

Minutes of the September 6, 2017 faculty meeting

Submitted by John Wesley, Faculty Secretary for Fall 2017

Attendance: Faculty members and guests in attendance are listed in Appendix A.

I. Call to order

Faculty Senate Chair Alisa Kessel called the meeting to order at 12:03 p.m.

II. Approval of minutes

M/S/P to approve the minutes of the April 18, 2017 faculty meeting.

III. Questions regarding reports of the President, Academic Vice President, and Faculty Senate Chair

For the reports, see Appendices B, C, and D of these minutes.

President Crawford took the floor to highlight two points from his report, namely 1) that he looks forward to input as we work through a strategic planning initiative, with thanks to the faculty for their efforts in bringing participants to a steering committee, and 2) that this year's enrollment shortfall puts pressure on the budget. He drew attention to the section in Dean Bartanen's report dealing with student retention, and in particular to the ways faculty can help stem attrition by supporting students through attentive advising, teaching, and referral (e.g., the Student Alert system). President Crawford noted that our current retention rate for freshmen and sophomores is 86%, and that it would be helpful if we could increase this rate to 88% or even 89%.

One faculty member asked whether there might be an opportunity to discuss the university's budget shortfall with respect to instruction, and President Crawford said yes. On the upcoming review by the University Senate of the United Methodist Church (UMC), one faculty member asked for clarification of Puget Sound's ties to the church, while another asked whether we could discuss severing these ties. President Crawford responded that Puget Sound maintains a dynamic of relatedness with the UMC, that this denomination provides a broad framework for the University's approach to the liberal arts, and that nothing is off the table when it comes to discussion, including the nature of this particular relationship.

One faculty member praised President Crawford's recent statement of support (via a campus-wide email) for our undocumented students and those students registered under the Deferred Action for Childhood Arrivals act (DACA), and expressed a desire for ongoing discussion about what we do as a campus in this regard. President Crawford agreed, and reiterated his commitment to do everything possible—morally, ethically, and legally—to support all students affected by the White House's recent decision to rescind DACA.

There were no questions regarding the Academic Vice President's report.

There were no questions regarding the Faculty Senate Chair's report.

IV. Group Exercises on 1) Core Values and Mission, and 2) Strategic, Competitive Planning (with strategic planning consultants)

M/S/P to recess the meeting for the duration of the group exercises. The meeting recessed at 12:15 p.m.

Kessel called the meeting back to order at 1:00 p.m.

V. Distribution of information on parliamentary procedure

Kessel distributed a parliamentary procedure cheat sheet, and described its purpose: 1) to reduce intimidation or frustration with parliamentary procedures, 2) to empower faculty members to contribute to the meeting and effect change at all levels of self-governance, and 3) to aid in the record of decision-making and minority or objecting positions.

Kessel made clear her role as joint Senate and faculty meeting chair was not to present motions and positions, but rather to facilitate conversation and voting. She also offered a reminder that any faculty member may contribute agenda items for faculty meetings.

VI. Endorsement of educational goals

The educational goals are provided in Appendix E.

Jacobson presented the revised educational goals and outlined the process through which they were developed: These goals follow as closely as possible the findings of a number of discussions held during the 2015-2016 academic year, in which 76% of the faculty participated; once they were set down by an ad hoc committee, the goals were presented to the Trustees, and then approved by the Faculty Senate in the spring of 2017. Jacobson called attention to two key revisions of the goals last updated in 1975: the idea of collaboration now figures in the development and application of knowledge (item 3); and the idea of bidirectional influence now appears in the language (item 6) to capture the ways in which the self both constructs and is constructed by the world.

Kessel invited questions about the process described by Jacobson.

One faculty member said that the statement was grammatically flawed in its transition from the first set of goals (items 1-3) to the second (items 4-6), implying that the phrase, “will be able to,” required a verb to complete the infinitive, whereas items 4-6 led with nouns. Another member suggested that the presence of “and will have developed” after item 3 meant that items 4-6 were grammatically coherent with the statement as a whole.

