Minutes of the November 20, 2019 faculty meeting
Respectfully submitted by John Wesley, Secretary of the Faculty

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

I. Call to order

Chair Freeman called the meeting to order at 12:01 p.m., at which time there were 103 voting members present.

II. Announcements

There were no announcements.

III. Approval of the November 6, 2019 minutes

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

IV. Questions regarding the report from the Faculty Senate Chair

The report is included in <u>Appendix B</u> of these minutes.

There were no questions regarding the report.

V. Second reading of motion to change the Faculty Bylaws to establish IACUC as a standing committee of the Faculty Senate

The motion before the assembly—from its first reading in the November 6, 2019 faculty meeting—was as follows: *to amend the Faculty Bylaws at Article V, section 6, with the addition of an item, 'K', as follows:*

> *K. Institutional Animal Care and Use Committee*
>
> > a. *The committee shall consist of no fewer than three appointment members of the faculty. Members may be added or chosen so that the composition of the committee is in compliance with current federal regulations.*
> > b. *The duties of the Institutional Animal Care and Use Committee shall be:*
> > > 1. *To assure that all research and activities at the University involving live vertebrate animals is conducted in accord with the highest scientific, humane, and ethical principles, as described in the* Public Health Service Policy on Humane Care and Use of Laboratory Animals *and the* Guide for the Care and Use of Laboratory Animals.
> > > 2. *To review the University's program for humane care and use of animals at least once every six months.*
> > > 3. *To inspect all animal facilities at least once every six months.*

4. *To ensure compliance with applicable federal regulations and guidance, as well as organizational policies and guidance by reviewing and reporting on the above evaluations to the Provost and making written recommendations regarding any aspect of the University's animal program, facilities, or personnel training.*
5. *To review any concerns and make recommendations regarding the care and use of animals.*
6. *To review and approve research and teaching protocols for activities related to the care and use of animals and conduct post-approval monitoring of activities involving animals.*
7. *Other duties as may be assigned to it.*

c. *The Institutional Animal Care and Use Committee shall be authorized to suspend any activity involving animals.*

The faculty discussed the motion.

A member of the IACUC made the case for its inclusion as a standing committee, as follows: 1) research funding from the federal Office of Laboratory Animal Welfare requires Animal Welfare Assurance, which is predicated on the university having an IACUC; 2) as a standing committee, IACUC would report to the Faculty Senate, keeping the university aware of the kinds of research being done with animals on campus; 3) the IACUC has a heavy work load, and so its elevation to a standing committee would allow its members to earn the same service credit that others receive for other such work.

One member expressed concern at the power of the committee—given its small size—to "suspend any activity involving animals," and wondered whether the language of item c. should end with, "by simple majority vote." Another member asked whether the addition of an IACUC standing committee would allow for the reduction of standing committee sizes elsewhere. Chair Freeman indicated that the Senate had charged the Student Life Committee to create a proposal for reconfiguring it as a committee, so there are plans to reduce assignments elsewhere to coincide with the inclusion of an IACUC standing committee. A member clarified that the language of the motion only refers to live animals.

There was no further discussion.

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

VI. Report from the summer delegation to the AACU conference on "Signature Work"

The delegation was represented by Austin, Brown, Burgard, and McCall. Their report's slideshow is included in Appendix C. The slides clarified the terms, benefits, and learning outcomes of "Integrative Learning" and "Signature Work." The delegation emphasized the need to consider educational models that resonated with our unique institutional identity, and explored the ways other institutions had signaled their curricular principles through their web pages. The delegation arrived at five verbs that best articulate Puget Sound's educational vision: 1) explore (e.g., the liberal arts, the region, trying out new things); 2) dive (e.g., a major, emphasis,

expertise, skills, and immersing oneself in the educational experience); 3) connect (e.g., interdisciplinarity, making sense of one's education, connecting with the community); 4) do (e.g., experiential learning, putting things into action); and 5) question.

