

## FACULTY SENATE MINUTES

April 5, 2018

**I. Call to order:** A regular meeting of the Faculty Senate of the University of North Alabama was held in room 330 of the University Commons on April 5, 2018. The meeting convened at 3:30pm. with President Dan Hallock presiding.

**II. Proxies:** President Hallock recognized the following proxies: Wayne Bergeron for Leah Graham (Department of Politics, Justice, and Law), Mark Terwilliger for Pat Roden (Department of Computer Science and Information Systems), Cheryl Price for Katie Owens-Murphy (Department of English), Chandler Bridges for David Reubhausen (Department of Entertainment Industry), Richard Hudiburg for Ryan Zayac (Department of Psychology), Laura McKee for Prima Monteiro (Department of Human Sciences, Hospitality, and Design) and Sandra Loew for Karen Townsend (Department of Counselor Education).

**Members in attendance:** Rae Antencio, David Brommer, Lisa Clayton, Amanda Coffman, Katherine Crisler, Wes Davenport, Nikita Duke, Suzanne Duvall-Zurinsky, Sarah Franklin, Mark Greer, Dan Hallock, Felecia Harris, Scott Infanger, Keith Jones, Ian Loeppky, Ansley Quiros, Glenn Marvin, John McGee, Rachel McKelvey, Janet McMullen, Jeffrey Ray, Lee Renfroe, Craig Robertson, Leigh Stanfield, Richard Statom, Daniel Stevens, Jessica Stovall, Alexander Takeuchi, Jason Watson, Tammy Winner, and Rachel Winston. President Kitts and Vice President Alexander were also in attendance.

**Members not in attendance (without proxy):** Alaina Reid (Department of English), Pete Williams (Department of Economics and Finance)

**III. Approval of agenda:** Faculty Senate President Hallock requested to alter the April 5<sup>th</sup> meeting agenda to remove item VIIIb-The proposed addendum to the Travel Policy.

A new version of the policy is expected to come back to the Faculty Senate for the next academic year (i.e., meetings beginning Fall, 2018).

The motion to amend the agenda was supported by Senator Statom and Senator Loeppky seconded.

The amended agenda was unanimously approved.

**IV. Approval of minutes:** Senator Harris moved approval of the minutes of the March 1, 2018. Senator Statom seconded the motion.

The motion was unanimously approve.

**V. Remarks from President Kitts:** President Kitts discussed the need for a search to permanently fill the Vice President of University Advancement position and that such a search would begin Fall,

2018. Given that UNA was in the middle of its campaign drive, it was deemed unwise to initiate a search for this position during Dr. Deborah Shaw's interim service as Vice President for University Advancement. As the campaign is coming to a close, Fall 2018 is the right time to begin a search.

President Kitts presented recent news regarding UNA's budget for the 2018-2019 academic year. He confirmed that UNA will add 6.12% (approximately 1.7 million but nearly 2.0 million given additional temporary capital infusions) beyond its most recent base allocation. Over the last decade, UNA's highest increase was 4.3%. President Kitts attributed the increase in part to the Project 208 campaign.

President Kitts concluded his remarks by reporting that enrollments for Summer 2018 may be up approximately 10% and that Fall 2018 enrollments already look promising.

**VI. Remarks from Vice-President Alexander:** Dr. Alexander began his remarks by thanking the Faculty Senate for making his first year at UNA an excellent experience.

He addressed his initiative—The Provost Fellows Program—and announced that May 1<sup>st</sup> would be the deadline for applications. More information on this program will be forthcoming.

Dr. Alexander announced that the search to fill the directorship position in the new Center for Student Research will be announced soon.

In closing, Dr. Alexander discussed the recent actions of the UNA Strategic Planning Committee. This committee has an aggressive timeline to gather data at logical times given staff and faculty schedules during the summer months. The committee aims to produce a simple but functionally actionable plan for review by the Board of Trustees by December 2018.

## **VII. Committee Reports:**

**A. Faculty Attitude Survey Committee:** Dr. Craig Robertson reported on behalf of the committee. He noted that data collection for this year's survey ended March 16<sup>th</sup>. Tables for adjunct/part-time instructors have been completed and tables for full-time instructors by question and by college will be completed soon. The report should be available for the Faculty Senate to authorize release by the Senate's next meeting.

## **VIII. Unfinished Business:**

**A. Related to agenda item VIII-A,** Senator Clayton discussed proposals from the Faculty Affairs Committee related to:

1. The Consensual Relationship Policy – The Faculty Affairs Committee recommended the Faculty Senate reject the proposal and refer the document (see Appendix A) back to the Faculty Staff Welfare Committee.

The motion on the floor from the Faculty Affairs Committee to reject The Consensual Relationship Policy was passed.

2. The Visitors/Children in the Workplace statement – The Faculty Affairs Committee recommended the Faculty Senate reject the proposal (see Appendix B).

The motion on the floor from the Faculty Affairs Committee to reject The Visitors/Children in the Workplace statement was passed.

## **IX. New Business:**

### **A. A proposal from the Council of Academic Deans for revisions to Section 4.3.2 of the Faculty Handbook – Payment Dates for Non-Tenure-Track Faculty.**

This proposal (see Appendix C) aimed to match Faculty Handbook language with non-tenure-track employment letters and to make provisions for the August 15<sup>th</sup> start date for new faculty.

The proposal was moved for approval by Senator Statom and seconded by Senator Robertson

The motion was passed.

### **B. Proposal from the Council of Academic Deans for the addition of a Parental Leave policy to the Faculty Handbook.**

Dr. Amber Paulk addressed this proposal (see Appendix D) and discussed how this policy appears within UNA's peer institutions and other Alabama schools. Dr. Paulk noted that the proposed policy reflects the best practices relative to UNA's peer institutions and actually puts UNA "ahead of the curve".

Dr. Paulk invited questions from the floor.

