

Faculty Senate Minutes May 4, 2009

Senators present: Rich Anderson-Connolly, Kris Bartanen, Douglas Cannon, Sue Hannaford, Kristin Johnson, James Luu, Steven Neshyba, Amy Ryken, Stacey Weiss, Jenny Wrobel

Visitors present: Jane Carlin, Monica DeHart, Alyce DeMarais, John Lear, Garrett Malim, Jennifer Neighbors, Kate Sterling, George Tomlin, Seth Weinberger, Peter Wimberger

Chair Cannon called the meeting to order at 4:03 p.m.

I. Approval of minutes of April 27, 2009

The minutes of the meeting April 27, 2009 were approved.

II. Announcements

Cannon announced that the Faculty Senate election was still in progress and results were expected in the next day or two. He noted that the final meeting of the current Senate will be held on May 11, 2009 at 4:30pm, with the meeting of the new Senate following immediately at 4:45pm. He asked senators to think carefully about elected officers for next year, emphasizing the important role that the Executive Committee plays in setting priorities and establishing faculty committee assignments.

Cannon noted that at a November 2008 Senate meeting, senators voted to establish an ad hoc committee on benefits that would work in cooperation with Human Resources. He reported that the committee had not yet been constituted and that he was in the process of approaching possible participants.

III. Special Orders

None.

IV. Reports of Committee Liaisons

None.

V. Leave Policy for Adoptions

Johnson shared a draft of a motion about a leave policy for faculty who are adoptive parents. She emphasized the need for equitable benefits and noted that the current policy is based on an assumption of medical leave and the obstetrically recommended postpartum recovery period of six weeks. She noted that some obstetricians recommend a much longer recovery period and highlighted that, therefore, the amount of leave time recommended is debatable. She highlighted that many universities have moved to a bonding-with-child-rationale for paid leave. Neshyba seconded. Hannaford queried if Johnson wanted the word "paid" in the motion. Johnson and Neshyba accepted the friendly amendment.

Motion: I move that the Senate add the issue of paid leave for faculty who adopt a child to the list of charges being examined by the Ad Hoc Committee on benefits. M/S/P

Anderson-Connolly suggested that there be a more comprehensive way to look into these issues (rather than having issues listed in Senate minutes). He suggested using Moodle to get input

from all quarters rather than having a piecemeal approach. Cannon reminded senators that a large list of issues was generated at a fall faculty meeting, and that a number of senators have suggested getting a sense of how faculty prioritize the issues, as the university may have to make difficult choices in tough economic times.

VI. Year-End Reports of Standing Committees

Academic Standards Committee Year-End Report (Appendix A)

Weinberger noted that the ASC had a productive year and noted changes to the course abandonment, class disruption and medical withdrawal policies. He reminded senators that the suggested changes to the pass/fail policy were on the agenda for the May 5, 2009 faculty meeting. He described a new honor code which incorporates the existing student integrity pledge and highlighted that, as is current practice, students will say the honor code at matriculation. He noted that while the ASC had discussed other ways to implement the honor code (such as having students reaffirm as a part of the course registration process or printing the pledge on the cover of blue books) the ASC does not, at this time, have a specific recommendation. He noted that the ASC hoped the Senate would consider how to urge or require an ongoing reaffirmation of the honor code. He highlighted charge #4 for the 2009-2010 which emphasizes increasing faculty involvement with the admissions process.

Anderson-Connolly asked about charge #3 related to independent study. Weinberger responded that the fundamental question for consideration is how the university views independent study and its impact on faculty workload, and highlighted that this is an important issue for consideration by the Senate and the faculty.

Bartanen noted that she will be bringing the revised honor code to the Trustees at the May meeting for a Fall 2009 implementation and wanted to check that it was okay with the Senate to take it forward.

M/S/P to receive the Academic Standards Committee year-end report

Bartanen asked how she should take the motion, highlighting that the Amendment to the Integrity Code would come through the Student Services report. The Senate has a period to “up or down” committee actions. Anderson-Connolly responded that he would like some time to read and talk about the honor code. Luu wondered what the sentiment of the Senate was. He noted that ASUPS had passed the honor code and moved to endorse the recommendation of the ASC. Bartanen seconded.

Weinberger highlighted that the ASC’s purpose was to make students more aware of the nature of responsibility in an academic community, and to have students acknowledge the standards to which they will be held. He emphasized there are no new duties for students and no new standards, but in crafting the language the ASC was trying to add the academic component to the integrity code. Neshyba noted that his hesitation was about what it means, legally, if a student makes the pledge. Bartanen noted that Puget Sound has a long standing academic policy in the handbook; the only change is that the integrity code now includes academic integrity along with all the other forms of integrity. Luu noted that ASUPS had discussed the same issues and decided that this was a positive change (because it asks students to take more responsibility for their actions). Anderson-Connolly wondered if a pledge was the best way to effect change and noted he wanted more discussion about the repetition of the code across a student’s academic career. Neshyba noted he thought the document was editorializing by stating that Puget Sound “is dedicated to developing its members’ academic abilities and personal integrity.” Bartanen noted that the mission of the college includes elements such as “awareness of self and others” and

“developing citizens”. Wrobel stated she agreed with Bartanen and noted that the qualifying statement is in line with the university mission and affirms qualities that contextualize the pledge.

Motion: The Senate endorses the revision of the student integrity pledge recommended by the Academic Standards Committee and recommends the inclusion of the revised pledge in the academic handbook. M/S/P (1 no, 1 abstention)

International Education Committee Year-End Report (Appendix B)

Wimberger noted that the suggested charges listed in the report may change as the IEC has one more scheduled meeting. He noted that there is a moratorium on adding study abroad programs and shared that the committee had reviewed programs reducing the list from 150 to 94 programs. He highlighted that a significant change in the application process is that all students must apply by a single deadline, February 15.

Wimberger then drew the Senate’s attention to the “Sustaining an Academically Strong and Financially Viable Study Abroad Program” report by Bartanen (Appendix B) and highlighted a number of concerns about the recommendations: that reducing to a list of 40-50 programs might lead to competition across departments, and would reduce the diversity of offerings, which is a selling point to new students, instituting a GPA benchmark would reduce the flexibility of individual programs, and because of the single application deadline sophomores would only have three semesters of coursework to reach the GPA benchmark. Given these concerns, the committee decided to keep the current GPA benchmarks (determined program by program). Wimberger then noted a tension the committee faces as it works to balance academic and financial considerations. Lear shared that if Puget Sound has to put limits on study abroad due to budget constraints the IEC will need to determine criteria for selecting students. Bartanen noted that the IEC provides an opportunity for faculty to have input if criteria are set.

Weiss thought it would be valuable to be updated through the role of Senate liaison to the ASC. Anderson-Connolly stated if the committee chairs checked in regularly the Senate might want to make room on an agenda for discussion of issues as needed. He asked if the IEC now felt Puget Sound had too few study abroad programs. Wimberger noted that the list of programs will always be dynamic, for example, right now there is more interest in the Middle East programs. Next year the committee plans to review the geographic and disciplinary distribution of programs. Anderson-Connolly questioned if more programs were added, would programs from Europe be dropped, and wondered if programs should be more frequently reviewed and pruned. Lear reminded senators that a moratorium on adding study abroad programs still exists, but that the IEC hopes to see new programs as early as next year. Neshyba asked if programs were assessed. Wimberger noted that studies are conducted by both the Study Abroad Office and the Forum on International Education.

M/S/P to receive the International Education Committee year-end report

Library, Media, and Information Systems Committee Year-End Report (Appendix C)

Carlin noted that the major concern from the LIMS was to introduce a resolution for Senate endorsement to support greater integration between teaching, the curriculum, and the library resources (Appendix C). Neighbors noted that the Research Practices Survey results indicated that students do not have the necessary research skills and that the LIMS hopes to identify ways to integrate and consistently reinforce information literacy skills throughout the curriculum. Carlin emphasized the need for a

systematic and integrated program, noting that the work of the committee is well timed with the recommendations of the recent reaccreditation report.

Motion: The Senate endorses the resolution of the Library, Media, and Information Systems Committee with respect to integration of information literacy within the Puget Sound curriculum.
M/S/P

M/S/P to receive the Library, Media, and Information Systems Committee year-end report

Institutional Review Board Year-End Report (Appendix D)

Malim noted that although the final numbers were not yet in, the IRB had processed 75-80 protocols; the vast majority of which were handled as expedited or exempt at the departmental level by departmental delegates. He shared that the website was under revision and the IRB hopes that the new website will help guide students through the application process. He added the IRB hopes to offer informational meetings or trainings for departmental delegates next year. He reported that the committee decided not to pursue adding Federalwide Assurance at this time as the IRB did not perceive a need for this broad coverage for the campus research community. He added that the IRB has added a delegate at large position to assess protocols that do not originate in academic departments and noted that the application process has been streamlined, now using electronic review rather than paper copies.

M/S/P to receive the Institutional Review Board year-end report

Faculty Advancement Committee Year-End Report (Appendix E)

Sterling noted that the FAC had a full year and emphasized that the work of the committee is time well spent and that the process of reviewing faculty colleagues' evaluation files is a rewarding and humbling process. She noted that the decision to elect the entire committee as co-chairs reflects the spirit of how the work of the committee is conducted. She highlighted that streamlined files have a judicious review, but that not all members of the committee review every streamlined file, thus the high workload is balanced. She highlighted that the deadline for promotion files has been moved up by one week to better help the committee complete the review of these files before winter break. She emphasized that the Senate and the Faculty might want to review the decision to allow open files at tenure, as the FAC has noted evidence of more guardedness in letters submitted. She shared that the reaccreditation committee was impressed with the seriousness and amount of faculty involvement in the review process. She reminded the Senate that every missed deadline slows the work of the committee. Anderson-Connolly noted that he thought a reconsideration of the open tenure file decision was an issue worth full faculty consideration. Weiss questioned whether "evidence" was the correct term. Sterling noted that the committee could count the number of instances of guarded letters where there was an indisputable issue. Weiss stated that the faculty would be interested in hearing this feedback. Sterling noted that the pattern had been observed over the past two years. Neshyba emphasized that because of changing membership the memory of the committee is short and that it would be important to make the comparisons soon. Cannon noted that the issue could be discussed at a faculty meeting. Anderson-Connolly asked if Sterling was comfortable speaking about the issue to the full faculty. Sterling responded that she is only one co-chair and she wanted to confer with her other co-chairs. She noted that the committee did not feel comfortable making a recommendation, and highlighted a possible tension of sharing information and maintain confidentiality.

M/S/P to receive the Faculty Advancement Committee year-end report

Cannon noted that the issue of early promotion and tenure was on the agenda of the May 5 faculty meeting.

M/S/P to extend the Senate meeting time to 5:50 to receive the Professional Standards Committee year-end report.

Professional Standards Committee Year-End Report (Appendix F)

Tomlin reviewed issues that the PSC would consider next year and beyond. He reported that clarifying the relationship between formal and informal challenges in a faculty evaluation was a more straightforward matter than considering how an evaluation will be reactivated when the grievance process is completed. Tomlin highlighted changes to the buff document, in particular item 2, where departmental guidelines for professional development will be posted on the internal campus web (to promote discussion about varying expectations for professional development). He noted that this year the PSC reviewed the faculty evaluation guidelines and formed two hearing boards in response to evaluation appeals. He highlighted the tension between balancing the ongoing work of the committee with hearing boards (which cannot be predicted ahead of time). He noted that despite the tension, the PSC did not see the need to formally split into two committees at this point in time.

