

Faculty Senate Meeting
May 7, 2018
McCormick Room, 12:00

Present: Tiffany MacBain, Kristin Johnson, Bill Beardsley, Alisa Kessel (chair), Sunil Kukreja (Dean), Robin Jacobson, Jung Kim, Siddharth Ramakrishnan, Kris Bartanen (Provost), Sarah Walling-Bell (ASUPS rep), Andrew Monaco, Gwynne Brown, Collin Noble (ASUPS rep), Pierre Ly

Guests: David Hanson, Darcy Irvin, Beverly Conner, Suzanne Warren, Amanda Mifflin, Stuart Smithers, Ben Tromly, Heather White, Sara Freeman, Chris Kendall

- I. The meeting was called to order at 12:00 p.m.
- II. M/S/P approval of the minutes of April 30, 2018
- III. Noble reported that ASUPS will review the letter recently written by faculty in response to the announcement about the relocation of books and journals in Collins Library.
- IV. Kessel reported that the Staff Senate is preparing for the upcoming staff recognition luncheon.
- V. No standing committee liaisons gave updates.
- VI. M/S/P: "The Faculty Senate moves to create an ad hoc committee of the Senate for the 2018-19 academic year to explore the status of non tenure line and non-ongoing clinical-line faculty members."

Kessel indicated that the motion serves as a marker for the work of this year to be continued by next year's Faculty Senate. The particulars of the charge should be determined by that body, and with attention to the strategic plan.

- VII. M/S/P to receive the year-end report of the Professional Standards Committee (PSC) (Attachment 1).

With respect to outstanding departmental evaluation guidelines scheduled for review, Mifflin observed that smaller departments may request or experience delays because they have fewer people available to work on revisions. She anticipates a short period of backlog as departments adjust to the new schedule but doesn't see it becoming a major problem.

- VIII. M/S/P to receive the year-end report of the Committee on Diversity (CoD) (Attachment 2).

In relation to "Question 6" of the Curriculum Committee's (CC's) departmental review guidelines and also more generally, Smithers indicated that the CoD struggles with its mission. Committee members sense that the committee "has no teeth" and "isn't considered relevant" by other faculty. At their meeting on the morning of May 7, 2018, the CoD decided not to endorse the resolutions of CC related to Question 6 because CoD members feel that although their recommendations were not adopted by the CC, their work in relation to Question 6 is complete. Members of the CoD proposed that the

committee spend time next year determining their role in university governance and “reimagining the committee.”

There was some conversation to clarify the fact that the CoD had done research and had discussions to support the work of the PSC on student evaluations of teaching (SET) and was disinclined to develop an educational strategy for students. The committee members felt that that work was beyond the purview of the CoD.

In response to a question about his sense of the size and function of the committee, Smithers noted that in 2017-18 the CoD had five members (whereas the By-Laws indicate that it must have at least seven), a deficit that left committee members feeling underrepresented. Smithers noted, too, the tension between the facts that the committee should include historically minoritized faculty of color and that these faculty tend to be overtaxed. He reiterated that we must ask not only how many people should sit on the committee but also how the committee should function. Kessel mentioned that this issue was brought before the Faculty Senate years back, during her first term as a senator. In response to a suggestion that the CoD might participate in the mentoring of faculty and students, Smithers affirmed that we must identify such needs and determine who is meeting them.

IX. M/S/P to receive the year-end report of the Curriculum Committee (Attachment 3).

Tromly emphasized that the CC felt that the matter of Question 6 should be brought to the full faculty to determine how we evaluate diversity work in the curriculum. The CC put a lot of effort in AY 17-18 into reorganizing its bureaucratic and organizational systems. They met with some success, streamlining some processes by communicating electronically and having fewer meetings. Even so, Tromly emphasized the many responsibilities of the CC and asked that the Faculty Senate consider how the CC might alter its structure to get its usual work done as well as the work that will be introduced by the strategic plan. Tromly indicated that the committee will continue to think about how its reviews are utilized: what becomes of the feedback issued by the CC? The CC would like to be more than a “gatekeeper”; the CC would like to help to build the curriculum.

In relation to the matter of restructuring the committee, Tromly noted that small working groups tend to be efficient, and that dividing the committee according to discrete tasks might work well, along the lines of how the Academic Standards Committee operates. Brown suggested that using the Faculty Advancement Committee as a model might also make sense; she also wondered if a smaller committee granted course releases would allow the time and space to get the work done. Johnson suggested that to accommodate the strategic plan, there could be a one-year moratorium on new course proposals. Bartanen reminded the group that when faculty have altered the curriculum in the past, the work did not fall disproportionately upon the CC. Working groups were formed. She also indicated that the CC is an adjudicatory body, and that the university does not have a committee that creates curriculum. She said that rather than ask the Faculty Senate to suggest alterations to the CC’s organizational structure and systems, recent chairs of the CC might meet to generate ideas.

- X. M/S/P “The Faculty Senate proposes the creation of an *ad hoc* committee (the SET committee.”

See Attachment 4 for language related to the construction of the committee (as authored by Kessel, Kim, Fox-Dobbs, and Ramakrishnan). A friendly amendment was accepted to eliminate the third bullet point on the “tasks” list on the handout (“to identify mitigating measures to minimize bias in the evaluation of teaching”) and to revise the second bullet point to read “to identify an approach to student feedback about courses that corresponds to what we value and that supports faculty development *and minimizes bias.*” (Added text indicated by italics.) Kessel remarked that the authors deliberately did not specify student bias so as to give the committee room to discuss other kinds of bias, as well.

- XI. Other Business: Brown opened a conversation about how we might improve faculty’s sense of connection to, and investment in, changes being made to campus (e.g., the welcome center, the aquatic center, and the patio area of the SUB). Absent successful communication with and inclusion of faculty in launching such projects, faculty (and students) tend to interpret them as ancillary to the university’s educational mission. Senators had a discussion about ways to make better use of existing faculty representation on committees responsible for considering and influencing such decisions. Ideas included appointing faculty senators as the faculty representatives to those committees; inviting faculty representatives to report to the senate; and appointing faculty senators to be liaisons to the committees. This conversation led to a more general discussion of faculty service assignments. Freeman suggested creating a “Who do I call if...” handout directing faculty to appropriate committees and committee members.

The Senate expressed gratitude to Kessel for her leadership as chair. Kessel acknowledged the contributions of outgoing senators and welcomed chair-elect Sara Freeman.

- XII. M/S/P to adjourn at 1:20 p.m.

Minutes prepared by Tiffany MacBain.

Respectfully submitted,
Pierre Ly
Secretary of the Faculty Senate

Professional Standards Committee (PSC) 2017-2018 Year-End Report

Committee Members: David Andresen, Kris Bartanen, Denise Despres, Fred Hamel, Suzanne Holland, Andreas Madlung, Amanda Mifflin (Chair), and Jennifer Neighbors

This report is divided into four parts: 1) work completed by the PSC in response to official charges by the Faculty Senate; 2) work on standing charges, 3) additional work in response to requests from departments and individuals, and 4) ideas for future charges.

PART 1: SENATE CHARGES

Charge 1: Review the “Faculty Opportunity Hire Policy” initiated and endorsed for a two-year term in 2015. Decide to endorse, endorse for a set term, or not to endorse the policy.

Report: The PSC unanimously renewed their endorsement of the Faculty Opportunity Hire Policy for five more years beginning with the 2017-18 academic year.

Charge 2: Self-designate charges as the PSC sees fit according to the last year-end report.

Report: The 2016-17 PSC identified the following as potential items to address in 2017-18:

1. Continuing work on bias in the student evaluation process and reassessing the student evaluation process as a whole
2. Exploring whether the labs in the sciences should be evaluated separately from the courses with which they are associated
3. Reviewing departmental evaluation criteria from History, Economics, Classics, German Studies, Geology, and Hispanic Studies

Item 1 was directly related to this year’s Senate Charge 3, and was addressed therein. Item 2 was not explicitly discussed given the broader discussion of how student evaluations will be used as a whole going forward. Review of departmental evaluation criteria is discussed below in the “Standing Charges” section.

Charge 3: Continue to address the issue of bias in the student evaluation process, and recommend one or more options for addressing bias on an interim or long-term basis. Share your findings with the Committee on Diversity so that that committee can draft introductory language for the administration of evaluations.

Report: The PSC identified this charge as its priority for the year due to the importance and urgency of the issue. The committee discussed the importance of student enfranchisement, the departmental disparities in requirements for faculty review visitations, and the need for information on alternative evaluation methods currently in use at other institutions (particularly our NW5 peers). Two members of the PSC conducted extensive literature searches on the issue of bias in student evaluations of teaching (SETs), and summaries are attached as Appendix A. Available evidence suggests they do not necessarily reflect teaching skill, and are biased against

women and minority populations. The currently used evaluations were described as “damaging and discriminatory” towards faculty, especially faculty of color and women.

The PSC met with the Committee on Diversity (CoD), including Title IX officer Michael Benitez, at its March 5 meeting to discuss the issues regarding bias in SETs, what the best practices are, and what action steps might be taken. Most CoD members felt the forms cannot be fixed with rewording, and that the key issues are how evaluations get used, and the design of the instrument itself. PSC members expressed general consensus that it is not just how the university uses SETs in the evaluation process, but what it means for the person who has to read them and use them (with no protections for the faculty member). PSC members believe that the SETs have a deep ethical bias and that they undercut every other initiative we are trying to make at Puget Sound in terms of diversity affirmation and diversity faculty hires. Some of the main concerns identified by the PSC regarding the issue of SETs in evaluation are outlined below:

- concern about the loss of enfranchisement of students if SETs are eliminated
- general agreement that the university needs to do more to provide institutional support to junior faculty and especially women and people of color, as well as to educate all faculty on the difficulties faced by these faculty regarding inherent biases in SETs
- a process for informed peer review of faculty teaching
- discipline-specific evaluations to acknowledge pedagogical differences
- an SET on the model of Berkeley’s that provides a selective menu of questions and includes a section on student self-assessment
- a change in the weight of the current forms in the evaluation process
- an evaluation process that acknowledges the diversity of faculty teaching loads in the Core and lower-level classes
- The need for an efficient method of student evaluation
- The need for a mentoring system for junior and diversity faculty that separates teaching evaluation from the advancement process
- replacing student-written faculty evaluations with another method of assessing teaching

The PSC felt that the task of revamping course evaluations would require a large effort involving faculty from many disciplines as well as students. To this end, the PSC brought the issue of bias in SETs to the full faculty, in collaboration with the Faculty Senate, at the April 4 faculty meeting. David Andresen presented data regarding effectiveness and bias in SET, as well as potential actions that could be taken to mitigate the problem. The PowerPoint presentation from the faculty meeting is attached as Appendix B. The PSC asked the faculty to consider the issues and potential solutions in preparation for further discussion at the April 25 faculty meeting. The PSC presented the following rationale and motion at the April 25 faculty meeting:

Rationale: This year, the Senate charged the PSC with addressing the issue of bias in the student evaluation process, and to recommend one or more options for addressing bias on an interim or long-term basis and to reassess the student evaluation process as a whole. The PSC has spent much of its time this year working on this charge, gathering literature on bias in student evaluations, seeking out information on how peer institutions are addressing the issue, and

consulting with the Committee on Diversity. At the April 4 faculty meeting, the PSC presented their work on this issue and concluded that bias in student evaluations of teaching is a problem. The issue of implementing a long-term solution warrants further work, and is beyond the scope of the PSC. For this reason, the PSC recommends that the Senate form an ad hoc committee for the purpose of identifying a long-term solution to the problem of bias in student evaluations.

Motion: The members of the 2017-18 Professional Standards Committee move that the Faculty Senate create an *ad hoc* committee for the purposes of

- 1) mitigating the problem of bias in student evaluations, and
- 2) recommending a long-term solution or change to our current system.

The motion passed unanimously. As the Senate begins its work to create the *ad hoc* committee, the PSC would like to provide a brief summary of its discussions on the potential make-up and charges for the committee for their consideration. The committee might include two members from: the Faculty Senate, the PSC, the FAC (former members), the Committee on Diversity, student body, and at large. The PSC debated at length the pros and cons of student membership on this committee and alternative forms of student involvement. Some PSC members felt strongly that students should not be on the *ad hoc* committee (at least in the initial stages) due to concern that faculty may not feel comfortable being completely honest in the presence of students. Other members thought that transparency with students was important and they should be on the committee. The PSC did feel strongly that if students are not on the *ad hoc* committee, they should be consulted at regular intervals, perhaps in the form of focus groups. PSC and faculty meeting discussions presented a number of potential actionable interim measures, listed below:

- the education of department chairpersons and all head officers of reviews on the nature of SET Bias through formal conversations with PSC members
- the addition of language to the current SET acknowledging the problem of bias
- the creation of a mentorship program to guide junior faculty through the evaluation process (mentors outside the home department might be selected and assigned by the Provost); mentors, in turn, would provide a letter for the reviewee's file contextualizing the SET evaluations after working through them with the mentee.
- the addition of language acknowledging SET Bias to the University Faculty Evaluation Criteria and Procedures document
- the implementation of mid-term course evaluations to provide faculty (including visiting faculty) with actionable information for course improvement.
- Members of the PSC meet with each department to educate faculty members on SET bias and suggest how the form (should we continue to use the current one) should be read and used in the review process.

The PSC anticipates including language in the User Guide regarding the issue of bias in SETs as an interim measure to mitigate the problem.

Charge 4: Reassess the student evaluation process as a whole.

Report: This charge was addressed through the PSC work on Charge 3.

PART 2: STANDING CHARGES

Review Cycle for Departmental Evaluation Standards: Last year, the PSC established a review cycle whereby each university department will be asked to review and revise its departmental evaluation procedures (i.e. its departmental guidelines for promotion, tenure, and other reviews) every eight years. The departments scheduled for review for 2017-18 were Classics, German Studies, Geology, and Hispanic Studies.

- The PSC reviewed departmental evaluation standards for Economics, Hispanic Studies, History, and Occupational Therapy (Economics and History were carried over from last spring, and OT submitted changes voluntarily). Changes and suggestions were discussed and will be forwarded to the respective departments. Each department will be asked to return revisions to their evaluation document in Fall 2018.
- Math and Computer Science submitted a revised departmental evaluation standard document, and it was approved by the PSC on **DATE** (anticipated approval this week).
- The PSC has not received the departmental evaluation standards from Classics, German Studies, and Geology. Classics and German Studies requested extensions, which were granted.

Interpretations of the Faculty Code:

Interpretation of Faculty Code Chapter III, Section 4, f(1)

The PSC met on Friday, February 16, 2018, regarding a requested interpretation of Faculty Code Chapter III, Section 4, f(1), and specifically whether a faculty evaluation that has gone to the presidential level can be suspended in response to a concern/grievance regarding the professional ethics of an evaluator at the departmental or Faculty Advancement Committee levels.

The PSC finds that an evaluation process at the presidential level can indeed be suspended for a concern/grievance regarding professional ethics. The PSC, in its reading of Faculty Code Chapter III, Section 4, f(1), finds that the evaluation process is not limited to the levels noted in lines 34 and 35 of the text ("the department, program, school, or Faculty Advancement Committee level"), and is ongoing until the Board of Trustees has rendered a final decision.

The PSC also finds this interpretation to be significant, because it bears upon the definition of "evaluation process" in the Code, especially as this relates to different kinds of grievances. The PSC notes that this interpretation applies just to grievances of professional ethical behavior, as referred to in Chapter III, Section 4, f(1), and does not supersede the process the code provides for other sorts of appeal.

The PSC plans to insert the following language in the appendix to the Faculty Code:

Interpretation of Chapter III, Section 4. Evaluation procedure

1. The evaluation process is considered ongoing until the Board of Trustees has rendered a final decision.

Interpretation of Chapter III, Section 4, f (1). Process for dealing with questions of professional ethics that arise during an evaluation

1. The evaluation process can be suspended at any time until the evaluation is complete, including at the level of the President and Board of Trustees, when due to a grievance arising from concerns about professional ethical behavior of an evaluator at the departmental or Faculty Advancement Committee levels.
2. This interpretation applies just to grievances of professional ethical behavior, as referred to in Chapter III, Section 4, f (1), and does not supersede the process the code provides for other sorts of appeal.

PART 3: ADDITIONAL WORK

- Robin Jacobson and Seth Weinberger visited the October 20 PSC meeting to discuss the status of the proposal for a BA degree for Washington Corrections Center for Women students. They gave a brief overview of the FEPPS program as it currently exists and described a proposal process for a Puget Sound-sponsored BA degree for the future. Robin and Seth did not seek a formal endorsement from the PSC, but wanted to hear what the committee thought about possible points of discussion that might come up about issues that might fall under the purview of the PSC in such future program.
- The PSC was asked if they could help clarify the specific description of the position that is currently held by Dean (of the University) Bartanen and Dean (of the Faculty) Kukreja. The inquiry was made in the context of transparency, since there has been some shuffling of responsibilities of the Dean of Students, Dean of the University, and Dean of the Faculty. Given the temporary nature of Dean Bartanen's role as Dean of Students, the PSC decided that no action on this issue was necessary at this time.
- The committee discussed a Faculty Senate proposal (see Appendix C) to revise the language of the Faculty Code regarding promotion to full professor. The committee discussed the proposed language and offered suggestions for the Senate to consider.
- The committee is in the process of discussing revisions to the *Faculty Evaluation Procedures and Criteria* document (User Guide). Revisions will be completed by July 1.

PART 4: FUTURE CHARGES

The work that the PSC hopes to address in the 2018-19 academic year includes:

- Review of departmental evaluation criteria according to the published review cycle.

Evaluation standards from Classics, German Studies, and Geology remain outstanding from previous review cycles. Evaluation standards from Religious Studies, Exercise Science, Psychology, and Sociology and Anthropology are scheduled for review in 2018-19.

- Addressing a request from a faculty member in the School of Education regarding the clinical streamlined instructor review process that the 2017-18 PSC did not have time to discuss. The PSC was asked to consider the language on page 27 of the *Faculty Evaluation Procedures and Criteria* document that addresses the streamlined instructor review process. The request from the faculty member is summarized below:

The relevant line is, “Instructors who have served 17 years or more in that rank may establish an alternating schedule of full and alternative reviews in consultation with the head officer and the Dean under the procedures described in this section.” Since tenure-line professors typically go up for a full review at year 11 (about a decade), the faculty member wonders if after instructors pass that timeline (10 years of service), they could then be eligible for alternating reviews. Since instructors are up for review every three years, (compared to 5 for professors), there is already a significant check about their teaching. Perhaps after a decade the instructor review could be every 5 years, instead of every three. The faculty member feels that the current cycle of review seems like a lot to ask of long term clinical faculty.

- Addressing the evaluation process for non-tenure-line positions, including visiting faculty members that stay beyond 3 years and other potential renewable non-tenure-line positions that may be created. Former Associate Dean Martin Jackson initiated a conversation about this issue with the PSC, FSC, and Senate in 2016, but has not been able to follow up due to time constraints. The issue is currently impacting a number of departments on campus, so we recommend that the Senate reach out to Martin Jackson for additional context and ask the appropriate committees to address the problem.

Respectfully submitted on behalf of the PSC,

Amanda Mifflin, Chair

Appendix A

Summary of Literature Review on Bias in SETs by Denise Despres

In May 2017, reference librarian Andrea Kueter provided me with a selective list of recently published materials on bias in student evaluations of teaching. Below you will find the citations and abstracts for scholarly articles that might serve as a preliminary basis for the PSC discussion of whether student evaluations of teaching are appropriate material to include in personnel files for hiring, tenuring, and advancing staff and faculty. All of these articles acknowledge that this is a new field of inquiry for research in the fields of Education, Psychology, and other disciplines.

- 1) Smith, Bettye P; Johnson-Bailey, Juanita. "Student Ratings of Teaching Effectiveness: Implications for Non-White Women in the Academy." Negro Educational Review. Vol. 62/63 (2011-1012): 115-140, 266.

The purpose of this study was to describe student ratings of teaching effectiveness for women faculty at a Southern Research Extensive University. Of the 82 women faculty in this study, 61 or 74% were white, 13 or 16% were Black, and 8 or 10% were identified as "Other" (including Asians, Latinos, and Native Americans). Both undergraduate and graduate level courses were used to analyze student ratings for 28 items used for the end-of-course evaluation. Of these 28 items, 26 were multidimensional and addressed specific topics or a single aspect about instruction and 2 were global, which addressed the overall value of the course and overall teaching ability. The finding showed that non-White female faculty in this study had above average mean scores on the multidimensional and global items. White female faculty had higher mean scores than female faculty identified as "Other" and Black female faculty on all items, multidimensional and global. Also, there was a significant difference between the mean scores of White female faculty and Black female faculty on multidimensional and global items (publication abstract)

<http://ezproxy.ups.edu/login?url=http://search.proquest.com/docview/940916203?accountid=1627>

- 2) Smith, Bettye P; Hawkins, Billy. "Examining Student Evaluations of Black College Faculty: Does Race Matter?" The Journal of Negro Education, Vol 80.2. (2011): 149-162.

