

**University of Puget Sound**  
**Faculty Meeting Minutes**  
**April 7, 2004**

1. President Thomas called the meeting to order 4:06 p.m. in McIntyre 103. Thirty-six voting members of the faculty were present by 4:16 p.m.

2. Minutes of the March 9, 2004 faculty meeting were approved as distributed.

3. There were no announcements.

4. President Thomas reported that accreditation evaluators visited campus earlier this week in connection with our five-year accreditation review. He thanked all who were involved, especially Bill Barry and John Finney. He said that he was impressed by the volume and the creativity of the work by faculty in departments that the report contained on assessment. President Thomas said that the accreditation visitors gave a positive preliminary oral report. A written report will follow in due course.

President Thomas reported that admission numbers were still strong for fall. He thanked those who were involved in last weekend's spring campus weekend, which had a turnout of close to 600, almost a record, with enthusiastic response from students. He reported that deposits for fall enrollment of occupational therapy students were running ahead of expectations and would exceed our highest projection if they remain where they are now.

President Thomas acknowledged that this was a busy time of year for everyone, with spring family weekend coming up, followed by inauguration week events. He thanked those who were involved in planning inauguration week activities and then announced that during the week of April 26 following the inauguration four finalists for the academic vice president position would be on campus for a day each. He said that the search advisory committee interviewed seven candidates and selected four to bring to campus. He said that the schedule for their visits would be out in a day or two and that information about the candidates would be posted on the web just prior to their visits. He asked for faculty responses to the visits and indicated we could register our opinions of the candidates on the web. He asked that we keep the candidates' visits confidential. President Thomas closed by thanking the members of the search advisory committee, saying that the academic vice president position was a very critical appointment for the college.

5. Academic Vice President Terry Cooney had no report other than to remind us of the Brown and Haley lectures coming up next week. He said these lectures continue a long tradition of Brown and Haley speakers and he encouraged us all to attend.

6. Faculty Senate Chair Bill Beardsley had no report.

7. For the Professional Standards Committee, Dean Cooney then gave the first reading of the proposed Faculty Code amendment to Chapter II, Section 4, on reappointment. **The proposal**

was attached to the agenda for the meeting and is also attached to these minutes. Dean Cooney explained that the change makes clear that non-reappointment provisions apply to untenured tenure-line faculty and to instructors but not to visiting faculty. The amendment would correct ambiguity introduced inadvertently by the most recent round of Faculty Code amendments. There were no questions or discussion.

8. President Thomas then turned to Faculty Senate Chair Beardsley, who gave the second reading of the proposed amendment to the Faculty Bylaws. This proposal to increase the membership of the faculty senate from sixteen to seventeen to include a representative of the staff senate had its first reading at the March 9, 2004 faculty meeting. Chair Beardsley reminded us that this change was suggested by former ASUPS President Darrel Frost as part of his project to establish closer working relationships between the student, faculty, and staff senates. He said that prior to this there was no overlap between the faculty and staff senates. He said that the staff senate had made a similar change to their bylaws. **Beardsley M/S/P “to approve the amendment to the Faculty Bylaws.” The motion passed without discussion on a voice vote with one abstention. The approved amendment is attached to these minutes.**

9. The next item on the agenda was a discussion of student mental health and medication issues. President Thomas introduced Dean of Students Kris Bartanen who noted that about ten per cent of the student body makes use of counseling services in Counseling, Health, and Wellness Services (CHWS). She said that our ratio of one professional staff person for every 520 students is more favorable than at most colleges. She said that students can make appointments to see the staff. Walk-in hours are available everyday from 1:00-3:00 p.m., and immediate service is available for students in crisis.

Dean Bartanen introduced Ivey West, Disability Services Coordinator in the Center for Writing and Learning, to discuss disabilities that may require accommodations for students. West spoke of the distinction between “disorders” and “disabilities.” She said the latter “substantially limit the student’s experience of the college.” She said that while faculty can at their discretion make adjustments for disorders, student with disabilities are entitled by law to receive accommodations. She said that students claiming disabilities should always be sent to her because it is her responsibility to determine whether the student has a disability or a disorder, freeing the faculty from having to decide this. She lets faculty know whether the student qualifies for an accommodation under the American with Disabilities Act (ADA) or not. She said that national standards for documenting a disability “are quite high” and that the University of Puget Sound follows these standards. West said that under the ADA students are entitled to confidentiality, so that faculty do not have a right to know what the disability is. She explained that if she says a student has a disability, than the faculty member can be sure that the student does in fact have a disability, even though the faculty member may not be entitled to know the details of the disability.

