

Minutes of the October 13, 2014 faculty meeting

Submitted by Steven Neshyba, Faculty Secretary

Attendance

As of 4:16 p.m., a sign-in sheet had recorded the following thirty-nine names:

Lisa Ferrari	Erin Colbert-White
Sunil Kukreja	Carolyn Weisz
Amy Fisher	Grace Livingston
Brett Rogers	Rachel DeMotts
Nick Brody	Steven Neshyba
Gwynne Brown	Maria Sampen
Sara Freeman	Keith Ward
Pierre Ly	Douglas Cannon
Ellen Peters	Brad Dillman
Sigrun Bodine	Richard Anderson-Connolly
Jonathan Stockdale	James Evans
Zaixin Hong	Peter Wimberger
Wild Bill Haltom	Stacey Weiss
Kriszta Kotsis	Ariela Tubert
Fred Hamel	Leslie Saucedo
Adam Smith	Siddharth Ramakrishnan
Alva Butcher	Jeff Grinstead
William Kupinse	Jenny Rickard
Tiffany MacBain	Gary McCall
Alyce DeMarais	

Minutes

- I. The meeting was called to order by Academic Vice President Bartanen at 4:01 p.m.
- II. **M/S/P** approval of the posted draft minutes of the September 23, 2014 faculty meeting (<http://www.pugetsound.edu/files/resources/fac-2014-09-23-draft.pdf>), contingent on a revision suggested by Tubert.
- III. Report by Bartanen.

Bartanen began by relaying President Thomas' regret that a prior commitment precluded his attendance. The President asked her to convey his gratitude for faculty contributions to a successful Homecoming and Family Weekend.

She then summarized recent activities of university task forces. The Faculty Compensation Task Force, at its October 6 meeting, examined compensation benchmarks provided by consultant Frank Casagrande. Sources included the American Association of University Professors, the Carnegie Foundation, and the Annapolis Group. Disciplinary differentials, geographic differentials, and a case study were also examined. The next meeting, scheduled for November 6, is expected to focus on higher education budgeting and compensation models.

Bartanen also announced that an open session of the Budget Task Force, scheduled for November 7, at 11:00 a.m., will be geared especially for faculty and staff interested in the budget process.

She next described aspects of the upcoming meeting of the Board of Trustees:

- The meeting will take place on campus October 23-24.
- Workshops will focus on a report of the Enrollment Work Group.
- Faculty members are invited to breakfast with the trustees on Friday, October 24; a reminder from Liz Collins with a request to RSVP will be sent.
- Tubert, as Faculty Senate Chair, will participate in the Business Meeting.
- Faculty designated by the President to attend policy committees of the Board (Bodine Academic and Student Affairs Committee; Stirling, Finance and Facilities; and Burgard, Development and Alumni Relations) are encouraged to report their observations to the faculty as a whole.

Bartanen concluded by addressing concerns about the scheduling of class visits by prospective students. Homecoming and Family Weekend coincided with the Columbus Day holiday this year, a confluence that resulted in a larger-than-usual number of class visits. She noted that while both Alumni and Parent Relations and Admissions made provisions for faculty to opt out of class visits, she also welcomes

further discussion of the matter.

IV. Faculty Senate Chair's Report.

Chair Tubert described recent and upcoming activities of the Faculty Senate:

- Only one senate meeting has taken place since the last faculty meeting, during which charges for 2 standing committees were approved (leaving one remaining). The Professional Standards Committee (PSC) was asked to look into evaluation of digital scholarship, to clarify questions about electronic files, and to review policies for outside letters in departmental reviews.
- At the next Senate meeting, Senators will consider a charge to the Academic Standards Committee regarding ways of improving the course schedule. The Senate will also consider, in response to a motion at the last faculty meeting, charges to the Student Life Committee and the PSC regarding freedom of expression on campus.

Tubert concluded by urging transparency and dialog in faculty governance. To this end, she asked the Faculty Salary Committee to provide the Faculty regular updates of proceedings of the Compensation Task Force. She also welcomed input from faculty on Senate agenda items.

