To: BFA General Assembly Meeting Attendees

RE: April 7, 2022 General Assembly Meeting Summary, documents, and links

Thank you for your participation and attendance at last week’s General Assembly meeting. Please see below for a summary of agenda items, as well as related links and documents. All items can also be found in the shared AY21-22 General Assembly Google folder. * The final draft of meeting minutes will be e-mailed by April 27, 2022 for approval. You can also review the [CU Boulder Today story on the Assembly meeting](#).

Best Regards,

Boulder Faculty Assembly

I. UCW-CWA 7799 United Campus Workers Colorado Presentation – Representatives from the United Campus Workers of Colorado presented to members regarding their organization which represents university staff, faculty, and student workers (graduate and undergraduate). Additionally they asked members to consider support a [current initiative](#) calling on Governor Polis to support legislation granting all public workers the right to collectively bargain.

II. Common Curriculum Progress Report - Co-leads for the Common Curriculum Planning Committee Katherine Eggert and Daryl Maeda updated Assembly members on the progress of this campus effort. The committee is asking for further input from campus members prior to the final proposal which will be submitted for review and faculty approval during fall 2022. Read the committee’s draft of the proposed learning objectives and outcomes for the common curriculum [here](#). Members were asked to share registration information with their colleagues regarding April Open Forum sessions:

- **Tuesday, April 12, 9:30–10:30 a.m.**
- **Monday, April 18, 3–4 p.m.**
- **Thursday, April 21, 10:30–11:30 a.m.**
- **Tuesday, April 26, 9–10 a.m.**

III. BFA-M-1-032822 2022 Revisions to the Professional Rights and Responsibilities document – Kathryn Pieplow, chair of the PRR Revisions Subcommittee presented members with updates to the PRR based on recent changes made to campus policies on grievance processes, titles, evaluation and promotion for non-tenure track faculty, and a revised multi-year contract for teaching professors. The motion is under Assembly review for thirty days. Members are asked to share information on the revisions with their constituents and to send all questions or feedback to bfa@colorado.edu prior to April 22. All items can be found on the [BFA PRR webpage](#). The motion will be voted on at the April 28 Assembly meeting.

IV. BFA-R-1-022822 Recommended Guidelines for Incorporating DEI Work in Annual Faculty Merit Evaluations – In March, the BFA Diversity Committee introduced a resolution with recommended guidance for unit salary review committees and leaders regarding the new DEI module in the FERPA. Members approved the resolution with 33 votes in favor; 4 opposed; and 3 abstentions.
V. BFA-M-2-040111 BFA Libraries Committee Revised Charge – Philip Chang, Libraries Subcommittee
A subcommittee was formed during fall 2021 in order to review and update the charge of the BFA Libraries committee. The attached motion includes a revised charge, membership, and committee title. Members are asked to share information on these changes with their constituents and to send any feedback or questions to bfa@colorado.edu prior to April 22. The motion will be voted on at the April 28 Assembly meeting.

VI. BFA-R-3-032722 Call on CU to Divest from Fossil Fuels – David Paradis, BPC & CSEC member
A subcommittee created by the BFA Budget & Planning Committee (BPC) and BFA Climate, Science, and Education committee introduced a resolution calling on the University of Colorado to divest operating funds that are currently invested in fossil fuels. Members are asked to share information on these changes with their constituents and to send any feedback or questions to bfa@colorado.edu prior to April 22. The motion will be voted on at the April 28 Assembly meeting.

VII. BFA-R-2-030122 Resolution for TIAA Divestment & Climate Reinvestment – Emily Yeh, BPC & CSEC subcommittee
A subcommittee created by the BFA Budget & Planning Committee (BPC) and BFA Climate, Science, and Education committee introduced a resolution in March to call on TIAA, which manages the university’s sole retirement fund for faculty, to divest from fossil fuels and reinvest in climate justice funds. After a campus-wide listening session on March 17, 2022, members agreed to amend the resolution by removing text portions listed under “Supporting Documentation”. Members moved and approved the amendment. Members then approved the resolution with 34 in favor; 2 opposed; and 4 abstentions.

VIII. Nominations are open for the BFA Vice Chair and BFA Secretary until Wednesday, April 13th. These seats are open to all BFA Assembly Representatives. The election will be held via Qualtrics from 8am-5pm on Thursday, April 28th and announced at the end of Assembly meeting. Visit the BFA Elections page for more information, and see Secretary Adam Norris’s Call for Nominations for details

Additional Reminders – please share widely:

CUPD Community Oversight Review Board
There are several seats open on the campus police oversight review board. The BFA has one seat open for a campus faculty member, and there are two seats open to any campus community member (faculty, staff, students). Please let your colleagues and departments know that these seats are open and send any questions or nominations to bfa@colorado.edu. The group meets once a month. Some context on current issues with campus policing: A CUPD officer is currently on leave related to alleged racist posts on social media.

