

## **Minutes of the April 1, 2020 faculty meeting**

Respectfully submitted by John Wesley, Secretary of the Faculty

In compliance with state emergency orders during the coronavirus pandemic, this faculty meeting was held virtually.

**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 128 voting members present.

### **II. Approval of the March 4, 2020 minutes**

The minutes of the March 4, 2020 faculty meeting were approved as circulated.

### **III. Questions regarding the reports from the President, Provost, and Faculty Senate Chair**

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

There were no questions regarding the reports.

### **IV. Second reading of motion to amend the Faculty Bylaws regarding IRB standing charges**

There was a second reading of a motion from the Faculty Senate, *that the following language should be added to the Institutional Review Board's charges in the Faculty Bylaws (at Article V, Sec. 6.b., as the first of the Committee's duties):*

*To monitor requirements of relevant Federal programs, such as the Federal Wide Assurance program, and to ensure that IRB policies and procedures are in compliance and remain current.*

One member spoke in favor of the motion. This member clarified that as of this past January, the IRB received approval for the FWA program, which means it is now able to review federal-funded research; the new standing charge allows the IRB to continually review the policies and procedures of the federal government. Another member also spoke in favor of the motion, noting that FWA is required for faculty who get research grants.

There was no further discussion.

The motion **passed** on a count vote administered by an online survey after the meeting.

### **V. Updates from the PSC related to new short-term policies on evaluation**

The Professional Standards Committee was represented by Andresen.

Andresen reassured faculty that the PSC is working on a number of ways to mitigate the impact of remote learning this term, especially for people who need evaluations for an upcoming review. Specifically, a) it is now possible to go up for review without Spring 2020 student evaluations, even if one might have been required to provide them initially (prior to the impact of COVID-19); b) one may, however, collect Spring 2020 student evaluations electronically, if so desired; c) if one collected Spring 2020 evaluations electronically, one could, after reading them, choose not to use them as part of a file; and, d) there are possibilities with respect to making up for a missing set of term evaluations, such as using a prior term (if collected when not up for review), or collecting a set from Fall 2020 (instead of Spring 2020) and delaying the review to the following term. Above all, Andresen stressed that the PSC is trying to be flexible in addressing these concerns while also being mindful of meeting the expectations of the Code and properly managing the FAC's workload next year. Andresen added that the PSC was considering how best to handle the possibility of faculty conducting class observations of virtual meetings, if there was interest in making that happen.

**VI. Town hall for faculty and staff, led by President Crawford and members of the President's Cabinet, with a focus on understanding factors in our financial situation given the COVID-19 reality**

President Crawford opened the town hall meeting by expressing his gratitude for all the work being done as a campus community to meet the challenges presented by the COVID-19 outbreak. He noted several actions that the university has taken to support social distancing while carrying forward its mission, including the transition of academic programs to a remote framework, an extended spring break to help students respond to the closure of residence halls, pro-rated room and board credit, carry-out diner service, and the recalling of all study abroad students. He added that the university has also donated a portion of its facemask supply to local medical centers, is currently working to reimagine the celebration of its graduating students, and is committed to compensating faculty and staff, as well as student workers regardless of whether they are able to work until May 15<sup>th</sup>.

Executive Vice President and Chief Financial Officer Mondou delivered a presentation on financial stresses in the context of the coronavirus outbreak. This presentation is included in Appendix E of these minutes.

Vice President for Enrollment Carr delivered a presentation on enrollment figures and recent adaptive responses. This presentation is included in Appendix F of these minutes.

Provost Behling delivered a presentation addressing a number of concerns raised by the recent COVID-19 disruptions, including the potential impact on the Fall 2020 term, summer teaching and research, as well as contract and hiring practices. This presentation is included in Appendix G of these minutes.

Vice President for Student Affairs and Dean of Students Baker provided some updates on campus activities. Most students have moved off campus, though just over a hundred students remain in residential halls after their requests to do so were approved. Counseling, Health, and Wellness Services (CHWS) is providing remote therapy, though it is also providing resources for students to identify therapists in their area, and students are also encouraged to contact crisis lines in their own communities. Baker reported that the Division of Student Affairs is continuing to engage remotely with students through a variety of venues and activities.

The floor was opened to questions.

It was **moved** by Gessel, and **seconded**, to extend the meeting by five minutes. The Faculty Senate Chair heard no objections, and the motion **passed**. The meeting's planned adjournment was postponed to 1:35 p.m.

One member asked what guiding principles would be in place for making decisions regarding tenure lines and hires given the financial stresses. Another member asked a related question about what factors will be used by the Cabinet in determining forced reductions to faculty and staff. President Crawford responded that such decisions would be made in collaboration with faculty, staff, and their related senate leaderships, all with the aim of carrying forward the university's mission. Another member asked whether prospective students would be able to attend remote classes, and Carr answered that her office was looking into this possibility and would be reaching out to faculty soon to gather their preferences.

One member reported that at some other liberal arts colleges, there were more drastic measures being taken with respect to hiring and other budgetary concerns, and wondered why our university was not moving as aggressively. President Crawford responded that the university has moved thoughtfully and carefully in responding to this new reality, adding that the situation is fluid and evolving, and, accordingly, that hasty action might be counterproductive in the long term. So far, and after careful consideration, the university has not determined a need to act in the aggressive way reported by the member. Another member asked how the university might ensure that all students have access to a personal computer in this remote learning atmosphere, and also about other considerations being given to balance the budget. President Crawford replied that we would look to try to make sure students have the necessary equipment to succeed remotely, and that all budgetary decisions would be made in light of how best to support the mission and health of the university while also prioritizing faculty, staff, and students.

