Boulder Faculty Assembly
Executive Committee Meeting
December 9, 2013

Attending:
Paul Chinowsky, Chair                      David Kassoy, Mechanical Engineering
Peggy Jobe, Libraries                       Horst Mewes, Political Science
Greg Carey, Psychology and Neurology       Carmen Grace, French & Italian, BFA Secretary
Karen Ramirez, Sewell Residential          Adam Norris, Applied Mathematics
                                          Catherine Labio, Arts & Science Chair
Jerry Peterson, Physics                    John McCartney, Civil Engineering
Bob Ferry, At-Large Committee Member       Joey Hubbard, UGGS President
Carrie Olson, BFA Assistant

Guest Speakers: Larry Levine, Associate Vice Chancellor and Mark Werner, OIT

Meeting was called to order at 4:05 pm by Paul Chinowsky.

Continued Admissions Discussion (Paul Chinowsky)
Action Item: Have a meeting with Kelly Fox, Executive Vice Chancellor and CFO, and Kevin MacLennan, Director of Admissions, to see if the BFA can form an advisory committee with Admissions and if that would help them. Everyone was in favor of idea. Paul will follow up with Kelly and Kevin.

Electronic FCQs (Peggy Jobe)
Most departments give their faculty a choice between the paper and electronic version.
- Should we continue to have a choice?
- There’s a better response rate with the paper version and more faculty are going back to this version
- Perceived problems with the electronic version
  - Only the extremes are represented
    - All favorable or all unfavorable
    - No middle ratings represented
  - Students tend to not complete the Rate Your Professor section
    - Only 10% of faculty are represented
      - Creates a problem for faculty evaluation and tenure positions
  - Not representative of what the class feels
- What are the relative costs of each?

Electronics in Class (Jerry Peterson)
Perhaps we need a BFA statement on the use of electronic items during class.
- Students texting during class is disruptive
  - Students could lose participation points
    - Texting would be considered non-participatory
  - Since many do not wear a watch and most classrooms do not have clocks, students check the time on their phones
    - Must be careful not to give them non-participatory marks for checking the time
- Faculty and assistants must use discretion
- Students take notes on an iPad or computer so hard to say no electronics
- We should survey the faculty to see where they stand on the issue and how they handle the situation of electronics in class

**General Question**
Is there a campus policy on final exams being obligatory?
- Not that we know of.

**Focus Topic: Technology Resources for Faculty at CU-Boulder**
Presented by Larry Levine and Mark Werner

**Presentation**

**What Does OIT Do?**
- Provides a suite of technologies
- Helps you understand how and why to use those technologies
- Keeps technologies stable and accessible, 24/7, on campus and abroad
- Provides the core elements and services of the overall IT environment

**Support For Teaching**
- **Tools**
  - Desire 2 Learn
  - Clickers
  - VoiceThread
  - Google Drive, Sites, Hangouts, Plus
  - Classroom Capture
  - Media Streaming
  - Large File Transfer
- **Spaces**
  - Technology Equipped Classrooms
  - Computing Labs
  - Group Study Rooms
  - Computing Kiosks
  - Digital Signage
  - Printing and Scanning
- **Consulting**
  - Advice On
    - Teaching with Technology
    - Instructional Design
    - Video Design and Class Projects
    - Integrating Visual Projects Into Curricula
    - Website Design and Development
  - Prof2Prof IT Blog
  - Teaching and Learning Tools Navigator

**Support for Research**
- Research Computing
• Janus Supercomputer
  • Data Management
• Virtual Private Network
• Large File Transfer
• Software
  • GIS
  • Math/Stats
  • Research Tools
  • Scientific
  • Survey

Support for Service Work
• Google Apps for Education
  • Drive
  • Docs
  • Spreadsheets
  • Presentations
  • Hangouts
  • Forms
• Exchange Calendar and Email
• Office 365 (coming in 2014)
  Q: What are the back-up capabilities of saving to your computer or the cloud?
  A: You can do either. It depends on what you are backing up as to whether you want to
  use the cloud or your computer.

