

## **Minutes of the April 3, 2019 faculty meeting**

Respectfully submitted by John Wesley, Secretary of the Faculty

**Attendance:** Faculty members and guests in attendance are listed in Appendix A of these minutes.

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

Chair Freeman called the meeting to order at 12:00 p.m., at which time there were eighty-one voting members present.

### **II. Announcements**

Chair Freeman announced a celebration event for Provost Bartanen's contributions to the university.

### **III. Approval of the minutes of March 6, 2019**

The minutes of the March 6, 2019 faculty meeting were approved as circulated.

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

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

There were no questions regarding the reports.

### **V. Report and Discussion from Curriculum Task Force**

For the slides of the Curriculum Task Force (CTF) presentation, see Appendix F of these minutes.

The CTF was represented by Gordon, Kelley, Kessel, and Sherman.

Gordon thanked the faculty for their contributions thus far, encouraged further contributions, and promised both to take all feedback into CTF deliberations and to present the outcome of CTF deliberations to the faculty in future meetings.

Kessel invited two ASUPS representatives to report on student feedback on the pathways model. As the slides indicate, polled students appreciated the way such a model encourages exploration, the contextualization of concerns that lie outside the campus bubble, and the application of knowledge to the community; on the other hand, these students expressed concern about time commitments and the impact for transfer students; they also expressed a desire for the faculty to reevaluate the current (SSI) freshman seminar format.

Kelley suggested the possibility of revising the advising program for first and second-year students (that is, before they declared a major). She mentioned that our current advising program has some shortcomings, such as assessing advisee's work while at the same time (in an advising class) aiming to support their transition to college; seeing advisees less regularly after the first year; and allocating advisees unevenly among faculty.

Sherman walked the assembly through some slides on High Impact Practices (HIPs). He noted that we do some of all of these, but that we need to adopt and develop them with greater intentionality as a part of the curriculum, looking out for quality, quantity (creating opportunities for students to engage in multiple HIPs throughout their UPS experience) and equity (creating support to ensure all students have access to the HIPs that best meet their interests and needs). The slides gave several examples of how to integrate HIPs in the proposed and current models of the curriculum.

The CTF representatives opened the floor to discussion.

The faculty discussed the advising program and the possibility of reforming it. One member suggested linking advising to orientation. Another member asked how we might offer more support to students with advising (a need that might seem to occur with the proposed HIPs opportunities, for example), particularly given existing faculty workload, and suggested a need to rethink how advising is credited in professional evaluation. CTF members agreed, noting the need to increase incentivization and recognition in any discussion of expanding the advising workload. Gordon mentioned that the CTF's work had not yet turned to the big question of faculty workload, but that this issue will undergird everything proposed. One member suggested meeting with advisees regularly as a group throughout the first two years, but noted problems with that practice in the current POSSE program. Another member mentioned—with the CTF expressing agreement—to ensure students who need support get it without also being stigmatized. One member noted problems in advising workload, effectiveness, and preparedness with respect to an increasing number of students who were not neurotypical.

With respect to the assessment aspect of current advising classes, one faculty member suggested that one way to decouple advising and assessment would be not to do assessment in the first year, and asked whether the CTF had looked at institutions that have adopted this model. The CTF presenters mentioned this was part of the current conversation, and that they were looking into it, especially with respect to the first-year seminar. Gordon mentioned that the CTF were considering a system whereby the first-year advising class might be a 0.25-unit pass/fail class. However, one faculty member expressed support for the current coincidence of advising and assessment, arguing that assessment was part of the mentorship process. Another member wondered whether the CTF had considered hiring professional counsellors to take over the advising program, as Pacific Lutheran University has recently done. Gordon responded that the CTF have focused on the importance of faculty-student interaction.

The faculty discussed the development and implementation of HIPs. Several members from a number of programs expressed concerns about adding more units for graduation and advising students to take on activities on top of their existing workloads, particularly for students who already feel overwhelmed with graduation and core requirements. Another member noted the low percentage of Puget Sound students who take part in Study Abroad compared with other liberal arts institutions, and expressed hope that the possible financial and program obstacles might be addressed in the CTF's discussions. To these concerns, CTF members iterated that their

priority was to make these opportunities possible without being burdensome, and always with an eye to the success and support of students. They would be looking carefully where, when, and how we might offer HIPs opportunities over the course of the year, including possible summer opportunities, and at what point in the students' development and undergraduate career these would occur.

