

Faculty Senate Meeting
February 24, 2020
Minutes

Faculty Senate Agenda

February 24, 2020

I. Call to Order, Welcome

II. Announcements

Advancement: Logger Day announcement (Tues Mar 10); advertised through emails, social media, posters, goal is to have opportunity for more visibility on campus

No other announcements

III. Approval of Minutes from February 10, 2020

Request to check minutes on VPI process

M/S/P

IV. Updates from ASUPS and Staff Senate

Student President Mushawn Knowles reported that elections for student leadership positions are March 5, so there will be a transition in leadership. They expressed some concerns about encouraging broader student involvement. Knowles also informed the Senate that today might be their last meeting as student body president

Staff senate representative Heather Bailey reported on the Staff Senate's presentation of a proposal to the Board of Trustees, which asked for board members' support for a new staff representative on the board as well as for choosing representatives for standing committees.

V. Updates from Liaisons to the Standing Committees

Senator MacBain reported on the ASC's review of "in progress" grading. There were no objections to the standing definition of "in progress grading," which a Senate charge had asked the ASC to review. The ASC did want to address a larger issue, in respect to considering changing WF grade to simple W, which will allow a student to stay in a class longer and/or to have an easier path petition for an 'I' (incomplete).

Secretary Kendall reported from the SLC in respect to the previously raised issue of considering change in bylaws because of questions about the ongoing need for this committee. This concern no longer seems to be an issue, as the committee has served an important role this year in ensuring faculty buy-in for work with student life.

There were follow-up questions about the SLC from faculty senators and from to Provost about the scope of the committee about how their current role in student life connected to the ongoing nature of the work of the committee. Secretary Kendall deferred to Dr. Baker, who affirmed that the advising from faculty on the committee will continue to be needed.

Vice Chair Gessel summarized the discussion by saying that it sounds like the ASC has evaluated their charge and are taking on "self-charged" work that fits within the scope of their standing charges. It then seems that this committee should continue to exist, and should be taken into consideration for future committee assignments.

VI. Discussion of Honorary Degree Nominations (closed session)

VII. Discussion of Nominations of Faculty Reps for VPDI Search Committee (closed session)

VIII. Discussion of ASUPS Resolution and Proposal for a Student Support Center (included in appendix A)

Bailey Gamel delivered a report on the Proposal for a Student Support Center. The key findings of the report recommend that the Warner Gymnasium be converted into a space for a student counseling center and for spaces to support marginalized and underrepresented students. When asked for their aim in presenting to the Faculty Senate, Bailey responded that their hope was to get this issue into the minutes for institutionalized memory and to request endorsement from faculty and from other university stakeholders. The proposal has been submitted to the board of trustees, where it appears to have been received favorably. Senators' responses to the proposal were to commend the students involved for creating a well-conceptualized plan, including the idea to connect the proposed repurposing of Warner Gymnasium to the capital campaign of the strategic plan.

IX. Other Business

N/A

X. Adjournment

M/S/P

Key Findings

- 1. The number of students seeking help for mental health is on the rise and studies show that poor mental health contributes to higher attrition rates and impedes student success.**
- 2. If the University is going to make diversity, inclusion, and access of all a goal, it needs to allocate resources that support students of marginalized and underrepresented backgrounds through creating spaces for these students.**
- 3. In order to adapt to changing student needs the University should convert Warner Gym into a Student Support Center**

Part I: Background on the Issue

Mental Health

National Trends

There has been a substantial increase in students seeking mental health services on college campuses including University of Puget Sound. Many mental health disorders are diagnosed in early adulthood which, is also the same time many students enter university.¹ The Center for Collegiate Mental Health (CCMH) has been tracking trends of students seeking support for mental health. Their 2018 report examined 152 colleges and 179,964 students. Images 1 and 2 in the appendix are graphs from their report, summarizing their data from the past 8 years. A few data points that stand out in particular include the first graph which shows a consistent increase in students seeking counseling. Additionally, there has been a consistent increase in students engaging in self-harming behaviors and dealing with suicidality.²

Kognito, a health simulation company, conducted multiple studies in regards to students seeking mental health resources concluding that, “at any given time, 32% of college and university students are dealing with mental illness.” Kognito also reports that of these students, only 40% will seek help.³ Given the prevalence of mental health struggles amongst college students, it is clear that universities must take the appropriate steps to respond.

