SAFETY CULTURE ASSESSMENT

REPORT OUT PRESENTATION

February 2024

SAFETY. ELEVATED.™

1 THEMES REFRESH

2 SURVEY INSIGHTS & DIMENSIONAL ANALYSIS

3 DETAILED RECOMMENDATIONS

4 NEXT STEPS

OVERALL ROLL-OUT PLAN

FEB 05-06 — **Assessment Report Out x2**
- Safety Culture Assessment & Maturity Model
- Strengths & Opportunities
- Strategic Priorities
- Dimensional Analysis
- Recommendation Discussion

FEB 22 — **Strategy Kick Off**
- Create plan for Front Line Sessions
- Set tone for strategy planning

TBD — **Front Line Strategy**
- Capture targeted bottoms-up input into strategy
- Improve change buy-in

TBD — **Strategic Planning Sessions**
- Develop 3-5 Year Strategic Plan & Roadmap
- Elaboration of high-level project charters

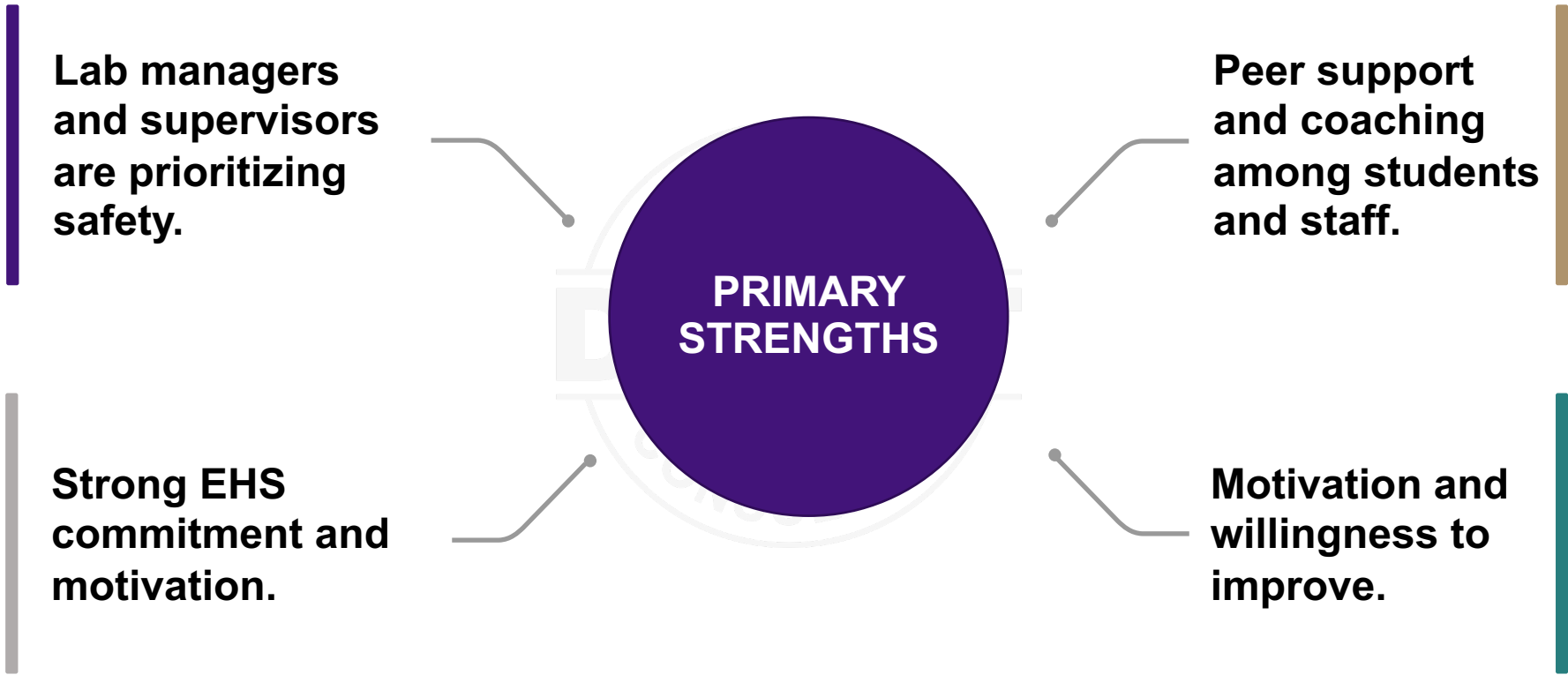**TBD** — **Half Day Safety Leadership Workshop (X2)**
- Executive Program to equip leaders to support Culture Change (followed by Executive Coaching)

THEMES REFRESH

Lab managers and supervisors are prioritizing safety.

Peer support and coaching among students and staff.

PRIMARY STRENGTHS

Strong EHS commitment and motivation.

Motivation and willingness to improve.

THE FOLLOWING STRATEGIC PRIORITIES WILL ACCELERATE SAFETY CULTURE IMPROVEMENT

01

GET SENIOR LEADERS INVOLVED IN SAFETY

Less than a third (29%) of all university stakeholders believe university leadership spends enough time amongst the campus community to understand real safety issues. Stakeholders perceive limited communication or coordination between safety committees and even less involvement from senior leaders.

