

Minutes of the September 8, 2015, faculty meeting

Submitted by Amy Spivey (2015-2016 Faculty Secretary)

I. The meeting was called to order at 4:01 p.m. in McIntyre 103.

II. M/S/P approval of the minutes of March 10, 2015, and April 14, 2015, without comments or corrections.

III. Announcements

1. Alisa Kessel – This Friday from 4-7 p.m. there will be a party at the Clubhouse. All faculty members and non-student staff are invited.
2. Jennifer Hastings – The Physical Therapy clinic is open for the fall. Campus members may refer themselves for treatment.

IV. Questions regarding reports from the President, Academic Vice President, and Chair of the Faculty Senate

There were no questions from the floor about these reports, which are attached as appendices to these minutes.

V. Information about our new students (Ellen Peters, Director of Institutional Research)

(See slides and notes in Appendix E of these minutes for details.)

Comments from Ellen Peters

Students took this survey (CIRP, from UCLA) during orientation. Her office has compiled a sample of the results from the new freshmen responses from orientation. She talked about the students' educational profiles (public high school vs. private high school, number of AP courses taken), college choice (with 64% of students saying UPS is their first choice, over 50% say that finances are some or major concern for financing their education). She presented data on the students' highest degree aspiration. Most want to go on to graduate school - about 20% for doctorate, 50% for Master's. This is slightly lower than in past years.

She also presented data regarding students' self-ratings in a number of areas. In general, students are very confident about their own abilities. She discussed areas such as critical thinking and the ability to manage time effectively.

She showed four slides on what CIRP calls "habits of mind". The questions were phrased similar to, "How often in the past year did you..." The survey results for these questions were all about the same as in prior years.

She also presented the results from a question about "very important" reasons for attending college. The first three highest choices were all about learning about the world around them (over career preparation, for example).

The final data were about what was "essential" or "very important" personally to students. Here, these preliminary data show some changes from previous surveys. For example, in 2012, "Helping to promote racial understanding" was 35%, but now it's 50%. This could be due to what's been happening in the media, but it's a change. "Influencing social values" was 38% and is now 47%.

Questions and comments from the floor

1. Lisa Ferrari noted the differences between how students ranked making money and being well off financially on two of the slides. On the first slide, it's lower (with 50.8% of students saying that "to be able to make more money" was an important reason to attend college) and on the second one it's higher (with 62.8% saying that "being very well off financially" was personally very important to them). (See final two slides in Peters' presentation in Appendix E of these minutes.)
2. Suzanne Holland asked if the data had been broken out by gender or other categories. Peters responded that they haven't done that yet, but they will.
3. President Thomas commented that in meetings with the Cabinet, they have spent time looking at other data from our admitted students (who came and who didn't). When students rated their learning priorities, the highest rating went to "experiential learning", and the second-highest was "time with faculty". Other things like "study abroad" came in high, too. Students were asked to assess Puget Sound's strength in each category, and the results depended on whether the students matriculated or not (high ratings if they did).

VI. Experiential learning update (Kris Bartanen, Academic Vice President)

Comments from Dean Bartanen

There were suggestions at an earlier meeting for the Dean to address one strategic topic at a time in faculty meetings, so this discussion is in response to that suggestion.

Renee Houston is leading the experiential learning team, and Lisa Nunn, Landon Wade, and Alana Hentges are participating on the team to lead this. We have a vision statement about experiential learning. We want to learn from pilot programs and courses that people have been doing (Barry Goldstein and others for study-away, internships, campus employment, undergraduate research, etc.). Some work is beginning. The department chairs have looked in three of their meetings at an "experiential landing" web page, which can be found at <http://www.pugetsound.edu/academics/experiential>. Funding from Mellon Foundation will help support advising workshops on experiential learning. In addition, the Curriculum Committee will be looking into how to help faculty develop new courses and experiential learning opportunities.

Bartanen handed the floor to Renee Houston.

Comments from Renee Houston

She has been working on this for 2 weeks only.

- 1) Experiential learning is student-centered. We are already doing this, with study abroad, Race and Pedagogy, etc. We aren't really adding anything new.
- 2) Experiential learning is not one-size fits all. There are other initiatives out there (on other campuses) where all students do the same thing, but that's not what we are doing here. We want to include opportunities for reflection for students.
- 3) Experiential learning is not going to be mandatory for faculty to do.
- 4) One question that we'll be asking is "How do we talk with students in advising about experiential learning and taking advantage of things that are already happening?" We are doing this already. We want to look within departments about what is already happening there, and also find out what is happening across campus. The "experiential landing" web page will help students find information about what is already happening.

5) Students look to us as authority figures, and care about what we think is important. It's good for us to speak positively about this.

Questions from the floor

1. Jonathan Stockdale – What defines experiential learning versus non-experiential learning? Is everyone in a science lab doing experiential learning? Is every music student doing experiential learning, or not yet? Where do we draw the line? Renee – We are trying to learn about that. We plan to talk to other universities, ask the students about what is meaningful to them, and ask what are some of the common themes over different types of experiences.

Bartanen – One thing important to the experiential working group is that the process that students undergo as they reflect on their experiences can make a difference between students just “having experiences” and “experiential learning”. There are ways to encourage students with on-campus jobs, etc., to reflect on their work. Reflection is important. When Jeff Matthews was talking with people, he used “recognize” and “reward” as ways to think about experiences students are already having. Ultimately, we want our students to graduate able to articulate a narrative for themselves of what they are capable of doing and what their liberal arts education has given them. We want them to know what they can do and how their experience has contributed.

2. John Hanson – “What is the difference between experiential learning and good old-fashioned learning?” It's fuzzy. Where do we draw the line?

3. David Sousa raised a question about the administrative positions that have been created to support experiential learning. Did faculty discussions lead to the experiential learning positions? How did they come about?

