

# FACULTY SENATE

## AGENDA

**FACULTY SENATE MEETING #544  
THURSDAY, JANUARY 30, 2014- 12:45 PM to 2:15 PM  
BUSINESS ADMINISTRATION BUILDING, ROOM 123**

### **Call to Order**

**1, Approval of Minutes of Meeting #542 (Nov 21, 2013) and #543 (Jan 9, 2014)**

**2. Administration Reports**

**3. Guests: Mr. Gordon Stone and Ms. Karli Creech, Higher Education Partnership**

**4. Acceptance of Faculty Senate Executive Committee Report, Jan 23, 2014**

**5. New FS Members and their Committee Assignments**

### **6. Reports**

- Senate Officer Reports
- Senate Committee Reports

### **7. New Business**

Bills for Second Reading

- Second Reading, Bill 373: Definition of Faculty Representation on University-level Committees (Revision of FSR 12/13-04)
- Second Reading, Bill 376: Implementation of Updated Parental Leave Policy

Proxies for Senate meetings must be a Senate-eligible individual from the same academic unit. No individual may carry more than one proxy.

PLEASE SEND PROXIES TO KALA BURSON: [facsen@uah.edu](mailto:facsen@uah.edu)

## **8. Inquiries, Announcements**

- Parliamentarian
- New Provost

## **Adjourn**

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**FACULTY SENATE MEETING # 542**

**November 21, 2013**

**12:45 P.M. in SC 107**

**Present:** *Wai Mok, Fan Tseng, Chris Allport, Charles Hickman, Dan Sherman, Keith Jones, Pavica Sheldon, Derrick Smith, Joe Taylor, Linda Maier, Carolyn Sanders, Andree Reeves, Bhavani Sitaraman, Mitch Berbrier, Junpeng Guo, James Swain, Kader Frendi, James Blackmon, Ellise Adams, Anna Benton, Marlena Primeau, , Luciano Matzkin, Carmen Scholz, Debra Moriarity, Tim Newman, Craig Cowan, Leonard Choup, Richard Miller, Nikolai Pogorelov*

**Absent with proxy:** *Joe Conway, Christine Sears, Kristen Herrin, Peggy Hays, James Baird*

**Absent without proxy:** *Deborah Heikes, Nick Jones, Eric Seemann, Ying-Cheng Lin, Jeff Evans, Phillip Bitzer, Lingze Duan*

**Guests:** *Robert Altenkirch, Brent Wren*

- Senate Meeting Number 542 was **called to order** at 12:50 p.m. by Dr. Mitch Berbrier, Faculty Senate President.
- Chris Allport motions to suspend the rules for administration reports. Charles Hickman seconds. *Ayes carried the motion.*
- President Robert Altenkirch  
There are a series of projects that are ongoing:
  1. **HURON** consulting group is on campus today. They will deliver their “final presentation” to the committee that’s involved. They will give UAH a copy of their PowerPoint and write a report and submit it to us. President Altenkirch will give it to Mitch Berbrier and the Senate can go through it and comment on it. UAH will look to the Enrollment Management committee to assist in looking through it. Enrollment Services, Financial Aid, and Registrar will be involved in the implementation. Some of it has already been implemented and minor details on process have helped. Applications and Admissions up 13% for fall 2014. The numbers are small right now so must be careful with percentages.
  2. **Assistant Provost for Enrollment Services** is going to be vacant at the end of November. Working to put someone in there on an interim basis and then work with HURON recommendations on how to proceed with permanent basis.
  3. **iFactory** was on campus this week and made a presentation. They went over the presentation with me, Bob Lyon, and Joel. They seem to be moving along for their design of the website in chunks that migrate over to mobile device. Seems to be a very nice technology to me. They’re on track. We are looking to deploy the redesign by August.
  4. The **GER Revision** is underway. The target is to finish by spring for deployment in the fall.

5. **Madison Hall** is underway. Board approved the renovation of the old bookstore location in University Center. Next process is to select an architect for Madison Hall. Architects selected based on qualifications. There is a preferred list put out that architects respond to. Half a dozen will be interviewed the first 2 weeks of December. We will take a recommendation, a ranked list of 3, to the board in February. They allow us to pick the first one and negotiate with that. Our selection will be done before Christmas. Campus architects and Mike Finnegan are conversing with people who will inhabit Madison Hall, which is a programming exercise to figure out how much space is needed, what kind of configuration, who are next to each other, etc. Planning on a 60,000 square foot building, which is what current building is, but have a lot of latitude because it's a new building so the footprint can change, location can be shifted some. We have to account for parking. We have to account for a welcome center in it so will need a place for touring space.

Searches:

1. **Provost** – The interviews are the first 2 weeks in December. 2 each week. Resumes are posted on Chargernet. Schedules will be posted on Chargernet. Individuals who are involved in the interviews will get an email about an open session. There are 4 resumes.
2. **Dean of Honors** – We met with the search committee this morning. It's up and running. The Honors Council assisted in drafting the position description announcement. That was used to float ads in The Chronicle, National Counsel of Honors Colleges website, Diverse Issues in Higher Education, and Women in Higher Education. Deadline for applications and nominations is January 31<sup>st</sup>. Should finish up some time in the spring.
  - Kader Frendi: Is this internal/external?
  - President Altenkirch: No, it's open.
3. **Nursing** – That committee is set. I have a meeting setup with them to start that process.
4. **Science** – I sent out an announcement of the committee but I need to make adjustments to it so I will send out a revised version. Come out this afternoon.
  - Richard Miller: Are the Dean searches search firm oriented searches?
  - President Altenkirch: No. So far we've chosen not to use search firms for those. We have to pay a search firm generally 1/3 of the salary. We definitely won't use one for the Honors College. We will see how the others go, but at the moment, the answer is no; we have chosen not to do that.

Madison Hall Project:

- Student Services and Administration, also Student Services and Enrollment center.
- Other dominos have to fall in order for all of this to work. Have to vacate Madison Hall. As Mike Finnegan and campus architect go around, there will be some minor adjustments.
- Originally, Testing Services and the Counseling Center would be in Madison Hall. That's probably not the case now. Those 2 will likely be more aligned with the Health Clinic than with Enrollment Services. Things might change once we begin asking who wants to be next to whom. The level of details in the programming will be adjusted a little bit.

Project Updates:

1. **Financial** – Ray Pinner pointed out that our revenue from summer school has been declining. It declined last summer. So he asked why? I think that there are some rules in place, probably put in place a few years ago, that when put in place all at once creates an over-constraint problem. We are deconstructing it to figure out how to make it

simpler. My opinion is that summer school ought to be a revenue generator. So we need to cover the costs, and then what's left over is the revenue. So if cover the cost in overhead and then have funds left over, that is revenue to me. We are putting in some constraints that are causing us to make some decisions that don't make any sense when trying to maximize the revenue. For example, there is a rule I just learned about that the cost shouldn't be more than 35% of the revenue. One way to accommodate that is to cancel a whole bunch of classes and reduce the revenue, which doesn't make any sense. Those are the types of things we are looking at to see what their impact is and get rid of them. So we are really looking at what difference does it make if you have a class of 5 students if in that discipline we will make money on it. We will simplify this quite a bit.

2. **Block Tuition** – We looked at this last year but didn't have time to finish it so we are looking at it again. HURON recommends this. From 1 to 12 hours, undergraduates are charged by the credit hour. From 12 to some number, it is flat. So there's no financial penalty for taking 15 hours compared to 12. Once you get to 16 or 18, then start charging again by the credit hour, so there's sort of a penalty for taking too much. This is very common. We charge strictly by the credit hour. If you look at the distribution of how many hours a student takes, there's a big poll at 12, and then it drops off. The idea is that with block tuition we may be able to push some of those 12 hours into 15 hours or more and improve the graduation rate. I checked some of our "sisters and competitors". Tuscaloosa is a block from 12 to 16, so by the hour up to 12, 12 to 16 is flat, above 16 pay more. Auburn seems to be by the credit hour up to 12, from 12 on don't pay any more. Mississippi State is the same as Auburn. UNA is strictly by the hour. Athens State is strictly by the hour. It's not easy to do this because if we want to keep the revenue the same, it's almost necessary to increase the lower hours, 1 to 6, at a much higher percentage than the upper hours. Is there going to be an unintended consequence of driving some of those part-time students away? I don't know if you can answer that. If we took the hour distribution right now and applied block tuition to it, and put a constraint on it to keep the revenue exactly the same, it isn't an easy problem. You will have huge increase percentage wise on the lower end, a reasonable percentage increase on the upper end. I don't know how to make a transition incrementally.
  - **Unidentified Senator**: Is there a maximum number of hours you can take?
  - President Altenkirch: From a financial point of view or an academic point of view?
  - **Unidentified Senator**: Either way.
  - President: Financially, when I looked at Auburn or MSU, no. Mitch says 21.
  - Mitch Berbrier: I think it's 21 academically here.
  - Brent Wren: That's correct.
3. **NCURA (National Counsel of University Research Administrators)**. Ray Vaughn brought in a team from NCURA. It's a professional organization where you can contract with them to bring in a review team, look at management of research enterprise, and then give an assessment of how you do. They're working up a summary of a report on that. They've also looked at administrative processes. Rules about how much summer pay you can get, are you adhering to Circular A21, etc. I think they've finished and are writing a report.
  - Wai Mok: Going back to summer school, the faculty salary for teaching summer has stayed the same for the last 7 years. That's actually going against what

you're talking about, as far as increasing the cost of teaching in the summer. Do you want to review that?

- President Altenkirch: We can take a look at what is paid in the summer, but like I said, we have to make money.
  - Tim Newman: One thing that brings concerns is a lot of sections aren't offered this summer because the faculty says that little bit of money isn't worth it to teach.
  - President Altenkirch: If we can provide incentive to offer classes and there is enough students to at least break even and us make money, it seems to me it's okay. I haven't looked at the pay, but I will look at it now that you've mentioned it. What is it?
  - Charles Hickman: It's capped at \$5,775
  - Brent Wren: College of Business has several searches going on and a lot of the candidates who come in, when they ask about summer pay, they say it's really low. They say other schools they're looking at pay 15 or 20% per course. Ours is 10% or the cap, whichever is first.
  - Wai Mok: There's not many faculty willing to teach in the summer and that drives down the number of courses available for the students. So it's a vicious downward cycle.
  - President Altenkirch: I will look at the pay because I hadn't factored that in. I only looked at the rules for constraints of classes of a certain size.
4. **Signage** – There is a signage committee that is working. Idea is to get this all settled by the end of the spring semester. We will put an RFP out to get a company to build signs. Thinking about brushed metal, so there's no maintenance. We will let them do their work and we will get the feedback and then talk about the implementation of it. In addition to just a sign on a building, it's also way-finding. As part of the signage, we have been talking about the University Drive entranceway. There will be a corner marker that squares off the property. All the same architecture. On Holmes Avenue, the two columns coming from downtown will have a sign on it that informs you it is the entranceway. There are 5 components, 2 walls, the corner, and these 2 posts, that we think will come in under \$750,000 so it doesn't have to go to the Board. We only have to write them a letter and say we are going to do this. That's going out for bid. The request for proposals might already be on the street. Plan to build this in the summertime when there's not so much congestion.
- Deb Moriarity: Given that we are looking at purchasing additional land, is it possible the location for this will change?
  - President Altenkirch: Well that is an issue. It's possible, at some point in time down the road we will want to move one post, but we can't move the other because we don't own that property.

There are 2 outstanding projects that are sitting on my desk, but are at the top of the pile. I have begun integrating the comments on the BETA revision and I will get it to the Senate, Student Government, and Staff Senate for final review. Then I will have to tackle the Faculty Handbook.

- Carmen Scholz- A couple of months ago I asked about lockdown procedures for classrooms. I talked to the police chief and the idea that we wanted, we

borrowed from Virginia Tech, was shot down by the fire marshal. So where do we stand on that?