One faculty member asked the ASUPS representatives about the backgrounds of the students polled regarding curricular reform. The representatives said that responses came from the ASUPS Senate (comprised of first- through fourth-year students, and representing every major except for Math and Chemistry (though students from these majors were spoken to later)), BSU representatives, the Crew team, and that there were plans to return to the Senate for their feedback as a new set of students had recently been added. The ASUPS representatives also suggested faculty might elicit feedback from students in their classes.

## **VII. Questions for President and Provost regarding report on the addition of graduate programs**

One member asked whether new programs would be staffed by current faculty or through the creation of new positions. Provost Bartanen replied that while some programs might build on strengths offered by existing faculty, the administration anticipated hiring new faculty for new programs. President Crawford concurred, noting that if we expand and add a limited number of new graduate programs, we would need to add faculty, as well as add opportunities for current faculty members. The hiring of new faculty would be facilitated by the revenue added by these graduate programs as well as a new capital campaign. There was a related question from another member about whether these new faculty would be hired directly into a tenure line. President Crawford responded that as the university steps into adding new programs, we would not be able to offer tenure lines to all new hires; however, once it becomes clear that a program is going to be successful, the university could then offer tenure lines in that area and, possibly, to existing faculty who want to join it.

President Crawford expressed a sense of urgency in developing these graduate programs, particularly as several of our peer institutions in Washington are developing programs in the health sciences, such as mental health care and nursing, as well as in areas we currently offer, such as Occupational and Physical Therapy; he encouraged the campus community to act in a timely but thoughtful manner, in line with our mission and values.

The discussion shifted to undergraduate enrollment. One member asked about conversations had a few years ago to decrease the size of our undergraduate numbers. Another member expressed concern that hastily building enrollment might leave us with students ill-suited to the kind of education we offer. To the first point, Provost Bartanen mentioned that there have been many such conversations over the years; currently, the projected aims increase slightly over the next few years, but then settle to 645 in 2024, an enrollment number that allows us to support and retain our students well; at the same time, and to the second point, the administration is doing research on how to attract students who will thrive here. President Crawford said that our enrollment plan is being developed with an eye to financial aid, to a number best suited to our

infrastructural support, and, indeed, to the kinds of students we recruit, particularly in terms of who will best take advantage of a Puget Sound education. He added that the projected enrollment numbers have also been moderated according to projected high school graduation numbers.

### **VIII. Other business**

Tucker requested that the faculty endorse a resolution regarding staff compensation. For the language of the resolution, see Appendix G of these minutes.

Speaking in support of the resolution, Tucker reported that the Staff Senate is asking for a compensation policy that includes mention of a fair and competitive compensation, one that meets the basic needs of our staff members, and addresses housing and food insecurity. He added that the resolution itself would not raise anybody's salaries, but rather, it would enable the issue of fair and competitive compensation to be a part of the conversation when it comes to staff compensation decisions.

One faculty member asked what data the Staff Senate had with respect to the insecurity issues and lower levels of pay. Tucker said they were able to do a state records request, which found that between 15-20 staff total were receiving state benefits; in addition, the Senate is aware that staff have been using the food pantry. When asked by another member whether the Staff Senate had access to the university's staff compensation data, Tucker responded that they were denied such data, particularly in terms of how many people were earning under a certain threshold. One faculty member said this was unconscionable of the university.

One member requested further time to consider the resolution.

Chair Freeman said that this item would be brought to the next meeting's agenda, and reminded the assembly that a motion to endorse a resolution from the Staff Senate would need to come from a faculty member.