President Crawford closed the town hall by expressing his hope that this would be the first of a number of such meetings in the future.

## **VII. Other business**

There was no other business.

## **VIII. Adjournment**

The meeting was adjourned at 1:35 p.m.

Appendix A – Attendance

Faculty Meeting Attendance (Virtual)  
April 1, 2020

**Faculty Attending:**

David Andresen	Fred Hamel	Mark Martin
Greta Austin	David Hanson	Gary McCall
Gareth Barkin	John Hanson	Jill McCourt
Bernard Bates	Jennifer Hastings	Danny McMillian
Terence Beck	Peter Hodum	Amanda Mifflin
Laura Behling	Suzanne Holland	Garrett Milam
Francoise Belot	Renee Houston	Sarah Moore
Sigrun Bodine	Jairo Hoyos Galvas	Gerard Morris
Mary Boer	Robert Hutchinson	Wendell Nakamura
Luc Boisvert	Tina Huynh	Steven Neshyba
Robert Boyles	Kris Imbrigotta	Ameera Nimjee
LaToya Brackett	Darcy Irvin	Lisa Nunn
Nancy Bristow	Martin Jackson	Patrick O'Neil
Nicholas Brody	Robin Jacobson	Eric Orlin
Gwynne Brown	Greg Johnson	Dawn Padula
Dan Burgard	Lisa Johnson	Emelie Peine
America Chambers	Priti Joshi	Rachel Pepper
David Chiu	Tatiana Kaminsky	Jennifer Pitonyak
Julie Nelson Christoph	Diane Kelley	Michael Pohl
Lynnette Claire	Chris Kendall	Jacob Price
Kirsten Coffman	Alisa Kessel	Isha Rajbhandari
Erin Colbert-White	Samuel Kigar	Siddharth Ramakrishnan
Johanna Crane	Jung Kim	Andrew Rex
Isiaah Crawford	Nick Kontogeorgopoulos	Elise Richman
Monica DeHart	Kriszta Kotsis	Brett Rogers
Alyce DeMarais	Alan Krause	Amy Ryken
Rachel DeMotts	Laura Krughoff	Douglas Sackman
Tanya Erzen	Sunil Kukreja	Maria Sampen
Lisa Ferrari	David Latimer	Leslie Saucedo
Amy Fisher	John Lear	Eric Scharrer
Lea Fortmann	Ha Jung Lee	Renee Simms
Kena Fox-Dobbs	Grace Livingston	Jessica Smith
Sara Freeman	Julia Looper	Katherine Smith
Megan Gessel	Pierre Ly	Stuart Smithers
Dexter Gordon	Tiffany MacBain	Rokiatou Soumare
Jeffrey Grinstead	Alistair Macrae	David Sousa
William Haltom	Andreas Madlung	Jonathan Stockdale

## Appendix A – Attendance

Jason Struna  
Emily Tollefson  
George Tomlin  
Alison Tracy Hale  
Ariela Tubert  
Jennifer Utrata  
Anna Valiavska  
Renee Watling  
Stacey Weiss  
Carolyn Weisz  
John Wesley  
Heather White  
Ann Wilson  
Peter Wimberger  
Wind Woods  
Rand Worland  
Sheryl Zylstra

### **Guests Attending:**

Robin Aijian  
Michaela Alden  
Lindsey Antos  
Heather Bailey  
Uchenna Baker  
Katie Barosky  
Sy Bean  
Dave Beers  
Sylvia Benevides  
Skylar Bihl  
Margaret Birmingham  
Eileen Borne  
Sandra Braedt  
Katie Breece  
Rachel Brown  
Alva Butcher  
Janessa Caminos  
Kathleen Campbell  
Allison Cannady-Smith  
Justin Canny  
Jane Carlin  
Shannon Carr  
Kelsey Caulfield

Blake Clapp  
Nate Clark  
Joanna Cleveland  
Elizabeth Collins  
Ruby Collins  
Sarah Comstock  
Jeremy Cucco  
Katie Dart  
Jessica Dedrick  
Will DeFraine  
Maryanne Dehner  
Kerstyn Dolack  
Sandy Drangmeister  
Laura Edgar  
Mark Eschbach  
Adriana Flores  
Meredith Frost  
Eli Gandour-Rood  
Amy Hackett  
Janet Hallman  
Sarah Harris  
Rebecca Harrison  
Charis Hensley

Haley Hershaw  
Emily Holloway  
Deborah Hope  
Jeffrey Housman  
Sara Inveen  
Leah Irby  
Ben Janis  
Bridget Janson  
Jeffrey Housman  
Bjorn Johnson  
Sarah Johnson  
Justine Juliani  
Joy Kiefer  
Kevin Kirner  
Andrea Klyn  
Stephanie Knottingham  
Abbie Lacsina  
Kariann Lee  
Nichole Lindquist-Kleissler  
Julia Logan  
Lori Magaro  
Angela Markos  
Cindy Matern

## Appendix A – Attendance

Cris McCarty  
Gayle McIntosh  
Christina McLeod  
Frank McNeilly  
Luanne Meyer  
Paul Monaghan  
Sherry Mondou  
Michal Morrison-Kerr  
Carol Moyer  
Cameron Nasatir  
Bryan Necessary  
Carol Odland  
Larissa Ogawa  
Margo Palmer  
Cassandra Palmore  
Michael Pastore  
Kaity Peake  
Donelle Pearson  
Jada Pelger

