

## Faculty Senate Minutes

May 7, 2007

Members Present: Richard Anderson-Connolly, Barry Anton (Chair), Kris Bartanen, Nancy Bristow, Hart Edmonson, Robin Foster, Bill Haltom, John Hanson, Priti Joshi, Julie McGruder, Ana O'Neil, Hans Ostrom, Amy Ryken, Ross Singleton

Guests: Douglas Cannon (incoming Chair), Alyce DeMarais, Andrew Nierman, Mike Segawa, Brad Tomhave, Stacey Weiss (incoming Senator), Linda Williams

*M/S/P of the minutes of the April 30, 2007 meeting.*

### *Announcement*

Edmonson informed the Senate of his work on an alumni-student network and made a request for participation from faculty volunteers. While still in the planning phase, it would involve emailing an edited version of the trail to alumni and allowing for a blog-based means of communication between alumni and students (and faculty and staff?).

Haltom M/S/P a motion to reorder the agenda in order to consider some newer new business.

### *Request by Peter Wimberger regarding University Honors*

Wimberger noted that one of his best students (3.95 gpa) was not eligible for University honors because he did not take 28 graded units at UPS. The student entered with 4 AP units and took some P/F and activity courses. Wimberger requested that the Senate (1) reconsider the requirement of 28 graded units and (2) grant the student University Honors.

Brad Tomhave spoke to the issue. He noted that around 4 or 5 students might also have a sufficiently high gpa but an insufficient number of graded units. He explained that this is a faculty policy that the faculty could change and he suggested sending the issue to the ASC in the fall. The ASC could retroactively give University Honors to these students.

It was noted (by Dean Bartanen, perhaps) that the student in question has already graduated and thus there was no urgency to act before the graduation at the end of the current week. One particularly thorny aspect was the matter of pass-fail units. McGruder spoke in favor of keeping the numbers of such courses down. Haltom disagreed, seeing no harm in students using P/F to explore subjects outside their expertise.

After a bit of discussion, Ostrom M/S/P a motion to make this issue a charge to the ASC in the fall.

### *Retirement of John Finney*

Haltom introduced a motion (friendly amendment by Ryken), which was subsequently passed enthusiastically and unanimously, to honor John Finney. (See appendix A.)

Bristow M/S/P a motion whereby she volunteered to gather contributions for the purpose of purchasing a gift for John Finney.

*Report of the LMIS Committee (Appendix B)*

M/S/P receipt of LMIS Committee end-of-year report.

*Report of ISAC (Appendix C)*

Singleton was curious about the relationship between SAWG (the Study Abroad Working Group) and ISAC. DeMarais responded that it was a separate group.

Singleton followed-up with a question on the three categories of study abroad programs and the availability of financial aid. Williams responded that UPS financial aid is available for *Partnered* and *Sponsored* programs but not for *Approved* programs. She further noted that costs for study abroad programs are increasing sharply.

Anderson-Connolly asked whether the committee was looking at ways to change the nature of financing. He noted that the current categories of Partnered, Sponsored, and Approved refer to a curricular relationship, something independent (at least logically) to the question of student financing. DeMarais said that SAWG is looking into this.

M/S/P receipt of ISAC end-of-year report.

*Request for New Standing Committee on International Studies (Appendix D)*

Prior to the meeting ISAC submitted a written document proposing the creation of a new standing committee, the International Education Committee.

Speaking in support of the formation of the IEC, Williams noted that ISAC foresees a large volume of ongoing work in this area.

Joshi moved to support the formation of the IEC. Motion was seconded.

It was noted that it will require 75% of the votes at a faculty meeting in order to change the bylaws.

Hanson supported the general idea but wanted to work with the language before taking a bylaws change to the full faculty. Williams added that it was the hope of ISAC that the Senate would take their work as a start and modify as appropriate. Ostrom echoed Hanson and suggested moving slowly on this.

Singleton added a friendly amendment to make this an item of business for the Faculty Senate in the fall before it goes to the full faculty.

Ryken asked about the relationship of this new committee to the Curriculum Committee and what moves a committee to “standing” status. Hanson suggested that a standing committee has significant and ongoing work. Foster added that the idea for a new committee came out of the CC. The CC had too much other work to give the proper attention to international studies. Ostrom suggested that part of the work in the fall will be to establish the boundaries between the IEC and the CC.

Bartanen offered another friendly amendment: to extend the existence of ISAC for another year as the Senate and faculty charter the IEC.

The final version was passed. Here is the secretary’s attempt to fully yet parsimoniously state the motion:

The 2007-08 Faculty Senate will deliberate upon the construction of an International Education Committee, modeled upon the structure recommended by ISAC. ISAC shall continue to exist during 2007-08.

*Report of FAC (Appendix E)*

Haltom raised a point of order. He noted that the bylaws (Article V, Section 5, Part C) stipulate that the chair deliver the end-of-year report to the Senate. Yet the FAC did not elect a chair. Thus the presentation of the report by Dean Bartanen was in violation of the bylaws.

Bartanen suggested that the bylaws could be amended. In the self-assessment the FAC decided against electing a chair. Furthermore, this violation is a technicality that did not affect the outcome of any deliberation.

Haltom noted that the bylaws were changed to conform to our new electronic voting system. He stated that the FAC could spend five minutes at the first meeting to elect a chair with only one duty – to deliver the report to the Senate. He accepted the point that the absence of a chair had no material impact but maintained that it is important to follow the rules.

Chair Anton offered that Article V, Section 5, Part B permits that a motion to receive the end-of-year report shall be in order.