V. Discussion of the faculty governance survey (Saucedo).

Saucedo drew attention to four actions indicated in the summary document drafted by her, Sampen, and Tubert (see Appendix I, beginning on page 7 of these Minutes). Noting that proposed action #1 has already been taken up by the Senate, she moved ahead to proposed action #3,

Have administrative reports available electronically prior faculty meetings, with only a quick summary during the meeting followed by faculty questions.

In response to a query from MacBain about the purpose of the action, Saucedo stated that having reports available prior to meetings may lead to more considered responses during meetings. A show of hands indicated wide support for the proposed action.

Saucedo then sought ideas on changes to the Bylaws regarding who is to preside over meetings. Dillman noted that a similar suggestion was not supported by faculty two years ago. Wimberger and Anderson-Connolly expressed support for the idea, indicating such a change would increase faculty participation in meaningful university decision-making. Neshyba voiced the opinion that the requirement that

Bylaw changes be approved by Trustees is an unnecessary impediment to change. Haltom voiced the opinion that most Trustees are neither aware of nor concerned with procedure at faculty meetings. A show of hands indicated wide support for continued exploration of the proposed action.

Saucedo next directed attention to proposed action #4,

Solicit topics of faculty concern and hold Senate-moderated discussion groups.

In favor of the proposal,

- Weisz suggested that such meetings could heighten awareness of art on campus.
- Wimberger expressed interest in discussing policies of grounds-keeping. In the ensuing discussion, some faculty members voiced concern that faculty input was not sought on key grounds-keeping matters, even when those decisions affect the educational experience. Others noted that, in some cases, faculty have voiced concern and suggested a course of action to administrators, but never learned what actions were taken.
- Cannon, while acknowledging a current reluctance on the part of junior faculty to speak up in faculty meetings, noted that this reluctance did not characterize some junior faculty of yesteryear.

Countering the proposal, it was asserted that faculty meetings are underutilized, and it is hard to find another time.

In formulating strategies for moving ahead, MacBain asserted that addressing policies of limited scope (“bandaid items”) could be a useful way for the faculty to learn how to address larger issues. Bartanen offered that shared governance is at the heart of the matter, that collaborative work is crucial to successful achievement of goals, and that in doing so we must work through articulated paradoxes:

- The faculty wants transparency, but suggests those serving in administrative positions should not speak at meetings.
- Governance work is posted in committee minutes and work group reports, but the electronic environment has moved us away from reading material we have to actively access, so we feel less informed.
- Faculty express that they prefer not to do administrative tasks in committees, so deans pick up that work, and then faculty express that deans should not serve on committees.

A show of hands indicated wide support for continued discussion of this matter within faculty meetings.

VI. Discussion of a faculty fund for sustainability (Neshyba).

The following resolution was **moved** by Neshyba and **seconded** by Anderson-Connolly (see Appendix II, beginning on page 30 of these Minutes):

The faculty recognizes the urgency of the need to eliminate greenhouse gas emissions globally, and acknowledges the responsibility of the University to make changes that will contribute to the achievement of that goal in a timely and proportional way.

Neshyba summarized the rationale of the motion, namely that current scientific consensus points to a 25-year window before a tipping point of 450 parts per million (ppm) of atmospheric CO₂ is reached. Neshyba added that photovoltaic technology could play a major role in avoiding that eventuality, but only if implemented on a global scale in a timely way. Discussion ensued:

- Kupinse suggested the language ought to be strengthened to indicate that universities should not merely contribute to the achievement of the stated goal, but to exercise a leadership role in doing so.
- Several faculty members expressed support for the principle, but warned that implementation would be problematic.
- It was recognized that while installing visible physical infrastructure (e.g., photovoltaic panels) would send an important message about the university's values to the community and to prospective students, it was also emphasized that implementation should be genuine.
- Grinstead noted that whereas investment of a few percent of global gross economic output will be required to avoid 450 ppm, Puget Sound's current rate of investment toward that goal is far below that percentage.
- There was general agreement that the faculty wished further information at a future meeting on university practices and efforts with respect to carbon footprint, energy conservation, and sustainable practices.