Questions/comments were raised regarding whether "flipping" traditional courses to online really reflected "taking leave" and whether such a practice actually contributes to the perception that online teaching is "not really teaching a class". Another point raised in the discussion was UNA's inability to gauge how many employees are actually taking leave. The discussion was also directed toward the issue of whether 12 to 16 weeks of leave should be prioritized relative to Family Medical Leave Act and the traditional academic semester of 15 weeks.

It was suggested that further study on this policy was needed with particular focus on renaming the policy as "leave" is not something that faculty actually take. Further, sick leave should not be exhausted by taking leave for pregnancy. Employees should not feel they need to have sick leave accumulated before considering a pregnancy. Another issue

requiring study pertained to whether relief for grieving faculty (i.e., grief resulting from the death of family members) should come from sick leave.

A motion was made to refer the proposed policy back to the Faculty Affairs Committee during the 2018-2019 academic year for further study specific to the issues raised in the above two paragraphs.

This motion was proposed by Senator Franklin and seconded by Senator Greer.

The motion was passed.

The proposal to approve the addition of a Parental Leave Policy was made by Senator Statom and seconded by Senator Harris

The motion was passed.

**C. Proposal from the Student Evaluation of Faculty Teaching Ad-Hoc Committee to accept the survey instrument for use in all UNA courses beginning in the Fall 2018.**

Dr. Jill Simpson and Dr. Jeremy Stafford discussed the committee's work that resulted in the proposed survey instrument (see Appendix E). After discussing the committee's methodology used to develop and subsequently assess the new instrument's validity, the floor was opened to discussion.

Comments were made regarding the validity of the committee's method, question wording, response categories (whether "uncertain" responses should be included as part of the traditional Likert item response set as a mid-level response, whether a "no basis for judgement" option was needed), and relevance of items to particular departments given their specific discipline, and to consider language that would address "projects" within particular disciplines.

A motion was made to remove the word "timely" from the proposed survey instrument's first question.

The motion was made by Senator Statom and seconded by Senator Loepky.

The motion was passed.

The proposal from the Student Evaluation of Faculty Teaching Ad-Hoc Committee to accept the new survey instrument for use in all UNA courses beginning in the Fall 2018, was put to the floor for a vote.

The proposal was passed.

D. Select Nominating Committee for Faculty Senate Executive Committee (FSEC) and other office in the Faculty Senate for 2018-2019.

Three positions were to be filled for the Nominating Committee.

Senator Stevens was nominated for the first position by Senator Robertson with a second from Senator Stovall.

The Senate voted to appoint Senator Stevens.

Senator Quiros was nominated for the second position by Senator Robertson with a second from Senator Statom.

The Senate voted to appoint Senator Quiros.

Senator Graham was nominated for the third position by Dr. Bergeron (proxy for Senator Graham) with a second from Senator Robertson.

The Senate voted to appoint Senator Graham.

**Information Items:**

The next Faculty Senate meeting is May 3, 2018 at 3:30pm in Room 330, The Commons

**Adjourn:**

Senator Loeppky made a motion to adjourn. Senator Harris seconded the motion. The meeting adjourned at 4:52pm.



**INTER-OFFICE MEMORANDUM**

**To:** Dr. Lee Renfroe  
**From:** Amber M. Fite-Morgan *AM*  
Catherine White *CW*  
**Date:** November 9, 2017  
**Re:** Consensual Relationship Policy

Pursuant to your request dated, September 26, 2017, Catherine White and I have reviewed and recommended changes to the Consensual Relationship Policy based on best practice and existing policies at other institutions. Please find our recommendations attached.

We welcome the opportunity to discuss the recommended changes with you and the SGEC, at your convenience.

UNIVERSITY ATTORNEY

*Amber Fite-Morgan, J.D.*

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UNIVERSITY OF NORTH ALABAMA

POLICY ON CONSENSUAL RELATIONSHIPS (with proposed changes)

The University of North Alabama (the "University") is committed to providing an environment for work and learning as free as possible from conflicts of interest, favoritism and exploitation. Relationships between a faculty member and a student, or a staff member (such as a coach, adviser, college administrator, or employment supervisor) and a student, or an employee and his/her direct report are considered professional relationships. These professional relationships carry an inherent power differential. Where such a power differential exists, it compromises the real or perceived freedom of the student's or employee's ability to begin, alter, or terminate a romantic or sexual relationship. Moreover, these relationships carry risks of conflict of interest, breach of trust, and/or breach of professional ethics. Therefore, for faculty and staff, the initiation of, or engagement in, a romantic or sexual relationship with a student or a direct report is prohibited.

While the University normally has no interest in private romantic or sexual relationships between individuals, the University has adopted this consensual relationship policy for the following reasons: to avoid the opportunity for exploitation of members of the campus community based on power differentials inherent in certain working and learning relationships, to protect the integrity of the learning and work environment and evaluation processes, and to provide information and guidance to members of the University community. This Policy addresses consensual relations only. Non-consensual or coerced relationships are addressed in UNA's Policy and Procedures: Equal Opportunity, Harassment, and Nondiscrimination.

I. Definitions

For purposes of this policy, the following terms are defined as follows:

- A. Consensual Relationship. A romantic and/or sexual relationship, even if a single interaction, to which both parties have given their consent.
- B. Undergraduate student: one who pursues college studies on a part-time or full-time basis during any academic term, including dual enrollment and Early College students. Does not include any employee who is considered an undergraduate solely because the individual is taking courses through the Tuition Remission benefit offered to University employees.
- C. Employee: Except as specifically stated herein, employee includes faculty (including adjunct), staff, administrators, and temporary employees.

-1-

*Approved by UNA Board of Trustees on March 14, 2008.  
Revisions approve by UNA Board of Trustees on March 14, 2017.  
Proposed Changes Submitted to Shared Governance Executive Council on November 9, 2017*

2.

