

## **Minutes of the September 5, 2018 faculty meeting**

Respectfully submitted by John Wesley, Secretary of the Faculty

Attendance: Faculty members and guests in attendance are listed in Appendix A of these minutes.

### **I. Call to order**

Faculty Senate Chair Sara Freeman called the meeting to order at 12:01 p.m.

### **II. Approval of the minutes of April 25, 2018**

The minutes of the April 25, 2018 faculty meeting were approved as circulated.

### **III. Questions regarding reports from the President, Provost, and Faculty Senate Chair**

For the reports, see Appendices B, C, and D of these minutes.

#### a) Questions regarding the President's report

One faculty member asked whether the funding sources of the Welcome Center, and its sustainability, had been communicated to students. President Crawford confirmed that such decisions had been communicated to students, and that direction was received from faculty, staff, and students in terms of how to better communicate the Center's funding structure and sustainability.

#### b) Questions regarding the Provost's report

Provost Bartanen added to her report by communicating concerns shared by Chief Information Officer (CIO) Jeremy Cucco regarding the security of faculty computers. According to CIO Cucco, faculty are being targeted by scammers in order to steal data, and there have been twenty successful attacks since August 27<sup>th</sup>. Faculty were reminded to take this threat seriously, not to click on links in emails unless the link is legitimate, and not to enter their credentials on any non-Puget Sound site; faculty were further encouraged to call the service desk any time they felt skeptical about an email or link.

With respect to the recent faculty workshop, one faculty member asked for clarification on next steps, and, in particular, when faculty would vote to affirm curricular goals and what the Board of Trustees would be voting on. This member voiced concern that the Board's vote would lock the faculty into a course of action that it had not approved. Provost Bartanen replied that the focus of the workshop was on the "Author Your Future" portion of the strategic plan, and such work was at the curricular level; the Board, on the other hand, will look at the goals and initiatives and provide a sense of direction—they will not be voting on curricular changes. Any curricular changes would occur with the usual channels through the faculty. When the faculty are ready to issue a proposal for restructuring the curriculum, then the Board would vote on that. Provost Bartanen reminded the assembly that this is a ten-year plan, to see this fall as a time of

planning (even if, she added, we cannot wait three to five years without responding to a changing education climate), and that Board approval of the goals at this point does not lock the faculty into any curricular action.

c) Questions regarding the Senate Chair's Report

There were no questions for the Senate Chair.

Apropos of the concerns just put forward to Provost Bartanen, Senate Chair Freeman mentioned that the Faculty Senate is considering ways of forming committees to consider proposals for curricular reform, and offered that she and the Senate understand this as a moment for the faculty to decide if we want to take action.

#### **IV. Second reading of proposed revision to the Faculty Code, regarding: phased implementation of amendments to the Code related to standards for tenure and promotion**

The motion before the assembly, following a first reading in the April 25, 2018 faculty meeting, was as follows: *That the faculty approve a revision to the Faculty Code with the following language added at Chapter I, Part F:*

##### *Section 6 – Phased Implementation*

*Amendments to Chapter III Section 3, Parts D and E of the Faculty Code may include provisions for phased implementation. In those cases, the Professional Standards Committee, in keeping with its responsibility (at III.3.A of the Faculty Code) to “publish periodically a statement of university evaluation standards,” will communicate relevant details concerning the provisions through its normal channels.*

In support of his motion, Beardsley stated that the goal of this revision is to provide a mechanism for phased implementation of changes to the review criteria in the Faculty Code, but to do so in a way that is narrowly conscribed to disallow phased implementation of changes to other aspects of the Code (such as grievance procedures or review procedures). He added that this motion is independent of previous discussions regarding proposed revisions to the language of promotion to full professor.

The faculty discussed the motion.

One faculty member spoke in favor of the motion and advised the assembly to proceed with a vote.

There was no further discussion.

The motion **passed** on a counted vote.

Provost Bartanen reminded the assembly that Faculty Code amendments need to be approved by the Board of Trustees.

## **V. Interdisciplinary Humanities Program presentation on the new Interdisciplinary Humanities Emphasis**

The Interdisciplinary Humanities Program was represented by co-directors Kotsis and Smith.

Kotsis announced that the Interdisciplinary Humanities Emphasis (IHE) has replaced the Humanities Program. She explained that the IHE is the culmination of a three-year process that was initiated in order to revitalize the Humanities on our campus, and is designed to draw attention not only to its relevance in the lives of our students, but also to how its all-embracing framework helps us think critically about issues past and present. The IHE offers students the opportunity to create a pathway through the core curriculum, and to fulfill their upper-division elective requirements.

Smith displayed the IHE website, and noted the six current pathways within the emphasis that students may choose in charting their way through the curriculum. She mentioned that the pathways are arranged thematically, and made it clear they are not part of the strategic plan, and do not constitute a minor. She said that the emphasis was designed in such a way that it would not overlap with, or take students from, existing programs. Each pathway was created with input and planning from the faculty it might affect the most.

## **VI. Race & Pedagogy Institute presentation on updates regarding the Race & Pedagogy National Conference**

For the presentation's slides, see [Appendix E](#). The Race & Pedagogy Institute was represented by Gordon, Livingston, Bristow, and Weisz.

Gordon mentioned that the Race & Pedagogy National Conference is the culmination of two years of collaborative planning that involved faculty, staff, students, and community partners. He noted that this will be the fourth such conference on our campus, which will welcome people from across the nation and the world. He said that over eight hundred people have registered so far, with total received registration fees currently tallying over \$200,000.

Livingston introduced the slides, which displayed information about the plenary keynote sessions and speakers, spotlight sessions, concurrent sessions, poster sessions, and special exhibits. She added that the sessions were chosen by over one hundred people, and that, though they are connected, they will not all agree with one another in their response to the national issues raised. She also mentioned that over five hundred high school students will be part of the youth summit on Friday.

Bristow said that the conference is a once-in-a-career opportunity for our students, since it occurs once every four years. She added that registration is free for faculty, staff, and students, but that everyone must register. Though free, she mentioned the option to donate, and that each time one member of the campus community pays the registration fee, someone else will not need to, enabling greater accessibility. The guidebook for the conference is electronic, though not

functioning yet. She said that seating and parking will be at a premium and that tickets for the arts events will be made available by lottery only.

Weisz noted the significant partnership with ASUPS, which is sponsoring one of the speakers, and the contribution of the Student Association for Race and Pedagogy (SARPI). She asked faculty to keep in mind that students are desiring some flexibility with respect to attendance, insofar that faculty are holding regular class sessions on Friday. She introduced a slide showing links to materials that the keynote speakers have written, and added that conference members will be asked to participate in surveys designed to elicit feedback on sessions attended.

### **VII. Presentation from Director for Intercultural Engagement Vivie Nguyen on the Anti-Bias Campaign Video**

Nguyen took the floor alongside ASUPS President Noble.

Nguyen reported that the first Anti-Bias Campaign was started five years ago in response to vandalism on campus. The current campaign was inspired by personal stories from this campus, and noted the ill effects of bias in terms of a sense of belonging. Noble said that bias impacts students in the classroom, and that faculty have failed to acknowledge circumstances in which scholarship comes from one group of people.