### **IX. Adjournment**

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

## Appendix A – Attendance

### Attending

Greta Austin  
Gareth Barkin  
Kris Bartanen  
Terence Beck  
Francoise Belot  
Robert Boyles  
Nancy Bristow  
Nicholas Brody  
Gwynne Brown  
Derek Buescher  
Dan Burgard  
Alva Butcher  
David Chiu  
Julie Nelson Christoph  
Erin Colbert-White  
Johanna Crane  
Isiaah Crawford  
Rachel DeMotts  
Regina Duthely  
Tanya Erzen  
Kena Fox-Dobbs  
Sara Freeman  
Andrew Gardner  
Dexter Gordon  
Jeffrey Grinstead  
William Haltom  
Fred Hamel  
Susannah Hannaford  
John Hanson  
Suzanne Holland  
Darcy Irvin  
Greg Johnson

Lisa Johnson  
Kristin Johnson  
Priti Joshi  
Diane Kelley  
Alisa Kessel  
Samuel Kigar  
Jung Kim  
Grace Kirchner  
Kriszta Kotsis  
Laura Krughoff  
John Lear  
Ha Jung Lee  
Shen-Yi Liao  
Janet Marcavage  
Jeff Matthews  
Gary McCall  
Andrew Monaco  
Sarah Moore  
Steven Neshyba  
Eric Orlin  
Michael Pohl  
Jacob Price  
Geoffrey Proehl  
Siddharth  
Ramakrishnan  
Amy Ryken  
Douglas Sackman  
Dan Sherman  
Katherine Smith  
Adam Smith  
Jessica Smith  
Stuart Smithers

Rokiatou Soumare  
Jason Struna  
Bryan Thines  
Justin Tiehen  
George Tomlin  
Alison Tracy Hale  
Benjamin Tromly  
Ariela Tubert  
Kurt Walls  
Seth Weinberger  
Stacey Weiss  
John Wesley  
Heather White  
Linda Williams  
Paula Wilson  
Anna Wittstruck  
Carrie Woods

### Guests

Heather Bailey  
Peggy Burge  
Kate Cohn  
Liz Collins  
Katie Handick  
Elize Hellam  
Mushawn Knowles  
Laura Martin-Fedich  
Collin Noble  
Ellen Peters  
Elena Staver  
Ben Tucker



**President's Report to the Faculty**

March 26, 2019

Dear Faculty Colleagues,

While there is always a great deal of activity to report (to wit—I write to you in the midst of Logger Day Challenge, and on the eve of traveling to visit with constituents in Hawai'i to advance adoption and support of the Leadership for a Changing World strategic plan), I break from my usual reporting format to devote this report solely to one of the most important issues before us: selection of a provost to replace the truly irreplaceable Kris Bartanen.

Several principles have guided the work of the provost advisory search committee, including a commitment to build a strong, deep, and diverse pool of candidates. The committee has been meeting since November to develop, screen, and narrow this pool, and met for two intensive days of airport interviews on March 14 and 15 with eight semifinalists representing some of this country's finest academic institutions.

After thorough review and thoughtful discussion, three candidates emerged as finalists. I look forward to bringing them to campus next month for further discussion and to meet with all of you.

As you are aware, our expectations for the individual selected to serve as Puget Sound's next provost are high. We seek an innovative and energetic chief academic officer, who will be responsible for academic excellence and student success; set and administer academic standards and policies; and recruit, retain, and develop faculty. Our new provost will continue Kris's strong work in supporting the faculty in the reimagining of Puget Sound's curriculum and advancing other key components of our strategic plan, including redefining faculty workload; advancing the development of a center or centers of distinction; further integrating and expanding our graduate offering; and more. We seek a provost who is student-focused; fully committed to creating a diverse and inclusive community; able to navigate budget and resource management with creativity and common sense; innovative and data-driven; a staunch advocate for faculty; and a forward-thinking leader who will help increase the visibility of Puget Sound as a first-choice institution for those seeking a highly interdisciplinary liberal arts education that prepares students to become the world's next generation of visionary leaders.

It's a very tall and very exciting order—and it speaks volumes about the Puget Sound community that we have attracted so many exceptionally well-qualified candidates to apply. In addition to the good work of the advisory search committee, I will rely heavily on your input as well as references and my own experiences with each finalist to determine who to hire.

## Appendix B – Report from President Isiaah Crawford

In order to generate as much feedback as possible, please note that each finalist will have opportunities to engage with the following during their campus visits:

- Provost search advisory committee
- Cabinet members
- Direct reports (academic deans, dean of diversity and inclusion, registrar, library director, athletics director, and director of institutional research)
- Academic department chairs (or designees)
- A small group of faculty from across all academic divisions
- Student Affairs leadership team
- Incoming and outgoing ASUPS presidents and vice presidents
- Student campus tour guide
- Informal dinner with faculty and staff hosts
- Open forum (presentation followed by Q&A) open to all members of the campus community in Trimble Forum on **Thursday, April 11, 3 p.m.; Tuesday, April 16, 3 p.m.; and Thursday, April 25, 3 p.m.**

Please take advantage of these opportunities to share your input and perspectives concerning each candidate. Candidate materials will be shared confidentially just prior to each visit, and we will move forward in hope of naming and having our new provost join us on campus this summer.

