

University of Puget Sound Faculty Senate
May 8, 2017 McCormick Room 4:00 pm

Attending: Kris Bartanen, Nancy Bristow, Gwynne Brown, Amanda Díaz, Sara Freeman, Bill Haltom, Robin Jacobson, Kristin Johnson, Alisa Kessel, Andrea Kueter, Brendan Lanctot, Pierre Ly, Siddharth Ramakrishnan, Mike Segawa, Lilian Wang

Visitors: Jo Crane, Kirsten Wilbur

1. The meeting was called to order at 4:00.

2. M/S/P to approve the minutes of April 17, 2017. Haltom observed that these were approved last week. **M/S/P to approve the minutes of May 1, 2017.**

3. Updates from liaisons to standing committees

Freeman provided an update from LMIS:

- Though Faculty Senate received the end of year report from LMIS on April 3, the committee is meeting twice more before the end of the academic year.
- At the April 18 meeting, Kate Cohn showed possible looks for upcoming enhancements to the Peoplesoft Class Roster feature—this concerned the way faculty see pictures attached to the class roster and what information is available alongside the pictures. The committee provided lively, helpful feedback about making this function most useful for faculty. At the final LMIS meeting, Cohn will show the revisions that resulted from that discussion and the committee will discuss plans for next year.
- Committee chair James Bernhard and Freeman drafted language for a faculty senate charge regarding the next phase of work on data usage policies. **Their draft for 2017-2018: In addition to its standing charges, the Faculty Senate charges the LMIS committee to identify which of the existing data use policies are most relevant to faculty and to disseminate information on how best to comply with those policies.**
- Finally, Jane Carlin has discussed with both Bernhard and Freeman her interest in there being two library representatives on the LMIS committee to match the two representatives from Technology Services. She would like Faculty Senate to consider composing the committee this way, which strikes both Bernhard and Freeman as a smart and reasonable request.

Kessel noted that this would mean that faculty would not constitute majority membership of LMIS. Freeman responded that Jane would like librarians to be as numerous as tech folks on the committee.

4. Updates from the ASUPS President and the Staff Senate representative

Neither Díaz nor Kueter had anything to report.

Kessel expressed gratitude to Kueter, who is concluding her service on senate. She also thanked Emelie Peine, Haltom, Lanctot, Wang, and Segawa, all of whom are also concluding their senate service.

Bartanen announced that the NW5 Consortium is holding a workshop for faculty and color and their allies June 5-7. Those who would like to participate can contact Michael Benitez and Sunil Kukreja. There are no funds for participation from NW5, but Puget Sound is committed to supporting those would like to participate.

Bartanen shared that next year's entering class is smaller than usual, and one-time budget adjustments are being made in several areas. She was not able to share exact numbers at this time.

5. Year-end report from Committee on Diversity

Wilbur provided an overview of the end-of-year report from CoD (see Appendix A). Kessel praised Wilbur's work as chair of a committee she was serving on for the first time.

Wilbur noted that charge #1 struck the CoD as being a matter for consideration in connection with institutional strategic and diversity planning. Work on senate charges #2 (about diversity question in curricular reviews, in collaboration with CC) and #3 (about course evaluation bias, in collaboration with PSC) needs to continue next year.

Points from discussion about charge #2:

- CoD and CC need to communicate directly in order to break the oft-repeated process of CoD proposing new language for Question 6 and CC rejecting the proposed language as extending too far beyond what it considers "curricular." CoD may need to do some persuading.
- As the EOY report states, departments/schools/programs should do some annual reflection on diversity issues, in addition to considering diversity as part of curricular reviews every 7 years. Something about diversity could be integrated into the annual student learning outcomes assessment report that departments and programs already do. Wilbur indicated that this would be a welcome charge for next year.
- CC could use guidance from CoD about how to evaluate answers to the diversity question in curricular reviews.

M/S/P to receive the CoD EOY report with corrections (Appendix A).

6. CLOSED SESSION: Selection of Walter Lowrie Service Award recipient

Senators wished to part the closed-session curtain briefly to communicate to future selves that those nominees who did not receive the award are highly deserving and should be re-nominated. Future calls for nominees might offer more guidance about what constitutes an effective nomination letter and encourage the nomination of faculty with exceptional service records regardless of whether they have been on the faculty for 10 years or 30.

7. Report on equity and expectations in faculty workload

A senate subcommittee comprised of Johnson, Ramakrishnan, and Lanctot has been doing research and collecting data (see Appendix B).

Points raised in discussion:

- Some sources of stress are recurrent/maintenance things (e.g. household), whereas others are matters of sustained attention (e.g. professional endeavors).
- Stanford University is trying to alleviate stress of work-life balance by appointing student helpers to curate data for faculty and provide other kinds of support.
- 61% of faculty say that their physical health is a significant sources of stress. This is troubling. At the same time, we don't know exactly who is saying that or why.
- The top stressors are things that faculty can't do because of their work, rather than things that faculty do. We love our work, but yearn for more balanced lives.
- Stress accumulates from many sources.
- There is some good news: there are some things that people report they *aren't* stressed about, such as institutional budget cuts, procedures and red tape, job security.
- Some faculty found the survey stressful.
- 29% of faculty report “discrimination” as a source of stress; that is an unpleasantly high number, although exactly what is being responded to is unclear.
- It would be nice to know how the responses break down by rank.
- The top two choices for reducing stress are reduced teaching load and funding for research.
- The senate should do more to prevent junior faculty from having to chair committees.
- The senate should work to help educate chairs and senior faculty about helping (via mentorship and example) to establish a culture where junior faculty feel safe saying no to things and setting boundaries around departmental and student expectations (e.g. 24/7 responsiveness to e-mail).
- Female faculty do more service than males; committee chairing also is disproportionately done by women. Again, the senate should be vigilant about this. The Faculty Bylaws stipulate that committees elect their own chairs (i.e., the senate liaison can't designate the chair), but it doesn't have to happen instantly, and the liaison can help to educate committee members about the fact that women disproportionately receive the “opportunity” to “lead” committees.
- In the senate retreat in August, we'll talk about disparities in service obligations for women and faculty of color (including hidden advising and care-work expectations, along with “representing diversity”). How are we advising as liaisons? What signals are we sending to committees and chairs?

