

Minutes of the February 7, 2018 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. Ninety-four voting members of the faculty were present.

II. Approval of the November 1, 2017, and November 29, 2017 faculty meeting minutes

The minutes of the November 1, 2017, and November 29, 2017 faculty meetings were approved as circulated.

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

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

One faculty member quoted from the President's report, where it states, "we were able to remove most of the higher education-damaging elements in the recently passed tax legislation," before asking what damaging elements remained. In President Crawford's absence, Collins responded that some provisions adversely affecting the deductibility of charitable donations, and providing for a tax on college endowments at a certain level, for example, remained in the bill.

There were no questions regarding the Academic Vice President's report. Dean Bartanen announced that CHWS has used up all their flu shots, and that students are not advised to go to CHWS with flu symptoms. Instead, students may consult a nurse practitioner over the phone, and should remain in their rooms.

With regard to the Senate Chair's report, one faculty member expressed support for the investigation into workload equity in terms of faculty service, and asked how decisions are made with respect to service and ad hoc committees. Kessel answered that some ad hoc committees are not assigned through the Faculty Senate; however, with the goal of creating equity, the Senate is interested in making visible how people are doing service.

IV. Vote on IEC bylaw changes

For the proposed changes to the IEC bylaws, see Appendix E of these minutes.

It was **moved** by Kelley, and **seconded**, *that the faculty approve changes to the IEC bylaws, as indicated in the first reading* (see minutes of November 1, 2017).

The faculty discussed the motion.

One faculty member asked why the language referring to faculty-led programs was taken out. Kotsis answered that the bylaws already implied that proposals for these programs are to be considered by this committee, so the redundancy was removed.

The motion **passed** on a voice vote.

V. Vote on IRB bylaw changes

For the proposed changes to the IRB bylaws, see Appendix F of these minutes.

It was **moved** by Elliott, and **seconded**, *that the faculty approve changes to the IRB bylaws, as indicated in the first reading, namely by removing the word “animal” from the language* (see the minutes of November 1, 2017).

The faculty discussed the motion.

One faculty member asked if there would be a transition period after this bylaw change when animals might not be protected. Elliott responded that there would be no such fallow period, as the IACUC (Institutional Animal Care and Use Committee) has already been active for years, and will continue to be. Kessel added that it is a federal rather than a standing committee. Another member asked how, if it was not a standing committee, the IACUC was populated. Dean Bartanen mentioned that the university is federally required to have an IACUC, and that we would not be able to conduct animal research without it.

The motion **passed** on a voice vote.

VI. Presentation and Q&A on enrollment (Vice President for Enrollment Laura Martin-Fedich)

For Vice President Martin-Fedich’s slide presentation, see Appendix G of these minutes.

Martin-Fedich thanked the assembly for the opportunity to present information on the 2017 under-enrollment, as well as on current and future trends in higher education enrollment. In clarifying and adding to the information on the slides, Martin-Fedich mentioned that “wealthiest need” (slide 4) referred to those students with the most resources, and who may therefore need no or very little aid; that our yield percentage for admitted students was 11% this past fall, down from 13% the previous year; that, anecdotally, there is evidence from other institutions that admissions decline shortly after racially-charged incidents such as the ones we recently experienced on our own campus (particularly, and perhaps counter-intuitively, in terms of applications from students who do not identify as racially minoritized—though, as she clarified, the issue seems to turn on perceptions of safety and belonging); that recruiting practices are changing such that we are now better able to target students who will best fit our institution; that, in light of changes in US birth rates among different ethnic groups, the campus will need to think carefully on its ability to welcome students from previously underrepresented demographics; that a sense of belonging is critical to students in terms of their persistence in college, particularly

among Hispanic and African-American men; and that, increasingly, students want to be able to customize their education.

One faculty member expressed concern over the use of geofencing as a marketing tool (slide 7), and requested that the Admissions team use a light touch in this regard. Martin-Fedich concurred, and offered that, in any case, a small budget would limit its use.

Another member wanted more information on what kinds of students come here, and asked whether we should more aggressive in refuting the messaging of large research institutions when they claim to offer students a liberal arts experience. In response, Martin-Fedich said that there is not just one kind of student that comes to Puget Sound and persists here, but that the Admissions Office tries to find markers or attributes that seem to be consistent with success (in terms of persistence and graduation), and uses those markers in identifying prospective students. With respect to countering the messaging of larger institutions, Martin-Fedich mentioned that it is not an Admissions policy to be disparaging of other institutions, and stressed the importance of being distinctive in our own messaging and programs.

Another faculty member asked what we might change with respect to our own messaging. Martin-Fedich responded that Puget Sound offers so much that is distinctive, but that it is not getting through the marketing noise, so we need to find a better way to package ourselves. She mentioned the importance of strategic planning in this regard, and that her team is currently looking very carefully at the university's website, adding that anything that might distinguish Puget Sound from its competitors might as well not exist if it is not front and center on the home page, which is the first place families and students go to learn about colleges.

One faculty member asked about the recruitment of international students. Martin-Fedich confirmed that the Admissions Office has an enhanced international recruitment plan that involves more travel around the world, communicating with international students through social media, and developing relationships with gatekeepers overseas. However, she added that we are behind our peers in terms of what we are to offer financially to international students.

VII. Presentation on Race and Pedagogy National Conference opportunities (RPI Committee)

For the Race and Pedagogy Institute's slide presentation, see [Appendix H](#) of these minutes; for their accompanying handout, see [Appendix I](#) of these minutes.

Gordon expressed his appreciation on behalf of the RPI for the opportunity to share information about the upcoming fourth quadrennial Race and Pedagogy National Conference, September 27-29, 2018. He stated the RPI's belief that institutions need robust engagement with conversations about race and pedagogy, and that if we want a new world through education, then we must make new people, a call and challenge that involves teaching our students a new history. The mission of the conference, he continued, is to educate students and teachers at all levels to think critically about race, which in turn contributes to the university's mission to prepare our students to meet the highest tests of democratic citizenship. Gordon shared that the 2018 conference

theme—“Radically Re-Imagining the Project of Justice”—was developed according to concerns gathered over the past year from people on our campus and in our community.

Livingston outlined the origins and goals of the conference’s themes. She explained that the themes build on the subthemes of previous conferences, and seek to collectively address faculty, staff, students (K-12, and Higher Education), and the community, in terms of what is happening in our current sociopolitical moment. Livingston mentioned that one important goal of the conference is to identify the national and transnational logics of domination that lie at the heart of, and thus connect, a variety of oppressive behaviors and actions, current and historical. This kind of integrated thinking will examine issues related to, for example, immigration, indigenous peoples, extrajudicial killings of people of color, the textbook industry, histories of Japanese internship, and black face, and will ask how such practices and histories have shaped this university, this state, and this town.

DeMotts said that the RPI was keen to work with faculty in coming up with ways to get both them and their students participating in the conference, no matter the discipline or course. She mentioned that an upcoming Wednesday @ 4 would be devoted to a discussion of the conference and how departments might get involved.

Bristow said that the coincidence of the RPNC and homecoming was purposeful, as it will increase the exposure of attending policy makers and activists. She reminded the assembly that conference registration is free of charge for campus and community members, and welcomed the involvement of faculty and students.

VIII. Resolution to disaffiliate from the United Methodist Church

It was **moved** by Anderson-Connolly, and **seconded**, *that the faculty of the University of Puget Sound declares its preference for the university to disaffiliate from the United Methodist Church and to become a nonsectarian institution.* Anderson-Connolly presented the assembly with a handout (see Appendix J of these minutes) containing excerpts from the UMC’s statement of belief, as well as the language of the resolution.

The faculty discussed the motion.

One faculty member stated, and Dean Bartanen confirmed, that the University of Puget Sound is already nonsectarian.

IX. Adjournment

The meeting was adjourned at 1:27 p.m.

Appendix A – Attendance

Attending

Rich Anderson-Connolly
Bill Barry
Kris Bartanen
Bill Beardsley
Terry Beck
Francoise Belot
Michael Benveniste
Luc Boisvert
LaToya Brackett
Nancy Bristow
Nick Brody
Gwynne Brown
Derek Buescher
Dan Burgard
Alva Butcher
Julie Christoph
Lynnette Claire
Jo Crane
Monica DeHart
Alyce DeMarais
Rachel DeMotts
Regina Duthely
Joel Elliott
Jim Evans
Amy Fisher
Lea Fortmann
Kena Fox-Dobbs
Sara Freeman
Andrew Gardner
Barry Goldstein
Dexter Gordon
Jeff Grinstead
Bill Haltom
Fred Hamel
John Hanson
Peter Hodum

Suzanne Holland
Renee Houston
Martin Jackson
Anne James
Greg Johnson
Kristin Johnson
Tatiana Kaminsky
Diane Kelley
Chris Kendall
Alisa Kessel
Jung Kim
Kriszta Kotsis
Laura Krughoff
Brendan Lanctot
Ha Jung Lee
Sam Liao
Grace Livingston
Lynda Livingston
Tiffany MacBain
Mita Mahato
Mark Martin
Jeff Matthews
Amanda Mifflin
Andrew Monaco
Wendell Nakamura
Steven Neshyba
Eric Orlin
Susan Owen
Emelie Peine
Jennifer Pitonyak
Mike Pohl
Sara Protasi
Siddharth Ramakrishnan
Elise Richman
Holly Roberts
Bretty Rogers

Amy Ryken
Leslie Saucedo
Eric Scharrer
Renee Simms
Adam Smith
Stuart Smithers
Amy Spivey
Jonathan Stockdale
Justin Tiehen
George Tomlin
Ariela Tubert
Andreas Udbye
Jennifer Utrata
Kurt Walls
Keith Ward
Suzanne Warren
Seth Weinberger
John Wesley
Paula Wilson
Peter Wimberger
Anna Wittstruck
Sheryl Zylstra

Guests

Shannon Carr
Kate Cohn
Liz Collins
Amanda Diaz
Stephanie Knottingham
Laura Martin-Fedich
Julie Pagel
Michael Pastore
Ellen Peters
Landon Wade

Appendix B – Report from President Isiaah Crawford



President's Report to the Faculty

January 31, 2018

Welcome back! It is a joy to have the spring semester well underway, and I am pleased to provide to my faculty colleagues this brief overview of activities and initiatives since my last report to you.