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Which brings me to Kris, who has served Puget Sound with an unrivaled intellect; passion for faculty scholarship and student success; tact and diplomacy; and creativity and courage for more than four decades—in addition to her own substantive scholarship, teaching, and mentorship of fellow faculty and other colleagues.

A first-generation college student, Kris graduated with a BA in speech from Pacific University, and a MA in rhetoric and public address and Ph.D. in rhetorical studies from the University of Iowa. Her scholarship and teaching have focused on argumentation, with publications on Supreme Court rhetoric and forensics education. She joined Puget Sound's communication studies and theatre arts faculty in 1978, and has served as director of Forensics (1978-95); Associate Academic Dean (1995-99), Vice President for Student Affairs and Dean of Students (1999-2004); and Academic Vice President and Dean of the University—now Provost—for the past 15 years.

Kris is always the first to give credit where credit is due, generous in her appreciation for teamwork and collegiality, and a bit camera-shy when it comes to personal recognition. Nonetheless, we will gather to celebrate her substantial contributions in a manner we hope she finds appropriate (and enjoyable!) on **Wednesday, April 3, 3 – 4:30 p.m.**, in the Tahoma Room.

Thank you for joining me in wishing Kris the best as she concludes her administrative career and embarks on a well-deserved sabbatical year. I look forward to seeing our faculty colleagues, past and present, as well as students, faculty, staff, and others who have had the great good fortune of working with Kris as we celebrate her many contributions to Puget Sound and the ways in which she has enriched our lives.

Sincerely,

Appendix B – Report from President Isiaah Crawford

A handwritten signature in blue ink that reads "Isiaah". The signature is written in a cursive style with a large initial 'I'.

Isiaah Crawford, Ph.D.  
President





March 27, 2019

TO: Faculty Colleagues

FR: Kris Bartanen

RE: Provost Report to the April 3, 2019 Faculty Meeting

Congratulations!

- **Brendan Lanctot**, Associate Professor of Hispanic Studies, for earning an **American Council of Learned Societies Burkhardt Residential Fellowship** for Recently Tenured Scholars. Brendan will spend 2019-20 in the Department of Spanish and Portuguese Studies and the Simpson Center for the Humanities at the University of Washington on his project, "Specters of the Popular in Nineteenth-Century Latin American Visual Culture." (This is the second Puget Sound Burkhardt award in a row! Associate Professor of Sociology and Anthropology Jennifer Utrata is completing her 2018-19 program on *Carework's "Third Shift": Grandparental Support and Family Inequality at the Center for Studies in Demography and Ecology at the University of Washington, Seattle.*)
- **David Latimer**, Associate Professor of Physics, was selected to be a **Kavli Institute of Theoretical Physics Scholar**. The award is designed for a very small number of theoretical physicists at primarily undergraduate institutions to enable six weeks of engagement and support at KITP over a three year period.
- **Samantha Lilly '19**, newly named **Watson Fellow**. Through study in the Netherlands, New Zealand, Argentina, Indonesia, and Nepal, Sam will seek to understand suicidality across cultures," a project about this she writes: "The stigma of mental illness is engrained within our national mental health care system. Until we begin to interrogate the very things that diagnose, treat, and medicalize mental illness, the stigma toward it will remain. By exploring different cultures' attitudes and methodologies concerning mental health care, I hope to find ways to improve and combat the stigma toward mental illness and suicidality in the United States."

Appreciation!