Anderson-Connolly thanked Tomlin for the informative report and asked how the issues of privacy and due process were being considered in the Human Resources proposed policy for background checks on faculty members. Tomlin responded that the PSC had reviewed an early paper and that a revised report would be brought forward for review in fall 2009.

M/S/P to receive the Professional Standards Committee year-end report

Cannon thanked Tomlin for his careful and efficient work as PSC chair.

VII. Revised organization of Honorary Degree Committee

Due to lack of time this item was postponed until Fall 2009.

VIII. Adjournment

The meeting was adjourned at 5:55pm

Respectfully submitted,
Amy E. Ryken

Appendix A

Year-End Report of the Academic Standards Committee

Petitions: During the period covering May 1, 2008 to September 4, 2008 (the previous year-end report did not present petitions information for summer 2008) there were 81 petitions, of which 3 were approved by the registrar and 14 by the petitions preview team. Of the 64 petitions that went before the Petitions Subcommittee, 51 were approved while 13 were denied. Of the 81 petitions, 19 were for readmission after suspension or dismissal, 9 were waivers of the last 8 units in residence requirement, and 9 were for drop with a “W” grade after the automatic “W” period.

During the period covering September 5, 2008 to April 30, 2009, there were 171 petitions, of which 28 were approved by the registrar and 46 by the petitions preview team. Of the 94 petitions that went before the Petitions Subcommittee, 71 were approved and 23 were denied (no action was taken on 3). Of the 171 petitions, 33 were registrations for classes with time conflicts, 32 were for late adds within the automatic “W” period, 18 were for readmission after suspension or dismissal, and 14 were waivers of the last 8 units in residence requirement.

Hearing Boards: There was only one hearing board convened in 2008-09 for an instance of the second violation of the university’s academic integrity policies. The student in question was a senior. The hearing board handed down a sanction including an “F” grade for the course in which the plagiarism occurred, a notation indicating the reason for the grade placed on the student’s transcript, and a requirement that the student finish his graduation requirements at Puget Sound.

While one hearing board represents a dramatic decline from the ten that were held in 2007-08, the registrar notes that the number of hearing boards seems to vary markedly from year-to-year and is not confident that the decline represents anything other than normal fluctuation.

Withdrawal Policy: The ASC considered a charge from the Senate to discuss whether students should continue to be required to obtain drop codes from their professors during the automatic “W” period. After a debate considering the desire for student responsibility against the desire to keep advisors and professors on top of their students’ decisions, a motion to do away with drop codes was soundly defeated.

The ASC also conducted a comprehensive look at the W/WF policy, examining data on withdrawals for each week of the term, and judged that the new withdrawal policy was working well.

Course Abandonment: The ASC spent some time considering the university’s policy on course abandonment; specifically, what grading options were available to the professor in the event a student simply stopped coming to class. The existing language read “When a student abandons a course without completing official withdrawal procedures, the instructor assigns an appropriate grade, normally the WF. If the instructor does not assign a grade, a grade of WF will be entered by the Registrar.” However, the discussion was prompted by an instance in which a professor wanted to award a W, arguing that the student had abandoned the course during the automatic “W” period, making the W, rather than the WF, the appropriate grade. The committee felt that, while it wished to respect the autonomy of the professor, such a grade was not appropriate. Thus, the ASC passed a motion to change the abandonment language so students abandoning classes after the 6th week will automatically receive grades of WF regardless of when the abandonment “occurred”. The ASC also specified the withdrawal policy for the summer sessions.

Excess Courses: A concern was raised before the ASC about the nature of excess courses which may not apply directly to the major of a student but, if the course is in the same department as a student's major, do count towards the student's major GPA. This can make it very difficult for a student to "fix" her GPA. While there was no resolution on what should be done, this issue should, perhaps, be addressed next year.

Reading Period: The ASC has spent much time on the question of the purpose and intent of reading period. The language governing reading period states that "no activities" shall be held; this has been interpreted to include formally scheduled review sessions. The ASC's understanding of reading period is that is to be a time during which students are free from any and all formal or mandatory obligations, and that even a review session can be seen by students as required. Furthermore, there are concerns that faculty could introduce new material during reading period. However, as students often request review sessions and as reading period is, to some degree, intended for students to prepare for their exams, an informal arrangement has emerged in which professors will sit in rooms to review material with any students who happen to attend. After considerable discussion, the ASC requested that the Faculty take up the issue of the purpose of reading period and decide whether review sessions should be allowed. The ASC's concerns on this issue were presented to the Senate on April 13, 2009.

Pass/Fail Grades: The ASC moved to do away with the option for Pass/Fail grades in academic courses. Several factors motivated this change: That certain classes seemed to attract a large number of P/F students that detracted from the class and that students were not using the P/F option in a manner consistent with the spirit of trying classes outside of a student's comfort zone (examples include freshmen taking P/F courses and seniors taking P/F courses within their major department). After (admittedly non-scientific) research revealed Puget Sound's policy to be among the most lenient, the ASC unanimously voted to abolish the option, recognizing that such a action would most likely provoke debate in the Senate and the Faculty. The chair of the ASC is scheduled to appear before the Faculty on May 5 to solicit opinions on the P/F grade option.

Class Disruption Policy: The ASC considered the class disruption policy, which allows an instructor to have a disruptive student removed from class until an agreement on acceptable behavior can be reached between the student, instructor, and Academic Advising. After considering the responsibility the university owes to its students and the need to preserve faculty autonomy, the ASC passed new language that reads as follows (changes in *italics*):

Disruptive class behavior is unacceptable. Disruptive class behavior is behavior which, in the judgment of the instructor, impedes the other students' opportunity to learn and which directly and significantly interferes with class objectives. Should such behavior occur, *the instructor is expected to inform the student and the Director of Academic Advising of the behavior deemed to be problematic and to attempt to work out a solution to the problem. If a solution cannot be reached, the instructor will direct the student to leave class and will refer the matter to the Director of Academic Advising.* Permission to return to class will be granted only after the student meets with the Director of Academic Advising and signs a contract agreeing to appropriate ameliorative action. If the disruptive behavior continues, the instructor may direct the Registrar to drop the student from the course. Students wishing to appeal an administrative drop for class disruption may do so by petition to the Academic Standards Committee. In such cases, students will continue to be barred from class until the Committee renders its decision.

The language was passed with the understanding that any appeal would take place in a timely manner so as to not make impossible for a student to return to class.

Advisors in the Major: It was brought to the attention of the committee that several departments have very large numbers of majors which leads to faculty having very large numbers of advisees, creating an advising burden on certain members of the faculty. The ASC considered various options, including training members of “under-advised” departments to act as advisors in an over-burdened department, but no successful resolution was reached. The discussion was ended by tasking Associate Dean Sarah Moore and Director of Academic Advising Jack Roundy with talking with department chairs to see if there was interest in developing a solution.

Medical Withdrawal Policy: The Office of the Dean of Students raised concerns over the language of the university’s medical withdrawal policy as the existing language seemed to obviate a student’s ability to obtain multiple medical withdrawals for a recurring psychological condition. The withdrawal policy was changed as follows:

Medical Withdrawal Policy

Medical withdrawal may be an appropriate response to a medical or psychological condition that prevents a student from completing the semester’s work.

The Academic Standards Committee may permit medical withdrawal when the following steps are taken:

1. The student must withdraw from all courses. Withdrawal must be initiated on or before the last day of classes of the current term.
2. The student must submit to the Registrar a personal statement and a health care provider's statement describing the medical or psychological conditions that prevent the student from completing the semester’s work. The Registrar or the Academic Standards Committee may wish to consult with the student before acting on the petition.
3. The Registrar makes a recommendation to the Academic Standards Committee, which then makes the final decision.
4. If the medical withdrawal is approved, the student will receive grades of “W” (passing withdrawal) in all courses.

A student may return from a medical withdrawal with the permission of the Academic Standards Committee. Permission may be granted with an approved re-enrollment petition to the Committee that includes the student's personal statement, a health care provider's statement, and any other statement or documentation required by the Committee. Health care providers may also stipulate conditions under which re-enrollment will be permitted; the student must meet such conditions and any continuing conditions set by a health care provider.

Medical withdrawal petition forms, health care provider forms, and medical withdrawal re-enrollment forms may be obtained from the Office of the Registrar.

Involuntary Withdrawal: The committee considered the need for a policy allowing the university to involuntarily withdraw students who, in the opinion of the university, need to be withdrawn from classes but who refuse to do so. Much of the discussion focused around legal issues and the potential for abuse. While no policy was passed, the ASC did task Assistant Dean of Students Debbie Chee to look more into the policies extant at other universities as well as the possibilities of getting a medical

professional to evaluate a student in the case of the university desiring to implement an involuntary withdrawal.

Independent Study: The question of the nature and purpose of independent study was also considered by the committee. It was brought to the attention of the ASC that several students were doing independent studies of very similar natures with one instructor leading the committee to question whether that was truly independent or simply an off-the-books course. This raised questions of teaching loads for instructors, questions of equity (would instructors feel required to offer multiple independent studies in departments in which there is a norm of doing so?), and curricular integrity (are courses being offered that are not being approved by the Curriculum Committee?). Ultimately, the ASC decided that the question of the nature and purpose of independent study was beyond the scope of the committee, and decided to seek the advice of the Senate and Faculty. The ASC's concerns on this issue were presented to the Senate on April 13, 2009. The ASC also decided to add some questions to the Independent Study Request form in order to gather information on the extent and nature of the problem.

Honor Code: The ASC has been considering for some time the implementation of an honor code. After much discussion of language, the ASC voted to pass the following language and to add it to the Academic Handbook:

I am a member of the community of the University of Puget Sound, which is dedicated to developing its members' academic abilities and personal integrity. I accept the responsibilities of my membership in this community and acknowledge that the purpose of this community demands that I conduct myself in accordance with Puget Sound's policies of Academic and Student Integrity. As a student at the University of Puget Sound, I hereby pledge to conduct myself responsibly and honorably in my academic activities, to be fair, civil, and honest with all members of the Puget Sound community, and to respect their safety, rights, privileges, and property.

This language incorporates the existing Student Integrity pledge that students take at matriculation. Dean Kris Bartanen will present this language at the next meeting of the Board of Trustees; the language has also be approved by ASUPS. The ASC also moved to implement the policy (pending approval by the Board of Trustees) by substituting this combined language for the language pledged at the matriculation ceremony as well as by requiring students to affirm their commitment to the Honor Code prior to registration each semester. The ASC also adopted a short version of the pledge (which follows) and recommends that instructors require students to sign this short version on all work handed in and to be included on, if possible, blue books

Short version: I hereby pledge that this is my work, completed in accordance with the University of Puget Sound's Academic Integrity policy.

Finally, a summer sub-committee was formed to evaluate the existing on-line materials concerning academic integrity.

Recommendations for 2009-10:

1. Hearing board: Oftentimes, a violation of academic integrity will occur towards the end of one semester, but the hearing board will not be convened until the following semester. When this happens, it is not clear to the board whether it is fair to dismiss the student (if dismissal is deemed to be warranted) for the current semester when the violation occurred in the last and

the student was permitted to return to campus (and paid fees). This issue was raised several times during hearing boards in the 2007-08 academic year and needs to be resolved.

