

MINUTES
Executive Committee Meeting,
Boulder Faculty Assembly
December 12, 2011

Attending

Jerry Peterson, BFA Chair
Bill Emery, BFA Vice Chair
Catherine Kunce, BFA Secretary
Peggy Jobe, BFA Executive Committee Member at Large
Melinda Piket-May, BFA Diversity Committee Chair
Paul Chinowsky, BFA Faculty Affairs Committee Chair
Adam Norris, BFA Instructor-Track Faculty Affairs Committee Co-Chair
Elizabeth Bradley, BFA Intercollegiate Athletics Committee Chair
Martha Hanna, BFA Libraries Committee Chair
David Kasso, Retired Faculty Association Representative
Horst Mewes, Arts and Sciences Council Chair
Bill Kaempfer, Vice Provost, Associate Vice Chancellor for Budget and Planning
Sierra Swearingen-Todd, BFA Coordinator

Not Attending

Greg Carey, BFA Executive Committee Member at Large
Carmen Grace, BFA Academic Affairs Committee Chair
Karen Ramirez, BFA Administrative Services & Technology Committee Chair
Jerry Rudy, BFA Budget and Planning Committee Chair
Mike Klymkowsky, BFA Student Affairs Committee Chair Pro-Tem
Joe Rosse, Former BFA Chair
Carly Robinson, CUSG Vice President for Internal Affairs
Steven Koenig, President, United Government of Graduate Students

The BFA Executive Committee held its regular meeting on Monday, December 12, 2011 in ATLAS Room 229. Chair Jerry Peterson presided. The meeting convened at 4:00 and adjourned at 5:20 p.m.

I. Chair's Report

- A. BFA Winter Reception. The BFA's annual Winter Reception, held December 2nd, was well-attended and successful.
- B. Commencement Friday, December 16th, at 9:30. All faculty, and especially BFA members, are encouraged to attend. Faculty that ordered regalia for the ceremony can learn where to pick it up at <http://commencement.colorado.edu/cu-faculty/>.
- C. Welcome New Executive Committee member Adam Norris. Norris is co-Chair of the BFA's new Instructor-Track Faculty Affairs Committee.
- D. New Regent. The newest member of the Board of Regents, is Irene Griego.
 - i. The Executive Committee agreed to invite Griego to attend a future meeting.
- E. BFA Administrator Appraisal Committee Report. The Committee is reviewing Engineering Dean Rob Davis this year. The questionnaire has been sent to Engineering faculty. The BFA declined to review Arts and Sciences Dean Todd Gleeson this year, because he is leaving the position this summer.
- F. Campus Information Technology. Chief Information Technology officer Larry Levine has asked to attend a meeting of the BFA Executive Committee, to explain existing faculty

input into its decision-making process.

- i. Discussion followed, including reports that certain aspects of new campus technology are inefficient. It was reported that some system-wide software purchasing decisions were not made by the Boulder Campus.
- G. BFA Election. The BFA Election process will officially begin on the first day of classes, January 17th, with an e-memo to the campus to announce the vacancies on BFA Committees and to request that faculty nominate their colleagues.
- H. BFA Excellence Awards. The BFA Excellence Awards process has begun, with an e-memo to the campus on November 22nd. The due date for nominations is Tuesday, February 15th. Nomination instructions are available at www.colorado.edu/BFA/awards.
- I. Interviews for Vice Chancellors. Two finalists for two Boulder Campus Vice Chancellor vacancies are to be interviewed this week: Deb Coffin, for Vice Chancellor for Student Affairs; and Bob Boswell, for Vice Chancellor for Diversity.
 - i. There was discussion of the pros and cons of, as in these cases, using a process that produces a single finalist.

II. Discussion Item: Attributes and Abilities of a CU Graduate

Peterson called the attention of the Committee to a handout titled “Attributes and Abilities of a CU Grad, Draft (7/24/11),” which has been distributed to the CU Assemblies by Faculty Council to request feedback. The handout contained this list:

1. Understand and practice ethical standards in all endeavors. (Ethics)
2. Think critically, analytically, and creatively. (Thinking)
3. Identify, evaluate, and apply appropriate information, evidence, and technologies to solve problems. (Problem solving)
4. Master relevant technologies. (Technology)
5. Apply independent rational inquiry and self-directed learning to create new ideas. (Independent Inquiry)
6. Communicate clearly and effectively, both verbally and in writing, for varied audiences. (Communication)
7. Possess knowledge and understand current conventions and modes of inquiry in disciplinary areas of study. (Disciplinary)knowledge
8. Work collaboratively while respecting professional and individual differences. (Collaboration)
9. Serve and be actively engaged in local and global communities. (Engagement)
10. Demonstrate civic literacy. (Civic Literacy)
11. Appreciate and respect diverse experiences, perspectives, and realities. (Diversity)
12. Pursue learning with enduring curiosity. (Intellectual Pursuit)

Discussion followed, including these points and perspectives:

- The list may be mostly aspirational, as most of the items are not things the University can teach without building them into the curriculum.
- Even so, building them into the curriculum may not have the desired result. No school

can guarantee that its students are going to be ethical, for example.