Others had questions about 1) whether the goals were listed in the order of their priority, 2) how the ad hoc committee decided what goals to include and exclude, and 3) whether these goals would be elaborated in any way. Jacobson answered that 1) these goals were not meant to be hierarchical, 2) the committee’s decisions were based primarily on the faculty’s feedback, and 3)

these educational goals are there to inform curricular choices, and are elaborated in our individual classes.

Some members raised concerns about item 6. President Crawford asked whether its language included an ethical and moral dimension. One faculty member wondered what “influence” meant in this context, while another suggested that the phrase, “informed awareness,” did not adequately capture a commitment to social justice. Another faculty member said that these goals should foreground our values, and found item 6 to be sterile, given that it was scrubbed of any language of ethics and justice. Jacobson reported that the committee discussed these issues, and that item 6 is intended to speak to the KNOW curricular requirement, among other things, but that the specific language of social justice was not among the most clear and common consensus items in the faculty’s feedback on educational goals. Jacobson noted further that the statement of educational goals is not the only place where we may say what our students will obtain in their four years at Puget Sound, and that a mission statement, for example, can do this.

Kessel reminded the faculty that the current objective of the discussion was to address process rather than content. One member said that there seemed to be more interest from faculty in discussing the content of the goals.

M/S/P to discuss the content of the educational goals.

The faculty resumed discussion of the educational goals. One member felt that the language of the goals should be broadened to include other ways of knowing, such as artistic. Dean Bartanen suggested that the “diverse fields of knowledge” mentioned in item 4 does indicate many ways of knowing, including artistic. Another faculty member thanked colleagues for identifying consensus in the feedback reports, but thought that the goals lacked a sense of educational risk and distinctiveness that would put Puget Sound on the map. One member responded that the distinctiveness occurs in our implementation of the goals rather than in the specifics of language.

VIII. Adjournment

M/S/P to adjourn at 1:30 p.m.

Appendix A – Attendance record

Faculty Members

Roger Allen	Suzanne Holland	Elise Richman
Rich Anderson-Connolly	Zaixin Hong	Holly Roberts
Greta Austin	Renee Houston	Brett Rogers
Gareth Barkin	Rob Hutchinson	Amy Ryken
Bill Barry	Martin Jackson	Doug Sackman
Kris Bartanen	Robin Jacobson	Leslie Saucedo
Bernie Bates	Anne James	Eric Scharrer
Terry Beck	Greg Johnson	Renee Simms
James Bernhard	Kristin Johnson	Adam Smith
Geoffrey Block	Tatiana Kaminsky	Jess Smith
Bob Boyles	Diane Kelley	Stuart Smithers
LaToya Brackett	Alisa Kessel	David Sousa
Nick Brody	Jung Kim	Amy Spivey
Gwynne Brown	Grace Kirchner	Jonathan Stockdale
Derek Buescher	Nick Kontogeorgopoulos	Jason Struna
Dan Burgard	Kriszta Kotsis	Peter Sullivan
Alva Butcher	Alan Krause	Yvonne Swinth
David Chiu	Sunil Kukreja	Tsunefumi Tanaka
Julie Christoph	Brendan Lanctot	Bryan Thines
Lynnette Claire	David Latimer	Justin Tiehen
Jo Crane	John Lear	George Tomlin
Isiaah Crawford	Jan Leuchtenberger	Ben Tromly
Monica DeHart	Grace Livingston	Ariela Tubert
Alyce DeMarais	Lynda Livingston	Alexa Tullis
Rachel DeMotts	Pierre Ly	Jennifer Utrata
Denise Despres	Tiffany MacBain	Harry Velez-Quinones
Brad Dillman	Janet Marcavage	Kurt Walls
Regina Duthely	Mark Martin	Keith Ward
George Erving	Gary McCall	Matt Warning
Lisa Ferrari	Danny McMillan	Seth Weinberger
Amy Fisher	Andrew Monaco	Carolyn Weisz
Kena Fox-Dobbs	David Moore	John Wesley
Poppy Fry	Sarah Moore	Heather White
Andrew Gardner	Gerard Morris	Nila Wiese
Barry Goldstein	Wendell Nakamura	Kirsten Wilbur
Dexter Gordon	Jill Nealey-Moore	Paula Wilson
Jeff Grinstead	Steven Neshyba	Peter Wimberger
Bill Haltom	Eric Orlin	Anna Wittstruck
Fred Hamel	Susan Owen	Bianca Wolf
Sue Hannaford	Emelie Peine	Carrie Woods
Jennifer Hastings	Rachel Pepper	Rand Worland
Peter Hodum	Jennifer Pitonyak	Dawn Yoshimura-Smith
	Siddharth Ramakrishnan	Sheryl Zylstra
	Brad Richards	