8. Year-end report from Academic Standards Committee

Jo Crane provided an overview of the EOY report from ASC (Appendix C). She noted that the ASC has been working on Running Start policy for 3 years; next year, with a new VP for Admissions and an abundance of knowledge about the history of this issue, there will be movement. The request from German Studies to give credit for an AP test score of 3—something that has only been true of the AP test for statistics—has opened a can of worms about our AP

credit policy that dovetails smoothly with the Running Start discussion. Together these should be a charge for next year.

Crane expressed her belief that the ASC is a good size, and that splitting the committee between policy and petitions and having the two halves switch midyear works well.

M/S/P to receive the EOY report of the ASC.

9. Other business

M/S/P to receive the Addendum to the IEC's end of year report (Appendix D).

10. M/S/P to adjourn at 5:30 p.m.

Minutes prepared by Gwynne Brown.

Respectfully submitted,
Pierre Ly
Secretary of the Faculty Senate

Appendix A: CoD end of year report
Appendix B: Work Life Balance
Appendix C: ASC end of year report
Appendix D: Addendum to the IEC end of year report

**Committee on Diversity
2016-2017 Annual Report to the Faculty Senate**

Committee on Diversity Members

Michael Benitez (Chief Diversity Officer, Dean of Diversity and Inclusion), Amanda Diaz (student representative), Chad Gunderson, Mark Harpring, Shen-yi Liao, Grace Livingston, Vivie Ngyuen (Director, Office of Intercultural Engagement), Stuart Smithers, Yvonne Swinth (Fall 2016 only), Kirsten Wilbur (chair), Sheryl Zylstra

Senate Liaison: Gwynne Brown

Submitted: May 5, 2017

Charges from Faculty Senate:

1. In collaboration with International Education Committee and the Student Life Committee, develop recommendations for how Puget Sound can best recruit, welcome and support international students.
2. Examine responses to Question 6 of the Department and Program Curriculum Review (“In what ways does the curriculum in your department, school, or program reflect the diversity of our society?”), evaluate whether the question elicits productive reflection on how best to support diversity in the curriculum, and propose to the curriculum Committee, if desired, revised wording of the question.
3. Develop and implement a strategy to educate students about bias in course evaluations.

Committee Duties and Activities

Duties per Faculty Bylaws (1-8) and Senate Charges (C1-C5)	Committee Activities
1. To serve the university’s goal of increasing the social diversity of the campus.	--See numbers 2-8 below.
2. To participate in the development of initiatives that enable the university to hire new faculty from historically under-represented populations and to support better the retention and success of such faculty.	<p>--Diversity Liaison Percent of departments conducting tenure line searches that designated a diversity liaison: All departments designated a diversity liaison. There were a total of 10 searches, with one ending in a failed search. Self-identified by sex: 4 men; 5 women Self-identified by race/ethnicity: 2 white; 7 non-white</p> <p>See Charge 2.</p>
3. To work with the President, Vice-Presidents, and the Chief Diversity Officer concerning diversity initiatives that can benefit from faculty presence and leadership, as needed.	Building on the recommendations of the CoD from last year (AY1516), the committee has supported discussions of campus issues and programs related to diversity and the Diversity Strategic Plan, <i>Threshold 2020</i> . These discussions are known as <i>Campus Climate Conversations</i> . The discussions are seen as a way to increase staff and

	<p>faculty awareness and offer platforms for connected engagement.</p> <p>See also Charge 4.</p>
<p>4. To establish liaisons with key university units including staff and student diversity groups to assess strategic needs and work collaboratively in diversity-related initiatives, as needed.</p>	<p>The CoD collaborates with and works to support the work of DAC (CoD members Livingston and Gunderson), BHERT (Ngyuen and Smithers), the Sexual and Gender Violence Committee (SGVC- Zylstra), Office of Student Life (Harpring), and the Chief Diversity Officer (CDO).</p> <p>See also Charge 5.</p>
<p>5. To work with colleagues to maintain an educational environment that welcomes and supports diversity even as it protects and assures the rights of academic freedom outlined in the Faculty Code.</p>	<p>The CoD brought forward an agenda item to be discussed at the last faculty meeting of the AY1617. The agenda item (Statement of Clarification from the Committee on Diversity Re: Discussion of the Email: “Freedom of Expression and Assembly at Puget Sound”) expressed concern with the interpretation and application of policy re: campus protests and demonstrations sent in an email to the campus community on 3/30/17. The CoD sought to promote discussion about the core values of this institution, such as diversity and academic freedom.</p> <p>Additionally, members of the CoD attended a meeting with peer evaluators during their evaluation visit on April 18, 2017.</p>
<p>6. To activate annually a group of faculty, staff and students what will review aggregate data about patterns of bias and hate in our campus community with the purpose of creating educational opportunities for reflection and dialogue.</p>	<p>Smithers serves as the CoD representative on BHERT.</p>
<p>7. To report annually to the Faculty Senate on the committee’s work related to diversity goals 1-6 and Senate Charges.</p>	<p>This document is our annual report.</p>
<p>C1.In collaboration with International Education Committee and the Student Life Committee, develop</p>	<p>The CoD has contacted Diane Kelley, chair of the IEC and the IEC requests that the CoD continue with this charge next year as they have formed a sub-committee to research where the campus is in terms of recruitment</p>

<p>recommendations for how Puget Sound can best recruit, welcome and support international students.</p>	<p>which is handled by the Admissions office and is expected to shift with the new VP in place. The IEC is also waiting to hear from current international students and peer institutions. The CoD is prepared to address and support as able the work of the IEC and SLC once information and a direction have been established.</p> <p>The CoD has discussed a concern that international students should not be used as an enhancement measure to fulfill the university’s goals of having a diverse student body and that a conversation with the Admissions office needs to center on what diversity means with regard to recruitment and retention of international students. We recommend that there be an alignment with the Campus Strategic Plan when planning to admit international students and consideration be given regarding which of the Campus Strategic Plan goals does admission of international students best align with. The CoD also hopes for a meeting with the Admissions office in the future to learn about their current plans, strategies and initiatives regarding international students.</p> <p>Finally, the CoD is supportive of the efforts of faculty and staff who supported international partnerships to cultivate diversity among the student body (see Threshold 2022: Cultivating a Culture of Inclusive Excellence; 2016 Annual Report, p. 3).</p>
<p>C2. Examine responses to Question 6 of the Department and Program Curriculum Review (“In what ways does the curriculum in your department, school, or program reflect the diversity of our society?”), evaluate whether the question elicits productive reflection on how best to support diversity in the curriculum, and propose to the curriculum Committee, if desired, revised wording of the question.</p>	<p>The CoD reviewed the Five Year department review documents from 2014 – 2016 along with KNOW Fall 2015 reflections. The committee found that there was a wide range of responses to the question of addressing diversity and that perhaps a more standard definition of diversity be part of Question #6. In addition, the CoD believed that the department review and Question #6 need to align with the campus Diversity Strategic Plan and answer the question: ‘How are we pedagogically accountable to each other?’</p> <p>The committee is recommending the following wording of Question #6 to the Curriculum Committee in order to reflect the CoD’s concerns:</p> <p><i>The work of diversity at Puget Sound seeks to account for and redress deeply embedded historical practices and legacies, forms of cultural and social representation, and institutional policies and processes that can systematically exclude groups or individuals from full participation in</i></p>

higher education and the considerable benefits it offers.
(Threshold 2022: Cultivating a Culture of Inclusive Excellence;
2016 Annual Report, p. 1)

