

## **Minutes of the November 6, 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 107 voting members present.

### **II. Announcements**

There were no announcements.

### **III. Approval of the October 2, 2019 minutes**

The minutes of the October 2, 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 some questions for President Crawford regarding the upcoming national search for a vice president for diversity and inclusion. One member asked whether this search would involve the consultation of others in the campus community, and also how the process will allow for difficult conversations about what inclusive excellence means. Another member expressed concern about rushing into any such decisions, and one other member asked about the role of faculty in terms of the composition of the search committee. President Crawford responded that the search would follow the precedent of other vice president searches in providing the opportunity for various members of our campus to add their voices to the decision-making process. Co-chairs will soon be identified to lead the search committee and to ensure that necessary and difficult conversations will be had in a way that is open and inclusive. On the timeframe of the search, President Crawford mentioned the need to act expeditiously—in recognition that the current temporary structures do not allow us to be as effective as we could be in the areas of diversity and inclusion—but that there would be no rushing of the process; he expressed the importance of conducting a thoughtful search, one that would respect the process itself and allow everyone's voice to be heard. On the composition of the committee, President Crawford indicated that the co-chairs will be a faculty member and a vice president or member of the cabinet, and that he expected strong faculty representation on the search committee.

There were no questions regarding the other reports.

### **V. First reading of motion to change the Faculty Bylaws to establish IACUC as a standing committee of the Faculty Senate**

It was **moved** by Chair Freeman on behalf of the Faculty Senate, and **seconded**, to amend the Faculty Bylaws at Article V, section 6, with the addition of an item, 'K', as follows:

*K. Institutional Animal Care and Use Committee*

- a. *The committee shall consist of no fewer than three appointment members of the faculty. Members may be added or chosen so that the composition of the committee is in compliance with current federal regulations.*
- b. *The duties of the Institutional Animal Care and Use Committee shall be:*
  1. *To assure that all research and activities at the University involving live vertebrate animals is conducted in accord with the highest scientific, humane, and ethical principles, as described in the Public Health Service Policy on Humane Care and Use of Laboratory Animals and the Guide for the Care and Use of Laboratory Animals.*
  2. *To review the University's program for humane care and use of animals at least once every six months.*
  3. *To inspect all animal facilities at least once every six months.*
  4. *To ensure compliance with applicable federal regulations and guidance, as well as organizational policies and guidance by reviewing and reporting on the above evaluations to the Provost and making written recommendations regarding any aspect of the University's animal program, facilities, or personnel training.*
  5. *To review any concerns and make recommendations regarding the care and use of animals.*
  6. *To review and approve research and teaching protocols for activities related to the care and use of animals and conduct post-approval monitoring of activities involving animals.*
  7. *Other duties as may be assigned to it.*
- c. *The Institutional Animal Care and Use Committee shall be authorized to suspend any activity involving animals.*

The opportunity to discuss and vote on this motion will occur after its second reading in the next faculty meeting.

**VI. Report from Ellen Peters on the “Great Colleges to Work For” survey**

Peters took the floor to contextualize and share the results of the “Great Colleges to Work For” (GCTWF) survey. The slides of this report are included in Appendix F of these minutes.

Peters stated that the GCTWF survey received responses from 152 four-year (Carnegie Baccalaureate) colleges and universities. The response rate for Puget Sound was good, with the following groups overrepresented: women, staff with low salaries, and staff who did not disclose race. All data was self-reported. Peters walked the assembly through the slides, noting areas of strength and opportunities for growth (Appendix F, page 4). With respect to the slides on benefits (Appendix F, pages 5-6), Peters explained that the bars represent the percentage of staff

or faculty who were satisfied with benefits. The remainder of the presentation (Appendix, pages 7-8) concerned next steps, new initiatives, and ongoing participation and communication.

The floor was opened to questions.

One member asked whether the data for job satisfaction amongst staff was differentiated according to the many kinds of positions at the university. Peters answered affirmatively, noting that further data will be available during an open forum on November 19<sup>th</sup>. Another member asked whether there was a control for all those individuals. Peters responded that, in the interest of confidentiality, we were given no raw data from the company (just reports), nor from our own institution. In answer to a question about initiatives and proposals to inspire faculty and staff as developed by the strategic plan's goal team #3, Peters expressed the hope that the results from the survey will inform that work so it can move forward.

## **VII. Faculty consideration of the curriculum survey results**

It was **moved** by Holland, and **seconded**, *that the assembly enter informal discussion of the curriculum proposals and survey results.*

There was no discussion.

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

There were three main points of discussion:

### a) The survey

A member of the Faculty Senate reported on some concerns raised about the response rate and comments from the survey, as follows: a) any conversation that begins with the survey would give it more weight than it should have; b) the lack of space to consider the substance of each proposal; c) the lack of consensus evident in the survey; and d) that Mosaic is associated with a mentoring model and Canopy with a co-teaching model, even though all proposed models include co-teaching and mentoring. One member argued that the curriculum survey results should not be dismissed too easily, especially with respect to the student survey, and advocated for changing our teaching priorities to meet the expectations and desires of students. Another member, referring to the faculty survey in particular, admitted not taking the survey because of the time-consuming and high level of complexity in detail demanded of its responses.

### b) Process

Several members argued that the models developed over the summer should now be handed to the CTF for their assessment, feedback, and leadership through the next steps. Speaking in support of this position, one member noted the lack of faculty consensus with regard to the models, as well as the fact that less than half the faculty responded to the survey; this member noted that the Faculty Senate dismissed models developed by

groups with the fewest members, and that the CTF should give proper consideration to each model. Another member stated that the summer process has done what the faculty wanted—namely, provided the faculty with more ideas and information—and, as there is no clear consensus, suggested that it was now time to give this revision process back to the CTF and for faculty to put their trust in their elected representatives.

Two members argued against sending the summer proposals to the CTF. One member suggested the faculty would not come to a majority consensus on any choice made by the CTF on the existing proposals. A student member of the CTF concurred, questioning whether the faculty would ever accept any recommendation from the CTF, and expressed dismay not only at the low response rate of the faculty survey, but also at the likelihood that any CTF recommendation would end up in a cycle of dismissal and deliberation. Another member said that the faculty as a whole should be the primary contributors at this stage of the deliberation, and that they should instruct the CTF once they have worked through the fundamental differences between the models.

Another member suggested that consensus might be built by having the CTF visit departments across campus and hearing from those who do not or are not able to come to faculty meetings. Chair Freeman responded that the CTF co-chairs visited every single department last spring to gather feedback, and had many individual meetings during those visits.

One member asked whether members of the summer working groups might now join the CTF. A member of the CTF responded that the committee is an elected body, but that working groups are volunteers, and therefore not representative; this member added that the question of membership is one for the Faculty Senate, but could not imagine a circumstance in which the CTF would not reach out to the working groups in moving forward with any given proposal, the goal being collaboration. Both this member and Chair Freeman mentioned that, based on the May 8<sup>th</sup> motion, the CTF continue to look for a direction from the faculty in terms of this revision process.

