

Minutes of the March 6, 2019 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

Chair Freeman called the meeting to order at 12:00 p.m., at which time there were 106 voting members present.

II. Announcements

There were no announcements.

III. Approval of the minutes of February 6, 2019

The minutes of the February 6, 2019 faculty meeting were approved as circulated.

IV. Questions regarding reports from the President, Provost, and Faculty Senate Chair

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

There were no questions regarding the President's report.

Regarding the Provost's report, one member responded to the invitation to ask for an update on retention. Provost Bartanen reported that 119 students from the Fall 2018 term did not enroll for the Spring 2019 term this year (49 of them FTIC (first-time-in-college) students), a number up from 71 this time last year. She noted further that the students we lost came from a wide spectrum in terms of income background, and that the point of sharing this information is primarily to illustrate how much work we have to do on the issue of retention.

There were no questions regarding the Faculty Senate Chair's report.

V. Second reading of proposed changes to the Faculty Code regarding language for promotion to full professor

For the revision's rationale and the text of the motion, see Appendix E of these minutes. For a side-by-side view of the current and proposed language, see Appendix F of these minutes.

As part of the previous meeting's first reading of the proposed revision, it was **moved** by MacBain, and **seconded**, *that*:

[PART I]

If the faculty and Trustees vote to revise the Faculty Code regarding promotion standards to the rank of full professor, the revised language will apply to tenure line faculty members who join the campus in the academic year following approval of the revised language. (For example, if passed in AY 2018-19, tenure line faculty who join the faculty in AY 2019-20 will be subject to the revised language). Faculty members who are on the tenure line prior to passage of the measure will be evaluated on the standards that existed in the Code when the faculty approved the measure.

The faculty requests that the Professional Standards Committee note this implementation measure in the Faculty Evaluation Procedures and Criteria document (formerly known as the “buff” document).

and that section III.3.e of the Faculty Code shall be revised to read as follows:

[PART II]

Faculty promotion shall be based upon the quality of a person's performance of academic duties. Because the university seeks the highest standards for faculty advancement, mere satisfactory performance is no guarantee of promotion. Appointment in the rank of associate professor and professor normally requires a doctoral or other equivalent terminal degree.

Decisions whether to promote shall be based upon the quality of the faculty member's performance in the following areas, listed in order of importance:

(1) teaching and related responsibilities, including the mentoring and advising of students;

(2) professional growth;

(3) participation in service a) to the university, and b) to one's profession or, in ways related to one's professional interests and expertise, to the larger community.

Promotion to the rank of full professor requires a candidate to have maintained excellence in teaching and demonstrated significant scholarly activity since promotion to associate. Within the category of service, candidates for promotion to the rank of full professor must provide evidence of a continued and significant contribution to the university.

The faculty resumed their discussion of the motion.

Several members argued that the motion should be divided into two motions according to its parts (I and II), since agreement with one did not necessarily entail agreement with the other. One member noted that with the current implementation language, it would take twelve years for the promotion language to take effect, which represents a long time to wait to reduce ambiguity in the Code.

It was **moved** by Orlin, and **seconded**, *that the faculty divide the question and vote separately on implementation (Part I) and the proposed language (Part II).*

There was no discussion of the motion.

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

There were now two motions before the faculty: Part I regarding implementation, and Part II regarding the promotion language itself.

It was **moved** by Orlin, and **seconded**, *that the faculty postpone discussion of the implementation motion (Part I) until the April faculty meeting.*

The faculty discussed the motion.

One member wondered whether it would be possible to vote on Part II, but make it contingent on a subsequent vote on Part I. Another responded that, according to how the motions are currently before the assembly, a pass of Part II would make it effective immediately (whenever the Board of Trustees approved it), but that the faculty could put in contingency language in the Part II motion.

Provost Bartanen suggested that the faculty postpone discussion of both motions (Parts I and II) until next fall.

Hearing no objections, Orlin **withdrew his motion**.

It was **moved** by Provost Bartanen, and **seconded**, *that the faculty postpone discussion of both the implementation (I) and proposed language (II) to the first faculty meeting of Fall 2019.*

The faculty discussed Provost Bartanen's motion.

In response to a question of rationale for postponing the discussion, Provost Bartanen said that there is a lot of work to do with regard to the curriculum, and voting on promotional language without knowing how the curricular changes might impact one's decision to seek promotion (including possible changes to workload) seemed inappropriate. Several other members of the faculty concurred.

There was no further discussion of the motion.

The motion **passed** on a counted vote. Therefore, the two motions ((I) *implementation* and (II) *language*) detailing changes to the Faculty Code regarding promotion to full professor have been postponed to the first faculty meeting of Fall 2019.

VI. Report and discussion from the Curriculum Task Force

The CTF was represented by Sackman, who took the floor with a presentation and discussion. For the presentation's slides, see [Appendix G](#).

Sackman's introductory remarks made clear that the CTF was looking for a curriculum that galvanized the faculty, took into account current strengths while seeking innovation, and focused on integration and collaboration amongst students, faculty, and disciplines. He walked the assembly through a number of slides that presented two different models (A and B) of envisioning a pathway through or in addition to a core or major. A distinction was made between the current core "approaches" model and a proposed "practices" model, the latter of which would, ideally, allow students to integrate skills rather than simply "approach" them only to retreat. He also suggested a "Sounding Time," when the campus might cancel classes for a few days or extend the calendar, using the freed-up time to allow opportunities for discussions about integrating fields and personnel.

Sackman opened the floor to questions.

Members who responded uniformly thanked the CTF for their work, and expressed support for a change to the curriculum. A number of members expressed concern that a pathway model would inhibit exploration on the part of students who may not enter the university with a clear direction or major in mind, or who might need to fulfill a strict number of degree requirements. Some spoke in favor of the "practices" model, while others worried that it would only reinforce "silos" in terms of methodology, and a few expressed a worry that it would effectively create the need for a second major or minor.

Others mentioned that the central concern was about when students would experience the most guidance—either in the first year, throughout their tenure, and/or in their later requirements. Furthermore, the proliferation of capstone courses in a number of majors or programs should suggest that a capstone requirement in the new curriculum might entail a single one instead of a variety of capstones attached to any number of disciplines. The CTF expressed solidarity with the concerns raised, and noted further a need to a) distance students from the idea that a required course was something one needed to "get out of the way," and b) provide a structured curriculum that enabled students to see integration from an early stage of their education, while, at the same time, honoring disciplines like the sciences that require a set sequence of courses. One faculty member said that the current CTF focus on providing guided or set pathway options seemed to be at odds with last year's presentation from VP for Enrollment Martin-Fedich, which suggested that potential or incoming students desired more independence in choosing the focus of their undergraduate degree.

