

Faculty Senate Minutes for October 8, 2012

Present: Kris Bartanen, Kelli Delaney (Staff Senate liaison), Brad Dillman (Chair), Brian Ernst (ASUPS President), Kathryn Ginsberg (student member), Zaixin Hong, Judith Kay, Alisa Kessel, Kriszta Kotsis, Brendan Lanctot, Amy Odegard, Elise Richman, Maria Sampen, Mike Segawa, Ross Singleton, Amy Spivey, and Nila Wiese.

- I. Call to order—Chair Dillman called the meeting to order at 4:02 p.m.

- II. Announcements
 - A. Reminder about Faculty Meeting Wednesday, October 10
 - B. Reminder about Faculty Club Family Potluck, October 9

- III. Approval of Faculty Senate minutes for September 24, 2012
 - A. M/S/P to accept the minutes of September 24 with some minor revisions.

- IV. Committee Liaison Reports
 - A. Richman reported on IEC. She stated that the committee is discussing criteria for most effective allocation of the study abroad budget. Specifically, the IEC is devising mechanisms that will determine how to respond if there is not enough funding to support all study abroad applicants.
 - B. Hong reported on Diversity Committee. The committee has identified the student representative.
 - C. Spivey reported that the Curriculum Committee is reviewing proposals for the new First Year Seminars (35 proposals have come in to-date) and is looking into ways to better advise faculty in preparing proposals. The committee is also reviewing the Fine Arts and Humanities Core.
 - D. Lanctot reported on the Academic Standards Committee's discussion of the awarding of a second Baccalaureate Degree. The committee

received a petition from a student who requested a waiver of the policy requiring students to earn two Baccalaureate Degrees consecutively, not concurrently (Puget Sound Logger: *Students who wish to earn a second baccalaureate degree must complete a minimum of eight additional academic and graded units in residence subsequent to the awarding of the first baccalaureate degree*). This student earned his two degrees simultaneously (Bachelor of Computer Science and a Bachelor of Music Performance) and felt that for the purposes of the job market, he needed to show that he earned two different Baccalaureate Degrees, not simply completed two majors. Sarah Moore's inquiry about other students in the current graduating class found 28 students who might have a similar case to make.

- i. Dillman questioned whether this issue should be sent to the Curriculum Committee or whether the two committees should be discussing this issue in tandem.
- ii. Bartanen clarified by saying that the issue is one that deals with the sequence of units earned rather than curricular degree requirements.
- iii. Spivey asked about the difference between earning a double major versus earning two Bachelors degrees.
- iv. Bartanen noted that a double major is within the 32 units required for graduation, while a second baccalaureate degree requires 40 units.
- v. Kay stated that she felt this to be a policy shift rather than a curricular issue.
- vi. Bartanen clarified that the current policy is that the two degrees must be earned sequentially. The petition that was brought to ASC was that the sequential nature of the policy be waived and that the two degrees be allowed to be earned concurrently.
- vii. Dillman asked whether we wanted the ASC to look at whether this should be a policy change.
- viii. Kessel asked which document needed to be changed in order to address this issue.
- ix. Dillman stated that the Logger Academic Handbook contains the information on earning two baccalaureate degrees. He read the following passage from the Logger:

Second Baccalaureate Degree. *Students who wish to earn a second baccalaureate degree must complete a minimum of eight additional academic and graded units in residence subsequent to the awarding of the first baccalaureate degree. Students are required to complete department requirements current as of the date of post-baccalaureate enrollment.*

Each additional baccalaureate degree requires 8.00 more discrete, academic, and graded units.

- x. Richman asked for reasoning behind the current policy.
- xi. Kay stated she was in favor of drafting something and putting it into the ASC charges.
- xii. Bartanen suggested the charges might say that we ask the ASC to discuss this in consultation with the Curriculum Committee.
- xiii. Dillman asked to come back to this issue and consider adding it to the ASC charges at a later date.

V. Senate Charges to the Curriculum Committee

A. Spivey moved to approve charges for the Curriculum Committee. Spivey's motion to approve the following charges was seconded and passed with no objections:

- i. Review the policy recommendations for the new freshman seminars (Seminars in Scholarly Inquiry I and II) proposed by the policy subcommittee of the First-Year Seminar Burlington Northern working group and move them (or revised versions of them) forward for approval by the full faculty as soon as is feasible.
- ii. Find concrete ways to encourage departments and programs to prepare for implementation of the new freshman seminars (Seminar in Scholarly Inquiry I and II), including—as suggested in the April 2012 Student life Committee report – avoiding assignment of adjunct or visiting faculty members to first-year seminar courses.
- iii. Review the curricular distinctions institution-wise between the Bachelor of Science and the Bachelor of Arts degrees.
- iv. Work with the International Education Committee to design a process for approval of faculty-taught study-abroad courses that fulfill core requirements.