One member expressed the hope that no matter what course the faculty take, it should be one whose purpose can be concisely and effectively communicated to our students, such that they may readily appreciate why we are pursuing revision.

#### c) Mentoring

One member urged the faculty to consider the meaning of mentorship and how it should be embedded in the curriculum. This member expressed concern about the Mosaic model, which endorses mentorship courses on socializing, learning, career, and advancement; this member wondered whether the faculty feel prepared to teach such skills, and argued against instrumental classes on skills only, adding that the SSI model provides a useful way of thinking about the development of skills through the study of engaging content. A member of the Mosaic team acknowledged that it could be daunting to teach such skills, but that the team arrived at this model through its consultation with the literature on retention, which suggests that mentorship is more productive when embedded in the

curriculum and connected to coursework. Another member supported the integration of advising in the core, noting that Mosaic actually accounted for faculty time spent in advising or mentoring. One other member felt that mentoring should happen in an organic rather than a programmatic way.

A few members discussed the need to do more cost assessment with respect to the integration of mentorship and team teaching into the curriculum. One member suggested that PEAK and Mosaic presented mentorship models that were unsustainable given the number of faculty at the institution, while members of those teams argued otherwise, indicating where in their proposals such concerns were addressed.

It was **moved** by Orlin, and **seconded**, *that the assembly end informal discussion.*

There was no discussion.

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

### **VIII. Other business**

There was no other business.

### **IX. Adjournment**

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

## Appendix A - Attendance

### November 6, 2019 Faculty Meeting Attendance

Pedro Ashford	Kristin Johnson	Oscar Sosa
Greta Austin	Priti Joshi	Rokiatou Soumare
Gareth Barkin	Diane Kelley	David Sousa
Terence Beck	Chris Kendall	Karin Steere
Laura Behling	Alisa Kessel	Jonathan Stockdale
Francoise Belot	Samuel Kigar	Jason Struna
James Bernhard	Jung Kim	Yvonne Swinth
LaToya Brackett	Nick	George Tomlin
Nancy Bristow	Kontogeorgopoulos	Benjamin Tromly
Gwynne Brown	Kriszta Kotsis	Ariela Tubert
Dan Burgard	Laura Krughoff	Alexa Tullis
America Chambers	Sunil Kukreja	Andreas Udbye
David Chiu	Ha Jung Lee	Jennifer Utrata
Julie Nelson Christoph	Jan Leuchtenberger	Renee Watling
Lynnette Claire	Benjamin Lewin	Seth Weinberger
Johanna Crane	Julia Looper	Stacey Weiss
Isiaah Crawford	Tiffany MacBain	Carolyn Weisz
Monica DeHart	Angel Maldonado	John Wesley
Tanya Erzen	Janet Marcavage	Heather White
James Evans	Jeff Matthews	Kirsten Wilbur
Lisa Ferrari	Jill McCourt	Linda Williams
Amy Fisher	Amanda Mifflin	Peter Wimberger
Lea Fortmann	Garrett Milam	Carrie Woods
Kena Fox-Dobbs	Sarah Moore	Rand Worland
Sara Freeman	Jennifer Neighbors	Sheryl Zylstra
Andrew Gardner	Steven Neshyba	
Megan Gessel	Ameera Nimjee	<u>Guests</u>
Andrew Gomez	Eric Orlin	Robin Aijian
Dexter Gordon	Emelie Peine	Heather Bailey
Jeffrey Grinstead	Jacob Price	Uchenna Baker
William Haltom	Sara Protasi	Peggy Burge
Fred Hamel	Elise Richman	Elizabeth Collins
John Hanson	Amy Ryken	Katie Handick
Peter Hodum	Douglas Sackman	Elize Hellam
Suzanne Holland	Leslie Saucedo	Mushawn Knowles
Zaixin Hong	Natalie Scenters-	Susan Owen
Jairo Hoyos Galvas	Zapico	Michael Pastore
Tina Huynh	Eric Scharrer	Kaity Peake
Darcy Irvin	Dan Sherman	Ellen Peters
Martin Jackson	Renee Simms	Elena Staver
Robin Jacobson	Katherine Smith	Landon Wade
Greg Johnson	Adam Smith	



**President's Report to the Faculty**

October 29, 2019

Dear Faculty Colleagues,

I continue to be impressed by the faculty's good work, expedience and diligence in developing a compelling proposal for curricular renewal at the undergraduate level. This is our highest strategic priority in realizing our ambitious goals for the future. As I shared via campus email in the the *Leadership for a Changing World* update, we are making strong progress on many fronts and I am energized by our momentum in advancing all five of our strategic plan goals.

At this time of the semester especially, our plates are very full and we look to balance our resources and efforts in a sustainable way. Sequencing our efforts to advance the initiatives associated with the strategic plan is essential to the success of our endeavors and the wellbeing of our community. At the Nov. 6 meeting I understand there will be an opportunity to review results from the Great Colleges to Work For survey that was distributed last spring, and thank the faculty for making space to engage a conversation about our strengths and areas for improvement in supporting the work of our faculty and staff members.

**Enrollment Update**

Our work to identify a vice president for enrollment is underway, and we expect to have finalists on campus in late January/early February. An early report from our colleagues in enrollment indicates that we have significantly more completed applications than we had at this time last year—although still very early in our recruitment efforts for the Class of 2024, this is a positive development. Thank you to all who are involved in campus visit days and other aspects of our recruitment program.

**Diversity and Inclusion**

A national search for a vice president for diversity and inclusion will likely be underway early in the spring semester, following consultation with others across campus to more fully inform the work of crafting a position description and appointing a search committee. Our new vice president will be charged with working closely with all members of our community to amplify the good efforts of many people and programs across campus and advance our commitment to becoming the fully welcoming and inclusive community that we aspire to be.

**Puget Sound and Higher Education Advocacy**

I continue to work on issues related to access and affordability at the federal level, particularly related to improving the Higher Education Act Reauthorization bill ("The College Affordability Act"). In my roles as chair of the Public Policy Committee of Independent Colleges of Washington and as chair of the Accountability Committee of the National Association of Independent Colleges

## Appendix B – Report from President Isiaah Crawford

and Universities, I have raised concerns with our elected officials about federalization of the accreditation process for colleges; added reporting and compliance requirements; limitations placed on students who receive federal grants or loans in terms of selecting a major; and the approach to “free community college,” which as initially proposed favored certain institutions over private colleges like Puget Sound and diminished funding for core student aid programs. In recent communications with Rep. Pramila Jayapal’s office, I am hopeful that many of these concerns will be addressed in a new version of the bill, and will continue my advocacy for federal programs in the best interests of our students.

