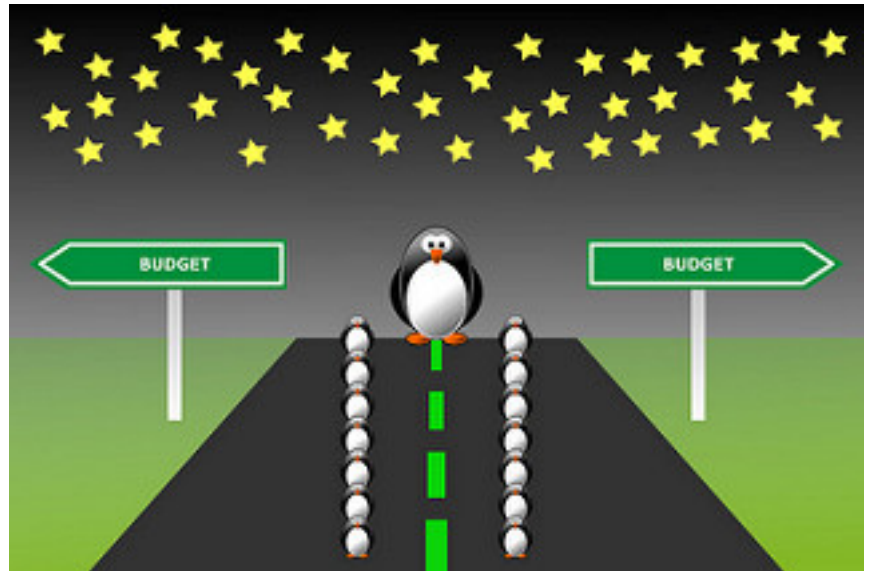


September 2017

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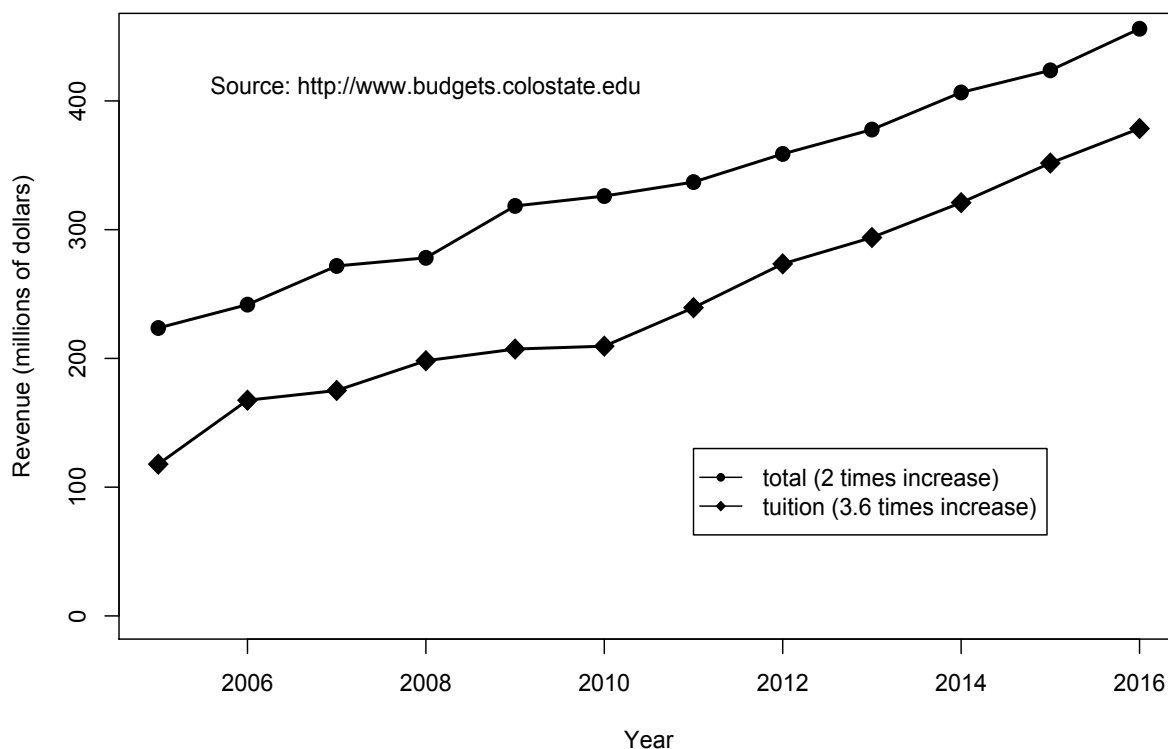
THE CSU BUDGET: REVENUES AND SPENDING TRENDS