The ASUPS Anti-Bias Campaign video was shown to the assembly.

One faculty member asked how the video was communicated to students. Nguyen said that its viewing was part of orientation, and that it was contextualized in a number of ways. Another member asked what resources were available to faculty to ensure they were not engaging in or allowing microaggressions. Nguyen suggested that faculty should ask students to meet with them in office hours. Provost Bartanen added that this issue is also one subject of the Race & Pedagogy National Conference, which would offer conversations in this regard, and also referred faculty to the Office of Diversity and Inclusion website. Noble said that if faculty are not having conversations with students about microaggressions or bias, then it may signal that students don't perceive the faculty member as someone who is open to that conversation.

### **VIII. Presentation from President Crawford on the strategic plan, with Q&A**

For the presentation's slides, see [Appendix F](#).

President Crawford took the floor. He thanked the faculty for their engagement with, and support of, the strategic plan, and that he looked forward to presenting the plan to the Board of Trustees this coming October. He mentioned that although we will not have official or final enrollment numbers until next week, he felt confident that we will meet our first-time in college and new transfer student enrollment goals for the year. This was not the case with most other institutions. President Crawford highlighted the challenges of retention that follow successes in recruitment. He stated that Puget Sound was working from a place of strength, and that the campus community was well positioned to adapt to changing needs and demographics. He introduced and contextualized the slides.



The faculty had questions about the presentation.

One faculty member asked why there was a focus on Health Sciences in terms of how the strategic plans were laid out. President Crawford responded that the steering committee looked at existing areas of institutional strength and market opportunities, and that Health Sciences was a field we might want to expand and take advantage of. He added that this initiative was based on feedback, not fiat, and that the university needs to work on identifying key areas of growth and opportunity in all fields, not just Health Sciences.

Another member asked whether the curricular aspects of the strategic plan, such as the idea of pathways, are driven by research and data. President Crawford confirmed that the plan took its cues from research and data, modeling work, surveys of prospective students, and surveys of students who declined the university's invitation.

One member expressed concern regarding the faculty engagement issue, and wondered whether this would lead to an increase in adjunct hiring, and fewer classes for regular faculty, in order to free up the latter to meet a demand for engagement. President Crawford replied that one important value of the university is faculty and staff engagement with students, and that we want to do this better. He said one of the reasons the strategic plan involves discussion of faculty workload is because we want to find different ways to create engagement and flexibility.

One faculty member returned to the question regarding Health Sciences, and wondered why Music, for example, was not in the strategic plan, despite its notable strength relative to other such departments on the West coast. President Crawford said that the focus on Health Sciences should not indicate weakness in any of our other programs. He encouraged all faculty to bring forth proposals about existing strengths in the curriculum and consider how they might be emphasized. He added that the curriculum is the purview of the faculty, and that the purpose of the strategic plan is to help us achieve our goals.

#### **IX. Other business**

There was no other business.

#### **X. Adjournment**

The meeting was adjourned at 1:31 p.m.

## Appendix A – Attendance

### Attending

Roger Allen  
Gareth Barkin  
Bill Barry  
Kris Bartanen  
Bill Beardsley  
Francoise Belot  
James Bernhard  
Luc Boisvert  
Bob Boyles  
LaToya Brackett  
Nancy Bristow  
Nick Brody  
Gwynne Brown  
Dan Burgard  
Alva Butcher  
Erin Colbert-White  
Jo Crane  
Isiaah Crawford  
Alyce DeMarais  
Lisa Ferrari  
Amy Fisher  
Lea Fortmann  
Michael Furick  
Andrew Gardner  
Megan Gessel  
Barry Goldstein  
Dexter Gordon  
Jeff Grinstead  
Alison Tracy Hale  
Jennifer Hastings  
Bill Haltom  
Fred Hamel  
John Hanson  
Erik Hieta-aho  
Renee Houston  
Robin Jacobson  
Anne James  
Gregory Johnson  
Kristin Johnson  
Lisa Johnson  
Priti Joshi

Diane Kelley  
Chris Kendall  
Alisa Kessel  
Nick Kontogeorgopoulos  
Alan Krause  
Samuel Krigar  
Laura Krughoff  
Brendan Lanctot  
Sam Liao  
Grace Livingston  
Pierre Ly  
Tiffany MacBain  
Mita Mahato  
Mark Martin  
Jeff Matthews  
Gary McCall  
Danny McMillian  
Garrett Milam  
Andrew Monaco  
Sarah Moore  
Wendell Nakamura  
Steven Neshyba  
Eric Orlin  
Susan Owen  
Emelie Peine  
Jennifer Pitonyak  
Jacob Price  
Elise Richman  
Stacia Rink  
Amy Ryken  
Leslie Saucedo  
Eric Scharrer  
Adam Smith  
Jess Smith  
Rokiatou Soumare  
Jason Struna  
Yvonne Swinth  
George Tomlin  
Ariela Tubert  
Andreas Udbye  
Kurt Walls  
Stacey Weiss  
Carolyn Weisz

John Wesley  
Heather White  
Nila Wiese  
Kirsten Wilbur  
Linda Williams  
Paula Wilson  
Peter Wimberger  
Carrie Woods  
Dawn Yoshimura-Smith  
Chih-Huang Yu  
Sheryl Zylstra

### Guests

Uchenna Baker  
Heather Bailey  
Kate Cohn  
Laura Martin-Fedich  
Gayle McIntosh  
Collin Noble  
Michael Pastore  
Ellen Peters  
Sarah Shives  
Landon Wade



### **President's Report to the Faculty**

August 28, 2018

It's already been a terrific start of the year, highlighted by our time together on August 21 to celebrate our faculty colleagues' achievements and the Faculty and Staff Welcome on August 22. (If you were not able to attend last week's President's Welcome for Faculty and Staff, I invite you to review a [transcript of my remarks](#) available on the Office of the President website.)

Congratulations, again, to all who received awards and recognition for your service to the university and our students. I am deeply appreciative, as well, of the good work of our faculty in the August 23 workshop with Provost Kris Bartanen and Faculty Senate Chair Sara Freeman. Your thoughtful and innovative stewardship of our curriculum is at the very heart of our vision to challenge and support our students as they become broadly and deeply educated lifelong learners, prepared to create and serve the future and become the world's next generation of visionary leaders.

I look forward to meeting with the faculty on September 5 at the fall semester's first Faculty Meeting, where we will talk in more detail about the strategic plan that will be presented to the trustees in October. Meanwhile, here's a brief overview of activities and issues underway over the summer.

#### **Enrollment Update**

Although we won't have final numbers until the 10<sup>th</sup> day of classes, our first-year class is looking very strong to date with 657 students against a goal of 645, and an average GPA of 3.5 (trending with the six-year average for the incoming class of 3.51). Graduate enrollment for the year is strong at 141 against a goal of 127. Our total institutional financial aid projection for 2018-19 is \$51.38 million, compared to \$47.53 million in 2017-18, an increase of about 8%.