In addition to the above, I have spent time over the past month in meetings with Puget Sound’s board of trustees; attending the Independent Colleges of Washington board of trustees meetings in Walla Walla; meeting with reporters from *The New York Times* and a small group of independent college presidents in New York; paying visits to foundations and other major donors whose partnership is so essential to our work; representing our Logger athletics program at the Northwest Conference President’s Council meeting in Portland; hosting our Swope lecturer, theologian Pamela Lightsey, Ph.D., at the President’s Residence; and attending as many events here on campus as possible.

### **New President’s Residence Manager**

After more than 38 years of service to Puget Sound, Patti Turner will retire on Nov. 1. I am so grateful to her for all that she has done to assist Kent and me in our relocation to Tacoma, and her excellent management of the many (many, many) events at the residence and other venues across campus. Please join us in wishing Patti the best in her retirement, and welcoming MaryAnne Dehner P’14 to the Office of the President staff. MaryAnne comes to us with experience working in a similar role at Reed College and knows Puget Sound well as both a parent of a recent graduate and through her temporary work positions on campus prior to this appointment.

I appreciate the busyness that surrounds us all at this point in the semester and look forward to attending the Faculty Meeting on Nov. 6. Meanwhile, please let me know if you have any questions about any of the activities covered in this report.

Sincerely,



Isiaah Crawford, Ph.D.  
President



## Appendix C - Report from Provost Laura Behling



October 30, 2019

TO: Faculty Colleagues

FR: Laura Behling

RE: Provost's Report for the November 4, 2019 Faculty Meeting

The Provost's Office and Academic Affairs is fully engaged in a number of areas supportive of the educational program. In addition to our vital work with department/programs and individual faculty to further advance teaching, and research, scholarship, and creative work, we're also focused on a few key areas, including:

- Preliminary investigation of support for all students in experiential learning, as called for by faculty during the curriculum revision process.
- Development of a summer bridge program for incoming students—special thanks to the faculty and staff who are working with me on this.
- In partnership with Enrollment, development of materials about existing graduate programs to be made available during Admission days or tours.
- In partnership with graduate program directors, preliminary discussion about how we might more effectively support graduate students, including design of orientation programs and campus space.
- Continued development of a comprehensive program to more effectively support student success, with a particular focus on retention—expect to hear more about this at the start of the spring semester.
- In order to be responsive to work of the Benefits Task Force, I have restarted the conversation about a phased retirement program for faculty. Please look for further updates as this conversation continues.

The **Academic Deans Office is excited to welcome Theresa Williams-Chow** as our new temporary Admin Specialist. Theresa has over a decade of combined experience in customer service and office management, most recently working as the Secretary for Bryant Montessori in Tacoma Public Schools since moving from California. She also earned a Bachelor of Arts in History from Arizona State University and Master of Arts in History from Brown University, focusing on 19<sup>th</sup> century American History. We're excited about the skills, attitude, and enthusiasm Theresa is bringing to this position and our team.

**NCURA Peer Review scheduled for January 2020:** In one effort to enhance the support for faculty research, scholarship, and creative work on campus, the University will host upcoming peer review in January 2020 to be conducted by the National Council of University Research Administrators (NCURA). The review will help the university consider ways to better support the scholarly work of faculty that is funded by external grants, including exploring development of a program of sponsored research (grant proposal

## Appendix C - Report from Provost Laura Behling

development and grant administration with regard to funding from private and public agencies) and the essential administrative infrastructure to support it.

In preparation for the peer review, staff in academic affairs, the library, accounting and budget services, and university relations are gathering self-assessment information as it relates to sponsored research. Two NCURA research advisors with combined experience of 31 years in administration of sponsored research will visit campus for one and a half days on January 30-31, 2020 to interview faculty members, administrators, and staff as they engage in the peer review to fully understand our sponsored research program needs. Their visit will involve meetings with members of the president's cabinet who are leading this effort as well as the academic program leadership team and representatives from the faculty. The peer reviewers have requested a meeting with a faculty members and chairs/directors in disciplines across the campus. The focus of these conversations will be centered on the ways in which faculty and departments are or would like to be engaged in sponsored projects/research, the level of support and resources needed to do so, and any obstacles or barriers for achieving success. In spring following the peer review, the university will receive a report of findings and recommendation, concluding the work of NCURA.

Your input in this process is critical. Two faculty sessions have been scheduled with the reviewers on Thursday January 30 at 1:30-2:30 p.m. and 3:00-4:00 p.m. Please rsvp by email to Betty Popenuck, Corporate & Foundation Relations Coordinator at [epopenuck@pugetsound.edu](mailto:epopenuck@pugetsound.edu) or ext. 2925, to indicate your interest in participating in one of the two faculty sessions. If you have any questions about the peer review, please let me know.

### Updates

**Tenure-line faculty searches** are in full swing, with several searches completing their shortlist interviews and getting ready to welcome finalists to the campus for interviews. New this year and to further support recruitment, I'll be providing all campus finalists a packet of materials about Tacoma and the region, as well as the University. One particular document that candidates also will receive is a compilation of all of the faculty opportunities at Puget Sound, so as to signal the wide-ranging support available here. I've attached this document to the end of my report, in case having such a compilation is useful to you as you seek opportunities. Thanks to Julie Christoph and Renee Houston for their work in creating this document, and the University Enrichment Committee for its feedback.

**International Programs:** As student advising for next year gathers steam, the Office of International Programs would like to remind faculty that our students may study abroad applications only to the wide range of Puget Sound approved programs. Students are able to have their Puget Sound financial aid award applied toward covering appropriate costs for studying abroad on any of the approved programs. Please feel free to refer your students to Eowyn, Carmen, or Roy in the Office of International Programs for assistance on this front.

### Opportunities

#### *Internal*

**ePortfolio Workshop:** January 9-10, 2020: Take a deeper dive into ePortfolio pedagogy, reflection, and implementation possibilities during the annual ePortfolio workshop where you'll hear from experienced faculty and guest speakers. More details coming soon.

## Appendix C - Report from Provost Laura Behling

**The Center for Speech and Effective Advocacy** Workshop: January 15, 2020 Workshop on Oral Communication [One full day]. This workshop will focus on three fundamentals in oral communication pedagogy: effective delivery techniques, oral style and the evaluation of student speeches. The workshop will address the interests of both SSI courses and courses across the curriculum. Participants will have the opportunity to exchange ideas, strategies and concerns about teaching oral communication. Participants who attend the full day will receive a stipend of \$150.00. Participants will be encouraged to develop an assignment or activity (in the future) and to participate in follow-up conversations in the spring. To register for the workshop, contact [speechcenter@pugetsound.edu](mailto:speechcenter@pugetsound.edu). Direct any questions to Susan Owen at [sowen@pugetsound.edu](mailto:sowen@pugetsound.edu). Please register by no later than Dec. 6, 2020.