2. Reading period (see above).
3. Independent study (see above).
4. Academic climate/intensity: Following the Fall Faculty Conversation, the chair of the ASC met with George Mills, the Vice President for enrollment, to discuss ways of improving the academic climate and intensity on campus. Alas, time did not permit consideration of these issues by the full ASC. It is recommended that next year, the ASC consider the following:
 - a. Increasing faculty involvement in the admissions process
 - i. Faculty attendance at admitted student yield events
 - ii. Creating a faculty-admissions committee
 - iii. Improving the admissions essays on the application
 - iv. Increasing faculty interaction with prospective students on campus
 - b. The requirement of the SAT/ACT
 - c. Grade inflation
 - d. Standardized Assessment tests within departments
5. Excess courses (see above).

Respectfully submitted,

Seth Weinberger
Chair, Academic Standards Committee, 2008-09

Appendix B

FINAL REPORT FROM INTERNATIONAL EDUCATION COMMITTEE 2008-9

John Lear and Peter Wimberger (co-chairs)

The members of the Committee this year were: Tristan Burger (student representative), Lynnette Claire, Lisa Ferrari (Associate Dean), Mark Harpring (Fall), Diane Kelley, John Lear, Donn Marshall (Associate Dean of Students), Jannie Meisberger (Director, International Programs), Jan Moore (Study Abroad Advisor, International Programs), Heidi Orloff, Mei Rose, Jonathan Stockdale (Spring), Peter Wimberger. Thanks to them all – they did a great job!

We were charged by the Senate to do the following this year:

- A. Review and approve new and existing international education programs and program proposals, including programs led by university faculty.
- B. Continue the comprehensive review of all study abroad programs offered through the university and revise the list based on geographical location and academic coverage.
- C. Assist the Office of International Programs in selecting students for study abroad.
- D. Review and ratify the study abroad mission statement.
- E. Review the Study Abroad Working Group's recommendations and determine if they should be endorsed.
- F. Communicate on a regular basis with the Student Life Committee.

The continuing tasks of the IEC are the review of new and existing programs and the selection of students for study abroad. This year we continued those tasks as well as finished the comprehensive review of all study abroad programs offered through the university. We reviewed the recommendations made in the Study Abroad Working Group (SAWG) report and provided feedback to the administration about the financial restructuring of study abroad and the implementation of a new single study abroad deadline.

Uncharged work

Our work this year combined addressing the Senate charges and addressing requests for input from the administration about the academic impacts of the new financial structure for international education. We finished the work set out in the charges despite a number of time-consuming detours in response to administrative requests for feedback on the financial restructuring of the study abroad program. The need for financial restructuring grew out of the realization that study abroad was essentially unbudgeted in the university budget and was beginning to cost the university a significant amount of money. The increased costs are the result of an increasing number of students studying abroad, increasing program costs and students receiving greater financial aid from the University. "Partner" programs are those for which students pay university tuition, the university pays the program costs and the students receive their entire university financial aid package. These programs have become more attractive to many of our students thus increasing the cost of study abroad to the university.

The financial restructuring process, which began with the Study Abroad Working Group (SAWG) report, concluded that the costs of study abroad need to be contained and included in the university budget. As plans were developed to financially restructure study abroad, Dean Bartanen requested input on the academic impact that the different financing models being considered might have (Memo 1). The university settled on a financing structure where all students studying abroad will pay university tuition and receive up to their FAFSA determined financial need, and the university will pay program costs. The analyses suggested that this structure would allow the greatest number of students access to international education, while reducing the cost to a manageable level. This new financial structure will apply to all students entering in Fall 2009 and after.

The IEC's considerations of interactions between the university's financial concerns and academic issues (our purview) generated questions about the Committee's role in making certain decisions and continued last year's discussions of how finances should impact our consideration of academic issues. The SAWG report made a number of recommendations about study abroad academic policy that we considered this year. The committee felt strongly that it was our job to consider the academic implications of policy changes independent of the financial impacts. We will note that the changes suggested in the SAWG report all served to limit study abroad participation and reduce the study abroad costs to the university. In addition, proposals for additional changes emerged last summer from the administration and the cabinet, in particular, the goal that the total number of Puget Sound study abroad programs be reduced from around 150 to 40-50. We have reached an understanding that this goal is negotiable. In the last week we have received a new request from the administration (Memo 2) – to help decide what criteria to use for students studying abroad next year in the event that the study abroad budget is exhausted. We think that the tension between finances and academics is one that will continue to face the IEC into the foreseeable future. We wonder to what extent the Senate wants to/should be kept apprised of the ongoing discussions between the administration and the committee and whether these issues should be discussed at Senate and/or Faculty meetings.

Charges

A. Review and approve new and existing programs.

Throughout the past year there has been a moratorium on approval of new programs pending completion of program reviews. Although we have finished the program reviews, we have not formally lifted the moratorium because of ongoing discussion of key changes to study abroad driven by the administrations concerns with cost, including a possible limit on the total number of programs which might be well below our current level (see below). We did grant one-time approval for the ICCS Sicily program at the special request of an exceptional student with the full support of the Classics Department. We also added the Kyoto summer program (the moratorium doesn't apply to summer programs).

B. Continue the comprehensive review of all study abroad programs:

During the fall semester the IEC prioritized the completion of the comprehensive review of all study programs begun during the Spring 2008 semester. Programs reviewed in Spring 2008 were

those of Oceania, Asia and Africa/Middle East. During that period, we removed ten semester programs and two summer programs from those areas.

In the fall of 2008 and second meeting of spring 2009, we completed our review of programs in the regions of the Americas, Europe and United Kingdom/Ireland. During that period, we removed twenty-one semester programs and two summer programs. Three programs were “suspended” or put on “probation” pending hoped for improvements. Key criteria for removal were geographical and academic coverage, the elimination of some programs by program providers, the poor quality of others, and infrequent application for others. We attach a list of changes to programs over the last year.

C. Assist the Office of International Programs in selecting students for study abroad.

Subcommittees were formed for each semester and Committee members worked with the Office of International Programs in selecting students for study abroad.

D. Review and ratify the study abroad mission statement.

Continuing members were under the impression that this occurred last year.

E. Address the Study Abroad Working Group recommendations

The SAWG report and a subsequent memo from Dean (Memo1) recommended that IEC consider the following issues:

1. *Academic impacts of changing the financial structure of study abroad:*
Described above.

2. *Creating a single application deadline for study abroad:*
Application deadlines are not dictated by faculty, thus we provided only input. We supported the decision to change to a single deadline. The application deadline has now been changed to February 15 for all students planning on studying abroad the following year.

3. *The number of programs offered by UPS:*
The reasons for reducing the number of programs are that 1) it is easier to monitor program quality with fewer programs and 2) each program requires separate accounting in financing. We have reduced the number of semester programs to 94 from over 140. We agree that fewer programs means better quality control; however we are afraid that placing absolute limits on the number of programs will lead conflicts among departments over which programs we should offer, and will lead to a reduction in the geographic and disciplinary coverage of programs. In addition, our diversity of offerings is a selling point to prospective students and is used that way. Finding a balance of quality programs that provide disciplinary and geographic coverage is one of the continuing tasks of the IEC.

4. *Minimum GPA:*

The SAWG report recommended raising the minimum GPA for study abroad. Currently there are different minimums enforced for different programs that range from 2.5 to 3.0. Our

discussion of GPA was wide ranging. We decided to leave the current policy in place for the following reasons.

-Colleagues who offer their own programs (e.g. Pac Rim, Dijon) would like to set their own GPA requirements.

-With the new single deadline sophomores applying to study abroad their junior year have only 3 semesters of grades making up their GPA. A single bad semester could sink a student's chances of studying abroad. That semester could be due to a number of factors, not all under the control of the student, including poor advising.

-Average grades for different courses and different departments are highly variable. Some departments have average GPAs under 3.0 while in others they are above 3.5. Clearly a student's choice of courses and major will affect their GPA with the effect that students who take courses with low average grades will have a lower chance of meeting a higher uniform GPA requirement for study abroad.

5. Number of semesters students can study abroad:

Currently students can attend a year long program or attend up to two semester programs. About 7% of our students studying abroad actually do this. The vast majority of students taking two semester programs are foreign language majors taking two languages or IPE majors. We kept the current policy in place.

F. Communicate on a regular basis with the Student Life Committee.

We did not meet formally with the Student Life Committee this academic year. Informal communication occurred through Jan and Jannie and through Lisa, who sits on both committees. Several members of the IEC participated in a fall 2008 "Wednesday at Four" roundtable on Study Abroad in which Nick Kontogeorgopoulos presented data on study abroad experiences from that committee's survey.

Proposed Charges for 2009-2010

We propose the following charges to the IEC for 2009-10 (these may be amended at our final meeting and we will forward them to the Senate at that time):

- A. Review and approve new and existing international education programs and program proposals, including programs led by university faculty.
- B. Evaluate offerings from a global and disciplinary perspective with an eye to providing coverage in geographic and disciplinary areas that are currently not represented or are underrepresented. Consult with departments to find out if there are programs that they think we should have, or have additional insights about programs we have that they don't think we should keep.
- C. Assist the Office of International Programs in selecting students for study abroad.
- D. Communicate on a regular basis with the Student Life Committee.
- E. Discuss criteria for allocating study abroad in the event that the study abroad budget is exhausted and the administration requests some limit to study abroad to contain costs (see Memo 2).
- F. Work with faculty to encourage the integration of study abroad experiences into on-campus classes and work with the SLC and Dean of Students to encourage integration of study abroad experiences into co-curricular activities.

UNIVERSITY of PUGET SOUND

Est. 1888

December 1, 2008

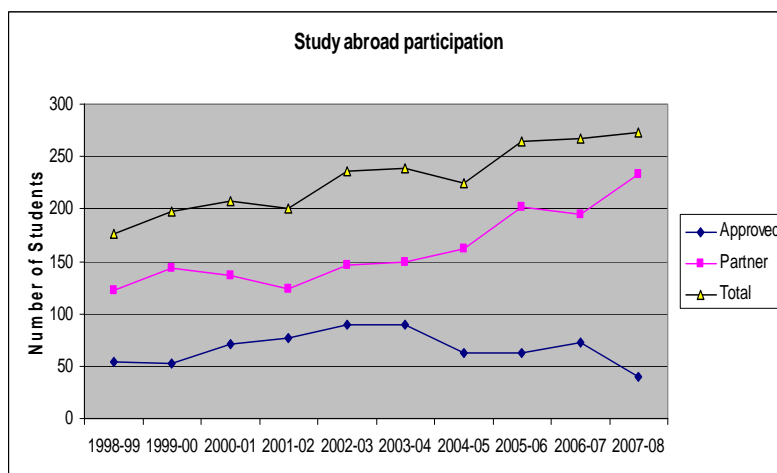
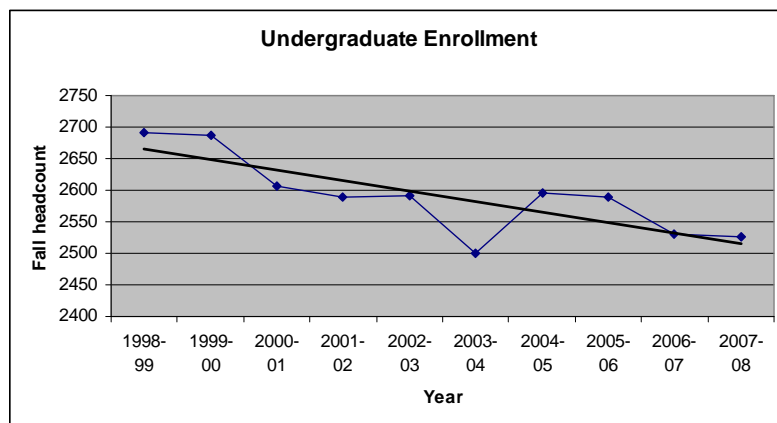
TO: International Education Committee (IEC)

FR: Kris Bartanen, Academic Vice President and Dean

RE: Sustaining an Academically Strong and Financially Viable Study Abroad Program

The purpose of this memo is to provide additional background information about efforts – over the past eighteen months – to sustain an academically strong and financial viable study abroad program at Puget Sound. Currently, the university supports study abroad in a number of ways. International Programs and Student Financial Services staff members work with students prior to and during their study abroad experiences. The university budget includes specific allocations each year that cover some of the costs associated with students enrolled in partner programs (more on this below).

