

Minutes of the April 18, 2017 Faculty Meeting

Minutes taken during the meeting by Steven Neshyba

Submitted by Amy Spivey (Faculty Secretary for 2016-2017)

Final version submitted by John Wesley (Faculty Secretary for Fall 2017)

I. Called to order by Faculty Senate Chair Alisa Kessel at 4:04 p.m. on 18 April, 2017

Kessel asked for an acknowledgement of outgoing ASUPS president Noah Lumbantobing, and incoming president Amanda Diaz.

II. M/S/P Approval of the minutes of March 7, 2017 (Draft version posted at <https://www.pugetsound.edu/gateways/faculty-staff/committees-minutes/faculty-meeting-minutes/>)

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

(See Appendices B, C, and D for the reports.)

Tomlin – Noticed in the President’s report that most graduate programs are running behind enrollments compared to last year. However, OT/PT are not running behind.

Hastings – Physical Therapy is also on target.

Crawford confirmed, and encouraged them to endeavor to exceed their enrollment goal for next year.

DeHart invited Bartanen to comment on the process of hiring, interim appointments, and clarification regarding which administrative positions are temporary, which are permanent, and what faculty participation in such processes might be.

Bartanen – Planning to spend time in the summer to talk with Student Affairs about leadership needs; strategic planning year will also be useful. Associate Dean Renee Houston is currently funded under a Mellon grant, so we’re looking into how to sustain that position. Certainly, faculty will be invited to participate in the searches to fill long-term appointments.

Haltom invited Bartanen to comment on the “significant merit” criterion as it relates to PSC clarifications and amendments to the Faculty Code.

Bartanen – When PSC determines an interpretation to be of significant merit, it goes to the Faculty Senate and, following posting of the Senate minutes, there is a ten working day period during which any faculty member may appeal the interpretation; from there, the interpretation goes to the Academic and Student Affairs Committee of the Board for concurrence. Last year, the change to prohibit consensual relations between a faculty member and a student was not deemed of significant merit; this year’s change of language from “romantic” to “intimate”, and

language related to public law, were not deemed of significant merit. The process for Interpretation can be found in the *Faculty Code*, at the end of Chapter I.

No questions were posed to Kessel regarding her report.

IV. Discussion of spring semester calendar options (brought by the Faculty Senate)

(See Appendix E, distributed ahead of the meeting, for background information.)

Kessel introduced the process of revising the academic calendar, noting that three models had emerged from this process. The Senate had sought opinions from across the campus (e.g., Facilities, Dining and Conference Services). In summary,

Option 1

Do not change the calendar

Option 2

Change the calendar to shorten Spring Semester according to three possible models:

- Model I: End Spring Semester a week earlier
- Model II: Create a 2-week-long spring break
- Model III: Intersperse non-scheduled days throughout the semester

Saucedo – With introduction of Model II, do we need to check again across departments and services of the university?

Kessel said she thought re-checking would be unnecessary, because the Curriculum Committee and the Faculty Senate understand well enough what the consequences would be. She also noted that it may be useful to bear in mind that two issues are at play - that of shortening the semester, and of using days for other purposes, such as research presentations. She suggested it may be useful to dis-entangle these issues in considering options.

Neshyba noted that, as faculty representative to ASUPS, it is his perception that students would not object to a shorter semester. He encouraged students present at the meeting to comment.

Lumbantobing – Students are enthusiastic about a shortened semester.

Adam Smith spoke in favor of leaving the semester the same length, for pedagogical reasons.

Kontogeorgopoulos – There's a reason we voted in the first place for equalized semesters, namely the awkwardness of adapting course content to teaching in the spring versus the fall. I prefer Models I and II, and fear that Model III would lead to a creep of scheduled activities.

Ward argued for Model I. The additional time provides faculty more flexibility at the course level.

Thatcher – Model II might work better in some ways, but from a teaching perspective I fear student disengagement from such a long break from classes.

Freeman – Pleased to report that a 2-week spring break would be compatible with theatre production requirements.

Lumbantobing – Thinking about the research workshop idea, it might allow for interdisciplinary opportunities, hence a reduction in silo-ization.

Orlin – I like the idea of a 1- or 2-day research presentation, and am in favor of equalizing the two semesters, from a teaching perspective: students with a longer semester are getting a different opportunity to succeed in courses that look the same on a transcript. Personally in favor of Model I.

Jacobson – I worry about Model III because there would be additional (effective) loss of days as well, due to student disengagement. Also, she is persuaded that comparison with other schools justifies a reduction in semester length.

