

## **Minutes of the May 8, 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 131 voting members present.

### **II. Announcements**

An announcement was made regarding the annual “Pops on the Lawn” event.

### **III. Approval of the May 1, 2019 minutes**

The minutes of the May 1, 2019 faculty meeting were approved as circulated.

### **IV. CTF motion 1**

The motion before the assembly was as follows:

*As charged by the Faculty Senate, and with intention to maximize faculty participation in curriculum development, the Curricular Task Force seeks faculty approval:*

*to empower interested groups of faculty to develop and critically evaluate key recommendations for an integrative framework for undergraduate education (outlined in the April 22, 2019, report to the faculty) regarding:*

*A curricular model oriented around question-driven inquiries that is integrated with the distributional component of our curriculum.*

*At the first faculty meeting of the 2019-2020 academic year, the CTF will report on and invite faculty feedback about the findings and recommendations of the working groups, after which meeting the CTF will survey the faculty anonymously and share those results with the faculty. The faculty will then direct the CTF about how it wishes to proceed.*

*Approval of this motion does not enact a change to the curriculum. The vote to change discussion of workload and resources, etc. (in relation to the curriculum) takes place with the full faculty.*

For the April 22, 2019 report noted in the motion, see Appendix B of these minutes.

It was **moved in amendment** by Tubert, and **seconded**, that CTF motion 1 read as follows:

*Building on the work of the CTF during spring 2019, the faculty requests that the CTF call on all interested faculty to develop:*

*(i) curricular models oriented around question-driven inquiries as outlined in the April 22, 2019 report and (ii) alternatives to those models.*

*The curricular models developed will be presented to the full faculty and proposals will be shared electronically. We request that the CTF conduct a ranked anonymous electronic survey of the faculty regarding those models and share the results with the faculty. The faculty will then direct the CTF about how it wishes to proceed.*

*Approval of this motion does not enact a change to the curriculum nor does it constitute endorsement of the Question-Driven-Inquiry framework. The vote to change graduation requirements and implement the new curriculum will not occur until the promised discussion of workload and resources, etc. (in relation to the curriculum) takes place with the full faculty.*

For a tracked view of the amendment's changes to the original language, see [Appendix C](#) of these minutes.

A member requested that the minutes include CTF's May 7, 2019 email to the faculty regarding process questions. This email is included in [Appendix D](#) of these minutes.

The faculty discussed the amendment.

Several members spoke against the amendment, with the following reasons: a) moving to a rank voting system would create a large number of dissatisfied people in the process, and detract from the goal of consensus through deliberation; b) "alternatives" suggests possibilities that will not take into account the research and discussion from the last several months; c) the original motion already allows the faculty to consider alternatives; d) it negates the work of the CTF this past term, the amount of material and feedback they have read, and their research into enrollment and retention; e) it would be problematic to offer a survey asking faculty to vote on information and models that have not been fully explored by the person checking the boxes; f) the QDI model is the only one developed according to the competing concerns of the faculty.

Several members spoke for the amendment, with the following reasons: a) summer deliberation will involve fewer participants, so there will be need to bring forward suggestions to the full faculty by electronic vote; b) focusing too closely on the QDI model during the summer will be a waste of time if it is voted down in the fall; c) a vote for the amendment does not preclude exploration of the QDI model, but it provides the opportunity to explore other models; d) it invites an openness to the process and invites a broader range of voices for the summer work; e) an anonymous survey would allow people to respond who may not feel comfortable doing so in a meeting; f) exploring alternatives would use of build on the work of the CTF, not dismiss it; g) the amendment is in line with the spirit of the CTF's process so far.

It was **moved** by Spivey, and **seconded**, *to call the question*. The motion **passed** on a voice vote.

The faculty voted on the Tubert amendment. A voice vote was taken.

It was **moved** by Struna *to divide the assembly*.

The amendment **passed** on a counted vote, with 52 for, 46 against, and 10 abstentions.

CTF motion 1 was amended to read as follows:

*Building on the work of the CTF during spring 2019, the faculty requests that the CTF call on all interested faculty to develop:*

*(i) curricular models oriented around question-driven inquiries as outlined in the April 22, 2019 report and (ii) alternatives to those models.*

*The curricular models developed will be presented to the full faculty and proposals will be shared electronically. We request that the CTF conduct a ranked anonymous electronic survey of the faculty regarding those models and share the results with the faculty. The faculty will then direct the CTF about how it wishes to proceed.*

*Approval of this motion does not enact a change to the curriculum nor does it constitute endorsement of the Question-Driven-Inquiry framework. The vote to change graduation requirements and implement the new curriculum will not occur until the promised discussion of workload and resources, etc. (in relation to the curriculum) takes place with the full faculty.*

It was **moved in amendment** by Orlin, and **seconded**, that “made in consultation with at least one member of every department” be added to “(ii) alternatives to those models.”

Orlin spoke in favor of the amendment, suggesting that alternative models must take into account the various competing concerns across campus, just as the CTF did with the QDI model.

Orlin **accepted a friendly amendment** to replace “member” with “representative.”

One member spoke in favor of the amendment, noting the existing work of the CTF; two others spoke against it, noting that it was unreasonable and might hinder the formulation of a great idea.

It was **moved in amendment to the Orlin amendment** by Ferrari, and **seconded**, that the following language appear in the motion: “Those who construct alternative models will indicate in their reports which academic departments or programs they have consulted with while developing their alternative models.”

There was no discussion of Ferrari’s amendment. The amendment to the Orlin amendment **passed** on a voice vote.

Several members spoke against the Orlin amendment, suggesting that it would ask people to redo all the work the CTF has done thus far. Instead, alternatives should acknowledge and build on existing work.

It was **moved** by Buescher, and **seconded**, *to call the question*. The motion **passed** on a voice vote.

The faculty voted on the Orlin amendment. The amendment **failed** on a voice vote.

The faculty discussed CTF motion 1.

One CTF member asked the assembly how many alternatives would satisfy the faculty. Another CTF member spoke against the motion, suggesting that it would work against the goal of having a curriculum revision based on broad consensus.

It was **moved in amendment** by Ramakrishnan, and **seconded**, *that “(ii) alternatives to those models in consultation with the CTF and its reports” replace “(ii) alternatives to those models.”*

A point of information was raised. One member asked whether the CTF will be available for summer consultation. Provost Bartanen confirmed that this was the case. She added that the CTF need a sense of direction from the faculty today, and is currently talking about the possibility of an open call to form groups for summer committees, with a CTF liaison connected to each one.

It was **moved** by DeMarais, and **seconded**, *to call the question*. The motion **passed** on a voice vote.

The faculty voted on the Ramakrishnan amendment. The amendment **passed** on a counted vote, with 43 for, 32 against, and 22 abstentions.

CTF motion 1 was amended to read as follows:

*Building on the work of the CTF during spring 2019, the faculty requests that the CTF call on all interested faculty to develop:*

*(i) curricular models oriented around question-driven inquiries as outlined in the April 22, 2019 report and (ii) alternatives to those models in consultation with the CTF and its reports.*

*The curricular models developed will be presented to the full faculty and proposals will be shared electronically. We request that the CTF conduct a ranked anonymous electronic survey of the faculty regarding those models and share the results with the faculty. The faculty will then direct the CTF about how it wishes to proceed.*

*Approval of this motion does not enact a change to the curriculum nor does it constitute endorsement of the Question-Driven-Inquiry framework. The vote to change graduation requirements and implement the new curriculum will not occur until the promised*

*discussion of workload and resources, etc. (in relation to the curriculum) takes place with the full faculty.*

It was **moved** by Spivey, and **seconded**, to call the question. The motion **passed** on a voice vote.

CTF motion 1 **passed** on a voice vote.

