

Minutes of the March 4, 2020 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 12:03 p.m., at which time there were ninety-six voting members present.

II. Announcements

There was an announcement alerting faculty to the sessions offered by Educational Technology to help support different types of course delivery in the event that the term is disrupted by COVID-19.

III. Approval of the February 5, 2020 minutes

The minutes of the February 5, 2020 faculty meeting were approved as circulated.

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

The reports are included in Appendices B, C, D, and E of these minutes.

Regarding the Faculty Senate Chair's report, one member requested that Sherri Mondou come to an upcoming faculty meeting to report on and clarify the results of the financial stress testing.

Provost Behling followed up on her report by offering some updates on the university's response to COVID-19. She mentioned to the assembly that as of yet there were no cases in Pierce County or on campus, but that the emergency response team at Puget Sound is checking in regularly with the CDC and Pierce County Health Department for the latest information. She also noted that CHWS is the coordinating point for services to help us prevent, detect, and respond to the situation. Facilities staff have received special training for sanitizing high use areas, and they are keeping classrooms stocked with hand sanitizers and disinfectant wipes. Regarding students abroad, Provost Behling said that some programs have been cancelled, and reminded faculty that our cancellation policy kicks in at a Global Level 3 Health Advisory. Students whose programs are cancelled will be able to complete coursework remotely and will receive credit upon successful completion.

V. First reading of proposed addition to IRB charges in the Faculty Bylaws

There was a first reading of a motion from the Faculty Senate, that the following language should be added to the Institutional Review Board's charges in the Faculty Bylaws (at Article V, Sec. 6.b., as the first of the Committee's duties):

To monitor requirements of relevant Federal programs, such as the Federal Wide Assurance program, and to ensure that IRB policies and procedures are in compliance and remain current.

The faculty will vote on the motion after its second reading at the next faculty meeting.

VI. Motion to approve the offering of an OTD degree in the School of Occupational Therapy

For the language of the motion, as well as its background and rationale, see Appendix F of these minutes.

It was **moved** and **seconded** *to approve the OT program to offer the entry-level OTD degree.*

There was no discussion.

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

VII. ELFAB presentation

The ELFAB was represented by Burgard, Peine, and Richman. For the background and rationale to the experiential learning framework, see Appendix G of these minutes. For the experiential learning framework itself, see Appendix H of these minutes. The representing members presented these documents as slides and walked the faculty through them, noting that their work over the past five years has been to help faculty understand what is experiential learning. The framework is the fruit of this labor. Burgard clarified that Level 1 activities represent the lower end of experiential learning, while Level 3 represent those at the higher end.

It was **moved** and **seconded** *that the faculty endorse the experiential learning criteria and framework.*

The faculty discussed the motion.

One member asked about the decision-making process in terms of how a course would qualify as meeting the framework guidelines. Peine and Richman responded that the Curriculum Committee would determine that process, and said that the ELFAB's vision is that the course would have to be Level 2 or 3 to be tagged for experiential learning. Another member asked what the ELFAB meant by "to the community" in the Level 3 criteria. Peine replied that community is defined differently according to the provided continuum. Two member spoke in favor of the motion, noting their appreciation of how ELFAB struggled with different ideas about what counts as experiential learning, that it recognized a spectrum of possibilities, and that it called attention to experiential learning already being done in African-American studies.

There was no further discussion.

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

VIII. Curriculum Task Force discussion of workload in relation to curricular revision

CTF Chairs Kessel and Gordon presented a series of slides that provided information on the background for this item, noting that the motion from the May 1, 2019 faculty meeting required them to have a discussion of workload prior to the implementation of a new curriculum. For their presentation slides, see Appendix I of these minutes.

The assembly broke into small groups for guided discussion.

Peters took the floor to facilitate feedback. The discussion was organized according to responses to the following three questions:

What changes should we make as an institution?

One member reported feeling overwhelmed, that workload was being added without any being taken away, and would appreciate more clarity from the institution about how to allocate time resources across teaching, mentoring, prep, service, and summer work. Another member spoke to the increased mentoring and advising that seems to be part of the curricular revision and asked that this extra workload should be taken into account during review periods, given that it will adversely affect professional growth. A member of a graduate program mentioned that a shortage of faculty in their program meant an increase in adjuncts, and made the case that mentoring adjuncts should be considered part of the workload. In response to this comment, another member suggested that those invested in mentoring new faculty might get credit for something else, such as extra time for research, for example. One member noted the creep of workload into non-teaching times, such as January and summer workshops, these times normally protected for doing research; this member suggested finding better ways to do professional development. Another member wondered whether it might be possible to leverage our most talented students and offer them experiential learning by letting more of them act as TA's across the curriculum.

What changes should we make as a faculty?

One member suggested setting better and clearer boundaries, such as, for example, creating a policy whereby faculty were not expected to check email on evenings and weekends. Another member agreed, noting that students see differing expectations among professors about practices and boundaries. Along those same lines, one member iterated that faculty are role models for students, and currently students are seeing faculty overwhelmed and busy because they are not creating boundaries. Another member said that it would be helpful in terms of equity to have the Provost's Office publish each year a list of every faculty's teaching load in order to better assess how the burden of service is being shared.

One member asked when the CTF would be recommending models for how a proposed curriculum would impact faculty workload. Peters replied that the CTF is in the process of gathering data (including at this meeting) and that it is in the process of building a model, with the goal being to share this model in a faculty meeting after the break.

What changes should we make as departments and programs?

