

University of Denver
Faculty Senate
Minutes
October 24, 2014
Renaissance Room South, Mary Reed Building

Senators (or proxies) present: Shimelis Assefa, Jenny Bowers, Victor Castelani, Claude d’Estree, Terri Davis, Jared Del Rosso, Ron Delyser, Maha Foster, Tony Gault, Jim Gilroy, Jennifer Greenfield, Annabeth Headrick, Tim Hurley (Proxy for Mary Steefel), Scott Johns, Beth Karlsgodt, Megan Kelly, Michelle Kruse-Crocker, Frederic Latremoliere, Rick Leaman, Luis Leon, Scott Leutnegger, Laleh Mehran (Proxy for Tim Weaver), Erin Meyer, Gloria Miller, Julianne Mitchell, Michele Morrison, Linda Olson, Pallub Paul, Anne Penner, George Potts (Procy for Aimee Reichman-Decker), Martin Quigley, Tom Quinn, Allegra Reiber, Chip Reichardt, Paula Rhodes, Maria Salazar, Nancy Sampson, Richard Scudder, Jamie Shapiro, Matthew Taylor, John Tiedemann, Robert Urquhart, Josh Wilson, Melanie Witt, Carol Zak-Dance, Duan Zhang.

Welcome and brief summary of meeting goals and new structure for 2014-2015 Senate meetings—Arthur Jones

This year we will free up as much time as possible for conversations about DU and where it is going. We have a rough plan for the year’s theme, and we can modify it as we proceed.

Guiding Theme 2014-2015: Transcending Our Silos

- Stepping up to Shared Governance and Faculty-Staff-Student Collaboration
- Championing Safety, Access and an Actively Inclusive Campus Culture
- Exploring Global Models of Community Engagement, Civic Responsibility and Public Good
- Visioning New Channels for Encouraging and Supporting Interdisciplinary Teaching and Research
- Forging Communication and Continuity Across Faculty Senate Administrations

APT Revisions—FEAC fully reviewed the APT document over the summer. FEAC has approved it and recommended some changes to clarify language and remove inconsistencies. I expect to have a revised version to the Senate in November. Interestingly, the full Board of Trustees asked why interdisciplinary was not included.

Approval of minutes from September 26, 2014 meeting of the Faculty Senate

A motion to approve the minutes from the September 26, 2014 Senate meeting was seconded and approved.

Comments and updates—Provost and Executive Vice Chancellor Gregg Kvistad

I have three brief items today.

The Board of Trustees approved, as of ten minutes ago, merit increases for next fiscal year: 2 percent merit pool for faculty and staff; \$1 million for faculty enhancement, and \$1 million for staff bonuses.

Undergraduate enrollments are “very very” strong. Graduate enrollments in Law and Business are down even more than we budgeted. Deans and faculty are working on this. We will work through this, but it is a bit of a challenge.

Friday Classes—I recently sent a memo to all faculty regarding Friday classes; I will send a memo to students. All of the deans unanimously support Friday being a regular class day. Undergraduate Student Government supports this. Not all units are impacted by this, since many already have Friday classes; DCB, AHSS, and Korbel will experience the most impact.

A practice of four out of seven days for classes is not good for our campus intellectual climate.

This is a serious issue that we have struggled with for many years at DU. It is a concern for institutions nation-wide. Academic climate is an important factor in alcohol abuse by students.

The Chancellor has recommended a small credit-bearing experience that would assess the competencies that students bring to DU. The Chancellor understands that any curriculum changes must be put forth by faculty. The course is intended to address “extended adolescence” which is a nation-wide problem in higher education and often extends to graduate students as well as undergraduate students. Topics might include, personal responsibility, social responsibility, oral communication, and how to responsibly handle independence. We do not yet know what the course would look like, but we are putting it on the table for consideration. There is a fair amount of push from students to do something like this. The Senate should talk about this.

Comments and Responses to Questions:

Comment: The faculty I know want to have Fridays off.—Answer: So do 1200 undergraduate students. Friday classes are necessary for academic climate and will help with the alcohol situation.

What is a “regular” class day?—Answer: Likely this means an intensive Friday morning just like any other day, with a relatively light Friday afternoon.

Is there any chance we might have four hour blocks for field trips, museum visits, etc.?—Jennifer Karas replied that we intend to be flexible about this.

What other factors are being explored to address the alcohol concerns?—The Provost stated we have an Alcohol Task Force that is examining causes and possible solutions. This is a problem at all universities, but it is a bit more of a problem at DU.

Enhanced academic rigor might be part of the solution, but I know this is difficult to balance with teaching evaluations and expectations. Maybe we are not adequately challenging the really good students that we are now attracting and admitting. We have a lot of valedictorians; more than we have attracted in past years.

Linda Olson commented: Many students find it difficult to have their classes meet on only four days and still be able to complete the required work within the week for each of their classes. The Academic Planning Committee welcomes comments and suggestions.

The Provost added that we need a campus-wide conversation about this.

Introduction of CCESL Director Anne DePrince and facilitated discussion on community engaged scholarship—Art Jones

Art Jones—The Senate discussed public good at length last year. We determined that many of our good works are not widely known and they should be more front and center.

We had planned for today's Senate meeting to have a follow-up conversation about the Barbara Holland visit and the Chancellor intended to join us. However, as you know, Barbara had to cancel due to illness.

Nevertheless, we will have a discussion about community-engaged scholarship, and how it fits into the DU Public Good vision. Anne DePrince has agreed to help lead our discussions.

