

Minutes of the October 2, 2019 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

Chair Freeman called the meeting to order at 12:02 p.m., at which time there were 102 voting members present.

II. Announcements

One member announced that a survey of our first-years and sophomores is currently in the field and will close on Friday, October 11th. This member asked faculty to encourage students to complete the survey (it requires a five- to ten-minute time commitment), and mentioned that it was geared to issues of retention. Another member reminded the assembly that the Pierce Lecture will be delivered by the Hon. Jed S. Rakoff this evening in Schneebeck Hall.

III. Approval of the September 18, 2019 minutes

The minutes of the September 18, 2019 faculty meeting were approved as circulated.

IV. Questions regarding reports from the President, Provost, Faculty Senate Chair, and Dean of Students

The reports are included in Appendices B, C, D, and E of these minutes.

There were no questions regarding the reports.

V. Presentation from Provost Laura Behling on graduate programs: update, recap, process, potential

The slides of this presentation are included in Appendix F of these minutes.

Provost Behling offered some background to graduate programs at the university, from its beginnings to the present day, noting that in the last couple of decades, the institution had turned its focus to a residential undergraduate liberal arts education.

She offered two initial acknowledgements: First, that even though graduate programs are not new to the university, the conversation has changed, and, for some, initiatives to develop and integrate new graduate programs (slide two) might make it seem as if we are heading in a different direction. However, the landscape of Higher Education has changed considerably in recent years, including in relation to how we compete for students. There is a need to be increasingly strategic and adaptive. Provost Behling reminded the assembly of Goal #5 of the strategic plan (slide three), which is “to pursue entrepreneurial and other opportunities to fully

leverage and expand our assets.” Second, Provost Behling acknowledged that our current graduate programs in Occupational Therapy, Physical Therapy, and the School of Education are strong, as well as important and distinctive for this university (slide four). This is the message that will be communicated to the Board of Trustees in ten days’ time. Provost Behling mentioned further accreditation for O.T. and M.Ed., and that O.T. is soon applying to offer a Doctor of Occupational Therapy (O.T.D.).

Provost Behling reported on the recommendations of Hanover Research (slide five), a Higher Education consulting group that explored current and new programs in relation to market analyses of demand, competition, and attractiveness, all in the context of the university’s mission and existing strengths. Hanover Research identified three key programs (slide six) recommended for development: Health Care Administration, Sport & Fitness Administration, and a Master of Public Health. A faculty working group was assigned to each one of these program ideas to explore fit, demand, and suitability; in doing so, these groups considered issues such as the connections with, and strengths of, existing graduate programs; social justice and community engagement; alignment with the strategic plan; the prospect and logistical pedagogical needs of adult learners; a degree focused on outdoor recreation rather than (or in modification of) sport and fitness; the need to develop fieldwork sites; and concerns related to staffing and resources that will need to be worked through.

Given the interest and alignment with our mission and key initiatives, and in consultation with Associate Dean Kukreja and the faculty working groups, Provost Behling recommended to the President that the university add a Master in Public Health (M.P.H.) to its graduate program offerings. She invited faculty to develop and send to the Curriculum Committee a proposal for an M.P.H., taking into account such modeling variables and processes as outlined in slides eight and nine.

Provost Behling offered two final acknowledgements, a) that the faculty are busy re-envisioning the core curriculum, that she was aware and respectful of the energy being put into this important work, and that we all need to be respectful of the expertise and time of our colleagues; and b) that the curriculum—at both the undergraduate and graduate levels—requires faculty leadership and affirmation. She stated a commitment to supporting the faculty who are working to realize these curricular ambitions, and closed by noting that the potential for development is not limited to an M.P.H. or to graduate programs, generally. She expressed an openness to hearing about other ideas for new programs.

The floor was opened to questions.

In response to a question about timing, President Crawford clarified that the goal would be to offer an M.P.H. program in Fall 2021. A potential timeline would be the Board of Trustees’ approval of a proposal in Spring 2020, allowing a full year to develop and market the program.

One member asked whether the Hanover analysis looked at the success of an M.P.H. program at small colleges. Provost Behling replied that Hanover did look regionally and also at particular kinds of institutions, and concluded that this program would make us distinctive amongst our cohort of regional liberal arts colleges. Another member urged that any new graduate program

should be integral to the broader processes and activities of the university rather than being ancillary. Provost Behling agreed, noting that there are models in place with respect to our current graduate programs, particularly in ways that capture the interests of our undergraduates. Associate Dean Kukreja added that it would be helpful to get feedback from faculty about how they might collaborate with this or any other potential new program. Members who were part of existing graduate programs shared their positive experiences of collaborating with undergraduate programs.

A few members expressed concerns about how new programs would be staffed, and wanted clarification on whether it would make use of current faculty or involve the hiring of new faculty (or both). Provost Behling said this was a key question, adding that it was too soon to tell at this point, but that the faculty working group for the M.P.H. initiative is still figuring out the areas in which we may not have existing expertise to successfully fulfill this program. President Crawford reiterated his commitment—in accord with the strategic plan—to make resources available to realize the goal of offering one or two new integrated graduate programs in the near future, and that includes the thoughtful investment in an M.P.H., a program that will enable us to be distinctive and meet our community engagement and social justice goals. He said that availability of resources in this regard is not a zero-sum game in thinking about the impact of any new program on existing programs.

One member asked about the scope of the M.P.H. in terms of international recruitment and engaging issues of global significance, such as climate change. Provost Behling answered that these were fruitful avenues to explore for the faculty working group assigned to the proposal, and, in responding to a question on next steps, invited other faculty to contact Associate Dean Kukreja if they were interested in joining the group.

VI. Presentation from the Library, Media, and Information Systems Committee on best practices for sensitive documents

Two documents relevant to this item were sent out with the agenda on September 25, 2019. They are: “Best Practices for Managing Sensitive Documents” (included in [Appendix G](#) of these minutes) and “Recommended Document Storage Guidelines” ([Appendix H](#)).

LMIS was represented by Adam Smith, who took the floor to present some information about the documents. The presentation slide is included in [Appendix I](#) of these minutes. Smith offered some background on the creation of the documents and their relevance. He noted that that these are not mandatory guidelines, but rather a chance to look carefully at our own practices, particularly since many of the documents we create are sensitive. One member mentioned receiving emails recently with confidentiality statements at the bottom of the message and wondered whether there was a move to adopt this as a policy. Smith responded that he was not aware of such a process or policy, while President Crawford added that he uses such a banner at the bottom of all his outgoing emails in case they get redirected elsewhere.

With regard to writing letters of recommendation for advisees who graduated several years ago, one member asked why the faculty cannot access old transcripts. Associate Dean Christoph said that Technology Services is working to add such information on PeopleSoft in the way it used to

be on Cascade, and the Director of Academic Advising, Landon Wade, mentioned that, in the meantime, faculty can always ask his office for this data.

VII. Updates from the CTF and discussion of Sounding Time and the calendar

Kessel took the floor to offer some updates on recent work done by the Curriculum Task Force (CTF). She mentioned the survey that went out recently, and that the CTF hopes to make its results available to the faculty at least a week prior to the next faculty meeting. The CTF was working to figure out other ways to develop broad student input as we work through the five models. In addition to the core revision, the CTF have related charges regarding the question of equalizing the semesters, and that they are also bound to consider issues of faculty workload before any revision occurs. Kessel reminded the faculty that there will be no movement from CTF on any model until they receive clear direction from the faculty.

Sackman took the floor to offer a presentation on Sounding Time, the slides for which are included in [Appendix J](#) of these minutes. Sounding Time, if adopted, would offer a placeholder in the calendar when the regular and routine things we do are held at bay so that we can come together as a campus, do collaborative work, and showcase the work of our students. Slides two and three indicated several ideas and models to consider. Sackman closed the presentation by inviting feedback in the meeting, on distributed notecards, or via email (slide four).

Several members spoke in favor of Sounding Time, with some citing positive models of similar collective pauses or gatherings in the semester. Three members mentioned the Race & Pedagogy National Conference as one such model, a guiding principle of which was the idea of the conference as classroom. Two of these members mentioned a recommendation for another, similar event to occur on a smaller scale for our campus, one that would occur in between the years of the national conference. Other members brought up the models of summer research symposia and the annual PossePlus Retreat, while one member shared that many small colleges have suspended days for presenting research. Another member suggested that each Sounding Time period might be centered around a question from a national conversation, and that in addition to student presentations, we should use the time to think alongside our students about ideas and visions for the future. In taking note of these affirmative responses, Sackman said these ideas would indicate our seriousness in supporting our students and their public engagement, as well as put in practice the idea of everybody as an agent in steering that future.

Several members expressed reservations about the idea. One member suggested that in our current Reading Period there is a negative model for such collective pauses; this member also asked what students will do during Sounding Time if they are not presenting. Another member asked the CTF to consider that in adding more graduate programs—with the attendant possibility of night classes—there may not be people available during the day for such activities. One member said that Sounding Time would create the danger of offering a time to escape from the campus, or use that time to catch up on other work, and two others mentioned that this would seem to create more fatigue, having to organize and attend presentations. ASUPS President Knowles mentioned that students would be interested in the idea, though mentioned that not all students would want to take part, and expressed concern that it should not burden students, as

well as faculty and staff. Sackman took note of these concerns about escape and fatigue, but added that Sounding Time could also be renewing and generative.

