

DEANS' COUNCIL MEETING – SEPTEMBER 24, 2009 - ROBERTS ROOM

Present: Douglas Brown, Uday Desai, Reinaldo Garcia, James Gilroy, Brenda Claiborne, Richard Howell, James Linnell, Arup Maji, Rita Martinez Purson, Roger Schluntz, Fran Wilkinson, Amy Wohlert

Guests: Josephine De Leon, Doug Fields, Richard Holder, Leah Kier, Raquel Martinez, Jessica Ramos, Rebecca Rendon de Gonzales, Sherry Tenclay, Melissa Vargas

Provost Ortega called the meeting to order at 3:35 in the Roberts Room.

1. Comments/Announcement from the Provost

- A. The Provost asked Dr. Holder to give an update on the Faculty Workload Report. He noted that it appears that faculty are working hard and most are meeting workload and teaching load requirements. Dr. Holder said it was difficult to filter the information that was received from each college because it came in so many different formats and that perhaps Mark Chisholm would be able to devise a form that would work better for gathering this type of data. It was mentioned that the report from Arts and Sciences was easiest to filter through, however it does not do the multipliers (as stated by Dean Claiborne).

The Provost wants to report to the Regents by the end of the semester so that they have information available to them to answer legislative questions. She said the more complete the information, the better. She would like short reports within two weeks. The Provost noted also that there are many faculty members who exceed the required hours and that this information could work for or against the university. It might prompt a rise of the minimum required hours, or it might result in more funding.

Dean Howell thinks that the A&S format is good but some changes should be made. The formula will need to be kept very clear, and it is obvious that at the end you end up with just numbers and some of those prove that faculty work too hard. This could cause faculty to become unmotivated if they know more money is not attached to that hard work, or they could get angry.

Doug Fields (Faculty Senate President) asked for feedback to the Faculty Senate on whether "load" should be addressed in the Faculty Handbook.

Dean Schluntz said he would like to see fewer details because there are so many different kinds of teaching and a variety of classes that make it difficult to categorize the work involved. Dean Maji added that research is another topic that makes it difficult to categorize loads. Provost Ortega interjected that the policy says the criteria is set by the Dean and is fairly clear.

Dean Wohlert spoke to the question Doug Fields asked. She indicated that colleges carry out different missions over time so the formula may not fit into a longer term. It would be frustrating to try and keep up with the continual changes so she would be against the workload being defined specifically in the Faculty Handbook. The Provost agrees with Dean Wohlert and with Dean Schluntz on the topic of "too many details" and added that the current document being followed is flexible enough to be effective. Provost Ortega asked if Deans could respond to the twelve hour workload and nine hour instruction load within two weeks and the answer overall was yes.

- B. Provost Ortega wanted to remind everyone of the H1N1 reporting. The memo that went out to everyone was not meant to get everyone up in arms. It is an opportunity to look at where there are any convergences or pressure points for staffing purposes. This is normally difficult with faculty because they do not get sick leave and historically have covered classes by calling on graduate students or someone else to teach their class(es) when necessary. The new reporting will help if there is a huge outbreak and many faculty are sick (once it gets to 25-30%). The Provost will try to send out clarification information on how the reporting should be done. It is likely important to let department chairs know when you are ill. They can report numerous illnesses to their Dean who can report to the Provost. Even if faculty report an illness to their Administrative Coordinator in the department (who are usually the earliest people in the office), reporting can take place as requested. For staff it is mandatory since they serve a diverse group.

2. Hates Act Procedures – Jozi De Leon

Vice President of Equity and Inclusion Jozi De Leon gave a PowerPoint presentation on “Addressing Acts of Hate on Campus.” Vice President De Leon said that in 1998 the FBI reported that of 241 incidents on college campuses, 222 were hate crimes. Over half were motivated by race, followed by anti-Semitism, and sexual orientation. She mentioned that historically over the last few years there have been incidents that could be classified as acts of hate. In 2007 a Campus Climate Task Force was created to review incidents that had occurred and make recommendations. The Task Force recommended that:

- There should be an office that addresses the issues of campus climate.
- A “first response team” should be established.
- Research should be conducted and an annual report published on University campus climate.

Definitions of hate act and hate crime were established as well as an Office of Equity and Inclusion Hate Acts Work Group. In addition, a Communication Advocacy Response Education Team (CARE Team) was created to assist victims.

The Hate Acts Work Group has accomplished the following:

- Identified the resources at the University
- Developed multiple ways to report
- Identified places for students to go for additional support if needed

Additionally, the Work Group will help identify specific campus training needs and keep the specific identifying information in their reports confidential.