- To **Julia Looper**, Physical Therapy; **Wendell Nakamura**, Occupational Therapy; **Rachael Shelden**, Director CWLT; and **Sarah Shives**, Assistant Dean of Students for serving on a short-term work group to consider strengthened support and integration of graduate students on the campus.
- To **Andreas Udbye**, Business and Leadership, and **David Chiu**, Computer Science, for engaging colleagues in consideration of potential undergraduate curriculum on analytics/data science.
- To **George Erving**, Professor of Humanities, Honors, and English for his leadership on the "Humanities and Culture in the Digital Age" project, supported by a grant from the Andrew W. Mellon Foundation. The final piece of the project is installation of the digital humanities lab, now available for use at the second floor atrium of Wyatt Hall.
- Faculty working on graduate programs: As noted since Fall, we have been working with Hanover Research to provide market studies so that Puget Sound can make evidence-based recommendations

and decisions regarding modest growth in graduate enrollment to serve in areas where liberally-educated professionals can serve important employment needs. In September, we received a report on overall graduate education opportunities and, over the Fall, focused particularly on existing programs:

- The Hanover Research data, as well as survey research by the State of Washington, show a very significant need for school and mental health counselors. Professors **Amy Ryken, Grace Kirchner, Betsy Gast, and Heidi Morton** have been hard at work on curriculum adjustments for the M.Ed. in counseling. Applications for 2019-20 are up from 2018-19.
- There continues to be significant need for elementary and secondary teachers. Faculty members in **School of Education, School of Music, and African American Studies** have been engaged in additional work to distinguish and grow our excellent teacher preparation program.
- Hanover Research data strongly recommend growth in Occupational Therapy. OT Director **Yvonne Swinth** and colleagues are at work on accreditation for the Occupational Therapy Doctorate, an updated professional requirement.
- Hanover Research data also strongly recommend growth in Physical Therapy. DPT faculty members, including current and incoming program directors, **Bob Boyles and Danny McMillian**, respectively, are engaged in exploration of DPT growth options.
- Having explored research related to current graduate programs, our next work with Hanover Research has and will focus on new program options. *We are interested in opportunities for programs that will fit well with Puget Sound's mission, have meaningful foundation in current undergraduate and graduate programs, with evidence of high demand (i.e., employment needs and opportunities in the field), low supply (i.e., relative lack of regional programs in which to enroll), and low investment to bring up the program (i.e., ability to use existing facilities, perhaps with modest adjustment vs. for example, outfitting an expensive medical facility).* Any new graduate program will mean investment in additional faculty (i.e., not just adding responsibilities to current colleagues); any new degree proposal will come, with a financial model, through standard shared governance processes (to Curriculum Committee, to the Faculty, to the Board) for approval.
- For those who worry, having read many graduate accreditation reports and even more faculty evaluation files, I can affirm that *our graduate faculty write among the very best statements about the liberal arts on the campus*; I trust we will continue to hire those who are strongly committed to graduate education based in a liberal arts foundation.
- Based on Hanover research reports to-date, Dean of Graduate Studies **Sunil Kukreja** has convened:
  - A faculty work group to consider the possibility of a master's in health care administration (**Suzanne Holland**, Religious Studies and Bioethics; **Ben Lewin**, Sociology and Anthropology; **Jeff Matthews**, Business and Leadership; **Jenny Pitonyak**, OT). The group asked for consideration of a master's in public health, so that is our next project in the research sequence.
  - A faculty-staff work group to consider the possibility of a master's in sport/fitness administration (**Fred Hamel**, Education; **Lisa Kenney**, Athletic Training; **Alan Krause**, Business and Leadership; **Mike Pohl**, Exercise Science).
- As we receive additional reports (it takes 4-6 weeks for each, sequentially, and we have perhaps 3-4 more to go), I will invite additional small faculty work groups to consider the possibility of each of those options in light of the criteria italicized above. We will see where we are, in terms of a sense of direction on possible new programs, in early Fall 2019.

**Report to the Faculty**  
**Sara Freeman, Chair of Faculty Senate**  
**March 27, 2019**

Dear Colleagues:

We heading into that part of the year that I think of as the slalom. Everything moves very fast, even though there are a lot of flags and curves. One of the things about this time of year is that the rate of meetings pick up as we try to bring many things into resolve for the end of the academic year and prep ourselves for different types of summer work. So, I want to highlight that **we will indeed have a full faculty meeting on April 24 as well as on May 1**. Our time to together for curriculum work is invaluable, and that will be the focus of our meeting that day.

Next, I want to highlight that shortly the call for nominations will be forthcoming from Senate for the Walter Lowrie Sustained Service Award. Please be thinking about nominating colleagues.

