Faculty Senate Meeting Agenda
May 11, 2017
TUC, Rooms ABC

3:30 Call to Order
3:31 Approval of the April minutes
3:35 Report of the Chair – Sally Moomaw
3:40 Report of the President – Neville Pinto
3:50 Report of the Provost – Peter Landgren
4:00 Old Business
4:02 New Business
  ▪ Resolution on Syllabi Templates
  ▪ Resolution on eLearning Champions Award
  ▪ Cancellation of June and July meetings
4:10 LEAF – Valerie Hardcastle
4:20 EIT Accessibility – Heidi Pettyjohn
4:30 Part-time Faculty Survey – Dana Griffiths
4:40 Survey about Guns on Campus – David Curry, Lindner College of Business
4:50 AAUP – Ron Jones
4:55 Undergraduate Student Government – Bashir Emlendi, Dana Drage
5:00 Graduate Student Government – Arunkumar Muthusamy
5:05 Adjourn
Resolution to Support Recommendations for Syllabi
Rationale: There have been policy changes that impact items recommended for syllabi.

Whereas the Faculty Senate has endorsed previous resolutions in support of Faculty Senate Syllabus Recommendations; and

Whereas there have been new items to add to the document on Faculty Syllabus Recommendations resulting in an updated document on April 30 of 2017;

Therefore, this resolution affirms support of the updated document on Faculty Syllabus Recommendations dated April 30 of 2017.

Faculty Syllabus Recommendations
5/11/2017

The CET&L implements the Faculty Senate syllabi suggestions, and provides a basic course template, which includes the wording suggested by the Faculty Senate. These suggestions will show as tabs, or as informational items under tabs. In those instances where the faculty member or college needs to provide specific information, the item will be left “off” so that each faculty member can choose what to enter before turning the tab “on” for students to see. Each college in the University has the ability to modify the LMS course template to suit the needs of the faculty and students within each college. In addition, each faculty member has the ability to modify the LMS site as desired.

The Faculty Senate suggests the following information be included on the course syllabus and/or the LMS course site:

- Instructor’s Name, Phone Number, Email Address, Office Number, and Office Hours
- Short description of the class, including a basic statement of the objectives of the class and the content to be covered (Suggested wording is that which is listed in the University course catalog)
- Indication of the Breadth of Knowledge (BoK) area(s) of the University of Cincinnati General Education Program, if any, that the course has been designated as fulfilling. If the course has been designated as only partially meeting a BoK area, those other courses that combined with the course satisfy the BoK area should also be listed.
- Indication of the Baccalaureate Competencies of the University of Cincinnati General Education Program that the course addresses
- Prerequisites and co-requisites
- Titles and authors of required texts
- Learning Objectives
- Tentative schedule of class meetings with an indication of topics to be considered, assignments and due dates, and examination dates
- Course Web Page Address (url)
- Electronic Communication Policy
- Class Attendance Policy

Be sure to include any course or department policies about excused and/or unexcused attendance, especially those where a student automatically fails for excessive absences.

Suggested Wording:
Students at the University of Cincinnati are expected to attend classes in order to meet the learning objectives for the course. Students are expected to follow the class attendance policy as outlined by the instructor. Students participating in official University sponsored activities, where the student is
representing the University, will meet with instructor related to absences due to university-sponsored activities. When such absences occur, students need to provide documentation of the event(s), and work with the professor to develop a written plan for completion of missed assignments or other course requirements with as much advance notice as possible. Any absence due to official University business may still count against the total number of allowable absences.

- Class Cancellation Policy
  Include a statement about how a class may be cancelled due to weather or other unexpected circumstance.

  **Suggested Wording:**
  In the rare case that a class must be cancelled, faculty will post an announcement on the LMS that will be emailed to students. Faculty will attempt to communicate class cancelations with as much advance notice as possible. Students should be sure that their LMS email is current and valid to ensure emails are received.

