

Minutes of April 12, 2016, faculty meeting
Submitted by Amy Spivey (2015-2016 Faculty Secretary)

I. Dean Kris Bartanen called the meeting to order at 4:04 p.m..

II. M/S/P to approve the minutes of March 8, 2016, without revisions.

III. Announcements

1. Renee Houston – A faculty workshop on experiential learning entitled, “The art of reflection – turning experiences into experiential learning,” will be held on the afternoon of May 16 and the morning of May 17. There will be break-out sessions for faculty members from different disciplines. Look for an announcement coming out via email.

2. This Friday evening (April 15), Duane Hulbert will give his final concert before retiring from the university’s School of Music. The Puget Sound Piano Trio (Duane Hulbert, piano; Maria Sampen, violin; and Alistair MacRae, cello) will perform at 7:30 p.m. in Schneebeck Concert Hall.

IV. Questions and comments regarding reports from the President, Academic Vice President, and Chair of the Faculty Senate

(This item includes an update on the Common Period. See the attached PDF document.)

Kris Bartanen – The experiential learning website has been upgraded, and can be found at www.pugetsound.edu/academics/experiential. Also, Jill Nealy-Moore and George Tomlin will be joining the Faculty Advancement Committee next year.

Ariela Tubert – My report talked about the proposed Common Period. A couple of years ago, a Faculty Senate survey renewed the Senate’s interest in the possibility of a Common Period. It seemed like it came up over and over. One can see from old minutes that this issue was discussed back in 2007. This year, the Academic Standards Committee talked about the issue and solicited input from department chairs. So, the Senate approved a Common Period on Wednesdays from noon – 1:30, approved in March 2016. This is Principle 7 of the appendix in my report, which presents the guiding principles for scheduling of classes. Ariela said that she wanted to highlight this change and open the floor for questions.

Jennifer Hastings – When will this go into effect?

Ariela Tubert – The Senate hasn’t discussed the exact timing. It won’t be in Fall 2016 yet, since the schedule has already been set. The Registrar uses these principles to set their guidelines for chairs.

Barry Goldstein – The wording is “departments should avoid”. How stringent is this?

Ariela Tubert – We want it to be along the lines of the other guidelines, so that departments can choose to comply or not. We hope that departments will comply. Faculty meetings will be scheduled at that time. That might be a good time for chair’s meetings, etc.

Barry Goldstein – I assume that other times were discussed. Were times outside of 8-5 discussed?

Suzanne Holland – I am on the Academic Standards Committee now, and we discussed this topic at length this year. We looked at more than 6 models. Some of them were 8 a.m., some were

starting at 4 p.m., and there was a wide variety. The ASC also solicited feedback from a variety of chairs of departments (science, OTPT, music, etc.).

Keith Ward – Is this just intended to be a time for university governance activities, or university and departmental governance?

Ariela Tubert – One of those Wednesdays each month will be used to schedule a faculty meeting, but the others could be used for department meetings, as well.

V. Old business - Motion regarding *Faculty Bylaws* change concerning who chairs the faculty meetings

Alisa Kessel handed out paper copies of the motion.

Kris Bartanen reminded everyone that a bylaws change requires a 75% affirmative vote of the faculty. Then, the motion will go to the Board of Trustees for approval.

Alisa Kessel – I talked about the rationale for this change at the last faculty meeting, and so I do not want to rehash it again. However, I will respond to two objections.

1. Objections that people have raised include the idea of this being offensive to the incoming president because of his identity. (This was raised by Harry Velez-Quiñones on the faculty governance listserv.) Alisa said that she thought we could pass it without it seeming like an insult to our incoming president. For example, the AAUP has recommended that faculty meetings be led by an elected member of the faculty.

2. Second, will a president attend a faculty meeting if they are not chairing? This is something people have asked about. So, the motion includes a clause about the president attending the meetings. This lays out an expectation for the president to attend. The trustees are supposed to make sure that the president is doing their duties, so this would be part of it. President Thomas has had a hard time coming lately because of his travel schedule. Are we doing a good job of communicating our expectations to the president? Also, it is our job to advise the president. It is good to provide advice to someone, but if they set the agenda for the meeting that might not lead to them receiving the best advice.

Bill Beardsley - I think Harry Velez-Quiñones' point should be taken more seriously. We won't think that passing this is a slight on President Thomas or on President-elect Crawford, but someone who doesn't know us might take this vote to mean exactly that. To have it misperceived by someone outside would be very difficult. I haven't heard an overwhelmingly compelling reason to make this change. So, without a compelling reason, it doesn't look good.

I also think this provision has served us well over the years, in terms of advising the president. In the past, it has been really useful for the President to lead the meeting and to take the criticisms and issues from the faculty directly to their face. Examples from the past include the major code revision for new procedures for faculty evaluations, and issues related to the early retirement program, with President Pierce leading those discussions. I think it's a good way to give advice to the President.

The third point I would make is that I have heard a lot of people complain about the creeping corporatization of the university. I fear that. I think this is the one place that makes it clear that the faculty is not just another stakeholder, and makes a close tie between the faculty and the president. Finally, the AAUP also suggests that we form a collective bargaining unit, and we aren't going to do that.

Eric Orlin – That’s good to think about the history. I think I understand Alisa’s rationale. I have been at other places where one faculty meeting per semester had to be led by an elected person of the faculty, but the others were run by the President. We definitely want to have the President here. It’s a chance to get access to him/her directly.