Peggy Perno  
Ellen Peters  
Rebecca Pettitt  
Greg Pfeiffer  
Joan Potter  
Denise Powell  
Mary Powell  
Cathy Purcella  
Jason Rotchstein  
Darcie Sak  
Michelle Shandrow  
Angela Sharp  
Rachael Shelden  
Aubrey Shelton  
Gracie Sherman  
Sarah Shives  
Jamie Spaine  
Sarah Stall  
Heather Rose Stegman

John Steiger  
John Stewart  
Pam Taylor  
Jeff Thomas  
Edward Truong  
Ben Tucker  
Erin Tyrrell  
Karissa Valine-Plaza  
Rachel Vaughan  
Chris Vernon  
Sean Vincent  
Landon Wade  
Lindsay Walker  
Gregor Walz  
Lee Warnecke  
Theresa Williams-Chow  
Martha Wilson  
Dave Wright  
William Yi



**President's Report to the Faculty**

March 26, 2020

Dear Faculty Colleagues,

I often speak of the “brave, new world” that is before our students. Over the past few weeks that phrase has taken on an entirely new dimension as we come together as a campus community to support our students and each other in the face of the COVID-19 global health pandemic. Thank you for your flexibility, creativity and resilience in serving our students so well during these very challenging circumstances. Your efforts are truly remarkable.

The Cabinet and I have been meeting daily to prioritize and respond to the myriad details associated with moving virtually our entire university to a temporary virtual setting, including the announcement earlier this week about the difficult decision to postpone our May 17 Commencement ceremony. With the fundamentals of our remote teaching, working and learning operations in place for the remainder of the spring semester, we now turn our attention to the complexities associated with the longer-term impact of the pandemic on our university operations as a whole, including decisions about expense management and campus activities and programs scheduled for the summer months.

I have been in close and regular contact with fellow college presidents, our Congressional delegation, Independent Colleges of Washington, the National Association of Independent Colleges and Universities and many others as we advocate for the inclusion of independent colleges in state and federal stimulus packages and relief efforts. During the April 1 faculty meeting, I look forward to joining with members of the Cabinet to speak with you about next steps. To assist us in addressing your most pressing questions at this time, please feel free to write to me at [president@pugetsound.edu](mailto:president@pugetsound.edu) or you may pose questions anonymously at [pugetsound.edu/askus](https://pugetsound.edu/askus).

There has been a significant amount of communication to date about the decisions that have been made, the questions still before us, and the resources available to help us continue in the delivery of our mission. Please continue to access [pugetsound.edu/coronavirus](https://pugetsound.edu/coronavirus) for the most current information.

Finally, in news outside the realm of COVID-19, this morning I was notified that our very own Provost Laura Behling has been appointed to the inter-institutional peer mentoring network for the National Science Foundation's (NSF) ADVANCE Partnership ASCEND Project. The goal of the ASCEND project (Advancing STEM Careers by Empowering Network Development) is to create peer mentoring networks of mid-career STEM women faculty and administrators across institutions and regions. This collaborative initiative brings together participants from colleges and universities across the Northwest, Midwest and Southeast over the next four years to evaluate existing policies and practices at their collective institutions to determine their impact on the professional advancement and leadership development of a diverse faculty in STEM fields. This is important work, and I look forward to supporting Provost Behling's leadership as a member of this network.

I trust that you and your families are well, and look forward to our time together on April 1.

Sincerely,

A handwritten signature in blue ink that reads "Isiaah". The signature is fluid and cursive.

Isiaah Crawford, Ph.D.  
President



To: Faculty Colleagues  
From: Laura Behling, Provost  
Re: Report for April 1, 2020 Faculty Meeting

In the midst of this pandemic that has affected people in countries far away and down the block, your work has been a remarkable example of how a small group of thoughtful committed people can make a positive difference in the lives of students, each other, and this university. Your carefully-built syllabi have been rebuilt, you've challenged your students to think and do differently both intellectually and creatively because the times demand it, and you've maintained your good cheer and support for each other across the campus when frustrations with logistics, upended routines, or perhaps even your own children (who are now underfoot in ways they haven't been before!) have taken your time, your efforts, and your spring break. For this, and for the good work to come as we finish the year, thank you.



### **Off-Campus Study Update**

**PacRim Program:** We have been closely monitoring the global response to COVID-19, including increased border closings, quarantines upon arrival for foreign travelers, health checks, and disrupted travel schedules. These many uncertain variables, combined with impending deadlines for the program, required us to make a decision now about how the program will move forward: PacRim has been modified to take place during Spring 2021 only, rather than the full academic year. Students have been asked to register for Fall 2020 courses on campus; please be sure to include them in your advising conferences. Thanks especially to professors Fields, Joshi, and Kontogeorgopoulos for their flexibility and leadership in adapting PacRim.

Students studying abroad this spring all have returned and are completing their coursework remotely. Students scheduled to study abroad in Fall 2020 are being asked to register for courses on campus, just in case. Please also be sure to include them in your advising appointments.

### **Key Dates**

**Department chair/program director meeting:** April 2 (we'll be virtual)

**Applications for new tenure-line positions:** Due April 3, 2020—please send electronically.



**Report to the Faculty**

**Sara Freeman, Chair of Faculty Senate**

**March 25, 2020**

Dear Colleagues

I won't purport to say we're adjusted to our virtual operations, nor will I suggest that we've fully found our ways to manage how to both stop and keep going this spring, but we're all working on it, I know. I value you all as colleagues: especially the humor, ingenuity, irascibility, and persistence I see in our online conversations and video meetings.

