

Minutes of the October 4, 2017 faculty meeting

Respectfully submitted by John Wesley, Secretary of the Faculty

Attendance: Faculty members and guests in attendance are listed in Appendix A.

I. Call to order

Faculty Senate Chair Kessel called the meeting to order at 12:02 p.m. Eighty-three voting members of the faculty were present.

II. Approval of minutes

The minutes of the September 6, 2017 faculty meeting were approved as circulated.

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

For the reports, see Appendices B, C, and D of these minutes.

There were no questions regarding the President's report.

There were no questions regarding the Academic Vice President's report.

Dean Bartanen read from a statement providing an update to faculty about a current cyber harassment case affecting some members of the campus community, and related to the events of November 2016. Dean Bartanen asked that faculty refrain from retweeting or reposting the comments appearing on social media, and announced that, as part of an effort to further minimize harm to those affected, there are no plans to report the harassment to the greater campus community. However, she mentioned that the Tacoma Police Department has been notified, and that the University is pursuing other measures to address the problem. She closed the statement by iterating the need to respect all faith communities, including our Jewish community. In response to faculty questions related to the statement, Dean Bartanen clarified that the harassment is occurring on Facebook and Instagram, and that there are plans to confirm the University's solidarity with the Jewish community.

Regarding the Faculty Senate Chair's report, one faculty member queried the source of the Professional Standards Committee's charge to reflect on the issue of student bias. Kessel answered that the PSC has been asked to collect evidence of student bias in evaluations, and then consider how best to deal with it. A faculty member who serves on the PSC added that there is a plan to bring this matter to the faculty for discussion at some point this academic year.

IV. Unfinished business: discussion of revised educational goals

For the revised and corrected educational goals, see Appendix E of these minutes.

The motion currently before the faculty (from the September 6, 2017 meeting) was *that we discuss the content of the revised educational goals.*

Kessel presented the faculty with the following two versions of educational goals: 1) the revised goals with the addition of the word “both” to correct a grammatical problem perceived during the September 6th faculty meeting (Appendix E), and 2) a newly proposed revision containing the corrected revised educational goals, but with a seventh item added that reads as follows: “7. a personal concept of justice and a willingness to act on it.”

It was **moved** by Orlin and **seconded** *that we approve the revised goals as corrected with the addition of “both.”*

It was **moved in amendment** by Brown and **seconded** *that we add item 7 of the newly proposed revision to the revised educational goals as corrected, with the following language: “a personal concept of justice and a willingness to act on it.”*

The faculty discussed the motion as amended.

One member supported the amendment, noting that it speaks more clearly to the ideas of character and ethics. Another faculty member asked whether each one of the goals would need to be addressed in each course we teach, or whether each one of us would address different aspects of the goals, depending on discipline and course content. This same colleague wondered how, for example, a chemist might be expected to fulfill item 7. In response, one member said that the goals would be addressed variously by the core curriculum, while another colleague agreed, mentioning that the goals were cumulative and aspirational, and that items 4 and 5, which speak to diverse fields of knowledge, imply that the goals should operate at the meta level rather than in each individual class.

With respect to the language of item 7, one faculty member contended that the word “willingness” was too prescriptive, put an unnecessary burden on students, and required, unfairly, that vulnerable students—those who are more likely to be victims of injustice—should need to develop a willingness to act.

It was **moved in amendment** of Brown’s **amendment** by Neshyba and **seconded** *that the language of item 7 replace “willingness” with “capacity,” so that the language should read as follows: “a personal concept of justice and the capacity to act on it.”*

The faculty discussed the amendment of the motion as amended.

Some faculty members spoke against the change from “willingness” to “capacity,” highlighting the difficulty of defining and measuring “capacity,” with one member adding that “capacity” does not imply action. One member suggested that neither “willingness” nor “capacity” are ideal in this context, to which one member responded that the goals are intended to name things rather than provide specific details as to what counts as “capacity.” Another faculty member spoke in favor of “capacity,” despite its imperfection, because many of the things we do in the classroom increase the students’ capacity for action, even if we cannot know the outcome. One other

member also spoke in favor of “capacity,” arguing that “willingness” implied behavioral modification, whereas “capacity” signaled the acquisition of knowledge such that one may have the opportunity to act on it. Building on this observation, one member suggested a change to the wording, as follows: “a personal concept of justice and an understanding of how to implement it.” One member wondered, then, whether item 7 should be added to the first set of goals (items 1-3) rather than the second (items 4-6).

It was **moved** by Livingston and **seconded** *that the assembly close the debate on Neshyba’s amendment*. The motion to close debate **passed** on a voice vote. Neshyba’s amendment then **passed** on a counted vote. The motion now before the faculty was Brown’s amendment as amended *that we add item 7 of the newly proposed revision to the revised educational goals as corrected, with the following language: “a personal concept of justice and the capacity to act on it.”*

The faculty discussed the motion as amended.

One faculty member wondered why a “concept of justice” had replaced the original language of “personal values,” particularly since the former invokes, in its specificity, a disputable idea, whereas the latter invites a greater openness for interpretation. Another faculty member agreed, stating that justice is a fluid concept that, once codified in our educational goals, could be misused by evaluators. Kessel responded that the sense she had from last meeting is that there is a collective desire for the language of justice to appear in our educational goals. One faculty member suggested that the KNOW overlay addresses item 6 of the educational goals, but not item 7 as proposed, which seems to indicate that a new program or core course should be offered to address it. Another member was doubtful of the need for justice to be highlighted instead of other values, especially since item 6 already covers any number of values, including justice. In response, one faculty member suggested that a personal concept of justice also encompassed a great deal of values.

A **friendly amendment** of Brown’s amendment was offered by Christoph, and **seconded** that item 7 should read, “a personal concept of justice and an understanding of ways to act on it.” Brown accepted the friendly amendment, and, as there were **no objections**, the motion as amended by Brown now before the faculty was *that we add item 7 of the newly proposed revision to the revised educational goals as corrected, with the following language: “a personal concept of justice and an understanding of ways to act on it.”*

The faculty discussed the motion as amended.

One faculty member took issue with the word “understanding,” suggesting that it intellectualized the work of justice, whereas what was needed in an unjust world was a commitment to action. President Crawford mentioned that anyone can have a “concept” of justice, but that what distinguished this individual from someone who did not have the benefit of our education would be a concept of justice that was informed and thoughtful. Another faculty member agreed, and, addressing the commitment to action noted earlier, added that the need to act on a concept is already addressed in item 6. Similarly, another faculty member believed that item 6 anticipated item 7, and argued against any restriction of a concept of justice.

It was **moved** and **seconded** that the assembly close the debate on Brown's amendment. The motion to close debate **passed** on a voice vote. Brown's amendment, as amended by Neshyba and Christoph, then **passed** on a counted vote, so that the motion before the faculty was *that the following item be added to Orlin's motion to approve the revised goals as corrected with the addition of "both": "7. a personal concept of justice and an understanding of ways to act on it."*

It was **moved** by Hamel and **seconded** *that the faculty vote to close the debate on Orlin's motion*. The motion **passed** on a voice vote.

It was **moved** by Orlin, and **seconded** *that the "both" correction be omitted*. The motion **passed** on a voice vote.

The faculty were now returned to the motion *that the assembly discuss the content of the revised educational goals* (now amended to omit "both" and include item 7, as follows: "a personal concept of justice and an understanding of ways to act on it.").

It was **moved in friendly amendment** by Protasi and **seconded** *that item 7 should read as follows: "a personal concept of justice and a commitment to live in accordance with that concept."* One faculty member **objected** to the friendly amendment. Protasi's motion was now before the faculty for discussion.