Guests

Michael Benitez
Whitney Cleghorn
Kate Cohn
Amanda Diaz
Michael Pastore
Ellen Peters
Landon Wade

Appendix B – Report from President Isiaah Crawford



President's Report to the Faculty August 30, 2017

The fall semester has begun and we are off and running! Below please find an update on some of the key initiatives that are underway or on the horizon. If you were not able to attend last week's President's Welcome for Faculty and Staff, I invite you to review a transcript of my remarks available on the Office of the President website.

Strategic Planning

An inclusive process for the creation of a 10-year vision for Puget Sound will begin in earnest September 5 – 7 when we host several meetings for members of the campus community with our strategic planning consultants. I wish to extend my gratitude to the faculty for engaging in a thoughtful process to nominate participants to serve on the Strategic Planning Steering Committee, and look forward to working closely with professors Gwynne Brown, Renee Simms and Peter Wimberger. Thank you also for making time available at the upcoming faculty meeting to meet with our consultants, provide input, and learn more about the process. I hope to see many of you as well at the Strategic Planning Community Conversation in the Tahoma Room on Wednesday, September 6, at 3 p.m.

For more information about how to be involved in this work, please visit pugetsound.edu/strategicplan.

Enrollment Update

One of the issues that we will address in our strategic planning process is how to increasingly become the college of choice for today's (and tomorrow's) students. Our freshman class currently numbers 599 students against a goal of 670. Our projected discount rate—the percentage by which the university offsets tuition with institutional financial aid—jumped from a budget of 43% to 46%. We will also have fewer transfer students joining us this fall, resulting in a total revenue projection that is about 3% below target. Enrollment in our graduate programs remains strong, with 112 students welcomed into our programs in education, occupational therapy, and physical therapy, but it is not enough at this time to offset the shortfall in the freshman class. We have contingency plans in place to deal with the shortfall in the coming year, and are actively working to ensure successful enrollment for fall 2018. Please see my remarks from the President's Welcome for more information about the outstanding attributes of the students who are joining us, and factors affecting our enrollment efforts.

United Methodist Church Review

As announced previously, now that we have successfully completed our accreditation process through the Northwest Commission and Colleges and Universities, it is time to begin planning for our periodic review by the University Senate of The United Methodist Church. More information will be forthcoming about this process, which is expected to culminate in a campus visit during the spring semester.

We begin the year attentive to what is happening in the world, the issues affecting our campus, and the ways in which we are called to bring the very best of ourselves to meeting the challenges before us. As referenced in my earlier remarks, our university must be a place that not only welcomes but encourages the free exchange of ideas, whether those ideas are expressed in the classroom, in debate, in protest or in demonstration. This commitment is central to our values as a liberal arts college and will be vigorously defended, as will our commitment to foster an environment that is welcoming and inclusive, and where all members of the community deserve to be free from harassment or harm. Thank you for the work you do everyday to model these values for our students, and to make our campus and our world more equitable and just.

A handwritten signature in blue ink, appearing to read "Isiaah".