## **V. CTF motion 2**

The motion before the assembly was as follows:

*As charged by the Faculty Senate, and with intention to maximize faculty participation in curriculum development, the Curricular Task Force seeks faculty approval:*

*to empower interested groups of faculty to develop and critically evaluate key recommendations for an integrative framework for undergraduate education (outlined in the April 22, 2019, report to the faculty) regarding:*

*An introduction and orientation to academic life and inquiry, consideration of which could include its relation to (or reimagination of) Seminars in Scholarly Inquiry and advising.*

*At the first faculty meeting of the 2019-2020 academic year, the CTF will report on and invite faculty feedback about the findings and recommendations of the working groups, after which meeting the CTF will survey the faculty anonymously and share those results with the faculty. The faculty will then direct the CTF about how it wishes to proceed.*

*Approval of this motion does not enact a change to the curriculum. The vote to change graduation requirements and implement the new curriculum will not occur until the promised discussion of workload and resources, etc. (in relation to the curriculum) takes place with the full faculty.*

The faculty discussed the motion.

One member spoke in favor of the motion, noting the important work of advising should be part of the summer discussions.

It was **moved in amendment** by Wimberger, and **seconded**, to replace “Faculty Senate” with “Provost.”

Wimberger spoke in favor of the amendment, stating that the charge comes from the Provost.

It was **moved** by Beardsley, and **seconded**, to call the question. The motion **passed** on a voice vote.

The faculty voted on the amendment. The amendment **failed** on a voice vote.

It was **moved** by Orlin, and **seconded**, *to postpone CTF motion 2 to the first meeting of fall 2019.*

Several members spoke against the motion, with the following reasons: a) the first course of the incoming class in the new curriculum is the first thing we have to decide on; b) motions 1 and 2 are connected.

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

It was **moved** by DeMarais, and **seconded**, *to call the question.* The motion **passed** on voice vote.

CTF motion 2 **passed** on a voice vote.

#### **VI. Provost's presentation and Q&A regarding financial models for additional graduate programs**

Chair Freeman suggested moving this item to a fall 2019 meeting. There were no objections.

#### **VII. Discussion of a proposal for Term Faculty positions, as shared with the Faculty Senate by the Office of the Associate Deans**

Provost Bartanen took the floor. For the proposal, see Appendix E of these minutes. For the presentation slide of the faculty profile, see Appendix F of these minutes.

Provost Bartanen provided some context for the proposal of Term Faculty positions, as put forward by Associates Deans Christoph and Jackson. The goal of the proposal was to provide clarity for the roles of those instructors or visiting professors who stay at the university past the year limit of their initial contracts.

One member asked whether service was expected of visitors in the past. Provost Bartanen responded that such expectations have varied. Another member asked if we have a sense, yet, of how the number of term positions proposed might look given the expansion of graduate programs. Provost Bartanen said that each new program would need to come up with a working plan to determine how many positions would need to be added.

Several members spoke in favor of the proposal, particularly in the hopes that it might address individuals currently employed by the university, and that it would give more permanence and recognition to current programs primarily staffed by visiting faculty.

#### **VIII. Other business**

There was no other business.

#### **IX. Adjournment**

The faculty expressed their appreciation for the Provost with a round of applause.

The meeting was adjourned at 1:29 p.m.

## Appendix A – Attendance

### Attending – May 8, 2019

Rich Anderson-Connolly	Barry Goldstein	Jill McCourt	George Tomlin
Greta Austin	Andrew Gomez	Amanda Mifflin	Alison Tracy Hale
Gareth Barkin	Dexter Gordon	Garrett Milam	Benjamin Tromly
William Barry	Jeffrey Grinstead	Andrew Monaco	Ariela Tubert
Kris Bartanen	William Haltom	Sarah Moore	Andreas Udbye
Bernard Bates	Fred Hamel	Wendell Nakamura	Kurt Walls
William Beardsley	Susannah Hannaford	Jennifer Neighbors	Matthew Warning
Terence Beck	John Hanson	Steven Neshyba	Barbara Warren
Francoise Belot	David Hanson	Lisa Nunn	Renee Watling
Michael Benveniste	Suzanne Holland	Eric Orlin	Seth Weinberger
James Bernhard	Renee Houston	Emelie Peine	Stacey Weiss
LaToya Brackett	Jairo Hoyas	Rachel Pepper	Carolyn Weisz
Nancy Bristow	Kris Imbrigotta	Jennifer Pitonyak	John Wesley
Gwynne Brown	Darcy Irvin	Jacob Price	Heather White
Derek Buescher	Robin Jacobson	Geoffrey Proehl	Kirsten Wilbur
Alva Butcher	Greg Johnson	Sara Protasi	Peter Wimberger
America Chambers	Lisa Johnson	Isha Rajbhandari	Anna Wittstruck
David Chiu	Kristin Johnson	Siddharth Ramakrishnan	Carrie Woods
Julie Nelson Christoph	Priti Joshi	Melvin Rouse	Rand Worland
Erin Colbert-White	Diane Kelley	Amy Ryken	Sheryl Zylstra
Johanna Crane	Alisa Kessel	Douglas Sackman	
Isiaah Crawford	Jung Kim	Leslie Saucedo	<u>Guests</u>
Monica DeHart	Nick Kontogeorgopoulos	Eric Scharrer	Robin Aijian
Alyce DeMarais	Kriszta Kotsis	Dan Sherman	Uchenna Baker
Rachel DeMotts	Alan Krause	Renee Simms	Peggy Burge
Denise Despres	Laura Krughoff	Katherine Smith	Kate Cohn
Regina Duthely	Sunil Kukreja	Adam Smith	Eli Gandour-Rood
Greg Elliott	Bill Kupinse	Jessica Smith	Katie Handick
Tanya Erzen	Josefa Lago Grana	Stuart Smithers	Mushawn Knowles
Lisa Ferrari	David Latimer	Rokiatou Soumare	Laura Martin-Fedich
Amy Fisher	John Lear	David Sousa	Ellen Peters
Lea Fortmann	Jan Leuchtenberger	Amy Van Engen Spivey	Elena Staver
Kena Fox-Dobbs	Benjamin Lewin	Jason Struna	Landon Wade
Sara Freeman	Shen-Yi Liao	Yvonne Swinth	
Michael Furick	Tiffany MacBain	Courtney Thatcher	
Andrew Gardner	Janet Marcavage	Bryan Thines	
Megan Gessel	Jeff Matthews	Justin Tiehen	



## **REPORT FROM THE CURRICULAR TASK FORCE**

### **Proposal for curricular structure**

**22 April 2019**

Over the course of the spring semester, the CTF has gathered feedback from many sources. We have heard from faculty via one-on-one conversations, collective deliberations, email input, and listening sessions. We have also met with the ASUPS Senate and Staff Senate and anticipate ongoing conversations with students and staff about their insights and recommendations in support of our educational goals. We have benefited from research provided by the Office of Institutional Research and the Curriculum Committee, and we have explored broader literatures and frameworks for thinking about curriculum development and student needs. As we have worked, we have shared our thinking and our research with the campus community so that we can deliberate together with as much information as possible.

We believe we have developed a holistic sense of the myriad pressures, concerns, and aspirations felt and faced by our colleagues. We also understand the broader discourse around the value of higher education and the liberal arts, resource challenges on our campus, demands for accreditation (and other outside pressures), and our own differing views about what our students need. These challenges mean that any curricular revision will entail compromise, collaboration, and change. The CTF has worked hard to find a compromise model that takes into account the feedback we have received, inspires us to achieve our liberal arts mission, and—above all—reflects a curriculum that we believe is best for the many and varied students we teach.

### **WHAT WE HOPE TO ACHIEVE**

It has been some time since our last curricular revision, and in recent years we have identified a number of issues that indicate a need to update and revise not merely our undergraduate core curriculum, but the way in which that core curriculum intersects with majors/programs, advising, and other graduation requirements. Based on numerous internal and external assessments and research (please visit the “REPORTS TO THE FACULTY” folder in the shared “Campus Community Ideas” drive to access some of these references and resources) and feedback gathered from faculty, staff, and students, the CTF regards the following concerns as major contributing factors to the need to revise and update our curriculum, advising model, and workload distributions:

- Faculty and student dissatisfaction with the lack of coherence within the current core distributional model, which often leaves students unclear about how the different *Approaches to Knowing* intersect, overlap, diverge, and engage with one another.
- The lack of dedicated time and space to foster a shared intellectual community among faculty, students, and staff.
- Changing socio-economic demographics broadly in higher education and specifically here at Puget Sound that may cause some students to feel out-of-place or disconnected from the campus community due to a sense of not fitting in, financial hardships, or a lack of educational preparation.

