

University of Puget Sound Faculty Senate

Meeting November 5, 2012 McCormick Room 4:00 pm

Present: Kriszta Kotsis, Elise Richman, Judith Kay, Ross Singleton, Nila Wiese, Amy Odegard, Amy Spivey, Kelli Delaney, Kathryn Ginsberg, Brian Ernst, Brendan Lanctot, Brad Dillman, Zaixin Hong, Mike Segawa, Lori Blake (guest), Martin Jackson (for Kris Bartanen), Alyce DeMarais (guest)

I. Call to order

Chair Dillman called the meeting to order at 4:03pm

II. Announcements

Dillman reminded those present that there were two more Senate meetings for the semester and proposed the completion of the Senate Handbook as a possible task for some senators to work on.

III. Approval of the minutes of 10/22/12

M/S/P to accept the minutes from October 22 with some minor revisions.

IV. Updates from Liaisons

- A. **Professional Standards:** Kay announced that student evaluations for students who need extended time accommodation can now be completed at Disability Services. Jackson noted that the procedure was still being worked on, but this was to be announced soon.
- B. **Curriculum** has approved some suggested policy changes about first-year seminars, but continues to work on them.
- C. **Academic Standards** is at work on a survey regarding revision to the course schedule that will be circulated among departments.
- D. **LMIS** has of late been discussing the issue of copyright and in an upcoming meeting will address policies concerning intellectual property. The possibility of inviting someone to talk about the charge from Senate regarding librarian support in teaching information literacy as part of first-year seminars was also mentioned.
- E. **Diversity Committee** had been discussing the issues of recruitment and retention of minority faculty, as well as the 2012 Campus Climate Survey.
- F. **Student Life** has of late been focusing on promoting student health.

V. Question about notetakers for standing committees

- A. Odegard noted that in committee meetings the question had been raised whether members of standing committees who are not faculty should be taking minutes and if there was a policy regarding this practice?
- B. Dillman noted that there was no apparent prohibition in the bylaws regarding ex-officio members of standing committees serving as note-taker for meetings.
- C. There was a general agreement that it was a convention for faculty to take notes. Senators cited various reasons for this: this could be a potentially added burden for non-faculty who were serving on committees; practical difficulties could potentially arise (e.g., an unfamiliarity with procedure of taking notes). The bylaws do not distinguish between the rights and responsibilities among different committee members; there is, in other words, a tension between giving members equal voice and the fact that these are faculty committees and, hence, being on these committees in itself is service for non-faculty.
- D. Several questions were posed: first, was it a good idea to write a statement about this issue in some official document? Was this an issue of burden or of procedure? Do faculty want to permit ex-officio officers to take notes?
- E. Dillman noted that, as we draft the Senate Handbook, this might be something that we can suggest for liaisons to mention when convening a committee, so as to perhaps encourage a kind of process to be established, thus establishing precedent without it being binding.

VI. Discussion of the 2012 Campus Climate Survey (Nila Wiese and Mike Segawa)

- A. In opening discussion on the Campus Climate Survey, Wiese emphasized that this report focused on a comparison of data from the 2006 and 2012 surveys, and that this was not the final report. She indicated that the DAC had worked to streamline the 2012 survey to make it shorter than the 2006 survey, and had revised the diversity categories considered in order to align the instrument with the university's diversity strategic plan. She indicated that throughout the report, attention had been paid to noting instances in which the wording of the questions differed slightly between the two surveys. Additionally, she noted that the 2012 survey included questions about behavior inside and outside the classroom.
- B. Wiese called attention to the much improved response rate and attributed this to a better instrument and better promotion. She noted differing concerns for faculty and students. Faculty, for example, expressed more concern with questions of gender and age, while students called more attention to religious and political beliefs. On the whole, the 2012 Survey suggests improvements in many areas, but Wiese stressed that, for example, 10% of respondents mentioned feeling alienated, something which became apparent not in the quantitative data, but in the comments included by respondents.

