

## **Minutes of the February 5, 2020 faculty meeting**

Respectfully submitted by John Wesley, Secretary of the Faculty

**Attendance:** Faculty members and guests in attendance are listed in Appendix A of these minutes.

### **I. Call to order**

Chair Freeman called the meeting to order at 12:02 p.m., at which time there were ninety-eight voting members present.

### **II. Announcements**

There were announcements about the summer internship program and the Red Door Project's on-campus production at Schneebeck Hall on February 17<sup>th</sup>.

### **III. Approval of the January 22, 2020 minutes**

The minutes of the January 22, 2020 faculty meeting were approved as circulated.

### **IV. Questions regarding the reports from the President, Provost, Faculty Senate Chair, and Dean of Students.**

The reports are included in Appendices B, C, D, and E of these minutes.

There were no questions regarding the reports.

### **V. Follow-up from the Provost on the Budget Task Force recommendations**

Provost Behling took the floor to provide some context for the recent Budget Task Force recommendations, and to outline the need to be responsive within an unfriendly budget climate. The recommendation is that the budget for academic affairs (which occupies roughly 50% of the entire budget) should be reduced by \$1.5 million. She noted, however, that the Provost's Office will continue to incorporate information in order to finalize recommendations; this is an ongoing process will last into the summer as we get a better read on retention and the scope of the Fall 2020 incoming class. She assured the faculty that the Provost's Office is working as quickly as possible, and with full awareness of the importance of those who teach our students. With this in mind, the Provost's Office has a continued commitment to departments and programs in terms of supporting tenure-line searches and inviting applications for new tenure lines, supporting sabbaticals and other leaves, as well as supporting the funding of research, scholarship, and creative work for both faculty and students. Additionally, and in response to faculty feedback, starting next fiscal year (i.e., July 1, 2020), the \$800 cap on conference reimbursements in "Registration, Lodging and Meals" for faculty will be lifted.

The Provost turned to the topic of reductions, noting that we have 150 fewer students than we did eight years ago, in 2011, so we do not need as many classes on the books. Currently, approvals

for searches for visiting positions are being considered, and in some cases we are looking for departments and programs to work together in creative and interdisciplinary ways to accommodate hires that will be able to teach in multiple related fields. In the coming months, the Provost's Office will turn its attention to discovering ways to achieve additional savings in the academic affairs operating budget, which include looking at how we fund campus events, honorariums, and considering various contingency funds. The Provost mentioned her office's 6% budget reduction, and shared that even small practical changes—such as switching from hard to electronic copies when sharing documents—can add up to significant savings overall. She closed with the announcement that the retention rate for first-time in college students from fall to spring semesters this academic year was 96.4%, the highest percentage since 2010; and, in response to a question about how best to make practical budgetary decisions, said that her office was looking into how to get better tools to individual departments to aid with their long-term planning.

## **VI. Curriculum Task Force presentation**

The slides for the CTF presentation are included in [Appendix F](#) of these minutes.

The CTF were represented by Gordon and Kessel.

Gordon provided an update on the work of the CTF after a year of collaborative work on developing a revised curriculum in the interests of achieving our educational goals. He reported that the task currently before the CTF is to develop a set of proposals reflecting on what we have identified as what works well in the current core, and what features the faculty have suggested that need to be changed. He stated that the CTF would present again in the March 4<sup>th</sup> faculty meeting, with the focus then being on the question of workload; then, in late March or early April, the CTF would present to the faculty their policy recommendations. He walked the faculty through the first four presentation slides (see [Appendix F](#)).

Kessel said that the CTF—in response to faculty feedback—wants to provide a curricular structure that serves the many different kinds of students we have. She suggested providing students with several different options in terms of how they explore the core: if they would like to do so as part of a learning community, then we might make available a cohort model; in addition to that, we might make available an approaches model if students wanted to move through the curriculum that way. We might also make it possible for students to change their minds and pursue a model different to the one they initially chose. Essentially, the idea would be to take the core we already have and make it available in different ways, developed organically around faculty and student interests. Kessel presented some ideas for changes to the existing SSI program, such as a year-long theme that incorporated different approaches to knowledge, taught by one or two instructors; in addition, she presented an option for a partial-unit advising class, called “Guide Puget Sound (GPS),” that would focus on transitioning to college and metacognition, and would allow a place to have intentional discussion about how students might go through the core (see slides 5-8 in [Appendix F](#)).

Gordon closed the presentation by providing a timeline of the work ahead and an agenda for policy recommendations that still need to be made (slide 9 in [Appendix F](#)).

The faculty recognized the work of the CTF with a round of applause.

The floor was opened to questions.

One member asked whether the discussion of faculty workload in our March 4<sup>th</sup> meeting would include its impact on faculty who might teach in one of our proposed new graduate programs. Kessel confirmed that this would be the case, and Gordon added that one reason the question of workload has been deferred to March 4<sup>th</sup> is so that the CTF can model in more detail the related budgetary implications. Another member asked whether the “GPS” advising class would include the planning internships, post-graduate plans, fellowships, and other career-oriented items. Kessel and Gordon responded that the CTF is still working through what should constitute the content of that course, but that currently nothing was off the table, including the features just mentioned. Another member asked how the CTF might deal with the current dissatisfaction with the upper division outside-the-major requirement and Connections. Gordon invited any recommendations, and noted that the CTF is grappling with just such concerns.

One member announced that Gender and Queer Studies had just been approved as a major, and asked about how best to advise interested students with the current Bulletin, given that it might make it impossible for our current sophomores and rising juniors to declare this major. Chair Freeman said that students can graduate under whichever Bulletin is available at that time, and so, if two are available, they can choose; she also advised that the Provost and Registrar would clarify this matter in an email after the meeting.

Another member wondered why the options of continuity and flexibility that were recommended for the students’ path through the curriculum were not suggested for the SSI program in terms of how to complete the (proposed) year-long course; it seemed, this member suggested, that students would not be able to design their own way through that requirement if, for example, they decided to switch focus between terms. Kessel responded that the current presentation was streamlined and provisional for the sake of time, and that the proposed SSI program was not a settled matter. A related question from the assembly touched on the unpopularity of the SSI program, for both faculty and students, and wondered why something so ambivalently received would be turned into a one-year commitment to a single cohort or class and theme. Gordon mentioned that the CTF is thinking about the larger framework in terms of how we introduce students into the curriculum, which includes moving away from any aspects of the core and SSI that would somehow encourage a mentality of checking off requirements.

One member expressed concern that the cohort and approaches paths that formed part of the presentation might risk fragmentation within the student and faculty body. This member also worried that the lack of consensus behind either one of the paths—as expressed in the survey sent out last term—would create further struggles. Kessel responded that the CTF are exploring policy structures that would help these paths be as productive and unifying as possible. Another member requested a virtual space to continue to discuss these issues.