VII. Presentation from the Provost regarding work on graduate enrollment

For the slides of the Provost's presentation, see <https://soundnet.pugetsound.edu/sites/Team/WorkTeams/Dean/SitePages/Home.aspx>

Provost Bartanen provided a series of slides that highlighted our current financial and retention trajectory versus a projected one according to the changes recommended by the strategic plan. Maintaining the former indicated a regression. Based on the university's existing strengths,

comparisons with programs offered at like institutions in the West, and current trends in higher education and job markets, Hanover Research made the following recommendations: create programs (MA or other) in hospital and health care administration, higher education administration, sport and fitness administration, applied statistics in medicine, mental health counseling, genetic counseling, information sciences, analytics, and museum studies; and expand Physical Therapy and Occupational Therapy, as well as existing programs in school and mental health counseling.

One member noted that Computer Science was highlighted on the slides as a major draw for students, but that it was difficult to recruit faculty to teach in the program. This member asked whether it might be possible to create an endowed chair in Computer Science so that the major could grow. President Crawford mentioned that there is a capital campaign opportunity to create endowed chairs and place them in programs that are already strong or for starting new programs.

Another member asked about the university's position relative to a national trend that is seeing the proliferation of administration positions in higher education.

It was **moved** by Holland, and **seconded**, that the faculty extend the meeting time by five minutes. Hearing no objections, the motion **passed**.

Provost Bartanen responded to the question of administration positions by noting that new positions for FY 2020 were created in order to assist in retention and recruitment, and to meet the changing demands of today's students, while the new VP for Counsel position was made by a reallocation of what we used to spend on legal fees. President Crawford added that Puget Sound's operational costs for administration are substantially lower than that of our peers.

One member expressed concern that the focus on health sciences recommended by Hanover Research might detract from the liberal arts ethos of the university. President Crawford responded that the university is committed to its mission as a residential liberal arts college, and that the revenue required to continue in that mission will rely on the diversification of the university's offerings to include such programs as health sciences.

VIII. Other business

There was no other business.

IX. Adjournment

The meeting was adjourned at 1:35 p.m.

Appendix A - Attendance

Attending:

Roger Allen
Gareth Barkin
William Barry
Kris Bartanen
Terence Beck
Francoise Belot
Nancy Bristow
Gwynne Brown
Derek Buescher
Dan Burgard
Alva Butcher
Julie Nelson Christoph
Erin Colbert-White
Johanna Crane
Isiaah Crawford
Alyce DeMarais
Rachel DeMotts
Regina Duthely
Greg Elliott
Amy Fisher
Lea Fortmann
Kena Fox-Dobbs
Sara Freeman
Michael Furick
Barry Goldstein
Andrew Gomez
Dexter Gordon
Jeffrey Grinstead
William Haltom
Susannah Hannaford
John Hanson
Suzanne Holland
Renee Houston
Darcy Irvin
Robin Jacobson
Kristin Johnson
Priti Joshi
Diane Kelley
Alisa Kessel
Samuel Kigar
Jung Kim
Grace Kirchner

Nick Kontogeorgopoulos
Kriszta Kotsis
Sunil Kukreja
David Latimer
John Lear
Ha Jung Lee
Julia Looper
Pierre Ly
Tiffany MacBain
Susmita Mahato
Jeff Matthews
Gary McCall
Amanda Mifflin
Garrett Milam
Andrew Monaco
Sarah Moore
Wendell Nakamura
Steven Neshyba
Eric Orlin
A. Susan Owen
Emelie Peine
Rachel Pepper
Jennifer Pitonyak
Michael Pohl
Jacob Price
Geoffrey Proehl
Siddharth Ramakrishnan
Holly Roberts
Amy Ryken
Douglas Sackman
Leslie Saucedo
Eric Scharrer
Dan Sherman
Katherine Smith
Jessica Smith
Stuart Smithers
Rokiatou Soumare
Amy Van Engen Spivey
Karin Steere
Jason Struna
Yvonne Swinth
Courtney Thatcher

Bryan Thines
Justin Tiehen
George Tomlin
Alison Tracy Hale
Benjamin Tromly
Ariela Tubert
Alexa Tullis
Andreas Udbye
Suzanne Warren
Seth Weinberger
Stacey Weiss
Carolyn Weisz
John Wesley
Heather White
Nila Wiese
Kirsten Wilbur
Paula Wilson
Peter Wimberger
Carrie Woods
Rand Worland
Sheryl Zylstra

Guests:

Heather Bailey
Peggy Burge
Jane Carlin
Kate Cohn
Liz Collins
Eli Gandour-Rood
Katie Handick
Laura Martin-Fedich
Colleen Mitchell
Oscar Secrist
Elena Staver
Ben Tucker
Landon Wade



President's Report to the Faculty

February 26, 2019

With “Snowpocalypse” safely behind us, it is good to see everyone back and fully engaged in their work on campus! I appreciate that disruptions in the calendar can put pressure on syllabi and students alike, and thank you all for your flexibility in responding to the unusual suspension of classes and non-essential campus operations earlier this month.

Board of Trustees Winter Meeting

Our February series of meetings concluded on Friday, although several of our trustees remained on campus over the weekend to participate in the well-attended and inspiring Entrepreneurship Summit featuring several alumni speakers. The student-produced Summit was a clear articulation of the vision of our *Leadership for a Changing World* strategic plan, providing mentorship opportunities for students to assist them in building a strong network of connections and experiences to support their success.

The advancement of our strategic plan continues to be a primary focus for trustees, who are eager to learn more about the current student experience. To that end, the focus of their workshop on Thursday was a discussion of *The Coddling of the American Mind: How Good Intentions and Bad Ideas are Setting Up a Generation for Failure*. I'd like to thank Sara Freeman, Susan Owen and Seth Weinberger for participating with Student Affairs colleagues on a panel to facilitate the trustees' engagement with the book, with specific focus on academic freedom and the social landscape; the challenges, experiences and strengths of college students today; and ways in which Puget Sound is responding to these realities.

Another significant role the board plays is in review of our recommendations for tenure and promotion. Congratulations to our faculty colleagues Gwynne Brown, Nicholas Brody, Erin Colbert-White, Amy Fisher, Poppy Fry, Andrew Monaco, Mike Pohl, Jessica Smith, and Justin Tiehen on achieving important milestones in their careers as teacher-scholars.

As you saw in the report from Board of Trustees Chair Robert Pohald, the trustees also approved our FY20 budget and participated in the official groundbreaking for the Welcome Center. This new building designed to welcome students and their families to campus will be an important asset in helping our visitors feel at home and get their visits off to the best possible start. It will also provide much needed space for meetings and events when not in use by our colleagues in Admission. At this time the Center is scheduled to be completed in approximately 12 – 14 months.

