Boulder Faculty Assembly
General Meeting
and
Annual Faculty Senate Meeting
November 7, 2013

Attending:
Paul Chinowsky, Chair
Bill Kaempfer, Vice Chancellor
Peggy Jobe, Libraries
Bob Perry, History
Carmen Grace, French & Italian
Greg Carey, Psychology and Neurology
Jeanne Liotta, Film Studies
Jerry Peterson, Physics
Anuncion Horno-Delgado, Spanish & Portuguese
Jerry Rudy, Psychology and Neurology
Shiv Mishra, Computer Science
Karen Ramirez, Sewell Residential Academic Program
Roseanna Neupauer, Civil Engineering
Ruth Heisler, Integrative Physiology
Daniel Kellogg, College of Music
Mike Ritzwoller, Physics
Catherine Labio, Arts & Science Chair
Penny Kelsey, English
Jason Neff, Geology
Christian Kopff, Honors Program
John McCartney, Civil Engineering
Marty Walter, Mathematics
Vicki Grove, German & Slavic
Dominique deVangel, Chemical Engineering
Bob Nauman, Art & Art History
Bradley Monton, Philosophy
Steve Vanderheiden, Political Science
Beth Dusinberre, Classics
Adam Norris, Applied Mathematics
Aya Gruber, School of Law
Horst Mewes, Political Science

The Boulder Faculty Assembly General Meeting held a regular meeting on Thursday, November 7, 2013, in the Flatirons Room of the Center for Community. BFA Chair, Paul Chinowsky, presided. This meeting was also the Annual Faculty Senate Meeting, Mike Klymkowsky, presided. The meeting was called to order at 4:05 pm and adjourned at 5:40 pm.

I. Convening of Annual Faculty Senate Meeting

Discussion items included:

- Faculty is for course and curricular design, delivery, evaluation, and scholarly research
• BFA believes that a clear course and curricular design will make faculty more flexible
  o What do we need from administration?
• A coherent and effective disciplinary curriculum, from the department’s point of view
  o Would be a simplified and easily navigable core
  o Would create opportunities from cross-college curricula
    ▪ Business
    ▪ Engineering
    ▪ Computer Science
    ▪ Law
• “Simplified” means
  o Easier to navigate
  o More applicable to real life and critical thinking
  o Thinking of students first, academic department second
• There is no reason to send a student to a course because they have a perceived need
  o Historically, a lot of classes were created based on going to medical school
• Do the core classes have an effect on the graduation rate?
• There is more and more pressure to accept MOOC classes to meet core requirements
  o One of the big values of universities is not just the courses but also the interaction. You don’t get that with MOOCs
• Can we add to the value of a university experience?
  o Can we record lectures and use classroom time for discussion with students?
• We need to think about alternative ways to educate but alternative ways will require university support
• How do we measure what a student learns?
• How do we tell if a department has a good curriculum?
  o Department must take responsibility
  o Outcome assessments must be done
• Ethics should be key one – students coming out of programs have not mastered the curriculum
  o Faculty needs to define the measure of success
  o As a faculty, we need to take control of this issue early on
• How do we evaluate faculty effectiveness:
  o Why should faculty work really hard when nobody rewards you or really cares?
• BFA should say it’s okay to require coherent curriculum from departments
  o Needs some sort of assessment
• Every department should have written justification as to what the department believes should be learned in each course they teach
  o This should not depend on the size of the core
• What should BFA’s role be?
  o Have representatives to back to their departments and ask how this is handled
  o Keep it in the hands of the faculty
  o Let it be known that BFA supports the idea of clear core curriculum and that it would like to be a partner with the administration
• If teaching is to be valued, it has to be valued by the department

II. Return to General BFA Meeting

Discussion on the Be Boulder campaign, led by Frances Draper and Jon Leslie

• Market research showed that the one common strength perceived by the public in regards to the University of Colorado Boulder was the location
• Decided to hire a consultant to rebrand CU-Boulder and Pentagram was chosen
• Goals of the rebranding
  o Distinguish CU-Boulder
  o Consistent and dynamic messaging
  o Fully engage community and alumni
  o Shift perception of CU-Boulder
  o Stay true to the university
• Be Boulder is the new concept
• Next steps are
  o Implementation
  o Early December video launch
• The scope of work will
  o Oversee brand identity and message platform
  o Coordinate campus-level strategies
- Consult with the colleges and schools across campus
- Connect cabinet/executive leadership with campus-wide community

- Rollout strategy
  - Define Be Boulder.
  - Leverage individual successes
  - Include individual stories
  - Take advantage of social media advertising and integration
  - Web/print advertising/posters
  - Colorado.edu
  - On-campus banner system
  - Animations
  - Week of Welcome t-shirts
  - Convocation
  - News/media campaign
  - Thinking about radio tags and TV advertising

### III. New Business

BFA awards
- Typically go to big departments, therefore, the parameters are being rewritten to make it easier for the small departments to have a chance
- Every faculty member must feel like they have a chance at the award
- Open and transparent selection process
- Give your comments to Paul soon

### IV. Adjournment

There being no further business, the meeting adjourned at 5:40 pm.

Submitted by Carrie Olson, BFA Assistant