**II. Prohibited Relationships**

Considering the risks outlined above, the following consensual relationships are prohibited:

- A. Any employee (faculty or staff) is prohibited from engaging in a consensual relationship with any undergraduate student at the University.
- B. Student paraprofessional staff (Resident Assistants, Graduate Assistants, etc.) are prohibited from engaging in a consensual relationship with any undergraduate student they teach, manage, supervise, advise, or evaluate in any way at the University.
- C. Student employees who teach, manage, supervise, advise, or evaluate in any way another undergraduate student are prohibited from engaging in a consensual relationship with any undergraduate student for whom he/she has the aforementioned authority.
- D. Faculty and graduate students for whom the faculty member serves as instructor or advisor currently or in the future.
- E. Employees (both faculty and staff) and graduate students if the employee has the potential to directly impact the student's academic or professional status or development currently or in the future.
- F. Employees (both faculty and staff) are prohibited from engaging in a consensual relationship with any employee whom that employee manages, supervises, or evaluates in any way.

Should a consensual relationship exist prior to the beginning of any of the professional relationships defined above, the employee or the student/paraprofessional (who is in the supervisory role) shall immediately report such relationship to his or her immediate supervisor and respective divisional Vice President. Within 10 days of such report, a written plan must be produced in collaboration with both parties to the consensual relationship, and approved by the respective divisional vice president and the Assistant Vice President for Human Resources. This plan will:

- (a) provide an alternative means for teaching, managing, supervising, advising, or evaluating;
- (b) be in writing and signed by both parties to the consensual relationship; and
- (c) be reassessed as appropriate by the parties, and the applicable department/unit for necessary modification.

The Office of Human Resources will maintain a confidential file on the disclosed relationship and the associated written plan referenced above.

-2-

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3



**III. Reporting Alleged Violations**

Any employee who is notified, or becomes aware of, an alleged violation of this policy has an obligation to report it in a timely fashion to his/her Dean, Director, Vice President, or to the Office of Human Resources. Anonymous reports are permissible.

**IV. Disciplinary Action**

University responses to violations of this Policy will vary as appropriate to the facts and circumstances of each case. Those found to be in violation of this policy will be subject to appropriate disciplinary action up to and including termination.

**V. Retaliation Prohibited:**

Retaliation against a person who reports a potential violation of this policy is strictly prohibited and will not be tolerated. Retaliation includes, but is not limited to, threats, intimidation, and/or adverse action related to an individual's employment or education. The University will take appropriate steps to assure a person, who in good faith, makes a report pursuant to this policy will not be subjected to retaliation.

*Exemptions:*

*Exemptions to any of these provisions will be considered on a case-by-case basis and will be approved by the divisional Vice President and the Assistant Vice President for Human Resources.*

-3-

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4.



## Consensual Relationships Policy

### CONSENSUAL RELATIONSHIPS POLICY

The University of North Alabama (the "University") is committed to providing an environment for work and learning as free as possible from conflicts of interest, favoritism and exploitation. Where an individual exercises direct supervision to coerce another person to enter into a non-consensual relationship, the harm to that person and to the institution is evident. Even where the relationship is consensual, there is significant potential for harm when there is a power difference between the parties involved - - for example, between a supervisor and an employee or between a faculty or staff member and a student. Any evaluation or supervision provided may be suspect in view of such relationship.

A consensual relationship with a subordinate is likely to interfere with the ability of a superior to act and make decisions fairly and without bias. Even if the superior is able to avoid showing favoritism, the other individuals in the learning or workplace environment are likely to see themselves as being less favored and disadvantaged by the personal relationship. Additionally, the damage can continue long beyond the consensual relationship and can make people suspicious of any future professional interactions between the individuals.

The following policy is directed to faculty-student relationships, to staff-student relationships, to employee-employee relationships, and to student paraprofessional staff-student relationships. While the University normally has no interest in private romantic or sexual relationships between individuals, the University has adopted a consensual relationship policy for the following reasons: to avoid the types of problems outlined above, to protect individuals from the type of injury that either a subordinate or superior individual to such relationship can incur, to protect the integrity of the learning and work environment and evaluation process, and to provide information and guidance to members of the University community. This Policy addresses consensual relations only. Non-consensual or coerced relationships are addressed in the University Policy on Sexual Harassment.

#### Definitions

For purposes of this policy, the following terms are defined as follows:

Consensual Relationship - Any dating, romantic, sexual, or marriage relationship willingly undertaken by the parties.

Direct Supervision - Includes but is not limited to the following activities: academic instruction, course teaching, formal mentoring, overseeing, directing, examining, grading, advising, supervising, evaluating, recommending, promoting, paraprofessional student staff member duty coverage areas, employing and other employment actions including directly setting of salary or wages, any disciplinary action, including suspension, expulsion and termination, and exercising responsibility for grades, honors or degrees.

Student Paraprofessional - "A paraprofessional is defined as a student who is selected, trained, and supervised in assuming responsibilities and performing tasks that are intended to (1) directly promote the individual personal development of his or her peers, (2) foster the creation and maintenance of environments that stimulate and support residents' personal and educational development, and/or (3) perform tasks that ensure the maintenance of secure, clean, healthy, psychologically safe, and esthetically pleasing living accommodations." (Winston & Fitch, p. 317, 1993).

#### Policy Regarding Faculty-Student, Staff-Student, and Paraprofessional Student Staff-Student Consensual Relationships

Interactions between the faculty members, staff members, or paraprofessional student staff members and students at the University are guided by mutual trust, confidence and/or professional ethics. Professional faculty-student, staff-student, or paraprofessional student staff-student relationships have a power differential between faculty members, staff members, or paraprofessional student staff and students; personal faculty-student, staff-student, or paraprofessional student staff-student relationships carry risks of conflict of interest, breach of trust, abuse of power, and/or breach of professional ethics.