Provost Search

The advisory search committee met Feb. 19 with our search consultants to review the full candidate pool and select semi-finalists for off-campus interviews. Please look for invitations in the coming weeks to meet with finalists on campus in April. I am very pleased with the depth and

Appendix B – Report from President Isiaah Crawford

breadth of our candidate pool, and look forward to moving to this next stage in our search process.

In the meantime I want to add my voice to the many who have reached out to congratulate Kris Bartanen on receipt of the prestigious Award for Excellence in Academic Leadership from the American Conference on Academic Deans in January. The annual award recognizes academic leaders who exemplify excellence in academic leadership on their campuses and in their communities. We will honor Kris for her distinguished service to Puget Sound later this spring.

Great Colleges to Work For Survey

One of the goals of the strategic plan is to support and inspire our faculty and staff in their service to our students. Results from this survey from *The Chronicle of Higher Education* will help us understand where we need to focus our attention in the coming years. Please look for the survey via email on March 11 (open through April 5) and plan to share—anonously—your opinions and experiences about working at Puget Sound.

Enrollment Update

We are a little over halfway through the recruitment cycle with all application deadlines passed and Regular Decision Day in front of us on May 1. Our focus must now turn to doing all that we can to realize our first-time in college (FTIC) yield and enrollment goals for the Class of 2023 (N=660). Thank you all, in advance, for your assistance with Decision Puget Sound and other programming designed for admitted students and their families.

In terms of graduate students, the application volume is consistent with the same time last year in our education and occupational therapy programs, with a slight decrease in applications to our physical therapy program as a result of increased competition in our region. We are doing all that we can to ensure that we will reach our new student graduate enrollment goals for fall 2019 (N=126).

Higher Education Advocacy and Community Involvement

Earlier this month I attended the annual meeting of the National Association of Independent Colleges and Universities and called on members of our Congressional delegation to address the reauthorization of the Higher Education Act, student aid, and Title IX. In early March I will offer remarks at KeyBank's African American Key Business Impact Networking Group (AAKBING) at the Northwest African American Museum along with former Tacoma mayor Harold Moss. Over the course of the coming weeks I also am scheduled to meet with a variety of alumni, community leaders, and benefactors.

As always, I look forward to the opportunity to share the good work of our campus community and our vision to prepare every student to lead, serve, and create the future.

Sincerely,

A handwritten signature in blue ink that reads "Isiaah".

Isiaah Crawford, Ph.D.
President



February 27, 2019

TO: Faculty Colleagues

FR: Kris Bartanen

RE: Provost Report to the March 6, 2019 Faculty Meeting

Congratulations!

- **Andrew Gomez**, Assistant Professor of History, has been awarded a **Whiting Public Engagement Fellowship**, a national grant that supports “the vital role of humanities professors in the world.” Andrew’s project, “Race in the City of Destiny: Tacoma, Displacement, and Reconciliation” will enable him and a team of collaborators to collect digital oral histories with residents, politicians, and activists that trace three facets of Tacoma’s history: Chinese expulsion in 1885, and the city’s efforts to build Chinese Reconciliation Park a century later; redlining in the Hilltop, a neighborhood now threatened by rapid gentrification; and the Northwest Detention Center, one of the largest immigrant detention centers in the United States.
- University of Puget Sound was once again named as a **top Fulbright Scholars producer** among colleges and universities, with four students earning awards for 2018-19. Recognition goes to Associate Director of Fellowships Kelli Delaney, to Graduate Fellowships Advisory Committee chair Jeff Grinstead, and to all faculty members involved in the fellowships process.
- February 2019 promotion and tenure decisions:
 - Tenure: **Poppy Fry**, History
 - Tenure and promotion: **Nick Brody**, Communication Studies; **Erin Colbert-White**, Psychology; **Amy Fisher**, Science, Technology & Society; **Andrew Monaco**, Economics; **Jess K Smith**, Theatre Arts
 - Promotion to Associate Professor: **Mike Pohl**, Exercise Science
 - Promotion to Professor: **Gwynne Brown**, Music; **Justin Tiehen**, Philosophy.Additional files will be considered at the May 2019 Board meeting.

Appreciation!

- To **Sara Freeman**, Theatre Arts; **Susan Owen**, Communication Studies; **Seth Weinberger**, Politics and Government; **Charee Boulter** and **Libby Baldwin**, interim co-directors of CHWS; and **Sarah Shives**, Assistant Dean of Students for providing excellent insights as panelists for the Board of Trustees workshop on Greg Lukianoff and Jonathan Haidt’s *The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting Up a Generation for Failure*, 2018. Faculty representatives to Board committees – **Monica**

DeHart, Sociology and Anthropology, for Academic and Student Affairs Committee; **Suzanne Holland**, Religious Studies and Bioethics, for Development and Alumni Relations Committee; and **Eric Orlin**, Classics, for Finance and Facilities Committee; joined by Dean for Diversity and Inclusion **Michael Benitez**, Director of Intercultural Engagement **Vivie Nguyen**, Director of Institutional Research **Ellen Peters**, and Chaplain and Director of Civic Engagement **Dave Wright** – served as additional resources persons to the ninety-minute discussion. The three areas of discussion focused on student mental health, freedom of expression on the campus, and means of cultivating identity and community for first-year students.

- To faculty and staff members of the **Curriculum Task Force** who are both supporting a very **open process**, and meeting at least twice per week, to bring forward proposals to the faculty in support of the *Leadership for a Changing World* Strategic Plan. I trust that Sara Freeman will address that work in her report to the faculty, so will only add here:
 - I have posted in the CTF Community Ideas folder (<https://drive.google.com>) “**The Case for Puget Sound’s Strategic Plan**,” which was shared with the Board in October 2018. (Just for the record, 42 colleagues have offered thoughts and suggestions to-date in the Community Ideas folder; take a look and add your thoughts, as you may wish.)
 - The “Case” document builds from the “Priority Strategic and Operational Initiatives” document, posted in August 2018 in advance of the Fall Faculty Workshop, in which 85 faculty members participated. (All the workshop documents, notes, and feedback are posted on the Faculty Conversation site folder “1-Strategic Planning” <https://soundnet.pugetsound.edu/sites/Team/WorkTeams/Dean>.)
 - As a reminder, 28 faculty members served in 2017-18 on the Strategic Planning Steering Committee and its five Goal Teams.
 - I have also posted the CTF bibliography, to-date, in the Community Ideas folder.

