

Faculty Senate  
McCormick Room, Collins Library  
Minutes of the February 23, 2015 meeting

**Present:**

Pierre Ly, Ariela Tubert, Nila Wiese, Jonathan Stockdale, Andrea Kueter, Kris Bartanen, Bill Haltom, William Beardsley, Emelie Peine, Andrew Gardner, Paige Maney, Chris Spalding, Maria Sampen, Leslie Saucedo, Mike Segawa.

**Guests:**

Alison Tracy Hale, Stacey Weiss, Gwynne Brown

**Meeting called to order at 4:01pm**

**Announcements**

**The informal breakfast with trustees** is on Friday February 27, 7-8:30am. Please encourage faculty to sign up. RSVP by email to Sylvia Benavides.

The **deadline for faculty to nominate students for scholarships** (Bryning, Wallerich, Wyatt) was extended to Tuesday February 24. Faculty members are encouraged to nominate a student. Gardner commented that while there are several great students he and colleagues would like to nominate, the three scholarships advertised have restrictive eligibility criteria (one requires need, another is for science fields, and the third is limited to students who will be seniors in the fall of the coming year).

We will try to run the **Senate elections** early. There are 4 open seats on the Senate, and the new faculty secretary position. Please encourage colleagues to run for the Senate.

**Haltom** directed Senators' attention to the textbook information provision of the 2008 [Higher Education Opportunities Act](#):

“ To the maximum extent practicable, each institution of higher education shall – Disclose, on the institution's internet course schedule and in a manner of the institution's choosing, the ISBN (International Standard Book Number) and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes.”

Haltom noted that while this is a federal law, most faculty may not know about it and as a result, few may be in compliance. Bartanen asked whether this information was channeled through PeopleSoft. Peine noted we don't have control over the display on the schedule. Haltom suggested we turn in book requests for courses to the campus bookstore before registration so that the information can be consistently provided.

### **M/S/P Approval of the minutes of February 9, 2015 with no discussion**

Stockdale asked how people felt about the new, Google Doc format for sharing the draft minutes. Nobody raised any issues.

### **Updates from liaisons to standing committees**

#### **Haltom heard back from the ASC regarding the potential course schedule improvement charge.**

The ASC prefers that an ad hoc committee, not the ASC, be charged with the task. Haltom sent related information for review before the next meeting.

#### **Sampen followed up on a recent UEC meeting that discussed Occupational Therapy's concerns about support for student research by the UEC.**

Sampen reported a good discussion and that the issue was well handled on both sides. At the meeting, George Tomlin (OT) listed several issues that need to be addressed by the UEC. The UEC will clarify several points on their website, including: what expenses qualify (ex: are mailing costs funded?); budget caps; and how to come up with additional funding needed if a grant doesn't cover all of a student's needs. Tubert asked whether retroactive funding was possible. Sampen said that while retroactive funding would help some students, it wouldn't help those whose graduation from the program is contingent on completion of their research.

UEC received a larger number of proposals this year. UEC funded many OT proposals last year, but fewer were funded this year. At this point, there is not a lot that can be done. Gardner commented that it may not be appropriate for a program to rely on UEC student research funding for curriculum requirements. He added that it was not fair for undergraduate liberal arts students to compete for research funds with OT graduate students. Answering Wiese's question on the idea of splitting funding, Sampen commented that faculty seem to think there should be a separate pool of funds to support OT graduate students, but the UEC has not discussed this.

Gardner added that committee members often have to review projects very different from their own field. Sampen said that the UEC examines projects very carefully, and that for now, there was not much more that could be done on the issue.

#### **Stockdale's update from Curriculum Committee**

The committee asked whether it was OK to use paper ballots to consider new minors and programs. Tubert and Beardsley confirmed it was all up to them.

### **Updates from the ASUPS representative and the Staff Senate representative**

Maney announced the call for nominations for the **University Leadership Awards**. Nominations can be made for [specific awards](#) by using an [online form](#) before March 18, 2015 at 5pm. The award ceremony takes place on April 12, during parents' weekend.

**ASUPS elections** are around the corner with a lot of excitement this year.

The **green fee** is being used towards two proposals: 1. A storage unit to store reusable dorm items over the summer that can then be given to students who don't want to buy new dorm items the next year; 2. An indoor bike rack for Commencement. The new water fountain in the library is designed specifically for refilling water bottles, and was put in by facilities free of charge. The idea for one of these water fountains in the library was a third application for the use of the green fee.