The purpose of this study was twofold. First, to describe the undergraduate student ratings of teaching effectiveness based on the traditional 36-item end-of-course evaluations form used in the College of Education (COE) at a southeastern Research Extensive predominantly White institution. Second, using critical race theory (CRT) to compare the teaching effectiveness for the tenure track faculty in this study based on race (White, Black and Other racial groups including Asians, Latinos, and Native Americans). Three academic years of undergraduate level courses were used to analyze student ratings for 28 items (26 multidimensional, which address specific topics or a single topic about instruction and 2 global/overall, which address the value of the course and teaching ability) on the end-of-course evaluations form. Eight of the 36 items request demographic information from the student. The findings showed that of the three racial groups, Black faculty mean scores were the lowest on the 26 multidimensional items. On the two global items, which are used in making personnel decisions, Black faculty mean scores were also the lowest of the faculty groups analyzed. (publication abstract)

<http://ezproxy.ups.edu/login?url=http://search.proquest.com/docview/909492695?accountid=1627>

- 3) MacNeill, Lillian; Driscoll, Adam; Hunt, Andrea N. “What’s In a Name: Exposing Gender Bias in Student Ratings of Teaching.” *Innovative Higher Education*. Vol. 40.4 (2015): 291-303.
 Student ratings of teaching play a significant role in career outcomes for higher education instructors. Although instructor gender has been shown to play an important role in influencing student ratings, the extent and nature of that role remains contested. While difficult to separate gender from teaching practices in person, it is possible to disguise an instructor's gender identity online. In our experiment, assistant instructors in an online class each operated under two different gender identities. Students rated the male identity significantly higher than the female identity, regardless of the instructor's actual gender, demonstrating gender bias. Given the vital role that student ratings play in academic career trajectories, this finding warrants considerable attention. (publication abstract)
<http://ezproxy.ups.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1068677&site=ehost-live&scope=site>
- 4) Schueths, April M.; Gladney, Tanya; Crawford, Devan M.; Bass, Katherine L.; and Moore, Helen A. “Passionate pedagogy and Emotional labor: Students’ responses to learning diversity from diverse instructors.” *International Journal of Qualitative Studies in Education*. Vol. 26.10 (2013): 1259-1276.
 This qualitative study examines emotion themes reflected in student evaluations from required diversity courses at a predominantly white, US public university. We analyze two years of student evaluations for 20 instructors. Situated by the work of Acker, Jaggar, and Hochschild, we find contradictory themes of perceived instructional bias and the value of diversity lessons. Student evaluations result in systematic disadvantage for minority instructors that may be heightened for female instructors of color. Non-minority instructors (both male and female) gain privileges by avoiding dealing with diversity directly which is reflected in student evaluations through the process of “ducking diversity”. The organizational structure required of diversity courses marginalized the scholarship and emotion work of minority instructors and inherently reproduced the very inequalities they are designed to combat. (publication abstract)
<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1241&context=sociologyfacpub>
- 5) Boring, Anne; Ottoboni Kellie; and Stark, Philip B. “Student evaluations of teaching (mostly) do not measure teaching effectiveness.” Boring et al. *ScienceOpen Research* 2016 (DOI: 10.14293/S2199-1006.1.SOR EDU.AETBZC.v1)
 Student evaluations of teaching (SET) are widely used in academic personnel decisions as a measure of teaching effectiveness. We show:
 . SET are biased against female instructors by an amount that is large and statistically significant.
 . The bias affects how students rate even putatively objective aspects of teaching, such as how promptly assignments are graded. . The bias varies by discipline and by student gender, among other things. . It is not possible to adjust for the bias, because it depends on so many factors. . SET are more sensitive to students’ gender bias and grade expectations than they are to teaching effectiveness. . Gender biases can be large enough to cause more effective instructors to get lower SET than less effective instructors.
 These findings are based on nonparametric statistical tests applied to two datasets: 23,001 SET of 379 instructors by 4,423 students in six mandatory first-year courses in a five-year natural experiment at a French university, and 43 SET for four sections of an online course in a randomized, controlled, blind experiment at a US university. (publication abstract)

<https://www.math.upenn.edu/~pemantle/active-papers/Evals/stark2016.pdf>

- 6) Basow, Susan A.; Martin, Julie L. "Bias in Student Evaluations." *Effective Evaluation for Teaching: A Guide for Faculty and Administrators*. Ed. Mary E. Kite. Society for the Teaching of Psychology: 2012.
- Given the important role student evaluations play in many academic employment decisions—such as hiring, promotion, tenure, salary, and awards—it is vital to understand potential sources of bias. In this chapter, we will examine potential biasing factors involving the professor—such as gender, race/ethnicity, attractiveness, and age—as well as the course, such as course difficulty and expected grade . . . Although there is still a considerable amount of research needed to understand all the ways that student evaluations can be biased, this chapter suggests that not only is some bias possible but it is likely. As a human activity reliant upon person perception and interpersonal judgment, student ratings are affected by the same factors that can potentially affect any rater's judgment: stereotypes based on gender, race/ethnicity, age, and other qualities (such as professor sexual orientations); the equations of "what is beautiful is good;" more positive feelings towards those who seem to reward us (e.g., with good grades). Even though the size of individual effects may be small, for specific professors these small effects may add up to make a meaningful difference on the ratings they receive. Although the average-looking young-to-middle-aged White male professor teaching traditional courses may receive student ratings that are relatively unbiased reflections of his teaching effectiveness, other professors (women, minorities, older, unattractive-looking, teaching diversity-related courses) may receive evaluations that reflect some degree of bias. It behooves those who use such ratings for evaluative purposes to understand the subtle ways such variables may operate, especially in interaction with each other. (excerpt and summary)
- <https://dspace.lafayette.edu/bitstream/handle/10385/1405/Basow-EffectiveEvaluationofTeaching-2013.pdf?sequence=1>
- 7) Vaillancourt, Tracy. "Students Aggress Against Professors in Reaction to Receiving Poor Grades: An Effect Moderated by Student Narcissism and Self-Esteem." *Aggressive Behavior*. Vol 39.1 (2013): 71-84.
- Laboratory evidence about whether students' evaluations of teaching (SETs) are valid is lacking. Results from three (3) independent studies strongly confirm that "professors" who were generous with their grades were rewarded for their favor with higher SETs, while professors who were frugal were punished with lower SETs (Study 1, $d = 1.51$; Study 2, $d = 1.59$; Study 3, partial $\eta^2 = .26$). This result was found even when the feedback was manipulated to be more or less insulting (Study 3). Consistent with laboratory findings on direct aggression, results also indicated that, when participants were given a poorer feedback, higher self-esteem (Study 1 and Study 2) and higher narcissism (Study 1) were associated with them giving lower (more aggressive) evaluations of the "professor." Moreover, consistent with findings on self-serving biases, participants higher in self-esteem who were in the positive grade/feedback condition exhibited a self-enhancing bias by giving their "professor" higher evaluations (Study 1 and Study 2). The aforementioned relationships were not moderated by the professor's sex or rank (teaching assistant vs. professor). Results provide evidence that (1) students do aggress against professors through poor teaching evaluations, (2) threatened egotism among individuals with high self-esteem is associated with more aggression, especially when coupled with high narcissism, and (3) self-enhancing biases are robust among those with high self-esteem. *Aggr. Behav.* 39:71-84, 2013. © 2012 Wiley Periodicals, Inc. [ABSTRACT FROM AUTHOR]

<http://ezproxy.ups.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=85017042&site=ehost-live&scope=site>

- 8) Boysen, Guy A.; Kelly, Timothy J., Raesely, Holly N.; Casner, Robert W. “The (mis)representation of teaching evaluations by college faculty and administrators.” Assessment & Evaluation in Higher Education. Vol. 39.6 (2014): 641-656.

Student evaluations of teaching are ubiquitous and impactful on the careers of college teachers. However, there is limited empirical research documenting the accuracy of people’s efforts in interpreting teaching evaluations. The current research consisted of three studies documenting the effect of small mean differences in teaching evaluations on judgements about teachers. Differences in means small enough to be within the margin of error significantly impacted faculty members’ assignment of merit-based rewards (Study 1), department heads’ evaluation of teaching techniques (Study 2) and faculty members’ evaluation of specific teaching skills (Study 3). The results suggest that faculty and administrators do not apply appropriate statistical principles when evaluating teaching evaluations and instead use a general heuristic that higher evaluations are better. [ABSTRACT FROM PUBLISHER]

<http://ezproxy.ups.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=96539445&site=ehost-live&scope=site>

- 9) Clayson, Dennis E.; Haley, Debra A. “Are Students Telling Us the Truth? A Critical Look at the Student Evaluation of Teaching.” Marketing Education Review. Vol. 21.2. (2011): 101-112.

Over 99 percent of business schools use student evaluation of instruction to measure teaching and classroom performance. The resultant measures are utilized in judgments of merit pay, tenure, and promotion. In such an environment, an inspection of exceptions to their assumed validity is justified. This paper investigates one such issue that is rarely reported. Simply put: to what extent are students telling us the truth when they evaluate instruction? A literature review indicates that students (1) ignore or falsify answers in light of variables considered more important, (2) give subjective impressions in response to objective questions, and (3) at times give purposefully misleading and false responses. A survey of students found that a majority knew of respondents who had falsified evaluations and that an estimated 30 percent of evaluations contain answers the students knew were not true. In light of these findings, the validity of student evaluation of teaching to improve individual instructor performance, modify curriculum, and create comparative scales to evaluate faculty is called into question. (publication abstract)

<http://ezproxy.ups.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ972749&site=ehost-live&scope=site>

Summary of Literature Review on Bias in SETs by David Andresen:

Background: The PSC was concerned about use of student evaluations of teaching (SETs) given studies showing gender and race bias in SETs. However, even if bias issues *could* be addressed, a more fundamental issue remains of whether or not SETs are valid measures of teaching effectiveness in the first place. The following is my (David Andresen) assessment regarding use of SETs for evaluation purposes.

Q: Do SETs tell us about teaching effectiveness?

Student evaluations of teaching (SET) being used as an indicator of teaching effectiveness was thoroughly review in a recent paper in *Studies in Educational Evaluation* (Uttl, White, & Gonzalez, 2016) and reanalyzed using modern meta-analytic methods. Here, teaching effectiveness means student performance on the final exam. After examining 51 articles and with 97 multisection studies (i.e., students randomly assigned to different instructor sections of the same course), this study produced two clear results:

- 1) Prior foundations studies that support a link between SET and student learning (Cohen, 1981; Clayson, 2009; Feldman, 1989) were flawed in several fundamental ways (e.g., artifact effects of small sample sizes, inappropriate analyses, publication bias, etc.) and after appropriate re-analyses they do not, in fact, support a link between SET and student performance
- 2) The metaanalysis of all work in this area examining the relation between SET and final exam performance show no relation.

In another study (Bark, 2014), researchers looked not at performance in the current class, but how students did in the *next* class in the sequence. In other words, do SETs from a 101 course predict success of that student in the 102 course? The results showed that there was a *negative* correlation between SET and success in the next course in the sequence. In other words, the teachers who got *lower* SET ratings produced students who did *better* in subsequent courses. In this case, high SET ratings actually predicted that students would do *worse* later on.

Also keep in mind that other literature reviews in this area that appear to support SET as a measure of learning are based largely on the work of Cohen (1981) and Feldman (1989), which now have been shown to be incorrect in the first place.

Conclusion: The use of SETs to evaluate teaching *with regard to measureable learning outcomes* is not supported by evidence.

Q: What do other universities do for teaching evaluation?

Although some universities do not use SETs (e.g., Reed appears to use solicited student letters), most universities still use them. However, most universities also emphasize that SETs should only be part of the evaluation of teaching in conjunction with other approaches (e.g., course visits,

self-evaluation). The evidence suggests the numerical ratings from SETs should be given very little weight.

Q: If SETs don't tell us about teaching, what do they tell us about?

SETs are not really teaching evaluations. Instead, they are student *perception* surveys. If we keep in mind that SETs tell us how a student *feels* about a course given both relevant (e.g., teaching) and irrelevant (e.g., gender of teacher), we can begin to place the appropriate weight to SETs.

The numerical ratings are the main concern of SETs, written comments have not been well-studied but are certainly more informative if not much more valid. For example, a student who gives every item on a SET 1's does not really provide any information about why they did that. However, a written comment forces the student to justify their perceptions and can be helpful.

Q: So how do we best assess teaching effectiveness?

No easy answer for this. However, we are all teachers and we should probably incorporate many more peer class visits both before and during evaluations, making regular visits to colleagues' classes part of our culture. Writing a promotion letter based on one or two class visits means much of the actual content comes from the SETs, which we know aren't great, and the impact of the numerical ratings should be minimized.

Q: Students being part of the process is important. How do we include student views on teaching?

The main issue with SETs is about trying to assess anything about teaching effectiveness from numerical ratings. If we want to keep numerical ratings, then some things that would make them better are:

- 1) Making sure averages of a professor's numerical ratings should be accompanied by indicators of distribution (e.g., standard deviation, range). In this way, evaluators can know if a rating of "3" means they actually got mostly 3s, or they got 1's and 5's...both would have about the same average but for very different reasons.
- 2) Some institutions account for student prior background, overall academic performance, etc. in a complex statistical model to account for variability of this type and reveal more accurate ratings. This could be done, but someone would have to do it and probably would cost money. I couldn't find a lot about how much better these ratings relate to teaching effectiveness, so difficulty to know how much better they really are.

If we wanted to scrap the numerical scale but keep SETs, we could:

- 1) Base everything on analysis of written comments of students to see patterns in the comments. We may need to develop a new SET with questions that directly solicit information we want to know.
- 2) Another approach in the literature is to use a best-worst ranking of various aspects of teaching. So no numerical ratings for individual items, but students take a list of terms

and phrases related to teaching (e.g., material was interesting, expectations were clear, etc.) and put them in order from best to worst. By doing this, students are forced to say what was both good and bad about the course regardless of how they feel about it overall; there's no way to "give all 5s" or "give all 1's" which aren't very helpful.

Appendix B

Student Evaluations of Teaching (SET)

Professional Standards Committee
Faculty Meeting
April 4, 2018

Student Evaluations of Teaching

- What makes a “good” teacher is multidimensional and complicated.

Ways to assess

- Self-Reflection
- Peer Observation
- Student Experiences

```
graph LR; A((Good Teaching ?????)) --- B[Self-Reflection]; A --- C[Peer Observation]; A --- D[Student Experiences];
```

Student Evaluations of Teaching

- Measuring a multidimensional, complex construct such as “good teaching” is even more difficult, and always has limitations.

```
graph LR; A((Good Teaching ?????)) --- B[Student Experiences]; B --- C((Student Evaluations of Teaching (SET))); D((? ? ? ?)) --- B;
```

Why SET are used for faculty evaluations?

- Logically, students are uniquely positioned to evaluate professor (i.e., consumers, most experience with course)
- Cheap and convenient
- Explicitly demonstrates administrative concern for accountability
- Students get to have a say in faculty evaluation

“For every complex problem there is an answer that is clear, simple, and wrong.”
-H. L. Mencken

Problems Using SET

- SET ratings *do not* relate to teaching effectiveness (as measured by exam performance)
- SET ratings *do reflect* gender and potential racial bias
- Unsettling given the importance of SET in promotion and tenure

Prior evidence that SET do relate to teaching effectiveness

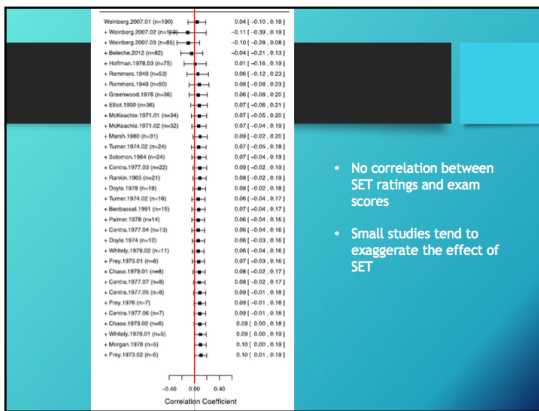
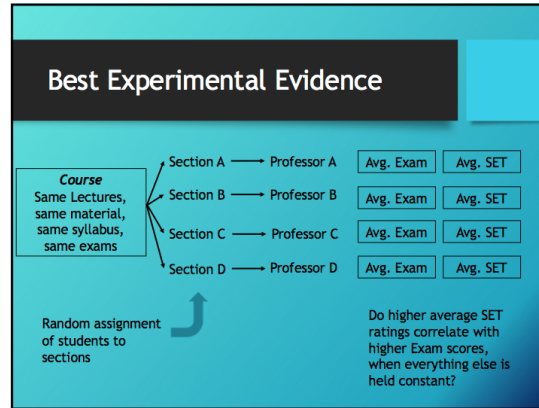
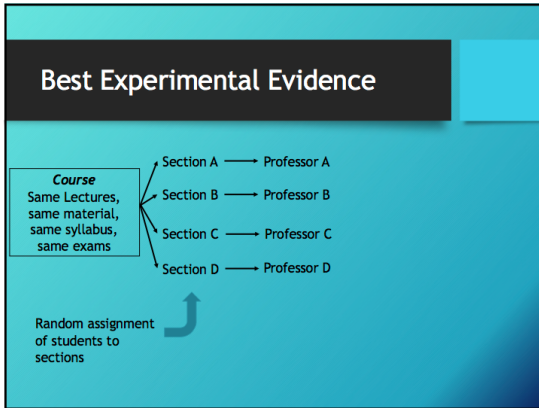
- Uttl, White, & Gonzalez (2016)
 - Meta-analysis of 51 studies of SET
 - Essentially an analytical review of the literature
- Two important conclusions
 1. Prior results that are *repeatedly* cited as evidence supporting SET (e.g., Cohen, 1981; Feldman, 1989) had *serious* methodological issues
 2. Scientifically-sound studies show no correlation between SET and outcomes

Best *Scientific* Evidence

- To best assess teaching skill, we need an objective, empirical measure of teaching effectiveness: exam scores
 - Assumptions:
 - On average, exam scores reflect learning of course material
 - On average, learning of course material is related to teaching effectiveness
 - Thus, on average, exam scores should reflect teaching effectiveness
- Because course topic, level, and focus all impact exam scores, the best studies use multiple sections of the same class

Best Experimental Evidence

Course
Same Lectures,
same material,
same syllabus,
same exams



- No correlation between SET ratings and exam scores
- Small studies tend to exaggerate the effect of SET

SET and student learning

- Perhaps SET could be useful for other purposes, but they do not tell us about teaching effectiveness (as defined by objective exam performance)
- So what *do* they measure? Evidence suggests more of a subjective “feeling of satisfaction” measure, rather than teaching effectiveness
 - Affected by many other non-teaching factors, including unrelated, subjective characteristics such as attractiveness (Hammermesh & Parker, 2005)

SET and bias

- Given that SET reflect feelings, not surprisingly, both explicit and implicit biases are reflected in SET

SET and gender bias

- Clearest evidence of gender bias comes from online courses in which *the perceived gender* of the instructor was manipulated
 - Male instructor
 - Taught sections as a professor with a male name
 - Taught sections as a professor with a female name
 - Female instructor
 - Taught sections as a professor with a male name
 - Taught sections as a professor with a female name
- Allows analysis of SET ratings for actual male and female instructor, as well as *perceived* male and female instructor

(MacNeill, Driscoll, & Hunt, 2014)

SET and gender bias

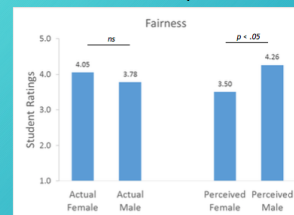
- No difference between the *actual* female and male ratings



(MacNeill, Driscoll, & Hunt, 2014)

SET and gender bias

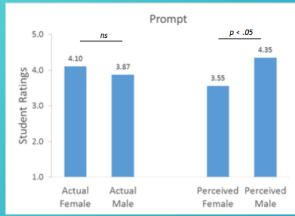
- No difference between the *actual* female and male ratings
- Significant difference between *perceived* female and male



(MacNeill, Driscoll, & Hunt, 2014)

SET and gender bias

- Significant difference between *perceived* female and male even for relatively objective aspects of teaching



(MacNeill, Driscoll, & Hunt, 2014)

Table 4
Unpaired T-Test of SET by Category

	N	Mean Rating	Difference	T	P
Instructor					
Dr. Martin (man)	295	3.84			
Dr. Mitchell (woman)	835	3.44	0.4***	5.24	0.000
Instructor/Course					
Dr. Martin	295	3.71			
Dr. Mitchell	835	3.31	0.4***	4.63	0.000
Course					
Dr. Martin	357	3.71			
Dr. Mitchell	1169	3.49	0.22***	3.11	0.001
Technology					
Dr. Martin	153	3.83			
Dr. Mitchell	501	3.64	0.19**	1.93	0.027

(Mitchell & Martin, 2018)

Table 4
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Technology					
Dr. Martin	153	3.83			
Dr. Mitchell	501	3.64	0.19**	1.93	0.027

Table 3
Grading Averages

	Dr. Martin (Man) Course Averages	Dr. Mitchell (Woman) Course Averages
Final Grades	75.23	79.30
Discussion Posts	67.97	73.09
Short Answers	65.60	67.74

(Mitchell & Martin, 2018)

SET and race bias

- Very few studies, but follows from gender bias evidence that other biases would also impact SET
- Study of 25 highest-ranked liberal arts colleges faculty on RateMyProfessor

Table 2
Instructor Ratings for Racial Minority and White Faculty

Rating	Racial minority	White	F(1, 3550)
Overall Quality	3.72 (.94)	3.89 (.87)	17.64**
Helpfulness	3.81 (.98)	3.95 (.90)	11.03**
Clarity	3.64 (.99)	3.83 (.92)	20.89**
Easiness	3.03 (.81)	2.94 (.77)	7.11**

Note. SDs in parentheses.
* $p < .05$. ** $p < .01$.

(Reid, 2010)

Conclusions

- SET ratings do not relate to objective measures of teaching effectiveness
- SET ratings reflect gender and potential race bias
 - Is using SET to make tenure and promotion decisions ethical?
 - Does use of SET ratings work against University vision to "increase the diversity of all parts of our university community through commitment to diversity in our recruitment *and retention* efforts?"
- Using methods known to be biased to make tenure and promotion decisions is illegal, and invites lawsuits
 - Jan 2017: In lawsuits filed in federal court last week and state court last summer, an assistant professor of film and media studies accuses her employer of improperly relying in part on discriminatory feedback from her students in deeming her work subpar. (one of many examples)

A range of possible solutions

Suggestions for possible solutions to the problem of bias on SET forms



Appendix C

Request from the Faculty Senate:

The Faculty Senate has spent more than a year collecting information and developing recommendations to revise the Faculty Code with regard to the language around promotion to full professor. A committee of members of the Faculty Senate, convened by the Faculty Senate to do this work, believes it would be best to present two options to the faculty:

- a simple revision of the existing language that would clarify any ambiguity
- a more expansive revision of the language that would alter our expectations about promotion to full

Below, please find our draft language of the second of these. We are sending this to the PSC on the understanding that the PSC can offer valuable insights into the compatibility of this language with the Faculty Code (and whether other portions of the Code or elements of the review process would have to be altered as well).

PROPOSED REVISION to the Faculty Code (at III.3.e):

“Faculty promotion shall be based upon the quality of a person's performance of academic duties. Specifically, decisions whether to promote shall be based upon the quality of the faculty member's performance in the following areas, listed in order of importance: (1) teaching and related responsibilities, including the mentoring of students; (2) professional growth; (3) participation in service to the university, to one’s profession, or—in ways related to one’s professional interests and expertise—to the larger community. Because the university seeks the highest standards for faculty advancement, mere satisfactory performance is no guarantee of promotion. In addition, appointment in the rank of associate professor and professor normally requires a doctoral, or other equivalent terminal degree. Within the category of professional growth, candidates for promotion to the rank of full professor must demonstrate significant scholarly achievement. Within the category of service, candidates for promotion to the rank of full professor must provide evidence of a significant contribution to the university. In no case is promotion to be recommended without a determination that the candidate has maintained a consistent high quality of teaching and a sustained record of service.”

Committee on Diversity 2017-2018 Annual Report

Submitted May 5, 2018 by Stuart Smithers, Committee Chair

Committee on Diversity members 2017-2018: Mike Benitez; Vivie Nguyen; Geoff Proehl; Sam Liao; Jennifer Utrata; Melvin Rouse; Stuart Smithers (chair, spring); Kristin Wilbur (chair, fall); Layth Sabbagh (student, fall) Juan Carlos Esquina Ortega (student, spring)

Report

At the conclusion of the 2016-2017 AY, the COD made the following recommendation:

“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.”

According to the minutes of the COD meeting of September 20, 2017, Prof. Jung Kim, as Senate liaison, provided the AY 17-18 charges: “...continue with committee charge #1: to serve the university’s goal of increasing the social diversity of the campus and the Faculty Senate charge #3: Develop and implement a strategy to educate students about bias in course evaluations.”

Regarding Charge #3: Bias in Student Evaluations of Teaching

This charge was a continuation from the previous year, which included a meeting with Jennifer Neighbors, then chair of the PSC. During the fall semester the committee discussed this charge, raising issues regarding the scale of the problem and the inadequacy of approaches that would actually eliminate or even sufficiently educate students regarding bias. Utrata and Liao were especially helpful providing the committee with data and review articles. As the senators know, this issue was also addressed by the PSC. During the spring semester PSC chair Amanda Mifflin invited Benitez, Smithers, Liao, and Utrata to join the PSC for a meeting to discuss

the question of gender and racial bias, its influence on student evaluations, and research indicating that student evaluations do not measure teaching effectiveness. At that meeting it was suggested that the PSC raise the problem with the full faculty. The item was added to the faculty meeting agenda for Wednesday, April 4 and the discussion was continued at the next faculty meeting. The COD expressed concern over the meagerness of resources (time, staff, and money) available for addressing problems like this. In the COD's April meeting Utrata noted that research shows student evaluations do not address teaching effectiveness, and that ***they should not, therefore, be used in tenure and promotion decisions*** (for obvious reasons of fairness, but also due to liability concerns). In that regard, Liao cited additional recent research that suggested student evaluations may not only be ineffective but also legally discriminatory. The committee was generally concerned over the potential for a lack of forward movement in addressing the issue in a timely manner, with members noting that the effort to address these bias issues needs to be similar to that devoted to developing and adopting the KNOW requirement, which began with Burlington funding for a group of faculty and staff to develop the KNOW proposal over an extended period of time.

