

**University of Denver**  
**Faculty Senate**  
**Minutes**  
**October 25, 2013**  
**Anderson Academic Commons**

**Senators (or proxies) present:** Annaliese Amschler Andrews, Shimelis Assefa, Rick Barbour (proxy for Anne Penner), Jenny Bowers, Tess Bruce, Mercedes Calbi, Victor Castellani, Maclyn Clouse, Claude d'Estree, Ron DeLyser, Jack Donnelly, Graham Foust, Jim Gilroy, Josh Hanan, Annabeth Headrick, John Hill, Tim Hurley (self), Tim Hurley (proxy for Scott Johns), Van Johnston, Arthur Jones, Ray Kireilis, Michelle Kruse-Crocker, Rick Leaman, Tiffani Lennon, Scott Leutenegger, Jeffrey Lin, Don McCubbrey, Erin Meyer, Gloria Miller, David Mindock, Julianne Mitchell, Michele Morrison, Vi Narapareddy, Linda Olson, Pallab Paul, Scott Pegan, Rebecca Powell, Martin Quigley, Tom Quinn, Allegra Reiber, Charles Reichardt, Naomi Reshotko, Paula Rhodes, Nick Rockwell (proxy for Rafael Rossotto Ioris), Dean Saitta, Nancy Sampson, Jamie Shapiro, Geoff Stacks, Mary Steefel, Billy Stratton, Paul Sutton, Matthew Taylor, Ron Throupe, Robert Urquhart, Nancy Wadsworth (proxy for Jing Sun), Courtney Welton-Mitchell, and Melanie Witt.

**Call to Order, Approval of Minutes**

Scott Leutenegger, Senate President, called the meeting to order at noon.

A motion to approve the minutes from the September 27, 2013 Senate meeting was seconded and approved.

Scott announced that the Senate is forming a Post-Tenure Review Committee to explore and assess PTR options.

**Provost's Report—Gregg Kvistad**

I was asked to comment on a few items.

I have some additional information that was not included with the enrollment data that were distributed prior to meeting. Business has a negative 3.6 percent enrollment variance, and Law has a negative 3.0 percent enrollment variance. Each of these variances represent about a \$1 million revenue shortfall. Both units have strategies and plans for addressing this. There is also a significant enrollment shortfall in Social Sciences. However, the revenue implications of this are much smaller because the tuition is deeply discounted.

Undergraduate enrollments are well above budget.

## **Strategic Initiatives Program**

Starting in June 2013, the Strategic Issues Panel on the Future of Higher Education has been examining the forces reshaping higher education and assessing the likely impact on the University of Denver. Many of you have attended one or more of 17 Panel sessions. Most of the presentations were very good; some were quite impressive. The Chancellor attended every session, but was not allowed to speak. The Panel has completed its deliberations and will present its report in early 2014. I expect the Board of Trustees will set large goals without getting too operational.

I was asked to provide some of my impressions and “nuggets” gleaned from the presentations. The key takeaways for me were:

- We will be called upon to be much more articulate and explicit about academics: what, why, outcomes, assessment, accountability, etc. We need to communicate much better to parents, students, and the community the value of what we do.
- Residential education is not at risk in the United States.

We will need many conversations around the Panel’s report. We need genuine involvement of the university. Faculty input is needed and important.

## **Renew DU**

Renew DU focuses on improving learning at the University of Denver through six initiatives: Academic Technology, Inclusive Excellence, Interdisciplinary, International, Research, and Teaching. The Renew DU Committee has selected a pilot project in each of these areas: Hybrid Course Development, Data Analysis and Visualization Center, Study of (in)Equality, Internationalization, Post-doctoral Research Fellows, and Strategic Research Clusters.

This was a highly process laden activity; these initiatives would not have happened within a single unit.

## **Scholar-Teacher Model**

We have added more non-tenure line than tenure-line faculty, but these are appointed positions. We have not increased adjuncts as many institutions are doing. The Scholar-Teacher model is essentially a tenure-line model that dates from post-World War II. Things have changed substantially: far more people are going to college and external funding has declined. This means we have to have expanded high-quality teaching capacity; there is an increasing need for outstanding teachers who are not necessarily researchers. So, we have made choices about what is needed and we have hired outstanding teachers who do not meet the tenure-track promotion criteria.

## **Responses to Questions**

Question: Would we “monetize” accountability?—We need to communicate our stories and vignettes better. Where we have reliable and valid measurements we should use them.

Question: Did the Panel discuss the increasing role of “for-profits?”—The “for-profits” are in deep trouble. Their market capitalizations have declined dramatically. Phoenix is in trouble because its graduates cannot get or keep jobs. The default rate on student loans is extremely high for “for-profits.”

Question: Will we examine the \$9-10 million annual deficit for athletics?—This is budgeted and expected. It is not a variance. It does bring value, but we should not be afraid to have the conversations about this again.

Question: Where are we on Teaching Professors?—This is part of the APT revisions underway. The draft will go to Senate Committees, to the full faculty, to my office, and eventually to the Board of Trustees.

Scott Leutenegger added that there is an old APT draft circulating. This draft was rejected and it is not representative of the current version. No one should be concerned if he or she should happen to receive this old draft. He also announced that Post-Tenure review will not be in the APT draft and that the Senate is forming a Post-Tenure Review Committee to explore and evaluate possible options.

### **Sesquicentennial Update—Cathy Grieve and Kevin Carroll**

Special events will be conducted throughout the Sesquicentennial year. Event information will be communicated in a variety of ways and there will be a Sesquicentennial webpage.