Isiaah Crawford, Ph.D.
President

Appendix C – Report from Academic Vice President Kris Bartanen



August 29, 2017

TO: Faculty Colleagues

FR: Kris Bartanen

RE: Dean's Report to the September 6, 2017 Faculty Meeting

Please welcome to Puget Sound and get to know:

- **Tiffany Davis**, Associate Director for Diversity and Inclusion & Deputy Title IX Coordinator
- **Katelynn Faulkner**, Doctoral Psychology Intern
- **Adriana Flores '13**, Archives and Special Collections Librarian
- **Kahlila Fordham**, Psychologist and Multicultural Support Specialist, CHWS
- **Deborah Hope**, Assistant to ASUPS
- **Paolo Larano**, Doctoral Psychology Intern
- **Mike Pastore**, University Registrar
- **Mary Powell**, Assistant to the Dean of Students
- **Jessica Pense**, Director of Student Conduct
- **Andrea Reyes**, Resident Director
- **Greg Shipman '17**, Orientation Program Manager/Office Manager
- **Samuel Smith**, Doctoral Psychology Intern

Note: **Eowyn Greeno** is serving as Acting Director of International Programs while Roy Robinson is serving as business manager for the Pacific Rim Asia Study Travel Program for 2017-18. FYI, here are links to updated [Academic](#) and [Student Affairs](#) organizational charts.

Retention of the Class of 2021

As President Crawford noted in his Welcome remarks on August 23, the Class of 2021 is smaller than goal. They are strong students, comparable to those in the Classes of '18, '19, and '20. We continue to want to be very effective in supporting all members of the student body to successful graduation from Puget Sound. Over recent months, Ellen Peters and colleagues from several offices have been working with our enrollment consultants to look deeply at a wide

spectrum of student data in order to identify factors that contribute most to attrition. The strongest factors are academic preparation, financial need, first generation to attend college, minoritized students, and students from Tacoma/Pierce County; historically, we lose more males than females. On average, 90 first-year and 50 sophomore students do not return for their second or third years, respectively. Your attention as advisors as well as teachers of our students can be very helpful in reducing these levels of attrition. Please use the [Student Alert](#) system, available on your class rosters, and the [Referral Guide for Student Concerns](#) to assist you in supporting our students.

Important Updates

- **CHWS Walk-in Hours** (expanded): Monday through Friday, 1-4 p.m. This is a way for students to be able to talk with counseling staff directly. There is not a charge for counseling services at CHWS.
- **Immigration enforcement** regarding undocumented or documented immigrant persons, please immediately contact these persons who are trained and have direct access to university counsel:
 - Todd Badham, Director of Security Services, x3313, tbadham@pugetsound.edu
 - Cindy Matern, Associate Vice President for Human Resources, x3116, cmatern@pugetsound.edu
 - Michael Pastore, University Registrar, x3529, mpastore@pugetsound.edu
 - Dave Wright, University Chaplain, x3818, dwright@pugetsound.edu

KUDOS

- All faculty advisers who are working with new first-year and transfer students
- All department representatives who participated in the Academic Fair and Parent Advising sessions
- All Prelude instructors who engaged new students in a warm-up to the Fall semester

Your participation in New Student Orientation makes a difference! Thank you!

See more news in [Open Line](#): sign-up for this faculty-staff newsletter, if you haven't already done so; congratulate colleagues on their achievements; and (even) take opportunity to brag about yourself!

**Report to Faculty from Faculty Senate Chair Alisa Kessel
28 August 2017**

Broad goals for the 2017-18 academic year:

- to monitor, support, and encourage widespread faculty participation in the Strategic Planning process
- to take positive steps to foster an equitable distribution of service obligations across the faculty
- to advance conversations and take action on ongoing issues for the faculty:
 - the Faculty Code language regarding promotion to the rank of professor
 - the development of a campus-wide educational event during the common period
 - the unequal lengths of the fall and spring semesters
 - the sustainability of expanding responsibilities for faculty in teaching, professional growth, and service

Faculty Service Assignments

During the summer months, the Executive Committee of the Senate (Kessel, Brown, and Ly) collaborated with the Dean and Associate Deans to assign faculty to service roles. We aimed to do so judiciously, with a mind toward ensuring that committee members were not overburdened with work due to understaffing and that faculty members were not assigned to committees just for the sake of assigning them. We also held a special faculty election to identify slates of candidates for the Strategic Planning Steering Committee and the Benefits Task Force. Faculty participants on the Strategic Planning Steering Committee are Gwynne Brown (Music), Renee Simms (African American Studies), and Peter Wimberger (Biology). Faculty participants on the Benefits Task Force are should be announced soon.

