

Minutes of the November 1, 2017 faculty meeting

Respectfully submitted by John Wesley, Secretary of the Faculty

Attendance: Faculty members and guests in attendance are listed in Appendix A.

I. Call to order

Faculty Senate Chair Kessel called the meeting to order at 12:03 p.m. Seventy-six voting members of the faculty were present.

II. Approval of minutes

The minutes of the October 4, 2017 faculty meeting were approved as circulated.

III. Questions regarding reports from the President, Academic Vice President, and Chair of the Faculty Senate

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

There were no questions regarding the reports.

With regard to the Chair of the Faculty Senate's report, Kessel highlighted to the assembly that an additional faculty meeting has been scheduled this term—for November 29th—in order to discuss budgeting priorities and enrollment. Kessel noted that this date may, on a one-time basis, inconvenience some departmental meetings but encouraged adjustment that would make attendance at the Faculty Meeting possible.

IV. First reading of proposed changes to standing charges for the International Education Committee

It was **moved** by Kotsis, and **seconded**, *that changes should be made to the Faculty Bylaws with respect to the standing charges of the International Education Committee*. For the proposed changes included in this motion, see Appendix E of these minutes. Kotsis mentioned that the proposed changes would bring the committee's work into better alignment with their charges.

In accordance with the Bylaws governing their amendment, the motion will be considered in the February 7, 2018 faculty meeting.

V. First reading of proposed changes to standing charges for the Institutional Review Board

It was **moved** by Elliott, and **seconded**, *that changes should be made to the Faculty Bylaws with respect to the standing charges of the Institutional Review Board*. For the proposed changes included in this motion, see Appendix F of these minutes. As Elliott explained, the need for these changes—namely, deleting the word “animal” from all sections of the IRB Bylaws—occurs because the Institutional Animal Care and Use Committee (IACUC), which used to be part of the

IRB, is now a separate committee. The IRB facilitates the review and safety of research studies and projects involving human subjects at the University of Puget Sound, while the IACUC deals with all research and activities involving live vertebrate animals.

In accordance with the Bylaws governing their amendment, the motion will be considered in the February 7, 2018 faculty meeting.

VI. Discussion of revised educational goals

For the revised educational goals, see Appendix G of these minutes.

Kessel presented to the assembly the results of a recent faculty poll on preferred language changes to items 6 and 7 of the revised educational goals. For the results of this poll, and the language of the options, see Appendix H of these minutes.

It was **moved** by Rogers, and **seconded**, *that the faculty accept the proposed revision of educational goals with Option C, so that items 6 and 7 read: “6) informed awareness of self, others, and influence in the world; and 7) an informed and thoughtful sense of justice and an appreciation for ethical action.”*

The faculty discussed the motion.

One faculty member argued against voting for Option C because the language, “appreciation for ethical action,” does not make clear whether we expect students to take action or simply observe, while another member agreed, registering a preference for the original language, “informed personal conception,” since it implied greater personal agency on the part of the student (that is, to have a concept in addition to simply having thought about it). In response to these comments, and in arguing for the proposed change to Option C, one member said that a “personal” concept of justice, as it appears in the original language, is antithetical to the way justice itself has been defined for thousands of years, while another faculty member noted that even a white supremacist can have a “personal” concept of justice. One member wondered whether it might be possible to reconcile Options C and D in order to clarify a “personal” conception of justice as both informed by an education and developed using one’s own agency.

It was **moved in amendment** by Struna, and **seconded**, *that “a commitment to ethical action” replace “an appreciation for ethical action” in the language of Option C, item 7.*

The faculty discussed the amendment.

One faculty member asked how this goal would be measured, and, too, where the fault would lie if students did not get involved in justice activities. One member appreciated the language of commitment, but suggested that the goal should clarify “action” to mean the action of social justice. Another member noted that action is not limited to street protests, for example, and felt that the language of the goal should remain free of calls for specific courses of action.

There was no further discussion. The Struna amendment **passed** on a voice vote.

The faculty were returned to the main motion, with the following language for item 7: “an informed and thoughtful sense of justice and a commitment to ethical action.”

