

## Faculty Meeting Minutes March 4, 1999

President Pierce called the meeting to order at 4:05 p.m. in McIntyre 103. Sixty-three voting members of the faculty were present.

Minutes of the February 10, 1999 faculty meeting were approved as distributed.

There were no announcements.

President Pierce gave no report.

Dean Cooney said we would begin discussing the topic of faculty teaching load next year.

Michael Veseth gave a presentation on his *Citizenship Core Proposal*. In his presentation he followed a handout extracted from the *The Citizenship Core Page* he created at <http://www.ups.edu/faculty/veseth/core/core.htm>. He argued that adopting a theme for the core would give it coherence and he explained why the theme should be citizenship. He described the structure of a citizenship core that would include four courses, and he addressed the role distribution requirements might play. He said that he would move creation of a citizenship theme core if the motion to create a freshman Seminar in Scholarly & Creative Inquiry failed.

After Veseth's presentation we returned to a discussion of the motion made at the February 10, 1999 meeting. Bill Haltom read the motion: **"To approve a first year 'Seminar in Scholarly and Creative Inquiry' to be taken by all first-year students at the University of Puget Sound as part of a general-education curriculum; passage of this motion shall have the effect of including the Seminar in Scholarly and Creative Inquiry in the omnibus motion, to be brought before the faculty according to the process adopted on October 20, 1998."**

**Bill Beardsley M/S/vote reported later "to amend the motion to read (changes underlined) 'To approve a first year "Seminar in Scholarly and Creative Inquiry" to be taken by all first-year students at the University of Puget Sound as part of a general-education curriculum; some number of these seminars shall be drawn from existing courses appropriate for freshmen and may satisfy other core and/or distribution requirements; passage of this motion shall have the effect of including the Seminar in Scholarly and Creative Inquiry in the omnibus motion, to be brought before the faculty according to the process adopted on October 20, 1998.'"**

Beardsley argued that the amendment addresses the concerns of those who may be worried about the fate of survey courses, relieves staffing pressures, provides for a wider variety of courses and options for students, and facilitates greater department control over freshman offerings, because departments would be less likely to be forced to choose between serving the freshman core or other clientele. Larry Stern, co-author of the motion, said that departments might need to give up senior-level "passion" seminars in order to teach freshman-level "passion" seminars, and that this would be undesirable. He said the amendment is necessary to avoid "reform by social convulsion." He added that because some faculty passions may be "narrow and arcane," the match between freshman seminar topics and student interests would not be very good without the amendment.

Bill Breitenbach opposed the amendment, arguing (1) that nothing in the original motion rules that existing courses appropriate for freshmen are unsuitable as seminars in scholarly and creative inquiry, and (2) we should deal with this and the core and distribution issues at the end of the process, not now. Beardsley responded that he was trying to make sure that the possibility that existing courses could be included didn't get lost.

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Nancy Bristow said that the original assumption was that the Seminar in Scholarly and Creative Inquiry would not count toward major requirements.

Dean Cooney objected to language in the proposed amendment directing the Curriculum Committee to include existing courses among seminars in scholarly and creative inquiry, regardless of whether the existing courses had been proposed for that or not. He said we should not be trying to decide everything at once, and spoke of an "Amazon.Com" model, in which we add to and take from a shopping cart before deciding what finally to buy. Beardsley responded that he did not feel the language of the amendment was prescriptive.

Haltom suggested a friendly amendment consisting of (1) changing "shall" to "may," and (2) excising "core and/or distribution." Amendment co-authors Beardsley and Stern accepted the friendly amendment, and the motion to amend became: **"to amend the motion to read 'To approve a first year 'Seminar in Scholarly and Creative Inquiry' to be taken by all first-year students at the University of Puget Sound as part of a general-education curriculum; some number of these seminars may be drawn from existing courses appropriate for freshmen and may satisfy other requirements; passage of this motion shall have the effect of including the Seminar in Scholarly and Creative Inquiry in the omnibus motion, to be brought before the faculty according to the process adopted on October 20, 1998.'"**

Dean Cooney said the amendment now seemed to specify that the Seminar in Scholarly and Creative Inquiry could fill major requirements. Haltom said he was not intending that meaning. Jim Evans said he didn't favor the amendment anymore because it didn't say or do anything new. Beardsley responded that replacing "shall" with "may" addressed a major objection to the amendment. Suzanne Barnett suggested that, although we really didn't need this amendment, she found the discussion of it helpful and said that we should deal with the issues it raised later.

Stern asked whether the omnibus motion could be passed in parts or had to be passed in its entirety. Haltom responded that it would be a motion that could be amended.

**Bob Matthews M/S/P to close debate. The motion to close debate passed on a voice vote. Beardsley's motion to amend the motion then failed on a tie vote 24-24.**

Ted Taranovski argued that what we should be considering is not two freshman seminars, but a sequence of freshman and sophomore seminars. He said the sophomore year is when students tend to need motivation, not the freshman year. He said that requiring two freshman seminars would restrict student choices too much because of heavy major requirements.

Jim Evans supported the motion, saying that he valued a year-long freshman experience in small courses that set standards for college work. Doug Cannon said he is currently teaching a Seminar in Scholarly and Creative Inquiry pilot course, *Infinity and Paradox*, and very much appreciates the very small size which enables him to know his students and to adjust course elements to suit. He said students like the course, but that it would most likely be excluded from any core theme he could think of.

**Michele Birnbaum M/S/P to close debate. The motion to close debate passed on a voice vote. Taranovski called for a paper ballot. Haltom read the motion one more time: "To approve a first year 'Seminar in Scholarly and Creative Inquiry' to be taken by all first-year students at the University of Puget Sound as part of a general-education curriculum; passage of this motion shall have the effect of including the Seminar in Scholarly and**

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**Creative Inquiry in the omnibus motion, to be brought before the faculty according to the process adopted on October 20, 1998.” The motion passed 45-8.**

We adjourned at 5:16 p.m.

Respectfully submitted,

John M. Finney  
Secretary of the Faculty