- Increasing workload demands on faculty with regards to teaching, service, advising, and research.
- Decreasing retention rates, particularly among first and second year students.
- The compression of student schedules, leaving them little dedicated room to explore new ideas, questions, and concepts, to reflect on their educational choices and goals, and to participate in valuable educational opportunities, such as study abroad, undergraduate and/or collaborative research, internships, and other high-impact practices.

Given these factors, the CTF adopted from the outset a backwards design model, working from our stated [Education Goals](#), to determine which elements of our curriculum needed revision in order to meet those goals and to address the issues listed above. While we recognize that structural changes to the curriculum cannot resolve all of the problems we have identified, we believe that such a revision is needed at this time in order to address some of these concerns and to build space for an even greater sense of intellectual excitement and collaboration among faculty, staff, and students.

### **AIMS**

Based on the points outlined above, the CTF believes we require a curricular revision that:

- offers both structure and agency for students, in recognition that students come to us with different ambitions, levels of preparedness, and interests;
- creates greater opportunities for exploration across the curriculum, in recognition that exploration, curiosity, and risk-taking are the core of a liberal arts education;
- creates greater opportunities for faculty-faculty and faculty-staff collaboration, in recognition that we seek to be in conversation with one another in more robust and interesting ways;
- builds a shared intellectual community dedicated to tackling difficult questions holistically; and
- supports the mission of Puget Sound by insisting on equity and fostering academic success for our students.

### **LANGUAGE**

The CTF believes that curricular reform will foster a reorientation of our current culture around requirements. In particular, we hope that student and faculty interest will make the curriculum seem less like requirements to “get out of the way” and more like distinctive opportunities to deepen our understanding of both enduring or pressing questions. To that end, we recommend changing our language and approach to the curriculum:

QUESTION-DRIVEN INQUIRY (QDI): We recommend moving away from the name “pathways” for two reasons:

- 1) Our current curriculum includes innovations that already use this language, *e.g.*, the Interdisciplinary Humanities Emphasis (IHE) Pathways and the Civic Engagement Pathway developed by Center for Intercultural and Civic Engagement (CICE).
- 2) We wish to highlight the orienting and integrating function of this curricular revision. In particular, we believe that the questions that drive the inquiry are essential to an integrated exploration and to minimizing curricular drift.

- 3) While we acknowledge that some faculty would prefer to develop these first as thematic or topically oriented pursuits and worry that being question-driven may limit wide faculty involvement and may have a built-in presentist bias that make some fields of inquiry appear less relevant, we would respond in part that framing questions (which may be worth pursuing precisely because they are enduring, rather than pressing) may be developed in ways that open up to themes and topics and embrace contexts and perspectives from across the liberal arts.

We have begun working to come up with a catchy new name. We invite your ideas. For now, please indulge us in using this reframing language.

DISTRIBUTION: We recommend moving away from the “approaches” framing so that we—as faculty and staff—can reorient our own thinking such that the question-driven inquiry, not the fact of the five disparate approaches, is at the center of how we think about, talk about, and enact our curriculum. That said, we have heard from faculty that the five core elements of our distribution are the “right” ones. So, while we are recommending a shift in language, we are not recommending a shift in the basic structure.

## **THE PROPOSAL**

### PART I. QUESTION-DRIVEN INQUIRY (QDI)

The CTF recommends a revision centered on question-driven inquiry. We believe this model offers students an integrated approach to the liberal arts through exposure to five disciplinary frameworks (artistic, humanistic, mathematical, natural scientific, and social scientific). Each QDI will be oriented around a central framing question, enabling students to see how different disciplinary perspectives address the same question. With the addition of each successive framework, students come to see how different fields of knowledge offer both complementary and distinct understandings of and approaches to a given question.

Students’ experience with each of these vantage points begins with a grounding course in the first semester (the placeholder name for this course is “the first year course”), which introduces question-driven inquiry and engages students in conversation about the strengths and limitations of disciplinary approaches to a question. Their QDI experience will culminate with a “capstone” of some kind, in which students reflect on how the vantage points cohere and diverge in relation to the focal topic or question, what these coherences and divergences reveal about knowledge itself, and how they might approach new questions in the future with this understanding. Keeping in mind feedback about the perils of overloading students and faculty with capstone experiences, we are hoping to develop a model where students have the power and agency to reflect on, share and crystallize their hard-won knowledge and perspectives in a way that doesn’t compete with, but rather complements and perhaps energizes the work students will be doing in their senior year for their majors.

### DISTRIBUTION AND INTEGRATION

Since the March faculty meeting, we have gathered feedback about Model A (the model formerly known as “Pathway through the Core”) and Model B (“Pathway plus Core”). Overall, we have heard enthusiasm for the idea of question-driven inquiry (QDI). Colleagues have said that they think it offers an

opportunity for exploration throughout the curriculum while putting students in the role of identifying linkages and new sites for exploration. Others have said that it captures the liberal arts aims more effectively than our current curriculum. Faculty have expressed excitement over the possibility of creating QDIs, but also for having the opportunity to create new courses—or new units within existing courses—that support the QDIs in unexpected ways. Throughout this process, we have also heard that faculty and staff would like more opportunities to collaborate with one another. Students—both our student representatives and the students with whom they have spoken on ASUPS and elsewhere—are similarly enthusiastic about the QDI model and about how it balances structure with student choice. Faculty, staff, and students alike have shared their excitement about participating in a collective, campus-wide inquiry. In general, we are confident that the QDI model is a good one for our campus and our students.

Colleagues have also expressed concerns (including but not limited to the following). Some are worried that Model B requires too many units (which is hard on students and which may make it difficult for faculty to continue to innovate or make additions to the curriculum as need arises). Others are concerned that the effect of Model B would be to make the QDI optional, rather than a required change that fosters a shared curriculum and innovation. Still others oppose making the QDI required. Those who have expressed concern about Model A have argued that it would be too challenging to implement, because it depends on themes that could satisfy all five distributional components at once. At the same time, colleagues have asked for a model that is simply organized and that can be easily implemented through revised course approval and other governance processes.

Our goal, then, has been to generate a model that centers the QDI in a shared curriculum and gives students an opportunity to connect the components of their liberal arts education in a meaningful way. At the same time, we have taken faculty, staff, and student concerns seriously. We have sought a design that both streamlines graduation requirements and fosters conditions for collaborative teaching and learning.

Thus, we recommend a *modified* version of Model A. In this modified model students complete the distributional components of the core curriculum through the QDI. We recommend that students be required to take a total of FIVE courses in the QDI; the distributional component also consists of FIVE courses. Students are required both to complete the QDI and to satisfy all five distributional components. We recommend that FOUR of a student's QDI courses are required to correspond to the distributional courses, but that all five could. This would mean that all students would need 5 units if the QDI and distribution overlap perfectly, and 6 if they do not.

The faculty group that designs and teaches in each QDI will determine the total pool of courses available from which students can choose the courses they will use to fulfill that QDI and its distributional requirements. These courses will be designed by the faculty group to be specific to each individual QDI (and could include both upper and lower division courses); for instance, a course that fulfills the “Artistic” distribution requirement in one QDI might not be available in another QDI. Although it is possible that some courses could (potentially) be cross-listed across one or two QDIs, every course

within a QDI would need to include material that addresses the question and topic of the QDI and a relevant distributional area. Students, therefore, will have available a menu of options to indicate precisely which courses in their specific QDI fulfill which distributional requirements, enabling students to make conscious and deliberate choices about how their QDI/distributional courses fit together. As with the current “approaches” framework, not every course would have to be offered every term, and students would have available a wide number of courses to choose from in fulfilling their QDI and distributional requirements.

