

**Faculty Senate  
Clarion University  
12/4/17**

Faculty Senate met on November 20, 2017 in 246 Gemmell. A. Roberts chaired the meeting, with the following senators present: Y. Ayad, S. Boyden, D. Clark, J. Croskey, E. Foster, S. Harris, D. Knepp, M. Lepore, A. Lockwood, D. Lott, J Lyle, J. May, K. McIntyre, J. Overly, J. Phillips, S. Prezzano, A. Roberts, B. Sweet, J. Touster, P. Woodburne. P. Fackler, T. Pfannestiel, S. Montgomery, S. Hoke, S. Fenske, D. Emmings, and R. Skunda were also present.

I. Call to Order – A. Roberts called the meeting to order at 3:30.

II. Approval of the Minutes (Sept. 11/20, 2017) – J. Croskey, (J. Overly seconded) approval of the minutes. The motion passed unanimously.

III. Announcements

A Roberts noted that this was the last senate meeting. A. Roberts also announced that Student Trustee E. Green will graduate and will need to be replaced. The process requires chair of faculty senate to designate someone to be in on the decision. A. Roberts is happy to be involved, and will designate himself. Applications for the position are available. A. Roberts suggested that R. Skunda apply.

IV. President's Report – P. Fackler

P. Fackler discussed the Presidential Search and the Chancellor Search. The Presidential search is underway. If all goes according to plan airport interviews will be done in January, trips to campus starting in March, and appointment occurring in April. A consultant is in place for the Chancellor search. The search firm is a new one with little experience with higher education. Discussion in Harrisburg focused on the timeline for a chancellor, with some arguing for a delay until 'stability takes hold' within the State System, where many institutions are seeking presidents. P. Fackler's implication is that stability will never break out, and the committee should start the process. The search firm has asked many interested parties/groups/board members, as well as P. Fackler to provide some information about what presidents want to see in a chancellor. Rather than being told the skills/characteristics needed in a chancellor, the search firm was told about the structure and operations of PASSHE, to emphasize that a chancellor is not a CEO. P. Fackler said that there is no timeline for the Chancellor search at the present time. He will provide an email to faculty to provide their input on what we want to see in a chancellor.

P. Fackler suggested he would forward emails that he receives, which he thinks Senate may be interested in, having topics of interest to us, but which we may not see. This would not take the place of a Presidential Report, but the topics may be useful, and to facilitate transparency. General consensus was supportive.

V. Student Senate – R. Skunda

R. Skunda reported that Wingo had been held and was a success. Over 400 students attended, and they ran out of wings. He closed by wishing everyone a good break and happy holiday.

VI. Committee Reports.

A. CCPS – B. Sweet

B. Sweet noted that CCPS Proposal 130 is the changes to the W flag, which will be voted on. B. Sweet noted a read-in.

B. Student Affairs – M. Lepore

M. Lepore expanded on part of the discussion from S. Fenske, and that the standing committee was eager to collaborate with the Student Task Force created by S. Fenske. M. Lepore also discussed the Emerging Professionals Award. The proposal at the moment is that student is nominated, and the student must then submit a resume and a letter about professional goals. Qualifications for the award include academics, service in and out of school and character. The process would begin in February, and the award would be given out in April or May, probably in conjunction with the Reinhard Awards.

C. CCR – J. Lyle

No Report

D. Academic Standards – J. Phillips

No report

E. Budget – C. Childers

No report. A. Roberts noted that C. Childers is sick, and that she had been filling in for J. Knaust, who had been elected, but who had class. J. Knaust will take over as Budget Chair. This is C. Childers' last meeting, and A. Roberts thanked her for her service. Body applauded C. Childers in absentia.