VII. Motions on direction for core model in curriculum revision

It was **moved** by Kontogeorgopoulos, and **seconded**, *that the CTF shall administer a binding, electronic, ranked-choice vote (RCV instant runoff voting) of the five summer proposals, in order to decide which proposal the faculty wishes the CTF to model and further develop as the template for revising Puget Sound's core curriculum and graduation requirements. The CTF will present a revised version of the selected proposal to the full faculty during the spring semester. Approval of this motion does not enact a change to the curriculum.*

Kontogeorgopoulos spoke in support of the motion, arguing that the faculty had enough information with which to make a vote now on their preference for a proposed curricular model. There was, he said, no need to continue this discussion into the new year, and it was now time to direct the CTF. He acknowledged that RCV instant runoff voting was not a perfect option, but was nonetheless better than a plurality vote, broad consensus in which was an unrealistic expectation anyway given that not one model got more than 50% of the vote in the recent survey. He also recognized that some might be anxious about a model going to CTF at this stage, but that the motion simply provides guidance, a place to start, not end. In closing, he suggested that the faculty would be shirking its responsibility if they asked the CTF to take five different models and attempt to reconcile them.

It was **moved in substitution** of the Kontogeorgopoulos motion by Jacobson, and **seconded**, *that the CTF shall administer an electronic, ranked-choice vote (RCV instant runoff voting) of the five summer proposals and our current core, in order to decide which proposal the faculty wishes the CTF to model and further develop. For a model to be passed on to the CTF, at least two-thirds of eligible faculty must participate in this vote. The vote shall permit faculty to not rank options. The CTF will present a revised proposal to the full faculty during the spring semester. Approval of this motion does not enact a change to the curriculum.*

Jacobson spoke in support of the motion, noting four main changes to the Kontogeorgopoulos motion: 1) this version allows the option of maintaining the current core (status quo); 2) it ensures that the faculty do not have to rank all options, which, in instant runoff voting, could result in a model outcome that one disliked in equal measure to a model that was in fact ranked lower; 3) it demands two-thirds participation from eligible faculty; and 4) it removes the word "binding" in order to preserve the spirit of a motion that, as Kontogeorgopoulos mentioned, was a beginning, not an end. Jacobson and Kontogeorgopoulos both affirmed that results of the vote should provide direction to the CTF for final modeling, but did not mean adopting the most preferred model with no adjustments from the summer proposal.

The faculty discussed the motion.

Some members spoke in favor of making the substitution, noting that it clarifies the conditions of the vote. Some members spoke against the substitution, arguing that the demand for two-thirds participation was excessive given that eligible faculty include those on leave.

A point of order was raised: the faculty should discuss whether to accept the substitute or not, after which it could discuss it (or the original) as a motion.

There was no further discussion.

The Jacobson substitute motion **passed** on a voice vote.

At this point, the motion before the assembly was *that the CTF shall administer an electronic, ranked-choice vote (RCV instant runoff voting) of the five summer proposals and our current core, in order to decide which proposal the faculty wishes the CTF to model and further develop. For a model to be passed on to the CTF, at least two-thirds of eligible faculty must participate in this vote. The vote shall permit faculty to not rank options. The CTF will present a revised proposal to the full faculty during the spring semester. Approval of this motion does not enact a change to the curriculum.*

It was **moved in amendment** by Tubert, and **seconded**, *that the following sentence should be deleted: "For a model to be passed on to the CTF, at least two-thirds of eligible faculty must participate in this vote."*

Tubert spoke in favor of the amendment, suggesting we do not normally require such a high degree of participation in like decisions, and that such a stipulation could lead to further inaction going forward. Two members spoke against the amendment, arguing that the unique situation of having five or six models on the table necessitated as much representation as possible from faculty.

There was no further discussion.

The Tubert amendment **failed** on a counted vote of 35 for, 40 against, and 5 abstentions.

The faculty were returned to the motion.

