



- I. Dean Kris Bartanen called the meeting to order at 4:02 p.m. in McIntyre 103.
- II. M/S/P to approve the minutes of October 6, 2015. There were no corrections or discussion.
- III. Announcements

1. President Ron Thomas sent a message this afternoon that it would be best for him not to chair this meeting, in order to allow for better discussion on the motion brought by Prof. Anderson-Connolly. Kris Bartanen will chair the meeting.
2. Renee Houston announced an upcoming experiential learning town hall meeting on Tuesday, November 17, at 5 p.m. in Murray Boardroom, with adult refreshments.
3. Kris Bartanen mentioned this morning's emergency messages regarding gun shots near campus. There was a very intoxicated man in a stalled car. He got out and walked over to Alder Street, pulled a gun and began shooting. The Tacoma Police Department and Tacoma Fire responded promptly, no one was hurt, and the suspect was taken into custody. He was not a member of the campus community.

Students may ask about this incident. If they do, ask them if their cell phone is registered in the emergency campus network. That's how all of us get notified of emergencies on campus. There can also be messages on Twitter if there were an extreme situation. In terms of response, the first priority is the safety of the immediate area, and that's who Security and local police will attend to. There's an open session tonight at 7 p.m. in addition to usual campus resources if students want to talk about the event. Everyone is safe and everyone is being supported. Obviously there are limits to what information can be shared, and we can help students understand that, as well.

IV. Questions regarding reports from the President, Academic Vice President, and Chair of the Faculty Senate (See Appendices B, C, and D of these minutes for the text of the reports.)

Doug Cannon had a question for President Thomas. His report mentioned the Posse Foundation meeting and discussions of merit and need-based financial aid. Do those meetings acknowledge the fact that competing for students with merit-based aid diminishes resources we can offer in need-based aid?

Kris Bartanen – It's best for President Thomas to answer that question himself.

There was no other discussion of the reports.

V. Old business: Resolution for a Fair Pay Ratio (brought by Rich Anderson-Connolly)

Rich Anderson-Connolly – The motion is the same one that was proposed at the last meeting. (See Appendix E. Copies were also made available to the attendees.) It is on the floor and open for discussion. I will call for an electronic vote on this motion after this meeting. The ASUPS

Senate passed a similarly worded resolution last week, and there are ASUPS representatives here.

Discussion:

Steven Neshyba – I am in favor of this motion, and part of this is the ASUPS Senate endorsement. (He asked Nakisha Renee Jones, ASUPS President, to summarize.)

Nakisha Renee Jones – The ASUPS Senate discussed the resolution and voted on it in their meeting. We talked about what the motion would mean if it were implemented and voted to approve our version of the resolution.

Steven Neshyba – Was ASUPS aware that the Faculty Senate had not approved the motion?

Nakisha Renee Jones - Yes.

Steven Neshyba – Last time, Dean Bartanen had expressed reservations about endorsing their proposal because it would tie the trustees' hands in the hiring of a new president. Was the ASUPS Senate aware of arguments of that nature, against the motion?

Nakisha Renee Jones – Probably not in the context.

Kyle Chong (ASUPS Senate) – I knew explicitly that it had not been endorsed by the Faculty Senate and that the full faculty were going to vote on it. We wanted to offer a student perspective, not to pressure the trustees. We know that the ratio is a subject of conversation. The sentiment is what we wanted to endorse.

Amy Spivey – I want to pass on two arguments from one of my physics colleagues, Andy Rex. The first has to do with raising the lowest staff salaries. The staff members who are at the bottom of the pay scale have probably been at Puget Sound a short time compared to those who are higher on the pay scale. It doesn't seem fair to raise their salaries compared to those of more senior colleagues. Second, it seems a bit heavy-handed for faculty members to be messing with staff salaries.

Rich Anderson-Connolly – My intention is not the top staying at \$700,000 and raising just the bottom. I envision an increase at the bottom and a decrease at the top. If we raise the bottom to \$25,000, then we're at \$40,000 with benefits, so we're talking about \$400,000 at the top. I don't know if that would satisfy Andy's suggestions. It's bringing the bottom up to a living wage.

Adam Smith – Tacoma has a couple of minimum wage propositions on the ballot, and we will find out soon what that will mean for the university.

Rich Anderson-Connolly – If the city moves it to \$15/hour minimum, then it will do what I hope to do with this resolution.

Matt Warning – There is another way to look at it, beyond the issue of equity. This would bring attention to Puget Sound, as initiatives at other schools have. For young people, inequality is a big issue on their mind. I see this as strategic.

Keith Ward – I am on the Faculty Compensation Task Force. The university has three different compensation models. In principle, I like the idea of equity. I would be more in favor if the commitment were to exploring the issue of equity rather than assigning an equity number of 10% (10:1). We have three different compensation models, and it's a bit complex. I am not taking a position on the president's current level of compensation, but in our meetings it has come up that Ron is finishing a 13-year presidency, and his current compensation is different from where he started. I am concerned about this proposal taking a solid stand rather than asking for more conversations.

Jennifer Hastings – I am with Keith here. The concept of a living wage for our lowest-paid people is important. When we put a different hat on, we could ask about permanent professors

being paid the same as visiting professors. Physical therapists don't command a big salary, so our graduates have a large debt-to-income ratio. The reality of equality between people with different merit in what they provide the university is not really true. When we talk about it in terms of social justice, equality makes sense. But when we talk about it in terms of what we are worth, we land on different conclusions. I am not comfortable with assigning an arbitrary ratio number.

Alisa Kessel – Where did the 10:1 ratio come from?

Rich Anderson-Connolly – I know that St. Mary's College [of Maryland] is in the process of considering a 10:1 ratio. It seemed reasonable. That's what my internet research came up with. The corporate world ratios tend to be much higher, but we are a non-profit, so I thought it was a reasonable value. And 10:1 is a maximum. There are good schools run by leaders who make less than \$400,000.

We remember conversations during the belt-tightening days, and it seemed like there were never really answers. This is not a conversation that the Faculty Compensation Task Force can have because it's outside of their purview. One way to do this is to make a call to the trustees to lower the ratio. Simply having a conversation about inequality doesn't always get us anywhere. We need to start acting.

Suzanne Holland – It would be great to raise the lowest salaries, but Keith has a good point that there are three salary scales. We should limit this to faculty.

Keith Ward – I don't disagree with the issue of inequality. But now we are adding a third level, and that's the staff. In addressing the issue of inequality, it would be distinctive if we could have a conversation that included staff, faculty, and administration. There could be a group that would look at this issue of inequality. The current proposal ties our hands. And as Andy (Rex) said, we are speaking for the staff. We should instead bring everyone together to talk about it.

Alisa Kessel – We should take our time. It's not obvious that 10:1 is the best choice. The structure it creates may just limit the president's salary and not actually help the lowest-paid people. It's not obvious that 10:1 is the model that we should be following. I would like to spend time thinking through what the consequences will be, because there may be costs that we really can't bear. I think shrinking the ratio is good, but I'm not confident that 10:1 is the right number.