Senate has had one virtual meeting since our shift to online operations. I hope you will join me as we attempt to have a virtual full faculty meeting on April 1. I have set the agenda for the meeting and have a vision for how to use technology to do it, but we are still working on the exact procedures, so this week you will continue to receive updates via faculty coms about the tech interface and process for the meeting.

**PHILOSOPHY FOR THIS MOMENT**

My philosophy in this moment is that Senate is going to sort and process as much business as it can, and that we will use the virtual full faculty meetings in a targeted way. We can't be very ambitious with a virtual setting for a meeting that 150+ people have rights and reasons to attend. See below on how I think we can proceed on April 1 and April 29.

**ELECTIONS and the WALTER LOWRY AWARD**

The two pieces of business Senate does in the spring that we can carry out pretty much as normal is hold elections for next year's open positions and to call for nominations for the Walter Lowry award and select the recipient. You have received the call for nominations for elections. Please nominate people! Please also find it in your heart and ambition to accept nominations: imagine yourself in those places your colleagues see you doing well. It is especially imperative for us to have enough candidates for FAC, because we must present a slate of double the number of people needed to the Provost.

The call for nominations for the Walter Lowry Award will come out mid-April. Watch for it.

**SENATE WORK**

On March 23, in our first ever Google Meet Senate, we followed up on the short term policies ASC and PSC are putting in place because of how this semester is impacted by a national emergency and public health crisis. We also received the report from the ad hoc committee on non-tenure track faculty.

Senate is doing work related to the standing committees as much as possible by email. We will use our meeting time on April 6 to consider endorsing the report on NTT faculty, to review the code's designation of Senate's responsibilities in the case of financial exigency, and to discuss how to proceed with the changes to code language about promotion, about which I say a bit

more below. Our last two virtual Senate meetings will focus on receiving end of year reports from the Standing Committees and clearly outlining transition plans and carry over for next year's governance leaders.

Regarding the change to code language about promotion: the faculty split the motion, passed the part related to changing the language and needed to return to the part about timeline for implementing the changes. This motion is one that will be very hard to parse and discuss and potentially amend in a virtual full faculty meeting set up, so I am asking Senate to consider how we can address this business on the faculty's behalf and keep the faculty notified should they want to alter or amend what we have done.

This approach contrasts to how I am asking us to proceed in relation to the proposal to create a Masters of Public Health program. The working group framing the MPH curriculum has completed its proposal and CC has reviewed and approved it. With the OTD program, once CC approved it, we took it directly to the full faculty. Senate and the working group are exploring a plan for making the MPH proposal available to the whole faculty and using an online comment period to answer questions and allow for arguments about approving this addition to our curriculum. If possible, we can then vote on the MPH as part on of the April 29 full faculty meeting.

I think we need both approaches to manage this spring: we need Senate to handle some things and we also need to weigh some decisions in full faculty votes. I also think it is worth it to address the MPH proposal rather than letting it linger. We are going to need to find our ways forward after the Covid-19 pandemic and proposals like this are part of that conversation. This is in balance with our choice to not try to vote on any changes to the undergraduate graduation requirements this spring, given the complications of online deliberation. The work of undergraduate curriculum reform is also part of finding our way forward, and will continue this semester, but with advisement of the CTF and Senate, we will not attempt a comprehensive vote on graduate requirements this spring.

Next, I will give a brief overview about what I think we can accomplish in the virtual full faculty meetings.

#### **FULL FACULTY MEETING**

We are all on a steep learning curve related to online meeting technology right now. I am working on a way for us to have a hybrid format for our faculty meetings that features a live stream, but also ways for those logged in to the meeting to be recognized to ask questions or make statements. I will need to update you all over Faculty coms during the rest of the week about exact procedures.

It is my analysis that we can handle discussion about one strictly framed motion each meeting, and use a Qualtrics survey after the meeting for the vote in the way we have (very occasionally) done before. The tricky part is the possibility of amending a motion during the meeting. I am working out how to carefully manage that in virtual space, because it has to be a possibility.

## Appendix D - Report from Faculty Senate Chair Sara Freeman

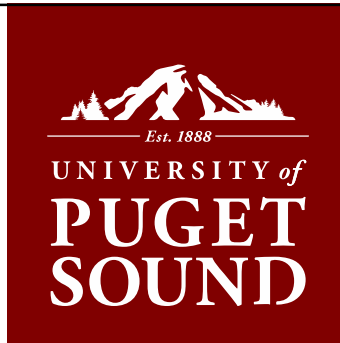
Hearing/reading comments in a virtual meeting is possible, but it is the voting in the moment to adopt an amendment that is more complex. My true tactic there is that things we vote on need to be quite straightforward motions that don't invite a lot of 'smithing' in the meeting. So, my goal is for us to practice on April 1 with the motion to change the IRB's standing charges in the Bylaws that got its first reading on March 4. Then we will be able to see what we can do on April 29.

I hope we will exercise good will with each other in our governance work. I realize that even this radically curtailed agenda for spring governance feels like a lot given our circumstances and worries about the health of our loved ones, community, and world as well as the economy and the state of higher education. Yet, we have a huge responsibility to each other and the institution. It is our responsibility to not just set everything down and say 'come what may.' Faculty are active determinants of ways this institution handles the crisis and have been key voices in shaping choices so far, I think for the good of our students and staff in particular. Our continued attention to curriculum, finances, and policies matters enormously to how we band together and support each other in circumstances none of us wanted.

