Faculty Senate Meeting Agenda
December 8, 2016
TUC, Room 400 ABC

3:30 Call to Order
3:30 Approval of the Minutes from the November 10 meeting
3:35 Report of the Chair – Sally Moomaw
3:40 Report of the President – Beverly Davenport
3:55 Tara Warden – University Advising Plan
4.10 Anita Ingram – Enterprise Risk Management
4:25 New Business
  - Resolution Regarding concealed weapons on campus
4:35 Andy Curran, Enterprise Voice Task Force
4:45 AAUP – Ron Jones
4:50 Undergraduate Student Government – Mitchell Phelps
4:55 Graduate Student Government
5:00 Adjourn
Joint Meeting of Undergraduate Student Governance Association, Graduate Student Governance Association, and Faculty Senate
November 10, 2016

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

1. Approval of the minutes: The minutes of the October 13th 2016 Faculty Senate meeting were approved

2. Report from the Chair, Sally Moomaw:
   • Chair Moomaw submitted her report electronically prior to the meeting and can be found in its entirety on the Faculty Senate Website. Highlights from her presentation include:
   • The fall Grievance Pool election was successfully completed on the 5th attempt. Previous attempts had aborted when the electronic link stopped working. Appreciation was conveyed to faculty who ran for these important positions and faculty who voted
   • Approximately 40 people attended the All University Faculty Meeting on Nov. 9. Many faculty and students also attended the diversity presentation that followed, which was given by Dr. Derald Wing Sue.
   • University committees have been working for the past year on issues of diversity, equity, and inclusion at UC
     o Diversity and Inclusion in the Classroom committee members include
       ▪ Chair Gisela Escoe, Vice Provost for Undergraduate Affairs; Tracy Herrmann, Past Chair of Faculty Senate; and Bleuzette Marshall, Vice President for Diversity, Equity, and Inclusion
       ▪ Their draft on recommendations for program learning outcomes in general education courses are available in the Senate reports
     o Creation of Inclusive Classrooms
       ▪ Chair Vignesh Subbian, Robin Selzer, and Jennifer Malat,
       ▪ Their report titled Creating Inclusive Learning and Research Environments, which identifies key concepts and recommendations for faculty were included in the information sent in the Senate reports
   • Senate committee work highlights
     o Governance committee: Chair Ana Gowribalan
       ▪ Continued promotion and understanding of shared governance at the college level
       ▪ Part time faculty participation in university committees has been a focus
     o Research & Scholarship committee: Chair Richard Miller
       ▪ Looking at possible need and mechanisms for streamlining the IRB process
     o Academic Affairs committee: Chair Laura Nabors
       ▪ Provided recommendations regarding faculty needs related to Universal Design for Learning
       ▪ Developed resolutions supporting Diversity, Equity, and Inclusion
       ▪ Provided input to athletics, the UC bookstore, and student government regarding initiatives
   • Faculty Senate University Service Award
     o Nominations are now being accepted
       ▪ Applications due Friday, December 2nd
     o Two awards for exemplary service to the university will be given
       ▪ Eligibility includes Full time Faculty with exhibited sustained impactful leadership
     o Please consider nominations
     o Information is available at: https://www.uc.edu/facultyawards/awards_nomination/faculty_senate.html

3. Report from the Undergraduate Student Governance Association, Jackie Mulay:
   • Highlights from student government include
     o Have been providing Safe zone and Title IX training
     o Utilization of Library updates have taken place
     o Resolution support recently passed for Street Car continuation up to campus
4. Report from the Graduate Student Governance Association, Abishek Kamaraj:
   - Highlights include
     - On budget if not slightly below this year
     - Support passed for the Diversity & Inclusion resolutions
       - Voting to take place in December
     - International students reporting concerns for safety
       - They should be referred to resources, such as CAPS and the Ombuds Office, to share concerns and report incidents.
   - Question – what is the rationale for international student fees increase?
     - International students have approximately doubled
     - Fees needed to cover the additional cost of services
     - Fee has been suspended for Spring semester

5. Unfinished Business
   - No report

6. New Business
   - Respecting Student Time
     - Ongoing discussions taking place on how long students must wait for tardy faculty
     - Respect for the faculty time
   - Resolution Concerning Creating Inclusive Learning and Research Environments at UC (Appendix A)
     - Motion for acceptance of the resolution
       - Motion accepted
     - No discussion ensued
     - Vote on the resolution
       - Resolution passed with 2 abstentions
     - Student Government passed the resolution
   - Resolution Concerning Proposed Enhancement of General Education Student Learning Outcomes in Support of Diversity, Equity, and Inclusion at UC (Appendix B)
     - Motion to accept the resolution
       - Motion accepted
     - Discussion ensued
       - Created working groups for input sessions
       - Desire to create a common student experience
       - General education student learning outcomes
         - Still receiving input, ongoing
       - Looking for support and endorsement going forward
     - Discussion
       - Request for language to include allowing for specific courses and or majors be waived
       - COE requires specific needs i.e. Basic mechanics. Fear they will be stripped of general education acknowledgement because they cannot incorporate this language into a mechanics course
       - Looking for wording that allows some courses to be waived. Math was also given as an example of difficulty getting this language into their course
       - You are asking us to vote on this resolution that in turn may jeopardize our general education courses
       - COE as a whole supports the Diversity & Inclusion initiative
       - The way it is written now it is required and they feel they cannot meet the requirement
     - Response
       - Provost Escoe has acknowledged that it will not apply to all courses
       - To date, this is a moving document. Not meant to be the final document
     - Response
       - Problem is in future it is left to the interpretation of future individuals and their perspective
Response

