Deans' Forum Summary, September 17, 2009

UNO Office of Academic and Student Affairs

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DEANS’ FORUM RETREAT SUMMARY
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Conversation with Chancellor Christensen

- University Village purchase
- UNO reviewing Crossroads parking contract - more parking expected at Aksarben Village; backup location to be negotiated
- Community Engagement Facility exploration; check the most recent CUMU journal - broaden perspective of what engagement is.
- Employment data - Shelton’s and Linda’s study of creative job opportunities in Omaha compared to like communities; what we prepare students to do and how it matches with growth projections for employment - Chamber and Capital Campaign Advisory Committee interested in data; external company - discussing a formal economic study.
- New agreement between Foundation, Alumni Association, and the campus - redirect thinking and intent to serve the campus
- Enrollment good - needed to be good; Iowa numbers good; working with the Iowa Foundation to provide a scholarship to reduce the 150% to same as in-state; great momentum e.g. Welcome Center, availability to interact with audiences;
- City Council members asked for a meeting with JC - library focus; preliminary discussion re: UNO/City library on Center
- Athletics financial turn-around; bright light; reconnected with the community; critical to campus life; potential partnership with leadership program/career development; example of O club - dollars only support needs of student athletes
- Distance Education - model? Faculty Senate not letting the issue go away – hopefully able to influence practice and policy
- Conflict of interest document will be discussed – comment and input;
- AAUP faculty salary issue not resolved
- Dodge Street - billed by the city
- UNO team to collaborate with Library (Audrey, Becky Pascoe, Wilma Kuhlman)
- Student Ethnicity - TLC, Goodrich, community agencies encouraging and supporting students in applications, etc.
- Concern about recruiting and retaining diverse faculty
- Issue for CACID – diverse faculty and staff recruitment and retention; campus culture civility and mutual respect in an environment that helps us all move forward; discussion with campus advisory groups;
- JC - conversation about what we are doing abroad; JC pulling a group together - Tom G; press UNO agenda with Tom Farrell in more logical and systematic way; relation to capital campaign; show diversity of what we do;
- Terry - international audit would be helpful
DEANS’ FORUM RETREAT SUMMARY
September 17, 2009
Page Two

- Lanyce: ITS and civility and sessions on social networking; recognize lines between personal and professional conversations
- Terry- By college –10-15 year history of women and minorities; leadership - chairs, associate/assistant deans; history of special faculty development program;
- Bill Conley handout

Marketing UNO/Telling UNO’s Story: Pol and Baker moderating

- Need for a marketing plan (pros/cons)
- Sharing marketing materials from colleges with each other
- Don’t know what everyone is doing; different things/different times
- Willingness to act - if invest time and resources; have to sign on to all of it before we start do it
- Terry - help to collect what campus is doing - asking individually, as deans, what are the top three priorities; where do we want to be 10-15 years from now; programmatic developments for future; what might not be around 15-20 years from now; e.g. what should be the next Ph.D. program, etc…priorities of university - strategic goals;
- Gail - do we want to invest in our identity and brand?
- Hesham – less regulative, more facilitative is helpful
- Lanyce - ITS and web templates
- BJ – audiences - students, community, and national reputation; if look at a marketing approach first determine what marketing; internal audience
- Audrey - what do we want the end result to be?
- Tom - generation of information and process - who does this?
- What are we agreeing to?
- Lou - spend time in meetings over next 2-3 months; sharing information -
- BJ - pick a piece---audiences & outcomes - short piece and discussion around that outline; framed discussion; work way through it; reallocated effort and resources would then be worth exploring;
- Terry - audience; key messages that articulate our idea;
- Lanyce - underlying principles
- BJ - structure and function after audience and key messages
- Terry -1st meeting audience/outcomes and key messages; 2nd meeting structure/function and media strategies
Engagement and the Scholarship of Engagement (Reed & Maher)

