Faculty Senate
McCormick Room, Collins Library
Minutes of the April 11, 2016 meeting

Senators Present: Kristine Bartanen, Bill Beardsley, Kena Fox-Dobbs, Andrew Gardner, Bill Haltom (as Ricardo Montalban), Robin Jacobson, Nakisha Renee Jones, Andrea Kueter, Brendan Lanctot, Pierre Ly, Amanda Mifflin, Mike Segawa, Jonathan Stockdale, Ariela Tubert, and Jennifer Utrata

Guests: Frank Cirioni, Kate Cohn, Becca Ebert, Lisa Ferrari, Janet Frost, Poppy Fry, Meghan Gessel, Renee Houston, Martin Jackson, Sunil Kukreja, Aislinn Melchior, Ellen Peter, and Sarah Shives

1. Chair Tubert called meeting to order at 4:01 p. m.

2. **Announcements** – Ly said election results would be announced tomorrow.

3. **M/S/P   Approve the minutes of** March 28, 2016

4. **Updates from liaisons to standing committees** – Mifflin noted that CC has approved a new major in African American Studies.

5. **Updates from the ASUPS representative and the Staff Senate representative** – Jones noted that the resolution to the Board of Trustees (BoT) about the presidential search committee was passed by ASUPS Senate. The incoming ASUPS president will be inaugurated next week. Tubert thanked Jones for her service throughout the year. Kueter noted that a memo to Human Resources with staff senate recommendations for staff salary pool had been submitted. Their elections, too, were closing shortly, and their next meeting was to be April 12.

6. **Presentation by the Sexual and Gender Violence Committee on updates to the Sexual Misconduct Policy**- The committee, represented by Fry, Gessel, Melchior, Shives, Ebert, Cirioni Srione began their update noting that our campus policy on sexual and gender violence is out of date and in need of revision. Substantive improvements needed include: certain terms remain ill-defined – we need to specify different kinds of misconduct, for example –, making the document gender neutral, including domestic violence as policy violation, and removing the idea of intoxication from policy, in order to focus instead on incapacitation (not just alcohol and drugs but sleep, illness, etc.). They cited confusion produced by the document among faculty and students. A concrete challenge to this revision is the fact that, in the current document, procedures are conflated with policy. Accordingly, we need a separate policy document and a procedure document, the latter which can be revised according to emerging best practices. They stressed that a policy in essence constitutes a contract among all members of our community.

The work of the committee has been shaped by government mandates, research into the policies of other institutions, and has as its goal to balance academic community's policies with the specificities of our institution.

The new draft policy consists of three separate parts: 1) a statement of purpose, 2) a policy statement, and 3) policy definitions. Committee members stressed that the policy is universal (for staff, administration, faculty and students), but also that the document was drafted with an eye to specific actors. They noted that the policy needs approval by Board of Trustees, but procedures can be adapted according to changes in best practices, new legal rulings, etc. Their stated goal was to deliver a draft to Board by October, and requested feedback on drafts by September.

Discussion: Beardsley asked when did they get help of legal counsel. The committee noted that the new policy will be vetted by legal once the draft is complete and then following edits as well. Tubert asked about the about the faculty /student relationship language that the PSC drafted and which we had discussed in a prior meeting. The committee responded that this language had been incorporated virtually word for word into the draft policy.

7. Discussion of the Report on Faculty Perspectives on Educational Goals from Institutional Research/Associate Dean's Office [see Appendix A] Ellen Peter and Martin Jackson gave an update on work undertaken this academic year to rethink Educational goals. They recalled they had 18 group sessions with faculty, with about 70% participation of all faculty. These exercises had involved three basic activities: 1) brainstorming about educational goals, 2) comparing new ideas to current goals, and 3) the relationship these have with one another.

Jackson presented a data summary based on the results of these sessions, showing the importance faculty placed on the various goals. He explained how diverse goals were organized into categories.

Discussion: Utrata observed that there seemed to be less agreement as to how to articulate goals of personal values. Peters responded that lack of clarity regarding the role faculty play as a possible explanation for that. Utrata then asked if this disagreement varied much by discipline. Jackson noted that no attempt was made to analyze data by discipline. Jones noted that "interrelationship of knowledge" received a low rating, and Jackson suggested this may be due to wording issues. He noted that it was hard to distinguish between idea of goal and how the goal was expressed. Tubert then observed that not many people said grounding in a particular field was critical. Jones: asked what next steps were. Jackson posed this as a question for the Senate. Bartanen asked whether the two labeled "confidence" and "balance respect/challenge" had the greatest chance of being added. Jackson noted they were cited in the narrative of the report. Peter stressed that almost every single group mentioned confidence. In summary, Jackson: suggested that, if nothing else the goals ought to be reworded to have more active, less ambiguous and outdated language without revising the structure as a whole. Tubert pointed out that goals influence curricular work such as the KNOW proposal, revising the Core, etc. Gardner asked if they saw a clear direction for the revision. Bartanen mentioned the possibility of making use of

the accreditation review committee. Stockdale, in turn, wondered what this process would look like from a student perspective. How would students rank these goals? Peters noted that IR has included in senior focus groups questions about these goals, though added that most students were not directly aware that goals existed.

Tubert then consulted the Senate as to how to proceed, naming as options making use of the Curriculum Committee (CC), the team that had prepared the report, the Senate, the Accreditation Committee, or forming a new working group. Several senators stressed the importance of this being a task carried out by the faculty itself. The idea of the Senate forming a work group was thus discussed, one that could incorporate perspectives from Student Life, CC, and other standing committees. Jacobson agreed to draft a charge for forming such a committee.

[At this point in the meeting, Tubert introduced the new ASUPS president Noah Lumbantobing, who briefly addressed the Senate.]

8. **Discussion of proposals for shortening the number of teaching days in the spring semester.** [See Appendices B & C] Renee Houston, summarizing an email she had sent earlier to the Senate, discussed the revision to the spring term in relation to things that bring the community together. She asked how might non-teaching days be might be used with regards to our identity. She thus proposed approaching this topic as an opportunity to define our campus community and help orient students to our academic culture. Beardsley suggested that this issue involved three separate questions: 1) do we want to shorten the term? 2) when/how would we shorten it? and 3) what would we want to do with those "regained" days? Gardner stressed that this issue related to our conversation about the common hour. Bartanen noted that historically spring break was not counted as part of the term and that, with the addition of Fall Break and the Wednesday before Thanksgiving, the fall term had come to have 5 fewer days.

Tubert asked how best to introduce this topic during the next faculty meeting. It was recommended that she include the history of how we got to our present calendar and to compare our schedule with those of our peer institutions (this data was given at last presentation). Bartanen noted that, by presenting it at the faculty meeting would permit it to be included in the agenda of the following meeting and allow the conversation to keep going. The chief issue, then would be to ask the faculty what, if anything should be done about the imbalance between fall and spring terms. Gauging whether or not there is consensus on this basic issue would thus help the Senate decide how to move forward.

The meeting was adjourned at 5:30pm

Minutes prepared by Brendan Lanctot.

Respectfully submitted,
Pierre Ly
Secretary of the Faculty Senate

Attachments
Appendix A: Report on Educational Goals

Appendix B: Senate charge to CC on Spring teaching days
Appendix C: Email from Renee Houston on Spring teaching days

Out of the Blue: Faculty Perspectives on Educational Goals
University of Puget Sound
April 2016

Highlights

- Puget Sound's educational goals have not been reviewed since 1991, when an eighth goal was added. The original goals were adopted in 1976.

- A 2015 Curriculum Committee survey revealed that faculty members had limited awareness of the educational goals and varying opinions about the value of those goals.

- In August 2015, the Faculty Senate was informed about a joint project to be coordinated by the Associate Deans Office and the Office of Institutional Research to understand and characterize faculty views on educational goals for the university.

- The research team convened eighteen discussion groups of faculty members, meeting with an average of eight colleagues in each group. Seventy percent of regular faculty were able to participate.

- Through discussion and exercises, faculty groups
  - Brainstormed goals for Puget Sound graduates
  - Compared the brainstormed goals to the eight current educational goals
  - Discussed the relationships they perceived among individual goals

- As part of the group work, each individual faculty member indicated the relative importance they assigned to each goal.

- To identify trends in discussion group responses, the research team compiled the goals (both brainstormed and current) into thirty-three clusters and synthesized those clusters into four broad categories (Skills Development, Knowledge, Personal Development, and Awareness & Engagement).

- The research team identified three strong themes in faculty responses to the current set of educational goals
  - Desire for more active language
  - A vision of "critical thinking" that goes well beyond the current language of "think logically and analytically"
  - Dissatisfaction with "an acknowledged set of personal values" as a goal
    - least likely to be identified as critical to a Puget Sound education
    - most likely to be identified as needing rewording

- Faculty identified their primary role as fostering critical thinking and other intellectual skills in their students.

- Faculty members valued many learning outcomes related to students' personal growth, but expressed a strong sense of being unprepared to guide students' development in those areas.

- The research team looks forward to a conversation with the Faculty Senate on potential future directions in light of these findings.

Introduction

In the 2013-14 and 2014-15 academic years, as part of its regular work, the Curriculum Committee undertook a review of the core curriculum as a whole. This work included surveying faculty members on their perspectives on the core curriculum. The survey included questions about the university's current educational goals.