There was consensus on the committee that this issue must also be made a priority at the administrative level of campus governance and that more resources are needed to support the work that will be required to eliminate issues of bias, particularly as related to the use of student evaluations in tenure and promotion deliberations.

Regarding Question #6:

The COD was surprised to return to the issue of Curriculum Committee's review and adoption (or non-adoption) of new language and guidelines for Question #6 in departmental reviews. Benitez and Smithers (as chair) were invited by Martin Jackson to discuss the matter with Ben Tromly (as chair of the CC). The COD sent its final recommendation to the CC at the end of AY 16-17, and had imagined that the matter had been resolved. After reviewing and discussing the previous years' work (including the draft of changes primarily drafted by Prof. Liao and approved by the committee), the COD reaffirmed its conclusions and suggestions – prior to the meeting with Tromly and Jackson.

As senators know, the CC met after the April 12 meeting with Benitez and Smithers, discussing and adopting three resolutions on the Charge (which resolutions are now before the Faculty Senate):

“Move to recommend that the Committee on Diversity appeal to the Faculty Senate to engage the full faculty in determining the best faculty governance process for having each department, program, or school report on its engagement with the Diversity Statement and the Diversity Strategic Plan.”

“Move to recommend to the Faculty Senate that it engage the full faculty in determining the best faculty governance process for having each department, program, or school report on its engagement with the Diversity Statement and the Diversity Strategic Plan.”

A final motion was passed to “include a hyperlink to *Threshold 2022: Cultivating a Culture of Inclusive Excellence* in the existing Question #6, in addition to a link to the Diversity Statement.”

As noted by Tromly: “The CC supports mechanisms for promoting and evaluating diversity in the curriculum, and agrees that the existing question 6 does not encourage thoughtful responses. However, the CC decided that the form of question 6 would best be handled as part of a larger discussion of diversity that would involve the full faculty.”

The COD will vote at its final meeting on whether or not to endorse the resolutions from the CC. My sense is that that the COD will indeed approve endorsement of the CC’s three resolutions regarding Question #6.

Regarding Charge #1: Increasing Social Diversity on Campus

Finally, and returning to AY 17-18 charge #1 (“...to serve the university’s goal of increasing the social diversity of the campus...”), in one spring meeting we discussed at length the faculty meeting presentation by the VP of Enrollment. We noted the discussion related to the “UPS 3” and the anecdotal impressions reported by admissions counselors. This led the committee to wonder about efforts by admissions officers to recruit students of historically minoritized backgrounds beyond the consolidated efforts and resources contained in the Access, Posse, and TPS programs. In that vein, committee members were also concerned about retention efforts and resources for minoritized students who were not affiliated with those programs. The committee chair reached out to Laura Martin-Fedich, but the meeting was delayed until the fall.

At several points during our discussions this year the committee came up against the problem of resource allocations, also noting that commitment is demonstrated in and through budgets. While entirely sympathetic to budgetary demands, the COD considers the current resources for minoritized faculty mentoring/thriving and minoritized student retention/persistence to be inadequate. We particularly feel the need to be mindful that the university has hired at over 50% FOC in tenure lines over the last three years and the need to be attentive to these hires coming up for tenure in the years ahead. These hiring results also reveal a clear need for prioritization and commitment to material resourcing/funding/capacity to support mentoring and retention efforts.

These discussions also helped the committee consider tasks for next year.

Next Year, AY 18-19

For next year the COD would like to recommend the following charges:

1. To study the origin and history of the Committee on Diversity to date; to reexamine its significance to the faculty and to the university's goals and mission; to reimagine, clarify, and develop, officially, the committee's function and goals.
2. With regard to the above efforts, and while studying data from the Campus Climate Survey, study retention and persistence rates for minoritized students and faculty, develop strategies of support, and advocate for resources wherever the committee deems resource allocation is necessary.
3. To engage the Admissions Office regarding strategies and approaches to minoritized students who are not in the Posse, Access, or TPS programs.

Date: May 4, 2018

To: Faculty Senate

From: Benjamin Tromly, Chair

Re: 2017-18 Curriculum Committee Report, pursuant to Article 5 sec. 5 of the Faculty Bylaws

This final report summarizes the work of the Curriculum Committee (CC) during the 2017-178 academic year (AY). Benjamin Tromly served as chair in the fall and spring semesters and prepared this report. All CC members took part in full-committee meetings, and also smaller sub-committees: working groups devoted to curricular reviews, course review “advisory groups,” and ad hoc working groups. Further discussion of the organizational structure of the committee is included below.

General Information

Members of the 2017-18 curriculum committee were Bill Barry (Classics), David Chi (Mathematics and Computer Science), Julie Christoph (English), Kent Hooper (German Studies), Chris Kendall (Politics and Government), Julia Looper (Physical Therapy), Gary McCall (Exercise Science, fall only), Eric Orlin (Classics), Jenny Pitonyak (Occupational Therapy), Holly Roberts (Physical Therapy), Leslie Saucedo (Biology), Johnathan Stockdale (Religious Studies), Jason Stuna (Sociology and Anthropology), Courtney Thatcher (Mathematics and Computer Science, spring only), Bryan Thines (Biology), Ben Tromly (History), Nila Wiese (Business and Leadership, fall only), Matt Fergoda (student), Hannah Houser (student, fall only), Kelly Johnson (student, spring only), Martin Jackson (representing the Dean of the University), Mike Pastore (Registrar, fall only), Kathleen Campbell (representing the Registrar, spring only), and Peggy Burge (representing the Library Director).

The CC met on the following days in 2017-18: September 5, September 12, September 29, October 10, October 22, October 31, November 17, November 28, January 19, January 26, February 2, February 16, March 2, March 23, April 6, April 13, April 20, and April 27.

Senate Charges

Senate Charge 1

Consider the COD’s 2016-2017 recommendations for review and support of departments’ and programs’ approaches to diversity and take appropriate action.

In 2016-2017, the Committee on Diversity (CoD) proposed to the CC new language for Question 6 of the Self-Study Guide for Departments and Programs. The CC took up this charge in the Spring after the Associate Dean composed a document on the History of Question 6 meant to provide background for deliberations of CC on this charge (see **Appendix C**).

After a meeting between the chairs of CoD and CC in April 2018 (along with ex officio members of both committees), the CC took up this question at two meetings that same month. Some CC members found the existing question 6 to be insufficient in terms of probing departments and programs on matters of diversity. The committee discussed a variety of issues relating to the CoD proposal, including questions about the competence and remit of the CC, concerns about

perceived or real encroachments on academic freedom, and the desire for wider faculty buy-in on the question (see the minutes for April 13 and April 20). Accordingly, the CC decided that the best path forward was for the CC to pass this question to the Faculty Senate in order to engage the full faculty on Question 6, which would occur in the context of a wider discussion of mechanisms for fostering and evaluating work on diversity in the university. Some CC members expressed the view that this course of action would make the faculty “own” its commitment to diversity. Accordingly, on April 20 the CC passed three resolutions on Charge 1:

- “Move to recommend that the Committee on Diversity appeal to the Faculty Senate to engage the full faculty in determining the best faculty governance process for having each department, program, or school report on its engagement with the Diversity Statement and the Diversity Strategic Plan.”
- “Move to recommend to the Faculty Senate that it engage the full faculty in determining the best faculty governance process for having each department, program, or school report on its engagement with the Diversity Statement and the Diversity Strategic Plan.”
- A final motion was passed to “include a hyperlink to *Threshold 2022: Cultivating a Culture of Inclusive Excellence* in the existing Question #6, in addition to a link to the Diversity Statement.”

The rationale for passing two similar motions was to bring the question forward to the Senate while simultaneously stressing the role of the CoD in these discussions. The final resolution was intended as an interim measure to improve the question in a minor way, namely by ensuring that faculty carrying out the self-study process would refer to the goals of the university in the area of diversity as well as its Diversity Statement.

Senate Charge 2

Review the standard workflow of the Curriculum Committee to consider how to streamline course approval and fulfill other standing charges related to the review of courses and programs while providing necessary vetting and faculty control of curriculum.

Reacting to the comments of the Faculty Senate liaison at its 5 September 2017 meeting, the CC chair began the year with an intention of considering changes to CC operating procedures that might facilitate the committee’s more meaningful engagement in curricular matters, including by adopting a more proactive role in faculty curricular development.

In response to Charge 2, the CC adopted a new mechanism for reviewing course proposals for the core. The previous mechanism, according to which pre-assigned working groups, after meeting in person, brought course proposals in designated core areas to the full committee at the start of each meeting, seemed to have several drawbacks: 1) the committee spent a good deal of time at the beginning of each meeting on WG reports and votes on each specific course; 2) WGs had many in-person meetings on course proposals that seemed extraneous and 3) the CC members tasked with fielding proposals in a designated core area were not necessarily best-situated to do so given their own areas of expertise.

After deliberating on the issue early in the fall, the CC developed a system of reviewing course proposals, which was adopted as a “trial procedure” for this year only (see Curriculum

Committee procedure for reviewing core and KNOW courses in **Appendix A**). First, in forming WGs, the chair asked members to choose what core area they would like to review courses in by designating their ranked preferences on a sign-up sheet. Notably, these course review WGs were different than the WGs assigned to carry out curricular reviews. Second, the CC established a procedure for course reviews to take place electronically. In the new model, each course proposal was tackled by a “lead” from the corresponding WG, who would submit a written response to other members of the WG by email. (Leads rotated among faculty members of the different WGs). Finally, the chair and Associate Dean assembled the courses approved in the agenda for each meeting of the full CC. The agenda included as a standard item the “opportunity to deliberate on course approvals to date”; in lieu of comments or questions, the courses were passed without a formal vote. As a result, the CC did not spend time soliciting WG reports and voting on course proposals at the beginning of each meeting.

The streamlined procedure for reviewing course proposals seems to have worked fairly well. The new system seemed to have an advantages: much less time was spent in WG meetings, and the electronic deliberations on courses seem to have been effective in some cases. At least one CC member worried that the self-selection of WG members might have negative results, as CC members established themselves as “experts” in specific core areas. CC meetings do not give the sense that this posed a problem. Likewise, the creation of two sets of WGs—one for course reviews and one for curricular reviews—does not seem to have created organizational headaches, as the Associate Dean funneled the course materials electronically to the WGs.

The new system did not function flawlessly, however. It put a premium on making sure email threads went to the right WG members. In addition, one CC member reported missing the opportunity to hear more about proposed courses at full CC meetings.

The CC also approached Charge 2 through discussions on how to conduct core and curricular reviews. At its October 10 meeting, the CC considered different models for handling its reviews (see “Potential Models for Organizing Curriculum Committee Workload,” also in **Appendix A**). This document suggested several models for organizing the CC’s core and department/program curricular reviews: 1) the status quo arrangement of having relatively small (3-4 person) working groups conduct all these curricular reviews and then bring formal reports to the full committee; 2) the entire committee would handle the core area review and 3) a “modified working group model” in which a larger working group would serve as a “steering committee” for core area (SSI) review, with smaller working groups dedicated to curricular reviews. (The notion was that the steering committee would be in a position to involve other members of the committee in the core area review in a supportive role).

The committee decided that option 1 was insufficient, as there was a “desire not to have a scenario where a small group does lots of work and the entire CC only spends 10 min getting a summary of a significant area of the curriculum” (minutes for 31 October 2017), as had been the case in the past. Option 2 seemed problematic because it was deemed unwieldy to conduct a core area review in full committee meetings. Therefore, option 3 was decided upon, with the modification that the full committee would help to determine critical questions for the core area review that would then be taken up by the steering committee (see **Appendix A**).

To implement this structure, the CC discussed initiating the SSI review at its 20 October 2017 and 19 January 2018 meetings. At the latter meeting, data were presented to the committee and valuable questions were posed (in part, on how students are assigned to SSI sections, standardization of sections, the SSI-SS2 relationship, and on different data). From that point, the steering committee took over, but the review was not completed. Therefore, it is impossible to gauge whether this year's organization of working groups for curricular reviews was useful or not.

Senate Charge 3

Propose mechanisms for providing support for programs and faculty to utilize completed core area reviews to improve the curriculum.

The CC made very little headway with this charge. The chair intended to work on this charge via the scheduled review of the SSIs; such an approach, it seemed, would allow the CC to work on the matter of core area reviews and their impact in a concrete rather than abstract manner. However, the SSI review was initiated but not completed. On preliminary work done on the SSI review and organizational arrangements for conducting core and curricular reviews, see above on **Charge 2**.

Other Work of the Curriculum Committee:

Seven-Year Department, School, and Program Reviews (**Appendix D**)

1. Latin American Studies Department
2. Exercise Science Department
3. Physics Department

Core Area Assessment Reviews

As noted above, the SSI (I and II) review was not completed in AY 2017-2018. See above on **Charges 2 and 3**.

Core Course Proposal Reviews

The CC approved 10 SSI courses (7 SSI1, 3 SSI2), 4 Connections Courses, 5 Approaches Courses (including 2 Humanistic Approaches and 3 Artistic Approaches), and 10 courses for the KNOW overlay. For a list of courses, see **Appendix B**; on modification in core course proposal review process, see above on Charge 2 and **Appendix A**.

Proposal for the Creation of a Liberal Studies Major through Freedom Education Project Puget Sound (FEPPS)

The CC continued work from 2016-2017 on the FEPPS proposal for a Liberal Studies Major, with two representatives of FEPPS attending the CC on 29 September 2017. As they explained, the goal of FEPPS was to obtain the CC's approval of the Liberal Studies Major as a degree that meets Puget Sound curricular standards. In the previous academic year, the CC had suggested that FEPPS adopt a "contract-style" major rather than seeking exemption from various major

requirements; FEPPS had followed this advice and brought a revised proposal to the CC (**Appendix E**). The CC considered questions of curricular design and the decision for a Liberal Studies Major rather than a Bachelor of Liberal Studies degree. It passed a Recommendation to the Faculty Senate endorsing the Liberal Studies Major on 20 October 2017 which praised the FEPPS organizers for constructing a degree with curricular integrity despite institutional constraints on the program (**Appendix E**).

Experiential Learning Faculty Advisory Board Proposal

The CC received a proposal from the Experiential Learning Faculty Advisory Board (ELFAB) on 10 November 2017 asking for CC approval to create an “opt-in” designation for experiential learning (EL) courses in PeopleSoft. The 2016-2017 CC had deliberated on the same proposal but had not reached a decision on it. At its 17 November 2017 meeting with two ELFAB members in attendance, some CC members raised concerns about whether the CC had standing to consider the ELFAB proposal – as PeopleSoft is not part of the curriculum in a strict sense – but also about the definition of EL offered within it.

The CC decided that it did have a responsibility to consider the proposal, and resolved to continue its discussion by inviting some CC members to write responses on whether their own courses that seemed to have EL content would fit the proposed designation. In other words, the CC members resolved to “test” the rubric for defining experiential learning that ELFAB included in its proposal by considering their own courses. All five courses examined seemed to fit ELFAB’s definition of EL, and some CC members posited that many courses on campus would in fact fit the EL definition. Working from this exercise, the CC determined that ELFAB’s criteria are “excessively broad and general” (See **Appendix F**). Accordingly, the CC declined to approve the new designation, instead sending ELFAB a response that encouraged it to continue its work in defining EL (and providing ELFAB with the materials of the “test” courses of CC members already described).

Interdisciplinary Humanities Emphasis

The CC spent several meetings deliberating on the proposal for a revamped Humanities Program made up of thematic “Pathways.” The Humanities proposers designed their curriculum as a “Concentration,” a loose thematic group of courses. At its 2 February 2018 meeting, the CC determined that the Humanities proposal in fact resembled an Interdisciplinary Emphasis, which is an already established form of interdisciplinary program at Puget Sound for which working “Guidelines” documents have been established. The CC recommended to the Humanities proposers that they consider relabeling their program as an “interdisciplinary emphasis” on the logic that creating a new “Concentration” would take much CC time, and might prove futile given the existence of the Interdisciplinary Emphasis. This recommendation was accepted.

This approach to IHE was contingent on resolving another issue: the stipulation in CC “working documents” that an Interdisciplinary Emphasis had a seven-course minimum (IHE only required five courses). To address this problem, the chair and Associate Dean researched the history of the seven-course requirement for Interdisciplinary Emphases. It turned out that the seven-course requirement had little curricular justification and had, in fact, rarely been observed by emphases on campus (note that at the time of examining the IHE the only emphasis on campus was Bioethics, which has a six-course requirement). The CC passed a proposal to reduce the

Interdisciplinary Emphasis to a five-course minimum (see **Appendix F**). The CC then considered and approved different components of IHE in stages: a “contingent” approval of the program itself (minutes of 2 March 2018), the Curricular Impact Statement (6 April 2018), and the six Pathways themselves at its final two meetings of 2017-2018 (April 20 and 27).

The CC’s review of the IHE proposal involved extensive back-and-forth with the proposers. The IHE folks responded to a set of queries from the Office of the Registrar and numerous requests from the CC itself. While the details of these interactions are too detailed to reproduce, a few points are worth mentioning. First, the CC suggested the IHE include some “reflective” mechanism for students completing it; the proposers incorporated that suggestion by creating a writing assignment for students completing a Pathway. Second, the CC determined that the CC, pursuant to its mandate of approving new courses of study, should be in charge of reviewing all new Pathways that might arise in the future. The question arose as to what materials would be required to facilitate the review of an IHE Pathway. In the first “batch” of Pathways this Spring, the CC requested (and received) a full set of course descriptions for each pathway, a short text on the Pathway (apart from the Bulletin copy) explaining how the courses in the Pathway cohere, and an indication of how often the courses in each Pathway will be offered. The CC members, in Working Groups, then compared these materials with the criteria of the IHE itself as defined in its proposal (**Appendix G**) and the “Guidelines” document for reviewing interdisciplinary programs. While the CC found that these materials were sufficient, several CC members also thought that syllabi should have been solicited.

Tromly also communicated about the CC’s deliberations on IHE with Strategic Plan task force #1, which was considering the overall structure of Puget Sound’s curriculum and the possibility of a pathway structure within it.

Special Interdisciplinary Major Review (SIM)

A WG conducted a review of the recent SIMs, in part as a response to a few trying instances when the full CC discussed specific SIMs then underway (**Appendix H**). The WG’s recommendations were passed on 27 April 2018.

The CC decided that the SIM program was basically effective, at least for the very small pool of students who pursued SIMs. It passed the following WG recommendations:

1. In the interests of improving the CC’s process of reviewing SIMs and avoiding protracted or difficult reviews, require students applying for SIMs to consult with the relevant Associate Dean early in the development of an application.
2. With the goal of improving the administration of approved SIMs, delegate to SIM faculty advisors the responsibility of approving specific course changes to the SIM independently of the CC, with the understanding that the modifications will be communicated to the relevant Associate Dean.
3. In order to mitigate against the sense of isolation some SIM students have experienced, encourage advisory committee members to think of each SIM student as a member of their home department or program.
4. For the time being, maintain the existing guidelines for approving and reviewing SIMs unchanged (apart from 1-3). However, in light of the incomplete picture this review

offers of wider faculty opinion on SIMs – including questions of accessibility of SIMs, faculty time commitments and views on SIMs more generally – recommend that the Senate consider whether the question of SIMs requires further consideration.

Review of KNOW courses

As discussed at our meeting on 2 March 2018, the CC advisory group reviewing KNOW courses noted that one aspect of the KNOW guidelines – I Ib, which mandates that KNOW courses “provide opportunities for students to consider linkages between their social positions and course themes related to these issues” – is often not apparent in submitted syllabi. While the CC proposed several ideas for remedying this issue, such as holding a Wednesday at 4 session to help faculty (presumably in the fall), including the issue as an agenda item at a full faculty meeting, or bringing it up at a Chairs meeting, the CC agreed on a “good first step” of tasking the Associate Dean with changing course proposal forms by asking faculty to demonstrate clearly I Ib in their syllabi.

Activity credit vs. academic credit

On 2 March 2018 Martin Jackson brought up the issue of distinguishing activity credits and academic credits. Which .25 or .5 credit classes belong in one or another category? There are no formal guidelines for classifying classes one way or the other. Reviewing a list of .25 or .5 credit classes in both categories, the CC came to the conclusion that there was little rhyme or reason for the division of existing courses, although the allowance for .5 activity credits on top of 4 credits without extra tuition (in contrast to .25 academic credits) might have motivated some faculty decisions. The CC was not able to return to this question but determined that it was worth further consideration.

2017-18 Curriculum Committee Recommendations and Ongoing Work

1. The SSI Review was not completed this academic year. Members of SSI steering group will report to the CC on the question in the fall.
2. Continue work that was encompassed in this year’s Charge 3, namely the work of using core area reviews to improve the curriculum and to support faculty curricular development.
3. Despite efforts this year to streamline CC processes, the committee remains overstretched. In particular, it is difficult for the CC to carry out curricular and core reviews – let alone to proactively explore “big picture” considerations about the curriculum, as this year’s CC has sought to do – while fulfilling its obligation to review new programs and courses (such as FEPPS, Experiential Learning and the Interdisciplinary Humanities Emphasis). The Senate should consider ways to structure the committee in order to enable it to perform its many and varied standing charges better. One idea discussed is having WGs do more to prepare questions before they go to the full committee.
4. Bring to the attention of the 2018-2019 the need to revisit the procedure for reviewing core course proposals. In the process, consider whether some short description of the course be included in CC meeting agendas so that all CC members have more knowledge on individual course proposals.

5. With the goal of promoting diversity in the curriculum, continue work on Question 6 of the Self-Study Guide if tasked to do so by the Senate or by the full faculty.
6. The CC should consider the process by which department/program curricular reviews are completed and, in particular, acted upon. The CC recommends that the Senate charge the CC with exploring the possibility and viability of establishing a mechanism to ask for departmental/program feedback to CC curricular reviews.
7. The CC recommends that the 2018-2019 CC be charged with working on developing detailed criteria on the distinction between activity and academic credits.
8. Bring to the Senate's attention the minor modifications made to the SIM program.

Appendix A: Working Group Assignments

Advisory Groups, Curriculum Committee

- Connections: Gary McCall, Leslie Saucedo, Jason Struna, Julia Looper, Ben Tromly
- SSIs: Julie Christoph, Eric Orlin, Holly Roberts, Bryan Thines, Peggy Burge
- KNOW: Chris Kendall, Bill Barry, Jonathan Stockdale, Jenny Pitonyak, Hannah Hauser (fall)
- Approaches: David Chiu, Kent Hooper, Matt Fergoda, Nila Weise (fall), Michael Pastore/Kathleen Campbell, Courtney Thatcher (spring)

Curricular Review Working Groups

- SSI steering group: Bill Barry, Bryan Thines, Eric Orlin, Julie Christoph, Chris Kendall, Peggy Burge
- Working Group 1 (assigned Physics review): Leslie Saucedo, David Chiu, Matt Fergoda
- Working Group 2 (assigned Latin American Studies review): Kent Hooper, Holly Roberts, Jason Struna
- Working Group 3 (assigned Exercise Science review): Julia Looper, Jenny Pitonyak, Jonathan Stockdale
- Working Group 4 (assigned SIM review): Nila Weise (fall), Gary McCall (fall), Courtney Thatcher (Spring), Ben Tromly

Humanities IE Pathways Ad Hoc Working Groups:

- Challenging Inequality, Leading Social Change: 1: Issues of Gender: Bill Barry, David Chiu, Julia Looper, Kathleen Campbell
- Challenging Inequality, Leading Social Change: 2: Issues of Race and Ethnicity: Bryan Thines, Julie Nelson Christoph, Leslie Saucedo
- The Global Middle Ages: Courtney Thatcher, Jason Struna, Kent Hooper
- Artist as a Humanist: Eric Orlin, Chris Kendall, Peggy Burge
- Visual Culture: Jonathan Stockdale, Jennifer Pitonyak, Kelly Johnson
- Science and Values: Holly Roberts, Benjamin Tromly, Matt Fergoda

Revised Curriculum Committee procedure for reviewing core and KNOW course proposals (passed 10 October 2017)

As a trial procedure this fall, the Curriculum Committee will review core proposals for the Core Curriculum using a modified procedure. Instead of the procedure by which working groups are assigned review of proposals in distinct core areas with the expectation that all proposals are handled at working group meetings, the committee will form four “advisory groups” devoted to proposals in these curricular areas: Connections, SSI1/SSI2, KNOW and Approaches. Each incoming course proposal in a given area will be reviewed by the Associate Dean as well as by a “lead” on the corresponding advisory group (leads will rotate among faculty members in each advisory group). The lead for a specific course will write a short blurb on the proposal and distribute it to other advisory group members (and the Associate Dean) electronically. If other advisory group members have questions, the advisory group may choose to discuss the matter

further electronically or in person, corresponding with the faculty member(s) proposing the course as it deems necessary, after which it brings the course to the full Curriculum Committee. Courses approved by the advisory group are reported to the full committee at regularly scheduled meetings. In the absence of a call for discussion, the approval is considered final and reported to the faculty member(s) proposing the course and to the university community.