One faculty member suggested that item 7 should transcend a "personal" concept of justice; another agreed, noting that even a white nationalist has a "personal" concept of justice. One faculty member argued that it was futile to wordsmith a document when this activity invited the input of close to ninety people.

It was **moved** by Rogers and **seconded** *that the faculty postpone indefinitely the discussion of the revised educational goals*.

The faculty discussed the motion. One faculty member advocated for the value of the discussion currently being held. Another member reminded the faculty that the ad hoc committee did research on the educational goals of comparable institutions, and found that effective practice called for simple language. One other member suggested that faculty send proposals for a revised item 7 to the Senate, which would then prepare a few options for discussion at the next faculty meeting.

It was **moved** and **seconded** *that the assembly close the debate on Rogers' motion*. The motion to close debate **passed** on a counted vote.

Rogers' motion to postpone discussion indefinitely **passed** on a counted vote.

V. Overview of new writing handbook, *Sound Writing*

For the slides of Christoph's report, see Appendix F of these minutes.

Christoph presented to the faculty an overview of our new writing handbook, *Sound Writing*. She reported on the reasons for having a handbook unique to Puget Sound, the history of its development, as well as its objectives, features, authors, and contributors. She mentioned that it was currently available online, and that it can be used in all classes, not just SSI. She invited suggestions and revisions from the faculty.

The faculty showed their appreciation for the handbook with a round of applause.

VI. Adjournment

The meeting was adjourned at 1:28 p.m.

Appendix A – Attendance Record

Faculty Members

Rich Anderson-Connolly
Gareth Barkin
Kris Bartanen
Bill Beardsley
Michael Benveniste
James Bernhard
Bob Boyles
Nick Brody
Gwynne Brown
Dan Burgard
Alva Butcher
David Chiu
Julie Christoph
Lynnette Claire
Jo Crane
Isiaah Crawford
Monica DeHart
Alyce DeMarais
Rachel DeMotts
Brad Dillman
Regina Duthely
Amy Fisher
Andrew Gardner
Barry Goldstein
Dexter Gordon
Jeff Grinstead
Bill Haltom
Fred Hamel
Sue Hannaford
Jennifer Hastings
Suzanne Holland
Zaixin Hong
Renee Houston
Rob Hutchinson
Martin Jackson
Robin Jacobson
Greg Johnson
Kristin Johnson
Chris Kendall
Alisa Kessel
Jung Kim
Grace Kirchner

Nick Kontogeorgopoulos

Kriszta Kotsis
Sunil Kukreja
Ha Jung Lee
Lynda Livingston
Pierre Ly
Andreas Madlung
Mark Martin
Jeff Matthews
Gary McCall
Danny McMillan
Steven Neshyba
Eric Orlin
Emelie Peine
Mike Pohl
Sara Protasi
Siddharth Ramakrishnan
Elise Richman
Brett Rogers
Amy Ryken
Leslie Saucedo
Adam Smith
Jess Smith
Jason Struna
Yvonne Swinth
Bryan Thines
George Tomlin
Ben Tromly
Ariela Tubert
Jennifer Utrata
Kurt Walls
Keith Ward
Renee Watling
Seth Weinberger
Carolyn Weisz
John Wesley
Paula Wilson
Peter Wimberger
Bianca Wolf
Carrie Woods
Dawn Yoshimura-Smith
Sheryl Zylstra

Guests

Kate Cohn
Anna Coy
Amanda Diaz
Ellen Peters
Landon Wade



President’s Report to the Faculty

September 27, 2017

In the course of the past month, we have made progress on a number of initiatives, summarized below for your review.

Strategic Planning

Thank you to those who were able to participate in the launch of our strategic planning process Sept. 5 – 7, whether at the Faculty Meeting, Community Conversation, or smaller group meetings that took place with our consultants. I am grateful for the participation of our three faculty colleagues on the steering committee (Gwynne Brown, Renee Simms, and Peter Wimberger) and for their work in gathering input from the faculty as a whole. A report on the September meetings is available at <https://www.pugetsound.edu/about/strategic-planning/reports-to-campus/>.

The Strategic Planning Steering Committee will convene again on Oct.25 to discuss in more depth Puget Sound’s mission, vision, values, and strategic position in the broader higher education landscape. They will also review input received to date from the broader campus community. To help realize our vision for a fully inclusive process, an “open comment” period will be scheduled on Thursday, Oct. 26 to allow any student, faculty or staff member to bring forward thoughts and ideas regarding development of our strategic plan. We will also hold another Community Conversation to update the campus community on our progress.

In addition, all comments received at strategicplan@pugetsound.edu will be shared with the steering committee to inform their ongoing discussions. Please know that there will be additional sessions throughout the academic year for input and engagement prior to the steering committee’s recommendations expected in April 2018.

The October visit by our consultants will conclude with a workshop for the board of trustees during their fall meetings on campus. I welcome your questions and input at any time, and look forward to reporting back to you following the October series of meetings.

Enrollment Update

For fall 2017 we have 593 new freshmen against a goal of 670, 43 new undergraduate transfer students against a goal of 55, and 1777 continuing or returning undergraduates against a projection of 1773.

A number of initiatives are underway to strengthen our applicant pool and yield for next year. Meanwhile, I am happy to report that our freshman class is academically strong and promises to contribute a great deal to the intellectual and cocurricular life on campus. In addition to welcoming our second cohort of Posse students, we are seeing strong increases in students benefitting from the Tacoma Public Schools Commitment (from 9 in 2015, to 19 in 2016, to 27 this fall) and a continued strong commitment to our Access Programs Scholars. Students of color represent just over 31% of our freshman class (up from 26.7% in 2016 and 21.5% in 2015); 18.5% identify as underrepresented minorities (up from 16% in 2016 and 11% in 2015) and 13.5% are first generation college students (13.5% in 2016 and 14.8% in 2015). Overall, these are important gains in making our campus a more diverse and inclusive learning environment.

Enrollment in our graduate programs remain strong, with 280 graduate degree candidates, a slight increase over last year.

Undocumented Students Work Group

Last week I provided to the campus as a whole an update on the university's activities in support of undocumented and DACA individuals. As stated in earlier messages, we have committed as a university to do everything we can to address individual students' circumstances. This effort includes covering the cost of DACA renewal fees (including administrative expenses) through a confidential arrangement with Tacoma Community House (TCH); evaluation of circumstances that might require additional financial support; and access to legal counsel that has been retained to advise the Undocumented Students Work Group. I take this opportunity to remind us all that undocumented and DACA students in need of assistance are encouraged to contact University Chaplain Dave Wright '96, dwright@pugetsound.edu, who serves as a confidential resource and can make appropriate referrals. Meanwhile, the university will continue lobbying for policies and laws to protect undocumented and DACA students and working with others to communicate the urgency of Congressional action to support our students.

I am deeply appreciative of the ongoing efforts of the Undocumented Students Work Group, faculty colleagues, ASUPS, and others who are involved in this important work.

“Dear Colleague” Letter from U.S. Department of Education

On Friday, Sept. 21, the university received from the U.S. Department of Education [revised guidelines](#) relating to the procedures by which educational institutions investigate, adjudicate, and resolve allegations of sexual misconduct. Please know that we will continue to follow our existing policies and procedures while we study the new guidelines and seek advice from the Office for Civil Rights and legal counsel. In the event we determine that revisions are needed to our current policies and procedures, we will follow our usual, consultative practices to implement any changes. Earlier this fall, we released an updated [Campus Policy Prohibiting Sexual Misconduct](#) – please take time to review this policy, as well as the [Campus Policy Prohibiting Discrimination and Harassment](#).