Diversity includes attention to identity characteristics such as age, disability, sex, race, ethnicity, religion/spiritual tradition, gender identity and expression, sexual identity, veteran status, job status or socioeconomic class, nation of origin, language spoken, documentation status, personal appearance and political beliefs.

Diversity also includes attention to processes such as design of the curriculum, hiring and retention practices, assessment of performance, budgeting, and any other day-to-day decisions made within the institution.

How does your department, school, or program demonstrate diversity as defined?

ADDENDUM NOTE

Given the history surrounding this question, the committee on diversity was especially intentional and conscientious about its formulation. To start from a relatively uncontroversial starting point, we took the language concerning diversity straight from the institution's public commitment. The only change we made is to eliminate phrases (e.g. admissions policies and practices) that are not directly relevant to curriculum review.

Nevertheless, we do want to give examples to guide departments and programs as they consider whether they have demonstrated diversity in their processes:

- *design of the curriculum* includes, for example, the courses offered, the types of texts assigned, and other curricular activities outside of official courses or the classroom
- *hiring and retention practices* includes, for example, hiring and retention of faculty, retention of students in the institution, and retention of students in the program
- *assessment of performance includes*, for example, the range of grading, feedback and assignment practices used for students, and the student and faculty peer evaluations for faculty
- *day-to-day decisions* include, for example, making scholarship information available, advising, ...

Efforts to connect with the chair of the CC were not responded to.

	<p>Finally, the CoD has concerns regarding how the department reviews are being used and if it is a reflective process for faculty. Is Question #6 worth asking? Our committee also discovered that this charge has been a part of the CoD's charges for several years, with different recommendations regarding the phrasing of Question #6. Additionally, there appears to be continued debate over a department's role in addressing its responsibility for diversity beyond curriculum and pedagogy. It is the CoD's recommendation that a departmental review address not only how the department responds to the curricular aspects of promoting diversity, but that each department, program and school also address how they are responding to the campus Diversity Strategic Plan with regards to retention of students, and recruitment and retention of faculty as they relate to Puget Sound's definition of diversity and the goals of the Diversity Strategic Plan.</p> <p>The committee also has concern that the department reviews are now moving from every 5 years to every 7 years, making it difficult to enact change around diversity initiatives.</p> <p>The CoD is recommending that perhaps departments could reflect on a diversity question each year or that departments be asked to focus on one department objective in detail each year as part of their annual assessment review, and that as part of that rotation focus be placed on Question #6 one out of the seven years.</p>
<p>C3. Develop and implement a strategy to educate students about bias in course evaluations.</p>	<p>Jennifer Neighbors, chair of the PSC, met with the CoD in November 2016 and reported on the current state of changes to course evaluations. Discussion centered on the need for formal and systematic education around bias to occur with faculty, staff, and students. This educational response should begin with faculty first and it is suggested that an emphasis be put on finding ways to include students in the process. Additionally, the use of faculty and student workshops and forums could be used to increase awareness of bias in course evaluations. The CoD also emphasized the importance of using the most recent Campus Climate Survey to attend to student responses regarding their experience with the bias of faculty in the classroom. The CoD offered to draft introductory language for the administration of evaluations once the PSC decided how to proceed.</p> <p>At the end of Sp17 the PSC reported that for now they plan to create a repository on SoundNet to inform faculty on topics related to bias in academia. The CoD is being</p>

	<p>asked to support this plan by adding articles/research literature to the repository.</p> <p>The CoD continues to believe that there needs to be a more systemic education on campus around bias and that discussion continue about the course evaluation document itself. Questions for continued consideration focus on whether to keep the document or discard, and the value associated with course evaluations in faculty promotions. The CoD supports the need for the committee's role in addressing this issue. CoD can contribute to the development of an education strategy, but not lead it. If so, this should be our only charge for the entirety of one semester next year as this will take some heavy and intentional work.</p>
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Recommendations for charges to the CoD for 2017-2018:

1. Continue work with the PSC to support the need for addressing bias in course evaluations and contribute to the development of an education strategy if this is the decision of the PSC.
2. Continue to advocate for and support diversity-related campus initiatives that could benefit from the support of standing committees of the faculty.
3. Support and assist as needed with the Spring 2018 Campus Climate Survey and upcoming University Strategic Plan process.

**Report to the Faculty Work-Life subcommittee of the Faculty Senate
2016-17 Higher Education Research Institute, UCLA (HERI) Faculty Survey Results**

Total Response Rate

119/265, 45%

Faculty Rank of Respondents

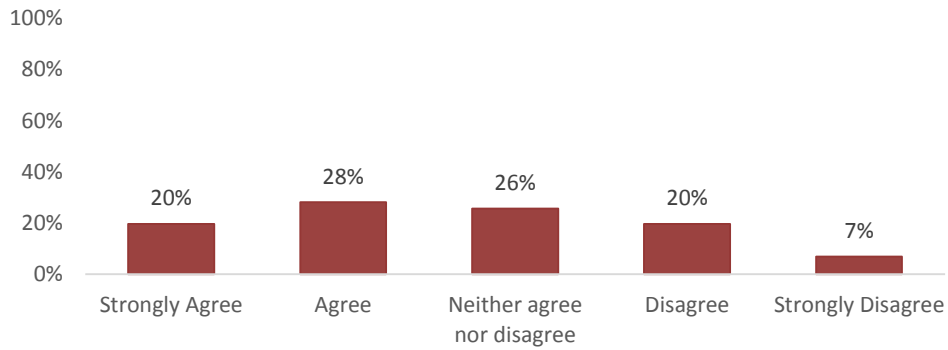
Professor	50	42%
Associate Professor	27	23%
Assistant Professor	24	20%
Instructor	16	13%
Lecturer	2	2%
Total	119	100%

