Minutes of the April 4, 2018 faculty meeting
Prepared by Amy Spivey and respectfully submitted by John Wesley, Secretary of the Faculty

Attendance: Faculty members and guests in attendance are listed in <u>Appendix A</u>.

I. Call to order

Faculty Senate Chair Alisa Kessel called the meeting to order at 12:05 p.m. She noted that it is the 50th anniversary of Dr. Martin Luther King's death and hoped that we would consider the spirit of Dr. King's work as we hold our discussions.

II. Approval of the minutes of March 7, 2018

The minutes of the March 7, 2018 faculty meeting were approved as circulated.

III. Questions regarding reports from the President, Provost, and Faculty Senate Chair

For the reports, see <u>Appendices B, C, and D</u>.

Regarding the President's report, one faculty member asked about the current status of the admission of new students as compared to last year at this time. President Crawford replied that we are guardedly optimistic about Fall 2018 as we are notably ahead of last year. National notification day is May 1st.

Provost Bartanen was off campus interviewing candidates for Vice President for Student Life and could not attend the meeting. There were no questions about her report.

There were no questions regarding the Faculty Senate Chair's report.

IV. *Sound Reports* update and presentation

Ellen Peters, director of the Office of Institutional Research, took the floor. *Sound Reports* is the new Institutional Research report site, and faculty members should have received a recent email message about it. The link in the email is the only way to access the reports. It is https://www.pugetsound.edu/about/offices-services/institutional-research/sound-reports/. It is password-protected but Web-based. Each report will have an information sheet and data reports. In addition to the question-based format reports, at the lower right is a link to "Available Reports." This includes other reports that the Office of Institutional Research has prepared. Peters encouraged faculty to contact her department if they have feedback or other information they would like to access.

V. First reading of proposed changes to *Faculty Bylaws* to reflect changes in organizational structure

For the text of the proposed changes, see <u>Appendix E</u>. They involve proposed changes to the sections regarding the Student Life Committee (SLC), Committee on Diversity, and International Education Committee (IEC).

It was **moved** by Wimberger, and **seconded**, *that we read and accept the proposed changes*. Wimberger explained that the reasoning behind these changes is to recognize the changes in the university's administrative organization now that we have a Provost. They are also trying to streamline some of the numbers of non-faculty-members on the committees.

The faculty discussed the motion.

One faculty member asked if we had discussed this (particularly the IEC changes) with the students. Kessel responded that we did not ask students specifically on those committees, although ASUPS representatives have looked at it. Another member, in reference to the SLC and Committee on Diversity, asked why we should specify who represents the Dean of the University rather than let the Dean decide who will represent them on the committee. In reply, Kessel mentioned that they had talked with Provost Bartanen about this and when we would want representatives from different offices. One member noted that these changes do not reduce the number of faculty on the committees, and wondered whether that was supposed to be part of the rationale for the changes. Kessel said that this was part of ongoing work to set the stage for possibly decreasing the number of faculty members on the committees in the future. On this subject, another member felt this would be a good time to change the number of faculty members on the committees, to do it all at once, given what it takes to change the Faculty Bylaws. Kessel mentioned that the affected committees are currently discussing whether they would be okay with reducing the number of faculty members. That is, we wanted to get input from them before cutting the number of faculty members on the committee.

There were no other questions about the motion. Kessel clarified that the Senate is having ongoing conversations about reducing the numbers of faculty members on standing committees.

VI. Discussion of demonstrated bias in student evaluations of teaching, presented by the Professional Standards Committee (PSC)

The PSC will also be presenting on April 25th in the extra faculty meeting on that day. PSC Chair Mifflin began by introducing the issue. The PSC was charged with assessing bias on student evaluations by the Faculty Senate. They have spent a lot of the year looking into this, in the literature, what peer institutions are doing, consulting with the Committee on Diversity, and this is the start of a full faculty conversation about the issue. Mifflin asked people to hold their questions until after the presentation by Andresen. For the slideshow, please see <u>Appendix F</u>.

Andresen took the floor to present on Student Evaluations of Teaching (SET). Good teaching looks many different ways depending on style, discipline, and personality. The skill set that makes good teachers is diverse and difficult to assess directly. Measuring it is difficult. Good

teaching is measured here at Puget Sound using self-reflection, peer observation, and student experiences. We are focusing on the student experience piece (SET). We want to know if SET tells us something useful and want to make sure that we are using SET appropriately, and that it's not telling us something erroneous. Andresen presented reasons why SET are used for faculty evaluations (students are in the class, it's cheap to do, it gives students a say in faculty evaluations, and it demonstrates the administration's concern for good teaching).

However, he reported that SET ratings do not relate to teaching effectiveness from objective exam performance, and they do reflect gender and potential racial bias, which can be unsettling given that we use SET in promotion and tenure.

He noted prior evidence that SET do relate to teaching effectiveness: Uttle, White, and Gonzalez (2006) analyzed many (51) prior studies of SET, essentially as a literature review, and found that (1) scientifically-sound studies show no correlation between SET and outcomes, and (2) prior studies that are repeatedly cited as evidence supporting SET had serious methodological issues.

To best assess teaching skill, we need an objective, empirical measure of teaching effectiveness: exam scores. Assumptions are that on average, exam scores reflect learning, learning is related to teaching effectiveness, and therefore exam scores should reflect teaching effectiveness. (The best studies use multiple sections of the same class. Most of these are done at big universities with large sections, and students are randomly assigned to sections.) The question is whether higher average SET ratings correlate with higher exam scores. This type of study, by and large, shows that there is no correlation between SET ratings and exam scores. Small studies tend to exaggerate the effect of SET-exam correlations. To the PSC, this suggests that SET might not tell us what we really want to know about teaching effectiveness.

Evidence suggests that SET measure more a "feeling of satisfaction" than teaching effectiveness. Even things like the attractiveness of the professor can affect them (Hammermesh and Parker, 2005). Given that SET reflect feelings, it is unsurprising that both explicit and implicit biases can make their way into evaluations.

