

Faculty Senate Meeting

Agenda for December 10, 2015

3:30 – Meeting of the Faculty Senate – Call to Order

3:33 – Approval of Minutes from November Meeting

3:35 – Report of the Faculty Chair (T. Herrmann)

3:50 – FS Standing Committee Reports

- Academic Affairs Committee: Discussion Regarding Competency Based Education
http://www.uc.edu/facultysenate/standing_committees/academic_affairs.html
- Budget & Priorities
http://www.uc.edu/facultysenate/standing_committees/budget.html
- Human Relations
http://www.uc.edu/facultysenate/standing_committees/human_relations.html
- Information Technology
http://www.uc.edu/facultysenate/standing_committees/info_tech.html
- Other

4:05 – Old Business

- Weather Policy Discussion—Ryan Hays, Eileen Stempel
- Course Evaluation Committee Presentation—Richard Miller
- Other

4:30 – New Business

- Notification of Appointment to Faculty Senate Cabinet—James Canfield
- Notification of Appointments to Committees
 - AVP Search—Charity Accurso—CAHS
 - AACRC—Victoria Wangia Anderson—CAHS
 - Adjunct Faculty Award Committee—Helene Hart—UCBA, Holly Pratt—CCM
- Presentation of the Election Calendar
- Student Athlete Support Services (Joe Lucky, Chris Edwards)
- Other

4:40 – Report from the Undergraduate Student Government Association (A. Naab)

4:45 – Report from the Graduate Student Government Association (A. Mazman)

4:50 – Report from the AAUP President (G. Loving)

5:00 - Adjourn

Spring Calendar, 2016

- I. FS meeting schedule—
 - January 14, 2016 at Clermont College, Snyder Building Room 142
 - February 11, 2016
 - March 10, 2016
 - April 14, 2016
 - Summer: May 12, June 9 & July 14, 2016
- II. Spring Election Calendars
 - Faculty Senate Standing and All U Committee Elections (Committee on Committees)—All second year senators representing an academic unit are members of the Committee on Committees, Executive Sub-Committee of 5 members to act in place of the full committee
 - January 14, 2016—Convening of Committee on Committees
 - By February 11, 2016—Call for Nominations sent to all faculty
 - March 10, 2016—Nominations provided to senate
 - April 14, 2016—Election Completed (electronic voting by Faculty Senators)
 - All U Faculty Elections (Nominating Committee)—Board of Trustees representative, Four At Large Senators, 14 Grievance Committee representatives
 - January 14, 2016--Appointment of chair of Nominating Committee and appointment of all first year Senators as members of nominating committee
 - By February 1, 2016—Convening of Nominating Committee
 - February 15, 2016—Call for nominations
 - March 7, 2016—Deadline for nominations
 - March 10, 2016—announcement of recommended nominees to senate and additional nominations from the floor, announcement of confirmed slate to faculty
 - No later than March 28, 2016—Petition nominations
 - March 28, 2016—Chair of Nominating Committee to report full slate
 - April, 2016 (Date TBD)—additional nominees at All University Faculty Meeting, ½ page statement from nominees due 2 days following AUF
 - Within 2 weeks following AUF—Election Completed (electronic voting by all full time faculty)
 - College Faculty Senator Elections—by end of Spring Semester
 - College IT Committee Representative appointment or election—by end of Spring Semester
 - Part time Faculty Elections—by end of Spring Semester

UNIVERSITY OF CINCINNATI
WEATHER-RELATED POLICY & PROTOCOLS:
MESSAGE FROM THE PROVOST

GUIDELINES FOR ACADEMIC ACTIVITIES DURING EMERGENCY CLOSURES

A University degree is not simply a collection of classes or activities, but is a comprehensive body of knowledge, skills, and ways of thinking communicated—in multiple ways—from the faculty to the student. Knowledge gained in a class or activity serves as the foundation for future educational advancement. Faculties establish learning objectives for classes that must be met if the overall learning objectives of the program are to be achieved. Cancellations of classes or activities due to unscheduled closings have an adverse effect on the learning process.

The impact of a cancellation varies from class to class. Some classes can cover missed material through additional reading, additional assignments and/or some change in future classes. In other cases, additional make up classes may be needed.

