

UNIVERSITY SENATE

Meeting Minutes
November 22, 2021

The University Senate was called to order at 3:30 p.m., Remote Access, on Monday November 22, 2021. Members absent: Abayaomi Abodunrin, James Bielo, Jennifer Fox, Jason Osborne, Becca Pallant, Grace Payne, Vada Stephens, Troy Travis, Victoria Villanueva, Ben Waugh

Call to Order

1. The meeting was called to order at 3:30.

Announcements

Announcements and remarks by Jennifer Green, Chair, Senate Executive Committee:

- a. COVID-19 cases on campus remain low with less than two (2) reported cases per day. The University received recognition from Butler County Health District which stated that if Miami University were counted separately, it would have the lowest transmission rate in the county.
At the time of this meeting, there are only 54 employees within Academic Affairs (15 staff ; 39 faculty) who have not documented their vaccination status or requested an exemption. The mask mandate will remain in effect through winter term; a decision regarding spring will be made and announced by January 14, 2022.

Approval of University Senate Minutes

2. Approval of Senate Minutes:
A motion was received and seconded to approve the corrected November 8, 2021 Minutes. (Yes 46; No 1)

Consent Calendar

3. The following items were accepted and received on the Consent Calendar:
 - a. November 22, 2021 Curricular Items
 - b. Liberal Education Committee Meeting Minutes - 10.26.2021
 - c. Liberal Education Committee Meeting Minutes - 11.09.2021
 - d. Graduate Council Meeting Minutes – 10.12.2021
 - e. COVID-19 Vaccine Policy – Regional Campuses Students
 - f. COVID-19 Vaccination Policy – Employee
 - g. Gift Policy
 - h. Immunizations and Medical Screenings Revised

New Business

4. New Business:
 - a. SR22-xx Sense-of-the-Senate Expression of Gratitude, Dana Cox, Associate Provost for Faculty Affairs:
 - i. This, along with outdoor reception, is a formal recognition from University Senate to those who worked tirelessly through the pandemic as a way to document their efforts and to say thank you.
 - ii. The motion was received and seconded. The resolution passed. (Yes 46; No 0; Abstain 2)

SR22-07

**Sense-of-the-Senate - An Expression of Gratitude
November 22, 2021**

We, the members of University Senate, would like to express our gratitude to the people in our community who have been working tirelessly to mitigate the impact of COVID-19 on our campuses during Fall 2021 and ensure a successful in-person fall semester.

To the Dining and Facilities staff who worked to keep our students and staff fed, our classrooms, residence halls and buildings sanitized and clean: Your dedication is inspiring and we thank you.

To the Faculty that taught wearing masks and under other challenging circumstances through-out the semester: Your deep commitment to our students and the pursuit of knowledge is the very foundation of our university and we thank you.

To the Staff that worked to make sure that all the things that needed to get done to support our students and faculty - did in fact get done: We are grateful for your service and we thank you.

To the Students who came to class, wore their masks and worked to keep each other healthy: We thank you.

To all those who were able to and did get vaccinated to protect our community: We are grateful.

We could not have accomplished all that we have done this semester without the dedication of all of the members of our community. While, everyone on our campuses has contributed their time and effort to the health and safety of our community, we especially want to thank those who, in addition to their regular duties, worked to establish and support the COVID-19 testing programs, the contact tracing programs, the quarantine and isolation of those who became infected and the vaccination of our faculty staff and students:

