Deans' Forum Summary, September 17, 2009

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DEANS’ FORUM RETREAT SUMMARY
September 17, 2009

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
• 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;
DEANS’ FORUM RETREAT SUMMARY
September 17, 2009
Page Four

- 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

DEANS’ FORUM RETREAT SUMMARY
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