#### **United Methodist Church Review**

As announced previously and discussed by the faculty last year, now that we have successfully completed our accreditation process through the Northwest Commission and Colleges and Universities, we are scheduled for our periodic review by the University Senate of The United Methodist Church. More information will be available shortly about the visit to our campus Oct. 22 – 24, which will include open sessions for faculty, students, and staff with three visitors, all of whom serve as presidents of Methodist-related institutions.

#### **Welcome Center**

Fundraising for this essential and strategic resource for enrolling prospective students is our highest priority capital project, which is expected to break ground early in 2019 across from Wheelock Student Center. As previously communicated, we have outgrown our ability to provide hospitality on the first floor of Jones Hall to the more than 5,000 students and their families who visit campus each year—and we know that students who visit our campus are six times more likely to enroll at Puget Sound than students who do not. In addition to serving prospective students and their families, the center will provide needed meeting space for campus events,

meetings, and activities. It also provides us with an opportunity to create more synergistic use of office space as we work to complete a campus-wide space planning framework to inform how to best accommodate current and future needs of students, faculty, and staff. Our Technology Services and Security Services staff members are poised to move to their new homes in the library and McIntyre, respectively, later this fall. Our colleagues in the library have been working diligently with faculty, Facilities Services staff and other to realize the many logistics involved in these moves, with special attention on reducing impact to the library and its collections. I provide this update in response to the strong desire expressed at the end of last semester for additional information about this project—please know that I, and Vice President for Enrollment Laura Martin-Fedich, welcome your questions at any time.

### **Race and Pedagogy National Conference**

I look forward to Sept. 27 – 29 when we will collectively explore the theme of *Radically Re-Imagining the Project of Justice: Narratives of Rupture, Resilience, and Liberation* and welcome to campus our Pierce lecturer, Valerie Jarrett, as well as other inspiring keynote speakers. As I mentioned during our Faculty and Staff Welcome gathering, this conference is for us all: students, faculty, staff, educators, community members and more. I invite you to take a look at the schedule and other information available online and make plans to attend sessions as you are able.

### **Hither and Yon**

Over the summer months I had the privilege of being invited to participate as a fellow at the Aspen Ideas Festival, billed as “the nation’s premier gathering place for leaders from around the globe and across many disciplines to engage in deep and inquisitive discussion of the ideas and issues that both shape our lives and challenge our time.” It was an inspiring and thought-provoking couple of days, during which I attended as many of some 400 or more sessions as humanly possible. My summer also included meeting with key constituents and donors as well as legislators, with special attention on the Higher Education Act. I trust your summers were busy and productive as well—welcome to fall 2018!



Isiaah Crawford, Ph.D.  
President



August 27, 2018

TO: Faculty Colleagues

FR: Kris Bartanen

RE: Provost's Report to the September 5, 2018 Faculty Meeting

It was a busy summer all around!

Orientation 2018: Significant appreciation and thanks to all who implemented the newly revised program and schedule:

- The teams who worked intensely to prepare the processes, **register incoming first-time-in-college (FTIC) students, and complete housing placements by June 18**. Registrar and Academic Advising staff, joined by Student Accessibility and Accommodation colleagues, reviewed 629 student schedules over four long days, to make appropriate adjustments prior to release to try to ensure most appropriate course placements and scheduling.
- Those who supported the inaugural **Logger Pre-Orientation on June 22**. 137 students participated, many with accompanying family members, to get connected to Puget Sound through an early sense of welcome, support resources, residence facilities, and Tacoma itself.
- Michael Benitez, Vivie Nguyen, and colleagues who planned and hosted a revised **Logger Summer Institute, August 13-15**, as a pre-orientation for the Access Scholars Cohort and additional Tacoma Public Schools Commitment students. Professors Carrie Woods, Biology and Melvin Rouse, Psychology are the 2018 Access Cohort faculty mentors; Professors Lisa Johnson and Nila Wiese are launching a Fall 2018 project to research and recommend appropriate university support for students enrolling under the TPS scholarship commitment.
- Professors Emelie Peine and Nancy Bristow, mentors for Posse Cohorts 2 and 3, respectively, for their summer preparation for and participation in **Posse pre-collegiate training** with those returning and incoming Bay Area students. Due to a faculty departure, we will need to identify a new mentor for Posse Cohort #4 (entering Fall 2019); more information on that shortly.
- The **Bookends team** – led by Julie Christoph and Martin Jackson – who thoughtfully and creatively revamped the Prelude program for the new 2018 Orientation. The *Bookends Reader*, mailed to all incoming students in mid-summer, is impressive and the accompanying exercises that launched this academic component of orientation on August 19 and 24 met with good success.
- Faculty who trained for and joined in leading **Bookends** sessions, as well as contributors to leading **30 Immersive Experiences** on August 21-23.

- The Experiential Learning team who conducted 24 **“Sounding Board”** training sessions for the Class of 2022, the inaugural class with full access to an e-portfolio as a scaffold for reflection, curation, and narration of their learning, skills and talents over (and beyond) their college career.
- And others, who I’ve surely missed calling out . . .

My Convocation and Matriculation speeches are posted on the Faculty Conversation SoundNet site, in case you wish to reference them in your work with new students.

Strategic planning:

Thank you, as well, to all who participated (~85 colleagues) in the August 23 **Fall Faculty Workshop** on the strategic plan. In particular, presenters Sara Freeman, Peter Wimberger, Grace Livingston and Gwynne Brown; along with facilitators Katherine Smith, Kriszta Kotsis, Doug Sackman, Jason Struna, Gareth Barkin, Siddharth Ramakrishnan, Nick Kontogeorgopoulos, Elise Richman, Gwynne and Grace, Greta Austin, Alva Butcher, Andreas Madlung, Jill Nealey-Moore, Rachel DeMotts, Amy Ryken, Randy Worland, Roger Allen, and Jenny Pitonyak; as well as Deans’ team members Julie Christoph, Renee Houston, Sunil Kukreja, Ellen Peters, and Deanna Kass for input and support in preparations. A copy of the composite workshop outline is on the Faculty Conversation SoundNet site in the 2018 Strategic Planning folder. We will get summary notes and participant reflection responses compiled and available soon.

New Faculty and Faculty Awards:

The roster of new colleagues is attached to this report, along with a copy of 2018 faculty research awards, teaching awards, and new distinguished professors.