Raquel Aaron	Natalee Blackford	Angie Coffey
Mecca Adbul-Aziz	Margaret Blair	Laurn Cook
Bell Ampem	Anna Bloomquist	Dana Cox
Meghan Ariss	Angie Bowling	Greg Crawford
Kiana Asada	Phil Bowling	David Creamer
Kellee Avery	Katie Brehm	Sammy Crisalli
Susan Bantz	Emily Brito	Sam Curran
Rebecca Baudry-Young	Jayne Brownell	Brenda Curry
Jen Beardslee	Melissa Burke	Steve Dailey
Heather Bechtol	Terri Buzzell	Jeremy Davis
Vicka Bell-Robinson	Karrington Butler	Shellie DeGuire
Craig Bennet	Marquetta Carmichael	Dawson Delph
Jen Benz	Mattea Carveiro	Kristina DeMarco
Anna Bercaw	Mary Case	Xiaoyun Deng
Lauren Betz	Ben Chatwin	Andrew Denman
Amy Bielicki	Kriss Cassano	Dominic DeVengencie
Stephanie Bishop	Jon Cherry	Faith DeVengencie
Bob Black	Emily Cluen	Janna Doerner

Duane Drake
Hillary Dreyfus
Arlaina Dunning
Chris Elmore
Cayden Enix
Mandy Euen
Paul Eversole
Dawn Fahner
Gwen Fears
Mathew Ferguson
Sofia Fernandez
Pete Ferris
Hunter Fitch
Kaelin Frazee
Amani Freeman
Abby Gerold
Olivia Giles
Rachael Gill
Katie Gouge
Libby Grant
Edward Green
Samuel Grillo
Ruth Groom
Tammy Gustin
Pete Haverkos
Lauren Havlin
Joe Hawkins
Cameron Hay Rollins
Brian Henebry
Timothy Henke
James Hensley
Wesley Highley
Alexis Hill
Tim Holder
Jaime Hunt
Awa Jallow
Jonathan James
Jordan Janosik
Corrine Jeffries
Kandice Jeffries
Cassidy Jenkins
Beth Johnson
Carole Johnson
Whitney Johnson
Nanci Jones
Karen Kammer

Mehak Kaur
Megan Kelley
Grace Killeen
Tony Kinne
Hannah Kiperman
Andor Kiss
Olivia Kline
Molly Kock
Barry Krauth
Tim Kresse
Nicole Kristosik
Katie Kromer
Jacob Krzciok
Tali Kuhns
Teriea Kupiec
Abbe Lackmeyer
Rachael Lange
Steve Large
Sandi Ledger
Kendall Leser
Beverly Logan
Josh Longsdorf
Carolyn Lucyshyn
Nora Maltz
Cassidy Martin
Sherry Martin
Sarah Mathews
Hannah McCarren
Christy McClure
Lakesha McCurdy
Cecilie McGhehey
Huxley Miller
Jeremy Miracle
Noah Montague
Gloria Moore
Kimberly Moore
Emily Moro
Emma Moughan
Zack Mroz
Connor Mullaly
Abbey Mullins
Julia Mumper
Elizabeth Murdock
Chelsea Noonan
Jen O'Brien
Ruth Oluwafemi

Jason Osborne
Kate Page
Robin Parker
Missy Parsons
Timothy Parsons
Daniel Perinovic
Mathew Perry
AJ Peterson
Ted Pickerill
Kate Pinkerton
Mark Pontious
Maggie Potter
Cody Powell
Amanda Rainey
Averie Rice
Abby Richard
Kara Ring
Gary Ritz
Jessica Rivinius
Alexis Roach
Carter Roane
Becca Robles
Erin Rockstroh
Hannah Rozenson
Drew Ruckelshaus
Gia Salamalekis
Veronica Schulte
Ryan Sego
Isuru Senaratne
Brent Shock
Veronica Shulte
Phil Smith
Rieko Sotojima
Sydney Sorrell
Gabby Spencer
Becky Stephenson
Nancy Stewart
Kristina Suto
Mahi Tayaba
Dirk Tepe
Celine Thormann
Jane Thurmer
Machel Tipton
Beth Tonyman

- b. SR22-xx Revisions to the Council of Diversity and Inclusion (CODI), Rosemary Pennington, Chair of CODI:
- i. The proposed revisions to the function and membership for CODI will create a more diverse body of representatives that will be able to work more efficiently in regards to policies related to DEI that would come through Senate and have the opportunity to create and propose policy related to DEI efforts on their own.