Yours in a state of perpetual adjustment and indeterminacy, but also with hope,

Sincerely,

Sara



April 1, 2020, Faculty Meeting  
Financial Presentation For Faculty and Staff  
**Confidential and Not For Further Distribution**

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## Puget Sound's Financial Condition



- Puget Sound is in a relatively strong financial position among higher education institutions
  - What are the markers of financial health in higher education?
- Higher education has been in a period of stress and adaptation for some time; COVID-19 intensifies that.
  - What are the stresses and how are we adapting?

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## Three markers of financial health in higher education



- Department of Education Financial Responsibility Composite Score
- KPMG/Prager Composite Financial Index
- Credit ratings

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## Department of Education Financial Responsibility Composite Score



- Used to determine eligibility for federal student aid programs
  - Three ratios, weighted
  - Scale of -1 to +3
  - **Puget Sound's Score:**
    - FY19: +2.9 out of 3
    - 5-Year Avg: +2.8
- |  |  |
|--|--|
|  | <u>Primary Reserve Ratio (40%)</u><br>expendable net assets/total expenses                   |
|  | <u>Equity Ratio (40%)</u><br>modified net assets/modified assets                             |
|  | <u>Net Income Ratio (20%)</u><br>change in unrestricted net assets/<br>unrestricted revenues |

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## Strategic Financial Analysis for Higher Education

KPMG LLP and Prager, Sealy & Co.

### Composite Financial Index



- Used to assess financial well-being
- Four ratios converted to strength factors and weighted
- Scale of -4 to +10
- **Puget Sound's Score:**
  - FY19: +10
  - 5-Year Avg: +9

Primary Reserve Ratio (35%)  
 expendable net assets/  
 total expenses

Net Operating Revenues Ratio (10%)  
 unrestricted operating surplus/  
 unrestricted operating revenues

Return on Net Assets (20%)  
 change in net assets/  
 total net assets

Viability Ratio (35%)  
 expendable net assets/  
 long-term debt

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## Credit Ratings



- Moody's and S&P evaluates and rates Puget Sound
- Quantitative and qualitative assessments

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## What do analysts discuss with us?

### Quantitative

- Balance sheet and operating ratios
- Cash flows
- Enrollment and student demand metrics
- Fundraising results and goals
- Investments and liquidity
- Capital projects and debt

### Qualitative

- Governance, leadership
- Awareness of challenges and plans to address
- Vision, strategic plan, adaptability
- New programs and initiatives
- Student quality, outcomes, recognition
- Policies, practices, risk management

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## Assessment of Puget Sound by Moody's and S&P



### Strengths

- Strong financial profile
- Consistently positive operating surpluses, despite pressured net tuition revenue
- Strong cash flow and liquidity
- Solid financial resources relative to debt and expenses, including reserves
- Manageable debt burden with no near-term plans to borrow more
- Good financial policies and management
- Sustainable endowment spending policy
- Urban campus, vibrant local economy
- Above average student quality, good geographic diversity
- New initiatives underway to strengthen enrollment and diversify revenue streams
- S&P: "We view the overall management team as stable and a credit strength of the university"
- Moody's: "Puget Sound has a strong and experienced management team"

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# Assessment of Puget Sound by Moody's and S&P



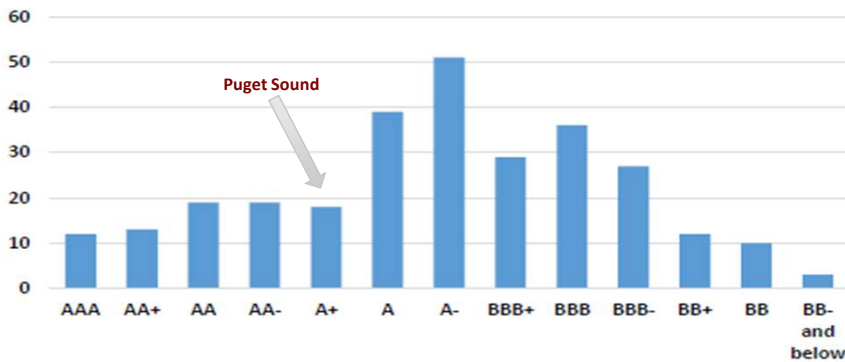
## Weaknesses

- Operating in a fiercely competitive market
- Enrollment declines, softness in student demand metrics, weak matriculation rate, fewer applications
- Limited revenue diversity and small scale of operations

# Private College Ratings



Private University Ratings Distribution



Source: S&P Global

	S&P	Moody's
Reed	AA-, stable	Aa2, stable
Whitman		Aa3, stable
Occidental		Aa3, negative
Puget Sound	A+, stable	A1, stable
Willamette	A, negative	
Lewis & Clark	A-, stable	A3, stable
Linfield		Baa1, negative



## Challenges Before COVID-19



Higher education has a long history of stability, but is in a period of stress and adaptation

### ➤ Downward pressure on revenues

- Eighth consecutive year of declining college enrollment
- Competition for students is intense
- Unrestricted giving to higher education institutions declined in FY 2019
- Overall giving to baccalaureate institutions declined in FY 2019

### ➤ Upward pressure on costs

- Compensation (75% of budget, strong job market)
- Inflation (Puget Sound's regional inflation exceeds national)
- Student expectations (support services, programs, facilities)

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## COVID-19 Brings New Challenges



- COVID-19 pandemic brings immediate loss of revenue and incremental emergency response expenses
- Duration and full financial impact of COVID-19 outbreak is unknown and brings high degree of uncertainty

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## How has COVID-19 Impacted the Current Year Budget?