Susan Resneck Pierce Lectures in Public Affairs and the Arts

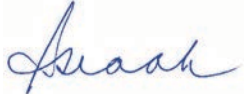
I was pleased to welcome to campus last week the redoubtable N. Scott Momaday, Ph.D., as our first Pierce lecturer of the year. Momaday visited Professor Michael Benveniste's senior seminar in American literature, and enjoyed a pre-lecture dinner with campus guests including representatives of the Puyallup Tribe. Former Secretary of Defense Robert Gates is scheduled to

give the spring lecture on April 25.

On the Road

Since we last met I traveled to meet alumni and parents in Minneapolis and Chicago and look forward to meeting with more during Homecoming and Family Weekend Oct. 6-7. It promises to be a festive occasion (with, I am sure, sunny skies); I hope to see many of you there. Go Loggers!

I look forward to gathering with faculty next week to discuss these and other issues of importance to our campus community.

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

Isiaah Crawford, Ph.D.
President

Appendix C – Report from Academic Vice President Kris Bartanen



September 27, 2017

TO: Faculty Colleagues

FR: Kris Bartanen, Academic Vice President and Dean of the University

RE: Report to the October 4, 2017 Faculty Meeting

Transitions:

- Deanna Kass, administrative specialist in the associate deans' office will become assistant to the academic vice president, effective November 1. Between now and that date, Chris Vernon will continue to split her time – mornings in Philosophy, afternoons in the Dean's Office – with temporary assistance from Taylor Wakefield, who also works in Print and Copy Services; Chris and Deanna will also continue their collaborative and transitional work, including preparation for implementation of the new Faculty Information System which moves faculty data out of Cascade. I appreciate everyone's flexibility and patience, as well as the support of Mary Powell, assistant to the dean of students.
- The administrative specialist position for the associate deans' office is now posted and we look forward to a strong candidate pool.

Evaluation questions, including notes about Moodle:

- Please use the dof@pugetsound.edu (Dean of the Faculty) email.
- Please do not contact educational technologist Lauren Nicandri about Moodle evaluation site access, dates, etc. Contact x3205 or dof@pugetsound.edu. It is not Lauren's job to know the *Faculty Code* or departmental evaluation guidelines. Please read the 2017-18 [Faculty Evaluation Criteria and Procedures](#) (aka "Evaluation User Guide") as most of the answers to questions are addressed there.

Policy change and updates:

- On the recommendation of the Study Abroad Work Group, the President's Cabinet has approved a revision to the financial aid policy for students [studying abroad](#), effective Fall 2018, which will enable any students who study abroad in the 2018-19 academic year and beyond to apply all University of Puget Sound institutional need-based and merit-based aid. The goals of the policy change are to reduce barriers for students who wish to participate in study abroad; to make the program financially sustainable over time by instituting a tiered system of modest program fees based on actual program costs; and to provide students with the ability to choose from a range of programs that best meet their educational and financial needs.

- The newly approved [Campus Policy Prohibiting Sexual Misconduct](#) (May 2017) and [Campus Policy Prohibiting Discrimination and Harassment](#) (August 2017) remain in place. We have sought legal counsel regarding implications of the recent announcement of U.S. Department of Education revised guidelines for prevention of sexual violence.
- New Bias Hate Education Response Team (BHERT) [reporting tool](#); communication response protocol update is forthcoming.

Budget Task Force and FY 2019 budget reduction:

- The Budget Task Force began its work on September 22; faculty members of the task force are Eric Orlin (Classics) and Ariela Tubert (Philosophy). The BTF anticipates an holding an open session on the 2018-19 budget during the Common Period on October 11.
- At the September 20 meeting of Chairs, Directors, and Deans, we discussed current enrollment and enrollment projects; the financial environment that is affecting higher education, particularly private, non-profit institutions like Puget Sound; and implications for budget planning. A few notes in that regard:
 - Sabbatical and course schedule planning: We can adjust sabbatical schedules, without compromising sabbatical eligibility, in order to minimize multiple department members being away at the same time; please consult with your department chair, who can then be in touch with Sunil or me. We will need to adjust course schedule planning to aim for more department and program self-coverage of sabbatical leaves. We will need to hire fewer one-year visiting faculty members.
 - Across the board budget cuts are not good practice and we do not intend to implement them; that said, both academic and student affairs programs and offices have been asked to articulate the implications of potential 5% and 10% operating budget reductions. I have asked academic chairs, directors, and deans to offer similar input to Associate Dean Martin Jackson as part of the annual budget request process. We will also consider other creative alternatives in order to maintain our capacity to deliver an excellent educational program, in accord with Puget Sound's [Principles to Guide Resource Allocation](#).
 - I will also meet with the Faculty Salary Committee in order that they have a good picture of the implications of tuition-dependent revenue on the compensation budget.
 - Good resources for understanding Puget Sound's budget include: [2017 Budget Task Force Report](#), [2016 Puget Sound Financial Report](#), and [Budget Process at Puget Sound](#), all of which are internal documents, available for on-campus viewing.
 - I have posted a couple of additional articles on this topic on the Faculty Conversation SoundNet site, in a folder entitled [Budget Resources 2017-18](#); if you read just one, take a look at "Unfamiliar Territory." Puget Sound is certainly not alone, either regionally or nationally, in making budget adjustments.

Work in Progress:

- Revisions to **New Student Orientation** for Fall 2018, inclusive of June pre-registration, early summer visit options, a slightly shorter August schedule, both outdoor-based and urban-based immersive experiences, and potential incorporation of an eportfolio tool for the

incoming class to support reflection, evidence, and building of a narrative of skills and capacities developed across the four-year educational program.

- Preparations for the September 27-29, 2018 Fourth Quadrennial **Race and Pedagogy National Conference**. Anticipate Friday, September 28, as a “conference is class” day.
- Continued expansion of work in the **digital humanities**, supported by grant funds from the Andrew W. Mellon Foundation. Check out (pretty amazing!) student and course projects, as well as tools that may be applicable in your courses, at www.pugetsound.edu/digital-humanities.
- Have you visited the Puget Sound **Maker Space**? The **Technology Center Development Studio**? Treat yourself to a jaunt to the lower level of the Collins Library so see new educational options available there, thanks to good collaborations between Library and Technology Services colleagues. A Maker Space program is scheduled for October 20, 3:30-5:30 p.m.
- Growth of [summer internship opportunities](#), including “intern-away,” as well as growth of **Summer Session** offerings. Please reach out to Associate Dean Renee Houston about the former and Assistant Dean Kate Cohn about the latter.
- “**RISE**” – Reflective, Immersive Sophomore Experience – a pilot program culminating in an internship opportunity in the sophomore (rising junior) summer; supported by grant funds from the Andrew W. Mellon Foundation.
- Collaborations with Puget Sound alumni for possible **curriculum in analytics** and for a new **alumni mentor program**.
- Launch of School of Education process for **accreditation of the M.Ed. in Counseling program** by MPCAC (Masters in Psychology and Counseling Accreditation Council), as per a change in Washington State requirements.
- **Collaboration between School of Education and African American Studies** for new developments in the MAT program.
- Preparation for **reaccreditation of the School of Physical Therapy DPT** program.
- Preparation for **transition of the Master of Occupational Therapy program to the professional OT Doctorate**, as per decision of the national OT accrediting organization.
- Strategic considerations for growth in graduate enrollments.

Northwest Five Colleges Consortium

The NW5C Steering Committee met on September 23 toward preparation of a proposal to the Andrew W. Mellon Foundation for a second implementation grant to sustain NW5C work. At this meeting, the Deans committed to supporting from our universities’ resources the 2018 and 2019 Faculty of Color and Allies Workshops, which have been instrumental and transformative in supporting recruitment, retention, and thriving of increasingly diversity and talented faculties and students on our campuses. Based on work by the Deans over the past year, and thanks to a very productive meeting among the NW5C Associate Dean members of the steering committee and Chief Diversity Officers of the five colleges, we are close to completion of a concept paper for discussion with Mellon program officers.

