

## **Minutes of the September 4, 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 142 voting members present.

### **II. Announcements**

There were no announcements.

### **III. Approval of the May 8, 2019 minutes**

The minutes of the May 8, 2019 faculty meeting were approved as circulated.

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

The reports are included in Appendices B, C, D, and E of these minutes.

There were no questions regarding the reports.

President Crawford took the floor to present the President's Excellence in Teaching Award to Professor Greta Austin. The assembly congratulated Professor Austin with a round of applause.

VP for Student Affairs Baker offered additional information regarding her report: After 5pm, CHWS will not offer individual counseling sessions. However, evening groups such as the LGBTQIA support group and Decrease Your Risk Group will be available to students and all begin at 5pm. CHWS is still finalizing additional group times and locations. More information is to come. Outreach to student groups also happens in the evening or on the weekends.

### **V. Unfinished business: motion to revise the Faculty Code regarding the language for promotion to full professor**

It was **moved** by Joshi, and **seconded**, *to postpone the motion to the February 5<sup>th</sup> faculty meeting*.

The motion **passed** on a voice vote.

### **VI. FEPPS committee request for endorsement of a BA in Liberal Studies**

The full language of the request appears in Appendix F of these minutes.

The FEPPS ad hoc committee was represented by Erzen, Jacobson, and Joshi. For their presentation slides, see Appendix G of these minutes.

Erzen provided background to the work done by the FEPPS ad hoc committee and thanked the faculty, staff, and administration who worked together in support of the proposal. Erzen outlined that following the faculty's endorsement, the next step would be to present the proposal to the Board of Trustees at their next meeting for their approval, and then move forward with the accreditation process. Erzen also mentioned that the Mellon Foundation have approached the FEPPS committee requesting a proposal for four years of funding, and closed by stating the committee's confidence that the program can be adapted to whatever university curriculum is eventually developed by the faculty.

Erzen opened the floor to questions.

One member requested clarification of the process. Jacobson mentioned that the Curriculum Committee has the charge to create new programs, which is followed by faculty prescription, in turn followed by the approval of the Board of Trustees. Another member asked whether this BA in Liberal Studies would be an option for students on our campus. Jacobson responded that this program would be similar to a program like Business and Leadership (BLP) in the sense that it would not be open to everyone on this campus.

One member felt that the endorsement of the program should be postponed to another meeting in order to devote more time to its evaluation and allow a full discussion. This member urged caution in moving forward with approval.

Chair Freeman mentioned that the program was discussed at length and with more information in two faculty meetings last year. Jacobson added that the FEPPS committee reached out to every standing committee and potentially involved or impacted departments or areas of the university to work out any issues they might have with the process and implementation, and that the program has been reviewed and endorsed by the Curriculum Committee. Jacobson said that details have been provided, and the current proposal represents three years of negotiating with many people. When the issue of staffing was raised by a member, Erzen noted that the BA would admit a cohort of 15-20 students every two or three years. Currently, FEPPS is running an associate degree program with 100 students (with faculty paid an overload rate for their teaching), and staffing it has never come up as a concern. President Crawford affirmed the viability of the program: the university will support the ongoing financial operation of the program post funding by the Mellon Foundation, it fits with the university's mission and commitment to community engagement and service, and it can be operated successfully by our faculty, staff and students.

It was **moved** by Kessel, and **seconded**, *to endorse a FEPPS BA in Liberal Studies*.

Kessel spoke in favor of the motion. She agreed that we should move forward cautiously in such matters, but added that the FEPPS committee has been exceedingly cautious in their planning; she iterated that there is an opportunity here to meet a strong desire from current graduates of the

associate degree to continue their education, Another member who happened to be on the Curriculum Committee described first-hand knowledge of the cautious and diligent ways in which the FEPPS committee did their work.

There was no further discussion.

The motion **passed** on a voice count.

## **VII. Presentation of proposals from summer curriculum work groups**

Chair Freeman explained that this portion of the meeting would be dedicated to the presentation of several models for curricular revision, and that the meeting of September 18<sup>th</sup> would be devoted primarily to the discussion of these models.

Gordon and Kessel took the floor as representatives of the Curriculum Task Force (CTF). They expressed their gratitude to the many members who worked throughout the summer in coming up with the five models presented in this meeting, and that this work built on the foundations and accorded with the values established by the CTF in 2018-2019.

A series of presentations followed. The first, from Kelley, was not one of the aforementioned five models, but rather on the First-Year Experience ([Appendix H](#)); it was argued that this FYE program should be included in any curricular model selected by the faculty. The Mosaic model ([Appendix I](#)) was presented by Barkin, Fisher, Saucedo, and Tubert. The Canopy model ([Appendix J](#)) was presented by DeHart, Jacobson, Joshi, Price, and Woods. The Core Community Program ([Appendix K](#)) was presented by Peine and Simms. The Explore model ([Appendix L](#)) was presented by Weisz. The Peak model ([Appendix M](#)) was presented by Bristow, Fortmann, Hanson, Johnson, Kigar, and Weinberger.

A side-by-side comparison of key elements from each proposal can be found in [Appendix N](#).

Notecards were distributed for feedback related to the proposals.

Chair Freeman outlined some necessary next steps moving forward, such as a ranking survey, deliberation, a narrowing of the field, and then a complete modelling. Once these were completed, there would need to be a motion to change the curriculum, followed by changes to the graduation requirements, and then perhaps some voting to change the calendar.

## **VIII. Other business**

There was no other business.

## **IX. Adjournment**

The meeting was adjourned at 1:28 p.m.

## Appendix A - Attendance

### September 4, 2019 Faculty Meeting Attendance

Pedro Ashford	Robert Hutchinson	Isha Rajbhandari	<u>Guests:</u>
Greta Austin	Tina Huynh	Brad Richards	Heather Bailey
Gareth Barkin	Kris Imbrigotta	Elise Richman	Uchenna Baker
William Barry	Darcy Irvin	Stacia Rink	Peggy Burge
William Beardsley	Martin Jackson	Brett Rogers	Jane Carlin
Terence Beck	Robin Jacobson	Melvin Rouse	Debbie Chee
Laura Behling	Greg Johnson	Amy Ryken	Elizabeth Collins
Francoise Belot	Lisa Johnson	Douglas Sackman	Eli Gandour-Rood
Natasha Bennett	Kristin Johnson	Maria Sampen	Mushawn Knowles
Michael Benveniste	Priti Joshi	Leslie Saucedo	Steven Zopfi
Luc Boisvert	Tatiana Kaminsky	Natalie Scenters-Zapico	Susan Owen
LaToya Brackett	Ania Kapalczynski	Eric Scharrer	Michael Pastore
Nancy Bristow	Diane Kelley	Dan Sherman	Kaity Peake
Gwynne Brown	Chris Kendall	Renee Simms	Ellen Peters
Derek Buescher	Alisa Kessel	Katherine Smith	Landon Wade
Dan Burgard	Samuel Kigar	Adam Smith	Sheryl Zylstra
Ellen Carruth	Jung Kim	Jessica Smith	
America Chambers	Nick Kontogeorgopoulos	David Sousa	
Xi Chen	Kriszta Kotsis	Amy Van Engen Spivey	
David Chiu	Laura Krughoff	Jonathan Stockdale	
Julie Nelson Christoph	Sunil Kukreja	Jason Struna	
Lynnette Claire	Bill Kupinse	Yvonne Swinth	
Kirsten Coffman	Josefa Lago Grana	Bryan Thines	
Erin Colbert-White	Ha Jung Lee	Justin Tiehen	
Johanna Crane	Benjamin Lewin	Emily Tollefson	
Isiaah Crawford	Shen-Yi Liao	George Tomlin	
Monica DeHart	Julia Looper	Alison Tracy Hale	
Alyce DeMarais	Pierre Ly	Ariela Tubert	
Rachel DeMotts	Tiffany MacBain	Alexa Tullis	
Regina Duthely	Alistair Macrae	Jennifer Utrata	
Tanya Erzen	Angel Maldonado	Harry Velez-Quinones	
James Evans	Jeff Matthews	Kurt Walls	
Lisa Ferrari	Gary McCall	Renee Watling	
Amy Fisher	Jill McCourt	Seth Weinberger	
Lea Fortmann	Danny McMillian	Stacey Weiss	
Sara Freeman	Amanda Mifflin	Carolyn Weisz	
Andrew Gardner	Garrett Milam	John Wesley	
Megan Gessel	Sarah Moore	Nila Wiese	
Andrew Gomez	Wendell Nakamura	Kirsten Wilbur	
Dexter Gordon	Jennifer Neighbors	Linda Williams	
Jeffrey Grinstead	Steven Neshyba	Peter Wimberger	
William Haltom	Ameera Nimjee	Anna Wittstruck	
Fred Hamel	Eric Orlin	Carrie Woods	
John Hanson	Emelie Peine	Wind Woods	
Suzanne Holland	Rachel Pepper	Rand Worland	
Zaixin Hong	Jennifer Pitonyak	Sheryl Zylstra	
Renee Houston	Jacob Price		
Jairo Hoyos Galvas	Sara Protasi		



## President's Report to the Faculty

August 27, 2019

Dear Faculty Colleagues,

What a busy and productive summer it has been! I look forward to seeing you at the first faculty meeting of academic year 2019-20, and offer the following update in advance of our time together. Of course, prior to the first faculty meeting of the year, I look forward to celebrating faculty achievements with you at the annual Fall Faculty Dinner this evening, and providing an overview of where we are and where we are headed at the Fall Faculty and Staff Welcome on Wednesday, Aug. 28, 3 p.m., in Schneebeck Concert Hall.

### Welcoming Our New Provost

It has been a joy to welcome Laura Behling to campus and I know she is looking forward to her first full faculty meeting next week. Laura has already been working closely with many of you to advance key priorities related to the curriculum and other initiatives in support of the *Leadership for a Changing World* strategic plan. In addition to our time together next week, I hope that you will join us for a formal welcome reception for Laura on **Monday, Sept. 9, 3 – 4:30 p.m.** in the Tahoma Room.

### Introducing Our Interim Vice President for Enrollment

As announced last month, Shannon Carr has assumed the position of interim vice president for enrollment and has been working closely with colleagues in enrollment and across the university as we prepare for our incoming Class of 2023, along with transfer, graduate program, and returning students. We will begin a national search for this critical role later this fall, and I will share more information on timing and the composition of a search committee in the next few weeks. Meanwhile, I am grateful to Shannon, Associate Vice President for Student Financial Services Maggie Mittuch, and their teams for their good work in enrolling our current and future classes. Our incoming class looks particularly strong in terms of preparation for success at Puget Sound.

### Financial Outlook

Per my message to faculty and staff members on Aug. 23, at this writing we are still working with some of our incoming students to finalize their enrollment. While the number of students remains somewhat in flux until the 10<sup>th</sup> day of classes, we expect to be short of goal for both new and returning undergraduates and slightly above goal for graduate students. In addition, our students are coming to us with higher needs and expectations regarding financial aid. This is projected to leave us just under 7% below our budgeted net tuition revenue. The members of Cabinet and I, with good support from our respective teams, have been working to adjust our FY20 budget and long-term financial modeling in response to both enrollment results and a notable decline in giving to the Puget Sound Fund.

Our strategic plan anticipates the need to rebalance our undergraduate and graduate student populations, and our results for this fall certainly deepen our resolve to advance our strategic plan initiatives as expeditiously as possible. Our new Welcome Center, on schedule to open early next year, and the exciting work undertaken by

the faculty to renew our undergraduate curriculum and expand our graduate offerings are key to our ability to attract and retain best-fit students at Puget Sound.