West explained that students do not always know how to deal with their disabilities within the institution, and that part of her job is to help them with that. West said there has been a dramatic increase over the years in the number of students with disorders and disabilities. Fifteen years ago she worked with eight such students, and now the number is 250, including

50 with disorders and 200 of with documented disabilities. She said the largest increase is in the number of psychiatric disabilities and attention deficit disorders. West explained that all students, including those with disorders and disabilities, must meet course and graduation requirements. She said that accommodations may be required in procedures, but not in course or graduation requirements. She said that class attendance is “the stickiest issue” and that she has handouts available on this and other issues. She invited us to call or email her at any time and to make use of the disabilities services web site at [http://www.ups.edu/CWL/disabilities\\_home.htm](http://www.ups.edu/CWL/disabilities_home.htm).

Dana Falk, a psychologist at CHWS, then spoke of the psychotherapy services available to students. She said that last year 306 students were served, a 22% increase since the late 1990’s. She said that, because some students find it easier to make an appointment for medical services, distressed students can be referred to CHWS for a medical appointment if they indicate initial discomfort with therapy. Those actually needing counseling help will then be transferred internally as appropriate. Following up on Ivey West’s distinction between disorders and disabilities, Falk said that CHWS deals with disorders rather than disabilities. She said that about 55% of students who come to CHWS have some kind of clinical disorder, while about 45% have something of a crisis that does not rise to the level of a disorder. She said that psychologists cannot perform an outreach function for students with faculty; they can only verify that a student is in treatment. Students with disorders who request accommodations receive them at the discretion of the faculty and, as Ivey West explained, accommodations are required only for students with documented disabilities.

Falk explained that the most common mental health diagnoses these days are depression (which is more serious than “just being bummed”), ADD/ADHD (which, if it rises to the level of a documented disability leads to accommodations only through Ivey West), substance abuse, eating disorders, anxiety, post traumatic stress; and bipolar illness (formerly known as manic depression). She said that CHWS professionals are more “tough love” with students than we might realize. They attempt to get students to take responsibility, to consider all of their options, to make decisions, to communicate openly with family, faculty, and staff; to use office hours, and “to think outside themselves.” Falk said that problems students have with medications usually arise not from the medications themselves, but from irregular use or not taking them at all. She said that students sometimes do not want to feel they are dependent on drugs so they stop taking their medications when they feel better, which is invariably unwise, especially with anti-depressants. She reported that CHWS does not prescribe new medications at the end of the year because of the limited opportunity for follow-up. Falk ended by inviting faculty to call CHWS if they are interested in scheduling a distressed-student workshop for their department.

Dean Bartanen asked us to remember the need for confidentiality when dealing with these issues. She said that student problems of this kind should not be conveyed to others. Paul Loeb asked if faculty could share information with other faculty in their departments. Falk responded that faculty are not bound by the same requirements for confidentiality that CHWS professionals are, but that we should be cautious and should check with students before sharing information.

Loeb noted Falk's remark that it is difficult to manage bipolar illness in a college setting and asked what advice Falk could offer faculty for dealing with these students. She responded that it is likely to be difficult for faculty and residence life staff to deal with bipolar students unless they stay with their therapy and medications. Because of the medications' perceived side effects, it is sometimes difficult to get students to stay on them. Loeb asked what the symptoms are that faculty should look for in bipolar students. Falk responded that bipolar illness is most noticeable in its manic stage when students may exhibit unkempt appearance, bizarre speech, promiscuity, unusual spending behavior, and—at worst—delusions and/or hallucinations. She said the depression stage is similar to any other kind of depression, with students appearing to be “mopey” and feeling ineffective. She said persons suffering from bipolar illness are at risk for “chronic suicidality.” Grace Kirchner added that another symptom for bipolar illness is substance abuse.

Mark Jenkins said he was concerned in the pragmatic context of wanting to be fair to all his students that psychiatric disorders are treated differently from physical disorders. He said students with the former have nondisclosure rights not enjoyed by students with the latter. Why, he asked, is it okay for persons with mental disorders who may be asking for special treatment in the classroom to refuse to allow documentation of their disorders to be given faculty. Falk responded that their confidentiality is guaranteed by law. But she added that because granting special treatment to students with disorders is the professor's decision, students who do not grant permission to communicate with the professor may “take a hit” when the requested special treatment is not granted. If the student does agree the information can be released, then CHWS counselors can respond openly to calls from faculty. Some psychologists may also send the professor a note. She added that, even though faculty may not be given information about the student's disorder, faculty may contact CHWS to ask whether a student's request for special treatment is reasonable, given the student's disorder. She said that such consults are common.

