

**Faculty Senate
Minutes
Clarion University
11/15/21**

Faculty Senate met on November 15, 2021, in Still 206, via zoom and face to face. J. Knaust chaired the meeting, with the following senators present: S. Boyden, J. Croskey, N. Dias, E. Foster, L. Fulton, J. Knaust, D. Knepp, M. Lepore, A. Love, J. Lyle, J. May, M. K. McConnell, N. O'Neil, J. Phillips, A. Roberts, A. Rosati, A. Shannonhouse, B. Sweet, L. Taylor, J. Walsh, P. Woodburne. J. Joseph (student Senate), was also present. In addition, Robin Weaver, Robert Mehalik, Peter Kuvshnikov, Katherine Wardi Zonna, and John P. Staszal, all from the Integrated Faculty Senate Working Group attended.

Department chairs and/or representatives attended to field questions from Senators vis-à-vis their CCPS proposals. These included F. Shepard, Y. Shao, J. Heavilin, R. Patterson, L. Bladen, L. Lillard, D. Kelly.

- I. Call to Order – J. Knaust called the meeting to order at 3:30.
- II. Approval of the Minutes (11/1/21). A. Roberts moved, M. Lepore seconded. Motion passed.
- III. Announcements
 - o Council of Trustees Meeting this Thursday
- IV. President's Report—J. Geiger and/or D. Pehrsson
Not Present
- V. Provost Report—P. Gent
Not Present
- VI. Student Senate – A. Barrett/S. Spang
The Students In Need scholarship has at least nine recipients so far. The Student Senate will review another 15 applications and make decisions on these, given that the amount available to dole out is limited to \$2,000.
The Social Equity Dinner was held Dec. 9 from 7-9 pm in Gemmell. Approximately 100 attendees. J. Walsh got an award from the group. Congratulations to Dr. Walsh!

Food services continues to be an issue, with food that seems not very hot in Eagle Commons and in Gemmell.

J. Joseph was asked about President Pehrsson coming to Student Senate and talking about the mask issue in the spring term. J. Joseph was not there for that session, so will look through senate minutes and get back to us.

- VII. Committee Reports.
 - A. CCPS – B. Sweet
The group of 6 interim-interim curriculum committee has been meeting has tentatively decided on an interim Integrated Curriculum committee made up of 6 members from each campus, plus 3 administrators. This requires one member fewer than the total make up of CUP's CCPS, but is much smaller than the local curricular committees at EU and CALU.

Given the major course proposal discussion that happened today, it is likely that at least a couple proposals will come back to senate next week.

B. Student Affairs – M. Lepore

Nothing to add to what S. Fenske discussed in her presentation about the Student Affairs Division's five year review.

C. CCR – M. McConnell

N/R

D. Academic Standards – L. Chambers

N/R

E. Budget – A. Roberts

N/R

F. Faculty Affairs – J. Walsh

N/R

G. Institutional Resources – L Taylor

N/R

H. Venango – J. May

Mirroring Student Senate concerns over food services, there are concerns on the Venango campus about Aramark, the food service vendor. The company is not making anywhere near what they need to make to remain viable.

Various repairs and upgrades are ongoing. Acoustic panels have been installed (where), and steps (where) have been powerwashed. The A&P lab has a new table.

Student Senate and the Veterans club are hosting the annual Thanksgiving Dinner for faculty, staff and students Nov. 18 from 4-6 pm.

Continuing Ed and Health/Applied Science programs are starting to build back some of their certificate programs as a blend of credit and non-credit classes

On a sad note, Dave Wilson, alumnus, former security guard on campus, and adjunct faculty in the Criminal Justice program was in a car accident and is seriously injured and has had complications from back surgery. A 'Go Fund Me' account has been set up to assist him and his family.

VIII. Old Business

1. Integrated Faculty Senate Working Group (A. Roberts, P. Woodburne, J. Knaust and M. McCullough)

Met to continue to discuss work flow. P. Kuvshnikov was told by his provost that so far as they were concerned, the Provost would bring curricular proposals to Senate—following the EU model, despite this group's consistent view, and despite talking to Baker-Tilly last meeting, about more closely following a Clarion than EU model. After some discussion, rather than acquiescing to, or asking permission for, what it is that we want, P. Woodburne volunteered to append the draft document written by B. Mehalik, that will describe exactly what our committee wants in this

regard. This puts the ball in the administrations court. They can ignore us, but they can't say they did not know what we proposed.

2. Statement of Equity, Diversity and Inclusion.
No further meetings have occurred

IX. New Business

1. CCPS Proposals

All proposals come to Senate with a positive recommendation from CCPS. One that might have had a negative recommendation was withdrawn. Senators pulled proposals 20, 25, 46, 56, 57, and 58 to discuss.

Vote called on the remaining proposals. Vote in favor. All proposals except those noted above passed.

Taking these in order, proposal 20 had a question raised about the notation of 'capstone'. This is common parlance in areas, as in Library Science and Business. The wording does not change anything. A Management course is being introduced as a new Capstone course. Vote called. Motion passed.