Q: Has CODI considered having the new graduate student who is on the committee be chosen by Graduate Student Association(GSA), as opposed to just chosen from the general graduate student body? Can we change the wording to reflect that?

A: We had not talked about how the representative would be chosen, but having GSA involved would be similar to what is happening with Associated Student Government (ASG) on the undergraduate side.

Q: Can we change the wording to reflect that change, so that it will read "A graduate student chosen by the GSA"?

A: We can make that change in the final draft.

- ii. The motion was received and seconded. The resolution passed. (Yes 46; No 0; Abstain 0)

SR22-08

Revisions to the Council of Diversity and Inclusion (CODI)

November 22, 2021

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the ByLaws of University Senate, 6.C.4.a, regarding Committee composition and membership and 6.C.4.b regarding the functions of the *Council on Diversity and Inclusion*, as set forth below:

6.C.4 Council on Diversity and Inclusion (CODI)

Advisory to the Vice President of Institutional Diversity and Inclusion and the Provost.

6.C.4.a. The Council on Diversity and Inclusion shall be composed of:

- ☐ One (1) faculty member who is a member of University Senate and shall serve as Senate Liaison.
- ☐ One (1) representative from the College of Arts and Science.
- ☐ One (1) representative from the Farmer School of Business.
- ☐ One (1) representative from the College of Engineering and Computing.
- ☐ One (1) representative from the College of Education, Health, and Society.
- ☐ One (1) representative from the College of Creative Arts.
- ☐ One (1) representative from the University Libraries
- ☐ One (1) representative from the College of Liberal Arts and Applied Science.
- ☐ One (1) member of the Classified Personnel Advisory Committee (CPAC).
- ☐ One (1) member from the Division of Enrollment Management and Student Success.
- ☐ One (1) representative from the Division of Information Technology (IT) Services.
- ☐ One (1) representative from the Division of Student Life.
- ☐ One (1) representative from the Division of University Advancement.
- ☐ One (1) representative from University Communications and Marketing.
- ☐ One (1) representative from Intercollegiate Athletics.
- ☐ One (1) representative from the Division of Finance and Business Services.

- ☐ One (1) undergraduate student who is the Associate Student Government, Secretary of Diversity and Inclusion.
- ☐ **One (1) undergraduate student who is a member of the Diversity Affairs Council.**
- ☐ One (1) undergraduate student who is enrolled at a Miami Regionals campus.
- ☐ One (1) graduate student who is a member of the Graduate Students of Color Association.
- ☐ **One (1) graduate student chosen from the general graduate student body.**
- ☐ Five (5) administrative staff positions:
 - ☐ The Director of the Center for Student Diversity and Inclusion or representative.
 - ☐ Director of the Office of Equity and Equal Opportunity or representative.
 - ☐ The Director of Global Initiatives or representative.
 - ☐ The Director of Miller Center for Student Disability Services.
 - ☐ The Regional Director of Diversity and Multicultural Services

6.C.4.b

The functions of the Council on Diversity and Inclusion are to advise the Vice President of Institutional Diversity and Inclusion and the Provost on matters of diversity and to facilitate long term planning for and **make policy recommendations to the University Senate and University Senate committees related to issues of diversity and inclusion. The Council is also responsible for reviewing revisions of policies in the areas listed above, reviewing proposals for new or revised policies from others, and can also propose policies in consultation with the VP for Institutional Diversity and Inclusion. CODI will also engage in the following:**

- ☐ Connect offices and departments of the university to various diversity and inclusion initiatives
- ☐ Disseminate information to members of the University community regarding "best practices" which encourage diversity, equity, and inclusion
- ☐ Facilitate open dialogue and difficult conversations across differences to promote understanding and constructive exchange of views on matters of diversity
- ☐ Develop diversity-related competencies to increase recruitment and retention of diverse faculty, staff, and students
- ☐ Use metrics to assess and identify trends, progress, and problems pertaining to campus diversity and climate
- ☐ Build an intellectual community that recognizes that diverse experiences create a rich educational experience for members of the greater University community

c. SR22-xx Statement of Essential Teaching Practices, Carolyn Haynes, Senior Associate Provost:

- i. Senate Executive Committee charged the ad-hoc committee to analyze Miami's current Statement of Good Teaching Practices. Recommendations for revising critical components of effective teaching that align with Miami's values to include essential and aspirational practices are included in the proposed revision. The statement includes responsibilities for creating informative syllabus, attendance policies, office hour information, and more.

