

Minutes of February 7, 2017 faculty meeting

Respectfully submitted by Amy Spivey, Faculty Secretary for 2016-2017

I. Call to order

Alisa Kessel (Faculty Senate Chair) called the meeting to order at 4:02 p.m..

II. Approval of the minutes of November 28, 2016

M/S/P to approve the minutes without discussion or revisions.

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

For the reports, see Appendices B, C, and D of these minutes. There were no questions about any of the reports.

IV. Faculty Salary Committee – Discussion of possible salary scale adjustments and chance for faculty feedback

John Hanson presented on behalf of the Faculty Salary Committee (which includes Amy Fisher, Ben Lewin, Lynnette Claire, Andrew Monaco, and Hanson). The slides he presented can be viewed on the secure Soundnet Faculty Conversation page [here](#).¹ The file is named “Faculty Salary Committee_Presentation_2_2017.pdf” and was posted on 2/17/2017.

Hanson explained the guiding principles for faculty compensation, which were (1) the promotion of a fair compensation distribution, (2) support for a livable wage, and (3) balancing competitiveness with institutional financial stability. The idea is to try to raise professors at all levels up to the geographically adjusted median level of our faculty compensation peer group, but to work on the assistant and associate groups first to help younger faculty. Right now, we are at about 95% of median across all levels, as shown on the first slide. He explained the need to balance salary increases with institutional financial stability.

The proposal that the committee is bringing to the faculty, Hanson explained, is to increase the salary scale index at the Assistant and Associate levels by 5% one time while keeping the salary scale index at the Full level constant. This would do four things: (1) increase salaries at the lower ranks to improve recruitment competitiveness and strengthen our commitment to a just and livable compensation, (2) address the need to make up a larger gap between Assistant and Associate salaries and their respective medians, (3) balance this need with the desire to increase salaries for all faculty, and (3) be a cost-effective change with minimal long-run budget impact. (The 5% increase for assistant and associate will bring them up to the median of the peer group.)

How much will this cost? Hanson explained that a total 4% increase in the faculty salary pool will be divided into 1.4% for steps and promotions minus retirements, 1.6% for the proposed scale change, and 1.0% for an across-the-board increase to the salary scale. John thanked Martin

¹ Linked at

https://soundnet.pugetsound.edu/sites/Team/WorkTeams/Dean/SitePages/Home.aspx?Paged=TRUE&p_SortBehavior=1&p_FileLeafRef=Faculty%20Compensation%20Task%20Force%20Report%202016&p_ID=400&PageFirstRow=16&&View={17FAB46E-ECC9-4480-B09A-F02F44AB3E58}.

Jackson for doing the modeling to provide the 1.4% number for taking care of steps and promotions between this year and next year.

Next steps – There will be a two-week comment period, starting today. An informational session will be held on Feb. 8 at 9:30 – 10:30 a.m. in the Northwest Lounge of Thomas Hall.

Questions from the floor –

Jennifer Hastings – The 5% increase will be added to the scale for Assistant Professors and Associate Professors, plus 1% for them?

John Hanson – Yes.

Jennifer Hastings asked about the difference between an increase of 1% at Full professor versus 1% across the board.

Amy Fisher – The increases are for Assistant 1 and Associate 1, then the others steps at each level increase by the same amount.

Kris Bartanen – Remember that under this proposal, a person would get their step increase from Associate 1 to Associate 2, the 5% increase, and the 1% overall [going from this year to next year].

John Hanson – It's true that on a per-year basis, the Full Professors get a smaller bump per year.

Derek Buescher – This is without the 1%, and 1% is across the board, right? A couple of years ago, didn't we have a period where there was a 0% increase across the board?

Kris Bartanen – There was one year where the scale didn't move, and instead everyone got a one-time payment of salary bonus. It was a recession year.

There was some discussion about the general practice being an across-the-board increase.

Monica DeHart – I was struck by your comment that these increases really come out of student expenses and tuition. We talked a year or two ago about faculty salary compared to salaries for other administrators, etc.

John Hanson – We talked about that, too.

Sam Liao asked about Distinguished Professor salaries.

John Hanson – Those salaries are separate from the scale.

Pierre Ly – Do you have any estimates for how this will impact student tuition?

Lynnette Claire – We didn't know exactly how much this would cost. The Budget Task Force looks at the whole picture, including all other expenses in other categories.

Andrew Monaco – The impact on long-run budget is very minimal. We don't anticipate any significant impact on long-run budgets.

Renee Houston - How many Distinguished Professors do we have?

Kris Bartanen – We have 22, and it's been that way for many years.