Doug Cannon – I want to speak about the history, too. I am in favor of this motion and have spoken in favor of it in the past. I think the history is actually mixed. Having a chair that is fair-minded and neutral seems very important. The Faculty Senate chairs have traditionally not had much of an agenda, other than the agenda of empowering the faculty. That has not been true of the administration historically. Over my time, there has been variation in how fairly the faculty perceived the faculty meetings were chaired. The curriculum and major curricular changes have been very controversial in the past, and sometimes they have been initiated and strongly advocated by the administration, and that affected how the meetings operated.

Finally, we have seen the difficulty that presidents have had in the mechanics of operating the meeting. Knowing the rules of order is not a high priority for presidents, and it should not be, but the Faculty Senate chair will have experience leading parliamentary meetings regularly and might be reasonably expected to know how to do that. President Thomas has not been spending his time attending these meetings.

Nancy Bristow – I have spoken in favor of motions like this in the past. It is a history that goes back decades. Harry’s question and the one that Bill Beardsley raised are important. I think the timing might be perceived negatively. I am a deep believer, as a member of the search committee, in the promise that President-elect Crawford holds for us. This is the moment, between presidents, when we should make this change. We don’t want to do it during a presidential administration because it will appear negative.

My recollection is different from Bill’s. Previously, faculty meetings have sometimes not been run as ably and as equitably as they should have been during some administrations. I think it is best for faculty to chair their own meetings, and in between presidents is the time to make the change.

Barry Goldstein – This goes back to the 1980s, when I came. The president plays a dual role when they are chairing the meeting, and that can be confusing.

Bill Breitenbach – We don’t want to do this in the middle of an administration.

Jennifer Hastings – Numerous people have mentioned that this has come up again and again. And it is important to say that it has never passed before. Maybe there’s a good reason for that. Also, I have been here for 16 years and have noticed an intensifying friction and divisiveness between the administration and the faculty in the last 3-5 years. We should go back to saying that the president is the member of the faculty, and not “a member of the faculty should lead the meeting.”

Alisa Kessel - In the motion, Article 3 still makes the President the head of the faculty. To me, this is how the president can get the best advice out of the faculty during the meetings.

Jennifer Utrata – If it has come up again and again, it seems like there is something there. I see, rather than divisiveness, genuine concern on the part of the faculty that we want an increased voice. (She spoke in favor of the motion.) This seems like the right time.

Suzanne Holland – I just can't think of anything more awkward than the conversation we were having about the issue of presidential compensation versus faculty compensation, and President Thomas had to chair that meeting. It was unfortunate.

Bill Beardsley – I want to make two minor points. This business about reporting to the faculty is fairly new. We may not want that to be permanent. Secondly, what we are replacing is extremely flexible as to the president's wishes. There is a lot of flexibility in the current language. The president doesn't have to do it. The new language is not flexible at all. What happens if the president cannot attend the meeting, but the language says that they have to attend?

Alisa Kessel – With respect to the language about reporting, one of the presidential candidates said that “to get good advice, you have to give good information.” But for the president to get good advice from the faculty, they have to provide information to the faculty. However, I think you are right about the lack of flexibility. We could change the language in the proposal to bring back some of that flexibility, and keep some of the language that is currently there to keep some of the flexibility.

Doug Cannon called for a paper ballot. Paper was distributed. Ballots were collected and counted. The motion passed, with 10 votes of No, 34 Yes votes, and 4 abstentions.

VI. Student writing handbook update (Julie Christoph and Martin Jackson)

Julie Christoph took the floor and gave a PowerPoint presentation, which is shown in Appendix F. Martin Jackson also helped with the presentation. Our current student writing handbook, *A Writer's Reference* by Diana Hacker and Nancy Sommers (7th ed.), is used in the first-year seminars and has been around for several years. We are running into a new edition from the publisher, changing from the 7th to the 8th edition. Julie shared feedback from student surveys and focus groups. Having an online version would have a lot of advantages for students, but the online version of *A Writer's Reference* is not good. For example, pilots of the online version in courses here have not gone well.

Julie – We want to do something on our own that fits our needs and our campus better. It would be online. She showed a slide with planned features of the new handbook. We'll be getting a survey soon, and the writing workshop in May will include discussion of this. This summer, some students will be working on the new handbook (see Process slide). She talked about how faculty can be involved. She encouraged everyone to talk with their departments about what they would value in the new handbook. The faculty writing pedagogy workshop is May 25-27.

There were no questions for Julie and Martin. The faculty members present expressed their appreciation with applause.

VII. Update from Faculty Senate on proposals for shortening the spring semester (Ariela Tubert)

(Follow these links for background information: Guidelines for Setting the Academic Calendar at <http://www.pugetsound.edu/academics/academic-resources/academic-calendars/guidelines> and Credit Hour Policy at <http://www.pugetsound.edu/student-life/personal-safety/student-handbook/academic-handbook/credit-hour-policy/>.)

Ariela Tubert – In April 2015, the full faculty asked the Faculty Senate to craft proposals to shorten the spring semester. The Senate charged the Curriculum Committee with looking at this. The CC has returned to the Senate with recommendations. There have also been proposals about single days that could be used in different ways, like for Experiential Learning.

Amy Spivey – Has Senate discussed aligning our calendar with the local public school calendar?

Ariela Tubert – No, we haven't.

Renee Houston – Is this moving forward?