University stakeholders believe senior leaders do not provide adequate resources for ensuring laboratory or facility safety.

02

TRANSLATE SPOKEN COMMITMENT INTO ORGANIZED ACTION

Safety responsibilities are primarily delegated to the EHS department, which has limited staffing and resources, given the scope of its work.

Poor adherence to safety standards until an internal/external audit is performed or an investigation is conducted following a safety incident.

Where proactivity does exist, safety is left to individual workers or workgroups out of a sense of self-preservation.

STRATEGIC PRIORITIES TO ADDRESS GAPS

THE FOLLOWING STRATEGIC PRIORITIES WILL ACCELERATE SAFETY CULTURE IMPROVEMENT

03

ESTABLISH SAFETY LEADERSHIP ACCOUNTABILITY

There is no consistent mechanism for holding faculty, PIs, and other management personnel accountable for managing the safety of their work groups.

There appear to be insignificant consequences for faculty who repetitively ignore safety concerns.

04

IMPROVE RISK PERCEPTION AND AWARENESS

There is significant variability in the understanding and application of existing safety practices. The extent to which individuals engage in personal safety strategies, such as wearing personal protective equipment, engaging in safe behavior, and exercising caution towards danger, is highly variable.

DIMENSIONAL ANALYSIS

DIMENSIONAL ANALYSIS

EXECUTIVE COMMITMENT

Perception of **executive commitment** (e.g., President, Provost, Vice Presidents) to safety via communication of the company's safety vision from an authentic and genuine perspective, prioritization of employee well-being over revenues, and visible engagement with contributors.

STRENGTHS	OPPORTUNITIES
• Approximately 50% believe executives care about employee safety and well-being • Pockets of senior leaders show a visible commitment for safety (e.g., Dean of Engineering)	• Stakeholders report an absence of executive-level communication relating to safety • Perception leaders will only fund safety needs to avoid legal ramifications • Stakeholders want guidance from senior leaders for safety

> " Safety culture has to be driven from the top down. Until that happens, nothing will change.

"Executives (UNM President, Executive VPs) spend sufficient time among the campus community to understand real safety issues."

Arts & Sciences	Engineering	Health Science Center	Facilities	Other
23%	16%	29%	31%	30%

LEADERSHIP COMMITMENT

The degree to which **leadership** demonstrates a commitment to safety through visibility in the field, efficient response to safety concerns, and demonstrating care for individual worker health and safety.

STRENGTHS	OPPORTUNITIES
• Pockets of faculty members are holding safety-related discussions with their lab members	• Most faculty and department leaders reported to "hand off" safety to lab managers or other department personnel • Low visibility of both departmental and operational managers

> " PIs need to be trained in safety; they don't know anything about their labs or safety.

"Managers are readily available, talk one-on-one with employees about safety, and lead by example."

Arts & Sciences	Engineering	Health Science Center	Facilities	Other
54%	36%	61%	54%	56%

DIMENSIONAL ANALYSIS

SUPERVISOR COMMITMENT

The extent to which **supervisors** actively role model safety behaviors and demonstrate value for safety through ensuring a safe work environment and recognizing safe work, as well as actively caring for their health and safety.

STRENGTHS	OPPORTUNITIES
• Lab managers (supervisors, research staff) were applauded for their high level of commitment and support for safety. • Supervisors said to be open to listening to worker concerns and ideas for safety	• Need for increased recognition • A low proportion of stakeholders (35%) agreed they'd recently received recognition from their supervisor for working safely

> " Having a lab manager is a strength. They keep track and take care of safety. We feel safe within our labs [because of them], but then we talk about other labs, it's different.

"Over the past month, I have seen my supervisor actively engaging with my team when it comes to our safety and individual work practices."

Arts & Sciences	Engineering	Health Science Center	Facilities	Other
58%	35%	58%	70%	52%

DIMENSIONAL ANALYSIS

SAFETY COMMUNICATION

Frequency of official safety messages and coverage across the workforce, two-way safety messaging, and clear and relevant communication of safety targets and performance metrics.

STRENGTHS	OPPORTUNITIES
• Peer-to-peer communication about safety is more common • Peers holding one another accountable for working safely (i.e., reminding others about PPE)	• Stakeholders report limited discussions around safety between labs and units • Stakeholders report limited to no communications related to safety coming from university leadership • Many stakeholders did not know of services offered by EHS

> " Other than the annual, online, required training all employees and students, I do not remember many, if any, conversations in our meetings about safety.

"Safety communication is strong across different departments and locations."

Arts & Sciences	Engineering	Health Science Center	Facilities	Other
31%	18%	39%	39%	30%

DIMENSIONAL ANALYSIS

SAFETY PARTICIPATION

The extent to which leaders seek input and consult workers about health and safety issues. The degree to which an individual feels comfortable and does bring up safety issues to higher levels.

STRENGTHS	OPPORTUNITIES
• Stakeholders report wanting participation channels such as safety committees • Willingness to engage if given the opportunity	• Many stakeholders do not know of the processes for reporting safety concerns, incidents, or near misses. • Grassroots safety committees are uncommon • Reported as uncommon for leaders to ask for safety input

" No outlet for us to make complaints or report hazards. Nobody knows whose job it is to report.