- What are the metrics by which success in these categories can be measured?
- Documents like this one are in use at some of CU's peer institutions.
- There were several concerns that the document might be used in the future to evaluate faculty performance.

Peterson reported that the Faculty Council EPUS Committee will discuss the list and the Assemblies' feedback at its meeting on January 27th, 2012 and that he will attempt to get additional perspective before the next BFA Executive Committee meeting (January 23rd) on what the list is attempting to accomplish.

III. Faculty Affairs Committee Report, Chair Paul Chinowsky

Chinowsky reminded the Committee that the Faculty Affairs Committee has been working on two initiatives this semester; "Internal Visiting Faculty" and "Interdisciplinary Faculty Seminars," and is seeking the Executive Committee's endorsement.

Chinowsky first presented the Internal Visiting Faculty proposal [addendum #1 below]. He reported that the proposal would allow a faculty member to work in another department or unit for a semester or a year, partially or completely, to explore a new area and/or energize work in his or her home department. The initiative involves a pilot program of five people for one semester, with initial expenses of about \$60,000 paid at the campus level.

Discussion followed, including these points and perspectives:

- The College of Engineering uses a unique budget model which may create more logistical challenges to participation than other units.
- Because the initiative involves credit hours, some type of 'buy out' funding model would be required, which is why it needs to be managed at the campus level.
- Both proposals should specify deliverable items, such as a written paper in a journal, and/or a campus-wide public proposal or presentation.
- To reduce logistical challenges in the early stages, the pilot project could be limited to operate only within single schools or colleges.
- The proposal could describe existing demand for these types of programs.
- The final proposal should include provisions to "hold harmless" an individual faculty member should his or her research productivity decline during an internal visiting faculty appointment.

Chinowsky then presented the Interdisciplinary Faculty Seminars proposal [addendum #2 below]. He reported that the initiative is based on an existing model which relies on grants, but would create a named, annual seminar for which continuing budget would be set aside. The seminars would address two topics per year and involve fifteen faculty (and perhaps a few senior PhD level students) from all over campus, in a seminar in which faculty and students work together to explore papers, proposals, and different perspectives on a topic. The topics themselves are meant to be forward-looking, providing a 'visioning' process for the University.

Discussion followed, including these points and perspectives:

- Both of the proposals presented today are academic programs, therefore the Deans have responsibility for them and their support should be pursued.
- Both proposals could specify which of the Flagship 2030 goals they address.

IV. Brief Committee Updates

BFA Libraries Committee, Chair Martha Hanna

Hanna gave a brief summary of her attendance at a National “Open Access” conference, and of her subsequent meetings with Dean Williams and Chancellor DiStefano. In January the Committee will discuss the possibility of endorsing open access ‘in principle.’ The issue of how it could be funded remains unresolved at most institutions. The Committee will seek input from the Arts and Sciences Council as part of its discussion.

BFA Intercollegiate Athletics Committee, Chair Elizabeth Bradley

Bradley reported that the Committee has received no complaints about the Friday, November 4th football game on the Boulder Campus, and praised the shared-governance efforts of Athletics and Administration to keep the Campus informed and work in advance to eliminate conflicts.

BFA Instructor-Track Faculty Affairs Committee, Co-Chair Adam Norris

Norris reported that the Committee met today and elected co-chairs, himself and Rolf Norgaard. He added that discussion today included concern that terminology in instructor re-appointment and promotion are not well defined, and concern about instructor workload generally.

BFA Diversity Committee, Chair Melinda Picket-May

Picket-May reported that the Committee has been working with the Campus’ Permanent Engagement Structure Committee (PES), and that the students, who are hosting a diversity forum on January 30th, have requested to know where the faculty stand. She therefore encouraged the Executive Committee to attend the forum. Picket-May also reported that the Chancellor’s Committee on Women is accepting nominations for an advocacy award, due January 15th, and that the award will be presented at CU’s annual Women’s Symposium on February 23rd and 24th.