Faculty Senate Grievance Committee (formerly P&T)
There is a Boulder seat vacancy on this system committee which independently investigates and conducts hearings of grievance cases. The committee represents T/TT/NTT faculty from all four campuses. Representatives are asked to share this seat vacancy with their colleagues. The seat is
open to any CU Boulder faculty member. If you or a colleague are interested, please email bfa@colorado.edu.

*2021-2022 BFA General Assembly Folder

NOTE: In order to access the shared Google 2020-21 BFA General Assembly shared Google folder, you must be logged into your CU Gmail (CUidentikey@colorado.edu). If you log into your personal Gmail, you will need to switch accounts.

Boulder Faculty Assembly (BFA)
Regent Hall – Room 1B37
303-492-6271
www.colorado.edu/bfa
BFA Diversity Committee Notice of Motion
Recommended Guidelines for Incorporating DEI Work in Annual Faculty Merit Evaluations
BFA-R-1-02.28.22

Be it resolved that the BFA promotes the following recommended guidelines to all units and departments on campus.

Be it further resolved that the Diversity Committee will update and revise this document on a continuing basis.

This document contains three parts:
Recommended Guidelines, Sample Scoring Rubrics and Narratives, and Resources.

Submitted by the BFA Diversity Committee: February 28, 2022
Executive Committee approval for submission to Assembly: February 28, 2022
Submitted to the BFA General Assembly: March 3, 2022
Motion passed with 33 in favor; 4 opposed; 3 abstentions: April 7, 2022

Recommended Guidelines

As the Diversity, Equity, and Inclusion component was first piloted on the FRPA for calendar year 2021, we encourage all faculty to report their DEI activities and for units to include DEI in their consideration of merit. As noted in our previous resolution Regarding Diversity, Equity, and Inclusion and Faculty Merit Evaluation BFA-R-1-10.18.21, which was overwhelmingly passed by the Faculty Senate in Dec. 2021, we encourage all units to determine the standards for crediting faculty DEI work appropriate to their respective discipline, and no unit shall disregard or fail to credit such work. We recognize that everyone is at a different starting place in understanding and engaging with DEI activities; the purpose of incorporating DEI into the FRPA is to ensure this work is made visible.

Although the 2021 FRPA does not have a specific DEI Annual Activity Summary, we recommend that faculty use the Annual Activity Summary to create a narrative explaining the DEI work, which they tagged throughout the FRPA. In this regard, faculty should explain how they put into action what they checked off on the drop-down menus of FRPA. It should be noted and explained to faculty that they can create additional annual activity summaries as needed, to incorporate this information. The narrative should cover how DEI spans activities in teaching, research/scholarship, and service.

The FRPA explains diversity, equity, and inclusion in the following way:

Describe the diversity, equity, and inclusion component of the research, teaching, or service activity. Select all applicable checkboxes and add additional comments in the description field, if necessary.

Learn More
About Diversity, Equity and Inclusion

The following categories are used on FRPA to indicate diversity, equity, and inclusion work:

Work with and in historically marginalized communities
Contribution to research/scholarly or creative work regarding equity or diversity
Teaching equity- or diversity-focused content
Mentoring students from historically marginalized communities
Mentoring colleagues from historically marginalized communities
Contribution to service regarding diversity, equity and inclusion
Other diversity, equity, and inclusion work

High-impact DEI practices can be assessed in the following ways:

1. Awareness of and ability to articulate understanding of the historical, social, and economic factors that influence the underrepresentation of particular groups in academia.
2. Demonstration requires specific details about the faculty member’s activities, including impact and outcomes, as well as information about the role they played. Strong evidence typically consists of multiple specific, concrete examples of DEI engagement. Ideally these examples involve an awareness of current programs and initiatives taking place on campus.
3. Demonstrated investment in personal and professional efforts at understanding, utilizing, and exploring DEI frameworks and engaging in self-improvement.

Examples of DEI involvement strategies:

- Strategies to create inclusive and welcoming teaching environments for all underrepresented students.
- Strategies to encourage both critical thinking and respectful dialogue in the classroom.
- Using new pedagogies and classroom strategies to advance diversity, equity and inclusion.

Sample Scoring Rubrics

To score faculty DEI involvement, units might choose to score summaries (e.g., 0, 5, 10, or 15 points) or they might choose to score using a rubric such as the one below designed by INSTAAR.
Example Narratives: Following are some samples of narratives that might support the process; units might encourage faculty to craft activity narratives such as the examples below.