In the meantime, if you have been part of a NW5C “Fund for Collaborative Inquiry” project or “Community of Practice” group that continues to meet and engage collaborative work, please drop me and Sunil Kukreja a note, as that sustaining work is part of our making a strong case to Mellon of the positive impact of the NW5C on our campuses. Thanks!

**Report to Faculty from Faculty Senate Chair Alisa Kessel
4 October 2017**

Standing committee charges:

The Faculty Senate has nearly completed its review of year-end reports and created charges for standing committees. For ease of reference, I've included all charges for standing committees in this report, even though some of the also appeared in my last report.

ASC: The Faculty Senate determined that the Academic Standards Committee required no additional charges at this time.

LMIS: In addition to the ongoing charges in the Faculty Bylaws, the Faculty Senate charges the LMIS Committee to work with Institutional Research and Technology Services to identify which of the existing data use policies concerning the appropriate use of institutional data on campus are most relevant to faculty, and develop and distribute informational resources to help faculty understand and comply with these policies.

IRB: In addition to the ongoing charges in the Faculty Bylaws, the Faculty Senate charges the IRB to:

- Identify appropriate modules from CITI for training of faculty
 - Develop a policy for the uniform assessment of international research conducted by Puget Sound faculty/students/staff
- Review the Common Rule in our policies to see where our policies are more stringent than fed guidelines, and to determine whether and when such requirements are justified.

IEC:

In addition to the ongoing charges in the Faculty ByLaws, the Faculty Senate charges the IEC to:
Charge 1: With respect to the issue of sexual violence, continue the review of sexual violence policies at study abroad programs used by Puget Sound students and recommend action for those policies that don't conform to our standards.

Charge 2: a. Continue to review the current list of study abroad programs and eliminate programs that do not provide something distinctive (e.g. language, discipline, or geography) or are expensive relative to Puget Sound tuition, room and board. b. Develop language that clearly incorporates this charge into the standing charge that deals with program review.

Charge 3: Develop recommendations for how Puget Sound can best recruit, welcome and support international students. Work with the appropriate offices and groups to implement these changes.

Charge 4: Further examine the causes of the disparity in first-generation and historically underrepresented student participation in study abroad. Review and implement recommendations (2017 IEC Final Report) to reduce that disparity.

UEC: The Faculty Senate will consider one charge for the UEC at its meeting on October 2, 2017.

COD: In addition to the ongoing charges in the Faculty ByLaws, the Faculty Senate charges the COD to continue to work with the PSC to support the need for addressing bias in course evaluations and contribute to the development of an education strategy, if this is the decision of the PSC.

SLC: In addition to the ongoing charges in the Faculty ByLaws, the Faculty Senate charges the SLC to assess (and make recommendations regarding) how the SLC might best facilitate the faculty's understanding of processes and procedures related to Student Affairs.

CC: In addition to the ongoing charges in the Faculty ByLaws, the Faculty Senate charges the CC to:

1. Consider the COD's 2016-2017 recommendations for review and support of departments' and programs' approaches to diversity and take appropriate action.
2. Review the standard workflow of the Curriculum Committee to consider how to streamline course approval and fulfill other standing charges related to the review of courses and programs while providing necessary vetting and faculty control of curriculum.
3. Propose mechanisms for providing support for programs and faculty to utilize completed core area reviews to improve the curriculum.

PSC: In addition to the ongoing charges in the Faculty ByLaws, the Faculty Senate charges the PSC to:

1. Review the "Faculty Opportunity Hire Policy" initiated and endorsed for a two-year term in 2015. Decide to endorse, endorse for a set term, or not to endorse the policy.
2. Read the "Observations and Recommendations" section of the 2016-17 year-end report of the Faculty Advancement Committee. Self-designate charges as, and if, you see fit.
3. Continue to address the issue of bias in the student evaluation process, and recommend one or more options for addressing bias on an interim or long-term basis. Share your findings with the Committee on Diversity so that that committee can draft introductory language for the administration of evaluations.
4. Reassess the student evaluation process as a whole.

Discussion of academic freedom guidelines

The Faculty Senate has twice met with Gayle McIntosh to discuss a proposed set of guidelines to clarify the university policies regarding academic freedom and protest. An early draft of the document was distributed via the facultycoms listserv; a revised draft (revised in light of recommendations from the Faculty Senate) was distributed via the facultygovernance listserv, along with an invitation for feedback. That feedback (the Appendix to this report) has been shared with the Faculty Senate and with Gayle McIntosh.

Discussion of educational goals

In light of feedback from the faculty at the September 2017 faculty meeting, the Faculty Senate discussed how best to move forward with that conversation at the October 2017 faculty meeting. We have proposed some additional options for the goals that we hope will foster conversation and creative thinking about how to revise our educational goals.

Committee to revise Faculty Code language regarding promotion to the rank of professor

A committee of the Faculty Senate was convened on September 25, 2017, to discuss revisions to the Faculty Code in light of feedback from the faculty via a survey and three focus groups (collected during the 2016-17 academic year). The committee will take its initial recommendations to the Faculty Senate for review before bringing them before the faculty for consideration. As a reminder, revision of the Faculty Code requires approval from the faculty and from the Board of Trustees.

APPENDIX: RESPONSES FROM FACULTY ON ACADEMIC FREEDOM DOCUMENT

RESPONSE #1:

My thoughts on reading it are supportive, with my one initial concern focused on the definition of ‘harassing’, Defamation, as the document notes, is a legal term, and so we can have some sense of what constitutes material that is defamatory. I think it would be good if we can achieve some similar clarity on what constitutes material that is harassing.

For instance, if someone posts a flyer stating that “White supremacists are the root of evil in the US and have no place on a college campus”, might white supremacists claim that the poster harasses them? Is that the legitimate expression of a political view, or is it in fact the kind of attack on a specific group that we are trying to avoid? And yes, I’ve deliberately chosen a somewhat odd example, but I do think it’s important to clarify what harassment means so that everyone can be sure the standard will be applied equally, not arbitrarily.

RESPONSE #2:

Initial email:

I think this is great, really great.

My one concern is the line "free expression extends to all ideas... but not to those that are discriminatory or defamatory." "Defamatory" is given a legal definition later in the document, but "discriminatory" is vague. Who gets to decide what is and isn't discriminatory? Give a group enough power and they can define ideas they don't like as discriminatory, effectively suppressing disagreement.

I would suggest striking the line "but not to those that are discriminatory or defamatory."

[After follow-up from Kessel with a link to the Campus Policy Prohibiting Discrimination and Harrassment, this faculty member wrote back]:

Connecting the free speech document with this campus policy sounds like a good idea.

One thing that I think is worth mentioning, though: The campus policy explicitly defines discrimination as an action ("disparate treatment of an individual"). The free speech document doesn't talk about discrimination as an action, though; it says that the right to free expression does not extend to discriminatory ideas. What makes an idea discriminatory? If we take the campus policy definition of discrimination, the logical conclusion may very well be that ideas cannot be discriminatory - only actions can.

I suppose one way to connect the two uses of "discrimination" is to say that the expression of a discriminatory idea is an act of discrimination. But I'm not sure I want to defend that position. Plus we're back to the problem of coming up with a definition of "discriminatory idea."

I guess I still think we should strike the line "but not to those that are discriminatory or defamatory" from the free speech document. But maybe someone else can find a solution to this problem of "discriminatory ideas."

RESPONSE #3:

I have a few questions.