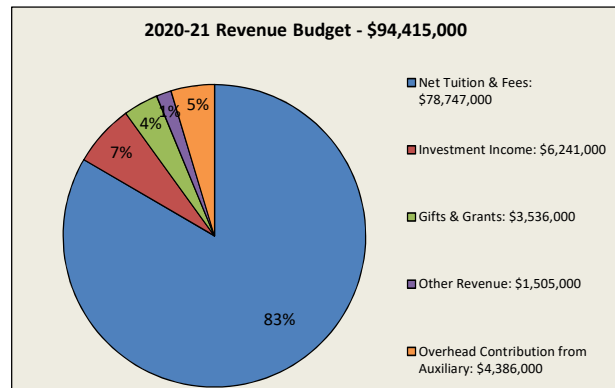
- Revenues are estimated to be \$10-\$11 million short of budget, half of which we knew in the fall before COVID-19
- Includes \$4.3 million in room and board credits
- Expense savings of \$5 million were previously identified
- Additional expense savings are being pursued, including these examples:
  - Maintenance, utilities, travel, events, offset by incremental COVID-19 expenses
  - Suspend staff hiring until more is know about enrollment/revenues
  - Pause in faculty hiring until more is known about enrollment/revenues

## How will COVID-19 impact FY 2020-21?



### Educational and General Budget

- Given heavy reliance on net tuition revenues, enrollment levels will be the single biggest determinant of the FY21 budget.
- It is also our single biggest unknown.

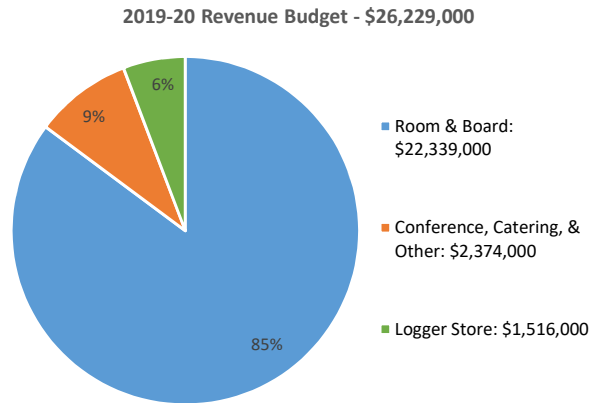




# How will COVID-19 impact FY 2020-21?

## Auxiliary Services Budget

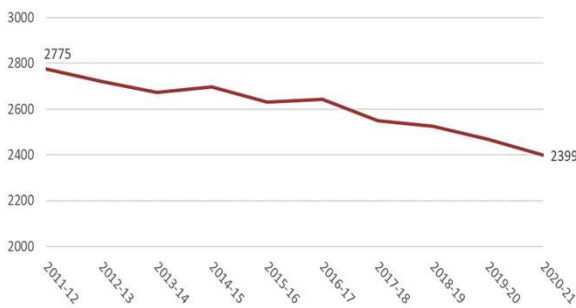
- As a residential college, we rely heavily on room and board revenues in our auxiliary services budget.
- If the pandemic continues to require social distancing in the fall, the reduction in revenues will be significant.
- If we can't offer our summer conference program, there will be additional loss of revenues



# Decline in Enrollment and Rise in Discount Rate



## Enrollment



## Net Tuition and Fees



## February Stress Test – If we enrolled 50 Fewer First-Time-in College Students



### Impact

In Year 1

- 48 fewer UG students, 2350 total
- \$1.1 million less net tuition revenue
- \$0.6 million less auxiliary revenues

By Year 4

- 159 fewer UG students, 1982 total
- \$4.3 million less net tuition revenue
- \$1.7 million less auxiliary revenues

### Mitigations and Responses

- Year 1: Apply enrollment contingency and begin to reduce expenses
- Year 2: Replenish contingency and continue reducing expenses
- Year 3-4: Further reduce expenses to align with declining revenues.
- Seek to improve revenue generation.
- Draw on operating reserves if absolutely necessary, and replenish over time
- Draw from quasi endowment as a last resort

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## February Stress Test – If first to second year retention drops to 75%



### Impact

In Year 1

- 46 fewer UG students, 2352 total
- \$1.1 million less net tuition revenue
- \$0.6 million less auxiliary revenues

By Year 4

- 122 fewer UG students, 2244 total
- \$3.4 million less net tuition revenue
- \$1.1 million less auxiliary revenues

### Mitigations and Responses

- Year 1: Apply enrollment contingency and begin to reduce expenses
- Year 2: Replenish contingency and continue reducing expenses
- Year 3-4: Further reduce expenses to align with declining revenues.
- Seek to improve revenue generation.
- Draw on operating reserves if absolutely necessary, and replenish over time
- Draw from quasi endowment as a last resort

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## What role does the endowment play?



- **Endowment Overview**

- Provides annual distribution to support student financial aid and operations
- Board utilizes a prudent spending policy to determine annual withdrawals
- Spending formula designed to maintain endowment purchasing power over the long term (“intergenerational equity”)
- Invested in a highly diversified portfolio to reduce risk and improve investment returns
- Distributions are restricted in use by donors

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## How has COVID-19 impacted the Endowment?