Support for Personal Devices
• Desktop Support
  • Local
  • Walk-in
• Mobile Devices
  • Apps
• Software
• Plumbing
  • Identikey
  • Federated Identity
  • UCB Wireless
  • Guest Wireless
  • Wired Internet
  • Security
• Cloud
  • Google Drive
  • UCB Files
  • Google Apps
  • Office 365 (coming in 2014)
  • Large File Transfer

The Office of Information Technology stands between you and your computing.
Discussion:
Q: What kind of access do retired faculty have and the spouses of deceased faculty?
A: Retired faculty have access to their Identikey which is maintained for them. Spouses of deceased faculty do not have access to that person’s email or physical papers. Larry is going to provide Paul Chinowsky with the policy reference which he can forward to the board.

Q: Given recent events which reinforce that we need to be very careful, with Google apps, how secure are student, faculty, and research data information?
A: You can never guarantee that there won’t be a security incidence; however, information stored in Google is encrypted just as it is on our exchange server. We take all the necessary steps to prevent central services from being hacked and Google does the same thing. The odds are low that anything will happen. Our contract with Google has guarantees around the information that we put on their server. That the information will be protected just as if it was stored here on our campus so it is as protected on Google as it is here on campus.

Q: What are the guidelines around a VPN and are you safer using the encrypted channel?
A: If you are off-campus, you should first sign into our VPN before you sign onto our services here. This adds a second layer of protection, especially if you are in a public place and using a wireless connection.

Q: Should you have a VPN loaded on your cell phone? Can cell phone traffic be hacked?
A: If you’re using a browser on your cell phone, you should use a VPN as that will give you that second layer of protection – the same as if you’re using your laptop or tablet. If you’re going into your MyCUInfo portal, be sure you are using your computer on campus or access the portal using a VPN service if you’re off campus.

Q: We constantly get emails claiming that we have exceeded our mailbox quota.
A: 93% of phishing attempts are stopped before they hit your email but sometimes things get through. You can block those emails so any future ones from that email address don’t get through. If you suspect phishing, you can forward the email to phishing@colorado.edu.

Q: What are the plans for supporting more online education, specifically MOOCs?
A: Last semester there were four MOOCs which were quite successful, completion rates drop down to 3% - 4%. Students who are taking the class in a classroom can also access the MOOC for that class. There’s now some interest in using the Coursera platform next semester. It’s really up to the faculty, BFA, and administration as to what you would like to use.

Q: How can we, as faculty, preview online courses?
A: Some professors archive their lectures but there’s no real way to preview a MOOC. Since we’re part of Coursera, you have students look at a MOOC that corresponds with your class. There is a small charge for that service.

Q: Who is in charge of evaluating the results of the four MOOCs used this semester?
A: We have a lot of data that is being processed right now. (Greg Carey requested that the information be sent to him once it’s processed.)
Q: There’s so much up in the air right now. There’s not a faculty committee involved in evaluating the MOOCs. There is one, however, that recommends to the Provost as to what we should do with the MOOCs.

A: Evaluation must be at the department level. There are some pre- and post-MOOC surveys that are being compiled.

Comment: What’s scary about MOOCs is that anyone can take the course regardless of qualifications.

**End of presentation and discussion.**

**Benefits and Compensation Committee Report (John McCartney)**

The committee is going to send a survey to faculty to find out:

- If they understand all the benefits available on campus
- Do they value them?
  - Which ones do they value most or least
- What changes or improvements they would like to see
- What new benefits would they like to see

Some of the benefits that we’ve discussed:

- Health
  - Faculty have low input on this
  - We asked about including alternative medicine but that was denied
- Retirement
  - 10% of salary is the University’s share
- ECO Pass
  - There’s a lot of support for maintaining this benefit
- Leave
  - Health
  - Sabbatical
  - Maternity

Non-benefits that we’re looking at

- Computer credit
- Office support

We’ve talked to Kelly Fox in the past regarding how changes to benefits might affect salary.

The committee meets for the last time, tomorrow. Before the survey goes out we will circulate it through BFA for approval.

Tuition benefits are close to being resolved. Kelly Fox is running some numbers. In our proposal, we suggested staggering.

Q: Have you looked at benefits from other universities?