In reviewing the survey results, Martin Jackson, Associate Academic Dean, recognized that the university's educational goals had not been reviewed for more than two decades. In August 2015, Jackson and Ellen Peters, Director of Institutional Research and Retention, approached the Faculty Senate Chair to propose further study of the educational goals. This project would explore faculty understanding of the educational goals and the goals' relevance for the work of the faculty. At its August 2015 retreat, the Faculty Senate was informed about this proposed project.

Peters and Jackson assembled a research team consisting of themselves; Kate Cohn, Assistant Director for Assessment; Lisa Ferrari, Associate Academic Dean; and Sunil Kukreja, Associate Academic Dean.

Background

This is an opportune time to review the goals, since they provide an important frame for considering the Core curriculum, ongoing work in experiential learning, and preparation for a next university strategic planning process.

The faculty's current Curriculum Statement includes a set of "Educational Goals for the University" which read:[1]

> The undergraduate curriculum will emphasize the following educational goals:
> 1. The ability to think logically and analytically;
> 2. The ability to communicate clearly and effectively, both orally and in writing;
> 3. Intellectual autonomy and the accompanying capacity to learn independently of a formal educational structure;
> 4. An understanding of the interrelationship of knowledge;
> 5. Familiarity with diverse fields of knowledge;
> 6. Solid grounding in the special field of the student's choosing;
> 7. An acknowledged set of personal values;
> 8. Informed appreciation of self and others as part of a broader humanity in the world environment.

This version of the goals has been in place since at least Spring 1991. The original version of the goals was adopted by the faculty in May 1976. The first six goals of the current version match those of the original version. The history of wording for the seventh goal is a bit murky.[2] The eighth goal was included in a version of the Curriculum Statement adopted in April 1991.

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[1] At the first faculty session, we discovered that there are two sets of Educational Goals at Puget Sound, one set that is on our website, and one that is in the Curriculum Statement approved by the faculty. For all but the first discussion session with faculty, we used the Educational Goals in the Curriculum Statement. See Appendix 1 for a comparison of the two sets.

[2] The educational goals adopted in May 1976 originated in the October 6, 1975 report of an Ad Hoc Curriculum Committee. In that report, the seventh goal is worded "A personal set of ethical and aesthetic values". The educational goals section of the Ad Hoc Curriculum Committee report was accepted by the Faculty Senate on November 17, 1975 with the seventh goal amended

Research Questions

Research indicates that being more explicit about the connection among our mission, goals and the academic experience of students is helpful to the overall academic and student experience.[3] Our comparison of mission and educational goals indicates that the two statements do not map well onto one another. To frame this as a research project, we posed these questions:

- What do the faculty consider to be appropriate educational goals for the university?
- To what extent do the current educational goals align with the current thinking of the faculty?

Method

We developed a protocol for group discussion and piloted it with the Faculty Senate. The feedback from that session led us to revise the protocol, adding a new introductory question and clarifying some of the other discussion points. We used this revised protocol to guide subsequent discussions with faculty members.

The revised protocol (Appendix 2) began with introductions and an ice-breaking prompt about why faculty members went to college. We next asked faculty to recall one of their own students and how that student had changed during their time at Puget Sound. Participants then brainstormed the ways in which they would like students to change while at Puget Sound. This brainstorming exercise allowed groups to think broadly about goals for students. The recorder wrote each *brainstormed goal*[4] onto large sheets of paper hanging around the room. We added the current *educational goals*[5] to the brainstormed list.

With both the educational goals and the new brainstormed goals displayed, we asked participants to combine any goals that appeared duplicative, noting any of the brainstormed goals that were represented in our educational goals. Each faculty member received a packet of sticky dots – blue, yellow, red, and green[6] – and was directed to put a blue dot beside any goal that they felt was critical, a yellow dot beside any goal they felt was valuable but not critical, and a red dot beside any goal that was not necessary. Participants also placed a green dot next to any educational goal they felt needed to be reworded. That is, each participant placed up to two dots beside each educational goal: one dot from the blue/yellow/red set to indicate the goal's importance and, if appropriate, a green dot to indicate

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to read "A set of personal values, e.g., ethical, aesthetic, etc." The goals were approved by the full faculty at a May 10, 1976 meetings. Minutes from that meeting do not indicate that any amendments were made. It is not clear when or how the current wording "An acknowledged set of personal values" was put in place. Also note that the educational goals are listed in the Curriculum Statement with alphabetic labels (A., B., etc.). For this report, we have chosen to use numeric labels (1., 2., etc.).

[3] Astin, Alexander W., *What Matters in College? Four Critical Years Revisited*. San Francisco: Josey-Bass, 1993

Tinto, Vincent, "Research and Practice of Student Retention: What Next? *Journal of College Student Retention: Research, Theory and Practice* 8.1 (2006): 1-19

[4] Throughout this report, we use the following terminology:

- Educational Goals: the eight educational goals that are currently in the Curriculum Statement.
- Brainstormed Goals: responses from faculty members when prompted to share how they would like students to change as a result of their time at Puget Sound.
- Cluster: a group of brainstormed goals and/or educational goals that appear to hang together thematically.
- Category: a large umbrella under which clusters appear to be connected thematically.

[5] Each group saw both versions of the educational goals, though we asked that participants use the version from the Curriculum Statement during the session.

[6] Color was not consistent among groups. In earlier groups, orange was used instead of red to represent "not necessary" and purple was used instead of green to note educational goals that faculty felt needed rewording.

poor wording of the goal. As we became more experienced with facilitating the groups, our instruction to the faculty for this activity strengthened; not all faculty understood the exercise in the same way, especially for the earlier groups.

In our final activity, we wrote both brainstormed and educational goals on index cards that we put up on a blue "sticky wall". We asked faculty to arrange the goals in a way that made sense to the group, making it clear that the exercise was more about and their discussion and considerations in arranging the goals than in the final product.[7] At the end of the session, thanked the faculty members and asked them for any additional thoughts or feedback about the session.

We held eighteen discussion groups with an average of eight participants each (see Appendix 3 for details). Each session was led by an associate dean and an institutional researcher. Sessions were held at different times of the day throughout the first two months of the 2015-16 academic year, and refreshments were provided. Each session was scheduled for one and a half hours. All tenure-line faculty members, regular clinical faculty, and instructors were invited to participate. A total of 148 faculty members participated, for a 70% participation rate. An additional 15% expressed interest in participating but were not available for any of the scheduled sessions.

Faculty were asked for their permission to record the sessions for ease of analysis. All but one group agreed to do so. Recordings were not transcribed but were referred to when needed during analysis. Recordings will be deleted at the conclusion of the analysis.

Analysis Process

Once the qualitative data were collected, the research team began the process of analysis. We first reviewed our own sense of the project and shared any particular frames or biases we thought we might bring to the analysis of the qualitative data.

Next, we looked at the 268 brainstormed goals across all of the groups to find commonalities. Two members of the team looked at each goal, and the team then categorized the 268 brainstormed goals into thirty-three *clusters* (Appendix 4). Many brainstormed goals fell into more than one cluster. Finally, we identified six *categories* under which each of the thirty-three clusters aligned. As the analysis progressed, six categories were merged into four categories. This proved an informative approach to summarize the qualitative data, though it also raised some practical challenges. There were goals that fell into more than one cluster, and there was at least one cluster that was vexing to title (Understanding Stuff).[8]

After developing our own categories for the participants' responses, we considered how the discussion groups themselves organized their sets of possible educational goals.[9] Almost every group organized the

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[7] Instructions to faculty for this activity varied. In some instances it was more directive about prioritizing, and for other groups, instructions were more open. This variation was due partly to the composition of the groups and their needs and requests, and partly to the approach of the facilitators.

[8] In our initial pass, we were primarily focused on developing a sound method; some of the specifics would likely change if we were to reapply the method.

[9] It is worth noting that there were some differences in how participants were directed to organize the cards. In the earliest focus groups, participants were asked to use the wall to "prioritize" the goals. In later groups, participants were asked to "organize" the goals in a way that was meaningful to them. In all cases, participants were free to determine the precise meaning of spatial relations among cards on the blue wall. Because of this variation among groups, we are hesitant to offer detailed between-group comparison of spatial relationships of card placement during different sessions.

goals around some central ideas during the blue wall activity –kinds of activities, a progression of development, or a series of interrelated skills. To check the validity of our categories, we compared them to the groupings of the brainstormed and educational goals that faculty placed on the blue walls.

The discussion groups' organization of cards on the wall did not consistently match the six-category framework we developed by looking at a de-contextualized list of the educational goals generated by all eighteen groups. However, we found that both our six-category framework and the various card-groupings on the blue wall mapped reasonably well into a four-category framework. *Table 1* shows the relationships. With this adjustment, we have confidence that our categories reasonably capture commonalities across the faculty groupings.

Six-Category Framework	Four-Category Framework
Critical Thinking	Skills Development
Skills	
Knowledge	Knowledge
Personal Characteristics	Personal Development
Difference/Inclusion	Awareness and Engagement
Engagement	

Table 1. Merging of original six categories into final four categories.