Ostrom motioned and (someone) seconded: To receive the FAC end-of-year report and ask the FAC to select a chair in the fall.

Anderson-Connolly suggested that an alternative solution to making the FAC choose a chair is to change the bylaws permitting them to work without one. Joshi inquired as to the FAC’s reason for eschewing a chair. Bartanen replied that it was in order to create an environment where the members were regarded as equals.

Anderson-Connolly stated that he supported Ostrom's motion but would bring up in the fall the issue of changing the bylaws to permit the current FAC practice.

The motion passed 8 votes to 2, with 3 abstentions. Questions of Dean Bartanen about the report were then in order.

Referencing point 9 of the report, Foster expressed some concern about the limited classroom visits (specifically, the fact that only the chair is involved) with the streamlined reviews. Dean Bartanen noted that the code is ambiguous on the issue and that the PSC will review this question next year. Foster suggested that we make it a specific charge.

Referencing point 2 of the report, Ryken wondered whether a longer cycle, say, five years, was a more appropriate review schedule for long-term instructors. Dean Bartanen said it was a question for the full faculty to address.

Bristow observed that the report is replete with information that the faculty should know. Was there a better way, she wondered, to get this information to them? Dean Bartanen noted that some of this gets into the document, *Faculty Evaluation Criteria & Procedures*.

#### *A Gift for the Chair*

As the agenda had run its course, Chair Barry Anton, ending his term as chair, was presented with a gift by his colleagues on the Faculty Senate and was wished a happy (semi-)retirement.

#### *M/S/P Adjournment of 2006-07 Senate*

At this point Anton and the other Senators whose terms had expired egressed.

#### *Commencement of 2007-08 Senate*

Doug Cannon, incoming chair, commenced an informal meeting of the 2007-08 Senate.

#### *Election of Officers*

Foster was re-elected vice-chair on the condition that the duties of the vice-chair be more clearly defined at the first meeting in the fall.

Hanson was re-elected secretary, expressing no interest in additional duties.

Chair Cannon announced that the executive committee will work with the Dean to place members on the various standing committees.

#### *Retreat*

The Chair noted that a Faculty Senate retreat has been useful in the past and suggested holding another during orientation week. There was broad assent regarding the value of this plan.

*Staffing*

Hanson asked whether the Senate had the full number of members. Chair Cannon noted that Haltom has a one-year sabbatical in 2007-08 and will need to be replaced. Hanson, noting the customary practice, informed the Senators that Jim McCullough was the runner-up in the recent election. Although the Senate could not take official action at that time, it was clear that McCullough would be appointed to a one-year term on the Senate during the first meeting in the fall.

At this point three members of the Senate revealed that they will have one-semester sabbaticals, all in the spring, next year. This was left as a problem to be solved in the fall.

*Final Adjournment at approximately 6:00pm.*

Respectfully submitted,

Richard Anderson-Connolly

Resolution  
In the Faculty Senate  
May 7, 2007

Whereas Dr. John M. Finney has served the University of Puget Sound as Associate Dean and as Registrar effectively, efficiently, and unstintingly for many years;

And Whereas the aforementioned Dr. Finney has assisted innumerable students, staff, faculty, and administrators in the University community with intelligence, grace, and great attention to detail;

And Whereas the self-same John Finney has strived to uphold the honor, integrity, reputation, and probity of the University of Puget Sound;

Therefore be it Resolved that the faculty of the University of Puget Sound extol, praise, and thank Dean John Finney by means of this instrument upon the occasion of his retirement from the aforementioned university.

## Appendix B

### Report of the Library, Media, and Information Systems Committee 2006–2007

To: Faculty Senate  
From: Andrew Nierman, chair  
Date: April 30, 2007

During the 2006–2007 academic year the Library, Media, and Information Systems (LMIS) committee addressed the specific charges given to us by the faculty senate as well as several additional topics. Our charges for the year were:

1. Meet with OIS and Library representatives at the beginning of each term to learn about upcoming decisions and changes relevant to LMIS.
2. Continue discussion regarding multiple-format journal subscriptions.
3. Continue evaluation of Course Management Systems, with an eye towards replacing Blackboard.
4. Continue discussion of establishing a copyright policy (in support of the Teach act).
5. Continue evaluation of “electronic classrooms” and wireless service.

As per faculty senate charges, OIS representatives (Norm Imamshah, Randy Thornton, and Theresa Duhart) and a Library representative (Karen Fischer) met with LMIS during each term to apprise us of new plans and changes. Representatives from OIS and the library also attended most meetings, which was very helpful and aided discussion. The outcomes for the specific charges above will be discussed in more detail later in the document. We discuss several topics explored by LMIS outside of these charges first.

#### Review of the Puget Sound Technology Plan and LMIS Recommendations to TPG

The LMIS committee reviewed the Technology Planning Group’s (TPG) “Puget Sound Technology Plan” (PSTP) at our December 1, 2006 meeting. LMIS proposed minor changes to the document, encouraging collaboration with faculty and other users as part of the overall planning process. Specifically, the following addition was suggested by LMIS as a “tactic” for achieving Information Technology Goal #1<sup>1</sup>, Objective #3<sup>2</sup>:

Maintain an ongoing dialog with the Library, Media, and Information Services (LMIS) committee concerning the selection and implementation of instructional technology resources and services. The LMIS committee will play an active role in any significant decisions regarding technology resources that are used by faculty.

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<sup>1</sup> Provide, enhance and maintain instructional technology resources and services to help faculty and students achieve excellence in teaching, learning and research.

<sup>2</sup> Ensure that the faculty has an effective and forceful voice in matters of instructional technology and that the faculty participates actively to define current and future technology needs for teaching, learning, and research, and discipline specific needs.