### **Supporting and Inspiring our Faculty and Staff**

In regard to our strategic goal to better support and inspire our faculty and staff, the university participated last spring in the “Great Colleges to Work For” survey that solicited feedback from faculty and staff at more than 200 institutions across the country on key areas related to job satisfaction. The results will help us identify and prioritize areas of opportunity and give us a better sense of how we compare to peer institutions. More information will be forthcoming about Puget Sound’s results next month.

### **Curriculum Renewal**

I am energized by the Curriculum Task Force’s outstanding work to bring forward a recommendation for a revised undergraduate educational model as soon as possible. It is the central component of our strategic plan and will be the key to further make our mark in the higher education landscape, which is critical for both student recruitment and retention. I remain hopeful that we can promote our new model to prospective students as part of our recruitment efforts for the Class of 2024, and appreciate the thoughtful, collaborative, and expeditious process that is underway.

### **Highlights of the Fall Semester**

The Office of the President looks forward to hosting this fall’s Pierce lecturer, U.S. District Judge Jed Rakoff, who will address issues with our nation’s criminal justice system. Please mark your calendars for Wednesday, Oct. 2 at 7:30 p.m. Other fall semester highlights include (but are not limited to!) the LIASE Symposium beginning Oct. 4; [Homecoming and Family Weekend](#) Oct. 5-6; the annual Phi Beta Kappa Magee address, delivered this year on Oct. 9 by our Faculty Senate Chair and Associate Professor of Theatre Arts Sara Freeman ’95; and the Regester lecture by Professor of Biology Alyce DeMarais on Nov. 7.

### **Advocacy and Travel**

Since my last report to you, I completed the final leg of the *Leadership for a Changing World* tour of alumni clubs, with events in Portland, Minneapolis, New York, and Chicago. I’m happy to share with you that alumni, parents, and other friends of the university are enthusiastic about our plans for the future, and highly engaged in learning more about opportunities to help further our work.

On the advocacy front, I have agreed to serve as the chair of the policy committee for Independent Colleges of Washington, which will take me to Olympia in the forthcoming year to meet with legislators on issues of interest to independent colleges. I serve in a similar role for the National Association of Independent Colleges and Universities, which provides the opportunity for me to represent the interests of independent colleges in our nation’s capital. I’ll have more to share from these and other travels in my subsequent reports.

Best wishes to you all as classes begin and we engage in the life-changing work of educating the students we are privileged to serve. I look forward, as always, to responding to your questions and concerns.

Sincerely,



Isiaah Crawford, Ph.D.  
President

## Appendix C - Report from Provost Laura Behling



August 28, 2019

TO: Faculty Colleagues

FR: Laura Behling

RE: Provost's Report for the September 4, 2019 Faculty Meeting

Since July, I have been busy talking with you, reading as many documents and files as I can, learning about processes and practices, asking a lot of questions, and hearing your ideas, some of which are already resulting in conversations to enhance and support your work here. I've met with department chairs and programs directors, the Academic Leadership Team that is composed of staff leaders in Faculty and Student Affairs, visited various offices to introduce myself, met with the good people in Enrollment who bring us our students, enjoyed more than 35 one-on-one conversations with faculty, and I'm about to take the ASUPS executive team out to dinner so that I can hear from them about the student experience. In all of my interactions on campus and in all of what I've heard, I've been impressed, and humbled really, by the genuine respect colleagues have for each other here, the enthusiasm for both undergraduate and graduate education, the commitments demonstrated to curricular renewal (from individual courses to the entire core), the accomplishments of researchers, scholars, and artists, and by efforts at creating a welcoming community at Puget Sound. Thanks to all of you for your contributions to these.

This year, the Provost's Office initially will be focusing on two key areas. First, in collaboration with Academic Affairs support units, we eagerly look to support the work of the faculty in curricular revision. The Curriculum Task Force and many other faculty have worked tirelessly to develop proposals that had their first airing during the Fall Faculty Workshop, and the work now turns to moving the process toward completion, including a conversation about how the work and workload of faculty and staff may change as a result. Other curricular explorations also will ensue, such as new program development, following in line with strategic plan expectations, and in response to our own commitments to serve all of our 21<sup>st</sup>-century students. Second, the Provost's Office is committed to enhancing student success; this effort, led by Ellen Peters, will focus on retention and completion initiatives, in collaboration with important partners across the campus and in recognition of our desire to be a student-ready campus. As the year unfolds, expect to hear more about both of these areas of focus, as well as other initiatives to enhance student learning at Puget Sound.

### Start of the New Academic Year Highlights

Thanks to so many staff and faculty for helping us start the academic year with great energy, including:

- Dr. Uchenna Baker and her staff in Student Affairs for a successful and enjoyable and welcoming move-in weekend and Orientation program.

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- the teams who worked intensely to prepare the processes, register incoming first-year students and complete housing placements;
- the Registrar and Academic Advising staff, joined by Student Accessibility and Accommodation colleagues, who reviewed student schedules to make appropriate adjustments prior to release to try to ensure most appropriate course placements and scheduling;
- faculty serving as mentors this year: Carolyn Wiesz, Psychology, and Mike Benveniste, English, are serving as the 2019 Access Cohort faculty mentors and Steve Neshyba, Chemistry, is serving as the mentor for Posse Cohort #4. And a celebratory reminder that this spring, students in our first Posse cohort will graduate!
- faculty who trained for and joined in leading Bookends sessions, as well as contributed to leading scores of Immersive Experiences during Orientation.
- the Experiential Learning team who conducted “Sounding Board” training sessions for incoming students to assist them in developing an e-portfolio as a scaffold for reflection, curation, and narration of their learning, skills and talents over (and beyond) their college career.

### Faculty Awards and Distinguished Professors

Congratulations to this year’s awardees, for their accomplishments, and for exemplifying the good work of teaching, research/scholarship/creative work, service. A list of awardees is appended to this report.

### New Faculty

We are delighted to welcome new faculty to Puget Sound, and are excited by the energy and expertise they bring; a roster of who they are is included with this report.

### New Staff

Please welcome new staff in Academic and Student Affairs:

#### Academic Accessibility and Accommodation

Eileen Borne, Accommodation Specialist, Student Accessibility and Accommodation

Rachel Brown, Office Support Specialist, Student Accessibility and Accommodation

#### Administrative Support

Kimberly Vergez, Office Coordinator, Theatre Arts

#### Athletics

Kim Calkins (interim), Women’s Soccer Coach

Kara Dressel (interim), Softball Coach

Lisa Kushiya, Men’s and Women’s Cross Country / Track & Field Coach

#### Center for Writing, Learning, and Teaching

Lura Morton, Peer Tutor Coordinator, Center for Writing, Learning, and Teaching

Meghan Rogers, Administrative Assistant, Center for Writing, Learning, and Teaching

#### International Programs

Kylee Arnold, Pacific Rim Logistics Manager

#### OT Program

Twila Hamel, Occupational Therapy, Department & Clinic Assistant



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Kathi Legge, Physical Therapy, Program Assistant  
Pedro Ashford, Visiting Assistant Professor, Occupational Therapy

### Student Affairs

Kelly Brown, Director for Counseling Health and Wellness  
Kevin Buchanan, Assistant Director for Student Involvement  
Ashley Cooper, Resident Director for Residence Life  
Sam Hardwood, Resident Director for Residence Life  
William Yi, Coordinator for Intercultural Programs  
Janet Frostad, (promoted to) Assistant Director for Residence Life and Functional Analyst

### Updates

- Tenure-line searches are underway for: Accounting; German Studies; Hispanic Studies; Marketing; Sociology/Anthropology; Director of the School of Music; clinical line position for M.Ed.
- Northwest Five Colleges Consortium: The NW5C deans are continuing to work on a proposal for continued Mellon Foundation support of our consortium.
- Workshop for Chairs, Directors and Deans was held August 23: In addition to gathering feedback on how the Provost's Office can best support chairs and directors in their work as faculty and campus leaders, department and programs will engage with Communications to develop content for a new Puget Sound website.

### Upcoming events

- Summer Research Symposium for the Sciences on September 12, 4-6 p.m., Harned Colonnade
- Summer Arts, Humanities, and Social Sciences Symposium on September 10, 3:30-5 p.m., Library
- Summer Internship Symposium on September 13, 3:30-5:30 p.m., Rotunda
- Study Abroad Fair, September 17, 10 a.m.-2 p.m., Rotunda

### Kudos

- The Compass Puget Sound program was awarded the National Association of Colleges and Employers 2019 Career Services Excellence Award in the small school category. Jointly developed and administered by Renee Houston, Associate Dean for Experiential Learning and Civic Scholarship and Elizabeth Wormsbecker, Career and Employment Services, Compass Puget Sound relies on four brief, reflective conversations between student staff members and their supervisors to develop meaningful, mentor-based relationships. Internal studies have shown that students who participate in the program demonstrate a stronger connection to campus; better recognize links between their academic learning and on-campus employment; and report enhanced critical thinking, verbal communication, and time management skills. Trainings for staff supervisors are offered three times per year. If you would like to participate in the September 19<sup>th</sup> training, please rsvp to Renee Houston.
- Linda Williams, Art History, awarded an NEH Collaboration Research Grant (\$214,742), with a colleague from Penn State University. The funding supports their project, "Maya Christian Murals of Yucatán: Indigenous Catholicism in Early Modern New Spain."

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- Kathleen Campbell, Assistant Registrar for Operations, served as Chair of the Northwest Higher Education User Group (HEUG)-PeopleSoft.
- Jane Carlin, Director of Collins Library, has been recognized with the Emory Award, presented by the Book Club of Washington to an individual who has made an extraordinary contribution to the culture of the book in Washington State.
- Michael Pastore, Registrar, just completed his term as President of the Washington Association of Collegiate Registrars and Admissions Officers (WaACRAO), and presented on The Changing Landscape of Higher Education Policy for Independent Colleges.
- CWLT peer tutor Leslie Machabee won a Trustees Award from the National Conference on Peer Tutoring in Writing to present her work at the NCPTW conference this fall. CWLT peer tutor Max Tapogna won a Travel Grant from the National Conference on Peer Tutoring in Writing to present their work at the NCPTW conference this fall.
- Puget Sound student-athletes earned 119 Northwest Conference Scholar Athlete distinctions (3.5 GPA and above) and Puget Sound student-athletes received 21 notable and distinctive honors (e.g., player or first-year student layer of the year, All-American, Academic All-American, etc.).

### Important resources:

**Referral Guide for Student Concerns:** <https://www.pugetsound.edu/student-life/dean-of-students-office/referral-guide-for-student-con/>. It is easy to remember this: Go to the Faculty & Staff Gateway on the Puget Sound homepage; scroll down to the big orange box that says “Concerned about a student?” and click! If still in doubt, call the Dean of Students Office at x3360.

**FERPA tutorial:** <https://www.pugetsound.edu/academics/advising-registrar/know-educational-rights/ferpa-tutorial/>. Search “FERPA Tutorial” from the home page.

## Student Affairs Report to Full Faculty

September 2019

Submitted by Uchenna Baker, Vice President for Student Affairs and Dean of Students

### **Student Affairs Strategic Plan Overview**

Over the course of the past year, Student Affairs developed a divisional strategic plan to meet the demands of our ever-changing student body and support the goals of the university's 10-year "Leadership for a Changing World" strategic plan. Our plan is designed around the following key strategic themes:

- **Sense of Belonging:** As partners in the creation of a truly residential campus, we strive to offer a deep sense of belonging for students such that they feel connected to their campus, cultivate positive relationships, and develop life-long memories. It is our hope that every student can thrive, establish a sense of community, and find their place here at Puget Sound.
- **Alignment of Self and Community:** We aim to support students in becoming more effective communicators, enhancing their problem-solving skills, practicing introspection, and cultivating their capacity for self-awareness. We aid students in identifying the alignment between their values and actions, the intersection between their ethics and how they live their lives, and the relationship between themselves and the community in which they live. We also recognize our responsibility as educators to challenge ourselves and evolve in our personal development.
- **Holistic Wellness:** We seek to practice holistic wellness—emotional, social, physical, spiritual and intellectual—for ourselves and our students. Connecting to our students' understanding of their individual wellness allows us to support them as they progress toward graduation.
- **Divisional Readiness and Resource Development:** We must respond effectively to student crises, natural disasters, student behavior, and emerging needs. It is critical for us to be prepared for incidents that occur within and beyond our typical scope of work, and seek ways to be better resourced and leverage our assets as a division.
- **Staffing Development and Support:** Staff and faculty are our most valuable resources. We encourage and support the full integration of teams, appreciation of individual and group contributions, provision of a full range of development opportunities, recruitment and retention of qualified and diverse staff members, and the creation of opportunities for individuals to fully thrive and contribute meaningful and long-lasting work.