Our expectation is not that all (or even most) QDI courses will focus solely on the question driving the inquiry, although some might. We expect that the QDI courses will be committed to addressing the question, but will do so, most likely, in light of the skills, practices, and knowledge students will have cultivated earlier in the course. As we noted in the March report to the faculty, we have been operating under the assumption that something like 20% of a course would need to be devoted to the particular question of the QDI in order for it to foster the integration we seek. Even when not centrally oriented around the animating question of the QDI, the important underlying element is that the courses in a QDI will articulate with that collective inquiry, offering students ways to see how the grounding in the course offers insights, perspectives, knowledge, methodologies and/or ways of asking questions and seeking answers that will help them along in the QDI.

The CTF also recognizes the importance of supporting our existing interdisciplinary programs. While we do not believe that the QDI will draw students away from sustained interdisciplinary inquiry during their educations (we are hopeful that the QDI will, in fact, encourage it), we will be attentive to potential unintended effects of the QDI on interdisciplinary programs. In addition, as we move forward, we are interested in learning more about and pursuing how *some* interdisciplinary programs may wish to participate in the QDIs, so that the new framework might work to reinvigorate and support existing programs.

Our aspiration is that, among other things, the QDIs would be a medium of sharing, rather than an instrument of rather mechanically divvying up distribution, and leaving those chips to fall as they may. They would be drawing on the interests, commitments, knowledge, capacities and curiosities of faculty and staff, and then meeting the students, bringing with them their own interests and evolving commitments, energies, passions and talents as engaged and developing scholars in their own right. For students and the campus, pursuing the QDIs would be something that at once is *broadening* and open, leading to unexpected discoveries and the development of new capacities, and ways of looking at the world. They would also be *integrating*, including bringing communities of learning together, asking students and faculty to stretch and pull together different modes of inquiry, ways of seeing and analyzing and investigating.

This model achieves a balance between competing concerns: it creates a shared and integrated curriculum while balancing this innovation with some flexibility for faculty and students. Below is something like an advising checklist, which might be helpful in showcasing how the QDI can correspond to the distributional component of the curriculum.

**If QDI and distribution align completely**

QDI courses	Distributional component
QDI 1 (1 unit)	Artistic
QDI 2 (1 unit)	Humanistic
QDI 3 (1 unit)	Natural scientific
QDI 4 (1 unit)	Mathematical
QDI 5 (1 unit)	Social scientific

**=5 units total**

**If QDI and distribution do not align completely:**

QDI courses*	Distributional component
QDI 1 (1 unit)	Artistic
QDI 2 (1 unit)	Humanistic
QDI 3 (1 unit)	Natural scientific
QDI 4 (1 unit)	Mathematical
	Social scientific (1 unit)
QDI 5 (1 unit)	

**=6 units total**

\*Of course, the QDI courses could be any combination of four of the distributional areas (not just what is shown) and the student would take the fifth class from the pool of classes that fulfills the remaining distributional area. Thus, there could be courses that fulfill distributional components that are not necessarily linked to a specific QDI.

This modified model allows for the strongest possible integration of courses while also allowing:

- student flexibility, so those who are ready to commit can dive right in, while those who are not can explore and experiment
- the flexibility of requiring four, rather than five, units in the distributional areas, which enables students to explore a bit and change their minds about a QDI, just as they sometimes do now in relation to majors.
- student flexibility, so those who have a passion for, say, the mathematical aspects of their QDI could take more than one course in mathematics in order to complete the QDI (and fulfill the last distributional course with a non-QDI course)
- faculty flexibility in the design of QDIs such that they need not incorporate all five distributional elements
- faculty flexibility in that current distributional courses that *do not* fit within a QDI could still be offered
- faculty flexibility in that current distributional courses that *do* fit within a QDI could be offered with either significant or limited revision (only part of a course might be expected to address the QDI question)

CAPSTONE: Based on some work by Kate Cohn, we know that almost all majors (and many minors or emphases) already offer some kind of senior capstone, thesis, or portfolio project. Next year, we will work with faculty in all departments and programs to determine whether the QDI should have its own capstone of some kind and how this question relates to whether departments would see their own capstones as facilitating student integration of the work of both major and QDI in their capstone project.

		<b>UNITS</b>	
<b>PROPOSED REVISION</b>		<b>CURRENT CURRICULUM</b>	
SSI 1 & 2	2	SSI 1 & 2	2
Language requirement	2	Language requirement	2
QDI + distribution	5-6	Approaches	5
First year course/advising	0.5-0.75	Connections	1
Capstone (may overlap)	0-1	Upper division outside major	2-3
Upper division outside major	2-3 <sup>†</sup>	KNOW (overlay)	<u>0-1</u>
KNOW (overlay)	<u>0-1</u>		
<b>TOTAL</b>	<b>10.5-15.75*</b>	<b>TOTAL</b>	<b>12-14</b>

\* We believe that, once we have worked out all elements of the curriculum, the proposed revision may result in a net decrease in the total number of units a student must take. Depending on the faculty decision about the form of the advising program and about whether students must complete certain high impact practices, the total number of units might increase above the number listed here.

† The Curriculum Committee’s recent review of the upper division requirement indicates that one of the central motivations for creation of the requirement was to encourage faculty to include upper division courses in the *Approaches to Knowing*, which has not happened in a significant way. Our hope is that, as we reimagine the curriculum, faculty will find ways to include upper division courses (with or without a prerequisite) in the QDIs. If this is possible, students might be able to complete one of their upper division requirements through the QDI (similar to the way Connections figures in to the current application of the upper division requirement). In this case, we achieve two things: for some students, this would allow further streamlining of the number of required units and for others, an opportunity to find and then pursue deeper study in a previously unexplored discipline or area (perhaps with a minor or second major). We are excited about the possibility that this framework would build some natural “scaffolding” into the QDIs.

**Some additional recommendations:**

- The QDI is required for all students
- That we develop and offer multiple QDIs, each one oriented around a central question
- Elimination of the CONN requirement, with an encouragement that upper-division courses and team-taught courses should be incorporated and encouraged in the distributional component or the QDI

*Why do we recommend requiring the QDI?* The educational goals approved by the faculty last year state that every Puget Sound graduate will have developed “familiarity with diverse fields of knowledge and the ability to draw connections among them.” The CTF understands this goal to articulate the faculty’s shared belief that every student should have access to an education that is broad and that fosters integration among fields. The QDI is the curricular “home” of such integration and the only explicit site of such integration in the curriculum. In order to ensure that all students achieve this aim, we believe the QDI would need to be required.

*What is the right number of QDIs?* Successful implementation of the QDIs will require us to achieve the “just right” number of them. Too many, and the burdens of scheduling might make it impossible for students to complete the QDI in a timely way and will undermine the shared quality of them; too few, and many faculty will be unable to find ways to participate without serious disruption to their essential course offerings. Initially, we are imagining that six may be a healthy aim. Of course, we will have a better sense of the wisdom of this recommendation once faculty have been able to develop a few QDIs (i.e. in work that would be done this summer and into fall). At that point, the faculty can revise as needed.

*Why do we recommend eliminating Connections?* The purpose of the Connections course is to foster interdisciplinary exploration. We believe that this will be accomplished by the QDI. Having said that, we also believe that the co-teaching and collaborative model that Connections occasionally permits should be encouraged so that it is *more*, not *less*, widely adopted in the QDI and elsewhere in the curriculum. We also hope that many existing CONN courses can be incorporated into the curricular revision, as part of a QDI, as a distributional course, or as an upper division elective course.

**How students move through the curriculum in the first year**

One essential element of curricular reform is to be able to envision possibilities for different kinds of students to find an intellectual home here in their first year. Here are two sample models for how students could fill out their course schedules in their first year.

STUDENT A: Student enters with an intention to major in Biochemistry

<b>Fall semester:</b>	<b>Spring semester</b>
SSI 1	SSI 2
GENERAL CHEMISTRY	GENERAL CHEMISTRY
CALCULUS	CALCULUS
The first year course	QDI #1



STUDENT B: Student enters unsure about a major, but with several interests.