The resolution was **passed unanimously**.

VII. Discussion of the process for scheduling class visits (Rickard).

Vice President for Enrollment Jenny Rickard led a brief discussion about changes in process for scheduling class visits recently introduced by the Campus Visit Program (CVP). She described shortcomings of the old system as an inability to accommodate walk-in prospectives, and an imbalance in the distribution of faculty whose classes are visited. CVP's goals in the revised system were threefold:

- to handle short-term scheduling better;
- to provide broader a choice of classes; and
- to broaden the distribution of faculty whose classes are visited.

Discussion ensued. A number of faculty emphasized their support for optimizing the experience of prospective students and acknowledged the responsibility of faculty in doing so. Concern was voiced for the impact on current students, especially in small classes. Several faculty members pointed out that visits scheduled on short notice represent an additional pedagogical challenge, in that they must think about, and possibly modify, course material or content on short notice. One faculty member suggested that CVP staff attend some classes. Two suggested that it may be possible to maintain two lists of classes to visit – those requiring advance registration and those open to walk-ins.

M/S/P Adjourn, 5:30 pm

Appendix 1. General Summary of the Faculty Governance Survey

Prepared by Maria Sampen, Leslie Saucedo, and Ariela Tubert

Four major concerns regarding faculty governance permeated throughout the survey: 1) faculty already feel pressed for time, 2) participation in governance does not feel productive, substantive or impactful, 3) there is too much administrative presence and 4) faculty voices could be more evenly represented. Additionally, while there were strong opinions about those faculty members contributing to and the tone of the faculty governance listserv, its use is high (more faculty report reading the listserv than attending faculty meetings).

After discussing these themes and specific comments, we suggest that the Senate consider the following actions:

- 1) Charge all committees to include in their next end-of-year reports (Spring 2015) what work they found meaningful and whether the size of the committee is appropriate.
- 2) Create a code of conduct for listserv posts (and have Senators post when the code has been breached?)
- 3) Have administrative reports available electronically prior to faculty meetings, with only a quick summary during the meeting followed by faculty questions.
- 4) Solicit topics of faculty concern and hold Senate-moderated discussion groups.

1. In the last three years, have you participated in faculty governance at Puget Sound in one of the following ways?

Question	Often	Sometimes	Rarely	Never	Total Responses	Mean
I have attended faculty meetings.	55	45	47	19	166	2.18
I have read the faculty governance listserv.	77	57	13	14	161	1.78

2. In the last three years, have you served on the faculty senate, the faculty salary committee, or a standing committee of the senate (Academic Standards Committee, Curriculum Committee, Committee on Diversity, Faculty Advancement Committee, International Education Committee, Library Media and Information Systems Committee, Professional Standards Committee, Student Life Committee, University Enrichment Committee, Institutional Review Board)?

Answer	Response	%
Yes	131	78%
No	36	22%
Total	167	100%

3. Please rate your level of satisfaction with faculty governance at Puget Sound:

Answer		Response	%
Very satisfied		11	7%
Satisfied		58	35%
Neither satisfied nor dissatisfied		60	36%
Dissatisfied		33	20%
Very dissatisfied		5	3%
Total		167	100%

4. Please indicate your level of agreement with the following statements. My participation in faculty governance is valuable to...

#	Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total Responses	Mean
1	me personally.	23	57	48	26	9	163	2.64
2	my position.	21	71	42	19	8	161	2.52
3	my department or program.	28	83	32	13	6	162	2.30
4	Puget Sound.	45	80	27	5	5	162	2.04

Statistic	me personally.	my position.	my department or program.	Puget Sound.
Min Value	1	1	1	1
Max Value	5	5	5	5
Mean	2.64	2.52	2.30	2.04
Variance	1.17	1.05	0.94	0.85
Standard Deviation	1.08	1.03	0.97	0.92
Total Responses	163	161	162	162

5. Please use this space to share your thoughts about the value of faculty governance.

There were 73 comments in response to this question (most of them several sentences long.)