### **Student Affairs Organizational Structure**

In support of the Student Affairs strategic plan, the division also underwent organizational changes. Our new organizational structure allows us to better meet the needs of our students and target specific areas of interest, leverage and maximize our resources, and create shared visions and outcomes. Our key areas of focus are:

- **Student Programs and Involvement:** Student-centered programs and initiatives.
- **Residential Experience:** The co-curricular student experience, deeper integration of the academic and residential, and the development of community.
- **Student Support:** Holistic support of students related to wellness, access, high-risk behavior prevention, and general health education.
- **Chaplaincy:** Division- and campus-wide spiritual life integration, broad student support, and university-level grief/crisis support.

### **New Roles, Responsibilities, and Offices**

Please note the following significant strategic organizational changes with Student Affairs:

- Each area of Student Affairs will be led by an Associate Dean or University Chaplain. Sarah Comstock will oversee Student Programs and Involvement, Debbie Chee will oversee the Residential Experience, and Marta Cady will oversee Student Support. While Dave Wright will continue in his capacity as the University Chaplain, his role will shift towards a more expansive focus on division and campus-wide spiritual life integration, broad student support, and university-level grief/crisis support.
- Future oversight of the Orientation program will shift from Marta Cady to Justin Canny. Orientation will also sit within Student Involvement and Programs. An overview of 2019 Orientation and preliminary plans for next year will be provided in the October report.
- The Office of Student Conduct has been renamed to the office of Rights and Responsibilities. This change more aligns with what we want students to understand as the right and responsibilities associated with being a member of the Puget Sound community.

### **Additional Student Affairs Updates**

- **Student Integrity Code:** An updated Student Integrity Code was finalized in spring 2019 and approved by the Board in May 2019. A copy of the updated code and procedures can be found on the Puget Sound website by searching “Integrity Principle”.
- **CHWS 2019-2020 hours of operation:** Open hours during the academic semester will be 8:30 am – 5:00 pm M, T, Th, and F. CHWS is open 10:00 am – 5:00 pm on Wednesdays. Wednesday mornings are designated for staff meetings and trainings. CHWS will be closed during the noon hour. CHWS screening hours for counseling will be 1:00 – 4:00 pm Monday – Thursday, and 9:00 am to noon on Fridays. Student Affairs has an after-hours protocol that could include any of the following resources for students in crisis: CHWS on-call person, the Dean of Students on-call person, Residence Life on-call person, MultiCare Consulting Nurse Service, Pierce County Crisis Line, Campus Security, or 911.

### **Student Affairs New Hires**

The following individuals are new to the Student Affairs team:

- Kelly Brown, PhD., Director for Counseling Health and Wellness
- Kevin Buchanan, Assistant Director for Student Involvement
- Ashley Cooper, Resident Director for Residence Life
- Janet Frostad, (promoted to) Assistant Director for Residence Life and Functional Analyst
- Sam Hardwood, Resident Director for Residence Life
- William Yi, Coordinator for Intercultural Programs

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

Dear Colleagues:

This report comes to you the day after our fall Curriculum workshop and our Faculty Dinner. I spent Sunday and Monday of this week teaching Bookends and meeting my first year advisees. The Faculty Senate Retreat is tomorrow. I am feeling BACK AT IT and welcome you all back too.

In this report, I will comment on the agenda for our first full faculty meeting, then I will provide some thoughts on next steps in governance related to curriculum revision and an update on the work of Faculty Senate.

On September 4, we have three key items of business (items V, VI, and VII). We need to return to the potential code revision of language related to promotion and tenure because of our vote on March 6, 2019. Given the ongoing curriculum work, it still seems premature to address this change, so I would welcome a motion to postpone the question until a later regular faculty meeting, whether it be the next one (October 2), the first of the spring semester (February 5), the last regular faculty meeting of the year (April 29), or another regular faculty meeting in the future. This business is worth following up, and should not be delayed indefinitely, but we can address it at point when we are further along in curriculum change.

Then, the faculty helming the creation of a FEPPS BA program will bring a motion for endorsement of the degree before the faculty. The FEPPS BA in Liberal Studies leadership has been consulting with the appropriate governance bodies and reporting diligently to the full faculty about this plan for the past two years.

Third, we will hear presentations from the summer curriculum work groups, sharing proposed models for revision of our undergraduate graduate framework. Five of those presentations concern core models, the sixth focuses on first year experience structures. First year experience structures are built into some of the core proposals, the rest of the core models are compatible with modular first year elements being aligned with their vision.

The summer curriculum working groups received rich feedback at the workshop, and at the end of the presentations on September 4, CTF will also have index cards for written questions and feedback to the working groups, since we will not have time for questions during the ninety minutes of faculty meeting. Summer groups are refining and elaborating their models based on these rounds of feedback and will provide their finalized proposals on September 10. Those final proposals will be the topics of deliberation at our faculty meeting on September 18. The desire is to spend the full September 18 deliberating about the models, and to do so as unencumbered as possible by the processes of parliamentary procedure. This will require a motion to move into informal consideration of the proposals when we get to that item of business on September 18. I would also welcome *that* motion. There will be no other items of business on September 18 beside the pro-forma ones.

Curriculum and Governance

I want to thank all the colleagues who worked in summer curriculum working groups and all the members of the CTF. The curriculum visions are profound, and they have to be, because we are,

together, at work on how to best embody our educational philosophy and center our students at this moment in the institution's history, and for its next phase. We do this cognizant of the current and changing social and political context for higher education. There are differences in emphases and how we structure student experience between the models; and exciting options in each model. All the models move toward the goal of giving every one of our students the full impact of a great liberal arts education and making it clear why they have come here.

Now, we have work to do sorting out how to take action. As we know, the way we change our shared curriculum is to vote to change the graduation requirements in a full faculty meeting. To my analysis, there are at least four steps that need to happen on the way to such a vote:

1. We need to openly deliberate on the proposals (September 18 is dedicated to this);
2. There needs to be a ranked, electronic, anonymous survey about the proposals in accord with the motions passed on May 8, 2019. This survey can happen overlapping with deliberation; once it is done, its results will be shared with the faculty, and, again, per the May 8 motion, CTF will look to the faculty for direction about actions following the reporting;
3. Then, there needs to be faculty decisions to narrow the field among the proposals. It is clear to me that the faculty want a survey to reflect back to us our values and preferences around the proposals. It is not clear to me that the faculty want that survey to be the mechanism by which we narrow the field;
4. Once the field is narrowed, there needs to be discussion and completed modeling related to calendar, resources, workload, and first year structures needed in the proposed new curriculum framework.

Then, a full proposal to revise the graduation requirements can be brought to the floor of the faculty meeting and we can take a vote.

I cannot fully predict the exact timeline for moving through these four phases, but this is the work we will be doing iteratively between CTF, Senate and the full faculty from September 18 onward, with transparent reporting from CTF and the Senate as we go. So, on we go.

#### Faculty Senate Business

Alongside continued, responsive engagement with the curriculum work, Senate and the standing committees of the Senate will be attending to several other strands of business. On the agenda for the faculty Senate retreat are these items to set into motion:

- Formation of ad hoc committee on contingent faculty focused on writing policy related to non-tenure line faculty positions
- The possibility of disbanding or streamlining the Student Life Committee by using liaisons to the Division of Student Affairs in the way we do for ASUPS
- Potentially increasing voting Library representation on the Library, Media, and Information Service Committee
- Supporting the Professional Standards Committee in bringing forth new policy related to the recommendations of last year's committee on the use of Student Evaluations on Teaching.
- Consideration of scheduling the common hour in relation to standing committees and other campus programming
- Assessing interest in changing to using a simplified rules of order in faculty meetings

- Continued engagement to understand the processes we are undertaking around the evaluation of potential added grad programs and the financial models related to graduate programs

Watch for reporting on those elements as they proceed as well.

See you September 4!

Sincerely,

Sara



Appendix F – FEPPS Motion

***We ask for the faculty endorsement of the FEPPS BA in Liberal Studies to be offered at the Washington Corrections Center for Women. We have provided documents related to policy and procedures in consultation with various offices and individuals at the university.***

If approved, we would form a FEPPS Faculty Advisory Board (FFAB), proceed to secure approval from the Board of Trustees, and begin the appropriate accreditation process. The Liberal Studies BA curriculum would be amended to ensure coherence with any changes in the graduation requirements.

## Freedom Education Project Puget Sound and the University of Puget Sound



January 2019

### About FEPPS

Freedom Education Project Puget Sound (FEPPS) was founded by faculty from the University of Puget Sound in 2011 and is a Signature Initiative of the university. Our mission is to offer a rigorous college program to incarcerated women in Washington, build pathways to further education upon release, and create institutional connections between the university and the prison.

FEPPS currently offers an Associate of Arts degree at the Washington Corrections Center for Women (WCCW), accredited through Tacoma Community College. FEPPS maintains a student body of 80 to 120 enrolled students. Since its inception:

- 335 students have taken college courses through FEPPS
- 35 women have earned an AA degree
- 15 have continued their college education after release
- 120 volunteer instructors from local colleges and universities have taught through FEPPS

### Highlights of the UPS FEPPS Signature Initiative

- 35 faculty from English, Biology, Religion, Gender/Queer Studies, Philosophy, Politics and Government, Economics, History, Psychology, Math and Science, Technology and Society have taught or lectured in the program at WCCW
- 86 undergraduates have volunteered as co-learners in study halls at the prison, and undergraduate Spanish majors participate as Spanish conversation partners
- CWLT offers a class to tutors on working with students in the prison and teaches a class on Academic Skills to new FEPPS students
- The campus has a FEPPS student group with 20 members, which organizes film screenings and speaker events on campus
- FEPPS collaborates with the PS library to support FEPPS students with research access and materials
- Ethics Bowl began at WCCW in 2018 and will compete with PS undergrads

## BA Degree in Liberal Studies



*"I want to make an impact by showing that education can truly transform your life and that if you don't allow yourself to be limited then your future is limitless. My accomplishments and triumphs are a triumph for all young girls that have been told to shrink themselves and not be the biggest version of themselves."*

— Felicia, FEPPS class of 2017

January 2019

*The BA in Liberal Studies is for students still in prison at WCCW. Students are NOT automatically accepted to the main campus. Released students may apply as transfer students with the same admission process as any other student.*

The curriculum for the BA degree in Liberal Studies was approved by the Curriculum Committee and discussed with Professional Standards Committee, Academic Standards Committee, Registrar, and Office of Admission in 2018. In February 2019, the faculty will vote to endorse the creation of an advisory board to plan implementation details.

The University of Puget Sound would admit a BA cohort of 10 to 12 students in prison, every 2 to 3 years.

- Students admitted to the program will have an AA degree. As is customary, their 96 credits transfer as 15 units towards the UPS degree.
- Students in this degree program will complete all UPS graduation and core requirements.
- Time to degree is 3 years with 17 courses (2 to 3 courses per semester).

