

## **Minutes of the November 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 of these minutes.

### **I. Call to order**

Faculty Senate Chair Freeman called the meeting to order at 12:00 p.m., at which time there were 84 voting members present.

### **II. Approval of the minutes of October 3, 2018**

The minutes of the October 3, 2018 faculty meeting were approved as circulated.

### **III. Questions regarding reports from the President, Provost, Faculty Senate Chair, and Vice President for Enrollment**

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

There were no questions regarding the reports from the President, Faculty Senate Chair, and Vice President for Enrollment. Regarding the Provost's report, one faculty member asked for the context of the scheduling questions. Provost Bartanen said that the Registrar's Office is working with department chairs to encourage greater adherence to the scheduling guidelines.

Freeman proposed a change to the agenda. There were no objections.

### **IV. Resolution against white supremacy and bigotry**

It was **moved** by Struna, and **seconded**, *that the faculty pass the following resolution:*

*The faculty of the University of Puget Sound denounce white supremacy in all its forms—both covert and overt. We reject unfounded claims that white supremacist propaganda recently posted on our campus, and other campuses locally and nationally, represent neutral speech acts that can be interpreted in various ways, and instead see it for what it is: vile, hateful incitements to violence against, and dehumanization of people of color, immigrants, the LGBTQ+ community, and other full-fledged members of our society who have been historically excluded from the rights and material benefits of whiteness. We stand united, and prepared to fight for dignity, humanity, and inclusion in accordance with the principles of our institution.*

Speaking in favor of the motion, Struna argued that the faculty need to have a firm response to postings that have recently appeared on campus. He presented a photo of an individual whose face was partially covered, standing next to a poster in Howarth that reads, "it's ok to be white." Struna mentioned that this photo appeared on a known white supremacist site. He said that we should expect similar posters in the future, which occasions the need for a resolution now.

The faculty discussed the motion.

While members expressed support of the sentiments behind the motion and the language, several argued against formalizing it as a resolution (and, in effect, publicizing it) for the following reason: such a resolution is precisely what white supremacists desire, in this case because the semantically (but not rhetorically) neutral language that appeared on the posters is strategized to elicit a response, one that will be deliberately construed as a statement to the effect that it is ‘not ok’ to be white. Thus, as these members argued, the resolution opens itself up to validating white supremacist claims of institutional anti-whiteness, and, in the process, energizes recruitment to white supremacist ideology. Struna responded that he was aware of this strategy, and for that reason did not cite the language of the posters in the resolution.

Chief Diversity Officer Benitez conveyed his support for the motivation and language of the resolution, but also voiced sympathy with the concerns raised so far regarding how its publicization fed into the hands of white supremacists. He recommended that the campus take ownership of the poster’s language, and thus address it at the curricular level, perhaps also through educational programming that would invite experts on critical whiteness studies to contribute to a semester-long series centered around the notion of “it’s ok to be white.” He advocated some patience—particularly in light of a campus-wide message that will be sent out by his office in the coming days—and that faculty carefully consider the most responsible way to react to such posters. Struna responded by asking how it would be perceived by students if the faculty did not respond to these posters.

Another faculty member spoke in favor of the resolution by saying that its approval would send the message that we are not fooled by its rhetorical purpose. This member also said that the resolution would be an unofficial statement, while (in response to a question about outcomes) Faculty Senate Chair Freeman mentioned that the only current venue for this resolution would be the faculty meeting minutes. Provost Bartanen said that, nonetheless, the faculty should expect the resolution to be made public, regardless of its current discussion and dissemination.

It was **moved in amendment** by Tubert, and **seconded**, *that the word “unfounded” be replaced by “any” in the resolution’s language*. There was no discussion of the amendment. The amendment **passed** on a counted vote with none opposed and no abstentions.

The resolution before the assembly now included the following: *“We reject any claims that white supremacist propaganda recently posted on our campus...”*

One member queried why the resolution included “LGBTQ+,” given that the posters seemed to address race only. Struna answered that the posters appeared next to existing LGBTQ+ material, and stated that white supremacist ideology, generally, is antagonistic towards LGBTQ+ concerns. Two other faculty members then asked why religion was not mentioned in the language of the resolution, particularly since our Jewish and Muslim students will feel alienated and targeted by white supremacist literature. Struna responded that there was no reason why religion was not mentioned.

It was **moved in amendment** by Weisz, and **seconded**, that “members of marginalized religious groups” be added to the resolution’s language. Several members spoke in favor of the amendment. The amendment **passed** on a counted vote, with none opposed, and one abstention.

The resolution before the assembly now included the following: “...*the LGBTQ+ community, members of marginalized religious groups, and other full-fledged members of our society...*”

Two faculty members spoke in favor of making the resolution public via the university’s homepage, since it would be made public anyway.

President Crawford took the floor to express his appreciation for the dialogue surrounding the resolution, as well as his support for its language, and for the sentiments that gave rise to the motion in the first place. He also reminded the faculty that the passing of such a resolution will be noticed, and that it will put the campus in the crosshairs of unsavory groups. He noted further that our primary responsibility is to carry forward our educational goals while at the same time prioritizing our students’ safety. He assured the faculty that this issue will be discussed with other university presidents at an upcoming meeting in Washington, D.C.; additionally, he asked that faculty think carefully about their readiness to respond to the resolution’s consequences. Struna said that he was ready, and that, regardless of readiness, such posters will appear again. Two professors appreciated the idea of faculty readiness, but raised concerns about our students’ readiness to deal with the conflicts that this resolution may provoke.

