

Faculty Dispute Resolution

Seeking Resolutions to Workplace Disputes

Newsletter
Volume 10, Issue 2

Spring 2006



The FDR logo is a Triskelion design from the late Bronze Age. A lively symbol, it gives a distinct impression of movement, always ongoing, fully connected, expressing continuity and balance.

Director:
Jean Civikly-Powell

Mediator/Facilitator:
Carolina Yahne

Facilitator/Trainer:
Kathy Jackson

Graduate Assistants:
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FDR Training HSC FDR Mediators as Meeting/Retreat Facilitators

The Faculty Dispute Resolution program has received funding from UNM's Health Sciences Center to develop and provide training in meeting and retreat facilitation for the HSC FDR Mediators. FDR expresses sincere appreciation to **Paul Roth** (Executive Vice-President for Health Sciences/Dean, School of Medicine) for allocating the funds. Plans are underway to provide the facilitation training in late Spring 2006 semester. **Jean Civikly-Powell** and **Kathy Jackson** will be working to develop the training program and materials, and they will also serve as the program's co-trainers.

The impetus for this training came in May 2005 when Lawrence Susskind (Ph.D. Columbia University; Harvard Law School Program on Negotiation Director of Public Disputes Program; MIT Ford Professor of Urban and Environmental Planning; and President and Founder of the Consensus Building Institute), worked with 150 UNM School of Medicine and UNM Hospital

administrators and faculty in a two-day training on mutual-gains negotiation. He repeatedly urged the group to make use of trained facilitators for their meetings and retreats, and recommended the FDR program as an excellent resource for the training.

Susskind's recommendation led to FDR's collaboration with **John Trotter** (Executive Dean, School of Medicine) in the development of a facilitation training program for UNM's Health Sciences Center and main campus units (funding, at this time, has been provided by HSC).

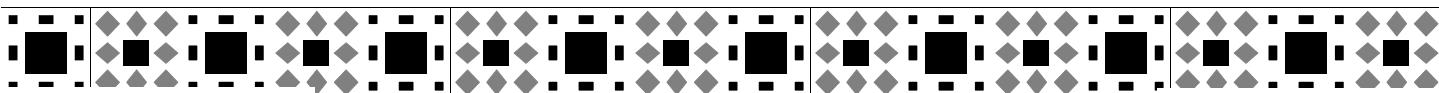
Since the FDR program is funded at .25FTE, Jean Civikly-Powell's time is now being split between FDR and the facilitation program. **Kathy Jackson** will assist Jean on the facilitation training, and **Carolina Yahne** will be helping out in the FDR office, so that FDR services can continue to be provided to UNM faculty on its regular 10 hours/week, including workshops (see page 4).

FDR Welcomes New Staff for Spring 2006

Kathy Jackson, M. A., is a mediator, facilitator, and licensed clinical mental health counselor who retired from UNM's Dispute Resolution Department in May 2004.

Over the years, she has conducted Mediation Training, and workshops on motivating people to change, stress management, motivational interviewing, time management, and the Myers-Briggs Type Indicator. She has also consulted with numerous work groups, facilitating their communication and productivity. She will be assisting Jean with the HSC facilitation training.

Carolina Yahne, Ph.D., is a psychologist and a specialist in a communication style called Motivational Interviewing. She retired from UNM's Center on Alcoholism, Substance Abuse and Addictions (CASAA) in November 2002. Carolina is bilingual (English/Spanish), and has completed FDR's mediation and advanced mediation trainings. She is one of four FDR mediators who volunteered their time to create a demonstration video of a mediation that is shown in the FDR trainings. She will be assisting Jean with the daily operations of the FDR program and with the upcoming workshops (see p. 4).



FDR Faculty Mediators

These are the UNM faculty who have completed the FDR 36-hour mediation training. The FDR program may call upon them to assist with faculty-faculty, faculty-administrator, faculty-staff, or faculty-student disputes (with the approval of all parties involved). Faculty mediators may also assist informally with difficulties that might arise in campus interaction settings, e.g., teaching and research interactions, and faculty and committee meetings. Some mediators pursue additional mediation training and may also volunteer their mediation services in their communities, at Metro Court, and in other arenas.

Their service to the University and community is of great value.

They contribute to a climate of constructive communication.