Strategic Planning and the Board Meeting

Board members took a look at enrollment, retention, and financial data, with a five-year look-back and five-year forward projections in each of those areas, including:

- Evidence of declining US birthrates, and demographic shifts in high school graduates by race and ethnicity (WICHE, *Knocking at the College Door*, 2016)
- Evidence of gaps in college readiness benchmarks by race/ethnicity (ACT, *The Condition of College and Career Readiness*, 2017)
- Evidence of Hispanic and African American family incomes at 61% of White families (College Board, *Trends in College Pricing*, 2017)
- Puget Sound application, admit rate, discount rate, and yield rate trends – all of which signal needs for change to avoid an unsustainable scenario
- Puget Sound retention rates which, while having reached and held steady at 86-87% for first-time-in-college (FTIC) to sophomore students in recent years, have fallen back to 80% for the 2017 cohort. I would be happy to be asked a question in the meeting in order to provide a confidential update on retention.
- I would also be happy to be asked about financial modeling, in order to share thoughts on stabilizing undergraduate enrollment and modestly growing graduate enrollment. Those

Appendix C – Report from Provost Kris Bartanen

colleagues who worked on the Faculty Compensation Task Force will recall our consultant reminding us repeatedly: “No margin, no mission!”

Faculty Compensation

Earlier this month, the Faculty Salary Committee wrote to say that they were heartened that the Budget Task Force recommendation for 2019-20 faculty salary fell within the range they had recommended. They asked whether any steps or planning are underway to develop or secure the necessary resources to close the gap between Puget Sound and our comparison group geographically adjusted medians for assistant, associate, and professor salaries.

This was the heart of my reply:

- The Budget Task Force worked very hard to achieve the faculty [2.4%] and staff [2.5%] pool recommendations. As we continue to monitor current student retention figures and projections for new student enrollment, leadership colleagues will continue to work hard to support those pools.
- The campaign that will flow from and support the *Leadership for a Changing World* strategic plan is in preliminary planning stages; I don't know what specific faculty support items might be included, though certainly any budget-relieving endowed positions or endowed faculty development funding would support the strength of the faculty, over the long term.
- The main thing in the strategic plan that support faculty compensation is a budget model that enables net tuition revenue to grow of 2-4% year over year (a sustainable model for a non-profit educational institution). Given nearly 80% of revenue comes from tuition and fees, that means: (a) an undergraduate curricular model that strengthens recruitment and retention to Puget Sound and (b) modest growth of graduate programs. We're working actively on both of those dimensions and, for example, the concerted goal to have the undergraduate framework endorsed by the faculty in May 2019 is to allow Admission to begin communicating about curricular opportunities to prospective Fall 2020 students (who are current juniors, which is when the recruitment cycle hits full tilt). I hope to be allocated 10 minutes in the March 6 meeting to discuss work on graduate enrollment.

Now that the 2019-20 budget was approved by the Board on February 22, Julie and I will get to work to prepare the annual faculty salary memo. Of the 2.4% faculty salary pool, we need .2% both to cover steps and promotions and to implement a modest increase in existing discipline differentials (supported by the Faculty Salary Committee) for Business, Computer Science, and Economics. Thus, the Faculty Salary Scale will increase 2.2% for 2019-20. Details to come soon.

Report to the Faculty
Sara Freeman, Chair of Faculty Senate
February 26, 2019

Dear Colleagues:

I admit that with the snow days, my rhythm was thrown off in February, especially because of losing rehearsal days for the show I am directing. But, inexorably, *Threepenny Opera* opens on March 1, my cadences are getting back on track, and I am looking forward to our meeting on March 6. And, there are things to celebrate: I offer heartfelt congratulations to all the colleagues who have received promotions or tenure as part of the action taken during the February meeting of the Board of Trustees.

As I observed to Board President when I met with him and President Crawford during their meeting on campus, things are moving fast. Pohlada, President Crawford, ASUPS President Collin Noble and I had a discussion about the stress of “aggressive timelines” and the need to appreciate the way faculty are engaging in the business of the university. A great deal of work has happened and is ongoing: my report focuses on the business of our faculty meeting, the activities of Faculty Senate, the Board of Trustees meeting, and the work of the CTF.

Business of the Faculty Meeting

In preparation, I would like to outline the first major order of business on the agenda, which is the motion to amend the code language about tenure and promotion. The language for this motion was created by the Senate across last year and revised after discussion with the full faculty last spring and this fall. We amended the code in the fall to allow for phased implementation of changes like this, though that does not mean we have to approve this change. We had a first reading of this motion in February. It comes back before us to discuss and decide how to proceed. After discussion, our basic options are:

1. Vote on the Motion. It passes and we change the code.
2. Vote on the Motion. It doesn't pass, the code remains as is, and we continue on our way.
3. Amend the motion, then vote on it. Pass or not pass consequences as above.
4. Table the motion and bring it back for vote later.

We will, at some point, need to vote on the motion to take it off our agenda. If we vote down this motion (or an amended version of it), Senate will need to evaluate if that indicates that the faculty wants to take no action regarding the code language, or if it indicates that Senate or another subcommittee should take another pass at revising the code language to address the concerns about service at the level of full, phase in career focus, and frames about scholarly and creative accomplishment after tenure that prompted this proposed revision.

Faculty Senate Business

Despite the snow, Senate met twice since our last full faculty meeting. The meetings focused on:

Appendix D – Report from Faculty Senate Chair Sara Freeman

- responding to and endorsing the revision of the Student Integrity Code undertaken by the Division of Student Affairs;
- the idea of an ad hoc committee about the status of continuing contingent faculty on campus;
- a proposal from the Academic Standards Committee about changing from pass/fail option to a credit/no credit option for some classes to encourage exploration;
- hearing a report from the Committee on Diversity.

Looking ahead, Senate will be hearing about information gathering already underway about continuing contingent faculty, preparing for elections after spring break, receiving the report of the Faculty Salary Committee, and checking in on efforts to evaluate the impact of the common hour.

Two innovations that are underway in Senate are that we are now going to receive reports from the Faculty Reps to the Board of Trustees committees as a matter of course after Board meetings and that we are initiating a one or twice a year joint meeting among the chairs of standing committees to facilitate communication and coordination. We will organize the first meeting of standing committee chairs as a meeting with the chairs of the Curriculum Task Force.

Last, Ueli Stadler of the Bookstore and John Hickey opened a conversation with me about the Bookstore's desire to support faculty in addressing the types of concerns raised in the Provost's January 15 email about students concerned with textbook affordability. They look to be in more communication with all of us.

Board of Trustees

The Board of Trustees meeting in February featured a discussion between Trustees and a faculty and staff panel about Johnathan Haidt and Greg Lukianoff's book *The Coddling of the American Mind*. This book offers a range of diagnoses about the state of contemporary college students as they navigate and critique current educational and socio-economic systems. Haidt and Lukianoff confirm the reality of political polarization and rising rates of mental health distress after 2013 as producing a measurably different context for college students now. Meanwhile, they critique contemporary parenting and cultures of "safetyism" as guiding young people through those challenges in the wrong ways, such that three "great untruths" have come to dominate on college campuses. They define the great untruths as fragility (what doesn't kill you makes you weaker), emotional reasoning (always trust your feelings), and us vs. them mindsets (life is a battle between good people and evil people). They propose that campuses and the culture at large must do more to combat these untruths.