It was **moved** by Struna, and **seconded**, to **call the question**. The motion **passed** on a voice vote.

Two members called for a paper ballot to decide the motion to resolve.

The motion to resolve **passed** on a ballot count, as follows: 51 in favor, 27 opposed, and 2 abstentions.

With the amendments recorded above, the resolution passed as follows:

*The faculty of the University of Puget Sound denounce white supremacy in all its forms—both covert and overt. We reject any claims that white supremacist propaganda recently posted on our campus, and other campuses locally and nationally, represent neutral speech acts that can be interpreted in various ways, and instead see it for what it is: vile, hateful incitements to violence against, and dehumanization of people of color, immigrants, the LGBTQ+ community, members of marginalized religious groups, and other full-fledged members of our society who have been historically excluded from the rights and material benefits of whiteness. We stand united, and prepared to fight for dignity, humanity, and inclusion in accordance with the principles of our institution.*

#### **IV. Presentation regarding staff turnover from Director of Compensation & Benefits Kevin Turner**

This item was postponed.

## **V. Update on the Freedom Education Project Puget Sound (FEPPS) program BA proposal**

The FEPPS program was represented by Jacobson, Joshi, and Weinberger. For the presentation handout, see [Appendix F](#).

Jacobson provided background to the planning that went into the FEPPS BA proposal, noting that information on the handout reflected the input of a number of committees. Weinberger added that the Curriculum Committee has expressed its provisional approval of a FEPPS BA program, and drew attention to the thematic organization of the program, in particular a core course on the purpose of the liberal arts. Joshi shared her motivation for working with FEPPS. She mentioned that educational background—even more so than race—was an indicator of who ends up in prison, and that the FEPPS program presented an opportunity to take part in social justice initiatives. Jacobson explained that the reason for bringing this item before the faculty now is to gather thoughts before an official endorsement.

One faculty member asked what might happen if someone’s incarceration period ended prior to finishing the program. Joshi responded that a student who is released early is free to be a residential student at Puget Sound after the normal application process, and Jacobson added that the program prioritized incarcerated individuals with longer sentences. In response to questions about how applicants would meet the required number of units, the presenters clarified that prisoners would be entering the BA program with 15 units from an AA degree, and that there were 6.5 required units not mentioned on the handout, including Connections and SSI2.

## **VI. Discussion regarding the formation of a Curriculum Task Force to implement the Strategic Plan**

For a draft of the nomination process and charges of the Strategic Plan’s Curriculum Task Force (CTF), see [Appendix G](#) of these minutes.

Several members expressed concern about the timeline of the CTF’s provisional charges, stating that a May deadline does not allow for the appropriate amount of time to consider the content and impact of such far-reaching curricular changes. Three members expressed doubt regarding the possibility of a change for the better, even if it were possible to change the curriculum within the suggested timeframe. Another member called for a timeframe that balanced the need for urgent change with the need for an effective curriculum. Senate Chair Freeman responded to these concerns by noting the many opportunities for engagement that will occur between now and May, including the dedication of faculty meetings to this purpose, and the addition of an extra faculty meeting on May 1<sup>st</sup>; she added that the strategic plan puts forth a vision to impact the incoming class of 2024, a timeline that reflects the need to adapt quickly at a pivotal moment in Higher Education and as an institution. President Crawford reiterated the need for adaptation, particularly if we want to recruit the best and brightest, address enrollment instability, and further distinguish ourselves among other liberal arts colleges. He argued that any delay will see us lose the privilege we currently have in terms of being the arbiters of our own future. He expressed his belief in our ability to get this done, and to act in a timely manner. One faculty member felt that more faculty would buy into the process if they were to perceive its greater transparency; Senate

Chair Freeman agreed, and mentioned that the goal is to be as transparent as possible given the timeline.

One member counselled that the faculty's and the CTF's work will need to continue well past the May deadline, and into (and for the duration of) an implementation phase. This member suggested a year-and-a-half commitment. Further concerns were raised about the timeline, though other members expressed enthusiasm for a curricular change, and an optimism for meeting the May deadline; one member suggested that the faculty need not feel the weight of a deadline since any curriculum is an iterative process, one that will develop further even after the implementation phase. Provost Bartanen asked the faculty to remember that this process is not starting from scratch, and that there have been workgroups in place for many years addressing different aspects of the curriculum. In relation to the May deadline, she mentioned the need for a goal, but added that we want a curriculum that meets with the enthusiastic backing of the faculty.

One member expressed concern about the proposed composition of the CTF, namely that out of a committee of fourteen members, only about half would likely represent undergraduate faculty. This member did not feel the committee would adequately represent the faculty whose curriculum is under revision.

#### **VIII. Other business**

There was no other business.

#### **IX. Adjournment**

The meeting was adjourned at 1:30 p.m.