Andrea Allan	Neurosciences	John Oetzel	Communication & Journalism
Marsha Baum	Law	Daniel Ortega	Law
Gloria Birkholz	Nursing	Patricia Payne	Nursing
Steven Block	Music	Susan Pearson	Theatre & Dance
Lisa Brody	Sociology	Mary Power	English
Stephen Burd	ASM	Ric Richardson	Community & Regional Planning
William Buss	Neurosciences, emeritus	John Rinaldi	Education, emeritus
Jean Civikly-Powell	Faculty Dispute Resolution	Sherry Rogers	Cell Biology & Physiology
Dorothy Clough	Nursing, emerita	Susan Romano	English
Gene Coffield	Indiv., Family & Community Educ.	Randy Rosett	Anesthesiology
John Cornish	Extended University, English	Barri Sanders	UNM Taos
Cara Lea Council-Garcia	Biology	Laurie Schatzberg	ASM
Janet Cramer	Communication & Journalism	David Scott	Sports Administration
Terry Crowe	Occupational Therapy	Virginia Seiser	University Libraries, emerita
Gary Cuttrell	Dental Services	Virginia Shipman	Indiv., Family, & Community Educ.
Zina Daniels	Orthopedics Physical Therapy	Anne Simpson	Internal Medicine, Inst. for Ethics
Susan Deese-Roberts	CASTL, Univ. Libs., emerita	Brian Solan	Family and Comm. Medicine
Gloria Dyc	Arts & Letters, UNM Gallup	Patricia Stall	Education, emerita
Mark Emmons	University Libraries	Pamela Stovall	UNM Gallup
Santa Falcone	Public Administration	Ellie Trotter	Biology
M. Rosina Finley	Family & Community Medicine	John Trotter	School of Medicine, emeritus
Barry Gaines	English	Tim Wadsworth	Sociology
Patricia Gillikin	English, UNM Valencia	Howard Waitzkin	Sociology, Fam. & Comty Med.
Tim Goldsmith	Psychology	Jackie Weeks	Health Careers, UNM Gallup
Maria Dolores Gonzales	Spanish & Portuguese	Olaf Werder	Communication & Journalism
Cathy Gutierrez-Gomez	Indiv., Family & Community Educ.	Sherman Wilcox	Linguistics
Mary Harris	Education, emerita	Ebtisam Wilkins	Chemical & Nuclear Engineering
Gary Harrison	English	Fran Wilkinson	University Libraries
Karl Hinterbichler	Music	Amy Wohlert	Associate Provost & Interim
Scott Hughes	Law	Carolina Yahne	Dean, Graduate Studies
Dubra Karnes-Padilla	UNM Valencia		CASAA, emerita, FDR
Kate Krause	Economics		
Vonda Long	Counselor Education, emerita		
Wanda Martin	English		
Estella Martinez	Indiv., Family, & Community Educ.		
Virginia McDermott	Communication & Journalism		
Robin Miller	Nursing		
Sarah Morley	Health Sciences Center Library		
Helen Muller	ASM		
Bruce Noll	Educ. Ldshp. & Org. Learning		
Eric Nuttal	Chemical & Nuclear Engineering		
Leslie Oakes	ASM		
Graduate Student Mediators			
	Berrin Basak Vener		Public Administration
	Susan Clair		Public Admin., Comm. & Reg.
			Planning, FDR
	Kimberly Elliott		Communication & Journalism
	Kate Enright		Communication & Journalism
	Adolfo Jose Garcia		Communication & Journalism
	Holly Kawakami		Communication & Journalism
	Sharon Pearson		Counselor Education, FDR
	Susan Podshadley		Communication & Journalism

And Never the Twain Shall Meet: Administrator-Faculty Conflict

Judith Sturnick

How often do we try to walk around the "pink elephant" in the room once conflict arises? What are the roots of our conflict? Do we just dislike unpleasantness and, therefore, ignore conflict rather than face it head on? Do we take the time to listen to one another's thoughts and opinions, or are we busy building up "team support" for our own position?

Judith Sturnick (1998), in her chapter *And Never the Twain Shall Meet: Administrator-Faculty Conflict* recommends facing conflict as soon as it happens, but emphasizes that this often does not happen in higher education. Rather, conflict is either avoided or judged too quickly by involved parties. She further states that the one characteristic of an effective leader is the ability to ascertain the **importance** of the conflict and to know exactly when to intervene. There are several questions to ask when faced with conflict. Is the conflict deeply embedded in institutional culture and procedures? Is it systemic? What effect does, or could, the conflict have on the vision, goals or priorities of the institution? Are people already taking sides?

Judith Sturnick (1998, pp. 99-104) lays out 15 principles of effective conflict management.

1. *Make a judgment about the breadth and seriousness of the situation in order to assess action timing.* Could this conflict have a major impact on the department or is it a minor issue that will run its natural course and then die down?
2. *Clearly define the issues and competing agendas - for your sake and the sake of all parties involved - so that the focus of conflict management remains on the issues, not on personalities.* Remain objective and look at the desired outcomes of both sides.
3. *Remember to honor and adhere to the institution's governance process.* This principle speaks to the importance of following the institution's policies and procedures. This helps to keep communication open and allows each party to feel respected.
4. *Help constituents explore potential resolutions.* The best place to resolve conflict lies with the parties directly involved. Effective leaders will assist both parties in their search for meaningful solutions.
5. *Find common ground.* The higher up the chain the conflict rises, the more cumbersome it becomes to resolve due to varying issues and agendas.
6. *Manage your own emotions.* It is important for the mediator to remain neutral for both parties. Continue to remain calm, reassuring, and unbiased.
7. *Listen attentively and make no assumptions.* Listen for what is **not** being said. Often times, underlying issues are being masked over by the presenting conflict.
8. *Focus on issues, not personalities.* State and restate issues, rather than focusing on the persons involved.
9. *Describe, don't judge.* Define the issues, areas of agreement and disagreement without bias.
10. *Stay in the problem-solving mode.* Keep parties focused on the problem at hand, and not on past history or blaming.
11. *Stay in the specific present.* Leave the past in the past.
12. *Stay positive.* Create a positive environment by reframing negative comments into positive comments.
13. *Establish formal ground rules for behavior.* Maintain civility and encourage respect for all parties involved.
14. *Conflict management takes time.* Conflicts do not magically appear overnight, therefore, do not expect them to always be resolved in one session. It takes time to process new information and ways of looking at situations.
15. *Plan the follow-up.* Conclude your session with a summary of the discussion and areas of agreement. Include any areas that have yet to be resolved.