Potential Models for Organizing Curriculum Committee Workload (Tromly with input from Saucedo and Kendall), late October 2017 (material to spur discussion—not a resolution)

Note: anticipated work includes one core area review (the SSI sequence) and three curricular reviews of the Exercise Science Department, the Physics Department, and the Latin American Studies Program. The following models are meant as starting points for discussion.

1. Working group model. As in previous years, the committee assigns the core area to a designated working group, which carries out the review and reports back to the full committee upon its completion.

Potential considerations:

- Given large membership of the committee (20 members including ex officio and student members), it will be possible of creating a larger working group to handle the SSI review and smaller working groups (perhaps three persons) to handle the department/program curriculum reviews;
- Potential lack of “ownership” of SSI review from committee as a whole;
- Problem that a SSI “supergroup” might be unwieldy;
- Question of whether already formed “advisory groups” would also be conducting reviews as well as reviewing new courses, or whether a second classification of working groups tasked with reviews would be formed. (This question applies to #2 below as well). Regarding how groups are formed, the issue arises of whether self-selecting advisory groups are ideal for reviewing core areas and departments/programs.

2. The entire committee handles the core area review. Different components of the core area review (possibly reviewing certain kinds of data, organizing a survey, and holding a discussion) are assigned to created sub-groups of the committee.

Potential considerations:

- Presumably under this model many committee members would be taking part in both the SSI review and a curriculum review, making for more work;
- The danger that much of the core area review would have to be conducted in the full committee format, which would be laborious;
- Another potential drawback is that committee members would be working on separate components of the SSI review and might not get a sense of the whole.

3. Modified working group model. The committee creates a larger working group to serve as a “steering committee” for core area (SSI) review, along with smaller working groups devoted to

the program/department reviews. The steering committee would be in charge of the core area review but involve other members of the committee in the review in a supportive role.

Potential considerations:

- Balancing structure and full committee ownership; “keep everyone involved BUT allow a "home" group to keep it from being too disjointed” and seeing the big (Saucedo);
- The steering committee might save the full committee from work that might prove unwieldy at the full-committee level;
- Here is a possible way to conceptualize the division of labor: “As for the group getting the core review (SSIs), they could do the initial groundwork (what do core reviews look like/what might we add/change), then parse out individual bits to all 4 groups. Then that 4th group would pull all the bits together into a full package to present to the entire committee” (also Saucedo). Perhaps the steering committee could start by proposing modifications to the review process to the full committee (Kendall);
- This structure might facilitate meaningful and reflective discussion of the core review process in the wider committee, which would allow us to address Senate charge 3 (see below).

Appendix B: Approved Courses

Forthcoming

Appendix C: Materials related to Charge 1

History of Question #6 on department/program curriculum review self-study (Martin Jackson)

From self-study guides for the period Fall 2006- Spring 2011: *In what ways does the curriculum in your department, school, or program reflect the diversity of our society?*

Spring 2012: CC approved new wording based on recommendation from CoD: *In the content, planning, teaching, and/or assessment of the curriculum, how does your department, school, or program engage diversity and/or the diverse identities of Puget Sound students and the University's goals for diversifying the students and faculty?* [Note: This version is reported in the 2011-12 CC year-end report as a motion approved at the April 27 2012 CC meeting. Minutes for that meeting are not available.]

For reviews conducted 2012-13: departments could choose between previous and new versions of Q6.

From self-study guide dated Spring 2013: *How does your department, school, or program engage diversity in relation to recruitment, curriculum, pedagogy, professional membership/career trajectories, and/or in interactions with students?* [Note: The provenance of this statement is not clear.]

From self-study guide dated Spring 2014: *How does the curriculum of your department, school or program engage with the University's Diversity Statement?* (Adopted by CC February 24, 2014)

Wording recommended by CoD on March 11, 2014 but not adopted by the CC: *How does your department, school or program engage the university's Diversity Statement in regard to curriculum, pedagogy, retention of students and recruitment and retention of faculty?*

From 2011-12 CC year-end report

REVISE CURRICULUM REVIEW GUIDELINES IN CONSULTATION WITH DEPARTMENT AND PROGRAM LEADERS

As working groups considered various five-year curriculum reviews, it became clear that the review question on diversity was particularly problematic. In several cases, working group members and departments differed in their understanding of the purpose and scope of the diversity question. As a result, consideration of some curriculum reviews took longer than expected. The committee was pleased to receive from the Committee on Diversity a suggestion of modified language for that question. The Curriculum Committee approved, with a small modification, the suggested language and on April 27, 2012 voted to recommend to the Senate that the existing diversity question in the curriculum review guidelines be replaced with, "In the content, planning, teaching, and/or assessment of the curriculum, how does your department, school, or program engage diversity and/or the diverse identities of Puget Sound students and the University's goals for diversifying the students and faculty?"

The committee recommends that the Senate approve this change without waiting for recommendations on more thorough revision to the guidelines. The committee felt that the importance of having good information on diversity issues and of communicating the university's commitment to diversity demanded a change on the diversity question, even if the committee will soon be recommending changes to additional questions.

In general, the subcommittee assigned to address this charge was persuaded that the best course of action would be to take up the discussion of review guidelines once the diversity question – which is likely to be controversial – was sorted out. The committee hopes to have a new version of the curriculum review questions, which incorporates the proposed change to the diversity question, to begin discussion with department and program heads in 2012-2013.

From 2013-14 CC year-end report

DISCUSSION OF QUESTION 6 OF THE CURRICULUM REVIEW GUIDELINES

During several meetings (including October 28, January 27, February 10, February 24), the CC considered question #6 of the departmental curriculum review guidelines. Its members wondered, given that the CC is charged to examine the curriculum, whether it is appropriate for the CC to review diversity efforts in hiring and recruitment.

During the February 24, 2014 meeting of the CC, the committee voted that question 6 of the Curriculum Review Guidelines be replaced by one reading “How does the curriculum of your department, school or program engage with the University’s Diversity Statement?”

On April 7, 2014, members of the Committee on Diversity (CoD) attended the regular CC meeting for a discussion about question #6 of the departmental curriculum review guidelines. After some review of the history and the responsibilities of the two committees as set out in the Bylaws, discussion turned to the CC’s recent action to redraft question #6 of the Curriculum Review Guidelines.

Members of the CoD discussed a recent memo from its Chair, Amy Ryken, to the CC. The memo made several points that became the basis of discussion. The memo appears in Appendix O. It recommended that the CC reconsider its recent action and again revise question 6, this time to read: *How does your department, school or program engage the university’s Diversity Statement in regard to curriculum, pedagogy, retention of students and recruitment and retention of faculty?*

The memo goes on to affirm that if the CC does not, in the end, agree that the Curricular review is a “central and strategic location to support engagement with questions of faculty retention and hiring” the CoD will recommend to the Senate that it be charged to administer a separate required process of reflection on diversity strategies to take place during the hiring cycle. The CoD also recommended that each committee ask the Senate to jointly charge them to continue to work on this issue.

Discussion centered on the relative advantages and disadvantages of the curriculum review process and the possible diversity review process as the occasion of department reflection on issues of hiring and retention. Some appreciated the advantages of tying this review to the existing curriculum review and others expressed the view that explicit concern with issues of faculty hiring fit better with the Bylaws charges to the CoD.

Discussion continued after the representatives from the CoD excused themselves. Some members expressed a level of agreement with the general position of the CoD and offered small changes that might be made to the Committee’s rewording of question 6. Others argued that the CC has given this matter sufficient attention, that further discussion was unlikely to lead to a different result and the CC should keep its focus on curriculum issues, leaving the important consideration of diversity in hiring issues to the CoD.

A motion to reconsider the Committee’s recent action with respect to question 6 of the Curriculum Review Guidelines was voted upon, but it failed to pass.

On April 7, 2014, the CC discussed a possible request to the Senate for a charge “to collaborate with the Committee on Diversity to consider strategies for supporting and reviewing responses to Question 6 of the departmental curriculum review guidelines.” Discussion focused on the CC’s desire to continue to work collaboratively with the Committee on Diversity. CC members found no need for any formal charge, given that the CC declined to again review question 6.

From Guidelines on Conducting Department, Program, or School Seven-Year Reviews (pp. 10-11)

Additional Guidance on Review Question #6

In recent years, the Curriculum Committee has struggled to determine how to assess answers to question #6 of the Self-Study Guide concerning diversity. In fact, in the last few years the crafting and modification of this question has been the subject of several discussions in the Curriculum Committee.

Question #6 currently reads: *How does the curriculum of your department, school, or program engage with the university’s Diversity Statement?* The university’s Diversity Statement is itself quite vague and does not specifically reference “social diversity,” which is defined in a separate [Glossary](#). One can understand why the Committee on Diversity (CoD) voted in March 2014 to make question #6 more specific by changing it to: *“How does your department, school, or program engage the university’s Diversity Statement in regard to curriculum, pedagogy, retention of students, and recruitment and retention of faculty?”* ([minutes available here](#)). The Curriculum Committee voted not to change the question, however, viewing this as an overextension of the Curriculum Committee’s curricular purview.

What constitutes a good answer to question #6?

Given that neither the question nor the Statement is very specific, the answers supplied in departments’ self-studies vary widely, and Curriculum Committee working groups are not always sure how these answers should be evaluated, nor indeed whether the Curriculum Committee can justifiably probe issues such as faculty hiring and retention.

The Summer 2015 Curriculum Committee working group suggests the following guiding principles for working groups:

- 1) As [Puget Sound publicly states](#), “We believe that reflective, thoughtful, and respectful examination of the differing dimensions of diversity educates and empowers all who work and study here to be advocates for inclusion and equity.”
- 2) The periodic review of departments by the Curriculum Committee represents a unique opportunity for a department to examine its engagement with campus diversity efforts and the ongoing goal of making Puget Sound a more inclusive and equitable place for those who learn and work here.
- 3) While the Curriculum Committee does not have authority to withhold approval of a departmental review because of non-curricular matters such as faculty hiring, it should take advantage of the opportunity to engage departments in collegial and challenging dialogue about how (and whether) they are working toward improving campus diversity, inclusiveness, and equitableness.
- 4) Working groups should be extremely careful to avoid infringing on faculty members’ academic freedom when considering question #6. For example, faculty members are likely to be offended by the suggestion that their course readings should be changed in order to promote diversity. If a working group finds itself uncertain about whether it is veering into academic freedom infringement, it would do well to bring the matter to the

full Curriculum Committee for discussion before communicating with the department under review.

From the 2016-17 CoD year-end report (pp. 5-6)

Charge #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.

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?’

The committee is recommending the following wording of Question #6 to the Curriculum Committee in order to reflect the CoD’s concerns:

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 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.

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.

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.

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.

Appendix D: Curricular Reviews

Latin American Studies Curriculum Review Summary

The Latin American Studies review offers a concise summary of the challenges faced by the program, as well as its assets and distinctiveness relative to other programs, minors, and majors. Further, the review demonstrates an awareness of LAS' position in a challenging and competitive curricular landscape, and posits a reasonable path toward enhancing the capacities of the program by expanding access to social science faculty contributing to existing course offerings.

The curriculum committee recommends that the university support the LAS Program by working with programs and departments to enhance access to faculty resources from social science disciplines, and concludes that the program meets the standards of quality and integrity we are charged with reviewing and insuring.

Physics Curriculum Review Summary

Working group 1 (Leslie Saucedo, David Chiu, and Matt Fergoda) move to accept the Curriculum Review from the Physics Department. The review demonstrated a strong commitment to providing physics majors with a robust experience via carefully thought out course planning and assessment of learning. In addition, the department provides substantial service to the University by teaching so many non-majors in PHYS111/112, housing the Honors program, and the Dual Degree Engineering (DDE) program.

Because the initial submission didn't address the other majors offered through the department (the Natural Science-Physics major and the BA Engineering Dual degree), the working group asked for some details to be added to the Curriculum Review. The Physics department met this request. It does appear that there are very few of these majors and *we will suggest that the Physics department consider who these majors are meant to serve/how might they better meet the needs of the student body.*

The initial response to how the department meets the requirement for "Writing in the Major" (question #5) seemed to overstate the amount of writing the average major is doing in courses beyond lab reports (as deduced by reading the submitted syllabi). We asked for clarification and this response was updated to better reflect that writing assignments/projects are not department-mandated; they are chosen ad-lib. *We will suggest that the Physics department consider having a more structured approach to writing assignments to ensure majors have more similar experiences. Since the curriculum review highlighted the department's emphasis on preparing their students for graduate school, it seems that assignments that model grant writing might be useful.*

Finally, the response to how the department "engages with the university's diversity statement" (question #6) was primarily focused on recruiting and retaining more women as faculty and students. They note that they do not keep data on other underrepresented groups. Given the ongoing demographic changes, *we will suggest that the Physics department does start thinking about other underrepresented groups and consider ways to improve access and inclusion.*

Exercise Science Curriculum Review Summary

This Working Group (Jonathon Stockdale, Jennifer Pitonyak, and Julia Looper) recommends that the Curriculum Committee accept the 7-year curriculum review submitted by the Department of Exercise Science. We thoroughly read and discussed the review, reviewed all of the syllabi, and discussed the proposed changes to the major.

Exercise Science has provided a thoughtful curricular review statement. It is evident that the department has been working diligently to improve its curriculum. The faculty received a Burlington Northern grant for curricular review and have used multiple data points to carry out their review; including data from institutional research, annual meetings with students in the senior year of the program for obtain feedback, and a thorough audit of the introductory course, EXSC 200. Through this process the faculty identified the need to streamline EXSC 200, delete the second chemistry prerequisite, require majors to take courses in each area of exercise science that is represented by faculty, add directed research electives, and require a single senior capstone course. These changes appear to bring the appropriate breadth to the major while also restructuring it to make attainment the departmental goals more feasible.

A goal of the department is to improve the culture of student research. The changes to EXSC 200 appear to make the course more of an introductory course while still retaining some of its research content. This change will help orient students to the department and discipline. After taking this course, students will now have the opportunity to participate in directed research for elective credit throughout their sophomore, junior, and senior years. Additionally, the modification to the capstone course will allow the course to work more as it was intended, with small group research projects and small group discussions. In its new iteration, students will only have to take one capstone course. They will be assigned to the course, based on their topic preference, so that faculty will be able to anticipate enrollment and more fully meet the needs of their students. These changes, which facilitate student research, will help the department reach its stated goal of improving the culture of student research.

The working group reviewed all 18 syllabi provided by the department and asked for clarification on some aspects of the syllabi. Generally, they were complete and contained the required information.

The working group commends Exercise Science for the work they have put into curricular review. We recommend that the curriculum committee approve the Exercise Science 7-year Curricular Review as well as the requested changes to the curriculum

Appendix E: Freedom Education Project Puget Sound (FEPPS)

Proposal for the Creation of the Liberal Studies Major, a New Degree Program of the University of Puget Sound, Oct 2017

Rationale and Explanation of the Liberal Studies Major

The Liberal Studies major has been designed to give the students in the Washington Corrections Center for Women (WCCW) a rigorous liberal arts education while replicating, as much as possible, the educational structure and goals of other majors at the University of Puget Sound. To that end, it integrates the Puget Sound Core Curriculum with new classes unique to the Liberal Studies major to connect the breadth inherent in the Core to the depth present in a more traditional major.

Admission into the Liberal Studies Major will be contingent on completion of the Associate of Arts Degree currently offered in WCCW and accredited through Tacoma Community College (or through an AA degree from another academic institution) as well as on approval by the admission process to be established by the Faculty Advisory Board. Students who complete the AA degree will generally transfer 15 units into the University of Puget Sound and will generally have completed the following Puget Sound Core Requirements:

- Seminar in Scholarly Inquiry 1
- Humanistic Approaches to Knowing
- Mathematical Approaches to Knowing
- Natural Scientific Approaches to Knowing
- Social Scientific Approaches to Knowing

Upon admission into the Liberal Studies Major, students will generally need to complete 17 units, 10.5 of which will be required to complete the Liberal Studies Major. To complete the Puget Sound Core Curriculum, students will need to take the Seminar in Scholarly Inquiry 2, Connections, the Knowledge, Identity, and Power overlay, and the Upper Division requirement. Students may also need to complete the Foreign Language requirement. All required classes, including Core and elective options, will be offered in WCCW along with the Liberal Studies Major. The Upper Division Requirement will be fulfilled by courses **not identified** as being part of a student's major in the contract developed in the Bridge Course.

The bulk of classes in the Liberal Studies major are distributed across the traditional academic disciplines—social sciences, humanities and fine arts, and natural sciences and mathematics. Students will take two classes in each disciplinary area and then take two additional classes in ONE of the disciplinary areas of their choosing.

Because of the breadth of disciplinary approaches, a “scaffold” is used to give the Liberal Studies major cohesiveness, intellectual coherence, and structure. The “scaffold” builds on the two Puget Sound core classes offered in WCCW to integrate the different parts of the students' education. The “scaffold” will consist of the SSI2 core course (which will allow students to develop the research skills required for upper division courses, while developing relations between the theme areas [themes are discussed below]), the introductory Liberal Arts and the Construction of Knowledge class (which will introduce students to the methodology and theme areas of the major and allow students to explore how different academic disciplines engage those themes), the Bridge class (a .5 academic unit class which will overlay the students' classes and

help students explore how selected themes connect across their various classes), the “Confronting Controversies Lecture Series”(two .25 unit activity credits which will allow students to consider how a wide range of issues and topics across disciplines relate to their chosen areas of study), the Connections core class (through its intentional approach to the interrelationship of fields of knowledge), and the Capstone class (which will allow students to explore an issue of interest to them in depth through a major research project rooted in their chosen themes).

Through the classes in the disciplinary areas and the “scaffolding”, the Liberal Studies major will help students understand the ways in which disciplines seek to explain the world with similar questions and different tools. Students will be introduced to various themes in the methodology course, pick two themes they wish to develop in the Bridge class, and explore and develop those themes more deeply in the capstone class. This sequencing will provide opportunities for students to consider ideas across their classes and to integrate the themes with different disciplinary approaches and tools. For example, a student might want to explore the themes of citizenship and the environment. Through her major and “scaffold” classes, that student might consider tensions between being a just human being with being a good citizen through a close reading of *Plato’s Apology* where she would explore the tension between Socrates’ quest for justice and the need of Athens for law and order, compare that tension to the struggle between law and justice of Jean Valjean and Inspector Javert in *Les Miserables*, move on to explore questions of animal behavior and social structures to see how different kinds of beings organize and govern their lives, and develop a capstone project on the impact of climate change on global societies and what is demanded of communities in response.

Finally, the Liberal Studies Degree Program will be overseen by a Faculty Advisory Board (the FAB) that will consist of 7-8 Puget Sound faculty members and a relevant Associate Dean. The Board will be responsible for the curriculum and development of classes (prior to their submission to the Curriculum Committee), approval and oversight of non-Puget Sound faculty, and admissions into the Liberal Studies Degree Program. The FAB will also develop any necessary relationships with relevant offices (such as the Office of Admissions and the Academic Standards Committee) to ensure that all relevant issues of university standards and procedures are addressed.

About the Liberal Studies Major

A liberal arts education is intended to, according to the mission of the University of Puget Sound, develop a student’s capacities for critical analysis, careful judgment, and considered expression so that each student can participate in informed democratic citizenship. In lieu of the multiplicity of majors offered on campus, the BA available in WCCW will consist of a single major, **the Liberal Studies Major**. The major in Liberal Studies prepares students to engage the complexity of the world through the full, open, and civil discussion of ideas, understandings of multiple approaches to developing knowledge, and an appreciation of the interrelations between individuals, communities, environments, and power.

The Liberal Studies major will allow students to explore broad themes essential to a liberal arts education, such as power, equality and inequality, citizenship, belonging, technology, culture and representation, epistemology, ethics, human rights, the concept of progress, and individual and community. These themes will allow students to consider fundamental questions about the world, to understand how others answer those questions, and to develop their own answers. Students will take classes across each of three disciplinary areas--social sciences, humanities and

fine arts, and natural sciences and mathematics. Additionally, students will work to understand how the tools of the disciplinary areas assist in the exploration of the thematic areas. All students will, as soon as possible upon admission into the major, take the Liberal Arts and the Construction of Knowledge class, which will develop the writing, analytic, and research skills necessary to be successful in the major and beyond. This class will also introduce students to some of the themes. Students will then take the Bridge class that will allow them to explore how the different disciplinary approaches offer ways of understanding and building knowledge, as well as allowing students to choose the themes they wish to explore in their major. The Liberal Studies major culminates in the Capstone class that is designed to build on students' course work and requires a major research project exploring their selected themes from multiple disciplinary perspectives.

Students who complete the Liberal Studies major will develop:

1. The ability to read and analyze texts through close reading and class discussion.
2. The ability to express ideas through structured and reasoned writing.
3. The ability to develop ideas through discussion with peers.
4. Familiarity with a wide range of academic disciplines and intellectual traditions.

General Requirements for the Major

General university degree requirements stipulate that 1) at least four units of the major be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major; and 3) all courses taken for major credit must be taken for graded credit. Any exceptions to these stipulations are indicated in the major degree requirements listed below.

Requirements for the Major

1. Completion of 10.5 units in the Liberal Studies curriculum to include:
 - a. The Liberal Arts and the Construction of Knowledge introductory course;
 - b. Two upper division courses in the social sciences;
 - c. Two upper division courses in the humanities and fine arts;
 - d. Two upper division courses in the natural sciences and mathematics;
 - e. Two additional upper division courses in ONE of category b, c, or d above;
 - f. The Bridge class (0.5 units)
 - g. The Capstone class.
2. Completion of the co-curricular requirements:
 - a. Contemporary Controversies Lecture Series (.25 units of activity credit; must be completed twice)
(In order to receive activity credit, students attend the curated public lecture series for the semester and write an assessment paper that relates the talks around a central theme(s) of their choosing; the theme(s) might emerge from the talks or from their other course material.)
 - b. College Preparation Workshop (required, no academic credit granted)
 - c. Reentry Preparation Workshop (required; no academic credit granted)
3. All courses for the major must be completed through the University of Puget Sound.
4. Any deviation from these requirements must be approved in writing by the Director of the Liberal Studies program and/or the FAB.

Explanation of Required Courses Designed for WCCW Students Making the Transition to the BA Liberal Studies Major

1. Liberal Arts and the Construction of Knowledge (1a of Requirements)

This course examines questions of multidisciplinary and interdisciplinary inquiry. Explicit focus on the methods and tools of research and knowledge construction will be connected to instructor-chosen themes. The course helps students to be able to define the differences and overlaps between epistemological frameworks in the natural sciences and mathematics, the social sciences, and the humanities and arts and see how those frameworks get translated into specific methodological tools in various disciplines. Exploring different disciplinary approaches to specific topics illuminates the power of liberal arts studies and provides a model for students for their capstone experience.