LMIS also wanted innovative use of technology emphasized more in the document. This view was shared with TPG by the LMIS representative, although specific language was not crafted for this recommendation.

#### LMIS Memo to Sherry Mondou Regarding OIS

A larger LMIS initiative that resulted from the review of the PSTP was a reflection on OIS and its effectiveness in serving the campus community. LMIS members viewed this as a key time to provide input to Sherry Mondou since the hiring process for a new director of OIS was just beginning. The key problem that LMIS identified was:

The user community (faculty, students, and staff) needs to be more involved in decisions made by and about OIS. This involvement should be through an open, deliberative process that seeks to achieve consensus among technology users, technology providers, and administrators regarding OIS policies, procedures, and budget.

As a starting point for discussion, LMIS provided three suggestions at the end of the memo:

1. The Vice President of Information Services and the Director of Instructional Technology need to be adept at working with users, not just technology.
2. Investigate whether structural changes, such as having the Instructional Technology group report to the Academic Vice President, would help make OIS more responsive to user needs.
3. Expand the recent review of OIS by seeking input from all user groups (faculty, students, and staff) and, in a collaborative process that includes representatives from these groups, develop a strategic plan to improve the Office of Information Services at Puget Sound. We also recommend that this process begin prior to the search for a new Associate Vice President of Information Services.

LMIS met with Sherry Mondou during our March 19, 2007 meeting to discuss some of these issues, as well as other thoughts germane to the hiring of a new director of OIS.

#### Disaster Preparedness

LMIS discussed the need for better university preparedness for power failures and other emergencies. Information was not readily available to the campus community during (or after) the power outages at the end of the Fall 2006 term. OIS reviewed some of its emergency procedures as a result of the outage, and there is an ongoing effort to improve telephone service in the event of power failure. LMIS should remain involved in this discussion in the future.

We now move on to a discussion of the specific charges identified by the faculty senate for the 2006–2007 LMIS committee.

#### **Charge #2: Multiple Format Journal Subscriptions**



Library representatives detailed current trends with respect to paper versus electronic journals. We provide a summary of the changing nature of both our spending and our usage patterns for journals.

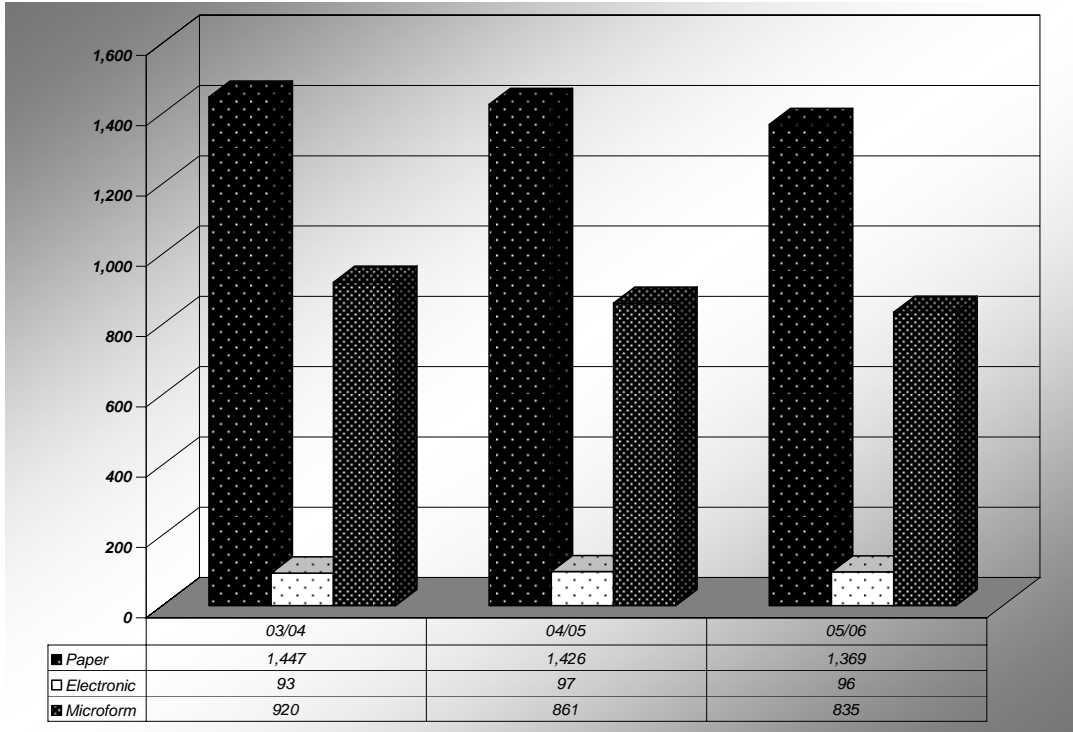


Figure 1: Number of individual subscriptions for paper, electronic, and microform titles (Note: one electronic subscription may provide access to hundreds of journals)

Short-term trends indicate that the number of paper journals is gradually decreasing; the number of electronic subscriptions is remaining relatively steady; the number of microform subscriptions is gradually decreasing.