Once we felt comfortable with the qualitative analysis, we delved further into a quantitative analysis of the dots each faculty member placed by both the brainstormed and the educational goals. This more detailed information for each goal and cluster may help decipher their relative importance to the faculty as a whole. Each goal, both current and brainstormed, was assigned a weighted score. Scores were normalized based on the total number of dots as opposed to total number of people in a group because facilitation evolved over the two month period, and there was variation in the way that individuals approached the dot activity. We assigned somewhat arbitrary weights of 2 for "critical", 1 for "valuable", and 0 for "not necessary". The score for each goal was thus calculated as:

$$\frac{(2 \times \text{\# of "critical" dots}) + (1 \times \text{\# of "valuable" dots}) + (0 \times \text{\# of "not necessary" dots})}{\text{total \# dots}}$$

For each cluster, we calculated the average score of brainstormed goals in that cluster. We also determined the proportion of groups having at least one brainstormed goal in each cluster, and created a graph to show the prevalence and the average score (as a proxy for importance) of each cluster. In reviewing the graph for patterns we decided to draw four quadrants:

- considered more critical by faculty and mentioned by a higher proportion of faculty groups;
- considered less critical and mentioned by a higher proportion of groups;
- considered more critical and mentioned by a lower proportion of groups;
- considered less critical and mentioned by a lower proportion of groups.

We looked at the natural gaps in the data and determined they would provide little guidance, since one quadrant would have no data, and another only three data points. We then turned to splitting the data at the midpoints; but, again, that left two quadrants with very few data points. Upon further consideration, we decided to define the quadrants by the score midway between "critical" from "valuable", and at the 50% mark for the proportion of groups mentioning a goal in that cluster. The patterns that emerged are discussed in the "Data Summaries and Observations" section below.

Data Summaries and Observations

We present initial data summaries and provide observations to facilitate review of the information.

Educational goals

Table 2 shows total "critical", "valuable", "not necessary", and "badly worded/wording issues" dot counts across all eighteen groups for each of the educational goals from the Curriculum Statement. A weighted score for "critical", "valuable", and "not necessary" is also shown; this is a weighted average computed using the indicated weights (which, to be clear, are somewhat arbitrary).

Educational goal	Critical (Blue dot) Weight = 2	Valuable (Yellow dot) Weight = 1	Not necessary (Red dot) Weight = 0	Weighted score	Wording issues
1. Think logically and analytically	118	14	2	1.87	37
2. Communicate clearly and effectively	133	1	0	1.99	8
3. Intellectual autonomy	108	15	5	1.80	35
4. Interrelationship of knowledge	63	41	11	1.45	51
5. Diverse fields of knowledge	77	46	3	1.59	31
6. Grounding in special field	102	23	3	1.77	19
7. Personal values	25	59	39	0.89	56
8. Informed appreciation of self and others	96	34	8	1.64	51

Table 2. Data summary for the current educational goals.

Of the eight educational goals, #2 was almost universally viewed as critical while a strong majority did not rate #7 as critical. Other than #7, the educational goals were generally viewed favorably. Based on weighted score, one might rank the goals into five tiers:

- 2. Communicate clearly and effectively
- 1. Think logically and analytically, 3. Intellectual autonomy, 6. Grounding in special field
- 5. Diverse fields of knowledge, 8. Informed appreciation of self and others
- 4. Interrelationship of knowledge
- 7. Personal values

For some participants, rating the educational goals ("critical", "valuable", "not necessary") was challenging because of perceived wording issues (e.g., lack of clarity or ambiguity). As is evident in Figure 1, there is some correlation between weighted score and perceived wording issues.
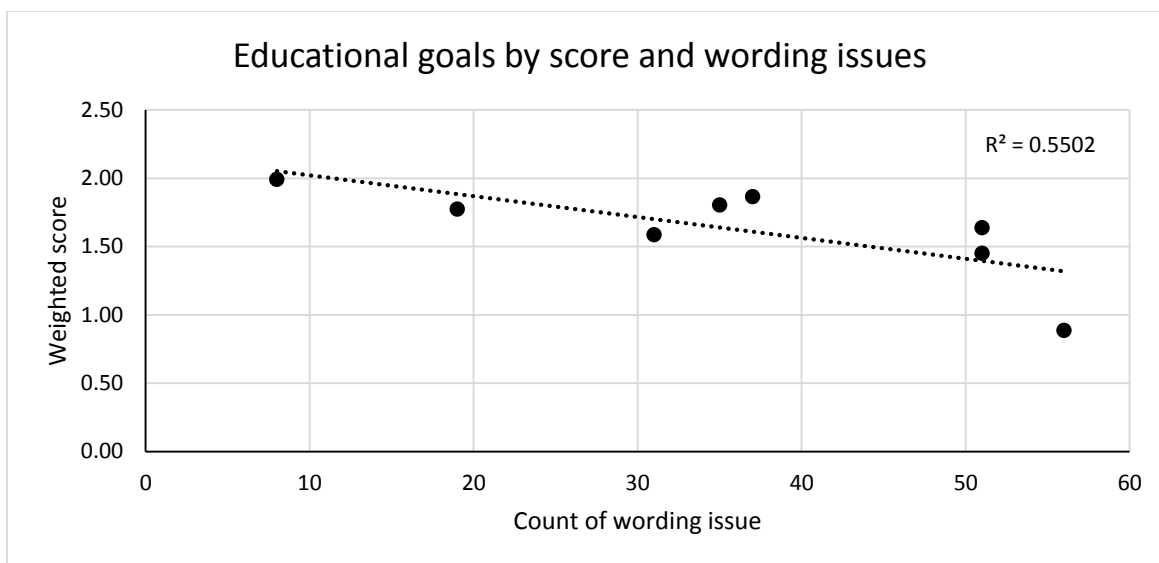
Educational goals by score and wording issues

Figure 1. Scatterplot of weighted score and "wording issue" count for the eight educational goals.

Several strong themes emerged from comments about the educational goals during sessions. These include

- Desire for more active language (e.g., "engage" and "understand").
- More expansive and detailed description of what was frequently labeled "critical thinking" than is provided by the current language of "think logically and analytically". (See below for more on this.)
- Dissatisfaction with the wording and/or importance of "An acknowledged set of personal values".

Brainstormed goals

Prior to considering the educational goals, groups brainstormed an average of fifteen goal statements, ranging from a low of seven to a high of twenty-one. In total, the eighteen groups generated 268 additional brainstormed goals. As described above, we organized these brainstormed goals into clusters and then grouped those clusters into categories as shown in Table 3 (see page 10). For each cluster, the table also lists the average score for the goals within that cluster and the proportion of groups with at least one goal in the cluster. Figure 2 (see page 11) displays these values in a scatterplot.

Every group brainstormed at least one goal in each of three categories: Skills Development, Personal Development, and Awarness & Engagement. Thirteen of the eighteen groups brainstormed at least one goal in the Knowledge category. The four categories can be defined as follows:

- Skills Development: Increasing facility with the intellectual tools required for scholarly analysis.
- Knowledge: Gaining familiarity with the content studied in a particular discipline or interdisciplinary area .
- Personal Development: Enhancing qualities of a person *per se*, rather than the actions, abilities, or knowledge bases in which a person might gain expertise.[10]

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[10] This distinction may be attributable to the phrasing of our question, "What are your goals for a Puget Sound graduate?" That question was often followed with the discussion prompt, "What are the qualities you would like

- Awareness & Engagement: Recognizing one's position in a broad social framework and acknowledging the possibilities and responsibilities of occupying such a position.

Some faculty questioned the appropriateness of personal development as an educational goal. Although certain characteristics (e.g., autonomy, confidence, maturity) came up quite frequently, faculty were generally uncertain of their role in teaching students to develop those characteristics. In other words, participants were more comfortable teaching academic content and skills rather than attempting to shape growth of character.

We provide these notes and observations based on the table and scatterplot:

- The current educational goals are mentioned in 100% of the groups. This is a consequence of the protocol design, since we introduced those goals in every session.
- Clusters in the "Skills Development" category account for eight of the top ten average scores. The other two clusters in the top ten are "Balance respect and challenge" from the "Awareness & Engagement" category and "6. Solid grounding in special field" from the "Knowledge" category. There is a small gap below the top ten group to the next highest average score (specifically, between 1.77 and 1.72).
- The "Balance respect and challenge" cluster has a relatively high average score while being mentioned in just under half of the groups.
- Clusters in the "Personal Development" category account for three of the bottom four average scores and six of the bottom eight average scores. There is a relatively large gap between the bottom four and the next lowest (specifically, between 1.15 and 1.29) and a gap between the bottom eight and the next lowest, specfically between 1.34 and 1.41).
- The "Confidence" cluster is in a high proportion of groups (89%) with average score of 1.29 so closer to "valuable" than to "critical".
- The low average score for the "7. Values" cluster is partly explained by the number of wording issues associated with Goal #7.
- The "Professional prep" cluster is low in both average score and in proportion of groups as is the "Power and privilege" cluster. These two clusters are the only ones outside of the "Personal Development" category with average score less than 1.34.
- Six of our eight current educational goals are in quadrant 2 (higher score). Note that prevalence is not relevant as all groups were presented with the current educational goals and asked to consider them. Of the two remaining clusters, one had the lowest average score of all the clusters (Personal Values, with a score of 0.94)
- Excluding the current educational goals, and looking only at the clusters that emerged from the faculty brainstormed goals:
  - Clusters in the "Skills Development" category are heavily represented in the upper-right (higher score, higher prevalence).
  - The upper-right quadrant (higher score, higher prevalence) emphasizes clusters that touch on critical thinking.

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to see in a Puget Sound graduate?" However, each group mentioned some personal development goals, regardless of the precise prompt during that session.