F. Faculty Affairs – D. Knepp

No report

G. Institutional Resources – E. Foster

E. Foster said that the Library committee met with T. Latour on 12/1. Librarian N. Clemente is retiring at Venango, with no replacement in the offing. Suhr Library will be turned into a learning commons. E. Foster said that S. Selker suggested an adaptor will be given if requested. J. Lyle was unsure this solved the problem. S. Prezzano noted that the Interlibrary Loan fees can be mitigated if one makes sure to note if you need the high quality/color copy, as is common in the sciences, vs a more standard black and white copy. She also noted that requesting 5 articles out of a single journal article incurs costs upon the library.

H. Venango – J. May

Next Open Forum will be 12/6/17. She noted no timeline on the Venango Library changes.

VII. Old Business

A. By Laws

J. Lyle and A. Roberts will meet with President and Provost

B. W Flag Outcomes

B. Sweet said that the 1 read in is read-in. W flag outcome changes come to Senate with a positive recommendation. He also noted a concern from comments he had been given by faculty in comments: 1) ENGL 111 is listed as a prerequisite for ALL W flag classes, and 2) the 3<sup>rd</sup> learning outcome discusses required 'peer review/responses' in all W flag classes.

Discussion surrounded issues related to the degree of a mandate for peer review, and whether a 'such as' should be included, so that peer review may be one of several options. Some disciplines are very amenable to peer review, while others are less so. S. Montgomery supported the prescriptive nature of the new learning outcomes, and the prescriptive nature was intentional. She compared this to the weaker suggestion, which was how the old Q-flag outcomes had been written, but which were rewritten to be more assessable and prescriptive. J. Touster suggested that an early chemistry lab, which has a W flag, is often taken prior to ENGL 111, which would

violate the amended W flag outcomes. D. Clark noted that lab reports are a format for which it may be difficult to require peer review. Chemistry may remove the W flag from the class. J. Touster noted that the quantity of W flag courses is that each major offers W flag classes to make sure that each majors' students get writing. He raised concerns about requirements in fields, like Chemistry, which may be difficult to meet 'requirements'. Except for some very specific instances, the general consensus was that the learning outcomes, including the peer review almost cannot be met in any half-way well-done course with a writing flag. K. McIntyre noted the importance of peer review process in student papers, and that it is pretty easy to come up with, and build into the process, check sheets for students to use, such as 'active or passive voice', 'good writing' 'more research needed', etc.

### **Writing Intensive Student Learning Outcomes**

At the end of a Writing Intensive Course at Clarion University, students will be able to:

1. Compose different types of text appropriate to the discipline. These forms of text may include in-class responses, journals, notebooks, reports, formal argumentative essays, and research papers.
2. Demonstrate their ability through writing to read closely and analyze critically the professional texts of their disciplines.
3. Produce writing through the processes of planning, research (primary or secondary), drafting, peer review, and revising.
4. Articulate and support a coherent focus or purpose in their writing and develop it according to the conventions of a given discipline or audience.
5. Use research methods and documentation that meet the standards of the discipline.

### **Writing Intensive Course Requirements**

To achieve the Writing Intensive Student Learning Outcomes, writing intensive courses will meet the following requirements:

- Instructors emphasize that writing relies on a recursive process that entails steps such as analytical reading and re-reading; prewriting; submission of preliminary drafts for instructor response; peer response; revision of content, form, mechanics, and style; and formal presentation of a final draft.

S. Boyden suggested that the proposed guidelines are pretty easy to meet, and open to interpretation, in her opinion, even in sciences, and she would prefer that we raise the bar in our classes, to meet new and more stringent requirements, rather than lower the bar on the requirements.

Discussion considered various re-writes of language, with the suggestion that S. Montgomery bring them back.

J. Lyle suggested that the learning outcomes are clearer, and that they are good, but that if the issue/rationale for the reform is that students do not write enough, these proposed changes do not solve that problem. J. Lyle suggests that the reforms presuppose that W flagged courses are deficient. The NSSE data does not give us enough data to make that assertion.

A. Roberts asked about calling the question, and asked for final wording, or a sentiment, on the issue of 'peer' reviewing. E. Foster and others suggested specific language. Final suggestion “. . . drafting, review and revising”, striking 'peer' from '3' above, and a spelling correction. A. Roberts asked S. Montgomery for an updated draft.