Guidelines for the Common Period

In order to help coordinate activities related to faculty governance, the Executive Committee of the Faculty Senate distributed guidelines for faculty use of the common period during the 2017-2018 academic year. The Faculty Senate will continue to evaluate our use of the common period in the year ahead.

Faculty Senate Retreat, August 24, 2017

The Faculty Senate convened on August 24th for a retreat, and discussed issues related to the efficacy and equity of faculty governance at Puget Sound. In particular, faculty senators read the following short pieces, which are well worth the read:

- Academe*, AAUP, "Hang Together or Hang Separately"
- Inside Higher Ed*, "Relying on Women, Not Rewarding Them"
- The Atlantic*, "What Is Faculty Diversity Worth to a University?"

August 28, 2017 Faculty Senate Meeting

At the first Faculty Senate meeting of the year, the Senate confirmed Gwynne Brown as Vice Chair and Pierre Ly as Secretary of the Faculty Senate.

The Faculty Senate determined that the Academic Standards Committee required no additional charges at this time. The Senate approved the following charges for the Library, Media and Information Services committee and the Institutional Review Board:

LMIS: In addition to the ongoing charges in the Faculty Bylaws, the Faculty Senate charges the LMIS

Committee to work with Institutional Research and Technology Services to identify which of the existing data use policies concerning the appropriate use of institutional data on campus are most relevant to faculty, and develop and distribute informational resources to help faculty understand and comply with these policies.

IRB: In addition to the ongoing charges in the Faculty Bylaws, the Faculty Senate charges the IRB to:

- Identify appropriate modules from CITI for training of faculty
- Develop a policy for the uniform assessment of international research conducted by Puget Sound faculty/students/staff
- Review the Common Rule in our policies to see where our policies are more stringent than fed guidelines, and to determine whether and when such requirements are justified.

The Faculty Senate also had fruitful conversations about results of the survey and focus groups regarding the language for promotion to (full) professor. A committee of senators will convene soon to identify the best way(s) to bring this conversation to the faculty.

Appendix E – Educational goals

Revision of the educational goals of the university Spring 2017

General Considerations

The University of Puget Sound as an academic community provides a meeting place for those committed to the generation, study, analysis, and exchange of ideas. The intellectual purposes of the University are of paramount importance. At the same time, the University recognizes that the life of the mind creates a context for the personal and professional growth of individuals as whole persons. The University thus encourages both formal thought and self-reflection and offers a curriculum supporting the exploration of diverse ideas, values, and cultures.

An undergraduate liberal arts education should provide the foundation for a lifetime of intellectual inquiry by grounding undergraduates well in a field of specialization, developing their ability to write with clarity and power, deepening their understanding of the structures and issues of the contemporary world, and broadening their perspective on enduring human concerns and cultural change. Such an education should prepare a person to pursue interests and ideas with confidence and independence, to meet the demands of a career, and to cope with the complexity of modern life.

The curricular requirements set forth in this document represent the minimum demands of a liberal education. Academic advisors should urge each student to explore varying fields of study in the process of constructing a broad educational program on the foundation of the required curriculum.

To these ends, the faculty has selected the following goals to emphasize in the undergraduate curriculum:

A student completing the undergraduate curriculum will be able to

1. think critically;
2. communicate clearly and effectively, both orally and in writing;
3. develop and apply knowledge both independently and collaboratively

and will have developed

4. familiarity with diverse fields of knowledge and the ability to draw connections among them;
5. solid grounding in the field of the student's choosing; and
6. informed awareness of self, others, and influence in the world.