- o The upper-left (higher score, lower prevalence) is more broadly representative of the four clusters.
- o The lower-left (lower score, lower prevalence) and lower-right (lower score, higher prevalence) quadrants are heavily represented by the "Personal Development" cluster.

Conclusion

In considering the current educational goals, many faculty members expressed a desire for more active language and a more detailed notion of "critical thinking". Faculty frequently named the development of intellectual skills, particularly critical thinking and communication skills, as central to their teaching. Many faculty noted that personal development and maturation are important aspects of how students change while at Puget Sound, but also expressed uncertainty about the role faculty can or should play in that change. On a related note, many participants noted discomfort with the current educational goal concerning personal values. Some of the discomfort relates to the specific wording of the goal and some relates to the idea of promoting a particular set of values.

Based on comments made during discussion group sessions, we found that many faculty members had limited or no exposure to the current educational goals prior to receiving an invitation to participate in a discussion group. Our impression is that most faculty enjoyed the opportunity to review the educational goals as a way to discuss the larger context of their work with a small group of colleagues drawn, in most cases, from a broad range of disciplines and experiences.

Our goal in this report has been to present data summaries and observations to prompt reflection and discussion. We look forward to a conversation with the Faculty Senate on potential future directions in light of our findings.

Category	Cluster	Average Score	Proportion of Groups
Skills Development ■	1. Think logically and analytically	1.81	100%*
	2. Communicate clearly and effectively	1.89	100%*
	3. Intellectual autonomy	1.79	100%*
	Application of stuff	1.45	61%
	Argument	1.68	50%
	Collaborate	1.45	44%
	Contextualize	1.78	44%
	Develop specific skills	1.61	50%
	Judgement	1.53	39%
	Nuance/complexity/ambiguity	1.79	61%
	Problem solving	1.79	67%
	Professional prep	1.15	22%
	Question	1.82	72%
	Read	1.78	17%
	Understand/use data	1.64	33%
Knowledge ♦	4. Interrelationship of knowledge	1.46	100%*
	5. Diverse fields of knowledge	1.62	100%*
	6. Solid grounding in the special field	1.77	100%*
	Science	1.61	11%
	Understanding stuff	1.58	72%
Personal Development ▲	7. Personal values	0.94	100%*
	Autonomy/independence	1.41	67%
	Beauty/aesthetic	1.13	22%
	Care about others	1.32	39%
	Confidence	1.29	89%
	Creativity	1.70	44%
	Emotional growth/maturity	1.47	72%
	Humility	1.49	50%
	Open-minded/flexible/adaptable	1.66	44%
	Passion for learning	1.72	44%
	Passion/purpose/concern	1.11	39%
	Perseverance/stamina	1.49	61%
	Responsibility	1.34	50%
	Risk-taking/courage	1.47	50%
	Self-understanding	1.53	67%
	Values	1.46	44%
Awareness & Engagement ●	8. Informed appreciation of self and others	1.60	100%*
	Acknowledge/respect/understand difference	1.68	78%
	Balance respect and challenge	1.83	44%
	Engage the world	1.42	83%
	Power/privilege	1.34	28%

Table 3. Average score and Proportion of Groups for clusters. Note that protocol design results in Proportion of Groups of 100% for each of the eight educational goals.
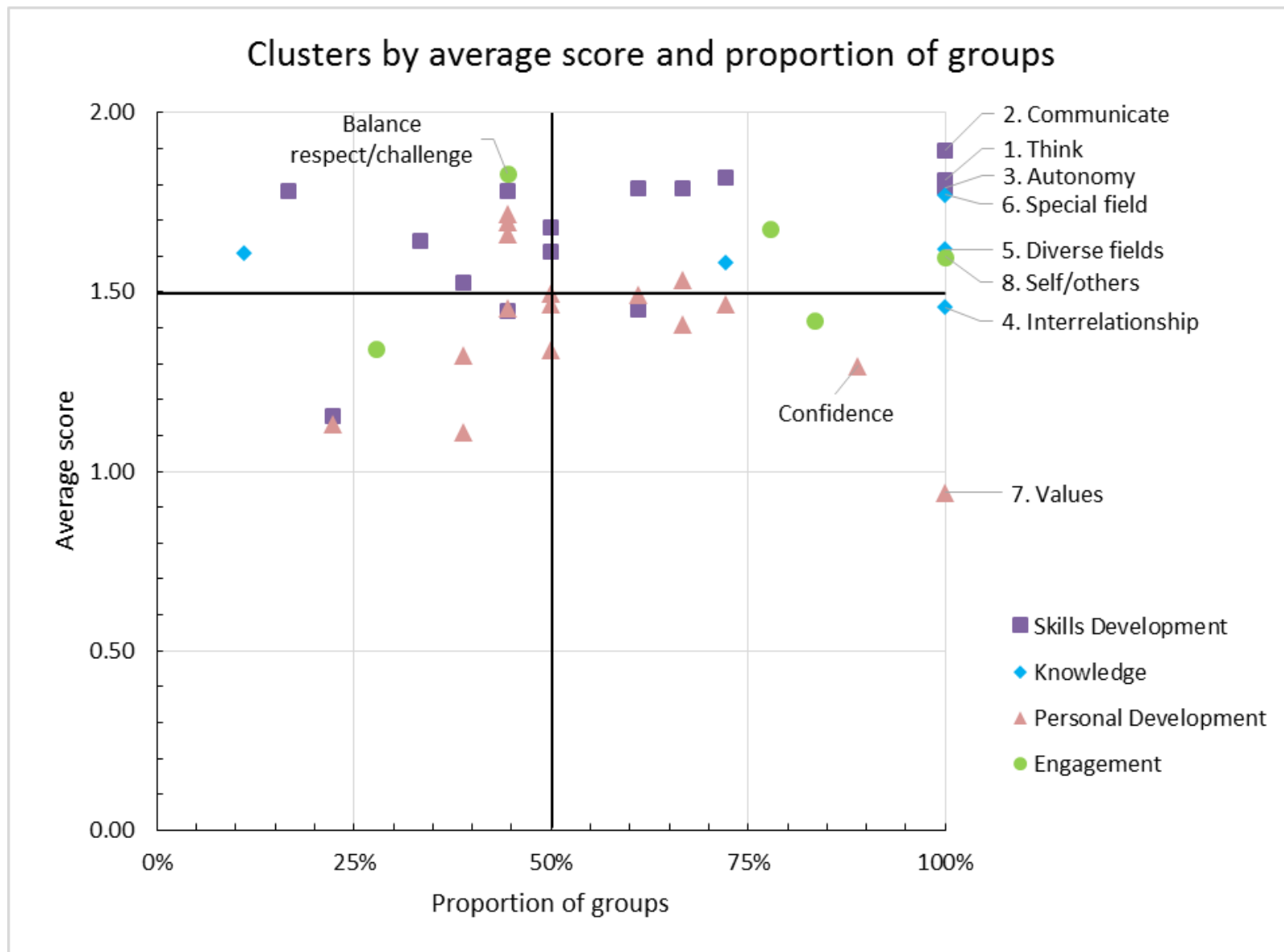
Clusters by average score and proportion of groups

Balance respect/challenge

2. Communicate
1. Think
3. Autonomy
6. Special field

5. Diverse fields
8. Self/others

4. Interrelationship

Confidence

7. Values

■ Skills Development
◆ Knowledge
▲ Personal Development
● Engagement

Figure 2. Scatterplot for clusters by average score and proportion of groups

Appendices

Appendix 1: Two sets of educational goals

Educational goals from the Curriculum Statement

The undergraduate curriculum will emphasize the following educational goals:
1. The ability to think logically and analytically;
2. The ability to communicate clearly and effectively, both orally and in writing;
3. Intellectual autonomy and the accompanying capacity to learn independently of a formal educational structure;
4. An understanding of the interrelationship of knowledge;
5. Familiarity with diverse fields of knowledge;
6. Solid grounding in the special field of the student's choosing;
7. An acknowledged set of personal values;
8. Informed appreciation of self and others as part of a broader humanity in the world environment.

Educational goals published in the Bulletin and on the university website (origins unknown to us at this time)

To these ends, the faculty has selected the following goals to emphasize in the undergraduate curriculum:
1. The ability to think logically, analytically, and independently;
2. The ability to communicate clearly and effectively, both orally and in writing;
3. The ability to learn on one's own;
4. Breadth of learning in the form of familiarity with a variety of academic fields and potential interests;
5. Depth of knowledge in a single field in order to know a sense of the power that comes with learning;
6. An understanding of the interrelationships among the various fields of knowledge and the significance of one discipline for another;
7. An acknowledged set of personal values; and
8. Informed appreciation of self and others as part of a broader humanity in the world environment.

Appendix 2: Discussion Group Protocol

Discussion Group Interview Protocol
Educational Goals Discussion Group
Fall 2015

Background

We hope to use the discussion groups to explore the following:

1. The Educational Goals and Puget Sound, and their connection to the mission and the core curriculum and disciplines.

2. How the Educational Goals at Puget Sound impact the work of faculty.

Discussion Facilitators.