Q: I was under the impression we were not able to meet with students in person currently; wouldn't item three stating 'informing students of regularly scheduled office hours' violate those standards?

A: It's really referring to the policy that already exists about office hours. Many of our student's express appreciation for those who do hold some virtual office hours. I think whatever modality you offer is fine.

- ii. The motion was received and seconded. The resolution, with minor corrections, passed. (Yes 44; No 3; Abstain 2)

SR22-09

Statement of Essential Teaching Practices

November 22, 2021

Policy Title: [Statement of Essential Teaching Practices](#)

Proposer Name, Title and Email: Tracy Haynes and Jakin Wu, co-chairs of ad hoc committee

Rationale:

University Senate created the following resolution relating to the Statement of Good Teaching Practices:

- ☐ Whereas: The current pandemic has highlighted the shortcomings of our current teaching standards and the need to update them;
- ☐ Whereas: It is crucial for both students and professors to maintain clear standards for each other;
- Therefore, be it resolved: To ensure that Miami University's teaching standards are up to date and effective, the Statement of Good Teaching Practices shall be updated as follows:

Senate Executive Committee assembled an ad hoc group to develop a proposal. The group, which was chaired by Tracy Haynes and Jakin Wu, included the following members: Chip Hahn, Michael Todd Edwards, Rodney Coates, McKenna Linkey, and Nhu-Y Tran. Group members analyzed Miami's current Statement of Good Teaching Practices and weighed each item against the current teaching environment of 2021 and the practices of peer institutions. While peer institutions did not have a formal statement of teaching practices, many have resources available for different teaching pedagogies and modalities, developing an effective syllabus, and creating a diverse, equitable, and inclusive classroom. These are critical components of effective teaching and align with Miami's values. Therefore, we constructed our recommendations to include these components.

Covered Parties:

Faculty, students

Revised Policy – Clean Version

Statement of Essential Teaching Practices

Every instructor is responsible for creating an informative syllabus and organizing an effective, equitable, and inclusive learning environment by:

1. Providing a written syllabus to students on the first day of the course, including but not limited to learning outcomes, class attendance policy (aligned with "Class Attendance" policy in the Policy Library), content, examinations and/or assignments (including due dates), policy on return of student work, required course materials and technology, and method of grade calculation;
2. Adhering to the syllabus and communicating clearly and in a timely manner any necessary modifications to the students;
3. Maintaining and informing students of regularly scheduled office hours (see Office Hours for Instructional Staff policy in Policy Library);
4. Ascribing to a standard of grading that follows the accepted practices within the discipline including providing and receiving feedback that is offered in a timely manner and is critical and respectful of others' views;
5. Informing students of Miami's Academic Integrity policy and adhering to its principles;
6. Utilizing a Miami University supported learning management system to communicate course information;
7. Treating students with courtesy and respect at all times. Courtesy and respect do not prohibit strong criticism directed at the student's academic errors and scholarly responsibilities;

8. Maintaining a classroom learning environment that is free of discrimination and harassment and inclusive of all students;
9. Following specific student accommodations received from Student Disability Services;
10. Adhering to the “Statement on Professional Ethics” in the policy titled “Professional Ethics and Responsibilities.”.

