

**University of Denver
Faculty Senate
Minutes
February 12, 2010
Renaissance Room South**

Senators (or proxies) present: Bill Anderson, Eric Boschmann (proxy for Paul Sutton), David Blair (proxy for Stacey Freedenthal), Jennifer Campbell, Frederique Chevillot, Paul Colomy, Larry Conyers, Ralph DiFranco, Jack Donnelly, Rachel Epstein, Judith Fox, Katherine Freeman, Susan de Ghize (proxy for Chris Malloy), Chris GauthierDickey, Sandra Eaton (proxy for Keith Miller), Sylvia Hall-Ellis, Michele Hanna, John Hill (Executive Secretary), Allison Horsley, Laird Hunt, Ruth Ann Jebe, Scott Johns, Peggy Keeran, Frank Laird, Rick Leaman, Scott Leutenegger, Michael Levine-Clark (President), Mario Lopez, Jeff Ludwig, Sandra Macke, Mohammad Matin, Don McCubbrey, Mia Mulvey, Ved Nanda, Paul Novak, Linda Olson, Pallab Paul, George Potts, Martin Quigley, Tom Quinn, Charles Reichardt, Paula Rhodes, Polina Rikoun, Karen Riley, Nicholas Rockwell, Nancy Sampson, Robert Stencil (also proxy for Jennifer Hoffman), Gordon von Stroh, Nancy Wadsworth, Kate Willink and Wilfried Wilms.

Call to Order

Michael Levine-Clark, Faculty Senate President, called the meeting to order at noon.

A motion to approve the minutes from January 8, 2010 was seconded and approved.

Provost's Report and Questions (Greg Kvistad)

Door locks—Thumb locks have been installed on all “regular” non-crash bar classroom doors. The solution for crash bar doors is more complicated. A solution for crash bar doors has been identified. The parts have been ordered and will be installed on all crash bar doors within 6-8 weeks. By the way, there have been no instances of breaching locked classroom doors; the perpetrator rather proceeds to find an unlocked door.

A related security question is whether faculty are adequately trained and prepared for a classroom emergency. Last year we made available to faculty, students, and staff the “Active Shooter” video. How should we proceed with additional such training? We would like to do something in the fall and would welcome suggestions. We are reluctant to make training mandatory, but we also believe such training is important. We think the training would focus on what should be done in the classroom during an event.

Applications for fall 2010—It is very early, but the situation looks good. We had 97.3% of our fall class return after the long winter break versus 95.7% last year. We have 8749 complete undergraduate applications for 1200 seats versus 8871 (2009) and 6355 (2008). The reasons for the increase in applications are not entirely clear, but students are applying to more schools, the common application has made applying easier, and applications can be filed online. These high

application rates do not translate to yield, but everything suggests strong interest; there is no change in applicant test scores.

It is very early, but the graduate application picture is good. Applications are up about 50% at 5452 versus 3600 (2009). It is hard to determine what this means. Applications are up across the board, and test scores are marginally higher.

Summer session—I want to follow up on our discussion from the previous Senate meeting, in particular to make clear what this is, and what it is not. We have talked about revenue streams for years and our dependence on tuition for 80% of our income. Donors are now less interested in giving to endowments and more interested in annual gifts that are spent out more rapidly, e.g., 5 or 10 years. Advancement and others are experiencing hard slogging and the impact of their efforts will not be felt soon. Therefore, it is prudent to think about ways to increase the flow of students. This could take many different forms. For example, we could consider a summer term that is equal to our other term; some institutions such as Dartmouth do this already. In the extreme version, a 12 month institution would require changes in faculty contacts and many other staffing and resource matters. We might increase volume or flow by moving students through more rapidly, but without increasing the number of students. The current traditional academic calendar was structured for an agrarian society. While these needs are largely gone, they have been replaced by internships, travel, and other such matters. Some summer options are very casual, while others are more structured. We will explore ways to make summer a viable option for students to include in their planning. We will conduct surveys and focus groups to assess student interest. We want to explore and pilot ways to offer the summer term. Examples might include language courses, parts of programs, short term international experiences, common curriculum, a cohort experience for graduate students, etc. The intent is to craft something intentional rather than merely “who wants to teach it?” Faculty compensation would need to be at a competitive rate; it is all over the map now.

Additional comments in response to questions:

The Deans have been asked to discuss this with department chairs. As a next step, Deans will be asked to put on paper their thoughts about making this a more intentional process.

There is not a nefarious plan to get 12 months of work for a 9 month salary.

Student interest will be assessed during the spring quarter.

Research incentives are provided and maintained by the substantial salary increases for promotions.

We have to be sensitive and careful; it is not likely that a single model will address all needs and concerns.

Question: might this increase faculty schedule flexibility? The current thinking is this would be done on overload rather than load adjustments and scheduling. We need to be very careful and deliberate about this, especially regarding junior faculty who may need extra money.

Students already take off quarters other than summer. A more intentional summer quarter would provide the opportunity to complete more quickly for those who wish to do so. Some parents seek a 4 year experience, others seek completion in 2 ½ years.

We modeled a full bore 12 month program. The net increase from this was low because of increases in expenses.

We are seeking input from the units regarding what they might propose to do with a more rational and intentional summer quarter. This could include certificate and non-degree programs.

Bookstore—Annette Nelson and Doug Russell

These are changing times for course materials. Options and costs are increasing. Costs are a big concern.

Here are steps we take to control costs: We check a lot of sources, particularly sources for used textbooks. We seek alternative formats from publishers such as loose leaf and electronic; only about 30% of our textbooks are hardbound. These steps are taken automatically; please let us know if they do not work for you.

Please help us communicate to students the advantages of buying their books on campus. We have a very easy return policy; profits stay on campus; we also buy back at 50% of new price. Students look everywhere for the lowest price. We seek your support to help get the word out to students about the on campus book buying options. We would like to visit departments in the fall.

Responses to Questions:

We are willing to use older editions if we can get enough copies. It is often not possible to obtain a sufficient number of copies.

The typical textbook bill is \$450 per quarter.

Ebooks cost about 50% less. They are not popular and there is not a buy back option.

We may have some rental books in the future, but we are still working on details.

Scholarly Communication, Open Access, and Open Educational Publishing—Nancy Allen and Don McCubbrey

Nancy Allen—Open Access is a very complicated and interesting issue. It is important to librarians, but it is principally a faculty and researcher issue. Journal costs are rising at 8-10% annually. Thus far DU has maintained its subscriptions, but many institutions are cancelling

subscriptions to save money. Such cancellations reduce access to journals. Open Access is part of the solution to this growing problem.

The details of Nancy's presentation are available on the senate website.

Don McCubbrey— For U.S. students, spending \$150 on a textbook is an annoyance, but for students in poorer countries it is simply impossible. For example, in Uganda the average price of a textbook is \$51; a family's annual income averages only \$250. The Global Text Project aims to provide up to 1,000 free, up-to-date electronic texts for students worldwide. Content contributors and advisory board members from approximately 50 universities and companies from around the world are helping. There are many other initiatives regarding journals, software, and books.

The details of Don's presentation are available on the Senate website.

In response to questions, Nancy and Don pointed out that open source and open access materials may provide a citation advantage for researchers, since their work is accessible to far more readers.

Adjourn

The meeting adjourned at 1:30 pm.

Prepared and submitted by

John Hill
Faculty Senate Executive Secretary