- President Altenkirch: I don't know the answer to that question at the moment. I will find it out.
- Carmen Scholz: The idea was to use the same type of door handles as Virginia Tech.
- President Altenkirch: That's a very expensive project.
- Carmen Scholz: The fire marshal said we can't have the handles that slide side to side.
- President Altenkirch: I don't know about that, but I will go back and see where that stands because I'm not familiar with the details.
  
- Tim Newman: I received a "Dear Colleague" letter the other day from VPR and a colleague got my attention that there is a provision in there for an "industrial graduate degree" or an "industrial PH.D degree." It's a deal where an individual can work 20 hours in a company, work on research, and then come on campus. We had a proposal similar to that from the Williams administration 4 years ago. My colleague was a little surprised that it's come forward again without apparently getting any Senate feedback on it before that went forward. Secondly, I wanted to put out publicly what some of the concerns were that my colleague and I remember. All of the concerns are intellectual property related. One is the defense. Can we insist on open thesis or dissertation defense or can the company say no, it has to be a closed defense. Last time that was an issue, it was strong that the Faculty wanted an open defense. There are a lot of ramifications of that and we need to notify our students and the companies of that and the expectations up front. The other issue is related to publication. Can the company say, no we have an intellectual property stake here and so the result can't be published. I think those issues should be worked out before going forward. My colleagues would oversee a students work assuming they can publish the result but then get to the end and can't.
- President Altenkirch: I suggest this: Let the Senate setup a small group to talk to Ray Vaughn directly or have him come here to explain it. That's a program that he put in place at Mississippi State that apparently worked very well. It was well received by industry, it provided a little funding, etc. So yes, I understand those issues. There are similar issues with some funding agencies. The thesis, dissertation defense, ought to be public. There may be some aspects of the work that isn't published, but the content of what is going to be put forth for a degree should be public discussion.
- Tim Newman: One difference is that up front everyone understands the relations. Our concern is to make sure we do not get all the way to the back end, and spent all this time advising a student, and then find out there will be no publication.
- President Altenkirch: I will ask Ray Vaughn to contact Mitch Berbrier. When trying to work with an industry, there are big arguments over intellectual properties, which wind up being an argument over nothing.

- President Altenkirch: I have the Faculty Handbook revision. The Faculty Senate gave it to me and I haven't been able to find enough time to review the whole thing. How long did you work on that revision?
  - Charles Hickman: 4 to 5 years.
  - Richard Miller: The hard work was the last 2 years.
  - Bhavani Sitaraman: Have the legal people already looked at?
  - President Altenkirch: No they haven't, but once I get through it, I will explain to them it's okay. That's my general approach with the legal people. I say, "This is the answer. I want you to tell me what backs it up."
- Brent Wren: The Cross Discipline Bill has now been added to the current Faculty handbook that's online. Once the President finishes his review, it will be added to the revised one. Rieder lost his son this week in a car wreck. Visitation is tonight at Mayfair from 5:00 to 9:00 pm. Funeral is tomorrow at 1:00 pm. Keep his family in your thoughts. Reminder that commencement coming up on Sunday, December 15<sup>th</sup> at 2:00 pm. Need to pick up your parking pass at our office or let Peggy know so you don't have to pay \$5.

President Altenkirch: Going back to the summer school thing; it's 1/9<sup>th</sup> of your academic year salary up to this cap?

- Charles Hickman: The \$5,775 cap.
- President Altenkirch: Then it might be useful to say it's up to 1/9<sup>th</sup> and we will negotiate what it is. If you get enough students in the class, we will pay you 1/9<sup>th</sup>. If you can't, do you want to do it or not?
- Charles Hickman: We did something like that historically with the Romania study abroad program.
- President Altenkirch: Did it work?
- Charles Hickman: Yes, but it changed.
- Carolyn Sanders: Are the adjustments to summer school going to impact this next summer? It seems like we are scheduling so early for summer school.
- President Altenkirch: We will do it as quickly as we can because it's not a lot of detective work to do. Pinner and Chi Lu have planned it out. We just need to think of the constraints and start getting rid of them until we have something that makes some sense. As soon as we get a preliminary assessment I will give it to you. I would think that before Christmas we will have something to talk about.
- Deb Moriarity: In regards to the summer schedule, one of the problems we have is that we don't advertise our summer school like other places. Besides our own students, in the summer we often get the transient students who are home for the summer. If they or their parents don't see anything out there... Some people have said they didn't know UAH had classes in the summer because they've never heard about it.
- President Altenkirch: When is the schedule put together?
- Deb Moriarity: They've asked for it February 28<sup>th</sup>.
- Mitch Berbrier: The chair has to get it in sooner than that. February 28<sup>th</sup> is the final draft.
- Brent Wren: To Deb's point, not only do we have a lack of advertisement issue, but we had another significant issue this past summer. When we set the date for the first summer session, we set it before high schools finished and before



Calhoun finished. So we didn't get any of those students. So this year, we start after Memorial Day to account for all of those schools being finished first. But it was a complete oversight last year.

- Mitch Berbrier: In regards to the summer school, the 35% is because there is a rule that if you don't have a profit margin of more than 65% it isn't worth it to the university to do.

- Mitch Berbrier: Approval of the minutes and the Senate Executive Committee report.
  - Wai Mok motions to approve minutes of Senate Meeting 541. Andree Reeves seconds. Questions, comments, or corrections?
    - Wai Mok: We caught a minor mistake in Dr. Hickman's report from the budget committee. \$50 billion should be \$50 million.
    - Mitch Berbrier: Let's vote. All those in favor of accepting the minutes as amended?  
*Ayes carried the motion. No oppositions.*
  - Charles Hickman motions to accept the Executive Committee report. Kader Frendi seconds. Comments?
    - Tim Newman: On page 6, clinical degree should be "terminal degree."
    - Mitch Berbrier: Let's vote. All those in favor of accepting the minutes?  
*Ayes carried the motion. No oppositions.*

➤ Reports:

Are there any **Senate Officer reports**?

- All officers (Richard Miller, Tim Newman, Deb Heikes, and Wai Mok): No report.

**Committee reports:**

- Fan Tseng for Faculty and Student Development Committee: We are working on the lecturer ladder. Close to finalizing.
- Dan Sherman for Governance and Operations Committee: We had a meeting about 2 weeks ago and we continued our discussion of the committee structure and responsibilities.
  - Mitch Berbrier: So we are getting close to post-revision of the committee structure?
  - Dan Sherman: Yes.
- James Blackmon for Undergraduate Scholastic Affairs Committee: We are evaluating 4 requests for academic bankruptcy.
- Deb Moriarity for Undergraduate Curriculum Committee: No report.
- Charles Hickman for Finances and Resources Committee: The call for proposals for the Distinguished Speakers Series was just sent out this morning. Please encourage our colleagues to think about who they might want to bring to campus. Dr. Altenkirch increased the number we can fund and the funding for each speaker, so we want representation from across campus.

- Carolyn Sanders for Personnel Committee: No report.
  - Mitch Berbrier: Carolyn has agreed to take over as chair of the committee.

**Faculty Senate President report:**

This morning we had the final meeting with HURON. They gave us a PowerPoint presentation. It's very long and we went through some of it very quickly, but I want Rich to give some initial impressions. There will be a written report produced later.

- Richard Miller: This meeting was only this morning so I haven't been able to scan the documents, the draft preliminary report. Brent said the right thing earlier. He said he doesn't have a high opinion of consultants. But what HURON has done has started to change his mind and I second that. This is a very nice document, it's very comprehensive, and it's not cookie-cutter. It's very specific for us. I think there are a lot of useful nuggets in it. Most of this is geared towards the people in administration that are going to be working with new policies and enrollment. There's a lot of useful information for us at the college, and in particular the department level, and instead of waiting for information to flow down about how to strategically prepare our department, I think there is a lot of information in the report. I realized when I made the draft proposal available to my department recently that nobody came to get it and read through it. We ignore this information to our own detriment. I would encourage you, as senators, to read this and bring it up to your faculty. It really goes to targeting geographical areas for recruitment, classes of potential students for recruitment. Things we might not have thought of but makes sense.

A few more points you will see in the report. They did a survey and some of the things they found are things that we know without actually having the data, but it's nice that it was validated. There is a complete lack of awareness of UAH outside of the state, and a very limited awareness outside of the North Alabama region. There are a lot of applications from the North Alabama region, but they are a relatively low yield compared to other regions in terms of enrollments and such. Acceptances are high but enrollments are low. They are being data driven and that's nice. They are making it very clear that the first thing we need to do is to focus within the state on getting enrollments and yields up and then focusing nationally on specific marketing programs. There's a lot on improving enrollment services. As far as getting down to the departmental level, under the faculty level, hopefully, if we implement what they're suggesting, it will be a much better communicator and coordinator. Hopefully the administration will put some resources into improving our enrollment services and modernize a lot of their processes. They are nicely saying our processes are out of date. Another big point they also made was in terms of trying to attract students, it is no longer sending flyers and emails to seniors or juniors. We have to start earlier, at the 9<sup>th</sup> grade. The life-cycle of recruitment starts as freshmen in high school. We don't have a good awareness of the range of our programs and the breadth of UAH so they dismiss it before they even consider it.

**Provost Search**. You can log in to Chargernet for details. The Provost Search Finalists on the top left. There are 4 finalists who are coming for interviews. President Altenkirch made the point that they were initially having one or two come after commencement, but it wasn't made in response to our request to get them done before faculty leave campus. So we are getting it done. It is during finals, but at least it's within a semester. The only other option was putting it off longer and risk losing a candidate or two to another university. This is very important and we want as much input as possible. The committee has made our input and now it's time for the

rest of campus to engage in the process. We want faculty to make sure we have an input. There are a variety of ways to do this. Each candidate will have an open meeting for faculty, staff, and the public. My experience with this is that it is mostly faculty that shows up. I would like for you to coordinate by department, to contact the home universities of these candidates. We don't want 300 faculty calling everybody at every university, but if you can coordinate with other faculty in your department and collect informal information on these candidates that we can bring to the final committee meeting, it would be helpful. The committee can only look at their references and weren't allowed to go outside of that reference list until their names became public. Now that their names are public, we can do that. I'm hoping we can send this information to me or Kader Frendi and we can collect it and look at it. There are other faculty members on the committee if you would rather take it to them.

- Kader Frendi: We have representation from all departments and colleges.

The preliminary schedule is out. Trying to have each of these candidates meet with the Faculty Senate Executive Meeting. FSEC meeting will be on the 2<sup>nd</sup> day at 2:30pm, and the public meeting will follow it at 4:00pm.

There have been a lot of questions about David Ashley because we Google. If you Google him, you will find that he was fired as President of UNLV a couple of years ago. Then you can read some stuff in the press about him, and stuff about him and his spouse. The committee members obviously Googled this and looked into it and came away from the process somewhat satisfied that this wasn't a reflection of his ability. But, we didn't get to talk informally to people at the campus. So we need to do that. So take a look at this stuff but understand that the story is that there were conflicts with the Chancellor at UNLV who owns the media in Nevada. He isn't an academic and wants it his way and has apparently fired about every president at every university and college. At UNLV, he fired Ashley's predecessor and then he fired Ashley. So there are other sides to this story. David Ashley will probably have the opportunity to address it himself in a public presentation and if he doesn't do it himself, feel free to ask him.

- Charles Hickman: My understanding is that he was fired for taking a principled stand. He was asked to do something that was unprincipled and he said no and the Chancellor fired him.
- Wai Mok: Do you know the details of that principle?
- Charles Hickman: Not much. It's worth taking some time to read. He was fired for doing the right thing.
- Mitch Berbrier: And that's one version of the story. Take a look at all of the candidates and their last job.
- Bhavani Sitaraman: Does the search firm that we use generally do this background research?
- Mitch Berbrier: They do their own background research but there are certain things they aren't allowed to do. They're not allowed, whether it's legal or ethical, to go around campus and make aware of the fact that this person has made an application somewhere.