Fall semester	Spring semester
SSI 1	SSI 2
Language requirement	Language requirement
Elective	QDI #1
The first year course	Elective or potential major course

**Streamlining procedures and reorganizing governance structures**

As previously described, each QDI is designed to help students meet the distributional requirement. For this reason, a course that counts as a “Humanistic” distribution in one QDI might not count as such in another (although it could). One might therefore expect the Curriculum Committee’s workload of approving courses to increase significantly. To this end, the CTF recommends changes to the Curriculum Committee procedures, correspondent to curricular revision, which would improve efficiency, committee workload, and trust among colleagues.

For example, we can imagine that each QDI would be constructed collaboratively by faculty teaching within that QDI, and that each QDI would have a Director who supports it (and whose service in this role is that person’s service assignment). A QDI Director would support continued collaboration between the faculty who teach in each QDI and would review new (or eliminate old) courses as part of their QDI’s distributional requirements. Through this vetting process, the Director engages the proposing faculty member in conversation to understand whether a course proposal meets certain criteria in the QDI guidelines. After vetting a proposal, the Director makes a recommendation to the Curriculum Committee. By shifting the course-vetting process to the QDI director/faculty, the Curriculum Committee can streamline the recommendation via delegation to the Associate Dean’s Office. This would allow members of the Curriculum Committee to focus on more compelling curricular tasks. It might also allow for a reconsideration of the composition, size, and responsibilities of the Curriculum Committee.

**How are the QDIs developed?**

The CTF is still developing a process for development and selection of the QDIs. We believe that a sound process will require:

- OPPORTUNITIES FOR BRAINSTORMING AND CREATIVE ENGAGEMENT: we are exploring different ways to create space for colleagues from across campus to share ideas (with the hope that such spaces will bring people together who might not otherwise have come together, and who can then collaborate in new, exciting, and unexpected ways). (More information on what we we are in the process of setting up for the summer and fall is available below.)

- INCLUSIVE FEEDBACK FROM THE FACULTY: the CTF is not interested in being the arbiter of which QDIs should get developed; we are exploring ways to invite broad faculty feedback about initial proposals, such as through a survey;
- INTENTIONAL “CURATION”: at the same time, we need to get the right number and mix of QDIs, and we are exploring ways that the CTF could, in light of inclusive faculty feedback, make a recommendation to the faculty about what the mix should look like; we must strike a balance between those QDIs that draw on the strengths of existing campus-wide programs and initiatives and those that do not; on balancing QDIs that address pressing questions with others that address enduring ones; on some more focused QDIs and others that are more broadly thematic. In short, a successful mix will ensure that faculty are able to see QDIs as supportive of their work and contributions to the curriculum and will be stretched and encouraged to participate in something new and exciting.
- TRUST: we are not sure how many ideas will be developed and it is possible that not every idea will become a QDI. We are asking colleagues to trust that the entire process—from start to finish—will be inclusive, transparent, responsive, and collaborative. Additionally, if some faculty are invited to develop QDIs over the summer, others may be invited to do the same in the months ahead. Those faculty will receive the same stipend support and encouragement for their work.

## PART II: THE FIRST YEAR COURSE

We recommend empowering a group of faculty to develop a 0.5 - 0.75 unit course or pair of courses that would be offered in the first semester of the first year. It is possible that a 0.5-unit course would serve to orient students, and a complementary 0.25 unit course would provide the basis for an advising framework.

These partial-unit course/s aim(s) to support:

- academic achievement (especially with respect to the integrative aspect of the QDI)
- student engagement
- retention efforts

We will ask these colleagues to explore the possibility of centering the “orienting” part of the course around questions such as “How do we know what we know?” or the Dolliver question “What’s in a fact?” The course need not be oriented around one of these questions, but we do hope that the course would support student orientation to histories and modes of inquiry that characterize an undergraduate education in the liberal arts. We also hope to identify a more descriptive name for this course and are open to suggestions.

For specific details about the summer work, please see the document “Proposal for the first year course” in the REPORTS TO THE FACULTY folder in the shared drive.

## PART III: SIGNIFICANT THIRD YEAR EXPERIENTIAL LEARNING OPPORTUNITY

Given the extensive research (noted in our April 3 report to the faculty) around access to consistent high impact practices (HIPs) and given our institutional commitment to equity, we recommend that, as part of a Puget Sound education, all students, regardless of financial need, are supported to participate in at least one of these significant experiential learning opportunities:

- Study Abroad/Away
- Internship
- Undergraduate Research (which we imagine would remain competitive)
- Ongoing Collaborative Project: This could be done with groups of students, staff, and faculty to engage with ongoing campus initiatives like work with the Archive/Legacies project, sustainability projects, performance projects, or others.

Ensuring that all students are supported to participate in the meaningful and distinctive opportunities above that best meet their interests and needs will entail significant programmatic and financial development. It will also mean that we will be providing to all students deeper and more numerous HIPs that support their learning and success.

#### **SUMMER DEVELOPMENT OF THE FIRST YEAR COURSE AND QDIs**

Developing a new curricular model is a highly-collaborative effort that will benefit from the diverse thinking and important experiences of many faculty from across disciplines and approaches. Your participation is vital to making this new curricular model an inspired space for continued learning for faculty, staff, and students alike.

- QDIs: To enlarge participation and thinking about how to develop and implement QDIs, faculty are invited to work together to generate ideas, themes, or questions and consider the process. We are working on an inclusive process of coming up with a wide list of potential QDIs, and inviting any faculty who are interested in exploring one of them in interdisciplinary teams to do that work this summer. The idea here is not to fast-track anything to implementation, but rather to give a space for people to imagine the power and value of a potential QDI, how it might be approached from multiple vantage points across campus and what are the limits and possibilities to realizing such a QDI (given curricular offerings and what what might be developed). During the process, it will be helpful to identify challenges and foster a process that other faculty can follow to create other QDIs. This is a great opportunity to begin considering how QDIs will take shape. We believe that this process will advance the work that we need to refine the parameters for the QDIs, and develop an implementation that builds on strengths and potentialities and reduces disruptions. Faculty will receive stipends for this work.
- First Year Course: We would like to invite a group of faculty to explore and develop the elements of the first year course described above. To learn more about course objectives and scope, please see the “Proposal for a First Year Course” in the “REPORTS TO THE FACULTY” folder on the shared drive. Faculty will receive stipends for this work.
- AACU Summer Institute at Emory University in July: In support of the new curricular model, a group of faculty will attend the institute to learn more about how to incorporate integrative learning, community-based learning, and signature work. This effort will likely support

integration of QDIs and high-impact practices that culminate in some type of signature work. Faculty will have institute fees and travel costs covered, and will receive stipends for this work.

- Faculty involvement over the summer will not be the last opportunity to participate in QDI development. There will be many other opportunities for faculty to participate in QDI development during the academic year and as the ongoing work of sharing and refining our curriculum continues.

To support this work, the CTF is identifying intellectual goals and developing parameters and criteria to guide colleagues who are working to develop QDIs and the first year course. We are working out an inclusive process for composition of the QDI groups that we hope will generate excitement and collaborative energy.

### **How does the proposed undergraduate curricular framework address student success and retention to Puget Sound?**

With respect to retention, students leave Puget Sound for three primary reasons:

- Academic (it is too easy or too challenging)
- Social (they are not able to find their “people”)
- Financial (it is either too costly or not worth the cost)

Students who experience two of these are more likely to leave. The curriculum cannot address financial reasons for departure, but can address the academic, the social, and the sense of worth reasons.