A **friendly amendment** was suggested by Kontogeorgopoulos *to rephrase "The vote shall permit faculty to not rank options" as follows: "The vote shall permit faculty to not rank all options.*

There were no objections. The friendly amendment was **accepted**.

At this point, the motion before the assembly was *that the CTF shall administer an electronic, ranked-choice vote (RCV instant runoff voting) of the five summer proposals and our current core, in order to decide which proposal the faculty wishes the CTF to model and further develop. For a model to be passed on to the CTF, at least two-thirds of eligible faculty must participate in this vote. The vote shall permit faculty to not rank all options. The CTF will present a revised*

proposal to the full faculty during the spring semester. Approval of this motion does not enact a change to the curriculum.

One member clarified that the phrase "eligible faculty" included in its definition faculty on leave. Two members registered their discomfort with demanding two-thirds participation.

It was **moved in amendment** by Johnson, and **seconded**, *that "at least two-thirds of eligible faculty must participate in this vote" be changed to: "at least two-thirds of eligible faculty not on leave must participate in this vote"*

Two members spoke against the amendment, arguing such a change would lower the bar on participation when the point is to get buy-in from as many faculty members as possible.

There was no further discussion.

The Johnson amendment **failed** on a voice vote.

It was **moved** by Hanson, and **seconded**, *to call the question.* The *motion to call the question* **passed** on a voice vote.

The motion **passed** on a voice vote, as follows:

> *The CTF shall administer an electronic, ranked-choice vote (RCV instant runoff voting) of the five summer proposals and our current core, in order to decide which proposal the faculty wishes the CTF to model and further develop. For a model to be passed on to the CTF, at least two-thirds of eligible faculty must participate in this vote. The vote shall permit faculty to not rank all options. The CTF will present a revised proposal to the full faculty during the spring semester. Approval of this motion does not enact a change to the curriculum.*

A member of the CTF raised two concerns: 1) that the CTF does not wish to be handcuffed in this process; and 2) that the CTF does not wish to do the work now asked of it only for the faculty to once again come back with indecision on the outcome. Another member of the CTF mentioned that faculty input and questions were welcome during work on a revised proposal. One member noted that the faculty have been working on curricular revision for a year-and-a-half, and characterized this period as a short amount of time in the context of the task in front of us, as well as the fact that we have been in the current curriculum for twenty-five years. This member said that the process, while exhausting, has been deeply energizing.

VIII. Other business

There was no other business.

IX. Adjournment

The meeting was adjourned at 1:24 p.m.

Faculty Meeting Attendance – November 20, 2019

Rich Anderson-Connolly
Pedro Ashford
Greta Austin
Gareth Barkin
Laura Behling
James Bernhard
Luc Boisvert
LaToya Brackett
Nancy Bristow
Nicholas Brody
Gwynne Brown
Dan Burgard
America Chambers
David Chiu
Julie Nelson Christoph
Kirsten Coffman
Johanna Crane
Monica DeHart
Rachel DeMotts
Lisa Ferrari
Amy Fisher
Kena Fox-Dobbs
Sara Freeman
Megan Gessel
Andrew Gomez
Dexter Gordon
Jeffrey Grinstead
William Haltom
Fred Hamel
John Hanson
Peter Hodum
Suzanne Holland
Zaixin Hong
Renee Houston
Jairo Hoyos Galvas
Martin Jackson
Robin Jacobson
Kristin Johnson

Priti Joshi
Diane Kelley
Chris Kendall
Alisa Kessel
Samuel Kigar
Jung Kim
Nick Kontogeorgopoulos
Kriszta Kotsis
Laura Krughoff
Josefa Lago Grana
Ha Jung Lee
Jan Leuchtenberger
Benjamin Lewin
Julia Looper
Pierre Ly
Tiffany MacBain
Angel Maldonado
Gary McCall
Jill McCourt
Amanda Mifflin
Sarah Moore
Steven Neshyba
Ameera Nimjee
Eric Orlin
Emelie Peine
Jennifer Pitonyak
Jacob Price
Sara Protasi
Isha Rajbhandari
Elise Richman
Brett Rogers
Amy Ryken
Douglas Sackman
Leslie Saucedo
Natalie Scenters-Zapico
Eric Scharrer
Dan Sherman
Renee Simms