Impacts of poor mental health on student success

¹ Ashwood, J., Bradley Stein, Brian Briscoe, Lisa Sontag-Padilla, Michelle Woodbridge, Elizabeth May, Rachana Seelam, and M. Burnam. “Payoffs for California College Students and Taxpayers from Investing in Student Mental Health,” 2015. <https://doi.org/10.7249/rr1370>. Pg 1

² “Center for Collegiate Mental Health Annual Report ,” 2018. <https://ccmh.psu.edu/files/2019/09/2018-Annual-Report-9.27.19-FINAL.pdf>.

³ “Increasing Student Retention Through Mental Health .” Kognito , n.d. http://www.jedcampus.org/wp-content/uploads/2018/01/HiEd_WP_020717_StudentRetentionWP.pdf.

Mental health struggles are detrimental to student success. Students struggling with mental health are at an increased likelihood to have higher rates of absences from classes, have poorer performance in academic environments and are more likely to drop out of school.⁴

A 2009 study examined the impacts of mental health struggles on student retention rates. The findings are helpful for understanding the larger scope of the problem as well as the direct impact on student success. The researchers examined the relationship between mental health struggles and student GPAs finding that depression and anxiety that exists comorbidly with depression both lead to negative impacts on a student's GPA.

The impacts of depression are not limited to one's GPA either; it can also increase the likelihood of a student dropping out. Using the PHQ-9 scale, researchers found that, "each additional point on the depression scale is associated with a .31% increase in the probability of dropping out."⁵ To help quantify this, "a 15 point increase on the depression scale corresponds to a 4.7% increase in the probability of dropping out, or a 60% increase to the mean probability of dropping out (8%)."⁶

A 2013 presentation by Dr. Sarah Lipson and Dr. Daniel Eisenberg (one of the original researchers in the 2009 study) at the University of Michigan built upon these findings. *Image 3* is a diagram from this presentation.⁷ Reducing depression symptoms in students leads to higher retention and thus more tuition money.

In response to the increasing number of students seeking mental health treatment, California "developed and implemented a strategic plan to deliver mental health prevention and early intervention (PEI) programs"⁸ Portions of this plan included reducing stigma around mental health struggle; educational training for students, staff, and faculty; and training for students that promoted seeking help and utilizing healthy coping mechanisms.

The RAND Corporation analyzed the effects of California's PEI program. They found that the PEI program helped to:

"... significantly increase the number of students receiving much-needed mental health services. We found a disproportionate improvement in treatment utilization among students with a history of academic impairment and current serious psychological distress. Investment in PEI efforts has a significant societal benefit: we found that spending on mental health services is later recouped through increased wages."⁹

⁴ Kognito

⁵ Eisenberg, Daniel, Ezra Golberstein, and Justin Hunt . "Mental Health and Academic Success in College ." *The BE Journal of Economic Analysis and Policy* 9, no. 1 (2009). http://www-personal.umich.edu/~daneis/symposium/2010/ARTICLES/eisenberg_golberstein_hunt_2009.pdf. Pg 20

⁶ Eisenberg, et. al 20

⁷ 2013 presentation https://wwwp.oakland.edu/Assets/upload/docs/UG-Education/Retention_Conference/Retention_Presenations/Lipson_Mental_Health.pdf

⁸ Ashwood 2

⁹ Ashwood 10

University of Puget Sound Trends

The University of Puget Sound is no exception to the current trends in Higher Ed right now: our students are seeking mental health resources and the current demand far outweighs what CHWS staff are able to provide due to staff size, physical constraints, and monetary constraints. We are also seeing a negative trend of retention and enrollment. At the Budget Task Force Presentation November 6, it was stated that Puget Sound has an 81% retention rate in comparison to the high-80s range we are used to seeing and the 90% goal we set for ourselves.

Dr. BRown provided me with the following data regarding how many patients CHWS has had seek mental health support each year.

Year	Number of Students
2018-2019	528
2017-2018	556
2016-201	519
2015-2016	469

Table 1. Dr. Brown also provided the data about how many students each counselor sees on a regular basis on average.

Year	Average number of students per counselor
2018-2019	54
2017-2018	61
2016-2017	56
2015-2016	62

Table 2. This demand we are currently seeing simply cannot be met by the existing staff size, physical space, and funding.

Staff Size

Currently Puget Sound has 7 counselors available to support a student body of 2,600 leaving us with a 1:371 counselor to student ratio. The practitioners we do have are working as much as they can. Creative scheduling (appointments every other week, every three weeks etc.) allows them to see a few more students. Groups are also another way of increasing the capacity

of the number of students seen in by CHWS. Nonetheless, we are still met with a demand that cannot be met as groups usually max-out around 10 students.