Faculty Senate Business

Since March 6, Faculty Senate has met twice. In both meetings, we heard important reports on matters of ongoing concern to the faculty. On March 11, we heard about information gathering on the status of continuing contingent faculty on our campus started by Martin Jackson during his time as Associate Dean. Current Associate Dean Julie Christoph shared past history regarding the lore and interpretation of a six-year limit for non-tenure-line positions. She also presented three options for moving forward regarding the types of positions we have, how they are evaluated, and how they are supported. We also heard from several of our colleagues who teach as instructors or on continuing contingent contracts. I urge you to review the Senate notes from this meeting to understand the issues at stake, especially as we think about staffing for our shared curriculum as we explore new models with the CTF.

On March 25, Senate heard from Kate Cohn, Assistant Dean for Operations and Technology, about efforts to gather data on the impacts of the Common Hour. This was an informal report, and a more formal report will be the purview of Institutional Research. Senate will request that, but what Cohn was able to report shows, as yet, no changes to students' ability to access classes needed for timely graduation (as compared to before the implementation of the common hour), but a distinct rise in participation in faculty meetings. We are only two years in on having the common hour, so Senate will ask for a formal report from IR next year or early in AY 20-21 when there is a bit more data. However, assessment so far suggests that there is more than one factor impacting the different scheduling challenges and overlaps experienced by departments. The common hour has neither relieved nor significantly worsened that matrix. In terms of supporting shared governance, it is having beneficial effects. Its potential as a time for shared programming is as yet unrealized; and student organizations are just starting to apprehend how and why they might also use the common hour to their greatest benefit.

Curriculum Task Force

I do not think it is an exaggeration to say that almost every individual member of the faculty has been in conversation with either the co-chairs of the CTF (Alisa Kessel and Dexter Gordon) or some member of the CTF during the last month and a half. Exchanges are really fertile and I see the incremental ways we are finding to shift and adjust and give and take as we work together. In our CTF meeting today, Dexter Gordon noted that there is movement —faculty are starting to be willing to discuss options, not just anxieties. On Monday, there will be full report from the CTF about its March work on models for building mentoring and high impact practices into the undergraduate curriculum framework. CTF will again present and host conversation in the faculty meeting, seeking consensus, working to refine details, always knowing that we cannot know every answer yet.

At the most recent Chairs, Deans, and Directors meeting I pointed the attendees to a question posed by the CTF the March report that we did not have much time to discuss on March 6. That question is: “are we—as a community of educators—interested in deepening our shared curriculum?”. We may not need to discuss that question much on April 3, but I continue to think that this is a crucial point of reflection, because it is likely that the curriculum reform proposals the full faculty come to consensus about and potentially endorse will carry with them the need for faculty to show up for each other to design, teach, and advise in spaces beyond our departments and disciplines, possibly in different ways than we do now around our current shared curriculum. CTF is being highly attentive to question of workload: we know that is crucial. We also know that the promise of a liberal arts education is that the entire integrated educational experience of the school is what makes a difference. It seems to me that the CTF keeps asking: what happens when we make the university work as a whole? Parts to whole is the nature aesthetic work, and I would like us to have a curriculum with that type of design whole-ness, where as faculty-staff-students in ensemble, we hold it a little sacred how we show up for each other in the shared spaces.

Sincerely,

Sara

Vice President for Enrollment - Report to the Faculty

Laura Martin-Fedich

March 27, 2019

Dear Faculty Member,

I'd like to share updates on some of the current work of the Enrollment Division. All data referenced is as of March 25, 2019.

- Fall 2019 Applications and Deadlines
  - We're making admission decisions for our last group, Regular Decision. While our applications are down a bit from previous years, the academic profile and interest level of our admitted students is higher than this time last year. Both average GPA and SAT are up over 2018 and our percentage of admitted students visiting and applying for financial aid (both important signs of interest) are up over same time last year. Our minority and minoritized student percentages are also higher. While it's still early in the admission cycle, and much can happen over the next couple months, our indicators are positive.
  - Graduate program enrollment is progressing very well with all programs on target to meet or surpass their Fall enrollment goals. It's exciting to see the high demand for our graduate programs and hearing the stories from applicants and current students about the strength of our programs!
  