Revised Policy – Marked Up Version

Statement of ~~Good~~ **Essential** Teaching Practices

Every instructor is responsible for **creating an informative syllabus and organizing an effective, equitable, and inclusive learning environment by:**

1. **Providing a written syllabus to students on the first day of the course, including but not limited to learning outcomes** ~~Informing his or her students within the first two weeks of the course of the objectives, class attendance policy (aligned with “Class Attendance” policy in the Policy Library), content, examinations and/or assignments (including due dates), policy on return of student work, required course materials and technology, and method of grade calculation examination procedure in each course and, within reason, abiding by those statements;~~
2. ~~Specifying in writing within the first two weeks of the course the methods by which the instructor determines the final grade in the course;~~
3. ~~Ensuring that all materials assigned are equally available to all students in the course;~~
4. ~~Informing students of the generally accepted conclusion on the subject matter of the course when those conclusions differ from the conclusions of the instructor;~~
5. ~~Giving adequate advance notice of major papers and major examinations in the course;~~
6. ~~Providing assignments to permit students to benefit from evaluative experiences during the course;~~
7. ~~Being fair and impartial in evaluating all student performances, i.e., evaluating all students according to common criteria;~~
8. **Adhering to the syllabus and communicating clearly any necessary modifications to the students;**
9. **Maintaining and informing students of regularly scheduled office hours (see Office House for Instructional Staff policy in Policy Library);**
10. **Ascribing to a standard of grading that follows the accepted practices within the discipline including providing and receiving feedback that is offered in a timely manner and is critical and respectful of others’ views** ~~Allowing students to review papers and examinations in a timely manner after those papers and examinations have been evaluated;~~
11. **Informing students of Miami’s Academic Integrity policy and adhering to its principles;**
12. **Utilizing a Miami University supported learning management system to communicate course information;**
13. ~~Making oneself available for conferences during announced, regular office hours;~~
14. ~~Treating students with courtesy and respect at all times. Courtesy and respect do not prohibit strong criticism directed at the student’s academic errors and scholarly responsibilities;~~
15. ~~Endeavoring to ensure that the~~ **Maintaining a classroom** ~~learning environment that is free of discrimination or~~ **and** ~~harassment based upon from all forms of prejudice that negatively influence student learning, such as those based on age, ethnicity, gender, mental or physical impairment, race, religion, sexual orientation, or gender identity~~ **and inclusive of all students;**
16. ~~Adhering to the “Class Attendance Policy” (see Student Handbook);~~
17. **Following specific student accommodations received from Student Disability Services;**
18. ~~Adhering to the following paragraph of the “Statement on Professional Ethics” in the policy titled “Professional Ethics and Responsibilities.”; As teachers, professors encourage the free pursuit of~~

~~learning in students. Teachers exemplify the best scholarly standards of their disciplines. They demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. ... Faculty members respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for their private advantage and acknowledge significant assistance from them. Professors protect their academic freedom. No faculty member shall be obliged to make the academic work of students available for inspection by any third party in the absence of compulsory legal process, without *bona fide* academic reasons, or without the express written consent of the student.~~

19. ~~Assuming the positive obligation to confront students of suspected academic dishonesty.~~

- d. SR22-xx Course Attendance and Drop Policy, Carolyn Haynes, Senior Associate Provost: Senate Executive Committee charged the ad-hoc committee to review the University wide class attendance policies to best support students and to make recommendations to Senate about necessary actions. The current version allowed for any absence to be justified, and after discussions with deans and counsel it was determined a more specific policy should be developed.

Q: Are we required to verify the excused absence for the students? How much or how little investigation are we supposed to do to verify it is an actual illness?

A: It would need to be documented by a healthcare professional. If there would be questions about the documentation provided, the Dean of Students could verify the person went to the health center.

Q: The language in this policy reads that the student can take an incomplete and complete course work at a later, retake the course, take an online course; what does that even mean? In addition to that, there is a note in the drop policy that states we may drop the student if their lack of attendance impairs the morale of the class. It seems vague.

A: I think the idea is to show students that there are other alternatives, so as not to apply pressure to faculty to make all kinds of adjustments and accommodations if it is not feasible. Students can also choose to drop the class.