Mary Meyer

Each year the provost's office requires that the colleges and departments prepare for base budget cuts of one or two percent; this exercise is called a "reallocation." Deans and chairs of departments

that are struggling to cope with increasing enrollments have to take time for this unpleasant and difficult task. The provost implies that due to possible cuts in state funding, the budget is tight and difficult choices need to be made. Information about CSU revenues is available online in the form of "budget data books" at <http://www.budgets.colostate.edu/financial-bdb.aspx>.

Let's look at the trends in CSU "total education general revenue" over the last twelve years. The main source of revenue is tuition. As seen in the plot below, both tuition revenue and total revenue have increased each year. In 2016, tuition comprised 83% of CSU revenue. In the last six years, revenue from tuition has increased, each year, by an average of 28.2 million dollars over the previous year. This is a result of increasing tuition per student as well as increasing numbers of students. The total revenue has doubled from 2005 to 2016, with the tuition revenue increasing by a factor of 3.6 over this time.



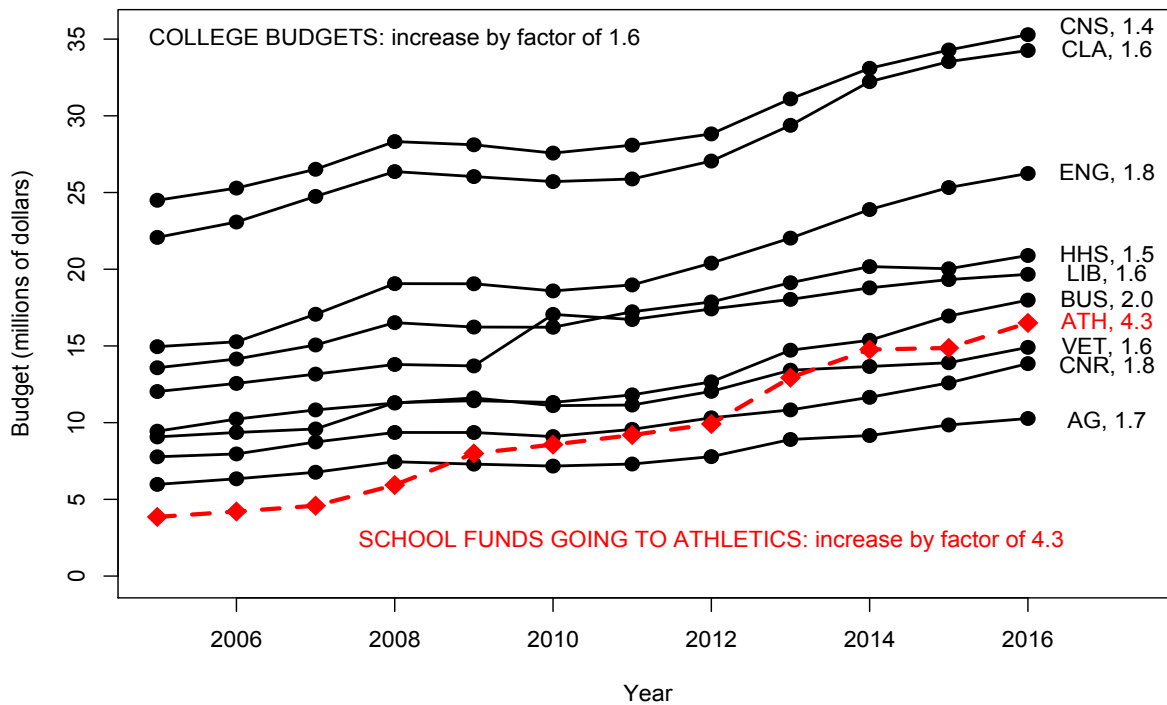
In fact, CSU’s revenues have been growing rapidly. What happens to all this money? The budgets for the nine colleges have increased at substantially smaller rates compared to the rate of increase of CSU revenue. Colleges have seen increases from a factor of 1.4 (College of Natural Sciences) to a factor of 2.0 (College of Business), with an overall increase of a factor of 1.6 over these twelve years.