On SET and gender bias studies, the clearest evidence comes from studies that involve online courses where the perceived gender of the instructor was manipulated, even though the same instructor is actually teaching under both differently-gendered names. On some characteristics, like fairness, the instructor's real gender didn't really affect the student ratings. However, the students rated the perceived male higher than the perceived female on fairness. The same differences were seen when the students were rating the professors on promptness of returning assignments (MacNell, Driscoll, and Hunt, 2014). The student written comments can also reflect significant differences between male and female (or perceived differently-gendered) professors and how students see them.

In Mitchell and Martin (2018), the study looked at ratings for the male instructor and the female instructor for the same course. The male instructor got higher ratings for the course, and for the use of the technology, etc., yet the final exam scores show that the female instructor's students scored higher (79% versus 75%). So, the differences in SET ratings do not reflect differences in teaching effectiveness. Gender bias seems to be real in SET ratings.

Regarding SET and race bias, there are very few studies, but gender bias evidence might suggest that the same would be the case for race. In a study of faculty ratings at the 25 highest-ranked liberal arts colleges on RateMyProfessor, the racial minority professors were rated lower than the white professors. There might be other factors here based on the student population, but we don't know.

In conclusion, SET ratings do not correlate to objective measures of teaching effectiveness, but might tell us about other factors. Knowing this, should we even use SET ratings to make tenure and promotion decisions? It seems problematic, perhaps illegal, and may invite lawsuits (as it has in some current court cases).

On the way forward, there are a range of possible solutions. It will take a lot of thought, discussion, time, etc., but we need to think about this carefully. Andresen presented some possible solutions, from doing nothing, suspending use of SET for faculty evaluation, keeping SET but mentoring new faculty on how to read their SET and interpret them, amending SET with a disclaimer regarding the danger of bias (for both students and faculty colleagues to think about), changing the timing of SET to midterm so that it can inform faculty during the term, having everyone take an online module about bias in SET, and changing the Faculty Code and how we use SET. The PSC could also provide guidelines for the Faculty Advancement Committee on the use of SET, students could have to put their names on SET so that they have to take responsibility for what they say, and we could use trained student observers to evaluate classes objectively.

Members of the PSC—Andresen, Despres, Holland, and Mifflin—opened the floor to questions and discussion.

One faculty member commented that this issue is really important and there is a lot of literature on it. This member thanked the committee for their work and said that maybe we could widen the frame. That is, in this member's discipline they talk about how implicit and explicit gender bias crops up in so many areas of social life, and so we should trust the peer-reviewed research in the area of student evaluations. This member said that it seems infuriating and discriminatory to keep using SET, and wondered what we could do to change the biased outcome. This member expressed interest in increasing the number of faculty members from underrepresented groups, but that talking with faculty about the bias they might experience might not help.

Another member asked the presenters whether the PSC was aware of any studies that have separated out the responses by student demographic. Andresen responded in the affirmative, and mentioned that some of those are included in the paper that did the meta-analysis.

With respect to the options for further action suggested at the end of the presentation, one faculty member wondered who could implement them. Kessel responded that it depends on which suggestion we are talking about. The *Faculty Code* is changed by the faculty, for example, while other things might be up to the PSC or FAC, but there isn't really a place where this issue "lives" within our governance structure.

Regarding the paper that looked at 51 studies, another member asked what was the range of disciplines represented. Andresen admitted uncertainty, but believed the paper used all available studies, and that there would be disciplinary differences.

One faculty member expressed skepticism that replacing SET with faculty evaluation would help us escape bias. Another member suggested the value of longitudinal data that would focus on the development of students over the course of the class.

Despres said that there is a clear difference between SET ratings from students taking courses in their major versus students taking courses in the core. But this is one of the problems because we have a lot of faculty who teach in the core, particularly junior faculty. Despres also noted that some of the sociological research shows that asking students to evaluate when they have no expertise in the area invites bias.

One member reported on a meeting held last year with women faculty at the University Club where people told personal stories about experiences with bias. The question turns on how things we do influence how students see us. For example, how do female vs. male professors ask students to address them and how do we refer to each other (professor vs. first name, etc.). Maybe, this member suggested, there's a way we as a faculty could convey our expertise to students more effectively and try to help avoid some of this bias.

One faculty member proposed that we broaden this conversation in the Race and Pedagogy Conference next fall. It's a great opportunity to bring this up. If the PSC wanted to propose a session using this data as a starting point, that would be interesting.

Another member asked how the PSC was dealing with the urgency of the need to change this, and wondered whether by postponing change we are just continuing in the same vein. Holland responded that the committee feels that they are doing something unethical in continuing to use SET forms that are known to be biased against women and minorities, and one of the reasons it asked to be part of the April 25th faculty meeting was to keep talking about this. Despres mentioned that some PSC members think we should stop using SET tomorrow, and that figuring out how to change the Faculty Code to redefine how we use SET is a challenge. We need to draw on a lot of expertise to figure out how to change this. Another member asked whether there is a patch that could at least help to ameliorate the situation while we work on a long-term solution, such as a note to students that goes with the evaluation. If something low-cost can be done, we should do that. This member also asked whether other institutions like ours have developed better approaches. Holland answered that Provost Bartanen has been in touch with our Northwest Five peers, and they are all grappling with this, but without clear solutions.

One member expected that one question we will face from the Trustees or other parties is, "What will we lose by eliminating student evaluations?" That's why it might take a little bit of time to figure out a solution. This member expressed the desire to involve students somehow.

VII. Motion to amend the *Faculty Code* with new language for promotion to full professor

For the language of the motion, see Appendix G. Kessel introduced the issue. She proposed that this be engaged under "informal consideration." She asked whether we could do an implementation measure on top of our existing *Faculty Code*, and to consider whether there was a way to phase in the implementation. She also suggested that we could talk about whether an implementation measure is important to the faculty (for example, an option for faculty to choose which version of the Code they want to be evaluated under or a way to phase in the changes). Finally, Kessel continued, we also want to talk about revisions to the *Code* itself and the changes to the language. So, the language might be evolving as we discuss it.

One member introduced himself as a recent member of the Faculty Advancement Committee and thanked the Faculty Senate for taking leadership on this, as well as the colleagues who participated in this process. He asked, "What is new here?" in the proposed language, and explained that he sees three things: On teaching, we are elevating advising. Is that what we want? On service, we are moving from the phrasing "distinguished service" to "significant contribution…to the university." And, on professional growth, we are moving from "sustained growth" to "demonstrated significant scholarly achievement," which could have been achieved long before going up for the promotion and does not necessarily need to be ongoing. So, we want to think through these.