The amount spent in each of these areas is seen in the next Figure:

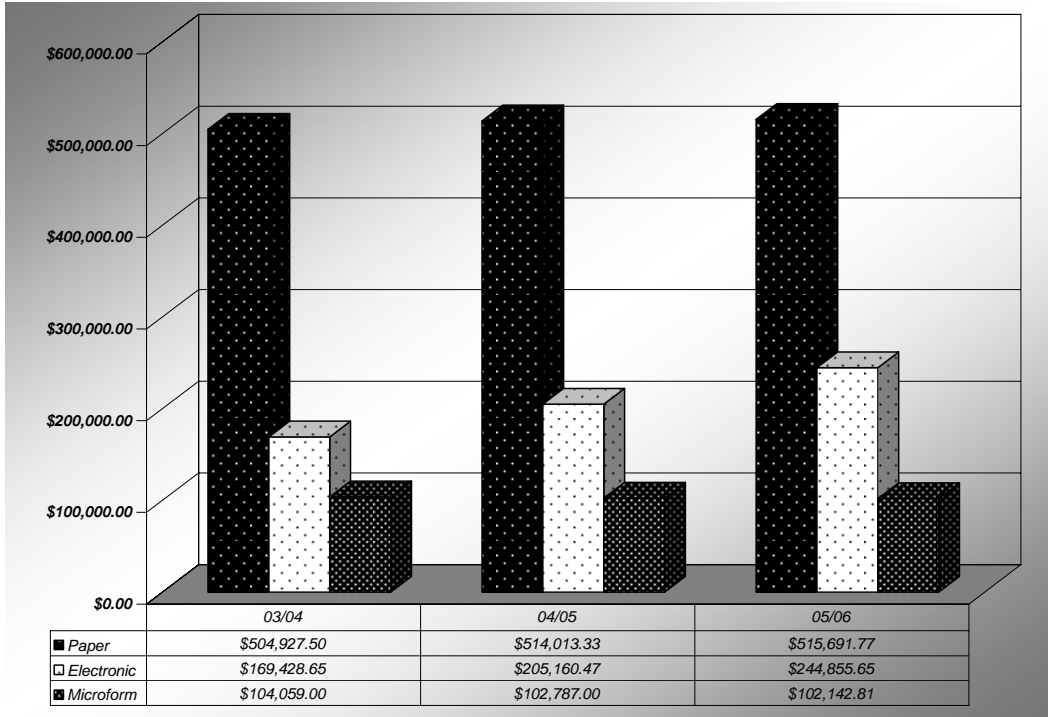


Figure 2: Amount spent on paper, electronic and microform subscriptions  
 Paper journal spending has been deliberately held steady (while number of titles subscribed to declines); the cost of electronic subscriptions is increasing; the cost of microform subscriptions is decreasing.

The number of individual periodical titles is shown below:

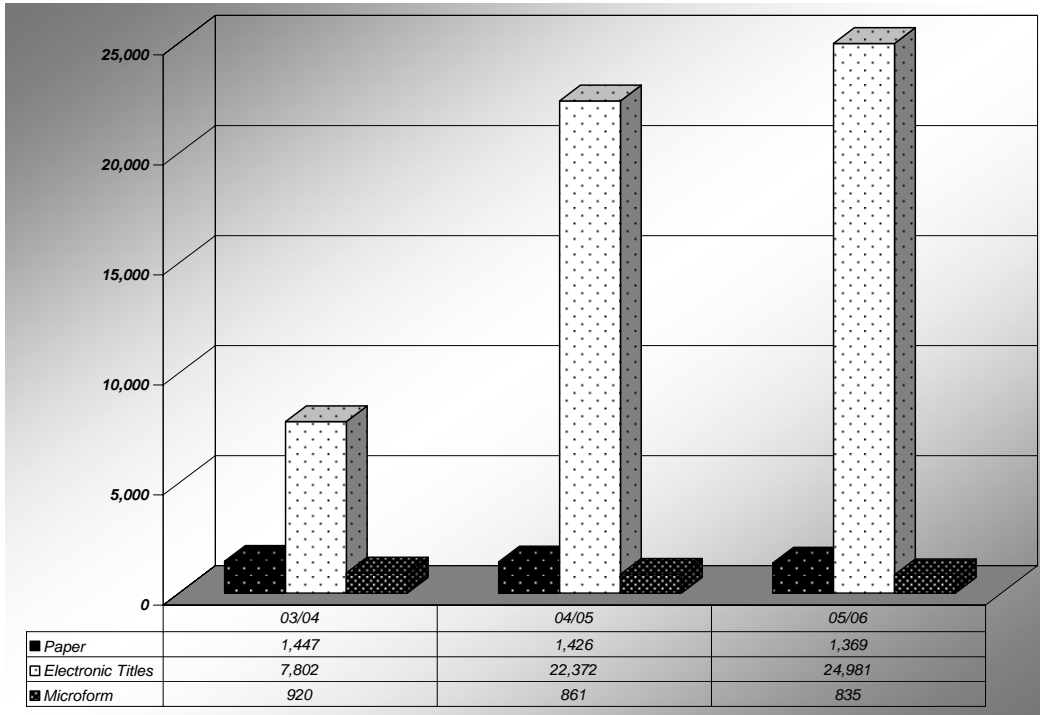


Figure 3: Number of individual periodical titles

The number of individual paper titles purchased is declining; the number of individual titles available through electronic vendors shows a large increase; and the number of microform titles is declining.

Based on analysis of electronic access data and re-shelving of paper journals, a growing trend is that students and faculty prefer to use journals in electronic format. This issue of paper versus electronic journals will continue for the next several years. The market place continues to change as vendors adjust to making a profit in an electronic world. The library will continue to analyze paper and electronic journal usage, as well as meeting with department chairs, to best direct spending for these resources.

