer for faculty who want to become more proficient with online and remote instruction?*

A. (Stanley) (this is updated based on information not yet available on May 8) Our general goal for the fall is to maintain face-to-face instruction in classes where it's most important, while reducing the overall number of students in classrooms and classroom buildings. Large classes will need to move to remote teaching or hybrid formats where smaller groups of students meet for active learning and much of the content is delivered remotely. All face-to-face courses will need to have good backup plans for individual students who need to quarantine or self-isolate for a time during the fall.

The Center for Teaching and Learning (CTL) is providing special support this summer for faculty who need to prepare for partially or fully remote teaching in the fall. CTL will offer three tiers of summer faculty development courses. See details [here](#). The first tier is a self-paced course on "remote fundamentals" to help instructors of in-person classes to think about how best to deliver materials remotely as needed. The second tier will be a series of one-week courses called "Course Design Institutes," suitable for developing hybrid and remote scheduled courses.

The third tier is a six-week course (requiring a few hours per week), with support from course designers, to prepare faculty to teach classes that are entirely remote and asynchronous.

Your department chairs have received (May 14) a document that provides guidance on the different modes of delivery for fall courses as well as which kinds of support from CTL are relevant for each. I encourage you to talk with your department chair about the best strategy for your particular course and for your individual needs. ‘

In addition to the special summer faculty development offerings, CTL regularly provides a wide variety of webinars, one-on-one consultations, and so-called “Open Labs” that are virtual drop-in sessions for instructors working on their course preparations. Find details at the following links for [webinars](#), [consultations](#), and [Open Labs](#).

Q. (Fulghum) One of the follow up questions we received is whether CTL will offer asynchronous offerings for faculty over the summer.

A. (Stanley) The answer is yes, they are especially focused on that. We’re aware that a lot of summer programs for kids have been cancelled already, and that a lot of us are going to be in parenting mode. Many faculty will need flexibility in when to attend these sorts of trainings. Most of the content will be asynchronous, but there will also be flexible scheduled consultations and sessions for faculty who have taken some training but need some help with how to apply general concepts to their particular field or a particular course. Those sessions can be scheduled flexibly to meet your needs.

Fall: What do We Know?

Q. (Fulghum) There’s a related live question: will faculty who take care of parents who fall into high-risk groups for COVID-19 be able to move their teaching remotely in order to reduce the risk of exposure for themselves and their loved ones?

A. (Holloway) There’s a whole set of challenges like this. There are faculty who may be living with those who may be high risk, there are faculty who are themselves at higher risk. We don’t have answers for all these things today, but they are under discussion in President Stokes’ leadership team and the provost’s leadership team. We trying to figure out how best to approach those issues.

A. (Rodriguez) I might add that as the planning for fall has evolved, our colleague Associate Provost Pamela Cheek has used a set of guiding principles in thinking about the options, and the first guiding principle is the health and well-being of our community. So we are very mindful of and concerned about everyone’s needs.

Q. (Fulghum) I’d like to give James a chance to talk a bit about how enrollment is looking for the fall. We know the state budget is a problem, but are we also expecting a large enrollment decrease this fall?