Bill Breitenbach asked Ivey West if she specifies what the accommodation must be for students with disabilities. West responded that the answer was yes, unless the accommodation “violates the nature of the course.” She added that often the exact nature of the accommodation can be negotiated.

Associate Dean for Student Services Houston Dougharty then described the workings of the Student Alert Group (SAG). He said that it is always best when students present themselves when they need help. He said the challenge comes when students are in denial and refuse to reach out for help. He said that SAG was created to try to help these students. SAG gives student affairs and academic officers the opportunity to meet weekly to share information about students who may need assistance and to strategize about how best to reach out to these students. He said that the best way for faculty to communicate with SAG is to submit a student alert form or to telephone or send an email message to Jack Roundy or himself. Or, students may be referred directly to Ivey West or CHWS. But he noted that once a student goes to CHWS “nobody else will find out about it if the student doesn't want them to.” He suggested that a better first referral might be to Roundy or to himself. He added that this

term a new protocol was being piloted to provide immediate response when students are suicidal.

David Droge asked if we were still dealing with the notion that mental disorder is a sign of weakness. He asked if CHWS offers workshops on this topic. Falk responded that CHWS workshops are more focused on specific concerns such as bulimia than on general mental health awareness, but that the issue of help-seeking and stigma is often addressed within these. She added that CHWS psychologists would be willing to offer a more general mental health acceptance workshop if there is an audience for it.

Tom Rowland asked what faculty should do when they are asked for a letter of recommendation by disabled students when it seems that failing to mention the disability in the letter would cause an inaccurate picture of the student to be conveyed. He asked if refusing to write a letter in such circumstances would be considered in itself to be discrimination against a disabled person. West responded that faculty can refuse to write any student a letter of recommendation. She suggested that if a faculty member feels that the letter would not help a student, then it is best to suggest that the student ask someone else. She added that the letter writer must have the student's permission before mentioning a disability in the letter.

Ted Taranovski asked what the impact was on the university of the growing number of students with disabilities. He asked if steps could be taken through admissions, for example, "to ease the burden on the university of spending more time on distressed students and less time on other students." West responded that it is illegal to ask about disorders or disabilities during the admission process. She said, "we get what we get." Beardsley followed up by suggesting that there must be some way to identify these students, perhaps for example by a disparity between grades and SAT scores. George Mills explained that some applicants with the same disparity do not have disorders or disabilities. Other students do not even know when they apply for admission that they have a disorder or a disability. Beardsley lamented the "uptick" in the incidence of "general personality problems." Mills suggested that as the "academic pitch" of the student body increases we will continue to see an increase in students with problems like this. President Thomas pointed out that the uptick is not specific to us, but to the current generation of students, and that colleges across the country are experiencing the same trends we are.

Taranovski asked if we should consider these issues in our academic probation and dismissal policies. He suggested that perhaps we should apply greater rigor than we do now. West responded that in her experience the Academic Standards Committee has "tightened up" in the last ten years and is "cutting students loose sooner." Dougharty added that student retention is not the only indicator of success for SAG, which also tries to help failing students make a "soft landing" on their way out.

Heidi Orloff worried that students with problems who just withdraw can then reenroll the next semester when they really don't belong here. Deans Bartanen and Dougharty responded that before they may return, students who medically withdraw must demonstrate that they

have received treatment and have addressed the problems that affected their academic performance. Dean Bartanen added that some students have problems that are beyond our capacity to support. Orloff said that “a hole in the system” is that faculty who attempt to help students deal with serious problems may wind up seriously stressed themselves and in need of personal help to cope properly. She said there should be some way to help faculty who are stressed because of their involvement with these students. Dean Bartanen responded that the university’s employee assistance program provided in cooperation with Working Solutions offers free counseling sessions for faculty and staff. (The Working Solutions web site may be found at <https://www.liveandworkwell.com/public/default.asp>. The access code for faculty and staff is 5391.) [Later, after the meeting ended, Falk mentioned to the secretary that CHWS’ *Talking With Distressed Students* workshop includes help with referral skills. She said developing referral skills is the single best way for faculty to avoid becoming over-extended.]

Judith Kay observed that students feel that responses to their problems vary widely across faculty—for example, some ask for doctor’s notes and others do not. West responded that this may be frustrating for students, but that we probably cannot and should not try to standardize this. She said that some students “shop for profs” on the basis of who will accept late papers and who will not. Dougharty argued that oftentimes students with chronic problems need very clear expectations and firm deadlines.