Strategic Planning

Our strategic planning process has progressed well with a first round of draft vision, values, and goals distributed for review to the campus community by the Strategic Planning Steering Committee in November 2017 and, just prior to winter break, the appointment of faculty, staff, students, alumni, and trustees to teams to develop initiatives to advance the proposed goals. Those teams are meeting now in earnest to prepare interim reports to the Steering Committee next month. I extend my gratitude to all who have agreed to serve on a committee, and to our co-chairs: Professors Gwynne Brown, Lynnette Claire, Fred Hamel, Grace Livingston, Suzanne Holland, Renee Simms, and Peter Wimberger; and staff members Janice Jackson-Haley, Ellen Peters, and Moe Stephens. For a complete list of team members and additional information, including a report on the January goal team meetings and Community Conversation, please see pugetsound.edu/strategicplan. The next Community Conversation is scheduled for Thursday, Feb. 22, 9 – 10 a.m. in the Rotunda.

Budget and Benefits

I have enjoyed good conversations with faculty, staff, and students about the Budget Task Force (BTF) recommendations for our FY19 budget. If you have not yet had the opportunity to review the recommendations, please visit the [budget website](#) for more information. I will accept comments through the end of the month as I prepare my recommendation to the board of trustees. In addition to the BTF, as announced last fall our [Benefits Task Force \(BenTF\)](#) is well into its work, with a report due by the end of the calendar year.

Enrollment

A great deal of good work is taking place by our colleagues in Enrollment and across campus as we seek to bring in our entering class of Fall 2018. With early decision, early acceptance, and regular decision dates now behind us, we look forward to the work we will do together in the coming weeks to encourage our admitted students to visit campus and choose Puget Sound. Additional visit days have been scheduled to accommodate student interest; please be prepared to welcome our prospective students and their families during Destination Puget Sound days: March 2, 23, and 31; and April 6, 13, and 20.

Government Relations and Advocacy

It is my pleasure to represent Puget Sound this month and next at meetings of the Council of Independent Colleges and the National Association of Independent Colleges and Universities (with

which I will begin a term of service as a member of its board of directors in February). These professional associations provide valuable service to member colleges, especially as we navigate a difficult political climate in Washington, D.C. for higher education. I will be on Capitol Hill next month to engage in advocacy work with key members of Congress and am pleased to report that, working in concert with these and other organizations, we were able to remove most of the higher education-damaging elements in the recently passed tax legislation. Our attention must now turn to the challenges we know we will encounter related to the reauthorization of the Higher Education Act and securing the rights of students who depend on the Deferred Action for Childhood Arrivals (DACA) program. With regard to DACA, I am also working with the [President's Alliance on Higher Education and Immigration](#).

Last week I spent a full day in Olympia with Independent Colleges of Washington in meetings with several state senators and representatives engaged in issues affecting higher education, including funding to support student access, preserve their ability to choose a "best-fit" college, and secure financial aid and work study.

Professional Development and Enrichment Conference

During the week of Jan. 8 we had terrific participation in "Loggers Keep Learning: At Work," with a very full Fieldhouse for our Jan. 9 day of learning with cultural anthropologist Michael Baran, Ph.D., and his program titled "[Don't] Guess My Race." Other highlights included presentations related to the conference theme of "Courage" by guest speakers, including our own faculty, staff, and alumni. While this is a time when many faculty are off campus, I encourage you to consider attending next year's conference as you are able.

February Board of Trustees Meeting

Our trustees will be on campus Feb. 22 – 23 for their winter meetings. In addition to a full slate of committee meetings, we are adding a new component that will provide trustees with the opportunity to experience more deeply the life of the campus by spending more time directly with students, faculty and staff engaged in the process of active learning. Many thanks to Dean Bartanen and members of the faculty for planning these experiences for our trustees.

Thank you for all that you do for the university. I wish you an enjoyable and productive spring semester.

Sincerely,



Isiaah Crawford, Ph.D.
President

Appendix C – Report from Academic Vice President Kris Bartanen



January 31, 2018

TO: Faculty Colleagues

FR: Kris Bartanen

RE: Dean's Report to the February 7, 2018 Faculty Meeting

Topics: Kudos, Professional Development Awards, Ask for OSAA, Searches, Course Schedule, Summer Session, Decision Puget Sound Days, Orientation Update, Supporting Students, Campus Climate.

Kudos:

- **Dexter Gordon**, Professor and Director of African American Studies and the Race Pedagogy Institute, accepted Tacoma's Martin Luther King, Jr. Community Service Award for life-time contributions to the legacy of Dr. King at the 30th annual city-wide celebration on January 15.
- **Mark Martin**, Associate Professor of Biology, has been named the 2018 Carski Foundation Distinguished Undergraduate Teacher by the American Society for Microbiology; he will receive the award and present a lecture in June at the ASM national meeting.
- **Michael Benveniste**, Assistant Professor of English, earned a 2017-19 Graves Award in the Humanities for his project entitled, "The American Ideology: Plot and Culture Since 1945."
- **Renee Simms**, Assistant Professor of African American Studies, has been awarded a National Endowment for the Arts Creative Writing Fellowship to support continued research and writing on a novel manuscript.
- **Rev. David Wright '96**, University Chaplain and Director for Spirituality and Civic Engagement, will receive the Outstanding Professional Award from the NASPA Spirituality and Religion in Higher Education Knowledge Community at the Student Affairs Professionals in Higher Education (NASPA) national conference in March.
- **Michael Benitez**, Dean for Diversity and Inclusion, will keynote the 2018 National Congress on Racial Equality (NCORE) Conference in New Orleans, May 29-June 2.

Professional Development Awards

- **2018-19 John Lantz Fellowship Awards:** Monica DeHart, Sociology and Anthropology; Grace Livingston, African American Studies; Jan Leuchtenberger, Asian Languages and Cultures; Michael Spivey, Mathematics and Computer Science. **Thanks go to** Department Chairs who did not have candidates under consideration for joining the deans in very challenging decision-making, as we were able to award only four among fourteen strong and valuable proposals: **Brad Dillman**, International Political Economy; **Dan Burgard**, Chemistry; **Amy Ryken**, Education; **Keith Ward**, Music.
- **2018-19 John Lantz Sabbatical Enhancement Awards:** Lynnette Claire, Business and Leadership; Monica DeHart; James Evans, Science, Technology and Society; Jan Leuchtenberger; Elise Richman,

Art and Art History; David Sousa, Politics and Government; Matt Warning, Economics; Lisa Wood, Psychology.

- **Robert R. Hamilton Memorial Faculty Enrichment Award:** Tatiana Kaminsky, Occupational Therapy.
- **Pre-tenure sabbatical awards:** Chris Kendall, Politics and Government; Sam Liao, Philosophy; Sara Protasi, Philosophy; Renee Simms, African American Studies; Brian Thines, Biology; Andreas Udbye, Business and Leadership.
- **Sabbaticals:** William Beardsley, Philosophy; Brad Dillman, International Political Economy; George Erving, Honors/Humanities/English; Suzanne Holland, Religious Studies/Bioethics; Lynda Livingston, Business and Leadership; Mark Martin, Biology; Brad Richards, Mathematics and Computer Science; Amy Spivey, Physics; Kate Stirling, Economics; Jonathan Stockdale, Religious Studies; Harry Velez Quinones, Hispanic Studies. Additional awards are pending evaluation decisions.

An ASK for our students, from Office of Accessibility and Accommodation (OSAA):

While Puget Sound is committed to diversity and accessibility, there are **a significant number of students who are not able to read course material. In the fall semester, only 14 of the 92 course packets sent to the Bookstore were in an accessible format.** While we cannot track Moodle postings, we are aware that not all Moodle postings are accessible.

What does “accessible” mean? It means that the document has OCR or “optical character recognition.” It is readable by a computer and can be audible. Word documents have OCR, but images, scans and PDF’s do not – unless they have been converted. The Library has instructions for [OCR conversion](#) and for creating accessible course packets on their [website](#). OSAA has step-by-step instructions on how to recreate and edit your current course packets.

In the voice of a [3.8+ gpa] student: “I’m emailing because I’m getting really frustrated with the unscannable PDFs my professors post on moodle, as well as the huge course readers that professors compile. I continue to get behind on readings, and feel unprepared for class when there’s no easy way to convert the text to readable etext. Is there some way we could change this at the elemental level? Could professors post the PDFs in a scannable form, and make the scanned material in course readers more accessible to learners like me? It would be amazing if I could start out the year with these materials accessible and not get behind in the first place!”

Searches:

- I. **Vice President for Student Affairs:** The search advisory committee is meeting today with Isaacson-Miller consultants to prepare the position profile and launch the search for strong candidates. Members of the committee (with a specific effort both to achieve broad representation and to try not to tap those concurrently serving on the Strategic Planning Steering Committee and Strategic Planning Goal Teams) are:
 - Michael Benitez, Dean for Diversity and Inclusion/Chief Diversity Officer
 - Todd Badham ’85, P’11, Director of Security Services
 - Matthew Bell ’20
 - Michael Benveniste, Assistant Professor of English, Student Life Committee Member
 - Ryan Del Rosario ’15, Admission Counselor
 - Ann Gleason, Deputy CIO for Client Support and Educational Technology
 - Samantha Gordon, Assistant Director for Alumni Relations

- Pierre Ly, Associate Professor of International Political Economy, Faculty Senate Secretary
- Franz Manganon '20
- Jessica Pense, Director of Student Conduct
- Megan Sanders '19
- Sarah Shives, Assistant Dean of Students
- Alvin Sturdivant, Vice President for Student Development, Seattle University
- Jeff Thomas, Head Football Coach
- Landon Wade, Director of Academic Advising
- Paula Wilson, Professor of Business and Leadership
- Kris Bartanen, Chair
- Mary Powell, Assistant to the Dean of Students (support to the search process, non-voting)

Dr. Sturdivant is joining us as a senior leader in Student Affairs, comparable to how some of our searches in the sciences bring in the expertise and perspective of a senior biologist or chemist to offer a disciplinary consultant's perspective to the consideration of the candidate pool. We look forward to finalist interviews on-campus prior to the end of the semester.

II. **Director of Counseling, Health and Wellness Services/Chief Psychologist:** The search to replace Dr. Donn Marshall, who will retire August 1, was posted in December. The search committee is: Chris Edwards, CHWS Psychologist, co-chair; Brina Turnbull, CHWS Physician Assistant; Debbie Chee, Associate Dean of Students and Director of Residence Life; Lisa Ferrari (Politics and Government, JED Campus Program, Institutional Review Board); Michael Pastore, University Registrar; Kris Bartanen, co-chair; Mary Powell, Assistant to the Dean of Students (support, non-voting).