Each semester, CHWS individual appointment slots fill up. For students who either were unwilling to get help before or did not realize they would want help before these appointment slots and/or groups fill up, the options that remain are few. Often these are instructed to seek off-campus care which presents a number of challenges including transportation, funding/insurance, and finding counselors who are available to take on a new patient.

Physical Space

One of the main reasons we are unable to hire more counselors is due to the physical space constraint. There are simply not enough office spaces to hire more staff. One of the most promising ideas to expand care is expanding the current M.E.D program in the School of Ed to allow those students to do their practicums on campus. As practicums are unpaid, taking the students on as providers would come at no additional cost. The prime issue preventing this from happening is the lack of office space.

Funding

Changes in staff/space will cost money but an investment in CHWS will pay off in the long run. As seen in *Image 3* addressing student depression leads to higher retention rates leading to increased tuition. As a school that relies on tuition and fees to cover about 80% of our costs, boosting retention benefits everyone.

Student Support

Cultural and Diversity Centers

Providing quality health care to students is an essential part of promoting student success. Another important area is creating student support in the forms of Cultural and Diversity centers. These centers serve an incredibly important function on college campuses. While we do have the SJC, SDC, and CICE, there is limited space for meetings and events. Research proves that having robust diversity and cultural centers is beneficial to students.

In 2011, Gregory Toya, an Associate Dean of Students at UC San Diego conducted a study on the impact of cultural centers on student retention. These centers serve students who are underrepresented and marginalized, especially within higher education. “University cultural centers can contribute to narrowing the achievement gap.”¹⁰ This is in line with Tinto’s highly regarded and often cited Theory of Departure. Tinto’s Theory of Departure gives two reasons why students leave institutions: forced (grades, finances etc.) and voluntary (lack of social

¹⁰ Toya, Gregory. “Cultural Center Staff : a Grounded Theory of Distributed Relational Leadership and Retention,” 2011. <https://escholarship.org/uc/item/0dv8v2sw>. 2

integration).¹¹ “An increased sense of belonging for students of color positively impacts academic and social integration for students of color at predominantly white institutions.”¹²

Toya found that “the relevance of cultural centers was questioned by their placement in remote campus locations.” The current location of the SJC, SDC, and CICE, while not necessarily remote is also not located in a portion of the campus that students are in frequently.¹³ Toya also found that both mono and multicultural centers have a demonstrated positive impact on retention of students.¹⁴

The Student Affairs Leadership Council 2011 report titled “Developing a Center for Diversity and Inclusion” wherein they analyzed 10 universities’ approaches to Diversity and Inclusion. They identified three models employed by the universities. Of these models, 6 of the 10 schools employed a Comprehensive Service Model. Under this model, the cultural center was overseen by a member of the student affair division, oftentimes a deputy director. Under the main director were associate and assistant directors. Associate directors dealt with the budget, building management, and mentoring programs. Assistant directors dealt with student programming.

Universities using the Comprehensive Service Model had several goals including the recruiting and retention of minoritized students, staff, and faculty. One University even had 3 pillars: 1) Diversity of People, 2) Curricular infusion (designing and implementing lessons into class curriculums), and 3) Campus Climate.

One of the most promising steps taken under the Comprehensive Service model was a mentorship program which provided first years with staff and faculty of the same identity.

In this report they also examined the implementation process is the various skills approached. University H (which is a University with only about 1500 more students) consolidated 4 existing offices into a central space. In talking with various folks with and around student affairs, I think that consolidating the portions of the student affairs department that work with diversity and inclusion could stand to benefit the institution.¹⁵

On UPS’s Campus: the SJC, the SDC, and CICE

While we do currently have the Social Justice Center, the Student Diversity Center, and the Center for Intercultural and Civic Engagement, we are working with very limited space. The meeting spaces in these houses are relatively small, presenting challenges for larger club

¹¹ Vagra , Matt. “Tinto's Theory .” YouTube. YouTube. Accessed January 19, 2020.
<https://www.youtube.com/watch?v=yN8cN4fAmys>.

¹² Toya 5

¹³ Toya 18

¹⁴ Toya 20

¹⁵ Morrill, Matt, and Lisa Geraci . “Developing a Center for Diversity and Inclusion .” Student Affairs Leadership Council , 2011.
https://www.etsu.edu/125/taskforces/student_life_services/documents/developing-a-center-for-diversity-and-inclusion.pdf .

meetings. Further, there are two primary meeting rooms: one in the SJC and one in the SDC. The result is a limitation on how many club meetings and other events can happen.