### **Charge #3: Course Management Systems—Replacing Blackboard**

In response to the faculty senate's charge to explore course management systems, Professors Patrick O'Neil and Lotus Perry "beta tested" a possible alternative to Blackboard as a course management system. Currently there is a realization that Blackboard is rather inflexible in comparison to newer open source systems that are being rapidly adopted around the world. In addition, Blackboard is more expensive than these alternatives. Our intention is to look at several to assess the advantages and disadvantages of the most popular options.

This semester we worked with Moodle, which originates from Australia and has been widely adopted at a number of major schools. Patrick and Lotus used it for their Politics and Government and Chinese courses, respectively, testing out features such as document storage, assignments, grade functions and communication tools. While only scratching the surface, both faculty found that the system was quite flexible and easy for faculty and students to use. In addition, Patrick and Lotus used the system in very different ways, which underscored the ability to configure the system to serve specific and diverse interests.

While work on additional systems will continue in the fall, there is a consensus by those involved that newer open source options far outperform Blackboard, which is essentially obsolete and quickly becoming a hindrance to pedagogical change.

### **Charge #4: Copyright and Intellectual Property**

Two separate issues were explored with respect to copyright and intellectual property.

First, LMIS looked at the Teach act. The university needs to establish a statement with respect to fair use in order to comply with the Teach act. It is our understanding that a very simple statement, advocating use governed by copyright, would satisfy this requirement. A charge for next year's LMIS committee is to make this specific recommendation.

LMIS also engaged in a discussion of faculty ownership of scholarly work (research, curricular materials, etc.), and the lack of any university policies governing this

intellectual property. LMIS sees the need for a university policy as well as a modification to the faculty code. LMIS settled on the language suggested by the Special Committee on Distance Education and Intellectual Property Issues of the American Association of University Professors:

Intellectual property created, made, or originated by a faculty member shall be the sole and exclusive property of the faculty, author, or inventor, except as he or she may voluntarily choose to transfer such property, in full, or in part.

Possible exceptions to this policy were discussed, but LMIS members settled on this simple policy rather than a more complicated policy with exceptions and/or stipulations. This simple policy is likely to work well in most anticipated scenarios.

A charge for next year's committee is to present this statement to the faculty and faculty senate.

### **Charge #5: Electronic Classrooms and Wireless Service**

In the preceding academic year, LMIS produced a prioritized ordering of classrooms for conversion to "electronic classrooms". McIntyre 202, 204, and 212 were scheduled for conversion for this year based on that prioritization. Based on a presentation by OIS, these rooms were budgeted for a projector, a computer, and other AV equipment. LMIS recommends that the conversion of future classrooms consider a more minimal setup, with a projector and connections for a laptop computer. In fact, some of the electronic classrooms in Thompson have this more minimal (and less expensive) setup. This setup would allow us to convert more classrooms, and also reduce the upgrade and replacement costs. Clearly, there may be issues with this approach if a faculty member does not have access to a laptop. On a related note, LMIS identified that replacement of these e-classroom components needs to be planned for as a recurring item in the annual budgets.

On several occasions LMIS members have discussed the need for a "sandbox" to try out new teaching technologies (smart boards, clickers for audience voting, simultaneous display and marker use, etc.). Classroom space would be needed, as well as the equipment itself. The first step in this regard may be to bring in vendors to meet with LMIS and interested faculty. Also, some faculty have experience with newer technologies than currently in use at UPS and could help identify useful tools. In the past, requests have been made to the Budget Task Force, but were not funded. It was deemed appropriate to repeat this request.

Many students expect near-ubiquitous wireless access on campus, and in the recent past LMIS has recommended increasing wireless coverage as a high priority. New construction such as Thompson Hall will likely have wireless included as part of the budget. This year, the President provided money for McIntyre and Howarth wireless upgrades from contingency funds. Members of the LMIS wireless subcommittee would suggest consideration of lower cost wireless access points than what has been used in the past. This may help to speed the coverage on campus.

It should be noted that some faculty members are reticent of ubiquitous wireless access, and wireless access in the classroom. Faculty may have a harder time competing for student attention, and more access may place a strain on an already saturated network. Some faculty already have difficulty presenting more network intensive materials in class due to network congestion problems. This is an issue that should be pursued by LMIS in the future.

**Recommended charges for next year's LMIS committee:**

We recommend a charge to LMIS to...

- meet with both OIS and library representatives early in the term about upcoming changes and plans for the term.
- finalize statements to present to faculty, and the faculty senate, with regards to intellectual property ownership by faculty. This should be done early in the fall term, since potential changes to the faculty code might take substantial time.
- review policies related to the Teach act and to encourage a statement by the university so that we are in compliance with the Teach act.
- continue course management software evaluation.
- continue the review of paper versus electronic subscriptions by the library.
- review wireless usage and access on campus. The committee should continue to explore the potential negative impact of ubiquitous access.
- participate in the technology budget cycle as laid out by the Technology Planning Group during the spring term.
- be closely involved in the hiring of the new OIS CIO/CTO position and the OIS head of instructional technology position.
- be closely involved in the hiring of the new director of the library.
- investigate options for backup of campus PCs.

## Appendix C

### INTERIM STUDY ABROAD COMMITTEE 2006-2007 REPORT

**Committee Members:** Alyce Demarais, Jannie Meisberger, Mike Segawa (replaced by Donn Marshall), Emily Steiner, Barry Goldstein, Pat Krueger, Jonathan Stockdale, Kent Hooper, Andrew Gardner, Lynnette Claire, Linda Williams (chair)

**Background:** the Interim Study Abroad Committee experienced nearly a complete turnover in membership this year. The one faculty member who remained on the committee came with a semester of experience. Consequently, some time was needed to familiarize the committee members with the history, charges, previous deliberations and decisions, and current goals of the committee. Work in our bi-weekly meetings was divided (unevenly) between addressing ongoing responsibilities (selection committee, review of new programs, myriad issues brought by faculty, students, and the Office of International Programs), and negotiating the remaining original Senate charges. The prevalence of the former prompted our vote to recommend the Interim Study Abroad Committee for standing committee status (as described below). In addition to general maintenance responsibilities (see below), the committee's tasks for the year included reviewing existing programs (100+) and making a recommendation to either disband or recommend that ISAC become a standing committee.