The dollars from school funds that subsidize athletics, however, have increased by a factor of 4.3 in the same time period. The athletic subsidy numbers were taken from the NCAA finance page from the USA Today website: <http://sports.usatoday.com/ncaa/finances/>

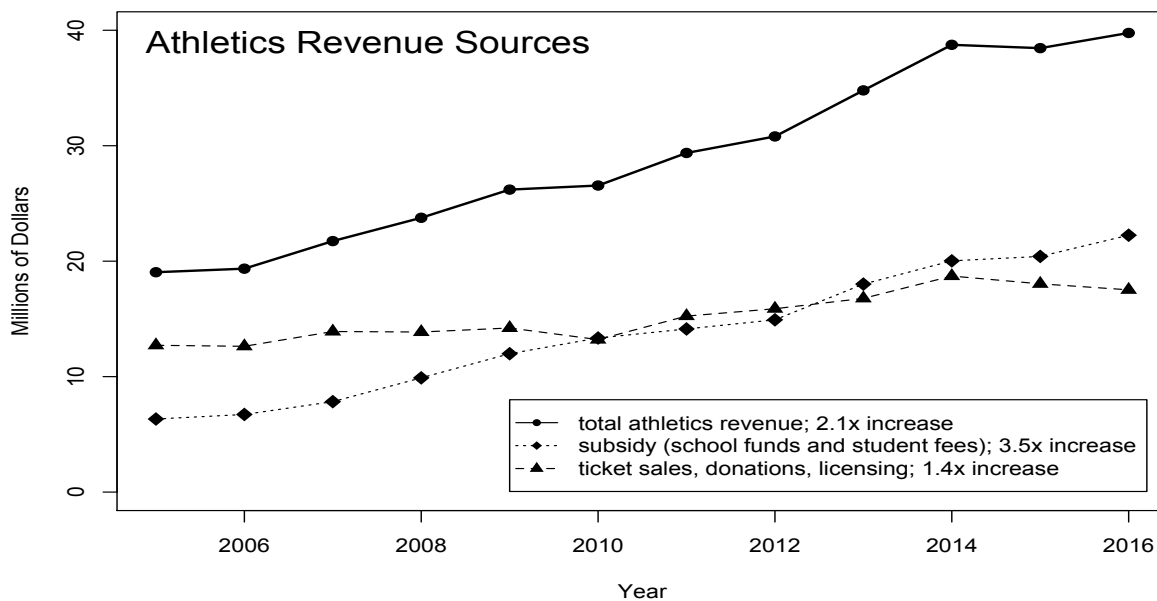
In 2005, the subsidy to athletics from school funds was smaller than any of the college budgets, but now it is larger than the budgets of three of our colleges. This is money that ought to be going to academics.

The total revenue for CSU athletics is over 40 million dollars, considerably higher than the budget for any of our colleges. Part of this revenue comes from funds generated by athletics: ticket sales, licensing, and donations to athletics comprised 44% of the revenue in 2016. However 56% is “subsidized” through school funds and student fees. In comparison, the subsidy in 2005 was 33% of the athletics revenue.