One member suggested that “informed” and “thoughtful” were mutually redundant, but another member disagreed, arguing that “informed” referred to what students would receive through their education, while “thoughtful” referred to what students would do with that education. Another faculty member wanted this goal to reflect a quality of compassion or sympathy that would rescue “informed and thoughtful” from its potential to describe admirable and repugnant positions alike. This member also felt that “commitment” was too strong, given that some people suffer from conditions such as depression and anxiety that might prevent their commitment to a given cause. Another member wondered what was meant by “commitment.”

One faculty member saw the “commitment” issue as having its source in the word “action,” and suggested replacing the latter with “conduct” or “behavior.” One member said that “action” is superfluous, since ethics encompasses action, but another faculty member responded that action and ethics were not equated. One faculty member spoke in favor of the motion, reiterating an earlier claim that “action” is not synonymous with protesting, and adding that “ethical action” can also be the action of being ethical in our everyday lives. Another member agreed, and, drawing on Toni Morrison’s editorial work at Random House in the 1970s as an example of “action,” suggested that the word should be understood in a nuanced way; “action” can include many kinds of activities.

When a faculty member returned the discussion to the need for qualities of sympathy and compassion to appear in the language of item 7, one member responded that the goal should not be prescriptive about sympathy. Dean Bartanen suggested that reading items 6 and 7 together allowed item 7 to entail the sympathy inherent to the language of item 6 (an informed “awareness of self” and “others”). One faculty member agreed with Dean Bartanen, and another member added that “a sense of justice” includes the quality of sympathy.

Another faculty member reported that because “informed” headed items 6 and 7, and yet “informed and thoughtful” only appeared in item 7, it indicated that we might not require students to be “thoughtful” about the concepts in item 6. One member interpreted item 6 to refer to knowledge alone (“informed”), whereas item 7 should be understood to refer to knowledge (“informed”), reflection (“sense”), and “action”—that is, action in line with an ethos the student has cultivated through knowledge and reflection.

Three faculty members registered their confusion with respect to the phrase, “and influence in the world,” in item 6. One member said the language was unclear about who was doing the influencing, and in what direction (even if the intention of the goal was to show bidirectionality), while another member wondered why “power” was not used instead of “influence.” Another member said that in thinking about the “self,” “others,” and “influence” in item 6, there was something about this relationality that needed to be connected to action.

Commenting on the discussion itself, one faculty member expressed an appreciation for the assembly’s earnest efforts to match the language of the goals with each member’s particular

intentions, but argued that the wording of the goals will inevitably fail to relay the thoughtfulness of their discussion. This member suggested that the faculty strive for pithy elegance in conveying general ideas about what the university is about, and admit that the language of goals will always be a site of dispute—that the dispute itself is one of the productive outcomes of having a set of goals. Similarly, another faculty member argued that because it will be impossible for the revised goals to please everyone, the criterion for their acceptance should be their improvement on the existing goals.

It was **moved** by Spivey, and **seconded**, *that the assembly call the question on the main motion*. The motion to call the question **failed** on a counted vote.

The faculty continued their discussion of the main motion.

One member argued that a stronger and more specific notion of justice should be articulated in item 7. Two members disagreed, stating that these are overarching goals, and that their generality is what allows them to be translated into and induced by all of our individual classes and endeavors.

It was **moved in amendment** by Utrata, and **seconded**, *that the word “informed” should be removed from item 6, but that item 7 should be kept as is*.

The faculty discussed the amendment.

A friendly amendment to put “informed and thoughtful” in both was rejected. One faculty member argued against the amendment, noting that since everyone has an “awareness” of self and others, the addition of “informed” is needed to convey the aspiration that our students gain an educated “awareness.” Another member spoke in favor of the amendment, arguing that the italicized content prior to the listing of the goals suggests that an “informed” or educated individual is implied in each one of the goals.

It was **moved** by Kirchner, and **seconded**, *that the assembly call the question on the amendment*. The motion to call the question **passed** on a counted vote. The Utrata amendment **passed** on a counted vote.

The faculty were returned to the main motion, with the following language for items 6 and 7: “(6) awareness of self, others, and influence in the world; and 7) an informed and thoughtful sense of justice and a commitment to ethical action.”

It was **moved in amendment** by Weinberger, and **seconded**, *that “informed and” should be deleted from item 7*.

The faculty discussed the amendment.

Two members spoke in favor of the amendment, with one noting that since all of the goals assumed faculty instruction, there was no need to include the word “informed,” and another adding that we must remove “informed” from item 7 because we have removed it from item 6.