Brett Rogers – Do you have projections for how to get to median? Can you project what the median will be next year, for example? How will this help get us to the median? I know it's a moving target.

John Hanson – From projection, we think that this will get Assistant Professors and Associate Professors to the median.

Andrew Monaco – We do want to bring everyone up to the median. We thought this would be one way to try to get at least some of us closer to the median right away.

Brendan Lanctott – What is the break-down between how many of us are at Assistant, Associate, and Full?

John Hanson – We anticipate that there will be 68 people at Assistant, 38 at Associate, and 118 at Full next year.

Lynnette Claire – Another way to think about this is that if I go from Associate 6 to Full 1, instead of getting that raise up to Full 1 all at once, we'll be putting that increase earlier.

Tiffany MacBain – What about fairness? The Full 1 folks will be getting a smaller raise because of the increase being given to the lower levels.

Lynnette Claire – I am thrilled that we can do this with minimal impact.

Kent Hooper – I regard the Full 1 as being different from the Full 4. It feels like the Full 1 is being asked to stagnate now.

Tiffany MacBain – What can be done to address that bit of unfairness for the folks at the lower Full levels?

Discussion ensued about the idea that the Full 1 level should be bumped a little upward.

Kent Hooper advocated for bringing down the Full 4 in favor of raising the Full 1.

Bill Breitenbach – What about taking away money from the Full 4 folks each year? (Tongue in cheek.)

Laura Krughoff – I'm in my third year. We are talking about history, legacy, and what is fair. When the economy was bad, it was bad everywhere, and the job market is tight, and the cost of living in Tacoma has increased, so I understand that this feels like it's about fairness. But I understand that this adjustment is more about when those raises come rather than whether they come. It's not whether, but when. That matters as we think about fairness and equity.

Sam Liao – Why do the steps only change every five years for Full?

Kris Bartanen – We evaluate Full professors every five years, so the step comes after the review. We can in principle hold people at that step if their review is not satisfactory.

John Hanson – In principle, we could divide those steps for Full into yearly increases and maybe adjust things.

Sam Liao – That might adjust things to address the fairness issues.

John Hanson – That makes sense.

Matt Warner – It's a one-time increase, and not in perpetuity.

Allison Tracy-Hale – I do take Tiffany's point, because it feels like my salary will actually be going down [compared to inflation]. I am sitting here trying to balance what is the greater good for the whole faculty. It feels like my salary is going down.

John Hanson – It's not actually going to go down.

After discussion, agreed that the net take-home pay can go down, if medical expenses go up, etc.

Alisson Tracy-Hale – I would like to know what the median is.

John Hanson – Median is about \$108,900.

Denise Despres - I am curious if there has been any research on retirements. Are people retiring later? Is it correct that you have to be 66 to get onto Medicare, etc? I take Allison's point about expenses that cut into your buying power or take-home pay. Has there been any discussion of this in a holistic sense?

John Hanson – I don't think so.

Denise Despres – What about paying for students' college expenses, etc.?

John Hanson – Our educational benefit has actually been expanded in the past few years so that it can be used at a wider variety of colleges.

Lynnette Claire – We were tasked with looking at salaries. We talked earlier about whether the benefits task force could also be brought into this. The consultant we worked with said that

although our health care costs might be going up, our retirement benefits are really good compared to others. So we talked about it some but not a lot.

Kris Bartanen – The anticipated health insurance premium increase for next year is 0%.

Matt Warner – The medical piece is hitting everyone, and the junior faculty have less ability to absorb those increases. That argues for this proposal.

Brett Rogers – The housing market in Tacoma has risen quickly. Tacoma is quickly approaching Seattle, and Seattle is the hottest market in the country. Being able to purchase a home is hard for folks at the rate that it's been changing. Part of what seems important here is that we should invest in our new hires by helping them out.

Kent Hooper – I agree.

Ariela Tubert – I am in favor of this because I want to help folks at lower ranks. I wish that the Full professors when I came in had talked about this. It feels like the right thing to do, but on some level it still feels unfair.

Bill Barry – We changed things in 2006 and increased the Full part of the scale. Now, we are backing off of that. Maybe we can make some sort of adjustment for that group that was asked to be patient and is being asked to give up something now.

Monica DeHart – I do want to think about the entire salary scale, and not pit ourselves against each other. That said, speaking from the position of a Full 1, I feel strongly that this proposal is both strategically and ethically the right thing to do.

Sam Liao – Do you have a breakdown of the number people in the different ranks of Full?

John Hanson - We anticipate 51 people at Full 1, 28 people at Full 2, 14 people at Full 3, and 25 people at Full 4 next year.

