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CFE Advisory Forum Notes, 12/10/2015

UNO Center for Faculty Excellence University of Nebraska at Omaha

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CFE Advisory Forum – December 10, 2015

Question #1 – What are the key issues that faculty will face in the next five to ten years in the challenge for UNO to continue to be an outstanding metropolitan university?

Priorities by faculty:

- 1) Technology – keeping up with changing on campus and online
Most Important – teach online effectively, using pedagogy, need support for technology. Not combining the appropriate type of technology. Get to all faculty – full time and part time – have pockets – but not overall. Need three more Karens – Webinars aren't enough. Support development of those classes. How are we working with C/D, colleges, - rewarding for making changes, improvements. Overall academic support. After the fact funding support is backwards. Resource issues, reward issues – independent of the "term" technology. Social Media – students are way ahead of faculty. Something to support faculty is very important. Exposure to social media. Technology needs to be adaptable to mobile devices.
- 2) Changing Student Body – Social media needs to be up to speed on mobile devices for faculty
To support the students. Involving students in the process to find out faculty needs and success.
- 3) Faculty Recruitment – Need diversity in faculty and staff. Elected officials, chancellors, etc. are male. One student regent is Asian. Top tier is not diverse. Concerns for diversity needs to prioritize and commit resources to this issue. Structural racism exists. Need to be reflective of Omaha.

Question #2 – What does a truly outstanding Center for Faculty Excellence program look like?

Priorities by faculty:

- 1) Portal Concierge for Faculty needs - How do we expect new faculty to get acquainted to all the things available on UNO campus. Resources to connect with other offices/areas. Orientation is just a tip of the iceberg.
- 2) Instructional Support – Distance Education workshops – Go to where the faculty are versus the faculty come to CFE office. Assist faculty on mobile devices.
- 3) Social Well-Being – Events, space, time management – connection across faculty.
Relationship building to connect to faculty outside the college. Relax together and get to know each other. Meet people without structure meeting intent.
Coffee shops in every building?
- 4) Onboard new faculty into research support – SPS.

BJ Reed

When first came – all questions were here. With the exception of education – most faculty come in without any pedagogy training. In some ways – we start out without some skill sets that K-12 teachers have or others have about teaching as a discipline. How do we appropriately help faculty with those types of skillsets? Incredible ways to provide support. Back in days when TABS was the one tool, to assist faculty, one of few or only that were out there. CFE thinks about how do we move beyond the true believers – how do we move beyond to provide kind of support that faculty really need and want. Not just a centralized thing but move down to college and departmental level in a way that is more sustainable or systematic. Comment – maybe go to the faculty versus them come to CFE. Teaching Circles piece was a self-help program. Did communicate peer to peer faculty. Thanks DSH for life saving CFE in 2004. Now a functioning operation with a budget. Research and pedagogical research great point – how do we value it – how is it seen as important to higher education.

Diversity – administration and faculty levels. It is a pipeline issue. Recruit VC and reflect diverse nature, but pools are so small it is incredibly difficult to get a diverse individual. Starts with doctoral level and masters level programs. There are institutional biases within the system that we don't recognize. We need to be more proactive. Maybe we need a Rooney rule – need to have racial diverse finalist.

Access to Information/Communication/Resources – no answer other than to keep working on it. Formal and informal systems. Key to networking is serving on committees. Need people to be proactive about it. Sending mixed signals to faculty. First Friday concept should be re-evaluated – same people all the time.

Instructional Support – CFE has important role to play in that. Needs to fill systems and functions throughout the campus. How can we support institutional efforts versus just individual efforts? TABS is valuable to look at teaching styles. Don't use the assessment effectively.

Social Well-Being – Relationship building – this campus is small enough where we can build those connections across campus.

DSH great job of keeping it alive – moving to a point where it has a significant impact on affecting faculty. Maybe we're ready to look at that next step is – make sure it works at all levels. Need to be inclusive – diversity or any other context. Create incentives to be more inclusive.

Questions –

Sarah Edwards – what should be happening at the C/D, Director Level to be inclusive.

BJ – Faculty are engaged at all decision making levels – faculty do not communicate to anyone else. What is it? No feedback – don't know what is happening. No process of reporting back to the Senate. Faculty keep things to themselves – C/D – Deans – same thing. Need to communicate and disseminate the information. This is a 12 month campus – not a 9 month campus. Things are moving incredibly fast – hard to keep track of. Mechanism of continuous information flow – how to manage. Create a communication process that faculty that are most interested in and communicate about it. Need to share information with departments, senate, etc. Help Faculty feel like they're engaged. Lack of community and faculty involvement in decision processes. Nine month – 3 month layoff – needs 12 month of direction. How do we do continue the communication process over the summer? Inherent institutional barriers to communicate. Need help to think through. Need folks talk to each other – stakeholders? Need to be proactive.

Part time faculty needs support. We have excellent part time faculty – they need to be involved in things more directly.