New Staff:

Elizabeth Hellam, Program Manager – Eportfolio, Experiential Learning  
 Tricia Speid, Assistant Director of Diversity and Inclusion & Access Programs Coordinator  
 Elizabeth Daly, Women’s Lacrosse Head Coach  
 Jenne James, Assistant Director of Athletics  
 Cherylynn Hoyt, Medical Assistant, CHWS  
 Christine Hutchison, Mihaela Ioana Schneider, and Yuxin Sun, pre-doctoral interns, CHWS  
 Larysa Cohee, Resident Director  
 Megan FinCannon, Assistant Director of Residence Life  
 Robert Magdaleno, Resident Director  
 Austin Raymond, CICE Program Coordinator

With some vacancies still to be filled, new (or new-in-role) administrative staff:

Mandy Miller, Asian Studies  
 Cris McCarty, English Department  
 Jennifer Albert, Physical Therapy  
 Lorraine Toler and Karissa Valine-Plaza, School of Music



### Searches:

- Tenure-line searches are underway for: Suzanne W. Barnett Chair in Contemporary China Studies, Biology, Business/Finance, Business/Accounting, Chemistry, Communication Studies, Exercise Science, Music/Ethnomusicology, Music Education, Theatre Arts; Director of the School of Music search is forthcoming.
- Center for Intercultural and Civic Engagement: Jewish Life Coordinator (part-time).
- Counseling, Health and Wellness Services: Psychologist & Substance Abuse Prevention Coordinator (replacing Dr. Chris Edwards) and Director (replacing Dr. Donn Marshall). For the latter search, Keeling & Associates is supporting the process; we anticipate campus interviews in November and hope for a new director to begin in January 2019. Fall 2018, Senior Psychologist Charee Boulter and Medical Coordinator Libby Baldwin are serving as CHWS Co-directors.

### Other Projects:

- Reaccreditation
  - The Northwest Commission on Colleges and Universities reaffirmed Puget Sound's reaccreditation in June.
  - Thanks to your good collaboration in including **student learning outcomes in all syllabi**, we were affirmed to be in compliance with educational standards; please keep up that practice.
  - Director of Institutional Research **Ellen Peters** has replaced Martin Jackson as **Accreditation Liaison Officer**.
  - Puget Sound's "Year One" Report for the next seven-year review cycle is due in Spring 2019. This report will focus on Mission and Core Themes.
  - The reaccreditation review visit for the School of Physical Therapy by CAPTE will occur October 1-3. Kudos to the DPT faculty, and the leadership of Bob Boyles, for hard work in preparation of their review report.
- Professor Susan Owen, Communication Studies, is leading the grant-supported work to develop the **Center for Speech and Effective Advocacy**. She will use Fall 2018 for consulting, planning, and preparation with hope of initial implementation in Spring 2019.
  - Ellen Peters has compiled initial comparative outcomes for students graduating under the former W&R/SCIS vs. the current SSI models. All student learning outcomes, except those in oral communication, are stronger under the new seminar model. Report to come at a future faculty meeting.
  - In collaboration with CWLT, we look forward to improved faculty preparation for achieving improved outcomes in oral communication.
- **Spring 2019 Course Schedule:**
  - **We still need 10 Seminars in Scholarly Inquiry**; please work with Kate Cohn to achieve schedule adjustments. With a small sophomore class, we should have room to adjust.
  - The call for Spring 2019 adjustments, which includes concise and important guidance on creation of the schedule are out, or will be out shortly from the Registrar. To best serve students, we need an equitable spread of classes **8:00-4:00, Monday through Friday**; with Common Period and 4:00-6:00 Period guidelines enacted.

- Northwest Five Colleges Consortium: The NW5C deans are continuing to work on a proposal for continued Mellon Foundation support of our consortium.
  - The 5th annual **Supporting Faculty of Color Workshop** took place at Reed College, June 4-6, with strong representation by Puget Sound colleagues. Thanks go to Dean for Diversity & Inclusion Michael Benitez and Dean of Faculty & Graduate Studies Sunil Kukreja for coordinating faculty participation, and to Tim Beyer, Psychology, for serving as a facilitator/presenter.
  - If you are a part of continued NW5C projects, I'd love to hear an update on your collaborative work.
- Chairs, Directors and Deans Workshop, August 17: If your chair or director hasn't talked with you about these projects, please encourage their doing so!
  - Completion of the Library print journal collection review; major kudos to the Library team for way over and above work this summer on the "Shift" project.
  - Computer replacement cycle and classroom upgrades.
  - 25 Live scheduling software and the 2019-20 course schedule.
- Puget Sound is participating in the Tacoma Public Schools-Multicare collaboration, entitled "Vital Signs," to provide cohorts of middle and high school students with broader knowledge of and preparation for **health professions** careers. The pilot initiative for 2018-19 is underway at Stadium High School, with plans for expansion throughout the district.

Upcoming events: Please share these opportunities for students to see experiential learning live on campus:

- Summer Research Symposium for the Sciences on September 6, 4-6 pm, Harned Colonnade
- Summer Arts, Humanities, and Social Sciences Symposium on September 11, 3:30-5, Library
- Summer Internship Symposium on September 21 (nearly 40 Summer Immersion Interns 80 Sophomore RISE interns)
- Study Abroad Fair, DATE, 10-2, Wheelock Student Center Rotunda
- Alumni Sharing Knowledge Night, September 13, 7:00pm, Marshall Hall
- September 27, 28, 29: 4<sup>th</sup> Race & Pedagogy National Conference. As outlined in previous messages, the Conference is a Puget Sound classroom on September 28. You should have received a detailed invitation on August 27. Please encourage student, staff, and faculty colleague participation.

Serving on Student Life Committee last year, I learned that faculty members are less than cognizant of two important resources:

**Referral Guide for Student Concerns:** <https://www.pugetsound.edu/student-life/dean-of-students-office/referral-guide-for-student-con/>. It is easy to remember this: Go to the Faculty & Staff Gateway on the Puget Sound homepage; scroll down to the big orange box that says "Concerned about a student?" and click! If still in doubt, call the Dean of Students Office at x3360.

**FERPA tutorial:** <https://www.pugetsound.edu/academics/advising-registrar/know-educational-rights/ferpa-tutorial/>. It's an easy Powerpoint. Just search "FERPA Tutorial" from the home page.



**University of Puget Sound**  
**New Full-time Faculty**  
**2018-2019**

<b>Name</b>	<b>Title</b>	<b>Dept/Program/ School</b>	<b>Credentials</b>
Peter Coutros	Lora Bryning Redford Post-doctoral Fellow in Archeology	Sociology and Anthropology Department	BA, Moravian College, 2008 MA, MPhil, PhD, Yale University, 2010, 2012, 2017
Tanya Erzen	Visiting Associate Professor	Religious Studies Department	BA, Brown University, 1995 PhD, New York University, 2002
Michael Furick	Visiting Assistant Professor	School of Business and Leadership	BS, University of Pittsburgh, 1975 MBA, Harvard Business School, 1979 MS, Mercer University, 1994 PhD, Southeastern University (Nova), 2006
James Garrison	Visiting Assistant Professor	Philosophy Department	BA, Whitman College, 2004 MA, University of Hawai'i, 2007 PhD, University of Vienna, 2015
Jamila Glover	Visiting Assistant Professor	International Political Economy	BBA, University of Houston, 2002 MBA, Texas Women's University, 2010 PhD, Old Dominion University, 2017
John Goettsche	Visiting Instructor	Mathematics and Computer Science Department	BA, Eastern Oregon University, 2013 BA, BS, MA, University of Idaho, 1991, 1993, 2015
Erik Hieta-Aho	Visiting Instructor	Mathematics and Computer Science Department	BS, California Polytechnic University, Pomona, 2009 MA, San Diego State University, 2012 PhD, Ohio University, 2018
Jairo Hoyos Galvas	Assistant Professor	Hispanic Studies Department	BA, MA, Universidad de los Andes, Columbia, 2010, 2012 MA, PhD, University of Pittsburgh, 2013, 2016
Sonia Ivancic	Visiting Assistant Professor	Communication Studies Department	BA, University of Puget Sound, 2008 MA, University of Colorado Boulder, 2014 PhD, Ohio University, 2018
Samuel Kigar	Assistant Professor	Religious Studies Department	BA, Reed College, 2006 MA, PhD, Duke University, 2014, 2018 (expected)
Heidi Morton	Assistant Professor	School of Education	BA, MEd, University of Puget Sound, 1993, 1997 PhD, Oregon State University, 2018 (expected)
Jennifer Pitonyak	Associate Professor	School of Occupational Therapy	BA, Allegheny College, 1995 MS, Washington University in St. Louis, 1997 PhD, University of the Sciences in Philadelphia, 2013