Ariela Tubert – Yes. The Senate will keep talking about it. But we aren't ready to make a recommendation yet. If you feel strongly, you can bring up questions or comments to the Senate.

VIII. Continued discussion of the proposed Common Period

Eric Scharrer – I have concerns about having a common period on Wednesday in the middle of the day. My understanding is that that is more disruptive than an early morning or late afternoon slot. In the sciences, this is tough. I hope we would look at whether it's even feasible to map out our current courses onto this new schedule and whether there are rooms in which to teach them.

Another concern is that we have more non-traditional students, and for them not having options to take courses in the middle of the day might be problematic. I don't know how big of an issue this is.

If we shorten the spring term, could we have our meetings on the non-teaching days? I hope we are going to test these changes out before we do it and find it's a mistake.

Suzanne Holland – The Registrar did give some estimates of what the impacts would be of different models. The Academic Standards Committee decided that noon, even though it would disrupt more classes, would be better than 1 p.m., or 1:30 or 2 p.m.. In discussing this, the Academic Standards Committee operated on two principles: 1) Everyone has to give up something, and 2) Nothing can stay the same.

Brad Tomhave – We did go through and count the number of classes that would be displaced and the types of courses that would be displaced. We got to the point where we needed to hear from the departments about how they would handle the changes.

Keith Ward – I recognize that we will have to give things up and that things won't stay the same. My concern about the current revision is that losing two class slots is significant for pedagogical reasons and space reasons. For example, will Music have to start buying more pianos and putting them in other locations? Are there ways to tweak the schedule so that we lose only one two-day per week slot?

Sigrun Bodine – We (in Math) lose two slots. We don't offer afternoon lower-level classes because so many of our students are scientists and take labs in the afternoon.

Ariela Tubert – We are told that 4 p.m. is bad, and our current meetings are at 4 p.m. for faculty meetings. Our current situation is not great. The new situation has to be compared to the current one. Departments are still free to schedule classes during the common period, although we are asking the departments to try to avoid that. We did look at the morning times and late afternoon times.

Adam Smith – I want to underline what Keith said from the point of computer science. In Thompson at 11 and noon, it is hard to find classrooms. We have to find new computer labs. It would be a hardship. I would like to find a time that only costs us one slot.

Kris Bartanen noted that faculty meetings are 90 minutes long, as prescribed in the *Faculty Bylaws*.

Suzanne Holland – Students and student services liked this idea. They commented to the Academic Standards Committee.

Barry Goldstein – I predict that there would be lots of exceptions. We need to poll the faculty for detailed ideas of how this is going to work.

Bernie Bates – I have trouble with the idea that it's Wednesday from noon to 1:30. This overlaps with two slots on Monday/Wednesday/Friday. I can just teach some of my classes 80 minutes MF. In physics, we can't teach it two days in the week. That's not enough exposure for the students. We need to consider whether it would work pedagogically.

Eric Orlin – If we take faculty governance seriously, then our current situation is a problem. We might be able to take governance more seriously if we had a common period. Maybe we could let non-voting faculty members teach during that hour, for example. There are ways to work it out, I think. There will be some shared sacrifice.

Doug Cannon – People keep talking about ruling out two hours. That's presuming that we will continue with noon, 1, 2, but maybe we start at noon, 1:30, 2:30, etc.

Bill Haltom – To those who have concerns about the Faculty Senate's action, the faculty have thirty working days to object. We have only twenty working days left in the semester. The faculty could reverse the Senate's decision.

Nakeesha-Renee Jones – The students are in favor of the common hour. We need to remember that this affects students and staff as well as faculty.

VIII. The meeting adjourned at 5:30 p.m..

Appendix A – Attendance record

Attending

Greta Austin
Kris Bartanen
Bernie Bates
Bill Beardsley
Sigrun Bodine
Bill Breitenbach
Nancy Bristow
Dan Burgard
Alva Butcher
Doug Cannon
America Chambers
Julie Christoph
Lea Fortmann
Sara Freeman
Megan Gessel
Barry Goldstein
Jeff Grinstead
Bill Haltom
John Hanson
Jennifer Hastings
Suzanne Holland
Renee Houston
Matt Ingalls
Martin Jackson
Alisa Kessel
Jung Kim
Nick Kontogeorgopoulos
Kriszta Kotsis
Laura Krughoff
Sunil Kukreja
Pierre Ly
Janet Marcavage
Gary McCall
Eric Orlin
Wayne Rickoll
Steve Rodgers
Leslie Saucedo
Eric Scharrer

Adam Smith
Amy Spivey
Jonathan Stockdale
Jason Struna
Bryan Thines
Alison Tracy Hale
Ariela Tubert
Jennifer Utrata
Keith Ward
Heather White
Linda Williams

Guests

Nakisha Renee Jones
Mike Segawa
Brad Tomhave
Landon Wade



President's Report to the Faculty

April 2016

I regret that my extensive external responsibilities during this, my final year as the university's 13th president, have kept me from more than one faculty meeting, as they will this one, my last. In my scheduled travels in recent months to all twelve of our Logger Clubs across the country (all but one over the course of this semester), we have been met with large and enthusiastic crowds of alumni and parents, proud of their affiliation with Puget Sound, impressed by the university's progress and accomplishments in recent years, and excited about the future. This round of visits—from New York to LA to Honolulu—together with our campaign success and their active volunteer efforts offers strong evidence of tremendous progress in engaging our constituents in meaningful and enduring relationship with the university.

