

Faculty Senate  
McCormick Room, Collins Library  
Minutes of the April 25, 2016 meeting

Senators Present: Kristine Bartanen, Bill Beardsley, Kena Fox-Dobbs, Bill Haltom, Robin Jacobson, Andrea Kueter, Brendan Lanctot, Noah Lumbantobing, Pierre Ly, Amanda Mifflin, Siddharth Ramakrishnan, Mike Segawa, Jonathan Stockdale, Ariela Tubert, and Jennifer Utrata

Guests: James Bernhard, Tanya Erzen, Megan Gessel, Mark Reinitz, and Seth Weinberger

**1. Chair Tubert called meeting to order at 4:01 p. m.**

**2. Announcements**

None.

**3. M/S/P to approve the minutes of April 11, 2016.**

**4. Updates from Liaisons to Senate Standing Committees.**

Mifflin reported that the Curriculum Committee had a question about whether a slight revision to the Curriculum Statement in order to clarify how KNOW courses are evaluated needs to be voted on by the entire faculty. The revision involves assessing KNOW proposals by the guidelines, and not the learning objectives, as is done for Core courses. After a brief discussion, the Senate decided to discuss the issue more when the Curriculum Committee gives its final report to the Senate.

**5. Updates from the ASUPS representative and the Staff Senate representative**

Lumbantobing had no updates from ASUPS. Kueter reported that the Staff Senate was presented with a new policy on animals on campus and extended an invitation to faculty to serve at the staff luncheon. The Excellence in Action award(s) will also be presented at the luncheon.

**6. Discuss creation of a committee on Educational Goals**

Jacobson presented the following motion:

"I move to establish an ad hoc committee to review the Report on Faculty Perspectives on Education Goals and if deemed appropriate, propose revisions to the university's educational goals. The committee shall be composed of at least three faculty members, including faculty representatives from the Student Life Committee, the Curriculum

Committee, and the Faculty Senate. An Associate Dean and someone from Institutional Research will be non-voting members of the committee.”

Jacobson expressed that the goal of this committee is to increase the faculty voice in regards to the issue of educational goals.

M/S/P to approve the motion.

Beardsley agreed to convene the committee. Since the motion specifies representatives from the Senate, SLC, and CC should be on the committee, the committee will be convened once the new Senate and Standing Committee members are established.

## **7. Update on the Freedom Education Project Puget Sound**

Tanya Erzen and Seth Weinberger presented details about a new BA degree the Freedom Education Project Puget Sound (FEPPS) program is interested in proposing. Briefly, FEPPS provides classes at the Purdy women’s prison in Gig Harbor. The program recruits professors from a large range of areas. There have been 20-25 faculty participants from Puget Sound. Erzen emphasized that faculty teach the same classes as at their home campuses with the same academic expectations for students. This year will see the first set of graduates from the program, which currently culminates in an AA degree. FEPPS is discussing possible options that would allow graduates of the AA program to continue on to a BA at Puget Sound. The potential curriculum for the BA will be discussed during a Burlington Northern grant. FEPPS anticipates that they will continue to work on the proposal in June, and then hold an open meeting to discuss options with faculty. The program is currently funded by Bard College, as part of consortium. Course syllabi are provided to the relevant department at TCC for credit approval. Erzen and Weinberg emphasized that undergraduates are actively involved in the program as tutors at the prison during study halls. A new course offered in the upcoming semester will give students credit/support for participating in the program.

Beardsley asked for clarification that if the AA degree is from TCC, would the BA degree be from Puget Sound? He suggested that some courses for the BA degree may be difficult logistically (labs, etc.). Erzen responded that most schools offer a general Liberal Studies BA degree that is limited to certain disciplines in order to limit logistical complications. Bard offers two required seminars so that students learn the research and writing skills to prepare them for BA classes. Also, there is no guarantee that AA students will be admitted to BA program. They would have to apply and be granted admission.

Stockdale asked if there were ballpark numbers for participants in the program. How many might be interested in BA option? Erzen responded that there could be up to 20 students by next year. It depends on the student’s release date, among other factors. The question was raised whether they would be switching from the consortium model to a purely Puget Sound model. Erzen clarified that this is a voluntary option for faculty on top of regular course loads, so a discussion will happen about that. Bartanen added that the program will have to go through the usual channels of the CC, Faculty, and Board of

Trustees before being implemented. Erzen suggested they start with a presentation to faculty and go from there.

Erzen and Weinberg emphasized that they would like faculty input, and if individual faculty are interested in reviewing curriculum or participating (giving a seminar), they can easily arrange for them to visit a class to see what the program is like.

Bartanen added when thinking about a new degree program, we need to keep in mind what is required in terms of things like faculty load and financial implications. To date, FEPPS has been supported entirely by outside funding. These are the kinds of questions that are beyond the typical ones that go through CC.

Weinberg again encouraged everyone to come sit in on a class or give a lecture to see why it's important for us as academics and the institution to be involved in this kind of work.

Utrata asked about the typical size of classes, and offered that this seems like a natural fit for the new experiential learning initiative and that it's an area that there appears to be funding for on campus. Erzen responded that the class sizes average 15-20 and can range from 5-100. They are open to everyone, not just those enrolled in program. The lectures are considered a gateway for the women to get acquainted with program and gain confidence in applying for program. She also clarified that the university Experiential Learning grant has already given them an intern and a program assistant that participates in organizing reflection activities for the tutors. Experiential Learning has contributed a great deal. Wesleyan also has a structured program that partners a student with a prisoner for internet research needs, since internet access is not available to prisoners. FEPPS is also developing a peer-mentoring program in the prison.

Stockdale asked why the prison in Purdy was chosen. Is there reason other than location? Erzen responded that there was a previously established within WCCW "Village" that asked for help with college courses. There is an advisory counsel at the prison that they work with to make decisions. Additionally, women are the fastest growing population of prisoners and Purdy is overcrowded. It is important to find ways to do more than just house people. There is a positive impact on women prisoners who are mothers. FEPPS also collaborates closely with a program in Monroe, and they are talking about creating a consortium, but the current focus is on the BA proposal.

Erzen announced that she and Bartanen will be going to White House for a meeting related to the issue of criminal justice reform.

## **8. Student Life Committee End of Year Report**

Gessel presented the end of year report for the Student Life Committee (attached as Appendix A). She stated that most of the SLC work this year consisted of staffing misconduct boards and acting on Senate charges. The progress on the assigned charges is summarized below:

Board Staffing: Gessel noted that much of the staffing on boards was done by former SLC members due to training issues. The pool of trained faculty on the SLC is rather small, especially when coupled with availability issues.

Charge #1: *Continue to review and revise as the Committee wishes its procedures, particularly as they pertain to the liaison and board staffing responsibilities of Committee members. Monitor the effect of these revisions, particularly with regard to issues of workload and work distribution. Assess future staffing and support needs.*

The SLC would like to participate in staffing other student-life related committees where faculty might be needed. SLC members are currently serving on the Sexual and Gender Balance Committee and Orientation committee, and a member served on the now concluded new sorority selection committee. SLC members will continue to staff committees and boards as needed.

Charge #2: *Examine the advisability of Student Life Committee members serving in additional co-curricular service assignments (such as advisor to KUPS, the Union Board, etc.).*

Some co-curricular assignments are good as single service assignments due to work/time load or expertise (such as ASUPS, Literary Magazine). Some co-curricular groups could not find a faculty advisor, such as the Trail.