It is strongly recommended that this course will be taken concurrently or after the completion of the SSI2 course; it must be taken before the bridge class.

This course will fulfil the KNOW graduation requirement.

2. Bridge Course (1f of Requirements)

This class allows students to, in consultation with the professor, identify themes, as well as particular questions and/or methodological comparisons, that create connections between their course work. Students in the bridge class will not produce significant amounts of new work; rather, they will work on their intellectual trajectories by examining the classes taken prior to the bridge course. The bridge class will consist of discussion of various themes, class assignments designed students to explore their chosen themes, and possibly developing a proposal for their capstone project.

Prerequisite: Successful completion of the Liberal Arts and the Construction of Knowledge course. It is strongly recommended that the bridge course be taken before a student has completed three of the disciplinary electives (requirements 1b-e).

3. Capstone Course (1g of Requirements)

This course is designed as the final class in the Liberal Studies major. Its outcome will be a major capstone project that serves as the occasion for each student to reflect on the meaning of a liberal arts education by engaging with a set of ideas, materials, and themes drawn from classes taken towards the BA degree. To the extent that the capstone project requires students to return to materials they have been engaging, it serves as an occasion for students to assess their learning in light of core themes that are central to a liberal arts education. To the extent that the work of researching and completing the capstone project is undertaken by each student drawing on her own course of study, it is the culmination of a process in which students gradually move from instructor-driven materials to this capstone in which the materials and questions are student-driven. The capstone project will allow students to undertake a critical and synthetic analysis of their work in the major and their intellectual trajectory.

Prerequisite: Successful completion of the Bridge course. It is strongly recommended that a student has completed all other major requirements prior to taking the capstone course.

The University of Puget Sound, Liberal Studies Major

Introductory Course: The Liberal Arts and the Construction of Knowledge

The Liberal Arts and the Construction of Knowledge course is the introductory course for the Liberal Studies Major. It will introduce students to a liberal arts education as well as the questions, processes, and tools of interdisciplinary and multidisciplinary inquiry. The course helps students to be able to define the differences and overlaps between epistemological frameworks in the natural sciences and mathematics, the social sciences, and the humanities and arts and see how those frameworks get translated into specific methodological tools in various disciplines.

The course is the first part of the “scaffolding” of the Liberal Studies Major, and in that role, will provide students an opportunity to begin identifying the themes, questions, and methodological comparisons that will define their individualized major. In this seminar, students explore different disciplinary approaches to specific topics, chosen by the instructor, in order to illuminate how a liberal arts education reveals and emphasizes connections and themes across subject areas. Students will begin to consider how these connections and themes are present in the topics that they might wish to explore in their major.

While each iteration of the Liberal Arts and the Construction of Knowledge course will focus on a different topic area, all students will be introduced to broad themes essential to a liberal arts education, such as power, equality and inequality, citizenship, belonging, technology, culture and representation, epistemology, ethics, human rights, the concept of progress, and individual and community. These themes will allow students to consider fundamental questions about the world, to understand how others answer those questions, and to develop their own answers.

LEARNING OBJECTIVES

This course exposes students to the concept of themes that connect different disciplines and that define the Liberal Studies Major.

This course introduces students to branches of academic studies: social sciences, natural sciences and mathematics, and humanities and art. Students will explore:

- a) Various disciplines inside of the branches of academic studies.
- b) The different questions asked by varied disciplines
- c) The methodological tools used to explore those questions.

This course will model interdisciplinary work, demonstrating how different disciplines can work together in analyzing and understanding complex phenomena. The course will explicitly identify models of research questions that demonstrate applications of theoretical approaches to concrete problems.

Required Text

Interdisciplinary Research: Process and Theory, Allen Repko and Richard Szostak, SAGE Publications, 3rd edition, 2016.

Required Structure

Week One: Understanding Interdisciplinary Research

This week will focus on introducing students to interdisciplinary research. Students will explore the nature and limits of disciplinary studies and the strengths and problems of interdisciplinary approaches. Students will focus on processes of knowledge formation and the reasons for the emergence of interdisciplinary research.

□ *Interdisciplinary Research*, chapter 1: Defining Interdisciplinary Studies and chapter 2: Tracing the Origins of Interdisciplinarity (*IR*).

Week Two: The Core Discipline

This week will focus on the core discipline of the professor. Students will explore the important theories, ideas, and arguments of the professor's own field.

Week Three: Themes

This week will introduce students to the ideas of themes that span disciplines. Using the professor's core field of study, students will learn to identify thematic questions and consider what other disciplinary areas could be useful for engaging those themes.

□ *IR*, chapter 3: Operationalizing Disciplinary Perspectives

Weeks Four Through Nine: Engaging the Liberal Arts

In these weeks, students will be introduced to the three disciplinary areas—social sciences, humanities and arts, and natural sciences and mathematics—and explore how specific fields of studies within these areas engage themes emerging from the Core Discipline.

□ *IR*, chapter 4: Defining the Elements of Disciplines, chapter 5: Explaining the Importance of Integration, and chapter 8: Developing Adequacy in Relevant Disciplines.

Week 10: Constructing a Theme

In this week, the professor will work with students, either individually or in small groups, to develop research projects exploring the themes identified by the professor in week three.

□ *IR*, chapter 6: Beginning the Research Process and chapter 7: Identifying Relevant Disciplines.

Weeks 11-14: Research Projects

In these weeks, students will work on their research projects, presenting their projects to the class, either as a research presentation, peer-led writing workshops, or in similar modes.

□ *IR*, chapter 9: Analyzing the Problem and Evaluating Each Insight Into It, chapter 10: Identifying Conflict in Insights, chapter 11: Creating Common Ground, and chapter 12: Integrating Insights and Producing an Interdisciplinary Understanding.

The University of Puget Sound Liberal Studies Major Bridge Course

This class allows students, in consultation with the professor, to complete a contract for their students to engage in cross-disciplinary research. Students will identify themes, as well as particular questions and/or methodological major. The class will revisit some ideas about the core of various disciplines and will allow comparisons, that create connections between their course work. They reflect on their intellectual trajectories through discussion, class assignments, and developing a possible proposal for their capstone project.

Week One: Introduction to the Course

All students should come to the first class with their course history in hand.

This class session will be used to help students reflect through writing and discussion what themes, topics, or questions have resonated with them in the course work to date. At the end of the class, students will have at least three possible broad themes.

Homework for next class: Return to previous course syllabi with the three themes and identify what material in each course might address each of the themes.

Reading for next class: Reading: Kessel “Distinguishing Normative and Empirical Claims”

Week Two: Normative v Empirical

Students to begin to identify types of questions or approaches to themes they have covered.

Using their homework students will work to list questions related to each theme as discussed in various classes.

Homework: Add to and revise the list of questions using previous course material for each theme, identifying normative and empirical components of each. Pick one question and write up a one page explanation of what other information might you want to know to answer the question at hand.

Reading for next class: “Operationalizing Disciplinary Perspective” Allen F. Repko in *Interdisciplinary Research: Process and Theory*

Week Three : Disciplinary Approaches

With the three themes students have identified, what might a social scientist study (a sociologist, an anthropologist; a political scientist) about that theme? What might a natural scientist have to say? Someone in the humanities (a historian; someone who studies literature; rhetoric; or fine arts)?

Homework: Develop a bibliography of at least 5 scholarly sources related to two of your themes in each of the following areas: natural sciences, social sciences, and humanities. Bring copies of at least 5 of those sources.

Week Four: Source evaluation.

Students will exchange and evaluate sources focusing on questions of background, method or process, and audience.

Homework: Identify one theme you want to work on. Write up a two page exploration of that theme including a definition of the terms and the limits of the theme; statements about the scope of approaches in different fields to that theme; the big normative questions that drive the student to explore that theme; and the empirical questions that need to be addressed to consider the normative questions more fully.

Week Five: Theme Statement Workshops

Week Six and Seven: Developing the contract for your major

Students will work one on one with the faculty advisor to create a contract for their major identifying relevant previous courses and future courses to be included. While individual advising meetings are occurring other students will continue to revise and discuss their Theme Statements in groups.

Homework: Choose a question related to your theme a natural scientist might ask, identify additional resources to supplement those identified during week four.

Week Eight: The Natural Sciences

What are literature reviews? What are the different purposes of the different types? What does it tell us about the scientific process? In class, students will outline a “state of the art” literature review based on their sources, outlining the state of the field.

Homework: Choose a question related to your theme a social scientist might ask, identify additional resources to supplement those identified during week four.

Week Nine: The Social Sciences

How does a literature review in the social sciences difference from one in the natural sciences? What are the challenges associated with identifying relevant literature? What are the challenges with summarizing the “state of the field”? Students will outline a “scoping” literature review

based on the sources they brought to class, documenting what is already known in order to identify gaps or disputes that would require further research.

Homework: Choose a question related to your theme a humanities scholar might ask, identify additional resources to supplement those identified during week four.

Week Ten: The Humanities

How can one use secondary sources to create new ideas or assessments about important questions? Students will explore the idea of a “conceptual review” where through critical synthesis we may produce greater understanding. Students will use their sources to begin to create an outline of a conceptual review.

Homework: Students will select one of their outlines generated in the last three weeks to create a draft of state of the art, scoping, or conceptual review.

Week Eleven: Literature Review Workshops

Week 12 and 13: Developing a Cross Disciplinary or Interdisciplinary project proposal

Week 14 and 15: Final Presentations

Students will present their chosen themes, contracts, and project proposals to faculty and incoming students.

The University of Puget Sound Liberal Studies Major

Capstone Course

The purpose of this seminar is to provide students with guidance and a supportive environment in which to pursue an independent research project that will serve as the culmination of their BA in Liberal Studies. The culmination of the seminar is a 25-30 page research essay in which students identify a research topic drawing on issues that have emerged in a constellation of their courses, design a research question, research the topic, and advance an independent argument about it. The project will also be presented orally to a public audience.

Course Objectives

- Shape and refine an analytic project based on a text or body of literature
- Develop a bibliography of sources – primary and secondary – on your topic
- Situate the argument within and against the critical literature on your topic
- Select from one of several critical approaches you will pursue in your own analysis
- Write and revise multiple drafts of the final essay
- Produce an extended analytic essay in which you develop an original argument that draws on but also distinguishes your argument from that of others

Course Format

The class is both independent and collaborative. Students will work on their independent projects but also continually share ideas in early stages, seek feedback, use their interlocutors as sounding boards on whom they try out early formulations of their arguments, attend to the critiques and responses of their colleagues, and – in the spirit of generosity – offer their colleagues and peers the same support.

Week 1 Develop (1) an area of interest; (2) a topic; and (3) a plausible question

Week 2 Begin Research Process

Week 3 Engaging Sources

Week 4 Continue Engaging Sources

Week 5 Annotations of three Sources

Week 6 Framing and Refining Question(s)

Week 7 Lit Review

Week 8 Starting Small/Putting Pieces Together (a 1,200 word “chunk” engaging 2 sources)

Week 9 Building/revising/adding by including more sources

Week 10 Revising & Refining the Framework/Questions **Week 11** Draft 1

Week 12 Draft 2

Week 13 Draft 3

Week 14 Preparing Oral Presentation

Week 15 Formal Presentation of Project

Recommendation to the Faculty Senate on the Freedom Education Project Puget Sound (FEPPS) Proposal, 20 October 2017

Over the 2016-2017 academic year and again in Fall 2017, the Curriculum Committee has conducted a review of the Freedom Education Project Puget Sound (FEPPS) proposal for the Creation of the Liberal Studies major as a new major within the Bachelor of Arts degree program at the University of Puget Sound (UPS). The proposal would extend and deepen the existing program at FEPPS, which offers an Associate of Arts degree through Tacoma Community College for students interned at the Washington Correction Center for Women (WCCW). In keeping with our role in the Faculty Bylaws of “reviewing new majors, minors, and programs,” the Curriculum Committee has determined that the proposed Liberal Studies major conforms to the standards of our curriculum at Puget Sound and furthers the educational philosophy and ideals of the University.

Faculty associated with FEPPS have designed a curriculum that, as the proposal explains, seeks to give students “a rigorous liberal arts education while replicating, as much as possible, the educational structure and goals of other majors at the University of Puget Sound.” While circumstances do not permit offering of what might be thought of as a traditional disciplinary major, FEPPS proposes an alternative in a Liberal Studies major that focuses on examining defined themes from multiple disciplinary perspectives, a contract-style major agreed upon with an academic advisor. To give the major “cohesiveness, intellectual coherence, and structure,” FEPPS has proposed a “scaffold” of courses that leads students to develop distinct themes around which their major will revolve: an introductory Liberal Arts and the Construction of Knowledge class, a .5 credit bridge course, a curated lecture series, a special Connections class, and a Capstone class based on a research project “rooted in their chosen themes.” It should be stressed that the Liberal Arts major would have students fulfill all existing requirements for graduation at University Puget Sound, including the various aspects of the Core Curriculum, the foreign language requirement, and the requirement of three classes out of one’s major. The committee is convinced that this proposal represents a creative and fruitful way to offer a rigorous liberal arts education at WCCW.

While our endorsement of FEPPS is strong, it is appropriate to define quite clearly the scope of the Committee’s review. Based on extensive discussions, we are convinced that the FEPPS leadership is attentive to the quality of instruction carried out by UPS faculty and other PhDs in the area, and we are convinced that the instruction is of a high quality. Nevertheless, given the nature of FEPPS as a separately funded and run entity, we are not in a position to determine whether there is sufficient staffing and course offerings to sustain the major (a consideration that

would normally enter into Curriculum Committee reviews of new and existing academic programs and majors). Nor are we in the position to formally approve the new “scaffold” courses which would be offered as part of the Liberal Studies major, which would need to be submitted to the Curriculum Committee following regular procedures. With these caveats in mind, we offer the opinion that the proposed major conforms to our curriculum and meets the requirements of a major program at a liberal arts college. Based on these considerations we recommend the University offer the Liberal Studies major as a new major within the Bachelor of Arts degree program, subject to its final approval by other committees within the University without substantive alterations to the degree requirements. We look forward to working with FEPPS as it develops in the future.

Appendix F: Experiential Learning Faculty Advisory Board “Opt-in” Designation

TO: Curriculum Committee
 FROM: Experiential Learning Faculty Advisory Board
 SUBJECT: PeopleSoft "EXLN" attribute designation for experiential learning classes
 DATE: November 10, 2017

Background

In January 2016 the University’s Experiential Learning Faculty Advisory Board (hereafter ELFAB) convened to address the need to define and support the development of experiential learning in the curriculum. After reviewing the Big Ideas report and reading foundational literature on experiential learning, the Board decided to survey faculty chairs and directors about how their programs understand and employ experiential learning in their classes. Chairs and directors were also asked to offer their definition of experiential learning. During a year-end retreat, the ELFAB used survey results and reviewed other Universities’ definitions to develop a Puget Sound definition of experiential learning (see Appendix A).

Request

As a result of our research and deliberations over the course of the past year we see the need to provide students with a means to identify curriculum-based experiential learning opportunities. Course-based opportunities where faculty contextualize the experience within their discipline and ask students, via reflection, to learn to critically examine their experiences and to create connections between those experiences and subject matter knowledge represents the most robust form of experiential learning. Identification of such courses could be easily accomplished by creating an attribute designation in PeopleSoft, “EXLN,” (see Figure 1) that would provide students with the ability to search for curriculum-based, experiential learning opportunities.

Figure 1: PeopleSoft Attributes

The screenshot shows the PeopleSoft search interface for classes. At the top, there is a search bar with the text "Search for Classes" and "Enter Search Criteria". Below this, the search criteria are displayed: "Institution" is set to "University of Puget Sound" and "Term" is set to "2018 Spring". A message below the criteria reads: "Select at least 2 search criteria. Select Search to view your search results." Underneath, there is a section titled "Class Search" with a dropdown arrow. The search criteria are listed as follows: "Subject" (empty), "Course Number" (set to "is exactly"), "Course Attribute" (set to "Activity"), "Course Attribute V" (empty), "Instructor Last Name" (empty), and "Course Career" (empty). A blue arrow points to the "Course Attribute" field. Below the search criteria, there is a section titled "Additional Search Criteria" with a dropdown arrow. At the bottom right, there are two buttons: "Clear" and "Search".

We anticipate several benefits would result by offering this searchable feature:

1. Help students recognize curriculum-based experiential learning opportunities with ease
2. Eliminate confusion around “what counts” as experiential learning by clearly identifying a broad continuum of options for departments and programs that decide to integrate experiential learning into their curricula.
3. Create an opportunity for faculty to learn about, share and discuss model classes and/or collaborate on experiential learning classes.

To facilitate consistency across the curriculum we developed experiential learning objectives and guidelines (see Appendix A) grounded in the Puget Sound definition. We offer these as a way to make clearer to faculty the multiple contexts in which experiential learning may take place and to be inclusive of a wide range of approaches. Faculty members who wish to have their courses tagged with the attribute would opt-in by submitting their course syllabus and a one-page description of how it meets the learning objectives for review by the Experiential Learning Faculty Advisory Board. The advisory board would use guidelines to approve the tagging on the class with the EXLN attribute in PeopleSoft. The EXLN attribute is for identification purposes only, therefore courses would not be a new requirement. Appendix A offers an example of how the guidelines might be applied to a few courses.

Thank you for your careful consideration of our proposal to make visible high-impact, experiential learning opportunities for our students.

Respectfully submitted,

Terry Beck, Dan Burgard, Julie Christoph, Lynnette Claire, Rachel DeMotts, Anne James, Elise Richman, Renee Simms, and Harry Vélez

Appendix A

Definition

Experiential learning utilizes direct experiences to integrate academic theories and skills by encouraging intellectual risk, uncertainty, or indeterminacy. *Direct experiences* encompass a variety of activities including internships, service learning, undergraduate research, study abroad, field work, simulations, public presentations or exhibits, publications, and other creative and professional work experiences. Learning that is considered “experiential” contains all the following elements:

1. Reflection, critical analysis and synthesis
2. Opportunities for students to take initiative, make decisions, and be accountable for the results in a communal context
3. Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically
4. A designed experience that includes the possibility to learn from natural consequences, mistakes, and successes

Such learning exists along continua; our individual and disciplinary perspectives are such that what is risky, uncertain, or indeterminate in one situation may differ from another. In the spirit of this definition, the following guidelines focus on further articulating the multiple ways in which approaches to experiential learning may be realized in practice.

Opt-in Experiential Learning Attribute Rubric

Learning Objectives

Courses in Experiential Learning utilize direct experiences and focused reflection to integrate academic theories and skills by fostering intellectual risk and productive engagement with indeterminacy and uncertainty. These experiences and reflections provide forms of authentic complexity encouraging students to contextualize their knowledge, engage in critical analysis and synthesis, and develop skills and values, thereby expanding their capacity to contribute to communities.

Guidelines

1. Utilizes direct experience to develop both an active knowledge of academic subject matter and the ability to apply theories and concepts in practice in an authentic setting. Direct experience provides:
 - a. Opportunities for students to take initiative, make decisions and be accountable to others
 - b. Opportunities for students to engage actively in the setting
 - c. Possibilities to learn from natural consequences, mistakes, and successes
2. Engages students in intentional reflection to learn to critically examine their experiences and to create connections between those experiences and subject matter knowledge.

Course	Opportunities for students to take initiative, make decisions and be accountable to others	Opportunities for students to engage actively in the setting	Possibilities to learn from natural consequences, mistakes, and successes	Engages students in intentional reflection to learn to critically examine their experiences and to create connections between those experiences and subject matter knowledge.
CONN 370: Rome: Sketchbooks and Space Studies	Peer review and in class revision Final presentations inform the content and framing of the course's study abroad component Regular critiques of sketchbooks are	A three-week intensive trip to Italy Weekly sketchbook assignments act as field notes of a sort, active and attentive exercises that	Peer review and in class revision The open-ended, student directed nature of the sketchbook assignments encourages trial and error	<i>Landscape: Ideals and Identity</i> paper Weekly sketchbook assignments promote regular reflection

	<p>student led and faculty facilitated Student exhibition in the U of WA's Rome Center is collaboratively installed Final studio projects are independently conceived, representing personal engagement with coursework</p>	<p>connect course content to direct observations Travel in Rome involves a direct engagement with a setting as a primary "text"</p>	<p>The vagaries of learning on the streets and pertinent spaces in a city rather than a classroom introduces a level of spontaneity that requires responsiveness</p>	
<p>ENVR 343: Buddhist Environmentalisms</p>	<p>Holistic views of place, compassion, and commitment to the welfare of others (both human and animal)</p>	<p>Meditation practice, both in class and on own</p> <p>Opportunity to lead contemplative practice in class</p> <p>Several field trips</p>	<p>Development of meditation practice in consistent with others, to provide space for working with problems arising with sitting and shift/reconsider various approaches Working with observation practices and bringing into conversation with texts</p>	<p>Contemplation practices</p> <p>Final project is a hybrid of conducting research on an environmental issue to deepen knowledge, and considering what Buddhism might offer to that knowledge from a different perspective</p> <p>Reflective journaling</p>

TO: Experiential Learning Faculty Advisory Board
 FROM: Curriculum Committee
 SUBJECT: PeopleSoft "EXLN" attribute designation for experiential learning classes

The Curriculum Committee (hereafter CC) appreciates the time and effort that the Experiential Learning Faculty Advisory Board (hereafter ELFAB) has devoted to defining and developing experiential learning (hereafter EL) in the Puget Sound curriculum, and to the generation of the current proposal for an attribute designation for EL courses. The CC held several lengthy conversations on the proposal during the fall and spring semesters during which many points were raised and discussed. As part of that conversation, four CC members brought their own syllabi to the committee along with a written response in order to "test" the ELFAB's current Definition and Learning Objectives, which were conveyed in Appendix A of the proposal. (This

material is attached to our response). After this process, the committee has decided not to approve the proposal for a PeopleSoft designation in its current form.

The CC would like to stress that it is eager to collaborate with ELFAB as experiential learning develops at Puget Sound and, quite possibly, finds a new place in the curriculum. Indeed, given the CC's mandate – including applying “the educational philosophy and ideals of the University to the undergraduate curriculum” – we believe that defining and applying experiential learning in the curriculum at Puget Sound is the responsibility of the CC. In this spirit, we hope that our response will help ELFAB in its work on experiential learning, and we offer our comments in the spirit of ongoing collaboration.

The ELFAB has requested the creation of an attribute designation in PeopleSoft that would provide students with the ability to search for curriculum-based, experiential learning opportunities. The CC is sensitive to the concern that students and faculty might not at present be able to locate courses with an experiential learning component. However, we think the current proposal to create a designation is premature, given the uncertainty both around the definition of EL (see below) and its place in our curriculum.

The CC's decision is not in any way a rejection of experiential learning as such, or of the mission of ELFAB. Indeed, the CC recognizes that EL might well become a part of our formal curriculum in some form in the future, and would be happy to engage future proposals to that effect.

The Definition of EL courses

The CC did not fully understand the ELFAB's definition of EL courses. We appreciate that the ELFAB provided an appendix in which the term “experiential learning” was discussed, and that the term “direct experiences” used as part of that discussion was further explored. The CC still had difficulty in understanding what distinguishes EL courses from other courses offered at Puget Sound. The ELFAB offered four elements as constitutive of EL:

5. Reflection, critical analysis and synthesis
6. Opportunities for students to take initiative, make decisions, and be accountable for the results in a communal context
7. Opportunities for students to engage intellectually, creatively, emotionally, socially, or physically
8. A designed experience that includes the possibility to learn from natural consequences, mistakes, and successes

Our concern is that these four elements are excessively broad and general. A few CC members of the CC felt that these elements apply to most, if not all, classes offered at the University, as most faculty design their courses so that students have to engage in reflection, analysis and synthesis, have to make decisions and be accountable to other students, have opportunities to engage in some way, and can both make mistakes and learn from them. Moreover, since many classes involve research or public presentation in some form, it is unclear what existing classes on campus might be considered to provide “direct experience.”