- As of March 20, the portfolio was estimated to be down -14% for 2020 as compared to the portfolio benchmark of -22% and the MSCI ACWI (global equity) of -30%
- Valuations will continue to change
- Loss in value will impact future distributions that support financial aid and various operating costs

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## Potential Funding Assistance



- Federal CARES Act
- State support
- Business interruption insurance

# University of Puget Sound

## New Student Enrollment & Virtual Recruitment Initiatives

Faculty Meeting, Town Hall  
April 1, 2020

**INCLUDES CONFIDENTIAL DATA FOR INTERNAL USE ONLY**



FTIC-First Year	2020 YTD	2019 YTD	2018 YTD	2017 YTD	Difference 2020 to 2019	% Change 2020 to 2019	2019 10th Day
Applicants	5,157	5,156	5,707	5,941	1	0.0%	5,182
Completed Applications	4,810	4,757	5,259	5,392	53	1.1%	4,801
Admits	4,468	4,310	5,014	5,012	158	4.1%	4,343
Net Deposits	164	155	177	163	9	5.8%	586
Defers from Prior Years	26	36	36	27	-10	-27.8%	29
Total Net Deposits	190	191	213	147	-1	-0.5%	615

New FTIC Enrollment as of April 1, 2020



# Recruitment & Yield Strategies

- **Online Information Sessions**
  - Frequency: Weekdays at 11 a.m.
  - Audience: prospective FTIC and transfer students, families
  - Concept: 30 minute general presentation about academics and student life, admission and financial aid with videos if possible, 15 minute Q&A, promote virtual tour and future on-campus visit
- **Connect with a Counselor**
  - Frequency: Weekdays from 9 a.m. to 5 p.m. Pacific (every half hour), except from 11-2.
  - Audience: prospective and admitted FTIC and transfer students, families
  - Concept: information one-on-one virtual interviews



# Recruitment & Yield Strategies

- **Logger Experience Online**
  - Frequency: Weekdays at 1 p.m. Pacific, Live and Recorded
  - Audience: admitted students
  - Concept: Interview members of campus - half prepared questions, half submitted by live audience through moderator. (Student Mondays, Alumni Tuesdays, Professor Wednesdays, Staff Thursdays, Student Fridays)
- **Specialty Webinars**
  - Frequency: Once per topic, Live and recorded
  - Audience: special populations
  - Topics: TPS, International, Music, Transfer, Deposited Students (Next Steps)





# Recruitment & Yield Strategies

- **May 1 Livestream**
  - Frequency: Once on May 1
  - Audience: Admitted students
  - Concept: Telethon with special videos, digital downloads, giveaways, GoPro campus tour - all to promote depositing by our priority deadline
- **College Advising Workshops (Public)**
  - Frequency: Weekly, Live and recorded
  - Audience: high school juniors
  - Topics: Introduction to the liberal arts, List building/fit, Exploring schools without visiting campus, Essay writing, Financial aid - how need-based aid works, Financial aid - scholarships, Athletic recruitment, Common App walkthrough



# Recruitment & Yield Strategies

- **College Advising Workshops (HS counselors)**
  - Frequency: Upon request, Live
  - Audience: Offered as a service to high school counselors and community-based organizations for their students, potentially in collaboration with 2-3 other institutions
- **Digital Initiatives and Social Media**
  - Live chat on admission website
  - Puget Sound Playlists - curate songs on Spotify from community
  - Enhanced Initiatives: Podcast, Instagram, YouVisit Virtual Tour
  - TikTok Pilot





TO: Faculty Colleagues  
FROM: Laura Behling, Provost  
RE: April 1, 2020 Faculty Meeting Town Hall

The report is comprised of 11 questions and their answers. The questions, organized into three areas—Curriculum/Teaching, Faculty Matters, and Retention—are based on topics faculty have asked about.

### *Curriculum/Teaching*

#### **1. Will we still be online in the fall?**

At this time, we simply don't know. Even within the past week, we've seen more states issue "stay at home" order to their residents, and there are a wide variety of predictions about when such orders may be lifted. I think we do need to be prepared in the fall semester to be either back to face-to-face or online, and we're starting in the provost's office to see what supports may need to be put into place during the summer to allow for additional training. I can say, to quote American poet Theodore Roethke, is that "In a dark time, the eye begins to see"—and what our eyes are seeing, perhaps even more clearly than before, is that our face-to-face, highly interpersonal, community-focused education matters enormously to our students and to us. And we all are eager to return to that, once it is safe for us to do so.

#### **2. Registration for Fall 2020 begins next week?**

Yes, it does. So please have your advising appointments with students. Students will be given additional time to register online to account for time zone differences. The document I sent last week that describes student academic supports includes information from the Registrar about how registration will work. Even with the pause in hiring visiting assistant professors, we are, for now, keeping the course offerings as is. We will, as we always do, assess enrollments once the registration period has ended to determine if courses offerings need to be altered.

#### **3. Are we proceeding with thinking about new graduate programs in this environment?**

Yes, we are. The Masters of Public Health proposal has been approved by the Curriculum Committee and will come to the Faculty. There is some indication that, given the pandemic, interest in public health may be rising, which could bode well for a new program. We also continue to explore other mission-centric possibilities in graduate programs that will enhance the curricular offerings of the university, provide pathways to our undergraduate students, and enhance revenue for the university. I would argue that curricular innovation at this time is particularly important, at both the undergraduate and graduate level, as we need to continually consider who our 21<sup>st</sup>-century students are and who now will come to us with a pandemic in their own histories.