Part II: The Solution

Creating a Student Support Center

The Idea

The impacts of mental health struggles are undeniable as are the benefits of addressing mental health struggles. The same applies for the impacts of supporting marginalized students. The University of Puget Sound is not alone in facing challenges to provide adequate resources in a rough economic time for higher education. Allocating more resources towards student support benefits not only the students but also to the institution on the whole. Therefore, the University of Puget Sound should convert Warner Gym into a Student Support Center.

Logistics

Over the past six months, I have met with many folks around campus to discuss the possibility of creating the Student Support Center. From these conversations as well as research into peer institutions and larger trends in higher education, I propose that the Student Support Center house the following resources.

CHWS, the School of Ed, and SAA: Moving CHWS into the new location will open up the critical space needed to hire more counselors and serve more students. The hiring of more counselors could be budget neutral if we had the MED students - who already have to do practicums - serve as counselors. Both Dr. Ryken and Dr. Brown have expressed an interest and willingness to form such a partnership. SAA often works closely with CHWS and being in the same location would help students accessing resources from both offices to be given the best care possible.

Expansion of SJC, SDC, CICE: The current locations of the SJC, SDC, and CICE are limited in space and are not located centrally to campus. Still, these spaces are beloved by students. I propose keeping those houses while also using the Student Support Center to provide additional meeting spaces and resource spaces. With the additional meeting rooms, we could have different sizes of club meetings and multiple meetings/events happening at once.

Creation of a Student Space: In a survey that I sent out to UPS students via class Facebook pages, students proposed many great ideas for how the Student Support Center could best function. Students expressed a desire to have small, private rooms that they could use for over the phone therapy appointments (which many students use in light of CHWS wait times) as well as a place for private meetings to be held. Students also proposed having a library of media created by, about, and for members of marginalized groups.

Such a move would open a lot of space around campus; a large portion of upper Wheelock as well a decent amount of Howarth Hall would be open. The extra space in Howarth could be used for the Masters in Public Health program the University is working towards.

Warner Gym is occasionally used by athletes, primarily baseball and softball. However, the new batting cages located at the Athletics and Aquatics Center have given them additional space.

Funding

I met with Bob Kief in November to ask about renovation costs for such a project. He estimated that redoing Warner Gym will cost between \$15-20 million dollars. I recognize that that is a lot of money, especially in a tough financial environment. However, I also know that we are about to launch the next Capital Campaign in support of the Strategic Plan. The Student Support Center would help achieve every goal in this Strategic Plan making it an enticing campaign ask for our donors.

1. Advance institutional excellence, academic distinction, and student success.

_____ The Student Support Center would help to promote student success by connecting students with the resources they need to succeed. As various studies have shown, by providing students with resources they need, we boost retention rates. Further, the partnership between the MED program and CHWS would help to promote health sciences at UPS. This center could be the new center of distinction referenced in Goal 1.

2. Enrich our learning environment through increased diversity, inclusion, and access.

Goal 2 is all about supporting diversity, inclusion, and access. The Student Support Center will help to do just that. The Student Support Center could contribute to the Legacies Project by partnering with faculty to create curriculums that allow for more crossover between class and the Student Support Center.

3. Support and inspire our faculty and staff.

Faculty and staff are often approached by students struggling with mental health and/or feeling a sense of belonging and some have expressed interest in having training on helping students struggling with their mental health.

4. Enhance engagement with the community, including promotion of environmental justice and sustainability.

_____ One of the Key Initiatives of Goal 4 is to “increase alumni engagement with each other and the university, and in their mentorship of students.” In the survey sent out, students expressed a desire for a student mentorship program.

5. Pursue entrepreneurial and other opportunities to fully leverage and expand our assets.

The Student Support Center would prepare students for social change by facilitating conversations on key social issues and helping students to leave UPS more well informed and ready to be agents of change. Having the partnership between CHWS and the MED program would help to achieve the clinical/field placement for students. The existing service learning and project based learning

happening through offices such as CICE could be further expanded and possibly even added into the curriculum.

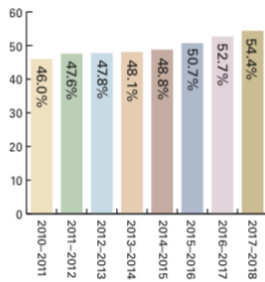
Donors would be incentivized to give to a project that works to achieve so many aspects of the Strategic Plan. We could have a good market in appealing to any alumni who work in health care, parents of current students and alumni, young alumni who care deeply about these issues.