B. Sweet brought up the issue that if ENGL 111 is a requirement, then it becomes an administrative issue, and would require the registrar to begin enforcing prerequisites, as of Fall '18.

If Chemistry drops the W flag requirement, then they will do the same writing, but it will not impact freshmen ability to write in that class, or enroll in a W flag course.

A. Roberts noted that the proposal is on the floor, with minor grammatical and spelling changes, the final version of which will be presented by S. Montgomery to A. Roberts. Vote: 1 'Nay', all others 'Aye', motion passed.

### C. GEEC

Senate needs to propose 2 members of the GEEC. S. Montgomery envisions appointment of Senators to the committee. E. Foster asked about term limits. S. Montgomery suggested a model like ISLAC, where members are appointed until they want to leave. If the appointee is a senator, then the appointment can be only 3 years. B. Sweet said that his understanding was that Senate does not have to appoint a Senator, but may appoint a faculty member.

J. Phillips asked what was to be voted on. Is Senate voting on the proposed document, or on the membership? A. Roberts suggested he envisioned no vote at all today, but to get clarification on the document and vote in Spring, and to vote on committee membership, via CCR, in Spring too.

J. Phillips noted that the 'Charge' of the GEEC includes the phrase "(to be presented through the curricular review process via CCPS)," and said that currently there is no mechanism for an outside committee to present to CCPS, other than through Senate procedures. Discussion suggested ~~via CCPS~~, as the proposed changes to Senate By Laws give the administration explicit guidance on how to make proposals.

D. Knepp and E. Foster discussed the odd phrasing of the membership: "Faculty member from the Mathematics discipline vs Faculty member from a discipline that teaches English Composition" and similar phrasing. S. Montgomery suggested the thinking is that J. Phillips may represent the Social Sciences when it comes to assessment, but he is not a social scientist, etc. A. Roberts suggested that language on membership could/should mirror language on the checksheet. D. Knepp noted that faculty from section III (health and personal performance) of the checksheet also contribute to Gen Ed, and should be included on the GECC. S. Montgomery agreed, noting that not all faculty teaching health and personal performance in the current proposed membership are represented. These faculty are not in the College of Health and Human Services. Even if they were in a college recognized on the proposed membership, the language has an 'or' in it, which could lead to their exclusion.

J. Touster suggested that some of the proposed membership are discipline oriented, while others are non-discipline oriented, and that language that would be neutral or agnostic as to any future reorganizations. As an example, the membership says "mathematics", not 'someone from the school of x'.

E. Foster noted Venango people, and wants in the minutes her attempt to ensure Venango representation on the GEEC. T. Pfannestiel said that he and S. Montgomery will look at the language again, and examine the issue of disciplines being headquartered at Venango Campus. As the entity of Venango Campus does not exist anymore, all disciplines are represented in various places, the membership suggestions were made prior to these changes, and may need to be looked at.

A. Roberts asked S. Montgomery to fix the document and bring it back in early Spring. S. Montgomery agreed, and clarified the striking of 'via CCPS', and was reminded to maybe mention the issue related to term. Need some sort of staggered term limits. The appointments by Senators will occur via CCR. J. Phillips suggested that this is a good time to remind students that certain classes are writing intensive, and that it is a good idea that they are taking them, given the NSSE data.

T. Pfannestiel noted that this discussion also brings up the issue of whether W flags can be met via short term (Winter or Summer) classes. He hopes to have this discussion in near future.