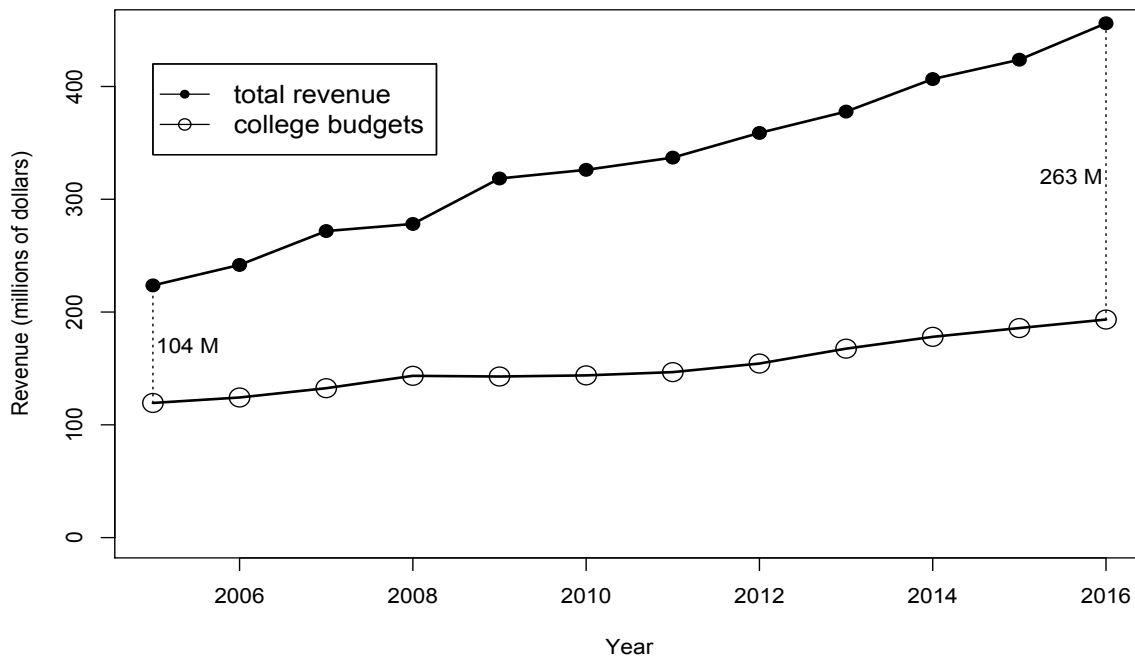
Over the years 2005-2016, the athletics revenue has increased at a rate higher than that of any of the college budgets. The unsubsidized revenue has increased by factor of 1.4 over these years, a much slower rate of increase than the subsidized revenue.



The following graph shows that the unsubsidized revenue is relatively stagnant, indicating that public interest in CSU athletics is growing slowly compared to its budget. In fact, unsubsidized revenues have decreased in the last two years.