III. Tenure-Line Faculty

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|--|--------------------------------------|
| A. Mathematics and Computer Science: Jacob Price, Ph.D. candidate in applied mathematics, University of Washington | |
| B. Islamic Religion: at finalist stage | E. Counselor Education: in progress |
| C. Latina/o Studies: at finalist stage | F. Biology: will re-post next year |
| D. Music Education: at finalist stage | G. Chemistry: will re-post next year |

IV. **Visiting Faculty and the Course Schedule:** As you know from the Budget Task Force Report, the November 29 Faculty Meeting, and Chairs, Directors, and Deans meetings, we are working to provide faculty staffing for the 2018-19 course schedule with a \$1.5m smaller faculty compensation budget. We have creatively mined some sources of endowed faculty salary dollars in order to stretch the budget further on a one-time basis, and we will need good thinking, cooperation, and flexibility from faculty colleagues as we adjust course offerings for undergraduate enrollment that is about 250 students smaller than in 2011-12. What that means "on the ground":

- By the numbers, this is a **modest reduction of student:faculty ratio from the current 11.4:1 to 11.7:1**, and an approximate 4% reduction in the total faculty compensation budget. We are fortunate to be able to work from a position of strength to make adjustments. That doesn't mean it is easy, particularly with a robust complement of sabbatical leaves, but it is not a crisis.
- **Martin, Kate, and department chairs/program directors** are collaborating in data-based reviews of the course schedule, work that will continue most intensively over the next couple of

weeks in order to complete a 2018-19 schedule for the advising and pre-registration period ahead. Please support them.

- Because of the foundational importance of writing, oral communication, and research skills to academic success, we will **uphold the faculty's commitment to first-year students** by maintaining 17-student enrollment limits in Seminars in Scholarly Inquiry (with faculty option to increase to 18-students). We need: (a) tenure-line faculty members to teach SSIs; (b) more tenure-line faculty members to prepare SSI course proposals – either individually, or by development of a departmental SSI offering than can flexibly be taught by more than one colleague – in order to allow for adjustment from under-enrolled offerings to SSI offerings; and (c) we will support Center for Writing, Learning and Teaching workshops toward these ends.
- We need faculty colleagues to support the interdisciplinary strength and distinction of Puget Sound curriculum (it truly is an important distinction) by implementing **greater cross-listing of courses to support student interest in interdisciplinary programs**. Interdisciplinary program directors rely on colleague cooperation to sustain offerings and, while it is a natural inclination to retreat to “department needs” when resources are a little tighter, creative generosity – even in the next few weeks – will both benefit students and strengthen programs.
- We will **review enrollments following pre-registration** with a close look at under-enrolled offerings (particularly five students or lower), at places where waitlists might be met through enrollment limit adjustments, and at points in the schedule where numbers of multi-section courses might be reduced by combination in order to shift teaching assignments to reduce waitlists elsewhere, and ask you for adjustments. (In other words, we will do what we always do, but with a closer eye and greater need for faculty colleagues' flexibility and cooperation.)
- **Graduate faculty have already committed** to enrolling higher numbers in OT and PT, and Education faculty have been doing excellent work to bolster enrollments and to adjust to changing State expectations and requirements for teacher and counselor education.
- And, if we have the good fortune of a first-year class larger than 645 and/or transfer enrollment above 55, we'll look forward (as always) to smiles of cooperation and flexibility as we readjust!

Summer Session: Kate Cohn, Summer Session Director is working hard to bolster offerings and enrollments. Please remind your students of opportunities to **“Register for Fall with Summer in mind!”** Not only are students able to make up units that they might need (summer session offerings are currently posted on the web), but they can enroll in several internship opportunities, or work ahead toward graduation requirements. Application processes for the **Summer Fellowship Intern Program, EXLN 350 Summer Academic Internship Program, and EXLN 351 Intern Away** will open in February. For information about **Madrid Summers** internships, students should contact Prof. Harry Velez.

Decision Puget Sound Days: There will be 6, rather than 3, Decision Puget Sound days for admitted students this Spring semester, in order to offer more visit opportunities and to hold attendance on any given day to a smaller number of students and family members – thereby allowing for more actual interaction with campus members. **Dates are: March 3, 23, and 31 and April 6, 13, and 20. Please consider this a first call for 6 faculty volunteers** who would like to join Landon Wade for a **one-hour session, on one of these dates**, to explain the pre-registration process (expanded Pre-Advising Questionnaire, opportunity for consultation with faculty and Academic Advising staff, course schedule release on June 18, faculty advising during Orientation Week) and offer an early faculty advising connection to admitted students. The goal of this whole endeavor is to encourage admitted students to

become deposited students, and deposited students to become matriculated students. Please contact Landon for more details.

New Student Orientation Update: Collaborations continue toward a revised 2018 New Student Orientation Program, based on student, faculty, and staff feedback over a multi-year period.

- Orientation Week will be shortened by three days, with Move-In and Parent Orientation launching on Saturday, August 18.
- Students will continue to benefit from faculty advising and Academic Fair, student employment placements, music auditions and the like, on Monday; final schedule adjustments, if needed, could be made at this time. Add/drop period will remain unchanged.
- Incoming students will have the option of the traditional outdoor experiential options based at, or departing from, Camp Parsons on Hood Canal or one of a series of urban-based immersive experiences in the Tacoma-Olympia-Seattle corridor; these options will occur on Tuesday-Thursday.
- All students will launch and wrap-up their urban or wilderness programs with faculty-led, topical academic workshops on writing, reading, discussion, and critical thinking on Sunday and Friday; advising groups will have their first meetings with faculty advisors on Sunday (rather than Saturday).
- The Matriculation Ceremony will conclude the week on Friday afternoon, August 24.
- Pre-registration for the Fall semester will be completed in June, based in student responses to their Pre-Advising Questionnaire. Schedules will be reviewed for alignment with academic preparation, balance and load (e.g., 3 or 4 units), constraints of Fall/Winter sports practices and Music ensembles, and the like prior to distribution. **Please consider this a first call for approximately 4 faculty volunteers** (sciences, arts and humanities, social sciences, professional programs) who are willing to assist with some pre-release review of schedules and/or to be available for student consultation in the pre-June 15 time period. Please contact Landon Wade for details.
- In addition, Puget Sound will host an inaugural **pre-orientation day in late June** to welcome deposited students and allow them to connect in person with available faculty and staff advisors, view their residence hall, and get acquainted with academic and student services available to them.

Supporting Students:

As a member of Student Life Committee (SLC) this year, I have learned that a reminder is needed about a key resource: [Referral Guide for Student Concerns](#). It's on your *mypugetsound* portal (under *Campus Information*, right below *Person Information*); it's on the Faculty Gateway page (big yellow box); it's "the blue card" all new faculty receive; and you can print it out to put by your phone. SLC is reviewing the guide for next year, so if there is information you'd like to see added, please email Poppy Fry, SLC Chair.

- It's been a rough semester so far, perhaps complicated by a tough flu season, for grandparent (or other family) deaths. After hearing from several interested students, Dave Wright has started up a **Grief Group** on Wednesdays from 12-12:45pm in the Social Justice Center. Please share this information if you have a student who might wish to know; attendance is open.
- Other CHWS-sponsored groups this semester:
 - Eating Disorders Anonymous: 5-6 Tuesdays, Kilworth (open group)
 - Addictions Anonymous (AAA): 12-1 pm Friday, Kilworth (open group) Contact: Colleen Carette
 - Adult Children of Alcoholics (ACOA): TBD, Contact Chris Edwards
 - Between the Lines: 5-6 pm Tuesdays, Contact: Donn Marshall
 - Men's group: TBD, Contact: Paulo Larano

- Chronic Pain and Illness Group: 5-6 pm Tuesdays, CHWS Multipurpose room (open group), Contact Jeff Okey
- Sexual Assault Survivors Group: 3:30-5:00 pm Thursdays (closed group, required screening), Contact: Charee Boulter or Katelynn Faulkner
- Intercultural Support Group: 4:30-6:00 pm, Thursdays, Gail Day Chapel, Contact: Sam Smith
- Skills Group/Life Hacking 101 #1 5-6:30pm, Tuesdays (CHWS Referrals) Contact: Khalila Fordham
- Skills Group/Life Hacking 101 #2 5-6:30pm, Wednesday, WSC 201 or Murray Board (open group), Contact: Paolo Larano

Campus Climate Work:

<i>Reports</i>	<i>Fall 2017</i>	<i>Fall 2016</i>
<i>Sexual misconduct incidents</i>	25	15
<i>Bias & discrimination incidents</i>	13	16
	Religion 4	Religion 2
	Gender Identity 3	Gender (Sex) 1
	Sexual Orientation 2	Sexual Orientation 1
	Race/Ethnicity 2	Race/Ethnicity 10
	Disability 1	Political Affiliation 1
	Multiple Identities 1	Age 1

- Tiffany Davis, Associate Director of Diversity and Inclusion/Deputy Title IX Officer, will offer a third **training session on the Campus Policy Prohibiting Sexual Misconduct** for this semester on February 6, 4-5 p.m., Trimble Forum; the session is open to faculty, staff, and students.
- The 2016-17 Harassment Response Officers Report is now [posted](#).
- The **Spring 2018 Campus Climate Survey for students, faculty, and staff will launch February 7**. The survey is conducted on a three-year cycle in order to measure progress on objectives of the Diversity Strategic Plan, Goal II: *We continuously work towards intentionally fostering and sustaining a welcoming campus community that strives for structural diversity, cultivates a culture of inclusive learning, supports systemic transformation, and is based on the principles of equity and inclusion.* ASUPS leadership is partnering to bolster student response rates, both overall and because the three-year cycle allows assessment of first-year student to senior gains. **Please participate yourself and encourage student participation. Thank you.**
- On February 23, following the Board of Trustees meeting, 100 students, faculty members, and staff colleagues will depart from campus to Fort Worden for Puget Sound’s second **Posse Plus Retreat**. The event is facilitated by Posse national and Bay Area staff, in collaboration with our current Posse Scholars, with the goal of discussing an important campus issue identified by Posse Scholars. The national topic for the 2018 retreats is “Hope, Hate and Race in the United States.” Participants must commit to attending the full retreat, 3:00 p.m. Friday through 3:00 p.m. Sunday (including travel time). Transportation, food, and lodging provided. **If you have been invited by a Posse Scholar to attend, please reply** so that we can confirm final arrangements. If you have questions, please contact Sarah at x3360 as there may be a few remaining spots available.

Thanks for reading this far. I know it’s a lot, and I appreciate your time and thought. Kris

Appendix D – Report from Faculty Senate Chair Alisa Kessel

Report to Faculty from Faculty Senate Chair Alisa Kessel 31 January 2018

Dear colleagues,

Below is an excerpt from my report to the Board of Trustees (also due today). I'm sure my colleagues will forgive me for plagiarizing myself in order to save a little time. Don't hesitate to let me know if you have questions about any of the items herein.