- Strengthens academic advising support to first-year and sophomore students by:
  - Shifting the first-year advising model to a course focused on the transition to Puget Sound (e.g., what it means to join this liberal arts college, expectations, resources, and the academic program ahead)
  - Providing a trained, two-year faculty advisor who is not concurrently responsible for teaching one of the student’s courses
  - Building a sense of cohort or community among the group, thus strengthening students’ sense of social connection and engagement (“belonging at Puget Sound”)
- Implements a curricular framework with a clear sense of plan and progress:
  - The liberal studies/first-year experience course(s) transition to
  - the sophomore immersive experience, followed by
  - at least one significant “high impact” experience in the junior year,
  - culminating in an integrative capstone (integrated with the major capstone, or separate)
- Implements multiple opportunities, for every student, to apply classroom learning in “real world” contexts, including community-based or project-based learning (for some, this could be Legacies Projects), an internship, study abroad/away, or undergraduate research; and
- Prepares students for success beyond college through achievement of the 8 Puget Sound educational goals, support from an additional mentor or mentors in addition to faculty advisors, and the scaffold of a distinctive *Sounding Board* ePortfolio to both guide reflection about

progress, strengths and challenges, and provide a venue for curation of evidence in support of each student's narrative of readiness for life beyond college.

- Various aspects of the proposed changes also help reorient the educational experience to allow for a greater sense of agency and growth for a wider range of our students. We are proposing new structures and requirements in place of existing ones, but they are designed, among other things, to allow for freedom (both in terms of choosing, say, among QDIs and ways to fulfill the expectations within them, as well as orienting the students to the college and the liberal arts to allow them to navigate the range of opportunities here more knowledgeably and deliberately). The "Sounding Time"—a proposal still in development to set aside a few days in the semester for different kinds of work—would allow students to take stock, get perspective, see where they have gone and think about where they are going, get more resources and input, and more. Combined with the reflections in Sounding Board and the advising program, the promise here is that many students will feel themselves better oriented, better supported, and more capable of appreciating how the things they are doing interrelate and prepare them to take their next steps in their education.
- In short, the framework serves recruitment, retention, and reputation of Puget Sound by more clearly communicating and implementing the value of an investment in the education we provide.

For the students who entered in Fall 2017, for whom persistence to sophomore year dropped from what had been a fairly steady return rate of 86% to the lower 80%, the strongest co-variant factor for persistence was achievement of a 2.75 or better grade point average. Among those achieving below 2.75 for the first year, we lost students across the wealth spectrum. Other overlapping characteristics for attrition included: from Washington State, particularly King County and Tacoma Public Schools; test optional; minoritized, though not necessarily underrepresented minoritized (i.e., among our Asian heritage students, a population that includes both high achievers and recently immigrant students); first generation; low income/high need. Again, as noted above, the curricular reform looks to address stronger student success to graduation.

## Appendix C – Tubert’s Amendment of CTF 1

~~As charged by the Faculty Senate, and with intention to maximize faculty participation in curriculum development, the Curricular Task Force seeks faculty approval:~~

~~to empower interested groups of faculty to develop and critically evaluate key recommendations for an integrative framework for undergraduate education (outlined in the April 22, 2019, report to the faculty) regarding:~~

Building on the work of the CTF during spring 2019, the faculty requests that the CTF call on all interested faculty to develop:

- ~~1. A (i) curricular models oriented around question-driven inquiries as outlined in the April 22, 2019 report and that is integrated with the distributional component of our curriculum. (ii) alternatives to those models.~~

~~At the first faculty meeting of the 2019–2020 academic year, the CTF will report on and invite faculty feedback about the findings and recommendations of the working groups, The curricular models developed will be presented to the full faculty and proposals will be shared electronically. after which meeting ~~We request that the CTF conduct a ranked anonymous electronic survey of the faculty regarding those models anonymously and share these results with the faculty. The faculty will then direct the CTF about how it wishes to proceed.~~~~

~~Approval of this motion does not enact a change to the curriculum nor does it constitute endorsement of the Question-Driven-Inquiry framework. The vote to change graduation requirements and implement the new curriculum will not occur until the promised discussion of workload and resources, etc. (in relation to the curriculum) takes place with the full faculty.~~

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Building on the work of the CTF during spring 2019, the faculty requests that the CTF call on all interested faculty to develop:

- (i) curricular models oriented around question-driven inquiries as outlined in the April 22, 2019 report and (ii) alternatives to those models.

The curricular models developed will be presented to the full faculty and proposals will be shared electronically. We request that the CTF conduct a ranked anonymous electronic survey of the faculty regarding those models and share the results with the faculty. The faculty will then direct the CTF about how it wishes to proceed.

Approval of this motion does not enact a change to the curriculum nor does it constitute endorsement of the Question-Driven-Inquiry framework. The vote to change graduation requirements and implement the new curriculum will not occur until the promised discussion of workload and resources, etc. (in relation to the curriculum) takes place with the full faculty.

## Appendix D – CTF email sent to facultycoms May 7, 2019

Dear colleagues,

The members of the Curriculum Task Force appreciate the continued engagement from our colleagues on questions of curricular reform, and especially on the efficacy of the proposal we have offered. We also recognize that some procedural questions have arisen (mostly on the facultygovernance listserv) that we believe we can answer before the May 8 faculty meeting. This email is meant to address those questions, but with the recognition that the faculty alone has the power to determine the content of the motions as, at this point, they “belong” to the faculty.

First, the CTF has understood its work as originating from the faculty. Our intention, in undertaking our work with an eye toward creating time in the summer to foster widespread participation by our colleagues, has been to create the conditions in which collaboration and broad consensus can emerge. Over the course of the semester, we have tried to do the “ground clearing” that will allow our colleagues to work creatively toward a curriculum that we are all eager to invest ourselves in. At the same time, we recognize that curricular reform has been identified as a hallmark of the new strategic plan. This poses a significant opportunity for the faculty, and our goal is to develop a curricular reform that feels right to us all.

Second, colleagues have expressed questions about what a vote in favor of each motion entails. Our initial charge was to bring a motion to endorse a framework to the faculty by May 1. Please note that, despite this charge, **WE ARE NOT REQUESTING ENDORSEMENT OF THIS FRAMEWORK** because neither the CTF nor the faculty is ready to endorse. Put another way: the CTF has worked to slow down—not speed up—the curricular reform process, has sought a broadly deliberative and open process for continued work, and has consistently located the faculty at the center of its process.

Rather than **endorse** a model, colleagues have been asked to **explore** a model that, based on our initial research, is likely to attend to our current and future students’ needs and to preserve the essential components of a rich liberal arts education. We recognize that the process to achieve broad consensus toward curricular reform must be an iterative, nonlinear one, and that it will require continued engagement, critical reflection, and research. We have asked faculty to consider a model that, the CTF believes, addresses the many concerns of the faculty, with the expectation that the model will be revised and improved by virtue of ongoing faculty engagement.

Please allow us this metaphor: the CTF has presented the faculty with a “working thesis” based on its significant efforts to wade through the needs of our future students, the research in higher education, and the many faculty and departmental preferences, concerns, and insights that we have encountered (that is, we have done the “pre-writing” work on behalf of our colleagues). We have also provided research in support of our goals, though we are always willing to do more. As with any working thesis, we expect the work of further development to alter—perhaps significantly—the thesis itself. The CTF is not troubled by the possibility that the thesis will change. At the same time, we understand that trying to write without a working thesis is likely to be unproductive. So we have developed this working thesis, based on the expansive feedback we have gathered and the research we have uncovered, and we are asking the faculty to build on this work. Take it as a starting point for curricular development.

So why *this* working thesis, and not another? We believe the April 22 report to the faculty explains our rationale. This model is the result of compromise rooted in our collective desire to

## Appendix D – CTF email sent to facultycoms May 7, 2019

provide our students with an exciting and inspiring liberal arts curriculum and to identify a model that addresses the various, sometimes contradictory, concerns of the faculty. We have also explored recent research around pedagogy, collegiate education, and the liberal arts. We encourage those who are interested in seeking evidence—beyond that which we have already provided—to use the following internet search terms: integrative learning, problem-based learning, inquiry-driven learning, and metaliteracy. While we are not aware of studies that answer particular questions about retention or admissions, there are studies that provide substantial evidence in favor of these pedagogical approaches.