## **VII. Update on OCR philosophy and procedures**

The slides for the presentation are included in Appendix G of these minutes.

Christoph took the floor to explain the advantages of using Optical Character Recognition (OCR). She mentioned that as opposed to regular PDF's, which understand the file as a picture, OCR files can accommodate sticky notes, word searches, highlighting and annotations, copy-and-pasting into Word documents, and having the document read out loud. She shared some slides that explained how OCR files address but transcend issues of accommodation, and indeed that all students benefit from transitioning to these types of files.

### **VIII. Other business**

One member asked whether the upcoming open forum for budget decisions might be extended or scheduled at different times to accommodate faculty teaching times. Provost Behling noted the difficulty in coordinating available meeting times with the various officers involved, but would pass along the request to the President.

Two new hires in educational technology introduced themselves to the faculty to indicate their background and subject areas.

### **IX. Adjournment**

The meeting was adjourned at 1:25 p.m.

## Appendix A - Attendance

### Faculty Meeting Attendance – February 5, 2020

Gareth Barkin	Chris Kendall	Rokiatou Soumare
Terence Beck	Alisa Kessel	Jonathan Stockdale
Laura Behling	Samuel Kigar	Yvonne Swinth
Francoise Belot	Jung Kim	Emily Tollefson
LaToya Brackett	Nick Kontogeorgopoulos	George Tomlin
Nancy Bristow	Kriszta Kotsis	Benjamin Tromly
Nicholas Brody	Laura Krughoff	Ariela Tubert
Dan Burgard	Sunil Kukreja	Andreas Udbye
David Chiu	John Lear	Jennifer Utrata
Julie Nelson Christoph	Ha Jung Lee	Kurt Walls
Lynnette Claire	Jan Leuchtenberger	Renee Watling
Kirsten Coffman	Shen-Yi Liao	Seth Weinberger
Erin Colbert-White	Grace Livingston	Stacey Weiss
Johanna Crane	Jeff Matthews	Carolyn Weisz
Monica DeHart	Jill McCourt	John Wesley
Alyce DeMarais	Danny McMillian	Nila Wiese
Rachel DeMotts	Amanda Mifflin	Peter Wimberger
Regina Duthely	Garrett Milam	Carrie Woods
Lea Fortmann	Andrew Monaco	Wind Woods
Kena Fox-Dobbs	Sarah Moore	Sheryl Zylstra
Sara Freeman	Steven Neshyba	
Megan Gessel	Ameera Nimjee	<u>Guests</u>
Dexter Gordon	Eric Orlin	Heather Bailey
Jeffrey Grinstead	Emelie Peine	Uchenna Baker
William Haltom	Jennifer Pitonyak	Peggy Burge
Fred Hamel	Jacob Price	Debbie Chee
Susannah Hannaford	Sara Protasi	Elizabeth Collins
John Hanson	Isha Rajbhandari	Kelli Delaney
David Hanson	Brad Richards	Katie Handick
Suzanne Holland	Elise Richman	Mushawn Knowles
Renee Houston	Stacia Rink	Susan Owen
Jairo Hoyos Galvas	Amy Ryken	Michael Pastore
Tina Huynh	Douglas Sackman	Kaity Peake
Darcy Irvin	Natalie Scenters-Zapico	Ellen Peters
Martin Jackson	Eric Scharrer	Roy Robinson
Kristin Johnson	Dan Sherman	Elena Staver
Priti Joshi	Renee Simms	Landon Wade
Tatiana Kaminsky	Katherine Smith	
Diane Kelley	Stuart Smithers	



**President's Report to the Faculty**  
January 28, 2020

Dear Faculty Colleagues,

We have a busy spring semester underway; please know how much I appreciate the faculty's good work to advance our curriculum and other key initiatives, including student retention. It was good to have strong faculty participation in the recent half-day workshop on student success, and especially meaningful for staff members to hear faculty perspectives on this shared goal.

I offer this report to update you on key activities since the conclusion of the fall semester.

**Civic Engagement**

Earlier this month I hosted the annual Civic Leaders Reception at the President's Residence that was very well attended by government representatives, nonprofit leaders, foundation executives, business owners, local media, and representatives from our local military bases. On February 27 Puget Sound will serve as host for the Council for Independent College's *Talking about Private Colleges: Busting the Myths* workshop, which will be attended by teams of college leaders throughout our region and provide participants with persuasive commentary about the value and impact of independent/private colleges and universities, which we will encourage them to share broadly in their communities. This will be CIC's only West coast workshop location, and we look forward to welcoming to campus our peers from across the region.

**February Board Meeting**

Trustees return to campus Feb. 19 – 21, and will be joined by members of the Alumni Council Executive Committee who will be on campus for meetings at the same time. Among other activities, the trustees look forward to hearing a report from our Entrepreneurial Work Group charged with exploring mission-centered, revenue-generating opportunities for Puget Sound; considering a proposal for the development of a Center for Entrepreneurship and Innovation; and reviewing recommendations regarding faculty candidates for promotion and/or tenure. They will also receive an update on the work of the Curriculum Task Force.

**Welcome Center**

The new Welcome Center is nearing completion, and a dedication ceremony will occur while trustees are on campus. We expect that our Admission colleagues will be able to move in to the new facility in March, and we look forward to the many ways in which the new facility will support our enrollment effort and other programming at the university. A plan for the space vacated by Admission on the first floor of Jones is in development. Our priority is to use the

## Appendix B – Report from President Isiaah Crawford

existing spaces to the extent possible without significant renovation or disruption, apart from needed improvements to the elevator.

### **Enrollment**

*Vice President for Enrollment.* Per my message to the campus community, we look forward to welcoming Matt Boyce, Ph.D., to Puget Sound in June. His skills and experience are particularly well-suited to our needs at this time and, in partnership with Shannon Carr and Maggie Mittuch, I believe we will have in place an exceptionally talented leadership team to achieve our strategic enrollment goals. I am very grateful to Shannon for her strong and able leadership as our interim vice president, a role in which she will continue to serve throughout the spring semester, and for the continuity she provides as associate vice president for admission in leading our hardworking enrollment team in successfully recruiting and yielding the incoming Class of 2024.

*Undergraduate Enrollment.* Our early numbers for the undergraduate class entering next fall are encouraging. The application volume and quality for the incoming Class of 2024 looks promising, with the number of applications received as part of early decision and early action up compared to last year—a good sign of affinity for Puget Sound among the applicants. We also see increases in the number of student-athletes, international students, musicians and Business Leadership Program applicants in the admitted student pool.

*Graduate Enrollment.* Deadlines for graduate program admission occur later in the spring. To date, applications and admits have increased over last year for both graduate programs in Education, and demand remains strong for our programs in Occupational Therapy and Physical Therapy.