Sources of Stress

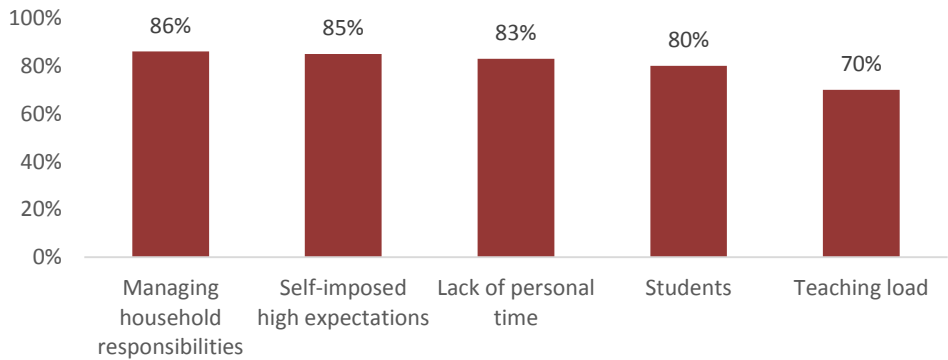
All Sources of Stress <i>in descending order of "Extensive"</i>	Not Applicable	Not at all	Somewhat	Extensive
Self-imposed high expectations	0%	15%	45%	40%
Lack of personal time	0%	17%	51%	32%
Managing household responsibilities	1%	14%	60%	25%
Teaching load	1%	29%	47%	23%
Child care	34%	15%	32%	19%
Research or publishing demands	10%	23%	50%	17%
Review/promotion process	9%	37%	38%	16%
Increased work responsibilities	3%	40%	42%	15%
Committee work	8%	37%	42%	14%
Job security	4%	64%	19%	13%
Students	0%	20%	70%	9%
Faculty meetings	5%	49%	37%	8%
My physical health	1%	38%	53%	8%
Institutional procedures and "red tape"	1%	56%	36%	7%
Institutional budget cuts	15%	51%	29%	4%
Discrimination	8%	64%	26%	3%

**Report to the Faculty Work-Life subcommittee of the Faculty Senate
2016-17 Higher Education Research Institute, UCLA (HERI) Faculty Survey Results**

The distribution of teaching loads is proportionate across departments.

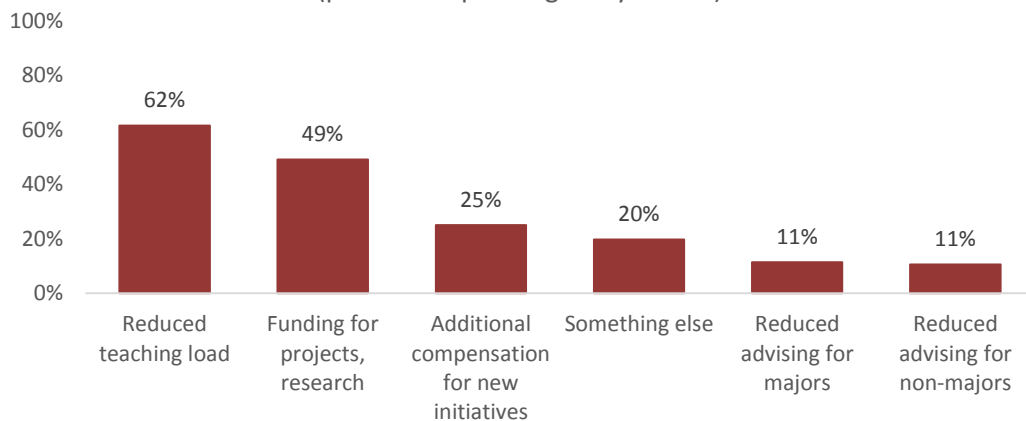


Top five sources of stress during the past year
(sum of "somewhat" and "extensive")



Puget Sound Specific Questions

What kind of support allows you to do your very best work?
(percent responding "very much")



Report to the Faculty Work-Life subcommittee of the Faculty Senate 2016-17 Higher Education Research Institute, UCLA (HERI) Faculty Survey Results

Themes from open-ended Puget Sound specific questions

What are the expectations of you from students, your department, and the administration in terms of your energy, time, and expertise?

- There was a feeling that the expectations are high. Some respondents were okay with that, as they also place high expectations on themselves, other felt like they were too high.
- Many respondents indicated that teaching well is the number expectation.
- Most respondents indicated that students have expectations that the faculty member always be available (in-person, via email, etc.)
- Some respondents indicated the expectation that they always be happy/positive/energetic.
- Many felt they are expected to stay engaged and up-to-date on their field
- Other expectations included administrative work, service work, advising, and research

How do those expectations impact your own expectations for yourself? What do you have to balance, and what, if any, are the trade-offs?

- There was a sense of guilt surrounding the thought that “I should do more.”
- Many of the respondents indicated that they are often over critical of themselves.
- It was clear that many of the respondents work well over 40 hours a week.
- Most respondents indicated that their personal/family time often suffers because of their work.
- Many respondents said that because they have to prioritize teaching above other work they often cannot get to the research/writing that they want to.
- Some respondents indicated a lack of motivation or a low morale.
- Most are exhausted, they are sleeping less in order to get more done.
- Some have even higher expectation for themselves.

In what ways do (or don't you) you feel valued and appreciated for your work?

- They feel appreciated by other colleagues or their students, but often not by administration.
- When a colleague offers feedback they feel valued.
- Some feel that colleagues are too busy with their own work to show any appreciation to others.
- Many do not feel valued or appreciated.
- Some indicated that awards or recognition is what makes them feel valued/appreciated.
- Student evaluations play a role in making them feel valued/appreciated.
- Some indicated that administration shows that they don't value them because what they offer regarding money, position, time, etc.

What is the relationship between teaching, service, and professional development in your work?

- Many did not seem to understand what this question was actually asking.
- They don't feel they have time for all three.
- Professional development often gets pushed to the end even though it can enhance teaching.
- Teaching is the primary and most important responsibility.
- All three items are connected and can inform each other.

**Report to the Faculty Work-Life subcommittee of the Faculty Senate
2016-17 Higher Education Research Institute, UCLA (HERI) Faculty Survey Results**

How does that align with your perception of institutional expectations?