Role	Who	Responsibilities
Staff facilitator	Ellen Peters/Martin Jackson/Kate Cohn/Lisa Ferrari/Sunil Kukreja	Welcome and introduction (set the ground rules). Introduce the topics and enforce the rules. Keep discussion on topic and make transitions to new questions. Close the discussion.
Staff facilitator/ Recorder	Ellen Peters/Martin Jackson/Kate Cohn/Lisa Ferrari/Sunil Kukreja	Operate digital recorder. Make lists of discussion points. Provide synopsis after each discussion and produce final report. Assist with logistics and flow of the discussion.

The Setting and the Group. Facilitators should arrive early to assure the room is ready, set up food, materials are available, and equipment is functioning.

Supplies.
45 sticky dots per person – 15 in each of four colors (IR)
Flip pad (ADO)
Handout with mission, ed goals, and core goals (ADO)
Easel (ADO)
Pens or pencils for each participant (ADO)
Pads of paper for each participant (ADO)
Name tents for each participant (ADO)
Markers (IR)
Audio recorder and batteries (IR)
Index cards (IR)
Masking tape (IR)
Blue sticky wall (IR)
Food and dinnerware (ADO)

Greet the participants and seat them for the discussion. In each group, there will be 8-10 faculty.

The Interview Protocol

Opening

About 5 minutes to provide the context for the discussion, establish expectations, set the tone, and obtain the involvement and support of the participants.

Thank you for taking the time to join this discussion of educational goals. I'm Ellen/Martin/Kate/Lisa/Sunil, and I work with the Office of Institutional Research/Associate Deans. We are talking to you today for a couple of reasons:

- Our work is framed by a set of educational goals that were established in 1976 and last modified in 1990;
- Faculty survey responses and student input (survey and focus group) collected in the spring of 2015 indicate that our common understanding of the goals could be improved;
- This is an opportune time to revisit the goals as they will provide an important frame for subsequent considerations of the Core curriculum, ongoing work in experiential learning, and preparation for a next university strategic planning process;
- In addition, research indicates that being more explicit about the connection between our mission, goals and the academic experience of students is helpful to the overall academic and student experience (Tinto, Astin).

We hope this discussion group provides an opportunity for reflection and discussion about Puget Sound's educational goals, uncovering areas for reinforcement, exploration and clarification.

Ellen/Martin/Kate/Lisa/Sunil is also here today, serving in the role of the recorder. He/she will help us throughout the session by summarizing the discussion to make sure we have caught major themes. We will summarize findings in a report to the Faculty Senate. Throughout the discussion, please share your honest opinions; it is the dialogue, along with different points of view, differences, and similarities, that will provide insight.

Before we begin, I want to let you know that we are recording the session so that we won't miss any of the comments that are made. We will not be transcribing the sessions; we will use the recordings to assure that we accurately capture themes and ideas from these discussions. We will be on a first-name only basis during the discussion, and in the report, no names will be attached to comments. Specific comments may be quoted, but only as "a faculty member said…"

Our role here is to ask questions and to listen. We won't be participating in the conversation, and we want you to feel free to talk to one another. I'll be asking questions and facilitating activities. I may occasionally have to move us along in order to ensure that we get through the activities and questions. I've placed name cards on the table in front of you to help us remember each other's names. We will start with introductions and a warm up question to get us all thinking, but before we do, does anyone have any questions?

Questions

As you know we will be discussing the educational goals. We will start with introductions and we will go around in a circle. After that, please feel free to participate freely, not in any order.

5 min

1. Please introduce yourself by telling us your first name, department, and your reason for attending college. *Goal is to start by having participants think briefly about their own college experience.*

5-10 min

2. Now, think for a moment about a recent graduate, a student who brings a smile to your face just thinking about them. In what ways did that student change throughout their time at Puget Sound? *Participants might spontaneously share stories; sharing is not required as the goal is more to ground thinking in a specific student before moving to thinking more generally.*

15 min

3. We would like to brainstorm about a Puget Sound education. Martin/Ellen/Kate/Lisa/Sunil will write out notes. Ideally, how should our students change as a result of their time at Puget Sound?

   a. What should the characteristics of a Puget Sound graduate be?

   b. What skills, knowledge and/or understanding should they gain or improve at Puget Sound?

3 min

4. In a bit we will share the current goals, but to start, let's review what you've said so far. Looking at this list – can we consider them goals? Is there anything else that you'd consider an educational goal that is missing from this list?

5. Martin/Ellen/Kate/Lisa/Sunil is now handing out the current educational goals along with the core curriculum goals and the institutional mission. Please take a few minutes to read them.

15 min

   a. Are there any current educational goals that are not included in the brainstorming list we wrote down here? Martin/Ellen/Kate/Lisa/Sunil is going to add them to our list. Let's review all the goals to be sure we have a distinct set of goals.

10 min

   b. Next, we are going to take all of the goals we now have, and ask that you reflect for a few minutes, then engage in an activity. [Remind the group that the discussion is what is of value in these activities, not the outcome of the activity.] Each of you should have a set of colored dots. For each educational goal, please label the goals in the following way:
      i. Blue dot: this goal is very critical to a Puget Sound education. No student should graduate without developing this.
      ii. Yellow dot: I'm on the fence about this one. It's valuable, but not critical.
      iii. Red dot: I don't think this one is necessary for success as a Puget Sound graduate.

   In addition, if any of the current educational goals have wording that is problematic for you, place a purple dot next to it. After you have placed your dots, take a few moments to look at the representation of the dots from the group. Any surprises? Affirmations? *As participants place dots, recorder prepares index cards to be used in next activity.*

15 min

6. Lastly, we will ask you to engage in one more activity. We've taken the totality of goals from current goals and todays' discussion, and written them up on index cards; one index card for

5 min

each goal. We ask that, as a group, you arrange the cards in some way that is meaningful to the group. We will ask you to tape them up on the board to present that arrangement visually, as a group.
As one facilitator introduces this activity, other facilitator covers results from previous activity.

7. Any last thoughts on the educational goals that you want to make sure we capture as part of this discussion? We will also stay after for a few minutes if there is something you want to share.

Closing

2 min

Five to ten minutes to provide closure, acknowledge participants' contributions, and obtain feedback on the process. In the facilitator's own words, the closing should cover:

- Acknowledge the participant's contribution; summarize what has been accomplished and thank them for their input.
- "Does anyone have questions?"
- Project's next steps, how the information will be used, where to get information later.
- How can the questions/process be improved for the next focus group?
- What was one thing that we could have done differently?

Consider informal discussions with participants after the group disbands.

Post Focus Group Activities

The facilitators and recorder will collect and document the meeting notes, and discusses the process and outcomes. The discussion should address:

- What were the major themes?
- How did this group compare to others?
- Were there any surprises?
- Did we achieve our objectives?
- What could be improved and how can it be achieved?
- Did a student's major appear to be a factor in their opinions and experiences?

A summary of each group meeting should be produced as soon as possible. The Office of Institutional Research will provide a final report describing the results from all three groups.

Appendix 3: Discussion Group Participation Details

Date	Facilitator	Facilitator	Number of Participants
10-Sep	Martin	Ellen	8
11-Sep	Martin	Ellen	11
24-Sep	Lisa	Ellen	6
24-Sep	Martin	Ellen	9
25-Sep	Martin	Kate	7
29-Sep	Sunil	Kate	8
1-Oct	Martin	Ellen	7
5-Oct	Sunil	Ellen	8
6-Oct	Martin	Kate	9
7-Oct	Martin	Kate	8
8-Oct	Lisa	Kate	8
8-Oct	Sunil	Ellen	8
8-Oct	Martin	Ellen	8
12-Oct	Lisa	Ellen	8
14-Oct	Martin	Ellen	9
15-Oct	Martin	Kate	8
15-Oct	Lisa	Ellen	6
16-Oct	Sunil	Kate	12

Appendix 4: Faculty Brainstormed Goals

Faculty Brainstormed Goals and Educational Goals by Category and Cluster Break Outs

CATEGORY: SKILLS DEVELOPMENT

- CLUSTER: Ability to think logically and analytically (1)
    - Ability to think critically/ethically
    - Ability to anticipate opposing ideas
    - Construct arguments
    - Critical inquiry and decision making
    - Critical thinking: Find, evaluate, and use evidence
    - Listen and observe well, in order to develop understanding, observation, and logical inference
    - Literacy/ies: Read, write, consume, and produce knowledge
    - Search for and examine evidence

- CLUSTER: Application of stuff
    - "Real world" skills: Foreign language
    - "Real world" skills: Math literacy
    - "Real world" skills: Understand science
    - Ability to organize/create for societal change
    - Agent of own learning (scholar in own right)
    - Application of skills and knowledge
    - Apply ideas
    - Apply learned concepts to new scenarios
    - Become a practitioner and operationalize your passion
    - Capacity to imagine and conceptualize problems and solutions, application of knowledge
    - Connect knowledge to the human experience
    - Creative ability to combine various ideas and perspectives
    - Critical thinking and the ability to apply learning and problem solving
    - Experienced
    - Interconnectedness of life and education (artist – teacher – scholar)
    - Move from factual knowledge to figure out the unknown
    - Promote sustainability of all life and just communities

- CLUSTER: Argument
    - Ability to explore/test/develop/reinforce values and ability to articulate values
    - Advocate for and be critical of one's own ideas
    - Anticipate opposing ideas
    - Construct arguments
    - Critical thinking
    - Critical thinking: Find, evaluate, and use evidence
    - Critical thinking and the ability to apply learning and problem solving
    - Critical thinking: Evaluate and critique arguments (skepticism)
    - Develop argument
    - Developed sense of social values/ethics and ability to articulate, defend
    - Evaluate evidence
    - Know how to learn and love learning