One member noted that the FAC must operate within the criteria mandated by the Code, but that departments can formulate their own guidelines to offer flexibility in terms of how certain tasks are evaluated. Another member shared that the guidelines of their own department were currently quite vague, and so were revising them to be related specifically to the kinds of activities someone in their field might engage with. A member brought up the issue of rotating chairs, noting that some faculty are fine with this setup while others are not; this member asked whether it would be more efficient to allow for more continuity in terms of institutional memory should a chairperson wish to serve beyond the normal rotation period.

Gordon summarized the feedback as follows: colleagues have a sense of being overwhelmed; there is a call for transparency and clarity of expectations as well expanded administrative support; student needs have expanded and there is a call to establish a culture that includes boundaries that in turn model healthy practices for students.

IX. Other business

There was no other business.

X. Adjournment

The meeting was adjourned at 1:30 p.m.

Appendix A - Attendance

**Faculty Meeting Attendance
March 4, 2020
Upper Marshall Hall**

Terence Beck
Laura Behling
Francoise Belot
James Bernhard
LaToya Brackett
Nancy Bristow
Gwynne Brown
Dan Burgard
David Chiu
Julie Nelson Christoph
Lynnette Claire
Kirsten Coffman
Erin Colbert-White
Johanna Crane
Rachel DeMotts
Tanya Erzen
Lea Fortmann
Kena Fox-Dobbs
Sara Freeman
Megan Gessel
Dexter Gordon
Jeffrey Grinstead
William Haltom
John Hanson
David Hanson
Suzanne Holland
Renee Houston
Jairo Hoyos Galvas
Tina Huynh
Kris Imbrigotta
Darcy Irvin
Martin Jackson
Greg Johnson
Kristin Johnson
Priti Joshi
Tatiana Kaminsky
Diane Kelley

Alisa Kessel
Samuel Kigar
Jung Kim
Nick
Kontogeorgopoulos
Laura Krughoff
Sunil Kukreja
Jan Leuchtenberger
Grace Livingston
Tiffany MacBain
Angel Maldonado
Janet Marcavage
Mark Martin
Jill McCourt
Garrett Milam
Andrew Monaco
Sarah Moore
Wendell Nakamura
Steven Neshyba
Ameera Nimjee
Lisa Nunn
Eric Orlin
Emelie Peine
Jennifer Pitonyak
Jacob Price
Isha Rajbhandari
Siddharth
Ramakrishnan
Elise Richman
Brett Rogers
Amy Ryken
Leslie Saucedo
Eric Scharrer
Renee Simms
Stuart Smithers
Rokiatou Soumare
Amy Van Engen Spivey
Jonathan Stockdale

Jason Struna
Yvonne Swinth
Justin Tiehen
Emily Tollefson
Alison Tracy Hale
Ariela Tubert
Andreas Udbye
Jennifer Utrata
Anna Valiavska
Kurt Walls
Renee Watling
Seth Weinberger
Stacey Weiss
Carolyn Weisz
John Wesley
Heather White
Kirsten Wilbur
Linda Williams
Peter Wimberger
Bianca Wolf
Carrie Woods
Dawn Yoshimura-Smith
Sheryl Zylstra

Guests

Uchenna Baker
Debbie Chee
Kelli Delaney
Kaity Peake
Ellen Peters
Roy Robinson
Elena Staver
Landon Wade

Appendix B - Report from President Isiaah Crawford



President's Report to the Faculty

February 26, 2020

Dear Faculty Colleagues,

Our February board of trustee meetings, held last week, advanced a number of important initiatives as outlined in the [board chair's report](#) to the campus community. I am grateful to the faculty who spent some time presenting "TED Talk" style updates on their research and scholarship, and to the students who participated in poster presentations. Our trustees—lifelong learners all—appreciate the opportunity to engage with academic work and those who bring our mission as a liberal arts university to life.

Immediately following the meeting, it was my great pleasure to inform and congratulate the following faculty colleagues on these significant milestones in their academic careers:

Tenure

Rachel Pepper, physics

Tenure and promotion to Associate Professor

Lea Fortmann, economics

Megan Gessel, chemistry

Promotion to Associate Professor

Andrew Gomez, history

Courtney Thatcher, mathematics and computer science

Carrie Woods, biology

Promotion to Professor

Tim Beyer, psychology

Kena Fox-Dobbs, geology

Jeff Grinstead, chemistry

Brendan Lanctot, Hispanic studies

Julia Looper, physical therapy

Dawn Padula, music

Jennifer Utrata, sociology and anthropology

Open Forum for Campus Community: March 6

There was good attendance at an open forum for faculty and staff to talk about the FY21 budget proposal prior to the board meetings. I appreciate your questions and the opportunity to address them. As reported Monday by our board chair, trustees engaged in thoughtful discussion about the proposed budget, taking into consideration concerns raised about a change to retirement allocations for exempt faculty and staff members in FY21. After weighing all factors, the trustees approved the budget as submitted.

Appendix B - Report from President Isiaah Crawford

We will have a follow up open forum for faculty and staff on Friday, March 6, at noon, in the Wheelock Student Center Rasmussen Rotunda. In consultation with members of the President's Cabinet, we will schedule open fora on a variety of topics in the coming year; more information will be available soon.

Meanwhile, I am mindful that time did not allow in-depth responses to several of the questions raised, particularly related to the purpose and use of the university's endowment. The university's endowment is comprised of more than 600 individual endowments, each having a specific, defined use, determined by donors or the board. Currently 52% is devoted to student financial aid; 24% is devoted to faculty compensation, academic program support, faculty and student research, and other specific expenses; and 24% supports the overall budget. As the endowment has grown in value, the annual endowment dollar distribution has increased. For example, the 2020-21 distribution is estimated to be more than 50% greater than the distribution made in 2012-13.