Service Narrative

As Chair of the PWR and the BFA Diversity Committees, I strive to raise the profile of Diversity, Equity, and Inclusion across campus. In 2021 I served as co-chair of a Task Force to advise the Provost on best practices for DEI and merit. The first step was implementing DEI on the FRPA as an overarching category. I worked with Michele Moses and her OIT team to review changes to FRPA throughout Fall 2021 and met with the PWR Director and AMRC chair to discuss how PWR might include DEI for merit. I also serve on the teaching and learning team for the Chancellor’s Colorado History Project, to re-imagine and re-integrate previously excluded groups into the history of UCB. We are designing a freshman seminar, a Center for Teaching and Learning workshop, and surveying instructors across campus to see if and how they currently work CU Boulder history into their classes.

Teaching Narrative 1

My book chapter “Fostering Inclusive Communities through Dialogue” published in 2021, focused on combining international and local students in a vibrant, dynamic way that bridges transnational boundaries. The chapter was based on dialogues held with ESL and mainstream students in combined PWR classes. CU Engage awarded me a Dialogues Faculty Fellowship in Spring-Fall 21, to develop multicultural dialogues in my classes. I collected pedagogically related teaching materials to enhance the students’ understanding of dialoguing for the long-term. I held five dialogues over the Spring and Fall 2021 semesters, expanding dialogues into my Multicultural Rhetorics class. Students who take the Multicultural Rhetorics often speak non-standard varieties of English or are interested in learning about such varieties of English. The students included a variety of writing forms in their papers; four of my students won 2021 PWR diversity awards for their papers based on these dialogues.

Teaching narrative 2

I conducted three teacher-training workshops for best practices in teaching multilingual students in 2021: “Developing Pedagogical Multilingual and Multicultural Practices across the Curriculum,” for Rocky Mountain MLA, “Tips for Teaching Multilingual Writers,” for the Center for Teaching and Learning, and “International Student Resources” for Continuing Education to develop online and remote techniques for ESL students. Approximately 60 online instructors attended the CE presentation, and a lively discussion ensued. I compiled a white paper outlining these resources and techniques published on the CTL website and over 30 faculty in PWR and across campus have attended the sessions and contacted me to use these materials. I also presented information for new international students in family housing called “The Professor’s Perspective” which discussed cross-cultural adjustments and the “hidden curriculum.” Topics on which I presented included how to provide an equitable experience for international students at CU Boulder.
General summary Narrative

The focus of my research is developing equitable spaces for learning in dual language bilingual education (DLBE) K-12, and along with preparing all teachers to teach culturally and linguistically diverse students. My published research this year (2 articles, 6 chapters, 2 in-process books under contract) reflects these equity/diversity concerns. This year I was awarded a Spencer Conference Grant ($49K) to engage practitioners and researchers in the Midwest in a set of webinars and an in-person gathering to understand the role of critical consciousness in building anti-racist DLBE programs in the Midwest Region, and to develop a research and practice agenda for critically conscious and inclusive DLBE programs. I have also been Co-PI on an Outreach award that supports mentoring for CU Boulder and University Hill Elementary (UHE) students of color in a weekly afterschool program, and PD to help UHE teachers embrace culturally sustaining pedagogies and ensure equity in their diverse classrooms. The courses I teach, including Intro to Bilingual/Multicultural Education, Second Language Acquisition, Methods of English Language Development, and Research Issues in Bilingual Education, prepare preservice and inservice teachers to work with linguistically and culturally diverse students and thus tackle a range of issues related to DEI. I carried out six (virtual) workshops at teacher conferences this year supporting bilingual teachers to embrace critical consciousness and reflect on equity concerns at their schools. Regarding service, at CU Boulder I serve on the Diversity committee for the BFA and I attend meetings of the DACA Network, comprised of faculty and staff interested in supporting DACA students on CU Boulder campus. I am an advisory board member for CU Engage in the SOE, and for the Monterey Institute for English Learners (MIEL) at CSU-MB, with a mission to improve educational opportunity for students labeled ELs in Central California.

