

**University of Denver
Faculty Senate
Minutes
February 4, 2011
Renaissance Room South**

Senators (or proxies) present: Bill Anderson, Kim Bender, Arthur Best, Victor Castellani (proxy for Wilfried Wilms), Paul Colomy, Michael Daniels, Christof Demont-Heinrich, Ralph DiFranco, Rachel Epstein, Judith Fox, Katherine Freeman, Chris GauthierDickey, Sylvia Hall-Ellis, Mike Harris, Annabeth Headrick, Darin Hicks, John Hill (Secretary), Jennifer Hoffman, Allison Horsley, Tim Hurley, Ruth Ann Jebe, Scott Johns, Arthur Jones, Maciej Kumosa, Frank Laird, James LaVita, Rick Leaman, Scott Leutenegger, Michael Levine-Clark, Mario Lopez, Sandra Macke, Mohammad Matin, Erin Meyer, Keith Miller, Ved Nanda, Alba Newmann-Holmes, Paul Novak, Linda Olson, Pallub Paul, George Potts, Martin Quigley, Charles Reichardt, Paula Rhodes, Polina Rikoun, Karen Riley, Nicholas Rockwell, Nancy Sampson, Robert Stencil, Matthew Taylor, Gordon von Stroh and Nancy Wadsworth.

Call to Order, Approval of Minutes

Don McCubbrey, Senate President, called the meeting to order at noon.

A motion to approve the minutes from January 14, 2011 was seconded and approved.

Don McCubbrey reminded the Senate of the following:

- February 7: Faculty Award Nominations due to Senate Office, DCB 315
- February 17: Faculty Club, Renaissance Room, 4:00-6:00 pm
- February 23: Faculty Meeting with Provost, Renaissance Room, 1:00-2:00 pm
- March 11: Chancellor's Roundtable, Renaissance Room, 1:00-2:00 pm
- The Senate calendar and documents are available at <http://www.du.edu/facsen/>

Provost's Report and Questions

The Provost reported the following:

Academic Strategic Positioning

We are initiating a very important Academic Strategic Positioning process. This will be fast, direct and very participative.

Background Information: We have just completed the HLC re-accreditation process. While we have not yet received the draft report, we do not expect any major concerns. After each of the last two re-accreditation visits the university has engaged in serious strategic planning. Most

recent was the UPAC effort which comprised very large groups and did not produce as many specific outcomes as many of us wanted. The effort I will describe today is intended to be tighter, quicker, and more efficient than the previous efforts. We intend to produce a first draft by July 1, 2011, work on it over the summer, and submit it to the Chancellor by September in time for him to discuss it at Convocation. This approach has been discussed with the Senate Executive Committee, the Deans, and the Chancellor.

We have six priority areas established after Robert Coombe became Chancellor; none of these are new or surprising:

- Interdisciplinary programs—we need to increase these in research and curricula
- Internationalization—this must be more than Cherrington; we need to do more for international students coming here, e.g., English language skills, transition issues.
- Faculty research—we want to increase this by 50 percent over the next five years.
- Faculty—issues include hiring, development, and salaries.
- Academic technology—we need to understand this in a strategic way.
- Undergraduate academic programs—does Marsico need to be refined? Are other changes needed?

We will form a small committee (approximately 8 to 12 members) for each area comprising faculty, administration, and staff. The committees will develop no more than three very concrete and specific initiatives for their respective areas. Each committee will be co-chaired by a faculty member and an administrator. The administrator chairs are:

- Interdisciplinary programs—Barbara Wilcots
- Internationalization—Eric Gould
- Faculty research—Cathy Potter
- Faculty—Senate President Don McCubbrey and a faculty member
- Academic technology—Julanna Gilbert
- Undergraduate academic programs—Jennifer Karas

The Provost and the Deans will act as a steering committee.

Senate President Don McCubbrey will gather committee nominations from Senators; Don and the Provost will select the faculty members for each committee.