### VIII. New Business

#### A. Orientation Discussion.

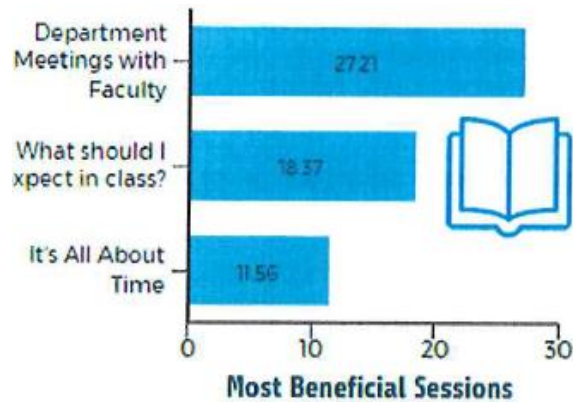
S. Fenske began by noting that, based on limited data, there appears to be positive take-aways from the changed Orientation process, whereby the first week prior to start of term is given over to various activities/informational sessions designed to acclimate new students to college.

D. Emmings summarized the NOW Week infographic handed out. Results of survey respondents suggests that the basic goals were met.

90% of survey respondents indicated they strongly agree or somewhat agree that they feel more confident in their ability to be successful during their first year of college after N.O.W. 2017.

21.7% of survey respondents ranked Academic Acclimation as the most beneficial day in preparing for first semester

The most beneficial sessions were the time with the faculty and departments.



S. Hoke noted that the general consensus among students was that the week was too long. Next year, the event will start on Wednesday. S. Hoke noted that January Orientations will continue as in past years, to facilitate ease of transition next year. CUP will still have summer orientations, but these will be voluntary, and will have online and face to face components, per D. Dollins' concern about needing some sort of face to face meeting in the summer to increase student choice of CUP.

S. Boyden noted that she spent some time with a good number of students reworking schedules, and that, perhaps, time for this could be built into the next NOW week. A. Roberts and others echoed this sentiment. Building time for schedule building/modification seems important. D. Knepp noted that student organization attendance was good, but perhaps too long. Shorten to 2 or 2 ½ hours instead of 4 hours. Perhaps coordinate with UAB to have more activities.

B. Mental Health Counselling of Athletes

M. Lepore asked S. Fenske to discuss the issue with mental health counselling of athletes, an issue brought up in his meetings with S. Fenske in the Student Affairs Committee. S. Fenske said that the mandate comes out of PSAC, and that CUP is the first school to start the process. PSAC is the first conference in NCAA. Every school has to have a plan of what to assess, how to assess, and what they will do about the results. There are lots of issues to iron out, such as what to assess and how to assess it. She envisions a sort of 'score card' where, if an athlete gets a certain score, they are directed to get additional help. The score will be part of student's athletic record.

J. Touster asked about the rationale for athletes, and whether there was a specific prompt. S. Fenske said that this came out of the NCAA. Meetings of various NCAA committees shows increased conversations and concern for mental health issues among athletes at various conferences/convention. Many reports and workshops on behavior intervention teams etc. D. Lott was concerned that survey results would result in a diagnosis and a stigma or note in a public record that may follow a student forever. S. Fenske said that there is no diagnosis, but simply counselling for symptoms, like anxiety, and how to manage stress, etc. Athletes are directed to do follow-up, but doing so is not mandatory, and will not result in a diagnosis applied to their record. M. Lepore noted the impact of stress, and its management, rather than a focus on a diagnosis, and to make students aware of resources available. D. Clark asked about opening this up to all students. S. Fenske noted that it could be opened up to all students, if done in an online format. S. Fenske noted that her office and the behavioral intervention teams gets assistance from the SOAR mentors and other student groups, peer health educator programs, etc. B. Sweet wondered about the consequence of non-follow-up by students. S. Fenske noted that this has not been finalized by the committee working on the procedures. The analogy is the mandated Title IX sexual harassment counselling/training mandated by NCAA. Little proscriptive guidance or scope on how each school is to do it. S. Boyden noted that there has been an uptick in demand for counselling services, and wondered about the ability of the service to meet the increased demand. S. Fenske noted that S. Boyden's concerns were well placed, and that dealing with this means more than simply increasing staffing. Issues of concern for S. Fenske include triage, managing waitlists, and directing/coordinating students in use of community services.

IX. Adjournment – B. Sweet moved (J. Overly seconded). Unanimous passage.