Jessica Smith
Rokiatou Soumare
David Sousa
Karin Steere
Jonathan Stockdale
Jason Struna
Yvonne Swinth
Bryan Thines
Justin Tiehen
Emily Tollefson
George Tomlin
Alison Tracy Hale
Ariela Tubert
Alexa Tullis
Andreas Udbye
Jennifer Utrata
Kurt Walls
Seth Weinberger
Stacey Weiss
Carolyn Weisz
John Wesley
Heather White
Kirsten Wilbur
Peter Wimberger
Carrie Woods
Wind Woods
Sheryl Zylstra

Guests

Heather Bailey
Peggy Burge
Katie Handick
Susan Owen
Michael Pastore
Kaity Peake
Elena Staver
Landon Wade

Report to the Faculty
Sara Freeman, Chair of Faculty Senate
November 15, 2019

Dear Colleagues:

This brief report to you in preparation for our November 20 meeting serves to confirm that the main business of the meeting is to move into votes about the next steps in curriculum revision and direction for the core.

We will vote about creating IACUC as a standing committee. We will hear a short presentation from our colleagues who went to the AACU meeting this summer and engaged in workshops on signature work. What they shared this summer when they returned was inspirational to many involved in summer curriculum work.

Then, we will proceed to motions related curriculum reform. Faculty Senate is convening for an additional meeting on November 18 to explore some frames and motion language about core modeling in the curriculum revision and directing CTF to next steps. After that meeting, I will share the language of any motions Senate plans to bring to the floor so that faculty may consider them in advance. The faculty meeting is also always open to motions from the floor during our deliberation.

As Senate thinks about useful ways to consider decisions, direct CTF, and continue our important work of curriculum revision, some descriptions have been emerging about aspects of curriculum proposals. So that we may speak the same language, I will share some of that language, knowing that every way of categorizing or comparing things allows some connections and insights while occluding some others. But, do the degree we want to talk about characteristics of different proposals as concepts, not just the particulars of the proposals, here is some language:

1. We might talk about **a condensed core** (a narrow set of things count for the core and the core only takes a few units) or an **expanded core** (many things count for the core and it takes roughly the same units it does now)
2. We might consider **how the distributional aspec**t of the core are carried out by t*he topics addressed in the classe*s vs. by taking *classes offered in the rough "divisional" areas of knowing* represented by departments
3. We might talk about a core **without** structured navigation in the form of mentoring, questions, or cohorts (though Motion 2 FYE models will provide some of those things, just not directly linked to the core) or a core **with** structured navigation built in in the form of mentoring, questions, or cohorts
4. We might talk about **maintaining** our first year advising structure vs. **replacing or augmenting** our first year system with a mentoring/cohort structures related to the core.
5. We might talk about the degree to which our core features **shared intellectual projects** or the degree to which it is driven by **individualized inquiry**.

I will write again on November 18. I look forward to seeing you on November 20.

Sincerely,

Sara

AAC&U workshop in July

Greta Austin, Gwynne Brown, Dan Burgard, Sarah Comstock,
Dexter Gordon, Renee Houston, Gary McCall

2019 Institute on Integrative
Learning and Signature Work

photo courtesy of Emory University

What is Integrative Learning?