### **Alumni Travel**

I have been on the road with faculty and staff at *Loggers Keep Learning* events in Washington, D.C. in November, concurrent with my responsibilities as a member of the board of the National Association of Independent Colleges and Universities (NAICU); in Los Angeles and San Francisco in December; and Denver in January. Thank you to professors Dan Burgard, Alisa Kessel, and Alan Krause for excellent presentations. Alumni clearly love their alma mater and the opportunity to hear from our faculty.

I will be in Washington, D.C. attending the NAICU Annual Meeting and meeting with members of Congress on Feb. 5, and unable to attend the Faculty Meeting. Please let me know if you have any questions about any of the items covered in this report.

Sincerely,

A handwritten signature in blue ink that reads "Isiaah".

Isiaah Crawford, Ph.D.  
President

## Appendix C - Report from Provost Laura Behling



January 29, 2020

TO: Faculty Colleagues

FR: Laura Behling

RE: Provost's Report for the February 5, 2020 Faculty Meeting

Spring semester classes are underway, the faculty hiring season has resumed after the winter holidays' break, energy is building around re-energizing the narrative about the Puget Sound educational program, and Academic Affairs is fully engaged in a number of areas supportive of the educational program. Prior to the start of classes, faculty were engaged in two important workshops on campus-- *From Introduction to Capstone: Holistic ePortfolio Integration* and *The Center for Speech and Effective Advocacy Workshop on Oral Communication*. And several hundred staff and faculty participated in a half-day special workshop on student success. During the workshop, attendees learned about trends in student retention at Puget Sound, heard some of our students' stories, and considered together how we all can make a difference in their future.

In addition to our vital work with department/programs and individual faculty to further advance teaching, and research, scholarship, and creative work, the Provost's Office and Academic Affairs also is focused on these key areas this spring, including:

- Preliminary investigation of support for all students in experiential learning, as called for by faculty during the curriculum revision process
- Continued development of a comprehensive program to more effectively support student success, with a particular focus on retention, and inclusive of a summer bridge program for incoming students
- Development of a vision for a comprehensive faculty development program for Puget Sound
- Discussions about the shape and scope of the curriculum and faculty, including continued partnership with the Curricular Task Force, continued development of a Master in Public Health, energy around new majors and potential new degree programs, a deep exploration of the opportunities for Summer Session, and development of a phased retirement program for Puget Sound faculty

**Re-energizing the narrative of the Puget Sound Educational Experience:** As the Curricular Task Force continues its work, the Provost, Communications, and Enrollment are collaborating on re-energizing the narrative about the Puget Sound educational experience. Members of the CTF participated in the first conversation about this in mid-January, and as this initiative gains momentum, these constituents will continue to work together. This discussion, to unfold over the next several months, necessarily encompasses the curricular and co-curricular educational opportunities that come together to create the unique culture that is the Puget Sound educational experience.

**Student Success Initiatives:** Student success initiatives continue apace in order to address the decline in first-to-second year student retention (81% retention of first- to second-year students from 2018-19 to 2019-2020). Ellen Peters, Associate Provost for Institutional Research, Planning, and Student Success, continues to examine institutional data that is yielding important insights about our students who leave the university and why. We already have started initiating some targeted



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programs to offer support and resources to students who are at a higher risk of attrition. Our progress, thus far, on student success initiatives will be presented to the Academic and Student Affairs Committee of the Board of Trustees in February.

**Upcoming—Positive!—Change to UEC Conference Travel Funding:** Faculty who receive UEC funds to support conference travel currently have a maximum on the total amount of money that can be spent for “Lodging, Meals, and Registration”; it’s currently capped at \$800 total of the \$1,350 maximum domestic or \$1,570 maximum international award.

As I’ve talked with faculty this fall, many have expressed frustration with this cap since it can increase out-of-pocket costs, especially given increasing registration fees for conferences (the \$600 conference registration fee is no longer mythical) and increasing costs of lodging and meals.

So, in an effort to better support faculty who are participating in professional conferences, I am removing this \$800 maximum on what can be spent for combined expenses for lodging, meals, and registration. Faculty will be eligible for the same amount of total funding, as per UEC guidelines. Removing the combined maximum in “Lodging, Meals, and Registration” should allow faculty to better manage and cover expenses. This change will begin for conferences that occur after the start of the next fiscal year, July 1, 2020. Since we are already more than halfway through the current fiscal year, I am cognizant of fairness in funding this year. A July 1 start date also will give the UEC time to change the application or reimbursement forms in time for next fiscal year. In a further benefit, this change also will reduce workload for the Finance Office since they won’t need to track the \$800 maximum.

Thanks to all of you who raised this issue with me during our conversations and to the UEC for its enthusiastic endorsement of this change.

**Request for and Display of Faculty Achievements:** The Board of Trustees of the University of Puget Sound will hold its winter meeting on campus February 20 and 21. As in year’s past, at this meeting we prepare a display of faculty achievements in research, scholarship, and creative work, showcasing the breadth and quality of faculty’s professional accomplishments at Puget Sound. Materials will be displayed in the hospitality area of Murray Board Room from the morning of February 20 through the afternoon of February 21.

You are invited to share your recent achievements, including published papers or books, posters presented at conferences, produced CDs, compositions, or exhibition materials. To submit your work, please either click on the blue “Fill Out Form” box below where you will be able to upload documents, or drop off hard copy submissions to the Provost’s Office.

**FILL OUT FORM**

In April, the annual celebration of scholarship on campus will occur, hosted by the Library, and I’ll look forward to celebrating with you your accomplishments in research, scholarship, and creative work.

**Northwest 5 Mellon Grant:** The Northwest Five Consortium (NW5C), has been awarded a \$900,000 grant (over four years) from the Andrew W. Mellon Foundation to support the Consortium’s member institutions in utilizing the humanities to build capacity for meaningful, relevant community-engaged learning. A key component will be to undertake this work in collaboration with both our local community partners and with other consortium members. This project will allow us to develop and implement community engagement initiatives that add to our curricula, guide our students in exploring issues of local and regional relevance alongside community partners, establish and strengthen the place of the humanities in the Northwest, and improve faculty competencies around community-based and inclusive pedagogies.

## Appendix C - Report from Provost Laura Behling

Specifically, the grant seeks to achieve three primary goals:

1. Promote an understanding of the role of humanities and humanistic social sciences in addressing “wicked problems”—both within our campuses and in our local communities—that not only improves perceptions of the humanities, the liberal arts, and higher education in general, but also makes real change by bringing the benefit of humanistic ways of thinking to society.
2. Transform our institutions’ relationships with and perceptions by our local communities from “centers of knowledge production and dissemination” to “engaged partners in knowledge-sharing”—co-producing understandings and outcomes that authentically benefit our individual communities and the Pacific Northwest, more broadly.
3. Train and empower our students to make real, meaningful connections between what they learn in the classroom and what they can do in the outside world, equipping and empowering them to continue such work in their post-college professional and civic lives.