One member mentioned that Occupational Therapy was in conversation about a similar idea as a way to enhance their curriculum. This member said that one key aspect of the conversation was that such a gathering should be conceived as a way to serve our community.

Two members of the CTF asked the faculty to disentangle the Sounding Time conversation from the question about the calendar, and therefore it should not be assumed that the two days suggested for Sounding Time must be used to equalize the calendar: it may or may not.

One member asked how this Sounding Time conversation fits with our curriculum revision. Sackman responded that some of the proposed models have versions or qualities of Sounding Time built in to them, such as cohort building, senior student presentations, and deliberate conversations around a key topic, such as climate change, for example. Chair Freeman also mentioned that if the faculty agrees to pursue a period like Sounding Time, we can then make the necessary adjustments to whatever curricular model we choose to adopt. She also mentioned that the difference between Reading Period and the proposed Sounding Time is that the former has no programming, whereas the latter is purposefully programmed in ways to advance the curriculum. Another CTF member added that Sounding Time would have to go through the Curriculum Committee if it was something the faculty wished to add to the semester.

VIII. Other business

Chair Freeman announced that there will be an additional faculty meeting this semester, occurring after the November 6th meeting. The date of this additional meeting has yet to be confirmed.

There was no other business.

IX. Adjournment

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

Appendix A - Attendance

October 2, 2019 Faculty Meeting

Attending

Pedro Ashford
Greta Austin
Gareth Barkin
Terence Beck
Laura Behling
Francoise Belot
Michael Benveniste
Nancy Bristow
Gwynne Brown
Dan Burgard
David Chiu
Julie Nelson Christoph
Lynnette Claire
Kirsten Coffman
Johanna Crane
Isiaah Crawford
Monica DeHart
Alyce DeMarais
Rachel DeMotts
Regina Duthely
Tanya Erzen
Lisa Ferrari
Amy Fisher
Kena Fox-Dobbs
Sara Freeman
Andrew Gomez
Dexter Gordon
Jeffrey Grinstead
William Haltom
John Hanson
Peter Hodum
Suzanne Holland
Renee Houston
Jairo Hoyos Galvas
Robert Hutchinson
Tina Huynh
Darcy Irvin
Martin Jackson

Robin Jacobson
Greg Johnson
Kristin Johnson
Priti Joshi
Tatiana Kaminsky
Diane Kelley
Chris Kendall
Alisa Kessel
Samuel Kigar
Jung Kim
Nick Kontogeorgopoulos
Alan Krause
Laura Krughoff
Sunil Kukreja
Josefa Lago Grana
Julia Looper
Pierre Ly
Angel Maldonado
Janet Marcavage
Jeff Matthews
Gary McCall
Jill McCourt
Danny McMillian
Garrett Milam
Sarah Moore
Wendell Nakamura
Steven Neshyba
Ameera Nimjee
Eric Orlin
Jennifer Pitonyak
Jacob Price
Elise Richman
Holly Roberts
Brett Rogers
Amy Ryken
Douglas Sackman
Leslie Saucedo
Natalie Scenters-Zapico

Eric Scharrer
Adam Smith
Jessica Smith
David Sousa
Karin Steere
Jonathan Stockdale
Yvonne Swinth
Justin Tiehen
Emily Tollefson
George Tomlin
Ariela Tubert
Jennifer Utrata
Harry Velez-Quinones
Kurt Walls
Renee Watling
Seth Weinberger
Stacey Weiss
Carolyn Weisz
John Wesley
Heather White
Nila Wiese
Kirsten Wilbur
Ann Wilson
Peter Wimberger
Bianca Wolf
Carrie Woods
Wind Woods
Sheryl Zylstra

Guests

Uchenna Baker
Eli Gandour-Rood
Mushawn Knowles
Kaity Peake
Ellen Peters
Landon Wade



President's Report to the Faculty
September 24, 2019

Dear Faculty Colleagues,

I look forward to a very busy month of October, which kicks off with Homecoming and Family Weekend, the Southeast Asia Symposium, and meetings of our Alumni Council and Parents Council, as well as the board of trustees meetings on October 10 and 11. During the board meetings I will update trustees on key strategic initiatives and issues, including the excellent work taking place related to curriculum development and an overview on where we are on enrollment. In particular, our challenges and opportunities related to student retention are much on my mind.

As I shared with you during our Faculty and Staff Welcome gathering a few weeks ago, we have experienced a noted decline in our retention of students over the past two years. We have seen an eight percent decrease in our returning students from fall 2017. Historically, we have retained our first-year to sophomore year students at an 86-87% level; the past two years have seen this decline to 81%.

We must reverse this downward trend. Our colleagues in academic affairs and student affairs are hard at work to develop and implement integrated and systematic programming for new and continuing students to promote their sense of belonging, academic achievement and persistence to graduation. We all have an important role to play to foster the success of our students, and I appeal to you to keep concerns regarding retention in mind as you continue your good work in and outside the classroom. I look forward to working with you to do everything that we can to ensure that all of our students have the opportunity to thrive, realize their academic and personal goals, and complete their studies at Puget Sound.

A few other updates of note:

Vice President for Enrollment Search. We are in the process of finalizing selection of a search consultancy and information will be available shortly regarding the formation of a search committee that will include faculty representation. More information will be available prior to the next faculty meeting.

Murdoch Charitable Foundation Conference. Puget Sound is among institutions invited to participate in a conference in Vancouver, Wash., at the end of this week on "Leading Through Change," which brings together teams of faculty, administrators, and trustees from peer institutions to navigate trends affecting higher education. Faculty Senate Chair Sara Freeman will join me along with Provost Laura Behling, Executive Vice President Sherry Mondou, trustee emeritus Randy Foster '74 and current trustee Bruce Titcomb '80, P'13.

Appendix B – Report from President Isiaah Crawford

Faculty Tenure Process Recognition. As we sort through a large amount of raw data received from last spring’s Great Colleges to Work For Survey, I was pleased to see that Puget Sound has been recognized in the category of “Tenure Clarity and Process.” This acknowledgement is a tribute to the academic leadership of the college, the thoughtful work and collegueship of our faculty and commitment to the advancement of teacher-scholars, which is at the center of our academic enterprise. More information from the survey will be available in the coming weeks.

Pierce Lecture. I hope to see many of you at one of our premiere lecture series, named for President Emerita Susan Resneck Pierce. We will welcome to campus U.S. District Judge Jed Rakoff, who will address issues with our nation’s criminal justice system on Wednesday, Oct. 2 at 7:30 p.m. in Schneebeck Concert Hall.

Advocacy and Travel

On Tuesday, Sept. 24, I will visit with major donors at the annual President’s Leadership Society reception, held this year at Benaroya Hall in Seattle. I will also be on the road in a number of other capacities, including joining with a small number of other college presidents convened by the Council of Independent Colleges to meet with journalists from *The New York Times*. During this trip to the Big Apple, Provost Behling will join me for meetings with the Luce and Mellon foundations. Also on the docket, attending to our representation in the community through service on the boards of the Seattle Symphony, Tacoma Art Museum, Independent Colleges of Washington and Providence St. Joseph Health.

I look forward to our time together at the faculty meeting, and wish you all the best for an engaging and productive fall semester.

Sincerely,

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

Isiaah Crawford, Ph.D.
President

Appendix C - Report from Provost Laura Behling



September 25, 2019

TO: Faculty Colleagues

FR: Laura Behling

RE: Provost's Report for the October 2, 2019 Faculty Meeting

Graduate Programs: Update, Recap, Process, Potential: In 2018-19, the University explored several new possibilities for academic programs at the graduate level. An external consulting firm, The Hanover Group, provided market analysis, and faculty working groups on campus explored the preliminary opportunities and challenges (including staffing, resources, and accreditation) each possible new area presented. At the October 2, 2019 Faculty Meeting, I'll provide an update on our current graduate programs, recap the explorations of the past year, and provide an overview of the process for and potential in graduate programs.

Course Scheduling

- Thank you to those faculty who have offered to teach and SSI2 for Spring 2020—we are, however, still in need of four SSI2's and appreciate your willingness to support these crucial classes.
- Summer Term 2020: our goal is to have a complete schedule in place before the November pre-registration period for Spring 2020 to allow students to consult the Summer Term schedules as they plan their schedules looking forward. Please send proposed summer offerings for your department or program by completing the Summer Term 2020 Google form by Tuesday October 15th, 2019.

Center for Speech and Effective Advocacy will be ready to welcome students for appointments with trained student speech consultants beginning Monday, October 14. Student speech consultants are available to help with brainstorming presentation topics, develop the structure and support of informative and persuasive speeches, and rehearse the delivery of speeches. Susan Owen and Kris Bartanen are also available to work with students, as well as with faculty who are developing oral communication assignments, and to present short workshops on oral communication in class. For further details, please visit the webpage for the center. Follow-up communications will be shared with the faculty regarding the center's schedule with details about how students can schedule appointments as well. Inquiries may be sent to speechcenter@pugetsound.edu.