#### Prohibited Relationships

Faculty members and staff members shall not engage in, and are prohibited from, consensual relationships with students whenever a faculty member or staff member has direct supervision with respect to the student. Should a consensual relationship exist prior to the beginning of the professional relationship, or develop, or appear likely to develop, while the faculty member or staff member is, or would be, in a position of direct supervision over the student, the faculty member or staff member shall immediately report such relationship with his or her immediate supervisor and initiate steps to avoid and/or terminate the position of direct supervision. Avoidance or termination includes but is not limited to the student not enrolling in a course; a qualified alternative faculty member or teaching assistant taking the

5

position of direct supervision; transfer of the student to another course, section, seminar, etc. taught by a different faculty member or teaching assistant; assigning or transferring the student to, or the student selecting, another academic advisor; or the student dropping or withdrawing from a course.

Paraprofessional student staff members shall not have a romantic and/or sexual relationship with anyone currently in their duty coverage area. A consensual friendship based relationship may exist even if one or both partners consider it casual, temporary, or episodic. The policy applies to even a single intimate, sexual, or romantic encounter. If the potential for such a relationship should develop, the paraprofessional student staff member must immediately notify his/her supervisor in writing. A paraprofessional student staff member must understand if he/she wishes to pursue such a relationship, appropriate action will be taken. This would include, but not be limited to, offering the resident the option to voluntarily move to another complex, or having the paraprofessional student staff member moved to an appropriate location if the ability to do so is present. A paraprofessional student staff member should not be assigned to rounds within an area where a resident with whom he/she is in a relationship currently lives, and should not become involved in a disciplinary incident involving said party absent an emergency situation.

#### Discouraged Relationships

The following faculty-student, staff-student, and paraprofessional student staff-student relationships are strongly discouraged at the University in light of the potential for apparent and actual conflicts of interest. Should such relationships arise, however, they are required to be disclosed and managed as indicated below:

Even when no position of direct supervision exists, a faculty member or staff member who engages in a romantic or sexual relationship with a student must promptly disclose the existence of the relationship to his or her immediate supervisor if there exists a reasonable possibility that a conflict of interest may arise. Relationships, in which a conflict of interest exists or is likely to arise, appear to third parties to create an unfair advantage for the student or to be exploitative of the student and may later develop into conflicts of interest that are prohibited in A above.

When the student is a graduate student in the same department or academic program as the faculty member, or is an undergraduate student and is majoring or minoring in the same department as the faculty member or department of a staff and/or paraprofessional student staff member, a potential conflict of interest exists. A conflict of interest also may arise if the student is studying in a department separate from the faculty member. The faculty, staff, or paraprofessional student staff member must promptly disclose the relationship to his or her immediate supervisor when a potential conflict of interest exists or is reasonably likely to arise.

Once the relationship is disclosed, the immediate supervisor will evaluate the situation to determine whether an actual conflict of interest exists or is likely to arise and will develop a management plan to address the potential conflict of interest. The faculty, staff, or paraprofessional student staff member has the professional and ethical responsibility to remove himself or herself from any decisions that may reward or penalize the student involved and otherwise comply with the management plan.

A paraprofessional student staff member shall report immediately to his/her supervisor the potential for, or existence of, any romantic and/or sexual relationship with anyone living within any on-campus housing unit. This will permit the UNA administration to take any appropriate measures. Each matter will be analyzed on a case-by-case basis depending upon the specific facts and context of the relationship. If paraprofessional staff are required to address an incident with said party, they should recuse themselves and contact a back-up paraprofessional student staff member. If another paraprofessional student staff member is not available, the supervisor on duty should be contacted.

#### **Policy Regarding Employee/Employee Consensual Relationships**

An employee should be aware that entering into a consensual relationship with another employee that exercises direct supervision over the employee creates the potential for risk to both parties. In particular, such a relationship will limit that supervisor/employee's ability to direct work or promote that employee's career and creates conflicts of interest and perceptions of undue advantage.

#### Prohibited Relationships

A University employee shall not engage in, and is prohibited from, consensual relationships with another employee whenever one employee has direct supervision with respect to the other employee. Should a consensual relationship exist prior to the beginning of the period of direct supervision, or develop, or appear likely to develop, while an employee is, or would be, in a position of direct supervision over another employee, the employee exercising direct supervision shall immediately report such relationship to his or her immediate supervisor and steps to avoid and/or terminate the position of direct supervision shall be taken. Avoidance or termination includes but is not limited to the subordinate employee not accepting such position; another appropriate employee assuming the position of direct supervision; or transfer of the subordinate employee to another position not directly supervised by the other employee.

6

#### Discouraged Relationships

The following relationships between employees are strongly discouraged at the University in light of the potential for apparent and actual conflicts of interest. Should such relationships arise, however, they are required to be disclosed and managed as indicated below:

Even when no position of direct supervision exists, an employee who engages in a romantic or sexual relationship with another employee must promptly disclose the existence of the relationship to his or her immediate supervisor if there exists a reasonable possibility that a conflict of interest may arise. Relationships, in which a conflict of interest exists or is likely to arise, may later develop into conflicts of interest that are prohibited in A above.

Once the relationship is disclosed, the immediate supervisor will evaluate the situation to determine whether an actual conflict of interest exists or is likely to arise and will develop a management plan to address the potential conflict of interest. An employee has the professional and ethical responsibility to remove himself or herself from any decisions that may reward or penalize the other employee involved and otherwise comply with the management plan.

#### **Sanctions/Intent**

University responses to violations of this Policy will vary as appropriate to the facts and circumstances of each case and persons in violation of this Policy shall be subject to sanctions ranging from verbal warnings to dismissal or termination. The University reserves the right to take disciplinary action against members of the University community who make false allegations of unreported consensual relationships. This Policy is not intended to intrude on the privacy of members of the University community but is intended primarily to be instructive and corrective.