Charge #3: *“Work with PSC, BHERT, and the CoD to identify conflicts, if there are any, between the Faculty Code and the Response Protocol to Incidents of Bias or Hate.”*

Members of SLC have reached out to CoD and PSC, but nothing has moved forward with this charge.

M/S to receive end of year report of the Student Life Committee.

Tubert asked Gessel if the size of SLC would need to be bigger to provide representatives to all the positions. Gessel responded no, but disciplinary boards do take a significant chunk of time. They are required to do it as quickly as they can, so finding people who have a free 5-hour block can be challenging since scheduling depends on complainant and respondent. If it ends up just being Elements that needs to be staffed that would be fine. Wetlands is best staffed by someone in the English department.

There was some discussion about the advisor for the Trail. Steven Zopfi is the current faculty advisor, but Segawa clarified that an outside advisor was hired for the Trail. That particular media needed some good supervision, so someone with student publication experience was hired. Tubert noted that it is important to have faculty advising as well.

Stockdale asked if there was a rationale for Charge 3, and also where we should go from here. Gessel responded that SLC members reached out to PSC and CoD, but got no response. Perhaps Senate can push this charge more in the Fall.

Utrata asked if there are there now enough volunteers for conduct boards. Gessel responded yes, but more people would definitely make it easier to staff. More and more people will likely be trained as time goes on. Segawa added that as faculty are trained, they will be on a list available to serve so that no one or two colleagues are called on more than once or twice a year.

Gessel concluded by saying that the SLC would like to continue Charge 1 throughout next year, and Charge 3 will need to be repeated next year. She will have to check in with SLC members on sabbatical regarding Charge 2 before submitting a recommendation.

M/S/P to approve end of year report of the Student Life Committee.

## **9. Professional Standards Committee End of Year Report**

M/S to receive end of year report of the Professional Standards Committee.

Reinitz presented the end of year report for the Professional Standards Committee (attached as Appendix B). The progress on the assigned charges is summarized below:

Charge #1: Review interpretations of the Faculty Code begun in Academic Year 2014-2015

*yet to be evaluated by the Title IX work group.*

Progress on this charge was presented at an earlier Senate meeting. The outcome was to codify a prohibition regarding sexual relationships between students and faculty.

Charge #2: Review the line on pages 22-24 of page 11 of the Faculty Code (Chapter 3, Section 3 (e)), which states, "Advancement to the rank of full professor is contingent upon evidence of distinguished service in addition to sustained growth in the above-mentioned areas." The wording of this sentence can be interpreted in two ways: either the candidate's teaching, professional growth, service, advising, etc., must be distinguished, or their performance in the category of service to the university and community in particular must be distinguished. This ambiguity is potentially a big problem with high-stakes consequences. It would be great if the PSC (and the faculty as a whole) could revise the Code to remove the ambiguity.

The PSC polled chairs and program heads to find out how people currently interpret the phrase. There was zero agreement across departments. The committee attempted to go back to the minutes for the time this phrase was added to the code for additional information on the original intent of the language. No one could find any evidence of legislative intent. The PSC didn't feel comfortable making an interpretation given the broad reaction of the departments. They suggest a campus-wide discussion on this topic.

Charge #3: Consider whether students with accessibility hardships might be granted extended time in which to fill out evaluations of courses and instructors.

This charge was fairly straightforward, and the PSC agreed to have Dean Bartanen contact Peggy Perno to develop a plan to allow students with accommodation needs to complete evaluations through OSAA.

Charge #4: *The faculty senate charged the committee with exploring the advisability of a cycle of review for department and program faculty evaluation standards and criteria.*

The PSC did not make great headway here. There was not a strong feeling that this was a broken process in dire need of fixing. The committee decided to table the issue until other questions, such as the language ambiguity addressed in Charge #2, are resolved.

Charge #5: *Assay studies of biases to which students' evaluations of teaching are prone and to recommend to faculty those studies, if any, that should inform faculty discussion of biases in students' evaluations."*

The PSC did not feel especially knowledgeable to identify valid research articles on this topic, so they invited people who do know about topic to talk with them about the issue. Gender bias seems to have a lot of interest on campus. Julie Christoph suggested that this discussion should be campus-wide. This issue is not necessarily under the purview of the PSC, but they can address it in evaluation standards and criteria document. One suggestion put forth was to have someone from another department involved in faculty evaluations in order to provide information about potential bias.

Other PSC Business:

One issue that was discussed by the PSC was whether a faculty member can use information that isn't in an evaluatee's file when writing an evaluation letter. The general feeling was that information outside of the individual file, but within the Code's provisions of colleague familiarity with an evaluatee's work as demonstrated in practice is OK, and that safeguards are in place to prevent misrepresentation.

The PSC requests an additional charge regarding new guidelines for EPDM.

Tubert asked for suggestions on the next steps for the charge on the faculty service question (Charge #2). Reinitz suggested that the PSC could be charged with an assignment to begin the campus-wide discussion. It would not hurt to review Buff document overall, as the "University Standards" section has not been reviewed recently. If the definition of "service" is modified, then departments will need to revise their guidelines.

Utrata offered that the range of opinions on "service" is concerning, and lack of clarity is exactly where bias can creep in. Lanctot added that he had the opposite reaction. Ambiguity is potentially a problem with high stakes consequences; however, the wide range of interpretations may be a result of particular needs of departments. Perhaps the ambiguity is functional. Ramakrishnan asked if there was any concern expressed by the

FAC on this issue. The FAC did receive a letter from a department expressing concern, and Tubert has received letters from faculty asking for this to be looked into. Some departments are disagreeing within their departments about interpretation. Lanctot suggested that we should perhaps shift away from word-smithing to discussing the issue more substantively. Bartanen suggested that the question we need to consider now is “What are expectations of the faculty at this point in time for advancement to full professor?”

M/S/P to receive the end of year report of the Professional Standards Committee.

## **10. Library, Media, and Information Systems End of Year Report**

James Bernhard presented the Library, Media, and Information Systems end of year report (attached as Appendix C). He reported that the committee unexpectedly got pulled into the CIO search, which changed the anticipated work significantly. The progress on the assigned charges is summarized below:

Charge #1: *Work with Institutional Research (IR) and Technology Services (TS) to develop policies concerning the appropriate use of institutional data on campus.*

There is a lot of work to be done on this charge, but it needs to wait for the new CIO.

Charge #2: *Develop a preservation strategy for digital archives of faculty research.*

This is a University concern. The committee could not do much on it, but still consider it to be a concern.

Charge #3: *Continue to support initiatives to raise awareness and use of the Archives and Special Collections.*

President Thomas has provided funding for the enhancement of teaching space in the Archives and Special Collections space.

Charge #4: *Discuss ways in which LMIS can support collaborative activities on campus such as NW5C digital humanities projects.*

The possibility of a workshop on digital humanities was discussed, but the activity is contingent on funding.

Other LMIS Business:

The committee requests that the ASUPS Director of Technology Services should be included as a student member of the LMIS committee. Bernhard would like to continue as chair of committee, if assigned and re-elected to position, to establish continuity and channel of communication with new CIO.

Tubert mentioned that adding an additional person to the committee would require a bylaw change. Alternatively, they could swap out the current student member with the

ASUPS Director of Technology Services as an even exchange that would not require any bylaw changes.

M/S/P to receive the end of year report of the Library, Media, and Information Systems.

The meeting was adjourned at 5:29 p.m.