Bartanen – As we have been trying to think about how to offer experiential learning opportunities to more students, someone has to do that work. For example, if we want grant support, we need someone to direct that. So, we applied for funding to enable someone to help move experiential learning forward in a three-year position, so that they don't have to do another job on top of their current job without any support. In this case, we have also received funding for a little bit of staff to help Renee Houston with some of the work. To move initiatives forward, we needed some assistance to accomplish that. The current associate deans are stretched thin.

4. Monica Dehart – How do we use your (Houston's) office now? Is it to disseminate information? Coordinate things that are happening?

Houston – Right now, I am listening to what people are already doing. We're trying to understand the full range of what is happening already on campus. The grant has some curricular development money that would support new things, but right now we are listening to what is happening and figuring out how to build in reflection for the students.

5. Eric Scharrer– I am concerned that we are “chasing after the latest thing”, and that this will cut into existing programs like the Summer Science Research Program. We don't want that to get lost, since it's a great experiential learning experience.

Bartanen – The Summer Science Research Program is an outstanding model of experiential learning and will still be funded through the Sunil Kukreja's office, as it is now. Student summer research (all disciplines) is really important, and we are incorporating as a fundraising goal more funding to support summer student research. For example, we have no funding right now for

students to go do an unpaid internship if they also need to make money during the summer. We certainly don't want to diminish experiential learning that is already happening. However, we have "pockets of greatness" that aren't being accessed by all students. Some of it involves curricular change, too, like making things more flexible than just programs that fit into the 16-week semester. We want students to apply their learning in a variety of ways and be able to talk about that.

6. Xiaxin Hong – Is this initiative about risk-taking? How to encourage students to take risk? Can we think about this as the narrative? Should the philosophy be "trial and error"? How about "come here, take risks, learn who you are"? Students read books, but here they can be the authors of their own lives.

VII. Open forum discussion on the presidential search (Ariela Tubert, Faculty Senate Chair)

President Thomas excused himself at 4:45 p.m..

Tubert commented that notes from today will be sent to the search committee and the search firm. You can say anything you want, but three questions we might consider are: 1) What are the attractions? What makes UPS unique? 2) What are the priorities? What needs attention? 3) What attributes, leadership qualities that we want in the new President?

Stephen Neshyba – I want to see a president who wants to think about "preparing for climate change," as in preparing for a zero-carbon footprint.

Rich Anderson-Connolly - Economic inequality among faculty and staff, particularly differences between executive compensation and other compensation, workplace democracy (giving students and faculty a voice on the board of trustees).

Ariela Tubert – Clarified that Alisa K, Andy Rex, and Nancy Bristow are on the search committee.

Jennifer Hastings – More voice for the graduate schools.

Suzanne Holland – Asked Alisa Kessel to share a story.

Alisa Kessel – Read a story today about a college president who didn't fit well with the university culture.

Heidi Orloff – What makes us unique? What has been said? It's hard sometimes to say what makes us unique.

Nancy Bristow – We could repeat back what was said before. One piece was about location, including Tacoma and our natural environment. Another piece has been closeness to faculty and opportunities to learn alongside your faculty. We'd like to hear new thoughts, too.

Orloff – Someone told me when I started teaching here that "anything you dream of, if you put it on a list, in three years, you'll get it". And it's happened. I can dream up ideas, and the answer is always "Yes". It's great for people to be open to new ideas. If you do your groundwork first, this place can be SO supportive. Others have had other experiences, but I want someone who will honor that. Support faculty ideas.

John Hanson – I agree 100% with Heidi, and I tell that to new faculty. We can help you make things happen. The bureaucracy is small, and it's doable. We've got lots of resources, but we are stretched for time. If there's some way to help faculty to have more time to do things, that would be great. It'd be nice to feel less stretched for time.

Carolyn Weisz – What makes us unique is the range of ability and experience among our students. We have such a range, and that makes us unique. We have some students who really struggle and

have a hard time making the benchmarks. It's challenging to figure out how to move forward with the student body that we have.

Eric Scharrer – Want to find ways to shrink the gap between tuition and student need.

Jennifer Hastings – I want someone who speaks well. The president is the image of the school, and they need to be an engaging speaker.

Renee Houston – Priorities? A president who continues to try to diversify the student body economically, racially, etc.

Stephen Neshyba – I want to see continued priority on engagement in the community. We may take that for granted because it's been a priority for President Thomas, but that may not be the case for the new president.

Suzanne Holland – I want to see a President who is supportive of faculty load issues (release units, teaching load, etc.). When I came here President Pierce and the trustees were talking about that, but nothing has happened.

Jennifer Utrata - I would like to have a president who has been a faculty member. I want them to be attentive to the culture of different departments and sections of the campus and the fact that this is a collegial place to work. I want the president to be aware of the competing pressures of being a faculty member, like research, teaching, etc., and for them to feel like “lots is possible” when it comes to faculty time and teaching loads.

Nikisha-Renee Jones (ASUPS Pres, member of Presidential Search Committee) – I want the president to adapt to the needs of the campus. Students want to explore other cultures and other countries, and I want a president who will prioritize the needs of current students and their interests.

VIII. M/S/P 5:04 to adjourn.

Appendix A – Attendance

Faculty members

Rich Anderson-Connolly
Kris Bartanen
Nancy Bristow
Gwynne Brown
Alva Butcher
America Chambers
Monica DeHart
Alyce DeMarais
Lisa Ferrari
Lea Fortmann
Megan Gessel
Bill Haltom
John Hanson
Jennifer Hastings
Suzanne Holland
Zaixin Hong
Renee Houston
Martin Jackson
Alisa Kessel
Krista Kotsis
Laura Krughoff
Sunil Kukreja
Grace Livingston
Tiffany MacBain
Jeff Matthews
Gary McCall
Tony Mullen
Steven Neshyba
Heidi Orloff
Emelie Peine
Matt Pickard
Andy Rex
Wayne Rickoll
Amy Ryken
Eric Scharrer
Adam Smith
David Sousa
Amy Spivey
Jonathan Stockdale
Tsunefumi Tanaka
Ron Thomas
George Tomlin
Ariela Tubert
Jennifer Utrata