- i. Additional discussion was held over the parameters of what is justifiable insofar as excused absences and required documentation, general concerns, and the specific language contained within the revised policy. Senators were encouraged to email Executive Committee Chair, Jennifer Green and additional suggestions or specific changes that could then be shared with the committee.
- ii. The motion was received and seconded to table the motion. The motion to table passed. (Yes 40; No 4; Abstain 3)

Old Business

5. Old Business:

- a. SR22-xx Major in Biomedical Science, Master of Medical Science (College of Arts and Science)
- i. The motion was received and seconded. The resolution passed. (Yes 40; No 4; Abstain 3)

SR 22-10

Major in Biomedical Science, Master of Medical Science November 22, 2021

BE IT HEREBY RESOLVED that University Senate endorse the proposed major, Major in Biomedical Science, Master of Medical Science, College of Arts and Science.

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree and major will be forwarded to the Miami University Board of Trustees for consideration.

- b. SR22-xx Sense-of-the-Senate Learning-Focused Assessment Professional Development
 - i. The motion was received and seconded. The resolution passed. (Yes 39; No 3; Abstain 6)

SR 22-11

Sense-of-the-Senate Resolution - Learning-Focused Assessment Professional Development November 22, 2021

Whereas:

- Faculty currently utilize remote proctoring;
- Faculty value the effective assessment of learning and innovative methods in their teaching;
- Faculty, possessing academic freedom, must retain the ability to use their professional expertise and judgment in designing all aspects of their courses, including assessment of learning as an essential function of their position;
- Associated Student Government passed SR202104 supporting the training of Miami University faculty using any remote proctoring instruments;
- During the COVID-19 pandemic, the adoption of remote proctoring technologies for courses occurred, at times, without engagement with supplementary training;
- It is a legitimate interest of the University, faculty, and students to ensure that academic assessments are completed in line with all expectations of identity verification and honesty, regardless of the modality of the assessment and class;
- Faculty are an essential part of the University commitment to diversity, equity, and inclusion and some scholarship indicates that remote proctoring presents challenges to this mission

We recommend:

1. That the Center for Teaching Excellence, the Howe Center for Writing Excellence, eCampus, and Miami Online, with the support of the Office of the Provost, explore long-term efforts to improve the effectiveness of learning assessments, which may have the effect of reducing reliance upon proctoring while maintaining and improving academic integrity and grading efficiency for all disciplines and course sizes and types. These efforts should include strategies such as (but not limited to):
 - a. different measurement strategies related to student learning, including self-assessment, peer feedback, brief essays, and multiple-choice tests drawn from high-quality test banks;
 - b. the evaluation learning beyond knowledge and comprehension, such as application, analysis, synthesis, evaluation
 - c. inclusion of technology-enabled measurement strategies that assist students in mastering learning objectives (such as low-stakes assessments, repeated measures with feedback and learning between attempts, a standard that allows students to move to the next set of material after demonstrating mastery of the current material); and/or
 - d. where appropriate, includes authentic or experiential learning assessments; and

2. That University academic departments and divisions, working with the Center of Teaching Excellence, the Howe Center for Writing Excellence, eCampus, and Miami Online commit to valuing excellent assessment of student learning as part of the annual evaluation process, developing guidelines and training materials for faculty who engage the use of any proctoring, including remote/online proctoring. Such training should be informed by the recommendations of the Subcommittee on Proctorio and evidence-based practices to reduce academic dishonesty. These efforts must reflect Miami's absolute support for the academic freedom of faculty while also expecting continuing development in this area; and
 3. That we ensure students in all degree programs are informed of the rationale and substance of academic integrity policies and practices;
 4. That we expect that faculty will design assessments that will effectively measure mastery of course learning objectives; and
 5. That faculty are expected to make appropriate accommodations and equitable adjustments during all learning assessments with the support of appropriate offices such as the Office of the Dean of Students, Student Disabilities Services, and the Office of the Dean of Undergraduate Education; and
 6. That the Office of the Provost will report to Senate on progress toward the goals 1-5.
- c. SR22-xx Revisions to Weather and Other Emergency Closing Procedure
- i. There was additional discussion about providing flexibility to faculty who may not be able to get to campus from areas outside of Oxford, clarification on closed campus and campus open/classes cancelled.
 - ii. The motion was received and seconded. The resolution passed. (Yes 40; No 5; Abstain 2)