- I appreciate the definition of "defamation" laid out, which seems to suggest that it's the legal definition. But I wonder if it could be explicitly clarified that, in which case, judgments of opinion such as calling someone a racist is not defamatory? (See below for a couple of places in which this comes up.)

- In "Both in and out of the classroom, the right to free expression extends to all ideas—including those that spark disagreement, are known to be false, or are antithetical to liberal arts ideals—but not to those that are discriminatory or defamatory." what is meant by "discriminatory" and "defamatory"? On discrimination, is it a notion that is tied to power hierarchy or not? For example, would a gathering for which Whites are asked to not be present be discriminatory? On defamation, are we going with the legal definition such that "judgments of opinion" are not considered defamatory? For example, since it's standardly considered that calling someone a racist is a judgment of opinion, is it defamatory to do so?

- I am confused by the "and/or" in "All such events (including those that involve participation by alumni, local community members, or others) must be sponsored, organized and/or led by current students, faculty, or staff members." since they'd call for very distinct conditions. Is it that such events require all of the conditions (sponsorship, organization, leadership) to be satisfied or minimally one?

- Does "Members of the campus community involved in a protest or demonstration are responsible for their academic requirements and/or employment obligations." preclude organized labor actions, such as a strike (which involves not meeting employment obligations)?

- Again, does "An unacceptable level of disruption is defined as interfering with operations or the ability to provide services in a manner that intimidates or infringes upon the rights of others, including impeding the ability of others to attend, see, hear, speak, access or participate in events or activities; or materially threatening the safety of persons or property." preclude organized labor actions, such as a strike (which involves impeding others' access to some university function)?

- Again, what is the definition of "defamatory" in "Distribution or posting of material that harasses or defames individuals or groups is not permitted."? Are we going with the legal definition such that "judgments of opinion" are not considered defamatory? For example, since it's standardly considered that calling someone a racist is a judgment of opinion, is it defamatory to do so?

RESPONSE #4:

Preamble

The draft from the President's Cabinet promises improvements over recent practices and responses to incidents, so I welcome this draft. Nonetheless, the draft from the Cabinet raises questions. That the Cabinet and I disagree is to a degree inevitable, for the Cabinet and I have different responsibilities, liabilities, and concerns. I have long embraced and practiced libertarian tendencies, responsible only to my own sensibilities and way of life; the Cabinet by its nature must be more authoritarian than I because decision-makers, managers, and administrators are responsible for and to much more than I. I am not immune to legal liabilities; the University and its deeper pockets are far more vulnerable. As an academic my concerns may be limited to verisimilitude, logic, and reason; the University and the President's Cabinet have far deeper and wider concerns for solvency, publicity, and public relations.

My First Question—Is emphasizing risks to persons and property overdrawn in this draft?

The draft's frequent invocation of danger troubles me. To the best of my admittedly limited knowledge, recent incidents involving freedom of expression have involved far less danger to persons or property than the draft's repetition of "danger" might suggest. Those who drafted the statement may have copied and pasted or used boilerplate, so I intend my observation to cast no aspersions. Still, I worry that a slew of incantations of "danger" may distract members of the community from far more common occasions for censorship of expression: disagreement with unwelcome messages or messengers and/or embarrassment at exposure or allegations of malfeasance or nonfeasance, sins of omission and sins of commission, and decisions and nondecisions.

My Second Question—Do the draft's statements on defamation go too far?

If we exempt defamatory expression—the draft may be read to extend to defamatory ideas but that cannot be what the Cabinet means—from the category of free expression, we may go beyond constitutional norms established by our courts. If there is a single proposition that students learn in courses on "constitutional law" or "civil liberties," it is "no prior restraint." Expressions that defame may be subject to civil or, rarer, criminal sanctions retrospectively

under the First Amendment regime of the United States' federal system, but adjudicators have effected a strong presumption against censorship absent a clear and present danger. [I intend the immediately prior sentence to reiterate the perils of crying "danger."] However, I do not see in the draft any emphasis on minimizing prior restraints or any statement of obligations of authorities to claim that some direct, imminent, and substantial threats move them to prior restraints. I hope I misunderstand the intentions of the Cabinet. I write no more because drafts will doubtless be run past lawyers.

My Third Question—Does the draft articulate discrimination and harassment too little?

If the draft exempts discriminatory or harassing expression from the category of free expression protected by academic freedom, the draft must elaborate on what the Cabinet means by discrimination and harassment. The Cabinet may mean that laws, rules, or regulations of the United States or of the state of Washington limit the protection of categories of otherwise free expression, in which case those who read the community standards will require some inkling of that those laws, rules, or regulations require of the community. [Veterans will recall that discussion of campus implementation the Drug-Free Workplace Act of 1988 was rife with overreach by university administrators who tried to adorn what they said was "the law" with police measures that the administrators favored.] If academic freedom is compromised or delimited by norms of our own community rather than by governmental decrees, those norms must be stated more than they are at present. The Cabinet surely does not want to proclaim community standards based on casual usage of such charged, ambiguous symbols as "discriminatory" or "harassing." [Even those who are not veterans will recall that in 2016 a one-time posting was deemed harassment despite the absence of repetition that dictionaries and common usage require for "harassment."]

My Fourth Question—Who applies the drafted community standards and in what manner?

I have multiple misgivings about the draft standards as they may [and thus sooner or later will] be applied. My colleagues routinely misunderstand defamation, so I expect that administrators and other authorities will often misunderstand defamation as well. For example, I heard and read comments by colleagues about the UPS3's alleged defamation in which those speaking or writing glibly presumed that expressions of opinion were slander. [I pass over the irony that many colleagues who spoke or wrote in such a manner themselves were slandering or libeling the UPS3 according to the colleagues' own usage.] Many expressions of opinion **cannot** be defamation because they are characterizations the truth-value of which could never be established and because they are badinage the credibility of which could never be estimated. How will those who apply the standards overcome entitlement to opinion? I further expect conflicts of interest actual and apparent will taint applications of our community values and norms. Suppose that someone believed to have characterized some authority in a defamatory manner is "trespassed" from some school function by that very authority. Does our community overlook that conflict? Are members of our community indifferent to the likelihood of capricious, subjective, even retributive applications of our values or norms? I am unsure what the Cabinet or the Faculty Senate may do about conflicts that seem to me inevitable, but I should hope that members of our community with more imagination will address my concern.

RESPONSE #5:

In short, I think the statement looks pretty good. I think talk of “harassment” is vague, and continues to be vague in the statement that the president sent out this morning. But maybe there is no easy fix to this. I emphasize this because confusion over harassment seems like a fairly common theme in some of these campus cases that appear in the news. For example, some thought the University of Oregon Law Professor who wore blackface at her Halloween party for students last year was thereby guilty of harassment, but others thought not. Some thought student protests of the Evergreen State College biology professor rose to the level of harassment, but others thought not. And some thought the flyers on our campus last year were instances of harassment, but others thought not. I have my own judgments about various cases, but I don’t really know if they match the judgments of other faculty and university members. And so I feel uncertain. I’m not certain just what sort of speech the university would allow and what it would prohibit (on the grounds of harassment) for such borderline cases. But again, I’m not sure there’s an easy solution to this.

One other thought. The national debate over free speech on campus has focused in part on the severity of punishments for various actions. So for instance, some people criticized Middlebury for giving a mere slap on the wrist to the students there protesting the Charles Murray talk (a case that involved violence against a professor). Going the other direction, I know some professors thought the punishments given to the UPS 3 last year were too severe. I don’t know if the present statement is an appropriate place for the faculty to express a view on the topic, but it occurred to me as another area of less than ideal clarity. In an ideal world, students and others would know exactly what is ruled out (because it rises to the level of harassment) and what isn’t, and they would know in advance exactly what the punishment for crossing such a line would be.