General summary narrative:

My teaching increasingly incorporates DEI perspectives. For example, one introductory course explores the connections between race and health disparities in a way that effectively encourages student self-reflection. This past year I was the chair of the department’s Diversity and Climate Committee, and we developed a departmental implementation path for the university’s IDEA Plan. As a member of the Center for Asian Studies speaker and events committee, I took part in discussions about how the CAS could actively engage in university DEI initiatives, and we have plans for future programs toward this goal. In terms of professional development, three DEI-related initiatives stand out: I participated in the two-week webinar program, Academics for Black Survival and Wellness, over the summer. Some of the sessions spoke directly to academics of color, which were educative to white academics as well; other sessions highlighted effective techniques for allyship. The Kempe Center for the Prevention and Treatment of Child Abuse and Neglect (housed in CU Anschutz) held a remote conference in the fall, which I attended; many of the sessions centered non-white and Indigenous perspectives of worldwide child welfare systems, so this conference was useful for my research and also as DEI training. Finally, the Wenner-Gren webinar, “Beyond Extractivism: Toward New Collaborative Futures in Anthropology,” was a fantastic example of the types of trainings that our own department could engage in, specifically in its focus on World Anthropology and citational practices, powerfully showing that inclusive scholarship is academically valuable and necessary in its own right.
General summary narrative:

In my teaching and service to the department, I’m increasingly thinking about how I can not only incorporate more diverse voices into my classroom (through the readings I assign and discussions that are had), but also to better support students that I work with that come from those communities that traditionally underserved and/or represented on campus. Over the past year, I’ve worked to incorporate a wider range of readings and voices on my syllabus and have received positive feedback from students who have previously not seen themselves represented as experts in the classroom. As director of our department’s Honors program, I’ve worked to mentor and support many students who come from underserved communities and am also looking for new ways to recruit more students of color, LGBTQ+ students, and first-generation students into our program. As a teaching mentor, I also work with many graduate students to help them find their voice in the classes they are teaching and TAing.

Resources

Inclusive Leadership Handout (from the Fall 2021 Diversity and Inclusion Summit) The Change We Seek Starts with You! Creating, Cultivating, and Inspiring Others Toward a More Inclusive Model of Leadership


IDEA plan: see p. 11. Note: These activities should be specific Faculty Report of Professional Activities (FRPA) entries identified as efforts to support inclusion and diversity at CU Boulder. Entries in this category should be collated for each faculty member and unit as a record of their efforts. The University of California’s document “Evaluating Contributions to Diversity for Faculty Appointment and Promotion Under APM-210” provides a useful model https://www.ucop.edu/faculty-diversity/policies-guidelines/eval-contributions-diversity.pdf.

Idea Plan (definition of diversity, p. 19)

Diversity and diverse are here meant to include but are not limited to cultural differences, race/ethnicity, color, national origin, sex, pregnancy, age, (dis)ability, creed, religious or spiritual beliefs, sexual orientation, socioeconomic status, class, gender identity, gender expression, veteran status, political affiliation, and political philosophy. Please also refer to Regent Policy 10P.

Evaluating Faculty Diversity Statements (see Statement of D&I Criteria) from UC Berkeley and a rubric UC Berkeley uses to evaluate DEI: https://ofew.berkeley.edu/recruitment/contributions-diversity/support-faculty-candidates#openberkeley-collapsible-container-2-target