Sam Liao – It sounds like the main concern is that the Full 4 and Full 3 are too high. It really is zero-sum if we focus on the faculty.

Jennifer Hastings – I want to go back to the idea that the 1% across the board goes to the Full 1 and Full 2 and hold the Full 3 and Full 4 completely. This might be the answer, and it would help the group of new Full professors feel better.

John Hanson – We can look at that.

Nancy Bristow - I am Full 4 and I continually marvel that I get paid what I do. I notice that my colleagues who are newer work just as hard as I do, and maybe even harder. I am intrigued about this development about Full 3 and Full 4, and look at what an Assistant 1 makes. Do I work that much harder than a colleague at Assistant 1? I have always favored a compression of the scale, not only for faculty but between faculty and staff. I want to thank the group for what they have done – an extraordinary amount of research - and for opening it up to us. I hope we will continue to think about compression. I work hard, and everyone in this room does. It's hard to advocate that I need a 1% increase as a Full 4.

Kent Hooper – I agree.

Jennifer Utrata – As someone at Associate, I thank the committee for their work. It strikes me that what is being proposed is pretty fair, but I appreciate the nuances being expressed. That might be worthy of consideration. Also, someone brought up demographic arguments. I'm pretty sure that the time it takes to complete a PhD and get your first tenure-track job is taking longer, so over time there may be fewer people hitting the Full 3 and Full 4 levels.

Kris Bartanen – If you look at the Budget Task Force report, the projected tuition increase for next year is 3.3%. We have increased financial aid by 51% over recent years. The faculty salary pool increases have been larger than the staff pool increases for the past five years, meaning that additional funds have been allocated in the overall budget to faculty salaries.

Bill Barry – Did you consider at all doing something different between the Assistant and Associate increases?

John Hanson – We did look at it, but we decided to propose this.

Kris Bartanen – The Associate category can flex because people go up for promotion at different times due to prior experience, etc.

John Hanson – I am going to wrap up. Please send us your comments. We know that discussions around salary are difficult to have. You have handled this discussion really well. Feel free to share how you feel, even if you have a minority view and don't feel as altruistic as others. We will never come up with something perfect, but do give us your feedback. Thank you.

V. Discussion of faculty support for educational responses to challenges in creating an inclusive and equitable campus

(See <http://www.pugetsound.edu/files/resources/hro-2015-161.pdf> for background information related to this discussion.)

Alisa Kessel took the floor. She began by explaining that this discussion was brought forward as a response to all kinds of conversations over the winter break, including in the Faculty Senate. She wanted to let everyone know what she (as Faculty Senate Chair) has been thinking about and wondering about. First, students are talking about “not being heard”, so we are talking about how to respond to that. Faculty members have been articulating that they don't have enough information to respond to student concerns. I was in a conversation on Wednesday about the BHERT group and what they do. An idea is that there are problems that arise that are simultaneously pervasive and specific. We are asked to respond to the pervasive patterns and to specific individuals who are undergoing these experiences. As we start this conversation, I want to acknowledge the disproportionality with which some faculty, staff, and students take on this work. Maybe we can address that, as well. Students feel like nothing is happening, but that is usually not true.

The orienting question (from Michael Benitez) is “What do we think the role of the faculty should be in this work?” (Kessel posed that question to the group.)

Kent Hooper – I don't know what you mean. I teach German. Do you want me to become more engaged in social justice?

Alisa Kessel – I am asking what the role of the faculty should be.

Kristin Johnson – Let's mention the elephant in the room – the flyer that was distributed in December. What should we do about things like that? Is that what we are talking about?

Michael Benitez – What happened with the flyer was that it was reported and got dealt with through Student Conduct.

Alisa Kessel – But I think the sense of why the flyer was put up was because of student frustration.

Michael Benitez, Dean of Diversity and Inclusion, described the responses from the Bias-Hate Education Response Team (BHERT) and what they do. He talked about some examples of what students try to report as bias and hate speech. Normally BHERT is charged with collecting aggregate data, identifying patterns on campus, and then trying to see what we should do based on what is happening. Where are things happening? Can we remedy that? One thing that they

discussed last year is to take more of an educational role with the students. When do you report? What is major, and what is minor? For example, reports like “someone found a picture of such-and-such here” are difficult because there is nothing we can do about those things. In most cases, we can give students some resources or some options about what be done about what happened to them. On the other hand, there is some connection between BHERT and Student Conduct. Sometimes the response to reported events involves conversation or education. Benitez explained that when things that come through him, he provide students with options for what can happen going forward based on who was involved. They have spent the last year revising the BHERT protocol and creating an online reporting tool. It includes academic freedom. Sometimes they have specific programming and talks that address concerns expressed by students and different groups.