### Requirements

- Two courses in the Social Sciences
- Two courses in the Humanities
- Two courses in the Natural Sciences or Mathematics
- Two courses in ONE of the above areas

In addition, the Liberal Studies major will use a "scaffold" to create cohesiveness, intellectual coherence, and structure.

- *Introductory Liberal Arts and the Construction of Knowledge* (1 unit) will introduce students to the methodology and theme areas of the major and allow students to explore how different academic disciplines engage those themes.
- In the *Bridge Course* (0.5 units), students will create a contract defining a theme for their major that connects across classes and identifying which courses fit into their emphasis.
- In the *Capstone Course* (1 unit), students will conduct a major research project rooted in their chosen themes.

## Benefits of College Education in Prison



*“This class expanded my understanding of the world, which all classes are supposed to do but that doesn’t always happen. Take this class because it’s one of the most meaningful things you will do while at Puget Sound.”*

– PS undergraduate in REL 307  
Experimental Learning class at WCCW

January 2019

### **Advancing the university’s mission and goals**

The UPS-FEPPS BA program aligns with our mission and core values that focus on the transformative potential of education and providing an education that *“seeks to liberate each person’s fullest intellectual and human potential to assist in the unfolding of creative and useful lives.”*

The BA program furthers Puget Sound’s strategic goals around inclusion and access, diversity, enhancing connections with the community, and creating high impact engagement.

### **Enhancing the university’s visibility and reputation**

In offering this BA, UPS is brought into alliance with other liberal arts institutions such as Bard, Wesleyan, St. Louis University, and Pitzer, and with national policy actors working on prison reform.

Higher education prison programs draw media attention nationally and locally. Numerous foundations want to support higher education inside of prisons, such as the Andrew W. Mellon Foundation and the Lumina Foundation.

### **Benefits to residential students and faculty**

Puget Sound undergraduates have already discovered the benefit of a partnership with FEPPS. Students have identified their experience inside WCCW as one of their most formative in their time at the university. Relating their experiences and the transformative power of their interaction with the program in fellowship proposals and interviews sets them apart from their peers coming from other institutions.

Faculty have reported deep pedagogical development that enhances their teaching at Puget Sound through rethinking their approach in a new setting.

## Other Liberal Arts Colleges with BA Programs

**Mass incarceration is one of the central social justice issues of our time. Women are the fastest-growing segment of the U.S. prison population, and women of color are overrepresented in prison.**

**Education is the single most important factor in breaking cycles of poverty and incarceration. The majority of FEPPS students report experiencing domestic and sexual violence, have had minimal access to higher education, and will become full time caretakers of children upon release.**

January 2019

### **Nationally, there are at least 320 college education programs in prison. Three examples:**

#### **Bard Prison Initiative**

- 30 BA students in Liberal Arts, admitted every 2 years
- Tuition is waived
- BPI pays faculty stipends of \$7,000 on average
- Bard raises all money for direct costs

#### **Goucher Prison Education Program**

- 130 students enrolled in a BA in American Studies, admitted every 2 years
- Tuition is waived
- Faculty paid an average of \$5,000
- GPEP raises all money for direct costs and staff salaries
- Since Pell grants became available, GPEP pays Goucher \$5,000 per year for overhead

#### **Wesleyan University Center for Prison Education**

- BA in Liberal Arts in final stages of approval
- Tuition waived
- Faculty paid an average of \$6,000 per course
- WCPE raises money for the direct costs of the program and salaries

## Financial Plan: Key Assumptions



A Puget Sound BA degree would foster economic stability, increase future educational attainment, and develop self-efficacy and self-worth in students at almost no cost to the university.

FEPPS will fundraise to cover the bulk of the expenses (\$100,000 per year) for this program including teacher salaries, textbooks and materials, admissions fees, in-prison staffing, advising, and research support. FEPPS has successfully raised over \$2 million in private grants and donations.

UPS will provide administrative program support costing approximately \$50,000 per year. Specifically:

- Faculty/Academic Director (Tanya Erzen): 1 unit course release (covered by the Ellison Foundation in 2018-2020), plus summer stipend once the program is up and running. Oversees curriculum planning, advising, faculty recruitment, training, program evaluation, education advisory board.
- .5 FTE program coordination once the program is up and running.
- Tuition will be waived. No prison college education program in the country charges tuition.
- UPS overhead costs that are not applicable for FEPPS students:
  - Facilities
  - Security
  - Student Affairs
  - ASUPS
  - Athletics
  - CHWS
  - Development
  - Student Accessibility and Accommodations
  - Housing
  - Dining Services

Covered by FEPPS fundraising			Covered by UPS		
Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
\$101,600	\$104,648	\$96,257		\$39,525	\$53,124

January 2019

## Detailed Financial Plan

	Cost...	...per	Covered by FEPPS fundraising			Covered by UPS		
			Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
<b>Faculty and Educational Resources</b>								
<b>Faculty and Academic Director:</b>								
1 unit course release	\$12,000	year	\$12,000	\$12,360				\$12,731
Summer stipend						\$5,450		\$5,614
<b>Teaching faculty:</b> Maximum 6 courses per year at augmented overload rate	\$6,000	course	\$36,000	\$37,080	\$38,192			
<b>CWLT:</b> Support for workshops on based on the Sound Writing handbook	\$250	workshop	\$1,000	\$1,030	\$1,061			
<b>Library:</b> Support for access to research materials, support for PS undergrads as research partners and coordination	\$10,000	year	\$10,000	\$10,300	\$10,609			
<b>Instructor recruitment and training</b>	\$2,000	year	\$2,000	\$2,060	\$2,122			
<b>Administrative / academic supports</b>								
<b>Program administrator</b> at .5 FTE begins in Year 2 once program is up and running	\$65,000	FTE					\$33,475	\$34,479
<b>FEPPS in-prison coordination</b> and support of students, instructors, student records/transcripts	\$30,000	year	\$30,000	\$30,900	\$31,827			
<b>Advising:</b> One faculty honorarium per semester, plus support from UPS faculty on FEPPS Education Advisory Board	\$800	semester	\$1,600	\$1,648	\$1,697			
<b>Materials and textbooks</b>	\$1,500	course	\$9,000	\$9,270	\$9,548			
<b>Application fees</b>	\$60	student					\$600	\$300
<b>Graduation</b>	\$100	student			\$1,200			
<b>In-kind negligible costs</b>								
<b>Office space, registrar, admissions</b>								negligible
<b>Total</b>			<b>\$101,600</b>	<b>\$104,648</b>	<b>\$96,257</b>	<b>\$</b>	<b>\$39,525</b>	<b>\$53,124</b>

January 2019



## First-Year Experience: Flexible and Modular

In the new curriculum, the FYE summer work group recommends that:

### **We keep:**

- SSIs
- Academic advising

### **We develop in whichever model is selected:**

- Academic launch class
- Mentoring at the lower-division level
- Small-group cohort development with a learning community project
- Transition-to-college content including ePortfolio training and reflective work

## First-Year Experience as Stand Alone

- SSI1 and SSI2
- Academic Launch class
- “FYE Explore” program: a series of partial-unit courses with same group over (2 to) 3 semesters
  - Academic advising, with advisor outside of a full-unit class
  - Mentoring
    - Development of a sustained relationship with a faculty member over multiple semesters, starting in the first semester
  - Small cohort development including a learning community project
  - Transition-to-college and metacognitive work
    - ePortfolio training and purposeful use




**MOSAIC CURRICULUM**

- ▶ Amy Fisher (STS),
- ▶ Ariela Tubert (Philosophy),
- ▶ Gareth Barkin (Sociology and Anthropology; Asian Studies),
- ▶ Johanna Crane (Chemistry),
- ▶ Poppy Fry (History),
- ▶ Jairo Hoyos Galvis (Hispanic Studies; Latina/o Studies),
- ▶ Kristin Johnson (STS),
- ▶ Kriszta Kotsis (Art and Art History; Interdisciplinary humanities emphasis),
- ▶ Benjamin Lewin (Sociology and Anthropology),
- ▶ Jennifer Neighbors (History; Asian Studies),
- ▶ Leslie Saucedo (Biology),
- ▶ Justin Tiehen (Philosophy),
- ▶ Andreas Udbye (Business & Leadership),
- ▶ Heather White (Religion; Gender and Queer Studies).



**Our Team**

A group photograph of the MOSAIC CURRICULUM team. The team consists of 15 people of various ages and ethnicities, posing in front of a house. Two individuals are shown in circular inset photos. The photo is set against a background of blue mosaic tiles with a stylized wave pattern on the right side.




## With input from faculty and staff in:


1. Art and Art History	18. Latina/o Studies	32. Career and Employment Services
2. Asian Studies	19. Latin American Studies	33. Center for Intercultural and Civic Engagement
3. Bioethics	20. Mathematics and Computer Science	34. Center for Speech and Effective Advocacy
4. Biology	21. Music	35. Center for Writing Learning and Teaching
5. Business & Leadership	22. Philosophy	36. Collins Memorial Library
6. Chemistry	23. Psychology	37. ePortfolio Manager
7. Classics	24. Religious Studies	38. Institutional Research and Retention
8. Communication Studies	25. Science, Technology, and Society	39. Office of Experiential Learning and Civic Scholarship
9. Economics	26. Sociology and Anthropology	40. Registrar's Office
10. Education Studies	27. Theatre Arts	41. Student Affairs
11. English	28. School of Education	
12. French Studies	29. School of Occupational Therapy	
13. Gender and Queer Studies	30. Academic Advising	
14. Hispanic Studies	31. Alumni and Parent Relations	
15. History		
16. Interdisciplinary Humanities Emphasis		
17. International Political		

## Overview



- ▶ With the guidance of a faculty mentor and peer cohort, each student develops a central question based on their interests and a plan of inquiry.
- ▶ This plan includes a set of courses that allows each student to explore their question through varying critical perspectives and to satisfy a significant number of core graduation requirements.
- ▶ Intentionally addresses student success and retention through the curriculum.






## Process-Oriented, Inquiry-Based Learning


- ▶ This shared curriculum is focused on the process of learning and discovery – the goal is the journey
- ▶ Rather than providing more content, the aim is to improve the quality of students' cognitive and metacognitive processes for constructing and using knowledge.



## Mentoring Groups



- ▶ Mentoring group courses provide structure and scaffolding, as well as a sense of community.
- ▶ Mentoring is embedded in the curriculum and is connected to an academic pursuit.
- ▶ Mentoring helps with student success and intentionally placed mentoring group courses allow students to develop a closer relationship with a faculty member and a small group of peers, increasing the students' sense of belonging and retention.