Request a JEDI workshop or workshops with Dr. Patricia Gonzalez, Assistant Dean of Inclusive Practice at the College of Arts & Sciences. To learn more about the workshop topics, visit https://drive.google.com/file/d/1m9j02szGnXf6nt0SE_y3gzEpOU9IJS7/view?usp=sharing. If interested in requesting a workshop for your department, students, and staff, please use this form: https://forms.gle/8GwiphDNc1rGc7MD8
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<th>Qualitative Rank</th>
<th>JEDI record for the one-year total</th>
<th>Mark your assessment of performance (✓)</th>
<th>Additional comments</th>
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<tr>
<td>Below Expectations</td>
<td>Does not provide evidence of self-improvement or reflection related to JEDI issues. May not feel personal responsibility for helping to create an equitable and inclusive environment for all. May have participated in one or two limited activities (limited in terms of time, investment, or role), but activities mentioned for the most part are already expected of INSTAAR members or Fellows (for example training required to serve on search committees).</td>
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<td>Meets Expectations</td>
<td>Shows reasonable understanding of challenges faced by individuals who are underrepresented and can knowledgeably engage in discussions of diversity, equity, and inclusion-related issues in research. Evidence of active participation in several activities or self-improvement opportunities. Activities may include taking steps to make the research program, infrastructure, or broader discipline more diverse, equitable, or inclusive; or incorporating more diverse perspectives in research.</td>
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<td>Exceeds expectations</td>
<td>Demonstrates expertise in applying diversity, equity, and inclusion principles/work as a core value. Has engaged in multiple JEDI activities in depth, also with a focus on outcomes. Activities may focus on incorporating more diverse perspectives in research or could also include applying research skills or expertise to investigating aspects of diversity, equity and inclusion.</td>
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<td>Greatly exceeds expectations</td>
<td>Formulates and enacts new ideas for advancing equity and inclusion at INSTAAR, CU Boulder, and/or within their research discipline. Has a convincing track record of being a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.</td>
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<td>Meets Expectations</td>
<td>Shows reasonable understanding of challenges faced by individuals who are underrepresented and can knowledgeably engage in discussions of diversity, equity, and inclusion-related issues in teaching and mentoring. Evidence of active participation in several activities or self-improvement opportunities. Activities may include taking steps to decolonize curriculum, participating in mentoring programs aimed at underserved communities, or otherwise incorporating more diverse perspectives in teaching and mentoring.</td>
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<td>Exceeds expectations</td>
<td>Discusses diversity, equity, and inclusion as core values that all Fellows and institute members should actively contribute to. Has engaged in multiple JEDI activities in depth, also with a focus on outcomes. Activities may focus on incorporating more diverse perspectives in teaching/mentoring, including pedagogical reform or pedagogical research.</td>
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<td>Greatly exceeds expectations</td>
<td>Formulates and enacts new ideas for advancing equity and inclusion at INSTAAR, CU Boulder, and/or within their field through the teaching or mentoring lens. Has a convincing track record of being a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.</td>
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<tr>
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<tr>
<td>Meets Expectations</td>
<td>Shows reasonable understanding of challenges faced by individuals who are underrepresented and can knowledgeably engage in discussions of diversity, equity, and inclusion-related issues in professional service. Evidence of active participation in several activities or self-improvement opportunities. Activities may include active participation in the INSTAAR JEDI task force or other working groups focused on equity and inclusion, outreach or service to underserved communities, or otherwise incorporating more diverse perspectives in professional service.</td>
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<tr>
<td>Exceeds expectations</td>
<td>Discusses diversity, equity, and inclusion as core values that all Fellows and institute members should actively contribute to. Has engaged in multiple JEDI activities in depth, also with a focus on outcomes. Activities may focus on incorporating more diverse and inclusive perspectives in service activities aimed at creating a more inclusive environment in INSTAAR, on campus, in a professional society, etc. or engagement work that centers underserved communities.</td>
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<tr>
<td>Greatly exceeds expectations</td>
<td>Formulates and enacts new ideas for advancing equity and inclusion at INSTAAR, CU Boulder, and/or within their field through the service or leadership lens. Has a convincing track record of being a strong advocate for diversity, equity and inclusion within the department/school/college and also their field.</td>
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BFA Libraries Committee Notice of Motion

Motion to Approve Revised Libraries Committee Charge

BFA-M-2.040122

Whereas the work and mission of the BFA Standing Committees must necessarily evolve to keep in step with changes in campus structure, organization, and administration;

Whereas Article V, Part B, Section 4 of the BFA Bylaws states that “Committees shall review their charges by the end of March every year. Proposed changes to the charges will be presented to the full BFA for approval;”

Therefore, in order to ensure that the charge of the Committee accurately reflects the work and mission of the committee,

Be it resolved that the BFA Assembly consider for approval these revisions of the charge and name of the Libraries Committee.

Libraries and Scholarly Communication Committee

The Libraries and Scholarly Communication Committee reflects and articulates the views of faculty members concerning the role of the University Libraries in the acquisition, storage, and provision of scholarly materials and issues related to scholarly communication, education materials, and open scholarship. These items shall be broadly defined as:

- **Scholarly communications**, in which creative works, research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use. In short, how faculty communicate and disseminate their work. Examples include: peer reviewed articles, white papers, conference posters, monographs.

- **Education materials**, in partnership with the Bookstore, are virtual or physical items and media that enhance student learning and understanding of a subject area. Examples include: textbooks, course packs.

- **Open scholarship** (may also be referred to as open research or open science) encompasses open access, open data, open educational resources, and all other forms of openness in the scholarly and research environment. It includes the practice of knowledge exchange so that others can collaborate and contribute, and, unless restricted for justifiable reasons, are freely available to all levels of an inquiring society under terms that enable reuse, redistribution and reproduction of the work and its underlying data and methods. Adapted from FOSTER. See also LERU 2018 and National Academies of Sciences, Engineering and Medicine 2018 for more background. Examples include: open access papers, freely accessible e-texts, open data.

Additionally, the Dean of Libraries and Director of the Law Library shall apprise the committee on
current issues and seek advice on matters related to improving services and collections, as well as ensure that the campus Libraries and faculty partner in supporting existing and emerging areas of scholarship, research, and teaching. The committee shall advocate for the interests of both the Libraries administration and faculty.