## Appendix A - Attendance

### Attending

Greta Austin  
Bill Barry  
Kris Bartanen  
Terence Beck  
Francoise Belot  
LaToya Brackett  
Nancy Bristow  
Gwynne Brown  
Alva Butcher  
Julie Nelson Christoph  
Erin Colbert-White  
Johanna Crane  
Isiaah Crawford  
Alyce DeMarais  
Rachel DeMotts  
Regina Duthely  
Joel Elliott  
Lisa Ferrari  
Lea Fortmann  
Sara Freeman  
Andrew Gardner  
Megan Gessel  
Barry Goldstein  
Dexter Gordon  
Jeffrey Grinstead  
William Haltom  
Jennifer Hastings  
Renee Houston  
Robin Jacobson  
Greg Johnson  
Lisa Johnson  
Kristin Johnson  
Priti Joshi

Diane Kelley  
Chris Kendall  
Alisa Kessel  
Samuel Kigar  
Grace Kirchner  
Nick Kontogeorgopoulos  
Kriszta Kotsis  
Ha Jung Lee  
Pierre Ly  
Mark Martin  
Jeff Matthews  
Gary McCall  
Sarah Moore  
Gerard Morris  
Wendell Nakamura  
Steven Neshyba  
Eric Orlin  
Emelie Peine  
Michael Pohl  
Jacob Price  
Elise Richman  
Brett Rogers  
Melvin Rouse  
Amy Ryken  
Maria Sampen  
Leslie Saucedo  
Renee Simms  
Katherine Smith  
Adam Smith  
Jessica Smith  
Stuart Smithers  
Rokiatou Soumare  
David Sousa

Jonathan Stockdale  
Jason Struna  
Justin Tiehen  
George Tomlin  
Benjamin Tromly  
Ariela Tubert  
Suzanne Warren  
Seth Weinberger  
Stacey Weiss  
Carolyn Weisz  
John Wesley  
Heather White  
Kirsten Wilbur  
Paula Wilson  
Anna Wittstruck  
Jeffrey Yu  
Sheryl Zylstra

### Guests

Robin Aijian  
Uchenna Baker  
Michael Benitez  
Kate Cohn  
Liz Collins  
Maggie Mittuch  
Ellen Peters  
Roy Robinson  
Sarah Shives  
Kevin Turner  
Landon Wade



**President's Report to the Faculty**

October 30, 2018

I have been away from campus over much of the past week, in meetings with Independent Colleges of Washington and at a donor-hosted event in Denver. It has been a difficult time to be away. I am deeply appreciative of the ways in which the campus community has gathered together to support our students, faculty, staff, and members of the broader community as we share our grief over the murders of 11 persons of Jewish faith and heritage in Pittsburgh and two African-Americans in Kentucky, and process news reports that the federal government may seek to roll back protections and recognition of transgender people.

Please know that my thoughts have been with you all as we continue to address the concerns of our community and our nation in the challenging times in which we live, and strive to become the fully inclusive community that we are called to be.

**University Counsel and Provost Searches**

In consultation with Faculty Senate Chair Sara Freeman and others, I will shortly send out invitations to participate on the search advisory committee for our new provost. We will undertake a comprehensive process with many opportunities for feedback throughout, and I look forward to good collaboration and insight from our faculty in particular. More information will be forthcoming in the next few days as we prepare to begin our work with search firm Isaacson, Miller in early November.

Thank you to those who were able to participate in interviews with the finalists for our vice president and university counsel position. Our third finalist will be on campus early next week, and we expect to complete the search and welcome our new colleague to campus in the spring semester.

**Strategic Planning**

I met with members of the Faculty Senate at the Club on Oct. 10 to engage in further conversation about the development and implementation of Puget Sound's new strategic plan. I appreciate the expeditious manner in which faculty are addressing the curricular components of the plan that are so essential to fulfillment of our mission and to student recruitment, retention, and success. I will begin the first of a dozen strategic plan rollout events throughout the country for alumni, parents, and friends of the university on Nov. 29 in Tacoma and Dec. 4 in Seattle.

**Budget and Enrollment**

As an institution that derives 84% of its operating revenues from net tuition, even modest variations in enrollment, student attrition, and student financial aid can have a significant impact on the university's operating budget. As you will recall, in fall 2017 we had an entering first-year class size that was below our target and a larger than expected percentage of them did not return this fall – a situation that will challenge us for the next few years.

## Appendix B – Report from President Isiaah Crawford

This fall we exceeded our headcount targets for new students, although our students continue to require greater amounts of financial aid. Collectively, revenues are anticipated to be shy of target this year by \$700,000 to \$900,000. I was pleased to share with you last week that anticipated savings in some areas of the budget will enable the university to both maintain our long history of achieving a balanced budget and provide a one-time bonus to eligible faculty and staff members, as recommended in last spring's [Budget Task Force report](#).

We are well into our recruitment cycle, with one Discover Puget Sound event down and several more ahead of us as we work our way toward our first early decision deadline on Nov. 15. I appreciate the efforts of our entire campus community to support our enrollment and retention efforts, and for the substantive work that was accomplished over the past year to introduce our new first-year orientation and registration programs. These efforts, along with the new Welcome Center that we anticipate will break ground this winter, are significant strategic investments that will help us attract and retain our students. The new Welcome Center will also provide much needed additional space for campus-wide use.