Steven Neshyba – Just to clarify something, this is not a binding proposal. It's just a resolution that expresses the opinions of the faculty. It's not binding. One could take this vote as a signal to the rest of the university that the faculty would be happy to have this conversation. It's not like what we decide will have any actual consequences except to express the opinion of the faculty.

Last time, I think Kris Bartanen said that it would be bad for a new president to come in to a hostile environment, knowing that the faculty didn't like the pay disparity. But how we feel will be the same regardless of how we vote. If we don't express the opinion, the president will still come in to that.

Jennifer Hastings – I want to know a fact. The lowest staff salary is \$25,000, and what is the top professor paid? (The answer was \$113,000.)

Alisa Kessel – I disagree with Steven. I don't think this is just an expression of our feelings. I think that Rich's adding the 10:1 number is not arbitrary. It's trying to make it more concrete. I think we are committing to that number if we approve the motion. That's my concern with making sure that we get the ratio right. It carries weight to have that concrete number in there.

Rich Anderson-Connolly – I don't know whether 10:1 is the right number. We seem to agree that 25:1 is too high. So, I guess we could pick some number between 25 and 10. So, we'd pick something in there. My moral intuition tells me 10:1 is good, and maybe you have a different idea. We have to set some bound. I don't think this is hurting the staff. It won't hurt the highest person, and we could bring the bottom up. I think 10:1 is the best measure.

Matt Warning – There's not going to be any right ratio. I think 10:1 is an appealing ratio, and I agree with Steven that it is an expression of sentiment and not a policy. In reality, no one is going to apply that. But if we start trying to tinker with the number, it will go nowhere. We will tell great stories about inequality in our classrooms but not take any action ourselves. It's an issue that ends up being posed, but we don't actually act.

Motion to amend the original motion -

Doug Cannon – I agree that many of us are not prepared to pin this ratio to 10:1, though we want to support the idea. I move to amend the motion to insert “there to be a reasonable” and to eliminate the words “10:1”.

Cannon's motion was seconded by Suzanne Holland.

The amended motion would read as follows:

“*Resolved*, that the faculty at the University of Puget Sound call for there to be a reasonable the ratio of total full-time equivalent compensation (including deferred compensation) of the highest paid employee to the lowest paid employee (excluding work-study students) ~~to not exceed 10 to 1.~~”

Rich Anderson-Connolly - I will speak against the amendment. To be reasonable means we have a reason, and the trustees' reason is market logic. I am drawing on our intuition about fairness, so we draw on different reasons than the trustees draw on. I think we have to have a ratio around 10:1 and not leave it up to the trustees.

Kris Bartanen – The Board Committee on Compensation has an executive compensation philosophy that is written down, and everyone can read it.

Nakisha Renee Jones - In our economics class midterm, I was asked to talk about Green Models. We also learned that these models don't work in real life. I view the motion as a model that expresses our views, even if the model doesn't work in real life. I know very little, maybe even nothing, but as a student I look to it as an example of how an institution or community can come together and take a stand on something. I see it as a model for when I go into a workplace in corporate America. I don't have a stance on it myself.

Suzanne Holland – Move to call the question on the amendment. Keith Ward – Second.

Voting to call the question passed.

The amendment suggested by Doug Cannon failed.

Motion to call the question -

Suzanne Holland – Moved to call the question. Seconded.

The members voted on whether or not to call the question, with 17 yes votes and 19 no votes. Discussion continued.

Continued discussion on the motion -

Jonathan Stockdale – I want to speak in favor of the intent of the proposal. It does a nice job of wrapping up discussions we have had that haven't received any response. It harnesses a lot of dissatisfaction. I am sympathetic to the timing, in the middle of a presidential search. But I also think it doesn't do us a service to peg it to a number that trustees are going to laugh at. So, to find that "elusive moral integer," it seems that if we could look at other peer institutions and back it up with something that would sound reasonable, that might have more strategic value. I wouldn't support it at 10:1.

Stewart Smithers – The resolution expresses a sentiment. Maybe we could say a "starting salary". We never knew what the ratio was for Ron's starting salary.

Kris Bartanen – One of the challenges is to know what the \$700,000 number is, because it's at the end of the term and includes deferred compensation. Incentivizing to have a leader stay over a period of years means that you will see a large number at the end of their presidency. It's hard to quantify a ratio because of deferred compensation.

John Woodward – The data is exceedingly complicated. The salaries that are reported are hard to understand. Teasing out of it the initial salary will be tough. The difference between institutions can be very surprising. At Willamette, the president's salary at the tail end of the president's tenure was \$700,000, but at the beginning, it was closer to \$200,000.

Sara Protasi – I worry about paternalism of messing with the staff salary. There doesn't seem to be a corresponding resolution coming from the staff. I feel more comfortable passing a resolution after we know what the staff think. It seems like staff might want to have a say about this. It bothers me that we don't have any information about this.

Nancy Bristow – I am sympathetic to that. However, the people at the bottom of the scale have very little safety to say anything about the issue. They probably can't mobilize on their own behalf. Trying to organize for your own economic well-being can be really dangerous. That would be why I think we have to include staff as part of this. I need to use the power I have to say things on behalf of others who have a greater need than I have. This is not out of a position of paternalism, but I hope we will stay attentive to those at the bottom of the scale. Jonathan, what you said was helpful. Maybe we can add something that reinforces concern for the lowest.

Kyle Chong – I agree with Professor Bristow. As we said in the ASUPS letter, we understand that the President's salary represents the tuition of 13 students. The perpetuation of student debt that students will carry for a long time leads to a clear moral argument. But there's tenure for professors and protection for students from retribution, and to use our power to endorse our proposal would be in support of the mission of the university "to prepare students to meet the highest tests of democratic leadership".

Suzanne Holland – Maybe we can bring this back at another meeting. I don't want to vote on it prematurely and kill the good conversation.

Rich Anderson-Connolly – What we could do is finish talking about it, and then we could propose another date for more conversation. I wanted to go back to the point about 10:1 and starting versus ending of the career. I don't want it to be 10:1 at the beginning and go up from there, because it leads to increasing inequality. Once we figure out the right ratio, and we say we are all in the economy together, then we should all have the same % increase each year.

Motion to table the discussion -

Suzanne Holland – I move to postpone the motion to the next faculty meeting. Seconded. The motion passed, with 2 nays.

VI. Discussion of Faculty Compensation Philosophy - Faculty Compensation Task Force

Andrew Monaco, Lynnette Claire, and Jill Nealey-Moore presented for the task force. (See Appendix F of these minutes for copies of their presentation slides.)

Lynnette Clair – We sent out a Powerpoint document with information. Please read that. We are not presenting it here. We are presenting the guiding principles and the policies. We are still working on the philosophy. We will be presenting it to the president, not to the faculty. (She talked a while about the Powerpoint that they sent out and the philosophy contained therein. She presented the ideals and asked for input about the ideals from people later in writing.) Are we in the ballpark? Talk to the members of the task force, or send us an email. There will be an open forum in Trimble on Tuesday, November 10, at 4 p.m..