Committee Membership
The Libraries and Scholarly Communication Committee shall have eight elected faculty as described in the BFA Standing Rules Article V.; Section 1; Article c on Committees. The committee may choose additional members, subject to approval by the Executive Committee, to ensure sufficient membership to address specific issues and concerns as they arise. Appointed non-voting members shall include administration liaisons, faculty liaisons, and students. Campus Administration Liaisons shall include the Dean of Libraries or their designee, the Law Library Director or their designee, the Director of the CU Bookstore or their designee, and the Registrar or their designee. Other administration liaison members shall be added as needed by the committee chair. The committee chair may appoint up to two faculty, active or retired, in a Faculty Resource member seat with a one-year term. Up to three student members may be approved by the committee annually and shall include representation from CU student government bodies (undergraduate and graduate) or the campus Libraries student employees.

Voting Members elected by Assembly:
- 2 BFA Representative seats (A&S or Non-A&S)
- 3 Arts & Sciences Faculty seats
- 3 Non-Arts & Sciences Faculty seats
- Additional faculty as recommended by the Committee and approved by the Executive Committee
Whereas the Boulder Faculty Assembly has previously issued resolutions acknowledging overwhelming evidence of anthropogenic climate change (BFA-R-120116), supporting youth climate action (BFA-R-1-090519), and supporting the CU Student Government’s Resolution Declaring a Climate Emergency (BFA-R-4-92LCR03);

Whereas CU Boulder is an original signatory to the American College and University Presidents’ Climate Commitment in 2007;

Whereas CU Boulder Chancellor Philip DiStefano issued a “Call to Climate Action” in 2021 recognizing the imperative to address climate change and climate justice, and calling on faculty, staff, and students “to activate our campus to face this challenge head on”;1

Whereas CU Boulder is a world-class hub for climate change research, policy, and innovation, with a valuable reputation for leadership in these areas;

Whereas investment in fossil fuels that continue to exacerbate the climate change emergency does reputational damage to CU Boulder’s brand as an internationally renowned center of excellence in climate change scholarship;

Whereas scientists argue that keeping climate change within a global carbon budget for a 2 degree C increase in global average surface temperature necessitates that billions of dollars worth of fossil fuel assets must stay in the ground;2

Whereas seven states, the District of Columbia, and dozens of municipalities have initiated lawsuits in both state and federal courts with the potential to significantly decrease the valuation of fossil fuel companies’ stock prices in part based on credible evidence that fossil fuel companies have knowingly misinformed the American public about the dangers of fossil fuels on the environment;3

1 https://www.colorado.edu/chancellor/chancellor-call-climate-action


3 https://www.npr.org/2022/01/25/1075560742/oil-lawsuit-climate-change-baltimore
https://www.law.nyu.edu/centers/state-impact/issues/climate-action/suits-against-oil-companies
Whereas financial investment managers have a fiduciary responsibility to address climate risk; ⁴  
Whereas the transition away from fossil fuels poses financial opportunities to reinvest in different funds that could facilitate a just transition;  
Whereas the region where we live and work in the University of Colorado System continues to be threatened by traumatic climate change effects, including historic floods, widespread drought, and fires and the forecast is for these traumatic events to worsen in the coming decades;  
Whereas the University of Colorado system relies on out-of-state tuition to fund its operations and many out-of-state students apply to CU because of Colorado’s environment, which climate change threatens to imperil with increased wildfires, floods, and heatwaves, thereby threatening CU’s primary source of operating income;  
Whereas the climate emergency disproportionately impacts marginalized communities and thus a just transition from a fossil fuel-based economy to a renewable one provides the opportunity to uphold our mission for Diversity, Equity, and Inclusion:  
Whereas the University of Colorado System is an institution of higher education that is invested in the health and security of future generations, from our students to our children;  
Whereas 1500 institutions including universities, pension funds, governments and foundations have divested almost 40 trillion USD from fossil fuels; ⁵  
Be it therefore resolved, that we, the Boulder Faculty Assembly, call on the University of Colorado System to work with faculty governance bodies at the system and campus levels to develop a socially responsible strategy to divest from fossil fuels and to reinvest in a just energy transition, as quickly as financially prudent but no later than 2027.