The university's endowment investment and spending policy is reviewed and analyzed annually by the board. When reviewing the spending policy, it considers a range of factors, including balancing near- and long-term support for the educational mission, and preserving the purchasing power of the endowment over time. The spending policy is an important factor in determining credit ratings. S&P recently affirmed Puget Sound's A+ rating with a stable outlook, despite a negative outlook for the higher education sector overall. A deterioration in the rating would lead to higher interest rates on the university's long-term debt. We can go into more detail about this at the next open forum; meanwhile, comprehensive information is available at pugetsound.edu/endowment.

Welcome Center

As announced to campus last week, the new Welcome Center is almost ready to open its doors, with our colleagues in Admission set to move in the next few weeks. We had a terrific turnout for last week's dedication ceremony for trustees and major donors to this project, which has been on the drawing board for many years. The new center is a key part of our strategy to bolster enrollment through delivery of a compelling and memorable campus visit experience for the more than 5,000 prospective students and their families who visit campus every year. It will be great to have it up and running for our spring "Destination Puget Sound" events, in which we welcome admitted students to campus in hopes of securing their enrollment by May 1.

After Admission moves to the Welcome Center in March, we will get to work improving accessibility in Jones Hall with installation of an elevator that will reach the third and, engineering allowing for it, fourth floors. This work will be completed in the fall. We are committed to being extremely efficient and cost-effective in creating the best possible use of existing space with as little remodeling as possible, but expect to add a classroom or other dedicated academic space; create a faculty/staff break area, which emerged as a priority in discussions with Jones Hall occupants; and expand meeting spaces to better meet the needs of the campus community.

Enrollment

Undergraduate Enrollment. The application volume and quality for the incoming Class of 2024 looks promising, with the number of applications received as part of early decision and early action up compared to last year—a good sign of affinity for Puget Sound among the applicants. We also see increases in the number of student-athletes, international students, musicians and Business Leadership Program applicants in the admitted student pool.

Graduate Enrollment. Deadlines for graduate program admission occur next month. To date, applications and admits have increased over last year for both graduate programs in Education, and demand remains strong for our programs in Occupational Therapy and Physical Therapy.

Appendix B - Report from President Isiaah Crawford

Legislative Report

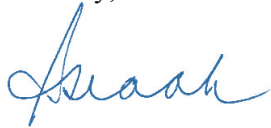
I believe it is critically important for Puget Sound to be in a position to advocate for and influence higher education policy that has a direct impact on our students and our ability to make a Puget Sound education ever more relevant, affordable, and accessible. To this end, I have accepted a position as vice chair of the board of the National Association of Independent Colleges and Universities, and participated in a day of lobbying on Capitol Hill earlier this month. Closer to home, I participated on a higher education panel at the Skagit County Economic Development Alliance event in Anacortes, where I had the opportunity to make the case for independent liberal arts education. Yesterday, I traveled to Olympia to meet with legislators on behalf of Independent Colleges of Washington to build support for student financial aid and other matters impacting independent colleges prior to the conclusion of the current legislative session.

Looking Ahead

On Feb. 27, Puget Sound will serve as host for the Council for Independent College's *Talking about Private Colleges: Busting the Myths* workshop, which will be attended by teams of college leaders throughout our region and provide participants with data about the value and impact of independent/private colleges and universities. At the conclusion of the workshop, I look forward to joining members of the campus community in a celebration of the launch of the Gender and Queer Studies major.

On March 10, I hope everyone on campus will join me, along with our alumni, parents, trustees, donors and friends, in celebrating the [Logger Day Challenge](#). This annual event inspires lots of Logger pride, while also helping to create a culture of philanthropy to support the annual fund and benefit Puget Sound for generations to come.

Sincerely,



Isiaah Crawford, Ph.D.
President

Appendix C - Report from Provost Laura Behling



February 26, 2020

TO: Faculty Colleagues

FR: Laura Behling

RE: Provost's Report for the March 4, 2020 Faculty Meeting

Academic Affairs office changes in Jones Hall, due to the opening of the Welcome Center. Institutional Research (IR) staff will move to the first floor of Jones Hall in one of the Admission suites. The provost's office and deans' offices will remain in their current locations. IR's move to the first floor allows for greater synergy in both Academic Affairs and in University Relations. Additionally, the Jones Hall will add classroom/dedicated academic space, and expand meeting spaces.

Provost 1-on-1s: I've identified more times, from Spring Break through the early part of June for 1-on-1s—I've appreciated the 125 of you who have taken time thus far to talk with me about your teaching and pedagogy, research, scholarship or creative work, and your experiences at Puget Sound. If you'd like to sign up for a time, please click on the "Open in Docs" box below; type your name and office location right on the document (the link works best if you access through your Puget Sound email).

Provost invitations for 1-on-1s

[Open in Docs](#)

Re-energizing the narrative of the Puget Sound Educational Experience: As the Curricular Task Force continues its work, the Provost, Communications, and Enrollment are collaborating on re-energizing the narrative about the Puget Sound educational experience. This discussion, to unfold over the next several months, necessarily encompasses the curricular and co-curricular educational opportunities that come together to create the unique culture that is the Puget Sound educational experience.

Reminder: Upcoming—Positive!—Change to UEC Conference Travel Funding: Faculty who receive UEC funds to support conference travel currently have a maximum on the total amount of money that can be spent for "Lodging, Meals, and Registration"; it's currently capped at \$800 total of the \$1,350 maximum domestic or \$1,570 maximum international award.

As I've talked with faculty this fall, many have expressed frustration with this cap since it can increase out-of-pocket costs, especially given increasing registration fees for conferences (the \$600 conference registration fee is no longer mythical) and increasing costs of lodging and meals.