Kurt Walls
Keith Ward
Stacey Weiss
Carolyn Weisz
Parker Woodroof
John Woodward
Rand Worland

Guests

Nakisha Renee Jones
Ellen Peters
Landon Wade

Appendix B – Report from President Ron Thomas



President's Report to the Faculty

September 8, 2015

We begin this year on a strong footing. We have concluded an historically ambitious and successful campaign that has enabled us to achieve the primary goals of our Defining Moments Strategic Plan. More importantly, the campaign has, as intended, put in place a robust constituent relations program and fundraising infrastructure that position us well for the future. In addition, for the third year in a row we have reached our net tuition revenue goals in a very difficult and competitive market. Finally, we have seen important curricular innovations over recent years and have some momentum this year (and generous grants from Mellon and Luce) to advance experiential learning, digital humanities and honors, and Southeast Asia field stations (to name a few curricular and co-curricular efforts underway). These efforts prepare us well for the more ambitious re-imaginings of liberal education that colleges like ours will necessarily face in the years to come.

The principal event for Puget Sound this year is the selection of a new president and the successful transition to new leadership at the year's end. Such a time can be a tremendous opportunity for any institution and also can be a period of great vulnerability and disruption. A first priority is to manage these circumstances to their best advantage for Puget Sound, keeping the ship moving forward on a clear course that is well understood by all of us. We cannot afford to take a breather or lose momentum; it is vital to our continued success and important for a new president to come to a campus that is moving in a forward and positive direction.

In this context, as I indicated in our Fall Faculty and Staff gathering in August, we have identified the following broad priorities for next year that will provide the framework for our more specific goals and objectives.

1. **Engagement:** We have developed the "Next Chapter" plan for sustaining our constituent engagement and fundraising across a five-year period. Getting this plan off to a good strong start will be critical, leveraging the success of the campaign effort and using the celebration of that success to properly thank those who have helped us get here and launch us into the next chapter of our history. This effort will involve my visiting all our regional clubs over the course of the year and maintaining contact with key donors and foundations.

2. Experience: Over the past year, we have advanced our thinking about (and implemented a few pilot projects in) the experiential learning initiative, made some choices about next steps, broadened consensus of its value and consistency with our mission, identified faculty leadership to head up and continue to advance the program and deploy the initiative to foster continued faculty innovation and re-imagination of the curriculum.
3. Enrollment: Based on the principles and recommendations from the Enrollment Work Group and our 5-year Strategic Initiatives Plan, initiatives are already underway that will require our commitment to their successful execution and implementation: the Tacoma Public Schools commitment, the related Cohort Program, the Posse partnership, and the move to test-optional admissions, to name four. We have an international recruitment initiative to continue developing as well and an assessment (in light of our own performance and market trends) of the benchmarks for our 5-year Strategic Objectives in enrollment, recruitment, retention, residency, and discount rate.
4. Inclusiveness: With the Posse and TPS initiatives underway, the KNOW requirement now being integrated into the curriculum, the continued good work of RPI, and plans for a new diversity strategic plan to be rolled out this year, we have the opportunity to develop a new model for an inclusive community of learning that will prepare Puget Sound for the demographic and cultural changes of the next generation and offer us an opportunity to be a recognized leader in this critical area in accordance with our mission and our commitments to access and social justice.

There are many other important efforts underway within and alongside of these broader goals, including the work of the Faculty Compensation Task Force and the faculty's review of our educational goals and their relationship to our core curriculum, to name two. I look forward to working with the faculty and providing support where I can for these efforts.

In addition to regular travel for the university this fall, I have three trips to the east coast scheduled over the next several weeks.

- Later this month I will be attending the Council of Independent Colleges (CIC) national symposium conducted at the Phillips Collection in DC on "The Liberal Arts in Action." One of our alumnae, Deanna Oppenheimer '80, will be featured along with other high-profile graduates of small, independent colleges that emphasize the liberal arts (including Pulitzer Prize winners, members of the President's Cabinet, a U.S. Senator, and national leaders in the arts, non-profits, and business). This event offers a great opportunity to further advance Puget Sound's profile and represents an honor for Deanna and us.
- In October I am participating in the Posse Foundation President's Conference on Higher Education at the New York Public Library, where we will examine the vexed question of how we define "merit" and the urgent issue of "who deserves to be on our campuses."

- Finally, in November I will attend board meetings for NAICU where I chair the Student Aid Committee as we seek to influence congressional leaders on the reauthorization of the Higher Education Act—where policies on federal financial aid are at risk.

This will be a very busy and exciting year for Puget Sound, and an important one. I intend to collaborate with you in our common goals and to be actively engaged and focused on our priorities to the end of my term.



Ronald R. Thomas
President

Appendix C – Report from Kris Bartanen, Academic Vice President

September 2, 2015

TO: Faculty colleagues

FR: Kris Bartanen

RE: Dean's Report to the September 8 Faculty Meeting

Religious holidays: Fall 2015 is the first time in a few years when Rosh Hashanah, Yom Kippur, and Eid al Adha will fall during class times. Chaplain Dave Wright notes that there is already an unusually high level of student anxiety about how to approach faculty members about religious observances important to them.

Dave is happy to assist you if questions arise and provides the following useful information:

- Rosh Hashanah (New Year) begins at sundown on Sunday, 9/13, and concludes at sundown on Tuesday 9/15. For most Jewish Reform community members, the primary commitments are to gatherings on the evening of 9/13 and throughout the day and into the evening on 9/14. We have had some campus members who have participated in ritual/community observations on the second daytime cycle (9/15 this year), but I've never had that come up as a campus concern. Our office is assisting our Hillel community in carpooling to services.
- Yom Kippur (Day of Atonement) begins at sundown on Tuesday 9/22 and ends at sundown on Wednesday 9/23. In practice, our student and professional communities have been more intentionally and strictly observant of Yom Kippur than Rosh Hashanah. Our office is assisting our Hillel community in carpooling to services.
- Eid al Adha (Festival of the Sacrifice) begins at sundown on 9/23 and continues through the day of 9/24. This is a major family and community holiday for the Muslim faith, and in recent years most of our (few) Muslim students have chosen to travel to Seattle for Eid Prayer because of the large, public nature of their gathering while our students are away from family. This year, our fledgling MSA is hosting its third annual Eid banquet at 7pm on 9/24; it's open to all members of the campus community with a cap of 60 participants.