"Leaders actively seek out employee feedback to improve safety."

Arts & Sciences	Engineering	Health Science Center	Facilities	Other
38%	26%	34%	42%	33%

DIMENSIONAL ANALYSIS

LEARNING ORGANIZATION

The frequency and effectiveness of safety observations and the extent to which safety incidents are perceived as experiences to be learned. Includes effective incident response, near-miss reporting, and knowledge sharing related to safety best practices and lessons learned.

STRENGTHS	OPPORTUNITIES
• EHS offerings for laboratory training are applaudable • Lab managers and safety personnel make efforts to share critical safety information and ensure learning	• Lessons learned and best practices are said to not be shared across departments, colleges, units, or safety committees • Lessons learned EHS webpage has not been updated since the pandemic (at time of assessment)

> " Never hear about incidents unless you tell them yourself. We don't get follow-up on incidents.

"Best practices, lessons learned, and near-misses are continuously shared with employees."

Arts & Sciences	Engineering	Health Science Center	Facilities	Other
42%	27%	42%	49%	36%

DIMENSIONAL ANALYSIS

SAFETY OWNERSHIP

Individual ownership of safe work practices and proactive behaviors demonstrate value for safety, including providing peer-to-peer feedback and recognition and holding team members accountable for safe work practices.

STRENGTHS	OPPORTUNITIES
• Students, staff, and faculty were generally said to cooperate when asked to remedy safety hazards or comply with safety procedures (e.g., wearing PPE).	• Proactivity for safety is less common

> " Safety is seen as a hindrance to getting work done.

"I feel it is okay to speak up to my coworkers if I see them taking a safety shortcut."

Arts & Sciences	Engineering	Health Science Center	Facilities	Other
69%	82%	67%	70%	61%

DIMENSIONAL ANALYSIS

PRODUCTION PRESSURE

Balance between time pressure and safety work practices, including the degree to which leaders promote balancing safety and production.

STRENGTHS	OPPORTUNITIES
• Students did not report high levels of production pressure	• Production pressure more common among facilities maintenance • Lab managers and safety personnel may be at risk of burnout due to high workloads and perceived low staffing for safety

> " Not enough personnel in FM to handle all of the campus work orders for potential safety issues quickly.

"I don't feel time pressure to get my job done because of poor planning and scheduling."

Arts & Sciences	Engineering	Health Science Center	Facilities	Other
45%	41%	51%	53%	48%

DIMENSIONAL ANALYSIS

HAZARD AWARENESS AND CONTROL

Employee knowledge around hazard awareness and control, including emergency readiness.

STRENGTHS	OPPORTUNITIES
• In research labs, students rely on senior lab members or lab managers for coaching through new processes	• Multiple groups mentioned the need for increased emergency management practices, such as CPR training, emergency response drills, and detailed emergency response procedures • Hazard identification processes are inconsistently used

> " It's normal when you do something new to talk to others in your group.

"I am aware of the hazards of my job, and I have been trained on how to protect myself from those hazards."

Arts & Sciences	Engineering	Health Science Center	Facilities	Other
73%	70%	68%	75%	61%

SAFETY POLICIES AND PROCEDURES

Attitudes toward safety procedures and policies and the implementation of safety procedures (i.e., level of employee consultation and education/training).

STRENGTHS	OPPORTUNITIES
• In some academic departments, students and lab managers are writing and sharing SOPs across labs	• Concern regarding a lack of SOPs was more prevalent among facilities maintenance • Ongoing sense at the faculty level that EHS policies are not applicable to their research laboratories and that EHS should work to better understand the specifics of their research

> " "As grad students leave, there should be an exit strategy for getting rid of stuff [materials] from other people."

"Safety policies and SOPs are clear, accessible, and applicable to the job."

Arts & Sciences	Engineering	Health Science Center	Facilities	Other
57%	35%	54%	49%	46%

DIMENSIONAL ANALYSIS

TOOLS AND EQUIPMENT

Availability and quality of equipment, physical treatment of equipment by workforce, and level of employee autonomy in procurement processes.

STRENGTHS	OPPORTUNITIES
• PPE is readily available and accessible	• Concern regarding preventative maintenance across the university • Perception across groups that cost and budget override consideration of safety • Housekeeping as a primary concern within research labs

❝ "Sometimes, the best safety practices are considered a financial waste according to the current budget. Products purchased to make best safety practices realized are sometimes seen as a waste of the budget as they will never be used enough to 'split even' of cost."

"Ongoing preventive maintenance is effective, and faulty equipment is immediately removed."