GUIDELINES

General:

- 1) Online classes or activities are not affected when the University or a campus is delayed or closed.
- 2) Students on co-op, in internships or in clinical placements follow the closing policy of their employer or host organization.
- 3) Full day closure or early dismissal cancels evening classes at affected campuses. Saturday classes are only cancelled if the campus is closed on Saturday.
- 4) Regardless of the number of days cancelled during a semester, faculty are expected to provide adequate means of instruction to achieve the stated learning objectives of classes and activities. Students are responsible for all work assigned.
- 5) These guidelines do not apply to units that, under the University Rule 30-16-01, are never closed. Consistent with this rule, students may be required to perform duties related to research during a closure if such activities are required to maintain the integrity of the research or to provide care for laboratory animals.

Faculty Responsibilities:

- 1) Each instructor shall state in the course syllabus how cancellations will be handled. An instructor may have different methods of handling cancellations for different classes and may differentiate between short-term cancellations (one or two class periods) and longer-term cancellations. These may be based on the total number of classes or hours missed and do not need to require the classes missed to be consecutive. In lieu of an individual statement in a syllabus, Department or College Faculties may make a blanket statement of how cancellations are handled, provided this statement is communicated to students and posted on appropriate websites.
- 2) Each instructor, department or college should address policies and procedures pertaining to:
 - a. Missed exams, presentations, performances, etc.

- b. Assignment due dates along with alternate/electronic methods of submitting assignments
 - c. Alternative means of making up material, such as additional reading or assignments
 - d. Make-up classes
 - e. Means of notifying students
- 3) Instructors may require assignments to be turned in or assign additional work by electronic means during a closure.
 - 4) Instructors should give due consideration to “impossibilities to perform” which might include (but is not limited to):
 - a. Students without internet access at home
 - b. Failures of technology (internet or power)
 - c. Need for special software or equipment available on campus
 - d. Local emergencies that do not close the UC campus but might prevent a student from coming to campus
 - 5) In cases where a make-up session is necessary and students have work commitments or travel arrangements that cannot easily be changed, instructors should work with the student to find a means of accommodation.
 - 6) When closures occur late in a term, issuance of an “I” (incomplete) grade may be appropriate until a student completes the course requirements.

Student Responsibilities:

- 1) Closure of the University does not relieve students of the responsibility for completing all required course work. Within practical limits, work should be completed in a timely manner and within stated deadlines. Students are expected to have a valid email address accessible to the instructor through courseware (Blackboard). Students are expected to check email and/or other means of electronic communication for information from the instructor during a closing.
- 2) Students are expected to make reasonable accommodations in work schedules or travel plans to attend make-up classes. If a student cannot attend a make-up class, the student should work with the instructor to find a reasonable way to make up missed material.
- 3) If the University is open, but a student is unable to attend a class or activity due to an emergency declared for their area the student will inform the instructor in a timely manner and pursue appropriate make-up opportunities.

GUIDELINES FOR MISSED FINAL EXAMINATIONS

In the event a scheduled final examination is cancelled due to emergency or the due date for a final product (e.g. final paper) falls on a day the University is closed due to emergency:

- 1) The Registrar will provide make-up dates for the examinations. Students are expected to make every reasonable effort to accommodate the new date. Instructors are expected to make reasonable exceptions for students who cannot attend on the new date, including offering make-up exams at a later time.
- 2) Instructors may, at their option, substitute an appropriate final experience for a final exam (e.g. take home exam, project or paper in place of an in class exam).
- 3) Instructors are expected to turn in final grades by the deadline established by the Registrar after the rescheduled examination. This deadline will not be less than 72 hours after the exam. Grades of I should be provided for those students unable to attend. If an instructor is unable to turn in final grades within this time frame, the instructor must contact the

registrar. It is important to remember that students without grades in a prerequisite may be prohibited from registering for future courses and/or may have registrations cancelled.

- 4) If the final experience in a class is a paper, project, plan, drawing or something similar, and the deadline occurs on a day classes are cancelled, the instructor may require it to be turned in online by the deadline. The instructor shall make allowance for those without internet access, for failures of technology, and/or for students scheduled to complete a recital or presentation.
- 5) Online classes are not affected by a campus delay or closing.

RESOURCES

UCit can provide faculty and staff with support in connecting from home to your work computer and/or accessing select UC enterprise systems (UCFlex, Library resources) from outside the UC network. The Center for the Enhancement of Teaching and Learning (CET&L) can help faculty develop strategies using technology to enhance courses and make up for lost classroom time. In particular, you may wish to use Kaltura to record lectures for on-line delivery.