Another member introduced himself as a Faculty Senate member and offered two ideas about the implementation strategy. The rationale for proposing this change in language is the dangerous ambiguity in the existing *Faculty Code*. Unless we do an implementation strategy, there can be thorny situations that we get into. For example, people hired this year vs. next year are going to end up going up for promotion under two different standards.

Kessel clarified that the ambiguous language was at the end of Section III.3.e of the code, and that there has been a lot of variability across departments in how people have interpreted the *Faculty Code* language about how service relates to promotion to full professor.

One member wondered if something like we do for departmental guidelines could be done here, where people could choose which version of the guidelines to be evaluated under. Kessel mentioned that there are several options for how to implement this. There was an attempt to identify a minimum bar and an upward trajectory, and yet not holding everyone to the same standards all the time. That's how we've done it in the past, but we should do what the faculty wants to do. We can focus on the person's career as a whole or really focus on the period of review.

One member addressed a perceived disconnect between the 2nd and 3rd paragraphs of the proposed text. Teaching "and related responsibilities" does not appear in both. Also, one paragraph refers to "professional growth" and the other to "scholarly achievement." The third paragraph doesn't always say things the same way as the second one. Kessel responded that, in the second paragraph, we are reducing the categories from five to three, but in the last one we are trying to spell it out. Another member added that the second paragraph talks about "decisions to promote." We have two promotions, so why not separate them into what should happen at promotion to Associate and what should happen at promotion to Full? We could do that.

Another member expressed concern about narrowing service to just service to the university. Service to the profession is also important, and this member would hate to see that narrowed too much.

Another member noted that on both of the lists, things are in order of importance. So, in the existing language in the *Faculty Code*, advising was part of number 3. Now it is part of number 1, so seemingly more important. Is that what we want? Kessel replied that the Senate was not sure about where to include advising. One member said that advising is important, but it is hard to evaluate for yourself and for your colleagues. You can see it, but it's tough to evaluate. For implementation, this member would argue strongly that we need to make it clear what the standards are. This member also stated that "scholarly achievement" needs to come during the period of review and not just any time in the career.

Returning to the issue of advising, one member asked what was the intention of moving advising up in the list. Was it supposed to disappear or be elevated? Another member talked about advising students on research in the sciences. In recent years, this member and her colleagues have found it appropriate to include research student advising as part of their teaching statements, as part of advising, and as part of their scholarly work, since it impacts the research that they do and the research topics they pursue. For folks in the sciences, advising is a lot more than just helping students with their academic plans to move toward graduation. For summer research students, it can involve spending several hours a day with the students, working alongside them and teaching them. Another faculty member commented that she has seen Admissions students talk with groups of visitors about professors who are advising students and counseling them on very personal levels, and that is a kind of advising that isn't recognized.

President Crawford noted his appreciate of this conversation, and expressed the hope that we will clarify the expectations at the Associate level and at the full Professor level. Given the nature of our public rhetoric about the university and the benefits of a Puget Sound education, he asked the faculty to be careful that we state the role of faculty as teachers and advisors very definitively in the language about promotion, particularly since we talk about the faculty's roles as mentors and advisors when we outline the university to prospective students He added that we need to think carefully about the expectations we have for the incremental and sustained development of a faculty member's scholarship as he or she seeks promotion on the tenure stream.

VIII. Other business

There was no other business.

IX. Adjournment

The meeting was adjourned at 1:32 p.m.

Appendix A – Attendance

<u>Attending</u>

David Andresen	Greg Johnson	Andy Rex
Gareth Barkin	Kristin Johnson	Elise Richman
Bill Beardsley	Tatiana Kaminsky	Brett Rogers
Michael Benveniste	Diane Kelley	Amy Ryken
Geoffrey Block	Chris Kendall	Eric Scharrer
Bob Boyles	Alisa Kessel	Renee Simms
Nick Brody	Jung Kim	Adam Smith
Gwynne Brown	Nick Kontogeorgopoulos	Stuart Smithers
Dan Burgard	Kriszta Kotsis	Rokiatou Soumare
Alva Butcher	Laura Krughoff	David Sousa
Julie Christoph	Sunil Kukreja	Amy Spivey
Lynnette Claire	David Latimer	Mike Spivey
Monica DeHart	Aaron Lawry	Jonathan Stockdale
Alyce DeMarais	Ha Jung Lee	Jason Struna
Rachel DeMotts	Sam Liao	George Tomlin
Denise Despres	Grace Livingston	Ariela Tubert
Regina Duthely	Tiffany MacBain	Andreas Udbye
Jim Evans	Andreas Madlung	Jennifer Utrata
Amy Fisher	Mita Mahato	Keith Ward
Lea Fortmann	Mark Martin	Seth Weinberger
Kena Fox-Dobbs	Jeff Matthews	Carolyn Weisz
Sara Freeman	Amanda Mifflin	Heather White
Andrew Gomez	Andrew Monaco	Peter Wimberger
Jeff Grinstead	Wendell Nakamura	Sheryl Zylstra
Bill Haltom	Jill Nealey-Moore	
Fred Hamel	Jennifer Neighbors	<u>Guests</u>
Suzanne Holland	Eric Orlin	Kate Cohn
Zaixin Hong	Susan Owen	Liz Collins
Renee Houston	Geoff Proehl	Collin Noble
Rob Hutchinson	Sara Protasi	Ellen Peters
Martin Jackson	Isha Rajbhandari	
Anne James	Siddarth Ramakrishnan	

Appendix B – Report from President Isiaah Crawford

President's Report to the Faculty

March 27, 2018

Colleagues, I join you in the sprint to the finish line of the spring semester and appreciate this opportunity to update you on activities since my last report.

Strategic Planning
I wish to express again my deep appreciation for the high level of involvement of our campus community in the strategic planning process. On March 26, the Strategic Planning Steering Committee met to review the final reports from each of our five goal teams and to make recommendations about which initiatives to move forward for further consideration. Their assessment process was informed by the opportunity to review the additional feedback that has been submitted to the strategic planning email account over the past month—nearly 50 pages of questions, comments, suggestions, recommendations and ideas. The investment by our entire community in the creation of this plan will surely be the foundation for its success.