Project groups underway: I am always appreciative of faculty participation in project groups, large and small. At the moment, we have conversations underway about a potential grant to the Howard Hughes Medical Institute (the focus of the HHMI RFP is Inclusive Excellence: Engaging All Students in Science); crafting a long-term vision for potential donor support for study of China within Puget Sound's areas of strength in Asian Studies and the broader Pacific Rim; and the future of German Studies.

The year promises to be rich with faculty development opportunities: building a culture of reflection related to opportunities for experiential learning; preparing and delivering courses under the new Knowledge, Identity and Power rubric; continuing to build our tenure-line faculty repertoire of Seminars in Scholarly Inquiry; integration of digital tools, film and new media, and queer cultures into humanities courses and curricula; the Dolliver project in transnationalism; and continued work in support of inclusive campus climate.

The September 17 Chairs, Directors, and Deans meeting will be a workshop on *Building a Diverse Faculty: Time Is of the Essence, Every Search Matters*, hosted by Professor of Physics and Dean for Institutional Diversity at Reed College, Mary James, who writes:

If successful, the tenure-track candidates that Puget Sound recruits this year will serve on the faculty until the year 2050. In 2015, UPS is literally hiring the campus leaders of the mid-21st century. Tenure track faculty hires are long-term investments on the part of any institution of higher education. Like other long-term investments, tenure track faculty recruitment and retention should be carefully planned and executed. In this workshop we will discuss strategies for a two to three year process for building rich and diverse applicant pools and conducting tenure-track searches that maximize inclusive applicant recruiting, file reading, and interview processes.

Thanks for all of the important work that you do. We, indeed, have a big year ahead.