SR22-12

Revisions to the Weather and Other Emergency Closing Procedures Policy November 22, 2021

BE IT HEREBY RESOLVED that University Senate adopt revisions to the University Policy on the Weather and Other Emergency Closing Procedures as stated below

Weather and Other Emergency Closing Procedures

Scope: Who is Covered by this Policy?
Employees and Students

Policy

Introduction

Information regarding Miami University operations and other emergency closings is provided below. In the ~~rare situations when events, conditions may require a changes~~ to the normal University schedule, ~~there are multiple ways to access the information:-~~ University Communications and Marketing will work with Miami leadership to notify the campus about emergency procedures using the following methods:

Miami University website. The official reference is the University website, and/or myMiami. The Miami Regional Campuses website can be accessed here: Regionals.

Miami Emergency Text Messaging System. You will also receive information via email and through your cell phone if you are signed up for the Miami Emergency Text Messaging System. Check your account

annually to verify it is current. To register for the Miami Emergency Text Messaging System, visit [Emergency Text Messaging System](#).

Radio Stations. The following radio stations will also be given information; however, information sent to them may be edited. Therefore, the University cannot ensure the accuracy of the information provided. Employees should review the information on the University website or emails.

AM Radio Stations	FM Radio Stations
WMOH (1450)	WMUB (88.5)
WLW (700)	WVXU (91.7)
WPFB (910)	WPFB (105.9)
WHIO (1290)	Not Applicable

Emergency Weather Designations

Oxford campus will be designated as (1) open, (2) open ~~with~~but on-campus classes cancelled, or (3) closed.

If the University is designated as open with on-campus classes cancelled, faculty are encouraged, if possible, to conduct their classes using alternative modalities and available technologies. In those circumstances, the Instructor will determine which modality, if any, will be used (remote synchronous or asynchronous class meetings and/or alternative assignments) in alignment with course objectives, resources, and available technologies to maximize student learning and engagement. Instructors should include any planned alternatives (if any) for such a designation in the course syllabi and students should familiarize themselves with the expected alternatives. Since extenuating circumstances surrounding any emergency event will vary, faculty are expected to reach out to their students to keep them informed regarding their courses after any University announcement that changes the normal schedule.

-If the campus is closed, only essential weather emergency staff are required to report to campus to work. Please note, most times when it is announced that classes are cancelled, the University is open and staff are expected to report to work. Departments that need staffing during a weather emergency should do two things:

Be sure staff know if they are designated as essential staff; and,

Be sure staff know that they are not designated as essential staff and are not to come ~~in~~ during a weather emergency unless told to do so. Weather emergency situations may require more or less staff depending on factors like students in the residence halls, the extent of weather damage, and the availability of electricity. Employees must receive directions from their supervisor, prior to any emergencies, regarding how they will know whether to come in or not. Employees who come in who are not designated essential staff will not receive severe weather pay.

Essential sStaff who are not able to report when required are expected to follow the normal call-in procedure. Failure to call in is considered a no-call/no-show; the employee will not be paid for that day and will incur an occurrence under the attendance policy.

When the University is open, all employees are expected to report for work. If weather prevents an employee from reporting (s)he is expected to follow the normal call-in procedure. For classified staff Failure to call in is considered a no call/no-show. T; the classified staff member employee will not be paid for that day and will incur an occurrence under the attendance policy.

~~Employees are required to request vacation, comp time, or personal time in advance. Individuals~~ Staff who call off due to weather conditions when the University is not closed may be denied pay for that day.

Two hours after the University closes and two hours before the University opens is considered transition time. Selected transitional staff may need to be on site to lock/open the buildings and prepare for business. Transitional staff will be identified by their supervisor prior to any weather emergency.