- Again, many did not seem to understand what this question was actually asking.
- Some said that they aligned and some said that they were misaligned but none really gave examples why.
- Again there was mention that teaching comes first.
- Again it was brought up that there is never enough time for everything.

*** With thanks to Landon Wade, Joy Kiefer, Ellen Peters, Alanna Johnson, Kate Cohn and Kris Bartanen for advice and data**

Number of Students per Faculty Member by Dept/Pgm

	Primary Advisor	Secondary Advisor	Total Advisees
AFAM	0.75	2.00	2.75
ALC	10.00	6.00	16.00
ART	10.00	2.57	12.57
BIOL	18.21	4.79	23.00
BUS	21.50	2.70	24.20
CHEM	10.30	0.70	11.00
CLAS	7.00	1.50	8.50
COMM	11.17	2.17	13.33
ECON	16.43	1.71	18.14
EDUC	7.63	10.25	17.88
ENGL	10.36	1.55	11.91
EPDM	3.00	5.50	8.50
EXSC	18.25	1.75	20.00
FREN	5.00	5.00	10.00
GEOL	13.80	0.60	14.40
GERM	10.00	2.00	12.00
HISP	11.20	4.60	15.80
HIST	12.25	0.75	13.00
HON	31.00	26.00	57.00
HUM	17.00	6.00	23.00
IPE	20.00	2.00	22.00
MATH	13.58	1.83	15.42
MUS	7.10	2.00	9.10
OT	11.50	0.75	12.25
P&G	16.11	1.78	17.89
PHIL	6.40	1.80	8.20
PHYS	9.38	6.38	15.75
PSYC	24.80	1.10	25.90
PT	14.38	0.00	14.38
REL	7.25	1.25	8.50
SOAN	14.13	1.25	15.38
STS	13.00	1.00	14.00
THTR	11.00	2.50	13.50

Number of Students per Faculty Member by Rank

	Primary Advisor	Secondary Advisor	Total Advisees
PROF	14.25	2.79	17.04
ASSOC	13.00	3.08	16.08
ASST	10.64	1.56	12.19

INST 8.46 2.92 11.38

Number of Students per Faculty Member by Gender

	Primary Advisor	Secondary Advisor	Total Advisees
Female	13.51	1.69	15.19
Male	12.43	3.55	15.97
Grand Total	12.94	2.66	15.60

Note:

Includes Regular FT faculty

Faculty on Sabbatical are included

PROF	5
ASSOC	2
ASST	5
Female	4
Male	8
BIOL	2
BUS	1
CHEM	1
COMM	1
ECON	1
ENGL	1
MATH	1
P&G	1
PHYS	1
PSYC	2

Tenure-Line Faculty Searches

	16-17	15-16	14-15	13-14	12-13	11-12	10-11	09-10	08-09	07-08	Average
Faculty	10	4	8	7	6	11	5	5	12	13	8

Visiting Faculty Searches

	16-17	15-16	14-15	13-14	12-13	11-12	10-11	09-10	08-09	07-08	Average
Faculty	10	17	10 (8)	11 (9)	13 (9)	19 (13)	16 (14)	10 (8)	20 (14)	17 (12)	14 (11)

* In re: visiting faculty searches, a set of () means that there was a total of X searches for XX departments, e.g. 10 searches in 8 departments.

No () indicates that the numbers of searches equals the number of departments.

**Academic Standards Committee
2016-2017 Year End Report
prepared by Johanna Crane, Chair**

Faculty members on the Academic Standards Committee (ASC) are organized into 2 groups with individuals serving on the policy or petition subcommittee one semester and then switching groups the following semester. This report contains a summary of each subcommittee's activities during the 2016-2017 academic year.

The policy subcommittee worked on charges from the Faculty Senate or issues brought to the attention of the committee via the Registrar. In most cases, we invited representatives to come to our meetings to provide the background and their concerns so that we (the committee and the representative(s)) could work together through the issues. It was quite informal, but the subcommittee was rather productive with this collaborative process.

1. Final Exams and SAA

Background: Brad Tomhave and Landon Wade brought to the attention of the subcommittee that the current wording of the final exam policy didn't include how to negotiate the extended time for final exams provided by the SAA. The Director of the Office of Student Accessibility and Accommodations, Peggy Perno, was invited to a meeting to provide the committee with a better understanding of the scheduling conflicts that she and her staff have encountered during finals. The following Final Exam Policy was rewritten to allow the SAA the ability to work with instructors so that students with accommodations can have reasonable exam schedules.

Final Exam Policy—accepted by ASC 12/2/2016

The Office of the Registrar schedules final examinations as an integral part of each semester and lists final examination dates and times on student class schedules and on instructor class lists. As there are three standard final examination time periods for each day of the final examination week, students may have up to three examinations in a single day.

In all classes in which a final examination is given, the final examination must be given during the time period assigned by the Registrar's Office, and instructors may not grant exceptions to this policy. Students allowed a final examination accommodation by the Office of Student Accessibility and Accommodations (SAA) may have their final examinations scheduled by SAA in consultation with the instructor.

In summer classes, as well as in classes scheduled during the first session of a semester, any final examination is to be given on the last day of the class.

Requests to waive any part of this final examination policy must be submitted in writing by the instructor to the Dean of the University.

2. Religious Observances Policy

Background: Unlike many of its peer institutions, Puget Sound had no formal accommodation policy for religious observances. The subcommittee reviewed statements from our peer institutions and met with the University Chaplain, Dave Wright, in November. The committee decided to address religious accommodations related to course schedules and due dates and we did NOT attempt to address accommodations related to course content (e.g. A student unable to read an assigned text due to religious reasons).

Religious Observances Policy—accepted by ASC 2/17/2017

The University of Puget Sound values the rich diversity of religious traditions, observances and beliefs represented in our campus community and supports the rights of students to practice their faiths. The university recognizes that in some instances a student's religious observances may conflict with the student's academic schedule. In such cases, the university endorses reasonable schedule flexibility, unless such an accommodation would create an undue burden on the student, other students, the instructor, or the college. Students shall consult with their instructor directly and in a timely manner to discuss an accommodation. The university chaplain is available to consult with students who wish to make such requests. The instructor may consult with the university chaplain or the Office of the Dean of the University for assistance as needed.