--AK

Strategic Planning

You won't be surprised to learn that the faculty have been interested and engaged in the strategic planning process. At President Crawford's invitation, the Faculty Senate Executive Committee and the faculty participants on the Strategic Planning Steering Committee (Kessel, Brown, Ly, Simms, and Wimberger) recommended a slate of faculty members to serve on the various "goal groups" for this semester's strategic planning work. Our aim was to recommend colleagues who represented the diverse interests and innovative thinking of the faculty. Despite their myriad teaching, scholarly, and service commitments, most faculty colleagues said "yes," enthusiastically, to the invitation to support the future of Puget Sound. The faculty is grateful that so many of our colleagues have contributed their skills, ideas, and insights to the strategic planning process.

The Faculty Senate has undertaken the following work since the November faculty meeting:

- review and endorsement of the final draft of an Animal Control Policy for the campus
- discussion of new student orientation plans
- discussion of results of survey of service (administered to chairs and program directors)
- discussion of process for revision of the Student Integrity Code
- discussion of process for consideration of proposed revisions to the spring calendar
- discussion and endorsement of candidates for honorary degrees
- receipt and discussion of the 2018-19 budget recommendations from the Budget Task Force
- discussion of a report from library director Jane Carlin

I'd also like to highlight a couple of projects that are in process:

•Equity and balance in faculty workload

As you may know, the Faculty Senate has been gathering data about faculty perceptions of changes in workload and how those changes alter their abilities to develop high impact learning opportunities and to serve the university. Additionally, the Faculty Senate has been concerned about equity in service across the faculty. With changes in student needs (including changing emotional and intellectual needs); increasing interest in experiential learning opportunities, short-term study abroad opportunities, and other distinctive and high impact pedagogies; and changes in demographics (both of the student body and the faculty), these questions are essential for us to consider strategically.

Last year, the Office of Institutional Research added several Puget Sound-specific items to the nationally-administered Higher Education Research Institute (HERI) faculty survey in order to understand how faculty understand and relate to their service obligations (which are a requirement for tenure and promotion). This year, to gauge whether and when faculty undertake "less visible" service assignments, the Faculty Senate also surveyed department chairs and program directors to identify the myriad ways that faculty at Puget Sound perform service to the university.

With this data in hand, on Friday, January 26, the Faculty Senate participated in a retreat from 4-7 p.m. to discuss three important avenues for improving equity in service and for creating an environment for continued pedagogical innovation:

- 1) the possibility of a change in the standard teaching load for tenure-line faculty (e.g. from a 3:3 to a 3:2 load) and the pedagogical, curricular, and service-related consequences of such a change
- 2) strategies for streamlining and elimination of some service assignments, including some organizational changes (along the lines, I believe, of the organizational changes that the Board occasionally makes to its committee structures)
- 3) strategies—such as faculty mentoring—to support those members of the faculty (particularly those from historically under-represented groups) who undertake significant emotional labor in support of students and other colleagues that often goes unseen (and therefore “uncounted”)

As I compose this report, we are working to develop some recommendations, but we have nothing to report yet. I’d be happy to update the Board on these recommendations if requested.

•Common period assessment

Last year, the faculty created a “common period” from 12-1:30 on Wednesdays to support faculty governance. At the time, faculty expressed concern that such a change might adversely affect some academic programs. In January, I met with our colleagues in the Office of Institutional Research (Ellen Peters, Alanna Muir, and Will DeFraine) and the Assistant Dean for Operations and Technology (Kate Cohn). We have developed a plan to learn more about the effects of the common period on class scheduling and availability to students. We’ll also assess the change in faculty meeting attendance (though it appears that attendance at faculty meetings has increased considerably).

•Proposal to revise language for promotion to the rank of (full) professor:

The Faculty Senate convened a committee (Robin Jacobson, Alisa Kessel, Sunil Kukreja, Lynda Livingston, Tiffany MacBain, and Paula Wilson) to develop revised language to the Faculty Code regarding the criteria for promotion to the rank of professor (often called “full professor”). That work was based on a survey of the faculty and three focus groups (of tenure-line faculty at each rank) last spring, which was undertaken by the Office of Institutional Research. (I hope you are seeing a trend here: OIR is a tremendous asset to the Faculty Senate and we are lucky to have such a willing and able group of colleagues to help us collect and analyze data.) The draft language has been sent to the Professional Standards Committee (PSC) so that they can assess it and provide feedback about the compatibility of the proposed revision with other aspects of the Faculty Code. We anticipate hearing back from the PSC by the end of February, at which point we will take the language to the Faculty Senate and then, once approved by that body, on to the faculty for consideration as a possible revision to the Faculty Code. If the faculty votes to revise the Code, the revision will be brought before the Board of Trustees for consideration.

Kind regards,

Alisa Kessel
Faculty Senate Chair

Appendix E – Proposed Bylaw Changes to IEC Standing Charges

The IEC proposes a language change to its 1st and 2nd standing charges spelled out in the Bylaws in order to bring the committee’s standing charges and the committee’s work into better alignment.

A) The current language in the Bylaws is as follows:

1. Establish criteria and assessment procedures for international education programs.
2. Review and approve new and existing international education programs and program proposals, including programs led by University faculty.

B) The proposed new language is as follows:

1. Through the review of new and existing programs, maintain an institutionally sustainable number of international education programs that are consistent with, and that promote the goals and objectives of, international education at Puget Sound.
2. Review criteria and assessment procedures for evaluating international education programs as needed.

This is how the language was changed:

- ~~2. 1. Through the r~~Review of ~~and approve~~ new and existing ~~programs, maintain an institutionally sustainable number of~~ international education ~~programs that are consistent with, and that promote the goals and objectives of, international education programs at Puget Sound. and~~ program proposals, including programs led by University faculty.
- ~~1- 2. Establish~~ Review criteria and assessment procedures for ~~evaluating~~ international education programs ~~as needed~~.

Context:

Why the change in language is proposed?

The IEC has received the following charge from the Senate several years in a row: “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.”

Given the regular occurrence of this charge in addition to the committee’s standing charges, the Senate also charged the IEC in 2016-2017 with the following task: “Develop language that clearly incorporates this charge [i.e., the charge mentioned in the previous paragraph] into the standing charge that deals with program review.”

In response to the Senate’s charges, the IEC established review criteria and assessment procedures for study abroad programs. The Program Evaluation Criteria Rubric is now used by the committee to evaluate programs and is available in the 2016-2017 final report.

Why change the order of standing charges 1 and 2?

Given that the IEC developed a Program Evaluation Criteria Rubric, it was agreed that the establishment of “criteria and assessment procedures” called for in the original 1st charge has now been completed. It was agreed, that rather than "establishing" criteria each year as a standing charge, the role of the IEC is better suited for reviewing the established criteria as needed to make sure it continues to align with the goals and objectives of study abroad at Puget Sound. Therefore, committee members agreed that the review and approval of new and existing programs should be listed as the first charge of the committee, as this comprises a large part of the committee’s work. The now defined Program Evaluation Criteria will be reviewed as needed in the future, as now stated in the 2nd proposed standing charge.

Appendix F – Proposed Bylaw Changes to IRB Standing Charges

I. Institutional Review Board.

1. The Board shall consist of the Dean of the University (ex-officio) and no fewer than four appointed members of the faculty. Members may be added or chosen so that the composition of the committee is in compliance with current federal regulations.
2. The duties of the Institutional Review Board shall be:
 1. To apply the University's policies on the protection of human ~~and animal~~ subjects to the board's review of faculty, student, and staff proposals for research involving human ~~and animal~~ subjects and to proposals from persons outside the University planning research involving University employees or students.
 2. To carry primary responsibility for ensuring that the University's policies and procedures and its *Protection of Human Subjects* ~~and *Protection of Animal Subjects*~~ documents are consistent with the will of the University and that they comply with regulatory requirements governing the protection of human ~~and animal~~ subjects in research.
 3. To establish definitions, procedures, and dates for the review of research involving human ~~or animal~~-subjects.
 4. Such other duties as may be assigned to it.



The Future of Higher Education Enrollment Implications for University of Puget Sound

Presentation to Faculty
February 7, 2018

Laura Martin-Fedich, VP for Enrollment

I. 2017, 2018, 2019 and beyond

II. Demographic Shifts: Nationally

III. Generation Behaviors: Nationally

IV. Strategic Planning: Why A Big Idea Matters To Enrollment

I. 2017, 2018, 2019 and beyond

What Happened in 2017?



We are not alone – 63% of independent colleges and universities in the nation did not reach their enrollment goals last year

Nationally, there were 81,000 fewer high school graduates in the U.S. in 2017

Increased Competition:

- Private universities are employing aggressive recruitment tactics, including late-cycle financial aid award increases for low need and high academic students
 - Yield down in highest academic ranks
 - Yield down in wealthiest need ranks
- Our students have a higher percentage of unmet need and graduate with higher debt than our peers

Financial Aid Timeline/Early Action – threw off cycle, competitors offered earlier admission and financial aid awarding



Contributing Factors



Large public universities have developed “liberal arts-like” programs at lower price point

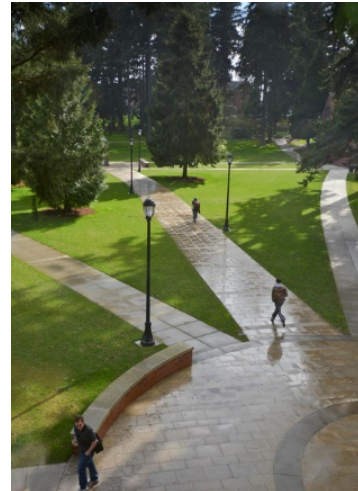
University of California System in-state enrollment shift impacted our enrollment of students from California, Washington (King County), Oregon and Hawaii

Transitions in enrollment leadership at Puget Sound

Campus Incidents

Bay area group visit – AY 2015-16

Anonymous flier – AY 2016-17



Recruiting Fall 2018



Recruiting Fall 2018



Developing multi-platform marketing program

- Two-way texting
- Digital/Social marketing
 - Online display advertising
 - IP Targeting
 - Retargeting
 - Mobile location-based targeting
 - Geofencing



Recruiting Fall 2018



Re-visualizing visit program both on and off campus

Deepening of Tacoma Public Schools (TPS) relationship

Expanding Transfer Student Recruitment

Hosting counselor breakfasts and events on the road

Recruiting Fall 2018



Developing and implementing a pre-orientation program on-campus

Planning for the development of a comprehensive strategic enrollment plan that will be based on the university's Strategic Plan for 2018-19 implementation