- – Listen and observe well, in order to develop understanding, observation, and logical inference
- – Search for and examine evidence
- – CLUSTER: Collaborate
  - – Ability to collaborate
  - – Collaborate: work with others
  - – Collaborate and cooperate
  - – Collaboration
  - – Collaborative learning
  - – Collective and cooperative learning
  - – Willingness and ability to work with others (collaboration)
- – CLUSTER: Communicate clearly and effectively, both orally and in writing (2)
  - – Ability to communicate, listen, and discuss in multiple contexts
  - – Articulate skill set
  - – Artistic expression
  - – Communicate in multiple ways (new media)
  - – Effective, respectful communication and the ability to engage in discourse (written and oral)
  - – Literacy/ies: read, write, consume, and produce knowledge
  - – Write with complexity
- – CLUSTER: Contextualize
  - – Ability to communicate, listen, and discuss in multiple contexts
  - – Ability to understand things from multiple disciplinary perspectives
  - – Apply learned concepts to new scenarios
  - – Capacity to imagine and conceptualize problems and solutions; application of knowledge
  - – Creative ability to combine various ideas/perspectives
  - – Deeper understanding of context (historical, etc.)
  - – Develop big picture thinking
  - – Embrace complexity and ambiguity
  - – Integrate multiple perspectives to achieve individual academic goals
  - – Intellectual sophistication (diversity, subtlety, and nuance) or multiple ideas or viewpoints
  - – Interconnectedness of life and education (artist – teacher – scholar)
  - – Interpret data in context
  - – Make connections between fields of knowledge
  - – Resist initial easy answers; consider multiple options
  - – Work with ambiguity
- – CLUSTER: Develop specific skills
  - – "Real world" skills: Foreign language
  - – "Real world" skills: Math literacy
  - – "Real world" skills: Understand science
  - – Ability to explore, test, develop, and reinforce values and the ability to articulate values
  - – Ability to make decisions well
  - – Ability to understand how the world works
  - – Apply learned concepts to new scenarios
  - – Basic quantitative skills

- Communication, interpersonal skills across a variety of dimensions: Cultural and intercultural communicative competencies; communication, nuance, difference; engage meaningfully with otherness
- Critical thinking
- Critical thinking and the ability to apply learning and problem solving
- Develop big picture thinking
- Develop quantitative skills
- Effective, respectful communication and the ability to engage in discourse (written and oral)
- Knowing how to learn and to love learning
- Learning to learn in subjects that are feared or cause discomfort. Work hard to gain comfort or eliminate fear
- Research skills
- Research skills
- Social skills (interpersonal)
- Time management

- CLUSTER: Intellectual autonomy and the accompanying capacity to learn independently of a formal educational structure (3)
    - Become a more careful reader
    - Develop independence and confidence (grounded in knowledge)
    - Discover inner scholar
    - Explore interests
    - Life-long learners
    - Take accountability for learning

- CLUSTER: Judgment
    - Ability to explore, test, develop, and reinforce values and the ability to articulate values
    - Ability to make decisions well
    - Ability and commitment to improving the world
    - Apply learned concepts to new scenarios
    - Awareness of others, their perspectives, and their positions
    - Be ethical or become ethically grounded
    - Critical inquiry and decision making
    - Critical thinking and the ability to apply learning and problem solving
    - Effective, respectful communication and the ability to engage in discourse (written and oral)
    - Embrace the power to make a difference
    - Enlarging sphere of care and commitment
    - Healthy skepticism
    - Judgment/discernment
    - Promote sustainability of all life and just communities
    - Resist initial easy answers; consider multiple options

- CLUSTER: Nuance/complexity/ambiguity
    - Ability to analyze conflicting or complex ideas
    - Appreciate different frames
    - Communication, interpersonal skills across a variety of dimensions: Cultural and intercultural communicative competencies; communication, nuance, difference; engage meaningfully with otherness

- – Develop habits of mind to engage complexities
- – Embrace complexity and ambiguity
- – Embrace greater appreciation of nuance and complexity
- – Experience and work with discomfort or complexity (making mistakes, unsuccessful attempts)
- – Find connections
- – Handle ambiguity
- – Intellectual sophistication (Diversity, subtlety, and nuance) of multiple ideas or viewpoints
- – Move from factual knowledge to figure out unknown
- – Resist initial easy answers; consider multiple options
- – See complexity in the world (nuance)
- – Tolerance for ambiguity
- – Tolerate ambiguity and take risks
- – Willingness to embrace uncertainty
- – Work with ambiguity
- – Write with complexity

- – CLUSTER: Problem solving
  - – "Real world" skills: Math literacy
  - – "Real world" skills: Understand science
  - – Ability to make decisions well
  - – Apply learned concepts to new scenarios
  - – Capacity to imagine and conceptualize problems and solutions; application of knowledge
  - – Creative intelligence and problem solving
  - – Critical inquiry and decision making
  - – Critical thinking
  - – Critical thinking: find, evaluate, and use evidence
  - – Critical thinking and the ability to apply learning and problem solving
  - – Critical thinking: evaluate and critique arguments (skepticism)
  - – Embrace the power to make a difference
  - – Evaluate evidence
  - – Information literacy
  - – Knowing how to learn and to love learning
  - – Learn to think creatively
  - – Move from factual knowledge to figure out unknown
  - – Search for and examine evidence
  - – See big picture and use multiple points of view to address an issue and creatively solve problems
  - – Understand the scientific process
  - – Use academic tools to approach and solve a problem

- – CLUSTER: Professional prep
  - – Advocate for others and/or a profession
  - – Build professional confidence
  - – Confidence builds professionally
  - – Develop professional habits
  - – Employability

- Professionalism
- CLUSTER: Question
    - Ability to critically engage
    - Ability to cultivate curiosity
    - Ability to explore, text, develop, and reinforce values and the ability to articulate values
    - Ability to question
    - Advocate for and be critical of one's own ideas
    - BS detector
    - Capacity to interrogate
    - Critical thinking
    - Critical thinking: find, evaluate, and use evidence
    - Critical thinking and the ability to apply learning and problem solving
    - Critical thinking: interrogate assumptions
    - Critical thinking: evaluate and critique arguments (skepticism)
    - Critical thinking: inquisitive, question, challenge
    - Develop habits of mind to engage complexities
    - Evaluate evidence
    - Healthy skepticism
    - Knowing how to learn and to love learning
    - Question the "given" (shatter paradigm)
    - Search for and examine evidence
- CLUSTER: Read
    - Become a more careful reader
    - Literacy/ies: read, write, consume, and produce knowledge
    - Reading well
- CLUSTER: Understand/use data
    - Ability to understand how the world works
    - Basic quantitative skills
    - Develop big picture thinking
    - Information literacy
    - Interpret data in context
    - Research skills
    - Understand the scientific process
    - Use and understand data and assess quality

CATEGORY: KNOWLEDGE
- CLUSTER: An understanding of the interrelationship of knowledge (4)
    - Develop big picture thinking
    - Empathetic: consider multiple perspectives
    - Listen and observe well in order to develop understanding/observation/logical inference
    - Synthesis across all fields
    - Systems thinking
- CLUSTER: Familiarity with diverse fields of knowledge (5)
    - Ability to understand things from multiple disciplinary perspectives
    - Develop big picture thinking
    - Exposed to a diversity of thought
    - Flexibility of thought

- CLUSTER: Solid grounding in the special field of the student's choosing (6)

- CLUSTER: Science!
    - "Real world" skills: Understand science
    - Understand the scientific process

- CLUSTER: Understanding stuff
    - "Real world" skills: Foreign language
    - "Real world" skills: Math literacy
    - "Real world" skills: Understand science
    - Ability to understand how the world works
    - Ability to understand things from multiple disciplinary perspectives
    - Apply learned concepts to new scenarios
    - Appreciate diverse perspectives
    - BS detector
    - Connect knowledge to the human experience
    - Deeper understanding of context (historical, etc.)
    - Develop a deep interest and link and locate that knowledge
    - Develop a focus
    - Develop big picture thinking
    - Develop confidence and the grounding to engage a complex world
    - Develop independence and confidence (grounded in knowledge)
    - Develop quantitative skills
    - Engage and understand issues surrounding climate change and sustainability
    - Find connections
    - Immerse completely in the knowledge
    - Information literacy
    - Make connections between fields of knowledge
    - Research skills
    - Systems thinking
    - Understand the scientific process
    - Understanding systems of power
    - Worldly, broad

CATEGORY: PERSONAL DEVELOPMENT
- CLUSTER: An acknowledged set of personal values (7)
    - Develop values and imagination: inner life
    - Take responsibility for actions

- CLUSTER: Autonomy and independence
    - Anticipate opposing ideas
    - Asses own knowledge
    - Autonomy as a thinker and a doer
    - Become cognizant of potential and capability and begin to develop
    - Become personally independent (personal responsibility)
    - Develop independence and confidence (grounded in knowledge)
    - Develop independence, self-understanding, and potential
    - Develop self-reliance
    - Develop values and imagination: inner life
    - Explore an unfamiliar community independently