I agreed to speak on this panel expecting things to get a little ugly in wrestling with these ideas, because the book can be used to confirm reactionary ideas about the activism of young people and the work of higher education, stoking ideas that "trigger warnings" and ideological witch hunts and the equation of words and violence are maligning the real pursuit of justice, wisdom, and truth. I don't know what my colleagues on the panel anticipated, but I sensed that we all —

Appendix D – Report from Faculty Senate Chair Sara Freeman

Seth Weinberger, Sue Owen, Sarah Shives from the Dean of Students Office, and Libby Baldwin and Charee who are co-Interim Directors of CHWS — came prepared.

I realized during the panel that the Trustees experienced the book not in terms of the debates I see about it among my friends who are scholars, but as a very vivid depiction of the complicated dynamics faculty and staff deal with every day on our campus. They could not get enough of hearing about how we as faculty and staff experience our jobs: what we do when we're teaching and what we think our students need. In the discussion, over meals, and in other sessions, Trustees continued to come up to me to say how much they want to hear about what we're doing in the classroom and the ways to better support students, because it really impacts how they think about their work related to finance and facilities, academic and student affairs, and donor and alumni relations. I'm not going to pretend that there are not disconnects between some of the problem-solving frames and vocabularies of the Trustees on the one hand and the faculty on the other. But the conversation means faculty can continue to make a case for the structures and supports that make a difference.

In the Trustees business meeting, I was asked to expand on my report especially about the activities of the CTF and Chair Pohlad offered deep thanks to the faculty for their work in the last two years on the strategic plan and now on the process of curriculum revision.

Curriculum Task Force

The work of the curriculum task force continues apace. Every week we look at more data and feedback; we form and reform subgroups, engage in backward design, and make models. The listening sessions so far have yielded really rich conversation. I can't help but observe how well we all do when we talk to each other, multiple times, and allow our ideas and visions to spread. A large part of our March 6 meeting will be devoted to CTF process and discussion with the full faculty. On Monday before the meeting a substantial report and set of prompts from the CTF will circulate via facultycoms for review before the meeting. I invite everyone to read it and really dig in to the questions the CTF poses: those are our prompts to building consensus for carrying out a curriculum revision that is driven by our education goals and values.

In late January, I read a *New Yorker* article about decision-making flagged as coming from the "Department of First Principles" that I find myself thinking about a lot as I go to CTF meetings and prepare to moderate full faculty meetings. It's called "The Art of Decision Making" (<https://www.newyorker.com/magazine/2019/01/21/the-art-of-decision-making>). Often, author Joshua Rothman notes, we make our biggest decisions without being able to know every aspect of how that decision will change us. The research he reviews redefines "aspiration" as a fundamental imagining process related to self-transformation, not an act of materialistic or status-driven desire. I want us to continue to have that type of aspiration in our curriculum revision process.

Sincerely,

Sara

A brief history of work to date

For several years, the Faculty Advancement Committee has noted (in its annual report to the Faculty Senate) discrepancies in how departments interpret the phrase in the Faculty Code regarding “distinguished service,” a requirement for promotion to the rank of (full) professor. The Faculty Senate charged the Professional Standards Committee (in around 2015-2016) to render an interpretation of the language. Upon surveying departments chairs, the PSC determined that departments were split in their interpretations: some applied the modifier “distinguished” only to service, while others believed that “distinguished” applied to other categories of review. Consequently, the PSC did not feel confident rendering a decisive interpretation, for to do so would have been to impose a culture change upon half of the faculty.

That left the option of revision of the Code. Because the PSC is the body that interprets the Code, the Faculty Senate determined that it should not also be charged with writing the Code. For this reason, the Faculty Senate took on the responsibility of crafting language to present to the faculty. In AY 2016-2017, in collaboration with the Faculty Senate, the Office of Institutional Research, conducted a survey of the faculty and three focus groups—one each at the rank of assistant, associate, and full professor.

In fall 2017, a committee of the Faculty Senate (Jacobson, Kessel, Kukreja, L. Livingston, MacBain, and Wilson) convened to draft language based on the findings from the survey and focus group data. The committee saw a wide range of perspectives in the survey results, but nevertheless saw a few ideas that it believed would be important to consider in revising the Code:

- the revision should clarify an expectation that applicants for promotion to full should both meet a minimum bar and provide evidence of an upward trajectory in each category of review;
- the revision should convey the idea that each career has seasons (to borrow the Provost’s language) and that, while applicants for promotion to full are expected to have demonstrated significant achievement in each category of review, they are not expected to do everything at a significant level all the time;
- the categories of review should be simplified.

The committee developed language, which it took first to the Professional Standards Committee and then, upon incorporating the PSC’s recommendations, to the Faculty Senate. After some discussion, the Faculty Senate revised the language once more. The Faculty Senate approved its own revisions of the language and voted to take the revised language to the full faculty for consideration.

The tenor of our deliberation

A concern was voiced in the Faculty Senate that faculty members at the assistant and associate levels could feel reluctant to speak candidly during the conversation of the full faculty for fear of being misinterpreted or unfairly judged. The Faculty Senate asks participants in the discussion to entertain all points of view and to invite, in particular, the input of those who

Appendix E – Motion to Revise Faculty Code Regarding Language for Full Professor

stand directly to be affected by a change to the requirements for promotion or the schedule of implementation of the change. The Faculty Senate asks, too, that participants commit to the generous interpretation and respectful consideration of one another's ideas.

The text of the motion

Procedurally, it feels important to the Faculty Senate that the implementation of the change be debated independent of the language of the revision itself. Therefore, the motion has two parts: part one concerns implementation and part two concerns the proposed revision.

PART I. IMPLEMENTATION

If the faculty and Trustees vote to revise the Faculty Code regarding promotion standards to the rank of full professor, the revised language will apply to tenure line faculty members who join the campus in the academic year following approval of the revised language. (For example, if passed in AY 2018-19, tenure line faculty who join the faculty in AY 2019-20 will be subject to the revised language). Faculty members who are on the tenure line prior to passage of the measure will be evaluated on the standards that existed in the Code when the faculty approved the measure.

The faculty requests that the Professional Standards Committee note this implementation measure in the Faculty Evaluation Procedures and Criteria document (formerly known as the "buff" document).

PART II. PROPOSED LANGUAGE FOR REVISION TO THE FACULTY CODE (at III.3.e), updated as of 12.3.18

"Faculty promotion shall be based upon the quality of a person's performance of academic duties. Because the university seeks the highest standards for faculty advancement, mere satisfactory performance is no guarantee of promotion. Appointment in the rank of associate professor and professor normally requires a doctoral or other equivalent terminal degree.