Fall 2019 and Beyond

Informed By:

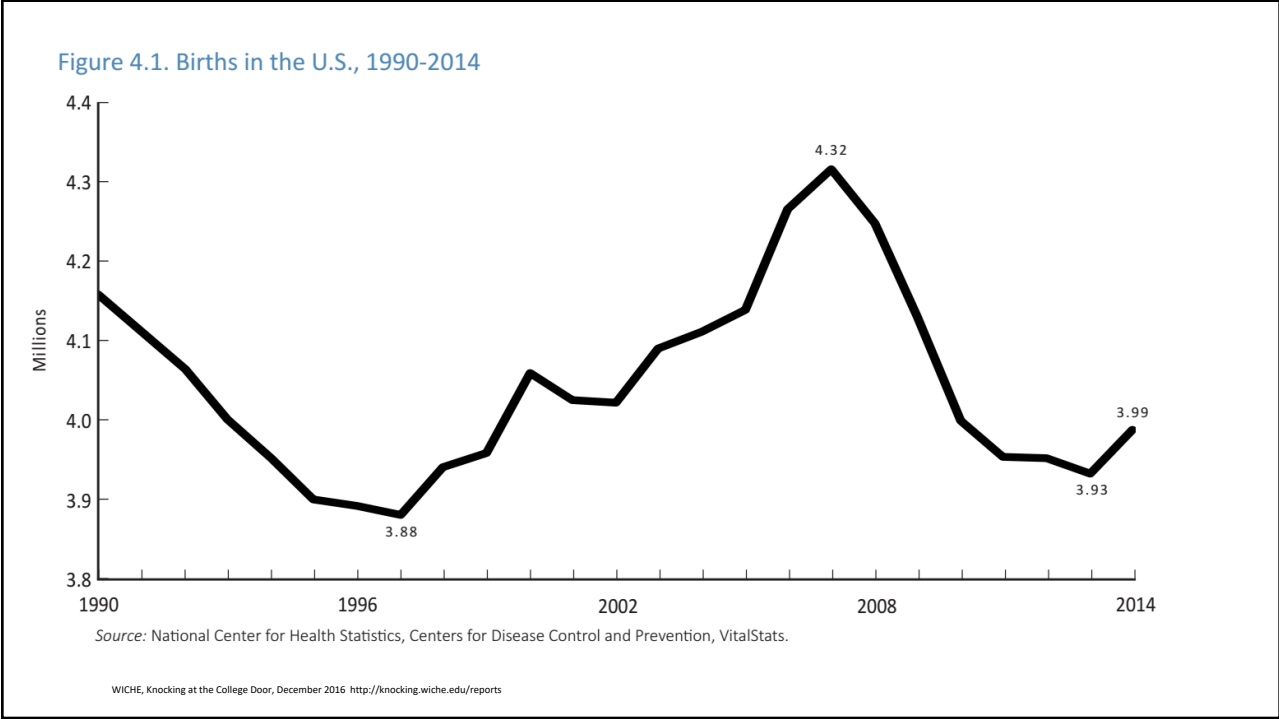
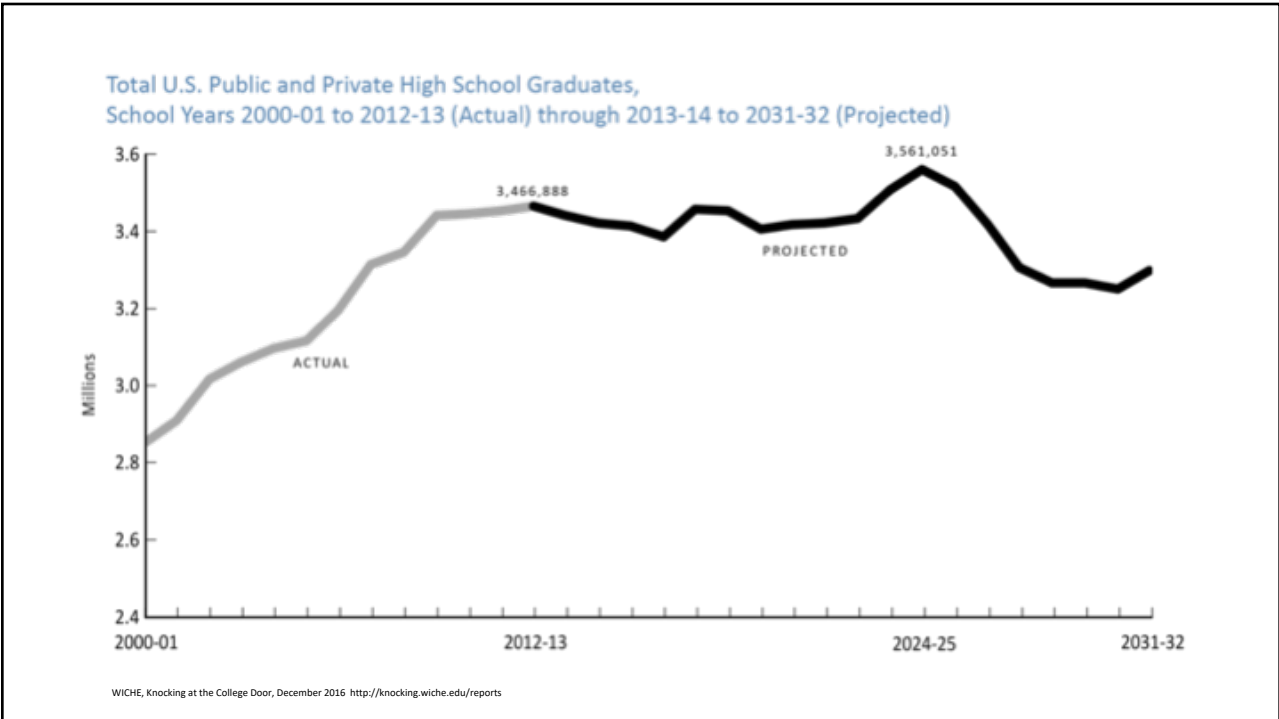


Changing national demographics

University Strategic Plan

II. Demographic Shifts: Nationally





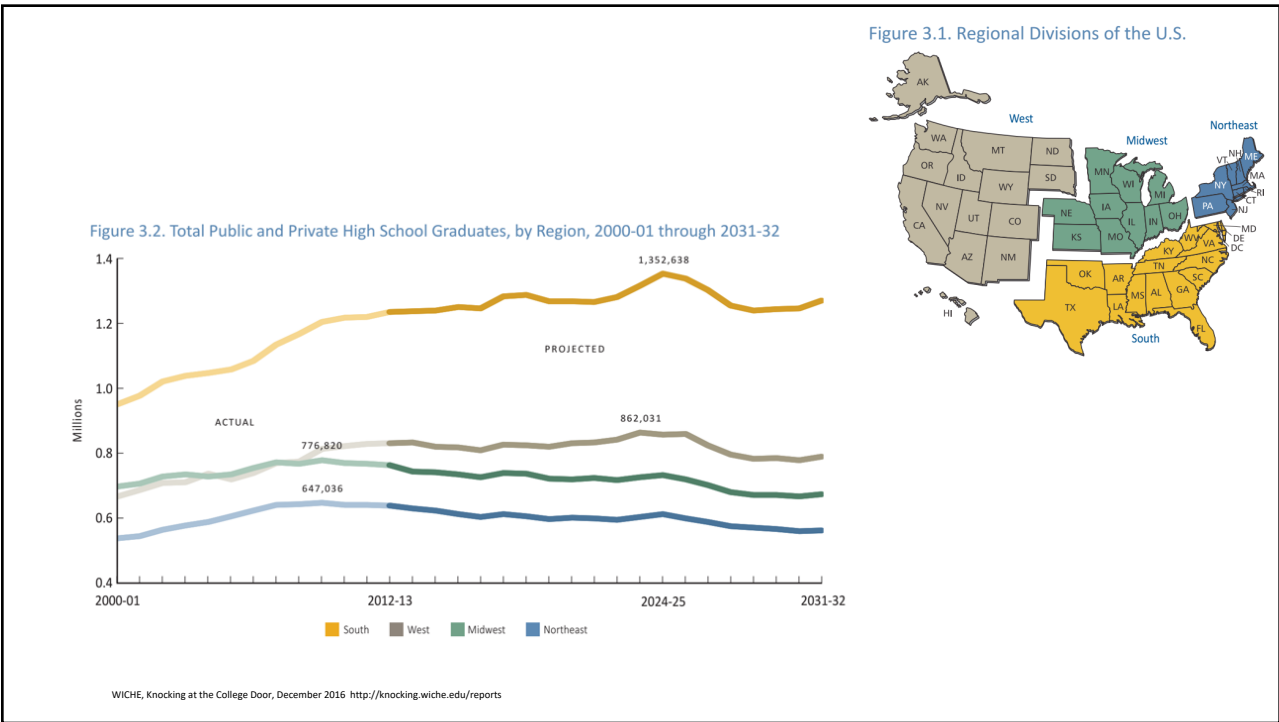
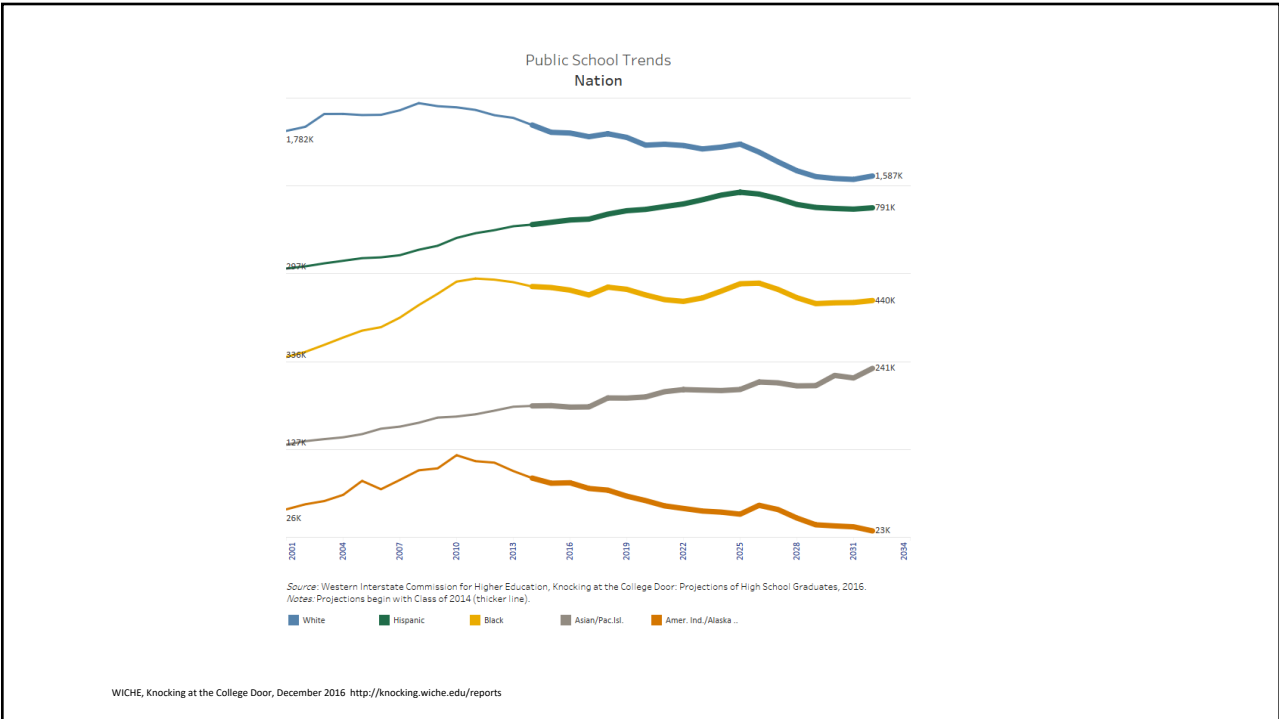
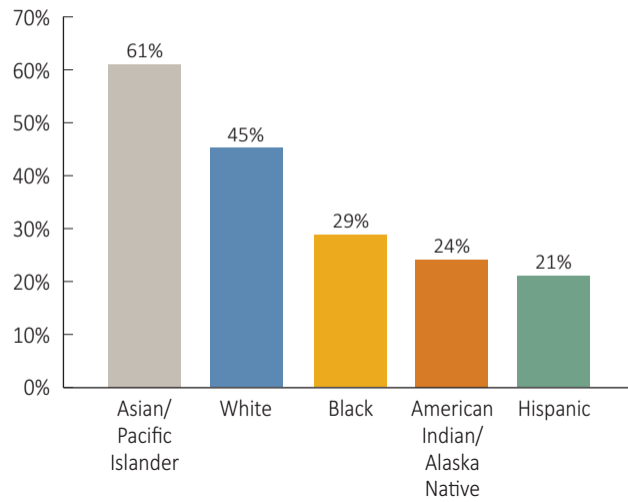