#### **General Maintenance Responsibilities:**

*Selection Committee.* On non-meeting weeks, the selection committee, comprised of Jannie Meisberger, the *ex-officio* of the Dean of Students, and three faculty members, met to review student study abroad applications that had been flagged for academic or other reasons.

*Review of new programs.* Many new programs were brought forward by the Office of International Programs and faculty members. These reviews and deliberations are summarized below.

*Assisting the Office of International Programs* in the streamlining processes and other requests from the OIP (including student-initiated program requests, Faculty Development Nominations, etc.)

#### **Action Taken 2006-2007:**

##### ***Program Review/Approval:***

In keeping with the original Senate charges of 2003-2004, the committee took action to approve programs in underrepresented geographic regions and for underrepresented majors. We were aided in this by data collected and graphed that indicated the numbers and majors of UPS students who study abroad, as well as the regions where they chose to study.

*New Programs Approved:*

Semester Programs: SIT Oman  
IES India  
IES Amsterdam

Santiago de Compostela  
IES Quito – on a provisional basis  
SIT Peru – on a provisional basis

Summer Programs: IES Melbourne  
IES Milan  
Denmark International Studies  
IES Rome  
IES Tokyo  
IES Barcelona  
IES EU  
IES Quito  
SIT Uganda/Rwanda  
IES Santiago Health Studies program

### *Changes*

The most significant change came with the approval for all existing SIT programs to change from “Approved” to “Partner” programs, enabling students to use their financial aid on those programs. These programs serve students from a variety of disciplines, but particularly those interested in Anthropology.

The Temple University Rome program status changed from “Approved” to “Partner.” This program serves students majoring in Studio Art and Art History.

### ***Program Evaluation***

We felt that specific criteria should be in place before embarking on an assessment of existing programs. The OIP would assess health, safety, and opportunities for intercultural learning. The Office of the Registrar, in collaboration with individual departments, would assess the academic compatibility of the programs. Student evaluations are an important tool for assessing the academic rigor of individual programs. While a mandatory return survey by students has been in place for some time, few students actually fill out this form. The committee discussed different means of encouraging compliance and determined that holding the processing of study abroad units until such information is obtained would be effective. This option needs to be discussed with both Kathleen Campbell and Brad Tomhave

Jannie Meisberger and Alyce DeMarais initiated the process of prioritizing the evaluation process and undertook an initial pruning of the program offerings, suspending programs with clear problems (such as appearing on the State Department warning list).

The committee further decided to cut duplicate programs, and determined that information used to assess programs would be three-fold, based upon:

1. Academic course review report from the Registrar’s Office
2. Student evaluations to faculty and ISAC (or IEC)
3. OIP review of health, safety, and issues “beyond the classroom”

***Other motions/decisions:***

-Approved the creation of a database in the Office of the Registrar that indicates commonly approved courses.

-Determined that students may study abroad for a year. Students may determine the sequence of their study.

-New program requests may be initiated by students, faculty, or OIP staff. Forms are available in the OIP office; initiators should allow four months for program evaluation.

-We were apprised of the different faculty program review missions and reviewed their reports when submitted:

IES Amsterdam, Kent Hooper

SIT Oman, Lisa Ferrari

Spain (Educational Trade Mission tour), Mark Harpring

IES Siena/Milan, Duane Hulbert

SIT India, Bill Kupinse

ILACA London, Jannie Meisberger

-Voted to recommend the ISAC as a standing committee, given the input from the OIP staff members who appreciate faculty input on policy issues, continuing workload, interest in global education, and need for faculty input in the evaluation and designation process of programs. Specific tasks would include:

Existing program reviews, with revisits every 3-5 years

New program reviews as they arrive

Global Citizenship advisory role

Streamlining the selection process for admitting students into specific programs

Selection of students for study abroad programs

Review of UPS faculty led programs

Review of transcripts, residency and other "one-time" questions

Assisting in the development and updating of the database of approved programs and student participation in past programs

Clarify, simplify, and justify the various categories of financial arrangement (sponsored, partner, approved)

Change the existing membership structure of the new International Education Committee to include one more student member and remove the explicit requirement that included a faculty member with study abroad leadership background. Faculty members and the two student members would have voting rights. Staff and *ex-officio* members would not.



The following issues introduced in the past three years are still under discussion:

- Transcribing of study abroad courses. We will continue negotiations on this question in the fall of 2007.
- Pricing questions. The designation of sponsor, partner, and approved is largely based on financial aid and cost to the student and the University. A new task force, the Study Abroad Working Group (SAWG) has been formed by the administration to address issues brought up in the President's Cabinet meeting. Members include Alyce DeMarais, Jannie Meisberger, Maggie Mittuch, Ava Brock, Brad Tomhave, and Shane Daetwiler.