V. Adjournment. There being no further business, the meeting was adjourned at 5:20.

Respectfully submitted by Sierra Swearingen-Todd, BFA Coordinator.

ADDENDUM #1
[BFA Faculty Affairs Committee]:

Internal Visiting Professor

Internal Visiting Professor – The concept behind this initiative is that faculty would be able to arrange a semester or year-long “collaboration visit” to another department. The arrangement is not a sabbatical, but rather is an opportunity for a faculty member to work with individuals in another department to expand inter-disciplinary research and teaching connections. The exchange would allow an in-depth collaboration experience with faculty members from another department to enhance new research opportunities and to explicitly respond to the university’s push to an inter-disciplinary environment. The arrangement specifics could vary depending on the departments involved. The minimum arrangement would be a buyout of the faculty member’s course(s) back to the home department. The origination of the funds could either come from the visiting department or the university depending on the arrangement. The duties of the visiting faculty member would be arranged with the host department. The duties may be limited to a research collaboration or may include teaching a course in the host department.

Guidelines

The Internal Visiting Professor (IVP) program will allow an individual faculty to:

1. Undertake the visiting position for one or two semesters depending on the arrangement between the faculty member and the host department.
2. Negotiate the responsibilities in the visiting department with the department chair in the visiting department.
3. Be exempted by up to two classes per semester in their home department unless additional course forgiveness is otherwise agreed to by the home department.
4. Move their office to the host department if space is available in the host department.
5. Negotiate appropriate reductions in department service in the home department if service assignments are being acquired in the host department.

Visiting Scenarios:

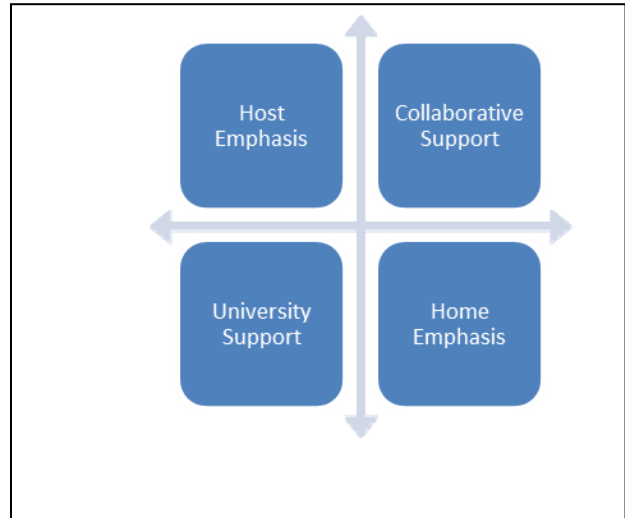
The scenarios in which the visiting faculty program may be undertaken are a combination of teaching and research arrangements. The visiting faculty member may:

- Have a visiting teaching arrangement where the faculty member teaches up to two courses in the Host department per semester in accordance with the faculty member’s standard teaching requirement. However, if the faculty member is still required to teach courses in the Home department due to their teaching requirement being greater than the two course forgiveness, then the teaching requirement in the Host department combined with the teaching requirement in the Home department cannot exceed the number of courses normally required of the faculty member.
- Have a partial teaching arrangement where the visiting faculty member has a reduced teaching load in the Host Department to facilitate a focus on research collaboration.

- Have a visiting research arrangement where the faculty member has a specific research goal which is being undertaken in the Host Department as outlined in the application made by the faculty member to participate in the program.

Funding Scenarios:

The funding scenarios can be divided into four situations in terms of how to support the visiting positions as illustrated in Figure 1. The support for the visiting relationship requires the teaching responsibility of the faculty member in the home department to be covered as outlined above. This may include hiring an adjunct, having another faculty member cover a course, or not offering a course depending on the specific requirements of the home department. The cost to cover teaching responsibilities in the home department is the focus of the scenarios.



Collaborative Support: In this scenario, both departments have the financial ability to support the visiting program. The Home and Host departments agree on the financial arrangement and no extra funds are required by the University. An example of this arrangement may be a faculty member from Business going to Law where both departments can afford to cover a visiting arrangement. In this optimum case, there may be no need for the University to provide support.