Arts & Sciences	Engineering	Health Science Center	Facilities	Other
53%	48%	62%	66%	47%

DATA DEEP DIVE

Level of Agreement- All Respondents

Survey The..	Survey Items	%
Executive Commitment	Executives (UNM President, Executive VPs) communicate their vision for safety from an authentic, personal perspective.	41%
	Executives (UNM President, Executive VPs) genuinely care about employees and prioritize their safety and well-being.	49%
	Executives (UNM President, Executive VPs) spend sufficient time among the campus community to understand real safety issues.	29%
	Executives (UNM President, Executive VPs) take active steps to address and improve mental health and well-being.	37%
Leadership Commitment	Managers (Area Managers, Chairs, and Directors) appreciate and recognize employees' safety actions and efforts.	56%
	Managers (Area Managers, Chairs, and Directors) are readily available, talk one-on-one with employees about safety, and lead by	56%
	Managers (Area Managers, Chairs, and Directors) make sure deliverables don't override safety considerations.	53%
	Managers (Area Managers, Chairs, and Directors) make sure safety concerns are dealt with quickly and effectively.	58%
Supervisor Commitment	In general, our supervisors and leaders enforce safe working procedures.	66%
	In the last month, I have received appreciation and recognition from my supervisor for working safely.	35%
	My supervisor's main focus is getting the work done safely even if it takes longer.	68%
	Over the past month, I have seen my supervisor actively engaging with my team when it comes to our safety and individual work p	55%
Safety Communication	I regularly bring up safety concerns and suggestions to my supervisor.	37%
	Safety communication is strong across different departments and locations.	33%
	Senior leaders clearly and effectively share key safety information with their employees.	48%
	Within our team, we talk about safety throughout the day.	35%
Safety Participation	Employee opinions and suggestions about safety are welcomed by leaders.	49%
	I personally know a peer that is actively involved in a safety improvement project or safety-related committee.	34%
	Leaders actively seek out employee feedback to improve safety.	35%
	Leaders consult with workers about health and safety issues before making major decisions.	36%
Safety Ownership	I feel it is okay to speak up to my coworkers if I see them taking a safety shortcut.	65%
	My peers speak positively about the UNM safety culture.	30%
	There is no stigma associated with making safety the top priority.	61%
	When there are multiple ways of doing a job, my work group always chooses the safest way.	60%
Tools, Procedures & Equipment	Ongoing preventive maintenance is effective, and faulty equipment is immediately removed.	42%
	Safety policies and SOPs are clear, accessible and applicable to the job.	49%
	Safety policies and standard operating procedures (SOPs) are in line with the way employees actually do the work.	50%
	Tools, equipment, and PPE are readily available and of high quality.	53%
Learning Organization	Best practices, lessons learned, and near-misses are continuously shared with employees.	39%
	Incident investigations are conducted to identify root causes, not to identify who is to blame.	40%
	Safety inspections are thorough and provide an opportunity for constructive conversations.	39%
	Safety training is available, accessible, valuable, and effective.	54%
Production Pressure	I don't feel time pressure to get my job done because of poor planning and scheduling.	49%
	In the last 3 months, I've heard my leader/supervisor stress the importance of balancing safety and deliverables.	36%
	Lack of time does not compromise safety.	54%
	We have sufficient personnel to do the job safely.	48%
Hazard Identification	Hazard recognition tools are effectively utilized and people understand the real risks of the job or task.	53%
	I am aware of the hazards of my job and I have been trained on how to protect myself from those hazards.	66%
	In the last week, I've taken active steps to mitigate at least one hazard in my work environment.	35%
	Key safety information (SOPs, SDSs, hazard analyses) is available and easily accessible.	52%
Culture Change	I am willing to help implement change to improve our safety culture.)	70%
	I believe UNM has the ability to make future safety culture improvements.	65%
	More safety and safety culture improvements are needed.	53%
	Over the past 2 years, I believe there has been progress in improving our Safety Culture.	34%
	Safety leadership has improved over the last two years.	32%