Minutes discharged by Amanda Mifflin

Respectfully submitted,

Pierre Ly

**Appendices:**

Appendix A1, A2 and A3: Freedom Education Project

Appendix B: SLC End of Year Report

Appendix C: PSC End of Year Report

Appendix D: LMIS End of Year Report





### **Mission**

Our mission is to provide a rigorous accredited college program to incarcerated women in Washington and to create pathways to educational opportunity after women are released from prison.

### **Who we serve**

Our **138** students are female prisoners at the Washington Corrections Center for Women (WCCW) who range in age from eighteen to sixty-five. The majority of these women have had minimal access to education, come from impoverished backgrounds, and never finished high school. Women are also the fastest growing segment of the prison population. Women in prison have often accrued significant debt; carry the stigma of incarceration; remain under-educated and barred from employment opportunities. This traps them in a cycle of poverty with a higher risk of their children being imprisoned. Education is the single most important factor in breaking this cycle. According to a 2013 Rand Corporation study, those who go to college while incarcerated are 43% less likely to return to prison than those who do not.

### **Program Overview**

We currently offer accredited courses leading to an Associate of Arts and Science degree inside the Washington Correction Center for Women. FEPPS is also a member of the Bard National Consortium of Liberal Arts Programs in Prison, which includes Wesleyan, Grinnell, Goucher, Washington University, Notre Dame and Bard. We offer 25 classes per year, and we have over 75 volunteer professors from universities in Washington. Our alumni have gone on to the University of Washington, Bellevue College, Antioch and Eastern Washington University upon release.

### **FEPPS is a Signature Initiative of the University of Puget Sound**

- 23 Puget Sound professors have taught a course or given a lecture at the prison: Robin Jacobson, Priti Joshi, Seth Weinberger, Stuart Smithers, Mita Mahato, Emelie Peine, Andreas Madlung, Nancy Bristow, Peter Wimberger, Ann Putman, Tim Beyer, Doug Sackman, Matthew Ingalls, Elizabeth Bernard, Barry Goldstein, Alissa Kessel, Bill Kupinse, Rachel DeMotts, Monica DeHart, Nick Kontogeorgopoulos, Heather White
- 15 Puget Sound undergraduates have volunteered to work in study halls
- Burlington Northern funding for BA development
- REL 307 Prisons, Education and Gender: a new experiential learning course to be taught by Prof Erzen in Fall 2016

2311 N. 45th Street, #178 Seattle, WA 98103 ph:206-489-5232  
<http://www.fepps.org> email: learn@fepps.org

## **Bachelor's Degree Information**

Many students are curious right away about post-AA possibilities. Here is basic information about the BA program. While it is helpful to keep this information in mind as you embark on your Bard experience, the most important element to concentrate on now is your present, foundational education. Still, those accepted into the AA program should make it a goal to become viable BA candidates.

### **Admission**

Students who have completed all requirements for their AA degrees with Bard will be eligible to apply to the Bachelor's Degree program. The BA admission process takes place every other year in the fall. The Admission Office of Bard College manages this process, and applications are modeled on the current mainstream application to the college. They include letters of evaluation by the directors of BPI as well as Academic Evaluations, usually written by current Bard faculty who have taught with the Initiative. Criteria sheets and transcripts from the AA are also part of the application. Along with these materials, students write essays using specific prompts.

Students who have not yet completed Bard Associate's degrees are eligible to apply to the Bachelor's degree program if they have completed 50 credits while maintaining a cumulative GPA of 3.5 or higher. The Admission Office on campus will consider such early applications at their discretion along with the regular pool of applicants.

### **Program Structure**

The BA requires 68 credits beyond the AA, for a total of 128 Bard credits. The degree takes five semesters to complete and includes core requirement classes, electives, and the completion of a Senior Project. The Senior Project is an ambitious, original, individual, focused project growing out of the student's cumulative academic experiences.

Students in the BA will moderate into one of three Majors: "Literature and the Humanities," "Social Studies," or "Mathematics." Majors offer students an opportunity to shape their own coursework and senior projects within a framework established by the college. Once students have chosen and moderated into a Major, they may select more narrow disciplinary foci for their senior projects. For example, a student earning a BA degree in Social Studies may choose to write a senior project grounded in a particular field of social studies, perhaps History, Politics, or a combination of the two. Please note that Philosophy is treated as residing in both Social Studies and Literature and the Humanities.

**FREEDOM  
EDUCATION  
PROJECT**  
PUGET SOUND



Empowering women in  
prison through  
higher education



## MISSION

We provide a rigorous accredited college program to incarcerated women in Washington and create pathways to educational opportunity after women are released from prison. Our goal is to increase women prisoners' economic and personal empowerment, contribute to family stability, and reduce recidivism through college education.



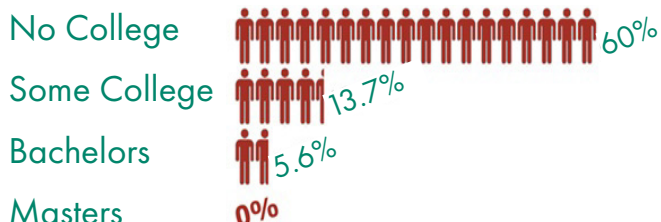
**“With every class I take, there is a sense of added distance between who I was and the person I am now.”**

**- FEPPS Student**

## 7 OUT OF 10 WOMEN RETURN TO PRISON

Education is the single most important factor in breaking the cycle of incarceration. According to a 2013 Rand Corporation study, those who go to college while incarcerated are 43% less likely to return to prison than those who do not.

### RECIDIVISM AND COLLEGE-IN-PRISON

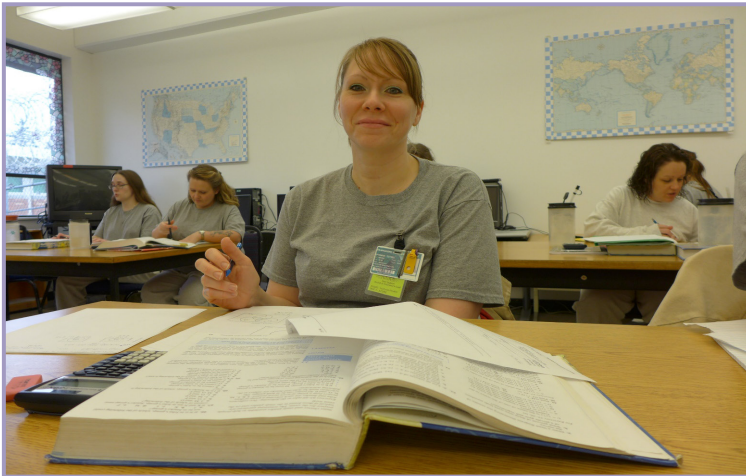


## WHY COLLEGE IN PRISON FOR WOMEN

Women are the fastest growing segment of the prison population.

70% of FEPPS students are mothers with an average of 2 children.

78% of students have been victims of domestic violence.



“When I think of getting out of prison in a few years, I know there are many barriers I will face simply because of where I’ve been. Education is my lifeline, and the only chance I have of succeeding upon release.”

- FEPPS Student

## OUR COLLEGE PROGRAM

**Excellent Faculty:** All 75 professors are volunteers and have a Ph.D. or MA.

**AA and BA Degrees:** Out of 1200 incarcerated women in WA, 138 women are enrolled in FEPPS courses.

**University Partnerships:** FEPPS is a Signature Initiative of the University of Puget Sound and a member of the Bard National Consortium of Liberal Arts in Prison.