Financial viability, part I: What has contributed to significant cost increases to the university? First, participation in study abroad has increased, both numerically and relative to undergraduate enrollment. In 1992, only 6-7% of Puget Sound students went abroad as part of their academic programs; now approximately 40% of graduating seniors have done so. The charts below show Fall undergraduate enrollment over the decade and the healthy growth in study abroad participation over the same period.



While the growth in participation is to be celebrated, the dual program structure for study abroad has contributed to a growing financial issue. As you know, students who participate in “approved” programs pay no tuition to Puget Sound, pay the program cost directly, and may transport State and Federal financial aid but not Puget Sound aid. Students who participate in “partner” programs pay Puget sound tuition and may transport State, Federal, and Puget Sound aid. As you can see from the chart above, both student choice and actions of the Interim Study Abroad Committee to move programs from the “approved” to the “partner” category have resulted in much more student participation in partner programs.

The “approved” and “partner” trend lines have a significant financial impact. Students who participate in approved programs bring no tuition revenue to the university. In 2007-08, the number of students on approved programs was 40 and the resulting net tuition revenue loss to the university was \$486,000.¹

At the same time, while (a) study abroad program fees increase and (b) the number of students who are choosing to participate in partner programs increase, the additional cost factor is that (c) those students choosing to study abroad on partner programs are those with higher levels of Puget Sound financial aid. Historically, the study abroad budget (i.e., tuition paid by students going abroad on partner programs) had been able to cover actual program fees, plus administrative costs and institutional financial aid. Now we face a different reality: As a group, the 233 students who participated in partner programs in 2007-08 had a financial aid level 12% above the overall undergraduate population, meaning not only that they brought no tuition revenue to contribute to the overall educational program on-campus (i.e., their dollars simply passed through to program providers) but that the university paid out an additional twelve cents on each of their tuition dollars to cover their costs, at a total cost of \$322,000.

Another way to consider these figures is to look at the dollars the Budget Task Force has had to allocate “off the top” for study abroad over the past five years relative to what has been available for another budget category, faculty salaries:

<i>Fiscal Year</i>	<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>2008-09</i>
Partner Program Expense	\$1,722,000	\$1,930,000	\$2,299,000	\$2,580,000	\$2,930,000
Dollars added		\$208,000	\$369,000	\$281,000	\$350,000
Increase		12%	19%	12%	14%
Faculty Salary Expense	\$15,821,000	\$16,269,000	\$17,023,000	\$17,905,000	\$18,611,000
Dollars added		\$448,000	\$754,000	\$882,000	\$706,000
Increase		3%	5%	5%	4%

¹ Had those students attended on-campus, their tuition dollars would have contributed toward the overall educational program of the campus. We understand that is a cost of supporting study abroad; the university has increased student recruitment goals in order to offset the larger number of students participating in study abroad (e.g., targeting a FY class of 675 rather than 650).

In fact, actual study abroad expenses went beyond the above-noted budget level by \$27,000 for 2007-08. It may well be the case that BTF will not be able to recommend allocation of any of the \$173,000 requested as additional funds for 2009-2010.

Financial viability, part II: What recommendations are on the table?

The Study Abroad Work Group,² which – in the face of the growing budget issues – began work in Summer 2007, forwarded recommendations for discussion to the Interim Study Abroad Committee in 2007-2008, to the President’s Cabinet, and now to IEC, that seek to manage study abroad participation so that – as is expected in other arenas of the university – we will maximize student opportunity to study abroad within a budget.

Recommendations directed largely toward managing participation include:

1. Revised pricing structure for summer study abroad programs that permits students to pay the program fees plus a \$500 administrative fee rather than regular summer tuition, thus lowering cost to students with hope of encouraging more summer participation. This change was put into effect for Summer 2008, upon the strong recommendation of International Programs.
2. Require a 3.0 grade point average for Fall/Spring participation (with an appeal process). This change has been suggested as a way to encourage well-prepared student participation; it would likely have marginal financial impact.
3. Limit participation to one program per year (with a petition process). This was suggested as a means to curb what appeared to be a trend toward “being away” for two terms at university expense; the petition process allows for support of FLL (or other) students with academic rationale for participation in two programs.
4. Balance Fall and Spring program offerings to encourage greater Fall participation (to address an additional cost factor to the university not reflected in the charts above, that being a substantial drop in housing occupancy in Spring due to study abroad).

Recommendations directed toward managing study abroad within a budget:

1. Implement a single application deadline, providing enough lead time to manage best alternatives for students who want to study abroad.
2. Implement a single program designation and pricing structure in order to simplify the study abroad program for students and parents and to be able to manage it effectively. See below.
3. Judiciously prune the 100+ program options to a set of 35-40 “**supported**” programs³. Limiting the list makes possible the case-by-case financial need analysis of some 240 student files by Student Financial Services and International Programs staff. This goal was based on the results of the survey of comparison institutions described in footnote 3. The target number of programs is not set in stone and will

² Membership: Ava Brock, Co-director of Student Accounts; Shane Daetwiler, Director of Residence Life; Alyce DeMarais, Associate Academic Dean; Jannie Meisberger, Director of International Programs; Maggie Mittuch, Associate Vice President for Student Financial Services; Brad Tomhave, Registrar; additional members added once classes were back in session Lisa Ferrari, Politics and Government (later Associate Dean) and Mark Harpring, Spanish.

³ The Study Abroad Working Group surveyed comparison and competing institutions regarding their study abroad practices. Of the 16 institutions surveyed, the number of supported study abroad programs ranged from 9 to 170 with a mean of 48 and a median of 30.5 programs.

not likely be reached in the near term; to effectively manage a budget, however, will require a more streamlined set of program options than currently exists.

All involved have considered and modeled several approaches for trying to meet the goal of an academically and financially viable study abroad program for Puget Sound students.

1. Upon consideration of many factors, including both the legal challenges to charging the equivalent of campus tuition and fees for study abroad programs coordinated through an outside program provider (our “partner” approach) and the cost-to-student impact of several pricing options, the President’s Cabinet in Summer 2008 endorsed further modeling of a pricing structure in which students would choose from **one set of supported programs** and be charged **the comprehensive fee as determined by the program provider plus an administrative fee**. This approach would reduce the tuition cost of study abroad for most students. Students demonstrating financial need (based on an individual analysis of program cost and taking into account state and federal aid) beyond a set level would be eligible for a study abroad aid award from the university.
2. More recent discussions have raised the possibility of continuing with a Puget Sound tuition based approach (the “partner” model), but allowing only need-based financial aid – not merit aid – to be transported.
3. It is also possible that a “partner” approach could be used, but that a cap would be placed on the amount of transported (institutional) financial aid, with students counseled regarding additional endowed or external scholarships, or loan options, for which they might apply.

There is, thus, still work to be done before a policy decision is made by the university. We seek your consultation . . . and we have real, immediate financial decisions to address. Both students studying abroad and those participating in other aspects of the academic program would benefit from a managed budget.

Academic strength: While faculty members who participated in four January 2007 conversations⁴ about international education at Puget Sound did not, by any means, speak with one mind, there was ample concern that student participation in study abroad be academically rigorous. Faculty expressed desire that courses taken abroad, particularly those accepted into a major, be of a quality comparable to on-campus courses. A more limited set of supported programs allows Puget Sound faculty to be familiar with program curricula and to review the programs on a reasonable basis.

Timing: Associate Vice President for Student Financial Services Maggie Mittuch writes, “Given the timing needs for students to plan for study abroad, the communications around application and deadlines, and the technological and programming support that will be necessary to implement a change to a single pricing structure, the earliest we can hope to implement a pricing

⁴ I met with ISAC in Spring 2007 to provide and discuss the summary of these conversations, which were a follow-up to strategic planning discussions growing out of the 2006 Fall Faculty Conversation. Participants were: Rich Anderson-Connolly, David Balaam, Suzanne Barnett, Monica DeHart, Brad Dillman, Karl Fields, Barry Goldstein, Mark Harpring, Kent Hooper, Priti Joshi, Sunil Kukreja, John Lear, Jan Leuchtenberger, Jim McCullough, George Mills, Julie Neff-Lippmann, Steven Neshyba, Patrick O’Neil, Florence Sandler, David Scott, Mike Segawa, Jonathan Stockdale, Ted Taranovski, Mike Veseth, Keith Ward, Barbara Warren, Seth Weinberger, Linda Williams; three of these participants commented in writing.

structure change will be 2010-11. A Fall 2010 implementation will require decision and approval of the pricing model and of the financial aid budget and awarding model by late Fall 2008. Communication to the freshman class of 2008-09 for their program year of 2010-11 will need to begin in spring 2009.”

Obviously, we have not quite met that deadline – but we need to move ahead with the work. The Cabinet will consider again the study abroad recommendations and pricing models in January 2009. It would be helpful if the IEC responded to the Study Abroad Work Group recommendations in order to inform our collective efforts to better manage the study abroad program within budget.

I hope that this message is helpful in furthering your understanding of the important institutional work in which we are jointly engaged. I am also attaching, as background information, a presentation⁵ I made in June 2007 to the World Trade Center Tacoma Association Day event which identifies Puget Sound’s strengths in international education, inclusive of support for four educational pathways: curriculum, co-curricular education, study abroad, and faculty scholarship and mentorship. It demonstrates that my goal is not to undercut study abroad or to diminish the strategic vision of educating students who are environmentally responsible, globally focused, and civically engaged.

We do, however, have to accomplish international education in an academically and financially viable way. I would be happy to discuss the topic further with you on December 11.

⁵ You can read the text of oral remarks in “slide” mode notes.

TO: IEC Members
FROM: Lisa Ferrari
DATE: April 30, 2009
RE: Setting criteria for allocating study abroad funds

I understand there is some concern and confusion about setting criteria for allocating study abroad funds starting in the 2009-2010 fiscal year. I hope that the following points will help allay the concerns and limit the confusion. They are numbered for ease of reference during our discussion.