- Senate simply looking for support going forward

Response

- Looking for wording along the lines of “as appropriate to the subject matter”

Amendment was proposed to re-word item # 3
- Amendment approved

Student Government passed the amendment

Amendment was proposed to re-word item # 7
- Discussion ensued on specific wording
- Amendment failed 5-14

Amendment was proposed to re-word item # 7
- Student Government passed the amendment

Amendment was proposed to change the title of the draft
- Replace student learning outcomes with program learning outcomes throughout the resolution
- Amendment was approved

Call for vote on the approval amendment
- Resolution passed with the amendments (Appendix B)

7. Report from the AAUP President, Ron Jones:
   - New contract is available both electronically and in print
   - Would like to draw attention to the Reappointment Promotion & Tenure changes

8. Adjournment
   - Motion to adjourn accepted 4:53

Respectfully submitted,
Daniel L. Carl, PhD, Secretary
RESOLUTION CONCERNING PROPOSED ENHANCEMENT OF GENERAL EDUCATION PROGRAM LEARNING OUTCOMES IN SUPPORT OF DIVERSITY, EQUITY AND INCLUSION AT THE UNIVERSITY OF CINCINNATI

1. WHEREAS the University of Cincinnati is currently engaged in extensive conversations with faculty, students, staff, alumni, and affinity groups concerning our aspirations for enhancement of program learning outcomes in support of diversity, equity and inclusion; and

2. WHEREAS the University’s strategic planning supports and sustains diversity initiatives; and

3. WHEREAS the proposed enhancements to program learning outcomes will support our strategic plan and enhance goals of improving equity and inclusion in the general education core competencies for Social Responsibility, Critical Thinking, Effective Communication, and Knowledge Integration as appropriate to the subject matter; which provide a bridge to learning about our world; and

4. WHEREAS the University supports learning efforts to broaden student knowledge about issues related to universities situated in urban areas and areas facing poverty and equity issues on a national and international level, including issues of diversity, equity and inclusion to promote social justice, fairness, and addressing oppression, inequities and poverty; and

5. WHEREAS Interim President Davenport and Interim Provost Landgren have set the Diversity, Equity, and Inclusion Curriculum Initiative as a continued priority and have supported an advisory group composed of diverse students, faculty, staff, and administrators to explore diversity and inclusion in the curriculum; and

6. WHEREAS the advancement of program learning outcomes is necessary to continue strengthening the curriculum at the University of Cincinnati in support of student exploration of critical issues related to diversity, equity and inclusion;

7. THEREFORE, be it resolved that the University of Cincinnati Faculty Senate endorses the spirit of the draft and supports endorsement by other groups of the Proposed Enhancement of General Education Program Learning Outcomes in Support of Diversity, Equity, and Inclusion at the University of Cincinnati.
Appendix B

RESOLUTION CONCERNING CREATING INCLUSIVE LEARNING AND RESEARCH ENVIRONMENTS: KEY CONCEPTS AND RECOMMENDATIONS FROM THE CREATING AN INCLUSIVE CLASSROOM SUBCOMMITTEE OF THE DIVERSITY, EQUITY, & INCLUSION CURRICULUM INITIATIVE AT THE UNIVERSITY OF CINCINNATI

1. WHEREAS the University of Cincinnati is currently engaged in extensive conversations with faculty, students, staff, alumni, and affinity groups concerning our aspirations for enhancement of our curriculum in support of diversity, equity and inclusion; and

2. WHEREAS there is support for statements regarding inclusion and inclusive learning fostering equity and respecting diversity and inclusion for all students in course syllabi at the University; and

3. WHEREAS the proposed enhancements to course syllabi and consideration of diversity, equity and inclusion when developing learning objectives for courses is consistent with and in support of our University’s strategic plan and our University’s goals of improving inclusion, equity and diversity in the goals for courses stated in student learning objectives on syllabi; and

4. WHEREAS the University supports learning efforts to broaden student knowledge and reflection about issues related to universities situated in urban areas and other national and international areas or regions facing equity issues, including issues of diversity, safe zones, equity and inclusion to promote inclusive practices for in-class and online activities to establish an accepting and inclusive classroom environment; and

5. WHEREAS there is a need for faculty development of competencies in the areas of diversity, inclusion and equity in class experiences, research mentoring, and professional and designing experiential learning experiences to connect our students’ learning to issues related to equity in our nation and beyond; and

6. WHEREAS Interim President Davenport and Interim Provost Landgren have set the Diversity, Equity, and Inclusion Curriculum Initiative as a continued priority and have supported an advisory group composed of diverse students, faculty, staff, and administrators to explore diversity and inclusion in the curriculum; and

7. WHEREAS faculty should strengthen all aspects of learning and the curriculum at the University of Cincinnati in support of the general education undergraduate core competencies, which emphasize goals such as enhancing critical reflection, knowledge, and social responsibility and justice related to diversity, equity and inclusion; and

8. THEREFORE, be it resolved that the University of Cincinnati Faculty Senate endorses faculty implementation of the recommendations in the document titled, “Creating Inclusive Learning and Research Environments: Key Concepts and Recommendations from the Creating an Inclusive Cl