The Budget Task Force has convened to hear from campus members and prepare its recommendation to me for FY20 by the end of the fall semester. The Budget Task Force is holding an open session for those who would like to learn more about our budgeting process and the financial outlook for next year on Wednesday, Nov. 14, 12:30 – 1:30 p.m., in the Murray Boardroom.

### **University Senate**

Visitors from the University Senate of the United Methodist Church were on campus Oct. 22-23 to conduct their [periodic review](#) of Puget Sound's standing as a church-related and affiliated institution. The affiliation is based on shared history, values, and educational principles, including access to education, academic freedom, social justice, environmental stewardship, interfaith dialogue, and global focus. It does not reflect an endorsement of church doctrine. Thank you to our faculty colleagues in Religious Studies and others who participated in the campus visit.

### **Reception to Welcome Uchenna Baker**

All faculty and staff members are invited to attend a reception to formally welcome Vice President for Student Affairs Uchenna Baker and her family to Puget Sound. Please plan to join us on Thursday, Nov. 8, 4:30 – 5:30 p.m., in Trimble Forum.

### **Institutional and Higher Education Advocacy**

In addition to the advocacy activity shared above, earlier this month I attended the Northwest Conference Presidents Council meeting in Portland, assuming the role of chairperson. I will travel to Washington, D.C., the week after mid-term elections in November to participate in the fall leadership meetings of the National Association for Independent Colleges and Universities (NAICU). I look forward to reporting back to you on NAICU's assessment of the post-election landscape for higher education and other policy issues and matters important to our community and institution.

In conclusion, I would like to recognize again the outstanding work of our colleagues in hosting the Race and Pedagogy National Conference, the LIASE Southeast Asia Symposium, and other research, scholarship, and performance events during these busy months of September and October. I am appreciative, too, of the academic and cocurricular programming that has taken



## Appendix B – Report from President Isiaah Crawford

place in advance of the mid-term elections, and the plans that are underway to host a conversation and reflection period for students during common period on Nov. 7 and 14.

It is an honor to be part of an academic community that so fully embraces its commitment to scholarship that advances equity, opportunity, and inclusion, and prepares our students to fully embrace their responsibilities as leaders for a changing world.

A handwritten signature in blue ink that reads "Isiaah". The signature is written in a cursive, flowing style.

Isiaah Crawford, Ph.D.  
President



October 30, 2018

TO: Faculty Colleagues

FR: Kris Bartanen

RE: Provost's Report to the November 7, 2018 Faculty Meeting

I look forward to working with the ***Leadership for a Changing World Curricular Task Force***. Since Sara Freeman is addressing the topic in her report, I will not repeat that information here.

Retention (encore to my October 24 facultycoms message):

- Another option for students: **Collins Library** provides supportive individual research consultations, with **liaison librarians** or with carefully trained **peer research advisors**, and can be especially helpful for students who may not have had opportunities to conduct research and/or access to libraries in the past.
- Encourage students to the **Reflective Immersive Sophomore Experience (RISE)**, designed to bridge the sophomore to junior year through preparation for, completion of, and reflection upon an internship, volunteer, or work experience (0.25 unit, Spring 2019, 300 seats).

25 Live and the 2019-20 Course Schedule: Implementation of new scheduling software for all campus spaces is an important moment to stop and review how we as a faculty are managing the course schedule. We do not have a classroom space shortage; we have too many requests in a narrow band of mid-day class hours. Our top questions need to be: Can students get the courses they need to complete their degrees in four years? If a preponderance of classes are scheduled TuTh such that students are stacked in classes on those days, can they access faculty office hours? How is the schedule a barrier to the success of students for whom stacking three or four courses on two days may be a true challenge? Are we as student-ready a campus community as we need or would want to be? Thanks for working the Registrar Michael Pastore, Doris Acosta, and Kate Cohn on these issues.

Inclusive Pedagogy: I hope that sharing another narrative, as I did last year, will be helpful in furthering the creation of an appropriately supportive campus environment. This one comes from a student who was brave in speaking up in a meeting about an example of what it continues to be like to be the only student, or one of only a couple students, of color in our classrooms. The central question, and motivating reason for the report, was: How can Puget Sound faculty members develop stronger cultural competence in crafting assignments and managing classroom discussion? Here is the narrative, used with the student's permission.

*The exercise for the day was to discuss Peggy McIntosh's "White Privilege: Unpacking the Invisible Knapsack" (1988). Each student was asked to write down a list of their privileges, then students discussed their lists in small groups of three persons, and then the class created a list on the board in plenary session.*

*The student narrator reported concern that the instructor had seemed not to consider what hearing the lists would feel like for a minoritized student. In the small group, what other students named were all things that were not true to the reporting student's experience. As the big list was created on the board, all of the examples were white privileges, reinforcing the student's feeling of separation. The student walked out of class. Following the instructor's praise of the class for coming up with "a great list," the other student of color in the class also left early.*

*The instructor reached out to the reporting student by email after class, indicating recognition that the reading was emotionally hard and noting a lack of realization that the class activity could negatively impact minoritized students. The instructor expressed sorrow for what had occurred. The reporting student appreciated the outreach and the sentiment, but also expressed hope to see classrooms, readings, and assignments that would recognize and respect multiple perspectives, identities, and experiences. The student told me about the exhaustion that comes from repeatedly having to email professors to try to raise consciousness of unaddressed classroom commentary.*

*The narrative has an encouraging conclusion: At the next class session, the instructor apologized and explained that, upon further thought, the instructor had decided to add a reading and discussion that addressed intersectionality of gender and race as a means of more fully and inclusively approaching the topic of privilege. The reporting student appreciated that follow-up and responsive approach.*

Food for thought: Would you have approached this class exercise differently? How might you approach a situation in which a minoritized student feels visibly uncomfortable or compelled to walk out of class? What would you like to see Puget Sound faculty colleagues do to be prepared to be ever more inclusive teachers?