I wish to extend my gratitude again, to those faculty members who have or are serving on the steering committee, co-chairing goal teams, and/or participating on goal team committees at the recommendation of their faculty colleagues, including: Greta Austin, Kris Bartanen, Gwynne Brown, David Chiu, Julie Nelson Christoph, Lynnette Claire, Erin Colbert-White, Monica DeHart, Alyce DeMarais, Dexter Gordon, Renee Houston, Kristin Johnson, Nick Kontogeorgopoulos, Sunil Kukreja, Grace Livingston, Suzanne Holland, Jennifer Pitonyak, Siddharth Ramakrishnan, Elise Richman, Doug Sackman, Maria Sampen, Leslie Saucedo, Renee Simms, Andreas Udbye, Jennifer Utrata, and Peter Wimberger.

What's next? I will hold three open sessions for members of the campus community to present key elements of the draft plan that is being created for presentation to the board of trustees for feedback in May. All events will be held in the Rotunda: April 3, noon -1 p.m.; April 16, 4 – 5 p.m.; and April 17, noon – 1 p.m.

Over the summer, we will respond to trustee feedback and further develop the plan for presentation to the board in October, informed by additional feedback from the campus, alumni, community leaders, and others.

For additional information about the planning process, please visit pugetsound.edu/strategicplan.

Enrollment

Our first two Destination Puget Sound days for admitted students and their families have gone extremely well. (Mother Nature helped and shined sun upon us!) As we begin the countdown to National Candidate Acceptance Day on May 1, we have four big campus visit days ahead of us: March 31, April 6, April 13, and April 20. Our enrollment colleagues will also be off campus at 10 Preview Puget Sound events, meeting with prospective students and their families in California (Berkeley, Los Angeles, Orange County, Palo Alto, and San Diego) as well as Chicago, Denver, Honolulu, and Portland. The Lillis and Matelich Scholarship events brought excellent candidates to campus and we expect to make announcements soon regarding recipients of those full cost of attendance awards; Music, Art, Theatre, and Forensics scholarship have been awarded as well. Campus visits and enrollment deposits continue to run ahead of the same time last year as we work to secure the best possible incoming classes of undergraduate and graduate students.

Logger Day Challenge
Last week we celebrated the university's 130th anniversary with a pride day for Loggers near and far, providing an opportunity for alumni and others to support the Puget Sound annual fund through a series of challenges taking place over the course of a single day. I was pleased to don my Puget Sound logo-gear and encourage participation in the day's events, including a challenge I issued to seniors to match their giving for the annual senior class gift. By day's end, we received 537 gifts totaling nearly $76,000 from friends of Puget Sound across the country. I believe a new tradition has been born!

On the Road
I was thrilled to receive notification last week about the receipt of a grant from the Mellon Foundation in the amount of $800,000 to be spent over four years to further develop engaging high impact experiences to advance student learning. I traveled to an event at the Foundation in New York last week to express our appreciation in person, and thank Provost Bartanen, Renee Houston, Jane Kenyon, and Stefanie Lund for their good work in bringing this important support to fruition.

I will also attend upcoming meetings with the boards of the National Association of Independent Colleges and Universities and Independent Colleges of Washington, and will make a presentation to the Community Development Roundtable in Seattle about the relevance of a liberal arts education (a Puget Sound education, in particular) in improving people's lives and meeting the most pressing challenges before us in Washington state and the nation.

And of course, as it does for many of you, the approaching end of the academic year brings with it scholarship luncheons, Destination Puget Sound presentations, final Fireside Dinners and Open Office Hours, the Honors Program banquet, spring Parents Council meeting and Family Weekend events, Phi Beta Kappa dinner, and more. Somewhere in there I also look forward to joining with our students involved in the Habitat for Humanity Campus Chapter to build on campus a "tiny house" that will be donated in the community.

And speaking of new traditions, I also look forward to our annual trustee dinner at May, at which we will honor faculty promotions and noted achievements, as well as formally celebrate the service of our retiring faculty members. While it is always hard to say farewell, I greatly look forward to this opportunity to applaud those who have given so much of their time, talent, and energy to making Puget Sound the outstanding liberal arts college it is today. More information will be forthcoming as the event draws near.

I look forward to our time together at the concluding faculty meeting of the year, and to our continued work to advance this great institution.

<u>Sincerely,</u>

Isiaah Crawford, Ph.D.
President

Appendix C – Report from Provost Kris Bartanen

UNIVERSITY *of*
PUGET
SOUND

March 28, 2018

TO: Faculty Colleagues
FR: Kris Bartanen
RE: Report to the April 4 Faculty Meeting

I regret not being able to attend this meeting, but the limited opportunities for off-site components of the Vice President for Student Affairs and Dean of Students search require two days away this week. We have a strong candidate pool and remain on track for campus interviews prior to end of this semester. Other search updates . . .

Tenure-line faculty:
Mathematics and Computer Science: Jacob Price, Ph.D. candidate, University of Washington
Religious Studies/Islamic Religion: Samuel Kigar, Ph.D. candidate, Duke University
Hispanic Studies/Latinx Studies: Jairo Hoyos Galvis, Ph.D., University of Pittsburgh
Counselor Education: finalist interviews in progress
Occupational Therapy: searched launched
Biology, Chemistry, and Music/Education: will re-post next year
Also approved, to-date, for 2018-19 searches: Exercise Science, Music/Ethnomusicology

Thank you to all who have worked hard, and are continuing to do so, to bring talented and diverse faculty colleagues to Puget Sound. Current visiting assistant professor searches underway: Communication Studies, Computer Science, Exercise Science, International Political Economy, and Philosophy. We are also in search for the next Lora Bryning Redford post-doctoral fellow in archeology.

Associate Academic Dean:
As noted in my March 26 announcement, I am delighted that **Julie Christoph** will serve as Associate Academic Dean for 2018-2021 as **Martin Jackson** returns to the Department of Mathematics and Computer Science, and very pleased that **Rachael Shelden** will serve as interim director of the Center for Writing, Learning and Teaching. I will also note here that it is truly exciting to me to have received ten excellent nominations for the associate dean position, among whom four forwarded statements of interest and additional colleagues communicated with me regarding future interest in such a leadership role for Puget Sound. Kudos to you as a faculty for this strength, potential, and commitment to higher education.