Dan Burgard – What do we do as a faculty? I find it’s tough. I taught a chemistry class the morning after the [presidential] election. The kids came in, took out their notebooks, and we got started. My students don’t comment in class. I don’t even know what I don’t know. Students come to me with academic stuff, not the other stuff.

Alisa Kessel – I’m hearing you say that how to respond depends on your context on campus.

Dan Burgard – “The faculty” is different in different places.

Alisa Kessel – Do some members of the faculty want training for how to deal with these situations, or not? Who does taking on this work fall to?

Sara Protasi – I am among those who have more of a chance to talk about those issues. I have a topic that allows me to. You can also set aside part of class to talk about current issues.

Sometimes I lack information about who is doing what. I just recently learned about BHERT, for example. It would be useful to know what is happening and what the resources are. I am new, and I am slowly discovering who is doing what. I would like to have a better sense of the current state of affairs. I know some people are doing a ton of work.

Alisa Kessel – In a way, this is a hard question.

Renee Houston – This came up in Student Life Committee, processing with the students in that group. The number one thing that came up was information flow. What can we do to get information to people who want to know or need to know? What kind of information do we need to provide to people? We don’t all seem to have the same information.

Pierre Ly – What I heard from Dan (Burgard) is that in some classes these things come up, and in others they do not. So, the question is whether we have some responsibility to bring it up, if it doesn’t come up on the part of the students?

Jennifer Hastings – Following up on the Student Life Committee conversation, when a faculty response comes out, it’s branded “the faculty response letter”, and all faculty are seen as the authors by the students. There’s no flow of information to the faculty, sometimes due to confidentiality. In our discussion, it came out that the faculty had not seen the flier, but the students said that they had all seen it.

Alisa Kessel – There was a question about FERPA in terms of what faculty can and cannot know. Distribution of the flyer via email might have overstepped FERPA, for example.

John Hanson – As a chemistry professor, I have not been trained in dealing with these issues. So, for me, education would be great. Maybe at a departmental level? We could learn about things relevant to our subject matter.

Mike Segawa – Especially for our science colleagues, our students sometimes want to go to Organic Chemistry and just deal with organic chemistry, and not everything else. Sometimes our students want to get away. They make choices about what they share with who and when. They sometimes are happy to go to class and not have to discuss it. You create relationships with your students that allow them to tell you things if they want to. Kent Hooper and I have had conversations about the information he gets from students about their lives outside of class. Others of you have told me that you don't want to handle your students' personal lives. The faculty is not of one mind on this. Sometimes it's "too much information" and sometimes you want to know. I don't know that there will be a consensus among the faculty about what we want. I will say that my staff's primary goal is to remove as many of the impediments to student learning as we can. Where you help us the most is when you let us know that students need support. I like John's idea of departmental-specific training and discussion because what Sociology and Anthropology needs might be very different from Business or Chemistry. But each department can help us in this regard.

Sam Liao – From Dean Segawa's comment, the main group we are thinking about are the vulnerable students. But we might thinking about the ignorant or willfully ignorant students and how they can harm the more vulnerable students. What is our role? The student body is not very homogeneous, either.

Rachel Demotts – I think this is a struggle on many levels. We can certainly wait for students to come to us. We don't need to all respond in the same way. But there are times when we need to ask questions. We need to give students a space to share and reflect. Part of their frustration "the faculty isn't doing anything" is because we don't ask what they need or are feeling. We can create space for them to speak.

This discussion was brought to a close due to the meeting ending. A motion to extend the meeting by 5 minutes failed.

VI. Adjournment

The meeting adjourned at 5:30 p.m..

Appendix A – Attendance record

Attending

Bill Barry
Kris Bartanen
Terry Beck
Bill Breitenbach
Nancy Bristow
Gwynne Brown
Derek Buescher
Dan Burgard
Lynnette Claire
Isiaah Crawford
Monica DeHart
Rachel DeMotts
Denise Despres
Amy Fisher
Lea Fortmann
Kena Fox-Dobbs
Megan Gessel
Jeff Grinstead
Bill Haltom
Jennifer Hastings
Kent Hooper
Renee Houston
Martin Jackson
Kristin Johnson
Chris Kendall
Alisa Kessel
Kriszta Kotsis
Alan Krause
Laura Krughoff
Brendan Lanctot
Ben Lewin
Sam Liao
Pierre Ly
Tiffany MacBain
Gary McCall
Andrew Monaco
Susan Owen
Sara Protasi
Brett Rogers
Mike Segawa
Adam Smith
Amy Spivey
Courtney Thatcher