**MOSAIC CURRICULUM**

## Modeling and mentoring

4 x 0.25 Units Mentoring Group Courses  
1 Unit Mosaic Interdisciplinary Course


Year 1	Year 2	Year 3	Year 4
Mentoring Group Course 1 Mentoring Group Course 2 Mosaic Interdisciplinary Course	Mentoring Group Course 3 (full draft of Mosaic Plan of Inquiry)	Continues to meet with Mosaic mentor (finalize and submit Mosaic Plan of Inquiry to the Registrar)	Mentoring Group Course 4 (ePortfolio and poster presentation during Sounding Time)



**MOSAIC CURRICULUM**


## Interdisciplinarity


► Across courses




New/combines SS11 and Connections

Models interdisciplinary thinking while incorporating SS11 learning objectives



Mosaic courses  : 4 total,  
3 must overlay with SS12/Approaches  
2 must be upper division outside major



**MOSAIC**CURRICULUM

# Sample Plan 17

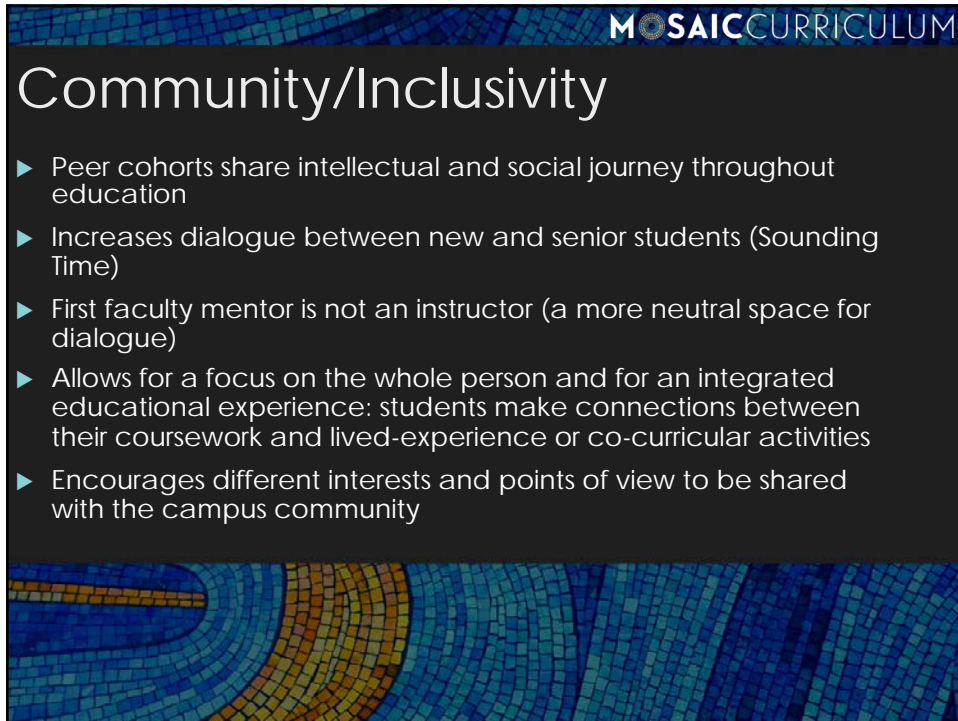
- ▶ Major: Geology
- ▶ Mosaic Question: How have humans depicted nature?
- ▶ High Impact Practice(s): Southwest semester

**MOSAIC**CURRICULUM

**Current Graduation Requirements** → **New Courses in the Mosaic Curriculum**

Example Courses for Mosaic Plan of Inquiry =

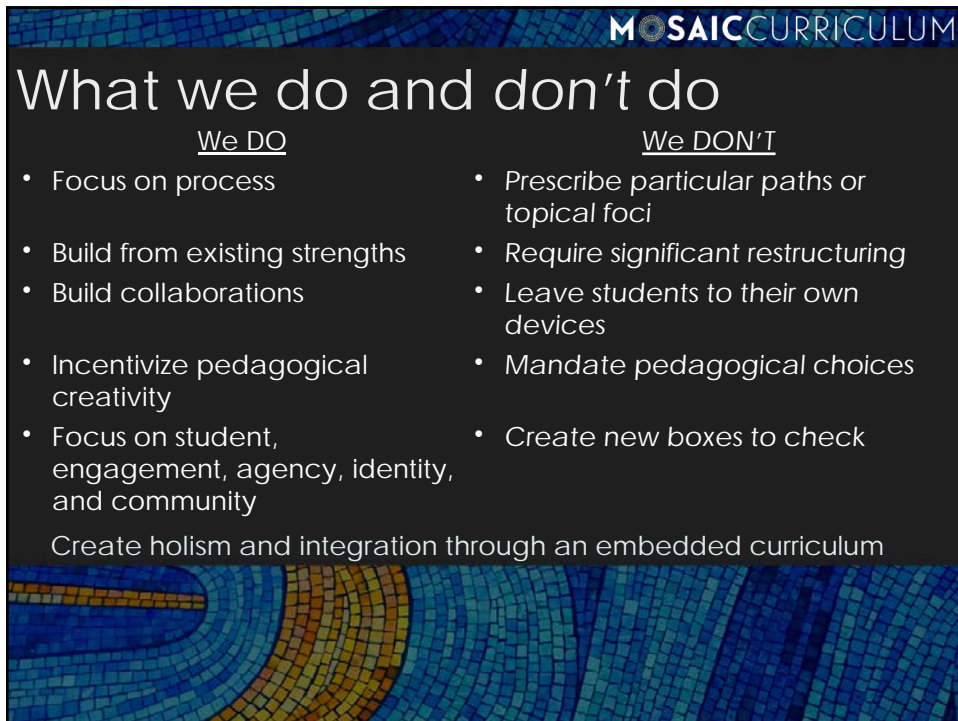
New Courses in the Mosaic Curriculum =



MOSAIC CURRICULUM

## Community/Inclusivity

- ▶ Peer cohorts share intellectual and social journey throughout education
- ▶ Increases dialogue between new and senior students (Sounding Time)
- ▶ First faculty mentor is not an instructor (a more neutral space for dialogue)
- ▶ Allows for a focus on the whole person and for an integrated educational experience: students make connections between their coursework and lived-experience or co-curricular activities
- ▶ Encourages different interests and points of view to be shared with the campus community




MOSAIC CURRICULUM

## What we do and don't do

<u>We DO</u>	<u>We DON'T</u>
<ul style="list-style-type: none"> <li>• Focus on process</li> <li>• Build from existing strengths</li> <li>• Build collaborations</li> <li>• Incentivize pedagogical creativity</li> <li>• Focus on student, engagement, agency, identity, and community</li> </ul>	<ul style="list-style-type: none"> <li>• Prescribe particular paths or topical foci</li> <li>• Require significant restructuring</li> <li>• Leave students to their own devices</li> <li>• Mandate pedagogical choices</li> <li>• Create new boxes to check</li> </ul>
<p>Create holism and integration through an embedded curriculum</p>	

MOSAIC CURRICULUM


# Questions? Comments?



- ▶ We look forward to your feedback!
- ▶ Please be sure to check out our Frequently-Asked-Questions document, and feel free to email the Mosaic Team at [afisher@pugetsound.edu](mailto:afisher@pugetsound.edu) and/or [curriculumtaskforce@pugetsound.edu](mailto:curriculumtaskforce@pugetsound.edu) with "Mosaic" in the subject line.

THANK YOU!






# CANOPY

TO THE HEIGHTS

Monica DeHart (SOAN), Robin Jacobson (P&G), Priti Joshi (English), Jake Price (Math), Carrie Woods (Biology)



Builds a shared curriculum around co-taught courses

SEEDS (Yr1): 2-3 faculty

BRANCHES (Yr2 or 3): 1 faculty

HEIGHTS (Yr4): 2-3 faculty

## The 3 Canopy Courses

Are taught by faculty from different  
*approaches*

Must cumulatively represent all five  
Approaches to Knowing

Need not be on same theme/topic




## The 3 CANOPY courses replace:

existing Approaches to Knowing courses  
Connections  
upper-division outside major

### Canopy:

- Concentrates core & makes it intentional
- Integrates Approaches *within* co-taught courses





**CANOPY**  
TO THE HEIGHTS


4th Year  
**HEIGHTS COURSE**

2nd or 3rd Year  
**BRANCHES COURSE**

1st Year  
**SEEDS COURSE**

Grow Your Canopy

[https://docs.google.com/spreadsheets/u/1/d/1-7pS9yTO68\\_o-Rtb1P-DjOQ7rZhfccJRj2o48ztsRk/copy](https://docs.google.com/spreadsheets/u/1/d/1-7pS9yTO68_o-Rtb1P-DjOQ7rZhfccJRj2o48ztsRk/copy)



## Potential Courses

**Symmetry**  
 Algebra, geometry, topology  
 Music, Studio Art, Art History,  
 Theater  
 Physics, Chemistry, Biology,  
 Geology  
 Psychology, Anthropology  
 Philosophy, GQS

**Who Counts?: Democracy and Voting (in America)**  
 Voting systems, election forecasting, geometry of gerrymandering  
 P&G, Economics  
 Classics, AFAM, LTS

**Consciousness**  
 Artificial intelligence  
 Religion, Philosophy  
 Psychology  
 Neuroscience, Biology (animal  
 behavior)  
 Studio Art, Theater



## Potential Courses

**Pop Culture (Around the World)**  
 History, English, Religion, FL, Asian  
 Studies, LAS/LS, AFAM  
 Sociology, Anthropology,  
 Economics, Business, Education  
 Studio and Art History, Music

**Disaster (or Catastrophes)**  
 Statistics, risk management, large deviation theory  
 Physics, Chemistry, Biology, Geology, EPDM  
 Sociology, Anthropology, Economics  
 Music, Art (studio & history)  
 History, Religion, English, Classic

**Friction**  
 Modeling and optimization  
 Physics, Chemistry, Biology,  
 Exercise Science, Geology  
 Sociology, Economics,  
 Psychology, Business, IPE, EPDM  
 Religion, Philosophy, History,  
 GQS  
 Theater, art, Music





## Potential Courses

**The City/Cities**

Anthropology, Sociology, P&G,  
Economics, Business, IPE  
History, Classics, English, Religion,  
Comm Studies, languages, AFAM  
Art (studio and history), Theater  
Climate in cities; urban ecology;  
urban diversity; landscape ecology  
Urban statistics

**Water**

P&G, Economics, Business, IPE, EPDM  
Geology, EPDM, Chem, Biology (water as habitat)  
English, History, STS  
Studio Art, Theater

**Incarceration**

Religion, Ethics, English, History,  
Classics, Philosophy, AFAM  
Sociology, P&G, Business  
Biology  
Statistics of incarceration /  
policing, algorithmic bias  
Theater, Music



## Potential Courses

**Belonging (in an age of Globalization)**

AI, gaming communities, social media,  
modeling of social networks  
English, Classics, Religion, History, GQS,  
AFAM  
Anthropology, Sociology, IPE  
Biology (plant & animal communities,  
habitat), Neuroscience  
Theater, Music, Art

**The Use and Misuse of Science in Politics**


STS, Philosophy, GQS  
Sociology, Anthropology, Economics, Business, Education, P&G, STS, EPDM  
Biology, Exercise Science, Neuroscience  
Statistics

**Food**

IPE, Sociology, Business, STS,  
EPDM  
Chemistry, Biology, EPDM  
History, Religion, Anthropology,  
English  
Art History, Studio Art



# Potential Courses




**Interactive Fictions**  
Video game design  
Physics  
Anthropology, Sociology, P&G  
English, Religion, GQS  
Theater, Music, Art

**Mobilities**  
Differential equations, calculus  
Biology, Physics, Chemistry  
Anthropology, P&G, Economics,  
Exercise Science, IPE, EPDM  
History, Philosophy, AFAM  
Art history, Printmaking, Music

**Artificial Intelligence and the Meaning of Being Human**  
Artificial intelligence  
Biology, Chemistry  
Anthropology, Psychology  
Religion, Philosophy, Classics  
Art History, Music, Theater

# CANOPY

TO THE HEIGHTS



Monica DeHart (SOAN), Robin Jacobson (P&G), Priti Joshi (English), Jake Price (Math), Carrie Woods (Biology)



# The Core Community Program

Creativity, Flexibility, Simplicity



## Overview

- A cohort of students takes all or most of their first year classes together
- Groups of faculty adapt existing core courses (or develop new ones) to create an integrated core program that addresses a substantive theme.
- Students can apply to a range of thematically connected core courses based on their interests
- Core Faculty work together to ensure that class content is coordinated, with one (or two) faculty member(s) acting as the Community Coordinator(s)
- SSI1 becomes the Community Keystone Course, SSI2 becomes Community Research Course
- Communities are optional for students and faculty

## Rationale

- Improving the relevance of the core
- Developing cohorts and learning communities
- Practicing interdisciplinarity
- Faculty mentorship

## Structure

Comprehensive First Year Model 4-3		Comprehensive First Semester Model 4-1		Partial First Year Model 3-3	
First year Fall	First year Spring	First year Fall	First year Spring	First year Fall	First year Spring
Keystone Core Community Course/SSI 1	Core Community Research Course/SSI 2	Keystone Core Community Course/SSI 1	Core Community Research Course/SSI 2	Keystone Core Community Course/SSI 1	Core Community Research Course/SSI 2
Core Community Course 2	Core Community Course 6	Core Community Course 2	Elective	Core Community Course 2	Core Community Course 5
Core Community Course 3	Core Community Course 7	Core Community Course 3	Elective	Core Community Course 3	Core Community Course 6
Core Community Course 4	Elective	Core Community Course 4	Elective	Elective	Elective

## Role of the First Year Seminar

- While we can envision other courses acting as the **Keystone Course**, we recommend that the **SSI1** generally act as the **KC**. **This would require some revision to the substantive content of the SSI1, but would not change the objectives of that course.** The SSI1/KC would still focus on analyzing text provided by the instructor, and writing assignments would allow students to synthesize and reflect on what they are learning in their concurrent core courses.