Respondents saw the value of faculty governance in the impact it has on the broader direction of the university (6), it helps to keep the university priorities straight by preventing it from running too much like a company (5), in that it maintains faculty control over the curriculum (4), it creates a sense of ownership among faculty (4), and it helps to broaden faculty understanding of the workings of the university outside of one's department (4). Respondents also mentioned that faculty governance is our responsibility and defining of Puget Sound (6), that faculty have the most expertise (2). Some respondents (6) mentioned that faculty governance at Puget Sound is better than the alternatives (either what faculty governance looks like at other institutions or to having the administration make all decisions.)

The most common criticism (appearing 13 times) of faculty governance was that the work is often time consuming and unproductive. Respondents (10) mentioned that faculty are already over-extended with teaching, research, advising, and departmental and other service. Additional comments (5) indicated that faculty time is too valuable to be used for small administrative tasks. Some respondents (4) suggested that fewer people be assigned to committees given that some committees are currently too big. Another suggestion (2) was to streamline the work done by committees and to pass some of the smaller tasks to the administration or staff.

Another common criticism (appearing 10 times) was that faculty lack real power in decisions that matter and that faculty governance allows for a sense of control when faculty really have little power. There were additional comments (5) indicating that faculty voices are not heard or solicited in issues that matter (examples given include budget, admissions, overall direction of the university.) Some respondents (4) suggested that 1-3 faculty members (senate chair or elected representatives) be part of the president's cabinet (which is perceived as making the decisions that matter.) Two other suggestions were: improved communication between faculty and the trustees (2) and faculty needing to be more active/activist (2).

There were several comments related to the involvement of the administration in faculty governance. Some respondents (5) claimed that there is too much involvement of the administration in committees and faculty meetings. Others (3) suggested more transparency from the administration or governance.

The last group of comments related to who participates in faculty governance. Some respondents (4) indicated that they feel alienated by the discussions on the listserv/faculty meetings/committees and are not comfortable participating. Others (3) mentioned that either popularity (3) or the administration (2) control who participates in positions that matters.

6. Please rate your level of agreement with the following statements. Faculty governance at Puget Sound is...

Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total Responses	Mean
civil.	15	90	41	14	4	164	2.40
respectful.	13	85	41	22	3	164	2.49
intellectually engaging.	9	48	54	42	10	163	2.98

7. If you believe there is a need for increased civility, professional respect, or intellectual engagement in faculty governance at Puget Sound, please explain briefly below:

There were 74 comments in response to this question.

The most common comment (16) was that the listserv includes comments that are disrespectful or uncivil. Most of those (10) did not believe that the listserv should be moderated or restricted. Some of the respondents (7) thought that the listserv was especially uncivil or disrespectful (compared to face to face interactions) and attributed this difference to the nature of electronic interactions.





Several of the respondents (11) singled out the discussion of the KNOW proposal as lacking civility or respect (the comments seemed to come from various perspectives on the proposal.)

A number of the responses dealt with issues regarding who speaks and why. Some respondents (8) said that discussions are dominated by too few voices that repeat themselves. Some respondents (3) said that they don't feel comfortable speaking and a few more (3) added that junior faculty don't feel comfortable speaking. Some (3) mentioned that the voices that are heard are not representative of the faculty's diversity among different dimensions (like gender, rank, race.)

Respondents commented on the quality of faculty discussion. Some respondents (7) mentioned that there isn't enough open/honest discussion, that divergent opinions are not valued. Some (3) claimed that there is no discussion/engagement with issues that really matter and that would be intellectually engaging (like the direction of the university, assessment, and other broad themes.)

A number of respondents (10) mentioned that faculty interactions in the context of faculty governance are adequately civil and respectful. Additional respondents (4) mentioned that faculty discussions are too civil and too respectful and that civility and respect are not always good as they tend to maintain the status quo. Additional respondents (2) thought that civility is not always good but that respect is important.