Dealing with Challenging Student Behavior: While it may seem counterintuitive to include the following content in a report that also contains further reminders of retention efforts and matters of campus environment, it is a reality that among our students are a few who call on us to be cognizant of policies and processes for addressing behavior that is disruptive to class objectives, or harmful to self or to others. The following campus policies and procedures are in place to support faculty, staff, and students:

### **Disruptive Class Behavior**

Disruptive class behavior is behavior which, in the judgment of the instructor, impedes other students' opportunity to learn and that directly and significantly interferes with class objectives.

Should such behavior occur, the instructor is expected to inform the student and the Director of Academic Advising of the behavior deemed to be problematic and to attempt to work out a solution to the problem. If a solution cannot be reached, the instructor will direct the student to leave class and will refer the matter to the Director of Academic Advising. Permission to return to class will be granted only after the student meets with the Director of Academic Advising and signs a contract agreeing to appropriate ameliorative action. If the disruptive behavior continues, the instructor may direct the Office of the Registrar to drop the student from the course. Students wishing to appeal an administrative drop for class disruption may do so by petition to the Academic Standards Committee. In such cases, students will continue to be barred from class until the Committee renders its decision. If a student is dropped from a class for disruptive behavior after the tenth week of class, a WF grade is automatically assigned. (*Academic Handbook*, p. 31).

### **Violence Prevention Policy**

All threats of violence should be taken seriously. Staff members, faculty members, students, or others are required to notify Security Services immediately at extension **3311** or call **911** if they observe the following:

- A life-threatening situation that is in progress (e.g., physical confrontation, active shooter, robbery).
- Acts of violence or threats of violence or other conduct indicating the possibility of imminent violence.

If staff members, faculty members, students or others observe or hear a disturbance, they **should not intervene**. They should immediately notify Security Services at extension **3311** or call **911** to report the incident. Calling either number can facilitate campus and/or police response appropriate to reported circumstances.

### **Emergency Action**

Emergency Action may be taken [by the Dean of Students or designee] in cases where there is evidence that a student's or a student-group's continued presence on the university campus poses a substantial threat to the student or group or to others, or to the stability and regularity of university functions. Under this action, a student may be suspended, or the student's access to university residence facilities or other programs or activities may be restricted, for an interim period pending conduct proceedings. (Emergency Action may include "No Contact" provisions, until a matter can be investigated through appropriate procedures.)

### **Self-Harm and Suicide Prevention**

There is a robust collection of information about suicide prevention and self-harm reporting available at Puget Sound. This includes the Mandated Assessment for Risk of Suicidality and Self Harm ([MARSSH Protocol](#) and the [Self Harm Report](#)). The [Resource Kit](#) page includes very accessible "facts, myths, and resources" information.

**Report to the Faculty**  
**Sara Freeman, Chair of Faculty Senate**  
**October 31, 2018**

Dear Colleagues:

Since our last faculty meeting, Faculty Senate has been busy primarily with structuring the process for a revision of the undergraduate curriculum framework in response to the Strategic Plan, *Leadership for a Changing World, 2018-2028*.

I am going to take the bulk of this report to discuss the “how” of curriculum revision as we are shaping it in conversation with the Provost, but first I will update the few other pieces of business.

- Faculty Senate continues to work on revision of the language related to promotion and tenure based on the feedback from the October 3 faculty meeting. We will not have a draft on November 7, but you will be seeing that revision in February and March, next semester.
- Faculty Senate got a first reading of the revised student conduct code, shared with us by our colleagues in Student Affairs who have been working on the revision for the last two years. We asked questions and provided feedback. The revised Student Integrity Code will be shared with the campus at large as it is finalized.
- Faculty Senate collaborated with the President to elect and appoint seven faculty members to the advisory committee to the Provost Search and collaborated with the VP Finance office to have faculty panels to interview the finalists for the new University Counsel position. Voting participation was very high for this election! 187 faculty members voted, which is a 75% response rate.

Curriculum Revision

Since October 3, three key things have happened. First, the Board of Trustees endorsed the strategic plan at its October meeting. Second, the Faculty Senate hosted an informal and very informative conversation with President Crawford at the University Club on October 10. Third, the Provost shared with the faculty a link so we could read the complete strategic plan as presented to the Board of Trustees.

With those events, and the information they have moved into circulation, added to the discussion in the October 3 meeting and the work of the August 23 curriculum workshop for faculty, I am now hearing regular inquiries from faculty about forming a committee and how to do the work. A word on terminology: undergraduate curriculum framework is the name for the thing “author your future” describes; we don’t have to use the title “author your future” for our framework, but the strategic plan profoundly calls us to focus and (re)structure our undergraduate framework for the next phase of our institutional history. I know the faculty understand higher education to be in a changing space in our country at large, and faculty

understand that our university is at a pivotal point in our own right as regards enrollment, student profile, and how we fulfill our mission.