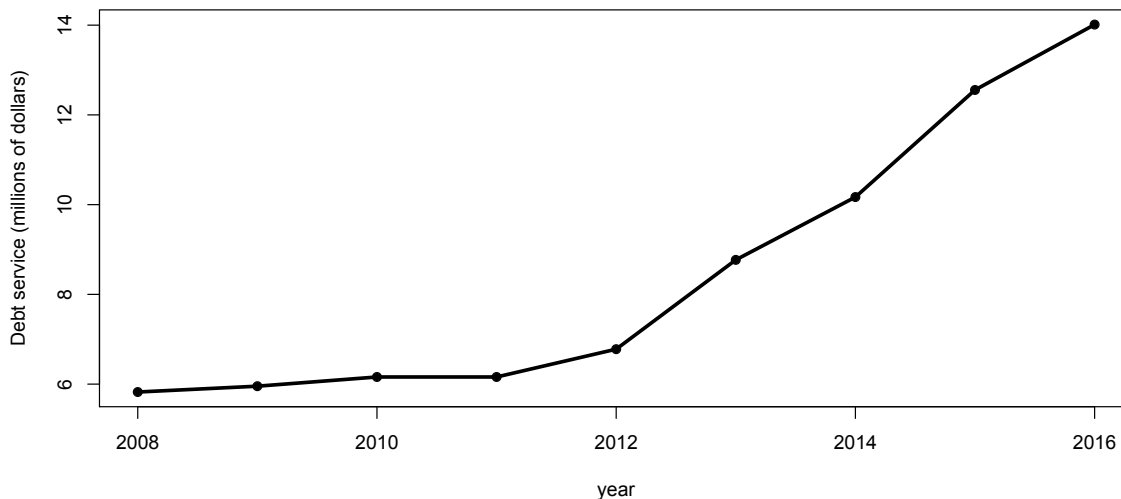


Because the total revenues have been increasing at a faster rate than the academic spending, the gap between total revenues and college budgets is growing. This is shown on the next plot. The rate of increase of the money that CSU gets from various sources is much larger than the rate of increase of the combined budgets of the nine colleges.



In 2005, CSU spent \$104 million in excess of the college budgets, and in 2016, we spent \$263 million in excess of the college budgets. Some of this increase is accounted for by the increase in athletic spending, some by increases in administrative costs, and the new buildings on campus. The cost for the new stadium is not included in the athletics budget.

Servicing the growing CSU debt is consuming more resources than ever; the following plot shows the growth of this revenue drain since 2008 (debt service information is not shown in the online budget spreadsheets previous to this year).



The rate of growth of the debt, and the growth of non-academic spending is alarming. CSU needed only \$104 million in excess of the college budgets only twelve years ago. Why did this increase to \$263 million, and where is this money going? What is the plan to pay down the debt? The university community would welcome more transparency in spending, and a voice in the spending decisions that affect the CSU mission.

THE NEW AMBIENT FOR STUDENT FREE SPEECH

Steve Mumme

In his August 17th opening message to the campus community, President Anthony (Tony) Frank quite rightly put free speech and its qualifications front and center. The ugly events at Charlottesville drive home the enduring strain between speech freely uttered and its potentially adverse consequences. America's colleges and universities, including Colorado State, are in the bullseye of this tension. Every student and every member of the faculty and staff should be critically aware and conversant with these issues.

As Tony put it rather eloquently, free speech "is no less than the foundation of all we do." It lies at the core of academic freedom. The opportunity for free speech on the CSU campus has arguably never been greater. As some of you may have noticed, a bipartisan free speech bill passed the General Assembly last April that bans the confinement of student free speech to particular zones (Hutchins, 2017). Senate Bill 17-062 allows "institutions of higher education to enact reasonable time, place, and manner restrictions that preserve their ability to fulfill their education mission (SB17-062) Operationally, this means that any restrictions of student expression CSU might wish to impose must be A) reasonable; B) justified without reference to speech content; C) be narrowly tailored to serve a significant governmental interest; and D) ensure ample alternative channels for communication of the intended message (SB17-062).

This new legislation, which takes effect on November 9, 2017, raises interesting issues, particularly in the wake of the Charlottesville incident. As Tony notes, "the First Amendment protects the rights of free speech and peaceful assembly," not acts of violence or provocations to violence.¹ At Charlottesville, where hundreds of white supremacists, including neo-Nazi, Aryan nationalists, and their sympathizers replete with provocative symbology and slogans were confronted by others protesting racism and discrimination, acts of violence occurred, intentionally and otherwise. Many of the white supremacists and some of their opposition came to Charlottesville from other places. A young woman was slaughtered. That the Justice Department is now investigating some of these incidents as hate crimes suggests that the line between permitted and unlawful speech was crossed (Savage, 2017).

So what's this got to do with CSU? Under the new Colorado free speech rules students are permitted to speak freely, deploying provocative symbols and slogans across the campus if they choose, unless, and without reference to the speech content itself, administrators and faculty can show a significant harm to persons or property is imminent as a result of said speech. That is a very high bar to any action restricting student speech. It tends to place the administration very much on the defensive with respect to adverse consequences, as arguably it should be. The problem becomes more complicated when we factor in the possibility of outside agitators or provocateurs joining and mingling with students in acts of expressive voice.

