**CLAS Agenda**

**May 14, 2020**

**Meeting via ZOOM**

**MINUTES**

**Participating**: Masoud Asadi-Zeydabadi, Jennifer Boylan, Sasha Breger Bush, Michelle Comstock, Candan Duran-Aydintug, Gabriel Finklestein, Mia Fischer, Nick Fisk, Lorna Hutchison, Pam Jansma, Marjorie Levine-Clark, Darryl Mehring, Annika Mosier, Erik Oleson, Florian Pfender, Sarah Tyson, Maria Andrea Velazquez, Anna Warrener

**Recording**: Karen Fennell

**Welcome and Introductions**: Sarah Tyson

**Minutes from April 9**: Approved.

**Dean’s Updates:** Pam Jansma

*University Planning:*

* There should be more news next week about university operations after the Board of Regents meeting on 5/19 and there will be another Chancellor’s Town Hall next Thursday as well.
* There are lots of budget discussions still occurring but no definite decisions yet. We are still being asked to plan for scenarios of 10% and 20% cuts.
* It will probably be early June before decisions are made for fall. Classes that cannot be done, or done well, remotely will be the priority for finding a way to offer them in-person.
* If courses are offered online, students can be required to log in at a specific time for them but you have to let the student know that and make accommodations where necessary.
* Faculty who need to get access to their offices for a specific one-time purpose need to make that request to Laura Argys for processing permission to come on campus.
* Laura is working on a plan for faculty to be able to restart research on campus in a thoughtful and safe way. Undergraduate student researchers my not be allowed back on campus anytime soon.

*Enrollment:*

* Summer enrollment is up but fall enrollment is down.
* Students may still be waiting for university decisions to be made before enrolling for fall courses.

**CLAS Council Comments on APS 1009**: Sarah Tyson

Policy was voted on and approved.

**EPCC Guidance on Certificates**: Sarah Tyson

* The HLC will be looking for us to have language that distinguishes between certificates and minors at our next accreditation review.
* The understanding is that the certificate is a professional application that can be done as a standalone item in 12 credit hours and the minor is more like a mini-major and affiliated with a degree.
* We are just clarifying the language around what is a certificate versus what is a minor and the fact a certificate is a standalone program, where a minor is a compliment to a major and is tied to getting a degree.
* There is a student perception that the certificate is a professional credential and a minor is more academic.
* It was commented the language around what is an auxiliary area of study needs to be tightened up so it doesn’t sound like a weak version of a minor.
* People can still be awarded a certificate even if they don’t complete a degree. Some people want to come back and take a certificate as an extra qualification for their job/career without taking a degree.
* It is more typical for graduate students or people with BAs to come back to get a certificate than for undergraduates to do a certificate as they are usually doing a Bachelor’s degree instead. You can come back from a professional field and do a certificate rather than having to do another degree, but undergrads can take certificates too.
* The requirements for admission to a certificate have not changed.
* A “C-“ grade is the minimum acceptable grade across CLAS majors. You can raise the minimum required grade when proposing a certificate.
* All certificate credits must be taken at CU Denver, whereas that is not the case with credit hours for a minor.
* Marjorie Levine-Clark will reach out to Terry Potter to get more clarity around this issue and the HLC and report back to the Council.

**Strategic Plan**: Sarah Tyson

Today we are looking at the Community Impact, Mission, Vision, and Values sections of the strategic plan draft.

*Community Impact:*

The Community Impact section is being impacted by the pandemic. We may have to be more creative in creating venues for sharing faculty work and we can create another award category related to service and the pandemic and also tracking work people are doing on COVID-19.

It was commented we could reorganize the sections of the strategic plan to shift emphasis to some of the other segments, including Community Impact.

It was suggested that community engagement be made a graduation requirement, but we have to think about what service learning would look like as a requirement for students and facilitate this across departments. These courses could be developed in tandem with community partners. If the college makes a statement that community engagement is a priority this would put more emphasis on it. We would have to look at how to incentivize development of this aspect.

*Mission, Vision and Values:*

* This is where we are taking on the ideological structure of the college. The previous strategy of trying to prepare students for careers isn’t working. Maybe we could shift the emphasis to preparing our students for critical inquiry as impacting their success in their professions instead.
* It would be nice to reaffirm that our students should be approaching learning through analysis with the focus being on development of critical thinking skills.
* We aren’t talking about a new paradigm for the liberal arts at institutions like ours. The values of critical inquiry are really durable and prepare students for all kinds of professions we don’t even know about yet and skills that can be applied well beyond just a professional setting.
* There is value in asking tough and persistent questions and solving and managing problems using critical thinking skills in an environment here there are no certain answers. We can look at engaging uncertainty and discomfort to drive social change and engage a complex world in a thoughtful way.
* There was a question as to who will be looking at our mission statement and how people reading it will be assessing who we are as a college.
* It was suggested to include in our values statement something about the fact we are in a digital/mediated world, so digital literacy skills are key components that fall under critical inquiry.
* The issue of teaching people to answer tough questions in areas and times of uncertainty could be key to revising this statement and thinking about our mission. Having the skills to navigate what we don’t yet know, to have broad knowledge and to deal with uncertainty will be important to all professions and outlooks.
* One suggested way to phrase this was “At moments of transition, the breadth of your knowledge and ability to deal with complex problems will allow you to navigate the changing world.”
* The next steps for this document will be to bring this to the faculty more broadly in the fall for their input.