**University of Puget Sound**  
**New Full-time Faculty**  
**2018-2019**

<b>Name</b>	<b>Title</b>	<b>Dept/Program/ School</b>	<b>Credentials</b>
Jacob Price	Assistant Professor	Mathematics and Computer Science Department	BS, Kalamazoo College, 2012 MS, PhD, University of Washington, 2012, 2018 (expected)
Aurora Salvador Sanchis	Visiting Instructor	Hispanic Studies Department	BA, Universidad de Granada, 2011 MA, University of Washington, 2014 MA, University of Texas at Austin, 2017
Nicole Wood	Visiting Assistant Professor	Exercise Science Department	BS, MS, California State University, 2005, 2008 PhD, University of Northern Colorado 2018 (expected)
Chih-Huang Yu	Visiting Clinical Assistant	School of Occupational Therapy	BS, Chung Shan Dental and Medical College, 1996 MS, University of Puget Sound, 2003 PhD, University of Minnesota, 2018

**TEACHING AWARDS & DISTINGUISHED PROFESSORS  
AWARDED AUGUST 2018**

**DISTINGUISHED PROFESSORS**

**2018-2019**

**TERRY BECK, EDUCATION  
PRITI JOSHI, ENGLISH  
AMY RYKEN, EDUCATION  
KURT WALLS, THEATRE ARTS  
STACEY WEISS, BIOLOGY**

**PRESIDENT'S TEACHING AWARD**

**2017-2018**

**TERRY BECK, EDUCATION**

**THOMAS A. DAVIS TEACHING AWARDS**

**2017-2018**

**LUC BOISVERT, CHEMISTRY  
RACHEL DEMOTTS, ENVIRONMENTAL POLICY AND DECISION MAKING  
GREGORY JOHNSON, BIOLOGY  
KRISZTA KOTSIS, ART AND ART HISTORY  
TIFFANY MACBAIN, ENGLISH**

**RESEARCH AWARDS**

**2017-2018**

**ROBIN JACOBSON, POLITICS AND GOVERNMENT  
DAVID LATIMER, PHYSICS  
SIDDHARTH RAMAKRISHNAN, NEUROSCIENCE/BIOLOGY**

## Appendix D - Report from Senate Chair Sara Freeman

### **Report to the Faculty Sara Freeman, Faculty Senate Chair August 29, 2018**

#### Goals and Retreat

Meeting with President Crawford and Board of Trustees President Robert Pohlada in early August, I outlined my three primary goals for Faculty Senate and our faculty governance processes this year:

1. Facilitate the shared governance interface with strategic plan initiatives
2. Create and charge the task force on bias and Student Evaluations of Teaching, as outlined and voted on at in the April 25, 2018 full faculty meeting.  
*This committee has been appointed and at the August 27, 2018 Faculty Senate meeting its charge was approved. See below for the text of the charge.*
3. Follow through on faculty initiatives begun in the last few years, namely:
  - equalizing the semester calendars
  - evaluating the effects of the common hour on scheduling for classes
  - possibly amending the Faculty Code language around criteria for promotion to full professor, including whether we can create phased implementations of changes

Similarly, during the Faculty Senate retreat, the senators engaged in an intention setting exercise (after I made them do a theatre exercise called a “shake out”.....it was great) that identified these areas of focus:

- Helping faculty navigate the Strategic Plan
- Rethinking faculty workload
- Progress on SET changes/creation of equitable teaching evaluations
- Communication and solidarity with staff
- Supporting faculty role in campus climate re: diversity and inclusion
- Creating more communication from Board of Trustees faculty reps to the faculty
- Finish work on semester calendar
- Evaluation of common hour
- Forming a system-wide picture of the situation of faculty on continuing contingent contracts
- Balancing faculty service expectations

We have our work cut out for us and we are plunging in directly.

#### Service Assignments and Committee Charges

Over the summer, the Faculty Senate executive committee (Freeman as chair, Gwynne Brown as vice chair, and Kristin Johnson as secretary) worked with the Provost and Associate Deans Office to complete the faculty service assignments for AY 18-19. This is a serious process, where many needs and concerns are taken into account, especially junior faculty and their need for time and space to build tenure files, balance of personal and disciplinary identities and

backgrounds in a committee's composition, the need for senior leadership and institutional memory, different faculty members' senses of being stakeholders in certain processes and programs, and a committee's continuing work or the need for rebuilding. The standing committees of the faculty senate each require a certain number of members as outlined in the faculty bylaws. Many faculty members also serve on ad hoc or appointed committees and advisory bodies, some by choice and some by request. It is a complex picture and we have many people on sabbaticals and fallow years, so there is no surplus of people to take on roles.

Now that service assignments are made, committees are getting to work. Each committee has standing charges outlined in the faculty bylaws. The main business of the faculty senate in the first weeks of the semester are to finalize additional charges to each committee. The IEC and CC charges were approved in the August 27 senate meeting. The rest of the committees will be addressed in the coming weeks.

### Curriculum Workshop

In relation to interfacing with the strategic plan, the work is underway. A large and activated group of faculty took part in a workshop on Thursday, August 23.

At the workshop, faculty dug in to curricular ideas developed by the goal teams in the strategic planning process last year and began navigating the vision forming in the draft strategic plan. To my observation this was a lively workshop, marked by a striking degree of honesty and authenticity about our hopes and fears for our students and our work, the relationship of our graduate and undergraduate programs, our sense of possibility, and the absolute need for more conversation.

The Author Your Future (working title!) vision of an undergraduate curriculum encompassing a major, pathway, mentor, and experience inspired many nascent models for curriculum restructuring to be begin to be imagined. Key questions arose concerning the purpose of each part of our curriculum, the problems are we trying to solve, and what we want to provide for our students during their studies here, or ensure that every student does. The promptings of the Legacies Project asked us to think deeply about our emplacement and our history and how our curriculum should reflect nuanced reflections on power and identity at every level.

What the workshop indicated most of all to me is that faculty need and want more conversation about the ideas proposed in the draft strategic plan. We also need to approach process for potential changes very reflectively.