As seen at Charlottesville, the militant advocacy of discriminatory ideas is certain to provoke counter-demonstrations and acts of protest advancing social justice and diversity. On our campus we will and should certainly see voices energetically advancing the ethical ideas embodied in the university's "Principles of Community". But we know that passionately opposed voices often need little more than an inflammatory spark to incite violence, and sorting out intentions after the fact is a difficult business, even for the courts. This is true with respect to both planned and spontaneous expressive events on campus. Under the new rules, however,

¹ Under the U.S. Supreme Court's 1969 *Brandenburg v. Ohio* decision, "the constitutional guarantees of free speech and free press do not permit a State to forbid or proscribe advocacy of the use of force or of law violation except where such advocacy is directed to inciting or producing imminent lawless action." See, *Brandenburg v. Ohio*, 1969, 394 U.S. 444. On the web at: <http://caselaw.findlaw.com/us-supreme-court/395/444.html>

the administration must be less restrictive with respect to planned events, and there is greater opportunity for spontaneous encounters to occur.

In short, what we are seeing nationally, and may well witness on campus, especially in light of the new Colorado legislation, is the convergence of an energized subset of American students opposing affirmative action, people of color, GBLT's, Dreamers, immigrants, and other identities, with enhanced opportunities for campus speech. It is certainly a challenging time.

The solution, however, is not found in rolling back new free speech opportunities for students. If discrimination is on the march it must be countered by sustained and vigorous, yet civil, counter-voice and persuasion. Tony aptly notes that, "As an institution, CSU cannot promise to shield anyone from words and ideas that may be damaging and destructive—but we, as individuals, can speak out against those words and ideas and reveal them for what they are."

True enough. But the terms of the new law also require at least some new administrative guidance applicable to time, place, and manner of student free speech. Ensuring that any new rules strike the right balance demands the active engagement of faculty as the administration strives to honor the new law in practice. The new Colorado law is now a work in progress, testing the proposition that more free speech, not less, is good for democracy, with universities as its civic crucible. This jives with AAUP policy. The AAUP has long argued that a strong defense of student speech strengthens academic freedom. Yet this does not mean our administration has no legitimate interest in the means of preventing and mitigating harmful actions issuing from or associated with speech. The administrative art of conflict management lies in the rules and their implementation. Stay tuned.

References:

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Hutchins, Corey. "Colorado just banned 'free speech zones' on campus. Here's what it means," Colorado Independent, April 11, 2017. On the web at: <http://www.coloradoindependent.com/164828/colorado-free-speech-zones-campus>

Savage, Charles. "A Hate Crime? How the Charlottesville Car Attack May Become a Federal Case," New York Times, August 13, 2017. On the web at: <https://www.nytimes.com/2017/08/13/us/politics/charlottesville-sessions-justice-department.html>

**THIS OCTOBER WE WILL CELEBRATE NTTF FACULTY
DURING NATIONAL CAMPUS EQUITY WEEK.
INFORMATION FORTHCOMING**



AN ARGUMENT FOR STUDY AND INFORMED ACTION

William M. Timpson

In response to the violence in Charlottesville and challenges to every campus about free speech, let us remember our roots in studied responses and informed initiatives. The study of peace, for example, has lessons for all of us in addressing conflict, responding to violence, reconciling old wounds, addressing diversity in sustainable ways, and more. In our work on case study analysis in countries around the world that are emerging out of conflict, we see many lessons that are applicable for universities. Here are some ideas from our 2009 book on addressing conflict through teaching peace and reconciliation (Timpson, Brantmeier, Kees, Cavanagh, McGlynn & Ndura-Ouédraogo. Madison, WI: Atwood Publishing). Importantly, these ideas can also be incorporated in every class and program area to promote the improved communication and cooperation, the critical and creative thinking that everyone wants.

Teach About Threat and Challenge

Teaching about peace and reconciliation can upset those who are quick to see disloyalty in dissent. Others see themselves fulfilling their patriotic duty when they challenge an authority they see going wrong. There are parallels in other areas. In *Teaching Diversity* (Timpson, Canetto, Yang & Borrayo, Eds., 2003, Madison, WI: Atwood), for example, Silvia Canetto and Evelinn Borrayo describe the challenges and threats for students who look at issues of power and powerlessness, privilege and prejudice, those places where society in general struggles to untangle emotions and ideas from historic oppressions, injustices, and biases. As with teaching about peace and reconciliation, expertise and skilled facilitation are essential.

