

Model B

Peer to Peer Conversations

Purpose/Rationale:

The purpose of Peer to Peer (P2P) conversations is to promote growth and flourishing over a faculty career and to build relational culture and climate on campus. When enacted with integrity, the P2P conversations will likely increase the likelihood that faculty at DU will find new or strengthened ways to experience their teaching, research, and service holistically.

Minimally, it is anticipated that faculty who initiate P2P conversations will acquire resources and

are encouraged to convene a P2P conversation at the following benchmarks: within three years of initial appointment, within three years following promotion from Assistant Professor to Associate Professor, and within three years after promotion from Associate Professor to Professor. These recommendations apply to faculty in all benefitted faculty series, including Tenure Line Professorial Series, the Professorial Series in University Libraries, the Teaching Professor Series, the Clinical Professor Series, the Professor of the Practice Series, and the Research Professor Series.

Format:

The optimal P2P conversation takes about two hours, and the following text provides a brief outline as well as recommended stages of the process. A more detailed conceptual explanation and practical considerations are included in / and is available on the Faculty Senate website.

Step 1: Initial reflection

The faculty convener is encouraged to write a one- or two-page document refining ideas, questions, and considerations. The initial reflection might take a more traditional academic format of research questions and sub questions, or it might be more reflective, exploring themes around personal and career satisfaction. The faculty convener is encouraged to distribute this document to the 3-4 committee members to help focus their feedback during the P2P conversation.

The one-two page planning document might include the following:

A list of 2-3 questions that could keep the committee members focused on the essential elements of your question, conundrum, or problem. These questions can be concrete and specific, like how to move from one rank to another or increase your rate of publication. Or they can be more conceptual, like how to find renewed energy in teaching or research or identify elements of a meaningful faculty life after promotion.

In generating your own questions, you may find it useful to consider some of these prompting questions:

What was your scholarly, service, or teaching high point in the last three years? In what experiences as a faculty member did you feel the most energy and satisfaction? What have you always wanted to explore or experience as a faculty member? What opportunities exist on this campus that might

The faculty convener reaches out to 3-4 faculty of any rank or staff/administrators of any position. Criteria to consider when selecting the committee members include listening ability, capacity to ask questions that open up the conversation rather than seeking solutions, a willingness to work collaboratively, and an ability to synthesize discussion. All three committee members need not hold similar views around the question under consideration. In fact, selecting committee members

come to mind as they listen (see / document).
Although two hours may seem like too much time, committees should meet for the full time so as to allow for intentional, thoughtful, and spontaneous interactions. Even after a conversation may seem to have run its course, a willingness to wait out the silence can often result in the conversation continuing with even more understanding and engagement.

During the last 15-20 minutes of the conversation, the committee members are invited to share any final thoughts (a word of encouragement, a summary point regarding the question).
committee members should give any notes taken to the