What is the Virtual Private Network and How to Install it

<https://kb.uc.edu/KBArticles/SSLVPN-FAQs.aspx>

How to Enable Remote Desktop Connections in Windows

<https://kb.uc.edu/KBArticles/Software-RDCenable.aspx>

Instructions for accessing your University of Cincinnati Workstation from Off Campus

<https://kb.uc.edu/KBArticles/Software-RDC.aspx>

From: Edwards, Christopher (edwardcp)
Sent: Tuesday, December 01, 2015 10:57 AM
Cc: Luckey, Joe (luckeyjh); Escoe, Gisela (escoegm); Foster, Paul (fosterpl)
Subject: Student-Athlete Support Services (SASS) - Blackboard Observer Role Pilot

Traci -

Hope you had a great Thanksgiving holiday. I wanted to follow up our conversation at IT Council. Below is a summary of the proposed spring pilot for Student-Athlete Support Services (SASS) access to Blackboard courses - the pilot in this form was unanimously approved by the eLearning Committee. We recognize and acknowledge faculty concerns around staff access to their courses. However, Joe Luckey has made a compelling case that this access will help his team provide better advising support to our student athletes. We are seeking an endorsement from Faculty Senate to conduct a spring pilot to validate the value and inform next steps.

Check out this recent article - very similar to this request - <http://facdevblog.niu.edu/blackboard-observer>

Also, you were correct, access to grade data can be restricted if desired.

Proposed spring 16 pilot parameters:

- An email communication describing the pilot purpose, goals, and assessment plan will be sent to faculty with student athletes in their courses prior to the start of the spring semester.
- The communication will direct faculty to an opt-in process requesting access to their course content for a read-only observer account. There is an observer account associated with each student athlete.
- SASS staff will use the observer account to access course information for students in courses they are enrolled as part of comprehensive advising toolkit.
- Training on the observer role and Blackboard access will be provided by the Center for Excellence in eLearning staff prior to the creation of the observer accounts.
- SASS staff will identify measurable goals and metrics to determine the effectiveness of the pilot.
- An independent audit of the pilot process will be conducted at the end of the spring semester.
- Results of the pilot and audit will be shared with Faculty Senate and the eLearning Committee to determine action for the summer and fall semesters.
- A semester summary report will submitted to the Director of SASS.

Attached are two documents that give a broader context of the work of the SASS team - they may help your discussion. Joe and I are willing to attend your meeting to answer questions or address concerns.

We would be happy to receive feedback and adjust the pilot parameters, but would like to move this request forward. Thanks for your partnership and support.

Also, thanks for your willingness to address this outside the Faculty Senate IT Committee! Let me know if you have questions. Take care.



Professor Communication

Policy

Student-Athlete Support Services, which functions within the University of Cincinnati community, places the utmost importance on relationships with campus constituents. In order to build and maintain positive relationships on campus, SASS strives to communicate in a manner that is professional, timely, tactful, and direct. SASS, with the support of the Athletics Department, has a policy that precludes coaches and other athletic staff members from directly contacting faculty members regarding the academic standing or progress of student-athletes enrolled in their courses. All correspondence with faculty must come through SASS full-time staff members.

Education

Students: Students are informed of class attendance policies as well as expectations of communication with faculty through the student-athlete handbook, SASS new student orientation, and annual team meetings. Students are strongly encouraged to meet with faculty during office hours to discuss absences due to athletic travel, and address any academic questions.

Coaches: SASS educates coaches on this policy as they are hired, at Bearchats, and at head coach meetings. SASS Counselors will communicate regularly with sport coaches regarding students' academic performance in the classroom, including class attendance, class participation/attitude, and grade progress.

SASS Counselors: SASS Staff are trained to follow all policies of academic integrity upon hire at UC. SASS Staff are trained on the appropriate content of conversations with faculty and the academic progress of student-athletes.

Tutors/Academic Coaches: Tutors and Academic Coaches are instructed during orientation that they are not permitted to communicate with student-athletes' professors. They are to encourage student-athletes to communicate as necessary with their professors. They may also communicate with SASS Staff regarding any concerns.

Protocol

SASS counselors clearly communicate with coaches and students the policy and procedures followed in communicating with faculty.

Student-athlete communication is strongly encouraged to be done in person but in the case, that is not feasible, email communication is used. Student-athletes are encouraged to create the communication relationship, especially during semesters in which they will be missing class due to athletic travel. Ongoing communication is encouraged as it is reminder to student-athletes, it is their responsibility to keep faculty updated when missing, use the syllabi to reference what is being missed, and also communicate makeups in the event an assignment or exam will be missed due to travel.