The QDI, as outlined in our report, is a network of courses that relate to a shared theme or question. It is our expectation that, as faculty work together to develop this model, they will incorporate new ideas, including ideas about team teaching, about counting SSIs or other graduation requirements toward the QDI goal, etc. We are encouraging teams to push toward the question-driven approach because we believe it will do essential integrative work across courses. Even so, we will rely on our faculty colleagues to test this model and, as part of this work, to make recommendations about whether the question-driven framework is best for achieving this goal.

A vote in support of the motions indicates support for the basic framework (a question-driven exploration that coincides with the a distributional curriculum and a first year experience that engages both academic inquiry and the socioemotional challenges of our students, and which may be integrated with the SSIs), with the expectation that the details are still contestable and amendable. That is, a “yes” vote indicates interest in the basic idea, with the expectation that we, as a faculty, will continue to strive, in the months ahead, to get the details right. A vote against the motions indicates that the ideas of the framework are not worth pursuing.

We hope our colleagues recognize the significant amount of research, feedback, and deliberation that has gone into our recommendations. They have not been made lightly. Instead, they have been made only after the CTF has deliberated and given consideration to feedback from a broad representation of students, staff, and faculty. If the CTF’s recommendations do not satisfy the faculty, we are eager to know what would, in fact, gain widespread support among our colleagues. If both motions fail (or if the faculty determines it is not yet ready to vote on either motion), the CTF will wait for faculty advisement about the particular directions it would like us to pursue before we undertake additional work; this position is consistent with our insistence that the faculty—and no other body—oversees the curriculum of our institution.

### The Members of the Curricular Task Force

Kris Bartanen	Provost
Peggy Burge Humanities	Humanities Librarian and Coordinator of Teaching, Learning, & Digital
David Chiu	Mathematics and Computer Science
Erin Colbert-White	Psychology
Sara Freeman	Theatre Arts, Faculty Senate Chair
Dexter Gordon	African American Studies, Race & Pedagogy Institute, CTF co-chair
Katie Handick	Science, Technology, & Society (‘20)
Darcy Irwin	English
Diane Kelley	French Studies
Alisa Kessel	Politics & Government, CTF co-chair



Appendix D – CTF email sent to facultycoms May 7, 2019

Jung Kim	Exercise Science, Neuroscience
Vicki Pastore	Admissions
Doug Sackman	History
Dan Sherman	Environmental Policy & Decision-Making
Elena Staver	Psychology ('20)

Resource support:

Debbie Chee	Residence Life, Student Affairs
Julie Christoph	Associate Academic Dean, English
Kate Cohn	Assistant Dean for Operations and Technology
Renee Houston	Associate Dean for Experiential Learning & Civic Scholarship, Comm. Studies
Ellen Peters	Office of Institutional Research

## A proposal for term faculty positions

### Background

For several decades, delivering a sufficient and satisfactory class schedule has been achieved with non-tenure-line, full-time faculty positions supplementing tenure-line positions. The primary types of non-tenure-line positions have been the Instructor rank, clinical positions in the graduate programs, and visiting positions. Tenure-line, Instructor, and clinical positions are often referred to as “continuing positions” with the presumption that the positions will continue indefinitely (subject to satisfactory evaluations and review of curricular needs). In the mid-1990s, a strategic decision was made to make no further appointments at the ongoing Instructor rank. As Instructor lines became open through attrition, several were converted to tenure-line positions; in more recent years, in order to protect the long-term salary budget, three vacant Instructor positions were converted to two tenure-line positions. The number of Instructor positions has decreased from a high of about 40 to the current level of 12.

Visiting positions are approved for a variety of reasons including as sabbatical replacements and to fill needs not met with continuing positions. In principle, each visiting position is in place to meet a short-term need and is thus temporary. For many years, a policy has been in place to the effect that an individual cannot be in a visiting faculty position for more than six years. This policy has been an oral tradition with no written version in place so a precise statement does not exist. As a consequence, the policy has ambiguities and has been understood differently in different times and places. In particular, there is ambiguity for situations in which an individual has non-consecutive appointments as a visiting faculty member (with gaps filled by either no faculty position or part-time appointments). In some parts of campus, a “clock reset” notion was held with the idea that a gap of a semester or more “reset the six-year clock,” allowing an individual who has already completed six-years of visiting appointments to return to begin a new series of visiting appointments. In other parts of campus, the “six-year” policy was taken as absolute with no notion of a “clock reset.”

One consequence of the move to convert Instructor positions to tenure-line positions has been use of visiting positions in some areas to address persistent needs beyond leave replacements, resulting in more departments and individuals impacted by the six-year policy. A significant number of departments have asked for either a change in the six-year policy or a new type of faculty position. In response to these questions and concerns, options that could be considered include:

1. Formalize the “six-year rule” in a written policy that clarifies questions such as
  - How does part-time teaching count toward the six years?
  - Is there a “clock reset” option? If so, under what circumstances?
2. Retract the “six-year rule” and have visiting positions with reappointment allowed indefinitely. In this case, we might want a more structured evaluation process for any series of appointments that continues more than a year or two.
3. Introduce some type of non-tenure-line *term position* that might have one or more of the following characteristics:

- A position could be approved for a fixed term based on consideration of need.
- At the end of a term, a position could be renewed after review of need.
- If a position is renewed, an individual already in the position could be reappointed (with an indefinite number of reappointments allowed if the position continues to be renewed).

The current proposal is for a new category of non-tenure-line faculty position that would provide policies and procedures with potential to allow an individual to be reappointed beyond six years contingent upon continued need and satisfactory performance evaluations. The Faculty Code allows for the creation of such a new type of faculty position through Section I.B which states "Non-tenure-line faculty members are those appointed as instructor, adjunct faculty, visiting faculty, or other positions that might be created. Non-tenure-line faculty are appointed on a contract basis. Such contractual relations may continue indefinitely but shall not lead to tenure." The category of *clinical positions* seems to be an existing category that falls under this provision.

### **Basic nature of proposed positions**

The main purpose of the new position type proposed here is to fill longer-term instructional needs not relating primarily to leave replacement. The phrase *term positions* will be used to distinguish from *visiting positions*. Visiting positions will continue to be used to address short-term needs such as leave replacements.

The main characteristics of the proposed term positions include:

- Full-time at 5 to 6 units (depending on needs)
- Responsibilities can include teaching, advising, and service to the department
- Fixed term position of up to five years based on determination of need by department and associate dean with final approval by the Provost
- Two levels:<sup>1</sup>
  - Term Instructor (TIN): primarily teach lower-division courses; masters level degree typically required; terminal degree not required
  - Term Assistant Professor (TAP): teach mix of lower-division and upper-division courses; terminal degree required
- Potential for renewal of a position for a new term based on request, review, and approval
- Potential for reappointment of an individual to a renewed term (assuming satisfactory evaluations under the process described below)

### **Position request and approval**

The request process for a new term position or renewal of a current term position will include these steps:

- Department sends a written request to the relevant associate dean. The request should include rationale based on analysis of recent enrollment data and projection

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<sup>1</sup> Alternate language might be Lecturer and Senior Lecturer. One advantage of using Term Instructor and Term Assistant Professor is a more obvious connection to the faculty salary scale. See Salary below.

for enrollments in relevant courses through the requested term. (Tentative timeline: October of the academic year prior to anticipated start of new or renewed term)

- The associate dean reviews request and consults with department as needed before forwarding a recommendation to Academic Vice-President. (Tentative timeline: December of academic year prior to anticipated start)
- The Academic Vice-President reviews request for approval. (Tentative timeline: January of academic year prior to anticipated start)

### **Filling a term position**

If a search is needed to fill a new or renewed term position, search and appointment processes will follow the processes for visiting faculty positions in the Faculty Recruitment Guidelines. The initial appointment will include language that continuation of the appointment beyond the first year is contingent upon a satisfactory evaluation.

If a request for a renewed term includes a recommendation for reappointment of the incumbent, an evaluation must be completed either in the academic year prior to the year of the request or in fall of the request year.