- 1) Any student currently on campus (i.e., who matriculated before Fall 2009) will be able to apply all of their institutional financial aid toward the semester(s) in which they study abroad on sponsor/partner programs. This is not a change from the current system.
- 2) Students who matriculate in Fall 2009 or later will be able to apply their institutional financial aid, up to their level of need, to study abroad on sponsor/partner programs. By the time these students are juniors (when they are most likely to be studying abroad), all study abroad programs from which students may choose will be designated sponsor/partner programs.
- 3) Students' financial need is calculated according to federal guidelines, which are actually more permissive than many other models of need calculation.
- 4) The university derives 75-80% of its annual operating budget from tuition revenue.
- 5) The university's long-range budget plan (LRP) assumes that 74% of tuition revenues for study abroad participants will be available to those students to cover the instructional costs (in the aggregate for the cohort) of their study abroad programs, and that 26% of their tuition revenue will be available to support institutional financial aid.
- 6) The actual draw on tuition revenue to pay the institutional financial aid for all students studying abroad is greater than 26%, and is actually closer to 40%.
- 7) As a result of 6, less than 74% of study abroad students' tuition is available to cover their instructional costs.
- 8) This creates a ~14% budget deficit that must be made up by diverting funds from elsewhere in the university's operating budget.
- 9) Because of the ~14% difference between what the university actually must pay in financial aid and instructional costs, on one hand, and what is budgeted in the LRP to pay for those study abroad costs, on the other, the university has been drawing money from other budget lines to cover the ~14% gap.
- 10) The amount of money diverted from other budget lines to the study abroad line has grown each year, in large part because of the increase in students going on sponsor/partner programs. (As noted in earlier documents you have received, the increases total more than

\$1.2 million over the past four years.)

- 11) 10 is not a sustainable condition, especially if the costs of sending students abroad increase and the ~14% gap grows larger.
- 12) There are not dollars available to continue to increase the study abroad (instructional cost) expense line in the university's budget. The Budget Task Force recommended, and the Board of Trustees approved, a FY 2010 budget that does not support a greater percentage allocation to instructional costs for study abroad than it already makes.
- 13) Thus, as described in the Budget Task Force report and open forums in January, next year's study abroad budget line will equal the amount actually spent on study abroad financial aid and instructional costs this year. (This year's spending has included monies allotted in this year's budget for study abroad, and monies diverted from other budget lines to pay for that ~14% gap.) However, beginning in FY 2010 (which starts in July, 2009), the university will not divert funds from elsewhere in the budget to pay for students studying abroad. This is the "cap" on the study abroad budget.
- 14) If the amount of demand placed by students on the study abroad budget line is no more next year than this year, there will be enough money to fund the financial aid and instructional costs for every student to study in their first choice program.
- 15) If the demand placed by students on the study abroad budget line next year is an increase from this year, there will not be enough money to pay the financial aid and instructional costs for every student to study **in their first choice program**.
- 16) In 14 and 15, "demand" refers to the aggregate costs of financial aid and instruction abroad for a cohort of students studying abroad in a given year.
- 17) Demand reflects four elements:
 - a. The number of students studying abroad
 - b. Financial aid costs for those students
 - c. Instructional costs per program
 - d. The mix of programs that students attend (which determines the aggregate value of instructional costs)
- 18) 17b and 17c are fixed costs (i.e., the university cannot adjust them) because
 - a. Financial aid awards will follow the current policy for students currently enrolled (see point 1). That is, the university will continue to apply all institutional financial aid toward these students' study abroad.
 - b. Instructional costs per program are set by program providers, and the university has no control over them.
- 19) Therefore, the only way to deal with the potential study abroad budget shortfall described in 15 would be to adjust the demand arising from one or both of
 - a. The number of students studying abroad

b. The distribution of program costs for the whole pool of students

- 20) If the past is any indicator of the future, 19a will consistently (though perhaps gradually) increase.
- 21) None of us want to limit the absolute number of students studying abroad as a way of adjusting demand.
- 22) However, there may be other ways to reduce the demand from 19a, without denying any student an opportunity to study abroad. For example, the university could allow every student applying for student abroad to be approved for one program before any student is approved for two separate programs
- 23) There are also ways to limit the demand from 19b, notably by specifying the mix of expensive and inexpensive programs on which any year's cohort of study abroad students may go. (There may be other ways of handling the 19b demand, too. Re-mixing is just the most obvious one to me.)
- 24) [This one is just my opinion.] There are two reasons to set the criteria for implementing 22 and 23 **before** the applicant pool materializes.
 - a. It helps avoid favoritism.
 - b. It means students' applications will not be held up while the criteria are being determined.
- 25) The management of 19a and 19b demand will have a direct impact on students' academic programs.
- 26) The faculty's role is, primarily, to set the curriculum and implement the university's academic program.
- 27) Therefore, the faculty probably want to have a strong voice in creating the terms on which 19a and 19b demand will be adjusted.
- 28) Therefore, the Dean invites the IEC to articulate the criteria they would like to guide the implementation of demand adjustment. (These might include factors voiced in recent meetings and/or recommended by prior study abroad committees: first program preference for students applying to language immersion programs, first program preference for students majoring in an area of the curriculum in which an international experience is strongly encouraged or required, grade point average, etc.)

I'm sorry if that is not entirely clear, or if it has not been entirely clear over the course of the semester. This is a complicated issue.

ARGENTINA

Buenos Aires

*SIT(Regional Integration, F/S
Development/Social Change
Program only)

AUSTRALIA

Brisbane:

*Griffith U (UPS Direct) F/S/FY

Cairns

James Cook U (Butler) F/S/FY

Melbourne:

*U. Melbourne (IES) F/S/SU/FY

N. Queensland:

School for Field Studies F/S

Perth:

U. W. Australia (Butler) F/S/FY

Sydney:

U. Sydney (Butler) F/S/FY

Macquarie (Butler) F/S/FY

Tasmania:

U. Tasmania (Butler) F/S.FY

Townsville:

James Cook U (Butler) F/S/FY

Various sites:

*SIT (3.5 UPS units only) F/S

AUSTRIA

Salzburg:

AIFS S/FY

Vienna:

*IES F/S/FY

*IES Music students only SU

BOTSWANA

*SIT F/S

BRAZIL:

*SIT F/S

CAMEROON

*SIT F/S

CHILE

Santiago:

*IES	F/S/SU/FY
*CIEE	F/S/FY
*SIT	F/S
Valparaiso:	
*CIEE	F/S/FY
*SIT	F/S

CHINA

Beijing:

*IES	F/S/FY
*CIEE	F/S/FY
Columbia-in-Beijing	SU only

Shanghai:

*CIEE	F/S
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Nanjing:

*CIEE	F/S/FY
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Yunnan:

*SIT	F/S
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COSTA RICA

School for Field Studies	F/S
*CIEE (Biology only)	F/S/SU

CZECH REPUBLIC

Prague:

AIFS	F/S/FY
*SIT	F/S

DENMARK

Copenhagen:

DIS	F/S/FY
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ECUADOR

Quito:

*IES	F/S/SU/FY
*SIT	F/S

EGYPT

Cairo:

American U in Cairo	F/S/FY
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ENGLAND

Lancaster:

*(UPS Direct)	F/S/FY
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London:

*AHA-Intl	F/S
*IES	F/S/FY/SU

Internship prog.(Arcadia)	F/S/SU
Queen Mary (Butler)	F/S/FY
SOAS (Butler)	F/S/FY
UCL (Butler)	F/S/FY

FRANCE

Dijon:	
*CIEF (UPS)	S only
Nantes:	
*IES	F/S/FY
Paris:	
*IES	F/S/FY

GERMANY

Berlin:	
*IES	F/S/FY
Freiburg:	
*IES – German Program	F/S/FY
*IES - EU program	F/S/SU
Munich:	
*Lewis & Clark	FY only
Passau:	
*UPS Exchange	FY only

GHANA

*SIT	F/S
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GREECE

Athens:	
College Year in Athens	F/S/FY
Arcadia	F/S/FY

GUATEMALA, EL SALVADOR, NICARAGUA

Ctr Global Education	F/S
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HUNGARY

Budapest:	
St Olaf College (Math)	F/S

INDIA:

*SIT	F/S
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IRELAND

Cork:	
Butler	F/S/FY
Dublin:	
*IES	F/S/FY/SU
Parliamentary Internship	F/S

	(Arcadia)	
Galway:	Trinity (Butler)	FY only
	Butler	F/S/FY

ITALY

Milan:	*IES	F/S/SU/FY
Rome:	*IES	SU
	*Temple U	F/S/FY
	*ICCS Rome	F/S

JAPAN

Tokyo:	*IES Tokyo	F/S/FY
	*Waseda (GLCA/Earlham)	FY only
	International Christian U	SU only
Kyoto:	*KICL (UPS)	SU only
Nagoya:	*IES	F/S/FY

MEXICO

	Ctr.Global Education	F/S/FY
	School for Field Studies	F/S
	*PLU Oaxaca	F only

MOROCCO

	*SIT	F/S/SU
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NAMIBIA

	Ctr Global Education	F/S/FY
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NETHERLANDS

Amsterdam:	*IES	F/S/FY
	*SIT	F/S

NEW ZEALAND

Auckland:	Butler	F/S/FY
Christchurch:	*IES	F/S/FY
Dunedin:	Butler	F/S/FY
Wellington:	Butler	F/S/FY

<u>OMAN</u>		
	*SIT	F/S
<u>*PACIFIC RIM</u>		FY only
Various Asian countries – every 3 years		
<u>PERU</u>		
	*SIT	F/S
<u>SAMOA</u>		
	*SIT	F/S
<u>SCOTLAND</u>		
Edinburgh:		
	*(UPS Direct)	FY/S
Glasgow:		
	Arcadia	F/S/FY
Stirling:		
	Arcadia	F/S/SU/FY
<u>SENEGAL</u>		
	*SIT	F/S
<u>SOUTH AFRICA</u>		
	*SIT	F/S
<u>SPAIN</u>		
Barcelona		
	*IES	SU only
Granada:		
	*ILACA	F/S
Madrid:		
	*IES	F/S/SU/FY
Salamanca:		
	U Rhode Island	SU only
<u>SWITZERLAND</u>		
	*SIT	F/S
<u>TAIWAN</u>		
	*Tunghai(Puget Sound)	SU only
	*CIEE	F/S/FY
<u>TANZANIA</u>		
	*SIT	F/S

TIBET/BHUTAN (*check with IP*)
*SIT F/S

TURKS & CAICOS
School for Field Studies F/S

UGANDA & RWANDA
*SIT SU only

VIETNAM
*SIT F/S

Appendix C

University of Puget Sound

Library, Media, and Information Service
Committee

To: Faculty Senate
From: LMIS
Concerning: Annual Report, 2009
Date: May 11, 2009

I. Committee Membership (2008-9)

Faculty

- * Boyles, Bob
- * Greene, Mott
- * Neighbors, Jennifer
- * Swinth, Yvonne (Chair - F)
- * Tepper, Jeff (S)
- * Tinsley, David (Chair - S)
- * Tubert, Ariela

Ex-Officio

- * Bartanen, Kristine (DeMarais, Alyce)
- * Duhart, Theresa
- * Firman, Peggy
- * Ricigliano, Lori
- * Tamarkin, Molly
- * Riche, Cindy
- * Carlin, Jane

II. Charges from from 2008

- Copyright policy: a policy has been developed and is in review by the university's attorney (See IV.A.)
-
- Intellectual Property -- no action was taken on this last year. The topic is related to copyright, but has different focus. This topic could be explored this year (See IV.B.)