- C. The purpose of the report was to initiate a conversation about its findings and explore which areas resonated with individual experience, where to do more analysis, and what other questions could be considered.
- D. Kay mentioned that, for purposes of a more longitudinal study, it might be worthwhile to consult a 1996 study that was included in a Residential Life Survey.
- E. Dillman asked about the process of interpreting the data and Wiese and Segawa noted that this was an ongoing discussion.
- F. During the course of the discussion, senators asked about the responses to the questions contained in the Survey about socioeconomic status, alienation, religion, and gender:
 - a. Kay called attention to the fact that the area of diversity about which most students had concerns was gender (14%). She recalled that this significant response correlated with what she observed during her service on BERT; that is, many students reported concerns about serious issues involving inappropriate touching, alleged assaults, and the like. She encouraged Wiese or Segawa to communicate to BERT the need to address these concerns in some manner. She also commented upon the significance of the fact that 87% of students reported hearing stereotypical or negative remarks by other students, and indicated that this high percentage indicated the need for more education inside and outside the classroom.
 - b. Richman expressed support for teasing out insights that narratives affiliated with the Campus Climate Survey can provide regarding social dynamics/interactions that contribute to campus community members feeling "excluded, silenced, ignored, discriminated against or harassed..." Individual voices can illuminate broader patterns that may direct future conversations and foreground particular concerns.
 - c. Kotsis asked whether there was a correlation between a) family status and gender and b) group dynamics and gender in the responses of those faculty and staff members who indicated that gender was a topic of concern to them. Wiese and Segawa responded that these aspects of the responses are still being evaluated and that the impact of family status is definitely a topic that will be explored.
 - d. Two additional suggestions were also made about the DAC exploring in more detail survey findings that might help us better understand climate issues related to religious differences and socio-economic status.
- G. Segawa stressed that data had yet to be disaggregated, but that gender was one area that had been considered.

VII. Information on faculty involvement in the One of a Kind Capital Campaign (Ross Singleton and Maria Sampen)

- A. Singleton reported on behalf of the Faculty and Staff Campaign Committee for the ongoing fundraising campaign. After the Fall Conversation, he noted, faculty received a pledge card that would permit one to make a one-time gift or a continuing contribution via payroll deduction. This card was intended to encourage further faculty giving. At present, the alumni giving rate is roughly 18% (quite low relative to comparison institutions). Faculty and staff give to the institution at a similar rate. Improving these rates is important because individual and institutional donors look at these numbers when considering a gift as a sign of engagement and level of commitment to the institution.
- B. Singleton noted that it is now possible to direct one's gift toward specific uses and encouraged those interested to contact Cori Hammock in Annual Giving for further information: chammock@pugetsound.edu. She would be happy to send another pledge card. Beyond a financial gift, he noted that there would be other ways for participation as announced in forms to be distributed this spring.
- C. Spivey asked if there were any special plans for giving for the 125th anniversary of the school.
- D. Segawa replied that there were multiple events planned for the anniversary and mentioned the idea of inviting Gayle McIntosh (Executive Director of Communications) to talk about branding and the celebration of the anniversary.

VIII. Mid-term grades options for PeopleSoft

- A. DeMarais announced that, as part of the ongoing Optimize Puget Sound project to replace the Cascade platform, the campus module covering academic advising, academics, and financial aid required a decision to be made regarding the configuration of grades, among others. She noted that with PeopleSoft it was impossible to having distinct midterm and final grading possibilities. So the options would be either assign letter grades at midterm or include the current midterm grading options (S/U, etc.) to be included in the drop-down menu for grades.
- B. While neither of these options seemed ideal, it was generally agreed that the latter would prove less problematic. In either case, though, it would be necessary to educate faculty about these changes.
- C. The subsequent discussion concerned the nature of midterm grades with respect to final grades. Blake and DeMarais indicated that midterm grades are more tied into advising, though grades are recorded. Several senators expressed an interest in the possibility of more qualitative evaluations at midterms or tying them in with the alert system.
- D. DeMarais reminded those present that in March, in anticipation of April pre-registration there would be a launch of the new system, though grading of

the spring semester will take place on Cascade. As of August 2013 we will be entirely on PeopleSoft.

- E. Ginsberg insisted that from a student point of view, it would be important to continue to have midterm grades.

Motion was made to adjourn; seconded and approved. Senate adjourned at 5:30

Minutes recorded by Brendan Lanctot