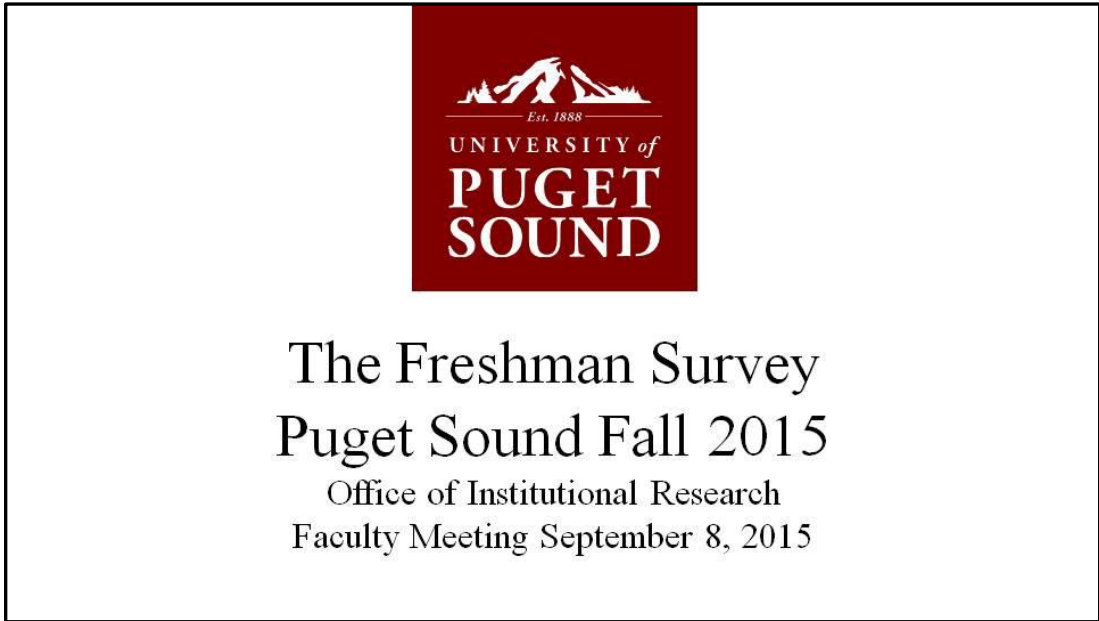
Appendix D –

**Faculty Senate Chair Report to the Faculty
In advance of 09/08/2015 Faculty Meeting
By Ariela Tubert**

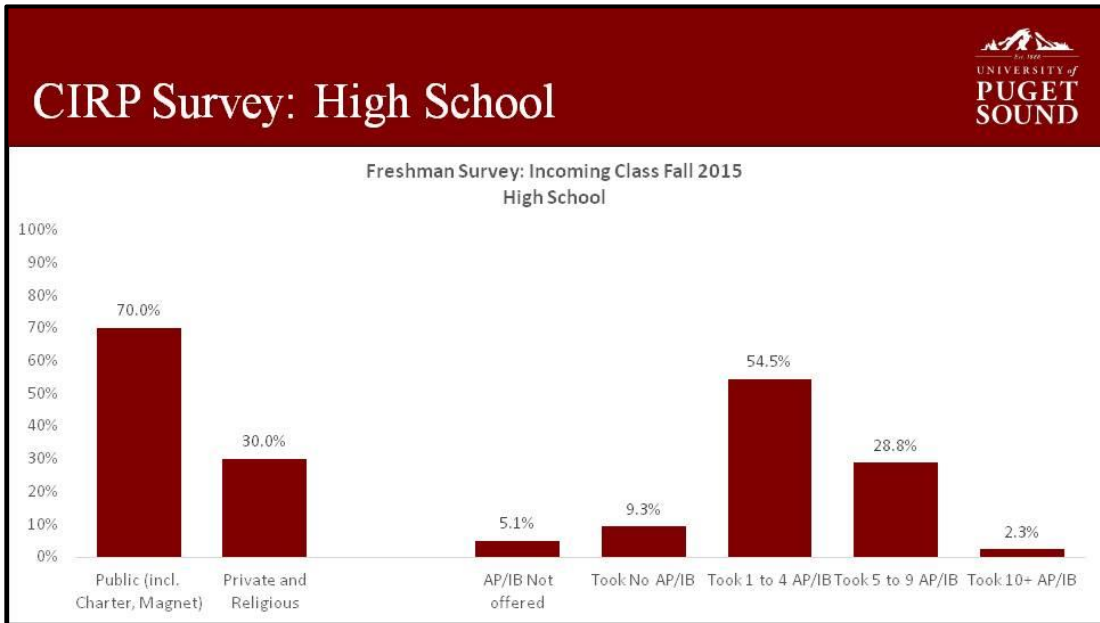
- I want to start by thanking the outgoing senators who finished their term at the end of the Spring. We are welcoming several new senators this year and because of a high number of sabbatical leaves, we also have several replacement senators. Derek Buescher will serve as Vice-Chair in the fall and Jonathan Stockdale in the spring. John Wesley will serve as Secretary in the fall and Pierre Ly in the spring.
- Over the summer, the Senate Executive Committee worked together with Dean Bartanen and the Associate Deans to develop the service assignments for this year. This was an especially complicated year for the assignments due to a high number of sabbatical leaves and the number of faculty members serving on additional assignments, like the Presidential Search Committee and the Faculty Compensation Task Force. I appreciate everyone's cooperation throughout the process and especially those who agreed to take on assignments outside of their top choices or even double up so as to have every position covered.
- Also over the summer, I worked with Jimmy McMichael to develop an updated website for the faculty senate which now contains a lot of information regarding faculty governance. Among the things that can be found there are lists of senate and faculty meetings with agendas and minutes, senate chair reports to the faculty and to the board, service assignments, and individual pages for each committee including the list of members, end-of-year reports, minutes, and other relevant resources. If you have any suggestions for improvements to the senate website, please let me know. My plan is to continue to update the website throughout the year. Here is the link: <http://www.pugetsound.edu/gateways/faculty-staff/faculty-senate/>
- At the senate end-of-summer retreat we had a discussion of the university's educational goals. Martin Jackson and Ellen Peters will be leading various discussions of the university's educational goals throughout the fall. I encourage everyone interested to take part of these discussions.
- During the retreat, we also started to think about various charges to standing committees for the year. The senate has not met formally yet this semester. Our first meeting of the year is on Monday 9/14. We will be meeting for three weeks in a row in September so as to try to speed up the process of charging committees. Of course, in the meantime, all committees can be working on their standing charges or pursue other issues within their purview.

As always, I want to encourage suggestions for issues that you would like the senate to pursue.

Appendix E – Slides and notes from presentation by Ellen Peters, Director of Institutional Research



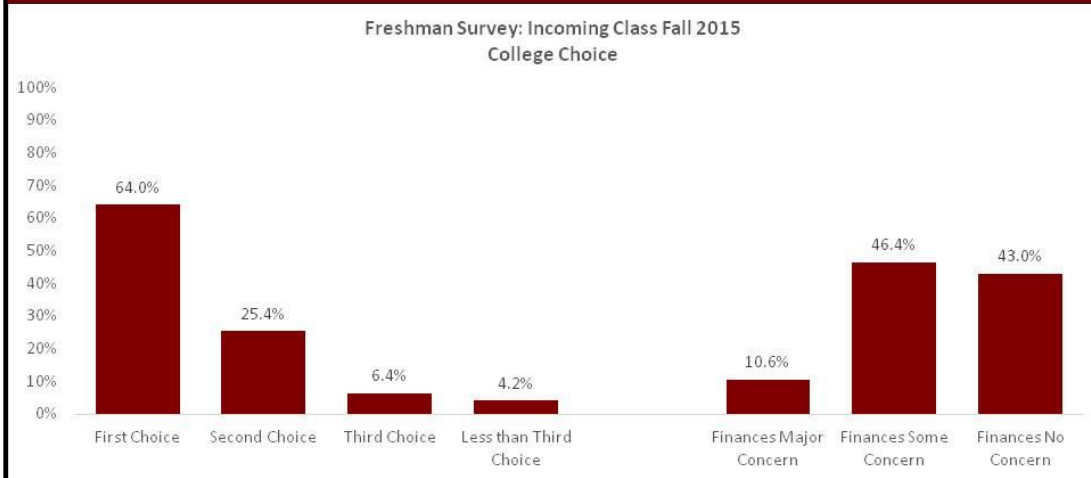
Notes: Data from the Freshman Survey. A national survey conducted by the Higher Education Research Institute out of UCLA through their Cooperative Institutional Research Project, or CIRP. Sample of 2015 Puget Sound Freshman. These are the surveys that were administered during orientation.



Notes:

- More of our students are from public than private high schools, and that percentage has been holding steady over the last few years.
- Most students took at least one AP or IB course in high school.

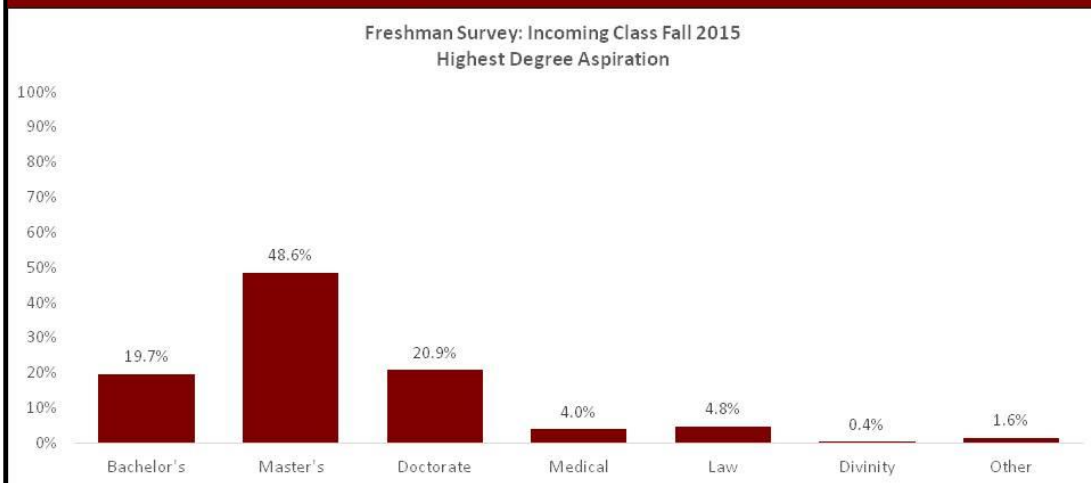
CIRP Survey: College Choice



Notes:

- The percentage of students who say Puget Sound is their first choice has increased by 10% points since 2012, with almost 2/3 indicating Puget Sound, and an additional 25% who say it's their second choice.
- While only 10% have major concern about financing their education, it's worth noting that over 50% have money on their mind.

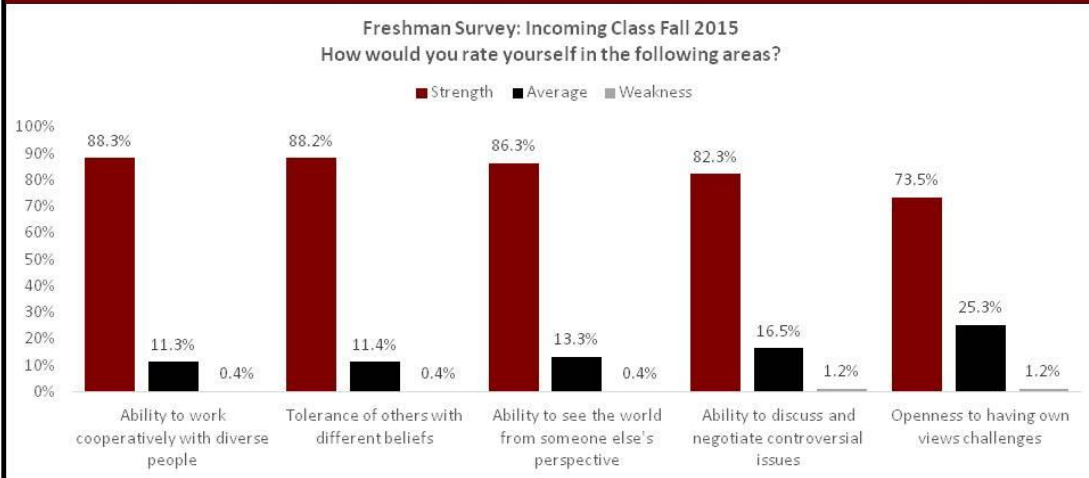
CIRP Survey: Degree Aspirations



Notes:

- Most (80%) expect to pursue another degree – though they tend to be more focused on a Master's. The percentage aspiring to a doctorate or professional degree is down from 2012.

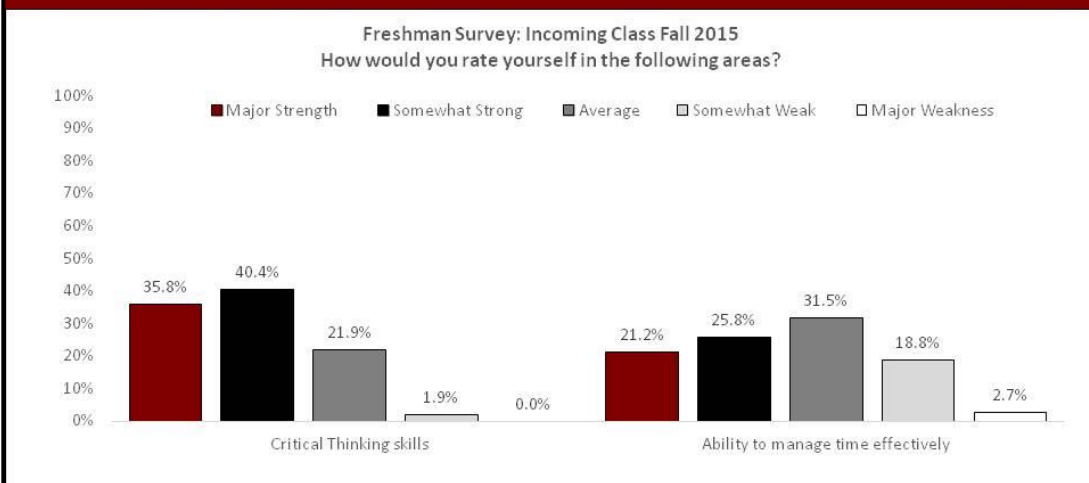
CIRP Survey: Self Rating Interaction



Notes:

- Most see themselves as having strong ability to interact with others when it comes to difference.
- But only ¾ see themselves as strong when it comes to having their own views challenged.
- So, it's fine as long as they are the ones doing the talking? The first four statements re about what they put forth; the fifth is about them receiving .

