

Faculty Senate Minutes
Monday, March 25, 2019
McCormick Room

Members present: Sara Freeman (chair), Gwynne Brown, Tiffany MacBain, Kristin Johnson, Bill Beardsley, Jung Kim, Heather White, Heather Bailey, Bryan Thines, Mushawn Knowles, Kelly Johnson, Andrew Monaco, Peter Wimberger, Kris Bartanen, Megan Gessel, Collin Noble.

Guests: Kate Cohn, Justin Canny

- I. Call to order at 12:02pm
- II. Announcements: none
- III. M/S/P to approve the minutes of March 11, 2019 with formatting change.
- IV. Update from ASUPS

Noble introduced new ASUPS president, Mushawn Knowles, and announced that the transition of administrations is in its final phases. Noble issued thanks for the work that the Faculty Senate and the full faculty have done during the year in which he has been ASUPS president.

- V. Report from standing committees and Curriculum Task Force (CTF)

Freeman announced the schedule for standing committee year-end reports:

April 8: Faculty Salary Committee, University Enrichment Committee, Student Life Committee, and Library, Media and Information Systems Committee. Because this meeting is about a month before year-end, committees will present on this date but submit final reports during the last week of classes.

April 22: Academic Standards Committee, Professional Standards Committee, Student Evaluation of Teaching Committee, and Faculty Advancement Committee

May 6: International Education Committee, Committee on Diversity, Institutional Review Board, and Curriculum Committee

Brown mentioned that year-end reports must address senate charges and standing charges. Freeman asked that committee liaisons remind committee chairs of that requirement.

Freeman said that the Benefits Task Force (BenTF) Report is close to going to President's Cabinet. At some point after that the Benefits Task Force will present to Senate.

Freeman indicated that next year committee chairs will likely meet at least once as a group.

Kim reported that the Curriculum Task Force (CTF) has most recently met in subcommittees: one on mentoring and one on high-impact practices. They are creating models in preparation for the next faculty meeting.

The mentoring committee is considering how to define mentoring vs. advising; how to introduce students to campus, resources, and practices they'll use in years three and four; and what the goals are for faculty mentoring in the first two formative years. The committee is thinking of splitting mentoring assignments into .25 units per semester and is hoping to tie mentoring to the Bookends Orientation program. Kim said that while students might be assigned a mentoring group during Bookends, the thinking is that there would be a lot of flexibility built in: students could move in and out if the original arrangement is not working for them.

Freeman said that the high-impact group is working on a model for the first, second, third, and fourth years of a student's education at Puget Sound. The sub-committee is operating with the understanding that "dosage matters" when it comes to high-impact practices, meaning that more than one encounter with a practice helps. However, depending upon individual students' choices, they might encounter several practices multiple times or spread their experiences across the practices. The subcommittee is aiming at ten high-impact encounters in four years and notes that some of these already occur, like the use of e-portfolios.

VI. Immersive Experiences for Orientation

Justin Canny presented in lieu of Marta Cady. An invitation will soon go out to faculty to be involved in the immersive experiences offered beyond Bookends for incoming students. The organizers would like to offer many different experiences and ones that involve students in faculty passions in the community. Among as many as forty past experiences were hiking, working at L'Arche Farm, and building furniture at the NW Furniture Bank. Incoming students will indicate their preferences early in May, so the group needs to know which faculty members will be involved in order to manage logistics. Canny indicated that experiences can be day trips or overnight and that faculty can participate for any amount of time (e.g., two hours; half a day; three days, etc.). Group sizes range from 12-15, and about 120 student leaders are required. There is some compensation for faculty participants.

Knowles encouraged the group to create experiences that would introduce incoming students to grassroots organizations in Tacoma.

VII. Report on common period evaluation and summer transfer work from Kate Cohn

Since its Fall 2016 approval by faculty, the common period has been implemented with a slow progression. The Associate Deans Office and the Office of the Registrar will collect direct and indirect measurement of the effects of the common period over a couple of years. For example, IR solicited feedback in Spring 2018, and will do so again next spring (2020). IR will also look for changes in the timing of students' declaration of majors.

These offices have begun to obtain measurements of students' registration experiences and students' decisions about majors/minors since the onset of the common period. The offices have also found that the average faculty attendance at faculty meetings has gone up. (See Appendix A.)

Cohn reported that some courses are still scheduled during the common period, and senators discussed concerns over the effect of the scheduling constraints on smaller departments (e.g., some languages) and on departments whose sequencing of courses is rigid (e.g., Biology and Chemistry).

Cohn said that at some point senators could be asked to reevaluate the implementation parameters to provide guidance to the Office of the Registrar and the Associate Deans Office. One unresolved area of implementation is the 1:00 pm hour, which is currently used by some but which overlaps by 30 minutes with the period designated for faculty governance and students' flexible time. Cohn remarked that the final thirty minutes are often the most substantive of faculty meetings.