The CC believes that any designation of EL courses – whether on PeopleSoft or perhaps, in the future, as a formal designation in our curriculum – would have to define quite clearly which courses do and, most importantly, do *not* count as EL. The CC does appreciate that the ELFAB provided two examples of courses meeting its proposed guidelines. Both courses seem clear and well designed to meet the guidelines as presented. However, these courses appear to be so far ‘over the bar’ for qualifying as EL courses that they are not sufficiently helpful to the CC in distinguishing which courses the ELFAB believes would and would not count under its proposed rubric. Likewise, the committee members who tested their own courses found that they all fit the definition, which raised the possibility that a good number of courses on campus might qualify as EL according to ELFAB’s current definition. Finally, one CC member pointed out that the current SSI sequence, with its research and peer review components might qualify as EL, as it provides students with opportunities for reflection, initiative and accountability, engagement actively in the setting, and for learning from their mistakes and successes. If SSI courses are considered to ‘count’ as experiential learning, then the current core of the University already requires students to take courses that might be considered as EL.

The CC felt that these same questions also arise if one uses the proposed rubric’s “guidelines” rather than the “definition.” In the rubric, the ELFAB referred to students’ “ability to apply theories and concepts in practice in an authentic setting.” Several CC members were confused as to whether the classroom should count as an authentic setting, and if so under what conditions. In sum, the CC believes that there is a need for clarification on the terms used in its proposal.

If ELFAB should propose further incorporation of EL into our curriculum in whatever form, clearer guidelines would have to be generated that better define what experiential learning means and “how much” EL is needed in order for any given course to meet the criteria. In particular, we feel that ELFAB would need to provide a wider array of course syllabi, including courses that both do and do not meet the rubric, along with a brief explanation of the ELFAB’s reasoning on each course. We should note that the CC, even more than other standing committees on campus, has a full agenda and lacks the capacity to carry out this survey in a thoughtful way – that is, beyond the few courses that committee members have already considered.

Appendix G: Interdisciplinary Emphasis

Proposal to Change the Course Limit for an Interdisciplinary Emphasis. 2/18

In conjunction with the Humanities “Pathways” Proposal (hereafter HP), the Curriculum Committee (hereafter CC) is revisiting the issue of the interdisciplinary emphasis in our curriculum. The Humanities proposal to create an “interdisciplinary concentration” bears a strong resemblance to the interdisciplinary emphasis, raising the possibility of re-defining the Humanities Proposal as an interdisciplinary emphasis program (a shift in terminology to which the Humanities proposers are amenable).

The purpose of this document is to propose lowering the course requirement for an interdisciplinary from a seven-course minimum to a five-course minimum. In practice, this would require modifying two Curriculum Committee documents: “Guidelines for Faculty Proposing an Interdisciplinary Minor, Emphasis, or Major” and “Guidelines for Working Groups Conducting Interdisciplinary Program Seven-Year Reviews, and Reviewing Proposals for Interdisciplinary Minors, Emphases, or Majors.” Both of these documents emerged from discussions of interdisciplinary programs at the Curriculum Committee in 2014-2015 and were written by a Curriculum Committee “continuity group” in summer 2015. Documentation on these matters has been made available to CC members.

A Short History of the Interdisciplinary Emphasis at Puget Sound (why seven credits?)

The interdisciplinary emphasis came into being in 2006, according to CC minutes of 12/03/2014, in order to encourage students in different major fields to increase their “exposure” to the study of Asia. Evidently, this objective made a large number of courses desirable. Accordingly, when the CC created an “Interdisciplinary Emphasis guidelines document in Fall 2006 – a document confirmed unchanged in Fall 2013, apart from the inclusion of language about SSIs – the requirement was “7-9 courses.”

The guideline on the number of courses required for an emphasis has rarely been enforced. In 2014-2015, the CC held extended deliberations on interdisciplinary programs, and particularly what distinguished interdisciplinary emphases from interdisciplinary minors. At that time, four interdisciplinary emphases existed (Asian Studies, Bioethics, Global Development Studies, and Neuroscience), but only Asian Studies required seven credits, with the other requiring five or six.

The CC deliberations that ended in the Guidelines, to judge by the minutes, did not dwell at great length on the issue of minimum course requirements. The argument for a seven-course minimum comes from the distinction made between an interdisciplinary emphasis, a “concentration on a topic,” and an interdisciplinary minor, which “provides a course of study in an interdisciplinary field” (“Guidelines for Proposing,” p. 6). In this view, an emphasis requires “at least 7 classes to that allow for a breadth of engagement with the topic,” and juxtaposes this to an interdisciplinary minor in which “5-6 units of focused study” are sufficient. The suggestion here is that a “topic that concerns several disciplines” requires more extensive study than an “interdisciplinary field.”

Proposal:

The “Guidelines” documents should be modified to require a minimum of five courses. In my view, there are three reasons to make this change:

1. One source of the minimum course requirement is the specific background of Asian Studies, and therefore has little bearing in this context (Asian Studies is now a minor program).
2. The argument that interdisciplinary study organized around *a topic* necessarily requires more coursework than interdisciplinary study around an (interdisciplinary) field seems unfounded. Perhaps for this reason, the course limit has never been observed.
3. Many interdisciplinary emphasis programs (Asian Studies, Global Development Studies, and Neuroscience) have since become interdisciplinary minors, leaving Bioethics as the sole emphasis left (and which, incidentally, requires six courses). The CC has no obvious reason to uphold a requirement that no longer fits the shape of the current curriculum.

Timeline (courtesy of Martin Jackson)

- Prior to 2005-06: considerations that led to change from Asian Studies major to a “Designation in Asian Studies”
- 2005-06: First year of “Designation in Asian Studies” aka “interdisciplinary emphasis”
- Fall 2006: Interdisciplinary Emphasis guidelines document (attached)
- 2007-08: First year of Interdisciplinary Emphasis in Neuroscience; initially, the emphasis required seven units but was changed to five units effective 2008-09
- 2008-09: First year of Interdisciplinary Emphasis in Global Development Studies (requiring six units)
- Fall 2013: Interdisciplinary Emphasis guidelines document; essentially the same as the Fall 2006 version with the exception of reflecting changes to first-year seminars (attached)
- 2013-14: Curriculum Committee consideration of a proposal for a Bioethics interdisciplinary emphasis; proposal approved 2014-01-27 with explicit decision to override guideline regarding number of units (proposal and CC report attached)
- 2013-14: Curriculum Committee “asks the Faculty Senate for a charge in 2014-2015 to clarify the distinction between an interdisciplinary emphasis and an interdisciplinary minor”
- 2014-15: Curriculum Committee discussions to distinguish between interdisciplinary minor and interdisciplinary emphasis (data spreadsheet and excerpts from minutes attached)
- Summer 2015: Curriculum Committee “continuity group” develops guidelines documents (Guidelines for Faculty Proposing.. and Guideline for Reviewing... attached)
- 2016-17: Global Development Studies converts to minor from interdisciplinary emphasis
- 2017-18: Asian Studies and Neuroscience convert to minors from interdisciplinary emphases; only Bioethics remains as an interdisciplinary emphasis

Appendix H: IHE “Pathway” Proposal and Materials

Final version of proposal:

To: Ben Tromly, Chair, and Members of the Curriculum Committee
 From: George Erving, English, Honors, and Humanities; Alison Tracy Hale, English, GQS, and Honors;
 Greta Austin, Religious Studies and GQS; Kriszta Kotsis, Art and Art History, Honors;
 Katherine Smith,
 History
 Re: Proposal for Interdisciplinary Humanities Emphasis (revised)
 Date: March 16, 2018

Context: The Humanities Initiative

Over the past few years, a group of faculty across the humanities, including George Erving, Director of the Humanities Program, has met to discuss ways to reinvigorate the humanities on our campus in the face of declining enrollments in our courses and majors (see Appendix A). These patterns are not peculiar to Puget Sound but are occurring across higher education. The humanities are increasingly represented in popular discourse as irrelevant or frivolous in contrast to STEM and other “marketable” degrees, which are seen as more desirable. The rising costs of college and levels of student debt also contribute to a pressure for an immediate “return on investment” that students and parents do not associate with study in humanities fields. That said, the humanities teach skills that are widely applicable to and desirable in the workplace. More broadly, of course, the humanities disciplines are essential to the university’s mission of shaping informed, engaged citizens with the critical thinking and communication skills necessary for democratic participation.

The larger goals of our broader “Humanities Initiative” are as follows: to increase student interest in the humanities, to foster further interdisciplinarity, to build a stronger sense of community in the humanities, and to show that the humanities offer important contributions to students’ current and future lives, including but by no means limited to employment. The Humanities Initiative’s multiple components include curricular changes, a residential program, physical changes in Wyatt Hall, and more focused and active messaging to promote and make visible the work of the humanities. **The proposal that we submit for your consideration focuses exclusively on curricular changes.** To provide more contextual information, we include below a discussion of other elements of the Humanities Initiative (see Appendix B). Additional appendices offer further reflection, context, and detail.

Curricular Elements: Introduction of the Interdisciplinary Humanities Emphasis

- We propose suspending the existing Humanities minor. This suspension would allow us to focus our energy and messaging on our new emphasis. Relatively few students have pursued the current Humanities minor, and we believe that it may have diverted students from majoring or minoring in humanities disciplines. There are currently 4 Humanities minors, and the program has graduated 2 in 2015, 5 in 2016, and 3 in 2017.
- The Humanities minor would be replaced by a broader “Interdisciplinary Humanities Emphasis.” This emphasis is constructed of a set of “pathways” created from the course offerings of eighteen departments and programs.* These pathways draw extensively on existing

courses that serve the Artistic Approaches, Humanistic Approaches, or Connections Core, or fulfill other graduation requirements. In addition, rather than thinking of the humanities as focused on the past or on Eurocentric traditions, *our model deliberately incorporates programs and classes from*

* African American Studies, Art and Art History, Asian Studies, Classics, English, French, Gender & Queer Studies, German Studies, Hispanic Studies, History, Humanities, Latin American Studies, Latina/o Studies, Music, Philosophy, Religious Studies, Science, Technology & Society, and Theatre Arts.

contemporary fields and approaches, and traditions beyond those originating in Europe. The Interdisciplinary Humanities Emphasis will thus be substantially different from the current Humanities minor, which is organized historically rather than thematically, and which has a gateway course, as well as digital methods and comparative studies requirements.

□ Completion of the Interdisciplinary Humanities Emphasis would be noted on student transcripts as “Interdisciplinary Humanities Emphasis.” We do not envision the IHE as a means of bestowing a credential on students, in the sense that it would qualify them for a specific professional path; instead, the designation would signal that students had approached the humanities portion of their undergraduate experience as a unified whole, and mastered the skills (e.g., critical thinking, effective communication, and research) associated with humanistic inquiry.

□ The IH Emphasis is structured differently from a minor. Because our purpose is to promote courses in the humanities, broadly defined; to cultivate connections between departments and programs; and to foster greater cohesion in core and required courses, we have deliberately opted not to create a new minor that would compete with existing programs of study. Instead, the IHE promotes students’ thoughtful and intentional selection of courses within and across core and university requirements while allowing significant flexibility.

□ By allowing students to count one foreign language course numbered 202 or higher towards completion of a pathway, we hope to encourage students to view higher-level language study as complementary to their work in other academic areas. For example, a student pursuing an “Empires, Colonialisms, Resistance” pathway could benefit from studying Francophone literature in French in conjunction with a related History course taught in English (and vice versa).

□ Occasionally, a course that counts towards a pathway might not actually be located in the humanities (e.g., a P&G course or a Studio Art course); these courses are included in order to demonstrate the multiple, productive connections between fields of study where boundaries between disciplines are often difficult to draw and can be productively contested. But *on the whole*, the pathways are predominantly based in the humanities. Hence, we retain the language of “humanities” for these pathways, to indicate that most of them reflect a humanities focus and approach (broadly construed).

□ A student may in some cases count non-traditional courses or work that demonstrates humanistic inquiry as one of the five required courses; for example, a student could petition to have a summer research project or an independent study count towards the pathway. Such petitions would be reviewed by the Advisory Board.

□ A set of SSI courses will be linked with the IHE by adding “recommended to students who are interested in pursuing an Interdisciplinary Humanities Emphasis” to their course description in

the Bulletin. Although these courses will not count toward the pathways, we believe it is valuable to demonstrate connections between freshmen courses and other parts of the curriculum in order to foster more intentional thinking about curricular choices by students. We recognize that the current definition of the role of SSIs may change,[†] and leave the future decision to include SSI courses in the pathways (if their role in the curriculum is redefined) to the discretion of the Advisory Board.

[†] “Students [may] not take an SSI course as an elective or to satisfy major, minor, or emphasis requirements,” *2017-18 Bulletin*, p. 18.

Requirements for the IHE

- The IHE works as an overlay and offers a more cohesive experience in an area of the student’s interest. That area may be related to the student’s major but could also be independent of it. To receive the IHE designation, students would complete five courses, including at least two 300-level courses, in one of the predetermined “pathways.” In completing the IHE, students may include no more than two courses from any other individual major, minor, or program.
- The five courses required for the emphasis will be selected from a single pathway.
- Four out of the five required courses must be taken on campus.
- A student must have a grade of C- or higher in all courses of the IHE.
- Courses in the IHE may not be taken as Pass/Fail.
- Students are required to contact the program director or members of the Advisory Committee to declare the emphasis. At the time of declaring the IHE, students will complete and sign a form, which will be also signed by the program director or an Advisory Committee member; the form will include a requirement for completing a reflective essay (see two bullet points down regarding the essay).[‡] In addition, if a student were found to be eligible for the designation, the Director would contact them and confirm that they wanted the designation to appear on their transcript.[§]
- All courses in IHE could hypothetically serve dual functions for the student’s core or university requirements. Our goal is to create more coherence among courses students are taking, rather than to add new expectations or requirements. (Although we don’t plan to encourage this option early on, students could potentially design their own pathway from the IHE courses by petition. The Advisory Board would approve such requests.) However, we are not planning to introduce this possibility right away, at least not in 2018-2019.
- In order to make sure that “students reflect carefully on the relationship between the emphasis and their educational goals”^{**} in the first semester of their senior year at Puget Sound students will be required to submit a short reflective essay to the program director for review. (This may be substituted or complemented with an e-portfolio once e-portfolios are established amongst all students). This essay will ask students to think about how the various courses they have completed in the IHE pathway of their choice fit together and how the pathway complements their major, minor. The program director and Advisory Committee will organize a session for students in the IHE to talk about this requirement well in advance of the deadline (similarly to the thesis meetings held by the Honors Program). The director and Advisory Committee members will review the submissions.

[‡] We plan to use as a model the contract that the STS program uses for declaring the major.

[§] We are interested in talking to colleagues in the Registrar’s Office and Tech Services to find possible ways to identify potential students to recruit into the emphasis.

** *Guidelines for Faculty Proposing an Interdisciplinary Minor, Emphasis, or Major*, p. 4
Pathways

- Pathways will appeal to students and draw upon our curricular strengths. They avoid competing with the curricula of departments and programs (e.g., it would not make sense to create a pathway centered on ‘Queer Studies,’ given the existence of our GQS program).
- Pathways might be defined thematically (e.g., “Challenging Inequality”), historically (e.g., “The Global Middle Ages”), or geographically (although we would avoid overlap with existing geographically-focused programs such as Asian Studies and Latin American Studies). See Appendix C for a sample pathway and possible topics. *N.B. These examples are intended only for informational purposes.*
- Pathways will be approved by the Advisory Committee before sending them for review to the Curriculum Committee. We would ask faculty interested in proposing new pathways to ensure††
 - o that they include courses from at least three programs or departments;
 - o that a majority of those courses included are offered on a regular rotation, ideally at least every other year;
 - o that the pathway includes as many core and KNOW courses as possible;
 - o and that they do not duplicate existing majors, minors, emphases, or other defined programs.

†† Please see separately attached document entitled *Pathway Review Criteria* that explains more fully the guidelines we have developed for the creation and review of pathways.

Staffing of Courses

- The IHE draws entirely from existing courses whose faculty indicate an interest in participating. We also welcome participation by faculty teaching within a humanistic framework in departments or programs that are not traditionally grouped under the rubric of “humanities” (e.g., P&G, SOAN, Communications, Studio Art).
- We have and will continue to ask faculty teaching in related programs to consider listing their courses as contributing to one or more pathways leading toward the emphasis.
- Participation does not draw faculty away from existing programs, since classes in the pathways retain their course prefixes and functions in other departments.
- Existing HUM courses will remain on the books and faculty members may propose new HUM courses that fit into this new structure.

Residential Learning

Because existing residential programs are effective means of building the intellectual community we envision for our program, and because students in residential programs show higher retention rates, we will promote expanded residential learning opportunities for students who (regardless of projected major) indicate on the common application an interest in one or more of the humanistic disciplines or whom Academic Advising helps us identify. This aspect of the initiative will build upon the existing momentum of the Humanities first-year residential program and its expansion during 2017-18 under George Erving’s leadership. (For a fuller description of the residential program, please see Appendix D.) There are eight residential seminars in place currently and housed in adjacent dorms. These seminars include freshman students who share interests in the humanities and are already integrated into residential learning communities; we believe that these seminars will allow us to promote humanistic inquiry and potentially recruit students into the IHE program, which we hope will result in greater student engagement with humanistic disciplines across campus.

Appeal and Benefits

The IHE would be attractive to a range of students. For example, a pre-med student could pursue a humanities pathway, such as “Justice Studies,” by creating a cohesive experience from required core courses and university requirements; or an art history major could pursue an IHE pathway, such as “The Revolutionary Nineteenth Century,” that would enhance her specialization.

- The “pathways approach” allows students to pursue topics interesting to them without the strictures of a minor or emphasis. Our hope is that students who might otherwise perceive graduation requirements as obstacles, or for whom such required courses feel like disparate intellectual experiences, could use these pathways to follow a special interest or gain expertise on a particular topic, potentially complementing their majors and minors.
- This model encourages students to think more intentionally about course selection outside their majors and minors and forge a more cohesive path through the core curriculum and university requirements (e.g., upper division electives outside the major and foreign language requirements) creating a more meaningful academic experience for our students.
- It further enhances the appeal and visibility of various humanities disciplines by creating opportunities for interdisciplinary learning focused on a particular theme or era.
- It will benefit faculty in affiliated departments and programs by promoting enrollment in their courses, and by encouraging faculty to think about how their individual courses fit into a larger picture of teaching and learning across the humanities at Puget Sound.
- The “overlay” aspects of the IHE and the residential opportunities will allow students who major in STEM or other non-humanities fields to maintain and develop their interest in complementary humanities topics and disciplines.
- Having a notation on the student’s transcript will appeal to employers who recognize the value of a strong humanities background. Despite recent negative press, we know that employers seek out the skills students develop in the humanities: clear and concise writing, complex and critical thinking, creativity, strong communication skills. ‡‡
- The pathways model corrects the misunderstanding that the humanities perpetuate a single Eurocentric teleological narrative. Instead, this new model highlights for students the diversity and inclusiveness of humanities fields.
- More broadly, opening up such pathways may also help Puget Sound achieve its goal of increasing the retention rate of first-year students, especially for those students who become involved in the residential arm of the program. §§

‡‡ See, e.g., <https://www.fastcompany.com/40440952/why-this-tech-ceo-keeps-hiring-humanities-majors>

§§ For further benefits of the proposed emphasis, see Appendix E.

Administrative structure

- The Director of the current Humanities Program would continue as Director of the Interdisciplinary Humanities Emphasis. The Director would be responsible for recruiting faculty to include their courses in the emphasis and amongst the residential seminars, would facilitate identifying or updating “pathways,” and oversee residential and co-curricular components of the program.
- The Director would be advised by a Humanities Board of 6-8 interested faculty drawn on a rotating basis from interested departments.
- The Humanities Program Assistant will provide administrative support and help coordinate the residential and co-curricular components of the program.

- A Student Council will work on co-curricular activities with the help of the Program Assistant.
- In other words, no new University resources are required to administer this program.

Implementation

We have shared our proposal with the university community as a whole through Facultycoms. We have held a meeting with a large number of colleagues on Nov. 15, 2017 to discuss our proposal and to receive feedback. We have taken the majority of these suggestions into account as we revised our proposal.

Many colleagues who attended the meeting on Nov. 15 agreed to serve on a working group that will carefully review the currently proposed pathways (e.g., examine current list, vet it for coherence, suggest modifications to proposed pathways, or suggest new pathways, and check with departments and faculty colleagues to make sure that they are on board with the inclusion of their courses). On Dec. 7 we held this meeting and began the work on the pathways. Several colleagues have also agreed to serve on the Advisory Board, so we can put the administrative structure in place as soon as necessary.

Advertising and Recruiting

Once we have received curricular approval, we will meet with Admissions staff to familiarize them with our goals and our landing site so that they can more strategically identify and recruit prospective students. We recognize that colleagues in Admissions play a vital role in bringing these opportunities to the attention of prospective students, for building enthusiasm for the residential and academic community we are creating, and for helping us to identify students who would thrive in and contribute to such a community. We'd like to see a sort of "pilot" outreach program this year, in which students are made aware of this residential opportunity. Ultimately, we'd like to see the residential and interdisciplinary Humanities program featured prominently in our outreach materials, helping us to attract to Puget Sound students who are excited about pursuing their major course of study--whether it be Biology, Psychology, Philosophy, or Business--in the context of a community engaged with the enduring questions and conversations that animate the humanities.

We will also promote the program by introducing it to faculty colleagues more formally across campus after its approval, by informing Academic Advising and the Registrar's Office about the new program, through departmental events and advising, and through activities focused on the residential seminars and communities.

Conclusion

We are particularly excited that this initiative makes use of existing resources and offers possibilities for greater engagement and a more vibrant community without requiring additional personnel or changes to existing programs. At the same time, it offers the possibility of greater momentum and enthusiasm that might organically encourage further transformations.

APPENDIX A

Data Regarding Enrollments in Courses in the Humanities from Institutional Research

With thanks to Institutional Research and especially Alanna Muir and Ellen Peters. Humanities Majors/Minors defined as including: African American Studies, Art and Art History, Asian Studies, Classics, English, French, Gender & Queer Studies, German Studies, Hispanic Studies, History, Latin

American Studies, Latina/o Studies, Music, Philosophy, Religious Studies, Science Technology & Society, Theatre Arts***

**Degrees earned in summer 2017 are preliminary as additional degrees may be posted during the fall due to pending transfer credits, etc.