- Gain confidence and autonomy/perseverance
- Move from follower to leader (self-reliance)
- Self-discipline
- Take accountability for learning
- CLUSTER: Beauty and aesthetic
    - Aesthetic appreciation
    - Artistic expression
    - Develop appreciation of beauty in many forms
    - Develop a personal aesthetic
    - Increase love of language in all its forms
    - Care about others
    - Advocate for others and/or a profession
    - Appreciate and develop personal connections
    - Contribute to a general good
    - Develop empathy
    - Develop respect for self and others
    - Enlarging sphere of care and commitment
    - Expand generosity of spirit
    - Give voice to others and communities
    - Responsibility to community
    - Sense of social justice and power relationships
    - Understanding of, engagement with, and connection to local, regional, and global communities
- CLUSTER: Confidence
    - Increase self confidence
    - Become cognizant of potential and capability and begin to develop
    - Become more confident and courageous
    - Confidence
    - Confidence builds personally
    - Confidence builds professionally
    - Confidence in knowledge and self-expression
    - Develop confidence
    - Develop confidence
    - Develop confidence and grounding to engage a complex world
    - Develop courage of convictions
    - Develop independence and confidence (grounded in knowledge)
    - Faith in their own abilities
    - Gain confidence and autonomy (perseverance)
    - Gain confidence, become assertive
    - Increase confidence
    - Increase confidence in ability to be creative
    - Practice and participate in enacting choice; develop moral courage
    - Set agendas (ownership and leadership)
- CLUSTER: Creativity
    - Artistic expression
    - Creative ability to combine various ideas and perspectives
    - Creative intelligence and problem solving

- – Creativity and innovation
- – Critical thinking and the ability to apply learning and problem solving
- – Develop a voice
- – Develop values and imagination: inner life
- – Find connections
- – Learn to think creatively
- – See big picture and use multiple points of view to address an issue and creatively solve problems
- – Use creativity to go beyond
- – CLUSTER: Emotional growth and maturity
  - – Ability to interact with a variety of people
  - – Accelerate emotional growth (individuation)
  - – Acceptance of responsibility
  - – Appreciate failure
  - – Become cognizant of potential and capability and begin to develop
  - – Become for confident and courageous
  - – Capacity for hard work (progressing)
  - – Confidence in knowledge and self-expression
  - – Consider other perspectives and the perspectives of other people
  - – Develop empathy
  - – Develop empathy for and awareness of others
  - – Develop humility
  - – Develop independence, self-understanding, and potential
  - – Develop resilience
  - – Develop responsibility
  - – Discover joy of life of the mind
  - – Emotional and developmental growth and maturity
  - – Flexibility of thought
  - – Gain confidence and autonomy (perseverance)
  - – Intellectual humility
  - – Intellectual humility (know how much you don't know)
  - – Intellectual patience
  - – Intellectual sophistication (diversity, subtlety, and nuance) of multiple ideas and viewpoints
  - – Judgment and discernment
  - – Learning to learn in subjects that are feared or cause discomfort. Work hard to gain comfort and eliminate fear
  - – Move from follower to leader: self-reliance
  - – Optimistic (maintaining it)
  - – Practice and participate in enacting choice and developing moral courage
  - – Reflection
  - – Reflection on consequences synthesis
  - – Responsible citizens
  - – Self-reflection
  - – Social skills (interpersonal)
  - – Willing to explore new areas and become more open minded
  - – Willingness to fail and to overcome obstacles

- CLUSTER: Humility
  - Increase humility
  - Appreciate failure
  - Become cognizant of potential and capability and begin to develop
  - Develop humility
  - Discern what you know vs. what you need to learn
  - Experience and work with discomfort and complexity (making mistakes, unsuccessful attempts)
  - Intellectual humility
  - Intellectual humility
  - Intellectual humility (know how much you don't know)
  - Respect for other and other viewpoints

- CLUSTER: Open-minded, flexible, and adaptable
  - Ability to adapt
  - Ability to cultivate curiosity
  - Appreciate different frames
  - Approaching new ideas
  - Awareness of others, their perspectives, and their positions
  - Develop openness to learning
  - Embrace complexity and ambiguity
  - Flexibility of thought
  - Intellectual humility
  - Intellectual humility (know how much you don't know)
  - Intellectual sophistication (diversity, subtlety, and nuance) of multiple ideas and viewpoints
  - Learning to learn in subjects that are feared or cause discomfort. Work hard to gain comfort and eliminate fear
  - Resist initial easy answers and consider multiple options
  - Willing to explore new areas and become more open minded
  - Willing to explore outside the sphere of initial interests
  - Work with ambiguity

- CLUSTER: Passion for learning
  - Agent of own learning (scholar in own right)
  - Cultural competence and life-long learner
  - Deeper and broader appreciation of learning and discovery (love learning)
  - Develop a deep interest and link and locate that knowledge
  - Develop a focus
  - Develop and grow habits of inquiry
  - Discover inner scholar
  - Discover the joy of a life of the mind
  - Greater sense of mission
  - Immerse completely in the knowledge
  - Knowing how to learn and love learning
  - Life-long learners
  - Remain engaged in life-long learning

- CLUSTER: Passion/purpose/concern
    - Become a practitioner and operationalize your passion
    - Develop and follow passion
    - Develop and maintain idealism
    - Enlarging sphere of care and commitment
    - Find a new concern
    - Find a new passion
    - Find a passion
    - Give voice to other and communities
    - Sense of a goal (mission) beyond Puget Sound or a degree
    - Sense of purpose
- CLUSTER: Perseverance/stamina
    - Ability to be resilient to and with academic discussions
    - Appreciate failure
    - Build stamina for dealing with bumps
    - Capacity for hard work (progressing)
    - Develop persistence
    - Develop resilience
    - Experience and work with discomfort and complexity (making mistakes, unsuccessful attempts)
    - Find connections
    - Gain confidence and autonomy (perseverance)
    - Grit, work ethic, and persistence
    - Increase aptitude and stamina for difficulty
    - Intellectual patience
    - Optimistic (maintaining it)
    - Pushed to the edge of potential
    - Willing and able to embrace discomfort
    - Willingness to fail and to overcome obstacles
- CLUSTER: Responsibility
    - Ability to think critically and ethically
    - Acceptance of responsibility
    - Awareness of role in larger society
    - Become independent personally (personal responsibility)
    - Develop collective responsibility
    - Develop personal global responsibility
    - Develop responsibility
    - Embrace the power to make a difference
    - Enlarging sphere of care and commitment
    - Global citizenship
    - Move from follower to leader; self-reliance
    - Responsibility to community
    - Responsible citizens
    - Self-responsible
    - Sense of social justice and power relationships
    - Set agendas (ownership and leadership)
    - Take accountability for learning
    - Take responsibility for actions

- CLUSTER: Risk-taking/courage
    - Become more confident and courageous
    - Develop confidence
    - Develop independence and confidence (grounded in knowledge)
    - Develop intellectual courage
    - Experience and work with discomfort and complexity (making mistakes, unsuccessful attempts)
    - Explore and experiment
    - Increase confidence
    - Learning to learn in subjects that are feared or cause discomfort. Work hard to gain comfort and eliminate fear
    - Move from follower to leader; self-reliance
    - Recognize and meet challenges
    - Tolerate ambiguity and take risks
    - Willing to explore new areas and become more open minded
    - Willingness and ability to work with others; collaboration
    - Willingness to fail and to overcome obstacles
- CLUSTER: Self-understanding
    - Increased awareness of self
    - Ability to challenge one's own beliefs
    - Assess own knowledge
    - Aware of own progress and ability to articulate
    - Develop a voice
    - Develop independence, self-understanding, and potential
    - Develop respect for self and others
    - Develop understanding of self and others
    - Discern what you know vs what you need to learn
    - Discover the joy of life of the mind
    - Explore and discover opportunity and potential
    - Personal ethical moral development
    - Practice and participate in enactive choice; develop moral courage
    - Realistic self-assessment
    - Reflection
    - Self-assess: know and develop strengths
    - Self-reflection
    - Understand own strengths and weaknesses; self-aware
- CLUSTER: Values
    - Ability to explore, text, develop, and reinforce values and the ability to articulate values
    - Ability to think critically and ethically
    - Ability and commitment to improving the world
    - Be ethical or become ethically grounded
    - Contribute to the general good
    - Develop respect for self and others
    - Develop values and imagination: inner life
    - Develop and maintain idealism
    - Developed sense of social values and ethics, and ability to articulate, defend
    - Embrace power to make a difference

- Enlarging sphere of care and commitment
- Negotiate their world; reimagining
- Personal ethical moral development
- Practice and participate in enacting choice and developing moral courage
- Promote sustainability of all life and just communities
- Rethink and reevaluate their morals (more humane)
- Sense of social justice and power relationships
- Value community

CATEGORY: AWARENESS AND ENGAGEMENT
- CLUSTER: Acknowledge/respect/understand difference
  - Ability to interact with a variety of people
  - Appreciate different frames
  - Appreciate diverse perspectives
  - Aware and respectful of difference
  - Awareness of others, their perspectives, and their positions
  - Communication, interpersonal skills across a variety of dimensions: Cultural and intercultural communicative competencies; communication, nuance, difference; engage meaningfully with otherness
  - Consider other perspective and perspectives of other people
  - Develop empathy for and awareness of others
  - Develop respect for self and others
  - Effective, respectful communication and the ability to engage in discourse (written and oral)
  - Empathetic; consider multiple perspectives
  - Empathy
  - Exposure to cultures and communities beyond the campus
  - Flexibility of thought
  - Give voice to others and communities
  - Greater awareness of the range of human experience
  - Greater sense of mission
  - Greater willingness to engage with different ideas with respect and compassion
  - Integrate multiple perspectives to achieve individual academic goals
  - Intellectual humility
  - Intellectual humility (know how much you don't know)
  - Intellectual sophistication (diversity, subtlety, and nuance) of multiple ideas and viewpoints
  - Multiple perspectives
  - Recognize difference and value (privilege)
  - Respect for others and other viewpoints
  - Sense of social justice and power relationships
  - Understanding and embracing difference
  - Understanding of systems of power
  - Understanding of, engagement with, and connection to local, regional, and global communities