George Tomlin
Alison Tracy Hale
Ariela Tubert
Jennifer Utrata
Matt Warning
Kirsten Wilbur
Peter Wimberger

Guests

Michael Benitez
Kate Cohn
Noah Lumbantobing
Ellen Peters
Landon Wade

Appendix B – Report from President Isiaah Crawford



President's Report to the Faculty

January 31, 2017

A great deal has transpired on our campus and in our country since my last report to the Faculty Meeting on November 17. Meanwhile, I have sought to keep the campus informed of my activities through a series of messages that are available at pugetsound.edu/president on topics including recent White House executive orders related to immigration; the sanctuary movement; efforts to extend the Deferred Action for Childhood Arrivals program; progress related to our goals of becoming a fully diverse and welcoming campus community; freedom of speech; sexual violence prevention; and more.

As a university community and an intellectual resource in the broader community, I believe we are called upon in these times of divisiveness in our national discourse to live the values of our liberal arts tradition: to model the free and civil exchange and expression of ideas, and to prepare our students for the highest tests of democratic citizenship. Our system of shared governance—with leadership from our faculty, students, staff, and our board of trustees—is central to our attainment of our collective goals for Puget Sound and in service to our mission. I deeply value the opportunity to work together to critically examine our own institution, and to act in the best interests of the bright and talented students who choose to pursue their educations at Puget Sound.

Below is a brief report on recent actions and activities. I look forward to meeting with you at the upcoming faculty meeting and responding to any questions you may have.

Undocumented Students Work Group. Puget Sound has reactivated the Undocumented Students Work Group, chaired by Rev. Dave Wright '96 and composed of Professors Pepa Lago-Grana and Robin Jacobson, and staff colleagues Eowyn Greeno (International Programs), Mona Lawrence (Student Employment), Kariann Lee '13, M.Ed.'18 (Academic Advising), Maggie Mittuch '82 (Student Financial Services), and Vivie Nguyen (Intercultural Engagement) to assist all of us in continuing to be vigilant, open, and flexible in considering all that can be done—ethically, morally, and legally—to protect Puget Sound students and all members of our campus community. Thank you to all involved in this important work.

Listening sessions. I have continued small group discussion across campus, and to date have met with academic department faculty and support staff members in Harned Hall, McIntyre Hall, Thompson Hall, and Wyatt Hall; members of the Office of the Associate Deans, Office of the Academic Vice President, Office of International Programs, and Office of Institutional Research; the Resident Students Association; Division of Student Affairs; Dining and Conference Services; Office of Communications; and Office of the President. In February and March, I will meet with academic department faculty and support staff members in Jones Hall, Weyerhaeuser Hall, Howarth Hall, Kittredge Hall, and School of Music; Facilities Services; Bookstore; Mail Services; Office of the Registrar; Security Services; Center for Writing,

Learning, and Teaching; Office of Diversity and Inclusion; Office of Academic Advising and Office of Graduate and Undergraduate Fellowships; Experiential Learning; Office of Student Accessibility and Accommodation; Career and Employment Services; Office of Admission; Athletics; Office of University Relations; Office of Finance and Administration; Department of Human Resources; and Business Services. A complete list of upcoming meetings is at pugetsound.edu/president.

Travel. In recent weeks, I have met with alumni in Denver and Portland, and represented Puget Sound at meetings of the Council of Independent Colleges, National Association of Independent Colleges and Universities (NAICU), and the Annapolis Group. This week I am in Washington, D.C., to attend the NAICU annual meeting, and to meet with our Congressional delegation and advocate for bipartisan proposal for the BRIDGE Act, proposed by Senators Graham (R-SC) and Durbin (D-IL). The BRIDGE Act would bring into law protections for students under the Deferred Action for Childhood Arrivals program. During the break Dean Bartanen and I also met with Nancy Bristow, Monica DeHart, Robin Jacobson, and John Lear on the issue of sanctuary campuses. For the university's public commitments regarding this issue, please see: pugetsound.edu/student-life/resources-for-undocumented-persons.

Professional development. The annual Professional Development and Enrichment Conference was well attended in January, focused on a theme of cultural literacy. I was pleased to see a high level of faculty engagement with this annual conference to promote staff and faculty development. We also enjoyed a wonderful turnout for the university's annual Martin Luther King Jr. Day Celebration, during which the African American studies faculty received the Keep Living the Dream Award, honoring work in the tradition of Dr. Martin Luther King Jr.