Since our last meeting, the big news has been the exciting announcement of the university's fourteenth president-elect. Dr. Isiaah Crawford is a distinguished scholar and an accomplished leader and administrator, who received a rousing response on campus and has elicited a great deal of interest and excitement among alumni and constituents as well. President-elect Crawford will make an outstanding president, I am confident. We have made plans for a successful transition for him into the role over the next several months as he guides Puget Sound into and through our next chapter as a distinguished university.

As I conclude my time with you in the weeks ahead, I want to express my continued admiration for your impressive work in teaching and scholarship, for your entrepreneurial spirit in developing new programs and initiatives, for your enthusiastic engagement with our community and region, and for embracing our responsibilities as scholars and educators to the broader world. Your commitment to students has been particularly noteworthy, and there is no more admirable obligation for us as educators. The results have been remarkable—in terms of the national recognition that you, our students, and the university have all earned in recent years. Well done.

Over the last two years, I have been candidly addressing—with you, with groups on campus, with our board, and in external settings—my outlook on higher education in the years to come, for what it is worth, based on my thirteen years as your president and broader historical developments and societal trends. Significant challenges face us—versions of the same challenges that face our nation: economic inequality, racial and cultural inequity, shallow consumerist materialism, and deterioration of principled civil debate and open-minded collaboration. We in higher education see a market of traditional aged college students that is declining in number, and, moreover, these students will have less affluence, be more ethnically and culturally diverse, and be increasingly the first in their family to attend college (proportionally).

This next generation will require creative and substantial adjustments to higher education's traditional pedagogical and economic models—if we are to remain affordable, accessible, and relevant to them. We see manifestations of these tensions on campuses in student activism across the country (including our own), in enrollment challenges, in the pressure on yield and retention numbers, in discount rate increases, as well as in the bewilderments of the current national election cycle and the deepening ideological polarization and political gridlock in our democracy.

As significant as the challenges are, I remain optimistic about our ability to address them at Puget Sound. It will take focus, imagination, courage, hard choices, and a commitment to each other and to the values of our mission. We will have to think big and with a long view. We have often proven ourselves to be a resourceful and creative community, and have reinvented ourselves successfully before—often with strong faculty leadership at the forefront. We will do it again, I am confident.

Let me thank you for the welcome you offered me when I arrived on campus thirteen years ago and for the support you have offered along the way. It has been an honor.

Sincerely,

A handwritten signature in blue ink, appearing to be "Dm.", located at the bottom left of the page.

Appendix C – Report from Academic Vice President



April 6, 2016

TO: Faculty Colleagues

FR: Kris Bartanen

RE: Report to the April 12 Faculty Meeting

KUDOS! Just one, to stand in for all the possible thanks and commendations at this time of year: John Wesley, Associate Professor of English, has been awarded an inaugural **Rhodes Trust Inspirational Educator Award** for 2016. The award is given to a teacher or professor who has “had the most profound influence” in the life of a Rhodes scholar, in this case Puget Sound’s own Billy Rathje ’15.

Retention and Yield: Thank you to all who are participating in various ways in “Decision Puget Sound” days – our major programming to convert admitted students to matriculated students. This is very important work in a challenging enrollment environment. Similarly, we need to be attentive to student attrition; retention from December 2015 to January 2016 was weaker than anticipated – and without any single or clear pattern of apparent or expressed reasons for departure. As we are in pre-registration advising season, thank you for talking with your advisees about their academic plans, encouraging them to reflect on what has gone well for them and how they can address things that have not gone as well as they might have expected, and sharing with them opportunities for future study and participation in experiential applications of their learning in ways that will prepare them well for life beyond college. You might even check out www.pugetsound.edu/academics/experiential to see the new developments!

Curriculum:

- **African American Studies** has been approved as a major, effective 2016-17.
- The **Environmental Policy and Decision-Making** program will become a department, concurrent with the initial offering of the EPDM major, effective 2016-17; Dan Sherman’s and Rachel DeMotts’ appointments will move to EPDM.
- Twenty-eight courses have been approved for the **Knowledge, Identity, and Power** graduation requirement; 20 courses have been offered to-date. Additional courses, particularly at the first-year and sophomore level, will be needed in order to move to full implementation of the KNOW requirement in 2017-18, at which time we need to offer an estimated 34 courses per year.
- Check out www.pugetsound.edu/digital-humanities (a work in progress) to learn more about teaching resources, to request a consultation, or to see recent examples of student work. April 13 Wednesday at Four also offers an opportunity to learn more about “DH.”

Study Abroad Work Group II: As follow-up to the March Faculty Meeting, I will convene a study abroad work group in Fall 2016 to consider such questions as:

- Are there other possible financial/financial aid models? What are their advantages and disadvantages relative to Puget Sound's approach?
- What would be a viable, standard approach to fully account for the costs of faculty-led study abroad/away programs? Do we need to place them in a scheduled rotation in order to achieve sustainability? Are these programs feasible in the absence of the "subsidies" that have supported start-up pilot projects?
- What are the requisite provisions for a feasible international student exchange?
- Are there recommended curricular changes for Puget Sound that would reduce students' articulated fear of "falling behind" in their academic programs if they study abroad?

These are not "charges" but are the kinds of issues we need address.