I perceive that there is there is strong interest among the faculty for proposing models for the undergraduate framework. I apprehend that there is also great anxiety as to how we will complete this curricular work and what the available resources will be.

Faculty Senate and the Provost have created a call for nominations for a Curricular Task Force. The call describes everything we've been able to define about the formation of the committee, the committee's charge, the nature of the work. We've defined quite a lot, including a draft charge, a structure and leadership for work, and compensation for those who serve on the CTF. After Faculty Senate's November 5 meeting, that call will go to the full Faculty and we will have a chance to discuss it on November 7. I can highlight three important things the call addresses here, and then I would like to spend the last bit of this report addressing the timeline for work, and why I think it is worth it to move swiftly. I hope you will read the call in full prior to the November 7 meeting.

1. **The call addresses the scope and interconnectedness of the CTF work**, including plans for the task force to interface with later processes related to revising or expanding our graduate programs and plans for librarians to be on the task force. The charge specifies that the task force address workload structures and resources needed to implement a revised undergraduate framework
2. **There are plans to provide either stipends or course releases (in cases where enrollments numbers allow for some shift) for faculty serving on the CTF.**
3. **The spirit of the charge to the task force comes from the strategic plan**, but Senate expects that the task force will exercise discernment and choice as it shapes an undergraduate framework that is fully ours, which may mean continued (re)definition of the terms used in the strategic plan. The call includes plans for an open call for models of undergraduate frameworks from the faculty at large.

The timeline for revision of the undergraduate framework has three main targets: the faculty meeting on May 1, 2019 (yes, we're going to add that meeting to the schedule), the materials used during the 19-20 admissions and recruitment process, and the course schedule for AY 20-21.

I know the timeline strikes many faculty members as very fast. On the one hand, I sympathize with that affective sense. On the other hand, I know that the strategic plan represents three years of work and there is a lot of evidence that we've been talking around the need for serious curriculum alignment or revision for quite a while. The evidence of those conversation is in the work of Curriculum Committee reviewing the core, the work on our educational goals, and the work of the Committee on the Shared Curriculum, experiential learning work groups and Mellon grants, among other processes. I also know two other things: ripeness is everything, and

## Appendix D – Report from Faculty Senate Chair Sara Freeman

it helps to have an opening night. We have asked for the opportunity to put students, curriculum, and resources for faculty and staff at the center of the institution's planning processes, and now we are being asked to translate that into action. The ripe moment is here. Having an opening night means you mobilize, for real, and go after what you want as actively as possible.

During interviews for the new University Counsel, I was moved to hear Terry Beck (winner of the President's Teaching Award!) remember that when he joined the faculty, his incoming cohort heard President Pierce say that "this University will live and die by the quality of teaching in our classrooms." That seems to be more true than ever — the stakes are high and our pedagogy makes a difference. I think of the work of a shared curriculum as the great work of a university. So we press on.

Sincerely,

Sara

## Appendix E - Report from Vice President for Enrollment Laura Martin-Fedich

### Vice President for Enrollment - Report to the Faculty

Laura Martin-Fedich

November 7, 2018

Dear Faculty Member,

In my inaugural report to the faculty I'd like to share updates on the current work of the departments of admission, admission operations, student financial services, student accounts and retention. All data shared is as of October 30, 2018.

#### **Admission:**

- Travel Season: The Office of Admission is deep in travel season with the recruiters travelling the country visiting high schools, attending college fairs, and holding college counselor breakfasts in our key and emerging markets. This is the foundational work that drives campus visits, and in the weeks to come, applications.
- Fall 2019 Applications and Deadlines:
  - FTIC Deadline for Early Decision and Early Admission is November 1. Currently, our FTIC applications are tracking slightly ahead of last year. Our Transfer applications are down slightly from same time last year. Early Decision and *early completing* Early Action decisions will be released prior to the university's Winter Break in December. Decisions for the rest of our Early Action pool will be released in mid-January. For the second year we are releasing both merit and need based financial aid awards to our admitted students within two weeks of mailing admission decisions.
  - Graduate program applications are up across all programs compared to the same date last year.
- On Campus Events: Our first of two Decision Puget Sound events was held on October 12. Eighty six prospective students attended compared to 76 at last year's event. Our next Decision Puget Sound event will be held November 12 with our annual Music program visit day running concurrently. Reservations are strong with 152 prospective students registered compared to 107 on the same date last year.

#### **Student Financial Services:**

- Financial Aid & Student Accounts
  - Last year the Department of Education "sunsetted" the Perkins Loan program which was a low interest loan program targeted toward high need students. The result for students who had been receiving this loan is a loss of between \$2,500 and \$4,000 per year from their financial package beginning Fall 2018. The only way to replace the Perkins loan is with another loan – either the PLUS (parent loan) or a private loan. Note: High need families typically have a harder time securing PLUS loans and private loans. SFS continues to work with individual students to help them resolve this loss of funding with Student Accounts extending payment plans beyond the norm, finding other sources of income for them such as outside scholarships, etc.
    - How can faculty help? Many students don't realize there are many, many outside scholarships available each year. In fact, at University of Puget Sound this academic year, our student body brought with them 491 outside scholarships totaling \$3 million. If a student mentions to you that they are having a tough time paying their tuition you can encourage them to look for outside scholarships. The best way to do this is through a Google search. Many



outside scholarships are quite specific. For example, a Google search for scholarships to study poetry resulted in five [scholarships](#).