The following items in the original 2003-2004 charges from the Senate have not been completed:

*-To establish a clear set of guidelines for creating study abroad programs by Puget Sound faculty. (Currently under construction by the OIP).*

*-Explore the creation of a scholarship fund to help students meet the extra costs of studying abroad. We felt that this might better come from the Alumni Office rather than faculty. It might also be reviewed by the SAWG.*

*-To consider extending the grant of residency credit to all study abroad programs, both "approved" and "affiliated." While the terms are old designations (changed in 2005-2006), the question remains.*

## Appendix D

2 April 2007

From: The Interim Study Abroad Committee  
(Faculty Members: Lynnette Claire, Andrew Gardner, Barry Goldstein, Kent Hooper, Pat Krueger, Jonathan Stockdale, Linda Williams, chair)

To: The University of Puget Sound Faculty Senate

The Interim Study Abroad Committee, formed in 2003 at the suggestion of the Study Abroad Task Force (convened by the Senate), is nearing the end of its fourth year of existence. A year-end report (forthcoming) will relate the progress made by the committee during the 2006-2007 academic year. At the end of the initial three-year period, as noted at the inception of ISAC in the fall of 2003, the Senate was to determine whether the tasks of the Interim Committee should then be delegated to other standing committees or to compose a formal standing committee dedicated to all facets of study abroad, including student programs, exchanges, and UPS faculty-developed programs. The Interim Study Abroad Committee would like to request that the Senate compose the latter, a standing committee to be called the International Education Committee.

### A) Proposed duties:

1. Review existing programs and prune where necessary. (Criteria and assessment instruments have been developed and/or refined over the past year).
  - a. Ensure that the policies reflect Puget Sound's educational goals and standards
  - b. Maintain for our students accessibility to a broad range of study abroad programs in terms of geography, academic interests, and costs.
2. Using data collected, continue to assess programs every three to five years.
3. Represent the interests of the faculty in international education, advising and advocating for academic oversight in international programs.
4. Assist the Office of International Programs with the process of student selection for study abroad, reviewing transcripts and applications.
5. Review new program proposals initiated by students with faculty support, submitted following clearly articulated and accessible guidelines.
6. Continue to assist the transcript evaluator to develop and update a database indicating courses approved by different departments on campus.
7. Review UPS faculty-led program proposals and evaluate said programs
8. Serve in an advisory role for the UPS Global Citizenship Initiative
9. Assist the Office of International Study in any other advisory matters
10. Field existing and new singular issues as they arise or are brought forward by students, faculty, and staff members. (transcript question, residency, clarifying and justifying the various categories of financial arrangement).

- B) The Committee would consist of the following twelve members:
1. *Seven members of the faculty* selected in accordance with procedures for other standing committees. Faculty members should be chosen to guarantee participation from a wide variety of disciplines.
  2. Ex-officio: *Dean of the University* or a member of her/his staff. The Dean of the University or representative will participate in deliberations of the International Education Committee, but will not participate in the student selection process and will not have a vote on the Committee.
  3. Director of International Programs. The Director of International Programs will participate in deliberations of the International Education Committee, but will not have a vote on the Committee.
  4. Ex officio: Dean of Students or a member of her/his staff. The Dean of Students or representative will participate in deliberations of the International Education Committee, but will not be a voting member on the Committee. The DOS representative will participate in the student selection process, reviewing all student applications and consulting with the IEC selection committee in specific cases where issues of behavior and conduct are relevant to the selection process.
  5. Two students selected in accordance with usual ASUPS procedures. The student members will be fully participating members in deliberations and votes of the IEC, but will not participate in the student selection process.

Appendix E

May 7, 2007

TO: Faculty Senate  
FR: Faculty Advancement Committee  
RE: Annual Report, 2006-2007

The Committee’s Work

The Faculty Advancement Committee this year will have reviewed the following number of evaluation files:

<i>Full Review by the FAC</i>	
Tenure	5
Tenure and Promotion to Associate	3
Promotion to Associate Professor	4
Promotion to Professor	4
Three-year Assistant Professor	13 <sup>3</sup>
Five-year Professor	5
Three-year Associate Professor	1
Three-year Instructor	9
<i>Total</i>	44
<i>Streamlined Review by the Dean</i>	
Five-year Professor	13
Three-year Associate Professor	2
Three-year Visiting Assistant Professor	2
<i>Total</i>	61

There are still evaluations in process and to be forwarded to the Board of Trustees at the May 2007 meeting. The Advancement Committee met four hours per week from October 4 through December 15 and from January 17 through March 28; the Committee has met six hours per week for the month of April and hopes to conclude its work for the 2006-2007 year by May 11. Committee members’ work outside of meeting times is extensive, estimated at 36-40 hours per month.

At this point in time, 60 faculty members are scheduled for evaluation in 2007-2008.

Issues and Recommendations

1. The Dean has requested of the Professor Standards Committee an interpretation to affirm her ability to request the assistance of Associate Dean Sarah Moore in conducting reviews that do not involve change in status. This is not a move to have the associate dean join the FAC, but only to have the associate dean participate in “streamlined” reviews. Should any issues arise in such reviews, the Dean would participate fully in review of the file.

<sup>3</sup> One assistant professor resigned prior to the file coming to the FAC.