Note that some provisions should be made for cases in which a term faculty member departs before the end of an approved term.

### **Evaluation**

Evaluation of term faculty members will be based upon the quality of performance in the following areas, listed in order of importance:

- Teaching
- Professional currency: Term faculty members are expected to remain current in the relevant parts of the discipline and to keep abreast of those developments in the discipline which bear upon their teaching duties.
- Advising students (if assigned as a responsibility)
- Participation in departmental service

The standards to be employed in assessing professional performance within these areas will be those used for all other evaluations in the department.<sup>2</sup>

A term faculty member in an initial appointment will be evaluated by the head officer of the relevant department, school, or program at the end of the first year. The basis for the evaluation will be conversations between the term faculty member and head officer, class session visits by the head officer, and instructor/course evaluations. The head officer can solicit input from faculty colleagues in the department, school, or program. The head officer will write a report and provide copies to the individual being evaluated and to the Provost.

Evaluations after the second year will be follow the process described in Chapter III Section 5 (Evaluation by Head Officer and Dean) of the Faculty Code.<sup>3</sup> Reappointment to a renewed

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<sup>2</sup> Language here is adopted from the Faculty Code interpretation regarding evaluation of instructors.

<sup>3</sup> A potential variation would be to allow the Dean to delegate the responsibilities in III.5.d to an associate dean.

term position is contingent upon a satisfactory evaluation using that process that is completed during the term prior to the proposed reappointment.

### **Salary**

Salary for term faculty members will be based on the Instructor and Assistant ranks of the faculty salary scale. Initial placement on the scale will be determined by the usual practice of granting credit for prior experience with one step for each year of full-time teaching at the college level after earning the relevant required degree and one step for every two years of full-time post-doctoral fellowship experience. After the initial year, a term faculty member will advance in step each year through the seventh step in the relevant rank.

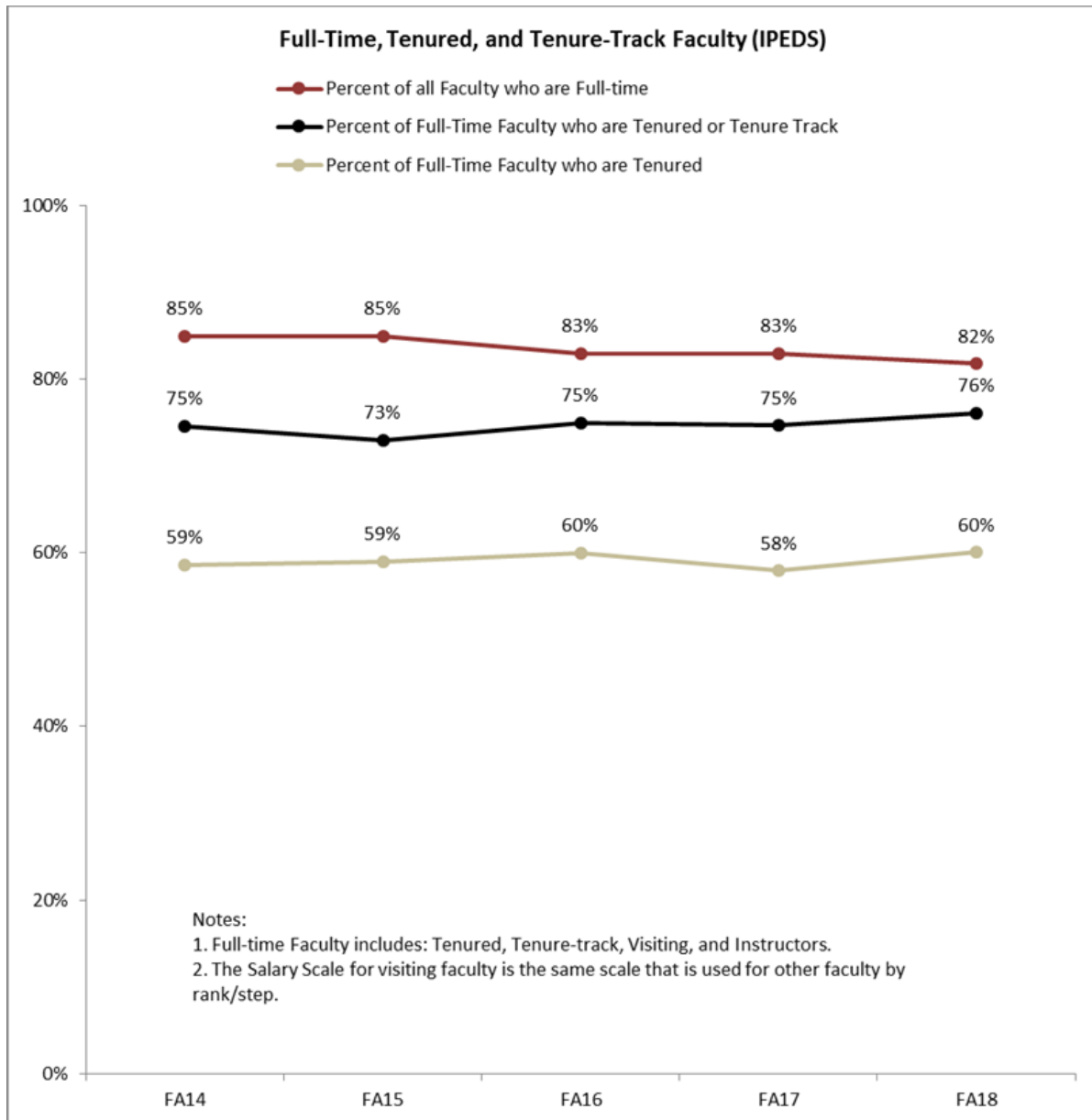
### **Relation to Faculty Code and Faculty Bylaws**

Aspects of the Faculty Code that might require interpretation with respect the proposed term positions include:

- Section II.4 on Reappointment which states “The provisions of this section also apply to faculty members who are full-time instructors except those holding appointments as visiting faculty.” The applicability of this section’s terms to the proposed term positions should perhaps be examined. (The same is true of applicability to the existing category of clinical positions.)
- Interpretation of Chapter III, Section 4 - The Role of “Colleagues” in the Evaluation Process. (PSC minutes 28 March 2012): This interpretation that “adjunct and visiting faculty are not ‘colleagues’ with respect to evaluation” is based on the observation “There is no formal evaluation of adjuncts and visiting faculty by other colleagues in the department. Adjuncts and visiting faculty are evaluated by the department chair.” The relevance of this interpretation to the proposed term positions should be examined in light of the evaluation process proposed above.

With respect to the Faculty Bylaws, the follow aspects might require attention:

- Article II Section 1 defines membership as consisting of those in specific administrative positions and “and members of the instructional staff classified as follows: Professor, Associate Professor, Assistant Professor, Instructor, and full-time visiting faculty”. The status of the proposed term positions in relation to Faculty membership could be made explicit through an interpretation by the Faculty Senate or amendment considered by the full faculty.
- Section IV.6.A.a states “Eligible to be elected to the Senate are full-time members of the non-retired instructional staff classified as follows: Professor, Associate Professor, Assistant Professor, and Instructor.” The question of whether or not those in the proposed term positions should be eligible for election to the Senate should perhaps be given attention.



- Among Puget Sound’s comparison group of twenty like institutions, the proportion of full-time faculty is 74%; Puget Sound’s faculty is 82% full-time.  
Source: Office of Institutional Research, Ellen Peters
- Proportion of SSIs taught by tenure-line faculty, Fall 2019: 41 sections of SSIs (40 SSI1, 1 SSI2); 34 sections will be taught by 30 tenure line faculty (23 have tenure, 7 are not yet at the point of tenure eligibility); 7 sections will be taught by 6 Visiting Assistant Professors  
Source: Assistant Dean Kate Cohn
- 2018-19: Visiting Assistant Professors = 33, primarily to cover 22.5 FTE sabbaticals (35 faculty on leaves)  
Source: Faculty Database, Deanna Kass