- Early FAFSA and Prior Prior Year have changed the rules and timeline for applying for financial aid and college students have been very confused by these changes. At Puget Sound we've experienced fewer returning students applying for aid, we believe, as a result of the confusion. As a proactive step, SFS has implemented a communication plan directed at our current students to remind them of the new calendar.
  - How can faculty help? Remind the students you meet with that the FAFSA can be filed beginning October 1 and encourage them to do this with their parents/guardians while they're on Winter Break. If they have any questions, please encourage them to stop by the SFS office on the garden level of Jones Hall.

**Retention:**

- As President Crawford reported at October's faculty meeting, first year to second year retention is down this year compared to our historic averages (81% for class entering fall 2017 compared to historic average of 86%).
- A thorough analysis is being conducted to determine why the class entering 2017 did not retain well. We expect to complete this analysis within the next two weeks and I will provide a full report in my next report to the faculty.

***Did you know?***

According to the Pew Research Center (Source: Survey conducted Jan 3 – 10, 2018. "Social Media Use in 2018.") the most popular social media platforms for young adults ages 18-24 are:

1. YouTube – 94%
2. Facebook – 80%
3. Snapchat – 78%
4. Instagram – 71%
5. Twitter – 45%

Note: %=Percent who report using this platform

I am unable to attend the November faculty meeting due to travel for the university. However, I welcome questions, if you have them, via email.

Warm Regards,  
Laura

**Liberal Studies Major  
UPS-FEPPS BA**

- Students in the UPS-FEPPS BA program will complete ALL UPS graduation and core requirements
- University of Puget Sound admits a BA cohort of 10 to 12 students in prison, every 2-3 years. Time to degree is 3 years to complete 17 courses (2 to 3 courses per semester).

**Requirements for the Liberal Studies Major**

- Liberal Arts & the Construction of Knowledge (1)
- Two courses in the Social Sciences (2)
- Two courses in the Humanities (2)
- Two courses in the Natural Sciences or Mathematics (2)
- Two courses in ONE of the above areas (2)
- Bridge Course (0.5 units)
- Capstone Course (1 unit)

The Liberal Studies major will use a “scaffold” to create cohesiveness, intellectual coherence, and structure. The “scaffold” will consist of an introductory Liberal Arts and the Construction of Knowledge class (which will introduce students to the methodology and theme areas of the major and allow students to explore how different academic disciplines engage those themes), a Bridge class where students will create a contract defining a theme for their major that connects across classes and identifying which courses fit into their emphasis), and a Capstone class (where students will conduct a major research project rooted in their chosen themes).

**Cost of the UPS-FEPPS BA**

- FEPPS will fundraise to cover the bulk of the expenses (\$100,000 per year) for this program including teacher salaries, textbooks and materials, and admissions fees, in-prison staffing, advising, and research support. FEPPS has successfully raised over \$2 million in private grants and donations.
- UPS will provide administrative program support costing approximately \$50,000 per year.

Covered by FEPPS fundraising			Covered by UPS		
Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
\$101,600	\$104,648	\$96,257	\$	\$39,525	\$53,124

## Liberal Studies Major UPS-FEPPS BA

### Benefits

#### ► **Advances Puget Sound's mission and strategic goals**

The UPS-FEPPS BA program aligns with Puget Sound's mission and core values that focus on the transformative potential of education and providing an education that "seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives."

The BA program furthers Puget Sound's strategic goals around inclusion and access, diversity, enhancing connections with the community, and creating high impact engagement.

#### ► **Provides benefits for Puget Sound residential students and faculty.**

Puget Sound undergraduates have already discovered the benefit of a partnership with FEPPs and work around higher education inside prison. Students have identified work with the higher education inside WCCW as one of the most formative components of their education. Relating their experiences and the transformative power of their interaction with the program in fellowship proposals and interviews sets them apart from their peers coming from other institutions.

Faculty have reported deep pedagogical development that enhances their teaching at Puget Sound through rethinking their approach in a new setting.

#### ► **Enhances university visibility and reputation**

We are brought into alliance with other liberal arts institutions such as Bard and Wesleyan and with national policy actors working on prison reform.

Higher education prison programs draw media attention nationally and locally.

Numerous foundations want to support higher education inside of prisons such as Mellon and Lumia.

### **Call for Nominations for Strategic Planning Task Force**

The Faculty Senate is seeking nominations for faculty to form a Curriculum Task Force (CTF) to carry out the revision of the undergraduate program framework in response to the Strategic Plan.

This task force will simultaneously 1) establish any related changes for faculty workload and 2) establish a structure to equalize teaching days in the semesters. These tasks acknowledge that revising the undergraduate framework both requires and allows for reworking and reimagining teaching loads, the nature of course credit, and the shape of the academic calendar.

Later in its timeline, the task force will be in dialogue with the relevant bodies working on evaluation of expansions and additions to graduate programs, but graduate revision will have a different, and slower, timeline as it moves through shared governance, and work on that will not launch as quickly.