Figure 5.3. Postsecondary Educational Attainment Level, Associate's Degree and Above, by Race/Ethnicity, Adults aged 25-64 (2014)



WICHE, Knocking at the College Door, December 2016 <http://knocking.wiche.edu/reports>

The U.S. Asian population grew 72% between 2000 and 2015 (from 11.9 million to 20.4 million), the fastest growth rate of any major racial or ethnic group.

By comparison, the population of the second-fastest growing group, Hispanics, increased 60% during the same period.

Pew Research Center

Key facts about Asian Americans, a diverse and growing population

BY **GUSTAVO LÓPEZ, NEIL G. RUIZ AND EILEEN PATTEN**, PEW RESEARCH CENTER

The U.S. Asian population is diverse. A record 20 million Asian Americans trace **their** roots to more than 20 countries in East and Southeast Asia and the Indian subcontinent, each with unique histories, cultures, languages and other characteristics.

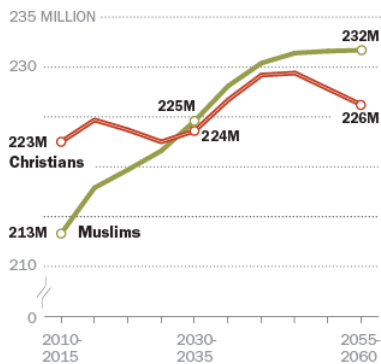
The 19 largest origin groups together account for 94% of the total Asian population in the U.S.

19 largest origin groups:

<u>Bangladeshis</u>	<u>Indians</u>	<u>Nepalese</u>
<u>Bhutanese</u>	<u>Indonesians</u>	<u>Pakistanis</u>
<u>Burmese</u>	<u>Japanese</u>	<u>Sri Lankans</u>
<u>Cambodians</u>	<u>Koreans</u>	<u>Thai</u>
<u>Chinese</u>	<u>Laotians</u>	<u>Vietnamese</u>
<u>Filipinos</u>	<u>Malaysians</u>	
<u>Hmong</u>	<u>Mongolians</u>	

Babies born to Muslims will begin to outnumber Christian births by 2035

Estimated number of babies born, by mother's religion, during each five-year period



Source: Pew Research Center demographic projections. See Methodology for details. "The Changing Global Religious Landscape" PEW RESEARCH CENTER

The U.S. admitted 84,995 refugees in fiscal year 2016, the most since 1999.

More than half resettled in one of just 10 states, with the largest numbers going to California and Texas. Nebraska, North Dakota and Idaho ranked near the top for the most refugees resettled per capita, with rates over two-and-a-half times the national average.

And almost half (46%) of the fiscal 2016 refugees were Muslim, the highest number for any year since refugees' self-reported religious affiliation became publicly available in 2002.

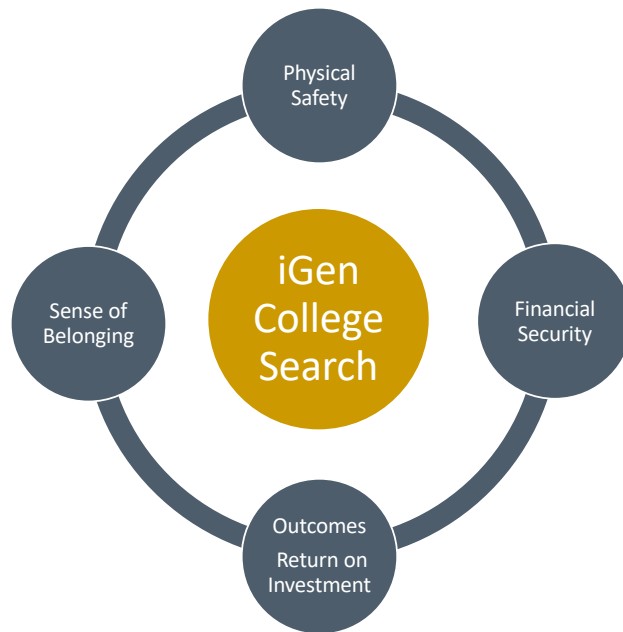
III. Generational Behaviors: Nationally

Generation Z (iGen)

Born (roughly) 1995 – 2012

- Grew up during Great Recession
- Through the 24 hour news cycle experienced major acts of international terrorism and mass shootings as children
- Smartphones introduced in 2007. By 2012, 35% of U.S. population used a smartphone; 2018 estimate is nearing 90%
- 92% of smartphone users access social media daily





Martin-Fedich, 2018

Outcomes & Return on Investment

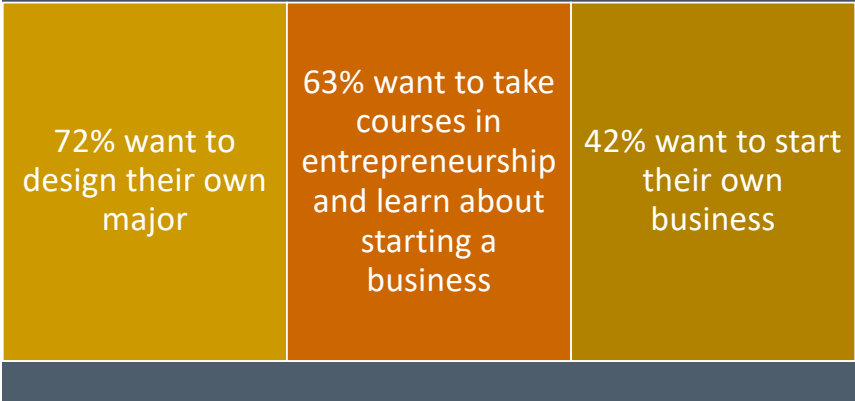
<https://wp.stolaf.edu/outcomes/>

<http://launchmycareerfl.org/>



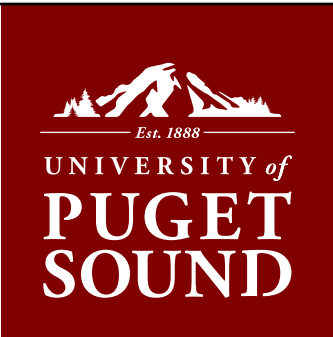
The Freestyle Generation

Want to be the architects of their own education and living experience



Martin-Fedich, 2018 & Kruger, NASPA, 2018

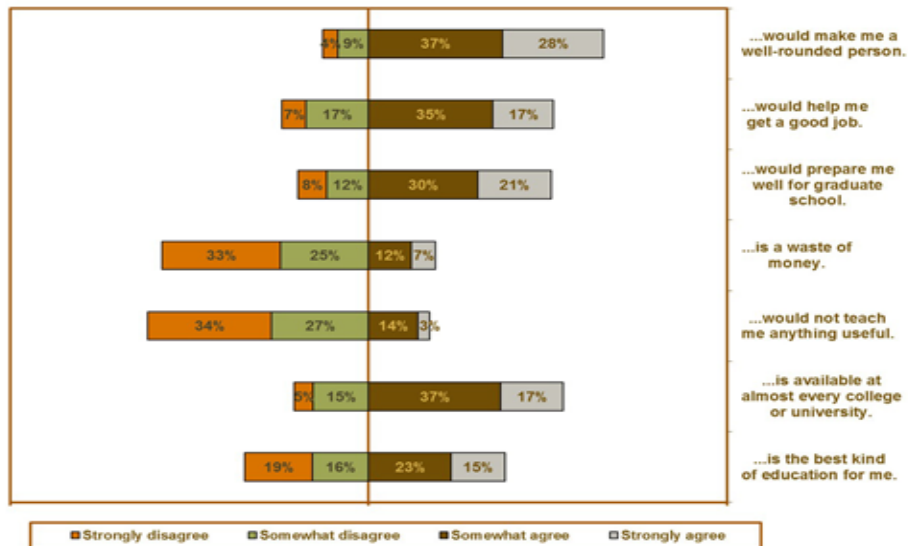




Puget Sound Strategic Plan

Why A Distinctive & Big Idea Matters to Enrollment

Chart 2: Agreement with liberal arts statements



...liberal arts colleges should not expect to be able to enhance their appeal to prospective students by touting the value of the liberal arts either as a category or as the context for an experience distinctive to the college.