Proposal 25 was similar. Economics had intended to increase the number of majors, and hoped to develop a research methods capstone class. As it happened, majors shrank. The original capstone class, BSAD 490 was never removed from the curriculum. This proposal eliminated the Economics capstone that had never been offered, and reinstated the original capstone. Vote called. Motion passed.

Proposal 46 had questions raised about the statement in the course description about skills being learned. D. Knepp proposed an alternative wording to avoid confusion about what students could learn how to do. D. Knepp suggested "students will learn the value of integrative therapies and how to connect potential patients with qualified providers". L. Bladen noted that students in the class are RNs and know the issues they are dealing with, and are not standard students with no experience. Many of the students in the class have the education and certification and licensed to do what the class description suggests. D. Knepp noted that the class has no prerequisites, so worries that students who are not those described above can take the class, and that perhaps the description can be modified. D. Kelly noted that Doug's alternative statement may well be fine. The department will take this back and make changes as suggested and bring back to Senate next session.

Proposals 46, 56, 57, and 58 were questioned about the placement of major specific classes on the Gen Ed side of the checksheet, and that they were not placed (but should be) in the 'required course' section on the right hand side of the checksheet. While it is not unheard of to do so, encroachment by major classes on the Gen Ed side of things is worrisome. S. Boyden noted that, as this class had always been able to be placed on that side of the check sheet, and as the point of checksheets was to be a clear road map to students, that it would be bad form to remove it from that position. The other concern, about it not being placed in the 'required' course section of the checksheet when it should be, was taken as a friendly amendment.

All of these, taken in turn, were voted on, supposing the changes noted in the amendments, and all passed.

2. Student Affairs Five Year Review

S. Fenske reviewed the recently completed five-year review undertaken by the Student Affairs division. Rather than summarize here, the detailed executive summary is appended to these minutes.

X. For the good of the Order

Discussion about the lack of presence from the President and Provost, immediately after presenting a program array draft that deletes the Physics and Philosophy programs, among others across the three institutions.

The Chancellor and all involved administrators promised the process would be transparent. It appears to not be so. This is particularly worrisome when neither senior administration official came to Senate this afternoon. Indeed, notice of non-presence was given very late in the day.

P. Kuvshnikov noted that 80% of his classes in physics and some other related content areas/programs have been eliminated at EU, with no promise of teach-out for students.

The CUP planetarium was the focus of the building of the new STC. S. Montgomery takes student to do research at various planetariums across the country. Chunfei Li does much research with students and brings in huge grants. How can we have a STEM program at all without Physics. How can we teach critical thinking at its best without Philosophy Does the Integration administration/chancellor or whomever, wish to kill critical thinking at the university altogether?

Even with the Integration, students seem to be having a harder time getting classes, particularly Biology/immunology and other classes and across the board that had been offered on a regular basis to majors and electives which enhanced the education at CUP are no longer being offered. **The issue is that if PennWest was supposed to offer classes that CUP could no longer offer, why erase those majors that are viable at CUP, on our own. Was not the point of the Integration to make more opportunities available?**

Many classes will remain. Certainly, the faculty will remain. Thus, the rationale for the program array and deletion of majors is unclear.

If the Integration is, as has been advertised, in part to enable universities and programs to have a new lease on life, then they ought to be allowed to have a new lease on life. It seems strange that the core issues of what makes up a university's reason for existence, its classes and majors have been decided in the program array, when issues of housing or how athletic teams will be run have not. If the point of Integration is about business, then there are a lot of business questions that seem to not be answered.

Faculty were told that programs precisely like physics and philosophy, while too small to be viable at CALU or EU or CUP individually, would be viable due to the enlarged student and faculty base at all three institutions. Other programs have been apparently been deleted, even when they pose no expense, and when the deletion of the program saves no money.

The deleted programs seem to have been killed in order to appease legislators. It appears that legislators only understand costs in terms of a line item. It appears to legislators that a reduction in line items will save money. However, it will not. No other rational/objective reason makes sense. The only result is to remove options and opportunities from students.

It is indeed very odd that Slippery Rock, with fewer Philosophy students and faculty, will have a Philosophy degree, while PennWest, the second largest university in western Pennsylvania, with more Philosophy students and Philosophy faculty, will not.

It is worth recalling that the Chancellor specifically said that this integration will offer opportunities to those students who do not get in their cars and go to other places, and if they do not go to CUP, they do not go to college. The current motion of Integration seems to work in opposition to that guiding sentiment. The hypocrisy of the Chancellor and the process seems in full view.

The body supports a resolution in support of the deleted majors and those faculty who teach them.

- XI. Adjournment – B. Sweet moved. D. Knepp seconded. Unanimous vote of ‘aye’ by hitting the ‘Leave’ button.