Andrew Monaco – I want to give a snapshot of our peers for faculty compensation and where we stand relative to them. (He showed the 50 institutions slide. They used two metrics for the data. He talked about our percentile rank in the group of 50 and how our salaries rank as a percentage of the median. He showed the salary scale, and mentioned that they were using the 2014-2015 data.) Data on the other institutions is publicly available from AAUP. All of this will be geographically adjusted data for salary variations by location. Average salaries are \$66,700, \$80,300, and \$106,500 for assistant professors, associate professors, and full professors. (He presented data about how we compare to the peer group.)

Peter Wimberger – Do most people have steps like us?

Kris Bartanen – Most people have some variation on merit systems and not a scale like ours.

Andrew Monaco – Our average assistant professor salary is close to the salary for Assistant 6 on the scale because we have people who are ranked at Assistant 8, 9, etc.

Suzanne Holland raised some questions about Barnard College and about having years where you don't get a raise.

Sidharth Ramakrishnan – What about disciplinary differences?

Andrew Monaco – This is an average across disciplines.

Monaco continued with the presentation. The take-away message was that the salary for every Puget Sound rank, on average, is below the median of the peer group. Also, in the comparison group, both for percentile rank and % of median, the average salary for full professors outperforms the average salary for associate professors, which outperforms the average salary for assistant professors. (He also talked about how the geographic differential adjustment is done.)

Ariela Tubert – How many steps are there in full professor?

Andrew Monaco – Four.

Ariela Tubert – Are the salary data for full professors data skewed because there are lots of people at Full 4?

Lynnette – There is a skewing in the Associate Professor scale right now because there were big hiring classes who are now toward the top of the Associate Professor scale.

Ben Tromly – Does the task force take benefits into account? That seems like what you need to get the full picture.

Kris Bartanen – Benefits are essentially 40% of the salaries, so we could add them on top of these numbers. We've been working with salary data.

Jennifer Hastings – You said benefits are 40%, so the cost to the university is the salary plus 40% of the salary.

Ben Tromly – I was wondering if we are competitive when we add in the benefits.

Kris Bartanen – We are competitive when you look at the AAUP data.

Jill Nealey-Moore – It's hard for places to report how much they are spending on benefits, so that makes it hard.

Lynnette Claire – The benefits aren't just about healthcare; it includes retirement. Our 12% contribution by the university probably compares favorably to others. We didn't look at it specifically, and it's a huge part of the equation. It was just beyond our scope.

The task force will meet next on Nov. 13.

There will be a forum on Dec. 1, and we hope to have the policy piece finished then to present.

There was a final question about the possibility of calling an additional faculty meeting before the next scheduled meeting (which is on Feb. 9, 2016) to discuss remaining business. The answer was that an additional faculty meeting could be called by the Senate or its officers or by written request of 20 faculty members.

VII. Adjournment

The meeting adjourned at 5:30 p.m.

Appendix A – Attendees

Faculty members

Rich Anderson-Connolly
Kris Bartanen
Bernie Bates
Nancy Bristow
Gwynne Brown
Doug Cannon
Lynnette Claire
Monica DeHart
Alyce DeMarais
Rachel DeMotts
Lisa Ferrari
Lea Fortmann
Jeff Grinstead
Bill Haltom
Fred Hamill
John Hanson
Jennifer Hastings
Suzanne Holland
Renee Houston
Martin Jackson
Chris Kendall
Alisa Kessel
Nick Kontogeorgopoulos
Sunil Kukreja
Ben Lewin
Grace Livingston
Jeff Matthews
Gary McCall
Danny McMillan
Andrew Monaco
Jill Nealey-Moore
Steven Neshyba
Eric Orlin
Susan Owen
Rachel Pepper
Sara Protasi

Siddharth Ramakrishnan
Elise Richman
Eric Scharrer
Adam Smith
Stuart Smithers
Amy Spivey
Jonathan Stockdale
Ben Tromly
Ariela Tubert
Keith Ward
Matt Warning
Barbara Warren
Stacey Weiss
Peter Wimberger
John Woodward

Guests

Kyle Chong
Chase Hutchinson
Nakisha Renee Jones
Ellen Peters
Shirley Skeel
Landon Wade

Appendix B – Report from President Ron Thomas



President's Report to the Faculty

November, 2015

The Fall semester is speeding by, marked by the arrival of Homecoming and Family Weekend for which a full schedule of academic, cultural, and athletic activities are planned. We are expecting strong attendance from families and alumni based upon pre-registration numbers—though the weather looks frightful and may scare a few away. Among the important outcomes of the strategic plan and the recently completed campaign have been the creation, development, and activities of a highly engaged Alumni Council and Parent Council. Both groups will be gathering in strength on campus during the weekend and I will spend time with each of them, briefing them (as they plan their own supportive work with alumni and parents over the next year) on university priorities for the year with an outlook on the challenges facing liberal arts colleges in the days ahead.

My travels on behalf of the university since we last met included an all-day session in New York City with presidents (and others) of partner-colleges with the Posse Foundation. The topic of the conference was the relationship between merit and diversity in selective colleges, an issue with which we dealt directly in the Enrollment Work Group through several initiatives now in place: the Tacoma Public Schools Commitment, the partnership with the Posse Foundation, the greater emphasis on GPA vs. SAT scores in merit awards, and the decision to become test optional in admission, among others. Presenters included Michael McPherson (Spencer Foundation), Lani Guinier (Harvard Law School), Tony Marx (president emeritus at Amherst) and Adam Falk (Williams College president). What is clear, and what is no surprise, is that while we are ahead of many selective colleges, we all have a long way to go and those that have made the most progress are those with the most resources and the most committed leadership (Amherst and Williams have done some good work). Williams also announced its \$650 million capital campaign.

As we look to next year at Puget Sound, we have been doing some deep analysis of our enrollment data over the past few years and have been particularly focused on last year's information—where we fell just short of our headcount goals and went just over our discount rate goals for first year students. You will recall we have been seeking over a five year period to (1) maintain overall total enrollment and (2) increase net tuition revenue by four means: (1) strengthening retention; (2) slightly decreasing size of freshman class (remaining selective); (3) reducing discount rate; and (4) balancing need levels of the entering classes by strategic aid packaging. These four objectives are interdependent and success in each one depends upon success in all the others.

Our efforts in the first two years were quite successful: we achieved or exceeded benchmarks in the four "means" objectives above and reached our interval progress benchmarks toward the two

overarching goals: successfully maintaining enrollment by strengthening retention, and increasing net tuition. Yet, our discount rate came down, our competitors' rates went up—thereby increasing the premium students had to pay over those competitors to attend Puget Sound. The good news is they were willing to do it in the numbers we needed. This year, however, we saw the discount rate float up slightly and our headcount fall slightly short—though we will meet overall revenue goals. We also hit a ceiling on retention and did not meet our benchmark for this year. Most of our direct competitors had challenging admission years, too, missing either their enrollment numbers or discount rate objectives or both. One year does not a trend make, but we see how much our strategy has us living on the edge.