As part of this process, we've had a recent experience and a lot of concern, at least from the Faculty Senate, to make sure that whoever we get is somebody who has taught, who has worked as a professor, who has confronted some of the issues we have, who has been a chair, and preferably a dean. 3 of the 4 fit these criteria. The only one who doesn't fit that category is Christine Curtis who went from professor's position into a variety of other up the chain command positions like Associate Dean, Associate Provost. It is a bit different because she didn't have supervisory roles, but she did some very interesting administrative things. It is important

for us to do our due diligence because it might have helped in the past if you did it and people listened.

- Luciano Matzkin: Is there going to be a formal recommendation for one of these candidates from the Faculty Senate?
- Mitch Berbrier: The only time the President was involved in this committee at all was he came in the first day to give us our charge which was to give him 3-5 names, not ranked. I wasn't happy about that, but the explanation is that we might come to the same ranking, but that we might end up with 2 or 3 candidate just in case a person turns us down, and whoever gets hired has to be the first choice. Then it came down to how many can we interview? We are interviewing only 4. Then, how many do we eliminate? If everyone comes back with relatively positive comments, then we pass on 4 names. We can eliminate all 4 in theory if we started hearing horrible things about all 4 and then we go back to the drawing board. We aren't making the decision, as the committee, we've done our work at this point. We just want to gather more information elsewhere to eliminate one or some of these candidates. I'm not sure what the President will do if we eliminate 2 names.
- Bhavani Sitaraman: I understood the question as we have 2 Faculty Senate representatives on that committee, so are we as a Faculty Senate going to give our recommendation of a particular candidate, so that it's on record.
- Luciano Matzkin: Yes, as the Senate can we give a recommendation?
- Mitch Berbrier: I haven't thought about that so I don't have a strong opinion on it. I would like to hear what other people think.
- Bhavani Sitaraman: It's a very good point partly because we talked about representation from the Faculty Senate on various committees. The second thing is what does that mean? If we become part of this amorphous committee, it doesn't distinguish us. We may not have the power to decide, but it can go on record.
- Deb Moriarity: The first thing would be a problem to come to a consensus from the Senate if we wanted to pick one. That's not what President wants at all from the faculty. He wants to know if we find any of them unacceptable. If there was a situation where there was a strong enough feeling on the part of all the faculty we talked to that one or more was completely unacceptable and we had time to say, here's a resolution, we would like to put it forward, and formally approve it, that Faculty Senate wants to go on official record that this person is unacceptable to all faculty, we could maybe do that. But this is our last meeting and these interviews must get done. The better way is the individual feedback they will ask for from the faculty and as the Faculty Senate is to encourage the other faculty to get involved and go listen to them and provide the feedback. That's probably the better way for us to do this.
- Kader Frendi: The other thing we need to do is to send feedback directly to us, Mitch and I, and we will take it to the final meeting of the search committee. We can have your comments there and say this is where the senators disagree.
- Bhavani Sitaraman: I wasn't thinking of a formal vote or anything, but something that says, in case there is a situation, there are any strong concerns with the candidate and for some reason we end up with that candidate.
- Mitch Berbrier: Given the constraints on time, the recommendation meeting will happen soon after the last candidate is gone and that will be after commencement. So it's impractical to have another meeting to formally vote. When Frendi and I are there, we represent the faculty. If we get enough feedback and it's clear that the majority has

concerns, even if I don't agree, we will represent those concerns. So let's do that and try to get us some feedback.

Other University-Level committees that are ongoing:

**Signage.**

- Keith Jones: Dr. Heikes and I are on the Signage Committee for the academic buildings. These are ideas and not anything in concrete, but we are talking about doing a brush metal sign throughout campus because it's more durable. They can be removable signs too, for buildings that have departments that move from time to time.
  - Richard Miller: Will there be an issue with visibility?
- Keith Jones: That's my area, too. I'm looking at tilting the signage and moving the signage to improve the visibility. Also looking at signage that goes between places in interior campus places, like Salmon Library and Wilson. If you have any comments or suggestions, email me at [joneskt@uah.edu](mailto:joneskt@uah.edu). We are also looking at electronic signs, but trying to get a uniform look. The brushed metal with possibly an anodized UAH logo with a chrome finish is a possibility as well. We are going from public into campus, and then once inside campus. Also using the QR codes for smartphone apps.

There is a general issue of getting people to volunteer for committees. We have a bill that we are working on that is trying to get us representation on University Committees, official agreement from the administration that the Faculty Senate is entitled to representation on University Committees. The idea is to continue to get 2, and sometimes more, on most committees depending on the size. The bill was rejected last year by the administration. I had a conversation with President Altenkirch on rewording it and so we are trying to reword it in that way. When I, and future Faculty Senate Presidents, ask for volunteers for representation on these committees, we have to step up to the plate. The faculty picnic is coming up in May and we need someone to represent the Faculty Senate for that committee, so we need volunteers.

- Carmen Scholz: I am speaking for Dr. Vogler. He was wondering if there are any decisions regarding the RCEU program. What is the senate's decision on it?
- Mitch Berbrier: We are working on it.
- Charles Hickman: I approached Ray Vaughn about continuing funding by VPR's office. He said that yes, he is happy to do that contingent upon research staff being eligible to participate in the program as a mentor. That has generated significant amounts of controversy. We are trying to work through it in the Finance and Resources Committee, and more broadly with Mitch, Dr. Vaughn and President Altenkirch and Dr. Wren. I will send a draft of the letter out to my committee. Mitch has proposed that we accept his terms for this year and we form an ad hoc committee to look at it. I also talked to Dr. Vogler because he wants us to take the money on the provisions. It's not so much taking the money. It's the Provost's program. A Senate Resolution accepted by Dr. Franz, established the program, and in the recitals it says there will be a faculty-student team. Mitch and I have worked on a letter to send to our committee which will go to the VPR that proposes that we accept the money that it is specified for this year, but that we will look into the concerns via an ad hoc committee and look at it next year.
- Carmen Scholz: Vogler needs a yay or nay if we are going forward.
- Charles Hickman: I have a draft that would have gone out 2 weeks ago, but controversy hindered it. I ask you to convey to Dr. Vogler that it will go out as soon as possible.

- Deb Moriarity: The program itself is going forward; it's just how much money is going to be in it.
  - Charles Hickman: We don't have any control over that because it is the Provost's program. Ultimately, Dr. Altenkirch can say if you don't want to make the selection, I will establish a committee to do it. We are moving as rapidly as possible, considering the circumstances, to come to a resolution. In fact, Mitch has made comments that I will incorporate into a letter that will go to the Finance and Resources Committee and if it's acceptable I will send it to VPR. I hope to get the draft out by Monday to the committee. My initial proposal was to get Dr. Altenkirch, Vogler, myself and Mitch in a room and decide. That may still be what has to happen.
  - Mitch Berbrier: The proposal will make it clear to the VPR that we will take the money now because of the expediency issue and getting the program moving this year, but there are significant concerns that we will be looking into that we want to discuss well before November of next year and see where we stand. We need people on that ad hoc committee.
  - Wai Mok: With the help from VPR last year, we were able to fund close to 100% of the proposals.
  - Charles Hickman: We did fund 100% and Dr. Vogler said that he talked with the Alabama State's Grant and they may actually be able to come up with some more money. The Chemistry Department has apparently funded all of the students working with faculty in the Chemistry Department. So it's just this money from the VPR's office, which is about 40%.
- James Swain **motions to adjourn**. Tim Newman seconds the motion.  
*Ayes carried the motion.*

Faculty Senate Meeting # 542 adjourned  
November 21, 2013, 2:10 P.M.

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**FACULTY SENATE MEETING # 543**  
**January 9, 2014**  
**12:45 P.M. in CHAN Auditorium**

**Present:** *Wai Mok, Fan Tseng, Chris Allport, Charles Hickman, Pavica Sheldon, Joe Taylor, Linda Maier, Christine Sears, Carolyn Sanders, Nick Jones, Anne Marie Choup, Eric Seemann, Bhavani Sitaraman, Mitch Berbrier, B. Earl Wells, James Swain, Kader Frendi, Ellise Adams, Anna Benton, Marlena Primeau, Peggy Hays, Phillip Bitzer, Luciano Matzkin, Debra Moriarity, Richard Miller*

**Absent with proxy:** *Dan Sherman*

**Absent without proxy:** *Keith Jones, Derrick Smith, Angela Balla, Deborah Heikes, Ying-Cheng Lin, Junpeng Guo, James Blackmon, Jeff Evans, Kristen Herrin, Carmen Scholz, James Baird, Tim Newman, Craig Cowan, Leonard Choup, Lingze Duan, Nikolai Pogorelov*

**Guests:** *Chancellor Robert Witt*

- Senate Meeting Number 543 was **called to order** at 12:45 p.m. by Mitch Berbrier, Faculty Senate President.
- Mitch Berbrier **introduced Chancellor Robert Witt.**
- **Chancellor Witt:** Thanks everyone for attending. Says he would like to talk about some changes that are taking place in the system office—changes that are both important and very relevant to all three campuses. The changes that have been going on over the last 18 months will continue for at least 3-5 more years and they will probably accelerate.

Historically, the system office operates like most system offices. It helps provide coordination for academic programs on campus, helps avoid inappropriate redundancy of programs, works on maintaining the physical integrity of the UA system, which is a large operation. The operating budget of the University of Alabama system is in excess of 5 billion dollars. We have around 27,500 faculty and staff. Currently have about 1.1 billion dollars in debt so it is a large operation. Managing its financial strength is an integral part of what the system does. We also coordinate federal- and state-level legislature relations, which is important because we will have more support from members of delegation both in Washington and in Montgomery if we speak with one voice and don't put them in the position of having to pick and choose projects between the campuses. We provide planning oversight and ensure the campuses comply with the Board rules. The evolution that is taking place has been driven by some very significant changes that

have occurred over the past several years and those forces are likely to change in a positive way over the next few years. The evolution of how our office operates is important.

Increased emphasis on “Risk Management.” We now have a full time director of risk management. The board requested the creation of that position after the circumstances that occurred at Penn State University. When the situation at Penn State began to unfold, the Board, which thought it was in a position where they knew what was going on on campus, and that risk was appropriately managed, realized they didn’t really know what was going on on campus. As federal regulations proliferate and financial penalties are attached to violations of those regulations, where financial penalties have not existed before, the Board began to realize that we needed to begin to focus on risk management in a coordinated way. It is not that the campuses were behaving irresponsibly, but that the environment was becoming more complex. The ease with which you could inadvertently violate federal and state regulations became more significant. We looked at the size of the checks that were being written by universities, which inadvertently violated regulations. Some of those checks were very large. The University of Texas San Antonio wrote one to the federal government for 22 million dollars because of inappropriate record keeping. The Board felt that we needed to ensure something like that never happened on our campuses.

We have received a very clear mandate from the state, from the governor, from the legislature, that they would like to see institutions of higher education, both 4-year institutions and the community colleges, play a more active role in economic development. The governor has asked that I chair the Council of Presidents—fourteen 4-year institutions in the state. We are trying to create a door into every academic institution in the state, an individual to whom the governor or legislature or a community can turn if they believe that academic institution can help the state compete for a new company or help an existing company in the state become stronger financially and/or employ more people. We spent time over Christmas break working on a presentation for 4-year institutions, which unfortunately we didn’t get to make because the union in Seattle went the wrong way. The team that was assembled under the leadership of Joe Ritch put together a presentation designed to convince Boeing that the state of Alabama had the work force they needed and the pipeline that would keep them in strong shape in terms of engineers, business people, and scientists. That presentation probably couldn’t have been put together on the timeline that we had without the active involvement of the community college system and the 4-year system. We are being asked to play that role and it is a vital role because the more we can do to help the state of Alabama grow and prosper, the more we can do the help increase the tax base in Alabama, the better position we are to receive the support we would like to receive from the state. We have to become more active politically. That is a path you must walk with care. There are certain activities that are not appropriate for an academic institution. But we have to recognize that within our state, we need to become far more active and far more effective than we’ve been to date. A decade or so ago, the Education Trust Fund was divided approximately one-third to two-thirds, with the one-third to higher education and the two-thirds to K-12. We currently receive under 30% of the education trust fund. Our



percentage eroded over time because the AEA was more effective than we were in making the case for allocation of resources. The single most important force driving change in the system office is the fact that there are some conditions in our environment that have been there for a few years that are not likely to change. One is decreasing state support. Public universities all over the country are facing the same challenge. When we began current fiscal year in October, the University of Alabama System had 166 million dollars less than we had in the 2007-2008 fiscal year. UAH began this fiscal year with 15 million dollars less than you had in 2007-2008. The Tuscaloosa campus, which had 7,800 more students this fall than fall 2007, started out the year with 56 million dollars less. There is no reasonable likelihood that money will be reinstated in the near future. We have a flat budget going into this year. I am optimistic it will be flat going into the next fiscal year. It's not realistic to expect that we will see even a partial restoration of the funding we lost. We will continue to make every effort to get more money in Montgomery. But in reality it is not likely to materialize in the near future.