A Portfolio site will be established for each committee.

This is very different from a bottom-up from scratch approach. It is not a “what do you want to be when you grow up?” exercise.

Committees should not be concerned about the resource implications of their recommendations.

Responses to questions:

Staff support will be available to the committees, probably from the administration.

Inclusive Excellence will be a consideration in all six areas. We have an Inclusive Excellence strategic planning effort underway.

The committees will have to interact with many units and Councils. We want many people talking about these and participating.

The process may seem top down and it is. However, there is not a great deal of controversy regarding the importance of these six areas. We need to be more intentional about these matters. This is not a comprehensive plan and it is not intended to supplant units' strategic planning efforts. The university needs a more clear and participatory process to specify the initiatives we will pursue university-wide. This requires university-wide participation and the engagement of the best minds.

Budgets and Enrollments

Undergraduate applications look very good; they are 14 percent higher than last year at this date and 30 percent higher than two years ago. Applicants' academic credentials are higher than last year.

Graduate applications come much later, but they are also looking very good thus far.

The FY12 budget is virtually finished. It includes a 3.74 percent tuition increase. This is below the increases of many other institutions.

Academic Planning Committee Update—Linda Olson

Linda presented a quick update on several items:

- General Education Review—the Committee has reviewed the process for the recent General Education revisions. A draft report will be posted on the Senate website.
- FRF proposals (second call) are due on March 25, 2011.
- Summer Session—The Provost has asked the Deans to further discuss the summer session initiative within the units.
- Teaching Excellence—We have located an excellent 2005 report on this topic. We are evaluating the document and hope to build on it by identifying a few specific initiatives. We intend to form some subcommittees within the next few weeks. Please send us your ideas and comments.

Personnel Committee Update—Scott Leutenegger

Scott provided the following updates and reminders:

- Faculty Awards are due on Monday. We have only a few submittals thus far, but all are carried forward for three years.
- The grievance policy has been updated to remove ambiguity and clarify issues.
- The grievance policy revisions have been accepted by HR. It will be reviewed by the full committee and then sent forward to the full Senate.
- The subcommittee on the three-year tenure review will meet with the Provost.
- The grievance policy and three-year tenure review will be placed within the APT document.
- We expect to have input on many of these matters prior to the March Senate meeting.

The Provost noted that if there are substantive APT changes they would become effective with the next faculty cohort.

OA and OER Update—Michael Levine Clark

As a follow up to the recent Provost Conference on this topic, the Senate Executive Committee has discussed the matter and suggests the Senate consider formally adopting a statement regarding OA and/or OER.

The cost of access to scholarly publications is so high that many outside the U.S. in particular are unable to access many publications. It is not unusual for access to a single journal to cost \$25K per year. Perhaps our money could better be spent than for subsidizing publishers? Another possibility is to insist on maintaining more rights (e.g., the ability to post on one's website) when using a traditional publication or use OA publishing.

If the Senate is interested in considering this, the Executive Committee will draft some possible statements for Senate consideration.

Questions raised during discussions included:

- How would this fit into tenure and promotion reviews?
- What incentives would there be for writing textbooks?
- What resistance do we expect from for-profit publishers?

The Senate expressed, not by a formal vote, that the Executive Committee should draft some possible statements for consideration by the full Senate.

Update on Career Services—Jo Calhoun and Patti Helton

We currently have four offices: Sturm, DCB, Korbel, and Driscoll which serves all of the other units. The current economy makes placement more difficult; employment is a major concern and discussion topic among students. A Task Force was assembled to evaluate the situation and make recommendations. The Task Force had broad representation, including the Board of Trustees, and engaged in a lengthy and detailed process.