Humanities IE Proposed Pathways (updated to include additional explanatory material in green and color-coding for frequency of offerings) 4 April 2018

IHE PATHWAYS

We propose to introduce the following pathways beginning Fall 2018:

1. Challenging Inequality... Gender – Alison Tracy Hale, Gwynne Brown, Greta Austin
2. Challenging Inequality... Race/Ethnicity – Andrew Gomez and Ariela Tubert
3. Global Middle Ages – Katherine Smith and Denise Despres
4. Artist as Humanist – Zaixin Hong, Geoff Proehl, Elise Richman, Kriszta Kotsis
5. Visual Culture – Zaixin Hong, Geoff Proehl, Elise Richman, Kriszta Kotsis
6. Science and Values – Kristin Johnson, Suzanne Holland

PATHWAY REVIEW CRITERIA (2.20.2018)

1. The pathway should be anchored by a series of guiding questions that offer a conceptual framework linking the various courses together. Pathways must be comprehensive enough to allow for completion of the IHE as an overlay:
 - a. Should incorporate multiple departments and programs (at least five)
 - b. Should make extensive use of core requirements when possible
 - c. Should include a significant number of courses that are offered frequently (at least once a year); may include courses that are offered less frequently as long as there are sufficient alternatives in the interim
 - d. Pathways should include courses at the 300-level, including options that do not require a specific prerequisite
 - e. Suggested minimum number of offerings in a pathway: 15-20 courses;
2. Topics or themes should not replicate or compete with existing programs
3. Pathways should be thematically coherent but not so narrow or prescriptive as to disallow spontaneous discoveries by students
4. Whenever possible, pathway themes and topics should work to disrupt or complicate the idea of the humanities as exclusionary and/or Eurocentric
5. Pathways should be grounded in questions or topics likely to be of interest to a wide range of students

INTERDISCIPLINARY HUMANITIES EMPHASIS (Bulletin description)

The IHE is not a separate program, nor is it a major or a minor. Instead, the IHE can complement a student's major in any field of study. The IHE offers a set of designated pathways that encourage students to consider topics of enduring importance from a variety of humanistic perspectives. Each topical pathway below includes multiple courses through which students can complete a significant number of their university core and general requirements (Artistic Approaches, Humanistic Approaches, Connections, and upper division electives). Students who complete five courses from within a single pathway are eligible to receive the Interdisciplinary

Humanities Emphasis designation on their transcript. This notation signals to future employers, etc., that the student has, through significant thematic, interdisciplinary study, mastered the skills of critical and creative thinking and of clear and effective writing fostered by the humanities disciplines.

Because these pathways are not intended as a substitute for a minor or a major in any given discipline, students may include no more than two courses from any other individual major, minor, or program. Students may substitute one of the five required courses with a relevant second semester, second year (or higher) foreign language course, e.g., German 202, French 202, etc. At least two of the five courses must be at the 300-level or above. Students should select all five courses from a single pathway. Students are required to submit a short essay in the first semester of their senior year at Puget Sound to the program director for review; the essays will reflect on how the various courses in the IHE pathway fit together and how the pathway complements the student's major, minor.

Notes:

1. A student must have a grade of C- or higher in all courses of the IHE.
2. Courses in the IHE may not be taken as Pass/Fail.
3. Four out of the five required courses must be taken on campus.

* indicates a course that fulfills a core curriculum requirement (AA= Artistic Approaches, HA = Humanistic Approaches, CONN = Connections)

Δ indicates a course that fulfills the KNOW graduation requirement

Note: most of the remaining courses in any pathway may be used to fulfill the graduation requirement of three upper-division electives outside of the major.

IHE PATHWAYS

1. Challenging Inequality, Leading Social Change: 1: Issues of Gender

This pathway differs from the Gender & Queer Studies minor in a number of ways. 1) It does not require the upper-level theory and methods class which minors have to take. 2) The pathway does not require students to take the GQS thesis class, GQS 494, which often deters students from the GQS minor. 3) It does not require any upper-level classes.

The pathway should meet the needs of the fairly numerous students who express interest in feminist studies, queer studies, or gender studies, but who do not have the time or space in their schedule to take the GQS classes for the minor.

A student survey (spring 2018) of GQS 201 demonstrated broad interest, especially among juniors and seniors, in having literacy in gender studies, queer studies, and feminist studies, although many of them explained that they did not have time in their schedules to minor in GQS. The pathway thus builds upon strong student investment in cultural literacy around questions of gender and sexuality.

The pathway includes multiple classes which are consistently offered every semester (GQS 201, SOAN 102) and/or yearly (AFAM 210, ENGL 206).

Challenging Inequality, Leading Social Change: 1: Issues of Gender

This pathway encourages students to evaluate the ways in which understandings of sex and gender have informed and intersected with institutions and hierarchies across time and space, through an exploration of a variety of different disciplinary lenses and genres. Courses within

this pathway explore the following general questions from different cultural, historic, or geographical perspectives:

How do cultures understand and/or conceptualize gender?

How do those understandings intersect with political, cultural, and social institutions? How do they shape the lived experiences of individuals and groups? How have dominant ideas and practices around gender been challenged, and what implications might those challenges have today?

How do different disciplines explore, conceptualize, and/or evaluate concepts of sex/gender?

Color coding:

Blue: offered frequently/once a year

Orange: offered every two years

Black: offered occasionally or frequency not clear

*AFAM 210: Black Fictions and Feminism (HA)

Δ*AFAM 355: African American Women in American History (CONN, KNOW)

*ENGL 206: Literature by Women (HA)

ENGL 346: Jane Eyre and its Afterlives

ENGL 349: Captivity and American Identity

ENGL 365: Gender and Sexualities (prereq: ENGL 220 or GQS 201)

FREN 340: Francophone Women Writers (in French)

Δ *GQS 201: Introduction to Gender and Feminist Studies (HA, KNOW)

GQS 215: Religion and Queer Politics

GQS 340: Feminist and Queer Methodologies

GQS 365: Indigenous Feminisms

HIST 305: Women and Gender in Premodern Europe

HIST 349: Women of East Asia

HIST 392: Men and Women in Colonial Africa

*MUS 221: Jazz History (AA) [when Prof. G. Brown teaches it]

Δ MUS 223: Women in Music (KNOW)

Δ PHIL 390: Gender and Philosophy (KNOW)

Δ REL 307: Prisons, Gender, and Education (KNOW)

*SOAN 102: Introduction to Anthropology (HA)

SPAN 309/LTS 300: “Ars Latinx” (in Spanish)

1. Challenging Inequality, Leading Social Change: Issues of Race and Ethnicity

The **Challenging Inequality, Leading Social Change: Issues of Race and Ethnicity** pathway is designed to enhance student understanding of the centrality of race and ethnicity to the construction of individual and collective identities across historical eras, geographical regions, and cultural traditions. Drawing on courses from 15 different departments and programs, this pathway responds intentionally to pressing current concerns about equity and inclusion by providing opportunities for students to engage issues of race and ethnicity at the global and local levels, through frameworks that are critical, conceptual, historical, and creative in orientation. Students will gain a sense of the historical, intellectual, and political forces that have produced racial difference in different times and different cultures. They will become familiar, too, with powerful modes of resistance and creation emanating from oppressed or marginalized cultures, and will better understand the goals and methods of political and cultural activism.

By including courses that focus on cultural productions like art, music, literature, theatre, and film from geographical regions ranging from Japan to Latin America to India, this pathway encourages students to see racial and ethnic identities as compelling loci of cultural production as well as reactions to oppression or marginalization. The pathway also deliberately offers students a global orientation to questions of race, ethnicity, and identity, incorporating courses on Bollywood film, Francophone literature, world theatre, and Latinx arts, among others. Such a global orientation ensures that students have the opportunity to explore multiple genres and forms--from Jazz music to Asian theatre, from literary theory to philosophy--and serves to differentiate the pathway's offerings from existing programs offered within a single discipline (ENGL, HIST) or those focused on individual regions, identities, or cultural traditions (AFAM, LAS, ALC). The pathway further incorporates multiple methodologies (historical, literary, musicological approaches, and critical race theory, among others), promoting a comparative and interdisciplinary understanding of the pathway's theme. This pathway responds directly to contemporary concerns regarding oppression and marginalization. Many courses in the pathway promote a historical understanding of the political, social, intellectual, and other conditions under which particular concepts of race and ethnicity emerged or were exploited (e.g., "History of Latinos in US" [HIST 378], "Introduction to Native American Literature" [ENGL 242], "Slavery and the Slave Trade in Africa" [HIST 394]). Other courses explore conceptual or theoretical explanations of how and why racial or ethnic difference is produced, manifested, and manipulated (for example, "Ethics and the Other" [REL 302] or "Race and Philosophy" [PHIL 389], "Ethnic Politics" [P&G 384] or "The Politics of Empire" [P&G 339]). Other courses in the pathway explore acts of cultural, political, and artistic resistance situated within their particular historic and geographic contexts, such as "Nelson Mandela and 20th C. Africa" (HIST 391), "Bollywood Film" (ENGL 356) or "The Art and Politics of the Civil Rights Era" (AFAM/CONN 360).

In constructing this pathway, we have attended to the need to prepare students to be knowledgeable, thoughtful, engaged participants in working for equity and ending oppression. The pathway therefore incorporates explicitly anti-racist and activist courses (e.g., "Prisons, Gender, and Education" [REL 307]) and courses focused on the different forms resistance has taken or might take in the future (e.g., "The Arts and Politics of the Civil Rights Era" [HIST/CONN 360]; "Queer Latinx: Art, Sex, and Belonging in America" [SPAN 375]). Such courses sit alongside and in conversation with courses focused on more conventionally academic approaches, including theory ("Critical Whiteness Studies" [ENGL 366]), historical overviews ("History of Latinos in the U.S." [HIST 378]), or discrete moments and situations ("Truth and Reconciliation in South Africa and Beyond" [CONN 334]).

The current political climate has only heightened our students' already strong commitment to equity and inclusion. This pathway deepens, challenges, and enriches those commitments among students whose major or minor courses of study might not emphasize such issues. In keeping with the spirit of the recent KNOW requirement, we hope this pathway will allow more of our students to engage with these central issues of our time from a position of greater knowledge and awareness of their global, historical, intellectual, and cultural dimensions.

Because this pathway draws from so many programs, we anticipate that students will be able to complete it with logistical ease. In particular, the number of offerings from this pathway that are provided every year or every other year by History, English, Spanish, French, and P&G mean that courses will be readily available (marked in blue below). 16 of the courses included in the pathway satisfy a university core requirement, including Humanities Approaches, Artistic

Approaches, Connections, and KNOW, offering students a significant opportunity to approach the pathway as a true “overlay.”

Challenging Inequality, Leading Social Change: 2: Issues of Race and Ethnicity

This pathway allows students to explore how race and ethnicity have influenced construction of individual and collective identities, and to better understand both the marginalization of individuals and groups, as well as the strategies of resistance to oppression. Courses within this pathway explore the following general questions from different cultural, historic, or geographical perspectives:

How have race and ethnicity shaped individual and collective identities?

What forms of resistance have been undertaken by racial and ethnic minorities? 5

What is the relationship between race and ethnicity and how do the two vary across different regional and historical contexts?

Color coding:

Blue: offered frequently/once a year

Orange: offered every two years

Black: offered occasionally or frequency not clear

*AFAM 101: Introduction to African American Studies (HA)

*AFAM 210: Black Fictions and Feminism

*AFAM 360: The Art and Politics of the Civil Rights Era (CONN)

*AFAM 401: Narratives of Race (CONN)

ALC 330: Writing the Margins of Contemporary Japanese Literature

*CONN 318: Crime and Punishment (CONN)

* Δ CONN 334: Truth and Reconciliation in South Africa and Beyond (CONN)

ENGL 235: American Literature and Culture: Long Nineteenth Century

ENGL 236: American Literature and Culture: Modern and Contemporary

ENGL 237: American Literature and Culture: Beyond Borders

Δ ENGL 242: Introduction to Native American Literature

ENG 356: Bollywood Film

ENGL 361: South Asian Fiction

ENGL 362: Native American Literature

ENGL 363: African American Literature

ENGL 364: Asian-American Literature

ENGL 366: Critical Whiteness Studies

EDUC 294: Schools & Poverty (0.25 units)

FREN 260: Culture of the Francophone World (in French)

FREN 330: Literature of the Francophone World (in French)

*HIST 254: African American Voice – A Survey of African American History (HA)

*HIST 281: Modern Latin America (HA)

HIST 360: Frontiers of Native America

HIST 367: History of Immigration in the United States

HIST 368: The Course of American Empire: The United States in the West and Pacific, 1776-1919

HIST 378: History of Latinos in US

Δ HIST 383: Borderlands: La Frontera: The U.S.-Mexico Border (KNOW)

HIST 394: Slavery and the Slave Trade in Africa

HIST 391: Nelson Mandela and 20th Century South Africa

Δ*LAS 100: Introduction to Latin American Studies (HA, KNOW)

Δ* SPAN 210: A Critical Introduction to Latina/o Studies (HA, KNOW)

*MUS 221: Jazz History (AA)

PG 339: The Politics of Empire

PG 384: Ethnic Politics

Δ PHIL 389: Race and Philosophy (KNOW)

PHIL 312: Latin American Philosophy

REL 302: Ethics and the Other

REL 307 Prisons, Gender and Education

SPAN 212 Introduction to Latin American Cultures (in Spanish)

SPAN 301 Literature of the Americas (in Spanish)
 SPAN 306 Latin American Film
 SPAN 308 Survey of Twentieth Century Latin-American/Latino Theatre
 SPAN 309 “Ars Latinx”
 SPAN 311 Migration Narratives (in Spanish)
 SPAN 375 Queer-Latinx: Art, Sex, and Belonging in America
 Δ STS 324: Science and Race: A History (KNOW)
 Δ THTR 250: World Theatre I: African Diaspora (KNOW) Δ THTR 252 World Theatre II: Asian Theatres (KNOW) THTR 254: World Theatre III: Voices of the Americas

2. The Global Middle Ages

The **Global Middle Ages** pathway is designed to enhance student understanding of the medieval time period (c. 500 to c. 1500 CE) through study of different cultures and world regions. Reflecting the richness of medieval-related offerings through the curriculum, this pathway is comparative and interdisciplinary, spanning eleven departments and programs. In selecting courses, we have been mindful of the current ‘global turn’ in the field of medieval studies, which has moved away from an exclusive focus on the European past to become more focused on comparative studies of world regions and on intercultural encounters. Through our inclusion of courses grounded in the East Asian, African, Islamic, Byzantine, and Western European pasts, we hope to engage students in this kind of comparative inquiry. Students pursuing this pathway could, for example, select courses with the aim of comparing the construction of gender, aesthetic ideals, or the mystical tradition in multiple medieval societies and in different moments during the medieval millennium.

Further, the selected courses represent medieval studies’ longstanding concern with interdisciplinarity, employing as they do various methodologies including art historical, historical, literary, musicological, and critical. Thus, students who pursue this pathway will gain critical facility analyzing and putting into dialogue a wide range of source materials, including law codes, scientific treatises, sacred texts, literary works, music, works of art, and monuments. In addition, the pathway intentionally encompasses courses which are not exclusively focused on the Middle Ages, but cover a longer time period (e.g., ALC310, ART275, HIST293, MUS230, STS201, THTR371), reflecting our conviction that giving students this ‘long view’ will allow them to contextualize medieval cultures and to better understand larger issues of continuity and change over time. Several courses also straddle the medieval / early modern divide, prompting students to consider how medieval institutions and values paved the way for (and were, to some extent, disrupted by) the transformations of the fifteenth through eighteenth centuries, including the advent of global trade networks, technological revolutions, and the rise of nation states. Logistically, we do not anticipate that students will have any difficulty completing the pathway. Thirteen courses on the list are offered every academic year (ALC310, ARTH275, ARTH278, ENGL 371, HIST101, HIST245, HIST293, HON206, HUM367, MUS230, REL204, REL233, STS201, THTR371, marked in blue below). While the other courses are offered every two to three years, the large number of courses and the faculty practice of rotating through upper-division courses will ensure that in any given year there will always be at least three pathway courses offered in each of the following departments: Art History, English, History, and Religion. Finally, we would note that there is a lively, and growing student interest in the Middle Ages, fed in part by the period’s prominence in popular culture and media. Each year there are

several students eager to pursue a medieval studies minor which does not exist, and who end up creating their own medieval-focused courses of study spanning multiple departments. Thus, we are confident there is a constituency for the Global Middle Ages pathway.

The Global Middle Ages

This pathway encourages students to take a comparative approach to studying different world regions and cultures in the period from roughly 500 to 1500 C.E., an era in which virtually every part of the globe experienced significant political, intellectual, religious, social, and technological developments. Though encompassing a variety of regions and disciplinary approaches, courses in this pathway share a concern with larger questions about human experience and self-expression in these centuries, such as:

How can we give voice to a range of medieval perspectives?

To what extent were medieval societies inclusive and/or exclusionary?

How did various medieval cosmologies impact political institutions, social hierarchies, and aesthetic sensibilities?

Color coding:

Blue: offered frequently/once a year

Orange: offered every two years

Black: offered occasionally or frequency not clear

Courses:

*ALC 310: Death and Desire in Pre-Modern Japanese Literature (8-18th c.) (HA)

*ARTH 275: Studies in Western Art I: Ancient Art to Renaissance (AA)

*ARTH 278: Survey of Asian Art (AA)

ARTH334: Early Italian Renaissance Art

ARTH 362: Byzantine art

ARTH 363: Western Medieval art

ARTH 359: Islamic art

ENGL 231: British Literature and Culture: Medieval to Renaissance

ENGL 371: History of the English Language

ENGL 381: Major Authors (Chaucer emphasis only)

ENGL 383: Eras (Dante, Chaucer, and the City emphasis only)

FREN 410: Medieval and Renaissance French Literature

*HIST 101 The Rise of European Civilization (HA)

*HIST 230: The Roots of English Society and Politics (HA)

*HIST 245: Chinese Civilization (HA)

*HIST 293: Early Africa to 1807 (HA)

HIST 302: Birth of Europe

HIST 304: Renaissance Europe

HIST 305: Women and Gender in Premodern Europe

HIST 307: The Crusades

HIST 314: War and Society in Premodern Europe

*HON 206: The Arts of the Classical World and Middle Ages (AA)

*HUM 302 Mystics, Knights, and Pilgrims: The Medieval Quest (CONN)

*HUM 303 The Monstrous Middle Ages (CONN)

*HUM 330: Tao and East Asian Landscape Art (CONN)

*HUM 367: Word and Image (AA)

*MUS 230: Western Music from Antiquity to the End of the Baroque Era (AA)
 *REL 204: Religions of the Book (HA)
 *REL 233: Japanese Religious Traditions (HA)
 REL 310: Christianity and Law in the West
 REL 350: Mysticism: The Spiritual Search in the Christian Tradition
 REL 363: Saints, Symbols, and Sacraments: History of Christian Traditions
 *STS 201: Science, Technology, and Society I: Antiquity to 1800 (HA)
 THTR 371: Theatre History I: From the Origins of Theatre to the 17th Century

3. Artist as a Humanist

The **Artist as a Humanist** pathway is designed to enhance students' understanding of artists, the creative process, and the artistic expression of humanistic concerns through multiple disciplinary lenses. Courses within this pathway are drawn from a range of disciplines (African America Studies, Asian Studies, Art and Art History, Classics, English, Latin American Studies, Philosophy, Music, Theatre) and multiple artistic fields (literature, visual arts, music, theatre) in order to highlight the creative process as an essential form of inquiry and a possible avenue for social engagement and critique. Several courses, for example those on musicals and film emphasize the role of the collaborative process while also highlighting the potential for musicals and film to engage with social issues. While most courses in this pathway use a historical lens, two Philosophy courses are included to locate the creative process and aesthetic objects within a broader, theoretical framework that facilitates the examination of definitions of art, emotional response to artworks, and questions of authorship (broadly construed). The pathway also includes several courses that offer the opportunity for creating, e.g., courses on ceramics, printmaking, painting, poetry, fiction writing, and acting. We included these courses because they scaffold the creative process with substantial historical and theoretical readings and discussions, allowing students to participate both in the process of making and the critical analysis of the thing (or performance) made. Most studio art courses included in the pathway do not require prerequisites for non-majors, thus are available to whole student body, e.g., ARTS 147, 251, 281, 282. This is also true for the creative writing courses and the acting course, e.g., ENGL 227, 228, THTR 215. This pathway presents an opportunity for students to pursue comparative study across different genres or different historical periods or geographical regions. The course, *Art-Sci* (CONN 303) emphasizes the significant impact of new technologies on contemporary art and artists; it provides valuable insight into the age old phenomenon of artists' involvement with science and technology (e.g., Leonardo da Vinci, Dutch art of the 17th century, impressionist painters, etc.) at the cutting edge of current scientific knowledge and biotechnology.

We believe students will not have difficulty in completing this pathway, since more than dozen courses (please see in blue below) are offered at least once a year. Many other courses are offered on two-year rotation, and still others are taught occasionally. In our view this pathway will present students with a significant number of courses to choose from each year, including numerous upper division choices.

Artist as Humanist

This pathway encourages students to engage with the interplay between creativity, creative processes, and humanistic concerns such as the representation of cultural values, exploration of identity, and inquiry into questions of meaning within the fields of visual and literary arts,

theatre, and music. It fosters questions about the complex relationships between artists, aesthetic objects, and audiences. Courses in this pathway explore questions, such as:

How do aesthetic objects/performances alter perceptions and communicate ideas and how do they participate in larger social and political discourses?

What is the role of sensations, emotions, and poetics in invoking form, conveying meaning, and fostering critical thinking?

How does the creative process itself contribute to the production of knowledge?

Color coding:

Blue: offered frequently/once a year

Orange: offered every two years

Black: offered occasionally or frequency not clear

*AFAM 205: A Survey of African American Literature (HA)

Δ *AFAM 375: The Harlem Renaissance (CONN, KNOW)

*ALC 205: Great Books of China and Japan (HA) 9

*ALC 320: Self and Society in Modern Japanese Literature (HA)

*ALC 330: Writing the Margins in Contemporary Japanese Literature (HA)

*ARTH 275: Studies in the Western World I: Ancient through Medieval Art (AA)

*ARTH 276: Studies in Western Art II: Fourteenth through Twenty-First Century (AA)

*ARTH 278: Survey of Asian Art (AA)

*ARTH 302: The Art of Mexico and Mesoamerica (AA)

ARTH 325: The Cutting Edge: Art and Architecture Since 1900

ARTH 334: Early Italian Renaissance Art: From Giotto to Michelangelo

ARTH 365: Nineteenth-Century Art and Architecture in Europe and the Americas

ARTH 367: Chinese Art

ARTH 368: Japanese Art

ARTH 371: East Asian Calligraphy

*ARTS 147: History of Ceramics through Making (AA)

ARTS 201: Intermediate Drawing and Design

*ARTS 202: The Printed Image (AA)

ARTS 281: Beginning Printmaking: Relief and Intaglio

ARTS 282: Beginning Printmaking: Lithography and Screen Print

ARTS 251: Painting

*CLSC 201: Ancient Tragedy (AA)

CLSC 311: Ancient Comedy

CONN 303: Art-Science: Inquiry into the Intersection of Art, Science, and Technology

CONN 370: Rome: Sketchbooks and Space Studies

*ENGL 212: The Craft of Literature (AA)

ENGL 227: Introduction to Writing Fiction

ENGL 228: Introduction to Writing Poetry

ENGL 245: Shakespeare: From Script to Stage

ENGL 381: Major Authors

*HUM 290: Introduction to Cinema Studies (AA)

*HUM 315: Drama, Film, and the Musical Stage (CONN)

*HUM 316: The Lord of the Ring: Wagner's Ring of the Nibelung (CONN)

*LAS 387, Art and Revolution in Latin America (CONN)

*MUS 220: The Broadway Musical (AA)

- *MUS 225: Romanticism in Music (AA)
- *MUS 226: Twentieth-Century Music Through Film (AA)
- *PHIL 360: Aesthetics (HA)
- *PHIL 353: Philosophy of Film and Performing Arts (HA)
- *THTR 200: Theatrical Experience (AA)
- THTR 215: Fundamentals of Acting

4. Visual Culture

Visual literacy is an essential skill in today's world where images bombard us at all times in public and private. Learning how to derive meaning from images (moving or static), objects, monuments, and stage performances has great relevance in the complex world we live in, which is dominated by images and visual communication. This pathway intends to draw attention to the broad range of courses focused on images or visual culture offered by numerous departments on our campus, and to give students insight into the varied methodologies scholars use to visual culture. Many courses in this pathway employ a historical lens (e.g., ARTH276, HUM367, SPAN310), others offer museological (ARTH380), or rhetorical (COMM372) inquiry into the nature of images and visual culture. Courses in Philosophy (PHIL353, 360) and SOAN (CONN480, SOAN308) have been included to offer a theoretical framework that facilitates the study of visual culture more broadly through the disciplinary lenses of anthropology or 10 philosophy, which are fields that have long-standing engagement with the analysis of visual images. Several Connections courses that draw attention to the crossover between art and the natural sciences have also been included (CONN303, 313, 375) to offer students the opportunity to examine how such different fields as biology, chemistry, neuroscience, and the visual arts may interact in producing new knowledge.