We need to do a more effective job of managing the three campuses and the health system. We need to begin to truly function as if we are a system, and not three separate campuses and a health system. To a degree, we do function as a system. We have the single Office of Counsel, a single Office of Audit, but in terms of taking advantage of the potential leverage of being a large system, we have not been doing that. We are faced with decreasing state support. The lever that we can work to deal with that is tuition, which has gone up significantly. When you look at the level of debt that our students are graduating with, in some cases it will shape the first decade of their life in terms of dealing with it.

As a system, we need to begin to operate more efficiently. Over the last 18 months, under the leadership of Ray Hayes, our Executive Vice Chancellor, and the CFOs of the three campuses and the health system, we have been systematically trying to look at the operating budgets of our campuses and the health system and look for areas where we can better leverage the size of our system. Over the last 18 months we've carved about 7.6 million dollars per year in savings out of the four budgets. Those are annual savings. I anticipate by next fall, we have a good chance of doubling that. Every dollar taken out of the cost equation of campuses operating budget returns that dollar to the campus to be invested where they're most needed. We now have one contract system wide for the purchase of computers, office supplies, furniture, delivery services (one contract UPS), instead of four different contracts. Because we are aggregating our purchases, we become a more important customer and that means we are in a position to command better prices.

We will be moving into a broad range of additional areas over the next 2-3 years.

- The University of Alabama system is the proud owner of 1,237 vehicles. Almost all of those vehicles are gas or diesel powered. The charging station for an electric vehicle costs approximately \$6000 to install and can charge 2 vehicles at a time. Vehicle recharges in about four hours. An electric vehicle on a charge can go about 200 miles. They cost significantly less to operate. They're environmentally more positive. As we look at our fleet

of vehicles over the coming years as cars, vans, and some cases smaller trucks are due to be replaced, we will take a look at where appropriately to replace a gas or diesel powered vehicle with an electric vehicle.

- LED Lighting offers opportunities to save significant money. We completed an experiment on University of Alabama's campus and converted the lighting in a parking deck from standard to LED. It cost the University of Alabama Tuscaloosa \$81,000 less in power charges for one parking deck by switching. That campus has close to 300 buildings. It has a large number of parking lots, as do you. There is a company if the campus doesn't have the resources to begin the process of converting from standard to LED lighting that will pay all of the costs of conversion and accept their payment out of the savings that the campus realizes over time. I'm optimistic that by next fall, 15 months out, we will double our savings because these opportunities are out there. We just need to explore them. The lighting system in this new parking deck shuts off at midnight. Any movement in the deck, person or vehicle, turns them back on. If a problem arises and campus police go to that location, the police officer from the computer in the patrol car can turn the lights on or flash the lights on and off. It creates a safer environment.
- With 1,237 vehicles, there is no reason we should not be self-insuring. We are going to establish a reserve at the system level. Will carry a policy to handle catastrophic situations—half a million to one million dollar lawsuits in conjunction with an accident. We can self-insure at the lower levels and save significant amounts of money.
- Chemical storage and disposal. Every year federal regulations get more demanding and more complex. The stakes in the storage and disposal of chemicals can lead to substantial penalties. UAB, because of the health system, has one of largest and most sophisticated chemical storage and disposal programs in the country. Will look at the way University of Alabama Tuscaloosa campus and UAH campus can take advantage of the resources in terms of chemical storage and disposal that are available at the UA campus. Currently, the University of Alabama and the University of Alabama Huntsville, for their student health centers, purchase pharmaceuticals. The UA Health System purchases such huge quantities that just by bundling UA and UAH's purchases in with the health system, we will save significant amounts of money.

All of the changes mentioned I would put in the category of non-sensitive changes because they don't directly impact faculty, staff, and students.

We are about to start another cost saving investigation that I'm confident will open up significant opportunities to save and it will involve our libraries. That will be a very important project because it will allow us to take a look at what kind of process is needed that will enable our faculties on the three campuses and leaders of the health system to be sufficiently involved in changes that take place in our libraries—changes that impact us as teachers, as scholars, and our students. University of Michigan went through an effort to develop cost savings to share its services. They identified significant savings. They reacted negatively and strongly because they weren't kept informed, and they did not have an appropriate voice in determining the role and scope of those changes. We put a team together with representation from each of the three campuses. That team will visit Penn State and Arizona State. Both of those systems have achieved significant savings in their library operations. Savings that have allowed them to expand the number of journals they carry, and that have allowed them to invest in more books and better services by combining their operations. Sending representatives from each of our campuses to study what our colleagues on other campuses have done and learning from what

they have done and coming back to our campuses and enabling us to operate more efficiently will free up resources. We just began this process.

By operating more as a true system, we will be able to save over the next several years; annual savings that will amount to tens of millions of dollars a year. Those dollars remain on the campus to be invested where needed. Growth and operating efficiently are the way we have to work our way out of our current situation. Realistically, over the next several years, it is unlikely we will see a significant increase in state funding. A university is not a business but managing the university in a business-like way can help control our future and can help us generate the resources we need. Growth is going to be as important as our efforts to operate more efficiently.

Bob Altenkirch is providing outstanding leadership to this university. He is building a strong new management program. He is going to be personally involved in helping to grow the size of the student body here, particularly non-resident enrollment. Part of the reason the Tuscaloosa campus has remained strong in spite of being down 56 million dollars is because of growth. You can grow and you can have quality growth. If you look at the freshmen class at the Tuscaloosa campus this fall, it is larger than few years ago. One out of every four freshmen, 6,500 freshmen total, came to the university with a perfect 4.0 high school GPA. Bob and his team are carefully studying what UA did, and will, where appropriate, adopt some of the same programs and procedures. If that kind of growth, quality growth, coupled with operating efficiency it can put a campus in the position of being able to be stronger financially. One of Bob's highest priorities is faculty and staff salary structure at UAH. He is committed to having it become significantly more competitive as soon as possible.

Questions?

- Deb Moriarity: You talked about efficiencies within the system. In the past there has been some discussion of courses being shared across the campuses through various technologies. Is that something that is still being considered and favored?

Chancellor Witt: Yes. Currently using a system that 20 years ago was state of the art. We, I think, fall semester had a little over 30 courses that were being shared. There is technology out there that is stronger. We will be making a significant investment in that technology and working with provost on the three campuses to explore how best to share courses and faculty. I think we will put ourselves in a position to have a more robust set of course offerings because we will be able to share faculty and save significant amounts of money. Process is important as we go forward. Faculty might not feel okay about administrators talking about "sharing" them, and they might not know what that sharing means. If we don't have good faculty participation in the changes we are going to be making, we can face the kinds of problems that Michigan had and the University of Texas had. We started taking a small step in the right direction. After every Board meeting, the three Faculty Senate presidents and the three SGA Presidents of the campus will meet for lunch on Friday immediately after. We are going to move in the direction of a more formalized agenda. We will be talking about shared concerns and

shared opportunities. I think that will be a meaningful step forward in terms of enhancing the level of faculty involvement in what is going on.

- Unidentified Audience Member: Thank you for your information on cost avoidance. Is the board looking at another part of the income statement in terms of revenue besides just increasing enrollment? Is there any “out-of-the-box” thinking in terms of public revenue streams? Any thoughts?

Chancellor Witt: We are already looking at areas where we can enhance revenue. You have strong new leadership in your advancement office and fairly increased philanthropy is one of those avenues. Focusing more on the licensing income that can be attached to intellectual property that has commercial potential. Even looking at auxiliary operations. We currently have two different vendors providing food service in our system. It may be that we should consider looking at whether without compromising the quality of the food and the service the campus has, we may need to look at can we go to a single vendor and with greater leverage that provides substantial supplemental income to the university. As the Tuscaloosa campus has grown, and they have leveraged that growth with their food service provider, that auxiliary operation has become very profitable. In terms of thinking outside of the box, there are potential opportunities out there. There are discussions taking place in Tuscaloosa regarding if it makes sense for the university to partner with one of the major theater operators. Have that operator build a movie theater on campus with several screens. Most movie houses sit empty a portion of the day during the week. One of the biggest needs we have on university campuses is mass section lecture halls. Why couldn't a theater that shows movies on the evenings and on weekends be that mass lecture hall on campus built at another's expense? We currently have three bookstores operating. UA operates its own. Barnes & Noble operates UAB and UAH. Are we at a point where we should sit down and ask the Tuscaloosa campus, “Let's at least look at the numbers by joining together in all being with Barnes & Noble, can we increase the profitability of our bookstores?” We have to be as creative as possible. We have to operate in a manner that's consistent with our value system and an academic culture. The environment we are in is going to require us to not only be as efficient as possible, but also as effective as possible, and that will be looking at every possible opportunity.

- Mitch Berbrier: In the context of all of this discussion on efficiency, in all of your discussion with the legislatures, has anyone ever mentioned the quality of instruction or the quality of the programs? It seems that is missing often.

Chancellor Witt: I've talked with some legislators who are sensitive to that, but it's clear that we haven't done the job that we need to do on helping our elected officials understand how a good academic institution operates, how you have to protect quality. Most legislatures care about the quality of the state's academic institutions. But there is a difference between caring about it and understanding what goes into building a quality academic environment. The system will be establishing by the end of this month

an entity called the Alabama Association for Higher Education. That will become the entity that will make every effort to help our elected officials better understand what it takes to build a quality academic environment. The thinking that is potentially very dangerous is when there is a want to move a class teaching thirty students to a class teaching sixty students to reduce the costs. The University of Alabama Tuscaloosa has grown very rapidly. From fall 2002 to fall 2013 it went from 19,600 to just under 35,000 students. They went from 7,400 applications to the freshman class to 31,000 to the freshmen class. The freshmen class that enrolled this fall: 1/7 had a perfect high school GPA and the average ACT is just under 26. That is quality growth. By-product of that growth is in the significant increase in non-resident enrollment. If a faculty member at the University of Alabama in fall 2003 and still a faculty member in fall 2013, and if received an average merit raise each year there was one, salary would be 60% higher. Growth made that possible. You can talk to your colleague in Tuscaloosa and they will tell you there is quality. Can't have both. If you were to talk to your colleagues in Tuscaloosa, they would tell you they were involved in this process every step of the way.

- Unidentified Audience Member: What are your plans for incorporating diversity as we move forward into the future in regards to racial, socio-economic, gender, etc. in the administrative, faculty and also student population? I've heard about quality efficiency and quantity efficiency, but nothing about diversity. What are your thoughts?