So, in an effort to better support faculty who are participating in professional conferences, I am removing this \$800 maximum on what can be spent for combined expenses for lodging, meals, and registration. Faculty will be eligible for the same amount of total funding, as per UEC guidelines. Removing the combined maximum in "Lodging, Meals, and Registration" should allow faculty to better manage and cover expenses. This change will begin for conferences that occur after the start of the next fiscal year, July 1, 2020.

Appendix C - Report from Provost Laura Behling

Key Dates

Department chair/program director meetings: March 5 and April 2.

Proposals for UEC-awarded **funding for research, scholarship, and creative work:** Due March 1

Applications for new tenure-line positions: Due to the Provost's Office April 3, 2020

Updates

The Board of Trustees approved the change (February 21, 2020) to the Faculty Bylaws to establish the **Institutional Animal and Use Committee (IACUC)** as a standing committee of the Faculty Senate.

Faculty Searches: We have successfully completed searches for several tenure-line or clinical faculty, including: Accounting, Counseling—Education (clinical, non-tenure track), German Studies, Hispanic Studies, Marketing, School of Music—Director, and OT Field Work and Capstone Coordinator (clinical, non-tenure-track). Thanks to so many of you who have been involved in these searches—I appreciate your expertise, time, and energy.

Textbook Affordability: The Library and the Bookstore have collaborated and produced a short document about efforts to address reduction of costs associated with textbooks. It is available from this link:

<https://www.pugetsound.edu/academics/academic-resources/collins-memorial-library/services/faculty-services/textbook-affordability-and-open-access/>

Book Arts, Zines and Letterpress Printing: The Library recently completed the restoration of an Iron Hand Press (circa 1888) as well as received funding from the Puget Sound Book Artists organization to develop a series of workshops and programs for faculty, staff and students interested in this topic. Jane Carlin would like to host a meeting with faculty interested in integrating book design, construction, and letterpress printing into existing classes. Please contact her directly: jcarlin@pugetsound.edu.

Faculty Resource Guide for Developing Experiential Learning Opportunities for Students: This guide was developed to assist faculty in:

- connecting high impact practices to experiential learning
- advising students to engage in summer internship program
- developing opportunities for student research, scholarship, and creative work
- advising students to become involved in civic scholarship
- and developing global learning opportunities.

Kudos

For the third year in a row, the University of Puget Sound has been named a top producer of Fulbright U.S. students.

Upcoming Events

In support of Women's History Month and as part of the *Behind the Archives Door* series The Library is pleased to offer two special presentations:

Appendix C - Report from Provost Laura Behling

"The Arts & Crafts Press: A Personal Insight", Thursday, March 5, 2020, 4:00–5:00pm

Archives Seminar Room, 2nd Floor Collins Library.

Located in Tacoma, the Arts & Crafts Press produces outstanding letterpress, multi-color and linoleum block prints in a modern interpretation of the Arts & Crafts aesthetic. Yoshiko Yamamoto was a featured artist on the PBS series Craft in America and her work is currently on display at the Collins Library through May 17, 2020.

"Stitching a Living: The WPA Sewing Rooms", Thursday, March 12, 2020. 4:00–5:00pm

Archives Seminar Room, 2nd Floor Collins Library.

Local artist and historian Nancy Brones will share her journey of research and discovery associated with the creation of her book. During the Great Depression of the 1930s, sewing rooms, established by President Roosevelt's New Deal in the Work Progress Administration Women's and Professional Projects Division became life sustaining work for women. The WPA and the sewing rooms were disbanded in 1943, ending a successful and popular program that gave women not only the means to provide for themselves and their families, but also skills, camaraderie, and a sense of self-worth.

"The History of Eugenics at Puget Sound and Beyond: A Symposium" will be held Saturday, March 28th. At this National Science Foundation-funded symposium, some of the foremost scholars on the history of eugenics are coming to Puget Sound to participate in the symposium, For more information and a list of speakers, visit the [SYMPOSIUM WEBSITE](#).

Appendix D - Report from Faculty Senate Chair Sara Freeman

Report to the Faculty

Sara Freeman, Chair of Faculty Senate

February 25, 2020

Colleagues, the agenda for March 4 is full. We will move briskly through the items of business concerning first readings of bylaws changes and a degree change. Yvonne Swinth has provided a thorough overview of the proposed addition of an entry-level OTD degree in the OT program. This proposal has been reviewed and approved by CC and comes to the full faculty since the faculty as a whole is responsible for the courses of study, including graduate degrees.

We will also welcome our colleagues on the Experiential Learning Faculty Advisory Board who have been wanting to present about pedagogy and programs for quite a while. I suspect their presentation will make a natural transition to our return to curriculum work. The conversation we will have on Wednesday will share some of CTF's recommendations and conduct a conversation about workload.

For the rest of this report, I am going to talk about things that are pivotal to our campus ethos and mode of work for the rest of this year and beyond. I am going to be quite frank right now, because I am almost at the end of my term as Senate Chair and I feel some extra directness is a value. I am going to give my updates on the February Board of Trustees meeting and current business of faculty Senate and our work on curriculum revision. Overall, I am emphasizing that we owe it to each other — and to our staff colleagues and students — to be willing to make decisions and act in uncertain times in order to increase our solidarity and persistence for the next five to ten years.

Board of Trustees

The February Board of Trustees meeting came a week after the open forum President Crawford held for community response to the Budget Task Force recommendations the reduction in exempt retirement contributions. This topic was on the mind of the Board, as was the insight from the Board workshop on financial stress testing, which was for me paradoxically comforting even as it confirmed what a tight eye-of-the-needle we are threading from our position in the sector of higher education.