B. Dillman asked about charge #3. Bartanen clarified that the Northwest Commission on Colleges and Universities (our accrediting body) asked UPS to do this before our next curricular review.

VI. Consideration of Senate Charges to the Faculty Advancement Committee (FAC)

A. Bartanen brought to the Senate's attention a request from colleagues to make an official charge to the FAC to make recommendations for teaching awards, and Distinguished Professorships.

- B. Singleton mentioned that the FAC in one of their year-end reports had raised the issue of the wisdom of open files for tenure.
- C. Bartanen stated that this was brought up in the past and was addressed by the Professional Standards Committee (PSC). At the time, the PSC concluded that there was not sufficient concern to make a change.
- D. Wiese pointed out that the charge of recommending awards is already in the Faculty Bylaws.

i. The duties of the Committee shall be... 3. To establish criteria for distinguished teacher awards and conduct procedures for making final selections. (Faculty Bylaws, p. 9)

- E. Bartanen respectfully retracted her previous request.
- F. Spivey brought up the fact that faculty awards are always considered in comparison with a specific faculty member's cohort. Some faculty cohorts are very small while some are very large. She questioned whether this was a fair policy given the potential inequities of the comparison group.
- G. Bartanen stated that the FAC does not have to choose a set number of awards each year. This could make up for a difference in size.
- H. Hong suggested that Puget Sound look at a new platform for announcing faculty awards. He mentioned that Wellesley College recognizes outstanding teachers at their Commencement ceremonies. He found this particularly meaningful and poignant. He stated that this establishes a relationship between the teachers, students and parents. He asked whether this might be a better way for Puget Sound to promote the excellence of our teachers to our patrons.
- I. Bartanen stated that this could be done for the prior calendar year awardees (FAC is often still deciding awards at graduation time).
- J. Ernst noted that students normally don't even know which faculty have received awards in any given year. He stated that this would be a good way to promote awareness amongst the student body.
- K. Kessel moved to not assign any additional charges to the FAC for 2012-13. This was seconded and passed.

- VII. Discussion was reopened regarding the possible ASC charge to examine the policy regarding the awarding of a 2nd Baccalaureate Degree.
- A. Lanctot read the following email from Sarah Moore which described the issue in more detail (see Appendix A).
 - B. Singleton stated that he felt the request was not to charge the ASC with this task but rather to provide clarification. He stated that the question would be better addressed by the Curriculum Committee
 - C. Wiese read the following section in the Faculty Bylaws (p. 7-8) under the ASC:
 - 1. *The duties of the Committee shall be:*
 - 1. *To study, formulate, and recommend academic policies and practices within the context of the academic goals of the University.*
 - 2. *To formulate policies that determine the composition of the student body through standards of admission, rules for probation and dismissal for unsatisfactory work, grading procedures and student evaluation policies, and policies that ensure eligibility for a degree consistent with the University's educational philosophy and ideals.*
 - 3. *To assist the Deans in the interpretation and administration of adopted policies.*
- She stated that because of this wording, it could be argued that this is an ASC item. Wiese commented that this was a policy issue not a degree requirement issue.
- D. Dillman stated that the ASC's acceptance of the student's petition meant that they see this as an exception to a policy, not a curricular change.
 - E. Spivey asked whether this should be something presented to and discussed by the full faculty
 - F. Kay made the following motion:
 - i. Review the wisdom of a policy change, in consultation with the curriculum committee, that would permit students to earn two Baccalaureate degrees concurrently.
 - G. Spivey stated that the ASC doesn't need a charge. Instead, they should just discuss the issue in their meetings.

- H. Kessel expressed reluctance to charge the Curriculum Committee with additional items but agreed that the ASC should consult the Curriculum Committee.
- I. Dillman called the motion to vote. Kay's motion was approved and the charge was added to the ASC list of charges.
- J. Wiese brought up the possibility of adding a charge to the ASC regarding finding ways to clarify Midterm grades. She asked whether this should be added this year or tabled until next year.
- K. Dillman requested that this issue be deferred until someone drafts an official charge.
- L. Segawa stated that the Retention Task Force discussed this last year but had not fully vetted it. He suggested that this is an important issue for the ASC to look at.
- M. Spivey asked if the issue was whether faculty members were inconsistent in their use of Mid Term grades.
- N. Segawa stated that yes, students reported that they "didn't get Midterm grades in certain classes" or they "didn't know what a U versus an S meant" or that they "hadn't done enough graded work to be given a fair grade at Midterm."
- O. Wiese stated that "satisfactory" has multiple meanings (a C could be satisfactory for one student/professor and unsatisfactory for another). Also, the grades did not seem to provide adequate guidance for helping students seeking to move from 'satisfactory' to 'superior' performance.
- P. Kotsis stated that she didn't comprehend the problem because most professors give more than adequate feedback in the form of written comments on papers.
- Q. Kessel wondered if there were better ways to help struggling students than Midterm grades. She also agreed with Kotsis that it was hard to imagine a situation where students wouldn't be able to ascertain their academic standing in a class for themselves.
- R. Dillman pointed out that we have an alert system that can be used to create awareness and give feedback. Ultimately, it's up to faculty members to communicate concerns to the student. He stated that he didn't think this warranted a change in the system.