Chancellor Witt: In terms of socio-economic diversity, one of the most important factors is scholarship support and financial assistance. University of Alabama Tuscaloosa went from roughly 11 million dollars in scholarship support to just over 100 million dollars this past year. A concerted effort to make as rapid progress as possible in raising need-based scholarship support as opposed to merit-based scholarship support. A very aggressive recruiting effort has enhanced diversity on the Tuscaloosa campus. One of the biggest challenges we are facing within our state is there are large numbers of young people, and their parents, in Alabama in rural areas and in the inner city who are not aware of the levels of financial support that are available. We are getting ready to launch a pilot program on Tuscaloosa campus that will involve significant student participation. We have a broad network of Boys and Girls Clubs all across our state. Young people use those Boys and Girls Clubs fairly intensively. A significant percentage of those young people using the Boys and Girls clubs come from lower income families. If the Boys and Girls Clubs of our state can become a vehicle for helping parents understand the levels of financial support that are potentially out there, we think we can make significant progress in terms of socio-economic diversity on our campuses. We conducted an experiment. We went to two high schools in the Greensboro area and talked with some parents. We had a chart that had 5 different family income levels. We didn't ask what their incomes were, but asked them to look at the box that came closest to their family income, and then read across the level of federal financial support that is guaranteed to their child if they fell in that category. Two out of every three sets of parents we talked to weren't aware that that money is there for them. We are going to experiment with a

student driven program where students will be out in Boys and Girls Clubs, trained in what kind of financial aid is available and trained in how to fill out the forms so they can work with parents. One of the ways we can best enhance diversity on our campuses and best serve our state is by getting a much broader range, a much-increased range, of participation in our institutions. Tuition will continue to go up and as it does, I'm increasingly concerned that socio-economic diversity is going to be under great pressure.

- Andree Reeves: Some of the colleges have lost a lot of their enrollment, for example, the Liberal Arts. Is there anyway or vision of how we might can restore that or if we want to?

Chancellor Witt: I haven't been directly involved in the Liberal Arts area on the Tuscaloosa campus. One program that I saw work with tremendous success was the program they installed at the University of Texas at Austin while I was there. They created a program called the Business Foundations Program. It was designed with significant input from corporate recruiters. It was an 18 hour sequence open to any student in good academic standing. It was used most heavily by students in the College of Liberal Arts. By taking this program, they could qualify to interview for a very significant percentage of open positions handled through our Career Services Office. That program grew out of talking with parents of students who were in the College of Liberal Arts and getting feedback from them. Their concern was: my son's love is Political Science, my daughter's love is French, they will major in those subjects but what do they do when they graduate? So Liberal Arts said, we want young people to follow their intellectual passion, but we need to put a foundation in place to allow them to interview for jobs. Enrollment in Liberal Arts improved significantly. That is a repackaging of what we already do. It's a packaging of resources that are already here.

- Charles Hickman: What do you project in terms of tuition increases?

Chancellor Witt: I think we are going to be under very significant pressure to keep them as low as possible. This year the high in the system was a little over 5% and the low was 2.6% or 2.7%. I don't think we will be able to go forward with increases in 4 to 5 point range. It will be politically difficult. Every dollar we can take out of the cost equation is a dollar we don't have to increase tuition.

- Deb Moriarity: We have seen a drop in enrollment in lower level classes and one part of that is students who are going to community colleges that are significantly less expensive. Is there any discussion at the system level about how we might be able to reclaim some of those students? Or work better with the 2 year system to try to enhance the transfer?

Chancellor Witt: I think the competition from the 2 year institutions is going to intensify substantially. Mark Heindrich is one of the most competent educational leaders that I've met in years. He knows that growing the community college enrollment is as important to them as growing our enrollment is to us. I think one of the answers for us is probably going to be a combination of 2 things: the stronger the brand you build, the greater your

ability to charge for it and the greater your ability to hold on to your students. Bob Altenkirch is working with a consulting firm, taking a look at how UAH is perceived. I think what you will see over a short period of time is a stronger brand emerging. One that can protect you better against lower cost alternatives. The other opportunity I think that both UAH and UAB may want to look at is online courses. If you look at this fall's freshmen class in the Tuscaloosa campus, 60% of the class is non-resident. Part of the reason UA has been able to attract non-resident students, who have gone from paying \$9,600 a year in non-resident tuition in fall 2002 to \$24,000 non-resident tuition now is because one of the options we can offer those students (and parents) is UA has 22 degree programs available online. It has several hundred courses available online. If you're a non-resident student, you can go home during the summer, avoid all residence charges, and can take online courses and save significant amount of money. Completion degrees can be put together. There are young people all over our state who attend community colleges because they're place bound for either social reasons or economic reasons. One of the most successful online programs that UA developed is the business completion degree. A student who is place bound for the previous listed reasons, may have to stop with an Associate's degree. With this business completion degree, now they can enroll online, continue to work and live where they have to, and earn a 4-year degree. So I think there are going to be opportunities on all three campuses to take a look at what we do and how we do it and develop ways of competing with what will continue to be lower cost alternatives.

- Unidentified Audience Member: Related to the cost savings, is there consideration for consolidating systems, such as Voice-Over IP, or perhaps a mass storage system for the redundancy for our networks and servers?

Chancellor Witt: Yes. My ability to comment on it is very small. John McGallan is the IT director at Tuscaloosa campus and has spent a lot of time here is going to be spearheading the effort. One of the areas we are going to have to approach very carefully is shared services. Unfortunately on some campuses, the process hasn't been what it should be and the faculty reaction has been damaging.

- Unidentified Audience Member: Is there a discussion about sharing graduate programs across the system?

Chancellor Witt: To the best of my knowledge the only one we have now that is shared is Aerospace Engineering. Graduate level programs, I think, are increasingly going to be shared. The nature of many of those programs is such that I can see a student admitted to one institution, given the proximity of our campuses, and doing a semester at another institution, taking courses that the home campus cannot offer or is not offering. There are opportunities out there. Part of it involves technology. Technology is out there that will allow us to do considerably more sharing.

\*\*\*Faculty Member offers that the Materials Science PhD program is also shared.

- Chancellor Witt: One thing our state really needs is an easily searchable workforce development database. Every time we make a presentation now, company x comes in and they want to know how many Materials Science graduates we produce and we go through the same thing every time. Thank you.
- Mitch Berbrier: Meeting adjourned.

Faculty Senate Meeting # 543 adjourned  
January 9, 2014, 2:15 P.M.



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**SENATE EXECUTIVE COMMITTEE MEETING**

**January 23, 2014  
12:45 P.M. in SKH 369**

***Present: Richard Miller, Mitch Berbrier, Wai Mok, Phillip Bitzer, Charles Hickman, Fan Tseng,  
Debra Moriarity, Peggy Hays, James Blackmon***

***Guests: President Altenkirch, Brent Wren***

- Dr. Mitch Berbrier called meeting to order at 12:50 pm
  
  - Report from President Altenkirch
    - ❖ I'll have the BETA Policy back to you by February 10th. I'm finishing that up. Moving on to the Handbook, I notice that there is one thing from the Handbook draft to implement and I've looked at it. Generally, it looks okay to me.
      - Mitch Berbrier: Talking about the Family Policy?
      - President: Yes.
    - ❖ One thing that we've looked at at the VP level is going to a 4-day work-week in the summer. We will save about \$200,000 total for the summer. Mostly utilities costs and a little bit on cleaning materials. It's a money saver. Not a lot goes on on Fridays in the summer because there are basically no classes. Can shut down the buildings on Thursday evening and open them back on Sunday night or Monday morning. I have been places where this was done before. You basically set up a system where if someone wants to be in their office or lab, there is a call-in system and you say, "Can you turn this on?" and the needed utilities are turned on. My experience is that with a system like that put in place, we won't have a lot of people who will use it so we get a lot of savings from shutting down. Basically take 40 hours a week and spread it over 4 days. Right now the schedule is 8:15am to 5:00pm with a 45 minute lunch. If you go to 10 hours, one possibility is 7:15am to 5:45pm with a 30 minute lunch.
      - Mitch Berbrier: So the staff will get 40 hours in that way.
      - Richard Miller: Is there any reason why that wouldn't be done in the academic year?
      - Mitch Berbrier: There are lots of classes on Fridays.
      - Richard Miller: This came up a few years ago about consolidating lecture classes to Monday/Wednesday and Tuesday/Thursday, Fridays would be labs and research days. But I'm not sure if that would save money because would still be open.
- For example, orientation sessions for new students are scheduled for Thursday/Friday. You can't really do that because orientation sessions want academic buildings open. So we'd be looking at moving those to Wednesday/Thursday. There are some minor adjustments that need to be made. I think the academic year would be more difficult, but the summer is easier. There is a detailed analysis of the savings. One thing that is difficult is with the way

our utility rate structure is; it isn't a flat rate. We have to take into account more than just saying we will be shut down for x hours at so many cents per hour, and we will save this much. Pinner has an analysis of the overall savings that are on the order of around \$200,000. I guarantee the staff would like it.

- Mitch Berbrier: Would the staff have the option to work 32 hours per week? Instead of working an extra 2 hours, get paid for 32 hours over the summer. There might be some people, for whatever reason, who can't be here that early.
- President: Yeah, I think that might work. What I would avoid is someone saying they want to come in later and leave later.
- Mitch Berbrier: It also might have to go through the department or unit because they might need the workers to get 40 hours a week. Things are much slower in the summer, but there are some departments who might want to have that option.
- Deb Moriarity: What about people with daycare issues?
- President: I can tell you from experience that miraculously they all find a way to deal with it because the benefit of a 4 day-schedule compared to a 5-day schedule outweighs. So people might have to adjust their schedules, but the staff would like it.
- Deb Moriarity: In my department many people will still need to be in there working because we have many things going on, like experiments. So it's basically going to be like us working on a weekend, with no heating or cooling.
- President: No, that's not right. You can call in and have it turned on. In the summertime if I work on Saturday or Sundays, I ask Faye to call the facilities people and ask them to turn on the AC or heat within these hours and they will do it.
- Deb Moriarity: That works for faculty?
- President: Let me check on it.
- Deb Moriarity: Part of the reason I think is because we aren't on individual office units, we have a whole suite of offices that are turned on or off.
- Mitch Berbrier: Morton Hall is a whole building.
- Charles Hickman: There is a handful of Business faculty who show up during the breaks.
- President: I'll check into it.
- Mitch Berbrier: My personal philosophy is that the University should be open 7 days a week and that faculty should be encouraged to be in their office as much as possible, and students. We are given a privilege of having flexible schedules, and with that privilege comes responsibility to do your work. I know that almost all universities close down on the weekends now-a-days, but I think that saving \$200,000 isn't that much given our size.
- President: Two things. One, observe the parking lots during the summer on a Friday. Two, elsewhere where there was a movement from a 4 to 5 day work week summer that argument was made. I can tell you that although the argument was made and people had an opportunity to come on campus and have AC or heat, people didn't come.

- Mitch Berbrier: It doesn't work such that if you build it and keep it open, they will come. But if you close it down, they're less likely to come.
- Deb Moriarity: Graduate students will probably love it because they get an extra day for research in their labs.
- President: There are some issues with it, but overall my experience is at institutions like this, it is a monetary issue and also a moral issue.
- James Blackmon: Over Christmas I wanted to come in because I'm working 4 proposals. So I called the campus police, but I couldn't get in. I didn't care about AC or anything; I just needed in to get to my computer. But I couldn't get in.
- President: Why couldn't you get in?
- James Blackmon: They wouldn't let me. I called campus police and they said basically they weren't authorized to let anyone into a building.
- President: Don't you have access to the building?
- James Blackmon: It's locked.
- Richard Miller: There is a history behind it that predates you (President Altenkirch). This has been an issue for some time and a significant number of buildings across campus. Faculty Senate passed some resolutions asking for access (whatever that means, whether it be a card reader or something) that never got a response. There has never been any follow through with it.
- Mitch Berbrier: It's only certain buildings.
- James Blackmon: There was a brief period that you could get permission through MAE and then the campus police would let you in, and I did that, but that disappeared.
- Richard Miller: That has changed because I've been denied access to my building as well. And my ID card isn't sufficient.
- Deb Moriarity: They tell you that they will only accept authorization from a dean.
- President: I will look into the building access. This issue is whether to move to a 4 day work-week. If we are going to do that, we need to do it soon so people can make arrangements.
- Deb Moriarity: We actually have classes scheduled on Fridays.
- Brent Wren: There is one department that has a Friday class during the summer. Almost no one else does. I know it was in Science.
- Richard Miller: Have you presented this to Staff Senate?
- President: Not yet. I will run it by them and get their opinion. I suspect they'll be happy with it as long as we don't get screwy schedules. So does that make sense to move in that direction? Sound reasonable?
- Deb Moriarity: Yeah, although I think there are a few issues because I think Biology has a few MWF classes.
- Brent Wren: When I looked it was one department that has Friday classes, and it may very well be Biology.
- Mitch Berbrier: This is easily reversible. If it doesn't work, we don't have to do it the next year.