Academic staff:
Congratulations to **Sammy Coy** as she takes on the permanent role of Office Manager for Diversity and Inclusion, following a very well executed temporary period in the position.

Best wishes to **Joseph Colon** '10 on a new position as Assistant Director of Collective Action for *Graduate Tacoma* with the Foundation for Tacoma Students; please extend thanks to him for his contributions in moving forward the Access to College Programs over the past four years. A replacement search is about to be posted.

Overdue congratulations, as well, to **Nicole Kendrick**, Program Manager for Experiential Learning, who stepped into her role in late fall; we are excited that this role will be able to be extended thanks to new Mellon Foundation funding.

Forthcoming retirements of **Carole Christensen** and **Leah Vance**, School of Music, and **Terri Gonzalez**, English, have opened (or will soon bring) searches in those areas. Kudos to these strong contributors to the academic program and campus more broadly.
We are also looking forward to a search for Assistant Athletics Director, in a reorganization in Athletics following the September 2017 retirement of Robin Hamilton.

Student Affairs:
Director of Counseling, Health and Wellness Services: at short-list stage to determine strength and best alignment of the pool (small pools are typical for this high demand area).
Medical Assistant: **Michele Kaszewicz** will retire this summer after 23 great years supporting the health provider team in CHWS, and that search is now open.
Resident Directors: **Starre Helm** and **James Hanson** will move forward for the next steps in their careers, and the replacement search is approaching finalist stage. Having read the weekly RD on-call reports from our "front-line" student support team, and having watched their strong support of one another through very tough situations, I have been reminded of how important these full-time, live-in, 24/7 roles are to all of us. We anticipate that RDs will serve for about three years and then move ahead; many thanks and good wishes to Starre and James!

Lest it seem as though, in addition to all the "normal" things, there is nothing but searching going on . . .
- Congratulations to **Jennifer Utrata** upon her selection as a 2018 ACLS Frederick Burkhardt Residential Fellow. Jennifer will pursue her project, entitled *Carework's "Third Shift": Grandparental Support and Family Inequality,* at the Center for Studies in Demography and Ecology at the University of Washington, Seattle in 2018-2019.
- Congratulations also to **Stacey Weiss** and **Mark Martin** for news of an NSF research award on cloacal microbiota (ask them!) expected to top $700,000 over the next four years.
- Congratulations as well to **Doug Sackman**, named an inaugural Bright Institute Scholar in early American history.
- In addition to these research awards, Puget Sound has garnered over $1m in academic program grant awards to-date in 2017-18, and we have over $1m in academic proposals pending, including support for the Race and Pedagogy National Conference, Access Programs, two STEM student support programs, support for oral communication outcomes, and FEPPS (thanks to **Jane Kenyon, Siddharth Ramakrishnan, Megan Gessel, Rachel Pepper, Sunil Kukreja, Susan Owen, Dexter Gordon,** and **Tanya Erzen**, among others).

- Congratulations to Associate Dean of Students **Sarah Comstock** who earned the American College Unions International Presidential Award for Distinguished Service. This award is presented at the discretion of the ACUI President to honor an individual who has demonstrated exceptional and unique service in fulfilling the mission, goals, and values of the Association.
- Congratulations to Rev. **David Wright** '96, Director for Spiritual Life & Civic Engagement, who earned the NASPA Spirituality and Religion in Higher Education Knowledge Community Outstanding Professional Award.
- Congratulations to **Steven Neshyba** as 2018-2023 Robert G. Albertson Professor.
- We are also working on faculty nominations for the next cycle of Whiting Public Engagement awards and Lynwood W. Swanson Research and Promise for Scientific Research Awards from the Murdock Charitable Trust. I am also continuing to shepherd a next proposal from the Northwest Five Colleges Consortium for Mellon Foundation support.

Thank you for all your work, including notable support to Admission (particularly support for Destination Puget Sound days and "eyes and ears on" preparation for June 22nd Pre-Orientation; "above and beyond" sprints in crafting strategic planning initiative proposals, and in co-leading goal teams; and stepping up to support Kate Cohn and Martin Jackson to craft a strong, feasible course schedule for Fall 2018 in time for April's preregistration.

Appendix D – Report from Faculty Senate Chair Alisa Kessel

Report to faculty from Faculty Senate Chair Alisa Kessel
27 March 2018

Dear colleagues,

Since my last report, the Faculty Senate met on March 5 and March 19. We will meet again before the April 4th faculty meeting, on April 2.

Additional meeting
Because we have several ongoing items of significance to faculty governance to consider, the Faculty Senate has determined that we should hold one additional faculty meeting this year, on April 25, 2018. We believe the meeting will garner wider attendance and participation on this day than it would if we scheduled it on the first Wednesday in May (which is also the last day of the semester).

Senate actions
As you know, at the February meeting, the Board approved some changes to the organizational structure of the university. While most of these changes do not affect faculty governance, Provost Bartanen's title change from Dean to Provost does affect our Faculty Bylaws and Faculty Code (which refer to the Dean of the University, not the Provost). The Board requested that the faculty consider amending its Bylaws and Code to reflect this change. After much consideration at its meeting on March 19, the Faculty Senate responded to the Board with a respectful request that the Board alter its appropriate documents to include, among the list of responsibilities of the Provost, the title "Dean of the University." This allows the faculty to retain stability in its documents and reaffirms the faculty's authority to initiate revisions to its own governing documents, while also providing flexibility for the Board as it considers—in the years ahead—what leadership structures best fit our institution's changing needs. The Faculty Senate hopes to bring some revisions to the Faculty Bylaws to the faculty for consideration at the April 4th and April 25th faculty meetings (changes which reflect the reorientation of the Dean of Students position under the umbrella of the Provost).

At its March 5 and March 19 meetings, the Faculty Senate discussed some proposed language to amend the Faculty Code's language regarding to promotion to the rank of (full) professor and whether and how any changes to this language should be implemented (that is, what the date of implementation should be).

Other actions
The PSC sent a significant interpretation of the Faculty Code to the Faculty Senate. This interpretation will be appended to the minutes of the March 19 Faculty Senate meeting.