A. (Holloway) It's a tricky question. Let me frame it several ways. The enrollment management team, and Dan Garcia, have done an amazing job. Before COVID came, they were seeing huge upticks in all our leading indicators of enrollment. Now here we are at the end of the term, in day 56 of this very restrictive social distancing period, and those indicators are still up. It's actually pretty impressive. Out-of-state admissions are still up about 15 percent – that's not an exact figure – in-state admissions are up about a percent. The number of people who have accepted scholarships is up by several hundred. So, we have a lot of leading indicators that point to very good enrollment. Before this pandemic took hold, things looked good. And they still look good, which is pretty astonishing. So, from that perspective, we're pretty hopeful that we can see good enrollment. The additional piece that's tricky is that both in surveying our own students and in looking at national surveys, what students do in the fall is going to be driven by their understanding of the pandemic, and their understanding of what the university experience is going to be like. Students have been very clear that they are looking for some kind of in-person experience. It may not look like last fall, but they are looking for something that brings them together, with us. Because they are social beings, so are we. If they can't have that, many students are looking to just defer. What we do in the fall, and when we commit to it, is going to have an impact on our prospective students and our returning students. I should mention that our returning students' rate of enrollment for the fall is also up, not by much but by a percent or so. So, there are some positive indicators, but there are also clear messages that the students know what they are looking for and they are wondering whether they are going to get it or not. One of the big concerns I have is that UNM serves a very special population. Our entering class last fall was 55 percent Hispanic, around 45 percent of our students are Pell-eligible; we're a minority serving, lower-income serving institution. Those are the students most at risk. Those are the students that, according to years of data on student engagement, succeed and thrive if they can engage. So, my concern is that we have some kind of experience for those students where they feel engaged, in a really deep and meaningful way. And not just for the fall. Many of our students, if they stop coming, may never come back. So, I'm worried about really ending the futures for many students who might never come back to college if they can't have an experience this fall that they don't find meaningful and engaging.

Q. (Fulghum) *And how are we thinking about the fall, today, given that it could change Monday?*

A. (Holloway) Hopefully not Monday! Things are going a little slower now. I mentioned the plan that the Higher Education Department gave to the Executive Branch. We gave input on that, and it dovetailed fairly well with a lot of our planning and thinking. The key part is to think about those three phases. Phase I and II, in the nominal timing in the plan, run through August, and provide for very limited in-person classes. There are some in-person classes in Phase II, where there's a particular need to have an in-person component – Nursing clinical courses come to mind. But Phase III is one in which we think about the hybrid modality with some educational experiences being delivered through remote instruction, some through a combination of remote and in-person, and some being delivered in-person. But in all of that, don't think of it as looking like last fall. All your students will be wearing masks; section sizes will be smaller or in bigger rooms; we're doing this in a way to create greater social distancing between students. The number of students, the number of any of us on campus at any one time will be a half, perhaps a third of what we would usually have. Some of us are going to spend part of the week

working from home and coming in when we need to. All of those things will reduce the density of people on campus during Phase III. The trick about this is that we don't get to decide – we shouldn't get to decide – when Phase III happens. Phase III has to happen in concert with the city and the state; we're not an isolated organism, we're part of the community. The decisions we make affect the rest of Albuquerque, Bernalillo County, and the state. And the decisions they make affect us. We move into Phase III when the rest of this region moves into Phase III, and that's when we can start having in-person learning experiences. The governor doesn't quite put it this way, but the message of some of her press conferences is, "If you're good, we'll get there." Part of it is that the social distancing we do now, to give the state time to build testing capacity and tracing capacity, will be critical for getting to that phase. I should mention that we are looking at testing capacity. There may be a testing capacity that UNM can specifically use. It's convenient that Tri-Core labs is right here, and they are the testing hub for the state. We may be able to test students in a sufficiently continuous way to help manage any kind of flareups that may occur. Testing and tracing capacity are the key for the state opening up, and we're exploring whether it makes sense for us to have our own.

Q. (Rodriguez) James, do you have a sense at what point the broader community, our students and their families, can expect to know what the roll-out plans and phases will be for higher education?

A. (Holloway) What we are waiting on is for the governor to look at that Higher Education Department (HED) plan in consultation with her medical teams. It's parallel to a plan that has been put together around economic restarting. I have to say kudos to the governor and the state government for looking at these things as a holistic set. That's on her desk now, and we are waiting for her and her health department to weigh in and say whether this is the right plan. When the state signs off on a plan, we can present that more formally. Barbara mentioned that one of our principles is the health of our faculty, our staff, our students, and the larger community. Another principle is that we can't act separately from the state. That will not work. We have to wait and see if this plan is going to pass muster.