Pacific Rim, broadly defined:

- We hosted a delightful visit with Helena Kolenda, program officer for Asia for the Henry Luce Foundation – her first to Puget Sound. Colleagues were able to share updates on faculty-led fieldwork courses in Southeast Asia, the Southeast Asia symposium, the "SouthEast by NorthWest" collaboration (a NW5C project), curriculum development grants, and Southeast Asian language instruction – all supported by the Luce Initiative in Asian Studies and the Environment.
- Thanks for welcoming this year our first Fulbright Foreign Language Teaching Assistant, Harjinder Kaar, who has been teaching Malaysian. We are approved for a second FLTA for next year and are awaiting news of a match/placement.
- We also hosted a good visit with representatives of the Trimble Foundation regarding further support for a curricular "center of excellence" in China Studies. The Trimble endowment is supporting faculty develop in or related to China, curriculum development, co-curricular enrichment in China studies, and student scholarships to Puget Sound and for study abroad.
- We anticipate hosting an exchange faculty member from Fujian Normal University in Fuzhou at the outset of next semester; this will complete the first-round of the Trimble Foundation supported Puget Sound/Fujian Normal exchange, launched by Pierre Ly's residency in China in early Fall 2015.
- Good work also happening on the Latin American portion of the rim; more on that next time.

Hiring and Retirements: Tenure-line hiring is complete for 2016-17, with Mike Pohl joining the Exercise Science Department, Melvin Rouse joining the Psychology Department, Renee Simms moving to tenure-line status in African American Studies, and Courtney Thatcher joining the Mathematics and Computer Science Department. Megan Daniels will join the Classics Department as Laura Bryning Redford Post-doctoral Fellow in Archeology for 2016-17. This Spring, we honor retirees Douglas Cannon, Philosophy; Duane Hulbert, Music; Judith Kay, Religion; Martins Linauts, Occupational Therapy; Bruce Mann, Economics; and Wayne Rickoll, Biology.

Diversity Strategic Plan: Turnout was strong (170 faculty, staff, and students overall) for the three open forums on the "[Threshold 2022: Cultivating a Culture of Inclusive Excellence](#)" strategic plan. I encourage you to read it and to offer input to Michael Benitez. Results from the 2015 Campus Climate Survey will be the next component of diversity work to roll out to the campus; please look forward to joining those conversations in Fall 2016.

Additional updates include:

- We look forward to welcome our **Posse Scholars** in Fall 2016. Ariela Tubert will serve as Posse Faculty Mentor for this initial cohort.
- We have eight admitted students for the **Access Scholars** cohort, are working to support their enrollment, and will name the faculty mentors soon.
- The first congress of **Latin American, Latino, & Iberian Studies (LALISA)** of the Pacific Northwest, an evolution of Puget Sound's Spanish Matters Colloquium to a regional conference framework, will be held at Reed College on April 8-9.
- Puget Sound will host the 3rd annual **Northwest Five Colleges Faculty of Color Workshop on June 6-7, 2016**. The workshop is open to all faculty members, those historically underrepresented as well as allies. Immediately following, on morning of June 8, at Puget Sound, will host the **NW5C TEACH workshop** – focused this year on "[Transparent Teaching](#)." More information coming soon; contact Sunil Kukreja if you would like to participate in one or both workshops.

Further NW5C news: There will not be a September 2016 NW5C annual conference at Skamania; we look forward to reconvening in September 2017, pending a successful next phase grant proposal to the Andrew W. Mellon Foundation. In all, approximately 500 faculty and staff have participated in NW5C conferences, workshops, and funded projects over the initial four years of the consortium's work, of which 230 have participated in two or more types of activities. **At least 90 of the total participants to-date are from Puget Sound.** Project work continues and everyone is welcome! You can sign on for more information at www.NW5C.org.

Opportunity (yes, this pushes the boundary of "report"):

As a faculty, we have an exciting chance to build new forms of community as we consider establishment of a common period for governance and adjustment of the spring semester calendar.

The Academic Standards Committee has, based on historical work over several years, and consultation with the Office of the Registrar and various sectors of the campus which have scheduling challenges, identified specific options for a common period. The Faculty Senate expressed preference for Wednesday, 12-1:30 as the most feasible, attractive option. The potential for the full faculty to join Faculty Meetings, as well as for a systematic approach to Faculty Senate and standing committee meetings and/or opportunities for other common gatherings is strong. (ASUPS, other student organizations, or academic and student life programs could also use the common period productively.) Make no mistake: we will not be able to cram every bit of governance or every kind of meeting into the common period. The goal, however, of truly deliberating as a faculty and enhancing communication about topics of importance seems well worth working toward.

A working group of the Curriculum Committee identified some options for reducing course teaching days by five in the Spring semester calendar, to bring the number into alignment with the number of course teaching days in the Fall semester calendar. I invite you to envision the possibilities, by retaining current start and end dates, for using those five days to meet goals for which many colleagues have long hoped. A few possibilities: student research, internship, and/or thesis presentations on a day (maybe two) in the opening week of Spring semester to showcase the accomplishments of Fall projects and experiences; one or two similar days toward the closing week of Spring semester to showcase and celebrate capstone work of that term; perhaps, commitment on a quadrennial basis to make the Race and Pedagogy National Conference a truly campus-wide

undertaking; perhaps, commitment in rotation to other signature initiatives and conferences of the campus or to a new format for major lectureships.