Updates and Upcoming Events

- The Library welcomes Angela Weaver as the Fine and Performing Arts Librarian.

Appendix C - Report from Provost Laura Behling

- 6th Annual Southeast Asia Symposium, October 4-5th, which will be held in conjunction with Family and Homecoming Weekend and focus on the environmental future of Southeast Asia. Most events take place in Murray Boardroom (with the exception of the batik workshop in Kittredge, and the keynote and reception, which will be in Rasmussen Rotunda); event include:

Keynote Presentation: "The Political Future of Haze and Peatlands in Southeast Asia" – Helena Varkkey, University of Malaya in Kuala Lumpur, Malaysia.

Keynote reception, for everyone attending the talk, featuring a Southeast Asian street food banquet and musical performances by members of Chaopraya Ensemble and the Thai Cultural Society.

A full schedule with times and locations, as well as more detailed information can be found [on the LIASE website](#).

Kudos

- Congratulations to students and their faculty mentors who presented their research, scholarship, or creative work during the September symposia. A complete list of students, their project titles, and their mentors, is available at the end of this report. Thanks especially to the faculty mentors who thoughtfully guided and challenged these students to deepen their intellectual and creative engagement.
- The Washington State Library has selected Collins Memorial Library's grant application for a 2019 Washington Digital Heritage award. This is the first year that the State has offered this opportunity to academic libraries and our project focuses on scanning and making accessible selected papers from the [Abby Williams Hill archive](#). This continues our effort to make resources available to the broader community and to support discovery of materials related to Washington and our community. The \$8,000 award will offer students the chance to be involved in the project and learn valuable skills, in keeping with our commitment to high impact practices and the documenting the legacy of our region.
- Puget Sound Yearbooks Digitized! Thanks to Librarian Hilary Robbeloth, the library is pleased to share that the yearbooks are now available online through [Sound Ideas](#). This is a major accomplishment. The Library will be showcasing this project at a pop-up exhibit on October 4th.

STUDENT RESEARCH, SCHOLARSHIP, AND CREATIVE WORK SYMPOSIA PARTICIPANTS

September 2019

University Of Puget Sound

Presenter/Major	Poster Title	Mentor/Department
Tyler Araquistain <i>Psychology</i>	Measuring Structural Differences of Low and High-Risk Twins with Depressive or Bipolar Disorder	Julian Macoveanu, DIS Copenhagen, Denmark
Daniel Balderrama <i>Biology</i>	Phytochrome F Plays a Role in the Red/Far-Red Reversibility of Hypocotyl Elongation in Tomato Seedlings	Andreas Madlung, Biology
Anna Barcus <i>Politics & Government</i>	Washington's Affordable Housing Property-Tax Levies: Lessons from the Campaigns	Alisa Kessel Politics & Government
Alexander Barnes <i>Geology</i>	The role of atmospheric nitrogen fixation by log mat biofilm in the Spirit Lake ecosystem, Mount St. Helens, WA	Kena Fox-Dobbs, Geology
Maggie Berrens <i>Chemistry; Math</i>	A Localized Growth and Ablation Model for Faceted Ice	Steven Neshyba, Chemistry
Emily Bessen <i>Biology</i>	The search for antimicrobial genes within the <i>Sceloporus virgatus</i> cloaca microbial metagenome	Stacey Weiss and Mark Martin, Biology
Joe Brennan <i>Chemistry</i>	Investigation of the adsorption behavior of desferrioxamine-B with the hematite/water interface using nonlinear spectroscopy	Amanda Mifflin, Chemistry
Chl�e Brew <i>Art History</i>	Craftsmanship at Its Finest: Arts & Crafts Movement in Modern Day Tacoma	Jane Carlin Library
Will Brooks <i>Biology</i>	Song Recognition and Hybridization in a New Secondary Contact Zone of White-crowned Sparrows (<i>Zonotrichia leucophrys</i>)	Peter Wimberger, Biology
Siena Brown <i>English</i>	Reading a Familiar Face: Exploring LGBTQ+ and Multicultural Representation in Young Adult Fiction	Laura Krughoff, English
Kelsy Bryson <i>Physics</i>	Effect of Seed Density on Dispersal of Seeds from Wet Splash Cup Plants	Rachel Pepper, Physics
Erin Budrow <i>History</i>	Hail Hydra: Marvel's Captain America and White Nationalism in the United States	Andrew Gomez, History
Kelli Callahan <i>Biology</i>	The Effect of Bisphenol F on Protein Expression of β -Catenin in Ovarian Tissue of <i>Danio rerio</i>	Alyce DeMarais, Biology
Genevieve Casky <i>History</i>	The University of Puget Sound as Humanist: The History of the Humanities at UPS	Katherine Smith, History
Lia Chin-Purcell <i>Computer Science</i>	Investigating Accuracy Disparities for Gender Classification Using Convolutional Neural Networks	America Chambers, Math/Computer Science
Lauren Clarke <i>Psychology</i>	Developing Techniques to Observe the Effects of Bisphenol AF on Guppy Embryo Development	Alyce DeMarais, Biology
James Conley <i>Philosophy</i>	The Philosophies of Love in Kierkegaard's Early Aesthetic Works	William Beardsley, Philosophy
Louisa Cryan <i>Geology</i>	Petrology of the Earliest Cascade Volcanic Units in Washington: The Northcraft, Tukwila, and Rattlesnake Mountain Formations and	Jeff Tepper, Geology

Appendix C - Report from Provost Laura Behling

	Implications for the Evolution of the Cascade Arc	
Jesus Deloya Garcia <i>Physics</i>	Measuring the Change in Feeding Flow of <i>Vorticella</i> at Different Body Orientation	Rachel Pepper, Physics; Computational Imaging Lab, UC Berkeley
Noah Dillon <i>Biology</i>	The effects of temperature on maternal investment of ovary tissue in the fish species <i>Danio rerio</i>	Alyce DeMarais, Biology
Grace Eberhardt <i>African-American Studies; Biology</i>	The Slater Museum: The History and Ethics of a Name	Kristin Johnson, STS, and Hajung Lee, Religious Studies
Grace Elliott <i>Biology</i>	Investigating Antimicrobial Properties of <i>Sceloporus virgatus</i> Eggs Using Scanning Electron Microscopy	Stacey Weiss, Biology
Joe Ewers <i>Biochemistry</i>	Extraction and Purification of Bovine Aquaporin-0	Megan Gessel, Chemistry
Jess Fairbanks <i>Biology</i>	Effects of Bisphenol-S and Estrogen on p53 Expression in Ovarian Tissue of Zebrafish (<i>Danio rerio</i>)	Alyce DeMarais, Biology
Amanda Foster <i>Geology</i>	The Influence of Reintroduced Beavers on Sediment Processes in Post-wildfire Headwater Streams, Methow River, WA	Kena Fox-Dobbs, Geology; Peter Wimberger, Biology
Sam Furmanski <i>Geology</i>	Magnetic Exploration of the Crescent Formation, Washington: The search for a hidden fault near Dusk Point	Mike Valentine and Ken Clark, Geology
Katherine Gladhart-Hayes <i>Science, Technology, and Society</i>	The Half Life of Environmental Racism: The Historical Context and Bioethical Implications of Nuclear Waste on Indigenous Lands	Kirstin Johnson, Science, Technology, and Society
Emily Grahn <i>Biology</i>	Role of Motility in Predatory Behavior with <i>Ensifer adhaerens</i>	Mark Martin, Biology
Katie Grainger <i>Biochemistry</i>	Method Development for Non-Isotopic Quantification of Single- and Double-Stranded DNA	Stacia Rink, Chemistry
Kyle Grate <i>Biology</i>	Interaction between F-BOX STRESS INDUCED 1 Protein and the Anaphase Promoting Complex Subunit 8	Bryan Thines, Biology
Katie Gray <i>Chemistry</i>	Wastewater Analysis of Opioids and Illicit Substances	Dan Burgard, Chemistry
Sean Grealish <i>Biology</i>	Using Dendrochronology to Create a Timescale of Succession on Nurse Logs in the Hoh Temperate Rainforest	Carrie Woods, Biology
SaraJane Griffiths <i>Computer Science</i>	Finding Predictors of Success in Novice Programmers' Testing and Editing Behaviors	Brad Richards, Math/Computer Science
Kylie Gurewitz	<i>Mindful of a Profit</i>	Greta Austin