Level of Agreement- By Position

Survey Themes	Survey Items	Student	Staff	Faculty	Supervisor	Manager
Executive Commitment	Executives (UNM President, Executive VPs) communicate their vision for safety from an authentic, personal perspective.	37%	44%	30%	36%	46%
	Executives (UNM President, Executive VPs) genuinely care about employees and prioritize their safety and well-being.	37%	51%	43%	40%	61%
	Executives (UNM President, Executive VPs) spend sufficient time among the campus community to understand real safety issues.	18%	33%	21%	19%	38%
	Executives (UNM President, Executive VPs) take active steps to address and improve mental health and well-being.	22%	41%	28%	37%	39%
Leadership Commitment	Managers (Area Managers, Chairs, and Directors) appreciate and recognize employees' safety actions and efforts.	52%	57%	52%	57%	63%
	Managers (Area Managers, Chairs, and Directors) are readily available, talk one-on-one with employees about safety, and lead by	47%	57%	50%	62%	64%
	Managers (Area Managers, Chairs, and Directors) make sure deliverables don't override safety considerations.	51%	55%	44%	61%	60%
	Managers (Area Managers, Chairs, and Directors) make sure safety concerns are dealt with quickly and effectively.	51%	60%	50%	61%	63%
Supervisor Commitment	In general, our supervisors and leaders enforce safe working procedures.	67%	71%	51%	67%	70%
	In the last month, I have received appreciation and recognition from my supervisor for working safely.	41%	40%	22%	35%	31%
	My supervisor's main focus is getting the work done safely even if it takes longer.	76%	72%	54%	63%	79%
	Over the past month, I have seen my supervisor actively engaging with my team when it comes to our safety and individual work p	70%	61%	35%	66%	54%
Safety Communication	I regularly bring up safety concerns and suggestions to my supervisor.	42%	39%	28%	49%	36%
	Safety communication is strong across different departments and locations.	39%	35%	24%	30%	32%
	Senior leaders clearly and effectively share key safety information with their employees.	60%	52%	38%	40%	47%
	Within our team, we talk about safety throughout the day.	37%	39%	22%	38%	36%
Safety Participation	Employee opinions and suggestions about safety are welcomed by leaders.	59%	51%	37%	54%	57%
	I personally know a peer that is actively involved in a safety improvement project or safety-related committee.	28%	34%	33%	31%	46%
	Leaders actively seek out employee feedback to improve safety.	38%	37%	25%	36%	39%
	Leaders consult with workers about health and safety issues before making major decisions.	51%	38%	25%	36%	36%
Safety Ownership	I feel it is okay to speak up to my coworkers if I see them taking a safety shortcut.	65%	66%	53%	81%	77%
	My peers speak positively about the UNM safety culture.	35%	34%	19%	26%	31%
	There is no stigma associated with making safety the top priority.	65%	62%	51%	72%	68%
	When there are multiple ways of doing a job, my work group always chooses the safest way.	65%	63%	47%	69%	69%
Tools, Procedures & Equipment	Ongoing preventive maintenance is effective, and faulty equipment is immediately removed.	50%	47%	28%	42%	43%
	Safety policies and SOPs are clear, accessible and applicable to the job.	69%	51%	36%	46%	51%
	Safety policies and standard operating procedures (SOPs) are in line with the way employees actually do the work.	68%	51%	40%	45%	52%
	Tools, equipment, and PPE are readily available and of high quality.	58%	56%	41%	60%	54%
Learning Organization	Best practices, lessons learned, and near-misses are continuously shared with employees.	55%	42%	26%	40%	38%
	Incident investigations are conducted to identify root causes, not to identify who is to blame.	48%	41%	31%	44%	47%
	Safety inspections are thorough and provide an opportunity for constructive conversations.	50%	42%	26%	45%	43%
	Safety training is available, accessible, valuable, and effective.	51%	58%	42%	61%	57%
Production Pressure	I don't feel time pressure to get my job done because of poor planning and scheduling.	58%	53%	35%	66%	45%
	In the last 3 months, I've heard my leader/supervisor stress the importance of balancing safety and deliverables.	44%	43%	20%	38%	33%
	Lack of time does not compromise safety.	48%	59%	40%	70%	55%
	We have sufficient personnel to do the job safely.	51%	54%	32%	49%	49%
Hazard Identification	Hazard recognition tools are effectively utilized and people understand the real risks of the job or task.	63%	56%	38%	54%	60%
	I am aware of the hazards of my job and I have been trained on how to protect myself from those hazards.	74%	69%	53%	73%	69%
	In the last week, I've taken active steps to mitigate at least one hazard in my work environment.	47%	38%	25%	25%	46%
	Key safety information (SOPs, SDSs, hazard analyses) is available and easily accessible.	63%	54%	42%	53%	52%
Culture Change	I am willing to help implement change to improve our safety culture.)	66%	70%	66%	81%	83%
	I believe UNM has the ability to make future safety culture improvements.	72%	66%	57%	76%	69%
	More safety and safety culture improvements are needed.	66%	52%	55%	59%	52%
	Over the past 2 years, I believe there has been progress in improving our Safety Culture.	38%	35%	21%	50%	41%
	Safety leadership has improved over the last two years.	36%	33%	18%	43%	41%