Kessel – There was a Residence Life concern about “unclaimed nights”.

Saucedo – I currently use the extra time for review sessions in spring, not extra content.

Rex – I endorse Model I.

Butcher – I endorse Model I, and especially don’t like Model II, for fear of disengaging too many students.

Wimberger – Athletic schedules would be challenged by Model I.

Kessel – If you go back to the report, you’ll see that all options have adverse consequences. Some staff reported concerns that a change in semester lengths would adversely affect .75 FTE staff members, for example.

Orlin – What’s the problem with Athletics?

Wimberger – There are financial impacts for NCAA sports events that take place after the semester is over.

Fox-Dobbs – Another aspect in support of Model I is that summer research programs already require faculty to dedicate their summers to research mentoring. Having an extra week to dedicate to one’s own scholarship would be welcome.

Ramakrishnan – Afraid that Model III would turn into more work for faculty.

Beck – Model I seems most amiable to the situation in Education. Model II would create difficulties because of the long break already in effect for some students in Education.

Wimberger – There are arguments in favor of Model II because of coincidence with Tacoma and University Place public schools.

DeHart – Agree that Model I looks the best, but still like the value added of a research presentation day.

Hastings – I endorse equalization of the semester lengths. Model II would impact the clinic, but it's not a deal-breaker, and it could improve opportunities for experiential learning. Strongly against Model III because of excessively large gaps that would occur.

Butcher – How about starting a week later?

Freeman – That would be very bad for Theatre.

Utrata – As a parent, if we adopted Model II, we would need to be sure it aligned with the public schools. In addition, those students without resources to fly home could be unduly challenged. Model I seems cleaner from student and faculty perspectives.

Crawford – I wonder whether there has been adequate conversation about whether our current schedule gives an advantage over other schools, and how this change might be perceived by critics of higher education.

Kessel – I'll check to see whether Admissions was consulted.

Lanctot – What's the underlying principle? Symmetry is not convincing of itself. But scholarship is integral to what we do, and shortening the semester gives us more time for scholarship.

Weisz – Drawn to Model III. We can use those days to prepare better during semester, in an already very busy schedule.

Stockdale – Intrigued by Model III, but confused about the disaggregation. I don't see how the research days could play into Models I and II at all.

Freeman – In terms of marketplace, the proposed reduction brings us closer to peer schools; hence it wouldn't be seen as a shortening of the offering.

Hanson – While it seems compelling to equalize semester length, I am not convinced that the comparison to other schools is valid. We are a different institution, with (perhaps) a wider range of student abilities that is better served by a longer spring semester.

Smith, Adam – The chart is not an apples-to-apples comparison, in part because classes are not of equal length across comparison schools. We should lengthen Fall Semester if we want to equalize semesters.

Protasi – Spring feels very long at present, I don't think we really get much out of the additional week. I like the idea of longer class sessions, but doubt that's a realistic option in the short run.

Neshyba – A shorter semester would allow us to improve our pedagogy as well as our scholarship.

V. Discussion of the email "Freedom of Expression and Assembly at Puget Sound" sent by Deans Segawa and Bartanen on March 30th, 2017 (brought by the Committee on Diversity)
(See the document from the Committee on Diversity in Appendix F.)

Smithers – It's not clear that there is consensus among faculty about what disruption means, or the extent to which it is undesirable or desirable. At the inauguration, students handing out leaflets did not seem to be excessively disruptive. Regarding Mr. Chavez, it seems that his removal was more disruptive than his presence.

Livingston – Disruption as a form of critical voice needs to be part of the context of this discussion. Disruption provides an additional point of entry into the broader critical discussion of campus climate, policy, and education.

Bartanen – Affirms this discussion should occur. We don't currently have a time, place, and manner policy for disruptive actions. It would be useful to have better clarity about those parameters.

Haltom – Faculty should be more critical of the terms of discussion ("up their game"). Too many faculty seem willing to uncritically adopt the vocabulary of others, and insufficiently demanding of being informed of critical facts. It is not clear to most faculty, for example, why the Tacoma police were called to remove the member of the UPS3 during the inauguration.

Freeman – Within the conversation about time, place, and manner, it should be acknowledged that there will always be solutions imposed on any given disruption.

Protasi – It is probably not possible to achieve convergence between faculty and administrators on boundaries.

Smithers – Quite apart from the grayness is the danger of over-reaction. Are we responding too quickly, too forcefully? What are the criteria for such responses?