Appendix C - Report from Provost Laura Behling

<i>Religious Studies</i>		Religion and GQS
Alex Guzman <i>Chemistry</i>	Chemoselective Macrocyclization of Tyrosine and Tryptophan Containing Peptides	Andrew G. Roberts, University of Utah
Kaela Hamilton <i>Biology</i>	Structural and spatial characteristics of <i>Acer macrophyllum</i> influence epiphyte communities in the Hoh temperate rainforest	Carrie Woods, Biology
Katie Hetterly <i>Biology</i>	Effects of constant light production on the fitness of <i>Photobacterium leiognathi</i>	Mark Martin, Biology
Helena Heyer-Gray <i>Biology</i>	Demonstrating protective effects of the eggshell microbiome of the Striped Plateau Lizard (<i>Sceloporus virgatus</i>)	Stacey Weiss, Biology
Nathaniel Hess <i>Biology</i>	The Influence of soil pH and distance to <i>Tsuga heterophylla</i> on <i>Vaccinium spp.</i> abundance	Carrie Woods, Biology
Haley Hougardy <i>Psychology</i>	<i>The Impact of Bilingual Education on Young Children's Attitudes Towards Others</i>	Tim Beyer, Psychology
Matthew Imanaka, <i>Molecular & Cellular Biology</i>	A Chemoenzymatic Approach to Synthesizing Bacterial Cell Wall Fragments	John Hanson, Chemistry
Woo Jung <i>Computer Science</i>	Generating artificial mouse ultrasonic vocalizations using generative adversarial networks	Adam Smith, Math/Computer Science
Kavanaugh Kaji <i>Biology</i>	The effect of artificial and natural mate pairing on parenting behaviors of zebra finches (<i>Taenopygia guttata</i>)	Melvin Rouse, Psychology
Lukas Karoly <i>Physics</i>	Measuring three-dimensional orientation of <i>Vorticella</i>	Rachel Pepper, Physics
Cambria Kasten <i>Molecular & Cellular Biology</i>	The Role of the IGF-1/Akt/mTOR Pathway on Tibialis Anterior Muscle Hypertrophy During Regeneration in Cardiotoxin-induced Injury in Adult Mice	Jung Kim, Exercise Science
Nina Kranzdorf <i>Psychology</i>	A More Expansive Definition of We: Queer Liberation as Solidarity with Palestine	Tanya Erzen, Religious Studies, GQS
Ellis LeBlanc <i>Art History</i>	The Theotokos and Emperor Leo VI: An Examination of Imperial Iconography of the Macedonian Dynasty	Kriszta Kotsis, Art & Art History
Bethany Llewellyn, <i>Biology</i>	Aquatic Microplastics as a Vector for Transfer of Polybrominated Diphenyl Ethers to Zebrafish Tissue	Peter Hodum, Biology
Fran Leskovar <i>History; Politics & Government</i>	The Setauket Gang: The American Revolutionary War spy ring you've never heard about	Benjamin Tromly, History
Emma Lundquist <i>Studio Art</i>	Suburban Rot: Visualizing the Abandonment of Commercialized Spaces	Andrew Gardner, Sociology & Anthropology
Dani Lustig <i>Chemistry</i>	Exploring ¹³ C-INEPT Saturation Transfer Difference NMR for the Study of Nanoparticle Surface Interactions	Dr. Leah Casabianca, Clemson University
Morgan MacFarlane <i>Politics & Government</i>	Tattoos in East Asia: Conforming to Individualism	Karl Fields <i>Politics & Government</i>

Appendix C - Report from Provost Laura Behling

Ethan Markowitz <i>Chemistry</i>	Exploration of phase behavior upon addition of a Nitro group to an Oxadiazole based Liquid Crystal	Eric Scharrer, Chemistry
Julianna Mazziotti <i>Molecular & Cellular Biology</i>	Antigen Expression in Transduced Mouse Fibrosarcoma Cell Line MCA 205	Joshua Walker, M.D., Oregon Health and Science University
Sarah McClain <i>Computer Science</i>	Efficient Query Execution Over Large Databases Through Semantic Caching of Bitmap Indices	David Chiu, Math and Computer Science
Helen McDonald <i>Biology</i>	Assessing Historical Introgression in West Coast Northern Flickers (<i>Colaptes auratus</i>) Using Museum Specimens	Peter Wimberger, Biology
Alena McIntosh <i>Sociology & Anthropology</i>	Exploring the Infrastructure of Transnational Labor Migration in Nepal	Andrew Gardner Sociology & Anthropology
Isabel Mejia Natividad <i>Molecular & Cellular Biology</i>	Rapid Evolution of a Novel Actin-Related Protein Arp2D in <i>Drosophila Pseudoobscura</i>	Marmit Malik and Courtney Schroeder, Fred Hutchinson Cancer Research Ctr.
Amanda Melin <i>Chemistry</i>	Method Development for Quantitative Analysis of Population Biomarkers in Wastewater	Dan Burgard, Chemistry
Spencer Moore <i>Math and Molecular & Cellular Biology</i>	Agent-based modeling of virus transmission in <i>Apis mellifera</i>	Olav Rueppell, University of North Carolina, Greensboro
Olive Mullen <i>History; Interdisciplinary Studies</i>	Preserving LGBTQ Tacoma: An Oral History Collection	Andrew Gomez, History
Manya Mutschler-Aldine <i>Computer Science; Politics & Government</i>	A Patchwork of Detention: Understanding Protests Against ICE Contracts with Local Jails	Robin Jacobson, Politics and Government
Robyn Organ <i>Geology</i>	Investigating Cascade Magmatism Through Dating and Chemical Analysis of the Hatchet Mountain and Pe Ell Formation, SW WA	Jeff Tepper, Geology
Keshreeyaji Oswal <i>Biology</i>	Tracing ASARCO's Toxic Legacy: Using Avian Plumage as a Bioindicator of Metal Pollution	Peter Wimberger, Biology
Lilli Patton, <i>Biology</i>	Assessing Diet Composition of Tufted Puffins <i>Fratercula cirrhata</i> in Washington as a Potential Driver of Population Decline	Peter Hodum, Biology
Sara Pernikoff <i>Biology</i>	Differential Gene Expression in Tomato Phy B Mutants	Andreas Madlung, Biology
Olivia Perotti <i>Molecular & Cellular Biology</i>	Antifungal capabilities of <i>Sceloporus virgatus</i> cloacal microbiome <i>in vitro</i>	Mark Martin and Stacey Weiss, Biology
Clara Phipps <i>Geology</i>	Petrology of the Eocene Goble Volcanics, Southwest Washington: An Early Phase of the Cascade Arc	Jeff Tepper, Geology

Appendix C - Report from Provost Laura Behling

Theresa Proctor <i>Molecular & Cellular Biology</i>	Undescribed oomycete pathogens on <i>Zostera marina</i> and <i>Z. japonica</i> in the Puget Sound	Joel Elliott, Biology
Hayley Rettig <i>Biology</i>	The Impact of Beavers on Bird Communities in Landscapes Affected by Wildfire	Peter Wimberger, Biology
Mariana Sanchez Castillo <i>Environmental Policy & Decision-Making; Sociology & Anthropology</i>	Weaving Sustainability, Carving Identity: An Exploration of Oaxacan Artisan Livelihood	Monica DeHart, Sociology & Anthropology
Elsa Salido <i>Biology</i>	A Role for Phytochrome F in Tomato Development	Andreas Madlung, Biology
Sarah Sanz <i>Biology</i>	Richness of the Female <i>Sceloporus virgatus</i> (Striped Plateau Lizard) Cloacal Microbiome Has No Effect on Conspecific Male Mate Choice	Stacey Weiss, Biology
Emily Sawicky <i>Biology</i>	The Effect of Raindrop Size on the Dispersal Distance of Splash Cup Plants	Rachel Pepper, Physics
Susanna Schuler <i>Spanish</i>	Understanding the Role of a Previously Unrecognized Nuclear Protein: F-BOX INTERACTING PROTEIN 1 in <i>Arabidopsis thaliana</i>	Bryan Thines, Biology
Maya Sealander <i>Molecular & Cellular Biology</i>	The Role of Phytochromes A, B1, and B2 in Reversing the lz-2 Phenotype in <i>Solanum Lycopersicum</i>	Andreas Madlung, Biology
Madelyn Shapiro <i>Math; Computer Science</i>	Reduced Order Modeling with The Complete Memory Approximation	Jacob Price, Math/Computer Science
Elena Staver <i>Psychology</i>	Examining the role of identity saliency and engagement on intergroup attitudes	Adrian Villicana, Psychology
Walker Shibley-Styer <i>Biochemistry</i>	Synthesis and Oxidation of Large Unilamellar Vesicles to Characterize the Products of Lipid Peroxidation	Megan Gessel, Chemistry
Erin Stewart <i>Biology</i>	Assessing the Potential Role of Beavers (<i>Castor canadensis</i>) in mitigating the Effects of Wildfire on Stream Ecosystems	Peter Wimberger, Biology
Jillian Stoewer <i>Exercise Science</i>	The Relationship Between Hip Flexor Flexibility and Hip Mechanics During Running	Michael Pohl, Exercise Science
Max Taponga <i>Theatre Arts</i>	Art Versus Theory	Geoff Proehl, Theatre Arts
Paul Un <i>Politics & Government</i>	Assessing Attitudes and Orientations Towards China: Power or Ideology Based Aims?	Seth Weinberger Politics & Government
Priyanki Vora, <i>Molecular & Cellular Biology; History</i>	Identifying Differential Gravitropic Response to Auxin Transport in <i>Solanum lycopersicum</i> Mutants Using the DR ₅ Promotor	Andreas Madlung, Biology
Marley Weiss <i>Biology</i>	Microbial Influences on Mate Selection in <i>Sceloporus virgatus</i>	Stacey Weiss, Biology

Appendix C - Report from Provost Laura Behling

Matthew Wells <i>Physics</i>	Characterizing the Feeding Flow of <i>Vorticella Convallaria</i> via Inline Digital Holography	Rachel Pepper, Physics
Marisa Wiese <i>Stadium High School</i>	Cloning a MYB Transcription Factor Gene	Bryan Thines, Biology
Brenna Wilson <i>Biology</i>	The Effects of Redox Environment Modulation on the Oncogenic Phenotype of Src in <i>Drosophila melanogaster</i>	Leslie Saucedo, Biology
Lenora Yee <i>English</i>	Womxn of Color in Print Subculture: 1970-2018	Regina Duthely, English
Daniel York <i>Math; Computer Science</i>	Orbital Systems and the Homology of Configuration Spaces	Courtney Thatcher, Math and Computer Science
Kyra Zapf <i>English</i>	Queen Catherine's Body: A Study of 16 th Century Material Culture	Katherine Smith, History

Important resources:

Referral Guide for Student Concerns: <https://www.pugetsound.edu/student-life/dean-of-students-office/referral-guide-for-student-con/>. It is easy to remember this: Go to the Faculty & Staff Gateway on the Puget Sound homepage; scroll down to the big orange box that says “Concerned about a student?” and click! If still in doubt, call the Dean of Students Office at x3360.