Tableau Data: % Agreement By Type of Worker

Level of Agreement- By Type of Worker

Survey Themes	Survey Items	Laboratory/Research	Maintenance/Custodi...	Office/Classroom	Studio/Makerspace
Executive Commitment	Executives (UNM President, Executive VPs) communicate their vision for safety from an authentic, personal perspective.	37%	39%	42%	35%
	Executives (UNM President, Executive VPs) genuinely care about employees and prioritize their safety and well-being.	45%	40%	51%	29%
	Executives (UNM President, Executive VPs) spend sufficient time among the campus community to understand real safety issues.	23%	31%	30%	16%
	Executives (UNM President, Executive VPs) take active steps to address and improve mental health and well-being.	26%	34%	39%	32%
Leadership Commitment	Managers (Area Managers, Chairs, and Directors) appreciate and recognize employees' safety actions and efforts.	52%	54%	57%	47%
	Managers (Area Managers, Chairs, and Directors) are readily available, talk one-on-one with employees about safety, and lead by	46%	52%	58%	53%
	Managers (Area Managers, Chairs, and Directors) make sure deliverables don't override safety considerations.	48%	52%	55%	33%
	Managers (Area Managers, Chairs, and Directors) make sure safety concerns are dealt with quickly and effectively.	54%	53%	59%	53%
Supervisor Commitment	In general, our supervisors and leaders enforce safe working procedures.	72%	70%	64%	56%
	In the last month, I have received appreciation and recognition from my supervisor for working safely.	49%	48%	31%	29%
	My supervisor's main focus is getting the work done safely even if it takes longer.	73%	72%	68%	47%
	Over the past month, I have seen my supervisor actively engaging with my team when it comes to our safety and individual work p	68%	69%	52%	38%
Safety Communication	I regularly bring up safety concerns and suggestions to my supervisor.	52%	62%	31%	13%
	Safety communication is strong across different departments and locations.	36%	39%	31%	31%
	Senior leaders clearly and effectively share key safety information with their employees.	57%	48%	47%	42%
	Within our team, we talk about safety throughout the day.	59%	56%	27%	46%
Safety Participation	Employee opinions and suggestions about safety are welcomed by leaders.	57%	59%	47%	47%
	I personally know a peer that is actively involved in a safety improvement project or safety-related committee.	44%	44%	31%	38%
	Leaders actively seek out employee feedback to improve safety.	46%	45%	32%	29%
	Leaders consult with workers about health and safety issues before making major decisions.	42%	48%	33%	38%
Safety Ownership	I feel it is okay to speak up to my coworkers if I see them taking a safety shortcut.	75%	77%	61%	85%
	My peers speak positively about the UNM safety culture.	40%	43%	27%	23%
	There is no stigma associated with making safety the top priority.	70%	62%	60%	50%
	When there are multiple ways of doing a job, my work group always chooses the safest way.	76%	69%	57%	43%
Tools, Procedures & Equipment	Ongoing preventive maintenance is effective, and faulty equipment is immediately removed.	51%	60%	38%	36%
	Safety policies and SOPs are clear, accessible and applicable to the job.	60%	50%	47%	57%
	Safety policies and standard operating procedures (SOPs) are in line with the way employees actually do the work.	62%	46%	49%	33%
	Tools, equipment, and PPE are readily available and of high quality.	70%	70%	48%	36%
Learning Organization	Best practices, lessons learned, and near-misses are continuously shared with employees.	49%	50%	36%	38%
	Incident investigations are conducted to identify root causes, not to identify who is to blame.	51%	46%	38%	31%
	Safety inspections are thorough and provide an opportunity for constructive conversations.	58%	47%	35%	31%
	Safety training is available, accessible, valuable, and effective.	62%	64%	52%	38%
Production Pressure	I don't feel time pressure to get my job done because of poor planning and scheduling.	60%	56%	47%	29%
	In the last 3 months, I've heard my leader/supervisor stress the importance of balancing safety and deliverables.	47%	55%	31%	54%
	Lack of time does not compromise safety.	63%	65%	51%	54%
	We have sufficient personnel to do the job safely.	60%	40%	48%	42%
Hazard Identification	Hazard recognition tools are effectively utilized and people understand the real risks of the job or task.	72%	62%	49%	46%
	I am aware of the hazards of my job and I have been trained on how to protect myself from those hazards.	84%	78%	61%	92%
	In the last week, I've taken active steps to mitigate at least one hazard in my work environment.	58%	57%	27%	54%
	Key safety information (SOPs, SDSs, hazard analyses) is available and easily accessible.	77%	63%	45%	62%
Culture Change	I am willing to help implement change to improve our safety culture.)	77%	75%	69%	77%
	I believe UNM has the ability to make future safety culture improvements.	66%	74%	64%	69%
	More safety and safety culture improvements are needed.	54%	63%	52%	67%
	Over the past 2 years, I believe there has been progress in improving our Safety Culture.	46%	41%	31%	15%
	Safety leadership has improved over the last two years.	44%	42%	28%	15%

RECOMMENDATIONS

RECOMMENDATIONS
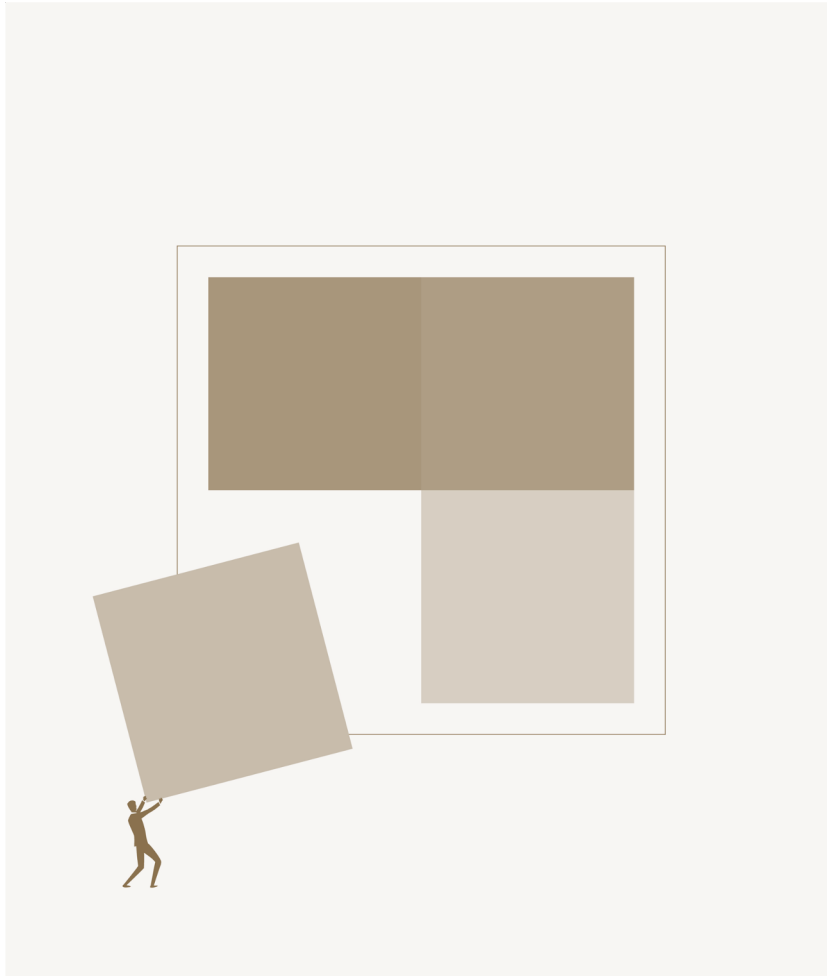
The following recommendations represent **tangible actions** to improve UNM's safety culture.