Protasi – Pushing back can sometimes serve the purpose of the disruptors.

Livingston – I want us to be willing to face the ways that this campus is a damaging experience in sometimes horridly and suppressed disproportionate ways, over long trajectories.

VIII. Adjournment at 5:31 pm

Appendix A – Attendance record

Faculty members

Kris Bartanen
Terry Beck
Dan Burgard
Alva Butcher
Isiaah Crawford
Monica DeHart
Alyce Demarais
Kena Fox-Dobbs
Sara Freeman
Jeff Grinstead
Bill Haltom
John Hanson
Jennifer Hastings
Martin Jackson
Robin Jacobson
Chris Kendall
Alisa Kessel
Nick Kontogeorgopoulos
Kriszta Kotsis
Alan Krause
Sunil Kukreja
Brendan Lanctot
Grace Livingston
Jan Leuchtenberger
Gary McCall
Steven Neshyba
Eric Orlin
Rachel Pepper
Sara Protasi
Siddharth Ramakrishnan
Andy Rex
Leslie Saucedo
Mike Segawa
Adam Smith
Stuart Smithers
Jonathan Stockdale
Courtney Thatcher
George Tomlin
Jennifer Utrata
Keith Ward
Barbara Warren

Visitors

Mike Benitez
Kate Cohn
Amanda Diaz
Noah Lumbantobing
Ellen Peters
Landon Wade

Appendix B – Report from President Isiaah Crawford



President's Report to the Faculty

April 10, 2017

The primary goal of last month's presidential inauguration was to celebrate our commitment to educating students in the liberal arts tradition, and demonstrate the impact of our mission not only on our students but the local community, the region, the country, and the world at large. I am grateful to the faculty, staff, students, alumni, trustees, and members of the local community who created such an engaging series of events. In addition to the ceremony and various receptions, I was able to attend student performances in Wheelock and six of the very engaging series of interactive academic symposiums that so brilliantly conveyed the depth and breadth of a Puget Sound education. (I look forward to reviewing the remaining 12 via video!) It has been a pleasure to receive wonderful feedback about the symposiums as well as the outstanding performances and representation of our faculty at the installation ceremony itself.

I also wish to acknowledge the tremendous leadership of the faculty—and Associate Dean Martin Jackson, in particular, who serves as Puget Sound's accreditation liaison officer—in shepherding Puget Sound through the accreditation demonstration project. All faculty members are encouraged to review the [Accreditation Demonstration Project Report](#) for the Northwest Commission on Colleges and Universities and to participate in the upcoming site visit on April 18 and 19.

The university will also undergo its periodic review by the University Senate of The United Methodist Church this year. As you know, while Puget Sound is governed by an independent board of trustees, we were founded by the church in 1888 and maintain a relationship with the church based on shared history and values held in common, including the importance of access to a high quality education, academic freedom, social justice, environmental stewardship, and global focus. That site visit is being scheduled for the fall.

As the end of the academic year draws to a close, I offer the following update on my activities and areas of focus.

Enrollment

The Class of 2021 is on its way! In advance of the May 1 decision deadline, we are hosting a number of "Decision Puget Sound" days for prospective students and their families. Our goal is a class of 690 first-time in college students. As of April 4, we have 5,942 applications (440 below 2016's record-setting year, but higher than previous years). Of these, 3,431 were submitted under the university's new Early Action plan. Early Action allows students who apply by a certain date to receive early notification regarding acceptance; unlike Early Decision acceptance isn't binding, but it still gives us an indication of student interest in Puget Sound. Deposits are running about 2% ahead of last year—another healthy indicator. Graduate program enrollment follows the general trend of being slightly behind last year but ahead of previous years for most programs.

May Board Meeting

At the May annual meeting trustees will engage in conversations about the board's role in preparing for strategic planning, in addition to conducting business related to policy and operating committees. All members of the faculty are invited to attend a breakfast buffet with trustees on Friday, May 12, 7:30 a.m. – 9:00 a.m. in Upper Marshall Hall. Members of the board are also arranging opportunities to interact with members of the student body over lunch—we piloted a lunch with randomly selected students last February that was well received by those in attendance. Trustees will participate in an annual dinner recognizing faculty achievements, the Phi Beta Kappa luncheon, academic convocation, a reception and dinner with our honorands, and the Commencement ceremony.

Thank you to the faculty members participating in the honorary degree committee; we are pleased to honor Fred D. Gray, attorney and civil rights leader; Georgiana Kautz, natural resources manager for the Nisqually Tribe; and The New York Times columnist and author Timothy Egan, who will serve as our Commencement speaker.