8. I am not as active in faculty governance as I would like to be because (check all that apply)

Answer		Response	%
I am engaged in too much other service at Puget Sound.		71	54%
I have too many other professional commitments outside of Puget Sound.		41	31%
I have too many other personal commitments.		44	34%
Other (please explain briefly)		61	47%

Other (please explain briefly)

There were 61 comments listing other reasons.

The most common line of response (14) indicated that the respondent already put too many hours at Puget Sound. Of those, some (3) singled out the amount of time devoted to teaching a 3-3 load while others (2) other service commitments.

The second most common response (13) was that the respondent is as active as he/she would like to be.

The next group of responses indicated that the work is either a waste of time or inefficient and ineffective (6), that it is work that does not need to be done by faculty (2), and that it is work that is not recognized or rewarded (2).

Some respondents (5) mentioned that they have conflicts/problems with the times when meetings are scheduled.

Some respondents mentioned that they were not participating because they were new (4) or visitors (3). In addition, some respondents (2) mentioned that they don't feel they would make a difference, others that they feel uncomfortable participating given their junior status (2) or that they feel unwelcomed (1) or frustrated with meetings (1).

9. If you have attended them in the last three years, how have you participated in faculty meetings?

Question	Often	Occasionally	Rarely	Never	Total Responses	Mean
I have spoken at faculty meetings.	18	37	43	55	153	2.88
I have submitted agenda items for faculty meetings.	0	12	23	117	152	3.69
I have made presentations at faculty meetings.	1	12	25	113	151	3.66
I have reported as a committee chair at faculty meetings.	1	12	21	117	151	3.68

10. Please rate your level of satisfaction with faculty meetings at Puget Sound:

Answer	Response	%
Very satisfied	3	2%
Satisfied	25	16%
Neither satisfied not dissatisfied	77	49%
Dissatisfied	37	24%
Very dissatisfied	14	9%
Total	156	100%

11. Please indicate your level of agreement with the following statements.

Participation at faculty meetings is valuable to...

Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total Responses	Mean
me personally.	11	42	48	39	15	155	3.03
my position.	13	45	53	28	14	153	2.90
my department or program.	13	62	49	20	11	155	2.70
Puget Sound.	28	67	42	9	8	154	2.36

12. Please use this space to share your thoughts about the value of faculty meetings.

There were 57 responses.

The most common theme (14 responses) was a desire for less administrative presence; some specific recommendations were that the meeting should be chaired by the Faculty Senate chair and that administrators not be setting the tone (reports at the end of the meeting or distributed electronically).

The next two common themes were that a) the meetings were monopolized by a few faculty; some citing personal agendas or judgmental tones (9 responses) and b) the meetings lack substantive discussion (8 responses).

The next two common themes stressed the importance of faculty meetings. That they are vital for conversation (5 responses), for example allowing exchange of ideas across departments and that they should be required (4 responses).

One more theme that showed up multiple times was that there is too much emphasis on rules of order (4 responses).

And the last comments that showed up more than once was that the timing of when they are held could be improved (2 responses).

13. Please indicate your level of agreement with the following statements.

Faculty meetings at Puget Sound are...

Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total Responses	Mean
civil.	13	78	54	3	1	149	2.34
respectful.	13	67	62	6	1	149	2.43
intellectually engaging.	4	32	64	34	15	149	3.16

14. If you believe there is a need for increased civility, professional respect, or intellectual engagement at faculty meetings, please explain briefly below:

There were 40 responses.

The most common response was to see an earlier answer/already answered (9 responses).

The top 2 themes were: a) some faculty could be more respectful of their colleague's time and opinion (7 responses) and b) civility is not the most important factor of faculty meetings (7 responses). Some specific examples were: honesty and openness could be hindered by civility, they are political, the Occupy movement is uncivil (to the 1%).

Next most common was that the meetings are mostly civil, professional, engaging (6 responses).

The next two themes were: a) a handful of faculty hold court (4 responses) and b) the structure hinders discussion (4 responses).

The last theme to show up multiple times was that there is no expectation for faculty meetings to be intellectually engaging (3 responses).