Some senators discussed the concern with removing the "wobble room" assured to faculty when they voted to approve the common hour. While we must attend to the issues currently at hand, we also want to avoid "the bait and switch" and be certain to communicate clearly with the full faculty.

Provost Bartanen raised the broader issue of spreading class periods throughout the day, reminding senators that the common period is but one part of what must be considered to make the whole schedule work. Cohn mentioned that there are underutilized periods in the early morning on every day of the week. She and Bartanen recognized the limitations faced by faculty and students in teaching or attending class during those early times, and Bartanen reminded senators of constraints placed upon the schedule between 4:00 and 6:00 p.m. (e.g., student commitments to sports, music, theater, etc.). Freeman shared a faculty member's concern with the potential impact on a major of scheduling courses as early as 8:00 a.m., for issues like low enrollment and attendance might dissuade students from pursuing the major. (See Appendix B.)

Brown raised the question of student groups' utilization of this time. Knowles indicated an interest in promoting the common period to students.

Cohn said that the Office of Institutional Research can supply the Senate and the Associate Deans Office with a report on the common period in the fall. Freeman stated she will make that request of IR. That could also be a good time for the Senate and the faculty to discuss the common period in tandem with the work of the CTF.

On the subject of summer transfer work, Cohn indicated that the university is in the early stages of exploring an online course-sharing module through the Council of Independent Colleges (CIC). Bartanen said that at the deans' and presidents' conferences of the CIC she and President Crawford heard a lot about this possibility. The gist is that, were Puget Sound to enter the consortium, students who need to take summer courses could take them online, through Puget Sound. The courses would be pre-approved by the university.

Cohn added that adopting this practice would give the university more control over the quality of students' coursework, and the courses would always show as Puget Sound credit (no units transfer required). Students would pay their tuition to the University of Puget Sound, simplifying things and allowing for aid.

Cohn and Bartanen emphasized that the consortium is in its early stages. As the CIC is developing the program, they're recruiting schools like Puget Sound. We are merely "dipping our toe in the water" at the moment, learning more about the idea.

MacBain mentioned that students sometimes take courses at other colleges and universities for financial reasons; she asked if summer tuition would be reduced given the online nature of the courses. Cohn indicated that summer tuition is already reduced (75% of the normal unit). As for the tuition for specifically online courses, it is still an unknown.

Knowles shared details of what's required of Puget Sound students to make up courses on campus during the summer, emphasizing the considerable financial burden and communicating his sense that this change might constitute gatekeeping. Johnson agreed and asked that the university be wary of ignoring or overlooking the cost as they consider this change. Cohn took the feedback under advisement.

Wimberger echoed Knowles's point about gatekeeping, indicating that controlling the quality of students' coursework is important in some ways but might also come from a false sense of elitism. He suggested that the idea that we are controlling the quality is a false justification for trying to control the money students are paying.

VIII. Elections preparation

Johnson has prepared a call for nominations for the Faculty Senate, the Faculty Salary Committee, and the Faculty Advancement Committee to be sent to facultycoms today.

IX. The Faculty Senate adjourned at 1:28 p.m.

Respectfully submitted,

Tiffany Aldrich MacBain

Appendix B

From: Jan Leuchtenberger
Sent: Friday, March 22, 2019 1:44 PM
To: Sara E Freeman
Subject: Re: Common Hour discussion at the Faculty Senate

Hi Sara,

Thanks for letting me contribute something. You're welcome to send the comment below to the notetaker since that seems easiest:

First, I would like to acknowledge that I understand how hard it must be for the Registrar's office to implement this policy, and for that reason I realize that it would be easier for them to have a relatively inflexible policy in the interest of fairness to all. But I also believe that small programs like Japanese are disproportionately affected by this new policy because we have several classes meeting four days a week and can offer only one section each for second-, third- and fourth-year classes, which students must take in sequence. Every year we have students who want to double major but end up dropping the Japanese major because the next class in their sequence conflicts with one they need in their other major. To avoid this we have tried not to schedule any language classes after 1 so that they didn't conflict with labs. But we also can't go too early because if we schedule a class that meets four days at nine, we end up having to meet at different times on Tuesdays and Thursdays, so students have classes overlapping two class periods. And, of course, no one will come to classes scheduled at 8. The common hour has made all of this more difficult. Next semester we will be teaching one class at 2 and another at 4, and we fear this will affect enrollment in Japanese. The current policy appears to give some flexibility to departments that have these concerns, but in practice these issues were not considered significant enough and we have been told we cannot schedule classes at 1 on Wednesday.

The other issue is an ongoing instructor in Japanese who has taught on Wednesday at 1 for decades, and who would like to continue to do so. She feels strongly that moving the class to two will affect our enrollment. It will also affect her schedule of other co-curricular activities, in which she is very active. She is not interested in going to the faculty meeting and wonders why she must change her class time anyway.

As noted above, I understand the Registrar's desire for a strict policy that all must follow, but we would prefer to see some flexibility for older, established faculty members and for smaller programs with many four-day classes that struggle to maintain enrollment.

Thanks for listening!
Jan

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