A paraprofessional staff member who engages in a prohibited relationship and/or fails to report will be subject to discipline up to and including termination from job duties and referral for possible violation of the Student Code of Conduct or Title IX. Other, lesser sanctions may be imposed depending upon the circumstances.

Winston, R.B., & Fitch, R. (1993). *Paraprofessional staffing*. In R.B. Winston, S. Anchors, and Associates (Eds.), *Student housing and residential life* (pp. 315-344). San Francisco: Jossey-Bass.

Approved by UNA Board of Trustees on March 14, 2008.  
Revisions approved by UNA Board of Trustees on March 14, 2017.

7.



**Faculty Affairs Committee**  
**Recommendations for the Faculty Senate**

A. Policy on Consensual Relationships

The Faculty Affairs Committee recommends that the Faculty Senate NOT approve this document, and to refer the document back to the Faculty Staff Welfare Committee. The primary concerns with respect to the proposed policy are:

1. In Items A and B under II. Prohibited Relationships, the focus should be power differential (i.e., a direct conflict of interest) rather than student class standing. We recommend reworking Item A to incorporating the actions listed in Item B. The two items (A and B) could be combined into a single item.
2. Reporting requirements present questions regarding faculty/staff roles as monitors. Section III needs further attention.
3. In the paragraph following Item F under II. Prohibited Relationships, we recommend a focus on removal of the potential power differential rather than the relationship itself.
4. We believe that the current policy, if followed, would address the concerns that precipitated the development of the revision.

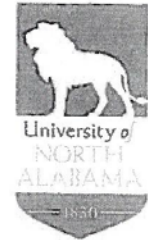
B. Policy on Children/Personal Visitors in the Workplace

The Faculty Affairs Committee recommends that the Faculty Senate NOT approve this document, and to refer the document back to the Faculty Staff Welfare Committee. The primary concerns with respect to the proposed policy are:

1. The focus should be behavioral and safety issues and situations causing impediments to the work environment rather than the simple presence of visitors. Faculty should ensure that visitors do not interfere with faculty office hours. We recognize the danger of interpretations differing across campus with regard to “regular basis” (in the first sentence of the second paragraph under Policy Principles).
2. The justification of this policy is University liability. However, this issue is covered in the fourth paragraph under Policy Principles.
3. We recommend changing “children” to “visitors” in the fourth paragraph, as the employee should be responsible for any visitors brought to campus.

4. We recommend striking “and/or a Human Resources Representative” in the final paragraph. The reason is to ensure that potential policy violations are handled at the department level.
5. We recommend that the Faculty Senate initiate a request to the Faculty Staff Welfare Committee to consider development of a Parental and family Leave Policy.
6. We recommend that the Faculty Senate initiate a request to the Faculty Staff Welfare Committee to consider development of on-campus daycare or adding a daycare facility at Kilby School.

9



## MEMORANDUM

To: Dr. Daniel E. Hallock, President of the Faculty Senate  
Mr. Jarrod Russell, President of the Staff Senate  
Mr. Hugo Dante, SGA President

From: Dr. Lee G. Renfro, Chair *for*  
Shared Governance Executive Committee

Date: November 29, 2017

At its meeting on August 28, the Shared Governance Executive Committee considered a statement from the President's Executive Council on Personal Visitors/Children in the Workplace. The SGEC determined this to be an issue to be reviewed by the Faculty/Staff Welfare Committee followed by all three Senates. The Faculty/Staff Welfare was asked to create a UNA policy based on the university statement, and was provided with the Auburn University policy as a guide. Enclosed with this memorandum is a proposed policy that is proposed by the Faculty/Staff Welfare Committee. It is now provided to all three Senates for deliberation. Please inform me of the outcome of this review with a copy to Renee Vandiver. Thank you.

rv  
Enclosures

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## **University of North Alabama Policy on Children/Personal Visitors in the Workplace**

### **Policy Statement**

The University of North Alabama values family life and has worked to develop employment policies and benefits that are supportive of families. While we seek to provide an environment open to work and family issues, the continued or reoccurring presence of children (defined as persons below the age of eighteen years old) or personal visitors in the workplace is problematic for the following reasons: (1) the potential for interruption of work; (2) health and safety concerns; and (3) liability to the University.

### **Policy Principles**

Children or personal visitors are welcome on campus when the purpose of their visit is to attend classes or to participate in activities specifically scheduled and designed for their benefit. Additionally, children may be brought to the workplace by parent employees for other exceptional times when common sense would dictate that it is more efficient for the employee to bring the child into the workplace (e.g., following or before a physician's appointment if child is not contagious). The parent employee must supervise the child on such visits and ensure that they are not disruptive to other employees in the workplace. During these visits, children must not be left unattended or with other employees.

It is not appropriate for children or personal visitors to be in the workplace on a regular basis, including, in the case of children, after school or on school holidays. Any child with an illness that prevents the child from going to a childcare facility or from attending school should not be brought to the workplace. No child with an infectious disease should be brought to the workplace under any circumstances. If employees must attend to their children, and short term childcare cannot be arranged, employees should take sick or annual leave, as appropriate per University policy, to accommodate their children during working hours.

Children/personal visitors are not allowed in high-risk areas under any circumstances such as: laboratories, shops, studios, mechanical rooms, power plants, garages, food preparation areas, or any areas containing power tools or machinery with exposed moving parts.

Employees who bring children to the workplace are responsible for all aspects of the child's behavior. The employee is responsible for the child's safety and is financially responsible for any damaged caused by the child. The University does not accept liability for injuries to children on University premises in violation of this policy.

The department's supervisor may direct the employee to remove the child or personal visitor from the workplace at any time if the supervisor determines that this policy has been violated or that their presence negatively impacts University interests.

Questions regarding bringing children and/or personal visitors in the workplace must be directed to your department head and/or a Human Resources Representative.

*As proposed by Faculty/Staff Welfare Committee – 11/16/2017  
As reviewed with concurrence from University Attorney – 11/17/2017*

11.