"Integrative Learning is an understanding and a disposition that the student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus"
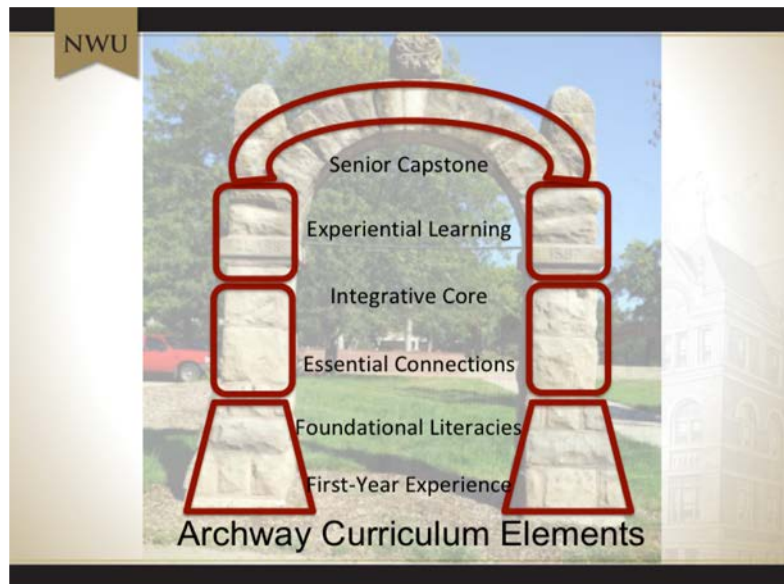
-AAC&U

Signature Work and Capstone

Signature work:

An opportunity to apply learning …
  1. to a complex problem or project
  2. that is important to the student
  3. and important to society

A Capstone is a <u>Venue</u> for Signature Work

We are <u>not alone</u>. Many other schools are in the middle of this process

Nebraska
Wesleyan
University
Threads

Some key framing thoughts about the process of curriculum reform

1. Aspects of reform that we wish to demonstrate early must be phased in early
   - And if in place, we can <u>show success</u> early
1. Have we articulated VERY CLEARLY what the <u>outcomes</u> of the shared, integrated curriculum should look like?
2. Make sure learning outcomes are explicit with students: student-centered, not faculty centered.

How do we demonstrate the outcomes of the new curriculum?
How will we know that our curricular reform was a success?

1. Will there be assessment and if so, is it…
   a. Course-based or Curricular-based?
2. Do we envision assessment to be...
   a. A paper, A project, An e-Portfolio, A presentation
3. Do our different models articulate how success will be demonstrated
   a. We don't like "checking boxes" in our current model
   b. What will convince us that the new shared curriculum is a success?

"Any change that does not align with institutional goals and values

is **not sustainable.**"

Dr. Jann Adams
Associate Vice President for Leadership Initiatives
and Director of the Young Center for Global Leadership
Morehouse College

Other schools clearly articulate their goals and values

We need to find what resonates with us

TCU

Mission

To educate individuals to think and act
as ethical leaders and responsible
citizens in the global community

The Worcester Polytechnic Institute Plan

Every year at WPI is touched by the Plan.

It's all before you. Where will the WPI Plan take you?

PURSUE YOUR PASSION

LEARN HOW TO LEARN

PROJECT-BASED LEARNING

GLOBAL IMMERSION

BEYOND THE CLASSROOM

PERSONAL IMPACT

THEORY × PRACTICE × GLOBAL × IMPACT = WPI

Paul Quinn College

We Me

Mission

The mission of the College is to provide a quality, faith-based education that addresses the academic, social, and Christian development of students and prepares them to be servant leaders and agents of change in the global marketplace.

GUIDING PRINCIPLES

LEAVE
Leave places better than you found them.

LEAD
Lead from wherever you are.

LIVE
Live a life that matters.

LOVE
Love something greater than yourself.

ALVERNO COLLEGE ESTABLISHED 1887

Alverno's 8 Abilities

COMMUNICATION

ANALYSIS

PROBLEM SOLVING

VALUING

SOCIAL INTERACTION

DEVELOPING A GLOBAL PERSPECTIVE

EFFECTIVE CITIZENSHIP

AESTHETIC ENGAGEMENT

What is a Puget Sound education?

Will we be able to articulate this after this new curriculum is in place?