### *External*

**Humanities Research for the Public Good:** The Council for Independent Colleges (CIC) Humanities Research for the Public Good initiative helps CIC member institutions demonstrate the power of the humanities to address topics of public significance through student research and community-based programming. The project aims to show how the raw materials of humanities research contained in libraries, archives, and museums can be applied to contemporary concerns and experiences. Selected teams will receive \$10,000 grants to implement their projects. The projects must draw upon library, archival, or museum collections held by the college, address a topic of public concern, and involve a community-based partner organization. The initiative is supported by the Andrew W. Mellon Foundation. For more information and to apply, [visit the Humanities Research website](#). Deadline: December 13, 2019

**2020 Seminar on Teaching Interfaith Understanding:** The Council of Independent Colleges (CIC) and Interfaith Youth Core (IFYC) are pleased to announce a multidisciplinary seminar on Teaching Interfaith Understanding for full-time faculty members at CIC member colleges and universities. The seminar will broaden faculty members' knowledge and perspective to help them strengthen the teaching of interfaith understanding, develop new courses and other resources, and expand the network of faculty members who are committed to teaching this subject. The seminar, offered by CIC and IFYC and generously supported by a grant from Lilly Endowment Inc., will cover most costs of participation for those faculty members who are selected. The 2020 seminar will examine how interfaith understanding can be taught effectively in the college classroom so that students are equipped for interfaith engagement and leadership both in the classroom and beyond. Full-time faculty members at CIC member institutions (of which Puget Sound is one) are eligible to be considered. The seminar will take place at DePaul University on June 14–18, 2020. For more information, please click this link: <https://www.cic.edu/programs/interfaith>. Applications are due January 17, 2020.

### **Kudos**

**Julie Christoph, Associate Dean and Professor of English**, has been selected as the 2019 recipient of the National Conference on Peer Tutoring in Writing's Ron Maxwell Leadership Award. The Maxwell Award is presented annually to a writing center professional who has contributed with distinction to undergraduate student development through promoting collaborative learning among peer tutors in writing. The award recognizes an individual for dedication to and leadership in collaborative learning within writing centers, for aiding students in taking on more responsibility together for their learning, and thus for promoting the work of peer tutors.

## Appendix C - Report from Provost Laura Behling

**The School of Occupational Therapy** was well represented at the Washington Occupational Therapy Association State Conference recently through workshop presentations in:

- Professor Tatiana Kaminsky, “Evidence-Based Evaluation and Treatment of Functional Cognition in Adults with Acquired Brain Injury”
- Professors Renee Watling and George Tomlin, “Bringing Evidence into Practice: Insights from 4 Years of Practitioner/Student Collaborations”
- Professors Jennifer Pitonyak and Yvonne Swinth, “The Role of Occupational Therapy with Children and Youth with Prenatal Substance Exposure and Related Developmental Trauma”
- Academic Fieldwork Coordinator Dawn Yoshimura-Smith and Melissa Porrás-Monroe (UPS Clinical Instructor), “Be a Fieldwork Educator – Mentor Future OTs”

**School of Education** professors Fred Hamel, LaToya Brackett, and Amy Ryken presented about the MAT curriculum and program development work related to preparing an inclusive and diverse teaching force to the Washington Association of Colleges of Teacher Education. This work is supported by the Professional Educator Standards Board (PESB) the Advancing Systemic Equity grant.



## Opportunities for Faculty at Puget Sound

### Internal Grants

**Conference Travel Grants:** Annual funds are provided in order to support faculty travel to professional meetings in which they are a participant.

**Conference Participation—Pedagogy:** Funds support faculty travel to professional meetings to present papers describing innovations in teaching or other results of their pedagogical activities. Such meetings must be devoted to developments in pedagogy or have special sessions devoted to pedagogy.

**Course and Seminar:** Funds are provided for the purpose of supporting the enrollment of faculty members in short-term courses or seminars. The objective of such activities should be the extension of established disciplinary expertise or the acquisition of knowledge in a separate but clearly related field.

**Departmental Travel Grants:** The university allocates funds for travel by the full-time faculty for professional development.

**Faculty Research:** Funds are provided for the purpose of enhancing faculty professional expertise in one's field and to enrich the academic environment. These funds are to support research-related activities, such as travel; per diem for living expenses while away from the university and engaged in research; supplies and equipment; library electronic document delivery services; payment, when necessary, to secure human subjects; and student assistants.

**The Henry Luce Southeast Asia Field Initiative Awards:** The Henry Luce Faculty Field Initiative Awards for Southeast Asia are provided each year for the purpose of supporting faculty members interested in developing or extending professional expertise in Southeast Asia in order to inform their teaching at the University of Puget Sound.

**Martin Nelson Awards for Summer Research or Study:** The Martin Nelson Summer Awards for Research or Advanced Study provide stipends and expenses to faculty so that they may pursue research or scholarly study during the summer months.

**Miki Japanese Studies Professional Development Awards:** The Japan Foundation and the Miki Memorial Endowment Fund provides funds for the purpose of supporting Puget Sound faculty members to enhance or develop proficiency and currency on Japanese society and culture to inform their curricular offerings or scholarly research.

**Burlington Northern Curriculum Development:** An endowment created by the Burlington Northern Company provides funds to assist faculty with curriculum development. These funds recognize that

## Appendix C - Report from Provost Laura Behling

changes in disciplines and in student interests frequently necessitate development of new courses or new approaches to course materials.

**Cultural Currency:** Funds are provided each year for the purpose of supporting faculty members whose professional credibility requires periodic residence in foreign cultures. Activities covered by these funds include travel to foreign areas, lodging and meals, tuition for advanced language study, and other relevant costs of maintaining currency in relevant cultures.

**Fujian Normal University Faculty Exchange Program:** FNU faculty exchange is designed to foster scholarly and cultural interaction between our universities. This exchange agreement will include a faculty exchange program permitting in alternating years a faculty member from each institution to spend 3 to 4 weeks at each other's campus.

**The Henry Luce Field School Development Grant:** The Henry Luce Southeast Asia Field School Development Grant provides support for faculty members from any discipline interested in developing and leading Puget Sound students at a field school in Southeast Asia. These funds are to cover travel and other associated expenses to Southeast Asia related to setting up a future field school for students.

**Miki Faculty-Student Short-Term Study Abroad Award:** The Japan Foundation with support from the Miki Memorial Trust provides funds for the purpose of supporting faculty-initiated, short-term study abroad in Japan with 3-4 Puget Sound students.

**Trimble Asian Studies Professional Development Award:** The Charles Garnet Trimble Fund in Chinese Studies provides funds for the purpose of supporting faculty members whose professional development requires periodic residence, research, or curriculum development in Asia.

**University of Passau Faculty Exchange Program:** The faculty exchange between the University of Puget Sound and the University of Passau is celebrating its thirtieth anniversary in 2017, and is designed to foster scholarly and cultural interaction between our universities.