- S. Bartanen stated that the problem isn't the system but the fact that students need to better understand the meaning of a U vs. an S. She noted that there are a lot of permutations in how faculty grade their classes.
 - T. Spivey stated that perhaps it is the role of Academic Advisors to help students know what the grades mean.
 - U. Kay encouraged the issue not to be dropped.
 - V. Kessel asked how the lack of clarity of Midterm grades impacted retention. She stated that a charge should include how the issue of clarity (or lack thereof) of Midterm grades effects retention.
 - W. Segawa commented that overall the university is doing first-rate work on issues of retention but is looking at ways of doing even better to be in line with some of our peer institutions. An important premise to follow is that the earlier the student gets feedback, the better.
 - X. Dillman suggested that the ASC should be encouraged to look at this but not be officially charged with this.
 - Y. Kessel asked that Dillman bring this up at the Faculty Meeting on October 10.
 - Z. Segawa noted that now, when a student gets a combination of two U's, the Student Alert System is notified (this is a newer change—before, no action was taken when a student received two or more U's).
 - AA. Kessel asked the Retention Task Force stay in close contact with the Senate to let the Senate know what work can be done to continue to help.
 - BB. Dillman restated that there is no official charge at this point.
- VIII. Kotsis suggested adding the following charge to the Student Life Committee (SLC).
- A. Explore how to educate our students about protecting themselves from contagious seasonal diseases (e.g. cold, flu, pink eye, whooping cough, etc.) and formulate a policy of prevention. Also, explore feasible preventative measures (e.g. installation of hand sanitizers in classrooms and hallways; making fresh fruit more readily available in residence halls; install a fresh fruit and vegetable juicer in Diversions and/or Oppenheimer café, etc.) that would help keep our students healthy.

- B. Segawa offered to take this to the Student Life Committee and discuss. He will make this an agenda item and bring back the results to the Senate.
 - C. Ginsberg noted that earlier awareness was needed in the student body. She suggested using RAs to help educate students. She noted that the only regularly available hand sanitizer stations were in the cafeteria.
 - D. Segawa stated that during H1N1 more hand sanitizer stations were put out but that this was only a temporary fix.
 - E. Dillman confirmed that this would be added as an agenda item to the SLC.
- IX. Motion was made to adjourn; seconded and approved. Senate adjourned at 5:20 p.m.

Respectfully submitted by Maria Sampen (scribe for 10/8/12 meeting)

Appendix A

From: Sarah Moore

Sent: Wednesday, October 03, 2012 3:45 PM

To: Brendan Lanctot

Cc: Kristin Johnson; Brad Tomhave; Sarah Moore; Brad Dillman; Kristine Bartanen

Subject: ASC - possible charge

Hi Brendan,

In the short time since the Senate gave ASC its yearly charges, something else has come to the fore that would seem to be an issue worthy of ASC's time. As ASC's liaison, I wondered if you could check things out with Senate to make sure they agree that we should take up the issue.

So, the issue is this: As you know, our students need 32 units to graduate, and a number of them decide to double major as they complete these units. Now, different from this is the option to earn a second baccalaureate. The way our policy reads, students complete the 32 units and graduate (say, with a BA in Psychology), and then turn around and earn 8 more units, for a total of 40 units, to earn a second degree (say a BA in English). That is, a student earns one degree and then earns the next degree: The degrees are consecutively earned, however, it might be the case that there is truly no break in time between degrees (i.e., you might begin the second baccalaureate the very day after your first commencement).

Last week, a petition came to the ASC from a student who requested that he be granted two different degrees (BS in Computer Science, BM in Music Performance), not just his double major. He will have earned 40 units, and he stated that for job market purposes, he really needed to be able to show, with two diplomas and transcript, that he had earned two different degrees, not merely two different majors. The rub was that he had earned these 40 units and two degrees simultaneously, not consecutively, as our policy requires.

The committee agreed with the student and approved his petition, but this then raised the question, "How many more students might be in a similar circumstance for Spring 2013?" The answer is 28 (many more than I would have guessed). Thus, it would seem to be an issue more so than a blue moon event.

For obvious reasons of fairness, the committee thought it might require looking at our policy to see if we should change it: it would seem to be unjust to allow exceptions to policy only for those students who decide to push ahead and petition the rule.

There's more detail I could go into if you're interested, but I think this is the basic gist of things.

Would you please let me or Kristin know if the Senate has concerns about the ASC's

discussion of this topic as one of the committee's charges? Also, if there are any questions or thoughts about this topic that the Senate would like the ASC to consider, please do let us know.

*Thanks very much,
Sarah*

*Sarah Y. Moore
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