- On Campus Events
  - Daily Visits: We're in the high season of prospective student campus visitation. You've no doubt noticed the large groups of visitors roaming about campus with our student tour guides. In fact, through the end of April, we will be hosting approximately 200 – 250 admitted students (and a few high school juniors) plus their guests each week.
  - Destination Puget Sound: This weekend is the first of FIVE Destination Puget Sound events we'll host between now and May 1. Many of you are involved in these great events which draw approximately 125 admitted students and their guests for a total of about 200 people per event. These events are critical to our enrollment process as this is when most will determine if they will attend Puget Sound in the Fall.
  
- Podcast

I'm pleased to share that Admission is producing its own podcast. You can listen to our new podcast on most of your favorite streaming services - [Apple Podcasts](#), [Spotify](#), [Google Podcasts](#) or at: <https://anchor.fm/pugetsound>. This is a 20-30 minute show hosted by our very own Elena Becker '17 and we'll be featuring different students and professors in casual conversations about what it's like to be a Logger. We're sharing this with admitted students/families.
  
- Puget Sound Previews

These receptions are held in key cities across the country and are designed to reach those admitted students and their guests who are looking for more information about the Logger experience. They're hosted by the admission staff and local alumni are in attendance. Over the next month we'll host Previews in the following cities: Portland, Los Angeles, Palo Alto, Berkeley, Honolulu, Denver, Chicago, Minneapolis, Orange County, and San Diego.

***Did you know?***

***The Millennial Generation (born 1980-1994) are no longer in our classrooms but in the workforce?***

***Generation Z (born 1995-2012) are our current students. Millennials number 82 million and are the children of Baby Boomers. Generation Z number just 72 million and are the children of Generation X.***

Warm Regards,  
Laura

# Curricular Task Force

Update to Faculty  
Wednesday, April 3, 2019

## Feedback from students

### **Opportunity for “Graceful failure”**

- Pathway encourages interdisciplinary exploration in “low stakes” environment as compared to within major
- Students want the opportunity to explore and be able to fail- the process of asking different questions is where the learning happens- students recognize this!

### **Opportunity to ask contextualized questions**

- Students are genuinely excited to engage with greater-community/ geographically-relevant questions and topics
- Contextualize their curriculum, apply their knowledge in a way that *employs* the different core approaches intentionally

## Topics

- feedback from students on the pathways model
- a proposed revision to our model for advising
- a proposal for integrating some high impact practices across a student's undergraduate career
- *Note/Correction: the next Chairs, Deans, Directors meeting is Wednesday, April 17 (not April 13 as listed in the report)*

## Feedback from students

### **Time commitment- additional capstone**

- Concerns about a required additional capstone, despite an understanding that a "culminating moment" for the capstone is necessary
- Would it be a full capstone? Mini capstone? Optional capstone?
- Worries about additional course load

### **Plea to reevaluate freshman seminars/the transfer experience**

- Currently inconsistencies between seminars (difficulty, thematic cohesion, work load), could pathway help mitigate these inconsistencies?
- How do transfer students fit into the pathway?



## Feedback from students

### Students are curious about/ hungry for scaffolding

- Support from a pre-determined class plan/theme makes for less overwhelming selection of classes (pathways are these themes!)
- STS example- categories that are predetermined to ensure wide scope, student has agency to select classes and conceptualize the place of those classes within the student's track

## Proposed Revision to Advising Model: Observations

### 1. Puget Sound students are different than they were in the past.

- More diverse student population (first-gen students, low-income students, students from historically marginalized groups [students of color, LGBTQ+], and students who do not identify as neurotypical)
- Affected by the use of technology
- More likely to have trouble adjusting to college life

### 2. Puget Sound needs to improve its retention rate.

Retention rate for the current first-year class is projected at 82-83%

### 3. Puget Sound advising program has some shortcomings.

- Faculty teaching advising sections need to cover course material \*and\* do advising
- Faculty are responsible for grading students \*and\* providing support transitioning to college
- Faculty do not see advisees often after first semester
- Lower-division advising is generally limited to faculty teaching freshman advising sections, resulting in unequal distribution of advising work across campus

## National Survey of Student Engagement (Spring 2017)

Puget Sound first-year students interact with faculty less frequently than do other students at peer institutions.