The campaign gave us some cushion to absorb such minor setbacks and approach the enrollment and revenue challenges from a stronger position. But we see some trends that are concerning: growing average debt among our students and, correspondingly, stress on retention to graduation (with the students with higher debt the most vulnerable) and on achieving diversity goals. As we continue to build on our success in growing our philanthropic capacity and donations to provide a stronger and stronger foundation, we also see quite clearly the much more rapidly growing impact on our ability to enroll students coming from both continuing economic forces and the change in demographics we have seen coming for a while: a shrinking pool of college-age students with reduced financial capacity, as our costs (and price) continue to grow. We (and others) will need to continue our work in becoming more affordable and accessible to thrive in this perfect storm.

The answer will come in part by innovating in our curriculum and reducing our cost structure while we are true to our values, our commitment to quality, and our teaching-centered character. The comprehensive approach we are taking in experiential learning continues to hold the promise of providing a platform for a responsible “reimagining” what a quality liberal arts education looks like, a task in which Puget Sound can be a leader. It also reinforces the importance of the efforts of all of us in student recruitment, making the case for the distinctive character and quality of a Puget Sound education—in which the faculty play such an essential and central role. I want to express again how deeply I appreciate the faculty's critical importance in our campus visit days and how effective your efforts are. The importance of those campus visits for prospective students and their families is also borne out in the record for last year: 84% of our first-year matriculants visited campus prior to depositing. That's up from 72% only four years ago. So, thank you for being so accommodating and welcoming to our prospective students and families—it makes a big difference.

Our work is cut out for us, and I continue to be optimistic about the prospects of Puget Sound leading this effort. My travel over the next month includes a trip to San Francisco where Puget Sound is being recognized at the regional NASPA conference, another (my third this fall) to Washington DC for an alumni event and for NAICU board meetings where I will chair the Student Aid Committee, and one more to the Southwest for development visits.

Respectfully,

A handwritten signature in black ink, appearing to be "Dm.", located at the bottom left of the page.

Appendix C – Report from Academic Vice President Kris Bartanen

October 30, 2015

TO: Faculty Colleagues

FR: Kris Bartanen

RE: Dean's Report to the November 3 Faculty Meeting

Searches

- Tenure-line searches are underway in Economics, Exercise Science, Mathematics, and Psychology.
- African American Studies, Communication Studies, English, and Gender and Queer Studies are interviewing Prof. Renee Simms for a tenure-line appointment on Monday, November 2, in accord with the Faculty Opportunity Hire Policy. Renee's open campus talk is at 4:00, Thompson 193.
- In alignment with the Shared Faculty Positions Policy, Assistant Professor Shen-Yi Liao has accepted a full-time tenure-line appointment in Philosophy, effective with the 2016-2017 academic year; Assistant Professor Sara Protasi's tenure-line position will move to full-time, also effective for next year.
- All of the above hiring replaces faculty retirements. I appreciate the work of all colleagues who have been and are working hard in support of strong search processes.

Puget Sound Learning Goals

Ellen Peters, Kate Cohn, Lisa Ferrari, Martin Jackson, and Sunil Kukreja report that approximately 75% of the faculty has participated in the focus group discussions on institutional learning goals. Kudos and thanks! Both the Student Affairs Leadership Team and the Academic Leadership Team have also participated in parallel focus group sessions, a demonstration of the great collaboration among faculty and staff educators that Puget Sound enjoys. Our institutional research and associate dean colleagues will prepare a summary report for all of us by semester's end.

Experiential Learning Update

- Renee Houston, Lisa Nunn, Landon Wade and Alana Hentges are continuing their leadership work under the Mellon grant, including meeting with a variety of faculty and other campus constituents; preparing for an open forum and future advising workshops, as well as a "soft go live" of the experiential website by semester's end; and, by Renee, completion of very useful site visits to Occidental, Pitzer, Pomona, and University of Southern California to learn about successful experiential learning initiatives on those campuses.
- Has your department or program invited Barb Wiest to come visit about how your web page can include experiential opportunities in your area, top study abroad programs for your students, and 2-3 profiles of recent alumni who completed valuable experiential learning through student research, performance, internships, conferences, and more?

Race and Pedagogy Initiative Planning Summit

RPI leaders are preparing a planning summit for December 4-5, in collaboration with the Community Partners Forum, to engage in strategic thinking and planning for the further strategic growth of this initiative in support of teaching and education for justice. Stay tuned for further details about participation.

Humanities and Culture in the Digital Age Update

Our Mellon digital humanities team – postdocs Andrew Gomez and Nese Devenot, joined by Profs. Tim Lulofs and James Bernhard as well as librarian Peggy Burge and educational technologist Lauren Nicandri and Kyle Cramer – is moving forward with both departmental and

course workshops for faculty (e.g., Annotation Studio for SSI courses, Storymapping for English, ARCGIS for multiple uses), creation of new digital archives (e.g., platform for Northwest Detention Center oral histories, platform for 1885 Tacoma Riot history project) to join the two undergraduate journals – *Sound Decisions: An Undergraduate Bioethics Journal* and *Sound Neuroscience: An Undergraduate Neuroscience Journal*; and building of a central DH repository to facilitate broad campus use of new tools, access to examples of faculty projects, and more. Stay tuned here as well!

Budget Task Force

- BTF began its work on the FY 2017 budget on October 16 and offered an open forum for faculty, staff, and students yesterday.
- Martin Jackson will present the Academic budget request on November 5, joined by Library Director Jane Carlin and Athletics Director Amy Hackett; the Faculty Salary Committee will present on November 30. BTF will present its balanced budget recommendations to President Thomas by end of semester.
- Faculty members of the BTF, Kate Stirling and Brad Dillman, will discuss recommendations with Faculty Senate at the outset of Spring 2016 term, when the BTF written report will also be available to the campus and an open comment period will proceed Ron's recommendation of the budget to the Board of Trustees.