Q. (Fulghum) *You mentioned masks, and there are two questions about masks. One is whether the university is going to provide them to faculty and students, and the other is, how do we get Lobo masks?*

A. (Holloway) We have about 25,000 on order. That said, I would encourage everyone who doesn't have a mask to try to get one. I've managed to get a couple, from online vendors. It is possible to get cloth masks even now. Masks are going to become the new socks. We will all be wearing masks when we go out. The university is working to acquire masks in large quantities, disinfectant for cleaning surfaces, hand sanitizer stations, gloves, etc. We're looking into the best frequency and ways of cleaning. All of that work is going on now to be ready. The Lobo masks are being made locally; they aren't there commercially yet, but I'm confident they will show up in the bookstore.

Q. (Fulghum) *A related question: are faculty who have health concerns, either about their own personal health or that of people they live with, going to have to document these concerns to be able to continue to work remotely?*

A. (Holloway) That's a great question. It mirrors the earlier question about what the response is if I live with someone who has a health concern. As we think about those challenges, such as carve-outs for certain kinds of faculty or staff or students, we are considering what the administrative system behind it, including documentation, will need to be. We don't know yet, but it's something we're aware of and working on. When we do return to more normal operations, it will be phased, it will be slow, so we have time to work out some of these issues.

Q. (Fulghum) *Are we going to continue to help and support students who rely on UNM for wifi and computer access?*

A. (Holloway) Yes, to the extent we can. To go back to my comment earlier, one of the tragedies that could come out of this is would be if students who are low income or first generation students, for whom college is not only an extra challenge but also an incredible tool for social mobility, are unable to complete their degrees. We need to protect those students. So, we have provided wifi hotspots, we have loaned laptops, we have provided funds to purchase internet service, and we are working to make sure we understand those needs and support those students. It's too important.

Budget and Faculty Hiring

Q. (Fulghum) *We've got a question that jumps back to where we started, which is perhaps a good way to end, The Provost has said that the university is not considering furloughs. But other universities started other initiatives such as ten percent cuts across the board, staff layoffs, more stringent documentation of hours, voluntary severance. Is the administration discussing any of these?*

A. (Holloway) One thing we have not done is we have not frozen hiring, but we have put a really close lens on it. We're looking at every hire very closely. That was originally driven by the fact that we have everyone working at home, so do we really hire someone and immediately send them home? We have become very judicious in hiring; that's the one large scale step that's already in play around finances. We don't like to make decisions without information, so for now we're being careful and judicious in how we spend funds. Until that special session of the legislature occurs in June, we don't actually know what it is we are trying to achieve. We're pulling together those lists of things we can do, where can we manage costs better, where can we rearrange revenue in a way that actually supports the core mission better, what are things we should slow down on or stop doing? We aren't acting on any of those things yet, because we need information on what the budget is actually going to look like. It was very helpful for the state to come out this week with their revenue projections, but the next step is seeing what the legislature does. I am a little critical of other institutions that very quickly took a number of steps that were challenging and harmful to the long term of their institutions, when they didn't know all the details of how things will look. All the higher education institutions in New Mexico have been a little slower on this because of the way our budgets are built and structured, with so much input from the state. The legislative session in June is going to be for us a key point. On May 12, the UNM Regents passed the budget. The one they voted on is the budget we built before all of this started; we have no expectation that that will be the actual budget. We're

legislatively required to submit a budget at this time. HED also knows that every higher education institution across the state is submitting a budget now, and they also know that none of them are real yet. We need to find out more concretely what are the sources the state can bring to bear. The state has fairly large reserves. The governor is interested in tapping into the land grant fund more. This is one of the largest land grant endowments in the nation, number three among all states. So, we don't know all the tools that the state will be able to bring into play that will impact our budget. It's premature for us to make a bunch of decisions and then have them be the wrong ones.