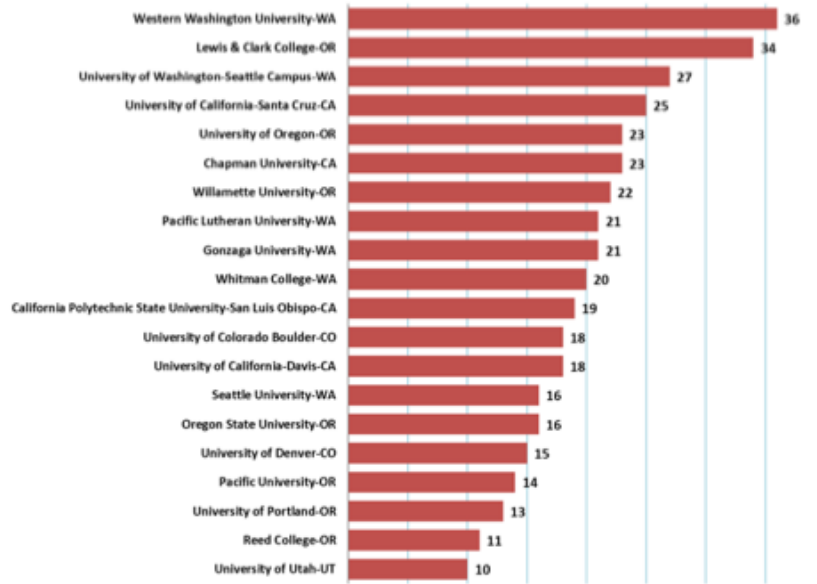
What's In A Name? College Bound Students Weigh In On The Liberal Arts
Arts & Sciences Group, LLC
<https://www.artsci.com/insights/>

Indicate your runner-up college
(The institution you would have most likely otherwise attended) MATRICS



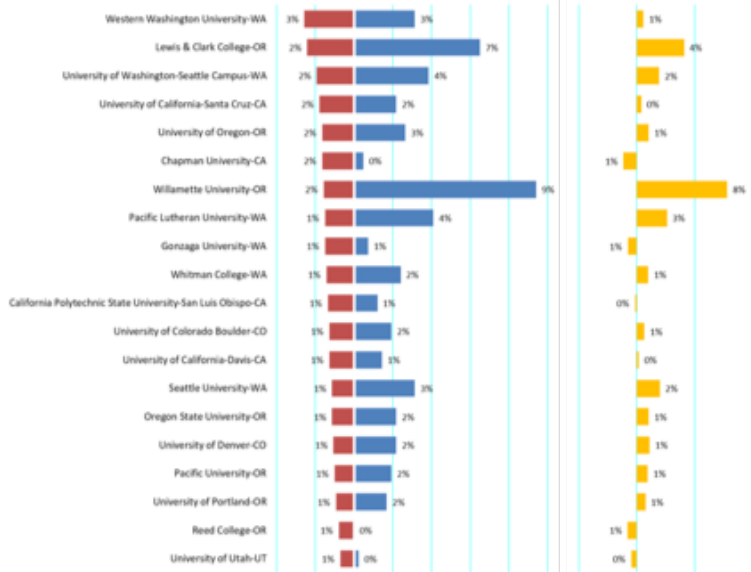
HCRC, Admitted Student Survey, University of Puget Sound, 2017

Indicate the college you plan to attend **NON-MATRICS**



HCRC, Admitted Student Survey, University of Puget Sound, 2017

Destination (**Non-matric**) and Runner-up college (**Matrics**)



Non-matric vs. Matric
Differential

HCRC, Admitted Student Survey, University of Puget Sound, 2017

Given your academic and career goals, rank in order of importance (with 1 being the most important) the top 4 learning opportunities you would like to experience during your undergraduate education.

For the opportunities you ranked, how does Puget Sound compare with your other top school choices?

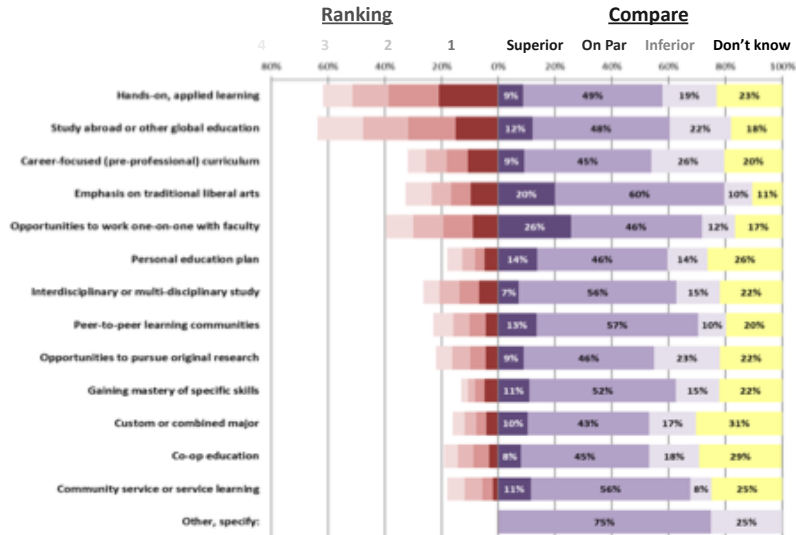
MATRICES



Given your academic and career goals, rank in order of importance (with 1 being the most important) the top 4 learning opportunities you would like to experience during your undergraduate education.

For the opportunities you ranked, how does Puget Sound compare with your other top school choices?

NON-MATRICES



HCRC, Admitted Student Survey, University of Puget Sound, 2017

<http://www.kzoo.edu/>

<http://http://www.earlham.edu/epic/>

<https://www.agnesscott.edu/>

<http://www.furman.edu/furman-advantage/>





The Race & Pedagogy Institute is a collaboration of the University of Puget Sound and the South Sound community—or, as our Native American partners say, the Salish Sea community—that integrates academic assets of the campus into reciprocal partnerships with local community knowledge and experience **to educate students and teachers at all levels to think critically about race, to cultivate terms and practices for societal transformation, and to act to eliminate racism.**

Vision

We envision a society where the systemic causes of racism have been uprooted and in which we are energized to reimagine a world oriented toward the shared experience of liberation.



**Race & Pedagogy
National Conference**

University of Puget Sound • Tacoma, Washington

**Radically Re-Imagining the Project of Justice:
Narratives of Rupture, Resilience, and Liberation**

September 27 – 29, 2018

2014 RPNC Plenary & Spotlight Sessions



Eduardo Bonilla Silva

Angela Davis



Winona LaDuke

Henry Louis Gates Jr.



Race, Education
and Criminal
Justice
Spotlight

Thelma Jackson
Judith Kay
Wanda Billingsly
Tim Stengaser
Tracy Sherman
Kevin Williams
Greg Benner
Jennifer Kubista
Clinton Taylor
Warren Gohl



Biology
and Race
Spotlight

Andreas Madlung
Harry Ostror
Joseph Graves
Josh Akey



Teacher
Preparation &
Development
Spotlight

Fred Hamel
Richard Milner

Carolyn Weisz
Artree Young
Tom Hilyard
Christopher Knaus
Rachelle Rogers-Ard
Jerry Rosiek



Institutional
Readiness &
Transformation
Spotlight

Doug Cannon
Patricia Whitefoot



Knowledge
Reclamation:
Language &
Land Rights
Spotlight



Arts as Public
Pedagogy
Spotlight

Michael Benitez
Antonio Davison-Gomez
C. Rosalind Bell
Marita Dingus
Anne Banks
Lisa Jaret
Gilda Sheppard

Sept 27-29



2018

Radically Re-Imagining the Project of Justice: Narratives of Rupture, Resilience, and Liberation

Conference Sub-Themes

1. Rupturing the Logics of Domination: Urgencies in the Project of Justice
2. Undoing Miseducation: Reclaiming and Rewriting Narratives of Liberation
3. Radical Transformations: New Publics, New Social Contracts



**Race & Pedagogy
NATIONAL CONFERENCE**
University of Puget Sound • Tacoma, Washington
September 14–16, 2006



In the race for education, why are so many left behind?

For America to succeed in the world, our children must succeed in the classroom. All of our children. This groundbreaking conference brings together local and national experts to tackle inequality in American education and seek solutions. Topics include race and achievement in K-12 and higher education, and the impact in the classroom of cultural differences, sexuality, politics, health disparities, and more.

FEATURED SPEAKERS
Sept. 15, 11:30 a.m.
Lucius Outlaw, Director
Vanderbilt University professor and author of *Class* (winner of the Institute of Black Book Awards)

Sept. 15, 4 p.m.
Beverly Daniel Tatum
Harvard College professor and author of *Why Are All the Black Kids Sitting Together in the Cafeteria?*

Sept. 16, 10:45 a.m.
Robert F. Moses
Civil Rights leader and founder of The Algebra Project, Inc.

BEFORE THE CONFERENCE, JOIN US FOR:
Cornel West, Democracy Matters
Sept. 14, 6:30 p.m.
The Princeton University professor and author of *Race and Democracy* presents before the 2006 Network Forum Lecture in PUGB: Arts and the Arts.

REGISTER TODAY!
www.ups.edu/rpc.xml
253.879.3483

SPONSORED BY: UNIVERSITY OF PUGET SOUND, COMCAST, BOEING, and others.

SUBTHEMES


- Race, Knowledge, and Disciplinarity
- Racial Dynamics and Racial Performances in the Classroom (and Beyond)
- Race, Pedagogy, and Community

SPOTLIGHTS

1. Educating for Ignorance: Race and Social Ordering
2. Connecting the Dots: Race, Expectations, and Achievement
3. Quality Public Education as a Civil Right
4. Queer of Color Critique and Pedagogy
5. Representation and Its Educational Effects: Notes from the Asian-Pacific Routings of Racial Subjection
6. Race in Trans-disciplinary Context: Understanding Each Other Despite Ourselves

Plenary Speakers:

Cornel West, Lucius Outlaw, Beverly Daniel Tatum, Robert Moses

**Race & Pedagogy
NATIONAL CONFERENCE**
University of Puget Sound • Tacoma, Washington
OCTOBER 28–30, 2010

**Teaching
and Learning
for Justice**

**Opening the Conference
An Evening With Harry Belafonte**
Oct. 28, 7 p.m.
Humanitarian and world-renowned entertainer deflating the 2008 Network Forum Lecture in Public Affairs and the Arts.

Keynote Speakers
Freeman Hrabowski III
Oct. 29, 8:30 a.m.
University of Maryland Baltimore County president and author

Richard Delgado and Jean Stefancic
Oct. 29, 2:15 p.m.
Seattle University School of Law professors and authors

Lani Guinier
Oct. 30, 9 a.m.
Harvard Law School professor and author

Spotlights & Concurrent Sessions
More than 200 presenters from local, national, and international communities in 60 spotlight presentations, panels, workshops, poster sessions, and round table conversations.