Canetto and Borrayo write: “Teaching about human diversity is exciting. It engages students and instructors with scientifically rich and personally meaningful issues such as gender, sexual orientation, ethnicity, or social

class. It involves participating in a journey that can be intellectually and personally transforming. At the same time, teaching about human diversity is challenging. . . (However, for) many students, learning about social stratification and inequalities is threatening because it challenges their assumptions about other people and about themselves, as well as their reasons for their places in the world. For example, for some students it may be personally challenging to consider that achievement is not simply a function of merit. Some react to threatening content through denial and resistance. Feelings of shame, guilt, anxiety, and anger also maybe triggered. In some instances, students turn their negative feelings against the instructor who becomes the target of hostility” (189-190).

As a campus we can create spaces and opportunities to reflect on events like Charlottesville or other moments when we ourselves have felt threatened or challenged. With skilled guidance, we can channel these experiences into intellectual and emotional development.

Study Lessons from a Divided Society Moving Towards Peace

Having emerged from centuries of periodic violence, Northern Ireland offers hope to countries suffering from seemingly intractable conflict. Claire McGlynn writes: “It is important to reflect on how the conflict was resolved and how society can best absorb the lessons learned. The main challenge in Northern Ireland is to transform from a society now enjoying negative peace (the cessation of violence) into one that reflects positive peace (improved communication and cooperation). There is a legacy of suffering and the thorny issue of how best to honour the victims and to heal the pain, which is tangible. While the overall death toll (some 3500 dead) appears small, in relation to the population size it is highly significant and most people know someone killed or injured. Emerging accounts of security force collusion in atrocities are painful.”

On our own campus we can ask these questions: What kinds of lessons might emerge from the study of conflicts in countries such as Northern Ireland? What is the role of education? (See Galtung & Jacobson, 2000, *Peace by Peaceful Means*. Thousand Oaks, CA: Sage.)

Reframe Disruptions as Opportunities to Build Peacemaking Capacities

School and campus violence creates headlines and political concern. Calls for getting tough and zero tolerance are often the responses we hear. However, these approaches to wrongdoing and conflict do little to build the capacity of students to respond to these situations non-violently. Instructors at all levels can adopt a more co-constructed and power sharing approach to teaching and learning. Rather than seeing these behaviors as disruptions to learning, they can be viewed as learning opportunities. One way to respond to wrongdoing and conflict is by using circle processes (Pranis, Kay. 2005. *The Little Book of Circle Processes: A New/Old Approach to Peacemaking*. Intercourse, PA: Good Books.)

These processes can help build healthy and caring relationships, improve communications, and change the culture of a school or campus. These circles can be used in many areas of campus life including the classroom and provide everyone with opportunities to learn and practice social skills, listening, empathy, problem solving, conflict resolution, anger management, and expression of feelings.

Dig for a Deeper Peace

In *Teaching Diversity*, Jim Banning (2003) draws parallels between what he would like to see in the way of a “deeper” commitment to diversity, policies and practices that go beyond the “surface” celebrations of this or that group, and what ecologists mean about going “deeper” to address the demands of burgeoning human populations and their collective appetite for “stuff” from our shared environment and the inherent limits of our natural resources. The same arguments could be made for peace and reconciliation.

With respect to incidents like what happened in Charlottesville, we can evaluate various efforts that contribute toward peace and reconciliation through this lens of what’s “surface” and what’s “deep.” We can brainstorm

ways in which, for example, the energy and creativity that are often invested in one-time demonstrations or staff development programs could be channeled into efforts at more systemic changes in policy and practice.