**Revision of the educational goals of the university
Spring 2017**

General Considerations

The University of Puget Sound as an academic community provides a meeting place for those committed to the generation, study, analysis, and exchange of ideas. The intellectual purposes of the University are of paramount importance. At the same time, the University recognizes that the life of the mind creates a context for the personal and professional growth of individuals as whole persons. The University thus encourages both formal thought and self-reflection and offers a curriculum supporting the exploration of diverse ideas, values, and cultures.

An undergraduate liberal arts education should provide the foundation for a lifetime of intellectual inquiry by grounding undergraduates well in a field of specialization, developing their ability to write with clarity and power, deepening their understanding of the structures and issues of the contemporary world, and broadening their perspective on enduring human concerns and cultural change. Such an education should prepare a person to pursue interests and ideas with confidence and independence, to meet the demands of a career, and to cope with the complexity of modern life.

The curricular requirements set forth in this document represent the minimum demands of a liberal education. Academic advisors should urge each student to explore varying fields of study in the process of constructing a broad educational program on the foundation of the required curriculum.

To these ends, the faculty has selected the following goals to emphasize in the undergraduate curriculum:

A student completing the undergraduate curriculum both will be able to

1. think critically;
2. communicate clearly and effectively, both orally and in writing;
3. develop and apply knowledge both independently and collaboratively

and will have developed

4. familiarity with diverse fields of knowledge and the ability to draw connections among them;
5. solid grounding in the field of the student's choosing; and
6. informed awareness of self, others, and influence in the world.

Introducing SoundWriting

The Center for
& WRITING
LEARNING
TEACHING

History of the handbook

- Spring 2011: An ad hoc faculty committee selected *A Writer's Reference* from among 7 commercial handbooks.
- Fall 2011: 12 first-year seminars piloted *A Writer's Reference*.
- Spring 2012: The full faculty endorsed adoption of a custom edition of *A Writer's Reference*.
- Spring 2012: Faculty were surveyed to develop the custom materials.
- Fall 2013-Spring 2017: The custom edition was offered at a subsidized rate of around \$35 and was required in the majority (around 75%) of first-year writing seminars.
- Spring 2016: Full faculty endorsed commissioning a student-written handbook to replace *A Writer's Reference*

Issues with the custom handbook

- Cost prevented 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 updated affect text and cost
 - New editions come out roughly every 4 years.
 - Cost was negotiated annually, and cost can go up at any time.
- It didn't address our local needs.
- Like all commercially available handbooks, it is conservative about language change and does not address some of the emerging language concerns on our campus (especially around gender-neutral pronouns and multilingualism).

Objectives for *Sound Writing*

- free
- online (with printable option)
- locally relevant, including
 - examples from our students' writing
 - department/discipline specific sections
 - sections on writing, reading, speaking, researching processes consistent with our first-year seminar course goals
 - discussion of language usage as evolving construct that requires attention to context
- written for students, by students

Development process for *Sound Writing*

- 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 brought:
 - Experience with 24 sections of first-year seminars as writing liaisons
 - Four campus Writing Excellence awards
 - Diverse experiences in terms of major, race, gender, sexual orientation, first-generation status, transfer status, geographic origin within US
- Fall 2016: Pilot with some volunteer faculty teaching first-year seminars; published handbook remains default option
- Spring/Summer 2017: Refine handbook
- 2017-18: Full adoption on campus and widely available on Web
- 2017- : Annual position for student to update handbook

The authors: Cody Chun, Kylie Young, and Kieran O'Neil



Platform: PreTeXt

URL: mathbook.pugetsound.edu

- “A lightweight XML application for authors of research articles, textbooks and monographs.
- The best of DocBook, LaTeX, and HTML.
- Outputs: print, PDF, web, EPUB, Sage Notebooks, Jupyter Notebooks, ...”

**Professor Rob Beezer,
University of Puget Sound**



Current Students working on *Sound Writing*


Isabelle Anderson, CWLT



**Jahrme Risner,
Technical Support**



Features

 **Sound Writing: University of Puget Sound**
Cody Chun, Kieran O'Neil, Kylie Young, Julie Nelson Christoph

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Revising
Overcoming Obstacles
5 Discipline-Specific Writing
Writing for Art and Art History
Writing for Biology
Writing for Business
Writing for Chemistry
Writing for English
Writing for History


3.4 Developing a Thesis [¶ permalink](#)

So you've been given a writing assignment. You've read [Section 2.4](#) on how to read writing prompts, and you've begun thinking about the components of a good argument, but now what? In order to structure your paper effectively and to know what supporting claims it needs, you need to have a **main claim** or **thesis**. A thesis is an argumentative, contestable statement that tells an audience exactly what a writer intends to argue (for more information, see [Subsection 4.3.2](#)).

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scroll capabilities



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Cody Chun, Kieran O'Neil, Kylie Young, Julie Nelson Christoph

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4 The Writing Process

- Brainstorming
- Planning
- Outlining
- Introductions
- Topic Sentences, Transitions, and Body Paragraphs
- Conclusions
- Research Process While Writing
- Revising
- Overcoming Obstacles


5 Discipline-Specific Writing

- Writing for Art and Art History
- Writing for Biology
- Writing for Business
- Writing for Chemistry
- Writing for English
- Writing for History

Back, up, and forward buttons



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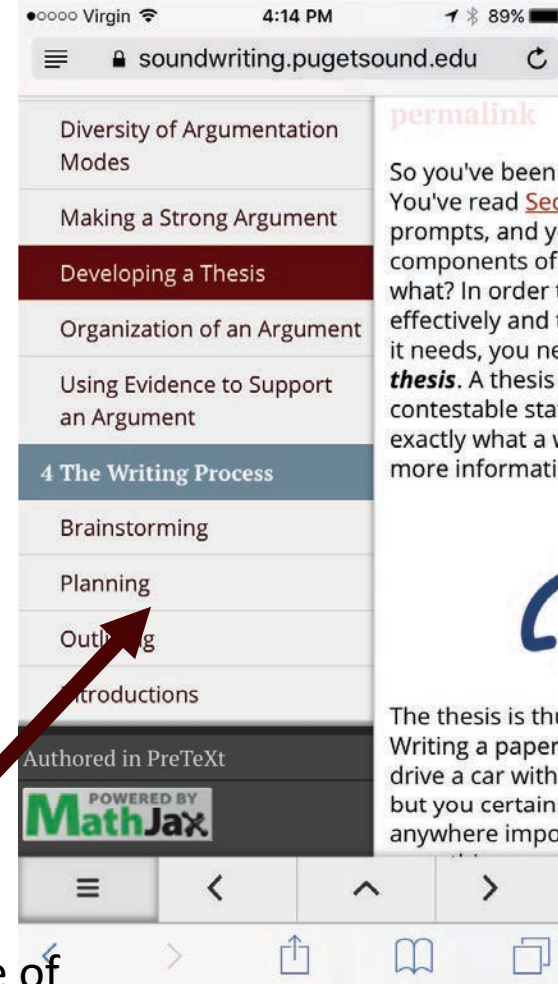
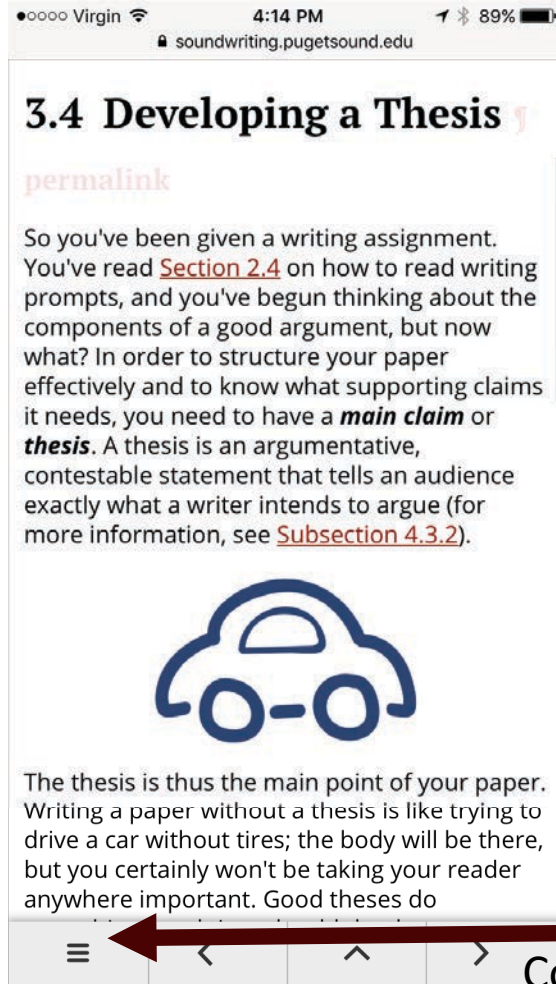
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Google custom search capability for searching within *Sound Writing*