Two members spoke against the amendment, with one arguing that students must develop a “sense of justice” using the education that has informed it, and another suggesting that faculty are not going to provide information on who students are, which means “informed” is appropriate for item 7, but not item 6.

There was no further discussion. The Weinberger amendment **failed** on a voice vote.

The faculty were returned to the main motion.

It was **moved in amendment** by Utrata, and **seconded**, *that item 6 replace “awareness” with “understanding.”*

The faculty discussed the amendment.

Two faculty members spoke in favor of the amendment, each one echoing a claim made earlier in the meeting that “awareness” without qualification is meaningless, since everyone has awareness.

It was **moved** by Ramakrishnan, and **seconded**, *that the assembly call the question on the amendment.* The motion to call the question **passed** on a voice vote. The Utrata amendment **passed** on a voice vote.

The faculty were returned to the main motion, with the following language for items 6 and 7: “6) understanding of self, others, and influence in the world; and 7) an informed and thoughtful sense of justice and a commitment to ethical action.”

One faculty member voiced concerns over the proposal’s omission of a sense of intellectual autonomy, one that is present in the existing goals. This member argued that we want our students to think independently, which is not the same thing as the “critical thinking” stated in item 1 of the proposed goals. This member wanted the goals to reflect the faculty’s appreciation for novelty of thought in addition to critical thinking. One faculty member disagreed, and offered item 3 of the proposed goals (“develop and apply knowledge both independently and collaboratively”) as evidence of our desire for the intellectual autonomy of the students. However, another faculty member agreed with the expressed concerns, and noted that the proposed goals did not contain language that might honor the imagination.

It was **moved in amendment** by Brown, and **seconded**, *that item 1 read: “think critically and creatively.”*

Three faculty members spoke in favor of the amendment, and, in doing so, noted that it reflected our desire for students to think independently, and that both kinds of thinking (critical and creative) are desirable in all disciplines.

It was **moved** by Butcher, and **seconded**, *that the assembly call the question on the amendment.* The motion to call the question **passed** on a voice vote. The Brown amendment **passed** on a voice vote.

The faculty were returned to the main motion, with the following language for item 1 of the revised goals: “think critically and creatively.”

It was **moved** by DeMarais, and **seconded**, *that the assembly call the question on the main motion*. The motion to call the question **passed** on a voice vote. The motion **passed** on a voice vote, giving us the following revised educational goals:

A student completing the undergraduate curriculum will be able to

1. think critically and creatively;
 2. communicate clearly and effectively, both orally and in writing;
 3. develop and apply knowledge both independently and collaboratively
- and will have developed*
4. familiarity with diverse fields of knowledge and the ability to draw connections among them;
 5. solid grounding in the field of the student’s choosing;
 6. understanding of self, others, and influence in the world; and
 7. an informed and thoughtful sense of justice and a commitment to ethical action.

One member praised the discussion, and hoped to have a similar one in the future with respect to how the faculty implements these goals. Another faculty member noted that the current discussion was applicable only to undergraduates, and expressed a desire for a future conversation about the goals for our graduate students. Dean Bartanen mentioned that documents currently being developed in the university’s strategic planning meetings will be more inclusive of graduate students.

VII. Discussion of Puget Sound’s relationship with the United Methodist Church

Anderson-Connolly presented to the assembly his findings on the nature of Puget Sound’s relationship with the United Methodist Church, and asked the faculty to consider whether they wanted this relationship to continue. He reported that the UMC evaluates the university at regular intervals, and that they define a church-related institution like Puget Sound as one that recognizes the social principles of the UMC. Anderson-Connolly noted, however, that many of UMC’s principles include ideas that the majority of faculty would not agree with, such as the sanctity of the marriage between a man and a woman; the affirmation of human sexuality only through monogamous, heterosexual marriage; the rejection of euthanasia; the rejection of abortion; and abstinence from alcohol and drugs. He closed by arguing that we are not living in good faith if we say we are an affiliate of the UMC, while at the same time refusing to live in accordance with their principles.