(Rodriguez) Let me add something with respect to faculty hiring. We have watched institutions in neighboring states and across the country announce faculty hiring freezes. We haven't done those things. I received a number of emails after a meeting we had earlier in the week about faculty hiring. It was clear from the emails that the message had been misinterpreted. So, I want to be clear: we are continuing to hire faculty. We are taking a very close look at each hire to identify the critical needs the university has.

(Holloway) I'll add to that. This is purposeful. We recognize that there are going to be reasons to hire faculty over the next year. There are going to be very particular reasons, such as a once-in-a-lifetime hiring opportunity or a hire without which we can't deliver a critical curriculum, so we're not doing a blanket hiring freeze. Instead, we're doing this very deliberate, careful, and deep review of every hire. I do think we will hire fewer faculty over the next few years. We know the budget is going to be challenged. However, we have to think about the long term, not just the immediate problem.

Closing Remarks

(Fulghum) There was a question earlier about what's required for a mid-pro dossier. *Advance* will be posting a narrative power point that steps through strategies and tips for preparing mid-pro dossiers, and then Bill and I will hold some scheduled Zoom sessions to answer questions. There will be more information soon about preparing your documentation, but we wanted to wait until after this town hall so we would know a bit more about what questions you have. But that support is coming.

(Holloway). There's one thing I want to add in closing. One of the criticisms against higher education is that it changes so slowly, and then people noticed how quickly you as faculty moved to this remote format. I think it surprised a number of people that we actually managed to do that so quickly and with so little warning. This has some led to question whether universities will just become all online in the future. Some folks look at what we've done, and think we'll be all online, it's so easy! I think that's dead wrong. I think the lesson that we've learned here is exactly the opposite. We've learned we can do things quickly and that's great, and we can make sure students are learning and scholarship happens even when we can't come together. But the thing we've really learned is that our students need us. They are telling us that they need us. In surveys, and in my one-on-one conversations with students, it's absolutely clear: what they are saying is that they miss being with us. They miss the interaction, the chance to ask the spontaneous question, the chance to be in the room and have that human experience that comes from the fact that we are physical beings, we are not digital beings. Being together is very

important for all of us. This moment, this period of broadcasting from our rooms, none of us find it completely satisfying. I think the lesson is that the residential university, the opportunity for young scholars and more experienced scholars to come together in the social interaction that is learning and discovery, is hugely valuable. I don't know what the fall will bring, that's complicated, but I think the long term lesson is that what we do as a physical place, as a community of scholars, has real value, and this experience has reinforced that, it hasn't negated that at all.

(Stanley) Barbara or Julia, do you have any closing thoughts?

(Fulghum) If you've lost track, it's Friday...

(Rodriguez) As one of the associate deans told me earlier today, it's the 800th day of May. Enjoy the weekend everyone!

(Holloway) Thank you for all that you are doing, it's really amazing.

Additional Questions Received

Q. *If we are prepping in-person courses but also have to accommodate students who cannot attend the course in-person, this is like a double prep. And, if we prepare a course in this format and then must switch to an all at-a-distance format, this could amount to a triple course prep. How will this significant additional effort be a) recognized and b) supported?*

A. (Stanley) This goes back to Barbara Rodriguez' observation that for the moment there is a shift in workload, with greater time commitment to teaching. The usual allocation is 40 percent teaching, 40 percent scholarship, and 20 percent service. Clearly, we are all putting more time into teaching now than we normally do, at the expense of our scholarship. This is one of the reasons for the one-year extension on the tenure clock. When that policy was put in place, we all realized that this crisis wasn't just going to disrupt our professional lives for the last half of the spring semester but would continue to have effects through the summer and into the fall. We've all lost research time over the last 9 weeks to COVID-19 disruptions, but under the policy, junior faculty have gained a year of breathing room on the tenure clock. In terms of recognition, as Barbara remarked, faculty should collect the artifacts of the extraordinary work you have done this spring, and will continue to do into the fall, and include that in your future written statements and supporting documents for annual and milestone reviews. This extra work will be recognized by departments, colleges, and the provost's office in future reviews. As for support, as discussed above, there will be a set of faculty development resources available this summer, ranging from a fairly brief self-paced Remote Fundamentals course, to one-week Course Design Institutes that will be running in June and July, to 6-week in-depth workshops called Evidence Based Practices for Teaching Online or EBPTO. The EBPTO courses will also match participants with a course designer who will work with you on your own course design. This is similar to the kind of development process UNM does for full-fledged online courses but is abbreviated to accommodate volume. I don't quite agree with you that being prepared to accommodate