Enrollment report. As of January 23, applications for the incoming Class of 2021 were at 5,829, slightly down from last year's record high of 6,139, and up from the previous year at 5,595. Our efforts are focused now on yielding a strong class. I'm pleased to report that Vice President for Enrollment Laura Martin-Fedich is now here, and hope you can join us for an informal reception to welcome her on February 6, at 8:30 a.m., in the Rasmussen Rotunda.

Board of trustees. We are preparing now for the February board meeting, during which several faculty members and students will participate in a workshop for trustees on Puget Sound curriculum and learning outcomes, and the trustees will approve the FY18 budget.



Isiaah Crawford, Ph.D.
President

Appendix C – Report from Academic Vice President Kris Bartanen



January 29, 2017

TO: Faculty Colleagues

FR: Kris Bartanen

RE: Dean's Report to the February 7, 2017 Faculty Meeting

March 24, 2017: Inauguration Day for President Crawford. **Classes will be cancelled** to enable the campus community to participate in a day of events, including emphasis on student work and achievements as well as the inaugural convocation and campus reception.

April 18-19, 2017: Accreditation Seven-Year Visit by Northwest Commission on Colleges and Universities. Given that Puget Sound is one of four schools completing a demonstration project for the NWCCU (we are the four-year private participant), our visit combines the standard seven-year report and visit with a report on the Demonstration Project on Mission Fulfillment. A few things to know:

- Puget Sound's Core Themes for the NWCCU process are: **Academic Excellence, Rich Knowledge of Self and Others, and Engaged Citizenship.**
- Members of the Accreditation Review Committee (ARC) – faculty colleagues Sue Hannaford (Biology) and Anne James (Occupational Therapy) along with Debbie Chee (Residence Life), Lori Seager (Finance), Sarah Stall (Communications), and Kyle Chong '17 – may contact you, if needed, for copies of needed exhibit materials. In particular, we need to (1) insure that **all syllabi have articulated student learning outcomes** and we will make available (2) annual department/program assessments reports as well as (3) five-year curricular review reports to demonstrate ongoing curriculum improvement and achievement of educational outcomes.
- Associate Dean Martin Jackson, Puget Sound's Accreditation Liaison Officer ("ALO") along with Director of Institutional Research Ellen Peters, Associate Dean Sunil Kukreja, and Assistant Dean Kate Cohn – who comprise our "**SLO Group**" – that's student learning outcomes, folks – are also playing a central role in pulling outcomes, mission fulfillment, and "closing the loop" information into a coherent report.
- We also appreciate the work of the **Faculty Senate Ad Hoc Committee on Educational Outcomes** – Bill Beardsley (Philosophy), Robin Jacobson (Politics and Government), Alan Krause and Brad Reich (both Business and Leadership) for their work in refining recommendations from the report ("Out of the Blue: Faculty Perspectives on Educational Goals") based on discussion groups in which 75% of the faculty participated in Fall 2015.
- The February 23rd Board of Trustees Workshop will focus on Puget Sound Curriculum, with participation by representatives of the above-mentioned groups along with members of the **Committee to Support the Shared Curriculum:** Nick Brody (Communication Studies), Priti Joshi (English), Eric Orlin (Classics & Center for Writing, Learning and Teaching), and Amy Ryken (Education). In addition, a representative array of student research, internship, and civic projects will be showcased.

- NWCCU needs **peer reviewers of accreditation reports and members of campus visit teams**. If you would like to be nominated, you might want to invite Bill Beardsley (who recently served as an NWCCU vice-president) or Alyce DeMarais (who recently served as an NWCCU commission member) for coffee and/or let Martin Jackson or me know.

Thank you for your support: 421 members of the campus community – virtually all staff members and some faculty colleagues participated in the January 10, 2017 faculty and staff Professional Development and Enrichment Conference focused on “Building Cultural Literacy in the Workplace.” If you have not already done so, you may view Butler’s film “Cracking the Codes” by accessing the film [here](#). If your department or program wishes to arrange for a facilitated film-discussion, contact Mary Clements in the Office of Diversity and Inclusion.

Update on Searches: Full details in next month’s update! Thank you for all the good work in cultivating diverse and talented finalist pools.