  If the University closes due to inclement weather or other emergency situations, there will be an announcement posted on Blackboard (LMS) and if possible on the local news channels (TV and radio). Communications related to University closures will also be sent to the student’s cell phone number on record through the automatic University emergency text messaging system. Students should notify the University if they change their cell phone number to ensure they will receive these important emergency communications.

- Pass/Fail Option, Audit Policy, and Withdrawal Policy
- Class Grading Policy
- Academic Integrity Policy

  **Suggested Statement:**
  The University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct.

- Accessibility

  **Suggested wording**
  The University of Cincinnati is committed to providing all students with equal access to learning opportunities. Disability Services is the official campus office that works to arrange for reasonable accommodations for students with identified physical, psychological or cognitive disabilities (learning, ADD/ADHD, psychological, visual, hearing, physical, cognitive, medical condition, etc.). Students are encouraged to contact Disability Services to arrange for a confidential meeting to discuss services and accommodations. Contact should be initiated as soon as possible to allow adequate time for accommodations to be arranged.

- Use of the LMS

  **Suggested Wording:**
  1. All faculty 1) use the Course Syllabus or Course Preview tools in the LMS to upload course information in advance of the course registration period, and 2) update course information as needed to accurately reflect course content, structure, pedagogy and assessment. (As amended June 7, 2007).
  2. All faculty should review the University of Cincinnati Policy With Regard to Copyright as this policy might relate to the development and presentation of course material.

- Counseling Services for specific campuses

  **Suggested Wording for Syllabi or the LMS:**
  Counseling Services, Clifton Campus
Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, students can receive three free professional counseling sessions upon request through the Counseling and Psychological Services (CAPS). These sessions are not associated with student’s insurance coverage. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

**Counseling Services, Blue Ash Campus**

UC Blue Ash Counseling Services provides high quality integrated health, counseling, and wellness services. Mental Health and personal counseling services are free of charge to students who are matriculated as UC Blue Ash College students. Services address student needs such as self-esteem, family conflict, loss and grief issues, adjusting to life’s challenges, relationship problems, eating disorders, physical and/or emotional abuse, and domestic violence. Students who want an initial meeting with a counselor can call (513) 745-5670 or stop by Room 140 Muntz Hall to schedule an appointment. If after hours, please call CAPS Cares (main campus) using the 24 Hour Phone Consultation Line at 513-556-0648.

**Counseling Services, Clermont Campus**

The Compass Counseling Center provides students assistance in helping to deal with life’s stressors and adjustment to college life. All services provided to UC Clermont students are free and confidential. Some of the most common issues addressed at the center include transition to college life, stress from home, classroom performance, depression, anxiety, relationship problems, grief and loss, and substance abuse. Students are welcome and encouraged to walk into the Compass Counseling Center located in the Student Services Building, Room 201. Students may contact the office by calling (513) 732-5263. If after hours, please call CAPS Cares (main campus) using the 24 Hour Phone Consultation Line at 513-556-0648.

- **Title IX**

  **Suggested Wording:**

  Title IX is a federal civil rights law that prohibits discrimination on the basis of a person’s actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also address instances of sexual violence, dating or domestic violence, and stalking. If a student discloses a Title IX issue to a faculty member, the faculty member is required to forward that information to the Title IX Office. The Title IV office will follow up with the student and discuss how the University can take steps to address the impact on the student and the community. They will also inform the student of their rights and direct them to available resources. The priority is to make sure students are safe and successful here at the University of Cincinnati. Students are not required to talk to anyone in the Title IX Office. Students may also directly report any instance of sex or gender-based discrimination, harassment or violence to the Title IV office at 513-556-3349. Students who wish to know more about their rights and resources on campus, they can consult the Title IV website www.uc.edu/titleix or contact the Title IV office directly at 513-556-3349.