FERPA tutorial: <https://www.pugetsound.edu/academics/advising-registrar/know-educational-rights/ferpa-tutorial/>. Search “FERPA Tutorial” from the home page.

Report to the Faculty

Sara Freeman, Chair of Faculty Senate

September 25, 2019

Dear Colleagues:

Thank you again for the careful conversation about curriculum models on September 18. The proceedings that day seemed to me to allow for faculty to say many things that we as colleagues need to hear from each other. By that I mean that as we make choices about curriculum revision, we aim to make choices for the good of the whole, and in order to do that, we have to consider concerns and pressures that may not be our own. It is a reality that there is no way for every structural aspect of a curricular framework to be built so as to ensure everyone's complete joy. Yet, there are ways of collaborating, compromising, and committing to our work together that allows for good balances and creative ways of addressing our students' strengths and needs.

What we didn't spend as much time on last Wednesday was the question of vision, and what it means to make a statement about ourselves through our curriculum. I think we will still get to those issues. The faculty in the room expressed a readiness to be surveyed about the proposed models. The survey has now gone out. As soon as OIR and CTF are able to provide a report on the survey results, they will. As the faculty reflects on the information the survey provides us about ourselves, it is likely questions of vision and commitment will again come to the fore. I say it is likely because I think the answer to the question "why make a curriculum revision at this moment?" is that we are renewing our expression of our sense of ourselves as a place for our students. In doing so, we can make a structure we want to work in that supports both us and them. We can affirm anew what being at Puget Sound is about through powerful conceptual and structural elements that will help frame life and work here.

After the faculty receives the survey data, we will proceed to phases of deliberation that will include narrowing the field of options and continued detailed modeling. No one choice we will make settles everything: there are myriad choices to come where faculty, CTF, and Senate will interact in the refinement of the curricular structure. But we will need to affirm a direction, and that direction will have to do with shared commitment and vision.

In the meantime, at our October 2 meeting, we will continue with faculty business in course, focusing on hearing and discussing an update on Graduate Programs from the Provost, discuss the LMIS guide "Best Practices for Sensitive Documents" related to technology and security, and engaging with updates from CTF and discussion on the concept of Sounding Time and their charges related to calendar as part of curriculum reform.

Faculty Senate Business

I want to highlight some things rising on the Senate's agenda, coming into effect through policy implementation, or moving through the work of standing committees so that faculty can follow up in places where they need more information or get involved if they would like to participate. Specifically, I will call your attention to:

- Academic Standards Committee policies from last year and now in effect that change the Pass/Fail option for students to a Credit/No credit option.
- The creation of a credit-bearing Summer Bridge program for incoming students, for which we are exploring the right design and approval process in dialogue with the Curriculum Committee.

Appendix D – Report from Faculty Senate Chair Sara Freeman

- Senate making specific charges to the Professional Standards Committee to write new policy coming out of the recommendations of last year's ad hoc committee on Student Evaluations of Teaching.
- Senate formation of and charges for an ad hoc committee on contingent faculty focused values and guidance for policy related to the use non-tenure line faculty positions.

All our work is connected, and it is a great interlocking puzzle of policy, procedure, and action. We are navigating it.

Sincerely,

Sara

Student Affairs Report to Full Faculty

October 2019

Submitted by Uchenna Baker, Vice President for Student Affairs and Dean of Students

Review of Orientation:

2019 marked the second year of the shift in orientation, with registration occurring during the summer and with both the Bookends program and the Immersive Experiences happening during the week of orientation. Each Immersive Experience occurred without incident and so far the anecdotal comments have been very positive. Several parents took the time to express their gratitude for a well-run and caring experience dropping their student off at college.

From parent Jon Hinrichs: *“I just wanted to reach out and say thank you to you and the entire University of Puget Sound community for a great Move-In and Orientation experience on Saturday. From the football players unloading the car to move my son’s things into his room to all the great information given all the way through Convocation and the Picnic, everything was top notch. My wife and I both agreed that this was first class compared to our college move in days. EVERY single UPS person we asked questions of or dealt with was amazingly friendly, helpful, and excited. This alone helped us feel more and more comfortable about leaving our son at UPS for the next chapter in his life and solidified that UPS was the correct choice. The walk to the car after saying good-bye following the Picnic was emotional (for my wife, daughter, and me) and tears were shed, but we know our son is going to do amazing things at UPS and seeing the UPS “family” environment made us positive that he will thrive.”*

From parent Sara Bennett Pearce: *“I just wanted to tell you all how impressed my husband and I were with orientation. We thought the communications were excellent and we knew what to expect at every point along the way. We also thought that everything was well organized and there was a great balance of activities for both parents and our freshman. I know it’s probably a huge event to orchestrate and we wanted you to know what a nice job you did and what a positive first impression it made.”*

The orientation office prepared a survey for new students to provide feedback on the program. We have not compiled results yet; however, over half of the new students have responded. We look forward to creating an assessment, benchmarking it against our previous programs, and sharing the results with the campus community. The following is an overview of the 2019 program:

- There was a total of 59 Immersive Experiences overall.
- 395 first time in college and transfer students participating in 31 different on-campus Immersive Experiences. New Immersive Experiences for 2019 include: Introduction to White Water Kayaking, Tacoma: A Link to the World, Vegan in the Pacific Northwest, Eating Our Way thru Tacoma and True Grit. Each new Immersive Experience had a faculty or staff member who was instrumental in making it happen.
- At Camp Parsons we had 11 overnight backpacking trips, four overnight canoe trips, five day hike/day canoe or day kayak trips, two day canoe/day kayak trips, two car camping trips, one intermediate day hike and one introductory day hike. A total of 268 new students were at Camp Parsons.

Appendix E - Report from Dean of Students Uchenna Baker

- 445 of the new students (FTIC and Transfers) got into their first IE choice. 60 got into their 2nd and 46 got into their 3rd choice. A total of 551 got into their 1st, 2nd or 3rd choice of IE.
- Of the 48 new transfers, 28 took part in all of orientation with an Immersive Experience and the remaining 20 participated in our one-day Transfer Essentials program.

Fall 2019 Tenth Day Housing Occupancy Report:

Halls	As of 9/16/2019	Capacity ⁽¹⁾	%
ANDERSON/LANGDON	131	165	79%
HARRINGTON	80	85	94%
LANGLOW	11	15	73%
OPPENHEIMER	69	74	93%
REGISTER	75	78	96%
SCHIFF	70	76	92%
SEWARD	109	118	92%
SMITH	67	75	89%
THOMAS	123	135	91%
TODD/PHIBBS	189	200	95%
TRIMBLE	173	184	94%
Total	1097	1205	91%
Houses	223	249	90%
Greek Houses			
Unit A GPB	25	33	76%
Unit B SAE	31	31	100%
Unit C ALP	28	33	85%
Unit D PDT	25	39	64%
Unit E KAT	26	32	81%
Unit F SGX	25	32	78%
Unit G BTP	22	34	65%
Unit H PBP	31	38	82%
Total	213	272	78%
All Residences	1533	1726	89%
	As of 9/16/2019	Capacity	%
First Year Areas ⁽²⁾	654	722	91%
Continuing Student Areas ⁽³⁾	879	1004	88%
Total	1533	1726	89%

Fall 2019 tenth day occupancy in our first year halls is at 90% and at 89% for total residential against a total occupancy goal of 95%. Tenth day occupancy numbers reflect a 2% melt from July when students received their housing assignments. Fall 2019 first year occupancy represents a 5% decline and overall occupancy represents a 3% decline from 2018. Occupancy in our continuing student areas remain steady at 88% as compared to 2018.