Dean Bartanen responded by providing some context for Puget Sound’s relationship with the UMC. She mentioned that the university was founded by the UMC, though we clarified our relationship with the State of Washington in the 1990s, such that we are no longer a church controlled institution. Puget Sound has a fully independent board of trustees, and the UMC is not involved in our accreditation, which is under the purview of the Northwest Commission on Colleges and Universities. Dean Bartanen reported, rather, that the UMC’s visitors will evaluate

whether we are functioning in accordance with shared values such as: academic freedom, interfaith dialogue, social justice, and environmental stewardship. The visit team will evaluate institutional integrity, maintenance of high quality programs, sound management and financial health, and the support of our UMC students. In that sense, she continued, Puget Sound is church-related insofar as it was founded by the UMC, and that it continues to pursue the aforementioned values. With respect to the concerns over the UMC's position on marriage, Dean Bartanen said that there is not currently a unified position within the UMC—she mentioned a schism in the UMC with respect to LGBT marriage—and that, in any case, the UMC does not control what we choose to affirm or do on the campus, including our commitment to inclusivity, regardless of one's sexual orientation. In closing, Dean Bartanen stated that Puget Sound has an independent, historical relationship with the UMC, was last reviewed in 2006, that they do not control our educational program, and that faculty might compare Puget Sound with other peer, similarly church-affiliated institutions to understand more fully this relationship.

One faculty member said that it appeared the university receives an endorsement from the UMC, one that has no impact on what we do, but asked Dean Bartanen to clarify whether there is something Puget Sound must do to maintain this endorsement. Dean Bartanen responded that the church benefits from continued association with Puget Sound and the other colleges it founded, and we benefit from UMC scholarships for our UMC students, and collaboration on items such as insurance. One faculty member added that one other benefit we have as a result of our affiliation with the UMC is Rev. David Wright, who is the University Chaplain and Director for Spiritual Life and Civic Engagement.

VIII. Adjournment

The meeting was adjourned at 1:30pm.

Appendix A – Attendance

Attending

Rich Anderson-Connolly
Bill Barry
Kris Bartanen
Terry Beck
Francoise Belot
Michael Benveniste
Bob Boyles
LaToya Brackett
Gwynne Brown
Alva Butcher
Julie Christoph
Jo Crane
Alyce DeMarais
Rachel DeMotts
Alicia Ducker
Regina Duthely
Joel Elliott
Jim Evans
Lisa Ferrari
Barry Goldstein
Jeff Grinstead
Bill Haltom
Fred Hamel
Sue Hannaford
Peter Hodum

Suzanne Holland
Zaixin Hong
Renee Houston
Martin Jackson
Greg Johnson
Kristin Johnson
Tatiana Kaminsky
Diane Kelley
Alisa Kessel
Jung Kim
Grace Kirchner
Kriszta Kotsis
Brendan Lanctot
Grace Livingston
Tiffany MacBain
Mark Martin
Jeff Matthews
Gary McCall
Amanda Mifflin
Jill Nealey-Moore
Eric Orlin
Emelie Peine
Mike Pohl
Sara Protasi
Siddharth Ramakrishnan

Elise Richman
Brett Rogers
Amy RykenLeslie Saucedo
Renee Simms
Adam Smith
Jason Struna
Yvonne Swinth
Bryan Thines
Justin Tiehen
George Tomlin
Ben Tromly
Ariela Tubert
Jennifer Utrata
Kurt Walls
Keith Ward
Suzanne Warren
Seth Weinberger
Carolyn Weisz
John Wesley
Kirsten Wilbur
Paula Wilson
Peter Wimberger
Anna Wittstruck
Sheryl Zylstra

Guests

Kate Cohn
Amanda Diaz
Ellen Peters
Landon Wade

Appendix B – Report from President Isiaah Crawford



President's Report to the Faculty

October 25, 2017

I am pleased to provide to my faculty colleagues this brief overview of activities and initiatives since my report last month.

Strategic Planning

The Strategic Planning Steering Committee will convene twice more before the end of the fall semester to affirm Puget Sound's vision, mission, and values; examine our strategic advantages as an institution; develop preliminary goals; and appoint goal teams to explore possibilities and make recommendations. We will continue to provide an overview to the campus community following each meeting, and update pugetsound.edu/strategicplan where you can find information about our progress.