**Release Time:** Funds are available for the purpose of providing up to five faculty members with a reduction of one unit in their teaching load during the academic year. The activities for which released time may be granted include scholarly research, writing, or professional development.

**Enrichment Grants:** Funds are provided to the Provost of the university for the purpose of assisting faculty who wish to undertake projects not covered by the other faculty professional development programs described in this document. Such projects might involve the development of new teaching skills, the redesign of courses, the augmentation of disciplinary expertise, or the expansion into new areas on the part of those changing directions in their professional careers.

**Presidential Discretionary Fund:** An endowment has been established by the Hewlett Foundation which provides a Presidential Discretionary Fund designated for faculty and curricular development, and institutional self-renewal. The principal uses of the Presidential Discretionary Fund are faculty and curriculum development, including instructional methods.

### **Sabbatical and Other Leaves**

**Sabbatical Leave:** Funds support faculty leaves of absence for purposes of professional growth which will enhance an individual's effectiveness as a teaching scholar. Faculty may elect a half-year's leave with full salary or a full-year's leave with half salary.

**Pre-tenure Sabbatical Leave:** Pre-tenure sabbatical leaves provide full-semester leaves to untenured faculty holding tenure-line positions. Pre-tenure sabbatical recipients may also apply for a University Enrichment Committee [Faculty Research](#) grant or the [Esther Wagner Endowed Faculty Sabbatical Award](#) to help cover research expenses incurred while on sabbatical.

**John Lantz Senior Fellowship for Research or Advanced Study:** John Lantz Senior Fellowships for Research or Advanced Study provide funds to extend regularly-scheduled sabbatical leaves to a full academic year at full pay. Recipients whose research or study interests require extensive travel or other unusual costs may elect to receive funds up to \$15,000 in lieu of the leave extension.

**Robert R. Hamilton Memorial Faculty Enrichment Award:** These funds are to be used by faculty to continue developing their abilities as teachers through further research or study. Funds may be used to cover travel and other research related costs for faculty on sabbatical. Applicants should be accomplished teachers, should show that the proposed projects will strengthen their specific abilities, and should indicate clearly the project's long-term impact on their respective departments and the university. Per the donor's stipulation, preference shall be given to faculty in the social or natural sciences.

**John Lantz Sabbatical Enhancement Award:** Several such awards are available each year. These awards enable faculty to spend all, or a portion, of a sabbatical leave period away from the university. The awards may be used for moving expenses, rent supplements, or special research costs which cannot be covered by other faculty professional development funds.

**Esther Wagner Endowed Faculty Sabbatical Award:** These funds may be used to cover travel and other research related costs for faculty on sabbatical. Per the donor's stipulation, preference shall be given to pre-tenure, tenure track faculty members in the humanities.

### **Workshops and Conversations**

**Art | Sci: Art + Science:** Artists and scientists tend to live and work in very different worlds. In major cities across three continents, the question is being asked: "Is there something to be gained in our understanding of humankind by encouraging scientists and artists to share their ideas?" This series of salons bring guest artists, Puget Sound faculty members, and others for food, mingling, conversation, and more.

**Dolliver Seminars:** Every three years a Puget Sound professor is awarded the distinguished professorship to hone their teaching skills, frequently through designing seminars for shared learning with other faculty. Recent seminar topics include *What's in a Fact?: Engaging Creativity, Criticism, Collaboration, and Community Through the Works of Suzan-Lori Parks and Her Contemporaries*; and *Teaching Difficult Texts*.

**ePortfolio Lunch and Learns:** Twice a year faculty gather to share how they use the Sounding Board platform to achieve their learning objectives in courses and departments.

**Experiential Learning Workshops:** Every other spring, Experiential Learning offers a workshop of integrating experiences coupled with reflective practice that deepens student learning.

## Appendix C - Report from Provost Laura Behling

**ePortfolio Workshops:** Offered in January to support implementation of ePortfolio pedagogy in courses, capstones and across departmental curriculum.

**New Faculty Orientation and First-Year Lunches:** Following a week-long initial orientation for new full-time faculty, there are ongoing semimonthly lunches for new faculty, to promote connections between new faculty and to introduce them to resources at Puget Sound.

**President's Excellence in Teaching Award Workshops:** One faculty member each year is selected for their genuine passion for teaching and offers a workshop on a pedagogical topic of their choice.

**Seminars in Scholarly Inquiry Faculty Conversations:** Representatives from the Center for Writing, Learning, and Teaching, Collins Memorial Library, and the Center for Speech and Effective Advocacy host monthly conversations for faculty teaching first-year Seminars in Scholarly Inquiry.

**Speech Pedagogy Workshops:** The Center for Speech and Effective Advocacy hosted its inaugural faculty workshop in 2019, and there are plans to offer additional workshops.

**Thompson Hall Science and Mathematics Seminars:** The weekly Thompson Hall Science and Mathematics Seminars, held since 1978, feature presentations by Puget Sound faculty and students and invited guest speakers on a wide range of topics.

**Wednesdays at Four:** The Center for Writing, Learning, and Teaching organizes weekly pedagogical conversations. Topics are suggested by faculty, such as universal design, teaching with technology, race and pedagogy, and writing as a way of learning.

**Writing Pedagogy Workshop:** The Center for Writing, Learning, and Teaching organizes annual workshops on writing pedagogy, funded by the Hearst Writing Endowment. Recent workshops have addressed such topics as labor-based grading contracts, and teaching writing in quantitative disciplines.

### **External Funding Opportunities**

The Office of Corporate & Foundation Relations (CFR) manages the cultivation and stewardship of effective relationships with corporate and foundation donors. CFR serves as a clearinghouse for all University of Puget Sound contacts with representatives of funding agencies, including requests for funding and visits to campus. Examples of projects that have received funding support from corporations, foundations, governmental, and non-governmental sources include Equipment to enhance science education at Puget Sound, support for the Race & Pedagogy Institute, and sabbatical support for faculty members.

*For further information, including eligibility, application procedures, and deadlines, please see*

*<https://www.pugetsound.edu/gateways/faculty-staff/faculty-professional-developme/>*



**Report to the Faculty**

**Sara Freeman, Chair of Faculty Senate**

**October 29, 2019**

Dear Colleagues:

We are at a juncture in our work on curriculum revision. There is a lot to say about how we can proceed, so I will say it as directly as possible. I am in tech week for the opening of *The Penelopiad* on November 1, and working on Margaret Atwood does incline an artist to a certain type of clarity about decisions.

After two small items that will each take no more than five minutes, on November 6 the business of our meeting is to return to discussion and decision making about the curriculum proposals before us. It is time to take the next steps toward the goal of bringing a full model of revised graduation requirements before the faculty for a vote. Senate spent the bulk of its October 28 meeting discussing the curriculum survey and how to proceed. In this report, I am conveying a set of recommendations from Senate and its guidance about sequences of decisions for our November (and maybe December) meetings.