- CLUSTER: Balance respect and challenge
    - Ability to be resilient to and with academic discussions
    - Awareness of and respect for competencies
    - Effective, respectful communication and ability to engage in discourse (written and oral)
    - Greater awareness of the range of human experience
    - Greater willingness to engage with different ideas with respect and compassion
    - Intellectual humility
    - Intellectual humility (know how much you don't know)
    - Question the "given" (shatter paradigm)
    - Respect for others and other viewpoints
    - Respect for others' ideas, but willing to be intellectually engaging
- CLUSTER: Engage the world
    - Ability to critically engage
    - Ability to organize and create for societal change
    - Ability and commitment to improving the world
    - Awareness of role in larger society
    - Awareness of, interest in, and engagement with global world around them
    - Communication, interpersonal skills across a variety of dimensions: Cultural and intercultural communicative competencies; communication, nuance, difference; engage meaningfully with otherness
    - Connect intellectual, academic, and life to the world around them
    - Connect knowledge to the human experience
    - Contribute to the general good
    - Develop a sense of place (community)
    - Develop collective responsibility
    - Develop communal connections
    - Develop the confidence and grounding to engage a complex world
    - Develop personal global responsibility
    - Explore an unfamiliar community independently
    - Exposure to cultures and communities beyond the campus
    - Find a concern
    - Give voice to others and communities
    - Global citizenships
    - Good citizens of the world
    - Greater awareness of the range of human experience
    - Greater sense of mission
    - Interplay with community; receiving and giving back
    - Negotiate their world; reimagining
    - Promote sustainability of all life and just communities
    - Responsible citizens
    - Sense of social justice and power relationships
    - Sense of the "commons"
    - Stewardship of intergenerational sustainability and adaptability
    - Understanding of, engagement with, and connection to local, regional and global communities
    - Value community
    - Worldly, broad

- CLUSTER: Informed appreciation of self and others as part of a broader humanity in the world environment (8)
    - Increased awareness of self
    - Ability to develop intellectual empathy
    - Connect knowledge to the human experience
    - Consider other perspective and the perspectives of other people
    - Develop a sense of place (community)
    - Develop big picture thinking
    - Develop empathy for and awareness of others
    - Empathetic; consider multiple perspectives
    - Exposure to cultures and communities beyond the campus
    - Multiple perspectives
    - Sense of a goal (mission) beyond Puget Sound or a degree
    - Sense of social justice and power relationship
    - Understanding of, engagement with, and connection to local, regional, and global communities
- CLUSTER: Power/privilege
    - Appreciate diverse perspectives
    - Embrace the power to make a difference
    - Give voice to others and communities
    - Recognize difference and value (privilege)
    - Sense of social justice and power relationships
    - Understanding of systems of power

Curriculum Committee Working Group II

Lisa Ferrari

Chris Kendall

Janet Marcavage (Lead)

Kieran O'Neil

Senate Charge to the Curriculum Committee:

Craft proposal(s) to reduce the number of teaching days in spring semester; report back to the Senate.

We present the following options to reduce the number of teaching days in the spring semester from 72 days to 67 days, to match the number of days in the fall semester. We have discussed the pros and cons of each as a working group and with Registrar, Brad Tomhave.

Calendar Option A: **The spring semester ends a week earlier.**

Pros:
- If the spring semester ended sooner, the summer session could potentially start sooner, and allow for more grading time at the end of summer.
- Students can begin summer employment and internships sooner.

Cons: None identified.

Calendar Option B: **The spring semester begins one week earlier and ends two weeks earlier.**

Pros:

- More students would be on campus for the MLK day celebration and it can be incorporated into classes.

- If the spring semester ended sooner, the summer session could potentially start sooner, and allow for more grading time at the end of summer.

- Students can begin summer employment and internships sooner.

Cons:

- Less instructor preparation time for spring courses.

Calendar Option C: The spring semester begins a week later.

Pros: None identified.

Cons:

- Staring later interferes with the Martin Luther King Day celebration; this would mean that students would not be on campus to participate in the celebration.
- Winter break is already lengthy and seasonal work is less available later in January.

Calendar Option D: Intersperse days off throughout the semester.
Pros: Possible research symposia or service days.
Cons: This can be disruptive to teaching and assignments.

Calendar Option E: Extend spring break to two weeks.
Pros: None identified.
Cons: This large amount of time away in the middle of the semester may be

disruptive to student learning in a course.

Subject: semester length - opportunity

Date: Sunday, April 3, 2016 at 10:14:02 AM Pacific Daylight Time

From: Renee Houston <rhouston@pugetsound.edu>

To: Ariela Tubert <atubert@pugetsound.edu>

Hi Ariela,

Two recent experiences inspired me to reach out to you about the opportunity for to create something that will bring our campus community together in a meaningful and significant way. Let me offer a bit of background and evidence (attached) for my thinking. First, a couple of times this term my Organizational Communication Theory class has discussed the idea of organizational culture and identity in the context of their Puget Sound experience. After a recent class session, a couple of students took to the class blog to pursue thinking about what it means to be a Logger in the context of emotional connections to organizations and how those connections build culture and identity attachment (see "student comments 1 & 2" attached). Among several claims, these students argue that there is no overarching PS identity and wonder about the possibility for change.

Also, this week my son and I traveled to Oregon for a couple of campus tours. At Willamette, the admission counselor spent a lot of time (and ink see attached) highlighting opportunities for student research. Of course, we offer similar research opportunities for our PS students and I would say that we offer even more. Aside from research, we offer the Ethics Bowl, Spanish Matters Colloquium and much more. Recently, I held an Experiential Learning Spring Symposium and it was very well received by both the audience (although a bit low on attendance) and presenters really appreciated the opportunity to talk about their experiences. What struck me about Willamette's presentation is that they celebrate student research in an intentional way that includes the whole campus. As Willamette puts it they "cancel classes" and "classmates and professors pack the audience". What a great way to highlight organizational values and identity!

While I can see the value in simply shortening our semester, I think "finding" these "days" could be a great opportunity to engage our campus community in what it means to be a Logger by highlighting and celebrating an even broader array of our students' achievements and activities. Without being overly-specific we could have an "Experience Day" "Research Day(s)" and then "Department Day". This dedicated time during the semester might be appreciated by faculty because they won't have to cram these types of activities into a regularly scheduled week and actually cancel classes (I think Willamette's are actually scheduled). We might also experience higher attendance at these events that could engage audiences beyond departments, programs or groupings of disciplines. And, our first-year and sophomore students can look ahead to think about what they might like to achieve in their Puget Sound experience. Ultimately, we have an opportunity to highlight what Loggers "do" that celebrates and recognizes the work faculty and students accomplish together as a campus community.

As always, I appreciate your willingness to engage in at least thinking

about new ideas that improve the university for faculty and students alike.
My best,
Renee

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— Emma Coddington
  assistant professor of biology, in "Colleges That Change Lives"

to assist faculty engaged in research in related areas

- Sixth-graders' coping responses to bullying

willamette.edu/go/research

We believe that the problem-solving, critical-thinking and presentation skills gained from research and creative projects are so important that we cancel classes for a day to allow students to present their work to the campus community. Their classmates and professors pack the audience.

Student Scholarship Recognition Day

Submitted on 2016/03/31 at 6:43 pm

Very insightful and thought provoking presentation.

During your presentation and reading your blog, I couldn't help but think of the lack of pride UPS students have for the university and where that might stem from and the consequences of it. A while back Professor Houston asked the class what we believe it means to be a "Logger". After several moments of silence, it became clear that our university does not have a sense of identity or community. I viewed that as a huge problem. In Miller's article about being an Aggie, she wrote on their community and their emotional tie to their university-thus is something that the University of Puget Sound lacks. As students of UPS, most strongly identify with certain clubs, departments, teams on campus that they feel passionate about, rather than the campus as a whole. Which makes me question why that is? Are students unsure what it means to be a "Logger" or are they ashamed of what it means and, therefore, do not want to identify with it? This is a question that I think the university's staff and students should be aware of. I strongly believe that having an emotional tie to something is a huge driving force to enact change, but if students and faculty do not have emotional ties to the institution, then what is their main motivation? What can we do to create some emotional attachment? How can we break the barriers of inauthentic emotion and come together to enact change?

Thank you for the comment and for your perspective! The point you made about when we were asked what it means to be a "Logger" resonated with me as I read your response. I agree that UPS lacks a school identity. I wonder if it's because there isn't an underlying unifying reason for us to come together. I was reading a little about Texas A&M, and it talked about how they had a strong military presence, and in 1918 the whole senior class enlisted in a war. That takes some kind of school unity to achieve! They learn together, live together and fight together. UPS is not like that.