In Friday's general Board meeting, I spoke about the faculty's range of reactions to the strategy and equity of the BTF recommendation (as represented by our listserv conversations). I highlighted that, despite other divergent insights, across the campus faculty share extreme concern about the timeline for discussion of budget recommendations, the limitation the BTF works within, and the long-term status of faculty and staff compensation. I know Nila Wiese was a strong contributor in the Finance and Facility committee meeting as well, giving voice to the impossible situations faculty and staff are being put in regarding workload, retention, cost of living, and more. I believe we are all capable of reading the subtext in the use of words like "lively" to describe the discussion in the F&F committee.

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As you know, the Board adopted the BTF recommendation as is and did not take up the idea of making an additional one-time withdrawal from the endowment to balance next year's budget. It is fair to say that faculty have shared with each other several arguments about why a one-time endowment withdrawal makes sense to them and seems prudent at this moment. I perceive the Board's decision to reflect the sense that an additional spend from the endowment does not at this time make sense according to their metrics. It may be worth it for the faculty to ask the Chief Financial Officer to explain the difference in the points of view about the best way to close a short term gap and what it means to tap the endowment in that way, especially for future decision making. It is this point of difference that has not been fully articulated. I also mentioned during the Board Workshop that I think it would be extremely useful for faculty to see and understand the type of information the stress tests collate, since it is that type of analysis that leads the Board and our Cabinet to take the position that our challenges are short term ones, which is not, I think something all faculty feel fully convinced about at this point.

The notion of short-term challenges is what Board President Bob Pohlad emphasized at the meeting, and that is where I will pivot toward our always ongoing shared governance work and the current execution of the strategic plan. Again, being as plainspoken as possible, I will summarize by saying that faculty expresses consistent anxiety that the issues higher education faces in general and how we experience them in particular are not short term and that we are not well positioned to address them. The Board, on the other hand, rests its analysis on the precepts that problems of enrollment, retention, and market position are ones we are well positioned to address and that if we do, we will not be facing long term financial issues.

This difference in scale of fear and frame for action is in some ways irreconcilable because we all have to make projections about how much we think will go right and how much we think will go wrong, at both the graduate and undergraduate level. Elements of high level future planning sometimes seem to project that everything will go right, especially regarding how additional graduate programs will positively impact our overall budget. Aspects of faculty conversation can default to the idea that everything will go wrong, especially regarding fears that start up for additional graduate programs will not be net positive for much longer than anticipated and therefore will burden the already stressed situation. This argument also often asserts that undergraduate curricular change will "make no difference." It is hard to navigate these analyses as we watch program eliminations and university closures near and far. On both a micro and macro level, it is an emotionally charged climate as well as being a wicked economic, political, and sociological problem to solve.

On balance, it is likely that some things will go right, and some things will go wrong as we navigate the next ten years on campus. I would like the faculty to consider what we are well served by in terms of how we participate in addressing our challenges. The Board understands the Strategic plan as the way to address our current concerns, and they are eager to support initiatives the faculty bring forward related to the strategic plan. They expressed this to me over and over again during last week's meeting. We have the authority and option as the faculty to pursue initiatives. That is the energy and engagement I received from the Board, even as they

Appendix D - Report from Faculty Senate Chair Sara Freeman

understood how gravely faculty are impacted by next year's budget decision and our fears about the landscape for higher education. I hope that we as a faculty can honor each other's fears, but also act but not let them stop us from acting with a sense of purpose.

Curriculum Revision

That turns me to revision of the undergraduate curriculum framework, since the CTF moves into the last phase of work on its charge now. I will recap by saying: There are many indications that we need to change some things for our students in order ensure their success and the success of this institution. We don't have to change everything, but we will likely benefit from changing some things: the trend in our retention rate (both its overall decline and the welcome the welcome uptick from fall to this spring) tells us that. Everyone has been on high alert since last year....retention ticks up a bit. But we need to make sustainable changes that keep it there.

As regards enrollment, the curriculum may not be the central reason students choose a place to attend, but I think any refreshments we make allow for strengthened narratives and renewed energy, which accrues to the benefit of admissions work. That's enough for that area. More important, I've concluded that where we can make a huge difference through what we do in our curriculum is retention in the first and second year. Likewise, curriculum changes support an increased sense of a shared purpose on this campus, which also helps students see a stronger trajectory for a life after college so we can make a big difference there as well. I'm here to encourage us that for those reason it is worth it to persist with curriculum reform.

The CTF has taken the faculty's direction from the November vote that as we move to a renewed curriculum we want to keep the basic categories of the current core rather than restructure them. That is a fair decision regarding direction. That does not mean we should make no changes to our curriculum. Together, we need to improve things for our students. So, the CTF will be bringing recommendations, and hosting the conversation about workload. For the rest of March, April, and May we will be deciding, as a faculty, what actions we want to take. Often when we approach decisions about curriculum, we hear two types of arguments that make it hard to continue with the process of applied action. Those are arguments about proof and arguments about purview. I address aspects of those arguments in the next section.

Taking Action in Uncertain Times

As we approach our continuing curriculum work this spring, I ask the faculty to keep two things in mind:

1. We will never have the type of proof some of us ask for that any changes we make will **assuredly** solve our challenges. That type of guarantee does not exist in life or human institutions, even as we commit to research, provide data, and ground our judgements in evidence from other campuses. No other campus has done exactly what we might do. No other campus is exactly like us. If they had done exactly our thing, we wouldn't want to do it then because they already had. We always have to extrapolate some. We always have to take a bit of a leap of faith. As each of us knows from our personal lives: we often must make life-shaping decisions with incomplete information and without assurances. I caution that refusing to change because there is no guarantee means we

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will continue to experience the detriments we currently experience. That's how we get a longer and longer term problem.