More to come, I suspect, after the April 2nd Faculty Senate meeting.

Thanks, all.

Kind regards,

AK

Appendix E – Proposed changes to the *Faculty Bylaws* sections related to the Student Life Committee, Committee on Diversity, and International Education Committee

ARTICLE V
STANDING COMMITTEES

Sec. 6. **Standing Committees**.

F. The Student Life Committee.

a. The Committee shall consist of the Dean of Students (as the ex-officio representative of the Dean of the University), no fewer than four appointed Faculty members, and three student members.

b. The duties of the Committee shall be

1. To act as a liaison on student life issues among students, staff, faculty, and the administration. This includes providing input on various Student Affairs projects and initiatives as brought to the Committee by the Dean of Students, as well as establishing ongoing communication with and providing input to ASUPS on various projects at the request of that body's executives.

2. To review information sources available that could help identify issues relevant to student life. Such information sources include individual faculty, students, and staff, as well as the Office of Institutional Research and the ASUPS Student Concerns Committee.

3. To conduct reviews and make recommendations about those policies and procedures that affect students' lives outside the classroom.

4. To conduct reviews and make recommendations about co-curricular programs and services.

5. To serve as a pool of faculty from which to draw for participation on Student Affairs ad hoc committees.

6. Such other duties as may be assigned to it.

G. The Library, Media, and Information Systems Committee.

a. The Committee shall consist of the Dean of the University (ex-officio), the Director of the Library (ex-officio), the Chief Technology Officer (ex-officio), the Director of Educational Technology, no fewer than five appointed members of the Faculty, and one student.

b. The duties of the Committee shall be:
1. To develop general policies, procedures and plans in collaboration with the Library Director and the Chief Technology Officer.
2. To provide recommendations and advice to all parts of the University community on the role of the library, media and information systems in support of the academic program.
3. To review periodically the mission and objectives of the library and information systems and to recommend such changes as are needed.

4. To review periodically the collection development plan for the library to ensure that a balanced collection is maintained for effective support of the academic program.
5. Such other duties as may be assigned to it by the Faculty Senate.

H. The Committee on Diversity.

a. The Committee shall consist of the Chief Diversity Officer (as the ex-officio representative of the Dean of the University); no fewer than seven appointed faculty members, and one student.
b. The duties of the Committee shall be
   1. To serve the university's goal of increasing the social diversity of the campus.
   2. To participate in the development of initiatives that enable the university to hire new faculty from historically under-represented populations and to support better the retention and success of such faculty.
   3. To work with the President, Vice-Presidents, and the Chief Diversity Officer concerning diversity initiatives that can benefit from faculty presence and leadership, as needed.
   4. To establish liaisons with key university units including staff and student diversity groups to assess strategic needs and work collaboratively in diversity-related initiatives, as needed.
   5. To work with colleagues to maintain an educational environment that welcomes and supports diversity even as it protects and assures the rights of academic freedom outlined in the Faculty Code.
   6. To activate annually a group of faculty, staff and students that will review aggregate data about patterns of bias and hate in our campus community with the purpose of creating educational opportunities for reflection and dialogue.
   7. To report annually to the Faculty Senate on the committee's work related to diversity goals 1-6.
   8. Such other duties as may be assigned to it by the Faculty Senate.

I. Institutional Review Board.

a. 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.
b. 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.

17

J. The International Education Committee.

   a. The Committee shall consist of the Dean of the University (ex-officio), the Dean of Students (ex-officio), the Director of International Programs (ex-officio), no fewer than seven appointed members of the Faculty, and one student.

   b. The duties of the Committee shall be:

       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.
       3. Assist the Office of International Programs in selecting students for study abroad.
       4. Represent the interests of the Faculty in international education.
       5. Such other duties as may be assigned to it.

Student Evaluations of Teaching

- Measuring a multidimensional, complex construct such as "good teaching" is even more difficult, and always has limitations.

Good Teaching ?????

? ?
? ?

Student Experiences

Student Evaluations of Teaching (SET)
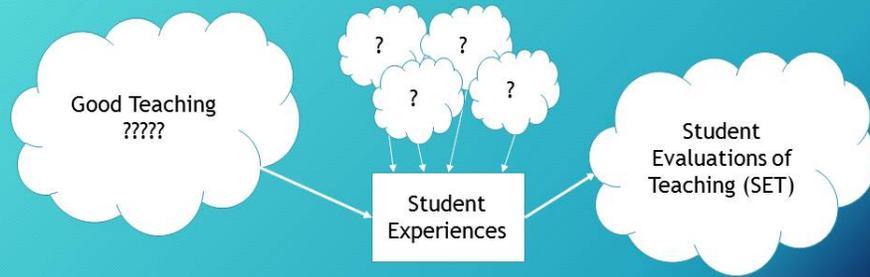
Why SET are used for faculty evaluations?

- Logically, students are uniquely positioned to evaluate professor (i.e., consumers, most experience with course)
- Cheap and convenient
- Explicitly demonstrates administrative concern for accountability
- Students get to have a say in faculty evaluation

"For every complex problem there is an answer that is clear, simple, and wrong."

–H. L. Mencken

Problems Using SET

- SET ratings *do not* relate to teaching effectiveness (as measured by exam performance)