The project will involve the development of seminars, workshops, symposia, and learning communities that provide the maximum opportunity for faculty to interact with community partners on individual campuses and with their colleagues across the consortium. One goal with this project is to create new curricula (what we teach) and pedagogy (how we teach) that revitalize the study of the humanities at our five colleges; and in particular, to create courses that are about, engage with, or contribute to the culture of the Pacific Northwest in order to engage our students through the study of relevant issues that have real-world applications throughout our region and beyond. The NW5 is in the early stages of organizing this grant—please stay tuned for additional details become available about the opportunities for faculty.

**Integrating Technology into Classes Project:** There is plentiful research that shows that allowing technology in the classroom can be distracting or detrimental to the educational experience. However, most of that research is focused on previous generations of students, particularly the millennial generation, and allowing technology into a class versus structuring the class with technology as an integral part of the pedagogical experience. Tech Services is proposing a new research project that would be a collaboration between faculty and Technology Services in which we examine the efficacy of integrating technology into the structure of a class with our current generation of students. Technology Services would assist with the technological design of the class as desired and would fund materials and technology associated with the experiment. The end goal of this would be to provide publishable and presentable outcomes demonstrating whether evolved instructional design paradigms that include technology are more or less effective for the current generation of students. Please direct any questions to Jeremy Cucco at [jcucco@pugetsound.edu](mailto:jcucco@pugetsound.edu).

### **Key Dates**

**Department chair/program director meetings:** February 6, March 5, and April 2.

Proposals for UEC-awarded **funding for research, scholarship, and creative work:** Due March 1

**Applications for new tenure-line positions:** Due to the Provost’s Office April 3, 2020

### **Updates**

**Athletics:** At the recently-held NCAA Annual Convention, two specific proposals were supported that may be of interest:

## Appendix C - Report from Provost Laura Behling

1. **ATHLETICALLY RELATED ACTIVITIES -- LEADERSHIP PROGRAMMING OUT-OF-SEASON INVOLVING ATHLETICS RELATED INFORMATION AND CONTENT (GENERAL IN NATURE)**  
Student-athletes serving in a team leadership capacity will be able to voluntarily participate in leadership programming involving general, athletics-related content/information outside of the declared playing season with any member of an institution's coaching staff, provided the content of the programming does not include any: (a) Field, floor, or on-court activity; (b) Setting up offensive or defensive alignment; (c) Chalk talk; (d) Lecture on or discussion of strategy related to the specific-sport of the student athlete(s); (e) Activities using equipment related to the sport; (f) Discussion or review of game films, motion pictures or videotapes related to the sport; or (g) Any other athletically related activity. Effective: Aug. 1.
2. **MENTAL HEALTH SUPPORT:** Student-athletes must be made aware of and have access to mental health resources available through the department of athletics and/or the institutions health services or counseling services department. The services must be consistent with the Interassociation Consensus: Mental Health Best Practices and institutions must distribute mental health educational materials on an annual basis.

In addition to Athletics staff, Silas Washington, a sophomore member of our football team and Student-Athlete Advisory Committee officer, attended as part of a student-athlete leadership program.

**Faculty Searches:** We have successfully completed searches for several tenure-line or clinical faculty, including: Accounting, German Studies, Marketing, and OT Field Work and Capstone Coordinator (clinical, non-tenure-track). Searches still underway include: Anthropology, Counseling in the School of Education, Director of the School of Music, and Hispanic Studies.

In mid-January, the university was notified that **FEPPS** has now officially been approved by the Northwest Commission on Colleges and Universities (NWCCU) to offer a Bachelor of Arts in Liberal Studies at the Washington Corrections Center for Women. This instructional site is now included under the accreditation of the University of Puget Sound.

**Upcoming Event:** "The History of Eugenics at Puget Sound and Beyond: A Symposium" will be held Saturday, March 28<sup>th</sup>. At this National Science Foundation-funded symposium, some of the foremost scholars on the history of eugenics are coming to Puget Sound to participate in the symposium. For more information and a list of speakers, visit the [SYMPOSIUM WEBSITE](#).

**Faculty Resource Guide for Developing Experiential Learning Opportunities for Students:** This guide was developed to assist faculty in:

- connecting high impact practices to experiential learning
- advising students to engage in summer internship program
- developing opportunities for student research, scholarship, and creative work
- advising students to become involved in civic scholarship
- and developing global learning opportunities.

### **Kudos**

**Bill Haltom**, Politics & Government, has recently been named a Fulbright Scholar to Sweden.

**Peggy Burge** has recently been promoted to Associate Director of Public Services for Collins Memorial Library.

**Report to the Faculty**

**Sara Freeman, Chair of Faculty Senate**

**January 29, 2020**

Dear Colleagues:

I find myself thinking about the way that aspects to our work this year mark the culmination of long brewing and long overdue discussions while there are other aspects of our work that feel sudden and concern rapidly changing conditions.

Everyone, it is about to be February, which, as you may remember from last year, I always find to be the most challenging month in an academic year. I wrote in my report to the Board of Trustees for the upcoming meeting that “in light of just released Budget Task Force recommendations; the many crucial, overlapping needs being addressed in curriculum reform; and the imperative to address the pressing concerns of our students and staff colleagues about their experience of life and work on campus, I think it is fair to say the faculty feel a certain weight. Faculty are resourceful, thoughtful, and creative, but have natural human limits of energy and evaluative capacity, so the pace of work continues to be a concern. We are all aware we are in the midst of transforming ourselves as a university for a new phase of institutional history. It is not a simple process by any measure.”

Concerns about energy and endurance matter. But so does our sense of purpose. We have work to do and at this point we have options. As we digest the current budget situation, look to the future, and continue our work on curriculum renewal I would like to note that we as a faculty have been talking about improving how we achieve our curricular goals for quite a while, gathering momentum ever since the Curriculum Committee evaluation of the core as a whole in 2015. The strategic plan provided another impetus to think about how we serve our students and build our institutional stability.

As we continue curriculum revision, concrete recommendations will be forthcoming from the CTF. Those recommendations will work with the existing categories in our curriculum rather than choosing a whole new “model,” as was directed by the vote last November. To me it is not shocking that the vote narrowly expressed faculty preference for using the contours of our current core rather than replacing it with a new structure. This is a fair outcome — one that reminds us that one of the ways we achieve change is to not to change quite so much at once.