Kueter gave three staff senate updates:

- The creation of a staff list serve, that the staff senate will use to communicate and for staff members to discuss ideas.
- The staff recognition lunch is on Friday May 22.
- HR has a new performance review process. The Staff Senate has not voted on it. A performance review form is going into effect this year, and will probably serve as a base for a merit-based system.

### **Discussion of the recommendations from the ad hoc committee reviewing the Faculty Medical, Family Leave and Disability Policies**

Stacey Weiss and Gwynne Brown came to seek formal endorsement from the senate for the ad hoc committee memorandum (Appendix A) and get more feedback on the motion before presenting it to the full faculty meeting and then further up to the trustees.

Peine appreciated the level of detail (specific leave durations, conditions, pay, etc.) in the recommendations, and asked whether such details were left out of the motion strategically. Weiss responded that since there are models in other colleges to emulate, details could be left out for now to emphasize the general principle of the motion.

Tubert shared Buescher's question about limits to the number of parental leaves one may take. Brown responded it was premature to get into such details, even though this issue of limits was discussed.

Bartanen helped clarify the process for the next steps to follow. She made three points:

- Human Resources colleagues note that we acting in accord with the letter the law, but we need to bring some of the language of the current policy into alignment with Federal and Washington State law.
- Suggested enhancements to the Faculty Medical and Family Leave and Disability Leave Policy (i.e., changes that are beyond what is required by law) will need to be considered within the next comprehensive benefits review (anticipated 2016-2017). Proposals for changes to benefits need to be approved by the Board of Trustees; those proposals come through the Finance and Facilities Committee of the Board (and, possibly, through the Budget Task Force process).
- No-cost revisions to the policy to clarify or address transparency may be able to be addressed on a shorter time-line.

Beardsley asked whether it was the language or the policy that lacked compliance. Tubert said some colleagues believe it is the policy.

**M/S/P to endorse the ad hoc committee's motion on faculty leave policies** (see Appendix A) with no further discussion.

**Consider whether to charge an ad hoc committee with investigating ways of improving the course schedule**

Two main issues were discussed: First, should the ASC or an ad hoc committee be charged with this task? Second, how to address conflicts of interests in scheduling?

Tubert reminded the group that the ASC had said no to a charge, but requested that we charge an ad hoc committee. Peine reiterated the efficiency of the ad hoc committee on faculty leave policies has been. She noted that an ad hoc committee on scheduling issues, thanks to its focus, could get work done faster than ASC.

However, Haltom raised the concern that volunteers on an ad hoc committee would be more biased than the ASC. The ASC would be better able to incorporate a broad range of perspectives. If it is too late to charge this year's ASC, maybe it should be a charge to next year's ASC.

The main issue with schedule design is the difficulty to reconcile very diverse interests across campus. Different programs have different needs and students already have many time conflicts due to both classes and other activities. Sampen raised concern that restructuring may cause even more problems. Saucedo pointed out that input from different departments would be useful, and Spalding emphasized the importance of

student input as well. Gardner said that the common hour idea could help consolidate some students' activities and alleviate time conflicts.

Tubert reported that in the survey, many people said they wanted more choices of 2 day, 80 min class periods. Peine explained that 2 day classes are better than 3 times 50 minutes for her upper division classes, so she sometimes resorts to the MW 4-5:20pm schedule, which results in low enrollment despite the popularity of her class.

The issue will be on the agenda of the next senate meeting, after, as Stockdale suggested, senators examine more information, including data from the survey. Haltom sent the information compiled by the ASC to the group for further examination.

### **Discussion of what steps may be taken to increase support for faculty encountering students with behavioral and other problems in the classroom**

There are two different issues: 1. How to support faculty to help underprepared students; 2. How to support students who have disabilities or medical conditions.

Bartanen explained that the issues are not specific to Puget Sound and that Admissions has not lowered standards. For example, the TOEFL score required for international students was actually raised. Moreover, applicants do not have to disclose a disability or medical condition, and it would be illegal to require it. She supports more help and training for faculty, and said that in the coming years, we would have better data about students' needs, but insisted that it was not an admissions' standards problem.