**4. Will we teach summer session classes in-person or remotely?**

At this time, we still need more information about our ability to resume face-to-face teaching. We have been in contact with all the faculty scheduled to teach summer sessions classes to inquire if they are willing and able to offer the class remotely. All responded affirmatively, and I appreciate that. We are exploring a slight schedule shift of starting summer session one week later to allow for some additional prep time for faculty. As soon as we've made the determination about what events or activities can occur on campus after the spring semester ends, we will communicate with those faculty.

**5. Will student summer research be cancelled? If onsite research is cancelled, will remote work be cancelled as well?**

At this time, we are not able to make any determination about summer research, scholarship, or creative work. This will depend on public health information, and what institutions and individuals are permitted to do. The University Enrichment Committee is proceeding with making the selections for student funding so that if we are able to implement student summer research, scholarship, and creative work, students will be ready to go.

**6. Is there anything we started doing to support virtual learning that we will continue doing when things get back to normal?**

I hope so—it has been really wonderful to hear of the work that faculty and staff have made to move teaching and operations online, and I would imagine that some of that work might be integrated into face-to-face courses. I think we're all better trained in using technology, seeing the advantages of new tools, and collaborating with and supporting each other. These are all good things that I hope do continue campus-wide as we continue to deliver a liberal arts education driven by close personal attention to our students.

*Faculty Matters*

**7. When will faculty contracts be sent?**

In the past 10 years, faculty contracts for both tenure-line and renewed contingent faculty have been sent to faculty after the May 1 new student deposit deadline, with letters dated between May 3 and May 18. Since the deposit deadline for new students has been moved back one month, to June 1, we also will be moving faculty contracts back one month, to be sent in early to mid-June. This is later than usual, in this highly unusual year, and as a result, I am sorry for additional stress this may cause. I do, though, appreciate your understanding about this timing and the way we're making decisions that is guided by what is in the best long-term interests of the university to carry forth its mission, and doing what we can to support students, faculty and staff of the university during these very uncertain times.

**8. What is the status of faculty searches?**

I am very happy to report that all but one of the tenure-line clinical faculty searches this year have come to successful conclusions; those new faculty are looking forward to joining us in the Fall. We are slowing the process down for in-process searches for non-tenure-line faculty searches, with offers not likely made until at least April 20. This slower pace allows us to get a better read on

## Appendix G - Provost's Presentation

incoming student enrollment, as well as retention of our current students, using data from fall 2020 course registrations. I've communicated with all search chairs about the process for these searches, and either I or Associate Dean Julie Christoph will be in communication with search chairs in mid-April to update them on the status. And we are, of course, very happy to continue to answer questions about these searches. I know that conducting searches is an enormous time investment by departments, and I want to thank you for the work you've done so far.

### 9. **And a related question: Will there be tenure-line searches next year?**

Hiring is dependent on enrollment needs, so we have not yet made a decision about tenure-line hiring next year. As we learn more about our overall enrollment, and the impact COVID will or won't have on it, we'll be able to make those decisions. I am continuing to receive applications for tenure lines from departments or programs—and as I've been reminding people for several months now, they're due to me April 3.

### 10. **And a second related question—how can we continue to work together, particularly in regard to faculty searches, hiring, and support of the educational program?**

We can continue to work together—and continue to employ the processes and guiding principles that are already in place to develop course schedules, request visiting and adjunct faculty, conduct searches, develop new courses and curricula, and submit tenure-line faculty applications. If we have to look at making significant modifications to our faculty lines to make our way through this circumstance, we'll approach that in partnership with the faculty, working together collegially and in consultation, governed by our *Faculty Code* and *Bylaws*. We, of course, need all hands on-deck to help us get through this, and I'll look forward to working with the Faculty Senate or other appropriate faculty leadership as we figure out our way.

## *Retention*

### 11. **What are some strategies being implemented to assist with retention?**

As a very good reminder, the Fall to Spring persistence rate for Fall 2019 for first-time in college students was the highest it's been since Fall 2010 at 96.3%.

From our very preliminary data, it looks like that trend is continuing into the Spring semester in terms of mid-semester withdrawals, for which we have significantly fewer than in the last two years. So, from what I can tell at the moment, the news is promising and we will continue to monitor this and pass on any additional news.

Here are some things faculty and staff can do to impact retention:

- **Communication** – frequent and streamlined. Clarity about when and how communication will happen provides a sense of care and reduces anxiety for students
- **Please keep meeting synchronously** with students—they are seeking the structure of your classes—and discussion plays an important part in that.
- **Please also keep holding office hours**—students need to be able to be in contact with you during regular, announced times.
- **Strong concerns about grades** – please update grades on line. Students are more anxious about grades because they do not have a clear sense of how to meet the expectations in this

## Appendix G - Provost's Presentation

new mode. More frequent communication about grades will help them know where they stand.

- **Connect with all of your advisees**—and listen to their experiences and to their excitement about taking classes in the Fall. If you're particularly concerned about a student or two, please use the alert system so others on campus can reach out to the student.
- **Finally, be human**—courses aren't going to be perfect these last several weeks, and most students will be okay with that. Like many of us, perhaps, students are looking for human connection, wanting to hear voices other than their families right now—and are ready to keep learning.

And one final request—we're eager to showcase Puget Sound as the vibrant learning community that it is. So, if you or your colleagues are proud of the ways you've shifted your courses, rethought assignments, developed new talks for students, set up hangout times for students in your classes, broadcast student work like recitals, poster presentations, or performances—please send those along. I'll share them with Communications so we can use them to demonstrate that even though we may be coming to the world through a mediated screen, our intellectual and creative excitement, and our commitment to knowing who our students are as individuals, is as good as it's always been.