Appendix E - Report from Dean of Students Uchenna Baker

Additional Student Affairs Updates

- **Voter Registration:** In light of the 2020 election cycle, Civic Engagement within Student Affairs remains a critical aspect of our work with students. Matthew Bell '20 is in his second year as our Voter Engagement Specialist. In his role, he will host pop-up voter registration hours across campus, serve as the primary resource for Puget Sound students needing to register to vote, and conduct trainings on how to prepare voter registration volunteers. A noteworthy accomplishment is that Washington Monthly recently named the University of Puget Sound as one America's Best Colleges for Student Voting. The link to the article can be found here: <https://washingtonmonthly.com/magazine/september-october-2019/americas-best-colleges-for-student-voting-2019/>.
- **"Taking Time":** This campus program was launched by Student Affairs in September. This is a monthly secular-but-spiritually-friendly space that we are holding to invite students, faculty, and staff to pause at the beginning of each month and reflect on/name the challenges or losses of the past few weeks, things that we want to celebrate or share together, and to set intentions for the month ahead. It runs from 9-9:30am on the first Monday of each month. With limited publicity, we had about a dozen participants who represented a good mix of students, faculty, and staff when piloted on the first Monday of classes. The next program will be on October 7 from 9-9:30am in the Murray Boardroom. This program represents one of many ways we are exploring to encourage space for pause, reflection, and connection in the midst of our busy work.
- **Student Self-Harm and Risk Assessment:** Over the summer, and now amplified with the arrival of Dr. Kelly Brown, we have begun the work of a major overhaul of our suicide prevention and intervention processes. Key changes so far include a re-orientation of the rhetoric and approach, removing "mandate" and "conduct" language from our processes, and better separating the connected but distinct clinical responses to self-harm vs. suicidality. A new website, including an online reporting form for a Self-Harm Risk Assessment, is in process and will hopefully be available by the end of the semester. In addition, Dr. Brown, along with University Chaplain Dave Wright and Assistant Dean of Students Sarah Shives, will be presenting at a "Wednesdays at 4" gathering later this fall.
- **Fall 2019 Swope Lecturer:** Our fall 2019 Swope lecturer will be Rev. Dr. Pamela Lightsey, the Vice President for Academic and Student Affairs at the Meadville-Lombard Theological School (Unitarian Universalist). She will be with us on Friday, October 25, visiting with our Gender & Queer Studies students in the afternoon and delivering the Swope Lecture entitled, "The Struggle for Rites: Invoking the Sacred through LGBTQ Liberation" at 7:30pm in Kilworth. The lecture is free, but tickets are required and will be available on September 25th at the Info Center.

Student Affairs New Hires

The following individuals are new to the Student Affairs team:

- Christy Fisher: Interim Director for Student Rights and Responsibilities



Graduate Programs:

Update, Recap, Process, Potential



Leadership for a Changing World



1888: The Puget Sound University

1914: College of Puget Sound

1960: University of Puget Sound

2012: one of 40 liberal arts colleges celebrated in *Colleges that Change Lives*

October 2018: *Leadership for a Changing World*

Goal #1: "Advance institutional excellence, academic distinction, and student success."

Key Initiatives:

- Increase connections between graduate and undergraduate programs--and develop new graduate programs in areas of university strength and market demand
- Enhance our strengths in health sciences
- Develop comprehensive, integrated plans for aggregate annual undergraduate and graduate enrollment, with a goal of 2,800 students

Leadership for a Changing World



"we are in a rapidly changing environment for higher education; we compete for students in a dynamic and crowded higher educational market where shifts in demographics, affordability, government regulation, technology, the political environment, and other areas require us to be increasingly strategic and adaptive in not only responding to but anticipating change"

Goal #5: Pursue entrepreneurial and other opportunities to fully leverage and expand our assets...."consistent with our mission, and will promote the accessibility, affordability and value of a Puget Sound education, strengthen the institution and our financial position, and enhance our ability to anticipate and respond to technological and social change."

Key Initiative

"Maximize avenues for revenue generation to strengthen institutional vitality and financial stability."

3

Update: Fall 2019



Occupational Therapy

- enrolled 48 students on a goal of 40 for the MSOT degree

Physical Therapy

- enrolled 39 students, on an annual goal of 36 as approved by the Commission on the Accreditation in Physical Therapy Education (CAPTE)
- Notified in May that the Physical Therapy program's 10-year accreditation has been reaffirmed

School of Education

MAT

- enrolled 30 students
- 100% of Puget Sound MAT students passed the edTPA

M.Ed. Program in Counseling

- enrolled 26 students (12 students in 2018-19)

4

Recap



AY 2018-19

Hanover Research (www.hanoverresearch.com)
“market opportunity scan” for “master’s and select doctoral programs”



Puget Sound Faculty Working Group

Potential



AY 2018-19

Hanover Research (www.hanoverresearch.com)
“market opportunity scan” for “master’s and select doctoral programs”



Puget Sound Faculty Working Group
Health Care Administration / Sports & Fitness Administration /
Master of Public Health

Potential



AY 2018-19

Hanover Research (www.hanoverresearch.com)
“market opportunity scan” for “master’s and select doctoral programs”



Puget Sound Faculty Working Group
Health Care Administration / Sports & Fitness Administration /
Master of Public Health

Process



Variables for Modeling:

- number of students in the program
- number of units per student per semester; field work expectations or summer term units
- faculty and staff expertise to offer new program: current and anticipated
- operating and capital expenses
- facility/space usage: existing and new
- student support services for the new program, such as: admission, library resources, financial services, and counseling and health and wellness services

“Graduate Student Support Working Group Report” key recommendations:

- creating support programs with graduate students in mind
- increasing the visibility of graduate programs and graduate students
- rethinking graduate student orientation and our Commencement ceremony
- and providing a home-base on campus for commuter students

Process



1. **New program proposal is developed by faculty**
2. New program proposal is submitted to the **Curriculum Committee** for consideration.
“ To apply the educational philosophy and ideals of the University to the undergraduate and graduate curricula offered” and “To recommend the degrees to be offered by the University and the specific requirements for those degrees.
3. If the Curriculum Committee approves the new program proposal, then the Committee submits the proposal to the **full Faculty**
Faculty Bylaws: “Sec. 2. Responsibilities of the Faculty. The Faculty shall create and maintain a superior academic climate in the University. To this end, the Faculty shall prescribe, subject to the approval of the Board of Trustees, the graduate and undergraduate courses of study, the specific courses to be offered, the nature and requirements of graduate degrees to be conferred, the requirements for graduation and recommend all candidates for baccalaureate and advanced degrees and/or honors to the Board of Trustees, the standards of instruction, and the general rules and methods for the conduct of educational work of the University” (Article II, The Faculty).
4. If the Faculty approves, then proposal is submitted to the **Board of Trustees**
5. If the Board of Trustees approves, then the University seeks **accreditation** and specialized accreditation status (if appropriate for the program).

BEST PRACTICES FOR MANAGING SENSITIVE DOCUMENTS

INTRODUCTION

This document is intended to provide guidance in the management of confidential and potentially sensitive documents that faculty might retain either as electronic documents or hard copies. At a bare minimum, faculty, like all university members, must comply with federal law as outlined in the Family Educational Rights and Privacy Act (FERPA); a summary of the university policies and procedures designed to protect the privacy of student education records can be found at the following link: <https://www.pugetsound.edu/academics/advising-registrar/know-educational-rights/>. However, faculty typically retain sensitive documents such as student emails, CVs, grade spreadsheets, graded work, recommendation letters, and related documents which may not legally be a part of the student's official education record but nonetheless contain sensitive information about the student. Additionally, faculty often retain both confidential and sensitive documents which do not fall under the purview of FERPA but nonetheless contain sensitive information that should remain confidential. Such documents could include evaluation letters of colleagues (including off-campus personnel), job-search materials, research or clinical materials, and service related documents from committees on and off campus.

CONTEXT

Questions continue to arise about how long to retain documents, where to store them, and whether or not retaining documentation that is linked to an individual puts the university at risk (e.g., a student transcript or disability disclosure). At the request of the Faculty Senate, the LMIS Committee addressed this topic over the 2017-2019 academic years. As we reviewed existing documentation, current protocol, and legal requirements, we recognized that document retention is a complex issue. This document seeks to provide general recommendations and guidance for faculty in a practical manner. Because technology and technological platforms continually change, specific advice on document storage can be found in an updated accompanying table. We found the [Student Affairs](#)

Appendix G - LMIS : Best Practices for Sensitive Documents

[Policy for Document and Data Retention and Destruction from the University of California, Santa Barbara](#), very useful in compiling our recommendations and acknowledge its use with permission. It should be noted that this document is not intended to be a policy, rather guiding practices that when applied with critical thinking, make safeguarding private information more feasible.

RECOMMENDATIONS

We recommend that each faculty member be aware of the location of all sensitive documents in their possession, both in electronic and hard-copy form, and develop a plan to organize, store, and annually eliminate these documents. Electronic documents are most secure on each respective faculty member's university provided personal network drive: stafffiles.pugetsound.edu/username.

Information about accessing one's personal network drive can be found at

<https://www.pugetsound.edu/files/resources/mapping-to-a-network-share-2.pdf>.

University-issued personal computers are generally more secure than personally-owned computers, because of the more stringent password policies, required antivirus and automatic system updates, and because they are encrypted. As such, it is preferable to store university-related data on university-issued computers.