But it is also worth noting that in the first round of voting roughly three quarters of the faculty expressed support for changes to the curriculum to better achieve our goals. November’s vote does not mean the faculty have rejected making any changes in the curriculum. It means we are still synthesizing and editing to agree on what we *together* are willing to adjust. Our goals remain same. We are framing moves to:

better integrate student understanding of our core to increase student’s sense of purpose in and commitment to liberal arts study;

## Appendix D – Report from Faculty Senate Chair Sara Freeman

increase student's sense of belonging and trajectory during the first and second year to improve retention; and  
provide a high impact education for life-long learning as described in our mission.

Last week, we took purposeful action in choosing to update our promotion language and educational goals. In March will return to the motion regarding the implementation of the new promotion language. Let us continue to be purposeful together in our other work as well.

### Faculty Senate

I will close this report with comments about perhaps the most important work the Senate is engaged in as spring semester starts. We are in the midst of answering President Crawford's call to identify a co-chair for the Search Committee for the new Vice President for Diversity and Inclusion and provide recommendations of faculty members to serve on the search committee. This work stirs the feelings of many constituencies on campus. While the creation of the VPDI position is to be lauded and faculty are highly in support of it, there is also difficult history related to diversity and inclusion work and how it has been supported in the past. That history matters to how the work of the new Vice President will unfold. Senate recommended Professor Amy Ryken as a co-chair for the search and the President has invited her to lead the Committee with Dr. Uchenna Baker. Amy has accepted and Senate looks to have a conversation with the co-chairs about how to staff the search committee on February 10.

I am approaching February the way I approach a long hike or bike ride. I was not an outdoorsy child and I am not particularly athletic. But now I love a long hike or bike ride because I know that there is a pleasure in the duration, the decision to keep going, my persistence, and the beauty around me. Let's keep going together.

Sincerely,

Sara



## Student Affairs Report to Full Faculty

February 2020

Submitted by Uchenna Baker, Vice President for Student Affairs and Dean of Students

### Student Affairs Strategic Planning Updates:

Fall 2019 began the implementation of the Student Affairs Strategic Plan, "*A New Direction for Student Affairs*". This implementation included the identification of strategic plan champions who are charged with ensuring that each theme is effectively executed and assessed. Plan champions and a brief update on progress are identified next to each theme below:

- **Sense of Belonging** (Debbie Chee, Associate Dean of Students for the Residential Experience and Director of Residence Life): The Residential Experience staff continue to identify and implement a number of assessment strategies that will allow the division to make data-driven decisions. Student focus groups have been convened to assess the effectiveness of our Residential Seminars. Additionally, all first year students were invited to complete the "Sense of Belonging Index" survey in fall 2019. Data from that survey will help us learn more about the student experience on campus. Finally, Student Affairs continues to partner with Finance and Administration in responding to the feedback we received from the fall 2018 Skyfactor Student Satisfaction Survey. A number of initiatives have emerged from this partnership and Student Affairs will be launching a "We Heard You" campaign this spring that will alert students to ways in which the institution has responded to their feedback.
- **Alignment of Self and Community** (Dave Wright, University Chaplain): The University Chaplain has developed programs such as "Meals with Meaning" and "Taking Time". Meals with meaning is an opportunity for students to engage with members of our community and discuss important social issues over a meal. Taking Time is an opportunity for the campus community to pause and reflect over current issues that are impacting our campus and our world.
- **Holistic Wellness** (Marta Cady, Associate Dean of Students for Student Support): Counseling, Health, & Wellness Services administered the "Healthy Minds" survey to students in the fall of 2019 and had a response rate of 38.02%. The Healthy Minds Study is a national survey that provides a detailed picture of mental health and related issues for students on a college campus. Data from the survey will serve to help DSA identify priorities, benchmark against peer institutions, and evaluate our programs and policies. Additionally, TAO (Therapy Assistance Online) will fully launch this spring. TAO is a digital platform of tools and educational materials designed to help improve mental health, wellness, and life functioning for our students, faculty and staff.

## Appendix E - Report from Dean of Students Uchenna Baker

- **Divisional Readiness and Resource Development** (Sarah Comstock, Associate Dean of Students for Student Involvement and Programs): The division is the process of a comprehensive policy review that will also us to take inventory of policies that currently exists and those that still need to be implemented. This process will also allow us to clarify and update current policies, as well as, ensure that all of our policies are aligned within the division and with university polices.
- **Staffing Development and Support** (Uchenna Baker, VP for Student Affairs and Dean of Students): A small divisional committee comprised of an Administrative Specialist, entry-level staff, and mid-level staff was established to discuss the ways in which we can ensure that the Division of Student Affairs is a great place to work. From that committee came a number of recommendations related to enhancing professional development opportunities for staff, establishing mechanisms for better staff appreciation, and creating more informal opportunities for staff to get to know one another.

As part of the division's strategic planning efforts, each member of the Student Affairs Senior Leadership Team was also given a collateral assignment that would help further the organization, efficiency, and productivity of the division. Collateral assignments are as follows:

- **Policy Development:** Conduct a thorough review of all existing divisional policies in order to identify overlaps, gaps, and inefficiencies. (Dave Wright, University Chaplain)
- **Emergency Response Protocol and Planning:** Ensure that all units within Student Affairs are adequately prepared, trained, and well-versed in emergency response. (Marta Cady, Associate Dean of Students for Student Support)
- **Communications:** Ensure consistent divisional messages within and beyond Student Affairs, align divisional messaging with university messaging, seek ways to "tell our story" more broadly, and develop a comprehensive plan for a stronger social media presence. (Sarah Comstock, Associate Dean of Students for Student Involvement and Programs)
- **Assessment:** Develop a comprehensive Student Affairs assessment plan inclusive of learning outcomes, KPI's, and benchmark studies. Seek ways to collect and utilize data that provides critical information regarding the student experience on campus. (Debbie Chee, Associate Dean of Students for the Residential Experience and Director of Residence Life)

### **Student Affairs Staffing Updates:**

- Michelle Shandrow, Administrative Specialist for Student Rights and Responsibilities, began December 2019. Michelle has provided administrative assistance to executive level employees in various industries for the last 15 years.
- Andrew Cornell, Interim Chapel and Office Coordinator, began January 2020. Andrew holds a PhD in American Studies and served as an Assistant Professor at Williams College prior to his arrival to Puget Sound.
- Brent Hopkins, part-time psychologist, began his role in January 2020. Brent is a graduate of Fielding Graduate University and comes to us from Washington State University where he served his last internship.

## Appendix E - Report from Dean of Students Uchenna Baker

### **Policy and Procedure Updates:**

#### **New Procedure for CHWS Screenings**

Screenings for CHWS counseling services will now be referred to as “Recommendation and Referral Services” to better reflect what a student can expect during this process. This Recommendation and Referral process will serve as an entryway for all mental health services. Additionally, rather than a 20-minute screening process, this new process allows for increased time for a student to meet with a counselor and hear about the resources available to them, both on and off-campus. Recommendation and Referral Service can be scheduled same or next-day and will last 45 minutes. During this appointment, students can expect to leave with a treatment plan outlining care recommendations which could include a range of services both on and off-campus.