I think it is possible to schedule the five available days in such a way that lab (broadly defined) schedules in the sciences would not be disrupted. We have the opportunity to think creatively – to do some educational work differently – as we take next steps to strengthen even further the academic and residential, curricular and co-curricular, campus and civic, classroom and experiential pathways and bridges on which Puget Sound has been working for at least thirty years.

I invite you to join in thinking outside the boxes of schedule and calendar that are familiar so that we can envision exciting community-building and community-partnering educational opportunities for our 21st-century students.

**Faculty Senate Chair Report to the Faculty
In advance of 04/12/2016 Faculty Meeting
By Ariela Tubert**

We had two senate meetings since my last report. I summarize below some of the main issues that have come up during that time.

- The senate continued what has been an ongoing discussion over the past year of possible changes to the course schedule so as to accommodate a common period and approved a common period on Wednesday from Noon to 1:30pm. At its March 7th meeting, the senate continued a conversation started at the previous meeting considering a report from the Academic Standards Committee on various alternatives for a common period and requested that the committee re-consider a middle of the day possibility (as opposed to early morning or late afternoon times that had been proposed.) During its March 11th meeting, based on the senate's request that the committee consider a time in the middle of the day, the Academic Standards Committee recommended a common period on Wednesday from Noon to 1:30. During its March 28th meeting, the senate amended the "Principles on Which to Base the Schedule of Classes" approved by the faculty senate in November 2007 (included below in Appendix A highlighting the changes.) These Principles adopted by the senate in 2007 are used by the Registrar's as the basis for the Scheduling Guidelines that are distributed to department chairs each year. The senate approved a motion to add the following new principle:

"Faculty members' involvement in the business of the shared governance of the university is essential. In order to facilitate deliberation and decision making that is most broadly inclusive of faculty colleagues, it is incumbent on the university to assure a Common Period where governance-related meetings can take place, and to maximize the opportunity for colleagues to participate during the work day. Wednesdays between Noon and 1:30 will constitute the Common Period. Departments should avoid scheduling classes during this time so that as many faculty members as possible are available to participate in the affairs of governance that concern the whole community."

Once again, I would like to recognize the Academic Standards Committee for their work on this issue throughout this academic year.

- At its March 28th meeting, the senate discussed a report from the Curriculum Committee on various proposals for shortening the length of the Spring Semester. A brief presentation of those proposals will take place at the faculty meeting on April 12th.

- At the March 7th meeting, the senate discussed the motion to change the Bylaws so as to have the Senate Chair, rather than the President, preside at faculty meetings. This issue will be up for discussion at the April 12th faculty meeting.
- Also, at the March 7th meeting, the senate received reports from the faculty members of the policy committees of the Board of Trustees. These faculty members serve as liaisons between the faculty and the Board and have been reporting back to the senate after each Board meeting.
- For the remaining meetings of this semester, we will be discussing a report that summarizes the results of the faculty focus groups about the university's education goals and the possibility of a degree associated with the Freedom Project, among others. In addition, we will be discussing end of year reports for the 10 standing committees.
- I want to conclude by turning to the faculty governance elections that are currently still underway. We had a very high number of nominations for most positions and a high participation rate in the primary. Please remember to vote on the final round! I would like to thank all of those who participated in the nomination process, all of those who agreed to run for or serve on the various positions, and Pierre Ly (secretary of the senate) for all his excellent work over the past few weeks making sure that the elections run smoothly.

Appendix A

Principles on Which to Base the Schedule of Classes

Approved by the faculty senate in Nov/Dec 2007

Amended by the faculty senate to add principle #7 on 3/28/2016

1. The schedule of classes serves the diverse needs of students, faculty members, department-chairs, and program directors. It necessarily reflects the resources and limitations with which the administration, academic advising, the staff, and facilities-services must work, including the physical spaces available for teaching and learning. The process of scheduling is complex and dynamic. By articulating some principles, the faculty intends to contribute productively to this process, but relatively broad principles cannot address all circumstances. Consequently, good communication among students, faculty members, department-chairs, program-directors, staff members, and the administration remains essential. Some issues connected to scheduling may be addressed by articulating principles; others are best addressed individually, with flexibility, cooperation, and practicality in mind.
2. The university's primary mission is to educate the whole student; therefore, in addition to providing an academic education, the university continues to value students' participation in athletics; in the performing, visual, and literary arts; in media; in the

ASUPS; and so on. Consequently, those involved with scheduling need to take these elements of academic education into account. At the same time, the core-curriculum, majors, minors, graduate programs, and interdisciplinary curricula form the basis of a Puget Sound education. Departments should avoid scheduling required classes for the majors, of which classes there are not multiple sections or alternatives, after 4:00 p.m. Legitimate exceptions to this guideline may arise, and there are different kinds of “required classes,” but in general, departments should include this guideline in the several considerations that go into scheduling classes. By the same token, some courses (in the core curriculum and in majors, minors, and graduate programs), to which students may readily find alternatives, may be scheduled after 4:00 p.m. Such courses can serve the needs of many students and faculty-members without undermining athletics, arts, and media.

3. The schedule should reflect an optimal use of the classrooms available, of the five working-days available per week, and of the hours from 8:00 a.m. to 9:50 p.m. It is understood, of course, that there are other teaching-spaces besides actual classrooms, such as laboratories, practice-rooms, and studios. “Classrooms” here is used in a broad sense, therefore. The principles articulated in this document acknowledge the diversity of educational venues and methods at the university.