Explore Critical and Controversial Issues

Few people really enjoy conflict. That's one argument for peace. Yet, retreat from tough issues rarely solves a problem. Instead, there is everything to gain from knowing how to face problems, handle the attendant emotions and explore possible solutions. Long-time advocate of a culture of care, Nel Noddings (2003, *Happiness and Education*. New York: Cambridge University Press) encourages us to develop these abilities. "If we value critical thinking, if we commit ourselves to encouraging it, then we must allow it to be exercised on critical matters. . . If we really believe that knowledge and critical thinking contribute to living fuller public and private lives, then we must allow the study and discussion of such critical and controversial issues" (148).

Discovery learning is a well-studied approach that provides a framework for exploration, helping people identify a problem, consider various approaches, test their ideas and decide on a way forward. Yet, success with discovery also requires that we learn how to manage our emotions, channel our anxieties and deal with the challenges we face. Know that discovery approaches can also be used in every class and discipline. Indeed, the critical and creative thinking that can develop is fundamental to what we do as educators, especially at the university level.

Take the Third Side

In *The Third Side*, William Ury (1999) describes what it means to take a proactive role in a dispute, a role that has its own risks but significant potential benefits as well. Indeed, the risks of inaction, of doing nothing, are often tragic. "The *third side* implies a new responsibility. . . We may not think of ourselves as third parties; indeed, we generally don't. Yet, each of us has the opportunity to help stop destructive fights around us. We constitute the family, the friends, the colleagues, the neighbors, the onlookers, the witnesses. Even when no third party is present, each of us can choose to mediate our own disputes by taking the third side (23)."

At CSU we can analyze conflicts that arise and look to see what "third side" roles were played? How could we encourage more of that?

Practice Best-Case Thinking about Peace and Reconciliation

In her book, *Cultures of Peace*, Elise Boulding (2000, New York: Syracuse University Press) makes a strong argument for a new paradigm in the way we think, individually and collectively, locally and globally. "In general, societies tend to be a blend of peaceable and warrior culture themes—the balance between the themes varying from society to society and from historical moment to historical moment. In our time, the tensions between the two themes have become a heavy social burden as a worldwide military forcing system linked to a destructive, planet-harming mode of industrialization and urbanization is distorting the human capability for creative and peaceful change."

At the University we can entertain more best-case thinking. Where have other campuses had success in navigating through complex and difficult controversies? For many people, worst-case thinking reinforces fear-based responses, a tightening and narrowing of the hard-wired flight-or-fight response. However, when people utilize best-case thinking, they tend to see many more options, an openness to possibility in the present and hope on the horizon. In best-case thinking, there is more openness to explore new and different solutions.

CSU CHAPTER OF THE AAUP (2017-2018 officers will be elected at the September 20 chapter meeting; please send nominations and self-nominations or expressions of interest to Dimitris Stevis by 5pm, Friday September 15)

President. Vacant since election of Tim Gallagher to presidency of Faculty Council.

Ross McConnell, Co-President, rmm@cs.colostate.edu, 491-7524

Natalie Barnes, Vice-President for Non-Tenure-Track Faculty Affairs, Natalie.Barnes@colostate.edu, 491-6774

Dimitris Stevis, Secretary and Treasurer, Dimitris.Stevis@colostate.edu, 491-6082

Steve Mumme, Colorado Conference Co-President, Stephen.Mumme@ColoState.EDU, 491-7428

Bill Timpson, member, Chapter Executive Committee member, William.Timpson@colostate.edu, 491-7630

Ray Hogler, member, Chapter Executive Committee member, Raymond.hogler@colostate.edu, 491-5221

Visit our Facebook page: <https://www.facebook.com/CSUAAUP?fref=ts>

Visit our website: <https://aaupcsu.org>

AAUP State Conference News: <http://aaupcolorado.org>

HOW TO JOIN THE AAUP

To join the AAUP and our CSU chapter, sign up at the national AAUP site: <http://aaup.org>. They will notify our chapter and we will be in touch.

NEXT CHAPTER MEETING AND ELECTION OF OFFICERS

Wednesday, September 20, 12-1, LSC 372-374. Non-members interested in learning more about AAUP-CSU are invited and welcome. PLEASE SEE NOTE ON ELECTIONS AT TOP OF THIS PAGE.