This list will not be completed in a single given year and additions or updates will be completed during **strategic planning**.

During strategic planning, the team will determine which **recommendations will be addressed** with corresponding priorities for 2023 and beyond.

This includes the **who/what/when** of actions along with determining responsible parties for actions with any additional support (e.g., executives) needed.

RECOMMENDATIONS

Overview of Recommendations by Ease of Implementation and Risk Reduction Outcome

Tier 1: Foundational Recommendations
1. Establish a safety governance forum.
2. Develop a safety culture strategy with actional goals.
3. Develop and implement a university wide EHS management system.

Tier 2: Important Recommendations
4. Organize and strengthen collaboration with university safety committees.
5. Identify leading and lagging key performance indictors for monitoring safety culture progress.
6. Review EHS staffing needs and consider establishing internal EHS specialists by college / operational area.
7. Provide safety leadership development at multiple levels.
8. Incorporate safety into performance management,
9. Overhaul incident reporting channels
10. Identify communication strategies to advertise EHS services and key safety information.
11. Integrate safety culture topics into academic curriculum
12. Develop safety-specific onboarding materials for operational roles

Tier 3: Additional Recommendations
13. Establish a university-wide safety recognition program

1. **Establish a safety governance forum.** An executive safety governance forum is needed to guide UNM safety strategy across the department, monitor safety improvements, and collaborate with university safety committees. This forum should occur bi-monthly at minimum. The forum should comprise senior leadership with authority to drive change, EHS experts (EHS Director and EHS Officers), and a clear charter should govern focus areas. The governance forum should (1) set a vision and strategy for safety that resonates and inspires across the organization, (2) set expectations for increased safety commitment and role modeling, (3) improve decision-making to reduce risk, and (4) increase transparency and accountability around safety. The roles and expectations of each governance team member involved should be defined, including how each member will contribute to safety culture improvements. *(High Impact | Low Effort)*

2. **Develop a university-wide safety strategy with actionable goals.** We recommend UNM establish a university-wide safety strategy. This strategy should reflect the university's intended safety culture as well as management goals and describe measurable steps for obtaining it. The final strategy should be endorsed by the safety governance forum, and progress on the strategy should be tracked within the forum. There should be clear timelines for monitoring progress over time. (*High Impact | Low Effort*)

3. **Develop and implement a university-wide EHS management framework.** We recommend EHS stakeholders develop a framework that holistically details standard procedures, policies, and expectations for all employees and clarifies roles and responsibilities at various stakeholder levels (student, faculty, staff, etc.). Processes related to hazard identification and mitigation, incident reporting and response, safety committee structures and participation, and risk management processes should be outlined within a single framework to drive a consistent university approach to safety management. While variability in context will naturally exist (e.g., between research labs and construction safety), the approach to these processes should remain consistent. Instead of separate frameworks for each EHS subdepartment, the overarching framework should reflect how each subdepartment's services are related to meeting the university's safety goals. (*High Impact | High Effort*)

4. **Strengthen and increase collaboration with university safety committees.** We recommend key stakeholders, such as the safety governance team, increasingly organize and utilize insights from top-level safety committees like the Chemical and Lab Safety Committee and the Risk and Loss Prevention Committee. This involves partnering with the Environmental Health and Safety (EHS) sub-departments to identify areas where leadership can have the most impact and collaborating with these committees to guide the university's overall safety strategy. Additionally, efforts need to be made to increase information sharing among various safety committees, including details of completed actions, lessons from incidents, and ongoing safety initiatives. Senior leaders and EHS representatives should promote grassroots involvement and encourage management to support local safety committees. This will provide a platform for stakeholders to voice their concerns, emphasizing the importance of addressing these concerns swiftly and effectively at higher levels. (*High Impact | Medium Effort*)

5. **Identify leading and lagging key performance indicators to monitor safety culture progress.** To ensure safety culture progress is effectively monitored, UNM needs to identify a standard set of leading and lagging indicators and develop a plan for evaluating them. Leading indicators such as leader involvement in safety committees, corrective actions closed, and the use of recognition systems should be given primary focus. The governance forum should set a standard for monitoring these indicators. (*Medium Impact | Low Effort*)

6. **Review EHS staffing needs and consider establishing internal EHS specialists by college and operational area.** As it is currently staffed, EHS does not have the personnel to implement safety culture progress effectively on a wide scale. We recommend reviewing EHS staffing needs and considering implementing a staffing structure that allows for EHS representatives within the university's primary colleges and operational domains. If implemented, these specialists should directly report to the EHS department rather than the individual college or operational area. Their overall responsibilities should mirror those taken up by the Chemistry and Chemical Biology safety specialist and focus on making local safety improvements. (*High Impact | High Effort*)