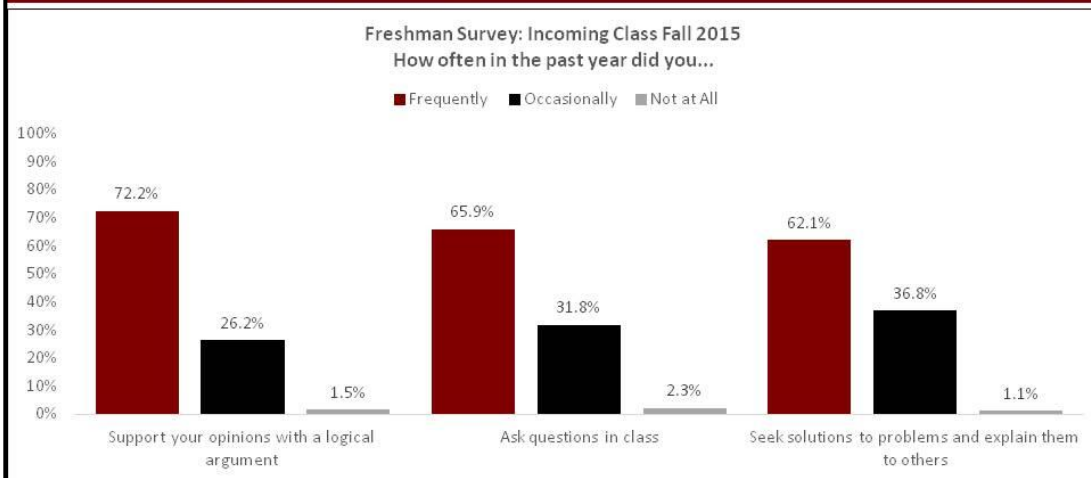
CIRP Survey: Self Rating Skills



Notes:

- They see themselves as strong critical thinkers – but some of the work I've done with students has shown that they aren't always clear on what critical thinking means.
- Note the lower confidence in time management.

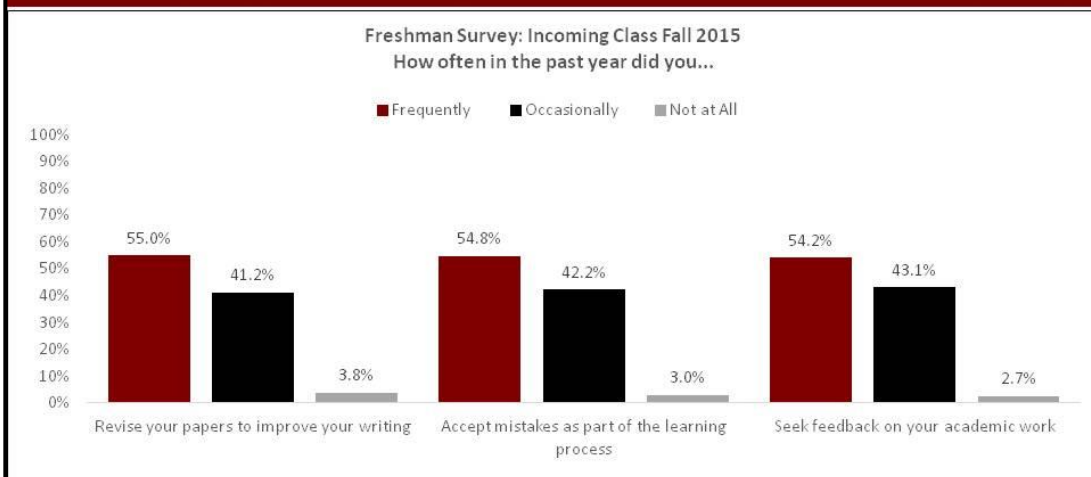
CIRP Survey: Habits of Mind 1 of 4



Notes:

- Next four slides are ordered from highest to lowest. No dramatic changes since 2012.
- I note that they most frequently indicate that they support their opinions with a logical argument – did anyone read the Jef Rouner piece in the Houston Press this summer entitled “No, It’s not your Opinion, You’re just Wrong?” Students may be unclear about the difference between fact and opinion.
- Almost all of them ask questions in class at least occasionally, and seek solutions to problems.

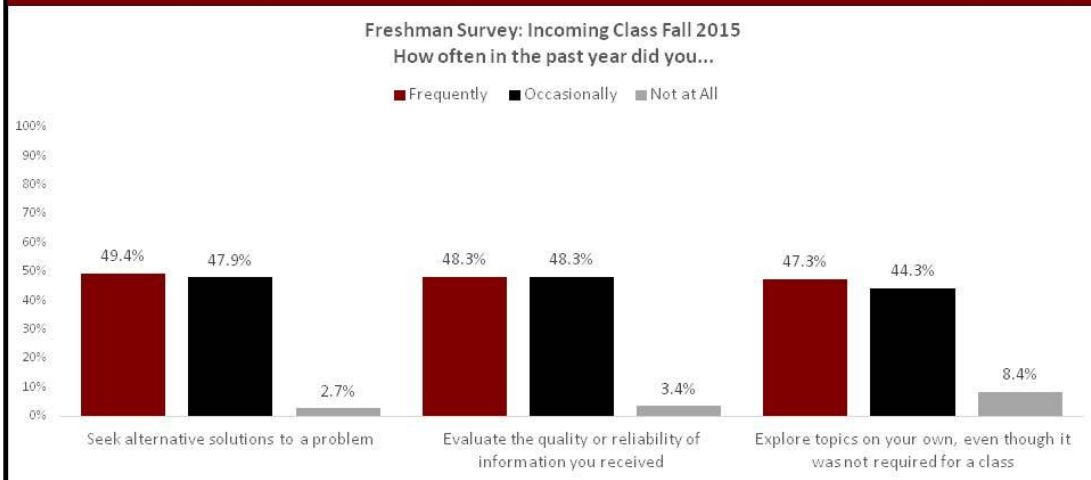
CIRP Survey: Habits of Mind 2 of 4



Notes:

- About 55% frequently engage in the trial and error that is learning, and about 40% do so occasionally, so they may need to be brought along a bit to become comfortable with that.