- President: I will let you know what the Staff Senate thinks. If they're favorable, we will take a look at it seriously.
- ❖ Summer school (See Appendix A). Explanation of the top sheet: This is an analysis for summer 2013 with some comparison to 2012. Revenue comes in from tuition. The instructors are paid, so there is a net revenue in that box and it is split in thirds. One third is split in half. So for 2013, by college there is the income; by college there is instructor cost which is salary and benefits. Using the formula at the top, the third split is 50/50, there is money sent to the colleges. That is college funding on the right hand side. From going from summer 2012 to summer 2013, there is a decline in the revenue which is why there is a decline in the distribution. There was a rule in place that said your cost to income couldn't be more than 35%. If cost to income is worth 35%, then somehow there was a redistribution of funds to account for that. Another element, the way the funding was distributed, it was distributed on the estimated basis before the fact. If that estimate is not correct, then when the books are to be balanced, there is money shuffled around and some colleges would have to give back some of that money and some colleges would get that money. In the end, the right amount of money was distributed, but psychologically it's not good to give someone money but then take it away later 10-11 months later. So two things we've settled on. First, forget about the 35%, it is what it is. Second thing is not to distribute the fictitious money before, but to distribute the money after. If we run the budget from October 1, 2013 to 2014 year. In that budget, each college got summer school money but that was an estimate. In the future, we are looking at: we make the budget in the spring and it has to balance, but we don't have to give the colleges the money at that point. Budget summer school is a pool and you have to make it balance. Then the Board approves the budget preliminary in June, but really in September. Summer school is in a central pool. College doesn't see summer school in the proposed budget. Then you run summer school. Then, you adjust the pool, the central pool, then put the money in the college budget. Once the money is in budget, that is the money because it came from a direct allocation from the revenues.
  - Mitch Berbrier: Does that apply to all revenues?
  - President: Yes.
  - Charles Hickman: Does that leave a gap?
  - Mitch Berbrier: Is there going to be a year where, if you're getting the money every April, and now you're saying you're not getting it until next year, there's going to be a year where you don't get it for 23 months or something.
  - President: No. You never get the money until October 1<sup>st</sup>. That's when the budget is established. The question is, October 1<sup>st</sup>, do you want to guess what it's going to be or do you want to actually set it? Right now we are guessing. What we are saying is, you had a budget set up last October. The way it has been working is in the spring we would have made another estimate of the money. Well we aren't going to do that. We will make an estimate of the summer school and put it in a pool. Then, come the end of summer school, when we have the money in, but you won't know about it, we will set the October 1<sup>st</sup> budget. When we set the October 1, 2014-15 budget, come October 1<sup>st</sup> that is last year's money. So it's forward.
  - Deb Moriarity: So in the past, having run the summer budget, there was a lot of incentive for us to keep the costs down while maximizing the number of students. And you were rewarded for doing better. Is that still going to be part of the calculation when figuring budgets or will it be just based on what we actually

netted?

- President: No, we will still do estimating, but we will hold it centrally.
- Deb Moriarity: So when the college tries to balance their budget, like you said this year you estimated some amount and put it in, if that estimate turns out to be wrong for the college, for any of it, and so they're bringing in a lot but it's costing them more than what you had allocated. Suppose they offered more courses or something. Will that be covered for them still or will they end up in the hole for that fiscal year?
- President: If we put this in place, we won't reshuffle any money.
- Deb Moriarity: So the colleges in this summer would be better off hedging their bets and saying don't offer much, don't cost money beyond what we think we've got. Suppose you gave them \$200,000 for the summer, but they get some eager faculty members who want to teach extra courses that aren't usually taught in the summer. So now you've got extra people to pay. They bring in the money for it, but that money isn't going into this year's budget, it's going to be in the following year's. So now at the end of the year when the college tries to add up their entire year's budget, and they've paid out those faculty for the summer, will the college be in the red in the summer of 2014 because they had to pay for that extra teaching for the summer but they don't get the money for it until next year's budget?
- President: The teaching is paid by the revenue.
- Deb Moriarity: But when does it get transferred? My point is the transfer.
- President: Summer school is a stand-alone business. People who are paid in the summer are paid from the tuition. We are talking about is how much money to send out to the units.
- Deb Moriarity: So you're not going to just take all the money in and essentially hold that?
- President: No. When I say a central pool, I mean an estimate. We are establishing the budget this spring. So we are going to say, okay we will take in \$5.3 million and we are going to spend \$1.5 million. We will put that in the central budgeting pool. You won't know that. The question is at what point in time do you get told, "here's your budget October 1<sup>st</sup>"? Well, if we are estimating it, we can tell you anytime, but it may not be right. But if we go through summer school and bring in the revenue to pay the people then we know how much money to put in the budget so that's what we put in there. For the exiting budget, is there any messing around with it? We can address that if we have to, but we aren't talking about big numbers here. We are talking about \$10,000 here and \$10,000 there. So we will fix that so you don't get messed up. But to me, the good thing is we won't be in a situation where you got money and you're wondering if you really have that money. The situation we are in now is you won't know for 10-11 months.
- Deb Moriarity: What were the Deans' responses to this?
- President: They were fine.
- Charles Hickman: So the '14-'15 budget based on the summer '14 performance?
- President: Yes. The idea is that you have incentive to generate as much net revenue. That's why you don't need a 35% rule. We aren't trying to minimize expenditures, we are trying to maximize net revenue.

If you look at summer '13 at the bottom where it looks at the cost income, everyone made their load, everybody stayed under 35%, so there isn't any redistribution. As long as you made your 35% then there wasn't this business of taking money back to give elsewhere. The

fundamental problem with summer school is during the academic year, 40% of the money from running an educational enterprise comes from the state (page 3). In the summertime there isn't any. So you don't have enough of a revenue stream to pay people. If you look at the current salary, that 10% of the academic year salary up to a cap of \$5,775. In summer '13 the salary that was paid was \$737,385. If you were to pay the full 10%, it would have been \$971,669. If paid 12.5%, it would be \$1,214,586. Where did the 12.5% come from? Suppose a full-time teaching load is 4 courses a semester. That's 8 courses in one academic year. So 1/8 would be what's being paid for a course. The summer salary that was paid out with a cap divided by 12.5% it's 60.7%. That's because you're missing the 40% of the state. So the reason you can't pay people what you pay them in an academic year is you don't have that revenue stream. So if you look at the net revenue sharing, it's 33% for administrative overhead, 33% for direct overhead, 17% provost, and 17% college, but if you look at the load factors on the previous page, about 29% of the revenue goes to pay salaries. So the real distribution after you take salary into account is (back to page 3) 23.5% administration, 23.5% direct overhead, 12% provost, 12% college, 29% salary. The next bullet shows the average class revenue, average class size. If you take the 17 students and \$19,700 and apply these formulas, the average pay was \$5,713. So these economics were with the class size, formula, etc. So the only way to generate more revenue is to generate larger classes. If you generate a lot of small classes, you will shoot yourself in foot.

- Mitch Berbrier: Where does the formula for the distribution of sharing of net revenue come from?
- President: It's always been there.
- Mitch Berbrier: So it's not based on any calculation?
- President: It's based on the fact that summer school should be a cash cow to generate revenue that's used by the university to run the academic year. Is there any semblance in reality of fact to that?
- Brent Wren: Probably not.
- Mitch Berbrier: But it might mean that it's a cash cow more to some than to others.
- President: Well, true. I mean if you are going to offer very small classes, you won't make a lot of money on it.
- Mitch Berbrier: Right, but I was referring to the distribution.
- Richard Miller: For instance, the direct overhead may actually be only 20% but 33% are being put in the pile.
- Mitch Berbrier: What you're saying is that money that they count on annually will comp them for the rest of the year.
- President: Yes, that's right.
- Richard Miller: So it sort of all works out.
- Deb Moriarity: One of issues with class size is offering graduate classes because very often either the faculty or the students themselves are teaching so much of the undergraduate programs during academic year, that in the summer sometimes is the only time to offer graduate classes, especially in some of the small programs. So we used to always say it's okay we'll go with a 5-person class there because you're teaching this large undergraduate class during the academic year.
- President: The figures here are undergraduate classes only. So the average is about 16/17.

If you go down to the next bullet. 14% of the undergraduate classes are fewer than 5 students. 32% are fewer than 10.

- Brent Wren: That doesn't include special topic, internship, etc.

- Mitch Berbrier: But this is just summer courses, right?
- Brent Wren: Yes, just summer classes.

So, if you want to increase your salary, because this is a closed system, you're going to increase the instructors' salary, and then decreased the distribution to other units. Unless you increase the number of classes and increase the enrollment. If you look at Tuscaloosa's formula, they pay 7.5% of the AY salary, with no cap. If we were to go to 7.5%, that would cause the lower paid faculty to receive less money and the higher paid faculty to receive more money, if there's no cap. The one conclusion is to forget the 35% business. Look at raising the cap and maybe look at limiting class size or average of class size, something to not get in a mode of operation where you're offering such small classes that it's costing you a lot of money.

- Deb Moriarity: If we put the class out there for students, they register for it, but we don't know the final enrollment until the day of class starts and then the class is cancelled. So now students don't have class. We have to contract sometimes and put in the paperwork before that first day of classes. So often we've already put all that through and signed a contract with them. It's a PR nightmare than to say there's not enough enrollment.
- President: Well, then you have to do it based on experiences and you just have to take your best estimate.
- Richard Miller: I think another area that would help here is at the department level or college level, looking at how the course curriculum is offered. For instance, we have some classes that are offered in the summer and offered in the fall that are not very large but they are these core undergraduate classes. And that is increasing the overall teaching load on faculty. But with modest changes, you can reduce one or two class offerings and reduce that teaching load or make faculty available to teach other courses. This minimum class size can be dealt with fairly easily and eliminate issues.
- Mitch Berbrier: In Liberal Arts we were saying we need 17 in each class to gain 35%. So the 10 doesn't sound bad, but the 5 certainly does.

If you look at the second page, for 2013 using the current formula, the first column is the loaded salary that was paid. If you paid 10% of AY salary, forget the cap, it would have been \$234,284 more. That means that of the revenue that came in, \$234,284 would be shifted to faculty from those other units. The question is do you want to do that? You can see that on that sheet, you have a fair percentage of faculty who will teach. It's not surprising that the smallest percentages are in Engineering and Science. We would want them to be the smallest percent because we want faculty of Engineering and Science to bring in the search grants and pay themselves in the summertime. So the distribution here is not surprising. If you take the 10% salary and then you say, okay in the summer of '13 let's suppose we look at that 10% salary, if you look at this sheet (Appendix B), it shows you how the distributions change within the various units. For example, Liberal Arts would be different by, on the distribution going from the current formula just to the straight 10%, a couple thousand dollars. Engineering would be different by \$13,000. So these are huge differences. Obviously the biggest difference is in the biggest numbers. But if you're able to increase enrollment, then you can make it up.

- Richard Miller: Which is a different challenge.
- President: So I think it's probably reasonable to raise the cap because it doesn't change things that drastically.
- Fan Tseng: Does this include salary for part-time instructors?