### **Posse Updates:**

- Associate Professor of Exercise Science Jung Kim has been identified as Puget Sound’s Posse 5 cohort mentor. Dr. Kim earned her M.A. from Pepperdine University and her Ph.D. from New Mexico State University. Dr. Kim joined Puget Sound in 2012 and is excited about this new role.
- The annual Posse Plus Retreat (PPR) will be taking place from February 7<sup>th</sup>-10<sup>th</sup>. Over the course of that weekend, a group of students, faculty, and staff; one Trustee; and President Crawford will engage in critical dialogue around this year’s topic: “The State of Politics”. Given our current political climate, this topic is timely and aims to invite participants to consider thoughtful and effective ways to talk across difference.

### **Spring 2020 Residential Occupancy Data**

Occupancy data reflects a comparison between spring 2019 and spring 2020 data. Overall occupancy has increased in comparison to last year’s data. This increase is particularly reflected in the data for residence halls and houses.

Halls	Spring 2020			Spring 2019		
	# as of 1/17/2020	Capacity <sup>(1)</sup>	%	# as of 2/5/2019	Capacity <sup>(1)</sup>	%
ANDERSON/LANGDON	131	165	79%	135	165	82%
HARRINGTON	77	85	91%	70	85	82%
LANGLOW	13	15	87%	9	15	60%
OPPENHEIMER	65	74	88%	58	74	78%
REGISTER	73	78	94%	74	78	95%
SCHIFF	69	76	91%	68	76	89%
SEWARD	100	115	87%	100	115	87%
SMITH	67	75	89%	47	75	63%
THOMAS	126	135	93%	128	135	95%
TODD/PHIBBS	188	200	94%	184	200	92%
TRIMBLE	174	184	95%	176	184	96%
<b>Total</b>	<b>1083</b>	<b>1202</b>	<b>90%</b>	<b>1049</b>	<b>1202</b>	<b>87%</b>



Appendix E - Report from Dean of Students Uchenna Baker

Houses	220	251	88%	208	251	83%
<b>Greek Houses</b>						
Unit A GPB	21	33	64%	22	33	67%
Unit B SAE	27	31	87%	24	31	77%
Unit C ALP	26	33	79%	27	33	82%
Unit D PDT	25	39	64%	30	39	77%
Unit E KAT	23	32	72%	30	32	94%
Unit F SGX	24	32	75%	30	32	94%
Unit G BTP	22	34	65%	29	34	85%
Unit H PBP	30	38	79%	26	38	68%
<b>Total</b>	<b>198</b>	<b>272</b>	<b>73%</b>	<b>218</b>	<b>272</b>	<b>80%</b>
<b>All Residences</b>	<b>1501</b>	<b>1725</b>	<b>86%</b>	<b>1475</b>	<b>1725</b>	<b>85%</b>
	<b># as of 1/17/2020</b>	<b>Capacity</b>	<b>%</b>	<b># as of 2/5/2019</b>	<b>Capacity</b>	<b>%</b>
First Year Areas <sup>(2)</sup>	638	719	89%	631	719	88%
Continuing Student Areas <sup>(3)</sup>	863	1006	86%	844	1006	84%
<b>Total</b>	<b>1501</b>	<b>1725</b>	<b>87%</b>	<b>1475</b>	<b>1725</b>	<b>86%</b>

<sup>(1)</sup> Overall residence capacity increased by 1. House capacity reduced from 251 to 249 as 1312 N Alder is now a Resident Director residence. The Residence Hall capacity increased by 3 as the Resident Director residence in Seward Hall is now a triple. *In addition, 1514 N Alder is taken off line for the year for the Welcome Center construction. The capacity was not reduced as this reduction is not a permanent reduction.*

<sup>(2)</sup> First Year Areas includes 29 RAs and transfer students on the Schiff Hall 1st floor. They consist of Anderson/Langdon, Harrington, Regester, Schiff, Seward, and Todd/Phibbs halls.

<sup>(3)</sup> Continuing Student Areas consist of Langlow House, Oppenheimer, Smith, Thomas, and Trimble Halls; Campus Houses; and Greek Houses.

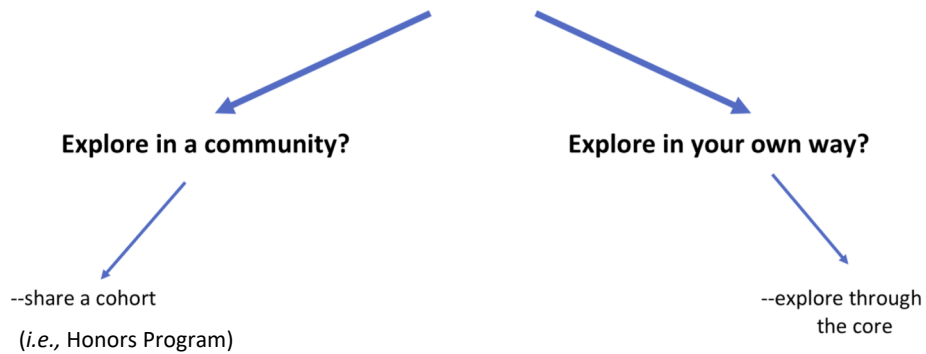
## CTF RECOMMENDATIONS

**February 5, 2020:** general framework

**March 4, 2020:** workload

**Late March/early April:** policy recommendations and possible revision of graduation requirements

### Current Core



**Survey results:** Elements of a curriculum most likely to address current faculty concerns about the core

college transition information and awareness (metacognition) for first-year students

a small cohort-based intellectual community (under 20 students)

interdisciplinary work (across any combination of disciplines)

faculty modeling for students the exploration of significant problems/questions through multiple perspectives and methodologies

participation in an intellectual community beyond a major or minor

## Developing a framework for curricular reform

**Backwards design:** what are our goals for our students?

**Scaffolding:** how do we imagine the trajectory of students across their undergraduate experiences?

**Purpose:** how do we enable faculty and staff to support and guide students as they find and make meaning in their educational experiences?