**Faculty Affairs Committee**  
**Recommendations for the Faculty Senate**

A. Policy on Consensual Relationships

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B. Policy on Children/Personal Visitors in the Workplace

The Faculty Affairs Committee recommends that the Faculty Senate NOT approve this document, and to refer the document back to the Faculty Staff Welfare Committee. The primary concerns with respect to the proposed policy are:

1. The focus should be behavioral and safety issues and situations causing impediments to the work environment rather than the simple presence of visitors. Faculty should ensure that visitors do not interfere with faculty office hours. We recognize the danger of interpretations differing across campus with regard to “regular basis” (in the first sentence of the second paragraph under Policy Principles).
2. The justification of this policy is University liability. However, this issue is covered in the fourth paragraph under Policy Principles.
3. We recommend changing “children” to “visitors” in the fourth paragraph, as the employee should be responsible for any visitors brought to campus.

4. We recommend striking “and/or a Human Resources Representative” in the final paragraph. The reason is to ensure that potential policy violations are handled at the department level.
5. We recommend that the Faculty Senate initiate a request to the Faculty Staff Welfare Committee to consider development of a Parental and family Leave Policy.
6. We recommend that the Faculty Senate initiate a request to the Faculty Staff Welfare Committee to consider development of on-campus daycare or adding a daycare facility at Kilby School.

9

## MEMORANDUM

To: Dr. Lee G. Renfroe, Chair  
Shared Governance Executive Committee

From: Dr. Ross C. Alexander, Vice President  
for Academic Affairs and Provost

Date: January 25, 2018

Enclosed with this memorandum is a proposal from the Council of Academic Deans for revisions to Section 4.3.2 of the Faculty Handbook – Payment Dates for Non-Tenure-Track Faculty. This proposal is made to match Faculty Handbook language with non-tenure-track employment letters and to make provisions for the August 15 start date for new faculty. The proposal is provided for consideration by the Shared Governance Executive Committee.

Thank you.

rv  
Enclosure

17.

#### 4.3.2 Non-Tenure-Track and Adjunct Faculty

Faculty on full-time, non-tenure-track appointments are normally paid through the term in 12 equal monthly installments with the first and last months of the pay period being prorated for days worked. Faculty on adjunct appointments are paid in three equal installments beginning on October 1 for the fall semester and on March 1 for the spring semester.

Non-tenure-track or adjunct faculty are employed for a specific period of time and all salary, wages, and/or other benefits will cease at the end of the specified contract term. Non-tenure-track faculty who are initially employed for a full academic year ~~(9-10 months)~~, and who are not reemployed by an official written offer and acceptance prior to April 1 of that academic year, will be treated for personnel and payroll purposes as if they will not be reemployed and ~~The contract amount will be paid in full on the June 1 payroll.~~ All university contributions to benefits will cease May 31 of that year.

Non-tenure-track faculty who are reemployed after April 1 of any year will be treated as new employees beginning with their new contract.



Office of the Vice President for  
ACADEMIC AFFAIRS and PROVOST

## MEMORANDUM

To: Dr. Lee G. Renfroe, Chair  
Shared Governance Executive Committee

From: Dr. Ross C. Alexander, Vice President  
for Academic Affairs and Provost

Date: February 27, 2018

A handwritten signature in black ink, appearing to be "R. Alexander", written over a horizontal line.

Enclosed with this memorandum is a proposal from the Council of Academic Deans for the addition of a Parental Leave policy to the Faculty Handbook. The proposal is provided for consideration by the Shared Governance Executive Committee.

Thank you.

rv  
Enclosure

## **UNIVERSITY OF NORTH ALABAMA**

### **Current Policies regarding Parental Leave for University Employees**

1. Neither maternity leave nor parental leave are mentioned specifically in the UNA Faculty Handbook. However, the **UNA Faculty Handbook** does states (3.12):

“At the convenience of the University and subject to the approval of the Vice President for Academic Affairs and Provost, a faculty member may be granted leave of absence without pay for up to one year for purposes of advanced training, health or disability, parenting responsibilities, or other justifiable cause.”

2. The **UNA University and Employee and Policy Manual and Handbook** outlines its policies in regards to FMLA, which could be used to cover parental leave (pg. 37 – 40). The university’s maternity leave policy can be found on pg. 72 and states:

“Maternity leave: Sick leave can be used for up to 6 weeks’ postpartum. Should an employee desire to take the balance of her 12-week Family and Medical Leave Act (FMLA) allotment for extended maternity leave (beyond the postpartum period), she must use annual or unpaid leave to do so. Disabilities caused or contributed to by pregnancy, childbirth, or related medical conditions are treated the same as disabilities caused or contributed to by other medical conditions under the University’s health or disability insurance and sick and annual leave plans.”

### **Workload Adjustment Options for Parental Leave for Full-time Faculty Members**

Full-time faculty may seek workload adjustment options for parental leave by working in conjunction with their department chair and dean in order to allow for eight weeks of leave provided the baby is born or adopted during the academic year or close to the beginning of the academic year. This policy only applies to full-time regular faculty members. It does not apply to part-time faculty or graduate assistants.

Some examples of workload adjustments options that may accommodate the leave include:

- A faculty member teaching courses for the first 8 weeks of the semester and then holding a 100% research appointment for the last 8 weeks of the semester.
- A faculty member having a reduced teaching load and increased service responsibilities (e.g., assisting with responsibilities relating to program assessment plans or an upcoming accreditation visit).
- A faculty member having a continuity plan for their courses (i.e., teaching their courses in-person at the beginning of the semester and switching to online delivery the latter part of the semester).

### **Procedures for Requesting Leave**

- As soon as possible, the faculty member should notify her/his department chair of the due date or adoption date and request assistance in planning a workload adjustment plan that would accommodate the parental leave.