Further information about reporting incidents, how the process works, and contact information can be found on the Office for Equity and Inclusion web site at <http://diverse.unm.edu/>. A copy of the booklet *The University of New Mexico Hate/Bias Incident Reporting Procedures Document* can be downloaded from the site.

Dean Brown asked if, as a proactive approach, training is available. Vice President De Leon said she is working with other departments who have more staff to provide training with sensitivity topics, Director Desai mentioned that some of the information could be added to the mandatory Sexual Harassment training that everyone has to take in order to reach more people. Vice President De Leon said that is a possibility.

Dean Maji asked about the numbers and whether they were distorted. Vice President De Leon said they were to an extent because this type of reporting was not required until about two years ago, and many times these types of incidents are not reported.

3. Collaborations between Continuing Education and academic colleges and departments – Rita Martinez Purson

Dean Martinez Purson presented a PowerPoint on “Partnering Opportunities with UNM Continuing Ed.” She mentioned the following topics as an overview to the presentation:

- Custom Training
- Joint Professional Offerings
- Community Engagement
- Online Programs
- Facilities
- Services

The Dean explained that other than a couple of projects they are working on currently there is no legislative money to help Continuing Education, and even those projects are tenuous. Therefore they are always in the process of being creative and answering the call of anyone who wants training because it is a way for them to make money.

Leah Kier stated that Custom Training is the fastest growing area and it is training that can be personalized for individuals as well as for groups. The training can take place at Continuing Education or at your desk or office. This type of training can be one-on-one training, it can be used for staff development opportunities, it can be consulting for organizational development, and they will help to develop, market, and implement customized training for students and alumni.

In the area of Professional Development, Continuing Education can partnership with UNM's colleges for credit or non-credit classes; for custom or public classes; community service programs; and, they emphasize workforce development and professional continuing education. In addition, they can co-market and co-brand as well as split profit and costs.

For Community Engagement, Continuing Education offers educational trips, tours, and lectures for adults; personal enrichment programs that include languages, cultural events, fitness, arts, and other miscellaneous classes. Their Youth Programs serve students from more than 40 area schools and are very popular, especially during the summer. The Osher Learning Institute, through a grant to Continuing Education, provides classes for older adults.

Sherry Tenclay at Continuing Education focuses on creating pipelines to business by creating certificate programs to meet the requirements of community businesses in order for people to get the jobs they want. In some cases, there may be allowed credit towards a degree, depending on what has been arranged with the college.

In addition to the possibilities listed above, there are online classes, some with blended offerings, some that are customized, and there are community partnerships that use stimulus and other types of grants. Internship development and placement is available, and Continuing Education sponsors outreach events such as job fairs, art shows, and exhibits (sometimes jointly).

The services provided by Continuing Education include:

- Accessible, quality programs for lifelong learners
- Program development, implementation, and evaluation
- Marketing through catalogs, brochures, website, web-based marketing, and other media distribution
- Easy non-credit registration
- Quality control, communication and feedback loops integral to the model
- Jointly developed, co-branded, split net gain

Dean Martinez-Purson also mentioned that Continuing Education has facilities that may be in need of some updating, but that they continue to be adequate for classes, computer labs, their testing center and practice lab, art, banquets, exhibits, and conferencing featuring 600 seats and meeting rooms. There is free parking and it is a very accessible location.

Continuing Education has flexibility for new ideas which may include dual-enrollment offerings; jointly developed credit offerings; partnerships for delivery of study abroad; summer and intercession courses; and, conferencing and event management. Outsourcing opportunities include marketing; registration services; program development; and, financial services/contracting and budgeting.

Dean Martinez-Purson stated that their web site is very nice and improves every semester. The address is <http://dce.unm.edu/>.

Dean Claiborne asked if faculty teach the Osher classes. Dean Martinez-Purson said that they might but also teaching are UNM employees, retirees, and others.

Dr. Holder asked if there are any plans for UNM west and Dean Martinez-Purson indicated there are, but their biggest challenge is facility space that is reasonably priced. They have done surveys that indicate a lot of people are interested in taking classes on the west side.

Faculty Senate President Doug Fields asked if there is someone to help with a lecture series at high schools. Dora Delgado-Raby's name was given as the person to see. Dean Schluntz asked if there have been discussions about dual enrollment and they have taken place with Vice President of Enrollment Management Carmen Brown as well as Terry Babbitt, Associate Vice President of Enrollment Management. Dean Schluntz asked if someone could come and talk with his school and Dean Martinez-Purson agreed to do it personally.

Dean Martinez-Purson stated that when times are hard, Continuing Education usually gets busy due to their flexibility and funding.

Prior to adjourning the meeting, Provost Ortega said she will get information out to Deans regarding summer and intercession breaks. She adjourned the meeting at 4:50 p.m.

Minutes provided by Donna Hoff, Program Specialist, Provost's Office