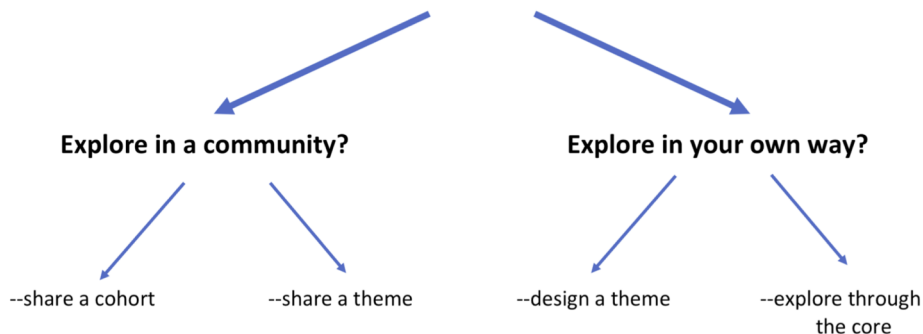
## What we have heard from faculty: *different students need different ways to succeed*

### GOALS FOR IMPROVING THE CURRENT CORE CURRICULUM:

- Support *growth to independence* for all students (recruitment)
- Create multiple sites for learning, collaboration, reflection, meaning-making, and belonging, especially in the first two years (retention)
- Develop flexible routes through the core (success to graduation)

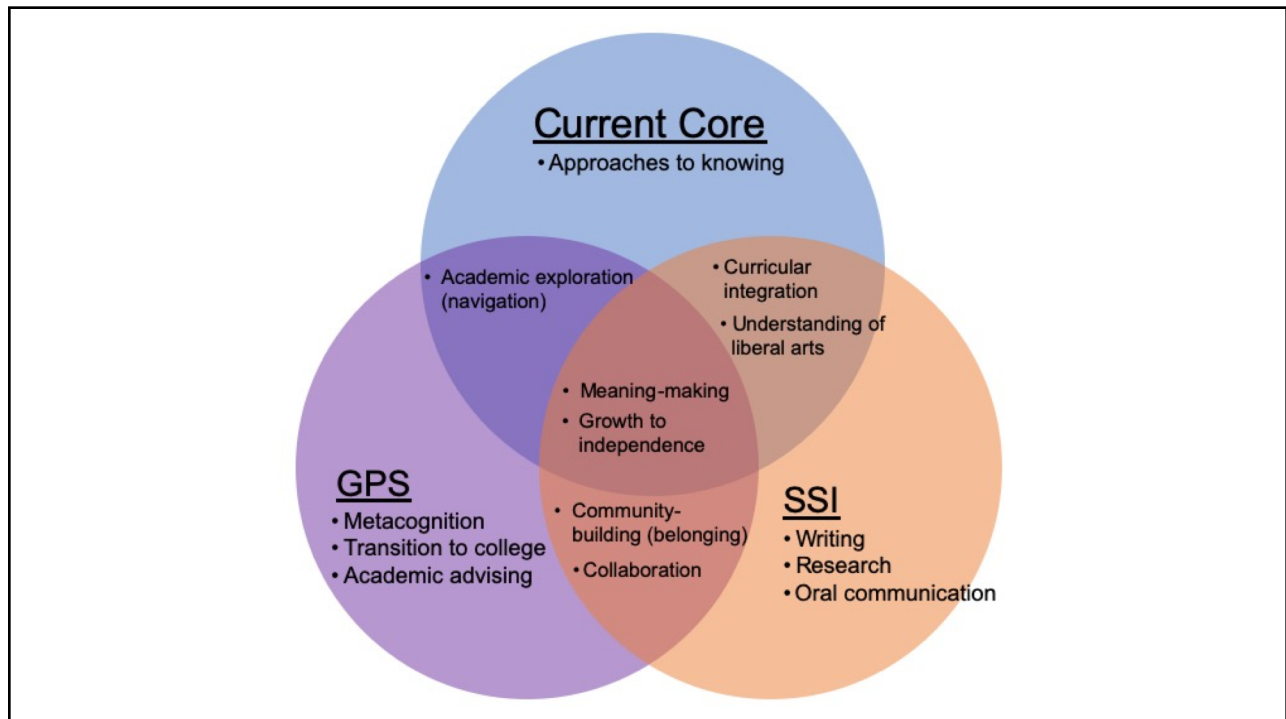
### *How can we support students finding meaning in the core?*

## Core wayfinding



## First year: belonging, meaning, integration

- **First year academic experience: year-long SSI class**
  - community-building across the year based on academic interest
  - skill development across the entire year
  - engagement with the liberal arts and the intention of the core
  - teaching possibilities and collaborations: A-A, A-B, AB-AB, etc
  
- **Guide Puget Sound (GPS): re-imagined advising as partial-unit class**
  - community-building projects (on and beyond campus)
  - navigation of transition to college (metacognition)
  - navigation of core options and intentional movement through education (core, major selection, etc)



## **What to expect from the CTF (and when)**

- Discussion of workload recommendations & refinement of model  
(March 4, 2020 faculty meeting)
  
- Policy recommendations on:
  - Co-teaching policy to support faculty collaboration
  - Student “double dipping” to streamline the core
  - Upper division work in relation to the core
  - . . . and more?(Forthcoming in spring 2020 faculty meetings)
  
- Recommendation for revision to graduation requirements, if needed  
(March 25 or April 1, 2020 faculty meeting)

# Highlighting in OCRed versus non-OCRed text

Marie-Laure Ryan  
Johannes Gutenberg University, Mainz

Meaning, Intent, and the Implied Author

My interest in the implied author (henceforth IA) dates back to a discussion on the Narrative listserv a few years ago. I have forgotten what started the thread, but I remember that it concerned how the IA of a certain text should be constructed and that all the participants seemed to take the theoretical importance of this notion for granted. Narrative fiction, all seemed to agree, was the product of a six-participant transaction involving an author, an implied author, a narrator, a narratee, an implied reader, and a real reader, though the outermost two participants were considered of no concern for literary criticism. In my earlier work, I had dutifully appended

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# Finding words OCRed versus non-OCRed text

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Find  
implied author  
Previous Next

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Find  
implied author  
Previous Next

Acrobat Reader  
Adobe Acrobat Reader has finished searching the document. No matches were found.  
OK

# Selecting in OCRred versus non-OCRred text

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*Johannes Gutenberg University, Mainz*

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## OCR process

Making a scanned document completely accessible requires two steps:

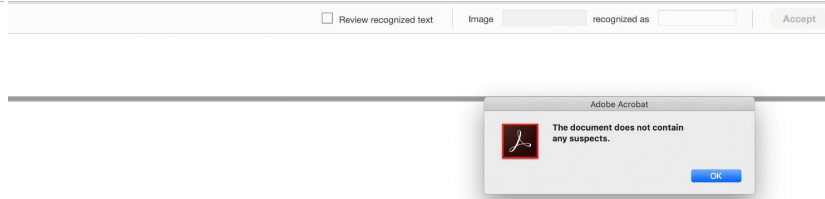
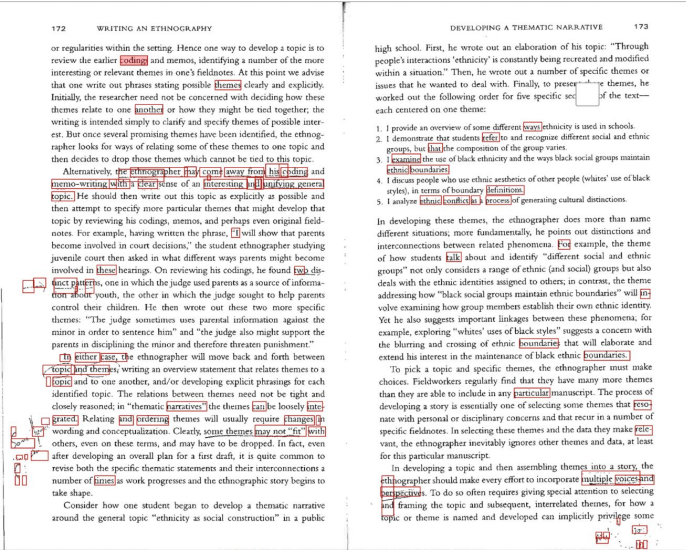
1. Running the document through Adobe Acrobat Pro, something that is automated and does not require a person to monitor the process and can even be batch processed overnight.
2. Correcting suspect words (especially handwritten words, words in another language than the dominant language of the text, italicized words, text in an unusual font). This step is ameliorated with a clean scan, but it can be time-consuming, even with a clean scan.



# Step 2 of OCRing

## Scan with writing on it

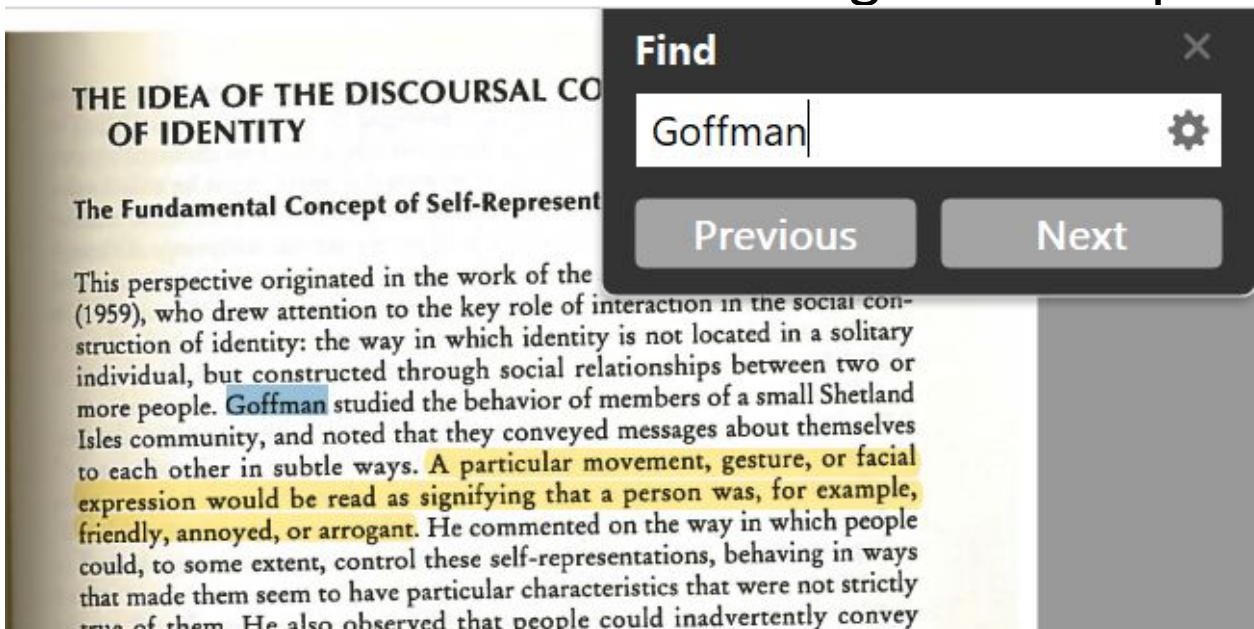
## Clean scan



192 EDWARDS AND GRAHAM

2004, p. xiii). Consequently, conceptualizations of family identity are intertwined with conceptualizations of communication (Fitzpatrick & Wambach, 1993). In other words, how one defines family may well shape how one theorizes about communication.

Step 1 of OCRing alone is beneficial and enables most functions of OCRing, as seen in this slightly off-kilter scan that has been through OCR Step 1



## OCR testimonial from Jordan Fonseca



Puget Sound Class of 2018: Physics; Mathematics; Honors; Lillis Scholar; Commencement speaker; former CWLT Tutor, Writing Advisor, Academic Consultant, and Peer Tutor Coordinator

Current PhD student in Physics at UW

### From Jordan Fonseca

**Searchability:** All students benefit from having texts that are searchable. . . . This sort of analysis doesn't substitute other forms of textual analysis, but it adds yet another tool to the arsenal of skills/perspectives/lenses that students have. Analyzing which words are used, where they are used, and how often they are used is something all students can do with an OCR'd reading that is incredibly tedious to perform without computer searchability. Also, it's easier to navigate to a passage you remember when you can just search for a phrase, which makes the essay-writing process a lot more fluid when you're using a digital text!

## From Jordan Fonseca

**Flexibility:** An OCR'd reading can be consumed in a more flexible way. I have a friend who majored in P&G who had hundreds of pages of reading to do each week for each class, and one of the things they would do with machine-readable texts was listen to them on a fast reading speed while they were looking at the text as a way of maintaining focus and pace to get through a lot of material.

## From Jordan Fonseca

**Durability:** Digital is convenient, and this is not an immaterial benefit. After college, I sold or donated most of my course texts that didn't seem directly relevant to my future. I recycled notebooks from classes that weren't going to affect my PhD. And I did that not because I didn't like those classes or because I never thought I'd pick up those books again. I did it because books are heavy, and moving is hard, and lugging around a box of college notes and course readings wasn't a top priority compared to the other priorities of navigating post-college life. But **I still have all my notes from the courses in which I was allowed to take digital notes. I still have all the PDFs of readings that I've saved—and if it was a reading I did digitally, rather than just printing out, I still have all my annotations.** What's more, I've looked at them since I graduated!

## From Jordan Fonseca

**Skill development:** After college, most students are going to do a significant fraction of their reading online. If they're in grad school like me, they'll have PDFs of books. **Faculty members have valid concerns about the detrimental effects of allowing digital devices and techniques in the classroom. But now, I need those skills, and I wish that I had had the opportunity to practice them earlier.** I wish I felt more comfortable using the tools available for reading digital texts just like I wish I had learned to take better digital notes, and I believe that investing the time and resources in making all course readings machine-readable, and treating this development as an asset to be woven into the structure of each class is a step toward ensuring that all Puget Sound graduates acquire a useful skill in digital literacy that they can use for the rest of their lives.