- SET ratings *do reflect* gender and potential racial bias

- Unsettling given the importance of SET in promotion and tenure

Prior evidence that SET do relate to teaching effectiveness
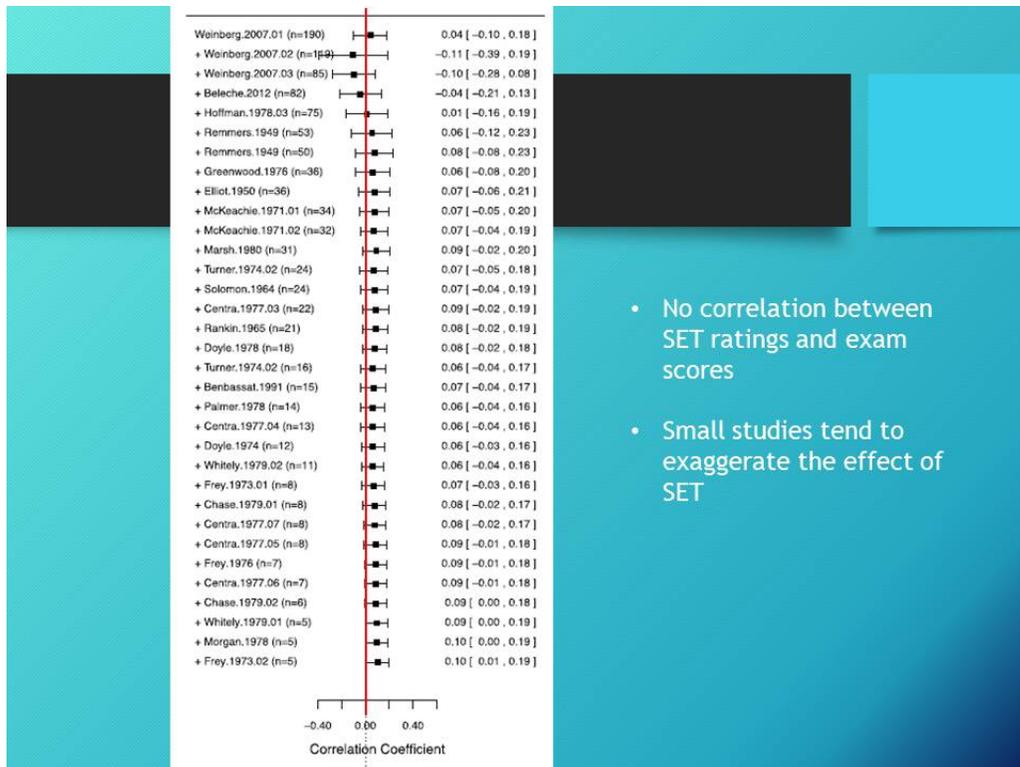
- Uttl, White, & Gonzalez (2016)
  - Meta-analysis of 51 studies of SET
  - Essentially an analytical review of the literature
- Two important conclusions
  1. Prior results that are *repeatedly* cited as evidence supporting SET (e.g., Cohen, 1981; Feldman, 1989) had *serious* methodological issues
  2. Scientifically-sound studies show no correlation between SET and outcomes

Best *Scientific* Evidence

- To best assess teaching skill, we need an objective, empirical measure of teaching effectiveness: exam scores
    - Assumptions:
        - On average, exam scores reflect learning of course material
        - On average, learning of course material is related to teaching effectiveness
        - Thus, on average, exam scores should reflect teaching effectiveness
- Because course topic, level, and focus all impact exam scores, the best studies use multiple sections of the same class

Best Experimental Evidence
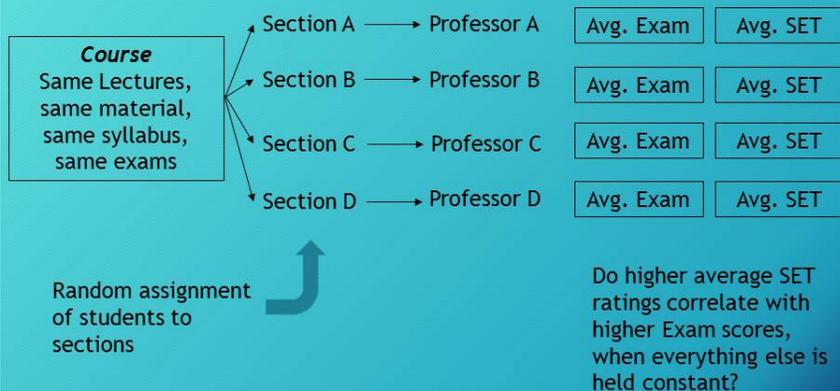
	Section A → Professor A	Avg. Exam	Avg. SET
Course Same Lectures, same material, same syllabus, same exams	Section B → Professor B	Avg. Exam	Avg. SET
	Section C → Professor C	Avg. Exam	Avg. SET
	Section D → Professor D	Avg. Exam	Avg. SET

Random assignment of students to sections

Do higher average SET ratings correlate with higher Exam scores, when everything else is held constant?

22

- No correlation between SET ratings and exam scores

- Small studies tend to exaggerate the effect of SET

SET and student learning

- Perhaps SET could be useful for other purposes, but they do not tell us about teaching effectiveness (as defined by objective exam performance)

- So what *do* they measure? Evidence suggests more of a subjective "feeling of satisfaction" measure, rather than teaching effectiveness
  - Affected by many other non-teaching factors, including unrelated, subjective characteristics such as attractiveness (Hammermesh & Parker, 2005)

SET and bias

- Given that SET reflect feelings, not surprisingly, both explicit and implicit biases are reflected in SET

SET and gender bias

- Clearest evidence of gender bias comes from online courses in which *the perceived gender* of the instructor was manipulated
  - Male instructor
    - Taught sections as a professor with a male name
    - Taught sections as a professor with a female name
  - Female instructor
    - Taught sections as a professor with a male name
    - Taught sections as a professor with a female name
  - Allows analysis of SET ratings for actual male and female instructor, as well as *perceived* male and female instructor

(MacNell, Driscoll, & Hunt, 2014)

Slide 1

Table 4
Unpaired T-Test of SET by Category

	N	Mean Rating	Difference	T	P
Instructor					
Dr. Martin (man)	255	3.84	0.4***	5.24	0.000
Dr. Mitchell (woman)	835	3.44			
Instructor/Course					
Dr. Martin	255	3.71	0.4***	4.63	0.000
Dr. Mitchell	835	3.31			
Course					
Dr. Martin	357	3.71	0.22***	3.11	0.001
Dr. Mitchell	1,169	3.49			
Technology					
Dr. Martin	153	3.83	0.19**	1.93	0.027
Dr. Mitchell	501	3.64			

Table 3
Grading Averages

	Dr. Martin (Man) Course Averages	Dr. Mitchell (Woman) Course Averages
Final Grades	75.23	79.30
Discussion Posts	67.97	73.09
Short Answers	65.60	67.74

(Mitchell & Martin, 2018)

Slide 2

SET and race bias

- Very few studies, but follows from gender bias evidence that other biases would also impact SET
- Study of 25 highest-ranked liberal arts colleges faculty on RateMyProfessor

Table 2
Instructor Ratings for Racial Minority and White Faculty

Rating	Racial minority	White	$F(1, 3550)$
Overall Quality	3.72 (.94)	3.89 (.87)	17.64**
Helpfulness	3.81 (.98)	3.95 (.90)	11.03**
Clarity	3.64 (.99)	3.83 (.92)	20.89**
Easiness	3.03 (.81)	2.94 (.77)	7.11**

Note. SDs in parentheses.
* $p < .05$. ** $p < .01$.