### Other Concerns and Developments

Faculty queries about the seemingly high proportion of first year students who are marked in their advisors' files as having a high probability of academic probation led me into conversation with Landon Wade, Director of Academic Advising, and Laura Martin-Fedich, VP for Enrollment. Landon discovered that the HS GPA data never loaded into PeopleSoft. He updated first year advisors that PeopleSoft treats null and zero as zero, so the probation probability indexes that were generated are

incorrect as they used 0.00 as each student's HS GPA. Landon is working to resolve this with tech services.

I am looking forward to the Race and Pedagogy Conference at the end of this month, and to seeing our work develop this year.

Sincerely,


Sara

Charges to the SET Committee:

- \* to identify what the faculty values and learns from student feedback about courses**
- \* to recommend an approach to student feedback about courses that minimizes bias, corresponds to what we value, and that supports faculty advancement**

Timeline:

Interim report to Faculty Senate by December 2018 with a preliminary recommendation about timelines for achieving committee objectives (with the understanding that the committee will not have completed this work, but will have been able to assess the workload and make recommendations about how long they expect the work to take).



**Vision**  
We envision a society where the systemic causes of racism have been uprooted and in which we are energized to reimagine a world oriented toward the shared experience of liberation.

**Mission Statement**  
To educate students and teachers at all levels to think critically about race, to cultivate terms and practices for societal transformation, and to act to eliminate racism.



**Thursday, September 27 at 7pm**  
**Opening Plenary/Keynote**  
**BRIAN CLADOOSBY**



President, National Congress of American Indians  
Chairman, Swinomish Indian Tribal Community



**Friday, September 28 at 4:30pm Plenary**  
**with Moderated Conversation**  
**Resneck Pierce Lecture**  
**VALERIE B. JARRETT**

Senior Advisor to the Obama Foundation,  
Attorney, and  
Senior Distinguished Fellow at the University of  
Chicago Law School

**Friday, September 28 at 8am**  
**Plenary/Keynote**  
**JEFF CHANG**



Social Historian, Author of *We Gotta Be Alright and Can't Stop Won't Stop*  
Vice President of Narrative, Arts, and Culture at Race Forward

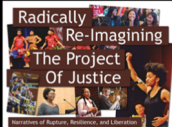



**Saturday, September 29 at 8:30am**  
**Plenary/Keynote**  
**ALICIA GARZA and PATRISSE CULLORS**


Co-Creators of #BlackLivesMatter

Thursday Sept. 27	Friday Sept. 28	Saturday Sept. 29
	8:00-10:00 Plenary Session: Jeff Chang	8:30-10:15 Plenary Session: Alicia Garza and Patrisse Cullors
	10:30-11:45 Spotlight Sessions	10:30-11:45 Spotlight Sessions
	12:00-1:15 Poster Sessions	12:00-1:15 Poster Sessions
	1:30-2:45 Concurrent Sessions	1:30-2:45 Concurrent Sessions
	3:00-4:15 Concurrent Sessions	3:00-4:15 Concurrent Sessions
	4:30-6:00 Plenary Session: Valerie B. Jarrett	5:00-7:00 Evening Arts Program
7:00-9:00 Plenary Session: Chairman Brian Cladoosby	7:00 Evening Arts Program	

- 4 Plenary Keynote Speakers
- 12 Spotlight Sessions
  - Race, Education, & Criminal Justice
  - Pre-K Teacher Preparation
  - Arts as Public Pedagogy
  - Language, Land, Health
  - Immigration
  - Science & Race
  - Homelessness
  - Faith & Spirituality
  - Multi-racial Identities
- 120 Concurrent Sessions
- 2 Poster Sessions
- 2 Evening Arts Events
- 6 Special Exhibits
- Youth Summit Friday







**Race & Pedagogy INSTITUTE**  
University of Puget Sound • Tacoma, Washington

**NATIONAL CONFERENCE**  
**RADICALLY RE-IMAGINING THE PROJECT OF JUSTICE:**  
Narratives of Rupture, Resilience, and Liberation

**SAVE THE DATE**  
SEPT. 27-29, 2018

**Homecoming + Family Weekend**

**A WEEKEND OF LEARNING AND CONNECTION!**  
Join the Puget Sound community to address Homecoming and Family Weekend and experience the Race & Pedagogy National Conference. Cheer on our athletes, connect with friends and engage with students, scholars, artists, and social justice advocates as the college becomes a classroom exploring the conference theme of "Radically Re-imagining the Project of Justice."

For more information on Homecoming & Family Weekend: [pugetsound.edu/homecoming](http://pugetsound.edu/homecoming) | 253.879.3245  
For more on RPNC: 253.879.3245 | [raceandpedagogy@pugetsound.edu](mailto:raceandpedagogy@pugetsound.edu) | #RPNC2018

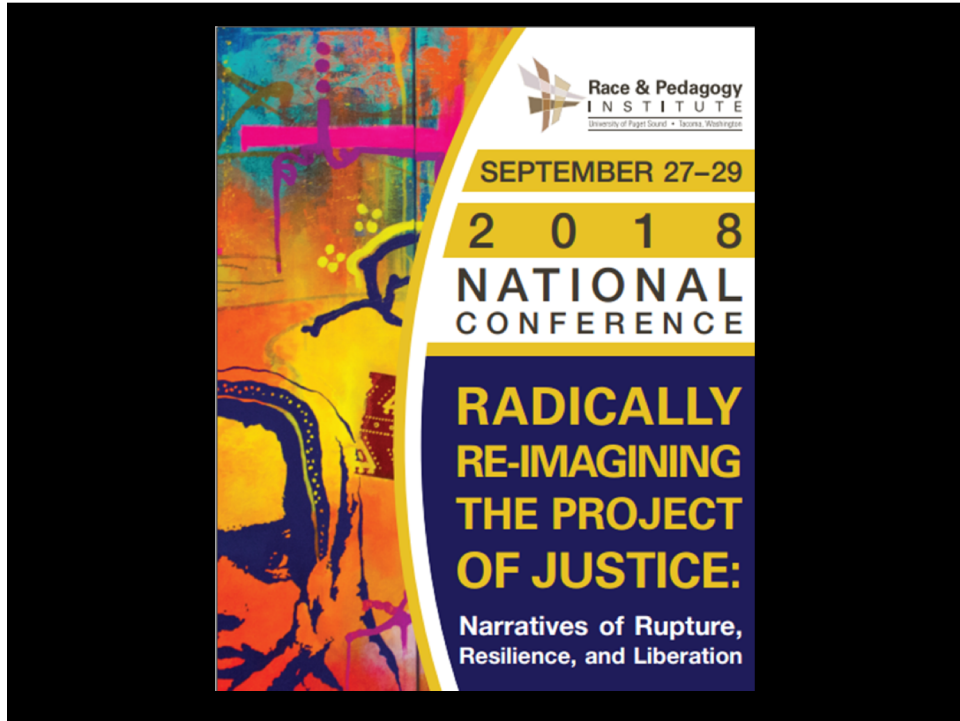
- **CONFERENCE IS THE CLASSROOM/HFW.**  
Once in their Puget Sound career  
If you **MUST**...  
Classroom usage.
- **IT'S FREE, FREE, FREE!**  
Option to donate.  
Swag and Meals: \$45
- **PLEASE REGISTER.**  
All campus members need to register online  
IDs as Tickets – LANYARDS  
Help your students register – STICKERS!
- **SO 2018.**  
Electronic Program (Guidebook)
- **SEATING WILL BE AT A PREMIUM.**  
First come, first seated.  
Evening Arts by lottery. (Rosalind Bell residency)
- **PARKING WILL BE AT A PREMIUM.**
- **VOLUNTEERS NEEDED.**  
[Website link.](#)