15. If you do not attend faculty meetings regularly, under what circumstances would you be more likely to do so? (Check all that apply)

Answer		Response	%
If they did not conflict with the teaching schedule		59	49%
If the agendas were different		29	24%
If they did not conflict with professional demands on my schedule		47	39%
If they did not conflict with personal demands on my schedule		51	42%
Other: please explain briefly		37	31%

Other: please explain briefly

There were 36 responses.

The top two responses were: a) if it were not run by administrators (5 responses) and b) that time spent on other work duties is already overwhelming (5 responses)

The next two most common themes were a) childcare/family commitments (4 responses) and better timing of the meetings/common hour (4 responses).

Other themes that appeared more than once: see earlier comment (2 responses), more substantive discussion (2 responses), respect for faculty input and opinion (2 responses), if more faculty contributed with a wider range of views (2 responses).

16. In what ways might participation in faculty meetings be more rewarding for you?

There were 46 responses.

The top theme was to not have administrators running them (7 responses).

Next was if the focus was more on faculty concerns: teaching, research, benefits (6 responses).

Next was if faculty input matter/elicited change (5 responses).

The next 2 common responses were: a) fewer faculty grandstanding (4 responses) and b) less formality (4 responses).

Other comments that submitted more than once:

Less frequent (2 responses)

More streamlined (2 responses)

More meaningful discussion (2 responses)

More faculty attending with wider range of perspectives (2 responses)

More democratic process (one focused on faculty ranking the importance of what goes on agenda)

17. How have you participated in the faculty governance listserv?

Question	Often	Occasionally	Rarely	Never	Total Responses	Mean
I have read the faculty governance listserv.	85	47	12	13	157	1.70
I have posted new items on the faculty governance listserv.	5	21	21	109	156	3.50
I have responded to posts on the faculty governance listserv.	5	24	39	87	155	3.34

18. Please rate your level of satisfaction with the faculty governance listserv.

Answer	Response	%
Very Satisfied	5	3%
Satisfied	48	31%
Neither satisfied nor dissatisfied	62	39%
Dissatisfied	32	20%
Very dissatisfied	10	6%
Total	157	100%

**19. Please rate your level of agreement with each of the following statements:
The faculty governance listserv is valuable because it...**

Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	I do not read the faculty governance listserv.	Total Responses	Mean
provides an opportunity for informal sharing of ideas and concerns.	34	83	16	10	3	9	155	2.07
provides awareness of issues of concern to faculty.	38	89	15	5	1	9	157	1.93
provides an opportunity for debate.	24	73	24	14	12	9	156	2.40
Other: please describe	1	0	4	0	1	9	15	3.00
Other: please describe								
Moderately interesting, but dominated primarily by fanatics.								
the cybercommons does not provide opportunities for a real debate								
administrators should not be "lurking" on it								
Is a productive venue for consensus building								

20. Please share your thoughts about the value of the faculty governance listserv.

Text Response

74 people contributed comments to this question (21 were primarily positive; 14 were neutral—describing both positive and negative aspects of the listserv; 37 were negative; the remaining two stated that they didn't know we had a Faculty Listserv).

Positive Themes:

1. Allows faculty to make direct responses to arguments and allows these arguments to be presented at greater length than in faculty meetings (11 responses)
2. Serves as a valuable tool for disseminating information (11 responses)
3. Serves as a forum for faculty-faculty communication that does not require Dean's approval (7 responses)
4. Allows for debate without meetings (4 responses)

Negative Themes:

1. Can be used in ways that are offensive, bullying, petty, personally attacking, and inappropriate for professional exchange (23 responses)
2. The same voices always appear on listserv ("folks who post all the time are often those who speak all the time in faculty meetings") (15 responses)
3. Discourages participation from untenured faculty and/or caters to full Professors (8 responses)
4. The electronic medium allows people to say things that they wouldn't normally say in person (5 responses)
5. Not a substitute for personal interaction (3 responses)
6. Waste of time (3 responses)

Suggestions:

