**CLAS Faculty Council**

**December 10, 2020**

**Meeting via ZOOM**

**MINUTES**

**Participating:**

Masoud Asadi-Zeydabadi, Jennifer Boylan, Sasha Breger Bush, Michelle Comstock, Benjamin Crawford, Gabriel Finkelstein, Mia Fischer, Nick Fisk, Rachel Harding, Pam Jansma, Marjorie Levine-Clark, Darryl Mehring, Annika Mosier, Erik Oleson, Florian Pfender, Sarah Tyson, Anna Warrener, Margaret Woodhull, Anna Warrener

**Guests**: Chris Puckett

**Recording**: Karen Fennell

**Welcome and Introductions**: Sarah Tyson

**Minutes from November**: Approved

**Dean’s Updates**: Pam Jansma

*CLAS Budget Project:* The CLAS budget review project with Todd Haggerty is ongoing.

*Enrollment:*

* CLAS enrollment for Spring is down about 16%, the campus is down 11%. A lot of students haven’t registered yet. It isn’t clear if they are waiting to see what their fall grades are and many have registration holds on their records.
* The number of students withdrawing from a single class is lower than the same time last year, so students seem to be staying enrolled more for the current term.

*Website ADA Compliance:*

* We are seeing a lot of non-ADA compliance issues in our college websites and those sites need to be updated for accessibility.
* There will be messaging going out to departments soon about how they should be following the ADA guidelines and meeting those requirements. A lot of the problems have to do with embedding graphics in images. The accessibility tools then have problems not being able to read the text.

*Partnering on Degrees:*

* CLAS is partnering with other schools and colleges on interdisciplinary undergraduate degrees. We are finding no mechanism on campus exists for the degrees to be run outside a specific school or college.
* Pam met with the deans of Engineering and Business and it was decided the the Data Science degree will be housed in CLAS until we can create a broader campus umbrella.
* The point of the degree is to make Data Science more foundational. If it is housed in a professional , then it would take on that emphasis rather than being more interdisciplinary.
* We should discuss changing graduate requirements to figure out a mechanism independent of the cross-school/cross-college degrees to make this run more efficiently.
* It could be possible to substitute a certificate or minor to handle some of these requirements.
* Splitting the tuition is a challenge. 65% of the tuition in this type of program goes to the college of instruction, 35% of tuition goes to the student’s major. We have to figure out how to make the tuition split more equitable.

*P+, P, F Grading Option:*

* We don’t have a clear picture of whether this is a continuing option for students or not.
* The F grade counts in the GPA, but the P+ or P does not count in the GPA.
* We would like CLAS Council to take up this discussion and determine if certain courses will be allowed to have the P+P option counting for the major or not.
* The Council will have a discussion about this in February.

*New Media Governance Group:*

* Mike Hinke and Tim Stalker want to know if we should have another governance group to have oversight of new media.
* This can be on the agenda for February.

*Sabbatical Process for AY 2021:* Information about the sabbatical process for this year has been sent to faculty.

*Merit Evaluations:*

* The process and requirements for merit evaluations are still being looked at by the Provost along with the Faculty Assembly.
* FCQs will be included in some capacity in the evaluations.

**First Amendment Protections on Campus and Academic Freedom in the Classroom**: Chris Puckett

*First Amendment, FIRE and CORA:*

* We don’t control the Purple Protocol that has been set by the system office.
* Many of the issues aren’t about First Amendment rights, so much as how we act as a united campus. For example, CU Boulder may be remote the first month if the semester for spring and the other campuses need to determine what they will do.
* We want to support free speech in an appropriate way.
* We have to be cautious about when it comes to Colorado ballot issues.
* Policy 5011 has come up because of FIRE putting us on their red list. The policy is bad and needs to be fixed. The policy was intended to be focused on staff and faculty, but students got dragged into it and this is a problem that needs to be amended.
* We will contact FIRE and work with them on fixing the policies that are concerning to them.
* FIRE has different groups within it that do different things.
* We hope to have a broader conversation about the use of email and we can address this to clarify the policy in how email should be used. For example, people shouldn’t use university email for running a personal business or sending spam.
* Under CORA we wouldn’t disclose details of faculty research. We don’t disclose emails that are personal and not in the realm of university business. It’s more likely the regulations will get broader, rather than narrower as agencies are asking us to disclose more from university messages.
* There should be some trainings that will be offered relevant to CORA, how it works and things that people can do to better protect themselves.
* Faculty have the greatest protection in a class setting or while doing research and the least amount of limitation on your freedom of speech. It is helpful if you link the topics of discussion to the course material you are teaching. You shouldn’t force students to be in the conversation if they don’t want to, and you can also offer to make up that discussion time by adding a few extra minutes to the course so the students are receiving the full amount of class time.
* Faculty should not be subjected to pressure in an attempt to influence their work in a manner that could conflict with the professional standards of their field.