-
- Digital Assets- LMIS approved a statement of support for digital assets on campus and placed it into the final report of the year. This year in LMIS, the expectation is that further exploration of policy and direction might be discussed (See IV.C.)
-
- Point of Purchase: discussion pertaining to number of copies students are able to print at university expense (See IV.D.)
- Introduction of New Technologies: discussion on technologies in the classroom (See LMIS minutes throughout the year)

III. New Business.

- Increase the library's presence in teaching and learning on campus. Increase the student's research skills (See IV.F.)
- Increase scholarly communication, access, research strategies. "Project Bamboo" (See Minutes, 04/20/09)

IV. Report of LMIS Subcommittees

A. Copyright (Lori Ricigliano, Alyce Demarais, Mott Greene)

The Subcommittee has a working draft which has been reviewed by University attorneys. Attorney feedback is available and will be incorporated into a final draft of the Copyright Policy, which will be reviewed by LMIS in the fall of 2009.

B. Intellectual Property (Lori Ricigliano, Alyce Demarais, Mott Greene, Jane Carlin)

Federal law requires that we have an intellectual property statement. A draft of the University policy on Intellectual Property was reviewed by University attorneys. Their feedback will be incorporated into a final draft of the policy, which will be reviewed by LMIS in the fall of 2009.

C. Digital Assets Management (Alyce DeMarais, Jane Carlin, Peggy Firman, Cindy Riche, David Tinsley (Fall), Yvonne Swinth (Spring))

Committee members used the statement endorsed by the 2007-8 LMIS Committee as a starting point for discussion.

The University of Puget Sound supports the creation, use and preservation of materials in digital formats. Examples of the kinds of materials considered digital assets are: documents; theses; working papers; artworks; maps; journals; music; projects; data sets; oral histories; learning objects and other scholarly works. Digital assets can be born digital or converted to a digital form for presentation and access. Digital Assets Management (DAM) supports the university mission by maintaining a commitment to teaching excellence with diverse resources and to engaging in scholarly communication in multiple formats. The objectives of the Digital Assets Management Program are: to support the teaching and learning needs of students and faculty; to contribute to scholarly discourse locally and globally; and to preserve the knowledge and the history of the university for the future.

The major focus for this year's sub-committee was to:

Assess all aspects of current digital projects programs at Puget Sound (including Dspace and institutional repository policies) and recommend an organizational structure that coordinates these efforts and aligns them with the mission of the university, academic programs, and Technology Services, taking into account the current budget and staff availability.

Provided with the current budget as well as staffing concerns, the Committee recognizes that progress in this area may be limited. However, the Library will continue to seek opportunities for collaboration with specific departments and programs and to keep abreast of current trends in Institutional Repositories and Digital Collection Development. The criteria for project support was discussed with the following recommendations:

Priority is given to projects that support the instructional programs of the university. Projects must be manageable in terms of collection size and available resources. Staffing for projects will vary depending on the nature of the project, and the availability of staff. In most general terms, digital projects are a team effort and may include a combination of library and department-specific staff. Projects must meet one or more of the following criteria:

- *provides access to widely used resources*
- *supports teaching and learning programs*
- *provides access to unique collections*
- *preserves materials in jeopardy*
- *provides a resource of enduring value to the academic community*
- *is a collaborative effort within the University, or with the academic and research library community at large*

Throughout the summer, Library and Technology Services staff will continue to discuss work flow and responsibilities. This is an area where there is rapid change and development in delivery of information as more and more institutions adopt collaborative approaches to digital collection development.

D. Point of Purchase for Print Management (Molly Tamarkin, Ariela Tubert, Mott Green)

On behalf of LMIS, Molly Tamarkin convened a group to look at campus-wide print management. This group's work is on the wiki at https://wiki.ups.edu/doku.php?id=print_ps but here is a summary:

We created a Print Management Task Force, convened by Alyce DeMarais. Members include Ginene Alexander, Theresa Duhart, Lance Gibson, Stefanie Lund, Andrew Mix, Jada Pelger, and Ariela Tubert.

The group researched what peer schools are doing with regard to printing and created a list of features we would want in a print management system. All of this information is on the wiki. Theresa Duhart then researched possible solutions and has identified 10 possible products, including one open-source solution and two completely outsourced solution. The next step is to convene the Task Force to winnow this list down to the top 3-5 candidates for an RFP. Work will continue in this area over the summer and we will report back in the fall.

E. Moodle Migration (Ariela Tubert, Yvonne Swinth, Bob Boyles, Cindy Riche)

The migration to Moodle is in the quiet preparation phase, with much work happening behind the scenes. Staff in Technology Services have been working together to create a more stable and scalable Moodle environment and support structure, before the bulk of faculty and students move over to Moodle.

Specifically, Instructional Technology staff have been working with staff in the Network & Servers group, and in the Database group. The first step was to move the Moodle server to the server room, so that it will receive the same power and security protections as other campus-wide servers, and so that it can be supported by system administrators as a critical application. This is complete.

The next steps (which are ongoing) include programming connections such that Moodle is integrated with the campus registration system. This will ensure that courses are automatically created in Moodle, that faculty are given access to their courses, that students are assigned to the appropriate courses, and that adds/drops will be accurately reflected in Moodle course enrollment. This will obviate the need to manually create courses and assign roles to faculty and students, a process that is not sustainable or scalable to large numbers of courses.

In addition, over the summer Instructional Technology staff will be proceeding with documentation creation and cross training amongst our own staff, in anticipation of having more support for increased numbers of users.

There is a small pilot group of faculty already using Moodle, who have provided valuable feedback regarding configuration and other Moodle issues. Once the processes described above are completed, we can move ahead with more structured plans to move larger numbers of faculty over to Moodle. In any case, we anticipate that we will assist faculty in training and migrating to Moodle through the 2009-2010 academic year, and work in a more targeted way on moving the remainder of faculty over in summer of 2010. Blackboard will continue to be available through 2010, and perhaps longer if needed.

F. Library Presence in Teaching and Learning: Jane Carlin, Jennifer Neighbors, Bob Boyles, Mott Greene

The goal of this committee was to assess current library teaching and instruction efforts and in close collaboration and partnership with faculty, to develop a plan to create a coordinated and comprehensive approach to integrating information literacy (research skills) across the curriculum. The group discussed the Research Practices Survey that has been administered by the Library to freshman over the last several years. The Survey provides data on incoming research skills and explores five dimensions of the student research process: experience, attitude, epistemology, knowledge and critical capacities. In most general terms, the survey indicates that our incoming students have little or no knowledge of the academic research environment. We agreed that it was important to establish a "library presence" during orientation, as well as within the first-year seminars, and to work with faculty to identify the first core introductory course in a major where more subject specific research skills could be addressed. It was agreed that integrating concepts within a course assignment with supporting research guides was very important. Additional discussions centered on the ease of using the web site: for example easier access to course pages. Faculty supported a tiered approach to research skills integration from basic (understanding our systems, using correct terminology, familiarity with physical space) to discipline specific information as well as the importance of addressing the issue of "transfer" of knowledge - helping students understand that they can transfer skills learned in a freshman seminar to other disciplines. The Sub-Committee presented a recommendation to the LMIS

Committee for endorsement and presentation to the Faculty Senate. The Sub-Committee would like to acknowledge the support and assistance provided by Peggy Burge, Humanities Librarian and Coordinator of Library Instruction in helping prepare the statement. The text of the recommendation is included below:

The LMIS Sub-Committee on Teaching and Learning recognizes the importance of the integration of information literacy and research skills within the Puget Sound curriculum. Since 2006, the college has participated in the Research Practices Survey, a project designed by and for liberal arts colleges to measure the attitudes toward, experiences with, and abilities and critical capacities in research of incoming first-year students. The data consistently show that most incoming Puget Sound students, like their peers at other liberal arts colleges, struggle with basic research concepts like knowing how to evaluate sources, how to use research tools like databases to locate scholarly information, and understanding when it is necessary to cite sources. Faculty and librarians at several liberal arts colleges have begun to use this data to identify and integrate specific research competencies within the curriculum. The Sub-Committee supports the concept of a systematic and programmatic approach to integrating research competencies within the Core Curriculum and within the majors. To this end, we advocate the following:

- a) Endorsement of the importance of the academic support services provided by librarians, with encouragement of faculty to more frequently refer students to library services such as the one-on-one research consultation.*
- b) Establishment of a Library program within the orientation program for first-year students.*
- c) Identify and incorporate key research competencies within the Core Curriculum, particularly within the first-year seminars.*
- d) Continuing collaboration between departmental faculty and liaison librarians to support students' acquisition of discipline-specific research skills.*
- e) Library experimentation with multiple delivery modes of information literacy instruction, making full use of currently available technology*
- f) Investigation of possible re-configurations of the current academic support services model*

V. Suggested Charges for the 2009-2010 LMIS Committee

- Point of Purchase system implementation
- Digital Collections Management: review and implement policy
- Copyright Policy: review and implement
- Intellectual Property Policy: review and implement

University of Puget Sound

Dept. of Foreign Languages and Literature

To: Faculty Senate

From: LMIS

Concerning: Resolution

Date: 4-4-09

The LMIS Sub-Committee on Teaching and Learning recognizes the importance of the integration of information literacy and research skills within the Puget Sound curriculum. Since 2006, the college has participated in the Research Practices Survey, a project designed by and for liberal arts colleges to measure the attitudes toward, experiences with, and abilities and critical capacities in research of incoming first-year students. The data consistently show that most incoming Puget Sound students, like their peers at other liberal arts colleges, struggle with basic research concepts like knowing how to evaluate sources, how to use research tools like databases to locate scholarly information, and understanding when it is necessary to cite sources. Faculty and librarians at several liberal arts colleges have begun to use this data to identify and integrate specific research competencies within the curriculum. The Sub-Committee supports the concept of a systematic and programmatic approach to integrating research competencies within the Core Curriculum and within the majors. To this end, we advocate the following:

- a) Endorsement of the importance of the academic support services provided by librarians, with encouragement of faculty to more frequently refer students to library services such as the one-on-one research consultation.
- b) Establishment of a Library program within the orientation program for first-year students.
- c) Identify and incorporate key research competencies within the Core Curriculum, particularly within the first-year seminars.
- d) Continuing collaboration between departmental faculty and liaison librarians to support students' acquisition of discipline-specific research skills.
- e) Library experimentation with multiple delivery modes of information literacy instruction, making full use of currently available technology
- f) Investigation of possible re-configurations of the current academic support services model

Appendix D

Institutional Review Board Report to the Faculty Senate AY 2008-2009

The Institutional Review Board (IRB) exists for the purpose of protecting the rights, health, and well-being of human beings solicited and volunteering for participation as research subjects. In the context of reviewing proposed research studies involving human subjects the IRB gives very careful attention to issues such as potential risks to participants, protection of participants' identities and disclosed information of a sensitive nature, safety, ethical recruitment practices, and the accessibility and adequacy of informed consent. This is a report to the University of Puget Sound Faculty Senate regarding activities of the IRB during the 2008-2009 academic year.