2. As for purview, the faculty control the curriculum. But we are part of a whole symbiotic system on this campus and in governance. Our on-campus colleagues have made clear that they cannot solve the problems we face without us. We have made clear to Cabinet and Board of Trustees that we have concerns about some of what is under consideration. But, as regards mid and low level staff in particular, they are looking to us as the people with the purview and power to make quite a large impact through curriculum choices. We need to be mindful of how our collaborators in the staff and on the Board of Trustees view our curriculum work in light of the university's challenges, the challenges in the world, and the invitations of the Strategic Plan. They have met us in good faith and are eager to serve our visions. Are we prepared for how it will feel if we don't come through for each other and for them over the next few years to do what we can do regarding curriculum?

The Future and Further Directions in Faculty Governance

I really have struggled this month with how disheartening it is to read the news (in general, but notably about higher education). I think it is important that faculty continue to create chances to talk with the President and among ourselves about how we steer through the next ten years. Interestingly, I have spoken to colleagues at multiple universities in the last few months, many of whom are researching governance structures and considering the creation or reform of their way of doing governance. Across those conversations, I've come to understand that Puget Sound has a quite open, ground up structure (truly): one that is horizontal and responsive in ways that have caused gasps from some people I talk to, especially including the detail that an elected faculty member leads the full faculty meeting. I say this because it feels pivotal this spring for us to keep at it, now, and for the future. I worry that we will all become so disheartened that we lose track of what we've got and what good may come. Let's have a drink, let's dance it out, let's keep going.

To that end, Senate is in the midst of a very active docket of business regarding the VPDI Search, ASC policies, changes to compositions of committees, and follow through on SET work and policy about contingent faculty roles. We are discussing the student proposal to turn Warner Gym into a Student Support Center and will also discuss more effective ways of scheduling meeting times for standing committee and the use of the common hour. We are soon to be making the call for nominations for next year's new Senators and the next Faculty Senate Chair.

As Denise Despres would say at the start of pretty much every session of her 400 level medieval lit seminar in 1995 as we opened our texts and focused for the day: We have a lot of work to do, and not very much time to do it.

Sincerely,

Sara



Student Affairs Report to Full Faculty

March 2020

Submitted by Uchenna Baker, Vice President for Student Affairs and Dean of Students

New Initiatives and Programs

- **DSA on KUPS:** DSA is coming to KUPS! “Mrs. C’s Top 5 List” is a newly developed radio show on KUPS, airing Thursdays at 4pm, and hosted by Sarah Comstock. The show will highlight the faculty, staff, and student members of our campus community. The goal is to learn more about the people we see on our campus every day. We might find some commonalities or some differences, but we can still do so while humanizing the people in our community. The show will be in interview format where we talk about favorites (food, books, movies, places to visit, etc.), while also intermittently playing the guest’s favorite songs. Our first guests was Sarah Shives, Assistant Dean of Students (February 20). Future guests include Uchenna Baker, VP Student Affairs and Dean of Students (February 27); Nayra Halajian, Student and KUPS General Manager (March 5), Monica DeHart, Professor of Anthropology (March 26), Simone Moore, Student and Current VP for ASUPS (April 9th), and a super special secret guest (April 30th)! If you have recommendations for individuals that you would like featured on the show, please contact Sarah Comstock.
- **Call for Faculty Research:** DSA is inviting faculty to share their research with our division as part of Student Affairs’ on-going professional development initiative. If you have research that has relevance to the work we do with our students, we welcome you to share your expertise. DSA looks forward to welcoming Professor Nick Brody to our March division meeting. Dr. Brody will be presenting on the following topic: Bullies, Breakups, and Bystanders: How Technology Affects and Reflects Social Life.
- **Late Night Programming:** DSA continues to expand weekly late-night programming for students. These programs offer students with an opportunity to participate in low key social events between the hours of 9pm and midnight. Typically done on Thursday nights, students are participating in Bob Ross painting nights, flower planting, and storytelling experiences. The average audience size is between 25 and 45 students. Please encourage your students to attend as a way to connect with other students and foster a stronger sense of belonging on campus.

Student Support Updates

- **Update on TAO (Therapy Assistance On-Line):** Please note that Dr. Kelly Brown, Counseling, Health and Wellness Services Director, and Marta Cady, Associate Dean of Students for Student Support, will be arranging Information Sessions about TAO, the new self-help tool that offers effective, anonymous help with stress, anxiety, and depression at any time for our students, faculty and staff, during department meetings. These sessions will help you to know how to effectively offer your students this tool. Dr. Brown and Marta will be working directing with department heads to schedule information sessions.
- **Changes to Student ID Cards:** Student Support has been working with our Logger Card/Business Analyst Office to support two bills under consideration in this legislative session that would require student and staff ID cards to include two crisis line numbers (including the National Suicide Prevention Lifeline and a choice of local, regional or other national lines). The bills are as follows:
 - House Substitute Bill 2589 applies the requirement to public higher education institutions.
 - Senate Bill 6449 includes degree-granting institutions (RCW 28B.85.010), and would thus include Independent Colleges of Washington.