- Completed: Biology, Business and Leadership, History, Religious Studies/Bioethics, Psychology and three-year position in African American Studies/Race and Pedagogy Institute
- At finalist stage: Economics, English, French, Music

Academic Staff Updates:

- **Kariann Lee** has been promoted to the Assistant Director of Academic Advising position formerly held by Kelli Delaney, who now serves as Associate Director for Fellowships.
- **Jennifer Allen-Ayers** has been hired as Health Professions Advising Associate, with congratulations to Kathy Samms on her retirement and thanks for her excellent service in that role. Jennifer previously served as Senior Career Advisor and Academic Liaison in Career and Employment Services.
- **Open Searches:**
 - **Deputy Title IX Coordinator/Associate Director of Diversity and Inclusion** (internal reallocation of a staff position from Finance and Administration area)
 - **Institutional Research System Analyst/Research Associate** (position to replace Kate Cohn’s move to Assistant Academic Dean for Operations and Technology)
 - **Archives and Special Collections Librarian** (interim replacement for Katie Henningsen, pending further definition for permanent replacement search)
- **Forthcoming:**
 - **Registrar** (consultation February 13-14 by Reed College Registrar Nora McLaughlin, prior to posting position description for national search)
 - **Associate Registrar** (to follow Registrar hire)
- **Continuing:** Visiting and adjunct faculty for sabbatical replacement and completion of the 2017-18 course schedule.

Study Abroad Work Group continues its good work (see charges in my report for the September 19, 2016 Faculty Meeting).

- The President’s Cabinet has implemented a one-time, pilot exception to the financial aid policy for study abroad to permit to use all federal, state, and institutional aid for the 2017-18 Pacific Rim program.

- It is not financially feasible at this time to make further adjustments in financial aid policy for 2017-18; students on programs other than Pac Rim will continue to be able to use their federal, state, and institutional aid up to level of demonstrated (FAFSA) need for 2017-18.
- The Study Abroad Work Group will forward its recommendations to me in May 2017.

Summer Immersion Internship Programs: Has become plural!

- **Summer Fellowship Internship** – starts its second year, providing support to a cohort of students who would not otherwise be able to afford unpaid summer internships. The Sturm Family Foundation last week committed to again provide funding for seven additional interns, allowing (by adding to university endowment funding) 20 placements with Tacoma area non-profit agencies and organizations.
- **Summer Academic Internship** – will provide placements in Tacoma or other locations for a partner cohort of students who wish to earn 1.0 unit of academic credit, using a hybrid format for the accompanying experiential learning course.
- Both programs offer students a living and learning community with on campus housing provided for a small fee. See <http://www.pugetsound.edu/academics/experiential/for-students/featured-programs/summer-immersion-internship-programs/> for more information.
- Thanks are due to the **Experiential Learning leadership team** (Renee Houston, Lisa Nunn, Alana Hentges, Landon Wade, Maggie Roach (Americorps), Arielle Hill-Moses and Matt McBurnett, and **Faculty Advisory Board** (Terry Beck, Dan Burgard, Julie Christoph, Lynnette Claire, Rachel DeMotts, Fred Hamel, Anne James, Elise Richman, Renee Simms, and Harry Velez Quinones) for the innovative work and to generous **community partners** who have stepped up to provide meaningful placement opportunities for Puget Sound students.
- How are you doing on getting your department or program experiential web page developed?
 - Check out <http://www.pugetsound.edu/academics/experiential/for-students/experiential-learning-opportunities/explore-opportunities-by-academic-area/> to see some terrific pages!
 - If your department or program doesn't have a linked page with (a) a couple of experiential opportunities that are available for your students, (b) a couple of study abroad programs that work particularly well for your students, and (c) a couple of alumni profiles that let students see what people like them can do – now is the time for you to get this work done!
 - Please work with your departmental assistant and Barb Weist (Office of Communications) to get information posted; **current and prospective students** and families are weighing the kinds of experiential learning opportunities that are available to them!

Lantz and Nelson Awards, 2017-18

- **John Lantz Fellowships:** Lisa Johnson, Professor of Business and Leadership; Alison Tracy Hale, Professor of English; Dan Sherman, Professor of Environmental Policy and Decision-Making; Katherine Smith, Professor of History; and Stacey Weiss, Professor of Biology
- **John Lantz Sabbatical Enhancement Awards:** Rob Beezer, Mathematics and Computer Science; Sara Freeman, Theatre Arts; John Hanson, Chemistry; Alison Tracy Hale, English; Janet Marcavage, Art and Art History; Yvonne Swinth, Occupational Therapy; Stacey Weiss, Biology; Nila Wiese, Business and Leadership; Linda Williams, Art and Art History.
- Thanks to Lantz review committee members Bob Boyles, Physical Therapy; Ariela Tubert, Philosophy; Mike Valentine, Geology; and Martin Jackson and Sunil Kukreja, Associate Deans.