**Rigorous Courses:** 25 classes a year taught with the same expectations as those on outside campuses.

**Successful Alumni:** FEPPS students have all enrolled in college upon release.

*In 2012, eager for higher education, women prisoners invited a group of professors into the prison to help them build a college program.*



## OUR VISION FOR 2020

1

50% of women prisoners in WA will be enrolled in college.

2

Our students will have access to a BA degree.

3

All students will participate in our education reentry program.

## **Student Life Committee: End of Year Report 2015-2016**

The 2015-2016 Student Life Committee (“SLC”) met throughout the fall and spring terms, in the fall we met on a bi-weekly schedule. In the spring, we staffed other committees (per senate charge) and met 4 times. The members of the committee this year were (as of Spring 2016):

Elena Becker (student member)  
Mike Benveniste (faculty member)  
Beatrix Evans (student member)  
Megan Gessel (faculty member, Chair Spring semester)  
Jennifer Hastings (faculty member)  
Lisa Ferrari (Associate Academic Dean)  
David Latimer (faculty member, sabbatical spring)  
Brad Reich (faculty member, Chair Fall semester, sabbatical Spring)  
Wayne Rickoll (faculty member)  
Mike Segawa (Dean of Students)

The committee’s Senate liaison was Bill Beardsley. The Library liaison was Eli Gandour-Rood.

The 2015-2016 SLC had two primary responsibilities:

1. Individual members staff the Integrity Board, Honor Court, and Sexual Misconduct Board hearings as needed (“Board Staffing”); and
2. Address the charges set by the Senate.

### **Board Staffing:**

One SLC member served on an integrity board over the course of this academic year. Hastings received training for Honor Court and Sexual Misconduct early in fall semester and Gessel was trained in January 2016, in part because of timing due the transition to a new director of student conduct. In total, faculty served on 6 conducts boards this year, 5 boards were sexual misconduct boards. Most of the faculty staffing this year was done by former SLC members who had already been trained. Mike Segawa reported that there was a lower level of incidents this year.

One reason for unequal participation of this staffing is due to schedules that affect availability for board hearings, which take several hours (3-6). The pool of eligible faculty is rather small when just using the 4 members currently on the SLC. A former SLC member (Poppy Fry) also serves on SMBs, which she does voluntarily, and not as her service requirement. As was stated in our 2015 report, this issue with “service equality” and board staffing needs is something the Senate, in consultation with appropriate offices and resources, should consider in the future.

### **Faculty Senate Charges for the Student Life Committee**

The SLC received 3 charges. These are listed and discussed below:

*Charge #1: Continue to review and revise as the Committee wishes its procedures, particularly as they pertain to the liaison and board staffing responsibilities of Committee members. Monitor*

*the effect of these revisions, particularly with regard to issues of workload and work distribution. Assess future staffing and support needs.*

Members of the SLC embraced the idea that, in addition to serving on misconduct boards, that members could staff various student-life related committees on campus. The majority of the work that was done in the fall semester was determining which committees/boards to staff. In addition to co-curricular assignments (discussed below, with respect to charge #2), Dean Segawa made recommendations of committees that could use faculty members and that would be of interest to the SLC. These include the Sexual and Gender Violence Committee (SGVC), Orientation committee, the committee to select a new sorority, and two committees being formed by the Advocates for Institutional Change (AIC). The AIC committees included a committee to establish a new multicultural center, and another committee to address issues with diversity and inclusion in orientation. In the end, both AIC groups decided that they did not want faculty members. Members are currently serving on the SGVC and Orientation committee. A member also has been serving on the committee to select a sorority and this committee wrapped up its business this semester. Finally, in addition to these committees, members are planning to be part of the subcommittee for faculty free speech.

We will continue to staff other committee and boards as need, whether directed by the senate, or advised by the Dean Segawa.

*Charge #2: Examine the advisability of Student Life Committee members serving in additional co-curricular service assignments (such as advisor to KUPS, the Union Board, etc.).*

The SLC formed a working group (Latimer and Gessel) surveyed various co-curricular service assignments (e.g. Union Board, The Trail, ASUPS, KUPS, etc.). We determined several should remain as full service assignments, due to the amount of work, time commitment, and/or expertise (e.g. ASUPS, Literary magazine). At least two had no clear faculty advisor that we could find (the Trail, yearbook). The advisor for KUPS was new and also is assigned to conduct boards, although it was unclear how this assignment to conduct was different than SLC members' service. Since the advisor (Carl Toews) is new, it was difficult to assess this position. At this point, the SLC decided that Union Board was an appropriate place to staff a member and Mike Benveniste has begun attending meetings this semester as the SLC faculty member. Note that Duane Hulbert is currently assigned Union Board for his service assignment, but he is retiring. The SLC can continue to staff this, which would free up a service assignment.

*Charge #3: "Work with PSC, BHERT, and the CoD to identify conflicts, if there are any, between the Faculty Code and the Response Protocol to Incidents of Bias or Hate."*

Two members have contacted the Diversity committee and PSC but not much has happened with this charge. The members of the committee have not met, to our knowledge.

## **Professional Standards Committee 2015-16 Year-End Report**

**Committee Members:** Kris Bartanen, Geoffrey Block (Spring), Tiffany MacBain, Garrett Milam, Jennifer Neighbors, Amy Odegard (Fall), Mark Reinitz (Chair), Kurt Walls, and Matt Warning

Below is the list of charges issued to PSC in 2015-16 with a report of the work completed by the PSC in relation to each charge. Additional work carried out by the committee is described in a subsequent section.

### **I. Charges and Work Completed**

Faculty senate had 5 charges for PSC. These are listed below along with the rationale for each and a summary of work done by the committee.

**Charge:** *Review interpretations of the Faculty Code begun in Academic Year 2014-2015 yet to be evaluated by the Title IX work group.*

**Rationale:** This was a self-charge from the 2014-15 year-end report. That committee had been charged with reviewing all code interpretations to ensure that they were consistent with contemporary language use and culture. Reviews of interpretations that had Title IX implications were delayed pending a review by the Title IX work group.

**Report:** The committee reviewed wording changes to *Faculty Code* interpretations proposed by the Title IX workgroup, following review by university counsel, to ensure that the *Faculty Code* aligns with Title IX requirements. As part of this review it was necessary to compare those interpretations with the Campus Policy Prohibiting Harassment and Sexual Misconduct in order to ensure that the *Faculty Code* and the policy aligned.

During this review it became clear to the committee that there is ambiguity in the current Campus Policy Prohibiting Harassment and Sexual Misconduct regarding consensual sexual relationships between faculty and students, and that similar ambiguity exists in an active *Faculty Code* Interpretation (*Chapter 1, Part C, Section 3, Chapter 1, Part D, Section 2 (e), and Chapter 1, Part D, Section 4 Professional ethics of faculty and relationships of a sexual nature*). Both the Policy and the Code Interpretation explicitly forbid sexual relationships between students and faculty members whenever that faculty member "...is currently or potentially in a position to make or influence a decision or to confer or withhold a benefit relating to the student's education or employment." At the same time, the documents state that "A consensual sexual relationship between a faculty or staff member and a student does not necessarily involve sexual harassment or misconduct." Committee members noted that these statements are potentially contradictory because all faculty members have the potential to negatively impact students in the ways

described above, and agreed that this ambiguity potentially puts students at risk and exposes the University to possible lawsuits.