7. **Provide training, guidance, and growth opportunities in safety leadership at multiple levels (executive, deans, chairs, faculty, operational managers, supervisors).** These development opportunities should concentrate on essential skills for leading safety efforts and taking responsibility for safety. Content should include foundational safety competencies like assigning work safely, recognizing safe practices, correcting unsafe behaviors, and getting teams involved in safety. (*Medium Impact | Medium Effort*)

8. **Integrate safety into performance management.** We recommend integrating safety metrics within performance management for leaders at all levels, including supervisors, managers, and faculty. This integration should prioritize proactive safety behaviors, like time spent by managers and faculty in operational environments (e.g., fields or labs), actively seeking EHS training programs, participation in grassroots safety committees, and achieving commendable results in EHS inspections. As part of performance management, there should be an accountability system to address instances where leadership actions do not align with the university's safety culture objectives. This dual approach – proactive measures and accountability – will reinforce the university's commitment to a safe and responsible working environment. *(High Impact | Medium Effort)*

9. **Overhaul and advertise incident reporting channels.** Current reporting channels are unclear and misunderstood by university personnel. Incidents and near misses are reported via the same system, but the system is labeled for incident reporting. EHS needs to establish clear reporting channels for incidents, near misses, and safety concerns or hazards. Specifically, reporting channels for incidents should be separate from those used for near misses and safety concerns or hazards to promote psychological safety and remove potential fears of reporting. Efforts should be made to make the "why" of reporting known and easier to accomplish. For instance, QR code signs and stickers within research labs and facilities shops, as well as posted across the university, would allow stakeholders to make reports more easily. *(Medium Impact | Low Effort)*

10. **Identify communication strategies to advertise EHS services and critical safety information.** UNM needs to effectively publicize its Environmental Health and Safety (EHS) services and various campus initiatives to its community members. Similarly, as UNM implements measures to enhance its safety culture, these efforts should be prominently shared to show that the leadership is committed to safety and actively addressing it. To guarantee that communication reaches all university members, UNM should explore innovative communication methods beyond email newsletters. Considering the university setting, we recommend utilizing social media and organizing in-person events where EHS and senior leaders can interact with the campus community. Also, the university EHS website needs to be updated consistently to accurately advertise and reflect safety culture progress and initiatives. (*Medium Impact | Low Effort*)

11. **Integrate safety culture topics into the academic curriculum.** UNM has a unique opportunity to leverage the academic environment to develop important competencies around safety. We recommend incorporating safety culture and key safety skill topics within the academic curriculum near the beginning of students' university experience (i.e., the first semester of their graduate degree). Additionally, considering the prevalence of government laboratories in New Mexico, which are potential employers for university graduates, UNM should emphasize the significance of cultivating safety skills in preparing students for their professional careers. (*Medium Impact | Medium Effort*)

12. **Develop safety onboarding materials for operational roles.** Safety culture topics and skills relevant to facilities management roles should be incorporated into onboarding processes. Topics should include hazard identification and mitigation, stop work authority, incident reporting and response processes, and role-specific safety skills. By beginning discussions around safety within the first days of working with the university, newcomers will better understand the expectations and desired expectations for safety throughout their careers. (*Medium Effort | Medium Impact*)

13. Implement a university-wide safety recognition program. We recommend that UNM implement a university-wide safety recognition program, like the Chemical and Lab Safety "Safety Matters" raffle. It should become a norm to recognize proactive safety behaviors such as requesting EHS training, mentoring peers on safety-related activities, reporting near misses and safety hazards, etc. Increased informal recognition is also needed, and leaders can begin setting expectations through role modeling. (*Medium Impact | Low Effort*)
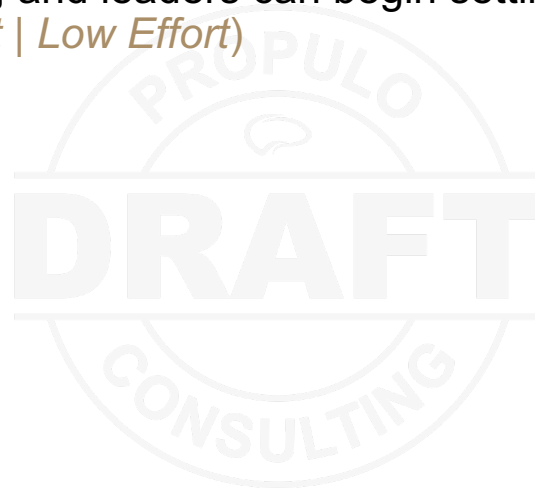
NEXT STEPS

- 1-hour Strategic Planning – 2/22
  - Determine topics for Front Line Sessions

- 2 x ½ Day Front Line Planning
  - Obtain input from the field
  - Share back in Strategic Planning Sessions

- 6 hours Strategic Planning
  - Elaboration of 3-5 year strategic plan
  - Creation of Project Charters

- 2 ½ day Safety Leadership Workshop to equip leaders to drive Culture Change
  - Up to 10 leaders per workshop

- 12 Leadership Coaching sessions on Safety Culture Strategy Execution

- Post-Assessment Communication support

- 2 Pulse Surveys at 12 and 18 months

THANK YOU!

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