Loeb asked whether CHWS professionals are thinking about issues of hostility and violence among the students that we are increasingly seeing with problems. Dean Bartanen responded that faculty may drop disruptive students from their classes. Also, policies on violence and firearms have been developed and residence policy includes information on weapons and firearms. She said that anger management counseling is now among the options for dealing with students in the student conduct process. Jack Roundy pointed out that the class disruption policy to which Dean Bartanen referred is described in the *Logger*. Dean Bartanen mentioned that persons suffering from Asperger’s Syndrome may exhibit many of the symptoms Loeb was concerned about. Falk added that she does not believe there is more mental illness now than twenty years ago. Rather, she said, more mentally ill students are now able to go to college and to succeed than was formerly the case. She said Puget Sound is attractive because of the resources we offer to these students. Observing that “students don’t have any manners, Taranovski asked if we could offer a seminar for students “on academic mores and manners.”

Jenkins said that at the college at which he formerly taught, students with disabilities handed him forms at the beginning of term describing the accommodations they needed. He said this made it easier to plan the course, but that this doesn’t happen at Puget Sound, where everything seems to be *ad hoc*. He said he hears from students only after they discover how hard the first test was. He asked if more could be done to standardize reporting to faculty. West responded that legally students can declare their disabilities and ask for accommodations anytime they want to, even after they fail the first test (although they cannot expect accommodations to be effective retroactively). She suggested faculty put a statement in their syllabi asking students who believe they may be eligible for accommodations to see

Ivey West. Dean Cooney added that faculty need not make any accommodation unless and until they hear from Ivey.

President Thomas asked if students were invited to declare their disabilities during new student orientation. Mills responded that information about declaring disabilities is given students before they arrive on campus.

President Thomas thanked the student services people for contributing to today's meeting and said he had a high regard for the services they provide.

10. The time to adjourn was upon us, but in reference to our last agenda item Dean Cooney invited us to send to him or Jack Roundy or John Finney any comments they might have on the report recently distributed of the Dean's Ad Hoc Committee to Review Academic Advising. In particular, a question on which he invites faculty response is, should we require students to have an advisor in the major once they declare a major.

We adjourned at 5:30 p.m.

Respectfully submitted,

John M. Finney  
Secretary of the Faculty

Proposed amendments to Chapter II, Sections 4 and 5, of the Faculty Code. (Strikethroughs indicate deletions; underlining indicates additions, except for the section titles, which are underlined in the current Code):

#### Section 4 - Reappointment

Tenure-line faculty members serving on appointments without tenure ~~and non-tenure line faculty~~ shall be considered for reappointment by the dean during the term of appointment. The provisions of this section shall also apply to faculty members who are full-time instructors except those holding appointments as visiting faculty. If the decision is reached not to reappoint (See Chapter III, Section 2-a.), the dean will notify the faculty member in writing at the earliest possible time, and in accordance with the following standards:

- a. Not later than March 1 of the first ~~academic~~ year of academic service, ~~if the appointment expires at the end of that year; or, if one year appointment terminates during the academic year, at least three months in advance of its termination.~~
- b. Not later than December 15 of the second ~~consecutive academic~~ year of academic service, ~~if the appointment expires at the end of that year; or, if an initial two year appointment terminates during an academic year, at least six months in advance of its termination.~~
- c. Not later than June 30 preceding the final contract year, after two or more consecutive years of academic service. ~~At least twelve months before the expiration of an appointment after two or more years in the institution.~~

~~Reappointment of tenured faculty members is governed by Chapter IV, Section 7 of this code.~~

#### Section 5 - Grounds for Non-Reappointment

The university may refuse to reappoint faculty without tenure for any reason not forbidden by this faculty code. (~~See especially Chapter II, Section 1a. and Chapter III, Section 2a.(3).~~ Upon written request by faculty members who are not reappointed, the dean shall inform them in writing of the reason they were not reappointed.

Non-reappointment of tenured faculty members is governed by Chapter V of this faculty code.



*Amendment to the Faculty Bylaws Approved by the Faculty April 7, 2004*

ARTICLE IV  
THE FACULTY SENATE

Sec. 1. Purpose. The Faculty Senate, hereafter referred to as the Senate, shall serve as an Executive Committee of the Faculty and shall study, advise, recommend, and initiate programs of action for the good of the University and communicate its findings and proposals to the Faculty, the Administration, the Board of Trustees, and other appropriate bodies.

Sec. 2. Membership.

A. The Senate shall consist of seventeen (17) members representing the University in the following way:

- a. A Chairperson (III, 1, C).
- b. Eleven (11) Faculty members (III, 1, D)
- c. The Dean of the University (ex-officio) and the Dean of Students (ex-officio).
- d. Two regularly enrolled students chosen by the Associated Students in a manner to be decided by them.
- e. One member of the University staff chosen by the Staff Senate in a manner to be decided by them.