Senate makes these recommendations as the elected executive body of the faculty. As with all our curriculum work over the last year and a half, we want the process to be collaborative, adaptive, and iterative. But given the nature of the survey and what the data can and cannot indicate, Senate also recognizes its responsibility in shared governance to frame decisions at various junctures so that the faculty can vote up or down on specific courses of action.

As I narrate Senate's recommendations, I note that Senate encourages faculty to click through to the numbers as they read the survey report and remember that in the survey high is low and low is high when it comes to the "scores." I also want to address three concepts that Senate and CTF have discussed in light of the survey but which faculty members may experience as a shorthand that telegraphs more than it explains. Those concepts are "choosing a direction," "Frankenstein monster," and "what's on the table."

**Choosing a Direction:** we now have several proposals before us to reorganize our core to produce more integration in our shared curriculum and a stronger student experience about the "why" of a liberal arts education. After time spent learning about the proposals, discussing them, and being surveyed about them, work on curriculum revision cannot proceed unless we choose to go in the direction represented by one of the proposals. Senate sees the task before us as choosing a primary direction among the existing proposals. The concept of choosing a primary direction means selecting a proposal to guide the final, holistic modeling Senate has asked CTF to do of all the graduation requirements (more on that below in what's on the table). Choosing a direction does not mean picking one proposal and implementing it, no questions asked. It means saying: "this is the fresh shaping on how to do core requirements that we want to build into our renewed undergraduate curriculum framework." I detail the two recommendations Senate makes about how to choose a direction below. Upon choosing that direction, we can then sculpt and negotiate the details of how to fully execute the ideas proposed in the model alongside the other elements of curriculum revision (first year structure, inbuilt high impact practices). While many of the models share key elements, there are enough distinctions that choosing between them for overall direction is key.

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

*But, most everyone asks at this point, what if there are elements from one of the proposals that are compatible with the other, more preferred proposal? Couldn't they be combined? And, at that moment, other people will say, Oh no! Let's not make a Frankenstein!*

**Frankenstein's Monster:** Yes, we can finesse and adjust the final curriculum model related to any of the good ideas in any of the proposals. But Senate agrees that it is not workable to say "I would like part A of Mosaic, Part B of canopy, and Part C of CIT Explore:" go do that! It is not workable in part because competing visions of which A, B, and C to combine will essentially result in a proliferation of proposals. *We have proposals before us and have had time to consider them from many angles.* It is also a nightmare if we are conducting surgery on the floor of the faculty meeting trying to combine different parts of the proposals. This is why choosing a direction among proposals matters. We can honor the serious consideration colleagues put into crafting those proposals by choosing among the visions and then working with it as a primary vision to get the best articulation of the best insight from all the summer work and CTF's foundational work last spring.

**First Senate Recommendation:** This is why Senate recommends that on November 6 we narrow our focus to the Mosaic plan, the Canopy plan, and Peak plan. Here is the reasoning. The Core Community proposal is focused on the first year. Elements from it could support several core models. The CIT Explore proposal also focuses a great deal on the first year and others of its structures coincide with or complement Mosaic, Peak, or Canopy. Senate therefore recommends that CTF's final modeling on first year structures in the undergraduate curriculum framework (following Motion 2 from May 8, 2019) avail itself of insights and ideas sparked by the Core Community and CIT Explore proposals that might support first year transition and experience of the core.

Before I outline Senate's recommendation about how to choose a direction between Peak, Mosaic, and Canopy, I want to briefly touch on what's on the table as we do so and return to why we are doing so.

**What's on the Table:** as we renew our undergraduate curriculum framework, it is worth remembering that a fresh shaping on the core is only one part of what is at stake. We have three strands of work coming out of the motions of May 8: 1) restructure the core; 2) build stronger first year structures (within and around the core); 3) require and support high impact practices for students as part of their curriculum regardless of financial need. Once we choose a direction among our proposals, CTF's job is to bring back a full model of how all those things fit together in credits and graduation requirements; host faculty discussion of how to align our workload; and make any recommendations about calendar that result from that modeling. In that final modeling, there is no plan to change the KNOW overlay (as established from February 2019). Because there is a proposal separately before CC to officially create a rubric for the language requirement focused on cultural currency and to change the requirement to two units for every student, there is room to decide whether language requirements will remain the same or not. There is the option of establishing Sounding Time. Following the proposals, there is the option of reorganizing where SSIs count. There are also the options of eliminating or raising the cap on major classes given new unit counts in other places and for reorienting the way classes get approved for the core.

Given how CTF works and what suits our campus, it is clear that there will be many points of finesse where CTF will ask faculty to weigh in on structures in the full model of revised graduation requirements before we vote about changing them. Remember how I said to you in my last report that no one decision settles everything? But because everything is connected, aligning all these elements and negotiating final choices awaits knowing which proposal from the summer we embrace.

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

It is here I note that colleagues sometimes say: *but what if changing the core doesn't make any difference to any of it anyway? Maybe we can just do first year structures and high impact practices and be done.*

I will take that as an opportunity to report to you some of what we learned at the Murdock Charitable Trust leadership retreat in late September. The program for the retreat was led by the Reinstitute division of the Human Capital Research Corporation (HRCR), of which our President emeritus Ron Thomas is now a leader. One of the most compelling presentations came from Brian Zucker, founder of HCRC, about trends in higher education and drivers of demand. Zucker, whose bread and butter is consulting with universities far and wide about enrollment management and financial aid modeling, took us through an intensive data dive (with charts in formats I have never dreamed of) that concluded with him emphasizing that given what higher education faces today and in years to come, he can fiddle with enrollment strategies and financial aid modeling all day, but his analysis shows that the most important thing for colleges to address is renewing the curriculum. That is because curriculum is where we express our purpose. Our core is where we express our shared purpose. And while prestige is a major factor for student choices about college and, yes, eighteen-year-olds might not know a thing about what they really want, *purpose matters.*

Here is where, cynicism aside, I ask you all as colleagues: given what we've reported to ourselves about our core for more than 5 years, given the insights about curriculum from the strategic planning processes, given the research and knowledge brought to bear by our colleagues in their proposals, why not renew our expression of our purpose at this juncture? And, cynicism aside, given trends we've seen in the last five years or so, do we honestly think that making no change to the core or doing things that do not holistically help our students understand and feel excited about their entire journey here will help our university?

**Second Senate Recommendation:** Senate recommends that the faculty make a sequence of decisions after time for discussion of the survey results. If the faculty accepts Senate's recommendation to narrow to consideration of three curriculum proposals, there can be debate and votes in two phases. Here is the analysis: Senate sees that the Mosaic model and the Peak model, while distinct, have some shared vision about the core coming from student-question-driven inquiry. Canopy represents a different vision about the core driven by interdisciplinarity. The difference between those visions is the first fundamental decision. Senate made the observation that there is space for team teaching in models other than Canopy; it also respected that team teaching is central to how the Canopy accomplishes the educational goals of the university through the core. Senate requests that the faculty express its sense of direction by first indicating whether it wants to go in the direction of Canopy or Mosaic/Peak. Then, should the faculty direct toward Mosaic/Peak, it should express which branch it most directs toward: Mosaic or Peak, since there is a difference in emphasis and structure of inquiry in those plans.