Home Emphasis: In this scenario, the Home department has the resources to cover the costs of the course forgiveness for the visiting faculty and agrees to bear the cost for part of or the whole teaching requirement. An example of this arrangement may be a case where a large department such as Computer Science supports a faculty member going to a small department such as ____ which does not have the resources to support a visiting faculty, but which has a demonstrated benefit in the faculty member visiting the department.

Host Emphasis: This scenario is similar to the Home Emphasis except the Host department has the funds to cover the costs of covering the courses that the visiting faculty is responsible for in the Home Department. In this case, an arrangement can be made where the host Department covers the cost of hiring an adjunct for the Home Department.

University Support: In this final case, neither department has the resources to cover courses which are considered essential by the Home Department. In this instance, the university will cover the cost of up to two courses per semester for the faculty member to participate in the visiting faculty program.

Implementation:

The Faculty Affairs Committee is requesting the University to:

- Put in place a program which would allow faculty to apply for Internal Visiting positions.

- Administer the program out of the Office of Academic Affairs (this could be done with assistance from the BFA FAC during a pilot stage).
 - Proposals will be accepted from faculty on an annual basis.
 - Proposals will be reviewed by a committee of previous awardees, but in the beginning this will be a combination of FAC and AA personnel.
- Allocate funding for a pilot of five Internal Visiting Positions for each of the first three years of the program.

Total cost of this commitment for the pilot stage is a **maximum** of (5 positions per semester * \$6,000 per course * 2 courses per semester * 6 semesters) = \$120,000 per year for three years

We suggest starting the program in Spring 2013 with a commitment of \$60,000 to start the program.

ADDENDUM #2

[BFA Faculty Affairs Committee]:

Interdisciplinary Faculty Seminars

Summary

The seminar series initiative builds upon successful seminar courses that have been put in place over the last several years. In this initiative, interdisciplinary collaboration will be supported through year-long seminars on a specific topic that bring 15 faculty together from across campus to discuss the topic and build opportunities for course or research collaboration. The faculty would be expected to develop a course or research proposal from the seminar. Each faculty would present an overview of their research during the first semester and work in groups to develop an interdisciplinary proposal for development during the second semester. It is anticipated that seminar proposals would be solicited each spring for implementation the following year. Two-Three of the proposals would be selected for implementation. It is estimated that the cost for each seminar would be a course buyout for the coordinator and a \$1,500 stipend for each participant as well as a small amount for guest presenters. The total would be approximately \$30,000 for each seminar.

Guidelines

The Interdisciplinary Faculty Seminars will follow the successful model implemented previously on campus by entities such as the Center for the Humanities and the Arts and funded through the CU Seed Grant program. Based on this model the Seminars will follow the guidelines set forth as follows:

- Seminars can be proposed to the Office of Academic Affairs (this may be the Graduate School if that is a more appropriate location) by any member of the Faculty Senate.

- Seminar proposals will be reviewed by a combination of past seminar organizers and AA personnel.
- Seminars must incorporate a theme that is interdisciplinary in nature that integrates multiple colleges and schools.
- The seminar proposal must incorporate a specific set of objectives with preference given to topics that will stimulate both potential research and teaching collaborations.
- Seminars must follow a pattern of one semester of weekly meetings followed by a semester of collaborative project development with monthly review meetings.
- Proposers must be willing to coordinate the seminar including the organizing of outside guest speakers and the schedule for the first semester of the seminar.
- Selected seminars will be announced to the CU-Boulder faculty in the spring semester preceding the start of the seminar the following fall. Interested faculty can then apply to be members of the seminar cohort for the following year.
- Participation in the seminars will be limited to 15 individuals and must represent a cross-section of the university community.
- Seminar organizers must present a report at the conclusion of the seminar including the results and potential follow-up efforts that have been initiated through the seminar.

Implementation

The implementation of the Seminars proposal can occur with minimal effort and expense with the first deployment of a Seminar in Fall 2012. The Faculty Affairs Committee is requesting the University (Research Administration) for the following:

- Assist in the coordination of the Seminar Series by collaborating in the advertising, collecting, and reviewing of Seminar proposals.
- Provide an initial seed allocation for a pilot of the Seminar Series. Anticipated costs for a Seminar include a course buyout for a coordinator of \$6,000, a \$1,500 stipend for each participant, and \$2,500 for outside speaker invitations. This is estimated to be a total of \$31,000 per seminar.
- The proposed implementation roll-out is to have one seminar in 2012-2013 and two seminars in 2013-2014. The cost of this roll-out would be a total of \$93,000.
- Sustainable funding opportunities for the seminars will be pursued as a fundraising effort in collaboration with the CU Foundation.