**Over the course of the first semester, students would develop a research question that they would pursue in their SSI2. Most participants in the Fall core program would then take the sequential SSI2 course in the spring,** though provision would be made if a student preferred not to continue.

Again, while the substance of the SSI2 may be revised to engage the Theme, **the learning objectives of the SSI2 would not change.** Courses would still emphasize research and information literacy as students pursue independent research topics anchored by the question they developed in the fall. The SSI2 would be taught by a faculty member who is participating in the Core Community, possibly even the same instructor who taught the Fall semester SSI1. We would love to see this happen, but recognize that different departments have different capacity to offer SSIs.

## Conclusion

Creativity



Flexibility



Simplicity

# CIT - **Explore**

**Vision:** *EXPLORE prepares students for critical inquiry and collaborative action to address complex problems that transcend disciplinary boundaries.*

- Setting an early trajectory for integrated learning
- Flexibility and independence
- Strengthening belonging and connections – especially in the first year
- Building on existing programs, values, and strengths
- Structural support for increasing high impact practices (HIPs)

	Year 1	Year 2	Year 3	Year 4
<i>Fall</i>	<b>CIT 1xx</b> <b>Explore 1xx</b> (0.25 units) Attend CIE presentations	<b>Explore cohort workshops</b> Attend CIE presentations		<b>CIE 4xx</b> (0.25-1 unit) Attend CIE presentations
<i>Spring</i>	<b>SSI 2xx</b> Explore workshops Attend CIE presentations			
<b>5 approaches courses, KNOW, foreign language, 2 upper-division courses outside the major</b>				

**CIT 1xx:** *Critical Interdisciplinary Topics* (team-taught by 2 instructors, incorporates SSI1 rubrics)

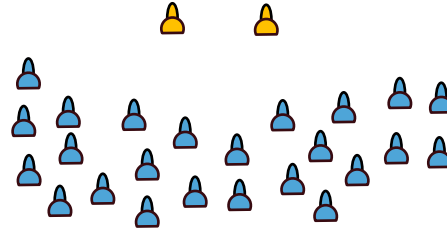
**EXP 1xx:** *Explore Course* (advising/mentoring)

**SSI 2xx:** *Seminar in Scholarly Inquiry* (formerly SSI2)

**CIE 4xx:** *Critical Interdisciplinary Experience* (inquiry project, public scholarship, personal reflection)

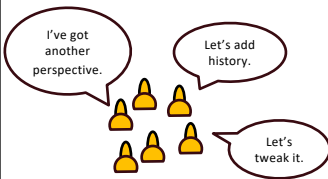
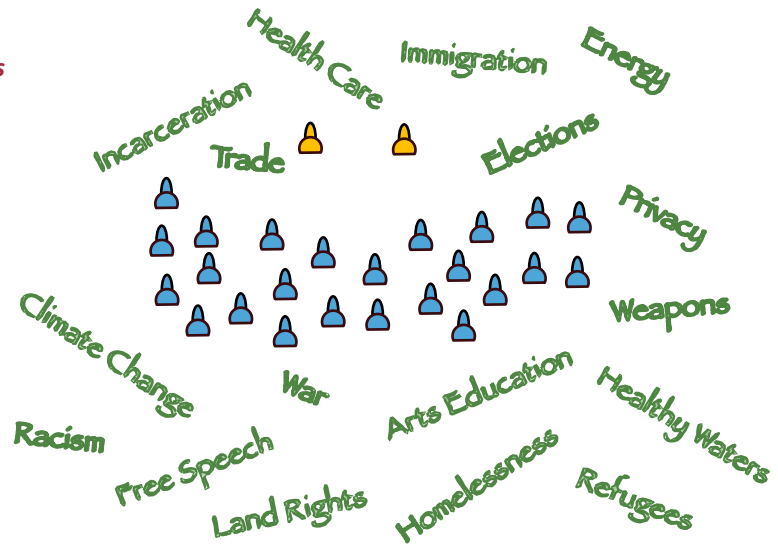
**CIT 1xx: *Critical Interdisciplinary Topics***

- interdisciplinary co-taught course
- 24 students
- P/F or contract grading
- scholarly inquiry, information literacy, written & oral communication skills



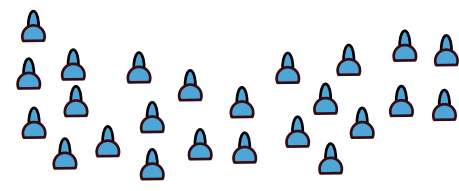
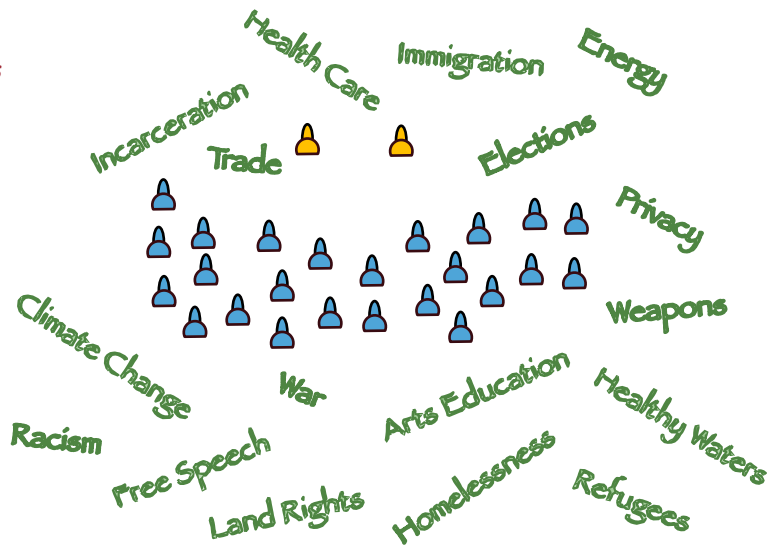
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**CIT 1xx: *Critical Interdisciplinary Topics***

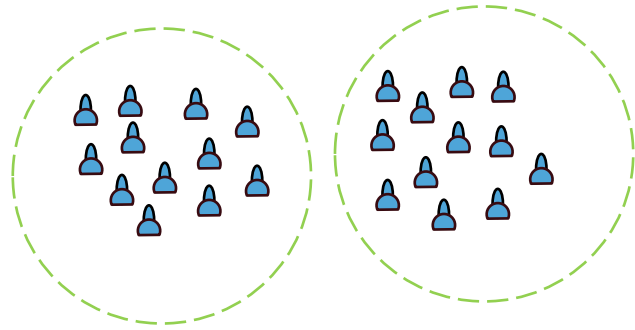
- interdisciplinary co-taught course
- 24 students
- P/F or contract grading
- scholarly inquiry, information literacy, written & oral communication skills
- “big, wicked, pressing” topics
- Support from Library, CWLT, Center for Speech and Effective Advocacy & Peer Advisors





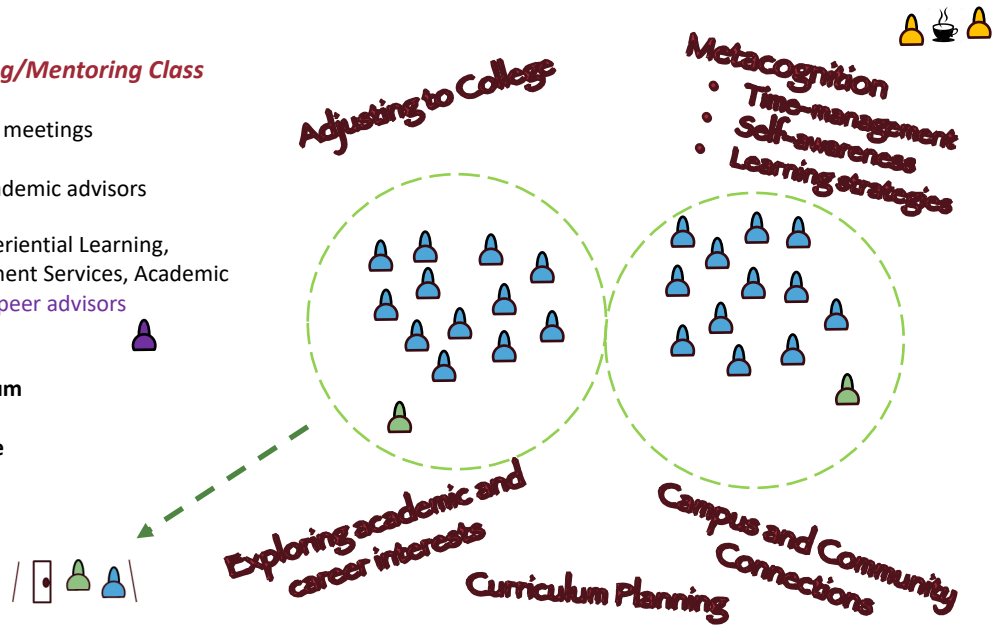
**Explore 1xx: *Advising/Mentoring Class***

- 0.25 units, weekly meetings



**Explore 1xx: *Advising/Mentoring Class***

- 0.25 units, weekly meetings
- Instructors are academic advisors
- Support from Experiential Learning, Career & Employment Services, Academic Advising, and AA peer advisors
- Modular Curriculum
- Cohort Experience



Year 1	Year 2	Year 3	Year 4
CIT 1xx Explore SSI 2xx			<b>CIE 4xx</b> <i>Critical Interdisciplinary Experience</i>
5 approaches courses, KNOW, foreign language, 2 upper-division courses outside the major			

- Options ranging from 0.25-1 units
- Taught by faculty or staff
- Common elements:
  - interdisciplinary inquiry project
  - public scholarship
  - personal reflection

Year 1	Year 2	Year 3	Year 4
CIT 1xx Explore SSI 2xx			<b>CIE 4xx</b> <i>Critical Interdisciplinary Experience</i>
5 approaches courses, KNOW, foreign language, 2 upper-division courses outside the major			

*Structural Support for Interdisciplinary Inquiry and HIPs*

*Create a Culture of Integrative Learning*

- Options ranging from 0.25-1 units
- Taught by faculty or staff
- Common elements:
  - interdisciplinary inquiry project
  - public scholarship
  - personal reflection



# EXPLORE (CIT)

	Year 1	Year 2	Year 3	Year 4
<i>Fall</i>	<b>CIT 1xx</b> <b>Explore</b> (0.25 units) Attend CIE presentations	<b>Explore cohort workshops</b> Attend CIE presentations		<b>CIE 4xx</b> (0.25-1 unit)
<i>Spring</i>	<b>SSI 2xx</b> Explore workshops Attend CIE presentations	Optional 0.25 Experiential learning courses		Attend CIE presentations
<b>5 approaches courses, KNOW, foreign language, 2 upper-division courses outside the major</b>				