When the Oxford campus is closed all facilities are closed, this includes the libraries, Goggin, the Recreational Sports Center, etc. There are some special considerations:

If an intercollegiate athletic event is scheduled, the Athletic Director will confer with the President to determine whether or not the event will be cancelled.

If a creative arts event is scheduled, the Director of the Performing Arts Series will confer with the Provost and President to determine whether or not the event will be cancelled.

If a weather emergency occurs during finals week, the Provost and President will determine whether or not the libraries will remain open.

~~The following designations (Plan A and Plan B) apply to the Hamilton and Middletown campuses and the Voice of America Learning Center.~~

~~Plan A. Classes are canceled but all staff report as usual. When classes are canceled, all staff are expected to report to work as scheduled. University staff who are unable to report to work due to adverse weather and road conditions should notify their supervisors as soon as possible. Classified staff who are tardy in reporting to work or unable to report to work: may use available vacation; compensatory time, or personal leave time; make up the lost time during the current payroll period; or take the time without pay. If the time lost cannot be made up in the current pay period, it can be made up in the following two (2) pay periods as overtime equivalent. Unclassified administrative staff who are unable to report to work must use vacation for a half day or more.~~

~~It is important to remember that a decision to cancel classes does not constitute a closing of campus. Plan B. Campus is closed but weather emergency staff report as usual. Weather emergency staff are those designated as such in the police department, physical facilities department, telecommunications, and others who are designated as "weather emergency staff." All other faculty and staff are asked not to come to campus. All classified employees who are designated as weather emergency staff are required to report to work and will receive their regular rate of pay during their shift plus the adverse weather premium pay. Those employees who are not required to report will be paid for their regularly scheduled hours. Unclassified administrative staff will receive their regular pay.~~

Early End to the Work Period Due to Inclement Weather Conditions

When actual or impending road conditions warrant, the President, or designated representative, may give approval for all non-weather-emergency staff to leave early. Classified employees who choose to leave early may, with the approval of their supervisors, use available vacation, compensatory, or personal leave time; make up the lost time during the current payroll period; or take the time without pay.

- d. SR22-xx Sense-of-the-Senate - COVID-19 Vaccine Policy Compliance
 - i. Discussion focused primarily that while there was support by many Senators for policy enforcement for faculty and staff, some have concerns of voting in support without possible sanctions being included. It was shared that Office of Counsel had been consulted about these concerns and given the different scenarios for individual employee circumstances; it makes it impossible to specify sanctions. Outreach has been successful in contacting those who were showing as non-compliant, and numbers reduced quickly.
 - ii. A motion to amend the resolution was received and seconded. The resolution failed. (Yes 14; No 20; Abstain 10)
 - iii. The motion was received and seconded on the original resolution as written was received and seconded. The resolution passed. (Yes 26; No 9; Abstain 10)

SR22-13

Sense-of-the-Senate Resolution COVID-19 Vaccine Policy Compliance November 22, 2021

Whereas COVID-19 exists, is likely to be with us for the near future, and continues to have a devastating impact on individuals and the health of the wider community;

Whereas our overall health and well-being as a university community is served through a commitment of all students, faculty, and staff;

Whereas the university requires that faculty, staff, and students comply with the COVID-19 [vaccination policy](#) by either uploading proof of vaccination or requesting and receiving an exemption for one of the allowable reasons outlined in the policy through the mechanism specified;

Whereas students face severe sanctions if they do not comply with the stated vaccination policy, including being removed from courses for Spring 2022; and

Whereas this policy has been broadly and repeatedly disseminated through multiple pathways to all university members over an extended period of time;

We, the University Senate, support the imposition of reasonable and appropriate sanctions for non-compliance with the university's COVID-19 vaccine policy. We recommend the first step be direct communication with the individual followed by University-provided education regarding making an educated and informed decision on vaccination and how to comply with university policies

Adjournment

- 6. Meeting was adjourned.
- 7. Meeting was reconvened to approve abbreviated minutes; abbreviated minutes approved.
- 8. Meeting was adjourned.