Each meeting of the steering committee is accompanied by a Community Conversation, during which all members of campus are invited to come learn about and provide input into the process. As the board of trustees will be on campus Oct. 25 – 27, I won't be in attendance at the October conversation (Thursday, Oct. 26, 3 – 4:30 p.m. in the Rotunda) but hope many of you can attend. For those who would like to speak directly with our planning consultants, Pete Facione and Carol Gittens, please know that they are holding "open office hours" outside Diversions Café on Thursday, Oct. 26, 11 a.m. – 12:30 p.m. Our consultants have a great deal of experience in guiding institutions through the strategic planning process, and are happy to hear your input and respond to your questions as well. I look forward to hosting our November Community Conversation (Tuesday, Nov. 7, 2:30 – 4 p.m. in the Tahoma Room) and imagine there will be a great deal to report.

Community input is critically important to the success of this project. I enjoyed the opportunity to gather with faculty in attendance at the Oct. 20 gathering hosted by faculty members serving on the committee (Gwynne Brown, Renee Simms, Peter Wimberger) and appreciate the good and thoughtful work the faculty is doing related to educational goals, as well. This work is, of course, foundational to strategic planning. I was also pleased that Alumni Council President Andrea Tull Davis '02 held a strategic planning workshop to gather alumni input during Homecoming and Family Weekend. It is a pleasure to be part of a campus community that cares so deeply for this college and is so committed to its ongoing success.

October Board of Trustees Meeting

As stated above, our trustees begin arriving for our fall meeting today! Chief among our priorities is the board's engagement in strategic planning. We will also devote attention to the key strategic issue of enrollment management; welcome the return to board service of Ken Willman '82 and recognize the appointment of Mariner Kemper '95, whose term of service commenced in July. Thursday evening we will gather with other donors and friends of the college for our annual President's Leadership Society

reception to celebrate the impact of philanthropy and engagement with Puget Sound. We have made some changes to the meeting schedule, as well, to include optional classroom visits and provide other opportunities for trustees to engage more deeply in the academic life of the university. Thank you to the faculty who are hosting trustees in their classrooms, and to those who are serving on policy committees of the board.

In the Community and On the Road

I have been out and about! On Saturday, Oct. 14, I was honored to speak at the Tacoma Historical Society's annual Destiny Dinner, hosted by the university and organized by professor emeritus and former Tacoma Mayor Bill Baarsma '64, followed last week by the Black Student Union's "One More" Scholarship dinner in Wheelock Student Center. In early November, I will serve as keynote at the Future Leader's Scholarship Banquet hosted by Rev. Leslie Braxton '83 of New Beginnings Christian Fellowship, and will travel out of the city to meet with alumni and friends of the university, and attend crucial national higher education meetings in Washington, D.C.

Sincerely,

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

Isiaah Crawford, Ph.D.
President

Appendix C – Report from Academic Vice President Kris Bartanen



October 25, 2017

TO: Faculty Colleagues

FR: Kris Bartanen, Academic Vice President and Dean of the University

RE: Report to the November 1, 2017 Faculty Meeting

Request

If you are preparing coursepacks for Spring 2018, please use clean “smart .pdfs” so that the Office of Student Accessibility and Accommodation can translate those into readable formats for students with vision needs. Marked up photocopies are simply not workable options for translation.

RISE! Reflective Immersive Sophomore Experience

150 current sophomores have opportunity to participate in a pilot internship program: Students will register for a 0.25 course in Spring 2018, complete an internship in Summer 2018, and complete the reflection component in Fall 2018. Contact Associate Dean Renee Houston for more information.

Annual Report to the Board on the Graduate Programs

All graduate programs (MAT, M.Ed., MSOT, and DPT) showed positive balances for the last fiscal year, with overall contribution to the educational and general budget (net of 17% indirect cost allocations) of \$2.45 million. Additional work in progress, beyond that noted in my last report:

- In collaboration with Enrollment, built for School of Education a graduate application and a separate inquiry form in Slate enrollment software system, which is now live for fall 2018 enrollment
- School of Education website updates to highlight key program strengths:
 - Requirements for the Puget Sound MAT allow reciprocity to teach throughout the U.S.
 - Distinctive alliance with Race and Pedagogy Institute to prepare teachers for contemporary, urban schools
 - Internships available with Tacoma Public Schools, and strong number of Puget Sound graduates employed within the district
 - There is a 10 year growth trend in the education sector within Washington state
- In collaboration with Enrollment, streamline admission process for Puget Sound Music Education majors and Education Studies minors for Fall 2018 enrollment, and create stronger visibility for School of Education on campus

Policy change and related updates

- Associate Dean of Students Sarah Comstock has launched a Student Integrity Code review and revision process; Mike Valentine, professor of Geology, represents the faculty as liaison from the Student Life Committee.
- Dean Comstock and Director of Alumni and Parent Relations are joining, with a small work group, in developing appropriate recommendations for updates to the Procedures for Campus Events Where Alcohol is Served [appendix](#) of the Alcohol and Drug Policy.