2. The FAC suggests that the faculty consider including ongoing three-year Instructor evaluations among those that may be conducted under provisions of Chapter III, Section 5 of the *Faculty Code*. There are twenty-two faculty members who hold ongoing Instructor positions. Most of these are continuing, non-tenure-line positions created in the 1980s to meet lower division teaching needs created by the Core curriculum; a few are positions created to meet particular professional needs in the graduate programs. The average length of service of ongoing Instructors at this point is 21.5 years, with a range of 14-28 years of service. This year the FAC evaluated nine Instructors, most of whom have taught here for more than twenty years; we noted the significant amount of time most of their departments devoted to a full set of class visits, letters, etc. We suggest that ongoing Instructors, perhaps once past twelve years of service, could choose to alternate “streamlined” and “full” reviews, as permitted for full professors. Further, we suggest that the calendar (due dates) for all “streamlined” reviews could be amended so that not all such reviews fall in the spring semester.
3. The FAC reminds colleagues that it is that individual letters and departmental deliberative summaries apply, and provide a clear evaluative judgment of, the criteria for tenure and promotion as articulated in Chapter III, Section 3.d. and 3.e. of the *Faculty Code*. The *Code* requires for a positive tenure recommendation affirmative evidence both of excellence in teaching and in professional growth, a record of service, and demonstrated need. The *Code* requires for a positive recommendation for promotion to full professor evidence of distinguished service in addition to sustained growth in the areas of teaching, professional growth, advising, university service, and community service related to professional interests and expertise.
4. The FAC reminds colleagues that, as articulated in the Professional Standards Committee document, *Faculty Evaluation Criteria and Procedures*, faculty being evaluated are asked to include in their evaluation statement a discussion of professional objectives, both short-term and long-term. The FAC noted in some files this year that relatively little attention was given to articulating a clear research/creative work plan for the future.
5. The FAC reminds departments that the evaluation process is both formative and summative; in other words, an evaluation is a time both for constructive feedback and for an evaluative judgment on the quality of a colleague’s performance. Departmental colleague letters and deliberative summary letters that only forward glowing conclusions without offering honest and appropriate feedback in light of articulated departmental expectations, particularly for faculty members who are still advancing on pathways to tenure and promotion, may be missed opportunities to support those colleagues toward satisfying and productive careers at Puget Sound. This is particularly important when there are areas of improvement that are glossed over or left unaddressed. Furthermore, departmental evaluations which affirm an evaluatee as “stellar” without rigorous consideration of evidence and reasonable expectations may send confusing signals for junior colleagues.

6. The FAC received, by way of the Dean, some general questions from members of the Board of Trustees regarding expectations for peer-review publication and creative scholarship, pre-tenure promotion to associate professor, and early tenure. The Advancement Committee, due to its workload, did not have time to address these questions and suggests that they may be more appropriate for consideration by the Faculty Senate or the Professional Standards Committee.
7. The work of the FAC would be helped if departmental colleagues (a) accurately date their evaluation letters, (b) specifically document class visits, (c) make sure evaluation letters are signed, and (d) follow published and PSC approved departmental guidelines. The FAC is called upon by the *Faculty Code* to affirm a file demonstrates that departmental and university procedures have been followed before turning to substantive consideration of the file. Each time the FAC has to stop its work to check-in with a department on matters of procedure, or document variations in procedure, the committee's work is slowed. Often these are relatively "minor" procedural matters that could have been addressed before the file came forward to the committee.
8. The FAC reminds colleagues that, while the *Faculty Code* permits faculty members to send evaluation letters directly to the dean, the FAC must write a summary of these letters and notify the evaluatee of the name(s) of the writer(s). Thus, if there is only one such letter in a file, maintaining confidentiality of the source of comments is not possible.
9. In terms of colleague visits to observe teaching, while more than one colleague visiting more than one class is required, an ongoing pattern of visits is better demonstrated by colleague visits to multiple courses and across a range of dates during the evaluation period. We do not mean to suggest by this that the FAC would make an evaluation decision on how a pattern of visits appears in a file, but only invites departments to consider how they can provide the best feedback for and assessment of candidates being evaluated. In the absence of colleague observation, the FAC may be more reliant on student course evaluations in coming to evaluative judgments. The FAC suggests that colleague visits include the range of courses an evaluatee teaches.
10. The FAC saw submitted this year a few sets of course materials or other documentation (particularly for faculty members in the arts) on CD-Rom. The committee found the CD a useful means of communication. Scanning course evaluations for the FAC is unnecessary, since the committee reads the white copies retained in the dean's office. Other evaluatees elected to open selected course materials to the FAC via a password protected section on Blackboard rather than print out or photocopy extensively; the committee supports this approach, if applicable, as a resource sustainable practice.

11. The FAC observed in some files a paucity of teaching materials. The committee does refer to teaching materials as part of its evaluation of a file, particularly when there are questions raised by colleague or student evaluations. While we do not mean to suggest that faculty members must submit everything that they might use in teaching their courses, we do offer the reminder that the *Faculty Code*, Chapter III, Section 4.a.(1)(a) and (b) suggests that the evaluatee is responsible for providing teaching materials and that colleagues are called upon to examine course materials.
12. The FAC notes that colleague letters offer perhaps the very best opportunity for a faculty member to enrich the understanding of other colleagues and/or FAC members about the particular strengths or challenges of an evaluatee's file. For example, a colleague letter that provides a descriptive summary of student evaluations is less helpful than a colleague letter that provides analysis and synthesis regarding teaching effectiveness and forwards an assessment of evaluatee performance. Similarly, for example, a colleague letter that lists what can be read on an evaluatee's curriculum vitae is less helpful than a colleague letter that helps readers to understand the quality and significance of scholarly work or the caliber of publication or performance venue. The Faculty Code, Chapter III, Section 4.a.(1)(c) calls upon all of us to make substantive assessments of evaluatee performance.

The Faculty Advancement Committee reads many files across all ranks and disciplines of the faculty that are, quite simply, stunning in the eloquence with which colleagues' discuss teaching, powerful in terms of evidence that excellent scholarship fuels good teaching, and humbling in the range and depth of colleague contributions across many dimensions of service to department, campus, and community. We are very proud to serve as members of the Puget Sound faculty.