Faculty Compensation Task Force

As you know from the materials forwarded by faculty colleagues serving on the FCTF, the timeline for completion of the charges to the task force includes:

- Opportunities for faculty discussion and input (all 4:00 p.m.)
 - Nov. 3 Faculty Meeting
 - November 10 Forum in Trimble
 - November 30 Faculty Senate in Library McCormick Room
 - December 1 Forum in Trimble
 - plus individual communication with task force members
 - Lynnette Claire, Ben Lewin, Andrew Monaco, Jill Nealey-Moore, David Sousa (FSC members)
 - Bernie Bates, Amy Fisher, John Hanson, Danny McMillian, Keith Ward
 - Kris Bartanen, Sherry Mondou, Lyle Quasim
 - Task Force support members: Martin Jackson, Cindy Matern, Ellen Peters
- FCTF work sessions with Frank Casagrande: November 13, December 11
- Recommendations to President Thomas: end of Fall term
- Review by the Board of Trustees: February 2016

**Faculty Senate Chair Report to the Faculty
In advance of 11/03/2015 Faculty Meeting
By Ariela Tubert**

- We have had two senate meetings since our last faculty meeting. After a very busy September where we completed charges to all 9 standing committees, we continued discussion of some pending issues in these past two meetings. I highlight below a couple of notable issues from those meetings.
- Discussions related to freedom of expression on campus started last year at a faculty meeting and continued in the senate and the Professional Standards Committee, the Student Life Committee, and the Committee on Diversity. In response to the end of year reports from these committees, the senate approved the following charge for the Committee on Diversity:

“Work with the PSC, BHERT, and SLC to identify conflicts, if there are any, between the Faculty Code and the Response Protocol to Incidents of Bias or Hate;”

the following charge for the Professional Standards Committee:

“Work with the COD, BHERT, and SLC to identify conflicts, if there are any, between the Faculty Code and the Response Protocol to Incidents of Bias or Hate;”

and the following charge for the Student Life Committee:

“Work with the PSC, BHERT, and COD to identify conflicts, if there are any, between the Faculty Code and the Response Protocol to Incidents of Bias or Hate.”

- Last year’s senate approved motions requesting that the current senate take action on two issues: i) accessibility in student evaluations and ii) possible bias in student evaluations. The first issue is in response to a request that the senate consider whether to allow extended time to fill out student evaluations for students who receive extended time on exams. The second issue is in response to requests that the senate consider possible biases in student evaluations. After some further discussion, the following charges were approved:

“The Faculty Senate charges the Professional Standards Committee to consider whether students with accessibility hardships might be granted extended time in which to fill out evaluations of courses and instructors.”

“The Faculty Senate charges the Professional Standards to assay studies of biases to which students’ evaluations of teaching are prone and to recommend for faculty those studies, if any, that should inform faculty discussion of biases in students’ evaluations.”

- The senate continued the practice started last year of getting brief reports from faculty representatives to the committees of the Board of Trustees. Among the issues that may be of interest to the faculty was the Board's discussion and workshop regarding university's investments in Fossil Fuels. The petition started by a group of students was discussed by members of the Board and I was asked about the faculty's position on the issue. I believe it would be good for the faculty to discuss this issue in the near future. If any faculty members are interested in starting such discussion at a senate meeting or at a future faculty meeting, please let me know.
- At the last senate meeting, we heard from faculty representatives to the Faculty Compensation Task Force. They presented a draft of five general unranked principles that are part of the Faculty Compensation Philosophy they have been working on, they will be presenting the more specific Policies at a later time. In addition to the principles, they reported on their work on selecting a peer group for the purpose of faculty salaries and the place of Puget Sound salaries within that group. Members of the Task Force will be presenting at the upcoming faculty meeting on 11/3; they have also sent information by email and requested feedback in various forms. I want to thank the members of the Task Force for all the work they have been doing and to encourage faculty to pay attention to the work of the Task Force and provide feedback in a timely fashion as the Task Force plans to complete their work and submit a report by the end of the semester.
- As always, I encourage your questions about the senate's work and suggestions for issues that you would like the senate to pursue.

Appendix E – Motion brought by Rich Anderson-Connolly, continued business from the October 6, 2015, meeting of the faculty

Resolution for a Fair Pay Ratio

Whereas economic inequality has been rising in the United States for four decades and is now at a level last seen just prior to the Great Depression;

Whereas economic inequality is a source of health and social problems in a society;

Whereas one cause of increasing inequality has been rising executive compensation and stagnating wages for the middle and working classes;

Whereas most Americans believe that the ideal pay ratio of the highest paid to lowest paid employee should be seven to one;

Whereas the pay ratio of the highest paid to the lowest paid employee at the University of Puget Sound currently exceeds 25 to 1; and

Whereas employee compensation must largely come from student tuition, which is often financed by student debt; now, therefore, be it

Resolved, that the faculty at the University of Puget Sound call for the ratio of total full-time equivalent compensation (including deferred compensation) of the highest paid employee to the lowest paid employee (excluding work-study students) to not exceed 10 to 1.

Appendix F – Slides presented by the Faculty Compensation Task Force (attached in PDF version of the minutes)

Faculty Compensation Data: University of Puget Sound and comparison group

Faculty Compensation Task Force



3 fundamental questions:

1. Who are our peers for faculty compensation?
2. How will we measure faculty salaries at the University of Puget Sound?
3. How do University of Puget Sound faculty salaries compare to the average salaries in our peer group?
 - ▶ 3.1 Assistant
 - ▶ 3.2 Associate
 - ▶ 3.3 Full

1. Identifying our peers for faculty compensation:

Allegheny College	Furman University	Linfield College	Trinity College (CT)
Austin College	Gettysburg College	Muhlenberg College	Trinity University (TX)
Bard College	Goucher College	Occidental College	Union College
Beloit College	Hendrix College	Pitzer College	University of Portland
Barnard College	Hobart William Smith College	Reed College	Ursinus College
Bucknell University	Illinois Wesleyan University	Rhodes College	Washington College
College of the Holy Cross	Juniata College	Saint Mary's College (IN)	Washington and Jefferson College
College of Wooster	Kalamazoo College	Sewanee - University of the South	Wesleyan University
Connecticut College	Kenyon College	Skidmore College	Wheaton College (IL)
Denison University	Knox College	St. John's University	Wheaton College (MA)
Dickinson College	Lawrence University	St. Lawrence University	Whitman College
Drew University	Lewis and Clark College	St. Olaf College	Willamette University
Franklin and Marshall College		Stonehill College	

The peer group includes 50 mission-related schools who are roughly similar to us in terms of a combined measure of **tuition revenue per FTE** and **endowment per FTE**.

2. Measuring faculty salary data in the peer group

We will report two metrics for each salary measure:

- Our percentile rank in the peer group of 50.

Lined up from top to bottom, where does Puget Sound rank?

- Our salary as a % of the median of the peer group of 50.

How far above or below the median is Puget Sound?

Why report both measures?

Percentile rank will give us Puget Sound's position relative to the rest of the peer group. % of median will give us the distance between Puget Sound and the median of the group.

Angie takes an exam in class A. She scores at the 60%ile of the class. Her score is 115% of the median score of the class.

Brian takes an exam in class B. He scores at the 60%ile of the class. His score is 103% of the median score of the class.