This issue was the focus of several PSC meetings. To inform the discussion Alisa Kessel (Associate Professor of Politics and Government) and Michael Benitez (Dean for Diversity and Inclusion/Chief Diversity Officer) were both invited guests at meetings where they facilitated conversations regarding power inequities, Title IX rules and trending changes, and other relevant issues. Finally the PSC crafted proposed wording changes to the Campus Policy document, intended to eliminate ambiguity, that explicitly forbid any sexual and/or romantic relationship between a faculty member and a student. The proposed wording is included in Appendix A along with the current wording for comparison. The wording changes were presented by PSC members Mark Reinitz and Jennifer Neighbors at the February 8, 2016 Faculty Senate Meeting. Following discussion of the rationale for the change the Senate voted to endorse the proposed change.

Consistent with our work on the campus Policy document described above, the PSC approved wording changes to *Faculty Code Interpretation of Chapter 1, Part C, Section 3, Chapter 1, Part D, Section 2 (e), and Chapter 1, Part D, Section 4, Professional ethics of faculty and relationships of a sexual nature* that clarify that a sexual and/or romantic relationship between a faculty member and a student is not permitted by the code.

The other outstanding Interpretation to be reviewed was to *Chapter VI, Grievances arising from allegations of sexual harassment*. Changes to this interpretation include replacing definitions (e.g., of harassment) with references to relevant documents, replacing the list of people to whom harassment may be reported (which was obsolete) with a hyperlink to “harassment response officers,” and replacing verbiage to align the interpretation with Title IX requirements and with our recommended change to the Campus Policy Prohibiting Harassment and Sexual Misconduct regarding sexual and /or romantic relationships between a faculty member and a student.

The changes are included in Appendix B which also includes the current wording for comparison. The committee discussed whether these constituted significant Code interpretations. The committee voted to wait until the new Campus Policy Prohibiting Discriminatory Harassment and Sexual Misconduct was finalized before sending the Interpretation forward, concluding that this would not be a significant interpretation if it merely restated existing campus policy.

**Charge:** *Review the line on pages 22-24 of page 11 of the Faculty Code (Chapter 3, Section 3 (e)), which states, "Advancement to the rank of full professor is contingent upon evidence of distinguished service in addition to sustained growth in the above-mentioned areas." The wording of this sentence can be interpreted in two ways: either the candidate's teaching, professional growth, service, advising, etc., must be distinguished, or their performance in the*



*category of service to the university and community in particular must be distinguished. This ambiguity is potentially a big problem with high-stakes consequences. It would be great if the PSC (and the faculty as a whole) could revise the Code to remove the ambiguity.*

**Rationale:** The ambiguity in the code passage may mean that people in different departments are evaluated using different criteria depending on how a given department interprets the passage. Moreover, a letter to PSC written by three faculty members argued that outstanding professional growth should be the most relevant factor in promotion to full professor, and that the second interpretation leads to a reduction in professional growth so that faculty can meet the distinguished service criterion.

**Report:** In collaboration with Ellen Peters (Institutional Research) the committee created a survey for Chairs, Directors, and Deans to determine whether there was consensus on how the passage is interpreted, and on whether the expectation of distinguished service is in the best interest of the University. The survey is included in Appendix C along with a summary of the results. There was a broad diversity of interpretations and opinions regarding the passage. Given this lack of consistency the committee tried but failed to establish “legislative intent” by reviewing PSC minutes from when the passage was added to the code. Given the differing interpretations both within the committee and in the broader University community, committee members felt that prior to a campus-wide discussion of what faculty mean by the “distinguished service” phrase, any interpretation made by the committee would be arbitrary.

**Charge:** *Consider whether students with accessibility hardships might be granted extended time in which to fill out evaluations of courses and instructors.*

**Rationale:** This charge is based in concern that students with accessibility hardships may have insufficient time to complete course evaluations.

**Report:** The committee discussed this and concurred to have Dean Bartanen contact Peggy Perno and develop a plan to allow students with disabilities more time.

**Charge:** *The faculty senate charged the committee with exploring the advisability of a cycle of review for department and program faculty evaluation standards and criteria.*

**Rationale:** The PSC asked to be issued this charge in its year-end report. At present, there is no cycle or timeline for the revision of said evaluation standards and criteria.

**Report:** The status quo is that departmental guidelines generally come up for review on an *ad hoc* basis, sometimes in response to changes in the *Faculty Code*, but also in response to changing priorities in departments. The discussion centered on whether there was a need for a fixed review process, and on the mechanics of such a process if one were created. The committee agreed that if a schedule were put in place it should be rolling to spread the committee workload, and that departments

should perhaps be given the option of “no change” rather than going through a full review. Committee members were supportive of the idea of a review cycle for departmental guidelines but chose to table the issue until other questions, including the ambiguity of language in the university guidelines regarding the question of distinguished service and sustained growth, are resolved.

**Charge:** *Assay studies of biases to which students’ evaluations of teaching are prone and to recommend to faculty those studies, if any, that should inform faculty discussion of biases in students’ evaluations.”*

**Rationale:** Faculty may be evaluated differently for the same performance because of biases, leading to inequity.

**Report:** PSC members did not feel that they had adequate background to assess specific articles on the topic of evaluation bias. We did a preliminary internet search that led us to conclude that issues of bias were real with regard to faculty evaluations, and that both women and members of minoritized groups tended to receive lower ratings than white men did for similar work. A link to a review article about evaluation bias provided to the committee by Dean Bartanen is included in Appendix D along with a link to a recent article that all of the committee members read in preparation for our discussion. The committee took up this change relatively late in the academic year and felt that any specific recommendations from the committee would be based in insufficient consideration and implemented in haste. Julie Nelson Christoph (Professor of English) was a guest at a PSC meeting devoted to this charge. She is part of a campus work group that has been meeting to explore issues of gender bias in evaluations. In our discussion Professor Christoph suggested a campus-wide effort for inclusive discussion and education regarding these issues. Within this discussion it was suggested that faculty evaluators be directed to familiarize themselves with the state of current research regarding gender bias. It was noted that another possible approach would be to include training regarding gender bias in mandated Title IX sexual harassment training. Finally, a committee member proposed perhaps a role analogous to that of the diversity liaison in faculty search processes might be created within faculty reviewers to address gender bias. While these recommendations are outside our purview, PSC welcomes proposals (for instance, to include text relevant to evaluation bias in the Faculty Evaluation Procedures and Criteria [“Buff”] Document) that it may act upon in order to reduce bias in evaluations.

## **II. Other Business**

In addition to taking up formal charges, the PSC attended to other matters during AY2015-16:

1. We reviewed and recommended minor changes to the start of year letter to department chairs detailing how to process course evaluations.

2. The committee reviewed, commented on, and approved Faculty Evaluation Guidelines from the Art and Art History, Biology, and Philosophy departments. We also reviewed and approved Course Assistant guidelines from Occupational Therapy.
3. We reviewed the new “Campus Animal Control Policy” document. We recommended wording changes and also recommended that the document be sent to Faculty Senate for consideration because of the potential impact of the policy on some faculty members.
4. We discussed a request from Physical Therapy for trial electronic course evaluations. This request was approved with three conditions: paper copies of the evaluation must be available in case of computer issues; the paper versions must be identical to the electronic form; and PT is to provide a report of their evaluation experience afterwards.
5. We responded to an inquiry about whether a faculty member can refer to information that is not part of an evaluatee’s file (in this case an on-line study guide) when writing an evaluation letter. One member drew attention to several code passages indicating that all evaluators should have access to the same information, while another pointed out a code passage indicating that evaluation of an evaluatee’s professional development is to be based on their objectives and philosophy *both* as outlined in the file *and* as demonstrated in practice. The key tension in the discussion centered around faculty members potentially misrepresenting their work on one hand by selectively omitting potentially important information, and by an unfriendly evaluator “fishing” for negative information on the other. Committee members agreed that there were checks and balances in place to help prevent these outcomes, and decided 1) to continue (for now) to allow individual departments to determine standard practice, and 2) to inform the Faculty Senate that there is a potential problem with the articulation of evaluation procedures in the *Faculty Code*.