individual students who can't attend class is a double preparation. This is what has been referred to as "emergency remote teaching." It can be as simple as streaming your lecture on Zoom to the students who can't attend class, or sending them lecture notes and having them write some responses to the readings or turn in some problem sets. These individual arrangements don't need to be a parallel online course. If we find ourselves switching to remote again late in the semester because of a COVID-19 outbreak, we will all have the experience of this spring to guide us, and we'll have had a chance to prepare during the summer, take some faculty development courses through the Center for Teaching and Learning, and make some changes in our course design to make a move to remote less jarring. Simple changes can include having a strong and well-organized week-by-week setup in Learn, and having more frequent, smaller, lower-stakes assignments that can keep students engaged through a period of disruption. Many of the things we can do to make face-to-face teaching more resilient are just good teaching practices anyway, practices that, once we learn how to do them, will simply become part of how we teach, to the benefit of our students.

Q. Is there a plan for immunization tests for staff and faculty?

A. (Stanley) As James indicated above, the university is exploring to what extent it will deploy its own testing and tracing capacities or rely on the state, county, or city. As of this writing, there is no validated test of immune status. If a test were to emerge that is confirmed by studies to be predictive of immunity, then I am certain that all higher education institutions would be exploring whether that could be a useful tool for protecting our students, faculty, staff, and the broader community.

Q. I do have a question about pay raises. With tenure, you get a pay raise, but if you move tenure by a year, you move that raise by a year. How are young faculty going to deal with the cost of living going up in New Mexico but not our pay?

A. (Stanley) I understand your concern. The extension of the tenure clock gives junior faculty the option to either have compensatory time to regain momentum in their scholarly work, or opt out and proceed with review on time, whichever makes more sense to them given their circumstances and priorities. A faculty member who is very confident of their research record, and who suffered somewhat fewer disruptions than others have, can opt out and proceed on time. If successful in earning tenure and promotion, they would have the salary increase a year sooner. Other faculty whose work has been significantly disrupted can accept the automatic extension. It's a trade-off. Tenure and promotion is a high stakes review. Delaying by a year will help candidates build the kind of record they planned to have when they come up for review. That delays the potential salary increase as well as the security that you have if you win tenure, but it also gives the candidate an opportunity to go into the review with more confidence. When I'm asked by faculty whether they should opt out, my first question is whether COVID-19 has delayed their submission of publications for review. If the answer is yes, then I recommend accepting the extension.

Q. A detail about the tenure clock extension policy: My division chair stated the deadline to opt out was May 1, 2020. Is this correct?

A. (Stanley) The deadline for opting out of the automatic extension for tenure reviews for fall 2020 was May 1, 2020. As Barbara Rodriguez indicated above, her office will consider allowing opt-out decisions after that deadline on a case by case basis, depending on the customary timing in a given discipline for soliciting external reviewer letters. The reason for the May 1 deadline was that in many disciplines, if the external reviewers aren't already recruited by May 1, it's going to be difficult if not impossible to find an appropriate group of reviewers from peer institutions. In many disciplines, those requests go out pretty early in the spring semester. Dates for mid-probationary review opt-out are more flexible because mid-pro doesn't involve external reviewers. The process for opting out of the mid-pro extension is also less formal – just email your chair and dean. If in doubt, talk to your chair! There is an FAQ document about the extension policy [here](#).