- President: Yes it does, because this is fact. Chi Liu went through and said this is part-time, that person is not affected. This is a faculty member, increase the salary. So this is what would have been paid if any faculty would have been paid the 10%. But you've also got part-time people and they aren't going to change. So this is a true analysis of what happened last summer.
- Brent Wren: I thought you were asking if the salary for part-time faculty was going to go up, and that's no.
- Fan Tseng: If we make any changes, that will change the ratio of part-time to full-time. So that would affect the numbers there a great deal.
- President: The other thing I have Chi Liu doing an analysis of last summer and removing all classes for undergraduates less than 8 and graduates less than 5 and we will see what happens. That will take some more time.
- Mitch Berbrier: So you're still in the middle of figuring this out?
- President: I think so far what we've concluded is to forget the 35% and go to the distribution where you're never in a situation where you're given a budget but it's later taken back. Those two things are easy to implement.
- Mitch Berbrier: So the decision at this point is whether you simply raise the salary and perhaps deal with a unit decrease and/or place a minimum class size and what that minimum would be?
- President: I think the question right now is, do we increase the salary to academic faculty? If we do that, do we need to increase it for adjunct, part-time, etc.? Second, do we want to implement a class size minimum?
- Deb Moriarity: Would there be some discretion at the Dean's level for classes that didn't meet that minimum but there was a specific reason why it needed to be taught?
- President: Yes, I suspect so. I think about raising the cap salary and class sizes.
- Wai Mok: Are you going to go through this next week with the full Senate?
- President: Yes but in less detail.

I want to get rid of the 35%. And change the distribution to the system based on real revenue.

- Richard Miller: If the salary for summer instruction was raised, that money has to come out of one of the other units that you talked about. Is it most likely that money would come out of the funds given to the colleges? So that's something deans need to be concerned about if they're expecting that money to be used for something else?
- President: That's what this distribution shows.
- ❖ In-State vs. Out-of-State Credit Hours (Appendix C). The first page is a histogram of the number of students enrolled and the number of hours. For in-state undergraduates, the biggest enrollments is 12 hours. For out-of-state it is 15 hours. Graduate students in-state have a lot of 3 hours. Graduate students out-of-state is 9 hours.
- ❖ Tuition Structure (Appendix D). This is a tuition structure for us, which is the blue line. The increment dollar wise per credit hour up to 12 is fixed, then there's a kink, where the dollar per credit hour drops, and then it is steady again. You can see Tuscaloosa has block tuition. They have a hump in there. UAB is strict, dollar to credit hour. Auburn is block tuition at 12 hours, and then it's frozen forever. So if you look at our tuition compared to Tuscaloosa's and Auburn's, if we were to apply their tuition to our enrollment pattern, we would have gotten more money. If you apply UAB's tuition to our enrollment pattern, we will get less money.



❖ Block Tuition (Appendix E): So we tried to take Fall '13 enrollment pattern and we had in place block tuition this past fall, what would it need to look like in order to generate more revenue? This shows the blue line, the one last year's revenue was based on. And the fact that there are a lot of students who are in-state undergraduate and take 3 hours and 6 hours, we don't want to damage that enrollment because it's not likely they will become 12 or 15 hour students. So notice that the lower end, the orange line overlaps the blue line. Then at 6 hours it starts to increase so that at 12 hours a student would have been paying more than they did pay, but if they had taken 15 hours they would be paying less overall. (Page 2) Look at the column that says just UAH, that's what the actual current rate is (\$21,483,527). The final column is block (\$21,483,791), applying the orange curve, and the difference is very small. If you look at the percent increment per credit hour, that says, if we had in place that orange line, what would the difference be percentage wise between what a student actually paid this past fall and what they would have to pay. So they said we tried to protect 3-6 hour students, which is no change. But then it rises to 8.2% for 12 hours, but then it starts to drop and is -5% for 15 hours. Then it's negative all the way to 23 hours. The next column is the weighted percent change over all the students. So you've got 140 students who have 2.3% increase and multiply those and add them all up and divide by the number of students, the total increase system was 0.54%.

- Richard Miller: So you're incentivizing the people who are part-time or at the low end of full-time and encouraging them that from a financial point of view, the difficulty is how to communicate that in a few sentences to a student and a family.
- Deb Moriarity: It looks like you've started penalizing the 6 to 12 hour student, that's what they'll see.
- Richard Miller: It's a good thing because it also benefits our graduation rate. But the challenge will be communicating this. They're going to look at what's my cost now compared to before.
- President: So here's the good news. If we want to do this, we want to get it settled so that come pre-registration, if a student comes in and says I want to take 12 hours, now we are changing the way we do this and we can say, well you can take another course free. When this is reported, what you report is 15 hours and decreased tuition. This includes fees too.
- Deb Moriarity: Would you think about doing something similar at the graduate level?
- President: Yes, it turns out that Tuscaloosa has block tuition for graduate students from 1 to 9 is per credit hour and then it's flat. I don't think it will have a big effect. In order to make it similar, we would do it, but I don't think it would have an effect there.

Take a look at it and see what you think. The idea is: (1) to push the student beyond 12 hours, which helps graduation rate, (2) to not damage the 3 to 6 hour person, and (3) to reduce the number of students that bounce over to Calhoun. We might have a few rough spots in the transition, but once you get through the transition, it will be good thing.

- Brent Wren: The second bill that concerns checking for pre-requisites, we already have that mechanism in place. We have two things: You've got the pre-requisites that are pre-coded into Banner that, unless a person has taken them, and Banner searches our system, it requires an override on behalf of the advisor for the person to get in.
  - Richard Miller: I've had a problem with this. It isn't overriding anything and the Chair has told me he's not overriding it.
  - Brent Wren: Well it requires an override.

- Deb Moriarity: It may not be coded right.
- Brent Wren: The second thing that happens is, after spring registration, between the semesters, a pre-requisite report is run which looks at every student enrolled in every section and anyone not meeting the pre-requisites is flagged, and that report is sent to the deans and the advisors. They can choose to ignore them, override them, whatever they want to do.
- Mitch Berbrier: I think that what happens is it can be overridden by some people who aren't chairs.
- Richard Miller: Students are telling me that they haven't even asked anyone to override.
- Brent Wren: Then it could be a setup in banner then.
- Mitch Berbrier: Because the system is there.
- Brent Wren: That would be a starting point- to see if the course is properly coded.

➤ Discussion Items

Mitch Berbrier: Let's quickly go through the bills and decide to move them to Faculty Senate or to send them back to a committee.

❖ Bill 373: Definition of Faculty Representation on University-level Committees

Mitch Berbrier: Bill that came from Phillip's committee that we asked them to revise so that it fit better with by-laws and rules of the senate.

- Phillip Bitzer: Correct.
- Mitch Berbrier: Discussion?
- Richard Miller: With respect to the authors and the committee, I think the bill is seriously flawed and I think it should go to the Senate floor. It is a bill and it's written. I will speak out against it because I think it deludes the independence and shared governance of the Senate, but I think it should go to Senate.
- Mitch Berbrier: Bill moved forward to the Faculty Senate for a second reading.

❖ Bill 375: Academic Residency & Voting Rights

Mitch Berbrier: Rich submitted suggesting that if somebody is not on campus for at least one semester and three academic years, and hasn't taught at least one lecture course in the preceding three years, that their voting rights at departmental and college level have been suspended.

- James Blackmon: I'm not sure what "lecture course" means. I've been here 12 years, I've never taught what I think is a "lecture course", but I've had students, and grad students, but it says "and," so according to this I could never vote.
- Richard Miller: I can tell you what my intention here is and then suggest that if this committee decides to send it to the full Senate I would be open to a friendly amendment to change the language. What I mean by a "lecture course" is there are faculty members who have not set foot in a classroom and/or mentored students for significant periods of time and have no residency in academic departments who have the potential and are voting on academic issues, like department chairs and curricula. I don't believe that for a dynamic faculty who care about curriculum and those kinds of things, somebody like that should have the same power of vote as I

do.

- Mitch Berbrier: I don't think this would apply to you (Jim) because you have business here.
- James Blackmon: No, because it says residency "and" have taught at least one lecture course. I've never taught a lecture course, but I've had a lot of students.
- Richard Miller: I intended an "and," but lecture course may be the wrong terminology. My motivation was, yes, to disenfranchise people who are not present at the University and involved, and trying to encourage those who are local to participate in the livelihood of departments.
- Deb Moriarity: I find this flawed. "Residency" is not defined here. What does that mean? Living here, having an office here? And again, lecture course, distance learning, distance courses, other courses that aren't necessarily lecture courses, but are more direct interaction, and it sounds like a punitive than an encouraging type of situation, where it was specifically addressed to situations that might not occur all that often on campus.
- Richard Miller: This issue was taken by our department who had no choice but to bring it to the Faculty Senate.
- Deb Moriarity: The other thing is that research faculty aren't required to teach, but they should be allowed to vote.
- Richard Miller: Yes, that is a flaw.
- Fan Tseng: You have a disenfranchised from this department causing issues with voting rights. Then in the next paragraph, you have that these voting rights be suspended at the department and college level. I don't see the difference for each. He has three levels above, but below he has only one.
- Richard Miller: That's because the Faculty Handbook only specifies what your voting rights are at the university level, not within the department or college level. I'm happy to withdraw this, but I think it's an issue at the University. If there's another way to resolve it, for the Faculty Senate to resolve the issue of people who are designated as faculty members but haven't set foot on campus in many years but are influencing the curriculum, personnel decisions, etc. of the campus, I think that is a problem. That is my goal here.  
Peggy Hays: Do they come to faculty meetings and sit on committees?
- Richard Miller: No, they've never been here during the last decade. They haven't mentored students, taught a course, or sat on committees.
- Mitch Berbrier: Have they voted?
- Richard Miller: Yes.
- James Blackmon: I thought we couldn't vote on anything that was academic, like tenure or something. Our understanding, unofficially, is that we can't vote on stuff.
- Mitch Berbrier: We have a choice. Either remand to the Personnel Committee to look into this more closely, or to send it to the Faculty Senate.
- Mitch Berbrier: I think it should go to personnel committee.
- Peggy Hays: What would be the difference?

- Mitch Berbrier: I think there is enough there that it is confusing to all of us and at the same time the underlying problem is something worthy of examining, so we send it to the Personnel Committee and they can work with Rich to clarify.
  - Richard Miller: It could die in the committee as well.
    - Consensus is to send to Personnel Committee.
- ❖ **Bill 376: Implementation of Updated Parental Leave Policy**
- Mitch Berbrier: Rich is suggesting that there is a policy that exists but it isn't being implemented and that we have an agreed upon wording from the Senate from the new Faculty Senate Handbook, but until it's approved, we go ahead with this.
- Richard Miller: There is no formal policy on the parental, maternal, leave. Three different resolutions were brought about but there is no formal policy.
  - Charles Hickman: It's tangential, where are we on the Handbook?
  - Richard Miller: I suspect it's another year because it still has to go to the Board.
  - Fan Tseng: The last paragraph, you did not mention in case both parents are faculty members.
  - Richard Miller: I don't know.
  - Mitch Berbrier: Consensus is to move forward to Faculty Senate next week.
- ❖ **Bill 374: Validation and Enforcement of Prerequisites During the Student Registration Process**
- Mitch Berbrier: Suggestion: the problem here is that things aren't being put into Banner properly, sometimes Banner doesn't work as expected, and sometimes there are people who go ahead and approve without consulting with the faculty member and chair. I suggest to move this to a committee and reword the bill to somehow encourage and to suggest to the appropriate individuals.
- Phillip Bitzer: I think it goes to Scholastic Affairs.
  - Mitch: Move bill to scholastic affairs.
- ❖ **Lecturer Ladder proposal from the Faculty and Student Development Committee**
- Mitch Berbrier: The question is should this be a bill or should this be—which I was thinking—we would have our committee look at it and give a report to the President? Then ultimately we work with the administration, because something will need to be put in the Faculty Senate Handbook. Is it appropriate for us to send it directly to the President?
- Richard Miller: I don't think you can give it to the President directly from here because we, the Executive Committee, are representing the Senate. And the senate is the decision-making body. So it has to go to the Senate, I think.
  - Mitch Berbrier: Well, for example, we had the Ad Hoc Realignment Committee and they sent a report to the President. So can't this committee, not us, send it to the President? I don't see anything that contradicts that. I don't think that I want to move it to a bill yet since the President is who asked us to do this.
  - Richard Miller: The assumption is that everybody that is represented by the Senate agrees with this. That's probably a problem. I think you're right, going from a committee, but I don't think we can act on behalf of the entire Senate without some commentary about the content.
  - Charles Hickman: (to Mitch) I don't see any problem with you, as Faculty Senate President, saying, "what do you think?"
  - Richard Miller: Are you interested in comments?