Arts and Special Events
30 artists, musicians, including artists: J.C. Beaudoin, Bill, Maria Dingo, Antonio Davidson-Gomez, and Fabi S., including visual arts, dramatic productions, a wide range of music, and a film festival—all probing the critical questions of race and education.

Register Today!
Partial and full registration available:
www.pugetsound.edu/rpc
Single event tickets available by calling 253.879.3478.

Questions?
raceandpedagogy@pugetsound.edu • 253.879.3483

“Teaching and Learning for Justice: Danger and Opportunity in Our Critical Moment”

SUB-THEMES:

- Understanding the Critical Moments of Possibilities and Pitfalls in Education, the Arts and Society
- Innovations in Partnerships for Educational Justice
- Dilemmas and New Directions in Pedagogy about Race

SPOTLIGHTS:

1. Remembering/Re-envisioning Cultural Arts in K-12 Classrooms
2. Revolutionizing the Education Reform Debate
3. History and Rhetoric of Our Racial Present
4. Troubling Pedagogical and Curricular Foundations of Teaching and Learning in Our “Post Racial” Moment
5. Where Pedagogy Meets Politics, Strategy and Money
6. Courage, Creativity and Innovation in Educational Leadership and Transformation

Plenary Speakers:

Mark McPhail, Lani Guinier, Freeman Hrabowski, Richard Delgado & Jean Stefancic



Race, Pedagogy, and Film at the Grand Cinema

Oct 22	Oct 23	Oct 24	Oct 25	Oct 26	Oct 27	Oct 28
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WHAT NOW IS THE WORK OF EDUCATION AND JUSTICE?
Mapping a New Critical Conscience

September 25–27, 2014
UNIVERSITY OF PUGET SOUND | TACOMA, WA

KEYNOTE SPEAKERS

ANGELA DAVIS
WINONA LADUKE
HENRY LOUIS GATES JR.
EDUARDO BONILLA SILVA

ABOUT THE CONFERENCE
The three subthemes *Freedom and Civil Rights Struggles*, *Institutional Readiness and Transformation*, and *Revolutionary Pedagogies* will be explored through panels, workshops, guest speakers, roundtable conversations, interactive sessions, artistic moments, and more.

SPOTLIGHTS
Teacher Development and Preparation
Teaching & Learning about Biology and Race
Arts as Public Pedagogy
Education and Criminal Justice
South Island

Early registration rate, group discount rates, and scholarships available
pugetsound.edu/tacandpedagogy 253.879.2425

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Additional sponsors to be confirmed. View complete list at pugetsound.edu/tacandpedagogy

“What Now is the Work of Education and Justice?: Mapping a New Critical Conscience”

SUBTHEMES:

- Freedom and Civil Rights Struggles: Legacies and Invisibilities
- Institutional Readiness and Transformation
- Revolutionary Pedagogies

SPOTLIGHTS

1. Teacher Development and Preparation
2. Race, Education and Criminal Justice
3. Learning and Teaching about Human Genetic Variation and Race
4. Knowledge Reclamation: Language and Land Rights Spotlight
5. Arts as Public Pedagogy
6. Institutional Readiness and Transformation

Plenary Speakers:

Angela Davis, Henry Louis Gates, Winona LaDuke, Eduardo Bonilla Silva

Race & Pedagogy
NATIONAL CONFERENCE
WORD
ART
SOUND
REALITY
YOUTH SUMMIT
SEPTEMBER 26, 2014



Call for Proposals

- **Formats:** Panel Session, Individual Paper, Poster, Round Table/Interactive Session, Performance and/or Visual Arts, Non-conventional/Alternative Format
- **General Deadline:** March 9, 2018
- **Puget Sound Deadlines**
 - **Faculty and Staff Proposals**
 - ✓ Letter of Intent - March 26, 2018
 - ✓ Proposals - April 13, 2018
 - **Student Posters**
 - ✓ Letter of Intent – March 30, 2018
 - ✓ Proposals - May 25, 2018
- **All Submissions are via Online forms** - letters of intent and proposals

Getting Ready!

- Wednesday at 4 in the CWLT on February 28 and April 4
- Faculty conversations (key note speakers, readings)
- Department Visits
- CWLT support for student proposals and posters
- ASUPS Club: Student Association for RPI (SARPI)
- Campus updates and RPI website

Logistical Matters

- RPNC and Homecoming
- Registration
- On-line program with planning features
- Volunteer committee
- Program draft by August 1



"Buddha As An African Enslaved" Procession and Art Installation, 2010 RPNC



2010 Race & Pedagogy National Conference
A mural surveying the movement of the Race and Pedagogy Initiative toward, through, and about its 2010 National Conference.



2010 RPNC
Staged Readings of 1620 Bank Street, by C. Rosalind Bell



New Black Math
Performance, 2010 RPNC



2014 Race & Pedagogy National Conference
HERE AND NOW: An 5' x 7' interactive multimedia installation mapping current and historical disparities which frame Tacoma's landscape of race and education

2014 Race & Pedagogy National Conference Evening Program



What NOW
is the
Word?



What
is the
Sound?





Race & Pedagogy INSTITUTE

University of Puget Sound • Tacoma, Washington

VISION

We envision a society where the systemic causes of racism have been uprooted and in which we are energized to reimagine a world oriented toward the shared experience of liberation.

Responsiveness

Reciprocity

Coherence

Synergy

Sustainability

Flexibility

MISSION

To educate students and teachers at all levels to think critically about race, to cultivate terms and practices for societal transformation, and to act to eliminate racism.

Race & Pedagogy National Conference

University of Puget Sound • Tacoma, Washington

September 27—29, 2018

Radically Re-Imagining the Project of Justice: Narratives of Rupture, Resilience, and Liberation

Sub-Themes

1. Rupturing the Logics of Domination: Urgencies in the Project of Justice
2. Undoing Miseducation: Reclaiming and Rewriting Narratives of Liberation
3. Radical Transformations: New Publics, New Social Contracts

Call for Proposals

Due: March 9, 2018

www.pugetsound.edu/raceandpedagogy

Puget Sound Dates

Letter of Intent - March 26, 2018

Proposals - April 13, 2018

Student Poster Proposals - May 25, 2018

The Race & Pedagogy Institute invites proposals for papers, panels, and other presentation formats, including, but not limited to, roundtables, posters, performances, visual arts, and interactive sessions, from a multidisciplinary, multi-institutional, and diverse range of participants involved in a variety of educational, civic, artistic, and community-based organizations for the 2018 Race & Pedagogy National Conference. We support innovative and creative presentation formats that address conference themes.

Submit your intent and proposal online by due dates. Please carefully read the Call for Proposals and proposal submission requirements and guidelines. The Race & Pedagogy Institute staff is eager to assist you with questions about the Conference and submission process. Send your questions via e-mail to raceandpedagogy@pugetsound.edu or telephone 253.879.2435.

Requirements and Guidelines Summarized

For ease in completing the online letter of intent and/or proposal submission forms, have the following information ready before beginning the online submission form.

Letter of Intent must include the following:

- Possible Theme
- Which sub-themes the proposal may address
- Short description (150 words or less)

Proposals must include the following:

- Title (15 words or less)
- Abstract (no more than 250 words)
- Proposal Narrative (no more than 1,000 words)
- Bibliography or Catalog of Sources used in preparing your presentation
- Selection of a category that best describes your proposed presentation: Individual Paper (~15-20 minutes), Panel Session, Poster, Round Table/Interactive Session, Performance and/or Visual Arts, Non-conventional/Alternative Format (specific description required)
- Presenter(s) - Names, Affiliations, Contact information
- Contact information (phone, email, mailing address) for primary presenter
- Biographical description (no more than 100 words) for each presenter

Conference at a Glance

Thursday 7:00pm—9:00pm	Friday 8:30am—6:00pm 7:00pm—9:00pm	Saturday 8:30am—4:00pm
	Keynote	Keynote
	Spotlight Sessions (60-75 minutes)	Spotlight Sessions (60-75 minutes)
	Concurrent Sessions and Lunch (60-90 minutes)	Concurrent Sessions and Lunch (60-90 minutes)
	Poster Sessions and Lunch (60—90 minutes)	Poster Sessions And Lunch (60-90 minutes)
	Concurrent Sessions (60-90 minutes)	Concurrent Sessions (60-90 minutes)
	Keynote	
Keynote	(7pm) Evening Program	(7pm) Evening Program 2006, 2010, 2014

Youth Summit—Concurrently

REGISTRATION—Yes, Puget Sound faculty, staff, and students need to register for the conference. No, registration fee. Yes, you may pay all or part of the registration costs as donation towards conference scholarships.

VOLUNTEERS—Yes, volunteers from Puget Sound will be needed to assist with day-of activities.

STUDENT POSTER PROPOSALS and SESSIONS—Call for Proposals for Poster Sessions for students—from Puget Sound and beyond—has due dates of March 30 for Letter of Intent and May 25 for Proposal submissions.

Race & Pedagogy Institute ■ 253.879.2435 ■ raceandpedagogy@pugetsound.edu

Handbook for Leaders of United Methodist-Related Schools, Colleges, and Universities

- A Church-related institution recognizes the Social Principles of The United Methodist Church and seeks to create a community of scholarship and learning which facilitates social justice.

Social Principles & Social Creed

(<http://www.umc.org/what-we-believe/social-principles-social-creed>)

Preamble

We, the people called United Methodists, affirm our faith in God our Creator and Father, in Jesus Christ our Savior, and in the Holy Spirit, our Guide and Guard.

Marriage

We affirm the sanctity of the marriage covenant that is expressed in love, mutual support, personal commitment, and shared fidelity between a man and a woman.

Human Sexuality

Although all persons are sexual beings whether or not they are married, sexual relations are affirmed only with the covenant of monogamous, heterosexual marriage.

Abortion

Our belief in the sanctity of unborn human life makes us reluctant to approve abortion.

Faithful Care for Dying Persons

We reject euthanasia and any pressure upon the dying to end their lives.

Alcohol and Other Drugs

We affirm our long-standing support of abstinence from alcohol as a faithful witness to God's liberating and redeeming love for persons. We support abstinence from the use of any illegal drugs.

Public Indebtedness

Therefore, we call upon all governments to reduce budget deficits and to live within their means.



Motion:

Resolved, That the faculty of the University of Puget Sound declares its preference for the university to disaffiliate from the United Methodist Church and to become a nonsectarian institution.