Decisions whether to promote shall be based upon the quality of the faculty member's performance in the following areas, listed in order of importance:

- (1) teaching and related responsibilities, including the mentoring and advising of students;
- (2) professional growth;
- (3) participation in service a) to the university, and b) to one's profession or, in ways related to one's professional interests and expertise, to the larger community.

Promotion to the rank of full professor requires a candidate to have maintained excellence in teaching and demonstrated significant scholarly activity since promotion to associate. Within the category of service, candidates for promotion to the rank of full professor must provide evidence of a continued and significant contribution to the university."

Appendix F - Side by Side View of Proposed Revision to Faculty Code

III.3.e

CURRENT

Faculty promotion shall be based upon the quality of a person's performance of academic duties. Specifically, decisions whether to promote shall be based upon the quality of the faculty member's performance in the following areas, listed in order of importance:

- (1) teaching;
- (2) professional growth;
- (3) advising students;
- (4) participation in university service; and
- (5) community service related to professional interests and expertise.

Because the university seeks the highest standards for faculty advancement, mere satisfactory performance is no guarantee of promotion. In addition, appointment in the rank of associate professor and professor normally requires a doctoral, or other equivalent terminal degree. **Advancement to the rank of full professor is contingent upon evidence of distinguished service in addition to sustained growth in the above-mentioned areas.**

DRAFT, updated as of 12.3.18

Faculty promotion shall be based upon the quality of a person's performance of academic duties. Because the university seeks the highest standards for faculty advancement, mere satisfactory performance is no guarantee of promotion. Appointment in the rank of associate professor and professor normally requires a doctoral or other equivalent terminal degree.

Decisions whether to promote shall be based upon the quality of the faculty member's performance in the following areas, listed in order of importance:

(1) teaching **and related responsibilities, including the mentoring and advising of students;**

(2) professional growth;

(3) participation in service a) to the university, and b) to one's profession or, in ways related to one's professional interests and expertise, to the larger community.

Promotion to the rank of full professor requires a candidate to have maintained excellence in teaching and demonstrated significant scholarly activity since promotion to associate. Within the category of service, candidates for promotion to the rank of full professor must provide evidence of a continued and significant contribution to the university.



Picasso—La bouteille de vin (1925)

Curricular Task Force Report | March 6 Faculty Meeting

The Pathway

The pathway is a multi-course exploration on a topic of shared concern for our campus and our broader community. We envision 3-5 pathways for the campus community. The pathway does not replace majors, minors, or other areas of special emphasis (which, as we note above, we take to contribute to the *depth* of a student's education).

Characteristics of a pathway

- integrates learning across the student's collegiate education
- offers students choices through the pathway (menus of options or expectations)
- is scaffolded toward a culminating moment in the senior year
- offers connections and comparisons across local and global inquiries
- is inspiring, fun, and engaging for students
- addresses issues of pressing concern for students, faculty, and staff

• Particular Pathways would be proposed and generated by faculty, and probably orchestrated by an interdisciplinary panel.

Example: CLIMATE CHANGE

Connects across methodologies, approaches, and disciplines:

- | | |
|---|--------------------------------------|
| Domestic and international policy | Environmental justice |
| Environmental history | Artistic responses to climate change |
| The science of climate change | Environmental ethics |
| Dynamics of climate change denial | Ecology |
| Economic effects of climate change & policy | Utopian and dystopian alternatives |

Question-driven: Faculty who teach in the pathway will orient it around a particular pressing question.

Example: *What happens when sea levels rise in the Salish Sea?*

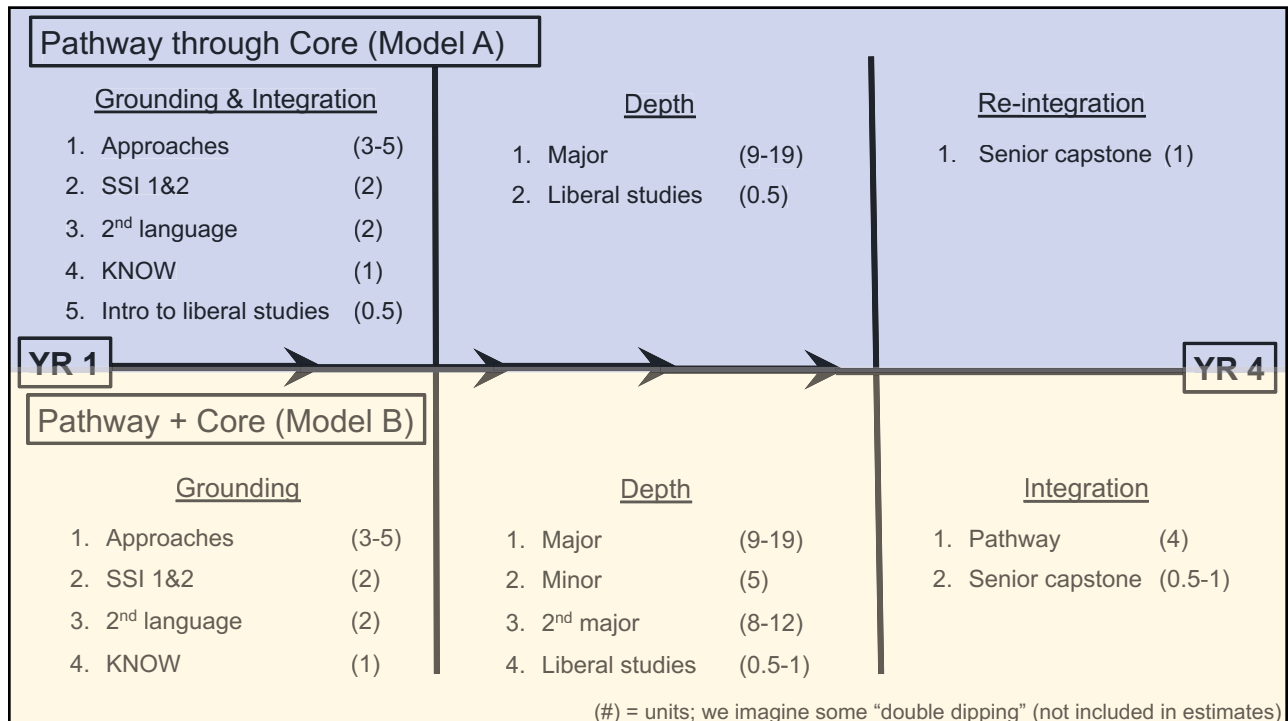
Example: FREEDOM, JUSTICE, AND EDUCATION