There is no need to retain official university correspondence such as a student transcript or grades. If sensitive documents are required as working documents, follow the guidelines listed below in Electronic Records. If you need copies for letters of recommendation or review, these can be supplied by the student and should be deleted once consulted. Below we provide guidelines specific to electronic and hard-copy formats.

We end this document with some suggested guidelines regarding the destruction of less-sensitive documents. The costs and risks associated with the long-term electronic storage of documents are not trivial, and we encourage faculty and departments to develop practices that recognize this fact.

Appendix G - LMIS: Best Practices for Sensitive Documents

ELECTRONIC RECORDS

Faculty should follow the procedures below when considering electronic records. Technology Services can provide guidance and assistance; send requests and questions to the Technology Service Desk (servicedesk@pugetsound.edu).

1. Email: Emails containing sensitive information should be marked as such. For example, use “confidential” in the subject line of emails, and for documents, use the watermark feature to identify them as confidential documents. Delete appropriate messages from folders and then empty the Deleted Items folder in your email client. Legally, information transmitted by email is not considered confidential.

(a) In terms of communication with students, we should treat emails as if they were protected under the FERPA statutes. Note that even prospective students are protected by FERPA.

(b) Email should not be archived on your personal network drive.

2. Collaborative work: Faculty often work collaboratively across many technological platforms (e.g., Canvas, Google Drive, Digication, Network File Shares). Faculty evaluations, collaborative research, and committee work often require that sensitive documents be shared on a common drive. When stored on university supported platforms, sensitive documents are secure; however, faculty must be mindful that if they download such documents to their university-issued personal computer then these documents should be deleted once they are no longer needed. For files on Network File Shares, once files are deleted from this platform, they will be purged from the system and not included in future backups. The university keeps these deleted files locally for 8 weeks, remotely for an additional 8 weeks, and in cold storage for up to one year per our Data Retention Policy

(<https://www.pugetsound.edu/about/offices-services/technology-services/policies/backup-and-data-retention/>).

Appendix G - LMIS: Best Practices for Sensitive Documents

3. **Personal Network Drives:** University data (e.g., material for classes, research, etc.) that is stored in personal network drives is subject to the same retention and elimination policies and files past their retention periods should be deleted in the same manner as those on other network file shares.
4. **Local Hard Drives:** University data should not be kept on users' local hard drives because it can be lost if the device is stolen or when the drive fails. If university data exists on these drives, it should be moved to the appropriate location on a network file share or Google Drive so that it can be backed up and secured.
5. **University Data:** Contact Technology Services for assistance in eliminating all records that are past retention if you are unsure of how to properly permanently delete files. Staff may be able to help set up automated mechanisms for review and/or elimination of records when retention periods are reached.
6. **Acceptable Incidental Personal Use:** Personal files stored locally on a university computer as part of acceptable incidental personal use of campus electronic resources should be stored on a short-term basis. Long-term storage should be on a personally owned flash drive. Files stored on university owned equipment may be subject to search in the case of legal action and may also be accessible to other people using the computer. Personal non-university related files (e.g., photos, videos, music, etc.) should never be stored on Personal Network Drives, because the university incurs the cost of storing and backing up these files.

HARD COPY RECORDS

When hard copy records and documents are to be destroyed, faculty should follow the procedures below:

1. All files with confidential information must be shredded, either manually in the office or through the university's contracted document destruction service:

Appendix G - LMIS: Best Practices for Sensitive Documents

<https://www.pugetsound.edu/about/offices-services/office-of-finance/procurement/furniture-shredding-to-ner/#shredding>,

2. Confidential documents and records requiring shredding may not be taken off campus for personal destruction (e.g., an employee owns a paper shredder and offers to shred the documents at home—this is not allowed).
3. Non-confidential documents or records may be destroyed through disposal in departmental or university-controlled recycling bins.

GUIDELINES FOR LESS SENSITIVE INFORMATION

Some records are not sensitive in nature, but still should be given consideration from time to time to make sure that academic departments are most efficiently using resources. The following are discussion points that each department could consider, perhaps on an annual basis:

- How are members of the department doing collaborative work? Do they utilize the share/network drive? Does each department have a network drive (if not, Technology Services can assist). Or, are they using university provided Google Drives? Programs like Dropbox should be discouraged, especially in cases where projects are distinctly tied to the university, for reasons of licensing and data protection.
- Documents and files that take up a significant file size should be evaluated. Departments could host a “clean-up day” where an audit guides work to minimize and remove unneeded files. For example, if pictures have been taken at a university event, do they all need to be saved? Or, if someone utilized a revision process, which resulted in several Word documents, all with similar content, with various revision dates on each of the files, do they all need to be saved, or perhaps only the final product?

APPENDIX: GUIDELINES FOR DOCUMENTS OF LASTING AND PERMANENT VALUE TO THE UNIVERSITY

Appendix G - LMIS: Best Practices for Sensitive Documents

While this document primarily focuses on the management of personal documentation, please keep in mind that some resources generated by you or your department may be appropriate for the University Archives. Many documents are important to retain as part of the lasting and permanent record of academic life at the University of Puget Sound. Academic departments are encouraged to establish guidelines for the retention of materials associated with their work. The Archivist & Special Collections Librarian is available to work with your department to establish a records retention program.

Recommended guidelines for the retention of academic department records, developed by the Archives & Special Collections, can be found at the following link:

<https://www.pugetsound.edu/academics/academic-resources/collins-memorial-library/archives/acad-dept-rec-guidelines/>. Materials of enduring historical value such as course syllabi, reports and planning documents, department histories, newsletters and other publications as well as records documenting major events may be appropriate for transfer to the Archives & Special Collections. Please contact archives@pugetsound.edu.

Appendix G - LMIS: Best Practices for Sensitive Documents

GLOSSARY:

1. **Encryption** – Encryption can refer to the encryption of data in motion or the encryption of data at rest. The encryption of data in motion is most often seen when visiting a website where the address is preceded by https versus the unsecure http. Encryption of data at rest is encryption when the data stored on a hard drive is protected using mathematical algorithms designed to obfuscate it. Data on an encrypted hard drive cannot be read by anyone who does not have access to the appropriate key or password. Encryption methods differ depending on if you want to encrypt a Mac or PC or a mobile device. Technology Services has information on how to encrypt your personal devices:

<https://www.pugetsound.edu/about/offices-services/technology-services/help-support/data-encryption/>.

2. **External hard drive** – An external hard drive is a portable storage device that can be attached to a computer through a USB or other external means. External hard drives typically have high storage capacities and are often used to back up computers or serve as added file storage for large files such as video and audio files.

3. **FERPA** – The Family Educational Rights and Privacy Act is a federal law that protects the privacy of student education records. Detailed information can be found at the following link:

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. The university's current FERPA

Guidance can be found here:

<https://www.pugetsound.edu/academics/advising-registrar/know-educational-rights/>

4. **HIPAA** – The Health Insurance Portability and Accountability Act sets the standard for protecting sensitive patient data. Any company that deals with protected health information must ensure that all the required physical, network, and process security measures are in place and followed.

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5. **Personal Network Drives** – A personal network drive, often referred to as a “home directory” or “personal share,” refers to the network file share where a user’s files can be backed up or stored. Your home directory at Puget Sound is located at stafffiles.pugetsound.edu/username.
6. **IRB** – The Institutional Research Board serves as an objective third party, an oversight committee, governed by federal regulations with the purpose of protecting and managing risk to human participants involved in research.
7. **Network File Share** – A network file share is server storage space accessible on a network with different levels of access privileges. Individuals or groups may have access to specific file shares. File shares can be mapped from a user’s computer, creating a shortcut link to access that specific file share.
8. **University data** – University data includes digital data contained on the Learning Management System (LMS), e-portfolio system, the streaming media server, and other university provided academic software systems. Any data created while performing work associated with the university is data that is technically owned by the institution and thus referred to as university data. This also includes all emails and documentation relevant to university business.

Recommended Document Storage Guidelines

Legally Protected Documents

FERPA Protected | Highly Confidential | 3–5 Years Minimum Retention

Includes:

Student records (official and unofficial).

All admission application documents including: formal and informal information linked to individual students, financial information, interview data. All personal contact information of students and their families. Student grades and grade sheets. All materials collected as part of student disciplinary actions, complaints, or hearing boards. All communication with students about grades, performance, disciplinary action, or any graded material or work product.

Health, academic, or personal data from CHWS, Office of Student Accommodations, Dean of Students, Residence Halls, e.g. communications about student status, progress, disposition of hearing boards, petitions, conduct boards, other adjudications, communications about academic accommodations, illnesses, or leaves of absence.

Confidentiality:

Not shared without signed informed consent, and release. Release includes specified time frame, and purpose. Must conform to FERPA guidelines. For specific guidance, contact the Registrar, the university's official FERPA privacy officer. Retention and review of permissions and releases should be addressed at an administrative level and in departments and committees.

Storage:

Store in: Digital documents should be stored on University Share Drive, university Google drives with appropriate sharing, or encrypted drive. Drives not in use should be stored in locked secure cabinets. Use locked file cabinet for paper records.