Undocumented Student Work Group (USWG)

Examples of some recently implemented actions (which are collaborations among administrators, faculty and staff members, and students and are additive to the work of the USWG since its inception) include:

- Created Logger Language Liaisons for Move-In and Family Resource Fair; Parent Relations included Spanish-language information on welcome signs for family hospitality areas; translated select portions of the orientation magazine, including President Crawford's welcome message, into select languages based on Admission data showing 22 languages other than English as home languages for Puget Sound student families.
- Confirmed Puget Sound's Employee Assistance Program as confidential resource for faculty and staff.
- Printed and distributed widely ICE response protocol posters and wallet cards.
- Developed resource and support space in the Student Diversity Center for undocumented and DACA students.
- Reviewed and reaffirmed data management to protect undocumented student identities.
- Reviewed the rights that immigration officials have regarding access to and review of employment and visa records.

We continue to stay abreast of developments and changes in federal policy and local conditions, to participate in lobby efforts in support of undocumented and DACA students, and to stand fully in support of all of the commitments we have published on the Puget Sound website and in campus messages.

It's soon to be November. It's busy. Thanks for all that you are doing and for your support.

Appendix D – Report from Faculty Senate Chair Alisa Kessel

Report to Faculty from Faculty Senate Chair Alisa Kessel 24 October 2017

The Faculty Senate met on October 2 and October 23, 2017. In those meetings, we conducted the following business.

Standing committee charges

University Enrichment Committee: In addition to the charges in the Faculty Bylaws, the Faculty Senate charges the UEC to revise the faculty travel award allocation process to enhance flexibility of award allocation and simplicity of reporting for faculty.

Discussion of equity in service and streamlining of work

The Faculty Senate is collecting data from department chairs and program directors to determine the range of faculty service assignments that our faculty colleagues are performing. Once this data has been collected, we hope to have a better sense of the visible and invisible service that faculty do in support of the mission of the university.

Discussion of proposals to revise standing charges for the IEC and IRB.

The Faculty Senate reviewed the proposals that will come before the full faculty for first readings on November 1, 2017.

Curriculum Committee action

For your information: the Curriculum Committee has voted to require new proposals for core “approaches” courses to integrate core learning objectives into the course learning objectives. The committee believes this will help students recognize the how each course relates to that aspect of the core curriculum.

Discussion of educational goals

In light of feedback from the October 2017 faculty meetings and subsequent requests for feedback that were sent to the facultycoms and facultygovernance listservs, the Faculty Senate decided to conduct a straw poll to gauge relative faculty support for the options we believe best attended to the various concerns raised by faculty. The poll will be distributed on or around October 25 and will close on October 30, 2017. Results will be shared at the November 1, 2017 faculty meeting.

Faculty concerns about enrollment and new budget philosophy

Members of the faculty have requested more information about enrollment and about how President Crawford believes we should make strategic decisions about future budgeting. In order to address these concerns raised by our colleagues in a timely manner, the Faculty Senate has determined that we should have an additional faculty meeting on Wednesday, November 29, 2017, from 12-1:30 in McIntyre 103. More information is forthcoming.

Thanks, all, for your continued engagement in faculty governance!

Respectfully submitted,
Alisa Kessel
Faculty Senate Chair

Appendix E – Proposed Bylaw Changes to IEC Standing Charges

The IEC proposes a language change to its 1st and 2nd standing charges spelled out in the Bylaws in order to bring the committee’s standing charges and the committee’s work into better alignment.

A) The current language in the Bylaws is as follows:

1. Establish criteria and assessment procedures for international education programs.
2. Review and approve new and existing international education programs and program proposals, including programs led by University faculty.

B) The proposed new language is as follows:

1. Through the review of new and existing programs, maintain an institutionally sustainable number of international education programs that are consistent with, and that promote the goals and objectives of, international education at Puget Sound.
2. Review criteria and assessment procedures for evaluating international education programs as needed.