The charges that the PSC asks to be issued in the 2016-17 AY are:

- Review the University Evaluation Standards (which constitute the bulk of the “Buff” Faculty Evaluation Procedures and Criteria document) for currency and consistency with recent code interpretations (these standards were last revised in 5/99).
- Develop a policy or set of guidelines for course/faculty evaluation of team-taught courses.
- Review whether streamlined reviews should have associated “streamlined files” that do not tempt evaluatees to include all teaching materials, links to all Moodle files, etc.

Respectfully submitted on behalf of the PSC,

Mark Reinitz, Chair

## APPENDIX A

### **PSC proposal for a new section for the Campus Policy Prohibiting Harassment and Sexual Misconduct, to fall after Part II Section E and to replace the second paragraph of the current Part II Section E:**

#### **Relationships Between Faculty and Students (Proposed version)**

The pedagogical relationship between faculty and students is one that entrusts the faculty member with guiding and shaping a student's academic and oftentimes personal development. Power inequalities between faculty members and students are inherent in such a situation. For example, faculty members have the power to make or influence decisions that may affect a student's education, financial aid, graduate school opportunities, current and future employment, and overall ability to succeed in his or her time at college.

As a result, the ability for a student to give full and affirmative consent to a sexual and/or romantic relationship with a faculty member can be diminished or compromised. In addition to the potential harm such relationships can inflict on the student, such relationships have the potential to create a negative environment for other individuals who may perceive that they are disadvantaged as a result of the relationship. Consequently, the University of Puget Sound prohibits any sexual and/or romantic relationship between a faculty member and a student. *All reported violations of this policy will be investigated. If it is determined that a violation has occurred, the faculty member will be subject<sup>1</sup> to disciplinary action and possible dismissal.*

The university recognizes that in some cases the spouse or partner of a faculty member may enroll in classes at the university. If such relationships are disclosed to the university's Title IX Coordinator prior to the student's enrollment, those relationships are exempt from this prohibition. However, the faculty member in such a situation is required to ensure that he/she/they recuses himself/herself/themselves from any grading or administrative decision-making processes in which the student is involved. For further information on procedures regarding spouses and partners enrolled at the university, see the Professional Standards Committee's interpretation of Chapter I, Part C, Section 2 and Chapter I, Part D, Section 4 of the Faculty Code, found in the Faculty Code's Appendix.

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<sup>1</sup> Language in italics is taken almost verbatim from Connecticut College's "Consensual Sexual Relations Policy."

## **Campus Policy Prohibiting Harassment and Sexual Misconduct (current version):**

### **Part II Section E: Consensual Sexual Relationships**

Consent is defined as verbal agreement and positive physical cooperation in the course of mutually agreed upon sexual activity. The person giving consent must act freely, voluntarily and understand the nature of consent. Consent may not be given by a minor or by a person who suffers from mental incompetence or intoxication. Lack of protest or silence does not imply consent. The person who wants to engage in the specific sexual activity or conduct is responsible for obtaining consent to make sure that he or she has consent from the other party(ies). A prior relationship is not sufficient to indicate consent. Consent must be present throughout and can be revoked at any time.

A consensual sexual relationship between a faculty or staff member and a student does not necessarily involve sexual harassment or misconduct. However, the university's educational responsibilities to its students are potentially compromised in all such cases by the likelihood or even the appearance of a conflict of interests. Consequently, this policy prohibits consensual sexual relationships between a faculty or staff member and a student whenever the faculty or staff member is in a position of professional responsibility with respect to the student. A faculty or staff member has a professional responsibility when he or she is currently or potentially in a position to make or influence a decision or to confer or withhold a benefit relating to the student's education or employment.

In accord with the university's conflict of interest provisions, this policy prohibits faculty or staff members from exercising supervisory responsibility with respect to another faculty or staff member with whom they are involved in a consensual sexual relationship. A faculty or staff member who enters into a consensual sexual relationship with a subordinate is required to promptly disclose the relationship to his/her superior(s) so that reassignment, alternative supervision processes, or other arrangements can be facilitated and documented.

APPENDIX B

**Wording changes to code interpretations to go forward after approval of the Campus Policy Prohibiting Discriminatory Harassment and Sexual Misconduct**

Current	Proposed 9/17/15 and 4/19/15
<p><b>Interpretations of the Faculty Code related to Title IX</b></p> <p><b>CHAPTER I</b>  <b>Interpretation of Chapter I, Part C, Section 2, and Chapter I, Part D, Section 4. Professional Ethics of Faculty and Relationships of a Sexual Nature (Report to Faculty Senate 18 April 1984; Revised May 2015): Current</b></p> <p>In those cases where the faculty member is in a position of professional responsibility with respect to the student, the Professional Standards Committee rules that sexual relationships violate acceptable standards of professional ethics as required by the <i>Faculty Code</i>, Chapter I, Part D, Section 4 and impair the role of teacher as defined in Chapter I, Part C, Section 2. This policy aligns with the university’s conflict of interest provisions in the <i>Code of Conduct</i> as well as Section II, Part E (“Consensual Sexual Relationship”) of the <i>Campus Policy Prohibiting Harassment and Sexual Misconduct</i>.</p> <p><b>Interpretation of Chapter I, Part C, Section 3, Chapter 1, Part D, Section 2 (e), and Chapter I, Part D, Section 4. Professional Ethics of Faculty and Relationships of a Consensual Sexual Nature. (Approved by the Professional Standards Committee, February 18, 2013; Revised May 2015): Current</b></p> <p>It is in the best interest of the university and all individuals associated with the university that there be no real or perceived bias in situations where one individual exerts influence over another colleague or staff member. Situations of direct supervision or when one has the ability to advance, promote, recommend, or in any other</p>	<p><b>Interpretations of the Faculty Code related to Title IX</b></p> <p><b>CHAPTER I</b>  <b>Interpretation of Chapter I, Part C, Section 2, and Chapter I, Part D, Section 4. Professional Ethics of Faculty and Relationships of a Sexual Nature (Report to Faculty Senate 18 April 1984; Revised May 2015): Current</b></p> <p><u>A sexual and/or romantic relationship between a faculty member and a student</u> violates acceptable standards of professional ethics as required by the <i>Faculty Code</i>, Chapter 1, Part D, Section 4 and impairs the role of teacher as defined in Chapter 1, Part, C, Section. 2. This policy aligns with the university’s conflict of interest provisions in the <i>Code of Conduct</i> as well as Section II, Part E (“Consensual Sexual Relationship”) of the <i>Campus Policy Prohibiting Harassment and Sexually Misconduct</i>.</p> <p><b>Interpretation of Chapter I, Part C, Section 3, Chapter 1, Part D, Section 2 (e), and Chapter I, Part D, Section 4. Professional Ethics of Faculty and Relationships of a Consensual Sexual Nature. (Approved by the Professional Standards Committee, February 18, 2013; Revised May 2015): Current</b></p> <p>It is in the best interest of the university and all individuals associated with the university that there be no real or perceived bias in situations where one individual exerts influence over another colleague or staff member. Situations of direct supervision or when one has the ability to advance, promote, recommend, or in any other</p>