Below is a more specific outline of how this work will proceed:

- the formation of the committee
- the committee's charge
- the nature of the work

### **Formation of the Committee and Support for its Work**

The Strategic Plan Curriculum Task Force will consist of 14 voting members:

- Nine faculty members
- The Provost and Chair of Faculty Senate
- One librarian
- Two student representatives

The Task Force will be chaired by one of its faculty members, elected by the Task Force. The Provost and Faculty Senate Chair, as representatives of the shared governance bodies responsible for the undergraduate framework, will facilitate administrative resources. The Task Force will be supported by members of the Associate Dean's Office, Admissions, and the Office of Institutional Research. The library representative will be part of the work from the start; the students will join after the initial retreat for the faculty and librarians (described below).

The process for selecting membership of the CTF will involve both election and appointments. Nominations (including self-nominations) for the task force will run from Nov. 8-12. We hope to receive the widest range of nominations possible.

After November 12, there will be an election in which faculty vote for their top 9 candidates. The top 3 vote getters will be on the committee. The Faculty Senate will then review the list of nominations and the distribution of votes, and appoint another six members, assuring that we have faculty members who are:

- of assistant, associate, and full rank

## Appendix G – Nominations for Curriculum Task Force

- of non-tenure and continuing instructor lines
- of a range of personal identities
- from the full range of disciplines, and representing the teaching areas of languages, mathematics, social sciences, arts, natural sciences, and humanities, and the KNOW requirement.
- representing graduate and undergraduate programs

Many committee members may fit in more than one of the categories.

The Task Force will convene once in December to elect a chair and set its January schedule.

In recognition of the scope and importance of this work, faculty who serve on the CTF will receive one of the two following types of compensation, and if Senate can release the member from their standing committee assignment, we will do that as well:

### Incentives

- \$1500 faculty development stipends (a discretionary fund for each person electing this option, with an end-date sufficient for them to use over the upcoming couple of years; this makes the full amount available, as opposed to putting a stipend in payroll and a big chunk disappearing into taxes and benefits); or
- If an internal shift of teaching assignment can be made, due to low enrollment courses, a task force member could have a course release.

### **The Committee Charge**

Draft:

To bring to the faculty for endorsement, no later than the May 1, 2019 Faculty Meeting, a framework for the Puget Sound undergraduate curriculum that aligns with the goals, objectives, and anticipated outcomes of the *Leadership for a Changing World* Strategic Plan.

The expectation for the proposal is that it be clear and sufficiently developed, such that (a) the framework can be incorporated into Admission communications beginning in September 2019 for the Class of 2024; (b) curricular rubrics and course proposals can move to the Curriculum Committee in Fall 2019 for inclusion in the 2020-21 course schedule (as the Class of 2024 enters in Fall 2020); (c) feasibility and workability components (faculty load and financial resource needs) are outlined in the proposal, including a plan equalizing the teaching days in each semester; (d) the proposal can include potential undergraduate-graduate linkages with existing graduate programs (in preparation for subsequent shared governance, in future years, of expansion and development of graduate programs); and (e) the proposal endorsed by the faculty can be considered for endorsement by the Board at its May 2019 meeting.

*Some helpful points about this charge:*

- The framework that is endorsed in May and in admissions communications in AY 19-20 does not have to be ready to teach until Fall 2020 at the earliest, and parts that may apply to students at later stages in their careers can come online in a staggered timeline.

## Appendix G – Nominations for Curriculum Task Force

- The work on rubrics and course proposals that takes place in 19-20 will focus on what needs to be ready for AY 20-21; subsequent work will resolve the rest of the phases

### **The Nature of the Work:**

The CTF is going to work intensely on a comparatively fast timeline. This is because the strategic plan already represents three years of cumulative work on campus, and because there are many documents from the last five years representing faculty self-study and reflection on parts of our curriculum. It is now time to synthesize and act. Additionally, there is a great deal to be gained from making a plan and implementing it within the next two years as relates to the overall situation of higher education in the country and the particular rhythms of our institutional history and position.

The task force will open a submissions portal to receive proposals from the faculty at large about new/revised models for the undergraduate curriculum framework. The task force will use those models in combination with ones they may create or distill to bring viable and inspiring proposals to the faculty, and subsequently the Cabinet and Board of Trustees. The task force will build on the call of the strategic plan, but is also free to shift and redefine some of the specific terms used in the strategic plan as it creates models that are authentic expressions of our campus, our pedagogical values, and what we know about our students and reasonably anticipate about our students to come.

The Task Force will launch with five dedicated days of work (dates to be determined) in January 2019. It will meet regularly during spring semester 2019. Faculty on the task force must be willing to meet during the common period (12-1:30pm) on every Wednesday where a full faculty meeting is not scheduled. The task force will be bringing regular updates to the Senate and testing its ideas in full faculty meeting.

How the Task Force guides and continues curriculum work through summer 2019 and in AY 19-20 will be determined after the May Board of Trustees meeting. It may be that the curriculum revision process will then move into the hands of the standing committees, each doing their respective part. It may be that the Task Force would continue to help manage curriculum revision work through its implementation. If the task force continues into AY 2019-2020 it will be the service assignment for its members that year.