Submitted by BPC & CSEC Subcommittee: March 27, 2022  
Approved for submission to Assembly by the BFA Executive Committee: March 28, 2022  
Submitted to the BFA General Assembly: April 7, 2022  
Assembly vote specifics: April 28, 2022  

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⁵ https://divestmentdatabase.org/ ; see also: https://www.divest101.com/list
BFA BPC & CSEC Subcommittee Notice of Motion

Resolution to call on TIAA to divest from the climate crisis and reinvest in climate justice

BFA-R-2030222

Whereas the Boulder Faculty Assembly has previously issued resolutions acknowledging overwhelming evidence of anthropogenic climate change (BFA-R-120116), supporting youth climate action (BFA-R-1-090519) and supporting the CU Student Government’s Resolution Declaring a Climate Emergency (BFA-R-4-110719);

Whereas CU Boulder is an original signatory to the American College and University Presidents’ Climate Commitment in 2007;

Whereas CU Boulder Chancellor Philip DiStefano issued a “Call to Climate Action” in 2021 recognizing the imperative to address climate change and climate justice, and calling on faculty, staff, and students “to activate our campus to face this challenge head on”;¹

Whereas CU Boulder is an institution of higher education that is invested in the health and security of future generations, from our students to our children;

Whereas CU Boulder is a world-class hub for climate change research, policy, and innovation, with a valuable reputation for leadership in these areas;

Whereas investment in fossil fuels that continue to exacerbate the climate change emergency does reputational damage to CU Boulder’s brand as an internationally renowned center of excellence in climate change scholarship;

Whereas scientists argue that keeping climate change within a global carbon budget for a 2 degree C increase in global average surface temperature rise necessitates that billions of dollars worth of fossil fuel assets must stay in the ground;²

Whereas there is not a consensus among investors and financial analysts on the wisdom of continued fossil fuel investments;³

¹ https://www.colorado.edu/chancellor/chancellor-call-climate-action
³ https://iea.blob.core.windows.net/assets/ef1d6b50-66a6-478c-990e-ee227e2dd89b/Clean_Energy_Investing_-_Global_Comparison_of_Investment_Returns.pdf;
Whereas financial investment managers have a fiduciary responsibility to address climate risk; ⁴

Whereas the transition away from fossil fuels poses financial opportunities to reinvest in different funds that could facilitate a just transition;

Whereas the region where we live and work at CU Boulder continues to be threatened by traumatic climate change effects, including historic floods, widespread drought, and fires;

Whereas the climate emergency disproportionately impacts marginalized communities and thus a just transition from a fossil fuel-based economy to a renewable one provides the opportunity to uphold our mission for Diversity, Equity, and Inclusion:

Whereas TIAA is the sole administrator of retirement funds available to CU Boulder faculty, offers funds that are available to and invested in by many CU Boulder faculty, and is the leading provider of financial services in higher education;

Whereas TIAA represents itself as “a leader in responsible investing,” and states that “climate change poses long-term risks to investments”; ⁵

Whereas TIAA has an estimated 8 billion USD invested in industries promoting fossil fuel production, distribution, and consumption; ⁶

Whereas TIAA has also invested heavily in deforestation, including hundreds of millions of dollars invested in palm oil, and other agribusiness companies associated with deforestation and thus severe climate impact, as well as labor abuses, human rights violations, and biodiversity loss; ⁷

Whereas TIAA’s “Social Choice” fund is still 5% invested in fossil fuel stocks across 33 equity holdings, and 11% invested in deforestation-risk companies across 26 holdings, ⁸ and TIAA’s

⁶ https://deforestationfreefunds.org/families?q=TIAA%20Investments%2FNuveen,
https://fossilfreefunds.org/families?q=TIAA%20Investments%2FNuveen
⁸ https://fossilfreefunds.org/fund/tiaa-cref-social-choice-equity-fund/TISCX/fossil-fuel-
“Social Choice low carbon equity fund,” is still 3.47% invested in fossil fuel stocks across 22 equity holdings, and 12% invested in deforestation-risk companies across 25 holdings;

Whereas 1500 institutions including universities, pension funds, governments and foundations have divested almost 40 trillion USD from fossil fuels;

Be it therefore resolved, that we, the Boulder Faculty Assembly, call on TIAA to: Develop and offer to fund holders a significantly more robust selection of funds without holdings in the fossil fuels industry and in deforestation-risk companies, and that do invest in a climate responsible and socially just transition;

Be it further resolved that the BFA calls on TIAA to
   Develop and apply a framework for transparent, near-term divestment from portfolio companies in sectors associated with fossil fuel extraction, production, and transport, as well as from energy companies that continue to construct and operate fossil fuel powered electricity infrastructure;

Be if further resolved that the BFA calls on TIAA to
   Develop and apply a framework for transparent, near-term engagement with portfolio companies in sectors exposed to deforestation and land grab risks in order to eliminate deforestation and to uphold the rights of affected small-scale farmers and Indigenous peoples, and to provide consumers with relevant information regarding the exposure of their investments with regard to causing deforestation and to acquiring land previously used by small-scale farmers.