We currently have a draft of our Logger Card that meets these requirements and we plan on rolling it out for the new students that arrive in fall 2020. We also plan on creating a sticker campaign for cards that are in current use so that these important numbers can be a resource for current students as well. New cards will have the following numbers on it:

- University of Puget Sound Security Services 253-879-3311
- National Suicide Prevention Hotline 1-800-273-8255
- Crisis Text Line: Text HOME to 741741
- Crisis Text Line for Persons of Color: Text STEVE to 741741
- LGBTQ 1-866-488-7386 or Text START to 678678
- National Sexual Assault Hotline: 1-800-656-4673

Spiritual Life Updates

- **Religious/Spiritual Life Scholarships:** Internal university scholarships for religious/spiritual leadership are now available at <https://www.pugetsound.edu/files/resources/spiritual-and-religious-life-scholarships-20-21.pdf>. Faculty may also nominate students for related scholarships at <https://www.pugetsound.edu/student-life/spirituality/religious-scholarships-nomination-form/>. Any support faculty could provide in nominating students or encouraging students to apply would be greatly appreciated.
- **Religious Accommodations Policy:** As a reminder, this policy went into effect on January 1, 2020. To date, only one concern from a student was received about the implementation of the new Religious Accommodations Policy. No concerns have been reported from faculty. If

Appendix E - Report from Dean of Students Uchenna Baker

faculty have any input or feedback about their experiences with the policy this first implementation, please contact Chaplain Dave Wright.

Residential Experience Updates

- **Returning Student Housing Selection:** The Housing Selection process has begun for rising juniors and seniors. The rising sophomore process will begin in March. All returning student sign-ups will conclude on March 31st.
- **Student Leader Selection:** Residence Life recently concluded Student Leader selection for 2020-2021. Successful candidates will be notified by the end of February.

Student Affairs Staffing Updates:

- The search process for a permanent Director of Rights and Responsibilities is in progress.
- The search process for open 2020-2021 Resident Director position(s) is in progress.

Appendix F - OTD Motion, Background, and Rationale

Vote Regarding the OTD degree for Occupational Therapy

During the March 4, 2020 faculty meeting, the faculty will be voting on whether or not to approve the addition of an entry-level Clinical Doctoral Degree (OTD) at Puget Sound. This proposal comes after more than 2 years of work by the Occupational Therapy Faculty that included not only reviewing their current curriculum, but also reviewing current practice in the field, education trends and the importance of appropriate degree programs to the successful recruitment of students in occupational therapy.

The Curriculum Committee reviewed a proposal by the Occupational Therapy Program and has approved a motion to recommend approval of the updated the current MSOT coursework and addition of an entry-level OTD option for occupational therapy students at Puget Sound. Additionally, the NWCCU has approved the OTD to be included in the Puget Sound accreditation. However, since the Faculty Bylaws provide that responsibility for courses of study, including “the nature and requirements of graduate degrees to be conferred,” rests with the faculty, subject to the approval of the Board of Trustees, we bring this proposal to the faculty. Pending approval at the March 4, 2020 faculty meeting of the motion below, the proposal will then go forward to the Academic and Student Affairs Committee of the Board at its May 2020 meeting.

Motion: *The faculty of the University of Puget Sound hereby approves the OT program to offer the entry-level OTD degree.*

Background and Summary of Rationale for Updating the current MSOT Curriculum and Adding the option of an Entry Level Clinical Doctorate (OTD)

The Occupational Therapy Program last underwent re-accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) in the spring of 2012, at which time we were granted a 10-year accreditation. Recently ACOTE first enacted a new policy that all entry-level (professional) programs must be offered at the (clinical) doctorate level by 2027, and then, after much discussion at the national level, voted to allow the continuation of master’s level degrees. In light of the imminent opening of new OTD programs in Washington state (at Whitworth University and in Yakima, attached to a new medical school), the faculty of the School of Occupational Therapy decided to move expeditiously to this new doctoral entry level degree. We could see advantages to retaining an accredited MSOT as well, such as trimming costs for some students, and allowing a career-salvaging early out, much like the mastering out from PhD programs.

The historical rigor of our MSOT degree offering enabled the faculty to create an OTD curriculum (proposed herein) that is founded upon existing courses (somewhat re-organized), with the addition of OTD-Standards-required content in professionalism seminars and the preparation and implementation of the doctoral capstone experience. We propose re-numbering the MSOT courses and aligning them with the new OTD courses so that efficiencies can be realized from the considerable overlap in basic professional preparation.

Appendix F - OTD Motion, Background, and Rationale

Due to the extreme demand to convert master's level programs to the OTD, the faculty swiftly filed a request with ACOTE for developing program status, so that we could become accredited before the MSOT accreditation expired in 2022. The program has now filed its candidacy materials, and hopes to hear from ACOTE in early April that they have granted us permission to officially enroll OTD students pending approval of the Puget Sound Curriculum Committee, Puget Sound Faculty and the Board of Trustees. Pending faculty approval and subsequently approval by the Board of Trustees, notification of this year's applicants can proceed expeditiously. As the admission market for strong occupational therapy students is very hot, we appreciate your careful and timely consideration of our request.

Conclusion: After considerable work by the OT faculty, we believe the proposed curricular changes will: 1) significantly enhance the quality of Puget Sound's Graduate Occupational Therapy Programs, 2) improve our ability to attract prospective students, 3) strengthen our ability to support the University's mission, and 4) enhance our service to the Tacoma community.

Appendix G - ELFAB Process Overview

Experiential Learning Faculty Advisory Board (ELFAB)
Definition of experiential learning
Process overview, fall 2015 – spring 2020

There has been collaborative work on campus since the fall of 2015 that has led to this definition involving every department as well as Advisory Board members representing every Approaches area, interdisciplinary programs, graduate programs, studio art, lab scientists, and Business and Leadership.