<p>way directly influence the academic or work status of the colleague are the times when transparency is required.</p> <p>The existence of a consensual sexual relationship constitutes a conflict of interest, and can create a real or perceived bias. Therefore, it is the policy of the university that such relationships should be disclosed when there is any possibility of a supervisory or career influencing role between the parties. When faculty or staff members enter into a consensual sexual relationship where one party has supervisory or career influence over the other, each party is required to promptly disclose the relationship to his/her superior(s) so that reassignment, alternative supervision processes, or other arrangements can be facilitated and documented.</p> <p>The following scenarios are presented as examples where a faculty member must disclose the existence of a consensual sexual relationship. They are not intended to be exclusive, and faculty members should exercise judgment when faced with a similar situation.</p> <ul style="list-style-type: none"> <li>• The evaluation process is clearly career-influencing. No faculty member should participate in the evaluation of another faculty member with whom he or she is involved in a consensual sexual relationship and all faculty members, including head officers, are expected to recuse themselves from such situations.</li> <li>• Hiring decisions are also understood to involve the exercise of judgment and may result in a work- or career-influencing relationship. No faculty member should participate in the search or hiring process when a person with whom he or she is involved in a consensual sexual relationship is an applicant and all faculty members, including head officers, are expected to recuse themselves from such situations.</li> <li>• The responsibilities of serving as department chair or program director may also, at times, require supervising or making decisions about the academic or work status of other departmental</li> </ul>	<p>way directly influence the academic or work status of the colleague are the times when transparency is required.</p> <p>The existence of a consensual sexual relationship constitutes a conflict of interest, and can create a real or perceived bias. Therefore, it is the policy of the university that such relationships should be disclosed when there is any possibility of a supervisory or career influencing role between the parties. When faculty or staff members enter into a consensual sexual relationship where one party has supervisory or career influence over the other, each party is required to promptly disclose the relationship to his/her superior(s) so that reassignment, alternative supervision processes, or other arrangements can be facilitated and documented.</p> <p>The following scenarios are presented as examples where a faculty member must disclose the existence of a consensual sexual relationship. They are not intended to be exclusive, and faculty members should exercise judgment when faced with a similar situation.</p> <ul style="list-style-type: none"> <li>• The evaluation process is clearly career-influencing. No faculty member should participate in the evaluation of another faculty member with whom he or she is involved in a consensual sexual relationship and all faculty members, including head officers, are expected to recuse themselves from such situations.</li> <li>• Hiring decisions are also understood to involve the exercise of judgment and may result in a work- or career-influencing relationship. No faculty member should participate in the search or hiring process when a person with whom he or she is involved in a consensual sexual relationship is an applicant and all faculty members, including head officers, are expected to recuse themselves from such situations.</li> <li>• The responsibilities of serving as department chair or program director may also, at times, require supervising or making decisions about the academic or work status of other departmental</li> </ul>
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members. Departmental chairs should be aware of when their duties place them in a career-influencing relationship to a colleague with whom they are involved in a consensual sexual relationship. If and when such situations should arise, chairs should take care to put alternative processes in place to avoid conflicts of interest or other improprieties.

This policy aligns with the university's conflict of interest provisions in the *Code of Conduct* as well as Section II, Part E ("Consensual Sexual Relationship") of the *Campus Policy Prohibiting Harassment and Sexual Misconduct*.

If you have concerns regarding obligations under this policy, please refer to Chapter 1, Part D, Section 4 of the *Faculty Code* ("Professional Ethics"), and/or speak with your head of department, school, or program or the Academic Vice President.

#### **CHAPTER VI**

##### **Interpretation of Chapter VI. Grievances arising from allegations of sexual harassment. (Sexual Harassment Policy adopted by Faculty Senate 17 January 1983): Current**

The University of Puget Sound reaffirms the principle that its students, faculty, and staff have a right to be free from sex discrimination in the form of sexual harassment by any member of the academic community.

Sexual harassment is defined as actions intended to coerce an unwilling person into a sexual relationship, to subject a person to unwanted sexual advances, to punish a refusal to comply with such intentions or to create a sexually intimidating or hostile working or educational environment. This definition will be interpreted and applied consistent with accepted standards of mature behavior, academic freedom, and freedom of expression.

members. Departmental chairs should be aware of when their duties place them in a career-influencing relationship to a colleague with whom they are involved in a consensual sexual relationship. If and when such situations should arise, chairs should take care to put alternative processes in place to avoid conflicts of interest or other improprieties.

This policy aligns with the university's conflict of interest provisions in the *Code of Conduct* as well as Section II, Part E ("Consensual Sexual Relationship") of the *Campus Policy Prohibiting Harassment and Sexual Misconduct*.

If you have concerns regarding obligations under this policy, please refer to Chapter 1, Part D, Section 4 of the *Faculty Code* ("Professional Ethics"), and/or speak with your head of department, school, or program or the Academic Vice President.

#### **CHAPTER VI**

##### **Interpretation of Chapter VI. Grievances arising from allegations of discriminatory harassment, sexual misconduct, and prohibited sexual and/or romantic relationships. (Sexual Harassment Policy adopted by Faculty Senate 17 January 1983; interpretation updated to align with the Campus Policy Prohibiting Harassment and Sexual Misconduct, DATE)**

The University of Puget Sound prohibits discriminatory harassment, including sexual harassment, and sexual misconduct by any member of the university community. The university also prohibits any sexual and/or romantic relationships between a faculty member and student.

Details on these prohibitions can be found in Part II of the Campus Policy Prohibiting Harassment and Sexual Misconduct.

These definitions will be interpreted and applied consistent with principles of academic freedom (as detailed in the Faculty Code, Chapter I, Part E) and acceptable standards of reasonable behavior.



<p>Situations believed to involve sexual harassment may be discussed in confidence with the Director of Human Resources and Affirmative Action, the Dean of Students, the Dean of the University, or any member of the above named staffs.</p> <p>If the complaint requires a formal or informal hearing, the appropriate procedures of the <i>Academic Handbook</i>, the <i>Faculty Code</i>, the <i>Personnel Policies and Procedures Manual</i>, or the <i>Student Conduct Code</i> may be applied.</p> <p>Complaints about sexual harassment will be responded to promptly and equitably. University policy explicitly prohibits retaliation against individuals for bringing complaints of sexual harassment. Formal procedures will not be initiated without a written, signed complaint. An individual found to be guilty of sexual harassment is subject to disciplinary action for violations of this policy, consistent with existing procedures.</p>	<p>Situations believed to involve <u>discriminatory harassment, sexual misconduct, and prohibited sexual and/or romantic relationships</u> may be <u>discussed with Harassment Response Officers. For further information on members of the university who serve as Harassment Response Officers and for information on complaint procedures, consult Part IV of the Campus Policy Prohibiting Harassment and Sexual Misconduct.</u></p> <p>If the complaint requires a hearing, the appropriate procedures of the <i>Academic Handbook</i>, the <i>Faculty Code</i>, the <i>Staff Policies and Procedures Manual</i>, and/or the <i>Student Conduct Code</i> may be applied.</p> <p>Complaints about <u>discriminatory harassment, sexual misconduct, and prohibited sexual and/or romantic relationships</u> will be responded to promptly and equitably. University policy explicitly prohibits retaliation against individuals for bringing <u>such</u> complaints.</p> <p>Formal procedures will not be initiated without a written, signed complaint. <u>A formal complaint against a faculty member will be adjudicated pursuant to the grievance procedures of Chapter VI or the dismissal procedures of Chapter V of the Faculty Code. Violations of the Campus Policy Prohibiting Harassment and Sexual Misconduct are a breach of contract of employment with reference to the applicable substantive provisions of Chapter I of the Faculty Code, and will result in disciplinary action and possible dismissal.</u></p>
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## APPENDIX C