- Individuals at any institutional level can use these steps: administrators, deans, chairpersons, and faculty members. Creatively solving conflicts is more than a way to resolve problems. It is a way to assist parties in **viewing a situation from more than one viewpoint**. It provides an opportunity to encourage people to be creative with how they approach situations and to develop more effective communication skills. Leadership, at its best, is proactive in effectively identifying conflict and addressing it in a timely and appropriate manner.

Sturnick, J. (1998). *And Never the Twain Shall Meet: Administrator-Faculty Conflict*. In Holton, S.A. (Ed.), *Mending the Cracks in the Ivory Tower: Strategies for Conflict Management in Higher Education* (pp. 97-112). Bolton, MA: Anker Publishing Company, Inc.

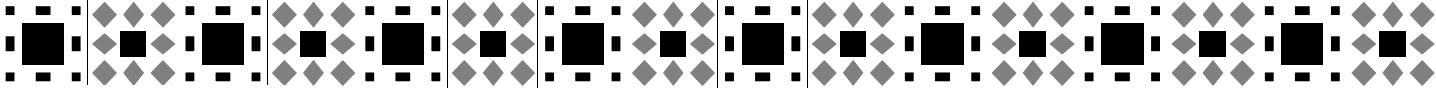
Prepared by Sharon Pearson, FDR Graduate Assistant.

Graduate and Professional Student Conflict Resolution Committee (GPSCRC) Spring 2006 Update

At the GPSCRC's February 6th meeting, discussion covered a renewed survey-tabulation effort, mediation training for graduate and professional students, and an update on possible departmental sponsorship of the committee.

The GPSCRC will meet again on Monday, February 27, at 11:30 am, at the GPSA office. The agenda will include survey tabulation results, potential candidates for committee chair, and a proposed timeline for committee task work in 2006. All interested in mediation are welcome to attend.

The GPSCRC is an *ad hoc* committee of the GPSA. For information, please visit www.unm.edu/~gpsa/committees/adhoc/GPSCRC.htm or contact Susan Clair: clair@unm.edu.



Something for Everyone . . . FDR Sponsors Three Workshops This Semester! To enroll, please contact Carolina Yahne: cyahne@unm.edu



Where Restorative Justice and Mediation Meet

Presenter: Jennifer Cornish, Academic Advisor, TV-I
Date: Wednesday, March 1, 2006 **Time:** Noon –1:30 pm
Place: Faculty Club, Room 101

Restorative justice seeks to identify the nature of the harm experienced in a conflict and then ask who is responsible and how the obligation can lead to restitution or repair. This workshop will provide an overview of restorative justice as a process for resolution and healing, describe the mediator's role in restorative justice, and explore the possibilities of what restorative justice might look like in a university setting.

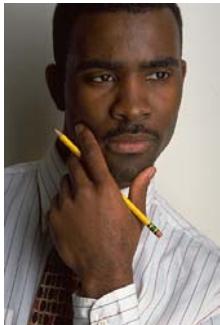
Building Bridges Across Generations

Presenter: Jonathan Armendariz, Dispute Resolution Department
Date: Wednesday, March 22, 2006 **Time:** 10:00–11:30 am
Place: Faculty Club, Room 101



This workshop will explore historical perspectives about work values as it relates to generational differences, as well as identify present and future implications. Four generations will be discussed: "GI" (b. 1901–1924); "Silent" (b. 1925–1942); "Boomer" (b. 1943–1960); and "13er" or "Gen X" (b. 1961–1981). Particular characteristics for each generation will be examined, the following questions will be discussed. There will also time for additional faculty and for discussion relevant to the UNM workplace.

1. Who are the people in this generation?
2. What events shaped or are shaping them?
3. What are they like, especially at work?
4. What were or are their lives like?



Face Management

Presenters: Adolfo Jose Garcia, C&J Ph.D. program and Carolina Yahne, FDR
Date: Wednesday, April 5, 2006 **Time:** Noon–1:30 pm
Place: Faculty Club, Room 101

Face is represented by an individual's claimed sense of positive self-worth in an interpersonal interaction. Face management is the attempt to preserve, advance, or retroactively enhance one's own or another's self-image concerns. The root of conflict is relational in nature and, as such, face preservation in mediation should be a priority. The purpose of this workshop is to explore strategies that make face management unique within cultures and, at the same time, a universal concept for improving communication.