**CIT 1xx:** *Critical Interdisciplinary Topics* (team-taught by 2 instructors)

**EXP 1xx:** *Explore Course* (advising/mentoring)

**SSI 2xx:** *Seminar in Scholarly Inquiry* (formerly SSI2)

**CIE 4xx:** *Critical Interdisciplinary Experience* (inquiry project, public scholarship, personal reflection)





# PEAK

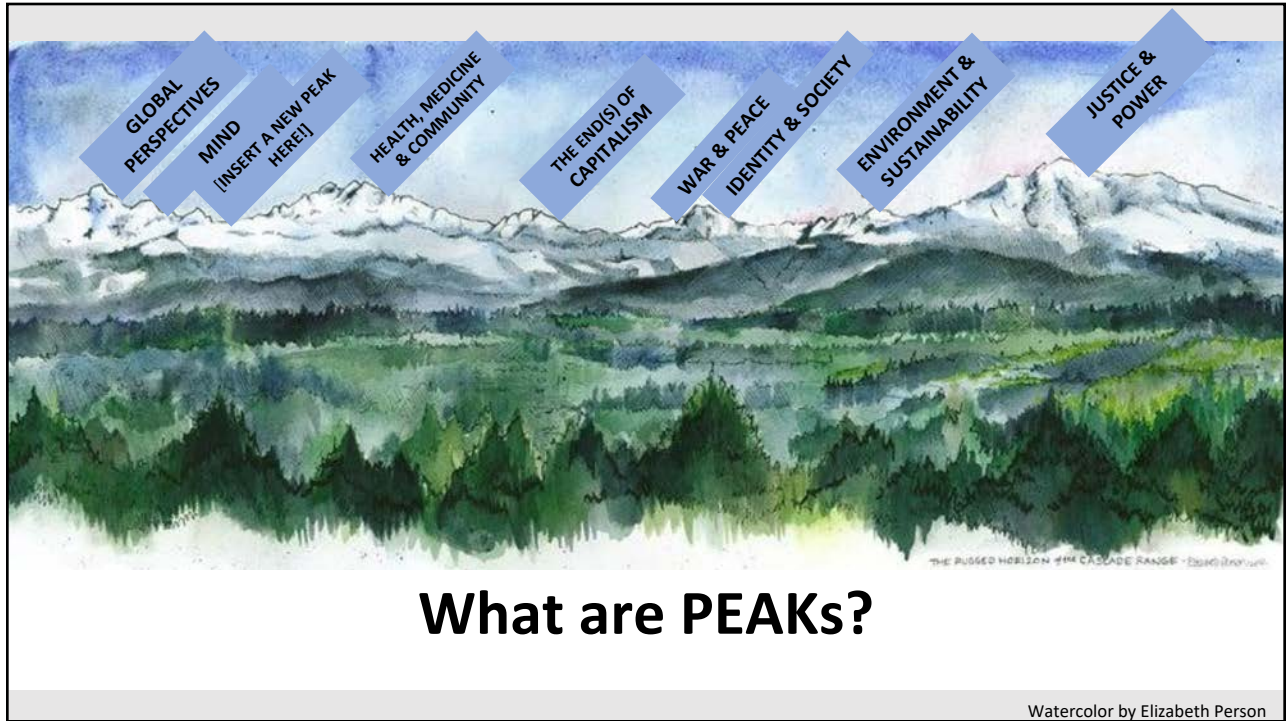
## Pursuing, Engaging, Analyzing, Knowing

Team Lead: Seth Weinberger (P&G)  
Nancy Bristow (History)  
Lea Fortmann (Economics)  
John Hanson (Chemistry)  
Kristin Johnson (STS)  
Sam Kigar (Religion)



## Valuable Features of the PEAK Model

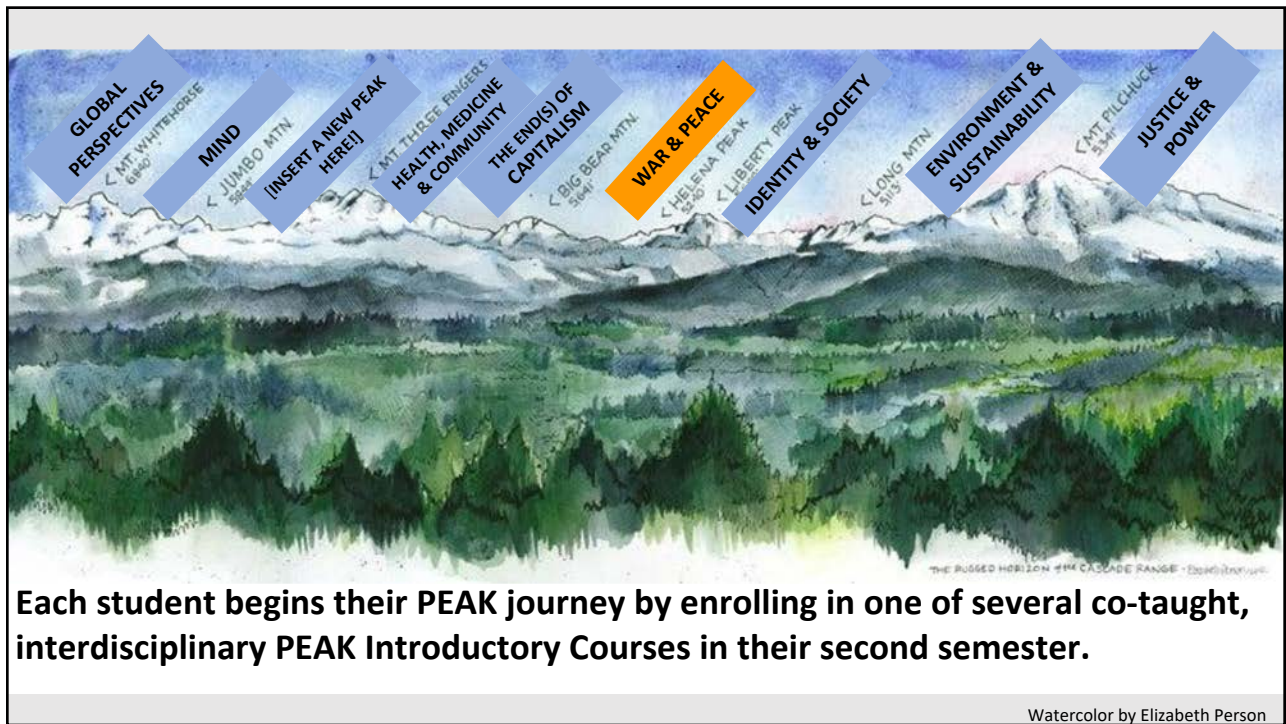
- **Integrated and cumulative educational experience**
- **Co-taught, interdisciplinary courses**
- **Student agency and faculty-designed thematic scaffolding**
- **Intellectual communities**
- **Close faculty guidance**
- **Sustainable and flexible curriculum**



A watercolor illustration of a mountain range with a forested foreground. Several blue callout boxes are overlaid on the image, each pointing to a specific mountain peak. The boxes contain the following text: GLOBAL PERSPECTIVES, MIND [INSERT A NEW PEAK HERE!], HEALTH, MEDICINE & COMMUNITY, THE END(S) OF CAPITALISM, WAR & PEACE, IDENTITY & SOCIETY, ENVIRONMENT & SUSTAINABILITY, and JUSTICE & POWER. The text 'THE RUSSSED HORIZON #144 CASCADE RANGE - Elizabeth Person' is visible in the bottom right corner of the watercolor.

## What are PEAKs?

Watercolor by Elizabeth Person



A watercolor illustration of a mountain range with a forested foreground, similar to the one above. This version includes specific mountain names in the callout boxes: GLOBAL PERSPECTIVES (MT. WHITEHORSE 6840'), MIND (JUMBO MTN 5940'), HEALTH, MEDICINE & COMMUNITY (MT. THRETT FINGERS 5940'), THE END(S) OF CAPITALISM (BIG BEAR MTN 5940'), WAR & PEACE (HELENA PEAK 5940'), IDENTITY & SOCIETY (LIBERTY PEAK 5940'), ENVIRONMENT & SUSTAINABILITY (LONG MTN 5940'), and JUSTICE & POWER (MT. PILCHUCK 5940'). The text 'THE RUSSSED HORIZON #144 CASCADE RANGE - Elizabeth Person' is visible in the bottom right corner of the watercolor.

Each student begins their PEAK journey by enrolling in one of several co-taught, interdisciplinary PEAK Introductory Courses in their second semester.

Watercolor by Elizabeth Person



In that course, the student develops a question within their PEAK that provides meaning and shapes their journey through the core.

Watercolor by Elizabeth Person

## THE JOURNEY:

**PEAK**  
Pursuing, Engaging, Analyzing, Knowing

Students choose at least 3 "ROUTE COURSES" from different APPROACHES.

<b>PEAK Summit ( 0.5-1 unit)</b>	<b>4<sup>th</sup> Year</b>	20 students
<b>PEAK Experience II (0.25 unit)</b>	<b>3<sup>rd</sup> Year</b>	P/F 20 students
<b>PEAK Experience I (0.25 unit)</b>	<b>2<sup>nd</sup> Year</b>	P/F 20 students
<b>PEAK Introduction (1 unit)</b>	<b>2nd Semester</b>	Co-taught, interdisciplinary 10-12 students/faculty