Campus Climate

Work also continues on key issues of interest to the campus community as a whole, including:

- *Undocumented Individuals.* The members of the President's Cabinet and I deeply appreciate the continuing advice and support of the Undocumented Students Work Group. Many resources are now available on the [Puget Sound website](#) and I encourage you to review this information. Should officers from Immigration and Customs Enforcement or the Department of Homeland Security appear on campus and ask about members of our community, please direct them to Cindy Matern (Human Resources), Todd Badham (Security), Brad Tomhave (Registrar), or Chaplain Dave Wright for further information about campus policy and practice.
- *Campus Climate.* Amid the many events that occur at this time of year I also encourage everyone to attend the continuing series of campus climate conversations in the Murray Board Room, which includes a session on the Bias-Hate Education Response Team on April 18 at 4 p.m. and sexual misconduct on April 26 at noon. In addition, on April 12 at noon in the Social Justice Center, Library Director Jane Carlin will discuss the collection of artists' books in our Archives & Special Collections that can serve as catalysts to generate conversations about difficult topics.
- *Freedom of Expression and Assembly.* A recent campus message from Deans Kris Bartanen and Mike Segawa was sent to affirm the university's unwavering commitment to freedom of expression. As expressed in my [inaugural address](#), freedom of expression is central to our ability to uphold our core values as an institution. Our college campuses must be places where ideas and ideologies are tested, and where challenges of difference are met with civility and respect.

Campus and Community Meetings

As reported earlier, I am finishing up listening sessions across campus and maintaining a busy schedule of commitments off campus as well. I enjoyed a very quick visit with alumni and friends of Puget Sound in Hawaii last week, and look forward to meetings in Seattle and Boise before the end of the semester. I will be representing Puget Sound at the National Association of Independent Colleges and Universities in Pasadena, Calif., later this month to stay abreast of national higher education issues and the rapid pace of change in Washington, D.C. that is affecting our institutions. Involvement in the local community remains a priority as well, with engagements scheduled at Rotary Club of Tacoma and City Club; interviews on public television station KBTC and an editorial board meeting at the News Tribune; and the beginning of my term of service as a trustee for Tacoma Art Museum.

I look forward to gathering with you at the upcoming faculty meeting and responding to any questions you might have.

A handwritten signature in blue ink that reads "Isiah". The signature is fluid and cursive, with the first letter being a large, stylized 'I'.

Isiah Crawford, Ph.D.
President



April 10, 2017

TO: Faculty Colleagues

FR: Kris Bartanen

RE: Dean's Report to the April 18 Faculty Meeting

Reminders:

April 18-19: Accreditation Seven-Year Visit by Northwest Commission on Colleges and Universities. The evaluation team will be Jane Atkinson, Provost at Lewis and Clark College and Stephen Germic, Provost at Rocky Mountain College. There will be a faculty forum at 2:00 or 3:00 (TBD) on April 18 in the Tahoma Room; there will be an open symposium on our Demonstration Project at 9:00 on April 19 in the Tahoma Room.

April 25, All Sport Dessert: Celebrating Logger Athletes, 7:00 p.m., Fieldhouse. Faculty are welcome. Faculty Athletic Associates are particularly encouraged to attend; thank you for serving in these roles.

April 27, Spring Experiential Symposium, 4:30-6:00 p.m, Wyatt 101; format allows you to drop by. **May 3, Retirement Celebration:** Registrar Brad Tomhave and Associate Registrar Lori Blake, 3-5 p.m., Board Room.

May 4, President's Retirement Reception honoring all faculty and staff retirees, 4-5:30 p.m., Rotunda.

Board of Trustee Meeting and Commencement Weekend:

- **Annual Trustee-Faculty Dinner,** May 11, 5:30 p.m., by invitation (honoring recent tenure, promotion and teaching/research award winners)
- **Trustee-Faculty Buffet Breakfast,** May 12, 7:00-9:00 a.m., Upper Marshall, contact Liz Collins, Office of the President
- **Lavender Graduates Celebration,** May 12, 4:00 p.m., Rotunda
- **Departmental and Program Receptions:** as individually scheduled. Important events for faculty members to attend, as parents and families appreciate being able to connect with you.
- **Academic Convocation,** May 13, 2:00 p.m., Schneebeck Hall, Professor of History Bill Breitenbach will be the faculty speaker.
- **Graduates of Color Celebration,** May 13, 4:00 p.m., Upper Marshall

- **Multifaith Baccalaureate**, May 14, 10:00 a.m., Kilworth Chapel
- **Commencement Ceremony**, 2:00 p.m. (1:30 line-up, Karlen Quad). This is also an important event for faculty members to attend. If you still need regalia – particularly as a newer faculty member – a small number of loaner items are available through the Office of the Associate Deans.