Do not store in: Email files, non-encrypted computer, external drive or internet-based storage, cloud storage other than those specifically designated by the university, cell phone. Do not store on personal computer or laptop.

Retention and Purge Recommendations:

Minimum Recommended Retention is 3-5 years unless likely usage clearly extends longer. Materials that can be accessed easily in the future should be purged when there is no indication of future use. Purge methods: shredding of hard copies via locked commercial containers, full erasure of digital including email, cloud, external and computer drives.

Resources for Further Information; Web Links:

Note: Student Healthcare documents collected on campus are covered by FERPA, unless collected by OT/PT clinics or as part of research program that falls under HIPAA guidelines (per grant or professional licensing of those conducting the research).

When in doubt, faculty, students, and staff should follow HIPAA and FERPA guidelines, until specific protocol is identified.

Community research samples are not covered by FERPA. Data from non-students should be handled in accordance with HIPAA.

HIPAA Protected | Highly Confidential | Use HIPAA Retention Guidelines

Includes:

All health data collected by the university for staff, faculty or the community should be handled in accordance with HIPAA guidelines, regardless of whether or not the data is technically HIPAA protected. This includes physical health, mental health, and also education or work-related accommodation information). All health research data on non-students collected (or stored on campus) by faculty, students or staff should be handled in accordance with HIPAA guidelines.

Note: The schools of OT and PT are the only programs required to follow HIPAA guidelines on campus, as they are HIPAA entities.

Confidentiality:

Not shared without signed informed consent, and release. Release includes specified time frame, and purpose. Must conform to HIPAA guidelines. For specific guidance, contact the Registrar, the university's official HIPAA privacy officer. Retention and review of permissions and releases should be addressed at an administrative level and in departments and committees.

Storage:

Process and Store HIPAA documents: on encrypted drives, or within a 3rd party, HIPAA-certified solution (such as those now in use by the University, i.e. MyClientsPlus, WebPT, Jituzu, and Point-N-Click).

Do not process or store: No HIPAA documentation should ever be stored on the university shared drives. Do not process on non-encrypted drives or personal computers.

Retention/Purge: Follow HIPAA guidelines for retention of Healthcare Data

Note: Professor Ann Wilson is the university's official HIPAA Privacy Officer and thus the campus contact for HIPAA regulations.

IRB Protected | Highly Confidential | Use IRB Retention Guidelines

Includes:

All student and faculty research data governed by IRB protocols, including participant information collected during recruitment or participant selection procedures.

Confidentiality:

Not shared without signed informed consent, and release. Release includes specified time frame, and purpose. Must conform to IRB guidelines. For specific guidance, contact the Registrar, the university's official IRB privacy officer. Retention and review of permissions and releases should be addressed at an administrative level and in departments and committees.

Storage:

Process and Store IRB documents: on encrypted drives, or within a third party, HIPAA-certified solution (such as those now in use by the University, i.e. MyClientsPlus, WebPT, Jituzu, and Point-N-Click).

Do not process or store: No IRB documentation should ever be stored on the university shared drives. Do not process on non-encrypted drives or personal computers.

Retention/Purge: Follow IRB guidelines for retention of Healthcare Data.

Note: Contact Chair of Institutional Review Board and/or department or school representative.

Sensitive Documents

Student Documents | Moderately Confidential | 3–5 Years Retention; 1–2 Years Student Work

Includes:

Letters of Recommendation, student papers and other academic related products, emails from students containing personal information or documents. Specifically, student documents that do not meet the criteria of being a “Student Record” and therefore meeting the criteria above under “FERPA Protected.”

Moderate Confidentiality:

Shared with permission and limited usage. Permission specifies level of confidentiality, time frame of permission, and recommended storage guidelines.

Storage: May vary depending on the nature of the document and permissions received to distribute or share

Retention: Recommended 3–5 year retention, with extension based on immediate or long-term needs

Student Work retained for 1–2 years

Contact: Academic Standards Committee; Dean of Students Office; Professional Standards; Individual Department Guidelines

Faculty & Staff Professional Docs | Moderate–High Confidentiality | 3–5 Yrs Retention

Includes:

Faculty Evaluation Letters, Letters from Evaluation Committees, Committee notes from review or disciplinary boards or petition committees. Materials used for recruitment of potential employees and faculty (often includes CVs and letters of recommendation)

Moderate to High Confidentiality:

Shared with permission and limited usage. Permission specifies level of confidentiality, time frame of permission, and recommended storage guidelines.

Storage: Letters of Evaluation and disciplinary actions should be treated with the highest level of confidentiality, stored in locked filing cabinets and encrypted drives.

Retention: Recommended 3–5 year retention, with extension based on immediate or long-term needs.

Contact: Professional Standards Committee Office of the University Provost

Other Professional Docs (Outside Univ. Roles) | Variable Confidentiality | 3–5 Yrs Retention

Includes:

Letters of recommendation or evaluation for colleagues outside the university; correspondence for reviewing academic articles, books, or grant proposals; correspondence and documents related to positions

in professional organizations; professional financial documents such as book contracts; Letters for colleagues outside the university.

Variable Levels of Confidentiality:

May be confidential, depending on the type of document, purpose, or organization.

Storage: May vary depending on the document type. If stored on UPS systems (digital or paper), review annually.

Remove if no longer needed or can be stored securely elsewhere. Faculty may use “University Storage” for some of these materials Faculty may use “University Storage” for some of these materials.

Retention: Recommended 3–5 year retention, with extension based on immediate or long-term needs

Resources: Professional Standards Committee Faculty may also consult with professional organizations or ethics committees for best practices and standards in their field.

Personal Docs of Faculty and Staff | Variable Confidentiality | Retention determined by owner

Confidentiality varies depending on the type of document, and purpose.

Storage: varies depending on the type of document, and purpose.

Do not store: on University share drive, university computers, or in the university email system. The University share drive, computers, and email are engineered and managed to address FERPA concerns. The University cannot be responsible for the personal financial information of faculty and staff stored on University resources.

Any personal information stored on university-owned equipment or services has the potential to be accessed by others.

Retention is determined by individual faculty/staff.

Notes: Professional Standards and Tech Services Policies may need to clarify further.

Policies where this is covered include: Privacy and Appropriate Use of Resources Policy, Email, Voice Mail and Network Access Policy.

Documents of University Archival Interest | Consult with Librarians

Includes:

Materials (proposals, brochures, photos, historical records, letters) associated with university traditions, events, initiatives, artistic and intellectual performances, student organizations, portfolios etc.

Confidentiality varies depending on the type of document and purpose, but in most cases low.

Storage: Retain in original form if possible and contact librarian for guidance on sharing, storage, retention time, and location.

Retention: Please consult with University Librarian or Archivist for guidance.

Contact: Jane Carlin, University Librarian

Other Contacts: Library Archivist (Adriana Flores) or Assistant Archivist (Laura Edgar)

“Best Practices for Managing Sensitive Documents”

What is this?

- A standardized policy for sensitive documents.
- Covers both electronic and hard-copy.

Is this mandatory?

- No—they are just suggested guidelines.
- FERPA & HIPAA override them.

What is covered?

- Most documents that we produce.
- Different levels for “legally protected” and “sensitive”.

Whom should I contact with questions/comments?

- Adam Smith at aasmith@pugetsound.edu.



Sounding Time

...backwards design principle...

- 1) What is possible with “Sounding Time”?
- 2) Do we want to formalize Sounding Time as part of the academic experience?

If ‘yes’ . . .

- 1) What structure best supports the goals of Sounding Time?
- 2) What impact should this have on the equalization of the spring and fall semesters, if any?

Some ideas for Sounding Time . . .

Strategic Plan discussions: *Sounding Time*—two days where the normal rush of classes is held at bay, and students show what they’ve done with academic coursework and experiences, and the talents, skills, and expertise they’ve honed

Office of Experiential Learning

- cultivates an overarching Puget Sound identity among students, staff, and faculty
- fosters student reflection and opportunities for oral presentation of student experiences
- models for younger students via third- and fourth-year and graduate student presentations

Curriculum Task Force

- supports faculty collaborations on the shared curriculum and other scholarly innovations
- supports student-staff-faculty collaborations to support interdisciplinary explorations

Curricular models: public scholarship, group projects, capstones, reflection

First- through third-year students: attend or present (Canopy, FYE-Explore, Mosaic, Peak)

Fourth-year students: attend and present (Canopy, CIT-Explore, Mosaic, Peak)

Graduate students: attend and present

. . . *other ideas?*

******If*** we want to formalize Sounding Time as part of the academic experience, what structure best achieves our goals?***

Model A: SPRING SEMESTER

two devoted days during the spring semester, classes are not scheduled

Model B: _____ FALL AND SPRING

one devoted day each during the fall and spring semesters, classes are not scheduled

Model C: ONGOING, YEAR-ROUND

time devoted weekly or monthly all year long, during which classes may occur

... other ideas?

The CTF requests your thoughts . . .

Do you think the creation of “Sounding Time” would be a positive addition to campus life?

If so, what do you think it should include?

What structure might best achieve this?

Please share your ideas: notecards or email curriculumtaskforce@pugetsound.edu