- Fan Tseng: Yes. For our committee, this is informal. So I would like feedback.
- Mitch Berbrier: Oh, I misunderstood and thought this was a bill.
- Fan Tseng: No. This just shows where we are, we want to know where to go from here.
- Mitch Berbrier: Can I send it to the whole Faculty Senate and have them look it over and they can send comments to you (Fan)? Not to vote on it, but just for comments. That way everybody has an opportunity to comment on it.
- Fan Tseng: I have no problem with that.
- Richard Miller: That precludes the objection that some who are no longer in the Senate have had that a small group is acting on behalf of a larger group.
- Wai Mok: What about the issue of technicalities? Because if you want to discuss anything in the full Senate, then it needs to be in the form of a bill.
- Mitch Berbrier: We aren't discussing it in the full Senate. We are just sending this out to senators from a committee.
- Richard Miller: Our job, as Executive Committee, is to advise the President and the Senate does the same thing. You aren't just the manager of the Senate, you're the leader of the Senate, and so you have to have some advising from the members and I think that's what you're looking for.
- Mitch Berbrier: So if that's okay with you, we will send it out for comments.
- Deb Moriarity: There are only 2 levels, and not 3.
- Mitch Berbrier: (to Fan) That might be the primary question you get, is why did you decide on 2 levels and not 3? Maybe you can add to this some kind of commentary.
- Richard Miller: I think the criteria might be more problematic. It has a lot of professional development, and developing curriculum, and stuff like that and that isn't typically the role of lecturers. Their job is to lecture.
- Mitch Berbrier: I assume the wording came from other institutions?
- Fan Tseng: Right. It is very inclusive.
- Richard Miller: But I think this is a great idea.
- Mitch Berbrier: I think what needs to be done to prevent you (Fan) from getting questions you've already answered in the committee discussions, is some way of explaining, using footnotes, your decisions, such as why 2 and not 3 levels?, these criteria were derived from benchmark comparison of other universities, etc.
- Deb Moriarity: The way it's worded," may be but not limited to," doesn't make it really clear.
- Mitch Berbrier: Maybe revise it some more as a report and then informally send it to me or us, the Executive Committee, or on to your committee, however you want.

❖ Parliamentary role

Mitch Berbrier: Filling it. Will talk via email.

❖ Budget

Mitch Berbrier: Will talk about budget another time. We had a meeting with Ray Vaughn about some concerns Rich and others raised about the faculty participation. I will send you a summary of that. He's waiting on information from somebody else and when he gets it I will talk to you.

- Wai Mok: He said he will make the names of the people of the committee known to us.
- Mitch Berbrier: There were a variety of other things we discussed.

- Richard Miller: Cost sharing?
- Mitch Berbrier: Yes. One thing about the budget, the opportunity came up about bringing a speaker in. The AAUP is discussing bringing a speaker in who will discuss higher education and academia. They were trying to find money for it. I thought maybe the Faculty Senate money that we don't make use of, not saying we should use it, but it's there to use. We use it to pay for presidents to go to BOT meetings. There is no process for it. We don't have the budget, it is the Provost's money. Basically we go to Peggy and she is very accommodating. I still think we want to have some kind of accountability and discuss it formally. I want to ask if it's okay if I discuss using some money for a speaker. I will discuss specifics.
  - Consensus says it's okay.
- Charles Hickman: How much are we talking? Is it possible to use for distinguished speaker?
- Mitch Berbrier: I think it has to do with the mission of the Faculty Senate for us to use the funds.

➤ Meeting adjourned at 2:45 pm.



## Faculty Senate Bill 373

### Definition of Faculty Representation on University-level Committees (Revision of FSR 12/13-04)

#### Bill History:

Sept 13, 2013 – submitted to President-Elect Mok by Mitch Berbrier

Nov 14, 2013 – before FSEC for initial consideration; sent to Governance & Operations Committee for revisions

January 14, 2013 – returned to President Elect Mok by Philip Bitzer, Chair, Governance & Operations

January 23, 2014 – before FSEC for First Reading

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WHEREAS, the Faculty Senate is the representative body representing the faculty for the formulation of university-wide policy and procedures in matters relating to institutional purpose, general academic considerations, curricular matters, university resources, and faculty personnel, and

WHEREAS all issues of university-level governance affecting the faculty at large should go before the Senate before implementation, and

WHEREAS, the Faculty Senate will participate in the selection of academic administrators (including but not restricted to the President, Provost, Vice-Presidents, and Deans) and in alterations of the academic administrative structure, and

WHEREAS Faculty Senators are the official representatives of the faculty to the University Administration, and

WHEREAS these and other foundations for faculty representation are enshrined in the Faculty Senate bylaws,

NOW THEREFORE BE IT RESOLVED that when university-level **ad-hoc committees** are initiated by the administration concerning issues of university governance (e.g., hiring committees), the appointing administrator **shall request from the Faculty Senate a slate of faculty nominees whose number is not to exceed three times the number of appointment positions, from which the appointing administrator shall select to represent the faculty,**

AND BE IT FURTHER RESOLVED that the appointing administrator may appoint additional faculty members to university-level ad-hoc committees concerning issues of university governance who are not on the slate of nominees submitted by the Faculty Senate in order to ensure diversity, appropriate expertise, disciplinary representation, and/or any other characteristics established by the appointing administrator as necessary to address the purpose of the committee.



# THE UNIVERSITY OF ALABAMA IN HUNTSVILLE FACULTY SENATE

## Senate Bill 376: Implementation of Updated Parental Leave Policy

Bill History: Submitted by R.S. Miller on 01/14/2014

**WHEREAS:** An updated parental leave policy was developed by the faculty in coordination with the Office of the Provost and others within the university Administration, and

**WHEREAS:** An effective and uniformly applied parental leave policy is important for the faculty community, as well as planning within academic departments, and

**WHEREAS:** This policy has been approved by the Faculty Senate and incorporated into the new Faculty Handbook draft that was submitted to the Administration in 2013, and

**WHEREAS:** The draft (2013) Faculty Handbook is under review and will not be approved or go into effect until an unspecified future date, and

**WHEREAS:** To date, parental and maternity leave has been non-uniformly applied across campus with variations at the discretion of Chairs, Deans, and Provost, and

### **NOW THEREFORE BE IT RESOLVED:**

That the Faculty Senate requests that the Parental Leave policy as described in the 2013 Faculty Handbook draft (Section 9.7) be implemented immediately as university policy, and

### **BE IT FURTHER RESOLVED:**

That this policy consist of the following (taken from 2013 draft Faculty Handbook):

Parental leave is designed to serve two purposes. On one hand, it allows faculty members to take care of the substantial responsibilities and health issues related to child birth or the placement of a child for guardianship or adoption. On the other hand, offering such leaves benefits the university by facilitating the attraction, retention, and long-term productivity of high-quality faculty.

*Eligibility.* A full-time faculty member with at least one academic year of service to the university is eligible for parental leave in the event of: (1) the birth of his or her child, (2) the birth of a child to the domestic partner of the faculty member, or (3) the placement of a child under the age of 7 with the faculty member for guardianship or adoption. If both parents of the child are faculty members of the university, only one parent may take the entire 15 weeks of full-time parental leave (or an equivalent amount of leave on a part-time basis) for a given child. An individual requesting leave under these circumstances will provide documentation that he/she will be the primary care giver during the leave period. With the approval of the Provost, the two parents may split the leave. Parental leave is not granted for pregnancy-related disability preceding the birth of a child, which is granted in accordance

# THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

## FACULTY SENATE

### Senate Bill 376: Implementation of Updated Parental Leave Policy

Bill History: Submitted by R.S. Miller on 01/14/2014

with the sick leave policy (Section 9.6, 2013 draft Faculty Handbook) and shall not affect a faculty member's eligibility for parental leave for the birth of that child.

*Timing and duration of leave.* A parental leave must commence within 4 months of the birth of the child or the placement of the child for guardianship or adoption for a faculty member taking parental leave, except in cases where both parents are faculty members and split the leave. Full-time parental leave consists of 15 weeks of full-time leave from all faculty responsibilities. An equivalent amount of part-time leave may be substituted for full-time leave; the latter will be referred to as "flexible parental leave." For example, under flexible parental leave, a faculty member whose leave commences near the end of spring semester, could elect to take one-third of the leave as five weeks of full-time leave to finish out the spring semester, followed by taking the remaining two-thirds of the leave by working part-time the following fall semester. For faculty on academic year appointments, the summer will not count toward the 15 weeks of full-time leave (or equivalent) to which the faculty member is entitled.

In cases where both parents of the child are faculty members eligible to take parental leave, the parents may choose to have one parent take the full 15 weeks of full-time equivalent leave or may submit a request to split the leave between them (e.g., one parent could take 10 weeks and the other five weeks of full-time leave). In such cases, the parent who takes the leave first must begin the leave within four months of the birth of the child or the placement of the child for guardianship or adoption for a faculty member taking parental leave.

Parental leave also is not granted for periods of medical disability resulting from child birth but extending beyond the 15 weeks of full-time leave (or equivalent). Under such circumstances, the faculty member may apply for sick leave (Section 9.6, 2013 draft Faculty Handbook).

The first 12 weeks of any parental leave, or of the combined periods of sick leave for pregnancy-related disability preceding the birth of a child plus parental leave, or of combined periods of parental leave plus sick leave for disability resulting from child birth are deemed to be leave under the Family and Medical Leave Act of 1993 (FMLA).

*Request and approval.* In order for the university to make adequate provision for instruction, a faculty member who plans to take parental leave must notify his or her department chair or equivalent in writing of his/her intent to take parental leave, with copies to the dean and Provost. Such notification must be made within three months of confirmation of a pregnancy or as soon as practicable after learning of the placement of the child for guardianship or adoption. The faculty's written notification must include a proposal for when the leave will begin and, if the faculty member is requesting flexible parental leave, a proposal for how the leave will be taken. The exact terms of the flexible parental leave will be negotiated between the faculty member and the department chair, who shall submit a written summary of the terms of the leave to the dean and the Provost.

In cases where both parents are faculty members who are eligible for parental leave and the parents want to split the 15 weeks of full-time leave or equivalent between them, both faculty members shall submit a request detailing how they propose to split the leave to the Provost and their respective department chairs, with copies to their respective deans. The Provost or his/her designated representative is responsible for consulting with the department chairs and determining the terms of a split leave.

**THE UNIVERSITY OF ALABAMA IN HUNTSVILLE  
FACULTY SENATE**

**Senate Bill 376: Implementation of Updated Parental Leave Policy**

Bill History: Submitted by R.S. Miller on 01/14/2014

The Provost has final authority for approving parental leave requests and shall grant all requests for parental leave from faculty members who meet eligibility requirements for such leave. However, the Provost may modify the specific terms of flexible parental leaves and split leaves requested if the initial request is not practicable.

*Pay Status.* The faculty member will receive his or her full normal salary and benefits during the leave period, even if designated as FMLA leave. Faculty members on academic year appointments will not receive parental leave pay in the summer.

*Coverage of classes.* If replacements are needed to carry out the instructional responsibilities of a faculty member on parental leave, the compensation for those replacements shall be allocated by the Provost from the Faculty Leave Account (See Section 9.5, 2013 draft Faculty Handbook).

*Extension of tenure clock.* When a tenure-track faculty member is granted parental leave, an automatic one-year extension in that faculty member's probationary period clock shall be granted in accordance with Section 9.6.3.6 (, 2013 draft Faculty Handbook).