Faculty Salary Scale for 2014-2015:

Regular scale		Rank	Step	Index	Salary
Inst	1	0.825		\$49,652	
Inst	2	0.849		\$51,096	
Inst	3	0.874		\$52,601	
Inst	4	0.899		\$54,105	
Inst	5	0.924		\$55,610	
Inst	6	0.949		\$57,115	
Inst	7	0.974		\$58,619	
Inst	8	0.999		\$60,124	
Inst	9	1.024		\$61,628	
Inst	10	1.049		\$63,133	
Inst	11	1.074		\$64,638	
Inst	12	1.099		\$66,142	
Inst	13	1.1488		\$69,139	
Inst	14	1.1986		\$72,137	
Inst	15	1.2484		\$75,134	
Inst	16	1.2982		\$78,131	
Inst	17	1.3480		\$81,128	
Asst	1	1.000		\$60,184	
Asst	2	1.025		\$61,689	
Asst	3	1.050		\$63,193	
Asst	4	1.075		\$64,698	
Asst	5	1.100		\$66,202	
Asst	6	1.125		\$67,707	
Asst	7	1.150		\$69,212	
Asst	8	1.175		\$70,716	
Asst	9	1.200		\$72,221	
Asst	10	1.225		\$73,725	
Asst	11	1.230		\$74,026	
Asst	12	1.236		\$74,387	
Asst	1	1.242		\$74,749	
Asst	2	1.267		\$76,253	
Asst	3	1.292		\$77,758	
Asst	4	1.317		\$79,262	
Asst	5	1.342		\$80,767	
Asst	6	1.367		\$82,272	
Asst	7	1.392		\$83,776	
Asst	8	1.398		\$84,137	
Asst	9	1.404		\$84,498	
Asst	10	1.410		\$84,859	
Asst	11	1.416		\$85,221	
Asst	12	1.422		\$85,582	
Full	1	1.6182		\$97,390	
Full	2	1.7062		\$102,686	
Full	3	1.7963		\$108,109	
Full	4	1.8880		\$113,627	

Instructor with historical merit*		Level	Case	Salary
Inst	A			\$78,994
Inst	B			\$77,927
Inst	C			\$81,128
Inst	D			\$72,137
Inst	E			\$72,137
Inst	F			\$78,994
Inst	G			\$77,064
Inst	H			\$80,924
Inst	I			\$81,128
Inst	J			\$81,128
Inst	K			\$78,994
Inst	L			\$75,134

SBL, C Sci, Econ
overscale:
Asst: \$7000
Assoc 1: \$5000
Assoc 2: \$4500
Assoc 3: \$4000
Assoc 4: \$3500
Assoc 5: \$3000
Assoc 6: \$2500

PTSscale**		Rank	Step	Index	Salary
CLAsst	1	1.000		\$60,184	
CLAsst	2	1.025		\$61,689	
CLAsst	3	1.050		\$63,193	
CLAsst	4	1.075		\$64,698	
CLAsst	5	1.100		\$66,202	
CLAsst	6	1.125		\$67,707	
CLAsst	7	1.150		\$69,212	
CLAsst	8	1.175		\$70,716	
CLAsst	9	1.200		\$72,221	
CLAsst	10	1.225		\$73,725	
CLAsst	1	1.242		\$74,749	
CLAsst	2	1.267		\$76,253	
CLAsst	3	1.292		\$77,758	
CLAsst	4	1.317		\$79,262	
CLAsst	5	1.342		\$80,767	
CLAsst	6	1.367		\$82,272	
CLAsst	7	1.392		\$83,776	
CLAsst	8	1.417		\$85,281	
CLAsst	9	1.495		\$89,975	
CLAsst	10	1.576		\$94,850	
CLAsst	11	1.659		\$99,845	
CLAsst	12	1.702		\$102,433	

Clinical Associates stay at steps
9, 10, 11, 12 for 5 years,
pending satisfactory evaluation
to advance to next step.

Professors stay at each
step for 5 years, pending
satisfactory evaluation to
advance to next step.



Regular Faculty Salary Scale for 2014-2015:

Asst	1	1.000	\$60,184
Asst	2	1.025	\$61,689
Asst	3	1.050	\$63,193
Asst	4	1.075	\$64,698
Asst	5	1.100	\$66,202
Asst	6	1.125	\$67,707
Asst	7	1.150	\$69,212
Asst	8	1.175	\$70,716
Asst	9	1.200	\$72,221
Asst	10	1.225	\$73,725
Asst	11	1.230	\$74,026
Asst	12	1.236	\$74,387
Assc	1	1.242	\$74,749
Assc	2	1.267	\$76,253
Assc	3	1.292	\$77,758
Assc	4	1.317	\$79,262
Assc	5	1.342	\$80,767
Assc	6	1.367	\$82,272
Assc	7	1.392	\$83,776
Assc	8	1.398	\$84,137
Assc	9	1.404	\$84,498
Assc	10	1.410	\$84,859
Assc	11	1.416	\$85,221
Assc	12	1.422	\$85,582
Full	1	1.6182	\$97,390
Full	2	1.7062	\$102,686
Full	3	1.7963	\$108,109
Full	4	1.8880	\$113,627



3. Salary Data for Puget Sound and peer group

- Source: AAUP 2014-2015
- Data is publicly available
- Reports average actual salaries at institutions **according to rank**
- The data for peers has been geographically adjusted for an average geographic salary differential relative to Tacoma salaries

Puget Sound salary data 2014-2015

- Average Assistant: \$66,700
- Average Associate: \$80,300
- Average Full: \$106,500

3.1: Assistant comparison to peer group

- TOP: \$89,542 (Barnard College)
- MEDIAN: \$70,502 (Stonehill College)
- BOTTOM: \$56,141 (Knox College)
- Puget Sound Average Assistant: \$66,700

UPS avg Assistant professor ranks at the 30.6%ile in the peer group.

UPS average Assistant professor earns 94.61% of the peer group median.