The Task Force was charged with assessing current practices and recommending a plan of action to improve the effectiveness of career counseling and employer development strategies at DU. Several broad themes emerged from the workout from which the Task Force distilled four areas of concern:

- Employer and Alumni Development—DU lacks fully developed networks and coordination among satellite career services offices.
- Technology—duplication of services and technologies across campus is not efficient. Data is not collected, analyzed, or exploited effectively.
- Marketing: DU does not have a campus-wide career/jobs marketing and social media plan or a centralized web presence.
- Coordination and Communication: DU does not have institution-wide priorities and expectations for career services and does not communicate available support effectively to stakeholders.
- The Task Force made the following recommendations:
 - The central career services office should be expanded to complement existing centers and coordinate institution-wide career services efforts.
 - Employer Relations Management: DU should establish a central staff position for employer development—an initial point of contact to act as the “wide mouth of the funnel” for employers wishing to recruit DU students. This person will be responsible for aggressively cultivating relationships with key employers, serving as the central university clearinghouse for employer contacts and coordinating employer development strategies across units.
 - Technology and Data Support: DU should develop/implement an institutional plan to manage access to alumni and employer information data bases held by academic units and Alumni Relations. The office will coordinate shared resources to acquire the most effective technology to collect and exploit data collected on prospective employers, alumni, and students.
 - Marketing: DU should design and implement campus-wide career/jobs marketing and social media plans, including campaigns to encourage alumni to hire current students. The marketing strategy should include a central career web page as well as support for individual units in creating and maintaining an effective web presence.
 - Alumni Development: DU should establish career ambassadors in alumni chapter cities to serve as points of contact for DU students and alumni in those cities. The University should build on existing units’ career trek and career connections program models to provide undergraduate and graduate students with similar opportunities. The office will work with Alumni Relations to develop better alumni networks and cultivate mentoring and employer relationships with students.
 - Coordination and Communication: DU should establish a Career Services Leadership Team to develop institution-wide priorities, expectations and policies for career services. Current directors of career services will comprise the team. Additionally, the University should add a dedicated career counselor in the Office of Graduate Studies for those graduate programs that do not have a unit-based career center.

A handout with the above information and an organization chart of the new Career Services organization were provided.

Discussion and responses to questions:

There will be some efficiencies and cost savings gained by combining the data bases of the existing four centers.

One of the key next steps is developing internal and external marketing plans.

A strategic implementation plan will be developed over the next two months and should be ready by fall.

Update on Inclusive Excellence—Jim Moran

Jim Moran, Interim Associate Provost for Multicultural Excellence, recently reconvened the Inclusive Excellence Advisory Board to complete a strategic plan for Inclusive Excellence. The Advisory Board seeks input from all members of the university community and is holding a series of forums to seek input regarding the current draft. Upon completion of the discussion forums, a final strategic plan will be crafted and submitted to the Provost and The Chancellor.

Overview of the draft plan:

Brief History

- 2005 Association of American Colleges and Universities publishes a series of papers on the topic of Inclusive Excellence in higher education.
- 2006 Diversity Summit introduces the Inclusive Excellence Model to the DU campus, primarily defined through *Making Inclusiveness Work on Campus: a research based perspective*.
- 2007 Chancellor Inaugural Speech sets inclusion as part of his agenda.
- Note: at DU “diversity” refers to race, ethnicity, age, religion, nationality, gender identity, gender expression, sexual orientation, socio-economic background, disability, & other salient social dimensions.

What does Inclusive Excellence mean?