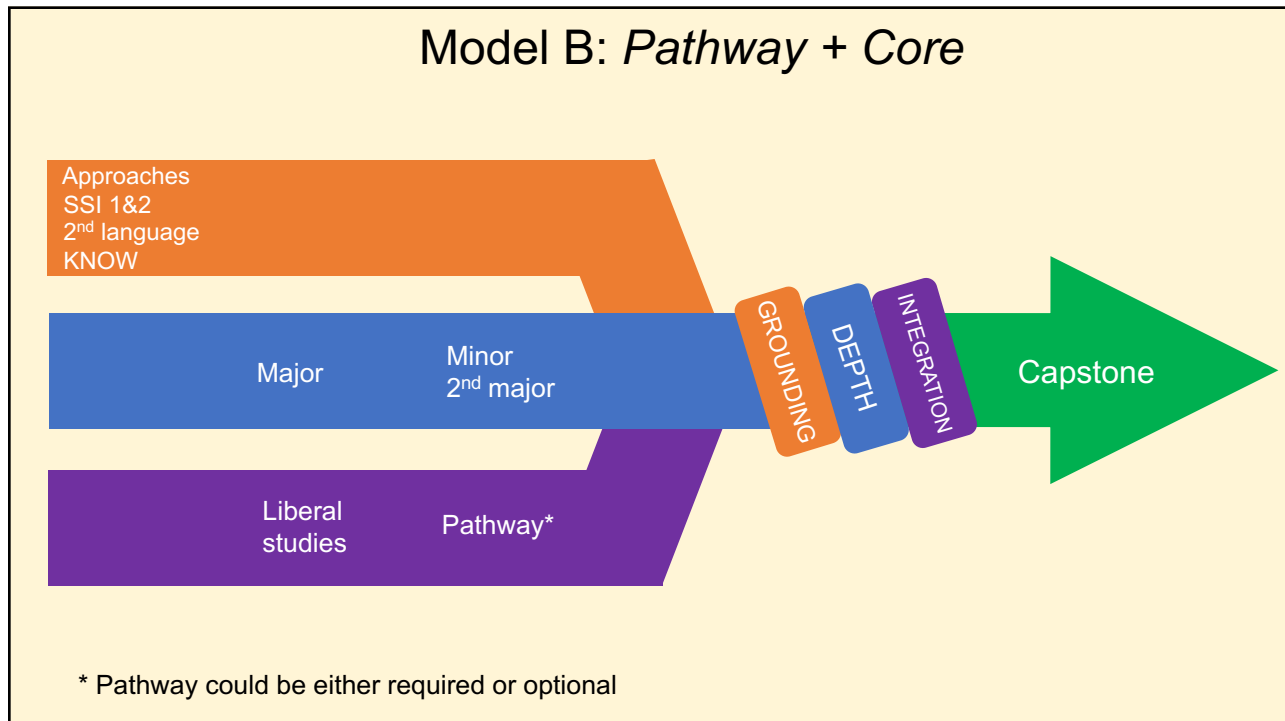
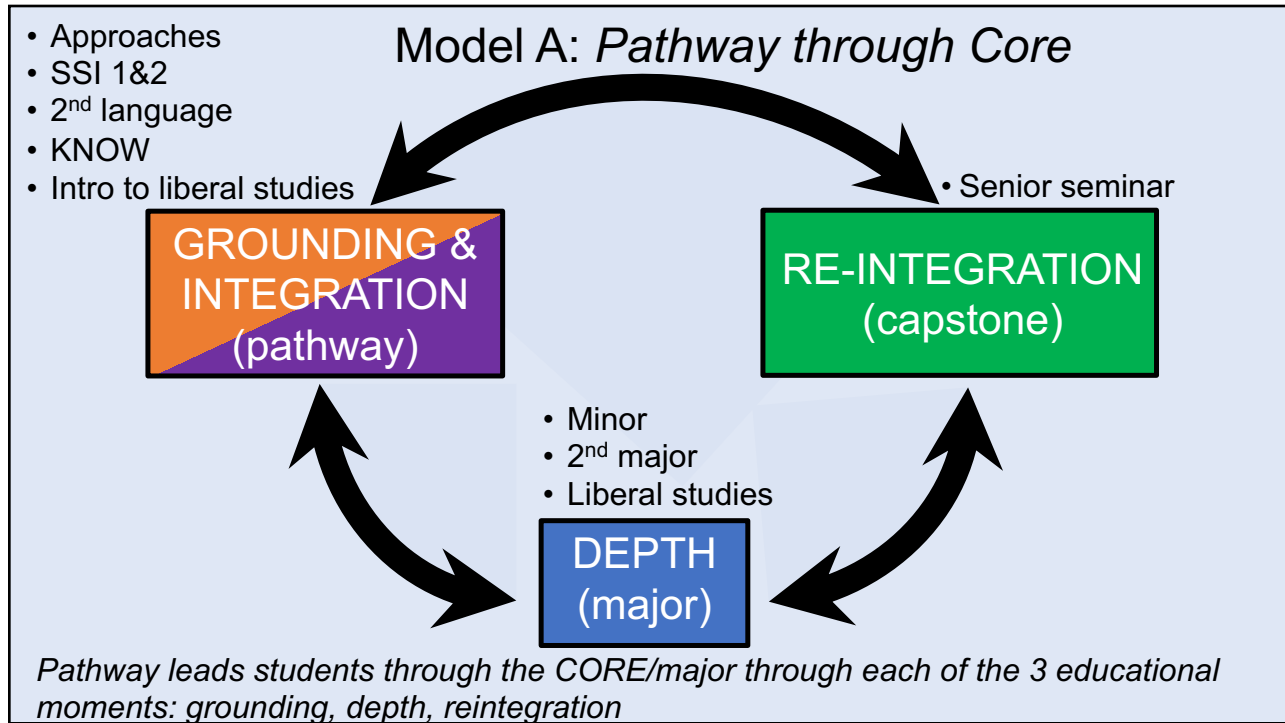
Connects across multiple methodologies, approaches, and disciplines:

- | | |
|---------------------------------------|---|
| Scientific racism in the 21st century | Histories of injustice |
| Genetics and race | Algorithmic oppression |
| Determinism and free will | Economics and the US criminal justice system |
| Literatures from the African Diaspora | Cross-cultural and cross-national comparisons |
| Immigration policy | Inclusive pedagogy |

Question-driven: Faculty who teach in the pathway will orient it around a particular pressing question.