Dolliver Faculty Seminar, led by Professor of Religious Studies and Gender Studies, Greta Austin, May 15-19.

Reacting to the Past Workshop, May 23-25, co-sponsored by the RTTP team, Endeavor Foundation, Experiential Learning, and CWLT; contact Matt MacBurnette for logistics questions or Alisa Kessel for content questions. Nineteen registrants to-date; room for up to 40 participants.

Fourth annual NW5C Faculty of Color and Allies Workshop, June 5-7, this year at Willamette University; contact Michael Benitez or Sunil Kukreja if you would like to participate.

Spring 2017 Campus Climate Conversations: (coordinated by Diversity Advisory Council and Bias-Hate Education Response Team, in collaboration with additional faculty and staff colleagues)

- Wed., April 26, 12-1, Board Room: Sexual misconduct at Puget Sound: What campus climate data tells us

Thank you, again, for the excellent collaboration among faculty and staff colleagues – Michael Benitez, Rachel DeMotts, Sarah Lee '94, Sam Liao, Amy Ryken, Katy Curtis, Grace Livingston, Janice Jackson-Haley, Vivie Nguyen, Alanna Johnson, Dave Wright '96, Marta Cady, Alisa Kessel, and Poppy Fry – to host and co-lead seven sessions this Spring term. Overall, attendance has been predominately staff members from various arenas of the campus.

A theme raised at last Saturday's Parent Council meeting – voiced by multiple parents, who self-identified and/or who identified their students as "liberal" – is that their students are concerned that peers who voice more conservative views in the classroom are given short shrift by faculty members, and that student behaviors extend outside of the classroom to reinforce a perception that a range of viewpoints are not welcome at Puget Sound. This issue has also been identified as a recruitment challenge in some areas of the campus. Certainly, the national political environment has contributed to anxieties for all of us, but we need to continue to be a place where hard questions are addressed and the hard work of inclusion extends across a spectrum of beliefs, attitudes, identities, and values.

Work Group Updates:

Undocumented Student Work Group: USWG has prepared an initial report and recommendations for Cabinet, including (examples):

- Provide essential admission and financial aid materials more accessible, including in Spanish;

- Work with Data Standards Committee to review data, and data collection processes and practices, to best protect undocumented persons and DACA students;
- Develop a clear policy delineating private vs. public spaces of the campus;
- Continue and extend education and training regarding immigration issues (90-100 students, faculty, staff, and community members participated in two Northwest Immigrant Rights Project training workshops in March 2017);
- Reinforce clear and consistent guidelines to point any Immigration and Customs Enforcement (ICE) officers to one of four trained “gatekeepers” for response. Here is the protocol:
 - **If approached by an ICE official, politely ask the person(s) to wait and immediately contact:**
 - **Todd Badham, Security Services, x3311**
 - **Cindy Matern, Human Resources, x3116**
 - **Brad Tomhave, Registrar, x3529**
 - **Dave Wright, Chaplain, x3818**

These four persons have received, and will continue to receive, appropriate training; they also have ready access to university legal counsel for assistance.

- **Do not respond to questions or provide information.** (The exception to this are specific staff members in Human Resources and International Programs who manage J1 and F1 visas; persons who are here under these programs are already known to ICE, and are here with appropriate documentation; appropriate staff members are trained to address J1 and F1 questions.)

Further information is at www.pugetsound.edu/student-life/resources-for-undocumented-persons/

Study Abroad Work Group: SAWG is wrapping up its work, with a report on five charges due May 1, including recommendations on budget-neutral financial aid policies, model(s) for sustainable programs – including faculty-led, direct enrollment and/or exchanges, and potential NW5C collaboration – to maximize student participation, and possible curricular revisions to reduce students’ fear of “falling behind” on academic requirements through participation in study abroad. I will post the SAWG report on the Faculty Conversation Soundnet site when it is ready for review.

Sexual and Gender Violence: SGVC Policy Subcommittee, with campus partners, has prepared an updated [Campus Policy Prohibiting Sexual Misconduct](#), compliant with current Title IX regulations and guidance, and an updated [Campus Policy Prohibiting Harassment](#). You can review copies of these documents on the [Faculty Conversation Soundnet](#) site (including a side-

by-side comparison with the current Campus Policy Prohibiting Harassment and Sexual Misconduct).