- Compositional Diversity
- Climate
- Embedding

At the University of Denver:

- Diversity/inclusion is one of seven goals outlined by Chancellor
- Diversity is broadly defined
- Everyone is responsible
 - For impacting compositional diversity
 - For creating an inclusive climate

- For helping embed inclusiveness into all aspects of the University
- For linking inclusive practices to our work dedicated to the public good

Inclusive Excellence Strategic Plan Assumptions:

- Broad Framework for the University to function within to implement Inclusive Excellence
- Needs Unit and University Assessment for benchmarking
- Needs Unit and University level implementation planning
- Accountability and celebration of progress are required
- Shared value from top leadership communicated effectively
- Wide-spread efforts led by all units and individuals
- Coordinated efforts that continue to challenge and work toward change/transformation

Inclusive Excellence Strategic Plan four interdependent goals:

- Building a diverse community
- Creating a supportive climate for diversity
- Structuring for change (i.e., embedding)
- Affecting diversity beyond the university

Building a Diverse Community Objectives:

- Recruit and retain undergraduate students of color with timelines, budgets, and the identification of accountable parties.
- Recruit and retain graduate students of color with timelines, budgets, and the identification of accountable parties.
- Establish an improvement plan to recruit and retain faculty of color with implementation timelines, budgets, and the identification of the accountable parties.
- Establish an improvement plan to recruit and retain women faculty with implementation timelines, budgets, the identification of accountable parties, and particular attention to women of color.
- Establish an improvement plan to recruit and retain staff of color at all levels, from our non-exempt employees to high-level administrative positions, with implementation timelines, budgets, and the identification of the accountable parties. The plan must include specific strategies by schools, colleges, and divisions, with monitoring and reporting on progress in recruitment and retention according to employee group and pay grade level.
- Establish an improvement plan to recruit and retain women staff at all levels, from our non-exempt employees to high-level administrative positions, with implementation timelines, budgets, and the identification of accountable parties, paying particular attention to women of color. The plan must include specific strategies by schools, colleges, and divisions, with monitoring and reporting on progress in recruitment and retention according to employee group and pay grade level.
- Develop and implement similar recruitment, retention and success strategies for *other populations* (e.g., LGBTIQ, faith communities, persons with disabilities, etc.) whose federally reporting and/or internal tracking may be different/non-existent. (Compositional diversity encompasses many other identities beyond the federally monitored race, ethnicity and sex; and while these two social identities and their intersections are critical, the University's commitment goes beyond them.)

Recruit and Retain Undergraduate Students of Color with Timelines, Budgets, and the Identification of Accountable parties; Suggested Action Steps:

- Promoting the availability of financial aid programs and private scholarships so that the cost of attending DU is not a barrier for anyone
- Developing and/or enhancing highly focused recruitment strategies aimed at Colorado high-school students of color
- Partnering with community colleges to attract transfer students of color
- Engaging our student body to assist with recruitment of students of color and to contribute to persistence
- Establishing specific strategies for each school and college to assist in recruitment and graduation of students of color
- Increase funding for pre-collegiate programs to support the skills development and transition support for first generation and low-income students
- Consolidate existing programs geared toward persistence of students of color

Remaining Forums:

- Tuesday February 22, 2011, 12:00 to 1:00 pm, Craig Hall (GSSW) Community Room
- Thursday February 24, 2011, 3:00 to 4:00 pm, Craig Hall Community Room
- Monday March 7, 2011, 10:00 to 11:00 am, 12:00 to 1:00 pm, 5:30 to 6:30 pm, Knoebel (HRTM) School, Room 231

Discussion and responses to questions:

Eric Gould is working on plan elements addressing internationalization.

Implementation is the responsibility of each unit, not the Center for Multicultural Excellence.

We need to consider additional items such as multilingual diversity, socio-economic diversity, and students with young children.

One Senator asked whether we need incentives (this is not at the top of the list for many people)? This will be easy to ignore without some kind of push. Jim stated that faculty do not need to be told what to do, this is something we should embrace.

How specific will the hiring guidance be? Jim stated the approach would vary by unit.

We are losing great graduate students because of lack of funding.

This needs to be about retention not just recruitment.

At least one session of the Diversity Summit on May 6, 2011 will address the strategic plan.

Jim encouraged everyone to submit comments and questions, and to attend at least one of the forums.

Adjourn

The meeting adjourned at 1:30 pm.

Prepared and submitted by

John Hill
Faculty Senate Secretary