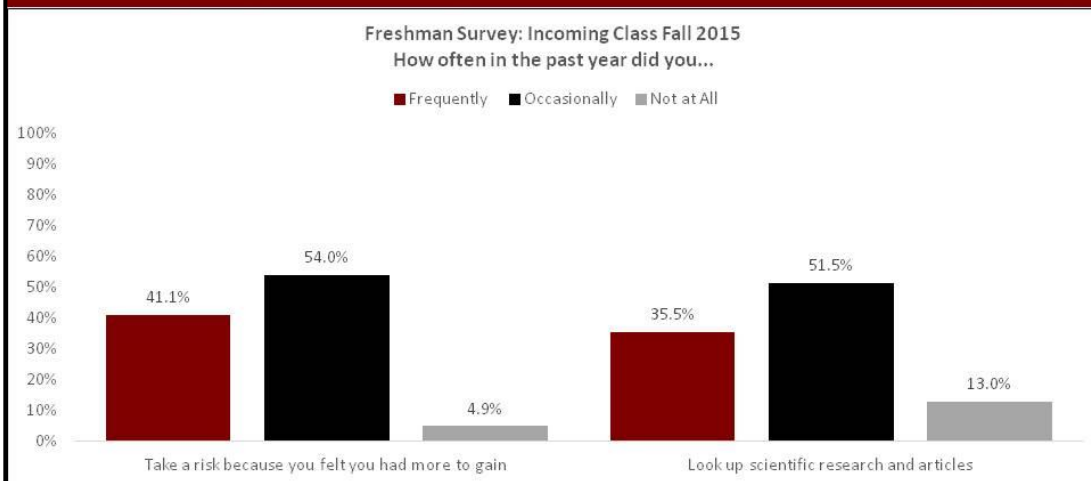
CIRP Survey: Habits of Mind 3 of 4



Notes:

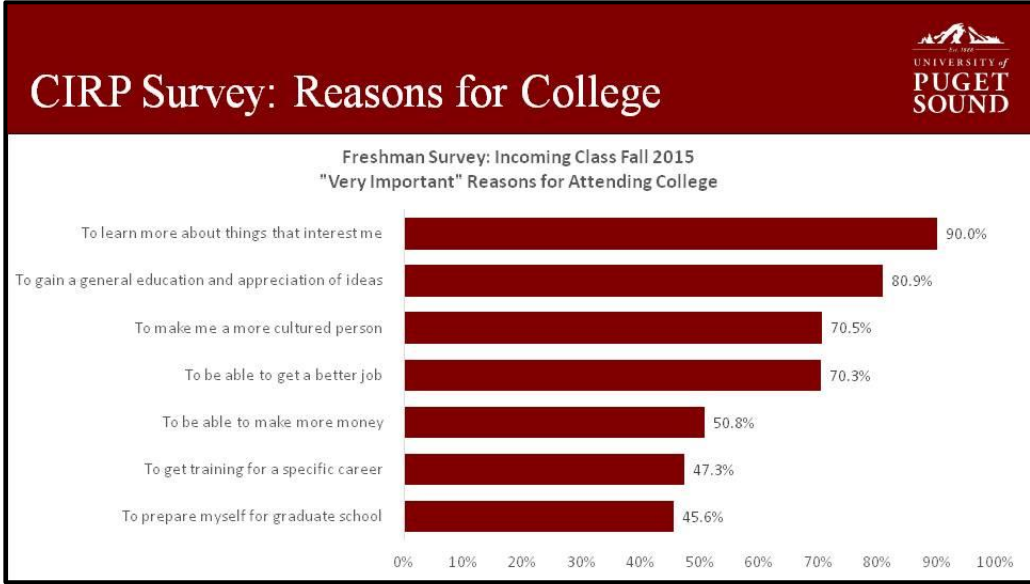
- Fewer than 50% frequently delve deeper in academic pursuit, but about the same percentage do so occasionally, so they are not unfamiliar with this habit of mind!

CIRP Survey: Habits of Mind 4 of 4



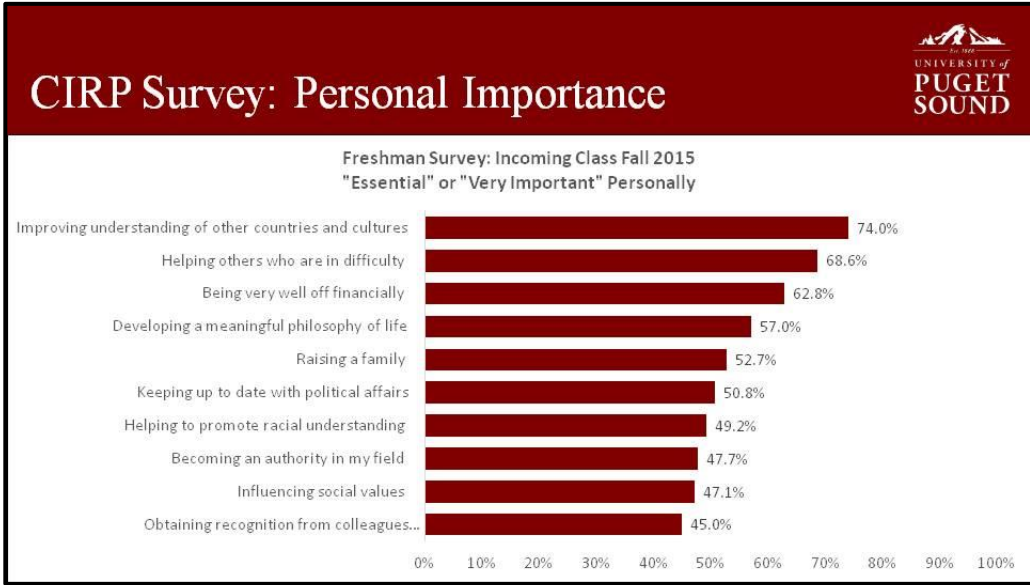
Notes:

- They may not be major academic risk takers, but at least most of them aren't risk averse!
- Given that the class includes some who are inclined toward the sciences and some who are not, a solid 87% say that they at least occasionally look up scientific articles. Not bad!



Notes:

- Their reasons for attending college are more about understanding the world than career prep.
- Since 2012, the percentage who cite “to make me a more cultured person” has increased, while the percentage going to college to prepare for grad school has decreased.



Notes:

- Of personal importance to these students: in descending order
 - Helping to promote racial understanding increased from 35% in 2012
 - Influencing social values increased from 38% in 2012.
- In sum, this seems to be an idealistic, ambitious class, with heightened awareness of social issues and familiarity with the necessary skills to manage those issues – but perhaps not the mastery.