In order to make clear the relationship of these policies and the *Faculty Code*, the PSC issued two interpretations, which the committee deemed not to be of significant merit:

- **Interpretation of Chapter I, Part D, Section 4.a.**

The Term “public law” includes applicable statutes, ordinances and regulations. In addition to public law, the university also applies university policies, including but not limited to current university policies on discriminatory harassment and sexual misconduct.

Rationale: “Public law” could be federal or state statutes, city or county ordinances, as well as the regulations enacted to enforce them (typically regulations would be federal regulations and Washington administrative codes). Such regulations need to be complied with.

- **Updated Interpretation of Chapter I, Part C, Section 2 and Chapter I, Part D, Section 4. Professional Ethics of Faculty and Relationships of a Sexual or Romantic Nature.**

Sexual or intimate relationships between a faculty member and a student violate acceptable standards of professional ethics as required by the *Faculty Code*, Chapter I, Part D, Section 4 and impair the role of teacher as defined in Chapter I, Part C, Section 2. This policy statement aligns with the university’s conflict of interest provisions in the Code of Conduct as well as the Prohibited Relations section of the Campus Policy Prohibiting Sexual Misconduct.

Rationale: The committee working on the Campus Policy Prohibiting Sexual Misconduct decided to use “intimate” rather than “romantic” and the other changes provide for accurate section and policy titles. (The underlined terms are the points of difference between the PSC’s 3/23/17 interpretation and the prior interpretation, also deemed not of significant merit, issued on 4/14/16.)

Professors Poppy Fry, Megan Gessel, Aislinn Melchior, Amanda Mifflin, and Jennifer Neighbors – with Assistant Dean of Students Sarah Shives and Dean for Diversity and Inclusion Michael Benitez – have contributed substantial work to these policy updates.

Academic Hiring Updates:

- **Institutional Research Systems Analyst and Research Associate:** William DeFraine, who will join us from Cornell University, where he has recently completed a Ph.D. in Psychology.
- **Deputy Title IX Coordinator/Associate Director of Diversity and Inclusion:** Search committee of Poppy Fry (History), Sarah Shives (Student Affairs), and Cindy Matern (Human Resources) is advisory to Michael Benitez, Dean of Diversity and Inclusion; finalist interviews completed.
- **Archives and Special Collections Librarian,** moving to finalist interview stage.

- **Registrar:** moving toward finalist interview stage.
- **Continuing:**
 - Tenure-line search for Director of Orchestra
 - Visiting and adjunct faculty hiring for sabbatical replacement and completion of the 2017-18 course schedule.

Kudos:

- James Dolliver/NEH Distinguished Teaching Professors:
 - Monica DeHart, Sociology and Anthropology, and Priti Joshi, English, 2017-2020: “What’s in a Fact?”
 - Dexter Gordon, African American Studies and Communication Studies, 2018-2021: “Race, Civic Engagement, and the Project of Revitalization in Liberal Arts Education”
- Reappointment, George F. Jewett Professor in Business and Leadership: Jeff Matthews
- Reappointment, John Magee Professor in Science and Values/Honors Program: Suzanne Holland
- To Graduate Fellowships Advisory Committee for support of fellowships recipients (to-date):
 - Angelica Spearwoman – Watson Fellow
 - Carson Lyness – Watson Fellow
 - Amy Bodner – Fulbright
 - Melisa Meharg – Fulbright
 - Taili Ni – Fulbright
 - Jess Wiken - Fulbright
 - Corey Friedman – Fulbright alternate
 - Jordan Fonseca – Goldwater - Honorable Mention
 - Lizzi Hahn – Goldwater - Honorable Mention
 - Matthew Moreno – NSF Graduate Research Fellowship Program – Honorable Mention
- Elise Richman, Jane Carlin, and Laura Edgar, who will present “Using Research Projects to Promote Information Fluency,” at the Council of Independent Colleges workshop on Information Fluency in the Disciplines Workshop on the Arts, History, Theory and Criticism, April 20-22.