Features




Collapsible table of contents in phone and tablet versions

Features

Hyperlinks throughout offer easy reference to other sections



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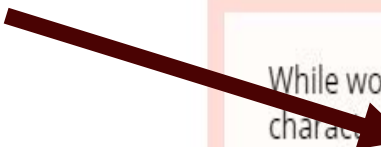


Features

Drop-down
“knowl” examples

Consider the following example theses. In what ways do they or do they not do MORE?

Example 3.4.1:



While women do have a substantial presence in the *Odyssey*, the characters of Helen, Penelope, and Athena reify patriarchal norms regarding the role of the feminine in society by positing themselves below the authority and sovereignty of male characters. Coupled with the epic's clear celebration of warfare, the *Odyssey* primarily reinforces the chauvinist framework through which we view the world.

Example 3.4.2:

Example 3.4.3:

Example 3.4.4:

Features

Shaded boxes highlight important reminders and pieces of advice

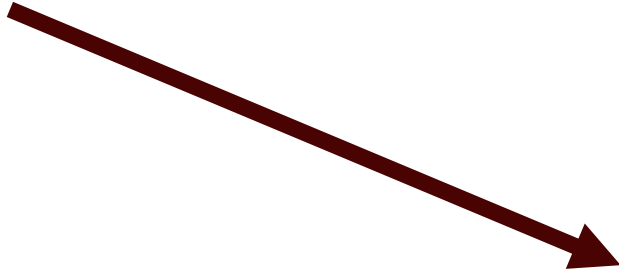


Figure out a format.

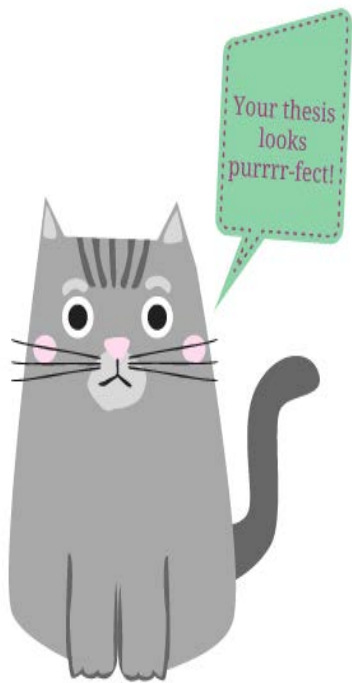
How will you format your paper? Is it a descriptive essay? An argumentative paper? Compare-contrast? Or perhaps a close reading of a primary source? In order to help you answer this question, go back to the assignment prompt and figure out what it is asking for. This will help you determine the most appropriate structure for your paper and argument.

An important note!

Don't feel confined by the "5-Paragraph Essay" you may have learned in middle/high school! This basic format is insufficient for college academia, and professors will encourage you to break free of it in your writing responses. Rather than letting this intimidate you, try to view it as a liberation: let the complexity and nuance of your argument guide you towards the structure that works best for you.

Features

Informative graphics



10.7 Incorrect use of its and it's



Recipe for a QUOTE SANDWICH



Its = possessive
MY RAINCOAT IS MISSING **ITS** HOOD.

It's = it is
IT'S UNFORTUNATE BECAUSE **IT'S** REALLY RAINY TODAY.

Features

Informative and humorous Puget Sound-specific examples

Clear “If you'd like to actively involve yourself in social justice opportunities on campus, you can visit the Center for Intercultural and Civic Engagement.” [infinitive “to involve” is split]

Confusing “If you'd like *actively* to involve yourself in social justice opportunities on campus, you can visit the Center for Intercultural and Civic Engagement.” [infinitive intact, but sentence is awkward]

“If you'd like to involve yourself in social justice opportunities on campus *actively*, you can visit the Center for Intercultural and Civic Engagement.” [infinitive intact, but modifier “actively” far removed from the verb form “to involve”]

rain	It <u>rains</u> on occasion in Tacoma.
reign	President Thomas was our <u>reigning</u> president between 2003-2016.
rein	<u>Reining</u> in college jitters can be difficult at first; if you are feeling lonely, seek out your Resident Advisors, Orientation Leaders, and Peer Advisors for ways to become more connected on campus.
since	<u>Since</u> it rains a lot in Tacoma, continuing students recommend that new students bring good raincoats when they move in.
sense	Does this sentence make <u>sense</u> ?
sight	In the sunshine after a long rainfall, the Gordon Alcorn Arboretum is a dazzling <u>sight</u> .
site	The Tacoma Chinese Garden and Reconciliation Park is a historic waterfront <u>site</u> commemorating the expulsion of the Chinese population from Tacoma in 1885.
cite	Remember to <u>cite</u> all of your sources as you write; otherwise, you might accidentally plagiarize someone else's work.
than	“Is Oppenheimer better <u>than</u> Diversions?”
then	“If all you need is caffeine, <u>then</u> it really doesn't matter where you get your coffee!”

Features

Color-coded citations

8.2 Book with One Author [permalink](#)



8.2.1 APA

8.2.2 Chicago

8.2.3 MLA

8.6 Book Review [permalink](#)



8.6.2 Chicago

Author last name, first name. Review of *Title of Reviewed Work*, by Author of Reviewed Work First Last. *Name of Journal* volume, no. issue (Year): page range.

Paul, John J. Review of *Civilizing Natures: Race, Resources, and Modernity in Colonial South India*, by Kavita Philip. *Isis* 97, no. 2 (2006): 370-371.

Notes. First appearance. ¹

John J. Paul, review of *Civilizing Natures: Race, Resources, and Modernity in Colonial South India*, by Kavita Philip, *Isis* 97, no. 2 (2006): 370-371.

Consecutive appearances. ²

Ibid., 371.

Nonconsecutive appearances. ³

Paul, review of *Civilizing Natures*, 370.

For more information about how to insert footnotes, see [Subsection 12.1.2](#).

Features

Writing With Awareness section

Puget Sound's Threshold 2020 Diversity Strategic Plan states:

We at Puget Sound intentionally conceptualize and view diversity as a matter of equity and inclusion. In doing so, we aim to understand and actively respond to the ways organizational aspects of our society and of our own university often work against those principles, excluding some groups and individuals from our community while including others. The work of diversity, accordingly, seeks to account for and redress deeply embedded historical practices and legacies, forms of cultural and social representation, and institutional policies and processes that can systematically exclude groups or individuals from full participation in higher education and the considerable benefits it offers.