Anne DePrince has made involving community partners a central element of her research. Anne is the Director of the Center for Community Engagement and Service Learning (CCESL): <http://www.du.edu/ccesl/>.

The mission of the Center for Community Engagement and Service Learning (CCESL) is to educate, engage and equip the campus community to accomplish tangible public work that improves the lives of people in our communities.

Anne described CCESL as the best kept secret on campus, but she intends to change that and that is part of why she is here today. Community-engaged learning is not the only path to accomplish public good, but it is certainly a useful and productive component of any public good program.

Community engagement is not merely volunteering, etc., although this is certainly worthwhile. It is oriented towards contributing to the solution of public problems, and it is tied to specific student learning objectives.

Anne provided handouts about the CCESL's Community-Engaged Learning Initiative and CCESL's Community-Engaged Scholarship Initiative. The handouts described faculty development opportunities and successes, service learning, the Public Good Fund (\$100,000 per year), completed CCESL projects, and resources available to support faculty and projects.

Comments and Responses to Questions:

Question: Could you provide some examples?—The Writing Program combined academic writing and social research with volunteer events through the Denver SCORES program. America SCORES is a nation-wide program. In Colorado, 10 elementary schools in West Denver participate in the program. At each school, 16 boys and 16 girls are chosen through an application process to play soccer, write creatively, and implement a community service project of their own invention.

Knoebel has helped immigrants develop food service skills.

A professor has worked community engagement into a research methods course.

We do need to compile “impact reports” about our community-engaged learning and research.

Question: For those of us doing this already, what are the benefits of contacting CCSEL?:
Answer—This will help us gather stories about DU’s accomplishments. We can provide funding, connect you with other faculty who are involved in this type of work, and provide additional community contacts. For example, we could have DCB establish community contacts for its Capstone projects.

Comment: this is a win-win. We need more of it.

Break-out Table Reports: Table-Based Development of Recommendations for Elevating the Place of Community-Based Scholarship at DU

How can community engaged research, scholarship, and teaching (CERST) serve to differentiate DU from other schools?

- Not so much to distinguish, but to join a select group of colleges? Universities who have a direct relationship between learning in the classroom and service to the community.
- Spread the word out; extend the network. Feature by projects periodically to increase visibility.
- It seems that there is a very large disconnect between our stated institutional mission and how the mission is put into practice at DU. Poor funding and staffing (institutional commitment) to programs such as Colorado Women's College, Gender & Women's studies, and CCESL staffed with instructors and adjuncts, and other non-full time faculty and staff presents a far different story that leads to greater cynicism. This would also be a wonderful way to help shift DU's reputation as an elite college in a new way, making the most of the prestige and contributing to the transformation of DU as being synonymous with Denver. What are other schools doing in comparison?
- Getting our arms around what is already happening, understanding what CERST is. We really do not know what is happening campus wide and the breadth of the activities.

- 1.) A place dedicated to the public good, already dedicated to public good. Implication: make it explicit. Public good vs community engagement. 2.) A draw for faculty and students of color. 3.) Differentiate for marketing purposes. 4.) Application of knowledge: creation.
- Would help with student engagement
- Already happening a lot. Grad programs- capture story and report. Undergrad- will have worked in some sort of community project/internship (part of mission)

What specific actions can we as a university take to make this happen?

- Require all undergrads and grads to a certain number of community service hours. This can be facilitated by Friday programs, for example. This certainly can be research focused.
- Evaluation (faculty); admission (student); new faculty hire. Serve an agency role to connect faculty and community partners.
- Make community engagement an integrated element of programmatic requirements be it through a capstone or other academic project. Address the challenges (above) to staffing and reputation.
- Clarify CCESL's strategic plan: platforms, types, resources- ability to connect, grant writing, expertise in outreach, funding
- Address challenges (creating partnerships, external funding, junior faculty), and translate into scholarship, individual efforts. Resources (time, support partnerships), backed up by APT, university wide commitment, Associate Provost Research.
- Cache/ list of contacts.
- CCESL prof: This is what I do. Can you help me connect with community? BRAINSTORM.
- Linda: Englewood city council needs expert on poverty/homelessness/public transportation/public education.
- The first time you do this, have course load reduced by one course.

Would it be helpful in advancing the university's efforts to distinguish itself if all academic units included a section on the annual faculty evaluation about CERST & public good? Why or why not?

- No. Not suitable to all faculty.
- Yes, but it may get resistance from some units of the campus.
- Yes, the fact that such work is recognized would match our institutional identity; the fact that there doesn't seem to be a correlation suggests otherwise.
- Research is highly valued. This is not valued for promotion. If it is not recognized and valued it will not work. Is this changing? Beef up CCESL- minimum time, assessment is prominent. To work we must find rigorous projects. Must be resourced.
- Yes, but we have to be mindful about external receivers
- In own field, ask people in the community what they want. Look for a need that needs filling in the classroom
- Yes

If so, in what form? Separate categories? Sub-categories under research/scholarship/creativity and other teaching?

- It could be sub-categories under each of the four big hats.
- Awards, public recognition of scholarship, accomplishments, and projects completed. Something to illustrate the concrete products. If public good is contingent upon revenue it will always fail, or at least never achieve the results that it would otherwise.
- Recognize or not?; now halfway. Could be by department. Chairs may give weight, but does the dean team? If yes, what weight is assigned, Daniels uses 20%.
- Under the appropriate section, teaching, service, research, and scholarship can vary.

Adjourn

The meeting adjourned at 1:30 p.m.

Prepared and submitted by

John Hill
Faculty Senate Secretary