- **Academic Honor Pledge**

  **Suggested Wording:**

  “On my honor, I pledge that this work of mine does not violate the U.C. Student Code of Conduct rules on cheating and plagiarism.”
RESOLUTION REGARDING THE INCLUSION OF THE eLEARNING CHAMPIONS AWARD IN THE ANNUAL FACULTY AWARDS CEREMONY

Whereas the University of Cincinnati has a strong interest in supporting faculty in the effective and innovative use of instructional technologies and;

Whereas the Center for Excellence in eLearning offers an award to honor a team of faculty which has used technology tools in innovative and effective ways to enhance teaching and to improve student learning (referred to as the eLearning Champion Annual Award, with details attached) and;

Whereas according to the University Faculty Charge for the Human Relations Committee it is a purpose of the committee to administer award selection processes and faculty recognition;

Therefore be it resolved that the faculty senate of the University of Cincinnati recommends to the President of the University that the eLearning Champion Annual Award is added to the annual Faculty Awards Celebration.
1. How many years have you been working as an adjunct?

- Answered: 225
- Skipped: 0

Answer Choices Responses
- less than five: 51.56% (116)
- more than five: 26.67% (60)
- more than ten: 7.11% (16)
- fifteen or more: 14.67% (33)

Total: 225

2. How many salary increases have you had in that time?

- Answered: 225
- Skipped: 0

Answer Choices Responses
- none: 66.67% (150)
- one: 21.33% (48)
- two: 7.11% (16)
- more than two: 4.89% (11)

Total: 225

3. How often have you been evaluated by your supervisor, unit or department head since you have been hired?

- Answered: 225
- Skipped: 0

Answer Choices Responses
- never: 58.22% (131)
- once: 18.22% (41)
- more than once: 10.67% (24)
- I am evaluated every year: 12.89% (29)

Total: 225

4. Are you aware that you are eligible for promotion from instructor to assistant, assistant to associate, and associate to full adjunct professor as a part-time faculty member?

- Answered: 225
- Skipped: 0

Answer Choices Responses
- yes: 29.78% (67)
- no: 70.22% (158)

Total: 225

5. Have you ever been informed by your unit head that you are eligible for promotion as part-time faculty?

- Answered: 225
- Skipped: 0

Answer Choices Responses
- yes: 11.11% (25)
- no: 88.89% (200)

Total: 225

6. Have you been given information directly by your department, college or the university about the benefits you are entitled to as a part-time faculty member at UC?

- Answered: 225
- Skipped: 0
Have you been given a copy of the University of Cincinnati Adjunct Faculty Handbook Revised August 2014 by your department, college, or the university?

How aware are you of the benefits you are entitled to as a part-time faculty member?

If you are eligible for the university insurance, do you take the insurance, do you have insurance from another source, or are you uninsured?

Do you have office space?

Does your college/department provide you with a telephone in your office?

Does your college/department provide you with a computer workstation?
13. Do you share a phone, computer, office space with one or more faculty members?

- Answered: 225
- Skipped: 0
- Answer Choices Responses
  - yes 39.11%
    - 88
  - no 60.89%
    - 137
- Total 225

14. Have you served on any college, department, or university wide committees, or done other service for the university?

- Answered: 220
- Skipped: 5
- Answer Choices Responses
  - yes 31.36%
    - 69
  - no 68.64%
    - 151
- Total 220

15. Do you perform service in your college or department (other than teaching) for which you are not paid?

- Answered: 220
- Skipped: 5
- Answer Choices Responses
  - yes 31.36%
    - 69
  - no 68.64%
    - 151
- Total 220

16. If you do perform service for your college or department for which you are not paid, how many hours per week do you spend doing this service?