1. Better monitoring
2. Create a Listserv for untenured faculty that is not read by the administration or the administrative faculty
3. Limit the Listserv to only faculty who serve non-administrative roles
4. Encourage face-to-face opportunities for debate

21. Please rate your level of agreement with the following statements: The faculty governance listserv is...

Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	I do not read the faculty governance listserv.	Total Responses	Mean
civil.	4	37	40	42	22	9	154	3.28
respectful.	3	32	45	39	26	9	154	3.37
intellectually engaging.	8	56	47	23	11	9	154	2.81

22. Regardless of whether you read the faculty governance listserv, please share your ideas for an alternative venue through which faculty might debate topics of importance in an informal manner.

49 people contributed comments to this question. Common themes included:

1. Create rotating discussion groups from disparate areas of the faculty in which people can debate in smaller groups and/or in a roundtable discussion. (13 responses)
2. Move the Listserv to an alternate virtual site (such as Moodle) instead of distributing over email. (6 responses)












3. Convene the Listserv and/or in-person faculty meetings without the presence of the administrative faculty. (5 responses)

4. Hold more frequent informal gatherings in alternate venues (like the Faculty Club). (5 responses)

5. Create a midday-common hour where meetings/discussions/debates can be held face-to-face on a regular basis. (4 responses)

6. Appoint a moderator, perhaps selected by the Senate, to review material before it is posted on the Listserv. (2 responses)

23. Please let us know if you are a(n):

#	Answer		Response	%
1	Professor		65	42%
2	Associate Professor		49	32%
3	Clinical Associate Professor		1	1%
4	Visiting Associate Professor		0	0%
5	Assistant Professor		24	15%
6	Clinical Assistant Professor		2	1%
7	Visiting Assistant Professor		7	5%
8	Visiting Clinical Assistant Professor		0	0%
9	Instructor		5	3%
10	Clinical Instructor		0	0%
11	Visiting Instructor		2	1%
	Total		155	100%

24. Please share any additional thoughts you have about faculty governance at Puget Sound.

Text Response

44 participants offered additional comments. While most comments spoke to the importance of faculty governance, many made comments stating they felt it was “ineffective,” or “broken.” Common themes included:

1. The importance (merit/value) of faculty governance as a concept (13 comments)
2. The feeling that what we have at Puget Sound is “administrative governance,” not faculty governance (8 comments). Faculty felt that their contributions to governance were ineffective or superseded by the administration and Board. Faculty questioned the administration’s role on faculty committees.
3. The ineffectual work of committees due to committee’s lack of authority (8 comments)
4. Lack of faculty interest/motivation/drive to do meaningful work on committees and in the governance structure (4 comments).

Appendix 2. What Neshyba handed out during the meeting.

Notes on Agenda item #8, Faculty meeting of Monday Oct. 13

The goal is to initiate a faculty discussion about faculty participation in decision-making process having to do with sustainability, with a particular focus on the university's greenhouse gas emissions. I've tried to structure that conversation around three motions:

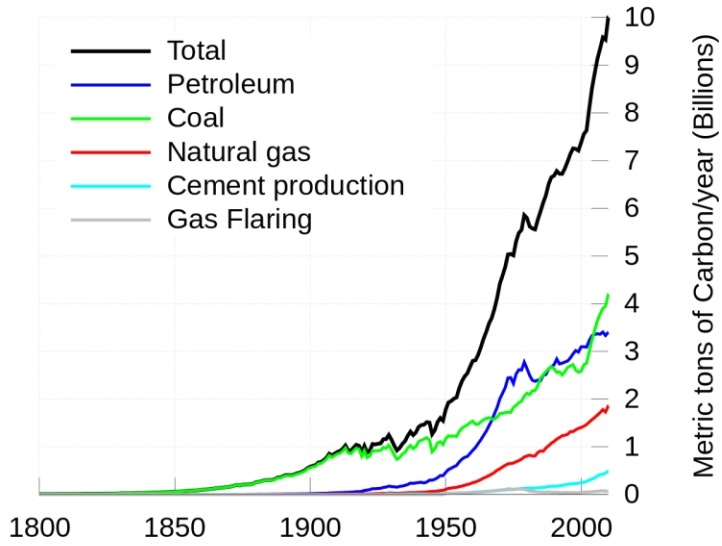
1. A resolution saying the faculty recognizes the urgency of the need to eliminate greenhouse gas emissions globally, and acknowledges the responsibility of the University to make changes that will contribute to the achievement of that goal in a timely and proportional way.