- Discussed academic performance often or very often (27% vs. 33%)
- Talked about career plans often or very often (21% vs. 31%)
- Discussed course material with faculty outside of class often or very often (27% vs. 35%)

HOWEVER, the QUALITY of those interactions are on par with peers, where 74% rate those interactions good, very good, or excellent (top three on a seven point scale).

### To improve the student experience:

- Create more opportunities for frequent contact with a faculty member who does not grade the student's work
- Create a community and bonding experience where students who may be less socially comfortable can feel welcomed and find support
- Create a consistent space to discuss academics and adjustment

### To improve the faculty experience:

- Disassociate assessment and advising
- Create greater equity in distribution of lower-division advising opportunities
- Create a consistent space where advising can happen

## We suggest a new advising structure that would:

- Provide more frequent touchpoints between faculty and students beyond the first semester
- Create a community and a sense of belonging for all students
- Allow for broad-based faculty participation in lower-division advising
- Disassociate assessment and advising

### Integrating High Impact Practices (HIPs)

➤ First-Year Seminars & Experiences	➤ Undergraduate Research
➤ Common Intellectual Experiences	➤ Diversity/Global Learning
➤ Learning Communities	➤ ePortfolios
➤ Writing-Intensive Courses	➤ Community-Based/Service learning
➤ Collaborative Assignments & Projects	➤ Internships
	➤ Capstone Courses & Projects

## High Impact Practices at Puget Sound--Values & Goals

- **Quality:** We implement high impact practices that are thoughtfully designed to match our educational goals and serve the learning outcomes of the programs and courses in which they are offered.
- **Quantity:** We build-in opportunities for students to engage in multiple high impact practices throughout the Puget Sound experience.
- **Equity:** We develop programmatic and financial support to ensure that all students have access to the high impact practices that best meet their interests and needs.

## Examples of Opportunities to Integrate HIPs into Curricular Reform

- Building multiple high impact practices into pathways and/or core courses.
- Utilizing ePortfolio throughout the Puget Sound experience, including a capstone experience in the final year.
- Developing learning communities by forming cohorts using some combination of:
  - Bookends/Immersive Experiences
  - Advising/Mentoring Groups
  - Residential Seminars
  - First-year Seminars
  - Pathways

## **An expectation that all students participate in the Reflective Immersive Sophomore Experience (RISE)**

- This entails:
  - Five class sessions designed to prepare students for an internship or other similar immersive experience,
  - Completion of at least 120 hours of an internship or other similar immersive experience, and
  - Reflection on and presentation about this experience in ePortfolio and at a fall symposium.

## **An expectation that all students participate in a significant third-year experiential learning opportunity:**

- A Puget Sound education provides programmatic and financial support to ensure that each student has the opportunity to complete at least one of the following experiences--matched to student educational interests and needs:
  - Study Abroad/Away
  - Internship (in addition to RISE)
  - Undergraduate Research
  - Ongoing Collaborative Campus Projects: Teams of students, staff and faculty work on projects in areas such as archive/legacies work or sustainability

**Resolution on Staff Compensation –**

Dec. 12, 2018

**Whereas**, Goal 3 of *Leadership for a Changing World*, as approved by the Puget Sound Board of Trustees, is to “support and inspire our faculty and staff”; and

**Whereas**, wages for staff have not kept pace with costs of living; and

**Whereas**, members of our staff suffer from food and housing insecurity due to the calculation of current wages under current policy; and

**Whereas**, the Staff Compensation Policy is silent regarding a staff wage floor, deferring to statutory minimum wage rather than the needs of our staff; and

**Whereas**, a living wage, as defined by the Economic Policy Institute’s Family Budget and the MIT Living Wage Calculator using methods that account for costs of food, childcare, health, housing, transportation and other necessities, does account for basic needs; and

**Whereas**, current Staff Compensation Policy does not specifically address meeting staff members’ basic needs; and

**Whereas**, basic needs of staff will be better met if the Staff Compensation Policy is grounded in the principle of providing a living wage;

**Now, therefore be it resolved**, by the University of Puget Sound Staff Senate that the Staff Compensation Policy “Section I: Policy” be updated to include *a fourth bullet point clearly stating* that fair and competitive compensation is grounded in meeting the basic needs of our staff by providing a living wage; and

**Therefore, be it further resolved** that current and future staff wages, at minimum, be adjusted to meet regional cost of living increases.