Such behavioral issues with students are systemic in higher education. Haltom noted that in colleges with large lecture classes, these problems are largely invisible, but in our small-scale model, disruptive behaviors cannot be ignored, and many of us do not know how to handle them. Training and informal discussions between colleagues would be useful. Gardner pointed out that the problem may have been with us for a long time, but we perhaps notice it more now as recognize it more openly.

Segawa reiterated the systemic nature of the problem. There has been a positive trend: modern pharmaceuticals have allowed students to attend college (and even succeed, against all odds sometimes) when, before, without medication, they would simply not even be here. Some families actually see our caring campus community as a great opportunity for their student to finally learn how to cope better and succeed. The problem is not going to go away, we cannot turn students with personal challenges away. Perhaps in part because of tuition insurance, families are no longer easily convinced that sometimes, it may be best for their student in distress to leave the university.

However, Segawa added that at some point, there are behaviors that place an undue burden on our campus community. And even some students who do well in their classes can be highly disruptive. He said faculty often devote a lot of effort to help students

outside the classroom, but there is a limit to what any individual can do. Stockdale felt that the anecdotal reports sounded catastrophic, and that classes appeared to be seriously disrupted. Peine said it was sometimes difficult to help students with personal challenges while maintaining a functional classroom for all students.

The discussion about solutions suggested that while adding more resources was certainly welcome (Does CHWS have enough staff? What about the packed proctored exam rooms at CWLT?), it may not be the most important issue. How could CHWS and faculty work together on these issues? There is a lot of good work done by Peggy Perno to create support groups and a sense of community.

Tubert asked whether there could be more options available to faculty to help students and keep their classes working. She pointed out the example when a student was taken out of a class and turned into an independent study instead. Comments by Saucedo and Tracy Hale emphasized the serious risk of burnout if faculty regularly had to find their own solutions to each individual challenging student situation.

Bartanen said we have a disruptive student policy, but Wiese admitted she didn't know about it until a colleague told her about it. Maybe there needs to be more information and training on how to use the resources available, in addition to finding new ideas.

Peine commented that she was uncomfortable choosing what kind of accommodation to give a student. Accommodations for take home exams are vague. Many students bring her the form and say it is up to her to decide what's best, but she doesn't feel qualified for this. Nor does she feel qualified for providing emotional support during office hours. And individual student support is very time consuming.

Tubert suggested this topic could on a future meeting's agenda. Gardner said proposing a "Wed at 4" discussion would be useful. Beardsley noted that for further discussions to be productive, concrete ideas for specific solutions, workshops, etc. should be proposed.

**Discussion of possible biases in student evaluations: rolled over to next meeting.**

**Meeting adjourned at 5:29pm.**

Minutes prepared by Pierre Ly.

Respectfully submitted,

Pierre Ly, Secretary of the Faculty Senate

Attachments: Appendix A

MEMORANDUM

DATE: February 19, 2015

TO: Faculty Senate

FROM: Ad hoc committee on faculty leave policies

RE: Support for motion on leave policies

On March 24, 2014 the Faculty Senate charged the ad hoc committee on leave policies to review the Faculty Medical, Family Leave, and Disability policies, and make recommendations for improvement. At the December 8, 2014 Faculty Senate meeting the committee presented their review and recommendations. The committee now requests the support/endorsement of the Faculty Senate for the following motion that will be put to vote at the full faculty meeting on March 10, 2015.

*The faculty at the University of Puget Sound find the university's leave policies to be inequitable, inadequate, and lacking in transparency. We believe that our policies must be changed in order to: 1) better support faculty in their teaching and scholarship (including that conducted outside the semester calendar) as well as in their personal wellness, 2) improve the students' Puget Sound experience, and 3) align with the stated values of the university. To achieve such goals the faculty requests:*

*A. University policy updated to include benefits compliant with the provisions in the Washington State Family Leave Act (2006) and Family Care Act (2002), and the federal Family and Medical Leave Act (1993).*

*B. the implementation of a paid Faculty Family Medical Leave policy.*

*C. the implementation of a one-semester paid Faculty Parental Leave policy.*

*D. no- and low-cost modifications to the current leave policies so as to enhance clarity, equity, and transparency, and to recognize and support the scholarly and pedagogical work faculty conduct outside of the semester calendar.*

Thank you for your support.