- Answered: 220
- Skipped: 5
- Answer Choices Responses
  - less than two hours 19.09%
    - 42
  - between two and five hours 7.27%
    - 16
  - between five and ten hours 2.73%
    - 6
  - more than ten hours 2.27%
    - 5
  - N/A (I do no service for my department for which I am not paid) 68.64%
    - 151
- Total 220

17. How many total hours do you spend per week working at UC, counting classroom hours, course preparation, grading?

- Answered: 220
- Skipped: 5
- Answer Choices Responses
  - less than ten hours 21.82%
    - 48
between ten and twenty hours 43.18%
95
between twenty and thirty hours 19.09%
42
between thirty and forty hours 10.45%
23
more than forty hours 5.45%
12
Total 220

18. Are you actively engaged in research and publication as an adjunct at UC?
☐ Answered: 220
☐ Skipped: 5
Answer Choices Responses
yes 21.36%
47
no 78.64%
173
Total 220

19. As an adjunct, do you think UC encourages or supports your efforts to do research and publish?
☐ Answered: 220
☐ Skipped: 5
Answer Choices Responses
yes 23.64%
52
no 76.36%
168
Total 220

20. Do you think your teaching load, service, or other duties you perform as an adjunct at UC hamper your ability to do research and publish?
☐ Answered: 220
☐ Skipped: 5
Answer Choices Responses
yes 30.45%
67
no 69.55%
153
Total 220

21. On a scale of one to five, one being the lowest and five the highest, how would you rate your job satisfaction?
☐ Answered: 217
☐ Skipped: 8
Answer Choices Responses
one 3.69%
8
two 11.98%
26
three 36.41%
79
four 30.41%
66
five 17.51%
38
Total 217

22. On a scale of one to five, one being the lowest and five the highest, how do you rate your satisfaction with the classrooms you teach in?
☐ Answered: 217
☐ Skipped: 8
Answer Choices Responses
one 5.07%
11	
two 9.68%
21
three 30.88%
67
four 35.48%
23. On a scale of one to five, one being the lowest and five the highest, how do you rate your satisfaction with the courses you are assigned to teach?

- Answered: 217
- Skipped: 8

**Answer Choices Responses**
- one 0.92%
- two 2.76%
- three 12.44%
- four 32.26%
- five 51.61%

Total 217

24. On a scale of one to five, one being the lowest and five the highest, how do you rate your satisfaction with outside of the classroom professional spaces and tools (office, computer workstation, telephone, etc.)?

- Answered: 217
- Skipped: 8

**Answer Choices Responses**
- one 27.65%
- two 15.21%
- three 30.41%
- four 17.97%
- five 8.76%

Total 217

25. On a scale of one to five, one being the lowest and five the highest, how do you rate your satisfaction with your rate of pay?

- Answered: 217
- Skipped: 8

**Answer Choices Responses**
- one 31.80%
- two 27.65%
- three 20.74%
- four 16.59%
- five 3.23%

Total 217

26. On a scale of one to five, one being the lowest and five the highest, how do you rate your satisfaction with any benefits you receive?

- Answered: 217
- Skipped: 8

**Answer Choices Responses**
- one 44.24%
- two 15.21%
1. Total number of part-time faculty at UC, all colleges, units, campuses?
As of November 1st, 2015, there were 1,279 part-time faculty. Part-time faculty are defined as those who are classified in the Human Resource’s system with employee subgroups of F9 (Faculty-Term Adj), FA (Faculty Ann Adj 910), FB (Faculty – Ann Adj 912), and FC (Faculty –COM Adj 1-64%), and who were on Payroll between the dates of October 1st, 2015 and November 1st, 2015.

2. Total number of female part-time faculty at UC, all colleges, units, campuses? See Table 1 below
As of November 1st, 2015, there were 703 female part-time faculty (55% out of the total)

3. Total number of male part-time faculty at UC, all colleges, units, campuses? See Table 1 below
As of November 1st, 2015, there were 572 male part-time faculty (45% out of the total)
<table>
<thead>
<tr>
<th>TABLE 1 Gender</th>
<th>Unknown</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
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<tr>
<td>F9 - Faculty</td>
<td>4</td>
<td>593</td>
<td>476</td>
<td>1073</td>
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<td>Term Adj</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>FB - Faculty Ann Adj</td>
<td>93</td>
<td>71</td>
<td>164</td>
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<tr>
<td>912</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>FC - Faculty COM Adj 1-64%</td>
<td>17</td>
<td>25</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>703</td>
<td>572</td>
<td>1279</td>
</tr>
<tr>
<td>% of Total</td>
<td>0%</td>
<td>55%</td>
<td>45%</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Campus Carry: Overview of Phase 1