4. In academia, the 50-minute and 80/90-minute periods remain effective and venerable. It is understood that, for sound pedagogical reasons, some colleagues prefer the former, some the latter, and some a combination of both. It is understood that neither period is inherently better pedagogically even if individual professors strongly prefer one to the other. Personal preference does not reflect an inherent pedagogical value of either time-slot. Therefore, the schedule should reflect an optimal combination of the 50-minute and 80-minute time-slots for classes.

5. No classes should begin before 8:00 a.m., and no classes should end later than 9:50 p.m. Moreover, as has been the custom at the university, individuals, departments, the staff, and the administration should attempt to accommodate reasonable preferences for a class-schedule. The main scheduling-custom now seems to involve good communication among individuals, departments, associate deans, the advising office, and the Registrar. There appears to be no reason to change this customary practice of reasonable negotiation and accommodation.

6. One-day-per-week, three-hour classes should be limited to 300- and 400-level courses and graduate courses. Except in extraordinary circumstances, no professor should teach more than one of these classes per term. Currently, such classes are rarely scheduled; therefore, debate about the drawbacks and merits of such courses is probably unnecessary and wasteful. However, three-hour slots beginning at 3:00, 4:00, 5:00, and 6:00 should be available to teach in, as long as scheduling such a class reflects guidelines expressed in item #2 above.

7. Faculty members' involvement in the business of the shared governance of the university is essential. In order to facilitate deliberation and decision making that is most broadly inclusive of faculty colleagues, it is incumbent on the university to assure a Common Period where governance-related meetings can take place, and to maximize the opportunity for colleagues to participate during the work day. Wednesdays between Noon and 1:30 will constitute the Common Period. Departments should avoid scheduling classes during this time so that as many faculty members as possible are available to participate in the affairs of governance that concern the whole community.

Appendix E – Motion to change the *Faculty Bylaws* regarding leadership of faculty meetings

ARTICLE III

ORGANIZATION OF THE FACULTY

Sec. 1. Officers and Duties.

A. The President of the University shall:

~~a. Be Chairperson of the Faculty and preside at meetings of that body. The President may designate the Vice Chair to preside at faculty meetings or, contingent upon the approval of the Faculty Senate, another member of the faculty until such time as the President decides to resume presiding or the Senate requests that the President resume presiding.~~

a. Serve as head of the Faculty and attend meetings of the Faculty, wherein the President can report to the Faculty.

b. Jointly, with the Dean of the University and the Executive Committee of the Faculty Senate, appoint all Faculty standing committees and fill vacancies as they occur.

B. The Dean of the University shall:

~~a. Be Vice-Chairperson of the Faculty and in the absence of the President, be the presiding officer at Faculty meetings.~~

a. Attend meetings of the Faculty, wherein the Dean can report to the Faculty.

b. Be an ex-officio member of all standing committees.

c. Be responsible for keeping the official file of the Minutes of the Faculty and of the Faculty Senate.

d. Jointly, with the Executive Committee of the Faculty Senate and the President, appoint Faculty standing committee members.

e. Distribute to all new Faculty a copy of the Faculty Code and Faculty Bylaws.

C. The Faculty shall elect for a two-year term from among its instructional staff, a Senate Chairperson to:

a. Call and preside over the meetings of the Faculty Senate **and of the Faculty.**

b. Serve as Faculty Representative to the Executive Committee of the Board of Trustees.

c. Jointly, with other members of the Faculty Senate Executive Committee, the Dean, and the President, appoint all Faculty standing committee members. (IV)

D. The Faculty shall elect for three year terms from among its instructional staff, eleven (11) Senators as members of the Faculty Senate. (IV)

Sec. 2. Meetings of the Faculty.

A. The Faculty shall be called into session at least once each semester by the **Senate** Chairperson, or in the **Senate** Chairperson's absence, the Vice-Chairperson **of the Senate**. If the need should arise, the Faculty may be called into session by the Senate or its officers, or by written petition of not less than twenty (20) Faculty members.

B. The length of the meeting shall not exceed ninety (90) minutes unless extended by a majority vote of the members present.

C. ~~At its first meeting of the academic year,~~ **In its annual elections,** the Faculty shall elect a Secretary to keep minutes of all Faculty actions; distribute those minutes to the Faculty; and at the conclusion of the academic year deposit a complete collection of the minutes and supporting documents in the University library archives and with the office of the Dean of the University.

D. A quorum necessary for the transaction of all business shall be constituted by the members of the Faculty present. Announcements giving time, place, and agenda for Faculty meetings shall be distributed in writing by the Secretary of the Faculty to all members of the Faculty at least one week prior to the meeting.

E. Voting shall be by voice or, at the call of two (2) members of the Faculty, by a written ballot, or by mail when a majority of those present at the meeting approve such a ballot by voice or written ballot prior to a vote being taken on a substantive motion. In the case of voting by mail, the process for the distribution and collection of ballots shall correspond to the process for the election of Senators (IV, 6, D).

F. The Standard Code of Parliamentary Procedure by Alice Sturgis, latest edition, shall be followed in conducting Faculty meetings.

Article IV, Sec. 3. Officers and Executive Committee.

A. The Senate shall have the following officers:

a. A Chairperson (III, 1, C).

b. A Vice-Chairperson to call and preside at Senate meetings **and Faculty meetings** in the absence of the Chairperson.

c. A secretary to keep minutes of all Faculty Senate actions and at the end of each May to deposit a complete collection of those minutes and supporting documents in the University library archives and with the office of the Dean of the University; at the beginning of each academic year to distribute to convenors of committees the end-of-the-year reports submitted by the respective committees to the Faculty Senate during the previous May; and to perform such other duties as may be assigned.