**COMPARISON TO CURRENT CORE REQUIREMENTS:**

PEAK  
Pursuing, Engaging, Analyzing, Knowing

**WHAT STAYS:**

- SSI1 & SSI2
- 5 Approaches
- Second Language
- KNOW Requirements

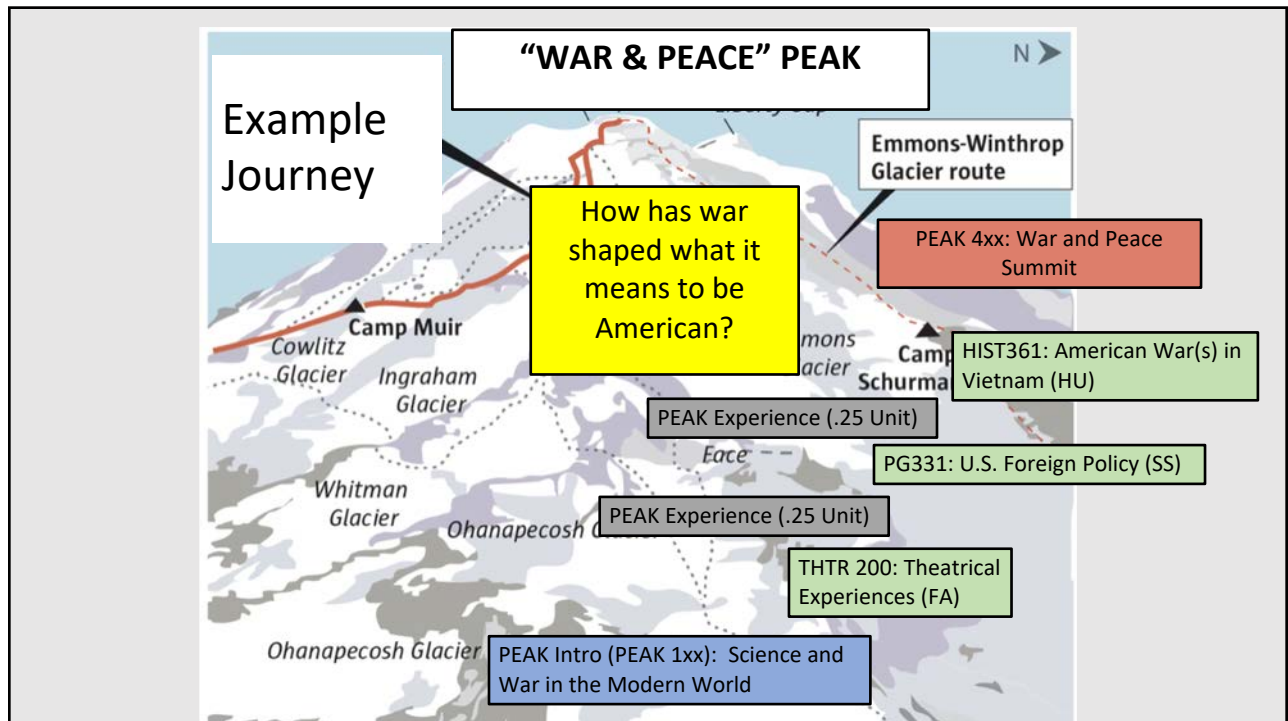
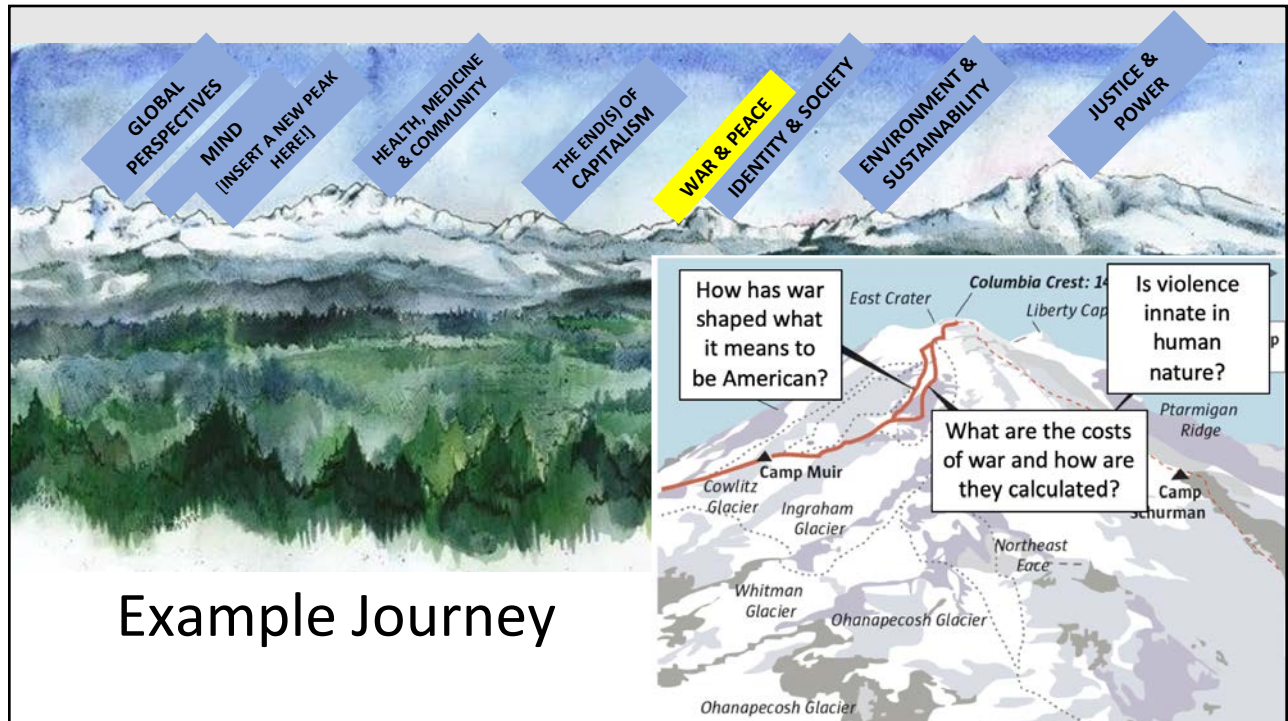
**COMPARISON TO CURRENT CORE REQUIREMENTS:**

PEAK  
Pursuing, Engaging, Analyzing, Knowing

**WHAT IS REVISED:**

- **CONNECTIONS:** Interdisciplinary requirement is now fulfilled by the co-taught PEAK Introductory Course
- **APPROACHES:** Students would still fulfill all 5 Approaches, but would be required to complete at least **3 of their Approaches** requirements through their PEAK route. We also advocate **reimagining what counts in each Approach**, with each department or program determining which of its courses count.
- **UPPER-DIVISION REQUIREMENT:** A student's PEAK journey must include 1 upper-division course outside their first major.







## PEAK: Desirable Features Driving this Model

- **Student agency** realized through student-driven question-based inquiry that is structured and shaped by **faculty-designed thematic scaffolding**.
- **Intellectual communities** of students and faculty connected by a theme and interacting over multiple years.
- An **integrated and cumulative educational experience** demonstrating the value of a liberal arts education through **co-taught, interdisciplinary courses**, the challenge of grappling with complex questions, and sustained engagement across time.
- Student-to-student and faculty-to-student **advising and guiding** relationships supporting student success, retention, enthusiasm, and growth.
- A **sustainable and flexible curriculum** encouraging involvement of faculty from all departments and programs and responsive to student and faculty needs, as well as emerging scientific, political, or social problems.

## Appendix N - Proposed Curriculum Cheat Sheet

Basic Details						
		<i>CIT-Explore</i>	<i>PEAK</i>	<i>Mosaic</i>	<i>Core Community</i>	<i>Canopy</i>
1	Required for graduation?	Yes	Yes	Yes	No	Yes
2	Estimated change in units	-1.5 to -.75	-1 to -0.5	-2.0	None	-5
First-Year Experience						
3	Academic Launch	Yes, CIT 1xx	Defer to FYE	Yes, Mosaic Interdisciplinary Course	Yes	Yes
4	SSI	SSI1 modified as CIT 1xx; SSI2 remains	As Is, but can work with both, one, or nether	SSI1 is transformed into Mosaic Interdisciplinary Course; SSI2 is Kept As-Is	Modified	Kept-as-Is with potential for modifications
5	Existing Core categories and rubrics	Categories kept, rubrics can be modified and additional courses could be added	Categories kept, eligibility expanded	Categories kept, Number of courses counting for the Approaches expanded	Categories kept, rubrics modified	Categories kept, rubrics modified
6	Lower-Division Mentoring & Advising	Yes, 0.25 Explore course	Yes in PEAK Intro	Yes, 0.25 unit Mentoring Group Courses in the first three semesters	Kept somewhat as is	Defer to FYE proposal
7	Transition-to-College Work	Yes, Explore	Defer to FYE	Yes, in first Mentoring Group Course	Kept as is	Defer to FYE proposal
8	Small Cohort	Yes, Explore	Yes in PEAK themes and Experiences	Yes, in Mentoring Group Courses	Yes	Defer to FYE proposal
9	Student reflection on learning across classes	ePortfolio and other reflection integrated into Explore 1xx and CIE 4xx	PEAK route map in ePortfolio	Through Mentoring Group Courses, ePortfolios, SoundingTime, integrated into curriculum	This happens in the new SSI1 which we call the Keystone Course	ePortfolio and other reflection both within and across classes
Learning Communities						
10	Upper-Division Mentoring (beyond first 2 years)	Yes In CIE 4xx	Yes in PEAK Experience classes	Yes, ongoing Mosaic Mentor relationship, and 0.25 unit Mentoring Group Course in Fall of Senior year	Yes	No
11	Common Intellectual Experiences	Yes - across campus: CIT, Explore, CIE, & attending CIE presentations	Yes - PEAK Intro, Experience, and Capstone	Yes: Mentoring Group Courses, Sounding Time, Shared Process-Oriented Learning Experience	Yes. Entire first semester/year curriculum is taken as a cohort	Yes, co-taught SEEDS and HEIGHTS
12	Capstone or Upper-Division Experience	Yes CIE 4xx 0.25-1 unit	Yes required 0.5-1.0 unit course	Kept in the Major and Minor As-Is; 0.25 unit Mentoring Group Course for ePortfolio and Sounding Time capstone experience for Mosaic process	We can envision this as an option but it is not covered in our current proposal	Required: 300/400 level HEIGHTS in YR4

Appendix N - Proposed Curriculum Cheat Sheet

Other Considerations						
13	Impact on Transfer Students	A CIT 1xx could be adapted for advanced transfers or they could join existing sections. Explore for advanced transfer students is a possibility	2nd year transfers complete entire PEAK model;; 3rd year transfers complete half	Transfer students take two 0.25 unit Mentoring Group Courses in their first year on campus (instead of three) and they can count transfer courses towards their Mosaics	Depends on the transfer student	Facilitates progress toward graduation with fewer Core courses & ability to take 2 HEIGHTS courses
14	Staff involvement (e.g., CWLT, SAA, Library)	Emphasized	Possible	Mentoring Group Courses provide a new forum within the curriculum for student-facing staff offices / programs	Yes. We see the Library and CWLT as critical to the learning in the Keystone Course	Emphasized
15	Team Teaching	Yes, CIT 1xx	Yes in PEAK Intro	Optional; Incentivized in Mosaic Interdisciplinary Course	Yes. We see the coordinated program as one larger team-teaching initiative, so spread across multiple courses rather than just one.	Foundational to Canopy philosophy, represents 2/3 of Canopy core
16	Faculty collaboration around curriculum development	Structured into co-teaching and faculty development on ongoing basis	Yes in PEAK intro and theme areas	Structured into Mosaic Interdisciplinary Course, Sounding Time, activities across Mentoring Group Courses	Essential to our model.	Structured into plan on ongoing basis

Appendix N - Proposed Curriculum Cheat Sheet  
Scaffolding Schedule (Traditional 4-Year Student)

CIT-Explore	Year1	Year2	Year3	Year4
Fa	CIT1xx (1 unit co-taught) Explore advising (0.25 units)	Explore Cohort Workshops (1-2 x per semester)  (Attend campus CIE presentations)	CIE 4xx: Critical Interdisciplinary Experience (0.25-1 unit)  (Attend campus CIE presentations)	
Sp	SSI 2xx Explore Cohort Workshops (1-2 x per semester)			
5 Approaches courses, KNOW, foreign language, 2 upper-division outside the major courses				

Peak	Year1	Year2	Year3	Year4
Fa			PEAK Experience (0.25 unit) [either semester]	
Sp	PEAK Introductory Course	PEAK Experience (0.25 unit) [either semester]		PEAK Capstone (0.5-1.0 unit)
3-4 ROUTE classes covering at least 3 Approaches				

Mosaic	Year1	Year2	Year3	Year4
Fa	Mosaic Interdisciplinary Course (1.0 unit)  Mentoring Group Course 1: Explore (0.25 unit)	Mentoring Group Course 3: Design (0.25 unit)	[Ongoing mentoring as needed, but free of mentoring courses to allow for study abroad / away, and other HIPs]	Mentoring Group Course 4: Exhibit (0.25 unit)
Sp	Mentoring Group Course 2: Tesseræ (0.25 unit)  [Attend Sounding Time]	[Ongoing mentoring as needed]  [Attend Sounding Time]	[Ongoing mentoring as needed]	[Sounding Time - ePortfolio and poster presentation]

CoreCom	Year1	Year2	Year3	Year4
Fa	SSI1-->Keystone Course Community Course 2 Community Course 3 Community course 4	No further programming after the first year		
Sp	SSI2-->Community Research Course *3 non-community electives  OR 2 more Community Courses			

Canopy	Year1	Year2	Year3	Year4
Fa	SEEDS (F or S) (1 unit)	BRANCHES (anytime Yr 2 or 3) (1 unit)		HEIGHTS (F or S) (1 unit)
Sp		[Optional] second BRANCHES (anytime Yr 2 or 3) (1 unit)		