SASS communicates with faculty throughout the year in a number of different ways as outlined below:

- SASS staff member is assigned to communicate with faculty through an Early Alert system. Specific timelines are established by the SASS staff to send the communication. A strategy is created to send communication for all student-athletes and at times, for specific teams or specific cohorts of students.
- SASS Staff individually email or contact faculty for academic progress information on students and also to update faculty in the case of emergencies.
- SASS Staff aims to be considerate of faculty time demands. Thus, every effort will be made to minimize the number of contacts sent to faculty. For example, Men's Baseball Counselor will contact Professor X regarding all student-athletes in that particular course.



Student-Athlete Support/Campus Collaboration

Policy

Student-Athlete Support Services (SASS) staff have been designated by the university and the athletic department the roles of providing academic support to student-athletes and collaboration with campus departments. In providing this support and communication with campus, various technology programs have been identified for use as well as processes to continue to investigate the best technology to remain efficient and up-to-date. SASS works through three primary areas for oversight of its use of the technology, Athletics Advisory Council (AAC), the Vice Provost for Undergraduate Affairs, and the NCAA Faculty Athletic Representative (FAR). SASS staff is covered by FERPA as it relates to having access to academic information of student-athletes as the staff serve as representatives of the university.

Education

SASS Staff: SASS Staff are trained to follow all policies of academic integrity upon hire at UC. SASS staff receive annual training on the use of any technology that exists to support their roles in academic support for student-athletes.

Students: Students are informed on the technology programs that impact their academics at UC through the student-athlete handbook, SASS new student orientation, or annual team meetings.

Coaches: SASS educates coaches on student-athlete academic support technology at Bearcats, and at head coach meetings. SASS Counselors will communicate regularly with sport coaches regarding students' academic performance in the classroom, including class attendance, class participation/attitude, and grade progress.

Tutors/Academic Coaches: Tutors and Academic Coaches are instructed during orientation that they are not permitted to communicate with student-athletes' professors. They are to encourage student-athletes to communicate as necessary with their professors. They may also communicate with SASS Staff regarding any concerns.

Protocol

SASS uses the following technology in providing academic support to student-athletes:

Blackboard, Starfish, Student Information System (Catalyst), Retain Technologies (AthleteHall), Game Theory, SA 360, Jumpforward (Compliance), and Team Communication Mediums (Teamworks).

Blackboard (proposed spring 16 pilot parameters):

- An email communication describing the pilot purpose, goals, and assessment plan will be sent to faculty with student athletes in their courses prior to the start of the spring semester.
- The communication will direct faculty to an opt-in process requesting access to their course content for a read-only observer account. There is an observer account associated with each student athlete.
- SASS staff will use the observer account to access course information for students in courses they are enrolled as part of comprehensive advising toolkit.
- Training on the observer role and Blackboard access will be provided by the Center for Excellence in eLearning staff prior to the creation of the observer accounts.
- SASS staff will identify measurable goals and metrics to determine the effectiveness of the pilot.
- An independent audit of the pilot process will be conducted at the end of the spring semester.
- Results of the pilot and audit will be shared with Faculty Senate and the eLearning Committee to determine action for the summer and fall semesters.
- A semester summary report will be submitted to the Director of SASS.

Starfish:

SASS staff use Starfish for two primary functions. As campus advisors, SASS academic counselors are able to look up academic information about a student. In addition, a campus early alert system is used through Starfish. SASS works with the Provost Liaison for Enrollment Management-Advising on this project.

Student Information System (Catalyst): SASS Staff use this system for admissions and continuing enrollment information of students. Student-athletes are coded in the system so specific reports are created for monitoring, tracking, and data retention efforts by SASS.

Retain Technologies (AthleteHall): SASS Staff use this system specifically for student-athletes. The system is used by staff to track student-athletes as they sign in to use areas within the facility located on the 5th floor of Lindner. Reports are generated and shared with coaches on a weekly basis, depending upon the academic commitment assigned to the student-athlete. The system is also used for the tutoring program in a joint effort with the LAC on campus. Tutor appointments and tutor reports are housed in the system. Finally, the system is used for communication with faculty concerning the academic progress of student-athletes in addition to sharing information about travel.

Game Theory and SA 360: SASS Staff use this software to offer additional programming and communication with student-athletes regarding the CPAWS program. The software and programming is directed by the SASS Director of Student-Athlete Leadership.

Jumpforward and Team Communication: SASS Staff use these systems to communicate directly with student-athletes, particularly through texts. Jumpforward is used primarily by the compliance office for oversight of all NCAA policies and procedures. Various team communication vehicles are used to best update student-athletes by team of important information and deadlines. SASS staff are able to share information and messages to their teams through these team communication functions.