Return on Investment

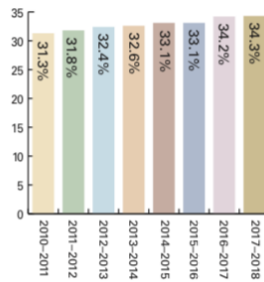
The Student Support Center would serve students for years to come. It is clear that we are seeing an increased demand for these types of support services and this demand is likely to keep growing. Higher education is entering a new era. We have seen declining retention and enrollment rates and demographic changes will continue to present enrollment challenges. The Student Support Center will position Puget Sound well in the changing landscape of higher education and help to ensure that future Loggers are able to enjoy the wonderful Puget Sound education.

Year	# of Institutions	# of Clients
2010-2011	97	82,611
2011-2012	120	97,012
2012-2013	132	95,109
2013-2014	140	101,027
2014-2015	139	100,736
2015-2016	139	150,483
2016-2017	147	161,014
2017-2018	152	179,964

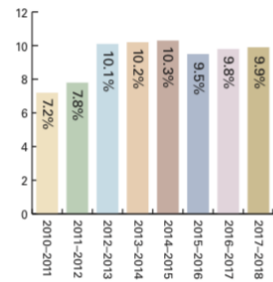
Attended counseling for mental health concerns



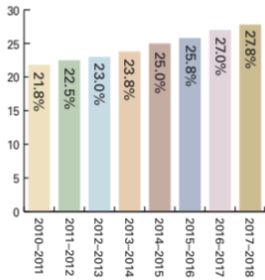
Taken a medication for mental health concerns



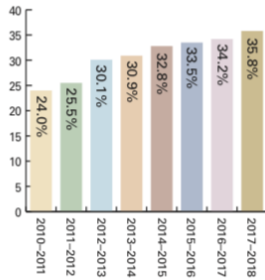
Been hospitalized for mental health concerns



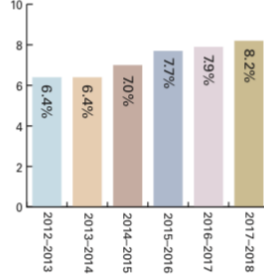
Purposely injured yourself without suicidal intent (e.g., cutting, hitting, burning, hair pulling, etc.)



Seriously considered attempting suicide

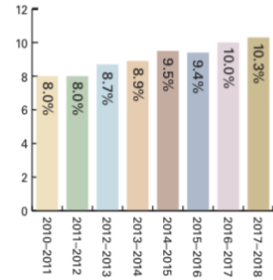


Seriously considered attempting suicide (last time = within the last month or sooner)

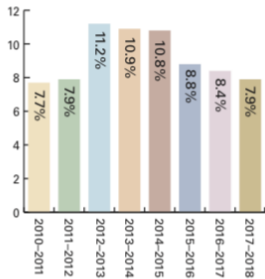


NOTE: New question in 2012

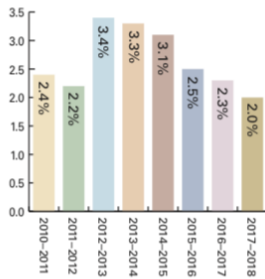
Made a suicide attempt



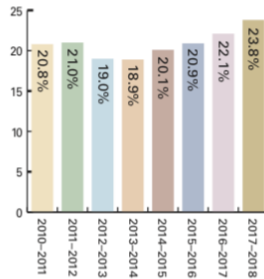
Considered seriously hurting another person



Intentionally caused serious injury to another person



Had unwanted sexual contact(s) or experience(s)



Experienced harassing, controlling, and/or abusive behavior from another person (e.g., friend, family member, partner, authority figure, etc.)

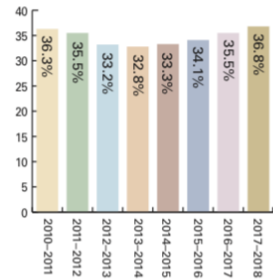
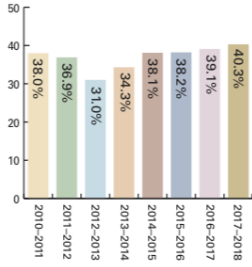
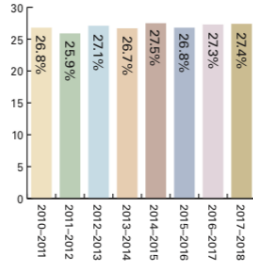