**L O G I S T I C S**

## GETTING READY – EVENTS AND RESOURCES

- **Q&A session** Friday, Sept. 7 12-1 pm in the Rotunda
- **CWLT Wed at 4** Sept. 12
- **Book Club discussion of *Who We Are and How We Got Here* (Oxford UP, 2018) by Harvard geneticist David Reich** September 21
- **Thompson Hall Science Colloquia - historian of science John P. Jackson** Sept. 27
- **Library Guide with readings and exhibits**

<p>Brian Cladoosby, Thursday, September 27, 7:00pm</p> <p>Note: Cladoosby is pronounced "KLA-duhs-bee"</p> <p>Meet Native America: Brian Cladoosby, Chairman of the Swinomish Indian Tribal Community and President of the National Congress of American Indians. <i>National Museum of the American Indian</i>.</p> <p>Cladoosby, Brian (Speepots). "Indian Country Leads National Movement to Knock Down Barriers to Oral Health Equity." <i>American Journal Of Public Health</i> 107, (June 2, 2017): S81-S84. (Puget Sound access only)</p>	<p>Valerie B. Jarrett, Friday September 28, 4:30pm</p> <p>Jarrett, Valerie. 1997. "Commentary on the Question of Incentives." In <i>Dilemmas of urban economic development. Issues in theory and practice</i>, 46-48. Urban Affairs Annual Reviews, vol. 47., 1997. Print Books <b>HT108.U7 v.47</b></p> <p>Jarrett, Valerie. 2009-2016. <a href="#">White House blog posts.</a></p> <p>Jarrett, Valerie. 2012. "The Affordable Care Act: Making A Difference for African-Americans." <i>Sun Reporter</i>, Mar 22, 2.</p> <p>Jarrett, Valerie. 2013. "Honoring Martin Luther King Jr. with our Lives." <i>Mississippi Link</i>, Apr. 7.</p>
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Appendix F - Slides from President Crawford's Presentation





Faculty Strategic Planning Update  
September 2018

# Outline



- Brief Overview
- Context and Challenges Before Us
- Preview of Overall Plan
  - Vision, Values and Mission
  - Goals, Initiatives and Anticipated Outcomes
- Q&A

## Brief Overview/Planning Process



- Collaborative and campus-engaged strategic planning process
- Strategic Planning Steering Committee
- Goal Team Work Groups
- Faculty, Staff, members of Cabinet, Students, Alumni and Trustees
- Over 150 people participated in some capacity to help bring the proposed plan forward

# Challenges



- Competitive landscape, especially for Liberal Arts Colleges
- Recruitment and retention
- Changing demographics



## Competitive landscape

“Only 34 percent of colleges met new student enrollment targets this year [2017] by May 1, the traditional date by which most institutions hope to have a class set. . .The 34 percent figure is down from 37 percent a year ago and 42 percent two years ago.”

*“The 2017 Survey of Admissions Directors: Pressure All Around,” by Scott Jaschik, [insidehighered.com](http://insidehighered.com), September 13, 2017*



**Bacone College in Oklahoma is Closing**

Troubles at Piedmont Technical College

**Mergers Recommended for Pennsylvania Public Colleges**

*Atlantic Union College to Close*

**Mount Ida College Closes**

*Enrollment at New Mexico's Public Colleges Drops 5%*

**Concordia College in Alabama to Close**

Arkansas Baptist College Continues Financial Problems

**St. Gregory's in Oklahoma Closes**

**Memphis College of Art Closes**

**Grace University in Nebraska Announces It Will Close**

Saint Joseph's College in Indiana Suspends Operations

**Wheelock College Plans Merger**

Holy Cross College Faces Financial Crisis

**Pillsbury Baptist College Closes**

Golden Valley Lutheran College Closes

**Alliance College Closes**

Marian Court College Closes

**Burlington College shuts down**

**Dowling College Closes**

**SAINT CATHARINE COLLEGE CLOSES**

**Marygrove College Shuts down Its Undergraduate Programs**

College of St. Joseph in Vermont Considers Closing

**Marylhurst U to Close Amid Shrinking Enrollment**

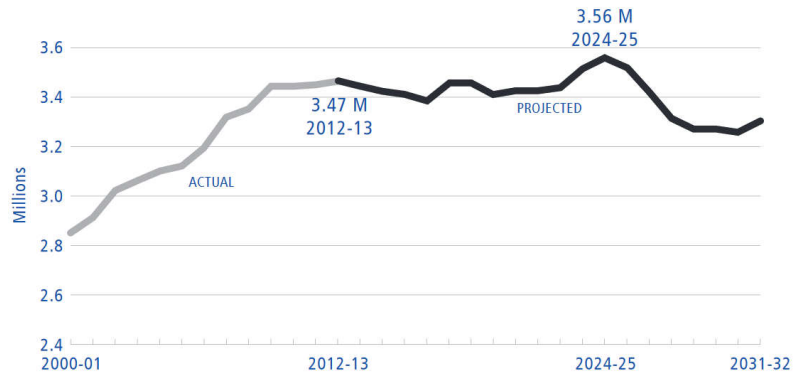
**University of Missouri-Columbia Plans to Close 12 Graduate Programs**

# Changing demographics



81,000 fewer high school graduates in 2017

Figure 1. Total Number of U.S. Public and Private High School Graduates to Gradually Become Smaller



Source: William J. Hussar and Tabitha M. Bailey. *Projections of Education Statistics to 2024: Forty-Third Edition*, Table 9 (1979 to 2012). And, Western Interstate Commission for Higher Education, *Knocking at the College Door*, 2016 (2013 to 2032).