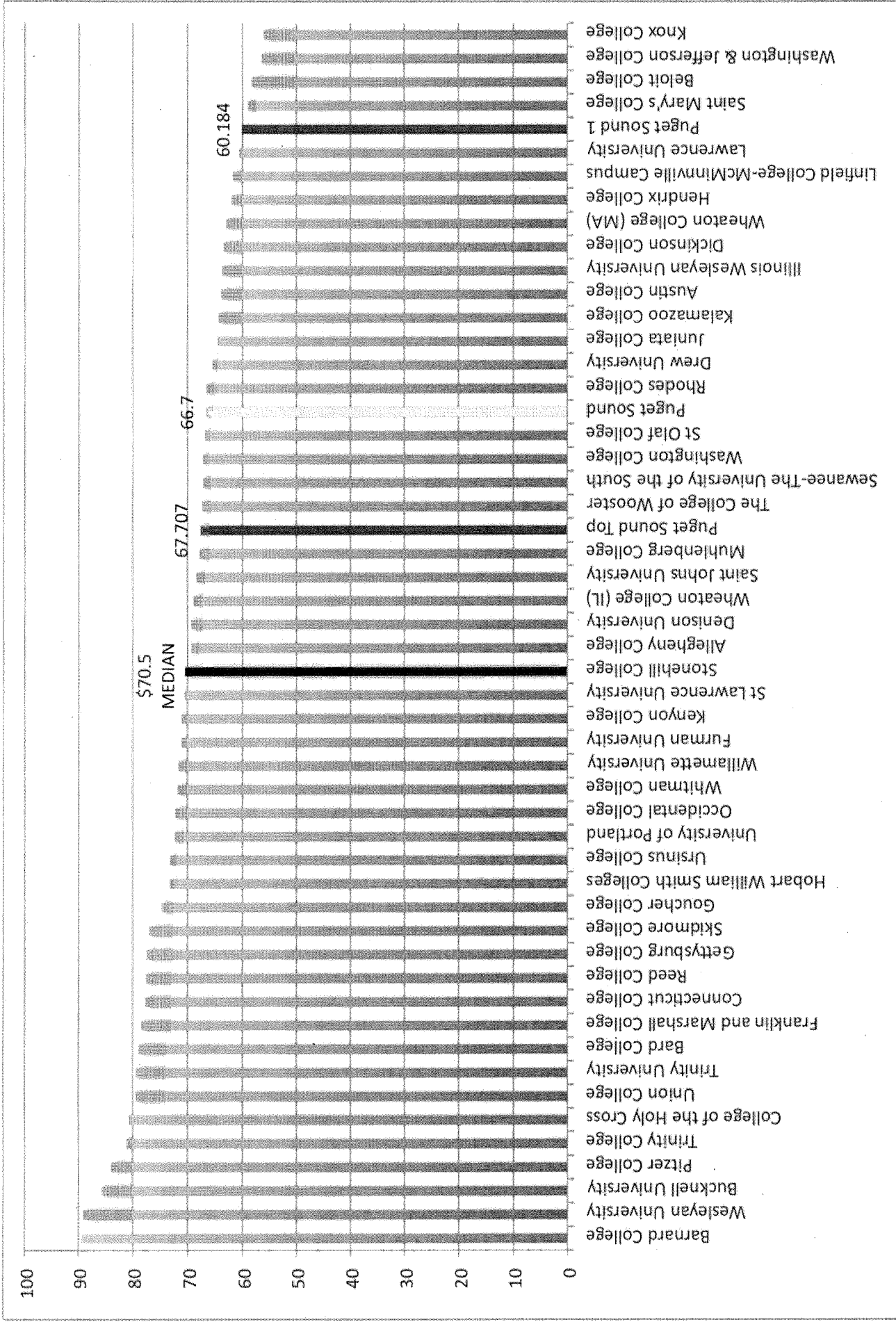
3.1: Assistant - individual steps

- TOP: \$89,542 (Barnard College)
- MEDIAN: \$70,502 (Stonehill College)
- BOTTOM: \$56,141 (Knox College)
- Puget Sound Assistant 6: \$67,707
- Puget Sound Assistant 1: \$60,184

UPS Assistant 6 ranks at the 38.8%ile in the peer group.
UPS Assistant 6 earns 96% of the peer group median

UPS Assistant 1 ranks at the 8.2%ile in the peer group.
UPS Assistant 1 earns 85.4% of the peer group median

Assistant rank averages



3.2: Associate comparison to peer group

- TOP: \$120,770 (Barnard College)
- MEDIAN: \$84,102 (Muhlenberg College)
- BOTTOM: \$66,694 (Knox College)
- Puget Sound Average Associate: \$80,300

UPS average Associate professor ranks at the 36.7%ile in the peer group.

UPS average Associate professor earns 95.48% of the peer group median.

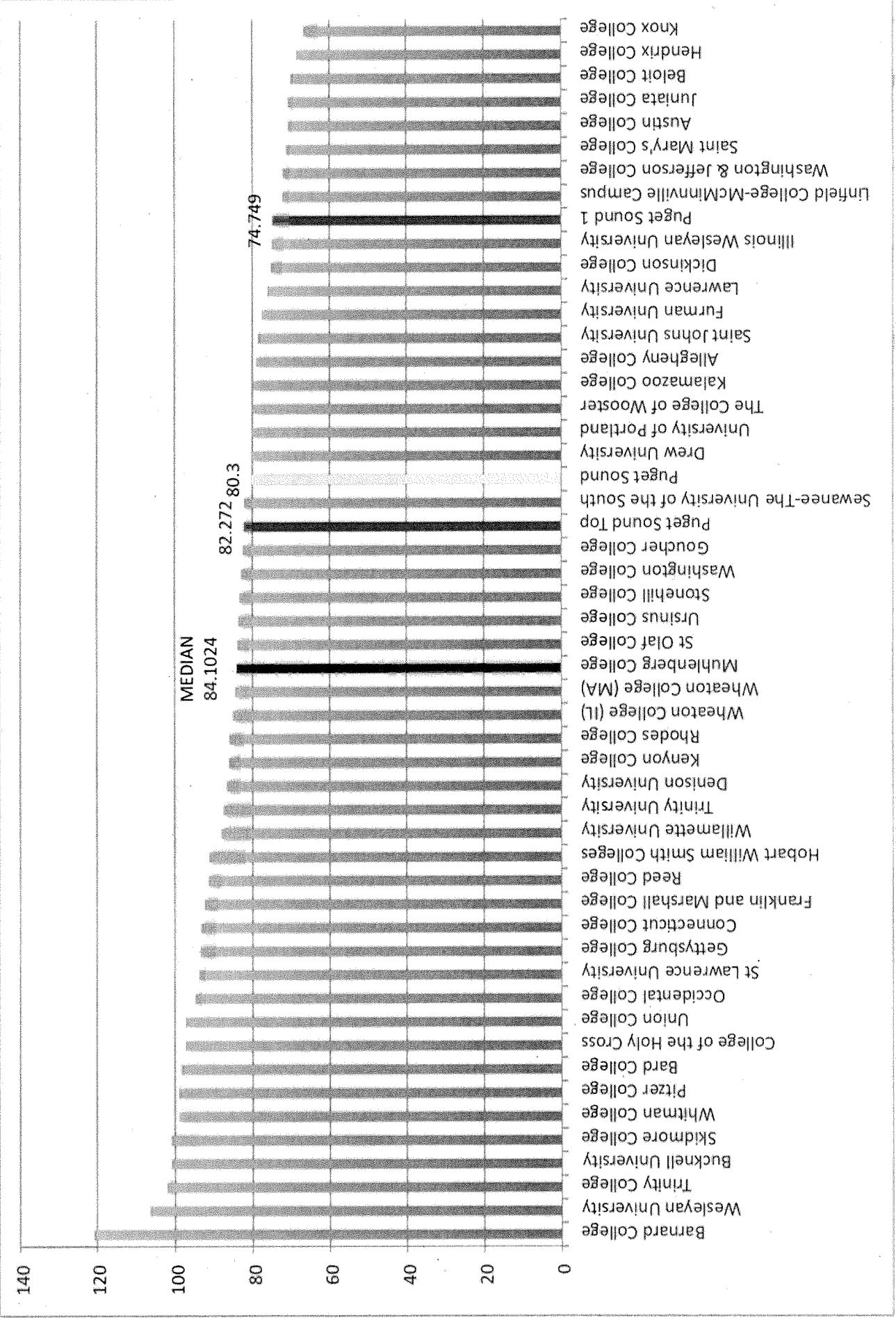
3.2: Associate - individual steps

- TOP: \$120,770 (Barnard College)
- MEDIAN: \$84,102 (Muhlenberg College)
- BOTTOM: \$66,694 (Knox College)
- Puget Sound Associate 6: \$82,272
- Puget Sound Associate 1: \$74,749