(Reid, 2010)

Conclusions

- SET ratings do not relate to objective measures of teaching effectiveness
- SET ratings reflect gender and potential race bias
  - Is using SET to make tenure and promotion decisions is ethical?
  - Does use of SET ratings work against University vision to "increase the diversity of all parts of our university community through commitment to diversity in our recruitment *and retention* efforts?"
- Using methods known to be biased to make tenure and promotion decisions is illegal, and invites lawsuits
  - Jan 2017: In lawsuits filed in federal court last week and state court last summer, an assistant professor of film and media studies accuses her employer of improperly relying in part on discriminatory feedback from her students in deeming her work subpar. (one of many examples)

A range of possible solutions

Suggestions for possible solutions to the problem of bias on SET forms

Suspend use of all SETs and/or replace with faculty centered peer evaluation

Use **trained student observers** to evaluate classes objectively

SET forms will be changed to emphasize course over instructor

SETs will **no longer be anonymous** to reduce bias/hate

PSC issues interpretation guidelines for FAC de-emphasizing **importance of SETs** for advancement

Faculty code is changed regarding use of existing SETs

Formal education about bias (all users) on SETs

Change timing of SETs to midterm

SETs will be amended with **disclaimer regarding danger of bias**

Keep system in place, require **mentoring/interpretation** of SETs for new faculty

No action

Most aggressive change ⟷ Least aggressive change

Appendix G – Materials distributed prior to the meeting related to the change to the Faculty Code language about promotion to the rank of Professor

A brief history of work to date
For several years, the Faculty Advancement Committee has noted (in its annual report to the Faculty Senate) discrepancies in how departments interpret the phrase in the Faculty Code regarding "distinguished service," a requirement for promotion to the rank of (full) professor. The Faculty Senate charged the Professional Standards Committee (in around 2015-2016) to render an interpretation of the language. Upon surveying department chairs, the PSC determined that departments were split in their interpretations: some applied the modifier "distinguished" only to service, while others believed that "distinguished" applied to other categories of review. Consequently, the PSC did not feel confident rendering a decisive interpretation, for to do so would have been to impose a culture change upon half of the faculty.

That left the option of revision of the Code. Because the PSC is the body that underlines the interprets the Code, the Faculty Senate determined that it should not also be charged with writing the Code. For this reason, the Faculty Senate took on the responsibility of crafting language to present to the faculty. In AY 2016-2017, in collaboration with the Faculty Senate, the Office of Institutional Research, conducted a survey of the faculty and three focus groups—one each at the rank of assistant, associate, and full professor. Those reports are attached here for your consideration.

In fall 2017, a committee of the Faculty Senate (Jacobson, Kessel, Kukreja, L. Livingston, MacBain, and Wilson) convened to draft language based on the findings from the survey and focus group data. The committee saw a wide range of perspectives in the survey results, but nevertheless saw a few ideas that it believed would be important to consider in revising the Code:
    •the revision should clarify an expectation that applicants for promotion to full should both meet a minimum bar and provide evidence of an upward trajectory in each category of review;
    •the revision should convey the idea that each career has seasons (to borrow the Provost's language) and that, while applicants for promotion to full are expected to have demonstrated significant achievement in each category of review, they are not expected to do everything at a significant level all the time;
    •the categories of review should be simplified.

The committee developed language, which it took first to the Professional Standards Committee and then, upon incorporating the PSC's recommendations, to the Faculty Senate. After some discussion, the Faculty Senate revised the language once more. The Faculty Senate approved its own revisions of the language and voted to take the revised language to the full faculty for consideration.

The tenor of our deliberation
A concern was voiced in the Faculty Senate that faculty members at the assistant and associate levels could feel reluctant to speak candidly during the conversation of the full faculty for fear of being misinterpreted or unfairly judged. The Faculty Senate asks participants in the discussion to

entertain all points of view and to invite, in particular, the input of those who stand directly to be affected by a change to the requirements for promotion or the schedule of implementation of the change. The Faculty Senate asks, too, that participants commit to the generous interpretation and respectful consideration of one another's ideas.

The text of the motion
Procedurally, it feels important to the Faculty Senate that the implementation of the change be debated independent of the language of the revision itself. Therefore, the motion has two parts: part one concerns implementation and part two concerns the proposed revision.

PART I. IMPLEMENTATION
If the faculty and Trustees vote to revise the Faculty Code regarding promotion standards to the rank of full professor, the revised language will apply to tenure line faculty members who join the campus in the academic year following approval of the revised language. (For example, if passed in AY 2017-18, tenure line faculty who join the faculty in AY 2018-19 will be subject to the revised language). Faculty members who are on the tenure line prior to passage of the measure will be evaluated on the standards that existed in the Code when the faculty approved the measure.

The faculty requests that the Professional Standards Committee note this implementation measure in the Faculty Evaluation Procedures and Criteria document (formerly known as the "buff" document).

PART II. PROPOSED LANGUAGE FOR REVISION TO THE FACULTY CODE (at III.3.e)
"Faculty promotion shall be based upon the quality of a person's performance of academic duties. Because the university seeks the highest standards for faculty advancement, mere satisfactory performance is no guarantee of promotion. Appointment in the rank of associate professor and professor normally requires a doctoral or other equivalent terminal degree.

Decisions whether to promote shall be based upon the quality of the faculty member's performance in the following areas, listed in order of importance:

(1) teaching and related responsibilities, including the mentoring and advising of students;

(2) professional growth;

(3) participation in service a) to the university, and b) to one's profession or, in ways related to one's professional interests and expertise, to the larger community.

Promotion to the rank of full professor requires a candidate to have maintained excellence in teaching and demonstrated significant scholarly achievement. Within the category of service, candidates for promotion to the rank of full professor must provide evidence of a continued and significant contribution to the university."