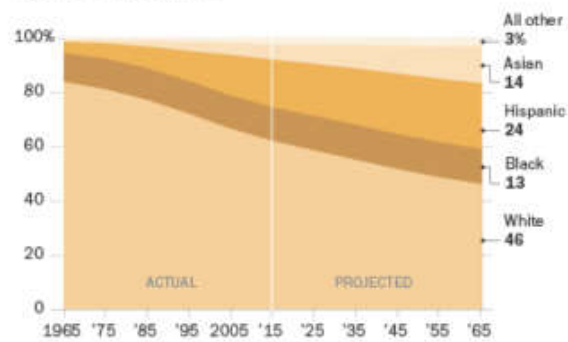
# Changing demographics



## The changing face of America, 1965-2065

The changing face of America, 1965-2065

% of the total population

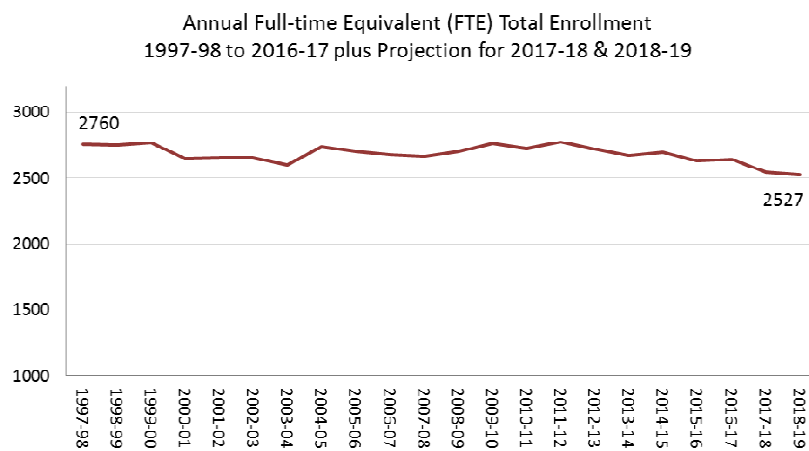


# Puget Sound Total Enrollment



## Enrollment:

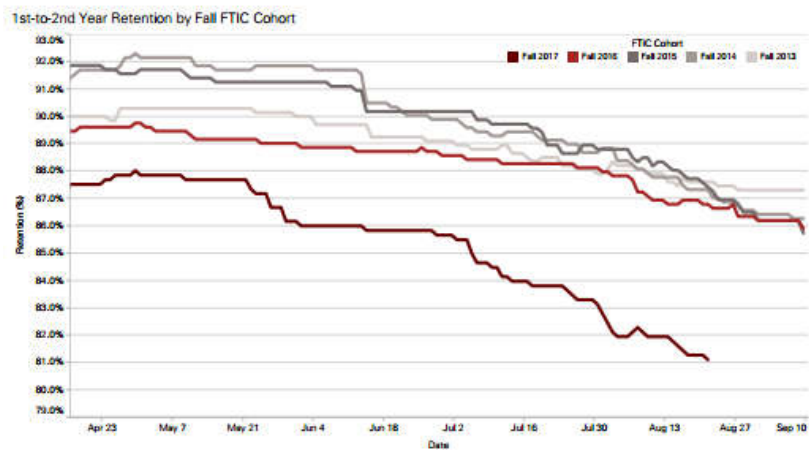
- UG enrollment has declined; **nearly 250 fewer students than in 2011-12**
- 20-year average: **2689**



# Puget Sound Student Retention



Fall Enrollment Trends



## Our Opportunity



Puget Sound is well positioned to adapt and be increasingly creative in offering a challenging and enriching liberal arts education that produces graduates with the skills, experiences and habits of mind that are highly relevant and marketable.

**“Leadership for a Changing World: University of Puget Sound 2018-28 Strategic Plan”**

# Vision



**We challenge and support our students as they become broadly and deeply educated lifelong learners, prepared to create and serve the future and to become the world's next generation of visionary leaders.**

# Mission



**...The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.**



# Values



1. **Excellence**
2. **Justice**
3. **Leadership**
4. **Creativity**
5. **Respect**
6. **Courage**
7. **Inclusion**



## Leadership for a Changing World: Goals



- 1. Advance Institutional Excellence, Academic Distinction and Student Success**
- 2. Enrich our Learning Environment Through Increased Diversity, Inclusion and Access**
- 3. Support and Inspire our Faculty and Staff**
- 4. Enhance Engagement with the Community and Promote Environmental Sustainability**
- 5. Leverage and Expand Institutional Assets and Pursue Entrepreneurial Opportunities**

## Leadership for a Changing World: Goals and Initiatives 2018-28



### **Goal 1: Advance Institutional Excellence, Academic Distinction and Student Success**

- Develop a distinctive undergraduate model of education to ensure all students graduate prepared for success
- Increase connections between graduate and undergraduate programs and develop select new graduate programs in areas of university and market strength.
- Consider more flexible pathways to graduation
- Enhance our strengths in health sciences
- Develop comprehensive and integrated plans for aggregate annual undergraduate and graduate enrollment (2800 students)
- Develop comprehensive strategic plans for the co-curricular program, including residential, academic and athletic programs
- Consider development of new or enhanced signature Puget Sound Centers of Distinction

## Leadership for a Changing World: Goals and Initiatives 2018-28



### **Goal 2: Enrich our Learning Environment Through Increased Diversity, Inclusion and Access**

- Align institutional efforts to increase and support equity, diversity, and inclusion
- Develop a university-wide set of activities, practices and curricular initiatives that will empower students, faculty, staff, alumni and community members to understand and learn from the diverse histories that have shaped our region and the role the university has played
- Continue efforts to substantially increase the diversity, across all measures, of students, faculty and staff

## Leadership for a Changing World: Goals and Initiatives 2018-28



### **Goal 3: Support and Inspire our Faculty and Staff**

- Examine the nature and definition of faculty work in a changing landscape of higher education
- Further develop a faculty and staff total compensation and professional development program
- Further establish Puget Sound as a great place to work

## Leadership for a Changing World: Goals and Initiatives 2018-28



### **Goal 4: Enhance Engagement with the Community and Promote Environmental Sustainability**

- Better coordinate, integrate and support the university's community engagement efforts
- Develop and strengthen partnerships, including corporate partnerships
- Develop clear institutional goals and commitments related to environmental sustainability
- Increase alumni engagement with the university and their mentorship of students

## Leadership for a Changing World: Goals and Initiatives 2018-28



### **Goal 5: Leverage and Expand Institutional Assets and Pursue Entrepreneurial Opportunities**

- Maximize avenues for revenue generation that strengthen financial sustainability
- Create more dynamic educational experiences for students through the development of enhanced regional partnerships

Leadership for a Changing World:  
Operational Initiatives



We will develop inter-connected, long-term approaches/plans in **enrollment management, finance and physical resource management, constituent engagement and fundraising, and institutional marketing and communications.**



## Anticipated Outcomes for Goals 1-3



ALL students will graduate with a major, experiential learning experience, pathway, mentor, and e-portfolio with entering class of 2023

Puget Sound will exceed peers and overlap institutions on primary indices in the National Survey of Student Engagement

Distinctive undergraduate, graduate and other program enhancements will increase total annual enrollment from 2633 (Fall 2017) to 2800 FTE



## Anticipated Outcomes for Goals 1-3

Distinctive undergraduate, graduate and other program enhancements will increase total annual enrollment from 2633 (Fall 2017) to 2800 FTE

The percentage of undergraduates living on campus, first to second year retention, residential occupancy and the six-year graduation rate will increase

Undergraduates who are employed, continuing their education or engaged in public service within seven months of graduation will increase (currently 93%)

## Anticipated Outcomes for Goals 1-3



Steady gains will be made in the recruitment and retention of under-represented populations across the student body, faculty, and staff

Faculty workload will be clearly defined and aligned with the new curricular model

# Questions and Discussion





UNIVERSITY *of*  
**PUGET**  
**SOUND**