The planned major events are:

- Founders Week (February 28-March 5)
- Departures Week (June)
- Summer Concert Series Fall (July-August)
- Fall “Fest” and Crimson Classis (September)
- Homecoming and Alumni Reunions (October)

We plan to showcase, on the website, a visible log of the service commitments of students, alumni, staff, and faculty.

The Office of the Provost is providing \$100K for events; so submit your proposals to the Provost’s office.

Please provide information about your planned events to <http://www.du.edu/marcomm/>

### **Mascot Update—Kevin Carroll**

In response to a student government request, we started a mascot project last March. We held 15 open forums and 30 focus groups. Seven mascot concepts were produced, and a survey was conducted. We are very far from a consensus. There are large populations in support of incompatible visions. For example, about 30 percent feel strongly that the mascot must be “western.” About 30 percent feel strongly the mascot must not be “western.” The DU community is simply not ready to make a decision about a mascot. Boone is not an option, but we have to get past that.

The cost was \$60K.

### **Break-out Groups: “Enhancing the DU Academic Experience”**

The senate formed into break out groups to discuss Enhancing the DU Academic Experience, or as Scott put it, “What makes DU so special and worth the cost?”

As part of starting the break-out group discussions, Scott noted his “nuggets” from the Strategic Issues Panel:

- Faculty should be involved actively in articulating and delivering the value for \$40k annual tuition.
- We need to articulate what is “Public Good.”

### **Break-out Group Reports**

The following were reported by the presenter for each break group:

- Producing informed and engaged students is a “public good.”
- Increase “connectedness” among disciplines.
- There are probably too many As and not enough Cs.
- Strengthen life-long connection to DU.
- Teach critical and creative thinking; teach thinking across the curriculum.
- Teach writing.
- Keep classes small.
- Add a mandatory technology skills class.
- The residential experience is transformative.
- Skills versus content: maybe we have too much on skills.
- We have a perfect balance of teaching and research; students have access to researchers, which does not occur at most other institutions.
- Connect theory and practices by working closely with community partner.
- Advising should include career and academics.
- What do we want students to look like when they leave DU?
- Increase connectedness with students’ families.
- Do we want to reassess the common curriculum? What do we want students to know, do, and be?

- Faculty are happy to meet with and work with students.
- Students meet and engage with faculty. This is both academic and humanizing.
- Increase student diversity.
- Add service learning component to most classes.
- Offer more hybrid and online courses, especially in summer.
- Expect more of the students; be more demanding.
- We have a lot of academic support services, DSP, LEP, etc.
- Against viewing students as customers.
- Public good requires hard thought.
- We have below average salaries, but we are asked to demonstrate value. (Scott noted that the Board of Trustees is aware of salary issue and does discuss it.)

Paul Sutton provided this report from his breakout group:

Here were our thoughts on the idea of “Improving the Educational Experience at DU”

- 1) Get away from the idea of ‘students as customers’ and move toward the idea that students are also our product and many aspects of that product are a public good. Engaged and informed citizens are a vital aspect of the ‘commonwealth’ and are a public good in and of themselves.
- 2) We need to articulate more what this idea of a ‘public good’ is, particularly those aspects of it that are a ‘market failure’. This conception has to be incorporated into the curriculum which will hopefully move us toward a more communitarian idea as to what the university is and does, and away from a more individualistic idea. These ideas are currently in our statements about diversity, etc. But this should be extended to the value of intellectual diversity, which some of us hoped would prop up the perceived value of avenues of inquiry and discourse, that seem to be perceived as less valuable or of ‘lower utility’ than others (e.g. the humanities). Perhaps this is a rehash of traditional arguments for the value of a liberal arts education.
- 3) Grade inflation, expectations, and rigor. We need to hold students to higher standards with respect to their performance. This could be improved by having better measures of learning outcomes. I personally feel that we overemphasize the value of student course evaluations, probably just because they are easy to ‘count’ or measure.
- 4) Foster a stronger relationship with alumni by engaging them more with campus activities. Currently this seems to be dominated by athletics and perhaps the Newman Center. Perhaps there are other activities that might be attractive for alumni to participate in.
- 5) Develop stronger relationships with NGOs, Industry, and Government agencies for mutually informing communication and partnership as well as internships with follow-up job opportunities for our graduates. However, we have to keep in mind that the success of our graduates, with respect to finding rewarding and gainful employment,

often has very little to do with what happens at DU. The broader economic circumstances are the driving force regarding these outcomes. You can train 10 dogs to hunt for 7 bones to the best of your ability. However, If there are only 7 bones out there, at least three dogs don't get a bone no matter how good your training is. The "market" should inform what and how we teach, but it should be placed in a subservient place relative to the traditional values and principles of the academy. We need to remember that "Public Goods" are "Market Failures". The University system and the academy at large have served civilization and society well for a long time.

6) Preserve the 'Scholar-Teacher' model as best we can in the face of mounting pressure to convert all personnel to teaching professors. We see much of this has to do with significantly declining investment on the part of state and federal government to (1) Subsidize higher education in general, and (2) Reduce levels of funding for basic and applied research (these funds seem to be a rapidly dwindling component of university revenue in general).

I'll close with that quote from Einstein that I love:

"Not everything that can be counted counts  
and not everything that counts can be counted."

## **Adjourn**

The meeting adjourned at 1:30 p.m.

Prepared and submitted by

John Hill  
Faculty Senate Secretary