Our current website says the following:

• *Mission Statement*

- 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 cocurricular, 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. 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 cocurricular, 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.

• *Core values*

- **Self-Expression**
  We are committed to articulate and creative self-expression as a means to achieving personal independence and making a difference in the world.

- **Collegiality**
  We genuinely respect each other and collaborate with honesty, integrity, and openness for the common good.

- **Courage**
  We practice civil discourse and deliberation, and have the courage to address difficult questions with innovative thinking.

- **Passion**
  We are passionate about our work and seek to instill in our students a commitment to intellectual curiosity and productive lives.

- **Diversity**
  We seek diversity of identity, thought, perspective, and background in our students, faculty, and staff.

- **Leadership**
  We prepare our students to be thoughtful and active citizens and leaders, and support opportunities for the professional development of our faculty and staff.

- **Stewardship**
  We are responsible stewards of our talents, resources, and traditions.

- **Environment**
  The university and the wider community sustain each other. We value our Northwest location and the unique confluence of urban, cultural, and natural attributes that enrich our learning community.
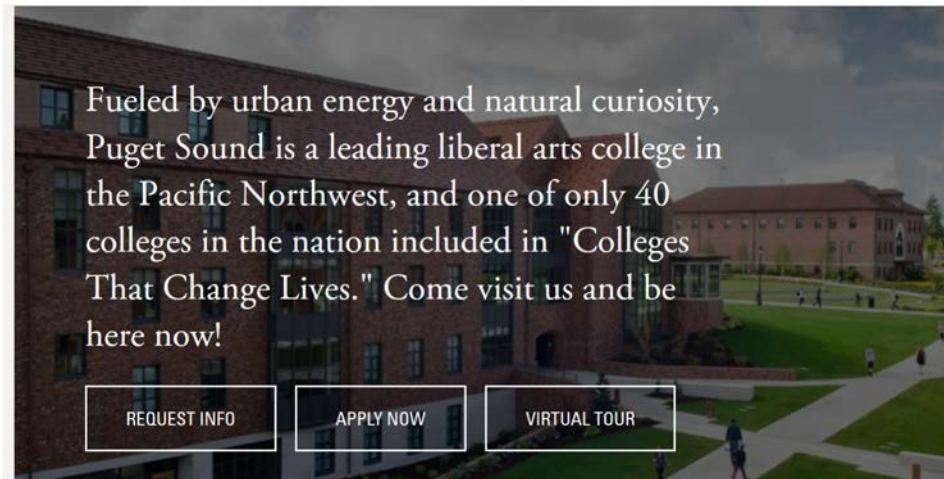
• *Educational Statement*

- think critically and creatively;

- communicate clearly and effectively, both orally and in writing;

- develop and apply knowledge both independently and collaboratively

- *and will have developed*

- familiarity with diverse fields of knowledge and the ability to draw connections among them;

- solid grounding in the field of the student's choosing;

- understanding of self, others, and influence in the world; and

- an informed and thoughtful sense of justice and a commitment to ethical action

• *Tagline*
• Something you do, not something you get

"Compiled from key values articulated by trustees, faculty, staff, and other university constituents."

Goal: not marketing but productive working consensus

Fueled by urban energy and natural curiosity, Puget Sound is a leading liberal arts college in the Pacific Northwest, and one of only 40 colleges in the nation included in "Colleges That Change Lives." Come visit us and be here now!

REQUEST INFO   APPLY NOW   VIRTUAL TOUR

A Puget Sound education in five verbs:

Explore

Dive

Connect

Do

Question

Advice on Process

- Do not replace all the DNA of an organism at once
- Keep what works, and celebrate what works
- Think big! Don't just tinker around the edges
- "What about the transfer students?!"
  - Technical objections can slow down the process.
  - Fear of change often motivates these.
- You will have to compromise.
- Curricular reform as a swamp: flailing makes it worse
- End of every meeting: "Where's the joy?"

A Puget Sound education in five verbs:

Explore

Dive

Connect

Do

Question