*Classroom Speech and Sharing Course Content Issues:*

* Students pay for access to a class and for the opportunity to learn.
* Faculty can control the classroom and deal with classroom disruptions. In the online world, you can shut off the chat, turn off someone’s camera or remove them from the class.
* Faculty can set the limits and bounds by which the student can engage with the class and be part of the discussion. It can form an example of helping the students to help them understand how the learning environment works.
* If a situation becomes abusive, the Office of Equity and the Legal Office are here to help.
* There are 6 conservative justices in the Supreme Court and First Amendment speech issues will continue to be reviewed by them in the realm of academic freedom. We will also continue to see constitutional rights issues come up.
* It was asked, where faculty can go to find out more about policy or receive guidance about what to do when students are having a political dispute and the faculty member is caught in the middle. Chris can send information about some resources for faculty and there is also the Provost’s free expression website that contains more information. Faculty can also talk to Margaret Wood and Lindsay Hamilton about other helpful materials.
* Students can be held accountable for what they say in courses and they can be held accountable for their speech. Faculty can say that discussions should be respectful, shouldn’t be sexist or demeaning and also set expectations around having respectful discussions and defining what is professional behavior for having conversations in a class.
* The question was raised what faculty can do when students record the discussions from the course and these lectures get distributed out of context to other websites and raise issues for the instructor. Faculty can include more information in the syllabus about what is or is not allowed regarding recording lectures. We can request materials be taken down from websites since it is a copyright issue regarding the course content and if material is taken out of context.
* Faculty are struggling with students posting exam content on Chegg, where students can pay to get an answer or an essay written for them. The Legal Office can request the content be taken down. The issue is rampant though.
* We can bring this concern to Student Affairs to do more education about these issues with students before they engage in classes.
* There are ways you can design your course in the online environment to make assignments lower stakes and repeatable so students are less inclined to access these cheating resources. We have to find ways to make this business model of paying for answers unprofitable.
* We are having more conversations about how we can do a better job of supporting faculty this spring with other resources we can put in place at all levels.
* The Center for Faculty Development has materials for faculty about “neticut” and setting expectations around classroom behavior that faculty.
* The Council could put on the February agenda to design a statement that faculty can include in their syllabi about setting expectations around some of these classroom discussion and behavior issues.
* Sarah will look into development of some kind of CLAS training around rights and responsibilities for faculty and students in the classroom environment,

*Auraria Campus Vaccine Distribution Point:*

* On a separate note, the Auraria campus will be a distribution point for the COVID vaccine.
* This makes it easier for Denver Health to get services to other communities.
* We will be living with masks and social distancing for a while.

**Recap and Debrief from the CLAS Budget Town Hall**: Sarah Tyson

* This meeting was to talk about the budget working group with Todd Haggerty to review the CLAS budget. In this Town Hall meeting, the faculty spoke forcefully about the subvention process and the money being taken out of the College that is forwarded to the campus level.
* There seemed to be a general sense of injustice regarding how these budget decisions have been made.
* There should be a revised budget plan in place by January for the CLAS budget.
* It was suggested to have another Town Hall meeting with Todd Haggerty in February to further address these issues.
* We are the moneymakers for the University but we always have a structural deficit. The new budget model has made the situation worse. We have lost money relative to the other schools and colleges and we are still subventing them at the same level as they continue to grow.
* Our understanding was that we were supposed to reduce subvention of the other schools and colleges as they grew, but this is not happened.
* JoAnn has worked with Tobin Bliss and Todd to ask them where they think CLAS has money that can be cut and finally the Administration is starting to see that our college is in bad shape and that we need more support.
* The new incentive growth-based budget model involved the other schools and colleges building classes that involved cannibalizing classes from CLAS core, that in turn depleted our student enrollment numbers and fostered an appearance of growth for the other schools and colleges by simply moving the students to the other schools.
* There is an entrenched belief among the leadership of the other schools and colleges that CLAS is making a lot of money so they don’t want to give up the subvention and they are also resistant to solidarity with CLAS.
* It is common across institutions nationally that schools of Liberal Arts and Sciences and, typically, Business schools subvent other colleges and programs at the institution. However, this should not continue in a way that means we cannot afford to survive.

**Multi-year Contracts:**

There was a question about multiyear contacts and if the duration of the contract influences financial exigency or not.

Sarah will bring this up with the Dean for further discussion.

T**eam Teaching Discussion**: Sarah Tyson

* The Dean would like to enable team teaching more, so there can be more interdisciplinary teaching towards graduation requirements.
* The idea would be to incentivize team teaching in broad topics that would enhance faculty collaboration, enhance student enrollment in these topics and set up courses for meeting graduation requirements.
* We would also need to look at how to equitably distribute credit hours and resources for departments to be incentivized to engage in interdisciplinary teaching.