- The department chair, in consultation with the faculty member, should propose a workload that accommodates the leave. The plan should make clear the expectations for the portion of the semester that the faculty member will not be on leave. Depending on when the baby is born or adopted, the faculty member may be able to teach courses typically taught during the semester. To ensure that a faculty member has eight weeks of parental leave, a faculty member may be asked to pick up different responsibilities during the portion of the semester that s/he is available to work full time.
- This plan will be sent to the dean for review and commentary and then forwarded to the provost for final approval.
- Faculty members and their supervisors must document leave time, and colleges should initiate a conversion to unpaid status if the faculty member does not return to work at the end of the approved paid leave period.

#### **Tenure Clock Extension**

- A tenure-track faculty member who becomes the parent of a child by birth or adoption will automatically be granted a one-year tenure clock extension. The extension is automatic in order to allow faculty members to make decisions in their best interests regarding work and family demands without fear of negative consequences for requesting an extension.
- A faculty member who has qualified for FML while holding a tenure accruing appointment will receive an automatic a one-year extension of the date on which the probationary period would end. Only two such extensions are allowed.
- Under no circumstances should the length of a faculty member's probationary period exceed eight years of full-time service except where the faculty member has agreed in writing that a year in which the faculty member qualified for FMLA leave or took leave without pay will not count towards the probationary period.
- Individual faculty may choose to opt out of the automatic extension and elect to come up for tenure in the original year established when the faculty member was hired.



### 3.12 LEAVE OF ABSENCE

At the convenience of the University and subject to the approval of the Vice President for Academic Affairs and Provost, a faculty member may be granted leave of absence without pay for up to one year for purposes of advanced training, health or disability, parenting responsibilities, or other justifiable cause. A second year may be granted by the Vice President for Academic Affairs and Provost after review of university needs and, in the case of health or disability, a medically documented reasonable expectation that the faculty member will be able to return to full academic activities. If a faculty member has been granted a one-semester leave of absence and wishes to be granted a second semester of leave, he/she must request such in writing to the Vice President for Academic Affairs and Provost by November 1 for the following spring semester or by April 1 for the following fall semester. If a faculty member has been granted a one-year leave of absence and wishes to be granted a second year of leave, he/she must request such in writing to the Vice President for Academic Affairs and Provost by April 1. The University will hold the faculty position open only during the granted leave of absence but will not hold the position beyond two academic years. A faculty member on leave cannot return to work prior to the end of the granted leave period. Time taken as leave of absence, unless otherwise stated in writing prior to the beginning of the leave of absence, does not add to experience levels for purposes of promotion, salary, tenure, accrual of absence leave, or retirement benefits. A faculty member approved for leave of absence may arrange for continuation of health, vision, dental, cancer, and intensive care insurance benefits as well as long-term disability at the member's expense. Other university-sponsored insurance is not in effect while the faculty member is on leave.

### 3.13 PARENTAL LEAVE

Full-time faculty may seek workload adjustment options for parental leave by working in conjunction with their department chair and dean in order to allow for eight weeks of leave provided the baby is born or adopted during the academic year or close to the beginning of the academic year. This policy only applies to full-time regular faculty members. It does not apply to adjunct faculty or graduate assistants.

Some examples of workload adjustments options that may accommodate the leave include:

- A faculty member teaching courses for the first 8 weeks of the semester and then holding a 100% research appointment for the last 8 weeks of the semester.
- A faculty member having a reduced teaching load and increased service responsibilities (e.g., assisting with responsibilities relating to program assessment plans or an upcoming accreditation visit).
- A faculty member having a continuity plan for their courses (i.e., teaching their courses in-person at the beginning of the semester and switching to online delivery the latter part of the semester).

Procedure for Requesting Leave



As soon as possible, the faculty member should notify her/his department chair of the due date or adoption date and request assistance in planning a workload adjustment plan that would accommodate the parental leave.

The department chair, in consultation with the faculty member, will propose a workload that accommodates the leave. The plan will make clear the expectations for the portion of the semester that the faculty member will not be on leave. Depending on when the baby is born or adopted, the faculty member may be able to teach courses typically taught during the semester. To ensure that a faculty member has eight weeks of parental leave, a faculty member may be asked to pick up different responsibilities during the portion of the semester that s/he is available to work full time. This plan will be sent to the dean for review and commentary and then forwarded to the Vice President for Academic Affairs and Provost for final approval.

Faculty members and their supervisors must document leave time, and colleges will initiate a conversion to unpaid status if the faculty member does not return to work at the end of the approved paid leave period.

#### Tenure Clock Extension

A tenure-track faculty member who becomes the parent of a child by birth or adoption will automatically be granted a one-year tenure clock extension. The extension is automatic in order to allow faculty members to make decisions in their best interests regarding work and family demands without fear of negative consequences for requesting an extension.

A faculty member who has qualified for FMLA leave while holding a tenure-accruing appointment will receive an automatic a one-year extension of the date on which the probationary period would end. Only two such extensions are allowed.

Under no circumstances would the length of a faculty member's probationary period exceed eight years of full-time service except where the faculty member has agreed in writing that a year in which the faculty member qualified for FMLA leave or took leave without pay will not count towards the probationary period.

Individual faculty may choose to opt out of the automatic extension and elect to come up for tenure in the original year established when the faculty member was hired.

### **3.134 FACULTY DEVELOPMENT LEAVE**

## Appendix E

Dear Faculty,

On behalf of the Student Evaluation of Faculty Teaching Ad-Hoc Committee, I am sending you our version of the student evaluation questions for your review, discussion and vote at the April 5th Faculty Senate meeting. Along with these questions, we have included information for how we came up with these questions, as well as a table showing how the questions are aligned with our UNA Foundations of Excellence standards, the post-secondary Job Analysis Report, and Principles of Universal Design of Instruction.

If approved, this instrument will be used for all courses beginning in the Fall 2018 semester.