3. Running Start Credit

The ASC was charged to review the policy of the university for the transfer of running start credits as articulated by the offices of the registrar and admissions. The committee spent a lot of time reviewing the "sources" of misunderstandings /discrepancies between the "promised" college credit from the Running Start program and the university's standard that distinguishes high school requirements from those for university credit. We believe that the key to minimizing these discrepancies is to have the admission and transfer policies be similar such that transfer as college credit is more consistently awarded to Running Start participants. The committee **proposed** changes (2/3/2017 minutes) to the recommended high school course preparation for admission (in the Bulletin). These proposed changes should serve as the basis of discussion with the VP of Enrollment, Laura Martin-Fedich, and her staff next fall.

4. Proposed Liberal Studies Major

Background: A proposed Liberal Studies Major offered through the Freedom of Education Project Puget Sound (FEPPS) program was brought to the committee's attention by Professor Seth Weinberger. The committee was asked to review and comment on the proposal in terms of academic standards and its policies.

Status: No formal action was required.

5. Advanced Placement

Background: During its curriculum review, German Studies proposed changes to what the Advanced Placement (AP) scores would fulfill in terms of Foreign Language graduation requirement and the major. The curriculum committee forwarded this proposal to the ASC since it would represent a break with university policy regarding AP credit in the following ways: a) "the standard minimum Advanced Placement score is 4" and b) "there is no policy allowing different credit for different scores on the same exam."

Status: In progress and the discussion should be continued next year. Brad Tomhave is gathering data (from Admissions and the Registrar's offices) tracking AP scores for next year's committee.

6. Policy on Assignments

Background: Brad Tomhave asked the committee to consider a change to the policy on Assignments in the section of the Academic Handbook addressing Course Requirements. The change in wording was to clarify the policy.

Accepted by ASC 4/28/2017

It is recommended that each instructor within the first week of class outline assignments, readings, examinations, term papers, due dates, bases for evaluation, attendance policy, and the likelihood of examinations during the week preceding finals. An instructor will not have to accept work received after the last day of classes unless the work has a scheduled due date during final exam week or an incomplete grade has been authorized by the instructor. After permanent grades have been assigned, an instructor may not accept late or additional work in order to reassess or change the final grade.

7. Petitions Sub Committee summary prepared by Brad Tomhave

At the September 9, 2016, meeting of the Academic Standards Committee, the Registrar was delegated the authority to convene a Petition Preview Team of Associate Dean Sunil Kukreja and Academic Advising Director Landon Wade to review and possibly approve petitions submitted by students. Approval authority is extended to the Preview Team based on approvals of the Petitions Sub-Committee in similar circumstances. Additionally, authority to deny schedule conflict petitions was delegated this year as was the authority to assign or to repeal Academic Warning or Probation sanctions based on a grade correction or the receipt of a final grade in place of a missing, Incomplete, or In-Progress grade. Delegating authority relieves the Petitions Sub-Committee of work on ordinary issues.

The year-end petitions report for 2015-16 included petitions acted upon from September 4, 2015, to April 14, 2016. Petitions activity for the year continued during the period of April 15, 2016, to September 1, 2016. During the April to September period, 81 petitions were acted upon with 76 approved and 5 denied.

The complete report for 2015-16 covers petition actions from September 4, 2015, to September 1, 2016: 276 total petitions were acted upon with 257 approved and 19 denied. More than three quarters of the petitions involved the following actions:

- 62 Registrations with a Schedule Conflict
- 43 Readmissions or Reinstatements from Dismissal or Suspension
- 38 Medical Withdrawals
- 22 Late Registrations
- 26 Acceptance of Transfer Credit during the Senior Year
- 21 Withdrawal with a W Grade
- 16 Re-enrollment from a Medical Withdrawal

232 Total (84%)

The fall to spring petitions report for 2016-17 covers September 2, 2016, to April 27, 2017, with 198 petitions were acted upon: 178 approved and 25 denied. Of these 198 petitions, more than three quarters involved the following 7 actions:

- 62 Registrations with a Schedule Conflict
- 30 Medical Withdrawals
- 20 Readmissions or Reinstatements from Dismissal or Suspension
- 15 Late Registrations
- 14 Re-enrollment from a Medical Withdrawal
- 10 Acceptance of Transfer Credit during the Senior Year
- 9 Withdrawals Late in Semester with W Grade

160 Total (81%)

2016-2017 Academic Standards Committee members

Faculty (subcommittee: fall, spring)

America Chambers (petitions, policy)

Johanna Crane, Chair (policy, policy)

Alyce DeMarais (petitions, policy)

Greg Elliott (petitions, petitions)

Jan Leuchtenberger (petitions, petitions)

Danny McMillian (policy, petitions)

David Moore (policy, petitions)

Adam Smith (leave, petitions)

Peter Sullivan (petitions, policy)

Alison Tracy Hale (policy, petitions)

Kurt Walls (policy, policy)

Students

Meghan Bacher

Cole Jackson

Staff

Ben Tucker

Ex-Officio

Sunil Kukreja

Sarah Shives

Brad Tomhave

Landon Wade

PUGET SOUND RESOURCES FOR THOSE AFFECTED BY SEXUAL ASSAULT

Harassment Reporting Officers (Mandatory Reporters):

Roy Robinson, Director of International Programs (1.253.879.3653; rrobinson@pugetsound.edu)

Michael Benitez, Dean of Diversity and Inclusion, Chief Diversity Officer, Title IX Coordinator/Equal Opportunity Officer (1.253.879.2827; chiefdiversity@pugetsound.edu)

Sarah Shives, Assistant Dean of Students (1.253.879.3360; sshives@pugetsound.edu).

Grace Kirchner, Sexual Harassment Complaint Ombudsperson (1.253.879.3785; kirchner@pugetsound.edu)

Confidential Support:

Marta Cady, Associate Dean of Students and Director of New Student Orientation (Mobile: 1.253.219.0516; Office: 1.253.879.3317; martacady@pugetsound.edu)

Dave Wright, Director of Spiritual Life and Civic Engagement, University Chaplain (1.253.879.3818 or 1.253.879.2751; dwright@pugetsound.edu)

Counseling, Health, and Wellness Services (1.253.879.1555; pugetsound.edu/chws)

Other Support:

Security Services (1.253.879.3311; security@pugetsound.edu) is available 24 hours a day; the attendant can connect you to Puget Sound staff who can help with your concern.

Peer Allies (peerallies@pugetsound.edu; facebook.com/pugetsoundpeerallies) are available by Skype; message them on the Peer Allies Facebook page to make a Skype appointment.

For more information and resources, go to pugetsound.edu/sexualmisconduct.