The Senate charges presented by Professor Richard Anderson-Connolly to the 2008-2009 Institutional Review Board were as follows:

1. Continue to monitor protocols and maintain and manage records for research involving human subjects.
2. Post and monitor upgraded IRB information on the webpage for UPS researchers.
3. Explore 'Federalwide Assurance' registration for the University IRB.
4. Initiate and implement a memorandum of understanding with the Office of Institutional Research regarding IRB oversight of OIR work.
5. Modify the current system of departmental IRB designates to include a designate for protocols originating outside of academic departments.

The following describes actions taken by the IRB over the course of the 2008-2009 academic year regarding each of the charges from the Senate:

1. Continue to review protocols and maintain and manage records for research involving human subjects.

As charged, the IRB maintained its primary role by monitoring protocols and maintaining and managing records for research involving human subjects. The vast majority of research protocols were reviewed by Departmental IRB Designates this year. Of those, all but 16 were approved for either "exempt" or "expedited" status – meaning that the study procedures, level of risk, sampling methods, or nature of participant population did not meet criteria necessary for a full Board review. Sixteen protocols were reviewed or are scheduled to be reviewed by the full Board and 9 of the 12 reviewed thus far received approval with 4 pending. (This information, in addition to final tallies of exempt and expedited protocols, will be included in the final report.)

2. Post and monitor upgraded IRB information on the webpage for UPS researchers.

The updates to the webpage which were approved in 2007-08 academic year were applied to the IRB website to reflect current IRB procedures and requirements. In addition the IRB has discussed updating the format and design of the IRB webpage but decided to postpone such a redesign until 2009-10 due to campus wide changes to the UPS webpage template under way in 2008-09. In addition to improved user-friendliness overall, proposed content revisions include adding a brief document with guidelines for faculty advisors of student research.

3. Explore 'Federalwide Assurance' registration for the University IRB.

The value of this registration with the Federal Office of Human Research Protection (OHRP) was explored in addition to the University IRB's existing certification of IRB with OHRP. The Board decided to forego seeking the 'Federalwide Assurance' registration at this time as it appears to be required only for a narrow range of research protocols. The possibility was left open to seek such registration in the future should the need be identified within the community of UPS researchers.

4. Initiate and implement a memorandum of understanding with the Office of Institutional Research regarding IRB oversight of OIR work.

Initial steps were taken by Lisa Ferrari and Garrett Milam to develop a suitable memorandum of understanding (MOU) with OIR. This work will be continued and completed in the 2009-10 academic year.

5. Modify the current system of departmental IRB designates to include a designate for protocols originating outside of academic departments.

A need was identified to create an 'unaffiliated' designate to the IRB to handle initial review of protocols from those within the campus community who perform human subjects research but lack a departmental IRB designate. Roger Allen and Lisa Ferrari met with representatives of Counseling, Health, and Wellness Services early in the academic year to discuss this need. A position for a Board member other than the Chair was proposed and subsequently filled by Roger Allen for the 2008-09 academic year.

Additional Issues Considered by the IRB AY 2008-2009:

IRB approval stamp for expedited protocols: Early this academic year it was suggested that the process for stamping the required materials within expedited protocols which are approved by departmental designates could be streamlined for researchers and the IRB chair if a second IRB approval stamp were to reside in the office of the Associate Deans. Purchase of a second stamp was authorized by the Board but the stamp has not yet been purchased. Researchers who receive such expedited approval will be able to present their approval letter

from the designate at the Associate Deans' office and receive a stamp rather than having to track down the IRB chair or send materials via campus mail, as is the current practice.

Electronic Circulation of Protocols for Review: In March, the Board authorized the circulation of IRB protocols requiring full board review via email in .pdf format. Henceforth, rather than 10 physical copies of the signed protocol, researchers need only submit a single, signed copy to the Associate Deans' office. This copy is then scanned and circulated via email to Board members. This has the potential to save paper, and hence promotes the campus commitment to sustainability, but also allows for a more efficient mechanism for circulating protocols.

Self-charges for the IRB AY 2009-10:

The Board presents the Senate with the following self-charges for AY 2009-10.

1. Continue to monitor protocols and maintain and manage records for research involving human subjects.
2. Post and monitor current IRB information on the webpage for UPS researchers and work to improve information regarding the IRB submission process for students and faculty advisors of student research.
3. Proceed with implementing a memorandum of understanding with the Office of Institutional Research regarding IRB oversight of OIR work.

Respectfully Submitted,
Garrett Milam, PhD
IRB Chair AY 2008-9

Appendix E

May 4, 2009

TO: Faculty Senate
FR: Faculty Advancement Committee
RE: 2008-2009 Annual Report

The Faculty Advancement Committee this year will have completed 47 evaluations:

Type of review	Number of evaluation files
Tenure	4
Tenure and promotion to associate	3
Promotion to associate	4
Promotion to professor	10
3-year assistant	4
3-year associate	2 (2 streamline)
5-year professor	14 (5 streamline)
3-year instructor	6 (4 streamline)
Total	47

One evaluation for promotion to Associate (without tenure) and one evaluation for promotion to Professor were “early” considerations. There are evaluations yet to be forwarded to the Board of Trustees at the May 2009 meeting. At this point in time, 50 faculty members are scheduled for evaluation in 2009-2010.

The Advancement Committee met four hours per week from October 13 - December 16 and January 21 – present. Committee members’ work outside of meeting times is extensive, estimated at 40 hours per month. Committee members receive one release unit for service on the Advancement Committee.

The faculty in April 2008 approved a Faculty Code amendment to permit alternate 3-year Instructor reviews, for those Instructors with 17 or more years of service, to be conducted using the streamlined process. The greater use of streamlined reviews has reduced the workload of the FAC.

Issues and Recommendations

1. At the request of the Chair of the Faculty Senate, the Advancement Committee discussed at its first meeting of the year the matter of committee chair. Affirming that it continues to prefer that all voices at the table be equal participants, the Committee elected Priti Joshi, Sunil Kukreja, Andy Rex, Stuart Smithers, Kate Stirling, and Kris Bartanen as co-chairs. At its April 27 meeting, the Committee designated Kate Stirling to be present at the Faculty Senate for any discussion of the electronically distributed annual report.
2. Experience with the revised processes of the *Faculty Code*, which include the possibility of challenges to the departmental evaluation that delay the FAC’s ability to begin reading files in the Fall, the Committee recommends moving the due date for Promotion files to one week earlier in October.

3. As we noted last year, a continuing concern of the Advancement Committee is open file reviews. The participation of all tenure-line colleagues in departmental and program reviews is a long-standing and highly valued practice at Puget Sound. Evaluatees have long had the option of open or closed files for evaluations other than the tenure evaluation. The recent vote by the faculty to extend the option of open files to tenure evaluations has raised the salience of the issue of junior faculty participation in all open file reviews. Since the vote to extend open files, FAC members have observed more guarded letters being submitted, particularly by junior faculty though also by some senior colleagues, and a general reluctance by some to weigh in on change of status evaluations.
4. Seventeen files came in after published deadlines, some significantly late, which again has made it difficult for the FAC this year to complete groups of files in order that evaluation letters could have been provided to colleagues in a more timely manner. Some delays cannot be avoided, but the FAC asks that department chairs work with evaluatees more proactively to avoid situations in which (a) an evaluation has to be delayed a semester because the course evaluations required by the Code are not available, or (b) priority is simply not given to completing the file by an evaluatee or by a head officer. **It is especially important that head officers work with pre-tenure faculty who plan to apply for junior sabbatical leaves to make sure that they will have four semesters of course evaluations available for the tenure review.**
5. The FAC continues to request that departmental colleagues attend to procedural matters in the preparation of letters, including:
 - a. accurately dating their letters,
 - b. specifically documenting class visits,
 - c. making sure evaluation letters are signed,
 - d. following PSC-approved departmental guidelines, particularly regarding class visits, and
 - e. making sure each evaluation letter includes a recommendation regarding tenure and/or promotion in such change-of-status evaluations.
6. The FAC asks that head officers provide in the summary of deliberative meetings both a list of the names of letter writers and a list of persons who participated in the deliberative meeting, as the FAC noted that in some cases the groups are not identical. The FAC also noted a small number of instances in which a tenure-line faculty colleague who was not away on sabbatical simply did not participate in a review; we encourage all faculty members to fulfill their evaluation responsibilities as outlined in the *Faculty Code*.

With respect to #5 and #6 above, each time the FAC has to stop its work to check-in with a department on matters of procedure, or to document variations in procedure, the committee's work is slowed.

The Advancement Committee also notes that the Northwest Commission on Colleges and Universities reaccreditation self-study visit team commended Puget Sound for its thorough process of faculty evaluation, based on a strong foundation of departmental peer review.

Appendix F

Professional Standards Committee End-of-Year Report AY2008-2009 May 4, 2009

The members of the Professional Standards Committee (PSC) for AY0809 were Sigrun Bodine, Julie Christoph, Julian Edgoose, Barry Goldstein, Bill Haltom, George Tomlin (chair), Lisa Wood, and Dean Kristine Bartanen (ex officio).

The PSC met 28 times during AY0809. The year began with 11 charges from the Faculty Senate. The PSC acquired 9 further charges from Summer, 2008 through February 11, 2009 (see PSC Charge Matrix at end of report). Of these 20 charges, 12 were disposed of: six were completed (Charges 1, 5, 13, 16, 19, 20- see Appendix), three were deferred pending further deliberation by other university entities (4, 10, 11), one was returned to the Faculty Senate (9), one was resolved by the Faculty Senate Chair (8), and one was resolved in a discussion at a department chairs meeting (14). The remaining eight are recommended to be advanced to next year (2, 3, 6, 7, 12, 15, 17, 18). Charges in AY0809 were addressed as noted below.

Code Amendments

The PSC brought no Faculty Code amendments to the faculty this year. The Senate drafted, debated, approved and brought to the faculty a code amendment on criteria for early tenure and promotion [originally Charge 9, AY0809]. This proposed amendment will receive a second hearing at the full faculty meeting on May 5, 2009. The PSC continues to work on three possible Code amendments, having to do with clarifying the definition of tenure-line faculty, clarifying the relationship of informal and formal challenges in a faculty evaluation, and completing the description of the process for a grievance pursuant to the new Code provisions of Chapter III, Section 4 f (1, 2) [Charges 2, 3, 17, AY0809]. The hearing board process description in the Code may also need clarification.

Formal Interpretations of the Code

No formal interpretations were issued by the PSC this year. However, the Faculty Senate Chair contacted all past chairs of the PSC in February, 2009, with a question about the status of Code interpretations that would become outmoded by a change in the Code [Charge 8, AY0809]. There was a consensus among past chairs that the Code amendment process would be the appropriate avenue to revise portions of the Code bearing an interpretation. They also felt that all interpretations ever issued need to be printed with the Code, even ones that have become outdated, albeit only in an "archive" section of the Code document. The PSC now considers this charge fulfilled, and wishes to thank Senate Chair Cannon for rushing in like an angel where fools feared to tread.

Non-Formal Interpretations and Readings of the Code

Six informal interpretations/readings of the Faculty Code were delivered by the PSC this year.

The PSC responded to three inquiries from the Academic Vice President about precise procedures to be followed when implementing the new Code provisions of Chapter III, Section 4 f (1, 2). The PSC approved a process outline for managing arrangements for hearings pursuant to this section of the Code.

The PSC responded to a confidential inquiry from the Academic Vice President.