- **Martin Nelson, Hall, and Paccar Pre-tenure Sabbatical Awards:** Chad Gunderson, Art and Art History; Laura Krughoff, English; Lea Fortmann, Economics; Megan Gessel, Chemistry; Peter Sullivan, Economics; Rachel Pepper, Physics.
- **Martin Nelson Summer Research Awards:** David Andresen, Psychology; Monica DeHart, Sociology and Anthropology; Jim Jasinski, Communication Studies; Pepa Lago, Hispanic Studies; Stacey Weiss, Biology.

Appendix D – Report from Faculty Senate Chair Alisa Kessel

Report to Faculty from Faculty Senate Chair Alisa Kessel

27 January 2017

The Faculty Senate convened on December 5, 2016 and January 23, 2017. In those meetings, the Senate did not take any formal action, except to approve a candidate for an honorary degree.

The Faculty Senate considered:

- a proposal from the Professional Standards Committee to formalize a review cycle for Departmental guidelines (once every eight years). The Faculty Senate forwarded some questions and concerns to the Professional Standards Committee.

- a proposed revision of standing charges of the International Education Committee. The Faculty Senate forwarded some questions and concerns to the International Education Committee.

- a measure to create an *in memoriam* recognition to honor students who have died while attending Puget Sound. A revision of this measure will be reviewed in the February 6, 2017 Faculty Senate meeting.

- the situation involving the flyer distributed on campus in November, the conduct process, and the proper avenues for faculty response. The Faculty Senate is considering how to increase faculty awareness of trends (or other systematic concerns) around incidents of bias and hate on campus, how to support and augment the educational work that is already being done on campus, and how to address the disproportionate burden placed on the members of the faculty and staff on campus who do the lion's share of this educational work now.

The Faculty Senate has continued its work to:

- implement and assess the common period

A committee of the Faculty Senate is working in collaboration with the Office of the Registrar, the Office of the Associate Deans, and the Office of Institutional Research (OIR) to create a plan for review of the common period, including its effects on student accessibility to courses and enrollments in majors, minors, and programs. Another committee is working to determine how best to use the common period toward the goals articulated in the faculty meetings (such as community-wide events) that can support a campus community oriented toward shared governance.

- gather faculty attitudes about the criteria for promotion to the rank of Professor

A committee of the Faculty Senate collaborated with the Office of Institutional Research (OIR) to develop a survey of faculty attitudes about the criteria for promotion to Professor. The survey, which was distributed to the faculty in December, was created with input from a recent past member of the Faculty Advancement Committee and the Chair of the Professional Standards Committee. Once the data from the survey has been analyzed, OIR will conduct focus groups with faculty members of each rank to learn more about faculty perspectives.

- consider equity and community expectations in support of the university's mission

A committee of the Faculty Senate, in collaboration with the Office of Institutional Research, is gathering data to assess equity in light of changing (often expanding) expectations regarding faculty workload in support of university initiatives.

Appendix E – Email message sent via facultycoms by Lynnette Claire on behalf of the Faculty Salary Committee on Friday, Feb. 3, 2017, in preparation for this faculty meeting.

Dear Colleagues,

Please come to the faculty meeting on Tuesday, February 7th at 4pm in Thompson 193 to learn about the Faculty Salary Committee's proposed changes to the faculty salary scale. We are also hosting an informal feedback and information session on Wednesday, February 8th from 9:30am-10:30am in the Northwest Lounge of Thomas Hall. Confidential comments may also be made to any of the Faculty Salary Committee members (listed below). We plan to have a two-week comment period to vet this proposal with the faculty (please submit feedback by February 21st).

The Proposed Change:

The last change to the faculty salary scale (2005-06) helped move Fulls closer to median and reflected the data of those years, when Fulls were further from the median than other ranks. Now, Assistants and Associates are further from the median than Fulls, so we are proposing adjusting the scale so that Assistants and Associates move closer to the median for each rank. The impetus for this change arose in the Faculty Compensation Task Force (2014-16), which had broad representation in terms of discipline and rank. The Task Force recommended improving salaries at lower ranks to improve recruitment competitiveness and strengthen our commitment to a just and livable compensation.

We have modeled the proposed changes and we can make this change in one year, while enabling small increases in everyone's salary. The Budget Task Force recommended a 4% increase in the faculty salary pool. If we subtract the 1.4% needed for steps and promotions, 2.6% remains. We propose using about half of the remaining 2.6% pool increase to raise the Assistant and Associate Professor scales relative to Full Professors. The remaining pool increase would be used for an across the board increase in salaries. Under this proposal, even Full Professors who are not advancing in rank will receive at least a 1% increase in salary. This change will bring faculty at different ranks more evenly close to the median as we continue our work to meet our goal of faculty at all ranks earning the median salary in our competitive set.

We look forward to hearing your feedback,

Faculty Salary Committee Members:

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