1. Text of survey regarding interpretation of the “distinguished service” criterion for advancement to Full Professor.

The Professional Standards Committee has been charged by the Faculty Senate to review Chapter III, Section 3.e. of the Faculty Code, which states: “Faculty promotion shall be based upon the quality of a person’s performance of academic duties. Specifically, decisions whether to promote shall be based upon the quality of the faculty member’s performance in the following areas, listed in order of importance: (1) teaching; (2) professional growth; (3) advising students; (4) participation in university service; and (5) community service related to professional interests and expertise. Because the university seeks the highest standards for faculty advancement, mere satisfactory performance is no guarantee of promotion. In addition, appointment to the rank of associate professor and professor normally requires a doctoral, or other equivalent terminal degree. Advancement to the rank of full professor is contingent upon evidence of distinguished service in addition to sustained growth in the above-mentioned areas.”

Q1: How does your department, school, or program interpret the Faculty Code passage on advancement to Professor?

[open comment box]

Q2: In the event that the PSC decides to issue a significant interpretation of the Faculty Code to clarify this passage, which of the following do you believe would best serve the long-term strength of the Puget Sound faculty?

(a) The expectation articulated by the Faculty Code is that “evidence of distinguished service” refers to distinguished university service (i.e., category 4 in the list of areas), which is considered separately from sustained growth in all five areas of review.

(b) The expectation articulated by the Faculty Code is there is evidence of “distinguished service and sustained growth” across the five areas of evaluation.

(c) A different expectation than either of the above (please describe): [open comment box]

Q3. Regardless of your answer to question 2, do you feel that emphasis on distinguished service is appropriate for promotion to Professor? Why or why not?

## 2. Summary of Survey Results

Question 1: How does your department, school, or program interpret the bolded Faculty Code passage on advancement to Professor?

Distinguished University Service: 7

No interpretation (varies between reviews): 4

No definition provided (other to say that service is required): 8

Service across multiple areas: 5

No idea how it should be interpreted: 1

Question 2: In the event that the PSC decides to issue a significant interpretation of the Faculty Code to clarify this passage, which of the following do you believe would best serve the long-term strength of the Puget Sound faculty?

University Service: 14

Service in all 5 areas: 7

Focus should be on teaching and professional development: 4

Question 3: Regardless of your answer to the above question, does your department, school or program feel that emphasis on distinguished service is appropriate for promotion to Professor? Why or why not?

Yes: 11

No: 7

Yes but it should be no more important than any other area: 4

No opinion: 3

## APPENDIX D

### LINKS TO ARTICLES REVIEWED BY PSC ABOUT BIAS IN STUDENT EVALUATIONS

1. Review article provided by Dean Bartanen:

Benton, S. L., & Cashin, W. E. (2012). IDEA PAPER# 50 Student Ratings of Teaching: A Summary of Research and Literature.

This may be accessed at:

<http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=25CB836BE3D6CFCC7D77463BE3F6C510?doi=10.1.1.388.8561&rep=rep1&type=pdf>

2. Recent relevant article from Inside Higher Ed:

<https://www.insidehighered.com/news/2016/01/11/new-analysis-offers-more-evidence-against-student-evaluations-teaching>

To: Faculty Senate  
From: James Bernhard, Chairperson LMIS  
Concerning: Report LMIS Charges 2015-16  
Date: April 21, 2016

Dear Colleagues:

The following is a summary of our responses to the Faculty Senate Charges. For further information, I encourage you also to consult the LMIS minutes posted on SoundNet.

The many changes in Technology Services on campus, from the CIO on down, have heavily influenced LMIS's activities this year. Among other things, on Nov 10, 2015 the committee met with Koya Partnership Leaders, who were conducting the CIO search, to provide input into the process. Also, two LMIS members (Jane Carlin and I) have been on the CIO search committee this Spring. We two and two other LMIS members (Martin Jackson and Lauren Nicandri) met with each of the three CIO candidate finalists, and the other members of the committee attended the open sessions with the finalists as their schedules permitted.

We have worked on our charges as we have been able to amidst these changes:

**1 Charge:** *Work with Institutional Research (IR) and Technology Services (TS) to develop policies concerning the appropriate use of institutional data on campus.*

On Oct 27, 2015, the committee discussed how William Morse's upcoming departure would affect our data use Senate charge. Although there is much work to be done on this charge, due to his departure we couldn't pursue it any further this year.

**2 Charge:** *Develop a preservation strategy for digital archives of faculty research.*

On Oct 13, 2015, Jane Carlin led a discussion of digital archiving and the use of Sound Ideas, the Digital Commons platform that supports the institutional repository.

**3 Charge:** *Continue to support initiatives to raise awareness and use of the Archives and Special Collections.*

On Feb 19, 2016, Jane Carlin provided an update on proposed renovation and expansion of archive space, which was contingent on a one-time budget request that had not yet been approved, and there was no timeframe for approval.

**4 Charge:** *Discuss ways in which LMIS can support collaborative activities on campus such as NW5C digital humanities projects.*

On Oct 13, 2015, Jane Carlin elaborated on this charge, describing the Northwest 5 initiative and the possibility of a workshop on digital humanities, contingent on funding. The committee then discussed the role that the Digital Humanities team on campus (which I am myself involved with) might play in such things.

Some other LMIS activities this year were:

- On Oct 27, 2015, the committee discussed and approved Carlin's draft for a proposed new charge to LMIS regarding ongoing plans to consider the library's physical space and its collections. The charge was sent to the Faculty Senate, but the Senate did not approve the charge, instead recommending that the committee simply discuss the issue without a formal charge. However, other business that came up took precedence, so we have not discussed the issue any further.
- On Dec 1, 2015, the committee formally commended Williams Morse and expressed wishes for good luck in his new position.
- On Dec 1 2015, Jane Carlin led a discussion to generate questions to be included on the upcoming LIBQUAL survey.
- On Feb 5 2016, the committee discussed whether Puget Sound should support Lever Press, an initiative of many liberal arts colleges to promote Open Access publishing. Although there are issues to consider, most members seemed to lean in favor of supporting Lever Press.
- On Feb 19, 2016, Jane Carlin presented library usage statistics to the committee.

**Requests for future charges:**

Although this is not a charge, I would like to request that the ASUPS Director of Technology Services be included as a student member of LMIS in the future. I think that the input of a student in such a position would be valuable to the committee.

**Committee size and workload:**

The committee seemed to have a suitable number of members for its workload. LMIS needs enough members to fuel discussions, but it does not have a lot of regular subcommittee work that needs to be divided among its members, so more members are not needed.

None of our workload seemed superfluous, but we were unable to attend to our planned technology items of business due to the many changes in Technology Services on campus this year.

**Additional comments:**

Although I am scheduled for a year off from standing committees next year, I would like to serve as chair of LMIS again next year if I may. With a new CIO, we have an outstanding opportunity to foster a strong and communicative relationship between the faculty and Technology Services. I hope that I may again chair LMIS next year in order to help bring this type of relationship about.