Example: *What are the urgencies in the project of justice?*





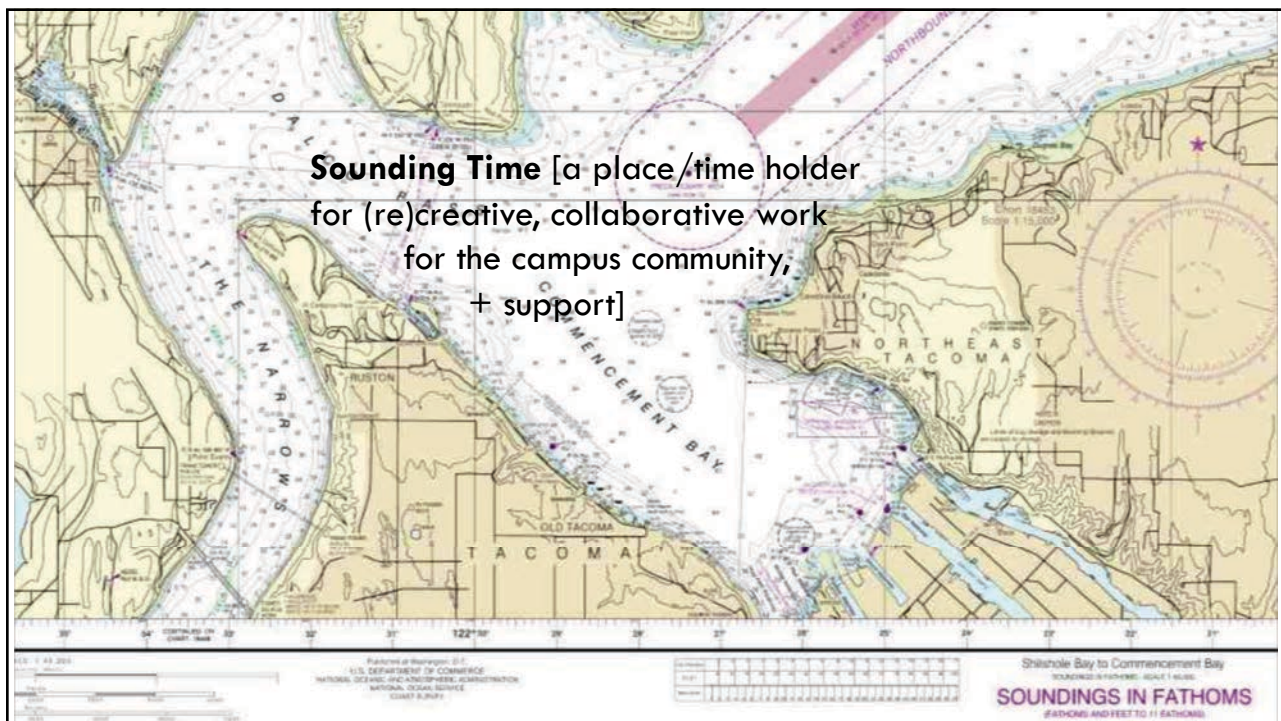
From core “Approaches” to “Practices”?

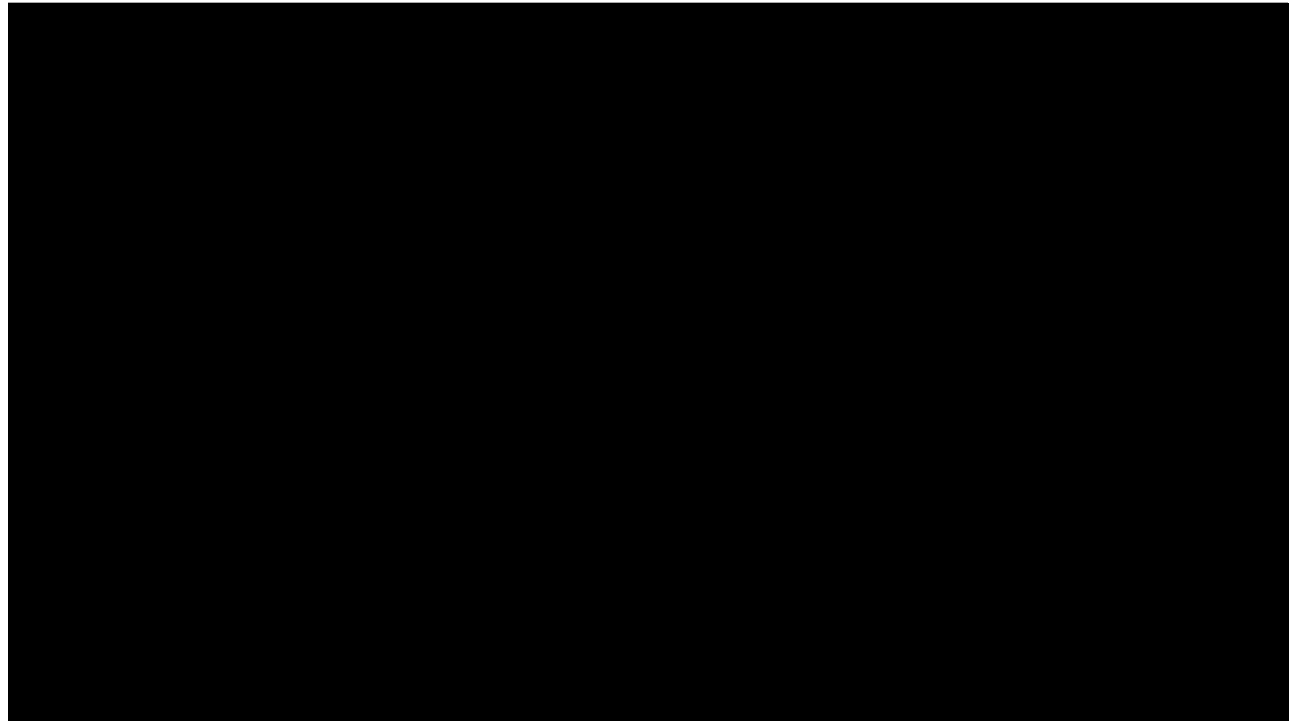
(pp. 9-10 in report)

Toward a new way to configure, conceive of, and articulate the “breadth” dimension of a core curriculum.

Current Approaches to Knowing	Some possible intellectual “practices”*
Artistic approaches	Knowledge, identity, and power (KNOW)
Humanistic approaches	Computational/analytical reasoning
Mathematical approaches	Scientific reasoning
Natural Scientific approaches	Comparative context (different periods in history and/or international or intercultural scope)
Social Scientific approaches	Ethical reasoning
	Creative inquiry and self-expression

* This list is not meant to be prescriptive or exhaustive.





Questions *[with Professors Gordon, Kessel, Colbert-White, and Sackman]*

As you can see, we have much to think about. To facilitate that thinking, we'd like to focus on a few questions:

- *We sense that faculty want more opportunities to share our curriculum and that students desire a more integrated educational experience. Are we—as a community of educators—interested in deepening our “shared curriculum”?*
- *What additional information do you need about the pathways idea? About reimagining the distributional components of our core curriculum?*
- *What would it take to achieve the curriculum we collectively imagine for our students?*

Of course, we continue to invite—in the upcoming faculty meeting, in listening sessions, in written feedback, in one-on-one conversations—other reflections about both the desirability and the plausibility of these ideas.
curriculumtaskforce@pugetsound.edu