**\*\*Keep in mind that the questions are foundational questions that will be universal across all courses (face-to-face, hybrid and online) for the entire campus. Colleges and departments will have the ability to add questions that are more specific to their areas as needed. This instrument uses a 5-point Likert scale that is built in to IASystem.**

Wendy Darby, Jeremy Stafford, Bliss Adkison, and myself will be present at the April 5th Faculty Senate meeting to propose this instrument and answer any questions you all have.

Sincerely,

Jill Simpson

Co-chair - Student Evaluation of Faculty Teaching Ad-Hoc Committee

**Instructor Evaluation**

1. The instructor provided timely feedback on my assignments.
2. The instructor communicated clearly.
3. The instructor advanced my knowledge of course content.
4. The instructor was available to assist students.
5. The instructor created an environment that supported learning.

**Course Evaluation**

6. Course objectives were clear.
7. Instructional materials supported the course objectives.
8. Grading criteria were clear.
9. Course activities provided me with valuable learning experiences.

**Open-Ended Questions**

10. What were the best aspects of this course and/or instruction?
11. What suggestions do you have for improving the course and/or instruction?
12. Describe any difficulties you encountered in accessing course content.
13. Additional comments or suggestions.

30

INSTRUCTOR EVALUATION				
Questions	UNA Foundations of Excellence*	Job Analysis Report Postsecondary**	Principles of Universal Design of Instruction***	
1. The instructor provided timely feedback on my assignments.	FOE 1 Student-Centered	JAR 4 Tasks	UDI 9 Instructional Climate	
2. The instructor communicated clearly.	FOE 1 Student-Centered	JAR 2 Skill	UDI 3 Simple and Intuitive	
3. The instructor advanced my knowledge of course content.	FOE 2 Enriched Academic Experience	JAR 1 Knowledge	UDI 5 Tolerance for Error	
4. The instructor was available to assist students.	FOE 1 Student-Centered	JAR 5 Work Activities	UDI 2 Flexibility in Use UDI 9 Instructional Climate	
5. The instructor created an environment that supported learning.	FOE 3 Enhance Programs FOE 4 Inclusive Campus Environment	JAR 6 Work Style	UDI 1 Equitable Use UDI 2 Flexibility in Use UDI 4 Perceptible Information UDI 6 Low Physical Effort UDI 8 Community of Learners UDI 9 Instructional Climate	
COURSE EVALUATION				
Questions	UNA Foundations of Excellence*	Job Analysis Report Postsecondary**	Principles of Universal Design of Instruction***	
6. Course objectives were clear.	FOE 1 Student-Centered	JAR 5 Work Activities	UDI 3 Simple and Intuitive	
7. Instructional materials supported the course objectives.	FOE 2 Enriched Academic Experience	JAR 4 Tasks	UDI 4 Perceptible Information	
8. Grading criteria were clear.	FOE 1 Student-Centered	JAR 4 Tasks	UDI 3 Simple and Intuitive	
9. Course activities provided me with valuable learning experiences.	FOE 2 Enriched Academic Experience	JAR 3 Ability	UDI 1 Equitable Use UDI 6 Low Physical Effort UDI 8 Community of Learners	
OPEN-ENDED QUESTIONS				
Questions	UNA Foundations of Excellence*	Job Analysis Report Postsecondary**	Principles of Universal Design of Instruction***	
10. What were the best aspects of this course and/or instruction?	FOE 1-4	JAR 1-6	UDI 1-6, 8-9	
11. What suggestions do you have for improving the course and/or instruction?	FOE 1-4	JAR 1-6	UDI 1-6, 8-9	
12. Describe any difficulties you encountered in accessing course content.	FOE 2, 4	JAR 3-5	UDI 1, 4	
13. Additional comments or suggestions.				

**\*Foundations of Excellence (FOE)**

The UNA Foundations of Excellence (FOE) were obtained from the Strategic Plan 2014-2019  
[https://www.una.edu/administration/docs/UNA\\_Strategic\\_Plan\\_2014-2019\\_2-up%20continuous.pdf](https://www.una.edu/administration/docs/UNA_Strategic_Plan_2014-2019_2-up%20continuous.pdf).

1. Foundation of Excellence 1: Build and Maintain a Student-Centered University
2. Foundation of Excellence 2: Build an Enriched Academic Experience
3. Foundation of Excellence 3: Enhance Programs that Distinguish the University
4. Foundation of Excellence 4: Promote and Inclusive Campus Environment
5. Foundation of Excellence 5: Support Regional Development and Outreach (this one is not applicable to this instrument)

**\*\*Education Teachers, Postsecondary - Job Analysis Report (JAR)**

The essential job functions and work activities were identified by the Job Analysis Report (JAR) for "Education Teachers, Postsecondary" (source: [www.onetonline.org](http://www.onetonline.org)) and are conceptually relevant to the role of teacher for all faculty and instructors at UNA.

Instructor Assessment Criteria:

1. Knowledge (pedagogy)
2. Skill (active listening, active learning, critical thinking, time management, coordination)
3. Ability (fluency of ideas, information, ordering, originality)
4. Tasks (manage, discussions, grade, assignments, post grades, provide materials)
5. Work Activities (maintain relationships, interpret meaning, set learning objectives)
6. Work Style (integrity, concern for others)

**\*\*\* Principles of Universal Design of Instruction (UDI)**

"Universal Design for Instruction [UDI] is defined as "the proactive design and use of inclusive instructional strategies that benefit a broad range of learners including students with disabilities." UDI is comprised of nine principles, which were obtained from this website  
<http://www.nea.org/home/34693.htm>.

1. Equitable Use
2. Flexibility in Use
3. Simple and Intuitive
4. Perceptible Information
5. Tolerance for Error
6. Low Physical Effort
7. Size and Space for Approach (not applicable for this instrument)
8. A Community of Learners
9. Instructional Climate