Image 1

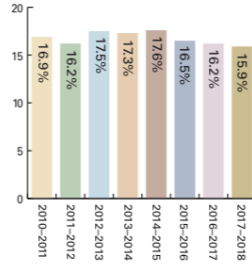
Experienced a traumatic event that caused you to feel intense fear, helplessness, or horror



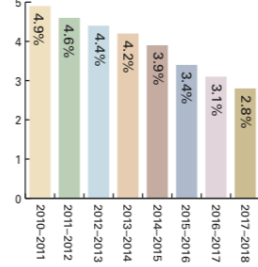
Felt the need to reduce your alcohol or drug use



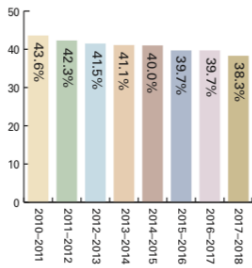
Others have expressed concern about your alcohol or drug use



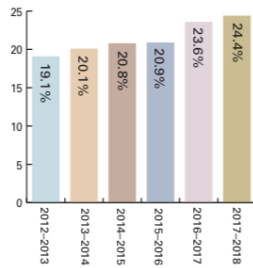
Received treatment for alcohol or drug use



Engaged in binge drinking (within the last 2 weeks)



Used marijuana (within the last 2 weeks)



NOTE: New question in 2012

Implications for Practice [2]

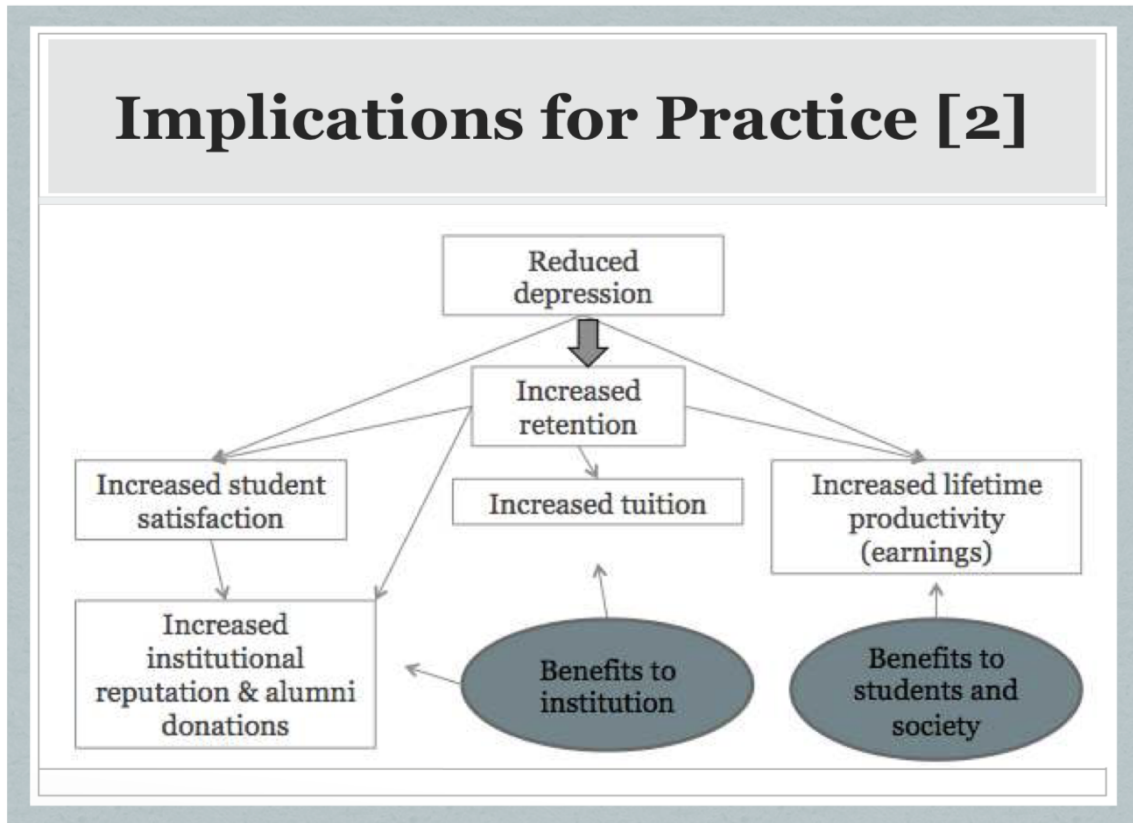


Image 3