Language use is part of this work of diversity; as writers, we are also part of that work. . . . This chapter aims to offer different ways for us, as scholars and citizens of the world, to be intentional about the language we use. We have attempted to clarify terms and provide more inclusive, equality-based alternatives, and we hope that these will help us all as writers to be aware of and attentive to the diversity of experiences that our audiences will have.

Faculty writing advice videos on YouTube channel “Sound Writing”



Search

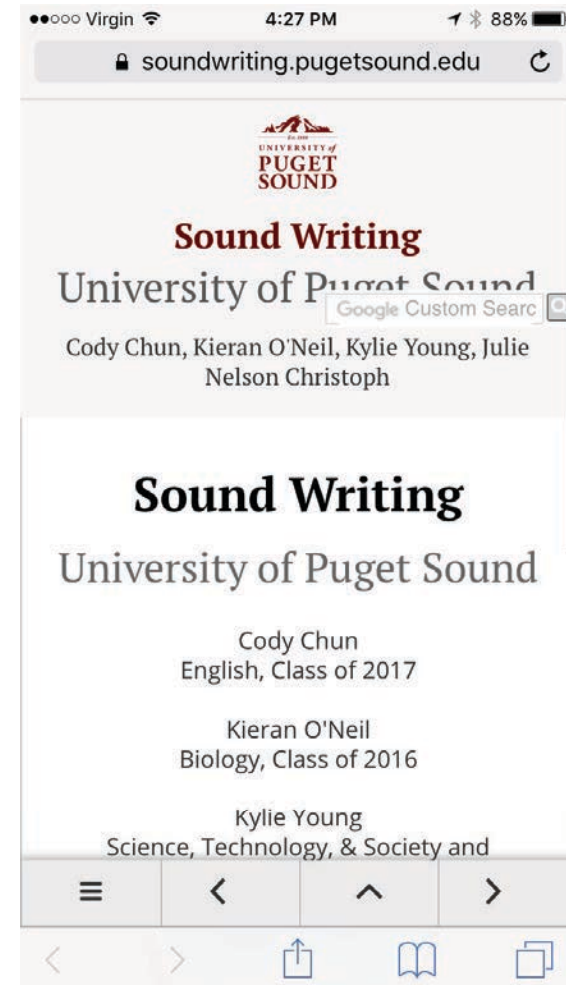


Sound Writing: Interview with Professor Brown

Sound Writing

Features

- Accessible on computer, phone, and tablet
- Downloadable in PDF
- Printable in PDF



pdf version

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Research Methods

1.1 Essentials

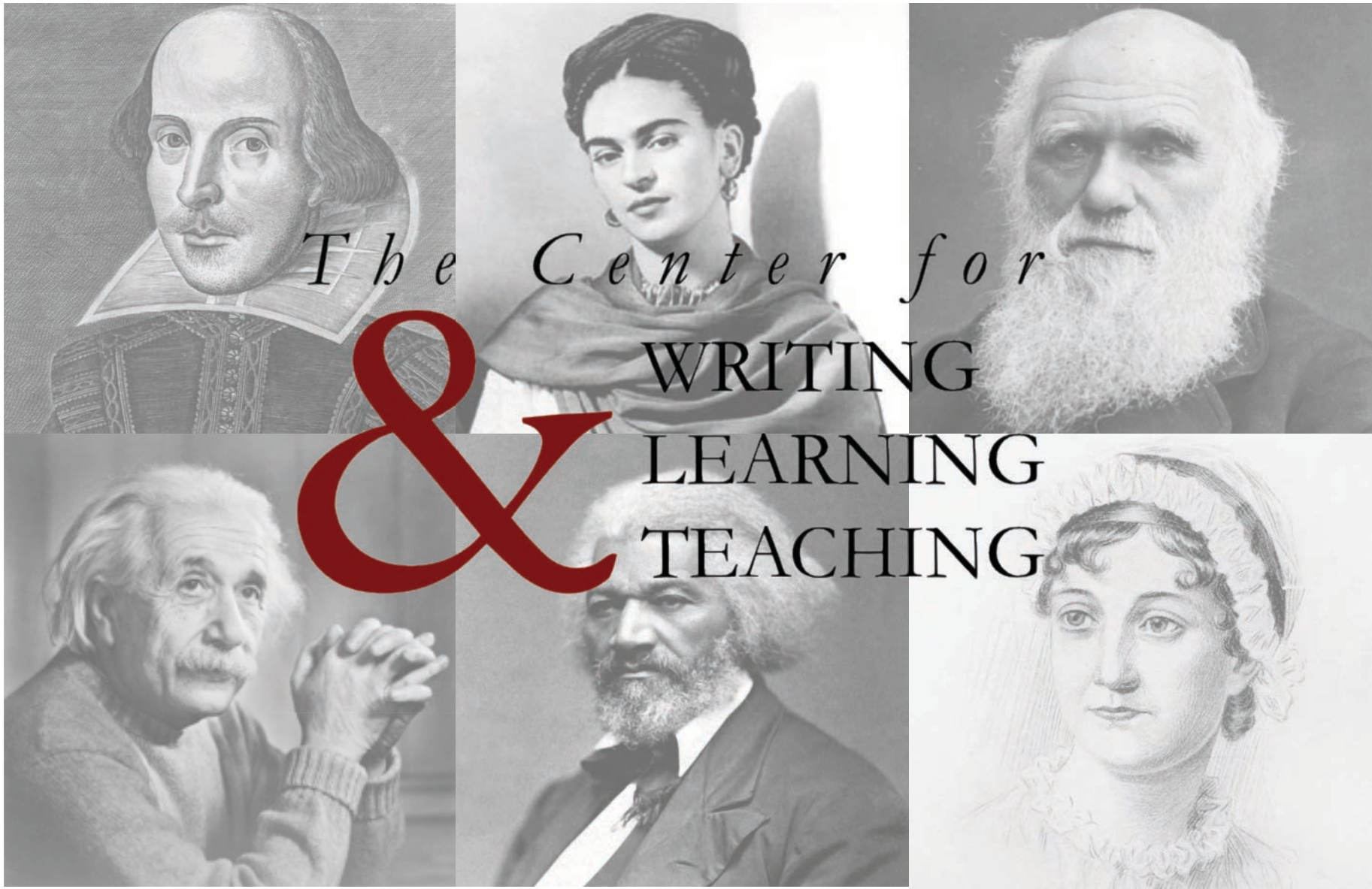
The word “research” can seem daunting, but doing independent research can be some of the most exciting work you’ll do in college.

The first thing to know is that Collins Memorial Library is a university library and is probably a bit different than other libraries you’ve encountered in the past. This is because it’s designed for people like yourself who are doing research, more than for people who are looking for a book to read or a movie to watch at home (though Collins Library has those things, too!).

Collins Library provides access to rich collections, engaging learning environments, innovative instruction, and high quality service in support of the university’s mission of teaching, learning, civic engagement and diversity. We encourage you to familiarize yourself early on with the scope of materials and the types of services available to you in an academic library, as they may differ markedly from those available in most school and public libraries. Collins Library works in close partnership with faculty and other campus departments to support your development as a scholar.

Knowing that Collins Library is there to help you is the first step, but you’ll also need to get going on your own. Here are some guidelines that will help you not only do research successfully but enjoy doing it.

Pick a topic that interests you Many times, there will be a topic that your professor has talked about a lot in class. Some of these topics may be straight-forward and obvious, while others might seem more obscure and difficult to tackle but more interesting to you. Always choose the one you’re most interested in. No matter how easy a project seems to be from the beginning, if it doesn’t interest you the research process will feel slow and painful. If, instead, you choose a topic that actually grabs your attention, the process of sifting through and evaluating dozens of articles and books won’t feel tedious at all and you’ll have more energy to devote to thinking and rethinking your research question.



It's for everyone.