The PSC responded to two inquiries about the hearing board process.

Review of Departmental Faculty Evaluation Guidelines

Faculty evaluation guidelines for the Program in Science, Technology and Society were approved October 31, 2008. Revised faculty evaluation guidelines for the School of Music and the department of Psychology were reviewed and their approval is imminent.

Changes to the PSC's "Faculty Evaluation Criteria & Procedures" booklet, the "Buff" Document

Five charges this year concerned the buff document. (1) Student evaluations that a faculty member considers harassing—the PSC decided to add text to the Buff document, alerting faculty of their right of access to the campus ombudsperson, who would have standing to offer counsel, and to the means to effect redaction of offending comments under Chapter III, Section 4, a.3.e “Other variations in procedure” of the Faculty Code. The PSC is also working on drafting text to add to the preamble of student evaluations, which is read to students by the administering staff person, discouraging such comments [Charge 7, AY0809]; (2) The PSC considered whether it was within its purview to take steps to bring greater uniformity among departments in the professional development expected for tenure and promotion. The PSC is responsible for reviewing and approving department guidelines for faculty evaluation, but did not feel this duty included the obligation to bring about greater uniformity in these guidelines. As a first step toward encouraging discussion among the faculty about the variations in expectations the PSC, after consulting with department and program chairs and with the Faculty Senate, decided to post all departmental guidelines on the internal campus web [Charge 5, AY0809]; (3) The PSC has almost finished work on a revision to the Buff document concerning dual department appointments [Charge 6, AY0809]; (4) At a meeting at the end of the fall semester the PSC itself raised the issue of when faculty colleagues involved in an evaluation could learn of the conditions of employment in the contract of a faculty member being evaluated. To date no progress has been made on this charge [Charge 17, AY0809]; (5) The definition of tenure-line faculty in the Code oddly leaves out tenured, full professors and needs amending with a few words to correct the omission, as the PSC of AY0405 noted. That PSC issued an informal interpretation of the Code that a faculty member in the final year of a terminal contract, after not receiving tenure, can still be considered a tenure-line faculty member. As a practical matter stemming from those situations where a faculty member fails to receive tenure, the current PSC has considered adding text to the buff document encouraging departments to have discussions about how to handle governance processes under such conditions [Charge 2, AY0809].

Review of Proposed Campus Policies

Five charges from AY0809 pertained to campus policies, which the PSC is asked to review on behalf of the faculty. (1) The Violence Prevention Policy was reviewed in January, is currently under revision, and will be reviewed again at the soonest possible time. (2) The Research Misconduct Policy, which the university once agreed to for the sake of accepting federal research funds, was reviewed, so that any conflicts with the procedures of the Institutional Review Board or the Faculty Code could be detected. The PSC quickly found itself in legal waters over its head, and eagerly agreed to the Dean's suggestion to refer the matter to the university's legal counsel. (3) The Dean brought to the PSC a draft of the Dual Career policy, wherein a married couple or a couple in a domestic partnership can share a tenure-line appointment. The revised draft was reviewed by the PSC on November 14, 2008, and this charge is now fulfilled. (4) The Human Resources proposed policy on background checks of faculty members is pending and scheduled to be reviewed in fall, 2009. (5) A request to disband the harassment response committee, its duties having been subsumed via amendment to the Campus Policy Prohibiting Harassment and Sexual Misconduct, was reviewed by the PSC on April 17, 2009, and this charge is now fulfilled.

Confidential Matters

During AY0809 two hearing boards were formed in response to evaluation appeals, with PSC members Goldstein and Edgoose filling in for the Chair who had to recuse himself. One grievance was heard by the PSC under the new Faculty Code provisions of Chapter III, Section 4 f (1, 2).

Miscellaneous Matters Brought to the PSC

In September, 2008 the Academic Vice President informed the PSC that some of the formatting in the text of the document on Recruitment Guidelines was inadvertently altered in the latest revision. The PSC was asked by the Dean to review the text to ensure no intended meaning was changed by the formatting loss. The PSC has yet to address this task [Charge 12, AY0809].

One member of the PSC made the suggestion in September, 2008 that student evaluations of faculty be conducted electronically, as at some other universities. The PSC has yet to address this task [Charge 15, AY0809].

PSC Self-Assessment

In response to charge 20 from the Faculty Senate (May, 2008) to review the current structure of the PSC, the committee discussed the topic on three occasions: September 19 and 26, 2008, and April 17, 2009.

A. Committee Size

1. Seven faculty and the Dean of the University serve on the PSC. The size is appropriate for deliberations about the Faculty Code, policies and procedures, and faculty evaluation guidelines. The PSC recognizes that three departmental guideline reviews, two hearing board formations, and a grievance hearing prevented the committee from clearing more of the backlog of Code and other document issues before the committee.

2. The PSC estimates that members spent an average of 10 hours per month on committee work. It is equitably distributed among members in that the chair, who manages the agenda, is spared the responsibility of taking minutes and of preparing them for dissemination.
3. The committee as a whole meets for an hour to an hour and a half, from early September through early May, most weeks. Subcommittees are convened as needed and meet varying amounts of time throughout the academic year. Acute consultations and grievance meetings occasionally necessitate extra meetings.

B. Committee Organization

1. The PSC chair is elected by the members of the committee.
2. The chair, in consultation with other members of the committee, sets the agenda for the PSC, including prioritizing the list of charges and setting target dates for their completion. As the resolution of most of these items involves a process of many stages, including consultation with and reporting to several other standing committees, university entities, and the Faculty Senate, the chair spends considerable time monitoring the status of agenda items and ensuring that they are properly framed, completed, and reported.
3. The Dean can play an important role as provider of institutional information, and participates as an equal member in deliberations from which she has not recused herself.
4. In the business conducted by the PSC this year we have reached consensus in our deliberations, and we have not needed to resort to a majority vote.
5. The committee on several occasions discussed the diverse responsibilities that make up its portfolio: both routine and emergent, both consultative and adjudicative. Some members feel there is an inherent potential for conflict of interest in the dual roles; others feel it is manageable. Members have noted the advantage of being able to draw upon other members of the campus community (e.g., past chairs of the PSC) for the conduct of business.
6. The committee affirms the importance of self-organizing its sub-committee structure each year to best meet the needs of its members.

E. Conclusions

The committee has handled multiple, emergent demands placed upon it this year and we are grateful for what we have been able to achieve.

Charges Suggested for Next Year's Committee

- 1- Conduct usual business (department evaluation guidelines, Code inquiries). [Charge 1, AY0809]
- 2- Clarify the definition of "tenure-line faculty" (Code Chapter I, Part B, Section 1). [Charge 2, AY0809]
- 3- Clarify the process to be followed when an evaluatee makes informal and formal challenges to the evaluation conducted by a department, program, or school (Code Chapter IV, Section 4 b. (4)). [Charge 3, AY0809]

4- Review the policy on Background Checks of Faculty, being drafted by the Human Resources department. [Charge 4, AY0809]

5- Establish the procedure for evaluation of faculty holding interdisciplinary appointments to be specified at the time of hire. [Charge 6, AY0809]

6- Add text to the preamble of student evaluations to discourage any student from writing harassing language in an evaluation of faculty. [Charge 7, AY0809]

7- Review the “Research Misconduct Policy” document and suggest changes to existing documents as needed to achieve consistency among the various response processes in the case of research misconduct. [Charge 10, AY0809; Charge 25 in AY0708]

8- Review the “Violence Prevention Policy” currently under revision. [Charge 11, AY0809]

9- Review text of the Recruitment Guide to ascertain whether recent format changes altered the meaning of any passages. [Charge 12, AY0809]

10- Consider whether student evaluations of faculty should be conducted electronically. [Charge 15, AY0809]

11- Improve the description in the Faculty Code of the grievance process when it occurs within a faculty evaluation [Chapter III, Section 4 f (1, 2)], and of the hearing board process [Chapter III, Section 6]. [Charge 17, AY0809]

12- Clarify when participants in a faculty evaluation should learn of any special provisions in the appointment contract of the faculty member being evaluated. [Charge 18, AY0809]

Very grateful for the dedicated work of committee members, this report is submitted by

George Tomlin
Chair, Professional Standards Committee, AY0809

PSC Charges from Faculty Senate AY0809 and More (Status: 2 May 09)

	Type	Date due	Priority	Difficulty	Scope	Begun	Complete	Notes
1. /	Dept Eval Guides	Fall09 May09 May09	high	mixed	wide	10Sep08 10Sep08 12Dec08	31Oct08	STS Music Psych
2. /	Code: def of ten-line	Dec 08 ->Fall 09	low	high	wide	JE draft 14Mar08 C Amd		JE LW
3.	Code: challen	Nov08 ->AY0910	low	med	wide	AY0607 FacSen C Int/Amd		(DS KF) BG BH
4. /	Policy: backgr	(Fall 09)	NA	low	wide	Deferred; Review		(GT SB)
5. x	FAC: ProfDev Sample	Dec 08	med	med	wide	May 07 Buff edit	Fe09Post DeptEval Guides	(JE JC)
6. /	Eval:2B appt/crit	Oct 08 ->May09	high	med	med	1Feb08 Int/Buf		(BG KF) BG JE
7. /	Harassg student eval	Dec 08 ->May09	high	med	wide	7Feb08 AVP Buff & stu eval preamble		JC LW
8. x	Code interpr status	Dec 08 ->May09	med	high	narrow	1Feb08 Beardsley C Amd	Sen Chr surv of Past PSC chrs: chg CInterp by CAmd & archive	
9. x	Early tenure promo	May 09	med	med	med	Fac Sen AVP/BOT 0607 Revisit Int	Ret'd to fac sen for CAmd; to faculty Apr09	BH for FacSen Dec08: lang for equal criteria

10.	Resrch / Miscond Policy	Dec 08 ->Mar 09	low	med	narrow	ADLisa 19Mar08 Review	AVP to legal cnsl 27Mar09	JC BG
11.	Violenc / Prevent Policy	Oct 31 08 ->Fall 09	high	low	wide	AVP 5Sep08 Review	JHickey 23Jan; to revise	LW JC JE
12.	Recruit Guide Text	Oct 08 ->Fall 09	med	low	med	AVP 5Sep08 Edit		SB BH
13.	Dual x Career Policy	Oct 08	med	low	low	AVP 5Sep08 Review	Revised draft OK'd 14Nov08	JC SB
14.	Closed x File Letters	Oct 08 Dec 08	high	med	wide	AVP Sum08	Resolved at chairs mtg Dec08	BH JE
15.	Electr StuEval	AY0910	med	high	wide	Goldstein 5Sep08		
16.	Process x : Fac Eval Ethics Com- plaint	Immediate	high	high	wide	AVP 16Sep08 Clarifica- tion request	Cnsltd 19Sep08 Process outline approved 31Oct08	All
17.	Code Descrip Griev Proc, Hrg Brd	Fall 09	med	med	med	PSC itself 24Oct08 CodeAmd		All; w/ past PSC chairs?
18.	Eval particip lring condit in contract	Fall 09	med	med	narrow	PSC mtg 5Dec08 Buff		
19.	Policy					11Feb09	Reviewd	

x	change to disband harass resp cte					AcadVP	17Apr09	
20. x	Structure of PSC	May 09	med	med	narrow	Fac Sen 5May08	19Sep08 26Sep08 17Apr09	