### The Law

In April 2004, Ohio became the 46th state to legalize concealed carry. The law allows persons 21 and older to obtain a concealed handgun license provided that they receive a minimum of 8 hours of handgun training (6 hours of classroom instruction and 2 hours of range time) from a certified instructor, demonstrate competency with a handgun through written and shooting tests, and pass a criminal background check.

Although previously banned under the Ohio House Bill 48, Ohio Senate Bill 199, which was passed in December 2016, now allows permit holders to carry concealed firearms on college and university campuses, granting the boards of trustees of these institutions the final authority to allow firearms on campus.

### UC Policy

**Open carry** of a firearm is allowed by *non-UC* individuals in public spaces on the University of Cincinnati campuses, with the following exceptions:

- Firearms are prohibited in all campus buildings.
- UC students, faculty and staff are *not permitted* to carry or possess firearms on campus.
- Ohio law forbids anyone to open carry certain types of firearms such as fully automatic weapons.

**Concealed carry** of a firearm is currently *not allowed* on University of Cincinnati campuses.

### Phase 1 Qualitative Research

**Goals**

To understand the overall sentiment and potential impact of the campus carry policy (*allowing* versus *not allowing*) firearms on campus. Three main areas of exploration.

1. **General safety in the workplace**
2. **The overall impact on day-to-day job and workplace satisfaction**
3. **The increase/decrease in resources that would be needed (if any)**

**Interviewees**

(25-45 minute, semi-structured interviews)

1. Jessica Marks: Program Director, Admissions Office, UCCOM
2. Emily Rawers: Director, Recruitment Programs, UCCOM
3. Heather Christensen: Assistant Professor, Department of Medical Education, UCCOM
4. Sara Crist - Community Coordinator for Scioto Hall, Resident Education & Development, Div. of Student Affairs
5. Dr. Charles H. Matthews: Professor, Management Department,
6. Knowledge of Policy: +++
7. Jeffrey Weimer: Planner, Planning+Design+Construction, Division of Administration & Finance
8. Katherine Updegrove: Associate Director, College of Allied Health Sciences (Office of the Dean)
9. Lawrence P. Lampe: Executive Assistant to the President, Office of the President
10. Roseann Hassey, PhD; MBA Program Director LCoB
### Phase 1

**Findings from qualitative research**

Overall findings and sentiments include:

- Vast majority of faculty against allowing guns on campus
  - Negatively affect safety in the workplace & their day-to-day jobs
  - Negatively affect the classroom dynamic
  - Strongly believe resources/training should be available for all

**Representative Quote**

“When you have interactions with students and it is directly related to a grade or their happiness already you think okay that interaction didn’t go very well...I wonder if this student is going to follow me home, but if this student has a gun those thoughts are immediately heightened. I would be way more hesitant to even meet with a student to talk about those issues especially by myself one on one because I am not comfortable with how the situation may or may not escalate and my anxieties would be heightened from the start. If students were allowed to carry guns into my office, it would be on the forefront of my mind and make me more hesitant to even have those interactions happen.”

At the May 11, 2017 meeting, David Curry (LCoB; instructor for the graduate Marketing Research course in which this research was conducted) will present findings from phase 2. Phase 2 is based on completed surveys from $n = 866$ UC faculty and staff. Dr. Curry will summarize findings regarding: past experience and comfort level with firearms; familiarity with firearm law and policy; personal
safety on and around campus; and results from a controlled experiment to test the effects of various policy/environment scenarios on faculty opinions.