Toward that end, on November 6, the ideal plan would be to discuss the survey and then vote among the three plans if the faculty takes Senate's recommendations. I would welcome the faculty to make a motion to move the meeting into informal consideration of the report on the survey when we turn to that item of business. We are meeting in Upper Marshall Hall on November 6 and will have plenty of room. We can spend a large portion of the Nov. 6 meeting in conversation, some of it in small groups, about the survey results. On November 6 or November 20, we can move into a vote on direction following Senate's decision tree. Coming out of such a decision about direction, CTF can be directed to

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

take next steps on its charge and the faculty can continue its collaborative renewal of our undergraduate curriculum framework.

As we vote, Senate has discussed using Poll Everywhere as a mechanism for a fast, anonymous in-meeting vote (a version of a paper ballot). I am consulting with the Parliamentarian about whether this is workable. I will update the faculty listserv as we finalize whether this is an option.

I expressed to Senate that in Mosaic, Peak, and Canopy, we have three proposals with powerful visions. I would describe it this way:

In Canopy we have full commitment to interdisciplinarity and bold structural change.

In Mosaic we have full commitment to sustained student mentoring and innovative emphasis on student driven inquiry.

In Peak, we have full commitment to question driven inquiry and exciting development of shared intellectual frame under theme areas.

If our shared curriculum demonstrates an integrated project of intellectual inquiry in any of these modes, it will map the things we have in common as an intellectual community, such as: seeing and understanding patterns; working out scenarios through observation and imagination; making evaluations based on criteria; putting a text in context; testing ideas in practice; translating between one idiom, conceptual framework, or language and another; and understanding human constructs and how they shape our minds, behavior and social organization. We do need to discuss the differences in proposals' visions to decide about direction, but I want to affirm that all the proposals inculcate values that are central to our mission and focus on things that we as a faculty have documented that we care about.

The work continues.

Sincerely,

Sara

## Student Affairs Report to Full Faculty

November 2019

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

### **New Online Therapy Assistance Program:**

The Division of Student Affairs (DSA) continues to explore ways to address the mental health needs of our students. The DSA strategic theme on holistic wellness is outlined as follows:

**Holistic Wellness:** The word holistic is defined as the understanding of the parts, often mental and social factors, that are deeply connected to the whole. The work that is done by the Division of Student Affairs seeks to support this understanding and connect it to wellness for our students. Holistic wellness can include many areas such as emotional, social, physical, spiritual, and intellectual. Connecting to what our students' understanding of their individual wellness is allows us to support students as they progress toward graduation.

Utilize historical and current assessment data to define, understand and support the needs of our students as it relates to holistic wellness.

- Educate and provide resources around the different areas of wellness for our campus community.
- Implement strategies that assist students in advocating for themselves and their needs, one on one as well as in group and community settings.
- Educate campus about the mental health needs of our students in order to equip faculty and staff with tools to respond and refer.

In alignment with the DSA strategic theme around holistic wellness, CHWS will be launching a new online therapy assistance software. TAO, Therapy Assistance Online, allows our students (as well as faculty and staff) to have access to effective and accessible mental health and wellness modules. The self-help modules are currently live and we will engage in a soft marketing launch of this exciting tool this fall, calling it Logger Self-Care.

Students can use TAO to assist them in dealing with anxiety, depression, substance usage, chronic pain, interpersonal relationships and communication skills, as well as, resilience. With as little as 15 minutes a day on their mobile or desktop, the evidence-based tools of TAO can help build life skills and coping mechanisms. In addition to the Logger Self-Care modules which also include a mindfulness library with various meditation tools and awareness exercises, TAO can assist our therapists by assigning specific modules to specific clients in order to assist them in their counseling needs.

One additional function of TAO is the screening instruments that one can take to assess their mental well-being. The assessment then offers suggestions for modules that can best assist in addressing well-being needs. Additionally, one goal named in the DSA strategic plan under holistic wellness is to utilize assessment data to define, understand and support the needs of our

## Appendix E - Report from Dean of Students Uchenna Baker

students as it relates to holistic wellness. The data in the Logger Self-Care module is anonymous and we will be able to learn about what our students' mental well-being is like as a whole. The data compiled by TAO will allow us to better understand themes and patterns of behavior within our student body. This new tool will help to move the Division of Student Affairs in the right direction in terms of supporting our students' wellness and resilience.

The link to TAO will be on the CHWS site ([CHWS](#)), as well as the BRAVe site ([BRAVe](#)). Look for the TAO logo, point and click! Faculty and staff can sign in using their UPS address and can then create a password. Please note that this is a soft launch so we appreciate your patience as we work through any kinks.

### **Upcoming/Ongoing Student Affairs Programs**

- **Take Back the Night**, Wednesday, 11/6:
  - Stephanie Sacks from Rebuilding Hope: *Supporting the Survivor and how trauma is manifested*, 7 pm, WSC Rotunda
  - March and Rally, 8 pm, WSC Rotunda
- **Green Dot Bystander Workshop**, Saturday, 11/23 at 11 am, Murray Boardroom
- Campus Grief Group will be held on Tuesdays, 1-1:45 pm in WSC 219. For those who use (or whose student leaders use) FB for promotions, the link is <https://www.facebook.com/events/513780259185589/>.



# 2019 Great Colleges to Work For Survey Results

November 2019

## Recognitions and Benchmarks



Collaborative Governance  
 Compensation & Benefits  
 Confidence in Senior Leadership  
 Diversity  
 Facilities, Workspace & Security  
 Job Satisfaction

Professional/Career Development  
 Respect and Appreciation  
 Supervisor/Department Chair Relationship  
 Teaching Environment  
**Tenure Clarity & Process**  
 Work/Life Balance

## Response Rates



<u>Job Role</u>	<u>Puget Sound Population</u>	<u>Responses</u>	<u>Response Rate</u>
Administration	47	39	83.0%
Exempt Staff	166	120	72.3%
Non-exempt Staff	323	180	55.7%
Full-time Faculty	251	144	57.4%
<u>Adjunct Faculty</u>	<u>61</u>	<u>8</u>	<u>13.1%</u>
<b>Overall</b>	<b>848</b>	<b>491</b>	<b>57.9%</b>



## Representation



Respondents were representative of the Puget Sound population in all other areas for which we had data, such as:

- Age
  - Length of service
  - Supervisory status
  - Faculty rank
  - Tenure status
- 
- Summary data for each Vice Presidential area was provided to each of them the week of November 4



## Areas of Strength

## Overall Areas of Strength



Faculty and staff identified the following strengths:

- are engaged in the mission of Puget Sound
- believe the environment is safe and secure
- feel good about their colleagues
- appreciate the retirement benefit
- value their autonomy
- have a good relationship with their supervisor/department chair (staff)
- believe their skills are valued and recognized (faculty)

## Overall Opportunities



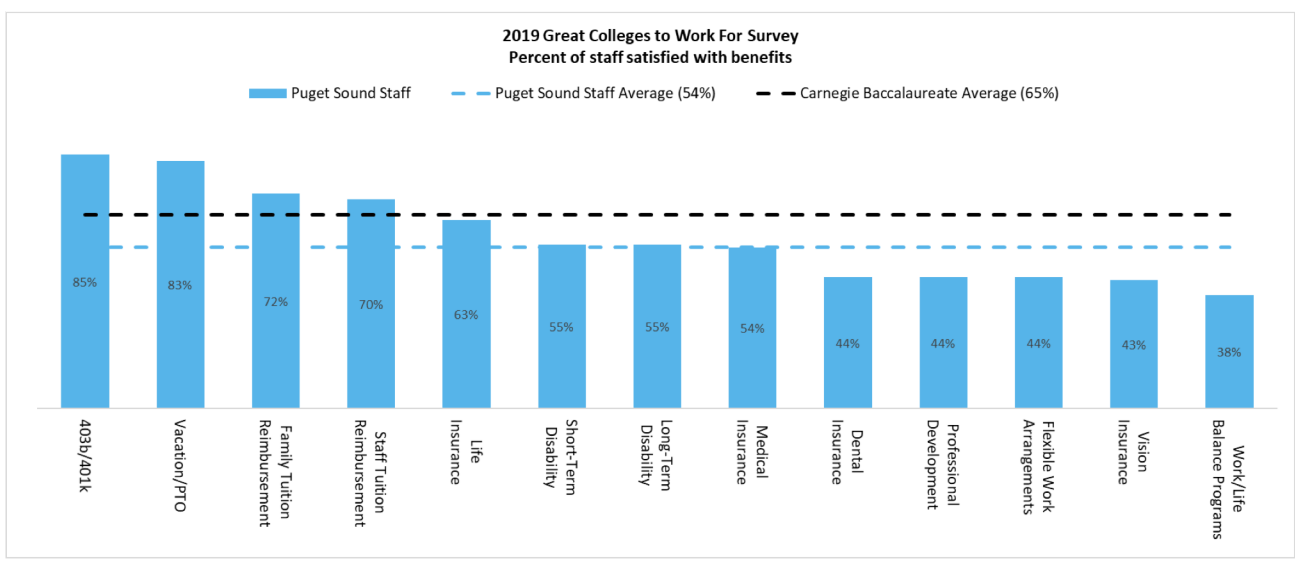
Faculty and Staff identified the following opportunities:

- increase staffing levels
- improve recognition programs
- communicate more clearly and transparently
- address poor performance
- increase compensation (staff)
- provide information on advancement/promotion (staff)

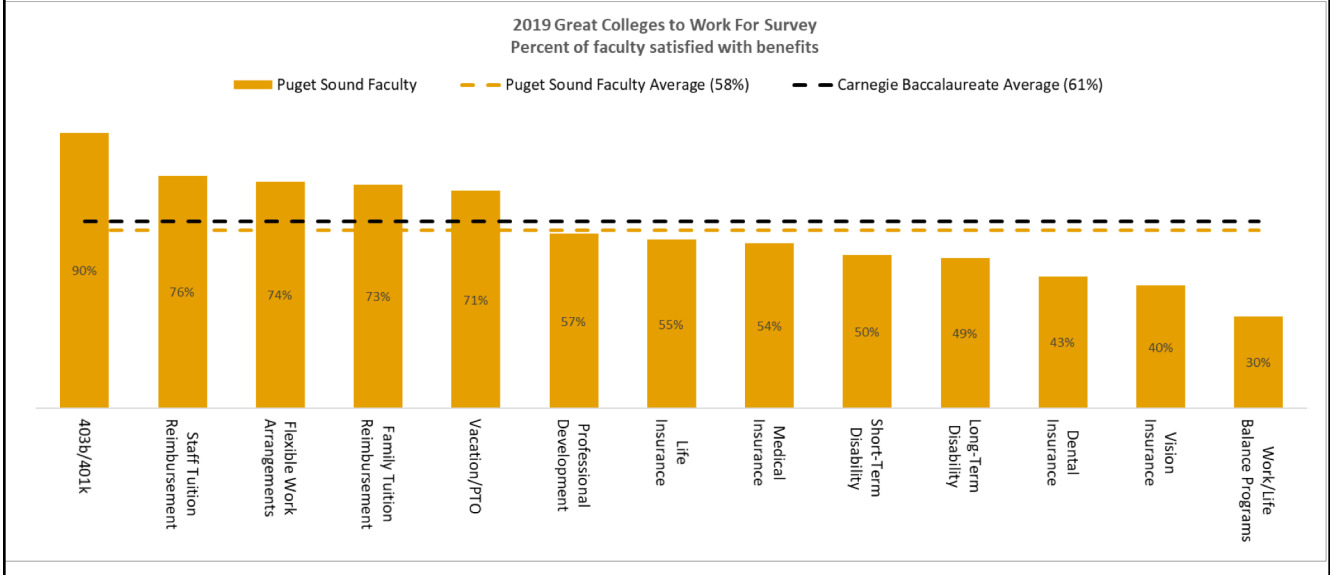


# Benefits

## Benefits - Staff



# Benefits - Faculty



## Next Steps

## New Initiatives/Programs: Compensation and Professional Development



- **Salary Equity**
  - Total Rewards Manager appointed; review to begin spring 2020
- **Benefits**
  - New basic dental to begin in January 2020
- **Professional Development**
  - Training Coordinator being recruited to implement year-round professional development

## New Initiatives/Programs: Diversity and Inclusion



### Diversity, Equity and Inclusion

- Chief Diversity Officer role elevated to a Vice President for Diversity and Inclusion reporting to the President
- Campus Climate Survey conversations in progress through Spring 2020

## New Initiatives/Programs: Communication and Community Building



### Staff Representation

- President working with the Staff Senate Chair to bring proposal for representation to Board of Trustees in February 2020
- President adding regular conversations with Staff Senate Chair, as happens with ASUPS and Faculty Senate Chair

### Campus Coffee Breaks

- Began in September to encourage conversation and collegueship across campus

## Ongoing Participation and Communication



- Staff and faculty representation on committees and task forces
- Annual events for faculty and staff (Fall Faculty and Staff Conversation, Holiday Brunch, etc.)
- President's open office hours in Diversions Café
- Facultycoms and Staff Senate "Did You Know?"
- Leadership for a Changing World e-newsletter
- Campuswide email
- Arches magazine, The Hatchet, website, social media