The courses cover a broad historical and geographical range: from the ancient Mediterranean through modern Europe; from ancient to contemporary Asia; and from the ancient to contemporary Americas. The courses also cover a wide range of images, objects, or performances, ranging from architecture through traditional genres of painting and sculpture to musical and dramatic performances to film. Within this pathway, students could elect to pursue a wide ranging, comparative study across different periods, media, and geographical region, but could also build more tightly focused study (e.g., visual culture of film or performing arts; European visual culture; visual culture of Asia; visual culture of the Americas; visual culture of the 20th century).

We believe students will not have difficulty in completing this pathway, since at least a dozen courses (marked in blue below) are offered at least once a year. Many other courses are offered on two-year rotation (marked in orange below), while still others are offered occasionally. In our view this pathway will present students with a significant number of courses to choose from each year, including numerous upper division choices.

Visual Culture

This pathway gives students the chance to engage critically with numerous manifestations of visual culture, including artifacts, images (from paintings to film), and built environments from various historical periods and diverse cultures. The pathway urges students to examine the role of visual practices in history, culture, and the forming of human subjectivity. Courses in this pathway explore questions, such as:

How do objects, images, and built environments reflect or shape social, religious, and political values?

How may objects, images, and built environments foster the development of personal or group identities?

Color coding:

Blue: offered frequently/once a year

Orange: offered every two years

Black: offered occasionally or frequency not clear

*ALC 225: Visualized Fiction: Cinematic Adaptations of Traditional Chinese Literature (HA)

*ALC 325: Chinese Cinema: Ideology and the Box Office (HA) - occasionally

*ARTH 275: Studies in Western Art I: Ancient Art to Renaissance (AA)

*ARTH 276: Studies in Western Art I: Renaissance to Modern (AA)

*ARTH 278: Survey of Asian Art (AA)

*ARTH 302: The Art of Mexico and Mesoamerica (AA)

ARTH 380: Museums and Curating in the 21st Century: History, Theory, Practice

CHIN 307: Through the Cinematic Lens: Old and New China in Film (in Chinese)

*CLSC 201: Ancient Tragedy (AA, offered every other year)

*COMM 291: Film Culture (HA)

Δ COMM 372: Contemporary Media Culture: Deconstructing Disney (KNOW) - occasionally

*CONN 330: Finding Germany: Memory, History, and Identity in Berlin

*CONN 480: Informed Seeing

*CONN 303: Art-Science: Inquiry into the Intersection of Art, Science, and Technology

*CONN 313: Biomimicry and Bioart

*CONN 375: The Art and Science of Color

ENGL 378: Visual Rhetoric

ENGL 340/HUM 340: Film Genres

ENGL 356: Bollywood Film

FREN 270: Conversational French and Film (in French)

Δ *GERM 300: German Cinema of the Weimar Republic and under National Socialism, 1919-1945 (AA, KNOW)

Δ *GERM 305: Culture in the Third Reich (AA, KNOW)

GERM 350: From Rubble to New Reality: German Cinema after World War II (in German)

GERM 470: Writing with Light: Literature and Photography (in German) – every third year

*HON 206: The Arts of the Classical World and Middle Ages (AA; Honors students only)

HIST 381 Film and History: Latin America - occasionally

*HUM 367: Word and Image (AA)

*HUM 290: Introduction to Cinema Studies (AA)

*HUM 315: Drama, Film, and the Musical Stage (CONN)

*HUM 330: Tao and Landscape Art (CONN)

*LAS 387 Art and Revolution in Latin America (CONN)

*MUS 220: The Broadway Musical (AA)

PHIL 360: Aesthetics

PHIL 353: Philosophy of Film and Performing Arts

SOAN 308: Visual and Media Anthropology (prereq)

SPAN 305: Spanish Film (in Spanish) - occasionally

SPAN 306 Latin American Film (in Spanish) - occasionally

SPAN 307: Modern Spanish Theater (in Spanish) - occasionally
 SPAN 308: Modern Latin-American/Latino Theatre
 SPAN 310 – Special Topics Seminar: Visual Culture and Modernity in Latin America [when taught by Prof. B. Lanctot] - occasionally
 *THTR 200: Theatrical Experience (AA)
 THTR 371: Theatre History I: From the Origins to the 17th c.
 THTR 372: Theatre History II: 18th c. to Present

5. Science and Values

The **Science and Values** pathway is designed to enhance student understanding of the inter-relationship between scientific theories and methodologies and their cultural contexts. Courses in the pathway reflect strong faculty engagement with issues related to science and values across seven departments and programs and have been selected by faculty in the Bioethics and Science, Technology, and Society programs to ensure that students following the pathway will do work that complements, but does not replicate, courses of study in existing majors and minors such as Bioethics, Environmental Policy and Decision Making, Philosophy, and STS.

While the pathway's courses are unified by the common goal of evaluating the sciences through a humanistic lens, there is ample opportunity for students to define and pursue themes of particular interest to them. For instance, a Biology major might create a complementary pathway which explores how different disciplines tackle problems related to science and morality (e.g., via AFAM401, ENGL348, PHIL285, REL292/PHIL292, and STS333); or a History major might explore the development of culturally-specific scientific agendas in different historical contexts (e.g., via PHIL220, PHIL320, REL301, STS201, and STS366). The pathway encourages students to engage with issues related to science and values from multiple humanistic disciplinary perspectives, including historical, literary, and philosophical, and with a variety of source materials ranging from theoretical works to historical records to memoirs. (It differs in this respect from related interdisciplinary programs like STS, which is strongly historically oriented, or EPDM, which is more grounded in the social sciences.) Regardless of the suite of courses they select, students who complete this pathway will have the opportunity to hone their analytical skills and gain facility in examining complex issues from multiple perspectives. Logistically, we do not anticipate that students will have any difficulty completing the pathway. Numerous courses on the list are offered annually (marked in blue below). While the other courses are offered every two to three years, the large number of courses and the faculty practice of rotating through upper-division courses will ensure that in any given year there will always be at least three pathway courses offered in each of the following departments: Philosophy, Religion, and STS. Finally, we would note that this pathway responds to a widespread, and growing engagement of our students with issues related to science, ethics, race, medicine, technology, and environmental change, and conversations with faculty in linked departments and programs indicate that student interest in these areas is so great – and unlikely to abate anytime soon – that this pathway will not be detrimental to existing courses of study. The hope, rather, is that students pursuing the pathway will be encouraged to delve more deeply into related humanistic disciplines and will be better equipped to make connections between these courses – and between these courses and the many related courses outside the pathway in the natural sciences and social sciences.

Science and Values

This pathway encourages students to evaluate and understand the sciences through a humanistic lens. Courses in this pathway ask questions like:

How can the sciences be understood in their broader historical, social, and ethical contexts?

What is the relationship between science and values (in the past and the present)?

How were scientific methods and approaches developed and why?

How have claims about what is 'natural' been used to defend or undermine value statements?

Color coding:

Blue: offered frequently/once a year

Orange: offered every two years

Black: offered occasionally or frequency not clear

*AFAM 401 Narratives of Race (CN)

*CONN 393 The Cognitive Foundations of Morality and Religion (CN)

ENGL 348: Illness and Narrative Discourses of Disease

ENVR 335 Thinking about Biodiversity (CN)

HIST 364 American Environmental History

PHIL 105: Neuroethics and Human Enhancement

PHIL 220: 17th and 18th century Philosophy

PHIL 230: Philosophy of Mind

PHIL 285 Environmental Ethics

PHIL 320: British Empiricism

PHIL 330: Epistemology

PHIL 332: Philosophy of Science

PHIL 336: Philosophy of Language

Δ PHIL 389: Race and Philosophy (KNOW)

Δ PHIL 390/PG 390: Gender and Philosophy (KNOW)

REL 292/PHIL 292: Basics of Bioethics

*REL 301: Consciousness and the Bourgeoisie (CONN)

REL 320 Reproductive Ethics

Δ *STS 100 Apes, Angels and Darwin (HA, KNOW)

*STS 201 Intro to STS Ancient times to the Present (HA)

*STS 202 Intro to STS 1800 to the present (HA)

*STS 314 Cosmological Thought (CONN)

Δ STS 324 Science and Race: A History (KNOW)

*STS 330 Evolution and Society since Darwin (CONN)

*STS 333 Evolution and Ethics (CONN)

*STS 340 Finding Order in Nature (CONN)

*STS 344 Ecological Knowledges in Historical Perspective (HA)

STS 366 History of Medicine

*STS 370 Science and Religion (CONN)

*STS 375 Science and Politics (CONN)

Appendix I: Special Interdisciplinary Major

Special Interdisciplinary Major at Puget Sound (draft)

The Curriculum Committee (CC) last reviewed the Special Interdisciplinary Major (SIM) program in 2013 (see attached report). In 2017-2018, the CC decided to review the program again as a result of CC discussions surrounding SIMs then underway.

The focus of the current review is seven SIMs that have been approved and granted since 2007. The information we examined the following information with regard to these seven SIMs: the relevant transcripts and Curricular Action Reports (CARs), an email survey of these SIM graduates (with five of seven individuals responding), an email survey of faculty who advised one or more SIMs (to which nine faculty members responded), and a review of CC minutes on the topic in 2017-2018 pertaining to SIMs. What follows is an overview of the major findings of the Working Group with regard to these different sources of information – including, when appropriate, commonalities and contrasts between them – followed by recommendations.

Transcripts and CARs

The following is a general picture of SIMs in the past decade:

Grad. year	SIM Title	Units	Degree
2007	Cognition and Brain Science	16	BA
2008	Criminology	11 (plus 3 courses abroad)	BA
2010	Anthropology in Performing Arts	15	BA
2010	Human Ecology and Communication	16	BA
2012	The Politics of Health Care	12	BA
2016	Neuroscience	18	BSc
2016	New Media Studies	15	BA
2018 (anticipated)	American Studies	16	BA
2019 (anticipated)	Critical Dialectical Theory	13	BA

The following trends can be detected from the transcripts and CARs for these degrees:

- Very few students pursue SIMs. Granted, we are not in a position to say how many SIM proposals, if any, have been rejected by the CC in recent years.
- SIMs often include more extensive coursework than traditional majors, and sometimes exceed the 16-credit limit the CC has designated for SIMs.

- Perhaps not surprisingly, students pursuing SIMs tend to have fairly strong academic records. The median cumulative GPA of the seven graduates is 3.7 and the mean GPA is 3.65.
- Of the SIMs reviewed, only one (in Neuroscience) was defined as a Bachelor of Science degree; the rest were Bachelor of Arts degrees.

Feedback from alumni

- All the alumni who responded (5 of 7) conveyed a positive attitude toward their SIMs. They articulate the value of their SIMs in several ways, which are conveyed in no particular order:
 - a) Several (3 of 5) alumni explain that the SIM allowed them to take “ownership” over their studies at Puget Sound (although they might not use this word) in a way that they think might not have otherwise been possible. The graduates’ excitement of thinking across disciplinary lines was a clear source of such “ownership” and of their positive SIM experience in general. One student (Anthropology in Performing Arts) describes that it was “exactly the interdisciplinary focus of my education that allowed me to tailor my education to my specific interests, and thus gave me a deeper ownership and commitment to it.” The same graduate and one other explain that the process of conceptualizing and fulfilling the SIM was a meaningful process in its own right: “In many ways, the best part about creating the SIM was that I actually had to *think* about my major in a way most students don’t” (Criminology SIM).
 - b) Several responses reveal that students used SIMs in order to study an interdisciplinary field not offered at Puget Sound – in other words, that they followed the spirit and not just the letter of the SIM. For instance, the neuroscience major describes being “specifically drawn to the intersection between the biology and physics of the brain”; for this student, the SIM provided a means to “draw from multiple disciplines which, to me, is what defines neuroscience as a field.” Likewise, the graduate in Criminology describes how the SIM allowed one to “tie together psychology, sociology and philosophy to understand criminology from a variety of perspectives.”
 - c) Several (4 of 5) alumni state that the SIM was important for their professional trajectories or graduate studies. A graduate in Neuroscience had published a piece with a Puget Sound (and principal SIM) advisor and is now set to pursue an MSc in the field; a graduate in Anthropology in Performing Arts is “confident that the personal passion illustrated through my SIM education is part of what swayed both the Watson and Fulbright committees” to offer her grants, while also preparing her for a career as a professional circus aerialist (!); a graduate in New Media Studies pursued an MA in Media and Cinema Studies; and a graduate in Criminology pursued an internship with the FBI while a student and then held a fellowship at the Department of Homeland Security’s International and Science and Technology Department.
 - d) Two alumni describe the value of their SIMs in a slightly different way: They intended to take classes across several fields and departments, and the SIM allowed them to “squeeze everything in.” In other words, pursuing some combination of majors and minors in order to pursue their interests would have been unfeasible or required substantial coursework which they did not want to undertake. The New

- Media Studies major opines that the alternative to a SIM would have been a “triple major, double minor.”
- Several alumni suggest that the opportunity of pursuing a SIM played a role in their decisions to enroll in Puget Sound and to stay there for the course of their studies. The New Media Studies major recalls that “knowing that the SIM was an option was a key factor in my decision to come to UPS in the first place.” Another recalls that “the opportunity to complete an interdisciplinary major is what kept me there” (at Puget Sound).
 - The SIM majors recall having close relationships to their faculty mentors. The Criminology graduate describes being able “to get feedback” from SIM advisors at any time. None of the graduates, however, mention full meetings of the SIM advisory committee – a notable fact given that the SIM guidelines task the full SIM advisory committee with meeting with the student once a year. Indeed, one graduate recalls “thinking I would have liked the opportunity to speak to the committee about my SIM in some form of presentation or conversation.”
 - Several alumni (4 of 5) conveyed that they experienced a sense of isolation while pursuing their SIMs which, by their very nature, put them in a department of one. (Although it is worth noting that we prompted the alumni about this precise issue). Not being in a major cohort was “frustrating at times, and incredibly lonely on graduation day.” The graduate in Anthropology in the Performing Arts recalls missing a “sense of community,” and recommends creating a “thesis class where all the SIMs meet each other and can support each other” – or, in lieu of that, a “simple social event once a year.”
 - Alumni feedback on the SIM application process was quite mixed. Two alumni shared the opinion that the rigor of the application process was appropriate. The Criminology graduate recommends “keeping” the “extensive and rigorous application,” as it would “weed out people who are not willing to put in the work required.” Another graduate valued the “challenging and thorough process” of getting a SIM approved, which helped the student to “clarify my own path and goals for the SIM.” None of the SIM graduates complain that the guidelines *as such* were too challenging. However, one graduate (in Neuroscience) describes the “approval process” as “tedious, time-consuming, and worst of all ambiguous.” The graduate explains that the SIM proposal in question took 10 months for final approval and “went through two curriculum committees”; one iteration of the CC asks for revisions, and then the CC the following year asked for totally different revisions that were “not transparent enough.”
 - Two alumni opine that the SIM is not sufficiently accessible and visible to students on campus. One explains that the SIM is something “the university should be proud of,” as it “contributes strongly to its liberal arts identity.”

Feedback from faculty SIM advisors

- Several faculty members articulated the opinion that SIMs spur the creativity and academic achievements of a small subset of students. One states categorically that “SIM is an important part of the Puget Sound curriculum, and crucial to letting our students find ways to do innovative work that our current faculty can support but our institutional structure is too sluggish to respond to.” A faculty member who has advised two recent SIMs comments that “the SIM senior project “has been a useful medium for exploring

more creative, “outside-of-the-box” capstone projects that might not usually be prescribed by a major,” adding that “my students have really taken these senior projects seriously and seen them as a truly culminating product of their educational experience.”

- Three faculty members mention in some context the danger of losing highly motivated students should we not offer the SIM. One faculty member notes having “worked at several other institutions, and worked with students doing the equivalent of SIMs at those colleges,” and posits that “we would certainly lose some of our most innovative students to such places.”
- One faculty member pointed out that SIMs might help the university adapt to shifts in student interest in a way that is beneficial to curricular development and new hires.
- Three faculty members commented on the SIM approval process by the CC, and their comments are worth reproducing at length:
 - a) The main advisor for a SIM discussed above echoes complaints about how two CC working groups brought different sets of criticisms to an SIM proposal. The second WG’s “criticisms lay outside the guidelines that needed to be satisfied for the SIM.” Apparently, the WG insisted that the SIM involve a humanities component, with the result that the student and advisor “felt that we were being forced to conform to this group’s particular interpretation of what their ideal SIM should be (not what was written in the guidelines).”
 - b) The second criticism of the process comes from a faculty member who served on the CC and criticizes “what felt like a powerful institutionalized resistance to the SIMs.” Commenting on two SIM applications under review at the time, the faculty member comments that “no” seemed to be “the default position” by the Associate Dean and the Registrar. Echoing a few of the graduates’ comments, this faculty member suggests that we consider making the SIM more accessible.
 - c) A third faculty member opines that “the CC criterion for approving them [SIMs] and the structure for updating/revising them along the way could use some work to make the rules of the game clearer and more uniform.”
- Some faculty members offered more positive appraisals of the CC approval process. A few praised the “high bar” for approving SIM approvals. One characterizes the existing application process as “fair and transparent.”
- A few faculty responses report on the academic shortfalls of specific SIMs. One faculty member recalls that a SIM major failed to rise to the occasion in her senior thesis, despite the valiant efforts of the committee members to prod the student to think in broader ways. Another faculty member – in fact, the same person who praises “outside of the box” thesis projects above – reports perceiving in SIMs she did *not* advise a “sometimes too-narrow/selective focus of the courses to fit into a view/position that the student has already staked out, rather than a broader field of inquiry” – in other words, “self-serving, selective pathways through preferred faculty or intellectual viewpoints rather than substantive SIMs.” Implicitly in response to such dangers, this faculty member makes sure to stress to perspective SIM majors that their major “should probably look like a reputable field of study that folks are doing elsewhere, but which we don’t offer here. In other words, I really insist that students approach it as a distinct, coherent field of inquiry, rather than just a collage of classes that they think sound cool.”
- Several faculty members pointed out that SIMs involve a considerable time commitment for faculty advisors, one that is not counted in terms of teaching load or compensation. A

faculty member comments that advising a SIM is a “substantial time commitment” for “what may be a great (or a limited) payoff for the student, and not much benefit for me except seeing a student get what he or she wants.” Another faculty member added a somewhat different evaluation, arguing that a SIM advisor’s time commitment falls mostly “at the outset,” with minimal time burdens falling until the senior project – “and even those tend to be a bit more self-directed.”

The Curriculum Committee

In 2017-2018, SIM matters have come up at a few points:

- A SIM application was received which did not include letters from faculty advisors, as required by SIM guidelines. The CC made approval contingent on receiving letters and eventually approved the application (see minutes of October 31 2017).
- At meetings of October 31 2017 and 19 January 2018, the CC considered proposals to change specific courses in SIMs (in the first case, the CC approved the change, but not in the second). In the course of deliberating one these proposals, the CC determined to review the SIM requirements and process, particularly with regard to “if they are accomplishing student goals” and the issue of “faculty support and pushback” (CC minutes). To quote the minutes of the second meeting: “consideration of this proposal caused at least one committee member to wonder why so much time was being spent by the committee as a whole (and even a subcommittee) on a matter that concerned only one student — perhaps decisions regarding changes to an original SIM could be delegated to the Assoc. Dean or responsibility for changes be left in the hands of colleagues who advise/sign off on the original SIM.”

Overall conclusions from data

- Benefits of SIMs for students: The SIM program as currently constituted has enabled a small number of students – who were among our most driven and ambitious students – to have a very meaningful experience at Puget Sound, and benefitted them in their post-graduation careers.
- Enrollment/retention: The implications of SIMs for enrollment and retention are meaningful, or at least they were meaningful for a small number of highly dedicated and successful students.
- Strains on faculty: Faculty advisors generally see SIMs as valuable – mostly, it would seem, due to the benefit gained by students and with regard to recruitment and retention issues – and worthy of their time, despite the lack of concrete benefits for them. However, some faculty are concerned with the amount of work that goes into advising a SIM (and, of course, we do not have data on what faculty who have not recently advised SIMs think about them).
- Administrative issues: Graduates with SIMs, faculty advisors and CC members feel that the process of approving and maintaining SIMs through the CC could be simplified or rationalized.
- Accessibility of SIM to students: Opinions were divided on how accessible SIMs should be to students. On the one hand, several students and one faculty member think the SIM should be more accessible to students, although it is unclear how exactly they think this

should be done. On the other hand, students and advisors as a whole do not seem to think that the existing guidelines for proposing a SIM are unfair or even excessive (though this is not necessarily true with regard to their application by the CC). Indeed, some faculty advisors suggest that not all students are capable of pursuing a SIM, which would suggest that the existing “high bar” for applications is appropriate.

Recommendations:

5. In the interests of improving the CC’s process of reviewing SIMs and avoiding protracted or difficult reviews, require students applying for SIMs to consult with the relevant Associate Dean early in the development of an application.
6. With the goal of improving the administration of approved SIMs, delegate to SIM faculty advisors the responsibility of approving specific course changes to the SIM independently of the CC, with the understanding that the modifications will be communicated to the relevant Associate Dean.
7. In order to mitigate against the sense of isolation some SIM students have experienced, encourage advisory committee members to think of each SIM student as a member of their home department or program.
8. For the time being, maintain the existing guidelines for approving and reviewing SIMs unchanged (apart from 1-3). However, in light of the incomplete picture this review offers of wider faculty opinion on SIMs – including questions of accessibility of SIMs, faculty time commitments and views on SIMs more generally – recommend that the Senate consider whether the question of SIMs requires further consideration.

SET COMMITTEE

In light of substantial evidence demonstrating the unreliability of student evaluations of teaching (SET) in measuring teaching effectiveness and the considerable reliability of student evaluations of teaching in reflecting student biases, the faculty unanimously endorsed a measure at its April 25, 2018, faculty meeting requiring the Faculty Senate to create an ad hoc committee for the purposes of

- 1) mitigating the problem of bias in student evaluations, and
- 2) recommending a long term solution or change to our current system.

Motion: The Faculty Senate proposes the creation of an *ad hoc* committee (the SET Committee).

The committee will consist of 7 members, with the following membership:

- 1 former member of the PSC
- 1 former member of the FAC
- 1 former member of the COD
- 2 other faculty members
- one student representative
- one representative from the Dean's office

The Professional Standards Committee and the faculty recognize that

1. studies demonstrate that SET is a poor predictor of teaching effectiveness
2. studies demonstrate that SET is a strong predictor of student bias

The Faculty Senate charges the SET Committee with the following tasks:

- to identify what the faculty values and learns from student feedback about courses
- to identify an approach to student feedback about courses that corresponds to what we value and that supports faculty development
- to identify mitigating measures to minimize bias in the evaluation of teaching

Timeline:

Interim report to Faculty Senate by December 2018 with a preliminary recommendation about timelines for achieving committee objectives (with the understanding that the committee will not have completed this work, but will have been able to assess the workload and make recommendations about how long they expect the work to take).

If advised by the SET Committee, the Faculty Senate may request outside consultative support for the committee. The Committee will also require research support from the Office of Institutional Research.