This is how the language was changed:

- ~~2. 1. Through the r~~Review ~~of and approve~~ new and existing ~~programs, maintain an institutionally sustainable number of~~ international education ~~programs that are consistent with, and that promote the goals and objectives of,~~ international education programs at Puget Sound. ~~and program proposals, including programs led by University faculty.~~
- ~~1- 2. Establish~~ Review criteria and assessment procedures for ~~evaluating~~ international education programs ~~as needed.~~

Context:

Why the change in language is proposed?

The IEC has received the following charge from the Senate several years in a row: “Continue to review the current list of study abroad programs and eliminate programs that do not provide something distinctive (e.g. language, discipline, or geography) or are expensive.”

Given the regular occurrence of this charge in addition to the committee’s standing charges, the Senate also charged the IEC in 2016-2017 with the following task: “Develop language that clearly incorporates this charge [i.e., the charge mentioned in the previous paragraph] into the standing charge that deals with program review.”

In response to the Senate’s charges, the IEC established review criteria and assessment procedures for study abroad programs. The Program Evaluation Criteria Rubric is now used by the committee to evaluate programs and is available in the 2016-2017 final report.

Why change the order of standing charges 1 and 2?

Given that the IEC developed a Program Evaluation Criteria Rubric, it was agreed that the establishment of “criteria and assessment procedures” called for in the original 1st charge has now been completed. It was agreed, that rather than “establishing” criteria each year as a standing charge, the role of the IEC is better suited for reviewing the established criteria as needed to make sure it continues to align with the goals and objectives of study abroad at Puget Sound. Therefore, committee members agreed that the review and approval of new and existing programs should be listed as the first charge of the committee, as this comprises a large part of the committee’s work. The now defined Program Evaluation Criteria will be reviewed as needed in the future, as now stated in the 2nd proposed standing charge.

Appendix F – Proposed Bylaw Changes to IRB Standing Charges

I. Institutional Review Board.

1. The Board shall consist of the Dean of the University (ex-officio) and no fewer than four appointed members of the faculty. Members may be added or chosen so that the composition of the committee is in compliance with current federal regulations.
2. The duties of the Institutional Review Board shall be:
 1. To apply the University's policies on the protection of human ~~and animal~~ subjects to the board's review of faculty, student, and staff proposals for research involving human ~~and animal~~ subjects and to proposals from persons outside the University planning research involving University employees or students.
 2. To carry primary responsibility for ensuring that the University's policies and procedures and its *Protection of Human Subjects* ~~and *Protection of Animal Subjects*~~ documents are consistent with the will of the University and that they comply with regulatory requirements governing the protection of human ~~and animal~~ subjects in research.
 3. To establish definitions, procedures, and dates for the review of research involving human ~~or animal~~-subjects.
 4. Such other duties as may be assigned to it.

Appendix G – Revised Educational Goals

Revision of the educational goals of the university Fall 2017

General Considerations

The University of Puget Sound as an academic community provides a meeting place for those committed to the generation, study, analysis, and exchange of ideas. The intellectual purposes of the University are of paramount importance. At the same time, the University recognizes that the life of the mind creates a context for the personal and professional growth of individuals as whole persons. The University thus encourages both formal thought and self-reflection and offers a curriculum supporting the exploration of diverse ideas, values, and cultures.

An undergraduate liberal arts education should provide the foundation for a lifetime of intellectual inquiry by grounding undergraduates well in a field of specialization, developing their ability to write with clarity and power, deepening their understanding of the structures and issues of the contemporary world, and broadening their perspective on enduring human concerns and cultural change. Such an education should prepare a person to pursue interests and ideas with confidence and independence, to meet the demands of a career, and to cope with the complexity of modern life.

The curricular requirements set forth in this document represent the minimum demands of a liberal education. Academic advisors should urge each student to explore varying fields of study in the process of constructing a broad educational program on the foundation of the required curriculum.