EXECUTIVE SUMMARY – CLARION UNIVERSITY

DIVISION OF STUDENT AFFAIRS

5-YEAR PROGRAM REVIEW (2015-2020)

DIVISION OF STUDENT AFFAIRS

Student Affairs advances and complements the educational mission of the university through the collaborative efforts of the departments or areas of New Student Programs, Student Engagement and Development, Residence Life and Housing, Auxiliary Operations, Intercollegiate Athletics, and the Center for Wellness.

The Division of Student Affairs works collaboratively with our community to support student personal, intellectual and professional development by creating and fostering an integrated learning environment through quality services, programs and facilities. We guide and support the social and emotional growth and development of our students outside the classroom.

Division Highlights and Points of Pride

Nationally Recognized

- Authoring of Behavioral intervention article regarding administration.
- Authoring of Behavioral Intervention article regarding Res Life training.
- Created a training video for the National Behavioral Intervention Team Association.
- GEAR Up Grant for high school student exposure to campus.
- NCAA Coaches Connector for Division II Swimming & Diving.
- Hosted National Championship – Fall 2018.
- Postvention Response/Death Protocol presentation – NaBITA.
- Behavioral Intervention & Athletics presentation – NaBITA.
- Authoring of Behavioral intervention article regarding faculty training.
- Authoring of Student Development Theory paper for research journal.
- Interviewed by Higher Education Resources about Freshman Transition.
- Interviewed by the Chronicle of Higher Education re: Death Protocols.
- Interviewed by USA Today re: Students making the most of their Summer.
- Interviewed by University Business re: Title IX practice.

Regional & Local

- Hosted first ever Safe Schools Summit – December 2018.
- Good Neighbor Program & PLCB Grant.
- Peer Adjustment Leaders (PALs) Mentoring Program.
- Peer Wellness Mentor Program.
- Civic Scholars Grant creating mini libraries for local communities and North County Trail Association.
- Greek Mentoring Program.
- Hosted Safe Schools Summit (2018, 2019).
- Hosted PASSHE Student Affairs Conference with 171 attendees from 29 colleges/businesses.

Assessment

Student Affairs Assessment Committee

The committee serves as an advisory group to the vice president and members help to facilitate divisional assessment activities within their departments. In fulfilling its charge, the committee focuses on:

- **Program Review/Accreditation:** Ensure that division units are engaged in appropriate program review or accreditation processes.
- **Student Learning and Program Outcomes Assessment:** Ensure that division units are engaged in systematic, continuous, and meaningful assessment activities that demonstrate the division's impact on student learning and development and its commitment to continuous improvement.
- **Professional Development:** Ensure that the division's staff have support for assessment efforts.
- **Collaboration on Institutional Assessment Initiatives:** Ensure that division assessment activities support university assessment initiatives.

During the last five years, the committee has focused on:

- Updating program-level student learning outcomes.
- Mapping programs, services, and activities to the outcomes.
- Completing an inventory of the division's current assessment activities.
- Determining and implementing the best assessment strategies for measuring student learning.
- Utilizing the Campus Labs Baseline system to develop and implement many of the division's assessment projects.
- Developing a process, forms, and a timeline for planning and reporting assessment activities, results, and improvement efforts.

Division Strengths

Facilities Improvements – Complete Renovation of Tippin, new equipment in Rec Center, Outdoor Fitness Court.

Technology Improvements – Electronic Medical Records, Campus Labs platform, CU Start, 25 Live.

Assessments/Benchmarking Plan – Yearly plans and regular national benchmarking studies.

Grants – PA Liquor Control Board, Gear UP!, It's On US.

Recruitment and Retention efforts – rebuild of New Student Programs, PALS mentoring program, Parent & Family Services, Judicial Mentoring program, Wellness Peer educators, Student Resource Room.

Housing – Living Learning Communities, Housing Affordability, robust programming and leadership opportunities.

Title IX – Created Title IX Team, Increased Title IX Awareness, reporting and training.

Communication - University Student Communication Team, CU Engage, Parent 2 Parent portal.

Restructure of Division Organization and programs.

Center for Wellness Model Improvements – Accreditation, Walk-in model, eliminated wait-list.

Behavioral Intervention Team – best practice model implemented, presentations shared at national conferences, articles written for industry expert perspective, retention impact on our students, training and awareness for faculty and staff.

Areas we will Focus on for Future Improvements (Aligning with TNI and FSS)

Student Success: Focus on DEI initiatives, invest in mental health supports, expanding use of CU Start program for our new students.

Affordability: Enter into a new dining contract, engage an on-line textbook provider, and create opportunities for revenue generation and general savings.

Engagement and Citizenship: Food insecurity, assist homeless students, building capacity in leadership of student organizations, increase communication with student leaders, make opportunities for student organizations to collaborate in an effort to increase capacity and better utilize financial resources, invest in Greek life, increase off campus engagement.

Clarion Brand and Promise: Continue collaborative work of Communication and Marketing, Student Affairs, University Police, and student leaders to implement effective ways to communicate with students. Explore opportunities for shared/renovated outdoor athletic facilities with Clarion Area.