Background: If current trends continue, global atmospheric concentration of CO₂ will reach 450 parts per million in about 25 years. 450 ppm is considered a climate tipping point: once we cross that threshold, natural mechanisms will drive greenhouse gas concentrations far above that level. The consequences of that happening will be very expensive. Already, CO₂ increases have been expensive: the recent drought in California, which models indicate is due to anthropogenic CO₂, is estimated to have cost on the order of \$2 billion (see <http://www.nbcnews.com/storyline/california-drought/california-drought-cost-2-2-billion-thousands-jobs-n159616>).

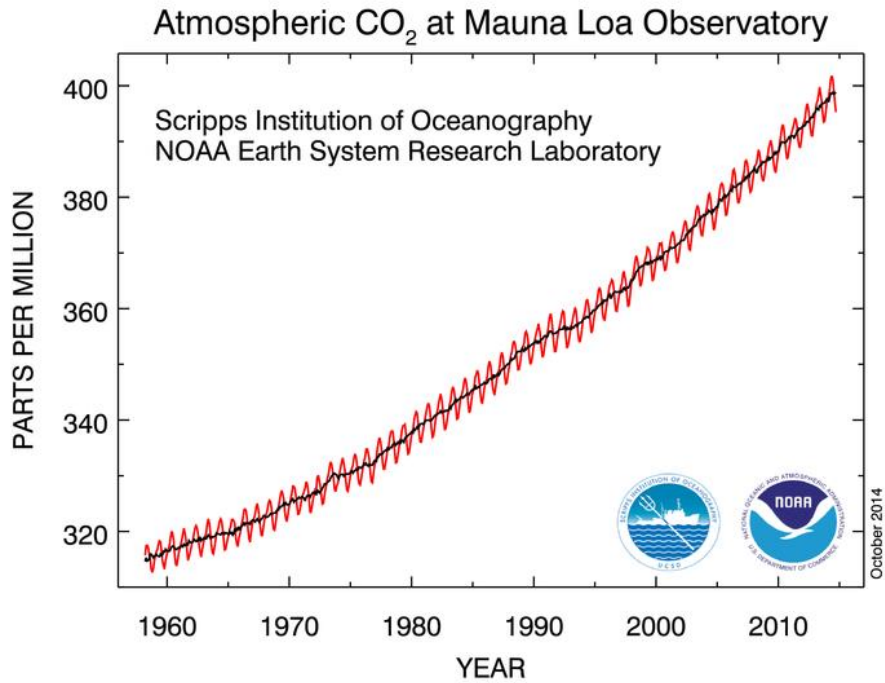
Studies have indicated that a global investment on the order of 1-2% might be enough to avert this eventuality. Such an investment at UPS would correspond to ~\$1 million per year. ASUPS has instituted a green fund fee charged (in part) to address this issue.

2. A statement informing faculty who serve in university capacities whose decisions impact greenhouse gas emissions (e.g., the budget task force) that they are authorized and encouraged to make suggestions furthering the goal of greenhouse gas emission reduction, and to report those efforts and their outcomes to the faculty on a regular basis.

3. A resolution to create a voluntary a "green fund" earmarked for campus greenhouse-gas reduction actions (e.g., installation of photovoltaic solar panels on the campus). Funds would be expended by the Faculty, presumably in close collaboration with the Sustainability Advisory Committee.



http://en.wikipedia.org/wiki/Carbon_dioxide_in_Earth%27s_atmosphere#mediaviewer/File:Global_Carbon_Emissions.svg



<http://www.esrl.noaa.gov/gmd/ccgg/trends>