SEXUAL ASSAULT EMERGENCY RESPONSE

ONSITE CHECKLIST

You are encouraged to take these steps immediately to ensure your safety:

1. Call one of the program emergency phone numbers

(write local emergency numbers here)

and request that a program staff member accompany you to the hospital, clinic, or doctor for support such as

- treatment of injuries
 - testing for STD
 - other response options (such as learning about whether emergency contraception is available, and about the possibility of preserving evidence.)
2. If necessary, request to be moved from your current living quarters to safe housing.
 3. If the alleged perpetrator was from your own program, request action from the program staff that will assure your safety.
 4. After consultation with a program staff member, you may decide to contact the police.

Please note: program staff are typically mandatory reporters and will report the incident to Roy Robinson, Director of International Programs (1.253.879.3653) and Dean Michael Benitez, Title IX Coordinator (1.253.879.2827).

After your immediate concerns have been addressed, you may take the following steps while you are still abroad:

5. Seek assistance or counseling in the host country. Program staff will be able to provide contact information for a center for victims of sexual assault or counseling service.
6. You may contact the 24-hour Crisis Center of the Sexual Assault Support and Help for Americans Abroad (use their Live Chat at sashaa.org or find the access code for your country at sashaa.org/crisis-line, then dial: 866.879.6636).
7. You may also contact any of the individuals at Puget Sound listed on the back of this card to receive support.



International Education Committee
Program Evaluation Criteria

New and existing international programs¹ will be evaluated on the basis of Puget Sound's objectives for study abroad experiences:

Objective 1: To foster intercultural competence, cross-cultural communication skills, and personal development.

- Knowledge: to develop a richer understanding of another culture, and a broad competence that is applicable across a variety of intercultural contexts.
- Communication: to develop skills and ability to engage in effective cross-cultural communication and understanding.
- Self-Awareness and reflexivity: to develop the ability to contextualize and understand alternative perspectives based on different cultural systems.

Objective 2: To foster global citizenship and appreciation of international diversity and interdependencies.

- To develop a deeper understanding of global interconnectedness and diversity.
- To develop a stronger sense of social responsibility, social justice, and international power relationships.
- To foster civic engagement at home and abroad.

Priority will be given to programs that substantively incorporate the following policies and practices, which have proven to most effectively achieve the objectives outlined above, as assessed through the rubric below.

The rubric below is intended to assess program impact through the following thematic criteria:

- 1. Integration into the Broader Curriculum**
- 2. High Impact Program Design**
- 3. Practices Associated with Intercultural Development**
- 4. Institutional and Breadth Concerns**

¹ The term "programs" in this document refers to specific tracks within multi-track programs as well as single-track programs.

International Education Committee Program Evaluation Rubric

As noted in the Program Evaluation Criteria document, priority will be given to programs that substantively incorporate the following policies and practices, which have proven to most effectively achieve Puget Sound's objectives for study abroad experiences.

The IEC should consider the four questions below, **scoring programs on a scale of 1-5** based on a *qualitative evaluation of program structure, content, and its relationship to institutional concerns and curricula (rather than simply adding the bulleted items fulfilled)*. These scores can then be used to compare and evaluate programs.

Individual programs are unlikely to score highly in every category, and some criteria are mutually exclusive from others, but preference should be given to programs with high scores (4-5) in two or more categories.

How well is the program integrated into the broader Puget Sound curriculum?

Examples of curricular integration:

- Substantive, synthetic links between campus learning and study abroad.
- Globalizing and internationalizing the on-campus curriculum.
- Abroad programs that draw on faculty expertise, including direct program design and leadership.

SCORE: _____

Is the program structured in a way likely to yield a high-impact experience?

Examples of high-impact program design elements:

- Long-term (semester or year).
- Perceived "less culturally similar" destinations.
- Integration of foreign language courses (before or during).
- Leveraging partnerships with international universities and non-profits.

SCORE: _____

Does the program incorporate practices that increase intercultural competence?

Examples of practices associated with increased intercultural competence:

- Homestays or related practices that lead to students spending significant portions of their time abroad with locals.
- Faculty mentoring beyond the classroom during program.
- Completing a research experience.
- Completion of a service learning experience or internship.
- Strong site utilization through interdisciplinary or discipline-based fieldwork or experiential engagement.

SCORE: _____

Does the program comport with institutional concerns and priorities?

Examples of relevant institutional concerns/priorities:

- Programs that provide qualitatively different or unique experiences, as compared with those already offered, and which address the University's objectives for international education.
- Programs that allow students in a particular major/field/department opportunities to study abroad that contribute to their field of study.
- Programs that draw student populations that are historically underrepresented in international education.
- Programs with reasonable costs.
- Programs with clear and effective procedures to ensure student well-being and safety (including response to instances of sexual violence).

SCORE: _____

IEC Final Report ADDENDUM 2016-2017

This document is meant to supplement the Final Report presented to the Senate in advance of the April 17 meeting. The IEC met one more time after that date, on April 28.

In the addendum below, the relevant charge for which more work was completed is **in bold** and any recommendations for that charge for the coming year are underlined.

International Education Committee for 16-17:

Faculty: Gareth Barkin, Alva Butcher, Lea Fortmann (chair, fall), Diane Kelley (chair, spring),
Kriszta Kotsis, Sunil Kukreja, John Lear, Mike Spivey
Staff: Deborah Chee, Carmen Eyssautier, Eowyn Greeno, Roy Robinson
Students: Nicholai Sekino (full year) and Zoe Scott (fall only).

Charge 1: With respect to the issue of sexual violence:

- a: Continue the review of sexual violence policies at study abroad programs used by Puget Sound students.**
- b: Finalize and distribute the sexual violence crisis response documents drafted last year.**
- c: Develop sexual violence prevention and response training for Puget Sound faculty and staff involved in Puget Sound study abroad programs.**

Regarding Charges 1b and 1c:

The working group met with Marta Cady and made additional modifications to the Sexual Assault Response Card and Brochure as well as the document addressing training. The summary of changes is as follows, and the documents are attached.

Revisions to Sexual Assault Response and Training Documents

Sexual Assault Response Brochure:

- 1) Added *Sexual Assault Support and Help for Americans Abroad* as item no. 6.
- 2) Under II (SEXUAL ASSAULT REPOSENSE AFTER RETURNING TO CAMPUS) the following changes have been made:
 - a) removed numbering in order to not suggest an order of priorities
 - b) simplified instruction and replaced Dean Bartanen and Further Harassment Officers with Sound Advocates and CHWS because information about Harassment Officers was already introduced earlier in the document. It seemed important to add information about

Sound Advocates to make sure that returning students can find the support they might need.