- BJ - campus culture - is the campus ready to look at scholarship more broadly? How do faculty, especially senior faculty, look at in relation to RPT, definition, measurement, assessment - peer review, quality, etc. if want to pursue set up subgroups to develop and bring back to group; definition of community amorphous;
- Harmon - started with list of “communities” - categories of communities to think of; maps of linkages between communities for distinct projects; not just one-way; network of links of communities, example - material science research and communities linked to; NSF and NIH - “broader impacts”
- How does it fit in with recruitment and retention of faculty? Issues with mobility, issues with recruitment?
- Lou - what are we trying to accomplish - change behavior or reinforce for what we are already doing?
- Harmon and BJ - articulate what we are already doing, recognize and then potential change behavior for the future
- Harmon - how look at the integration of research, teaching, and service -
- Nancy - COE includes requirement of a reflection piece in RPT; challenge of addressing a 4th category; emphasize integration; sciences think this way because of grants requirements;
- David - how is something “put into RPT”
- Terry - starts with conversation as first step; faculty develop and required by collective bargaining agreement to review then to Dean and then to Sr.V.Ch , most productively evolve if faculty become captivated by the concept of scholarship of engagement – it is one form of scholarship; in reviewing RPT files saw discussion of how teaching and service reflected community engagement; didn’t see it with research/scholarship; want to be aware of definition with scholarship of engagement is to help us get outside our academic communities, broader network-scholarship that engages us and we participate outside of the academic communities
- BJ - college meeting, conversation with faculty - use college structure to explore within the college; give enough of a framework to help with conversation; want to make it possible for faculty to put forward a portfolio that includes scholarship of engagement that has legitimacy along with other forms of scholarship that they present; view it as an enabling issue;
- Gail - natural fit with the Fine Arts; not seen creative activity or that kind of language for scholarship of engagement;
- Harmon - draft definition
- Hesham - doing and recognizing as a scholarship activity; take advantage of what we are doing, recognize it, and articulate and let people know what we are doing -
- Nancy - how we communicate, recognize already doing it, do it with greater intentionality, affirming what we are doing;
• BJ - Next steps:
  Faculty Senate committee
  Strategic Planning Steering Committee discussion
  Strategic Planning event Feb. 12
  Add to goals of the year
• Terry - have SPSC take on; involve faculty; should we be having a group look at the
  university RPT—maybe a member of each college RPT together to look at the broad
  campus guidelines

AQIP
• Terry - summary of AQIP review of systems portfolio --need to set targets for
  improvements
• Communication – re: general education;
• 3 action projects: Advising, General Education, Engagement

Budget: Planning strategically for reduction and growth (Terry)
• Concern about budget fatigue; begin to discuss the next budget reduction - anticipates $1
  million reduction; some initial steps about reduction and what investments we want to
  make for the future
• Re-circulated “Advancing UNO Priorities: Investing in Opportunities”
• Decision - how do you want to handle the reduction? Across the board or programmatic?
• BJ - tuition budget?
• Terry - dollars tentative – budget model for 09-10 based on 08-09 actual; 08-09 shortfall
  ended up at 485,000 (much less than anticipated 720,000); expectation for 09-10 lower
  than expectation for 08-09; at this point Deans decided across the board about 900,000
  over what expected to meet - we will get about $450,000 in spring; get all $900,000 for
  10-11; academic excellence will be at 1.5 million; set a new base in 09-10 for 10-11.
• Need focus on retention and recruitment for 10-11; trying to drill into some of the data,
  especially re retention; we were under in nonresident tuition dollars; growth of distance
  significant in growth in budget; signal about growth opportunities—don’t know how
  many current students taking one or two distance—looking for multi-modal delivery of
  instruction; BGS may have 100-120 that are only distance,
  others are both in residence and distance
• Are we at a point that we may use the Academic Excellence Fund for future investment--
  how do combine that cut with an investment in priorities; where should we make the
  most strategic investments for UNO’s future; think about next Ph.D. for UNO
• BJ—variables
• Part time budgets
Budget: Planning strategically for reduction and growth (continued)

• Where the discretion happens - college vs. campus level
• Lou - work hard at making sure that we don’t lose enrollments for 10-11; protective of enrollments look at opportunities for enrollments, look at opportunities for excess capacity eg summer school;
• Terry - concern about FY07-FY08; 08-09 data same - retention rate concerns;
• How much reduction amount paid down from Academic Excellence fund and then remainder from colleges by percentage?
• Idea - do we want to take some of Academic Excellence fund to attract a diverse faculty?
• Lanyce - need for strong support services; e.g. Writing Center, Math/Science Center; secure online testing;
• BJ - 250,000-500,000 from Academic Excellence Fund with remainder in AEF for part-time or campus initiatives;
• 350,000 from Academic Excellence 300,000 credited percentage across all colleges with an additional 50,000 to Arts & Sciences
• Look for structural consolidations; what faculty positions do you search for; where need is in terms of university priorities;
• Put on paper - top three priorities that should be invested in going forward—optimum investment - minimal investment;

WRAP-UP

• Part-time requests due to OASA Friday, September 25