Submitted by BFA Budget & Planning and BFA Climate, Science, and Education Subcommittee: 02/21/22
Approved for submission to Assembly by the BFA Executive Committee: 02/21/22
Submitted to the BFA General Assembly: 03/03/22
Motion passed with 34 in favor; 2 opposed; 4 abstentions: 04/07/22

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11 https://divestmentdatabase.org/ ; see also: https://www.divest101.com/list
12 https://www.divestoregon.org/
SUPPORTING DOCUMENTATION

On the purpose of this resolution

A key goal of this resolution is to join a national conversation happening amongst many university faculty. First, many faculty and students are demanding divestment of university funds. Second, there is a movement to ask TIAA to do a better job at managing investment options for university faculty (see section below, on TIAA, for more information).

Though we are asking for better options, the ultimate goal of this resolution is not centered around faculty as individual consumers. The resolution presumes an analysis in which society exists, and can change, beyond the action of individual, atomistic buyers and sellers of products. We recognize that climate change must be mitigated in the name of collective survival, and that this mitigation can only happen through structural change as made in part through the actions of government regulatory frameworks, laws, policies, and institutions. This resolution is thus an expression of a form of collective action that works as a signal to decision-makers who have the ability to change the structural conditions of markets and infrastructures that shape the lives of all citizens.

More on TIAA investments

- TIAA has invested billions of dollars in farmland in Brazil and has expanded agriculture in the threatened ecosystem of the Cerrado, contributing to deforestation, water contamination, and human rights violations against local communities. Investments in expansive plantations in Brazil have helped create conditions for fires in the Amazon that contribute significantly to climate change.
- In Brazil, TIAA has acquired land from sellers that a Brazilian court has found to have illegally grabbed land. This puts clients’ funds at risk.
- TIAA is buying farmland in the United States, leading a trend of corporate and institutional land accumulation that threatens the future of family farming in the US.
- TIAA has directly financed the construction of a fracked-gas powered electric generation station known as Cricket Valley Energy, in Dover New York, in an economically disadvantaged community and adjacent to one of the largest freshwater wetlands in the northeastern US. This has led to numerous environmental justice-focused protests.
- TIAA’s investments have included companies that have illegally cleared tens of thousands of hectares of forest in Indonesia, involving human rights violations and contributing significantly to climate change.
- 113 groups have signed on to a call to TIAA to divest from fossil fuels and stop land grabs\(^\text{13}\)
- The following universities have passed faculty resolutions calling on TIAA to divest from fossil fuels, deforestation, and land grabs: Cornell University, The New School, City University of New York-PSC; SUNY New Paltz, Stony Brook, Geneseo, Cortland, Albany, Upstate Medical University, SUNY University Statewide Faculty Senate; University of Montana\(^\text{14}\)


\(^{14}\) https://tiaa-divest.org/
On fossil fuel divestment

- Fossil fuel divestment began on US university campuses in 2011. It is a global movement, and reportedly the fastest growing divestment movement in history.\(^\text{15}\)
- Among the many universities that have divested from fossil fuels are the following AAU Members: Boston University, Brown University, Cornell University, Columbia University, Harvard University, Johns Hopkins University, Rutgers University, Stanford University, University of California System, University of Illinois, University of Michigan, University of Minnesota, University of Southern California, and University of Washington.\(^\text{16}\) Many public and private non-AAU universities have also divested.
- The chief investment officer of the University of California stated that “continuing to invest in fossil fuels poses an unacceptable financial risk to UC’s portfolios and therefore to the students, faculty, staff, and retirees of the University of California”\(^\text{17}\)
- Within the US and globally, an increasing number of lawsuits are being filed against fossil fuel companies for their role in the climate emergency and misinformation or greenwashing campaigns to perpetuate their unsustainable businesses.\(^\text{18}\)

Reinvestment in low-carbon funds

- Reinvestment in low-carbon funds reflects our moral commitment as educators to future generations, as well as to climate justice and equity globally.
- Reinvesting in a generative economy realigns our retirement funds with our Diversity, Equity, and Inclusion values. One example of this shift in a just transition from an extractive economy to a regenerative one is modeled by the Climate Justice Alliance.\(^\text{19}\)
- A regenerative ecological economy reflects the research on our campus and beyond that recognizes a need for a fundamental shift in energy and human relations for a just transition to avoid a climate crisis tipping point and to foster more caring relations.\(^\text{20}\)

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\(^{16}\) [https://divestmentdatabase.org/](https://divestmentdatabase.org/)


\(^{19}\) [https://climatejusticealliance.org/workgroup/reinvest/](https://climatejusticealliance.org/workgroup/reinvest/)

\(^{20}\) [https://gofossilfree.org/divestment/reinvestment/](https://gofossilfree.org/divestment/reinvestment/)