A: Yes, on the tuition benefits and we are definitely at the lower spectrum for that benefit.
Q: Is the survey going to have questions only or would there be other ways to word the survey to get clearer results?
A: We are trying to come up with something more creative than ranking between 1 and 5.

Thoughts on Editorial Letter (Paul Chinowsky)
The idea behind the letter was to be a little controversial to provoke discussion amongst faculty. First goal was to see if anyone on the board cared, and the answer is, yes.

Four things that were important in that letter
• Redefining what’s meant by excellence
  o Important that we tackle this issue
• Instructor voting rights
  o This was voted on and passed by the BFA
    ▪ Not sure it went out to faculty
• Porosity
  o Interesting discussion
  o How do we do this?
  o What takes precedence over the next ten years?
• Department Chair term limits
  o Garnered the most discussion so far

Comment: The letter had the tone that they were BFA positions.

Comment: A lot of universities are addressing these issues. Some of these questions would alter the way a research university operates.
  • What should the university really offer?
  • What is the value of higher education?

Q: Are you going to revise it with less of a BFA tone and more of your perspective?
A: Yes.

Q: Will you accept comments?
A: Yes.

One of my concerns is that there’s not a lot of real opportunity for individuals to have leadership opportunities. How do we give faculty the opportunity to get involved with leadership of different types, not just to go through the training? I think faculty would like to have their voices heard.

Comment: Faculty are asked to serve on departmental committees but most just sit there and don’t exercise any leadership, anything that we can do to give them credit for leading, to give incentive for faculty to step up. I think there’s opportunity to take leadership but they should be given credit for doing so.

Comment: The porosity point was vague. Natural Sciences and Humanities have different thoughts on what the idea of excellence is. The issues are different over the point of excellence between them. Perhaps you can say something more specific on porosity.
Paul is concerned that we spend too much time counting student credit hours that there’s no incentive to allow students to go to other departments to take classes because, in the end, the accounting comes back to how many credit hours the student has. How do we change that? That trend of thinking is self-serving. How do we make it easier for faculty to teach across lines?

Q: Have we ever taken a survey of faculty who have taught across lines?
A: I don’t know. There should be some data out there.

Q: Is there another word you could use other than porosity?
A: That’s a good question. It’s the hot word right now.

Comment: Porosity means flexibility and adaptability but it’s such an odd word to use. Maybe you could talk about adaptability instead.

Q: Students double major and take minors. What’s the data on what our students are doing?

Comment: It’s difficult going across departments. It’s tied to this question of leadership. If we are in a hierarchal situation, then faculty might find it hard to defend department thinking. There’s very little information that flows between departments. It’s even hard to get on another department’s listserv when you’re interested in things going on there. The calendar of events is not very user friendly. We need to look at ways to make things easier to team teach and cross list. There are things that come with cost but there are also things we should be able to do to improve communication across campus.

Q: You hear all the time, across campus that we’d like to have better communication. I think it’s an easy thing for people to ignore. Can we bring up topics that instigate discussion that we then would have a case to present that we have things across the university that people want to talk about? Is there a way to make this happen?
A: There’s communication that goes to students and then there’s communication that goes to faculty and staff. Maybe faculty/staff and students are interested in the education piece.

Comment: In terms of the departments or individuals teaching together, I’ve never heard of two related departments getting together to talk.

Comment: Institutes and Centers do.

Comment: The problem is that many departments are busy defining themselves. They are driven by national standards not by university standards. Working together, for that reason, is an individual thing. Some do it, but most people don’t have the time. It has to be brought into connection with the technical aspects of the administration, like counting credit hours.

Comment: The other thing about putting more emphasis on service, is to point out that the university is at a new stage and we need to change our future and behavior if we want to survive. Departments need to be aware of this. We need to show the departments that it’s in their best interest to change their view of faculty service. Administration seems to think that they are the only ones who have the best interest of the university as a whole. There are many others who also believe that service is important to the university.
Comment: We need to also emphasize that leadership is tied to service. If people want to advance and become leaders, they have to be willing to learn the system.

Comment: We need to stop using “leadership” and start using “leadership and service.”

Adjourned at 5:31 pm

Submitted by Carrie Olson, BFA Assistant