- Colleagues involved in selection and mentoring of (to-date): 66 Summer Science Research award winners; 29 Arts, Humanities, and Social Science award winners; 21 Summer Immersion Internship Fellowship recipients, and 10 Summer Immersion Academic Interns (toward cohort of 20).
- Colleagues who have participated through presentations, welcoming visitors to classes, and other activities to support robust Decision Puget Sound days as we collectively work to recruit 690 first-year students and full complements of transfer and graduate students.
- Ellen Peters and Alanna Johnson, Institutional Research, for designing and hosting faculty focus groups on questions related to promotion to Professor, at request of the Faculty Senate.
- To all whom I have surely forgotten to list – for their ongoing commitments to outstanding educational work in support of Puget Sound students!

**Report to Faculty from Faculty Senate Chair Alisa Kessel
10 April 2017**

The Faculty Senate convened on March 6, March 20, and April 3, 2017. Here's a quick and easy summary of the work we have done. Feel free to ask questions if you'd like elaboration!

The Faculty Senate took the following actions:

- revised and endorsed the educational goals of the university
- administration of faculty elections

The Faculty Senate considered:

- the Campus Policy Prohibiting Sexual Misconduct and Campus Policy Prohibiting Harassment and corresponding procedures, including the Professional Standards Committee's (minor) interpretation of the Faculty Code (the particulars of the interpretation are noted in Dean Bartanen's report to the faculty)
- year-end reports from Library, Media, and Information Systems and University Enrichment Committees
- data presented from the Curriculum Committee regarding spring semester calendar options

The Faculty Senate has continued its work to:

- implement a campus-wide event during the common hour next year
- collect—with support from the Office of Institutional Research—faculty attitudes about the criteria for promotion to (full) professor
- collect—with support from the Office of Institutional Research and the Office of the Associate Deans—faculty attitudes about equity and community expectations around work commitments (including course load, advising, and other kinds of student support)

The Faculty Senate anticipates doing the following in the rest of its meetings this year:

- review and accept year-end reports from the standing committees
- administer the service assignment survey

As we near the end of another year, I want to extend my thanks, on behalf of the entire Faculty Senate, to everyone who participated in the hard work of faculty governance. Thanks also to those who participated in the inauguration events last month.

Appendix E – Rationale for spring semester calendar changes

Rationale for alterations to the spring semester schedule

Faculty Senate 2017

Faculty are considering two options with respect to the spring calendar:

OPTION ONE: Maintain the existing spring semester schedule

OPTION TWO: Revise the spring semester schedule to equalize the number of days in each semester

A motion was presented to the faculty in spring 2015 asking the Faculty Senate to generate proposals to shorten the spring term in order to address the imbalance between the lengths of the spring and fall terms. This initial rationale focused on equalizing the semesters to provide students equal access to course materials and allow faculty to normalize lab and course schedules. The original motion before the faculty included these data, presented by Steven Neshyba:

<i>School</i>	<i>Reed</i>	<i>Whitman</i>	<i>Lewis and Clark</i>	<i>Puget Sound</i>	<i>Willamette</i>	<i>Bryn Mawr</i>	<i>Oberlin</i>	<i>Proposed Puget Sound</i>
<i>Fall</i>	65	67	68	67	70	66	66	67
<i>Spring</i>	65	69	68	72	70.5	69	65	67
<i>Total</i>	130	136	136	139	140.5	135	131	134

Procedures and data collection

In AY 2015-6, the Faculty Senate charged the Curriculum Committee (which approves the academic calendar) with identifying some options. The Curriculum Committee identified several models for revision of the calendar (option two); in 2016-7, the Faculty Senate charged the Curriculum Committee was charged to gather additional information about the two most promising models:

- 1: the semester ends a week early;
- 2: the semester begins a week early and ends two weeks early.

The Associate Dean recommended consideration of a third model, which the Curriculum Committee decided it should consider as well:

- 3: five non-teaching days are interspersed throughout the semester.

The Curriculum Committee polled all faculty department chairs and program directors to gauge departmental responses to each model. The Curriculum Committee also received feedback from Athletics, Residence Life, Facilities, and the President's Office. In addition, upon learning that the Staff Senate had voiced some particular concerns about calendar changes that related to staff employment, the Curriculum Committee reached out to several other departments on campus, including Dining and Conference Services, Student Financial Services, HR, and Finance. Elise Richman, Chair of the Curriculum Committee, shared this feedback and a few possible models with the Faculty Senate on March 20, in fulfillment of the Curriculum Committee charge. The Faculty Senate discussed the feedback and, from that feedback, developed three precise models for equalizing the spring semester which variously attempted to respond to the many issues that were raised in the feedback.