UPS Associate 6 ranks at the 38.8th percentile in the peer group.
UPS Associate 6 earns 97.9% of the peer group median

UPS Associate 1 ranks at the 16.3th percentile in the peer group.
UPS Associate 1 earns 88.8% of the peer group median

Associate rank averages



3.3: Full comparison to peer group

- TOP: \$167,660 (Barnard College)
- MEDIAN: \$110,650 (Kenyon College)
- BOTTOM: \$82,579 (Dickinson College)
- Puget Sound Average Full: \$106,500

UPS average Full professor ranks at the 44.9%ile in the peer group.

UPS average Full professor earns 96.25% of the peer group median.

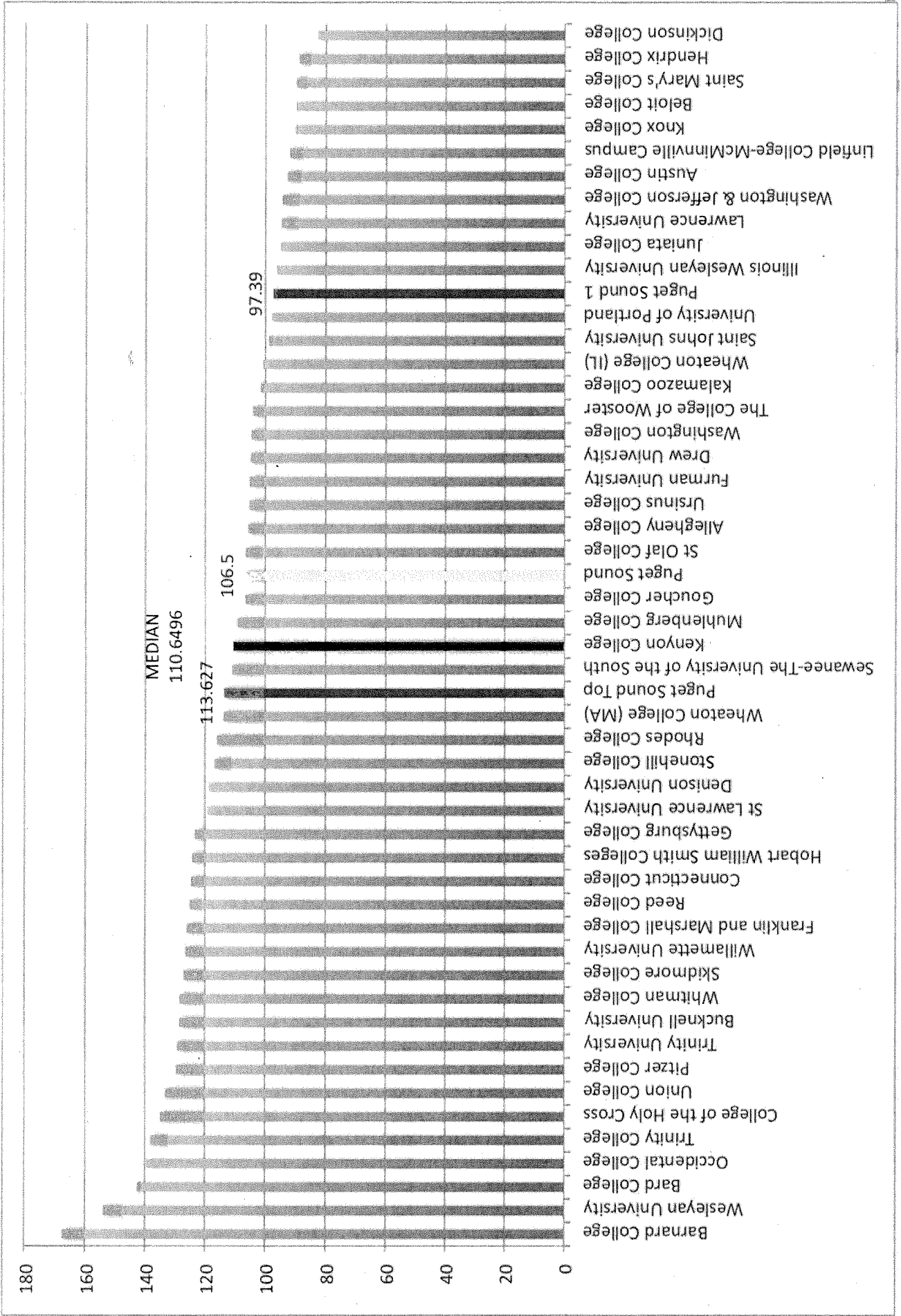
3.3: Full - individual steps

- TOP: \$167,660 (Barnard College)
- MEDIAN: \$110,650 (Kenyon College)
- BOTTOM: \$82,579 (Dickinson College)
- Puget Sound Full 4: \$113,630
- Puget Sound Full 1: \$97,390

UPS Full 4 ranks at the 53.06%ile in the peer group.
UPS Full 4 earns 102.67% of the peer group median

UPS Full 1 ranks at the 22.45%ile in the peer group.
UPS Full 1 earns 88% of the peer group median

Full rank averages



Summary of comparison

- Average UPS Assistant: 30.6thile, earning 94.61% of median.
- Average UPS Associate: 36.7thile, earning 95.48% of median.
- Average UPS Full: 44.9thile, earning 96.25% of median.

Two immediate takeaways:

Every UPS rank (on average) earns below the median of the peer group.

In our comparison group, on both thile rank and % of median, Full avg outperforms Associate avg, which outperforms Assistant avg.

Summary (cont'd)

- UPS Assistant 6: 38.8%ile, earning 96% of median.
- UPS Associate 6: 38.8%ile, earning 97.9% of median.
- Full 4: 53.06%ile, earning 102.67% of median.

In our comparison group, on both %ile rank and % of median, Full 4 outperforms Associate 6, which outperforms Assistant 6.

- UPS Assistant 1: 8.2%ile, earning 85.4% of median.
- UPS Associate 1: 16.3%ile, earning 88.8% of median.
- Full 1: 22.45%ile, earning 88% of median.

In our comparison group, on both %ile rank and % of median, Full 1 and Associate 1 both outperform Assistant 1.

Those two takeaways again:

Every UPS rank (on average) earns below the median of the peer group.

In our comparison group, on both %ile rank and % of median, Full avg outperforms Associate avg, which outperforms Assistant avg.

Still to be discussed:

- **Discipline differentials** - compared to peer group?
- What should our **compensation goal** be?