The Puget Sound Writing Handbook



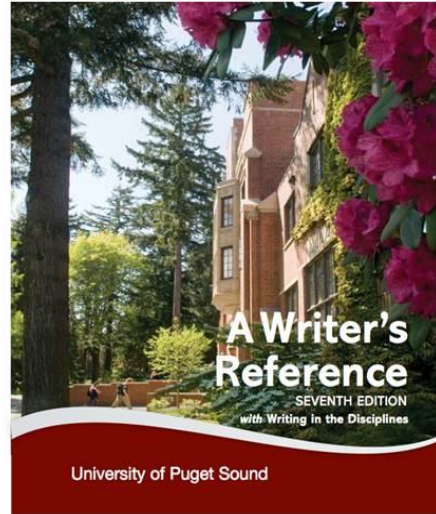
Want to work with a Writing Advisor to get some feedback on a draft? Want to work with a Peer Tutor to help improve your understanding of course concepts? Go to the Center for Writing, Learning, and Teaching, at <http://www.pugetsound.edu/academics/academic-resources/cwlt/>

Want to ask a librarian a question? Want to find a scholarly article? Want to know library hours? Go to Collins Memorial Library, at <http://www.pugetsound.edu/academics/academic-resources/collins-memorial-library/>

Want to know about our campus academic integrity policy? Want to find out about our campus independent study policy? Go to the Academic Handbook, at <http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/>

Want to see what courses you need for a major? Want to find out how to get a transcript? Go to Academic Advising and Registrar's Office, at <http://www.pugetsound.edu/academics/academic-offices/academic-advising-registrar/>

Bedford/St. Martin's
Custom Publishing



History of the Current Handbook

- Spring 2011: An ad hoc faculty committee piloted a variety of handbooks in 7 first-year seminars, unanimously selecting *A Writer's Reference* as the best handbook for our students.
- Fall 2011: 12 first-year seminars piloted *A Writer's Reference*.
- Spring 2012: The full faculty endorsed adoption of the handbook.
- Spring 2012: Faculty were surveyed to develop the custom materials.
- Since Fall 2013: The existing custom edition has been offered at a subsidized rate of around \$35 and has been required in the majority (around 75%) of SSI courses.

What students have liked

- “I felt it was a reliable and legitimate source to get writing tips.”
- “It was very clearly worded and had helpful explanations.”
- “It’s actually very well organized and easy to extract data from.”
- “The tabs for quick access.”
- “We didn’t have to go over the information in class.”

What students haven’t liked

- “I learn how to write from people not guide books.”
- “Don’t think we need one, teacher should tell us what they want.”
- “Too expensive, not provided for free.”
- “It’s still kind of daunting, like, ‘Oh, I have to look through that?’ It’s [sic] strength can be its weakness.”
- “It’s so large!! Harder to find things.”
- “Nothing!”

Issues with the current handbook

- Cost prevents full adoption (Spring Survey responses)
 - Spring 2013: 62% (153 respondents) purchased the handbook.
 - Spring 2014: 76% (140 respondents) purchased the handbook.
 - Spring 2015: 62% (145 respondents) purchased the handbook.
- Publisher updates affect text and cost
 - New editions come out roughly every 4 years.
 - Cost is negotiated annually, and cost can go up at any time.

The Book vs. the Web

- “. . .it’s much more convenient to just use the internet except the internet is not always correct.”
- “I often would use the web when I had forgotten the *Writer’s Reference* in my room, and I needed an answer right away when I was in the library. Often times though I found that the web was a lot less helpful, and that I spent a lot more time looking for answers with different search questions which slowed down my writing process.”
- “Not electronically searchable. (Computers find things better than I do.)”
- “I like that everything is laid out for you and the main purpose I did not use it is not because I do not find it helpful but rather I forget that I own it because I am so accustomed to using the internet.”

The book vs. the Web

- Spring 2013: 95% of first-year survey respondents only used the hard copy
- Spring 2014: 97% of first-year survey respondents only used the hard copy
- Spring 2015 pilot of new electronic platform was roundly panned in focus groups

Planned features of new handbook

- Offer online with options for printing specific sections (perhaps including print-on-demand of entire)
- Use student-friendly search terms
- Use examples from our own students' writing
- Include department-/discipline-specific sections
- Include sections on writing, reading, speaking, and researching processes that are consistent with our SSI course goals
- Discuss language usage as an evolving construct that requires attention to context

Process for developing new handbook

- Spring 2016: Gather faculty input on content via survey and writing workshop
- Summer 2016: Two continuing and one graduating student do initial content development
 - Collectively, they bring
 - Experience with 24 SSI sections as writing liaisons
 - Three Writing Excellence awards
 - Diverse experiences in terms of major, race, gender, sexual orientation, first-generation status, transfer status, geographic origin within US
- 2016-17: Pilot with some volunteer faculty teaching SSI; current handbook remains main option
- Summer 2017: Refine handbook
- 2017-18: Full adoption

Ways to be involved

- Respond to survey
- Attend writing workshop
- Have discussions within department about departmental/disciplinary writing expectations
- Send ideas/thoughts/requests/questions/concerns to Julie Christoph (jchristoph@pugetsound.edu) or Martin Jackson (martinj@pugetsound.edu)