To these ends, the faculty has selected the following goals to emphasize in the undergraduate curriculum:

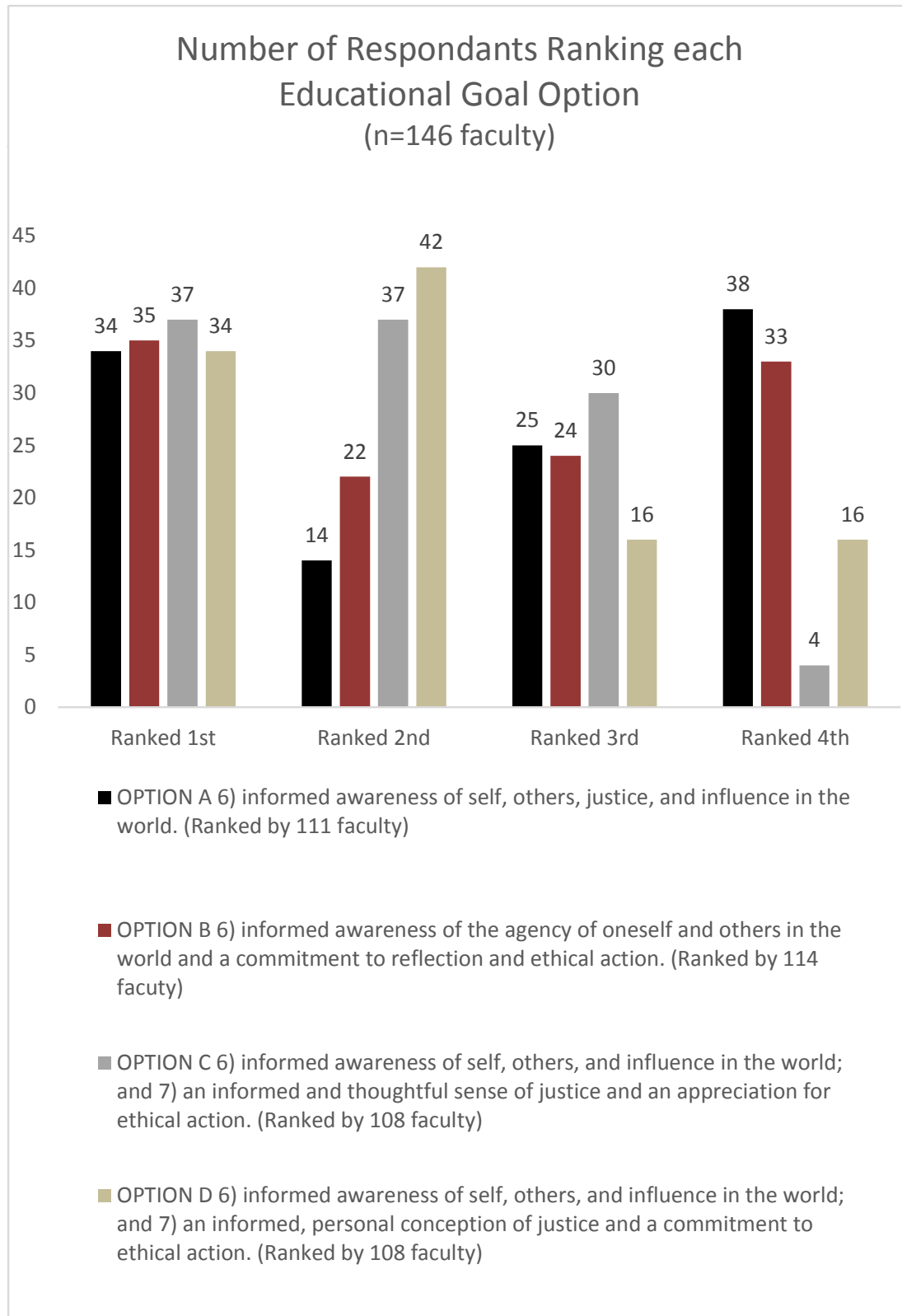
A student completing the undergraduate curriculum will be able to

1. think critically;
2. communicate clearly and effectively, both orally and in writing;
3. develop and apply knowledge both independently and collaboratively

and will have developed

4. familiarity with diverse fields of knowledge and the ability to draw connections among them;
5. solid grounding in the field of the student's choosing; and
6. informed awareness of self, others, and influence in the world; and
7. a personal concept of justice and an understanding of ways to act on it.

Appendix H – Poll Results for Proposed Changes to the Revised Educational Goals



Average and Sum of Ranks for Education Goal Options

(larger numbers = more highly ranked/most preferred)