Discussion of supporting and enhancing experiential learning on campus has included:

- Town Halls** and campus-based conversations
- Research on programs and initiatives** on other campuses
- Sharing of definition with Curriculum Committee** and receipt of feedback
- Consultation of each department on campus** – chairs' meeting and department meetings for discussion of questions and ideas

In particular, we have:

- Conducted a **survey of department chairs**, March 2016; including information about how departments engage in and understand experiential learning
- Feedback used to **enhance draft definition** and add detail
- Held an ELFAB retreat May 2016 to **review results from chairs survey** and consider information from **other institutions/review possible language** to form a Puget Sound specific definition of experiential learning, Spring 2018
- **Revised draft definition** taken to department meetings for feedback to further shift the definition and develop a clearer articulation of range of possible experiential learning opportunities, Winter 2018-19
- March 4, 2020 Presentation of the Experiential Learning Framework to the full faculty and a **motion for the faculty to endorse the framework** for experiential learning at the University of Puget Sound



Experiential Learning Framework

Experiential Learning contains *all* of the following criteria:

- 1** **Direct experiences** provide the opportunity to apply academic theories and skills to deepen learning in a real-world context;
- 2** **Experiences are embedded** in an academic framework through reflection, critical analysis, and synthesis;
- 3** Opportunities for students to **take initiative, make decisions, and be accountable** to their community;
- 4** Some degree of indeterminacy that requires students to **learn from natural consequences**, mistakes, and successes. By design, experiential learning unfolds in response to direct, interactive, and ambiguous contexts.

The intensity and depth of the experiential nature of a course or program exists along a continua, and includes activities such as community-based or project-based learning, service learning, undergraduate research, study abroad, public presentations or exhibits, publications, internships, and other creative and professional work experiences.

Level I	Level II	Level III
Criterion 1: Direct experiences provide the opportunity to apply academic theories and skills to deepen learning in a real-world context;		
<p>a. Students primarily work on simulated scenarios, projects, or assignments with issues or relevance for communities outside of class.</p> <p>b. The experiences takes place within a typical college classroom/studio/teaching lab.</p>	<p>a. The experience includes time outside the classroom that is periodic or limited.</p> <p>b. Students engage with a real, non-simulated challenge related to the course content.</p>	<p>a. The experience includes significant time outside of the typical college classroom.</p> <p>b. Students engage with real, non-simulated challenges that require them to use academic theories.</p>
Criterion 2: Experiences are embedded in an academic framework through reflection, critical analysis, and synthesis;		
<p>a. Opportunities for reflection are limited.</p> <p>b. Opportunities for reflection focus primarily on how students felt about the experience or on their success.</p>	<p>a. A single opportunity for reflection is required at the end of the experience.</p> <p>b. Opportunities for reflection encourage making connections between learning from the experience and course content.</p>	<p>a. Opportunities for reflection are required at appropriate intervals throughout the experience.</p> <p>b. Opportunities for reflection include analysis, integration, and synthesis of the experience related to course content.</p>
Criterion 3: Opportunities for students to take initiative, make decisions, and be accountable to their community;		
<p>a. The agenda is set by the instructor and opportunities fit within a predetermined framework.</p> <p>b. Opportunities for community accountability are limited to the classroom.</p>	<p>a. Projects are largely designed by the faculty and require students to take significant initiative within an outlined framework.</p> <p>b. Students engage with community beyond the classroom.</p>	<p>a. Projects are largely designed and completed by students with some faculty guidance.</p> <p>b. Students are directly accountable to community stakeholders beyond the campus.</p>
Criterion 4: Some degree of indeterminacy that requires students to learn from natural consequences, mistakes, and successes. By design, experiential learning unfolds in response to direct, interactive, and ambiguous contexts.		
<p>a. Students connect classroom theories to practical applications in a scripted setting.</p> <p>b. Indeterminacy and ambiguity are limited to simulations within predetermined parameters.</p>	<p>a. Students connect theories to complex, real-world problems.</p> <p>b. Some level of ambiguity within a framework is established by the class/instructor.</p>	<p>a. Students engage with deeply complex and often contradictory problems for which no one best solution may be found.</p> <p>b. Students display flexibility and sophisticated problem-solving skills to unscripted problems.</p>

*EXLN courses reflect at least a level II across all criteria

CTF • March 5, 2020 Workload Conversation

Faculty workload conversation

Motion from May 1, 2019 faculty meeting:

“The vote to change graduation requirements and implement the new curriculum will not occur until the promised discussion of workload and resources, etc. (in relation to the curriculum) takes place with the full faculty.”

Leadership for a Changing World

Goal 3: Support and inspire our faculty and staff

We will support and inspire our faculty and staff members through the promotion of their well-being, professional development, retention, work with students and engagement with each other.

Key Initiatives

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

Big questions

What do our students need? How do those shifting needs change our work lives?

How do we achieve equity and visibility for faculty and staff colleagues?

How do we support and strengthen the liberal arts model in the current higher education environment?

Do our processes of governance and evaluation promote well-being; professional development; and recognition and reward for our work?

What should we do to support one another?

What can the university administration do to support us in our work?

How the curricular design is taking workload into account . . .

- class size
- teaching loads
- reimagined advising
- co-teaching policy
- faculty development support
- credits
- phased implementation of changes

Small group discussion: find 2-3 colleagues in departments or programs different from your own

Define and describe: workload

When you think of your workload, what do you think of?

Reflect: workload changes & challenges

Where have you noticed shifts in your workload?

Plenary discussion

Suggest

What changes should we make as:

- an institution?
- as a faculty?
- as departments and programs?

Next steps

- What we've accomplished today
- What we need moving forward: ongoing conversation
- What's next from CTF: proposal for revised curriculum
(some elements by March 25)