Criteria for evaluation of the models:

- what structure is most beneficial to supporting the academic pursuits of faculty and students
- what structure enables faculty, staff, and students to engage in both solitary and collective work *in support of their own intellectual endeavors*

OPTION II: Models

Three models have emerged. There are competing curricular and scholastic benefits among them, as well as other constraints that should be considered.

Model I: the spring semester ends a week earlier

Model II: the spring semester ends when it currently does, but spring break is two weeks long

Model III: five non-teaching days are interspersed throughout the semester:

- the spring semester begins on the Thursday after MLK, Jr Day;
- President's Day (the third Monday in February);
- a 2-day research workshop on a Thursday-Friday (last week of March/first week of April)

Constraints on modeling (not all models address these equally well)

1. Effects on co-curricular activities (e.g. Athletics)
2. Recommendations against extensive unstructured student time on campus (Residence Life)
3. Staff wage concerns
 - .75 non-exempt staff might lose a week of work
 - some hourly staff might lose hours (e.g. Dining and Conference Services)
4. External deadlines for some campus offices (e.g. Student Financial Services)
5. Tacoma Public School holidays
6. Course consistency
 - effects of interruptions to the course schedule, which might undermine course consistency
 - effects on lab schedules, performance calendars, end-of-year projects, and deadlines
7. Saturation: students may reach a 'saturation point' at the end of the term; a longer semester does not necessarily translate to better comprehension or more effective coverage of material

Opportunities of the models

Pedagogical:

- expanded opportunities for extracurricular modes of teaching (including internships and short-term study abroad) (Models I, II)
- curricular activities outside the classroom can inspire different kinds of learning and engagement (including, but not limited to, experiential learning) (Models I, II, III)
- programming for RPI, service, or other group-focused experiential education (Models II, III)

Scholarly:

- faculty desire more solitary time to focus on their scholarly work (Models I, II)
- faculty desire more unencumbered time to think with other faculty about scholarly questions (for example, in faculty seminars or reading groups) (Models I, II)

Cultural--creation of sites and times for intellectual engagement outside of the classroom could:

- foster a broader intellectual community across campus (Models I, II, III)
- support a culture of reflection in line with experiential learning objectives (Models II, III)
- normalize community intellectual endeavors by creating particular spaces for sustained

focus in research symposia, national conferences (such as the quadrennial Race and Pedagogy national conference or other conferences), speakers, and workshops (Model III)

- foster a community of 'slow thinking' in which faculty, staff, and students have focused time to work on major projects, revision, and presentations (Models I, II)
- reaffirm the value of faculty scholarship as an essential part of the job (Models I, II)
- create additional opportunities for professional development for faculty and staff (Models I, II, III)

A few schools with a two week spring break:

Wesleyan University

Whitman College

Augustana College

Yale University

A few schools with undergraduate symposia days (in which no class is scheduled):

Wesleyan University

Whitman College (one day each spring)

Augustana College (one day each semester)

Wellesley College (one day each semester)

Beloit College

Loyola Marymount University

Appendix F – Statement from the Committee on Diversity

Agenda Item for the April 18, 2017 Faculty Meeting

**Statement of Clarification from the Committee on Diversity Re: Discussion of the Email:
“Freedom of Expression and Assembly at Puget Sound.”**

The COD would like to express its concern with the interpretation and application of the following clause as it interacts with other core values of this institution, such as diversity and academic freedom.

This is an extract of the language from the email sent to the campus community on March 30, 2017:

So that protests and demonstrations achieve their intended purposes without disrupting college operations and activities or the ability to provide services; intimidating or infringing upon the rights of others; or threatening the safety of persons or property, college officials acting in performance of their duties have the right and responsibility to limit the time, place, and manner of protests or demonstrations.

The COD would like to remind faculty that many landmark non-violent protests involve disruptions to oppressive institutions or the operation of existing power. By placing this item on the agenda, this committee wishes to foster discussions about how to best interpret and apply this clause in a way that is consistent with the core values of this institution. We see this as a starting point.

While the CoD recognizes that the consideration in the language here leans toward the policy direction, it also sees this discussion as opening up another entry point for continuing the educational work of critically examining and interrogating our campus. It can serve as a platform for more broadly contributing to the hard work of continuing to figure out, fill out and enact how we want to live, learn, teach and act here in ways that further build a critical sense and climate of justice.

The Committee on Diversity

Kirsten Wilbur (chair), Michael Benitez, Chad Gunderson, Shen-yi Liao, Grace Livingston, Vivie Nguyen, Stuart Smithers, and Sheryl Zylstra