3) Created another heading about reporting and simplified the instructions and language about reporting, simply referring students to the online information available.

Sexual Assault Response Card:

1) Added *Sexual Assault Support and Help for Americans Abroad* as item no. 6 and renumbered previous item no. 6 as no. 7 (“You may also contact any of the individuals at Puget Sound...”)

Sexual Assault Response Training:

After a discussion with Marta Cady, we made a modification to the section addressing student training. We also included Marta Cady’s office (Office of Associate Deans of Students) as a repository for the master documents of the brochure and card, and indicated that Marta Cady will review the brochure and card yearly to make updates to it as necessary.

Charge 2:

a. Continue to review the current list of study abroad programs and eliminate programs that do not provide something distinctive (e.g. language, discipline, or geography) or are expensive.

b: Develop language that clearly incorporates this charge into the standing charge that deals with program review.

Regarding 2a, see Standing Charge 2, below.

Regarding 2b:

The subcommittee put finishing touches on the “International Education Committee Program Evaluation Criteria” and the “International Education Committee Program Evaluation Rubric,” both of which were approved by the IEC, and are attached to this report as one document. OIP has appended this document to the petition instructions for the addition of new programs, and the IEC will be using the rubric in its review of new and existing programs.

Charge 3: In collaboration with the Committee on Diversity and the Student Life Committee, develop recommendations for how Puget Sound can best recruit, welcome and support international students.

The subcommittee on this charge met to discuss the outcomes of interviews with international students currently on campus. The purpose of the interviews was to inquire about their experiences transitioning to our campus and suggestions about support for international students in general. Out of the 12 international students on campus, 6 responded to the request for an interview. We will conduct similar interviews next year to continue to evaluate how international students are welcomed and supported by our campus. While students were overall very satisfied in particular with the support offered by OIP, we gathered the following information that could be acted upon:

1. We made an update to the Puget Sound website to include information that this campus is a safe place for international students given the national climate. That information was added to the following website: <https://www.pugetsound.edu/academics/international-programs/international-students/>
2. We recommended to Landon Wade that faculty advisors to new international students be faculty with international expertise or interests. We identified faculty on the list of next years' freshman advisors who have such expertise. Landon will take this into consideration for new international students.
3. The subcommittee began surveying our peer institutions by doing some web research on NW5 institutions to determine how they do this work. The spreadsheet with some preliminary data is attached.
4. In response to student input, information about ESL resources will be added to the OIP website in coming weeks. This would be a supplement to the tutoring program for international students already put in place by OIP and CWLT.
5. During orientation, some international students indicated it would be helpful to pair them together as they learn about the university. OIP will work with the orientation program leaders to make this suggestion for next year.
6. While international students did not find the establishment of an international student center on campus necessary, there does seem to be potential in linking the Michel Rocchi International District more purposefully with international students. While international students are often invited to MRID programming, they feel awkward entering into the living space of students they do not know well. OIP will work with the director of the MRID to join these two communities with common programming as early as the first week of classes.

STANDING CHARGES:

2. Review and approve new and existing international education programs and program proposals, including programs led by University faculty.

In response to Charge 2a and Standing Charge 2, over the course of the semester, we reduced the number of study abroad programs offered from 115 to 74. The following programs were eliminated during our final meeting of the semester:

- Arcadia Dublin, Ireland (2 programs)
- Arcadia Stirling, Scotland
- Arcadia Athens, Greece
- AUC Cairo, Egypt
- CELL Reykjavik, Iceland
- CIEE Uppsala, Sweden
- CIEE Gabarone, Botswana (2 programs) *

- Emory Dharamsala, India
- GEO London, England
- IES Dublin, Ireland
- IES Santiago, Chile
- IFSA Galway, Ireland
- SFS Atenas, Costa Rica
- SIT Buenos Aires, Argentina
- SIT Fortaleza, Brazil
- SIT Yaounde, Cameroon
- SIT Durban, South Africa
- SIT Stone Town/Zanzibar, Tanzania
- SIT Santiago, Chile
- SIT Apia, Samoa
- SIT Gulu, Uganda

**Pending discussion with Rachel DeMotts, whose work concerns this area. No students have gone on these programs in the past 5 years.*

Additionally, during the final meeting of the IEC, the following changes were made:

Approved student petition to study at:

- Round River Conservation Studies Taku, British Columbia (Summer)

Offered initial approval of the following faculty petitions, asking the two proposing faculty to re-submit their petitions over the summer taking into account the new petitions criteria and rubric newly instituted by the IEC and now included in petitions instruction materials. These two petitions will be reconsidered at the first IEC meeting of the fall semester so that these courses may include the study abroad component in AY 17-18:

- Kris Imbrigotta's proposal for a short-term study abroad in Germany to complement GERM 320.
- Andreas Udbye's proposal for a short-term study abroad in India to complement BUS 474.

NW5C Members	# of International Students	# of Countries
Lewis and Clark College	"As of today" (in total), "more than 200" international students (~9.8% of whole student population)	More than 70 countries
Reed College	"10% of incoming class in 2016" (34 students) (No information on entire international student population)	44 countries
Whitman College	"33 international students (7.8%)" (in total)	14 countries
Willamette University	"2% of incoming class in 2016" (~10 students) (No information on entire international student population)	14 countries

Offices related to International Students	ESL Program	Services to International Students
http://www.lclark.edu/offices/international/ , https://www.lclark.edu/offices/international/islc/chart http://www.lclark.edu/offices/international/third_culture_kids/	Yes ("Academic English Studies")	The Community Friends Program, Academic English Studies (ESL), They have extensive links for general information regarding insurance, traveling, immigration, financial aid, shipping, telephone services, etc., Statement in support of international students under Trump administration
http://www.reed.edu/iss/ , https://www.reed.edu/business/student-loans/reed-loan-for-international-students.html , http://www.reed.edu/inclusive-community/index.html	No (but they provide links to off campus resources)	Reed Loan for international students, Host Family Program, InterConnect Program, International Student Advisory Board
https://www.whitman.edu/admission-and-aid/applying-to-whitman/international-students , https://www.whitman.edu/about/diversity/intercultural-center/international-students	Yes ("English Language Fellow Program")	Friendship Family Program, Global Whitties
http://willamette.edu/offices/oie/intl/	No	